

How Readiness of Students of PPG to Develop Cultural Literacy for Students in Elementary Schools ?

Nanda William¹, Enok Maryani² Yoga Adi Pratama³

¹Elementary Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi
No. 229 Bandung 40154, Indonesia

²Elementary Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi
No. 229 Bandung 40154, Indonesia

³Elementary Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi
No. 229 Bandung 40154, Indonesia
E-mail: williamnanda@upi.edu

Abstract: Multicultural issues of racial origin, ethnic, economic, religious, social and political often occur in Indonesia for example people scorn each other and growing social media presence makes it easy for the community to pitting. The loss of the lofty values of the nation which became a major factor in the decline of civilization, compounded with the concepts in education who have been far apart from the sublime values of the nation, so an understanding of cultural literacy early need to be taught, since children at primary school age is the most fundamental in preparing the child through the cultivation of the character of sublime values contained in the local wisdom culture of Indonesia. The purpose of the research was a researcher trying to analyze how to build cultural literacy at primary school age children. A descriptive qualitative approach used in this study and the data obtained through observation, interview and question form and then the data is analyzed using the interactive model. The study was performed on students of PPG that add up to 30 people. The results of the research it is important to develop a culture of literacy began elementary school age children. Other results also show many students of PPG who know the cultural literacy, but has yet to grasp the concept of a real cultural literacy and the level of experience and understanding of students of PPG related to learning cultural literacy is also quite low. So that the right strategy and innovation are needed to develop cultural literacy.

Keywords: Cultural literacy, Local wisdom, Learning strategies

1. Introduction

Nowadays, we often hear the good news in the print media, electronic media or social media makes us sad. A variety of coverages in the form of suppression, coercion, and violence in a number of places that are done either by individuals or groups make us aware that the nickname of Indonesia as a country welcoming pun seems to begin to disappear. Student brawl, brawl between traders with satpol PP, domestic violence and such we hear almost every day. Even more recently a high school student dares to beat his teacher due to trivial problems. It is increasingly expose that middle Indonesia emergency peace.

Multicultural issues of racial origin, ethnic, economic, religious, social and political often occur. Everyone's scorn each other, let alone with the burgeoning social media presence makes it easy for the community to launch attacks against his opponent. Brotherhood, solidarity and kinship is broken just because the interests of a handful of people. Really heartbreaking thing when other Nations know that Indonesia is rich in tribes, religions, languages, and cultures. Such conditions are in line with the opinion of the Loebis [8] that the people of Indonesia are quick tempered, especially caused by things that are trivial. Such a climate is beginning to erode the exhausted nation the sublime values, human values and unity among the people.

The fading of the noble values of the nation which is the main factor of the decline of civilization is exacerbated by the concepts in education that are far removed from the noble values of the nation, so that the education that actually internalizes local values tends to be oriented towards the west which leads to the practice of internal violence. all lines. According to Tilaar [9] "The condition of education in our country has been chaotic and lost its educational power. Educational institutions only give birth to small people who put forward individualism in absolute terms regardless of humanity which is basically the purpose of this life substantially. Education, especially in elementary schools, has been developed in pragmatic-materialist concepts that produce mechanical students and are independent of humanist rules. This results in Indonesian people becoming modernism, hyodenism, and consumptive culture, selfishness and the practice of shortcuts and driving all means to achieve their goals [7].

This is a major issue, the peace more eroded depleted swallowed the increasingly difficult times predicted. Need to look for a solution by studying the sublime values of the nation through local wisdom values. The opportunities we have to accomplish with a movement "back to basic" i.e. the movement back to the local wisdom of centuries tested potency in addressing various issues of life [3]. Culture is a major contributor in the growth character of Nations multicultural Indonesia. It is important for the people of Indonesia for having the ability to strengthen cultural literacy national cultural identity as a nation and as a tool for connect between the generations. Understanding cultural literacy at primary school age children can start with an understanding of the culture about the child's life. Understanding cultural literacy early need to be of particular concern, because children at primary school age is the most fundamental in preparing the child through the cultivation of the character of sublime values contained in the local wisdom of culture Indonesian. Based on this how to build a cultural literacy teachers for his protégé is the main thing. In this study researchers tried to analyze how to build cultural literacy at primary school age children through the perspective of the students of the PPG.

2. Literature Review

Literacy in the 21st century is a complex process because it involves the construction of prior knowledge, culture, and experience to develop new knowledge and a deeper understanding [1][2]. In line E.D. Hirsch "literacy is more than just the actual mechanics of reading. Literacy means understanding what you read and to understand what you read you need to have the appropriate background knowledge "[12]. Literacy is not a mere reading of the mechanics, but the actualization of literacy means understanding what is read, and read to understand what people need to have the appropriate knowledge base. The phrase means that literacy is not merely a child can recite the readings, but literacy here had a more complex sense i.e. literacy means children are able to understand what he based his knowledge owned by the children, so that the child becomes literate because he is able to understand what is read while connecting with basic knowledge that was understood beforehand. With this knowledge base the child will not misinterpret / misunderstand what is being read.

