

Journal of Research and Multidisciplinary  
ISSN: 2622-9536 Print  
ISSN: 2622-9544 Online  
<http://journal.alhikam.net/index.php/jrm>  
Volume 7, Issue 1, March 2024, Pages 787-793



## Application of Cultural Literacy in Learning in Elementary Schools

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### Abstract

Cultural literacy is the ability of individuals and societies to act on their social environment as part of culture and state. The increasing flow of information technology greatly affects students' reading interest. The purpose of this study was to explore the application of cultural literacy in SD Negeri 2 Bone-bone. This research is classified as qualitative research with a naturalistic inquiry approach. The subjects involved in this study were the principal, 5 teachers, 10 students and 4 parents. Data collection was carried out using observation and interview methods, with research instruments in the form of observation sheets and interview sheets. Data was analyzed using the Miles and Huberman model, namely data reduction, data display, and conclusion drawing/verification. The results of the research obtained are SD Negeri 2 Bone-bone has implemented cultural literacy by 85% in terms of class base aspects, school cultural aspects, and community base in the form of reading activities  $\pm$  15 minutes every day, borrowing books in the library, instilling character values, school literacy facilities and the level of involvement of the facilitator team.

**Keywords :** Cultural Literacy, Learning in Elementary School

### Introduction

As part of the world, Indonesia is also involved in global progress and change. Therefore, the ability to adapt, accept and behave wisely to absolute diversity shapes the culture of literacy in all fields of education (family, school and community). In addition to school, students will also get knowledge and literacy at home. In this case, making the role of parents very important in cultural literacy programs.

Cultural literacy is one of the abilities that students should master in the 21st century in opposing the rapid development of science, technology, and art (IPTEKS), and the impact of universality marked by the presence of external traditions that are not in accordance with domestic traditions (Mardhiyah et al., 2021). Cultural literacy can be described as a network of information owned by professional readers, such as the basis of information that sticks in the power of thinking and understanding, getting its essence, knowing its

meaning, connecting what they read with its unlisted conditions that give meaning to reading (Desyandri, 2018).

In Indonesia, almost every region has various tribes, arts, religions, customs, and local wisdom, so it needs to be addressed carefully in responding to changing trends this century. Upholding the noble values and social life of the Indonesian nation needs to be instilled as an identity and a fortress so that the nation's culture is not corroded (Nudiati, 2020). Cultural literacy also encourages the realization of Indonesian society that adheres to a complete multiculturalism, namely a society based on respect and respect for differences (Marlina and Halidatunnisa, 2022). Literacy is closely related to a person's ability to read, write, speak, and process information obtained in order to solve problems faced in everyday life (Hasan et al., 2022).

The reality on the ground, especially in SD Negeri 2 Bone-bone, has tried to implement cultural literacy in schools, but student involvement in the implementation of cultural literacy is still low, this is supported by observations and interviews conducted by researchers. Low student involvement will have an impact on the low ability to understand and behave towards Indonesian culture as a national identity. Indonesia has a variety of ethnic groups, languages, customs and customs, even religions and beliefs. To understand the diversity and responsibility of the state as part of a nation, students must understand and master cultural literacy. Cultural literacy is also expected to be the main foundation in fostering global diversity in students at SD Negeri 2 Bobe-bone.

Therefore, cultural literacy is very important to be given in schools. Cultural literacy is a person's habit of thinking followed by literacy activities which in the end will emphasize the process of critical thinking, problem solving, creative, and scientific development (Hardiansyah, 2017). Cultural literacy is not just protecting and developing national and local culture, but shaping the individuality of the Indonesian nation in the community, in order to continue to love and preserve literacy culture (Sari & Supriyadi, 2021). In addition, cultural and civic literacy is also important for every student, as a prerequisite to foster a sense of responsibility, tolerance towards others, and love for the homeland (Helaluddin, 2018).

Several studies that have been conducted previously revealed that literacy programs, especially cultural and civic literacy at Sekolah Menengah Atas in Banda Aceh City, are still not maximizing because teachers do not understand the substance and content of cultural and civic literacy. Teachers consider that cultural and civic literacy is not very important. Students do not understand the culture and citizenship in their environment and students do not have sensitivity, tolerance, collaboration etc. (Arditama and Lestari 2020). The results of other studies reveal different things, namely cultural and civic education applied in the literacy style of the millennial generation can be more selective in receiving and processing the information obtained (Pratiwi and Asyarotin 2019).

Based on some of the results of these studies, it can be said that the implementation of cultural and civic literacy in each school is different. Not all students and schools are able to implement this well, so it still requires attention and supervision. So this study is focused on these studies with the aim of exploring the application of cultural literacy in elementary

schools. For this reason, researchers examined more deeply through qualitative research entitled "**Application of Cultural Literacy in Learning in Elementary Schools**"

## **Method and Data**

This research is a qualitative research with a naturalistic inquiry approach conducted by researchers because it is to find out the problems and answers about the application of cultural literacy and student involvement in its application. The subjects involved in this study were teachers and students of SD Negeri 2 Bone-bone as well as several parents of students. The subjects involved were the Principal, 5 Teachers, 10 Students, and 4 Parents. Data collection techniques are carried out through in-depth interviews, observations, and document studies. Data analysis in qualitative research is carried out at the time of data collection and after completion of data collection within a certain period. At the time of the interview, the researcher had already analyzed the answers interviewed. If the interviewee's answers after analysis feel unsatisfactory, the researcher will continue the question again to a certain stage and obtain data that is considered credible. Data analysis techniques in this study use the Miles and Huberman model, namely data reduction, data display, and conclusion drawing/verification.

