

INTERNALIZATION OF CULTURAL LITERACY VALUES IN THE LOCAL CONTENT CURRICULUM

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ABSTRACT

Education and culture are two important elements that are interrelated in shaping society. Education serves as a tool for transferring knowledge, skills, and values from generation to generation, while culture encompasses the traditions, norms, and ways of life that shape the identity of a group of people. Through education, individuals can understand and appreciate their culture, as well as learn to adapt and innovate in an ever-evolving society. One way to develop culture in education is to internalize cultural literacy in the local content curriculum. The local content curriculum and cultural literacy complement each other in forming a contextual and inclusive education. The local content curriculum is designed to incorporate distinctive elements of local culture and traditions into the learning process, so that students can understand and appreciate the rich culture that exists around them. Meanwhile, cultural literacy includes a broader understanding of different cultures, both local and global, as well as the skills to interact sensitively in multicultural contexts. By integrating cultural literacy into the local content curriculum, education not only strengthens students' cultural identities but also prepares them to function effectively in an increasingly diverse society. The synergy between the two helps to create a learning environment that values differences, enriches the student experience, and prepares them to face global challenges with relevant knowledge and skills. This study uses a literature study method, and the results of this study explain that cultural literacy, which is very important to internalize in the local content curriculum, is able to create education that has a close understanding of culture.

Keywords: *Curriculum; Local Content; Cultural Literacy.*

INTRODUCTION

The world of education cannot be separated from cultural principles. The education system is the best way to transfer and maintain one's culture. Cultural and educational relationships are very close because they complement and support each other. (Salamah, 2018). Basically, education is an effort to develop every human being to have various abilities as a support in social life. As stated in Law no. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and skills needed by themselves and society. Education is essentially part of the social system, where education is a means by which humans can learn to be able to interact well in order to live in a social group. (Nurfurqon, 2020). According to DR. sahiq sama'an in (Salamah, 2018) education is an effort made by teachers and philosophers to explain, harmonize, denounce, and change the educational process with problems and conflicting cultural elements.

Education always changes according to cultural developments, because education is a process of cultural transfer and as a mirror of the most effective cultural values (reflective education). Education is also progressive, that is, it always undergoes developmental changes according to the demands of cultural development. (Rusdiansyah, 2020). According to Hasan Langgulung, education focuses on two main goals: the development of everyone's potential and the inheritance of cultural

values. It is clear that culture and education are closely related to the outlook on life of a society or nation, and the two are interconnected. From an individual perspective, education is an effort to develop one's potential. From a societal perspective, education is the acquisition of cultural values to others. Developing individual capacities and maintaining cultural principles are two main functions of education. Basically, humans are creatures who create their own culture, and the fact that they are young makes them more likely to be the creators of their own culture. (Nurfurqon, 2020).

Creative efforts are needed to restore the existence of local culture because the influence of foreign culture is increasingly eroding Indonesia's local culture. Indonesia's culture is a model for this country to face global competition in various fields. In addition, Ki Hajar Dewantara's theory of the importance of cultural education for cultural preservation, character building, and nation building is very relevant for learning that aims to internalize the values of local wisdom. This opinion is reflected in the concept of tricon, which is a theory of national cultural development that includes continuity (preservation of culture and traditions for future generations), concentric (open attitude towards foreign cultures), and convergence (selection of foreign cultures) (Dwiningrum, 2016: 38-39) in (Romadhoni et al., 2019). With this cultural diversity, an education based on local cultural education is needed. This is then supported by a government program, namely the National Literacy Movement (GLN) which is implemented based on the Regulation of the Minister of Education and Culture No. 23 of 2015, by involving elements of society such as the government, community leaders, schools, and families. One of the literacy that wants to be developed is cultural literacy.

Individuals who have cultural literacy skills can understand, appreciate, and celebrate Indonesia's cultural diversity, which consists of various ethnicities, religions, and customs. With good cultural literacy, people can better appreciate differences and work together in harmony, which is the basis for social and political stability. In addition, cultural literacy encourages the preservation and development of cultural heritage, which can enrich social life and become an economic asset through the creative industry and tourism. Cultural literacy can be incorporated into the school curriculum. One of them is by using a local content curriculum. Based on Permendikbud Number 79 of 2014, the Local Content Curriculum is a study material or subject in an educational unit that contains the content and learning process about local potential and uniqueness. This is intended so that students form their understanding of excellence and wisdom in the area where they live.

