



Analysis of Cultural Literacy Learning Based on Local Wisdom to Strengthen the Profile of Pancasila Students

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Abstract: This study aims to analyze local wisdom-based cultural literacy learning to strengthen the profile of Pancasila students in the dimension of Global Diversity integrated into Pancasila Education subjects. The research method employed a descriptive method with a qualitative approach. The subjects of this study were fourth-grade students and teachers of SDN Gelam 1 Candi in the 2023/2024 school year, totalling 24 students. Data collection techniques were carried out through observation, interviews, and documentation. This data analysis technique used interactive model analysis consisting of data reduction, data presentation, and conclusion drawing. In testing the validity of the data obtained by using the triangulation techniques. The results of this study indicated that local wisdom-based cultural literacy learning can strengthen the profile of Pancasila students in the Global Diversity dimension integrated into Pancasila Education subjects through various learning activities, such as making Pop Up Book of Sidoarjo Local Wisdom and LKPD integrated with local wisdom of Sidoarjo City. In addition, it can also improve the cultural literacy skills of students who can respond to local cultural diversity and cultural issues to face cultural shifts in the future. Students can also show a sense of pride and participate in preserving the local culture of Sidoarjo by making Udeng Pacul Gowang an icon of Sidoarjo City.

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Introduction

The profile of Pancasila students is often used in the discussion of independent curriculum learning through new paradigm learning as an answer to questions related to the outcomes produced by educational units in Indonesia to realize a superior generation based on the values of Pancasila as a philosophy of life (Rachmawati et al., 2022). The values of Pancasila contain the characteristics of a smart, dignified, and characterful personality (Srirahmawati & Hunaifi, 2022). The Pancasila learner profile contains competencies and characters consisting of six dimensions, including: 1) faith, devotion to God Almighty and noble character; 2) global diversity; 3) mutual cooperation; 4) independence; 5) creativity, and 6) critical reasoning (Kemendikbudristek, 2021). The realization of the Pancasila learner profile can be integrated into subjects (intracurricular) or project-based co-curricular activities (Sukirno et al., 2023; Syaharani & Fathoni, 2023). Through intracurricular learning, the dimensions of the Pancasila learner profile must be integrated into the learning outcomes and learning content (Rizkasari, 2023).

Integrating the dimensions of the Pancasila learner profile in subjects must be adjusted to the learning outcomes (Jamaludin et al., 2022). Global diversity is one of the dimensions of the Pancasila learner profile, emphasizing recognizing and appreciating



cultural diversity. Facts obtained from preliminary studies conducted by Nabila & Wulandari (2022) Character cultivation in the element of global diversity integrated into thematic books for grade IV elementary schools with the theme "Beautiful Diversity in My Country" is important to instil in students through the introduction of cultural diversity integrated into learning and activities outside of learning. Students with this character can appreciate the diversity that exists in Indonesia and outside Indonesia (Nabila & Wulandari, 2022). The attitude of the global diversity dimension is always to be open when interacting with other cultures to avoid the acculturation process, so this dimension needs to be instilled in students. (Tricahyono, 2022). To avoid acculturation, efforts are needed to build students' awareness of the nation's cultural diversity, namely through cultural literacy (Putriani & Wahyuni, 2019).

Cultural literacy is one of the basic literacies that students must have as an ability to understand and behave towards cultural diversity as a national identity (Pratiwi & Asyarotin, 2019; Safitri & Ramadan, 2022). Cultural literacy is a set of knowledge and skills needed to understand knowledge about culture (Bal & Mete, 2019; Maine & Cook, 2019). According to Kaplin, the purpose of cultural literacy is threefold: 1) instill good attitudes that reflect the nation's culture, character, and respect for differences, 2) improve and strengthen national literacy, and 3) filter the nation's own culture and the culture of other nations that are not by the values and character of the nation (Ruslan & Irham, 2022). Cultural literacy is very important in facing challenges in the 21st century to save the diversity of local cultures in the community in entering the era of the Industrial Revolution 4.0 (Marmoah et al., 2022). The challenges of today's highly dynamic global world have an impact along with modernization that has been widespread and resulted in students experiencing a crisis of cultural understanding, especially local culture. Sensitivity to local cultural diversity is important in educational equity because culture is essential and has broad developmental implications (Maine, 2021; Ochoa & McDonald, 2020). However, in the current era of modernization, students appreciate and love the culture of other countries more than their own. Through cultural literacy, students learn meaningfully by exploring local culture (Murwati et al., 2022). Local culture, commonly referred to as local wisdom, must be maintained in the world of education through reading, cultural visits, and cultural skills training. Local culture, commonly referred to as local wisdom, must be maintained in the world of education through reading, cultural visits, and cultural skills training (Budhayanti et al., 2022). The values of local wisdom can be correlated and integrated with the competencies of the subjects (Darmansyah & Susanti, 2022; Seno et al., 2022).