## **Results**

The process of observation and interviews with 20 respondents in the form of principals, teachers, students, and parents found several main things related to cultural literacy activities at SD Negeri 2 Bone-bone. The first finding is on cultural literacy indicators in classroom-based elementary schools with subindicators of the quantity of cultural literacy training, the intensity of utilization and application to learning, and producing cultural products.

The first finding was found that cultural literacy activities at SD Negeri 2 Bone-bone have been fully implemented, seen in the cultural literacy indicators in classroom-based elementary schools with subindicators of the quantity of cultural literacy training, namely there has been training on cultural literacy for both teachers and students, implementing 15 minutes of reading before the learning process begins, using effective learning methods in accordance with the 2013 curriculum, and there is a literacy corner in the classroom. In the sub-indicators of the intensity of utilization and application of learning in schools, namely learning through libraries, reading houses, and literacy rooms that have been prepared by schools. In the sub-indicator of producing cultural products in the form of poster works and dance products still in learning materials not from their own work, cultural literacy in elementary schools has been fully implemented at SD Negeri 2 Bone-bone.

The second finding in this study relates to indicators of cultural literacy in elementary schools based on school culture with subindicators of variation and amount of reading materials, book borrowing, number of school literacy activities, school policies, cultural

communities, student order, student tolerance, and student participation. The second finding showed that in the subindicator of variation and the amount of reading material, there was a variation in reading material with cultural themes of around 85%. In the indicator of the frequency of borrowing books, namely the existence of various cultural-themed books including novels, folklore, and children's magazines at school, students visit the library to read books and borrow books. On the indicator of the number of school activities by holding activities related to culture such as art performances held at the end of the year or certain days and times such as historical days.

In school policy indicators by making a program every day children are required to read 15 minutes and practice cultural values in daily activities. In the indicators of cultural communities, there are cultural communities in schools such as communities of lovers of regional dances, regional languages. On the student order indicator, all students have obeyed the rules at school marked by a student order score of 83%. In the indicator of student tolerance, students appreciate and accept the diversity of languages, tribes and cultures at school, communicate with each other and interact well. In the student participation indicator, students participate in activities in the form of mutual assistance, sports, and scouting.

The third finding in this study is related to cultural literacy indicators in community-based elementary schools with subindicators of the number of supporting facilities and infrastructure as well as the level of parent and community involvement. The results of the third finding show that cultural literacy in elementary schools has been fully implemented at SD Negeri 2 Bone-bone. In the indicator of cultural literacy in elementary schools with a community base with subindicators of the number of supporting facilities and infrastructure, namely the facilities and infrastructure in schools are very adequate in the form of literacy rooms, libraries, reading houses, while infrastructure in the form of books is varied for reading materials. In the indicator of the level of involvement of parents and the community has been involved in the form of a rule to read books at home for at least 15 minutes every day, but with busy work, parents cannot take the time to read books.

## Discussion

The results of the research analysis show that cultural literacy activities at SD Negeri 2 Bone-bone have been fully implemented based on class, school culture, and community. Cultural literacy in classroom-based schools is implemented because the classroom is a place for students to carry out teaching and learning activities, doing activities such as reading books (Ramandanu 2019). Classes in the world of education have an understanding that is a group of students who are facing lessons at school or educational institutions. On the other hand, literacy skills are important to recognize the culture and identity of the nation, so as to foster an attitude of care for others, mutual respect for each other, and tolerance between religious communities (Ahsani and Azizah 2021). The learning process in schools (classes) the role of teachers is more specific in a narrow sense, namely in the relationship of the teaching and learning process. The role of teachers is as an organizer of the learning environment and at the same time as a facilitator of learning (Wajdi 2021).

Cultural literacy activities are also carried out based on school culture. School culture is a set of values that underlie behavior, traditions, daily habits and symbols practiced by the principal, teachers, administrative officers, students, and the community around the school. Culture or culture is a complex whole formed in history and passed on from time to time through traditions that include organization, social, economic, religious, beliefs, customs, laws, arts, techniques and sciences (Edward and Hutahaeen 2018). Thus, culture is formed through the process of time travel in history that develops from generation to generation (Romadhan and Sutrisno 2021). In the habituation stage, the school programs cultural literacy with activities. The habit of reading 15 minutes before learning begins has the aim of increasing students' reading interest and improving reading skills so that knowledge can be mastered well by students (Sari and Supriyadi 2021).

Furthermore, the process of developing cultural literacy in elementary schools with a community base involves the role of parents. Not only at school, students are also expected to increase their interest in reading at home. The role of parents at home can help increase children's interest in reading at home. The role of parents is no less important than the role of teachers in schools. Parents become the first role models for their children. Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity (Ahsani and Azizah, 2021). The tradition of reading and writing must continue to be developed, so that educational progress will be more rapid. The norms of reading and writing must continue to be grown in schools to become global academic. Related to this, the government has issued a regulation that teachers who will be promoted are required to produce written works. Literacy is no longer only seen as a basic ability or tool that supports the academic learning process, but has become a supporting factor for the community's need for access to accurate and reliable information and the ability to think of an individual in solving problems, as well as the ethics of social attitudes in interacting between groups in society (Hasan, et al. 2022). The implementation of cultural literacy in each school is different. This depends on the way teachers and principals organize all literacy processes.

## **Conclusions**

Cultural literacy at SD Negeri 2 Bone-bone has been well implemented. Schools have used spaces for reading and learning such as library rooms, reading houses, and literacy rooms. Teachers and students have also implemented a reading culture 15 minutes before the teaching and learning process in accordance with three subindicators in the form of class base, school cultural base, and cultural literacy community base.

The suggestion of this research is that all teachers, parents, and students emphasize reading culture even though they are constrained by busyness so as to create literacy habits in daily life. In addition, parents still need assistance in order to be able to implement cultural literacy habits in the neighborhood.

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