

Cultural Literacy in Junior High School at The Bau-Bau

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Abstract. In the 21st century, people must master cultural literacy so that millennials have a sense of love, pride and pride in Indonesian culture. This paper will describe cultural literacy in Baubau City Junior High School. This research is descriptive qualitative with data collection techniques through observation, interviews, and documentation. While the data analysis through data reduction, data presentation and drawing conclusions. The results showed that cultural literacy at the junior high school level in Baubau City was implementing the implementation of reading for 15 minutes before learning, the growth of student interaction with library staff at school by always visiting the school library, implementing character values, cultural and artistic festivals, and the creation of several school literacy facilities by actors and facilitators in the success of the School Literacy Movement (GLS). In addition, students are also always involved in various cultural activities, arts and festivals organized by schools in Baubau city which are able to improve mastery of basic literacy, especially cultural literacy which is very much needed for the millennial generation.

Keywords: 21st century, cultural literacy, local wisdom.

1 Introduction

The School Literacy Movement is a policy issued by the government in overcoming educational problems to improve students' basic literacy skills in improving students' phonetic abilities by achieving a good level of literacy skills. Cultural literacy is very important for students because Indonesia is very diverse in ethnicity, culture, language, customs, norms and beliefs that affect the surrounding life. As part of the global community, Indonesia also gets cultural effects from various countries. As a result, the existing diversity is mixed with a very complex global diversity. The ability to understand the diversity and responsibility of citizens as part of a nation is part of the skills that individuals must possess in this 21st century. Currently, the School Literacy Movement has not been implemented properly, for example, students' reading interest is still low [6].

Indonesia is a country that is complex in language, culture and literature so that this nation has such a big role in global society. Indonesia must be able to improve literacy skills as a necessity of life in the 21st century. Increasing literacy learning can be done through school, home/family, and community. Mastery of literacy is very important for students, teachers, and parents. The literacy in question is not only reading and writing literacy, but also the other six literacies which include numeracy, science, digital and cultural literacy and citizenship. The state must also be able to provide sufficient and adequate availability of reading materials.

The diversity of customs, religion, language and culture must be able to increase the mastery of cultural literacy. Because through cultural literacy, culture will develop and be known by other nations. Indonesia is a country that must take part in advancing global development. The ability to manage diversity must continue to be nurtured so that the millennial generation always understands their culture so that they are proud to be a pluralistic and tolerant people.

The best way for the millennial generation to master literacy is through literacy learning at the family, school, and community levels because these three sectors affect a person's environment so that he becomes aware that he wants to continue learning and seeks to improve his literacy skills, especially cultural and civic literacy. Thus, harmony will be created between people because they are aware of the beauty of the plurality of eastern culture, namely the culture of the Indonesian people. Indonesia is an example for other countries, especially in Asia, Indonesia must be able to provide a good example in diversity so that mastery of cultural literacy is very important to improve. However, Indonesia also does not have to cover global changes with the many flows of globalization through foreign language, culture and literature. Because basically the flow of globalization will shape the maturity of a country.

Based on research conducted by Anna states that to foster language and cultural awareness in classrooms it is necessary to develop a cultural literacy curriculum that functions to (1) foster mutual respect, tolerance for cultural and linguistic diversity and encourage students from different backgrounds, (2) increase teacher and student awareness of the relevance of mother tongue in developing cultural literacy and academic success, (3) increase multilingual literacy engagement and identity investment in the classroom so as to promote intercultural citizenship [2].

While research conducted by Su Li Chong says that the diverse languages of a country that continues to develop must be able to maintain linguistic progress or the language of its citizens, they must not forget the linguistic capital itself in forming a nation [4]. Literacy that occurs through language learning not only ignores the impact of language learning on literacy practice but also supports the fact that learning to read in a language is ontologically different from reading in its entirety, resulting in linguistic phenomena that affect habituation in choosing reading. So Luke conveys to language educators to know and understand the complexities of local culture and ways of life in the world which are important to encourage people's knowledge about the importance of literacy.

Furthermore, research conducted suggests that an education that is considered a center of excellence in preparing superior character in humans in facing global challenges. Indonesia is predicted to experience major changes in 2045 to be stronger, independent and reach the peak of the golden generation. So that Indonesia becomes an example for other countries. So that Indonesia does not only focus on preparing for economic growth but also focuses on the development of education and a strong character culture. A strong culture will produce a strong

character and become an element of behavior that emphasizes the important elements that humans must possess in facing global challenges.

