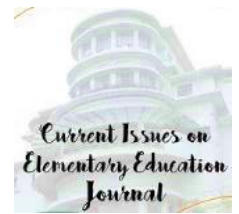




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IMPLEMENTATION OF CULTURAL AND CITIZENSHIP LITERACY IN ELEMENTARY SCHOOLS

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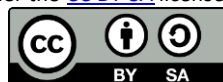
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ABSTRACT

This study aims to explore the implementation of cultural and civic literacy in elementary schools as part of strengthening students' character in understanding cultural diversity and civic values. Using a qualitative approach, this research was conducted through observations and interviews with school principals, teachers, and students at an elementary school in Bandung. The findings indicate that the school has integrated cultural and civic literacy through various teaching methods, such as the use of interactive media, cultural festival activities, and group discussions involving students. However, several challenges were identified in its implementation, including students' low interest in learning cultural and civic literacy. Despite these challenges, cultural and civic literacy continues to have a positive impact on shaping students' character, making them more tolerant, appreciative of diversity, and responsible as citizens. Therefore, innovations in teaching methods and synergy between schools, parents, and the community are needed to enhance the effectiveness of this program.

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1. INTRODUCTION

In light of current 21st-century developments, students must possess various skills, particularly critical thinking, creativity, innovation, collaboration, and communication skills. This aims to better prepare them for future challenges. One way to develop 21st-century learning is by implementing a culture of literacy, especially in schools, and establishing a literacy movement program for elementary schools (Odah & Yuniarti, 2023). Literacy is the ability to read and write. Literacy is also known as the ability to speak and think (Trianto & Heryani, 2021). We can still develop literacy further, because literacy that only consists of reading, writing and arithmetic is not enough now, but must also include reading and writing as mentioned previously, numeracy literacy, science literacy, financial literacy, information and communication literacy, as well as cultural and civic literacy (Jariah & Marjani, 2019). The main objective of literacy learning is to develop students' competencies as competent communicators in multiliteracy, multicultural, and multimedia contexts through empowering multi-intelligence (Kusmiarti & Hamzah, 2019). One of the literacies that must be implemented and applied in elementary schools is related to cultural and civic literacy. Cultural literacy is an understanding of cultural conditions and differences between cultures that aims to create harmony and preserve existing cultures (Yusuf et al., 2020). Apart from that, cultural literacy can also be interpreted as an effort to recognize and understand culture as an identity inherent in a society (Triwardhani et al., 2023). Thus, cultural literacy can be defined as literacy related to a region's identity. Furthermore, cultural literacy is closely related to civic literacy, which is difficult to separate. Civic literacy is the ability to understand the rights and obligations of a citizen (Muniroh et al., 2020).

The aim of civic literacy in elementary schools is to instill national values and a sense of love for the homeland in students (Kabari et al., 2023). Thus, cultural and civic literacy is crucial for every elementary school student, as it provides students with in-depth knowledge of prevailing culture and citizenship, including a love of their homeland, tolerance, and a sense of responsibility. However, in practice, various challenges remain in implementing cultural and civic literacy in elementary schools. Some of these include a lack of understanding among educators regarding effective learning strategies, minimal integration of cultural values into the curriculum, and a lack of community involvement in supporting cultural and civic-based education programs. Therefore, collaborative efforts between schools, families, and communities are needed to optimally implement cultural and civic literacy. This is supported by the results of observations conducted at the level of student literacy in elementary schools, especially in Padangsidempuan City, which are as follows: Elementary school students' reading literacy is still in the low category; Elementary school students' science literacy is included in the very low category and Elementary school students' mathematical literacy is included in the low category. Therefore, it can be concluded from the 5 (five) school samples used in this study that the data obtained shows that elementary school students' reading literacy, science literacy, and mathematics literacy are still in the low category. Therefore, in this case, efforts are needed from teachers and all related parties in designing a learning system that includes learning steps that can improve

students' literacy skills at the elementary school level, consisting of reading and writing literacy, numeracy literacy, financial literacy, science literacy, cultural and civic literacy, and digital literacy (Harahap et al., 2022). Cultural and civic literacy can also build the identity of the Indonesian nation in the global community, as well as save and develop local and national culture (Haniifah et al., 2024). Thus, cultural and civic literacy can build Indonesian national identity amidst globalization. Furthermore, this identity can be fostered by elementary school students by studying cultural and civic literacy. Therefore, cultural literacy is crucial in elementary schools, as it aims to empower individuals to become agents of positive change in a constantly changing global society (Ari Sujarwadi et al., 2024). In this digital era, individuals must possess the skills and abilities necessary to function as citizens, understanding diversity and responsibility. Therefore, cultural and civic literacy must be taught at all levels of education to foster a love for and preservation of Indonesian culture, especially among Generation Z (Amelia et al., 2024).