Integrating cultural literacy in the curriculum can be done by developing learning materials that reflect and appreciate local cultural heritage. This includes incorporating texts and literature from local traditions, such as folklore, poetry, and drama scripts, into language and literature study programs. Extracurricular activities such as dance, traditional music, and handicrafts can also be introduced to provide practical experience to students. Teachers can be trained to use teaching methods that emphasize cultural context and use teaching materials that are relevant to the local culture. With this approach, cultural literacy can become an integral part of education, helping students develop a deeper understanding and appreciation of their cultural identity.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a library research method. When conducting research, the researcher directly conducts a data search by directly dealing with the text or data presented rather than field data or eyewitnesses from the event; Researchers only deal directly with sources that already exist in the library or ready-to-use data, as well as with secondary data used. (Synder, 2019). To obtain information, the author reads and searches for various books, literature, notes, and reports related to the subject in question. Literature Studies According to Sugiyono (2016), related to theoretical studies and other references related to values, cultures and norms that develop in the social situation being studied, besides that literature studies are very important in conducting research, this is because research will not be separated from scientific literature. This research uses descriptive data analysis techniques, which means that this type of research aims to describe and interpret existing facts, results, effects, or developing trends.

RESULTS AND DISCUSSION

Result

Literacy, according to UNSECO, is a set of real skills, especially a person's cognitive skills in reading and writing which are influenced by competencies in the academic field, national context, institutions, cultural values, and experiences. Meanwhile, in EDC or Education Development Center, literacy is described as the ability of an individual to use his or her potential (ability is not limited to reading and writing). Cultural Literacy is a concept that has evolved in response to the complexity of an increasingly globally connected world. This includes the ability to understand and behave towards Indonesia culture as part of the nation's identity. Cultural Literacy includes understanding, appreciation, and participation in various aspects of the culture around us, as well as recognition of cultural diversity and complexity in the individual environment (Iskandar et al., 2024). Cultural Literacy also includes the ability to recognize and appreciate various forms of cultural expression, such as art, music, dance, and language (Mahardika et al., 2023). Thus, Cultural Literacy not only teaches children to appreciate diversity, but also to see it as something rich and interesting.

Cultural Literacy can be integrated into the curriculum through a comprehensive approach. Teachers can use a variety of resources, such as storybooks, learning materials, and creative activities, to bring these concepts into the classroom. In addition, collaboration with local communities, visits to historical or cultural sites, and small research projects can be effective ways to improve students' understanding of Cultural Literacy (Lailatul et al., 2023). Cultural literacy also contributes to the development of critical thinking skills in children. By learning about different aspects of culture, children are invited to think critically about stereotypes and prejudices that may exist. They are taught to ask questions, analyze, and form their own understanding of various cultural issues (Arifin et al., 2023).

According to the Ministry of Education and Culture (2023), literacy is defined as the ability of individuals to utilize their potential and skills in accessing, understanding, processing, and using information intelligently through various activities, such as reading, seeing, listening, writing, and speaking. In this context, cultural literacy refers to a person's knowledge of their own and other cultures' history, contributions, and perspectives. The term "culture" here not only includes things that are seen on a daily basis, such as regional languages, traditional cuisines, traditional clothing, celebrations, and traditional rituals, but also includes other aspects such as values and norms, traditions and customary laws, and beliefs and ideologies. To achieve an attitude of tolerance and respect for differences, a good understanding of cultural literacy is essential. According to Masita (2021a), people with good cultural literacy skills and who live in global diversity want to maintain their noble culture, locality, and national identity. However, they are also able to be open and have a broad insight in understanding and interacting with other cultures. This balance helps to foster a sense of tolerance and mutual respect, which in turn creates a harmonious social life both at the local and global levels. According to Aksa and Nurhayati (2020), cultural literacy activities have three main components that function to increase global diversity in society. First, learn to recognize and appreciate your own culture, other people, and foreign cultures. Developing strong cultural literacy skills requires this step, which is very important. Furthermore, people must learn to communicate well with others in both intracultural (within the same cultural scope) and intercultural contexts.