Subjects integrated with local wisdom help students easily understand learning materials because they relate to the surrounding environment in a concrete way (Irvan & Mustadi, 2021). The content of Pancasila Education lessons in the independent learning curriculum in context has relevance to the elements of the Pancasila learner profile in the global diversity dimension in recognizing and exploring cultural diversity in the surrounding environment (Zuriah & Sunaryo, 2022). Pancasila Education is based on local wisdom as one of the strategies for preparing and building the character of students who have insight into knowledge through cultivating cultural attitudes since school age (Hamid et al., 2021). The context of Pancasila Education subject content integrated with local wisdom can be introduced with traditional culture, traditional dances, traditional food, batik, local arts, and local performances (Maisyaroh & Oktavia, 2019).

Gelam 1 Candi State Elementary School, Sidoarjo Regency, is one of the elementary schools implementing an independent curriculum change, namely the Merdeka Belajar Curriculum, adapted in grades I and IV. Grade IV teachers have implemented Pancasila



Education subjects in the 2023/2024 school year. The data obtained after the observations showed that the researchers found a problem in the literacy skills of fourth-grade students in understanding local wisdom in their hometown, Sidoarjo City, which still needed improvement. There were 30% of students with indicators of understanding the culture in the Sidoarjo area. Students can mention some local cultures typical of Sidoarjo that exist around the neighbourhood where they live, but they do not know the history of the culture. The typical local culture of Sidoarjo that is known is Ngoyek Kupang dance, Nyadran tradition, and typical Sidoarjo jetis batik. If examined more deeply, Sidoarjo City has much local wisdom. Based on these data, there is a need for learning innovations that can help students to know the diversity of local cultures in Sidoarjo through cultural literacy learning integrated into Pancasila Education subjects.

Several previous studies have been conducted on cultural literacy learning including by Bal & Mete (2019) who stated in their research that integrating cultural literacy with mother tongue learning can improve the cultural literacy skills of school-level children. Research conducted by Maisyarah & Oktavia (2019) concluded that cultural literacy is a form of effort to introduce local culture in the face of the impact of globalization, which has an influence on culture that goes hand in hand with modernization and the claiming of Indonesian culture by other countries. According to the results of research conducted by Safitri & Ramadan (2022), implementing cultural literacy in elementary schools is very important to introduce the nation's culture and identity to instill a caring attitude and mutual respect for differences. In their research Budhayanti et al., (2022)) prove that cultural literacy learning by integrating local Lampung culture in Mathematics and Indonesian lessons can introduce local Lampung culture.

The literature review and research results described above remind me of the gap between the empirical facts of previous research and the ideal expectations of strengthening the profile of Pancasila students to students. This research is vital to do because the purpose of this research is to strengthen the profile of Pancasila students in the dimension of global diversity in Pancasila Education subjects through cultural literacy learning based on local wisdom of Sidoarjo City by introducing the diversity of traditions, dances, arts, food, and typical performances of Sidoarjo City as one of the learning innovations related to increasing students understanding of the diversity of local cultures found around where students live. In addition, it can also improve cultural literacy skills in elementary school-level children as a way to maintain the existence of local wisdom in the current era of modernization as a provision of knowledge for students about love and appreciation for the diversity of local cultures found in the environment.

Research Method

The research method used in this study was descriptive with a qualitative approach to present the implementation of local wisdom-based cultural literacy learning that can strengthen the profile of Pancasila students in the dimension of global diversity integrated into Pancasila Education subjects (Sutikno & Hadisaputra, 2020). This research was conducted in the 2023/2024 school year involving 24 fourth-grade students at SDN Gelam 1 Candi, Candi District, Sidoarjo Regency. The subjects of this study were one fourth-grade homeroom teacher and three fourth-grade students through a purposive sampling technique. The data collection process was done through observation, interviews, and documentation. (Creswell, 2011). The interview data collection technique was semi-structured based on



indicators of cultural literacy implementation (Nabila & Wulandari, 2022; Safitri & Ramadan, 2022). The research interview instruments are shown in Table 1.