The success of education can be seen from the maturity of the students, they must master literacy skills, because it is through literacy that they will know the world, they will be required to apply their knowledge from school. Literacy learning can be carried out anywhere, be it at home, at school, and in the environment. Students are required to have global insight and knowledge by reading a lot to get various information. From these problems, this article tries to explain how cultural literacy has been implemented in junior high schools in Baubau city, Southeast Sulawesi province.

Cultural literacy is the ability to understand and behave towards Indonesian culture which is a national identity. Cultural literacy is closely related to civic literacy, namely the ability to understand the rights and obligations as citizens. So that cultural literacy can be interpreted as the ability of a person and society to understand their social environment which is part of a nation and culture. In the 21st century, cultural literacy is very important to be mastered in order to understand global diversity, be it language, culture, religion, and nation. Indonesian culture reflects the Indonesian people, so that the habits of the people in social life greatly influence the progress of a nation. Moreover, Indonesia is increasingly in demand by foreign tourists because Indonesia is able to provide an example of hospitality in the social life of the community.

Cultural and linguistic diversity makes Indonesia a role model for the world in terms of its diversity that other nations do not have. Language and culture will shape national cultural behavior so that it can produce a good philosophy of life with good human behavior. From that behavior, the attitude of nationalism will create a sense of pride and a sense of belonging to its own cultural wealth. Every individual must maintain his own dignity and worth. With a good understanding of cultural literacy, each individual will maintain the dignity of his nation and country. A good society is a society that has a good attitude towards themselves, their nation and their country with proven participation in building citizen equality. If the character of the nation is good, a good environment will be realized so that the living ecosystem will understand and respect each other.

Strengthening cultural literacy must of course be accompanied by an increase in other literacy, as stated by Su Li Chong saying that the reading experience of those who are literate in more than one language is very complex [4]. This makes reading experience a phenomenon that is not easy to understand. However, in Malaysia's education policy, reading goals are included in the language learning objectives and various languages continue to advance to maintain the linguistic abilities of their citizens, they must not forget that linguistics itself cannot form a nation. This study has important implications for contemporary discourse on literacy, language and the reading experience. Language and literacy educators to find out how they can better understand the complexities of local cultures and ways of living in the world, essential to encouraging open discussions that not only take into account but also celebrate indigenous knowledge.

In the explanation of the Ministry of Education and Culture, the target of cultural literacy and citizenship includes two things, namely the class base and the school cultural base [2]. Class-based targets include increasing the mastery of cultural literacy by principals, teachers and education staff, increasing the application and utilization of cultural literacy and citizenship in each lesson, then increasing the number of cultural products produced by the school.

While cultural literacy based on school culture includes increasing reading materials with the theme of culture and citizenship, increasing borrowing of books in the library, and increasing literacy activities in schools by prioritizing noble cultural values, in addition to creating school policies to develop a literacy culture in the school environment, students are more orderly in understanding school rules, increasing student order, the existence of a school cultural community, actively participating in various activities, as well as increasing the use of regional languages in the social environment so that regional languages do not become extinct.

According to the Ministry of Education and Culture, it provides reinforcement for actors, actors, and facilitators through: 1) creative workshops using local languages in encouraging students' writing culture in schools [2]. Through this creative workshop, students are honed to express their talents, both in spoken, written and audio-visual. Existing digital facilities must be used by students in schools as learning materials. 2) Residency is a program that teaches students in a community and society to learn their habits over time so that they understand people's habits in working and processing. 3) provide an introduction to state resilience which is a great foundation in fighting for a peaceful and secure life. In the process of teaching and learning activities, students are introduced to the material of love for their nation and country through the presence of the TNI, police, government, religious leaders, youth, and other literacy communities. 4) teachers and education personnel must improve their training in enriching knowledge in applying cultural literacy and citizenship that has character values. 5) educational games in the classroom to hone students' skills and creativity. 6) there is a discussion forum for school residents regarding cultural literacy and citizenship, the implementation can be during morning apples or during recess.

According to Antoro in Isnaniatul Lailiyah states that cultural literacy and citizenship has a number and variety of quality learning resources, namely book writing programs and enrichment of local and national story materials. Sources for learning cultural literacy and citizenship are as follows [3]:

- a. The implementation of the book writing program on cultural literacy and citizenship for schools, either directly or indirectly, will shape reading mastery. So that cultural literacy increases which has an impact on the preservation of values and culture.
- b. Enrichment of local and national story materials needs to be introduced to students. Local stories need to be taught to students so that they understand regional literature produced by their ancestors and writers who live today. Meanwhile, national stories teach them to recognize the diversity of stories from every region of the archipelago. The story can be sourced from other regional stories or modern literary stories created by Indonesian writers.