Several previous studies have revealed that the literacy program, particularly cultural and civic literacy, at SDN Cipaku 03 has implemented the Literacy Education Family School Children and Community Rise Religious Education Dynamic and Prosperous (Leksam Bedas) program to improve literacy and creativity skills in students. The research results indicate that this activity can increase creativity in elementary school students, especially in cultural and civic literacy (Haifarashin et al., 2024). Other research findings at the Elementary School Lab School, Faculty of Social and Political Sciences, University of Muhammadiyah Jakarta (UMJ) have successfully integrated this literacy as an integral part of the teaching and learning process, providing a strong foundation for instilling nationalism in students every day. Cultural and civic literacy are not only skills but also a vital foundation for developing positive character and attitudes in elementary school students (Azmi Al Bahij et al., 2024).

Based on these research findings, it can be concluded that the implementation of cultural and civic literacy varies from school to school. Not all students and schools are able to implement it effectively, requiring attention and oversight. However, previous research has not specifically addressed cultural and civic literacy in elementary schools. Therefore, this study focuses on this area, aiming to determine the implementation of cultural and civic literacy in elementary schools.

2. METHODS

This study uses a qualitative research approach. It focuses on processes and meanings that are not tested or measured with descriptive data. Researchers in this study recount events they have heard, felt, and created in narrative or descriptive statements (Arikunto, 2006). This research was conducted intensively, with researchers participating in the field, carefully recording events, conducting reflective analysis of various documents found in the field, and producing detailed research reports. Qualitative methods focus on natural, real, subjective, and interactive events with participants. Qualitative research is descriptive and tends to use analysis. The subjects involved in this study were a school in Bandung City, consisting of one principal, four teachers, and nine students. The data collection techniques

used were observation and interviews, with an interview sheet as the research instrument. The research instruments are presented in the following table.

Table 1 Research Instruments

Formulation of the problem	Indicator	Sub. Indicators
How to Implement Cultural and Civic Literacy in Elementary Schools	Cultural and civic literacy	a. Literacy aspects b. Cultural aspects c. Citizenship aspects d. Student participation aspects

Data analysis techniques used included data collection, reduction, presentation, and drawing conclusions. Data collected from research informants related to cultural and civic literacy in elementary schools were carefully and thoroughly recorded. Afterward, the data were summarized, selected, and focused on key topics related to cultural and civic literacy in elementary schools. The summarized data were then presented or presented as a re-description of the reduced data. The data collection technique used was interviews related to cultural and civic literacy in elementary schools.

3. RESULTS AND DISCUSSION

3.1 Results

Based on observations and interviews with 14 respondents, including principals, teachers, and students, various findings were obtained regarding the implementation of cultural and civic literacy in schools. Interviews with respondents revealed various perspectives on how schools accommodate cultural diversity, instill civic values, and encourage student involvement in activities that support cultural and civic understanding. The observations also provide insight into the extent to which schools are working to create an inclusive learning environment and support student character development.

Interview results indicate that the strategies used to teach cultural literacy and citizenship in the classroom vary widely, ranging from the use of interactive learning media and group discussions to cultural exploration-based projects. Although cultural literacy and citizenship materials have been integrated into the curriculum, there are still limitations in the availability of teaching materials to support this learning. The biggest challenges in teaching cultural literacy and citizenship are lack of student interest and limited relevant educational resources. Cultural aspects implemented in schools have attempted to accommodate diversity by holding activities such as cultural festivals, cultural exchanges between classes, and student involvement in traditional arts and dances. Student responses to culture-based learning are generally positive, especially when they are directly involved in activities that are interesting and align with their interests.

Civics aspects in elementary schools demonstrate that schools have instilled civic values through activities such as flag ceremonies, community service, and discussions on social norms and ethics. Teachers play a crucial role in guiding students to become responsible school citizens, both through behavioral examples and direct guidance in resolving conflicts that arise within the school environment. Schools address differences of opinion among

students, employing mediation and open dialogue approaches so that students can learn to resolve conflicts constructively. Student participation, including the level of involvement in cultural and civic literacy activities, varies, influenced by factors such as personal interest, family support, and motivation within the school environment. Schools strive to encourage active student participation by providing rewards, providing spaces for cultural expression, and integrating cultural and civic activities into daily learning. However, challenges such as lack of time and high academic workloads often hinder students from participating more actively. Overall, school efforts to build cultural and civic literacy have had a positive impact, although there is still room for improvement in terms of the availability of teaching materials and more innovative learning strategies.

