
Cultural and civic literacy awareness through the Kamis Nyunda program at SDN Cihideung Udik 02

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Abstract

In the era of increasingly advanced globalization, it is important for people to have a strong understanding of cultural and civic literacy. Elementary school is an ideal place to build this understanding early on. The preservation of local culture is one of the biggest challenges. The young generation is currently influenced by foreign cultures, so they lack understanding, appreciation, and preservation of local culture, including Sundanese culture. For example, elementary school students understand foreign dances more than traditional dances, as well as students' lack of interest in learning regional languages. Indonesia, as a country rich in cultural diversity, faces the risk of losing cultural values that have been inherited from generation to generation. In an effort to prevent and raise awareness, SDN Cihideung Udik 02 held a weekly program, namely *Kamis Nyunda* which is expected to reduce the negative impacts of this. This study aims to describe and analyze the implementation of the *Kamis Nyunda* program, as well as the form of behavior of cultural and civic embodiment of students as a result of the *Kamis Nyunda* program at SDN Cihideung Udik 02. This research uses a qualitative approach and uses a case study method. Data collected through observation, interviews with teachers, and analysis of existing related documents. The results of this study show that cultural and civic literacy is implemented through the *Kamis Nyunda* program, the *Kamis Nyunda* program has a significant contribution in the form of cultural literacy awareness and citizenship in the elementary school environment, including improving cultural knowledge, skills, building good attitudes and behaviors, and students can feel proud of their culture.

Keywords: cultural literacy; postponed thursday program

INTRODUCTION

In the current era of globalization, the preservation of local culture is one of the biggest challenges. The current young generation is influenced by foreign cultures, so they lack to understand, appreciate, and preserve local culture, including Sundanese culture. For example, elementary school students understand foreign dances more than traditional dances, as well as students' lack of interest in learning regional languages. Indonesia, as a country rich in cultural diversity, faces the risk of losing cultural values that have been inherited from generation to generation. This is a concern because local culture is an identity that shapes the nation's identity. One of the regions that has high cultural wealth is West Java, especially Bogor Regency. In this region, there are various local traditions and wisdom that need to be preserved, especially among the younger generation.

In an effort to strengthen cultural identity, it is through the *Kamis Nyunda* which was held at SDN Cihideung Udik 02 in Ciampea District is one of the good stages. Program *Kamis Nyunda* It is a form of cultural and civic literacy efforts to be implemented and is a means to

make students aware as the younger generation who show concern about the reduction of students' interest in local culture. Many students are more familiar with pop culture from abroad than their own regional culture. As a result, the younger generation seems to have lost their identity and sense of belonging to the local culture. Seeing this condition, research on the program *Kamis Nyunda* is very relevant and important to do.

The Government of Indonesia under the Ministry of Education and Culture since 2015 has promoted literacy programs with the issuance of Permendikbud No. 23 of 2015 concerning the Growth of Ethics. In the following years, this literacy program continued to be promoted not only in schools but also in the entire scope, both family and community, which was later known as GLN (National Literacy Movement). GLN (National Literacy Movement) is one of the literacy programs that can be carried out from GLN itself, namely cultural and civic literacy. The ability to understand and behave towards Indonesian culture as the nation's identity, while civic literacy is the ability to understand the rights and obligations as a citizen. Thus, cultural and civic literacy is the ability of individuals and communities to behave towards their social environment as part of a culture and nation (Ministry of Education and Culture, 2017). Where with this program in schools, the government tries to provide students with an understanding of culture and the rights and responsibilities of citizens which are packaged through literacy activities. One way to increase this understanding is through programs that prioritize the introduction of cultural and civic literacy.

The implementation of cultural and civic literacy can also be used to overcome the disinformation that occurs in the life of this nation, especially in the younger generation so that they can process information better and can continue to love and preserve the local culture that Indonesia has. One form of effort to be able to raise awareness of this is by holding a *Kamis Nyunda* program. The program works through a series of activities designed to engage students, such as the introduction to the history and meaning of traditional clothing, as well as the implementation of various arts and cultural activities. In addition, the involvement of parents and the community in this program is also an important factor in supporting the desire and success of the program.