Cultural literacy in the National Literacy Movement (GLN) is an effort to incorporate understanding and appreciation of various cultures into literacy activities, in order to enrich the learning experience and support the development of students' character. In the context of GLN, cultural literacy involves providing materials and activities that introduce students to different cultures, both local and global, to enhance their knowledge of different traditions, values, and perspectives. Integrate cultural elements into literacy activities, such as reading, writing, speaking, and listening. This can include reading literary works from different cultures, writing about cultural experiences, or discussing cross-cultural issues. Encourage students to think critically about how culture influences texts and literacy contexts. This includes analyzing how culture affects the perception, writing, and interpretation of texts. Ensure that literacy materials reflect cultural diversity and support inclusivity. This means presenting voices and perspectives from different cultural backgrounds in teaching materials. Help students understand and appreciate cultural differences in a global context, as well as prepare them to participate effectively in a multicultural society. By incorporating cultural literacy in GLN, literacy education not only develops reading and writing skills

but also enriches students' insight into the world around them, preparing them to become more culturally aware and globally minded individuals.

Integrating cultural literacy in the local content curriculum is a strategic step to incorporate the understanding and appreciation of local cultural richness into formal education. The purpose of this approach is to increase cultural awareness among students, so that they not only get to know, but also appreciate and preserve their cultural heritage. This process begins with mapping the local culture, which includes identifying and documenting the local language, customs, art, dance, music, culinary, and history. After that, it is important to develop teaching materials that reflect the richness of the culture and provide training for teachers so that they can teach it effectively. Additionally, extracurricular activities that focus on local culture, such as traditional dance groups and handicraft making, can enrich students' learning experiences. Cooperation with local communities, including artists and cultural experts, also plays an important role in supporting this learning process. The ongoing evaluation and development of the program ensures that cultural literacy remains an integral part of education, helping students develop with a strong understanding of their cultural identity. Cultural literacy plays an important role in the formation of students' character values. By understanding and appreciating their own culture as well as other cultures, students can develop a variety of character values that are essential to their personal and social lives. Here are some character values that can be formed through cultural literacy.

1. **Tolerance:** Through cultural literacy, students are taught to appreciate differences and understand diversity. This helps them become more tolerant of different views, traditions, and customs from their own culture.
2. **Empathy:** Understanding the stories, traditions, and struggles of different cultures develops student empathy. They learn to see the world from the perspective of others and feel what people from different cultural backgrounds may experience.
3. **Respect:** Cultural literacy teaches students to respect their own cultural heritage and traditions as well as other cultures. This includes respecting cultural customs, languages, and practices that may be different from what they are used to.
4. **Identity and Self-Pride:** By understanding their own culture, students can develop a strong identity and a sense of pride in their heritage. This helps build a positive sense of confidence and identity.
5. **Cooperation and Harmony:** Cultural literacy encourages students to work closely with people from different cultural backgrounds. It promotes harmony and cooperation in a diverse society.
6. **Openness and Flexibility:** Getting to know different cultures helps students become more open to new ideas and flexible in thinking. They learn not to be judgmental and more adaptable to change.
7. **Fairness:** Cultural literacy teaches the values of justice by demonstrating the importance of treating all people fairly and equally, regardless of their cultural background.
8. **Social Responsibility:** Understanding and appreciating other cultures can encourage students to contribute positively to their society. They learn to be responsible for their communities and participate in preserving and promoting local culture.
9. **Honesty:** In studying and respecting culture, students are taught to be honest with themselves and others, as well as to appreciate authenticity in various aspects of life.

Schools can help students develop character values that are essential for a harmonious and civilized society by incorporating cultural literacy into education. These values not only help students in their daily lives, but also build them into responsible and moral citizens of the world. The literacy movement is an effort to improve people's ability to read, write, listen, and argue so that they can understand, process, and utilize information critically and intelligently (Hendarman, 2017). The renewal of local culture is carried out to keep local culture alive for the next generation and pass on the noble values of the local community. Thus, cultural literacy is very important to obtain information contained in various components of local wisdom. In the development of cultural literacy, the younger generation will have a soul and character that is in accordance with the cultural values of the Indonesia nation (Saepudin et al., 2018).

Cultural literacy helps communities and students appreciate and be more courageous in exploring their local wealth as an effort to preserve culture in the midst of increasing competition (Faizin, 2018). This cultural literacy is considered very important to be socialized in all circles of society and educational institutions, so that the community and the next generation can sort out and be

wise towards the presence of outside culture in their midst, so that it does not become an obstacle in the process of enculturation of the original culture. Cultural literacy is not only a formal skill, but also in-depth knowledge (Eric Donald Hirsch, Joseph F. Kett, 2022). Cultural literacy is one of the efforts to foster people's love and pride for their traditions, cultures and tribes, without putting aside the traditions and culture of other communities or tribes. The local wisdom of the local community is introduced through cultural literacy. Learning activities that focus on local wisdom, such as traditional games, stories, dances, songs, and local languages, are included in the school curriculum (Pujiatna, 2021). One of the goals of the government and educational institutions is to instill local wisdom in the curriculum of each level of education.