Polistina [10] "Culture includes our whole system of beliefs, values, attitudes, customs, institutions and social relations." Culture is a complex thing to regulate society and as a belief to live life. Culture is also a requirement with noble values that should be applied in people's lives as a guide to behave, practice customs and establish social relations both within the community within the tribe and outside the community that has cultural differences. Tribal diversity with local wisdom possessed must be introduced to the next generation of the nation and used as a national identity that needs to be maintained.

Cultural literacy is important for children and needs to be taught early because cultural literacy is a provision for children to be able to adapt to the social environment so that the environment is also willing to accept it. Vygotsky in Santrock [11] revealed that children's knowledge is built through social interaction, in addition to using language as a tool for communication, children also use language as a tool to plan, direct and monitor their own behavior, so they can help solve their own problems. Based on the description, elementary school age children understand at least their own culture (local wisdom) and actualize their daily behavior. According to Kartawinata [6] local wisdom is also known as local knowledge (indigenous or local knowledge), or local intelligence (local genius), which is the basis of cultural identity (cultural identity). While Yunus [13] explained that local wisdom is a culture that is owned by certain communities and in certain places that are considered able to survive in the face of globalization, because local wisdom contains values that can be used as a means of national character development. Based on the above description, it is important to develop cultural literacy for elementary school-age children who begin literacy of local wisdom as identity and as a basis for children to grow character, so that children are able to place themselves and be accepted by the community.

3. Material & Methodology

The research approach used in this study is descriptive qualitative research. This qualitative research aims to gain a deep understanding of the application of appropriate cultural literacy learning in the view of PPG students. This study was conducted on 30 students who participated in Pendidikan Profesi Guru (PPG). Data was taken through observation, interviews, and questionnaires which were then analyzed through data reduction, data display and drawing conclusions from the data that had been analyzed. Qualitative data analysis according to Miles and Huberman [5] states that data analysis activities consist of: data reduction, data display, and conclusion drawing / verification.

4. Results and Discussion

a. Result

Application of cultural literacy by students who follow the PPG can be seen through the results of observation, interview and question form, so that the results of the analysis of data obtained from research to understand in depth how should literacy culture is taught at primary school age children. Based on the analysis of data was done the following diagram of the researcher, the understanding of the concept of cultural literacy by students PPG:

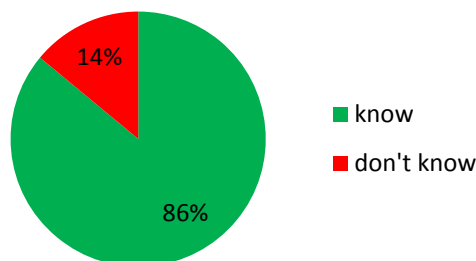


Figure 1. The existence of Cultural Literacy among Teachers PPG

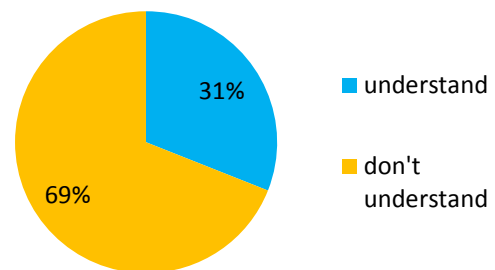


Figure 2. Understanding Cultural Literacy among Teachers PPG

Based on figure 1 shows that as many as 86% of students of PPG are aware of Cultural Literacy, this is because cultural literacy is also one of the programs launched by the Indonesian government,

namely the Gerakan Literasi Nasional (GLN). Through interviews, collage students of PPG know about cultural literacy from social media and other electronic media, this is because the government is aggressively socializing cultural literacy as six basic literacy students must have. However, the existence of cultural literacy among students of PPG is not directly proportional to a comprehensive understanding of cultural literacy. This can be seen in figure 2 that PPG students' understanding of cultural literacy is still lacking, namely as many as 69% of students of PPG do not understand cultural literacy. Students of PPG pay little attention to the concept of cultural literacy, most of the teachers focus more on literacy activities that lead to reading books. Whereas cultural literacy is much deeper in terms of attitudes and actions to create a comfortable atmosphere between cultures. The low understanding of students of PPG regarding cultural literacy can be illustrated by the misconceptions of the purpose and urgency of cultural literacy. Cultural literacy in the perspective of PPG students is interpreted simply as an effort to know culture as national identity.

Furthermore, the experience of the teachers teaching cultural literacy is still low. It is visible from as many as 92% of teachers have never taught cultural literacy to students. More can be seen in the following figure.