Ramaningsih et.al., (2024) in his thesis entitled "*Implementasi Program Kamis Nyunda Dalam Menumbuhkan Literasi Budaya Melalui Kebijakan Penggunaan Pakaian Adat Di Sd Negeri Cijulang*" discusses the challenges in maintaining cultural awareness among students in the era of globalization. This study aims to analyze the influence of the *Kamis Nyunda* program on students' cultural awareness by using a survey method involving 100 students. The results of the study showed that the *Kamis Nyunda* program significantly increased students' cultural awareness. Prasetyo (2021) in his journal "*Meningkatkan Kewarganegaraan Melalui Program Kamis Nyunda di Sekolah Dasar*" focuses on the importance of citizenship education in elementary schools. This study aims to explore how the *Kamis Nyunda* program can improve students' understanding of citizenship by using experimental methods. Results showed that students who participated in the *Kamis Nyunda* program had a better understanding of citizenship compared to the control group, with participants consisting of 60 students in grades IV and V.

Previous research has more generally discussed the effectiveness of the *Kamis Nyunda* program in improving cultural and civic literacy in various elementary schools. For example,

research by Rahmaningsih et.al., (2024) and Prasetyo (2021) emphasizes the influence of programs on students' cultural awareness and overall understanding of citizenship. Meanwhile, this research focuses on the implementation process of the *Kamis Nyunda* program and student behavior as a result of the program. It provides a more in-depth picture of the local context and how the program is implemented in a particular school and has the potential to make a more specific and contextual contribution, by providing relevant recommendations for program development in that school and perhaps also for other schools with similar contexts.

METHODS

In this study, a qualitative approach is used with the aim of understanding or interpreting the phenomenon of the cultural and civic literacy movement at SDN Cihideung Udik 02. The reason the researcher uses the case study research method is a thorough research to gain a deep understanding of cultural and civic literacy. Through the *Kamis Nyunda* program at SDN Cihideung Udik 02. This research approach is used to find out the cases that are being researched and experienced by research subjects regarding cultural literacy and citizenship through the *Kamis Nyunda* program through the *Kamis Nyunda* program at SDN Cihideung Udik 02 which is presented descriptively to find as much information as possible to raise awareness of students' cultural literacy and citizenship through the *Kamis Nyunda* program at SDN Cihideung Udik 02. This research was developed in a descriptive way to find as much information as possible about the implementation process of the *Kamis Nyunda* program that was held and how the form of behavior manifested in cultural and civic literacy as a result of the *Kamis Nyunda* program at SDN Cihideung Udik 02.

As explained earlier, the participation or sample in this study includes : principals, teachers, and students of grade III A with a total of 37, with 24 students and 13 students of SDN Cihideung Udik 02. The research place is at SDN Cihideung Udik 02 which is located at Kp. Cihideung Udik Rt 01/09 Cihideung Udik Village, Ciampea District, Bogor Regency, West Java Province.

In an effort to obtain data for this research, there are data collection techniques that must be carried out. The first thing that was done was observation in the field. This study uses passive participation observation with the aim of finding out and analyzing how the implementation process of the *Kamis Nyunda program is*, so that the observation in this study is by collecting data through the form of observation that is carried out carefully and systematically. In this case, the researcher is assisted by using recording devices both images, audio, and video.

Second, conducting an interview, the interview technique used by the researcher is a semi-structured interview, which is by preparing several questions that may be developed in the interview process. Semi-structured interviews are conducted in a natural way without following pre-established rules or frameworks. The source of interview data in this study is the principal, grade III teacher of SDN Cihideung Udik 02.

Third, conduct a documentation study, a documentation study that will be used by the researcher to answer the formulation of the first and second problems, namely how the process of the program implementation of *Kamis Nyunda* at SDN Cihideung Udik 02 and how the form of behavior to manifest cultural literacy as a result of the *Kamis Nyunda* program at SDN Cihideung Udik 02 only use photographs, video recordings, voice recordings, or anything else

produced by a researcher as well as documents related to events or activities that have passed, which may produce information, facts and data needed in the research

Fourth, conducting a questionnaire, this study uses a closed questionnaire, the questionnaire used contains questions and answers that can make it easier for researchers to analyze the overall data obtained. In this case, the researcher used a questionnaire to be able to answer the formulation of the second problem about the behavioral form of the realization of students' cultural literacy as a result of the *Kamis Nyunda* program at SDN Cihideung Udik 02.