Table 1. Indicators of cultural literacy in elementary schools

No	Indicator	Subindicator
1.	Cultural Literacy	<ol style="list-style-type: none">1. Class Base<ol style="list-style-type: none">a. Number of trainings on cultural literacy for principals, teachers, and education personnelb. Intensity of utilization and application of cultural literacy in learningc. Number of cultural products owned and produced by the school2. School Culture Base<ol style="list-style-type: none">a. Number and variety of cultural-themed reading materialsb. Frequency of borrowing culture-themed books in the libraryc. Number of school activities related to cultured. There is a school policy that develops cultural literacy at schoole. There is a cultural community in the school3. Community base<ol style="list-style-type: none">a. Number of facilities and infrastructure that support cultural literacyb. The level of parental and community involvement in developing cultural literacy

Documentation activities were carried out by taking pictures or videos during learning activities that can be used to facilitate researchers when conducting analysis. Data analysis techniques used using the Miles, Huberman, and Saldana (2014) model were data reduction, data presentation, and conclusion drawing. In testing the validity of the data that has been obtained, researchers use triangulation techniques by comparing the results of data from observation, interviews, and documentation activities. (Hadi, Asrori, & Usman, 2021).

Results and Discussion

Based on the observations and interviews, researchers obtained three main findings related to indicators of the application of cultural literacy in elementary schools. In the first finding, the application of cultural literacy on a class basis with the sub-indicator of the number of cultural literacy training conducted by principals, teachers, and education personnel has been carried out even though only a few times. On the sub-indicator of the intensity of utilization and application of cultural literacy in learning, schools have integrated several subjects in the independent learning curriculum, one of which is the subject of Pancasila Education. Meanwhile, only a few are on the sub-indicator of the number of cultural products owned and produced by the school. Students produce cultural products in practical work-making activities from local wisdom materials around the school and where students live.

The second finding is that implementing cultural literacy based on school culture with the sub-indicators of the number and variants of readings and the frequency of borrowing books in the library with cultural themes has been implemented 75% obtained from the analysis of observation documents. On the sub-indicator of the number of school activities related to culture, the school held a P5 work show by presenting traditional dances and



celebrating holidays such as Youth Pledge Day and Heroes' Day, which were celebrated with the participation of students in wearing traditional Indonesian clothes. An indicator of school policy in developing cultural literacy at school is to promote the literacy movement for 15 minutes of reading before learning activities begin with a predetermined book theme. Each class also gets a schedule for visiting the library to do reading activities together with the book's theme determined by the teacher, one of which is a book with a cultural theme. Meanwhile, as a sub-indicator of the cultural community at school, SDN Gelam 1 Candi has created one of the traditional extracurricular dance activities. In addition to introducing culture and instilling in students a sense of love for culture, schools also facilitate students with talent in the dance field.

The third finding on applying community-based cultural literacy with the sub-indicator of the number of facilities and infrastructure to support cultural literacy is a reading corner in every corner of the classroom, which the guardians of students assist in making a fun reading corner. Meanwhile, the indicator of the involvement of parents and the community in developing cultural literacy in students is by introducing the Nyadran tradition around where students live by inviting students to witness the Nyadran tradition celebration directly. Based on the results of observations and interviews that have been conducted, researchers obtained data that served as a reference in the research conducted regarding the implementation of cultural literacy integrated in Pancasila Education subjects by the application of classroom-based cultural literacy with sub-indicators of intensity of utilization and application of cultural literacy in learning. SDN Gelam 1 Candi implements cultural literacy learning based on Sidoarjo local wisdom to strengthen the profile of Pancasila students in the dimension of global diversity in the fourth-grade Pancasila Education subject.

The Pancasila Education subject contained in Unit 3 "Building Self in Diversity" element of Unity in Diversity is relevant to integrating local wisdom through cultural literacy learning. Based on the discussion on cultural aspects of sustainability, cultural literacy includes cultural competence, critical reflection, and analysis of dominant behaviour. So, the focus consists of four cultural literacy skills that each individual must possess, shown in Table 2 (Shliakhovchuk, 2019).