3.2 Discussion

Cultural and civic literacy learning has been implemented well, taking into account all aspects, including literacy, culture, citizenship, and student participation. The strategies used in teaching cultural and civic literacy in elementary schools are implemented in various ways, for example by integrating cultural and civic literacy activities with classroom and outside classroom learning through extracurricular methods, cultural visits, or traditional dances performed to commemorate national holidays. Introducing local culture through activities such as cultural tours, traditional games, and extracurricular activities related to regional culture is very important (Saputri et al., 2024). Strategi yang digunakan dalam mengajarkan literasi budaya dan kewargaan di kelas diantaranya dengan melaksanakan literasi yang dilakukan setelah jam pelajaran berlangsung. Integrasi materi literasi budaya dan kewargaan dalam pembelajaran telah dilakukan dan diintegrasikan melalui berbagai kegiatan yang diadakan oleh sekolah, seperti kunjungan ke tempat bersejarah, partisipasi dalam pawai atau festival budaya yang diadakan oleh daerah setempat, dan program-program sekolah yang menekankan keberagaman budaya. Selain itu integrasi dalam pembelajaran di kelas juga terus dilakukan setiap harinya dalam berbagai mata pelajaran seperti ips, Pendidikan Pancasila dan seni budaya. Bahan ajar dan media yang digunakan juga sangat banyak bergantung pada kontes literasi yang diajarkan. Tantangan terbesar dalam mengajarkan literasi budaya dan kewargaan kepada siswa meliputi rendahnya motivasi siswa dalam pembelajaran literasi. Selain itu, arus informasi dan budaya asing yang tidak terfilter dapat membawa nilai-nilai yang bertentangan dengan ajaran yang ada yang menyebabkan kesempatan kepada negara asing untuk mengambil alih hak kepemilikan budaya Indonesia, warga Indonesia yang lebih memilih menerapkan budaya asing daripada budaya sendiri, dan terjadinya penyerapan budaya asing yang tidak sesuai dengan norma masyarakat Indonesia sehingga mengancam ideologi Pancasila (Ulfiah et al., 2023)

Sekolah mengakomodasi keberagaman budaya dalam proses pembelajaran dengan menyediakan ruang bagi siswa untuk mengekspresikan identitas budaya mereka, seperti melalui pertunjukan seni, pameran budaya, dan kegiatan ekstrakurikuler yang mencerminkan berbagai latar belakang budaya. Hal ini bertujuan untuk menciptakan lingkungan belajar yang inklusif dan menghargai perbedaan serta menciptakan kehidupan

yang damai (Joko et al., 2024). Kegiatan berbasis budaya yang telah dilaksanakan di sekolah antara lain festival budaya, kegiatan memperingati hari besar nasional, dan program pertukaran budaya antar kelas yang dilakukan di sekolah. Kegiatan-kegiatan ini dirancang untuk meningkatkan pemahaman siswa tentang keberagaman budaya dan menumbuhkan rasa bangga terhadap warisan budaya mereka sendiri. Respon siswa terhadap pembelajaran yang berbasis budaya umumnya positif. Mereka menunjukkan antusiasme dalam mengikuti kegiatan yang memungkinkan mereka untuk mengeksplorasi dan memahami budaya yang berbeda, yang pada gilirannya meningkatkan rasa saling menghormati dan toleransi di antara siswa.

Sekolah menanamkan nilai-nilai kewargaan dalam keseharian siswa melalui kegiatan seperti upacara bendera, kerja bakti, dan diskusi mengenai norma dan etika sosial. Selain itu, pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) digunakan untuk memberikan pemahaman kepada siswa tentang hak dan kewajiban mereka sebagai warga negara. Guru berperan sebagai teladan dan fasilitator dalam membimbing siswa untuk menjadi warga sekolah yang bertanggung jawab. Mereka memberikan contoh perilaku positif, membimbing siswa dalam menyelesaikan konflik, dan mendorong partisipasi aktif dalam kegiatan sekolah yang mendukung pengembangan karakter dan nilai-nilai kewargaan. Dalam menangani perbedaan pendapat atau konflik antar siswa, sekolah menerapkan pendekatan mediasi dan dialog terbuka (Yusnaini, 2019). Hal ini memungkinkan siswa untuk belajar menyelesaikan konflik secara konstruktif dan menghargai perspektif orang lain, yang merupakan bagian penting dari literasi kewargaan.