After the researcher has carried out the various steps above, the researcher analyzes the data, then processes it, and reports it so that the data becomes meaningful. According to Sugiyono (2015), data analysis activities are carried out interactively and continue until the data is complete. As for the analysis process, the researcher reduces the existing data with a complete description, there is also a chart. The data is grouped or separated according to the formulation of the problem, and finally draws conclusions as a clear and meaningful description

RESULT AND DISCUSSION

Referring to the formulation of the problem in this study, the aspect that is the main focus of this discussion is the process of implementing the *Kamis Nyunda* program which was held at SDN Cihideung Udik 02 as a form of cultural and civic literacy awareness. In the process of the *Kamis Nyunda* program held at SDN Cihideung Udik 02, this program is held on Thursday per week, where this program is carried out for all students both from the lower and upper classes using Sundanese traditional clothes, women using Kebaya clothes and men using Pangsi clothes. As explained by Sukensih as the Principal of SDN Cihideung Udik 02, before the *Kamis Nyunda* program was implemented, on the previous day the homeroom teacher of each class was required to give directions regarding traditional clothes, materials and assignments.

The *Kamis Nyunda* program is carried out in the morning before the learning process in the classroom begins, the program begins with the arrival of students at school at around 06.30-07.00 WIB. With this period of time while waiting for the program to start, the researcher observed that some students filled it with breakfast, talked with their friends, and interacted with parents, on the other hand teachers who had been assigned to the *Kamis Nyunda* program and other teachers made preparations, both the tools used, the field, and other things to help the smooth running of the *Kamis Nyunda* program on that day.

Then entered at 07.00-07.05 WIB, ahead of the implementation of the *Kamis Nyunda* program. The teacher checked the attendance and tidied up the students to immediately line up to the field by bringing a notebook that had been given the task of writing kawih for the day. Then the students continued with the reading of prayers together and chanted the holy verses of the Qur'an together. Followed by the teacher explaining the learning objectives today.



Figure 1. Sing the Song of Solomon

Based on picture 1 at 07.30 WIB. It can be seen that students are reading a book and in the book there are kawih lyrics, the lyrics are given by the homeroom teacher of each class who has been notified before the implementation. Based on the picture, teachers and students both sing kawih bubuy-bulan. And directly students are able to understand simple vocabulary in Sundanese.



Figure 2. Students unfold the material

Based on picture 2 at 07.45 It can be seen that students are listening to the presentation given by the teacher, the material given at that time is pupuh and sisinsariran, and examples of pupuh asmarandana are also given. Students and teachers also try to sing together.



Figure 3. Students set an example for their friends

Based on figure 3, several students were asked by the teacher to come forward to give examples of insinuations that had been made by students and the teacher asked the students whether they often used Sundanese at home, whether they often learned Sundanese with their parents, whether they often played traditional games, and the teacher asked the students whether they often did community service and helped their parents.



Figure 4. Students play traditional games

Based on picture 4 students are playing rubber and engklek games, where only a few students play because the other students have entered the learning schedule in class and students in the field are waiting for the class learning schedule to start. In the picture, there is cooperation or collaboration between students and they use Sundanese language in speaking or interacting.

From the data above, we can see that students have implemented the program, the aspects observed by the researcher are first, knowledge where students can understand simple vocabulary in Sundanese, students can explain about traditional Sundanese games, students know the meaning of pupuh and kawih, students understand the use of proverbs and kecap babasan. The two skills in which students speak Sundanese during the *Kamis Nyunda* activity, students are able to play traditional games well, students are able to sing pupuh and kawih appropriately, students are able to use proverbs and kecap babasan in conversation.

Third, attitudes and behaviors in which students show respect for Sundanese culture, students pay attention to the learning delivered by the teacher, students are actively involved in activities, such as traditional games or pupuh, students show a positive attitude in learning Sundanese culture, students show mutual cooperation during activities, students respect other cultures as part of civic values, students respect each other when practicing traditional games.

The fourth is pride in Sundanese culture in which students show enthusiasm or pride in Sundanese culture, students show enthusiasm in *Kamis Nyunda* activities. Students wore Sundanese traditional clothes in accordance with the theme of the activity.

In this *Kamis Nyunda* program there are still obstacles, as explained by Sukensih as the principal of the school, there are still many students who are not in order and there are still those who have not used Sundanese on Thursday, and then the weather factor, if on the day of the implementation it is rainy, of course the *Kamis Nyunda* program will not be carried out as usual.

CONCLUSION

This study shows that cultural and civic literacy is implemented through the *Kamis Nyunda* program, the *Kamis Nyunda* program has a significant contribution in the form of cultural and civic literacy awareness in the elementary school environment, including increasing cultural knowledge, skills, building good attitudes and behaviors, and students can feel proud of their culture. This research can be a recommendation for teachers to increase teachers' creativity and as a place to learn culture, in addition to schools can improve the quality of programs, develop new policies, and further researchers to be a reference for prospective teachers.

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