Table 2. Indicators of cultural literacy skills

No	Cultural Literacy Skills	Description
1	Cross-cultural awareness	Ability to know and understand other cultures critically
2	Local cultural awareness	Accept and respect local cultural wisdom as a prerequisite in the development of cultural literacy
3	Reflection and critical thinking	The need to critically self-reflect on culture from multiple perspectives
4	Personal skills to deal with cultural issues as a change agent	Have skills in finding information related to cultural issues to deal with cultural shifts

Applying cultural literacy learning in a learning activity aims to improve cultural literacy skills. In this study, researchers obtained the results that the learning objectives in the Pancasila Education Unit 3 subject were able to improve the cultural literacy skills of students obtained from several learning activities that had been carried out. In addition to improving cultural literacy skills, it also strengthens the profile of Pancasila students in the dimension of global diversity. Global diversity is one of the dimensions of the Pancasila learner profile, emphasising recognizing and appreciating cultural diversity. The dimension of global diversity consists of three indicators, namely, recognizing and appreciating culture,



intercultural communication in interaction, and reflection and responsibility for the practice of diversity shown in Table 3 (Ravyansah & Abdillah, 2021).

Table 3. Indicators of the Global Diversity Dimension

No	Indicator	Subindicator
1.	Recognize and appreciate culture	<ul style="list-style-type: none">- Deepening culture and cultural identity- Explore and compare cultural knowledge, beliefs, and practices- Cultivate respect for cultural diversity
2.	Intercultural communication in interaction	<ul style="list-style-type: none">- Communicating across cultures- Considering and cultivating multiple perspectives
3.	Reflection and responsibility for the experience of diversity	<ul style="list-style-type: none">- Reflection on the experience of diversity- Eliminating stereotypes and prejudices- Harmonizing cultural differences

The learning material in Unit 3 "Building Identity in Diversity" in the Independent Curriculum Pancasila Education subject has 4 learning activities that can use local wisdom-based cultural literacy learning to strengthen the global diversity dimension of the Pancasila learner profile. Each learning activity has relevance between learning objectives and material content with cultural literacy skills and indicators of the profile of Pancasila students in the dimensions of global diversity. The 1st lesson, with the learning objective of students being able to identify cultural diversity in the surrounding environment, begins with reading activities with the theme of Unity in Diversity, where the content of the material and text is integrated with the local wisdom of Sidoarjo City which is presented in the form of a PPT. Students are also presented with videos that tell the local wisdom of Sidoarjo City. After watching the video, students are given LKPD 1, which is done in groups, namely writing back the information the teacher has conveyed about the local wisdom of Sidoarjo City. Students are also assigned to make a Pop Up Book of Sidoarjo Local Wisdom, which contains pictures and information about Sidoarjo local wisdom. Learning activity 1 is relevant to the indicator of cultural literacy skills, namely local cultural awareness and the indicator of the global dimension of diversity, namely recognizing and appreciating culture. After the first learning activity, students can recognize, explore,. Moreover, they understand the diversity of local cultures around where students live.



Figure 1. Students make a Pop-Up Book of Sidoarjo Local Wisdom

The second lesson with the learning objective of students being able to appreciate cultural diversity in an environment, has relevance to two indicators of cultural literacy skills, namely the skill of reflecting and having critical thinking about culture in various



perspectives and the skill of dealing with cultural issues as agents of change found in the activities of students in working on individual LKPD which contains cultural issues that occur in Sidoarjo City, namely "Implementation of Nyadran Tradition by Drinking Alcohol". Students are asked to provide responses related to the issue by reflections from the perspective of students. Students are also given a reading with the theme *Indahnya Kebersamaan* where the content of the text is integrated with the local wisdom of Sidoarjo culture. The second lesson also has relevance to the indicators of global diversity, namely intercultural communication in interaction and reflection and responsibility for the experience of diversity that appears in the activities of students, namely when working on LKPD 2 in groups where students describe a picture of community activities gotong royong preparing for the Nyadran tradition celebration by the second learning objectives.

In the third lesson, all indicators of cultural literacy skills and indicators of global diversity have been integrated in the third learning activities. The third learning objective is that students can understand examples of appreciating cultural diversity. The third learning activity begins with reading activities with the theme *Appreciating the Diversity of the Surrounding Environment*, where the content of the text is integrated with Sidoarjo local wisdom. Students work on LKPD 3 in groups, describing a picture of a child learning to make Udeng Pacul Gowang an icon of Sidoarjo City per the third learning objective. Students not only worked on LKPD but also practised directly making Udeng Pacul Gowang with the teacher and were assisted by resource persons from the Sidoarjo Workshop on making typical Udeng Pacul Gowang. Teachers and resource persons guide students in making Udeng Pacul Gowang. The activity is to instil a sense of love and pride in the local culture around where students live. In addition, it can preserve the local culture of Sidoarjo in the era of progress with the influx of outside cultures favoured by today's millennial generation.