The implementation of cultural literacy can be through various student arts festivals, scouting activities, national day celebrations, and language month. The strategies that can be applied according to Antoro in Isnaniatul Lailiyah consist of [3]:

- a. The establishment of creative workshops in regional languages which is an important means of encouraging a written culture and literate students in schools. Through this activity, students are required to express their talents and interests through oral, written, and audio visual as a digital means of learning that produces a work.

- b. Residential in the form of a program that guides students in groups to learn authentic living habits so that students are able to express their experiences in the form of writing and creative behavior.
- c. Training of educators to improve knowledge competence in implementing literacy culture. The link between cultural literacy skills and citizenship in learning aims to shape the character of students so that they are able to understand, appreciate, respect and protect culture and national unity.

2 Method

The research method used is descriptive qualitative. Meanwhile, the object of the study is cultural literacy in junior high schools in the city of Baubau. The research subjects were students, teachers, librarian, and school principals. Data collection techniques using the method of observation, interviews and documentation. Then the data is analyzed by data reduction, data presentation and drawing conclusions.

3 Results and Discussions

The results showed that cultural literacy at the junior high school level in the city of Baubau has been implemented. The cultural literacy movement carried out in the form of applying the habit of 15 minutes of reading before the implementation of learning begins, the interaction between students and librarian, the application of character values which include the values of discipline, curiosity, creativity, respect for achievement, love to read, love of one's own culture. And Responsibility. In addition, the school also carries out various cultural and artistic festivals. Schools also provide services and development of school literacy facilities in order to realize the strengthening of cultural literacy through the involvement of actors and a team of facilitators.

1. Get into the habit of reading 15 minutes before the lesson starts

As one of the efforts to implement the school literacy movement, namely through the implementation of cultural literacy in schools, it is very important to implement in order to strengthen student literacy. The Junior High School in Baubau City applies the habit of reading 15 minutes before teaching and learning activities begin, which aims to improve students' reading skills and interest. Students are taught about reading and writing with the theme of culture supported by various reading materials available in the library.

2. The habit of visiting the library

In implementing the school literacy movement, students are required to visit the library and carry out reading and writing literacy related to culture. Reading materials are provided by the school, such as books on literature, culture, citizenship, and religious education. This activity is proven to be effective so that students are able to have good character values and improve their literacy skills. So that the creation of good communication habits between students and librarian.

3. Learning cultural literacy through reading literary and cultural books

Improving cultural literacy is certainly inseparable from literature and cultural books/reading materials, because books are the main source of knowledge. Through the habit of reading cultural books, students are expected to have a rich understanding of the cultural values reflected in them. So that students do not feel bored, students are directed to read enrichment books and reference books on literature, culture, religion and diversity.

4. Application of character values

The application of character values is very important in learning literacy to students because with the character of students, their personality will be formed well. The application of character values carried out in Baubau City Junior High Schools (SMP) by applying discipline in getting used to reading 15 minutes before teaching and learning activities are carried out, students are required to be creative, respect each other, love their culture, be diligent in writing and reading and be responsible. .

5. Implementation of cultural and arts festivals

The implementation of this activity is carried out at the end of each semester, commemorating the month of language, welcoming the Islamic new year and other major holidays. The activities include various competitions such as speech/lecture competitions, recitation of the Qur'an, writing and reading poetry, reading the text of the 1945 Constitution, reading the text of the youth oath, and others. These activities are able to improve students' skills in language and culture.

6. The role of school facilitator

The success in carrying out the activities of the School Literacy Movement certainly cannot be separated from the role of school facilitators, namely principals, teachers and other education personnel. The principal is the highest leader for the school community so it is necessary to understand the techniques and ways of carrying out literacy in schools. School facilitators must really implement a good strategy in the success of literacy in schools so that they are able to succeed in the School Literacy Movement (GLS) well. The results showed that on average in Baubau City Junior High School (SMP) implemented the implementation of student literacy activities supported by the willingness of various kinds of cultural and civic literacy reading materials, and formed a literacy team at school.

4 Conclusions

The results of the research on cultural literacy at the Junior High School level of Baubau city concluded that schools implemented the School Literacy Movement program, especially in increasing cultural literacy through: (1) The habit of reading 15 minutes before learning began; (2) the habit of visiting the library; (3) Learning cultural literacy through reading literary and cultural books; (4) Application of character values; (5) Implementation of cultural and arts festivals; and (6) the role of school facilitators towards the sustainability of the cultural literacy learning process for students. The application of literacy in schools is also able to make students more daring to speak in public, improve student learning outcomes, and can increase student motivation in reading and writing activities.

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