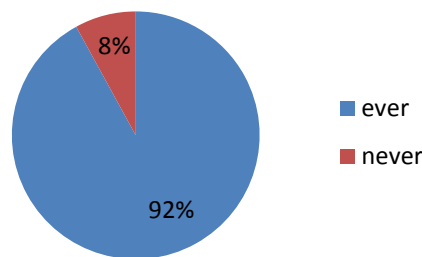


Figure 3. Experience Data of Students of PPG Following Learning Cultural Literacy

Based on the data, it can be concluded that the students of PPG haven't experienced cultural literacy education. In addition due to the low level of understanding of cultural literacy, any college student of PPG not yet realise very well about how teaching cultural literacy. It is directly proportional to the level of understanding of how to teach students about cultural literacy. The following is presented in the picture.

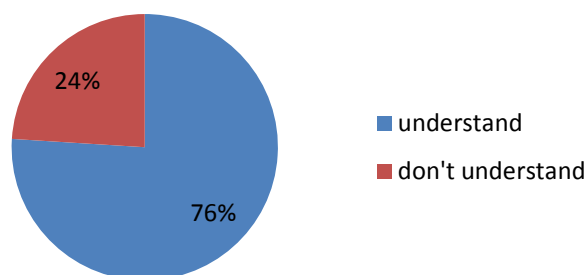


Figure 4. Level of Understanding Teaching Cultural Literacy

Based on the data, 76% of teachers did not understand how to teach true cultural literacy. While the remaining 24% argue that teaching cultural literacy by inviting students to read texts about culture. This is not entirely wrong, but rather incomplete. Because learning cultural literacy is not just about textual reading. So, even though students of PPG say that they understand teaching cultural literacy, in reality there are still misconceptions about how to teach cultural literacy.

In the right aspect of the learning process to teach cultural literacy, students of PPG have a view to using outdoor learning or experiential learning that allows students to learn through the experiences they experience directly. Students of PPG assume that using the surrounding environment as a place of

learning is the most appropriate way for students to learn about cultural literacy. Through the interaction of students with the environment, an understanding of cultural literacy will be formed.

With the learning chosen by the teacher to teach cultural literacy above, even in teaching cultural literacy students of PPG agreed to use learning media. The media that many teachers choose are video media as a substitute media for cultural literacy material that is impossible to reach when learning. The video media is also the main choice for students of PPG to use learning resources or teaching materials for cultural literacy.

Assessment of cultural literacy does not only concern cognitive abilities. From the results of the research the teacher chose a variation of the assessment to assess the students' cultural literacy both in the cognitive, affective and psychomotor aspects. Appropriate assessment in evaluating cultural literacy for teachers by using test form assessment, assessment rubric, assessment through observation, performance assessment and portfolio assessment.

b. Discussion

Balancing development of learners who will live in the future, this situation is how strong the construction of identity. Strengthening the identity one can through cultural literacy. It is in accordance with the results of this research is that cultural literacy have a purpose and urgency in cultivating a child's cultural identity in this multicultural Country. Children are also able to understand and perform the sublime cultural values in his life, so that cultural literacy owned can be a filter for the battle against the influence of other cultures. In line with the Fajarini [4] that the need for the implementation of local wisdom, where local wisdom will effectively function as a weapon (not merely heirlooms) which equip the community in responding to and answer the current of the times.

Achievement of the objectives of the cultural literacy to education on elementary school children need for supporting namely the role of the teacher in developing a culture of literacy. The results of this research teachers are still not so savvy about cultural literacy, so that the teacher has not been fullest in developing cultural literacy on his protégé participant. Development of literacy culture will be more optimally when applied in learning in the classroom and environmental activities continued in school with conditioning. It is necessary because the literacy culture not only as a knowledge, but the student begins with knowing then able to act to evaluate malaksanakan as well as fixing the flaws that do not fit or are not accepted by the environment. In line with the Ministry of Education and Culture (2017) in defining cultural literacy is the knowledge and skills in understanding and being against Indonesia's culture as identity of the nation.

The evaluation on the cultural literacy needs to be done in a variety of aspects of either cognitive, affective, and psychomotor. Cultural literacy covers how the knowledge of students, how students are able to apply this understanding, how to evaluate children, to how the child is capable of forming (create) Act received by the environmental community.

5. Conclusion

The conclusion of this study is that many students of PPG know cultural literacy, but have not understood the true meaning of cultural literacy. This can be seen from the many misconceptions related to the purpose and urgency of cultural literacy. Furthermore, the level of experience and understanding of students of PPG regarding learning cultural literacy is also quite low. Students of PPG have never taught cultural literacy and also have not realized the learning of cultural literacy. This illustrates that a comprehensive understanding of cultural literacy has not yet developed.

Therefore, a strategy for developing cultural literacy in schools is needed, in the form of learning models / methods / approaches, learning media, as well as assessments to develop students' cultural literacy given that cultural literacy has become a basic need to be able to live in the 21st century. Based on interviews and questionnaires, students of PPG tend to assume using outdoor learning models or experiential learning that allows students to learn through experiences they experience firsthand, media and teaching materials in the form of videos, and assessments in the form of tests, assessment rubrics, assessment through observation , performance appraisal and portfolio assessment. Of course, this assumption must be tested through further research so that it truly becomes a solution in the development of cultural literacy.

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