Figure 2. Students make Udeng Pacul Gowang which is the icon of Sidoarjo City

In the last learning activity, the fourth learning activity with learning objectives is that students can convey examples of attitudes and behaviours that maintain and damage diversity. In the last learning activity, students are given a reading titled "Cooperation in Fun Diversity". The 4th learning activity has relevance to the indicators of cultural literacy skills, namely being able to critically self-reflect on culture from various perspectives and personal skills to deal with cultural issues as agents of change, as shown in the activities of students when working on individual LKPD which contains cultural issues that are currently occurring in Sidoarjo City, namely "Inauguration of Mascot Si Udeng Porprov Jatim VIII Sidoarjo Regency". The issue contains the East Java Governor, who inaugurated 5 mascots from 5 districts in East Java Province, designed based on each region's historical values and cultural characteristics / local wisdom. Students can respond to the issue in terms of the perspective



they feel. Students also work on LKPD 4, which is done in groups with fun work instructions, where the work instructions are cutting and pasting answers to the table of examples of attitudes to maintain and destroy the local wisdom of Sidoarjo City.



Figure 3. Students respond to issues related to culture

The local wisdom of Sidoarjo City that is integrated into Pancasila Education subjects includes traditions, dances, traditional food/snacks, performances, batik, traditional clothing and udeng pacul gowang, and temple heritage (Maisyaroh & Oktavia, 2019; Srirahmawati & Hunaifi, 2022). The procedure for implementing local wisdom-based cultural literacy learning in Pancasila Education subjects to strengthen the profile of Pancasila students in the dimensions of global diversity includes the preparation and implementation stages. In the preparation stage of local wisdom-based cultural literacy learning is the preparation of teaching tools consisting of the Flow of Learning Objectives (ATP), Teaching Modules (MA), preparation of materials and Learner Worksheets (LKPD), and assignments in the form of projects to produce a product that has local wisdom values of Sidoarjo City (Seno et al., 2022).

In implementing the independent learning curriculum, schools can add local content determined by the regional education unit government by local wisdom or the characteristics of their respective regions because education is rooted in the nation's culture (Ravyansah & Abdillah, 2021; Safitri & Ramadan, 2022). Local wisdom has an attachment to one of the dimensions of the Pancasila learner profile, namely the dimension of global diversity, where students can uphold cultural diversity in the area where students live as a local advantage that can be globalized to foster a sense of pride in the potential of their local wisdom. Local wisdom content can be integrated through 3 options, namely by integrating local wisdom content into a stand-alone subject, integrating local wisdom content into all subjects or several subjects, and through the Pancasila learner profile strengthening project (P5) (Nurasiah et al., 2022). In line with this study, researchers analyzed the content of local wisdom integrated into a Pancasila Education subject through cultural literacy learning relevant to local wisdom-based learning. As a reflection of respect and pride in the local culture of Sidoarjo City, students learn to make Udeng Pacul Gowang, an icon of Sidoarjo City. It is in line with previous research, which reveals that cultural literacy is a form of effort to introduce local culture in the face of the impact of globalization, which has an influence on culture that goes hand in hand with modernization and the claiming of Indonesian culture by other countries (Bal & Mete, 2019; Maisyaroh & Oktavia, 2019). By learning to make Udeng Pacul Gowang, students have shown a sense of pride and play a role in preserving local culture along with the times. In addition, the resulting product in the form of Udeng Pacul Gowang can be used as a project to strengthen the Pancasila student profile (P5) with the theme of local wisdom in the "Gelar Karya P5" activity held at the end of each semester. All students hold all P5 products or works according to the theme (Ulandari & Rapita, 2023).



Conclusion

Based on the results and discussion, it can be concluded that local wisdom-based cultural literacy learning to strengthen the profile of Pancasila students integrated into Pancasila Education subjects at Gelam 1 Candi State Elementary School can strengthen the profile of Pancasila students in the dimension of global diversity and improve students' cultural literacy skills. In Unit 3 learning objectives, "Building Self in Diversity" there are 4 activities where in each learning activity, in terms of learning objectives, material content and reading, and learner activities, there is relevance to indicators of cultural literacy skills in recognizing local wisdom and indicators of global diversity dimensions.

Recommendation

Elementary school teachers who implement the independent curriculum should be able to adapt the content and learning model to the needs of students. In the independent curriculum, there is a P5 program that educational units must realize; one of the themes is local wisdom. Teachers can introduce students to local culture in the area where students live through direct practical activities. Schools can also facilitate the needs of students by providing local wisdom-based textbooks so that students can learn about local wisdom through cross-subjects.

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