Keterlibatan siswa dalam kegiatan yang berhubungan dengan literasi budaya dan kewargaan bervariasi, tergantung pada minat pribadi, dukungan keluarga, dan lingkungan sekolah. Beberapa siswa aktif berpartisipasi dalam kegiatan budaya dan kewargaan, sementara yang lain mungkin kurang terlibat karena berbagai alasan. Sekolah mendorong siswa untuk aktif dalam kegiatan budaya dan kewargaan dengan menyediakan berbagai program yang menarik, memberikan penghargaan bagi peserta aktif, dan mengintegrasikan nilai-nilai budaya dan kewargaan dalam mata pelajaran sehari-hari. Pendekatan ini bertujuan untuk meningkatkan motivasi dan partisipasi siswa. Faktor-faktor yang memengaruhi partisipasi siswa dalam pembelajaran literasi budaya dan kewargaan meliputi motivasi intrinsik, dukungan dari guru dan teman sebaya, serta kesempatan yang diberikan oleh sekolah. Selain itu, ketersediaan bahan ajar yang relevan dan lingkungan belajar yang mendukung juga memainkan peran penting dalam mendorong partisipasi Siswa (Hartatik et al., 2022). Banyak siswa menyukai membaca buku atau cerita tentang budaya dan kewargaan karena dapat menambah wawasan tentang keberagaman dan kehidupan bermasyarakat. Mereka merasa bahwa melalui bacaan tersebut, mereka dapat memahami nilai-nilai sosial dan budaya yang berbeda, yang penting untuk kehidupan di masyarakat yang majemuk. Di sekolah, siswa mempelajari tentang budaya dan kewargaan melalui berbagai mata pelajaran, seperti Pendidikan Pancasila dan Kewarganegaraan, serta melalui kegiatan ekstrakurikuler yang berfokus pada pengenalan budaya lokal dan nasional.

Pembelajaran ini dirancang untuk membentuk karakter siswa yang menghargai keberagaman dan memiliki rasa tanggung jawab sebagai warga negara (Kabari et al., 2023).

5. CONCLUSION

Berdasarkan hasil penelitian, implementasi literasi budaya dan kewarganegaraan di Sekolah Dasar telah dilakukan dengan berbagai metode, termasuk pengintegrasian dalam kurikulum, penyelenggaraan kegiatan ekstrakurikuler berbasis budaya, serta pembiasaan nilai-nilai kewarganegaraan dalam kehidupan sekolah sehari-hari. Respon siswa terhadap pembelajaran berbasis budaya umumnya positif, terutama ketika mereka dilibatkan dalam kegiatan yang interaktif dan menarik. Namun, beberapa tantangan masih ditemukan, seperti rendahnya ketersediaan bahan ajar yang sesuai, kurangnya motivasi siswa dalam mempelajari literasi budaya dan kewarganegaraan, serta terbatasnya waktu untuk mengintegrasikan pembelajaran ini ke dalam kegiatan akademik yang sudah padat. Selain itu, arus globalisasi yang membawa masuk budaya asing juga menjadi tantangan tersendiri dalam mempertahankan dan menanamkan nilai-nilai budaya lokal di kalangan siswa. Dengan demikian, meskipun implementasi literasi budaya dan kewarganegaraan telah membawa dampak positif, masih diperlukan berbagai upaya untuk meningkatkan efektivitas dan jangkauan program ini.

Agar implementasi literasi budaya dan kewarganegaraan di Sekolah Dasar lebih optimal, beberapa langkah perlu dilakukan. Pertama, sekolah perlu menyediakan bahan ajar yang lebih bervariasi dan menarik, seperti modul digital, buku cerita berbasis budaya, serta media pembelajaran interaktif yang dapat meningkatkan minat siswa. Kedua, metode pembelajaran harus lebih inovatif, misalnya dengan pendekatan berbasis proyek, penggunaan teknologi digital, serta integrasi kegiatan budaya dalam pembelajaran lintas mata pelajaran. Ketiga, keterlibatan orang tua dan masyarakat harus lebih ditingkatkan, misalnya dengan menyelenggarakan acara budaya yang melibatkan siswa dan orang tua serta membangun komunitas literasi berbasis budaya. Keempat, diperlukan penghargaan bagi siswa yang aktif dalam kegiatan literasi budaya dan kewarganegaraan sebagai bentuk motivasi agar mereka semakin bersemangat dalam mengenal dan melestarikan budaya. Terakhir, evaluasi dan pengembangan program literasi budaya dan kewarganegaraan harus dilakukan secara berkala agar pembelajaran ini tetap relevan dan dapat beradaptasi dengan tantangan zaman. Dengan adanya upaya yang terkoordinasi, diharapkan literasi budaya dan kewarganegaraan dapat terus berkembang dan berkontribusi dalam membentuk generasi yang memiliki kesadaran budaya dan kebangsaan yang tinggi.

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