Discussion

Cultural Literacy in Education

Education and culture have a very important role in developing the nation's noble values, which affects the formation of character and confidence based on noble cultural values (Patras et al., 2023). One way to develop cultural identity as an effort to preserve culture, especially for the younger generation, is through education (Rahmawati, 2020). Culture is at the heart of all learning in the classroom, where a culturally responsive pedagogical approach is applied to connect students, teachers, schools, and society. Teachers need to understand that there is a close relationship between culture and students' way of thinking. Integrating students' cultural backgrounds in learning is an effort to bring them closer to the learning context and increase awareness of their cultural identity (Rahmawati & Patras, 2023).

The character of an educator is very important because students tend to imitate their behavior. Therefore, teachers and school environments have a significant influence on students' moral development, as revealed in the study (Anam et al., 2019; Hidayat, 2022). Students who have high cultural literacy are able to recognize, understand, utilize, and develop their culture. Therefore, learning in schools needs to integrate and utilize culture as a learning material and medium (Suyitno, 2017). Formal education can be a strategic means to form individual morality with noble ethics and a sense of humanity, as well as foster values through character education based on local wisdom among students (Fatro, 2019). In the National Education System (Sisdiknas), cultural literacy is discussed as a preparation for cultural changes that will be experienced by the people of Indonesia. The government states that culture and religion are the basis of education. Therefore, education must be organized by taking into account distinctive religious, social, and cultural characteristics in order to shape Indonesian society into individuals who are loyal to religion, culture, and national values (Amalia & Taufiq, 2023).

In addition to having a very valuable value, culture functions as a national identity that distinguishes one nation from another, describing the identity of a country (Miladiyanto, S., Ambarsari, R., & Bidasari, A, 2020). The decline in local cultural values is a threat to Indonesia's position in the global community (Budiarto, G., 2020). In learning art and culture, media that can support the effectiveness of learning objectives (Fatro, 2019) is needed. The creation of teaching materials in the curriculum must be designed and developed appropriately to help students achieve learning goals (Fahlevi et al., 2021). This shows the importance of equipping students with knowledge about the natural, social, and cultural environment to face global challenges, as well as preserving and developing local excellence and wisdom to support regional and national development through learning activities that focus on character building (Patawari & Wikra Wardhana Mamonto, 2023). The internalization of local wisdom needs to be developed because it is effective in shaping students' mindsets, attitudes, behaviors, and morality (Siregar et al., 2023).

School-based cultural literacy efforts aim to shape the character of students who are expected to have high personal competence, readiness to face changing times, and the ability to contribute in the future. School-based cultural literacy focuses on shaping students' character through collaboration between teachers, parents, and the environment, with a sustainable and non-instant approach. It is important for each individual to master cultural literacy, as it provides the ability to read and interpret culture in its various manifestations. Cultural literacy is the skill of recognizing and understanding the cultural values around us (Murti & Handayani, 2022).

Cultural Literacy in the Local Content Curriculum

The internalization of cultural literacy in local content is essential for several key reasons. First, it contributes to the preservation of local culture which is increasingly threatened by globalization and modernization. By incorporating elements of local culture in education, the younger generation can recognize, understand, and appreciate their cultural heritage, so that the culture can be preserved and continue to develop. Second, the internalization of cultural literacy helps build students' identities and identities. When students understand and appreciate their own culture, they will have a stronger sense of pride and confidence, which is essential for facing global challenges. In addition, cultural literacy can increase social cohesion and tolerance between cultures. By understanding the local culture, students are also taught to respect cultural differences and build harmonious relationships with various community groups. This is especially relevant in the context of a country with cultural diversity like Indonesia. In terms of education, local content based on cultural literacy can enrich the curriculum and make the learning process more contextual and relevant for students, thereby increasing their interest and motivation in learning.

The internalization of cultural literacy also has an economic impact. The development of skills and knowledge about local culture can open up new economic opportunities through creative industries and cultural tourism. Thus, in addition to providing benefits in the field of education, the internalization of cultural literacy in local content can also contribute to economic development and the welfare of local communities. Research shows that all aspects of cultural awareness have been regulated in government regulations and reflected in the syllabus. Both emphasize more on competence in interpreting cultural contexts. However, there is a discrepancy between these documents, because cultural awareness indicators only appear in a very limited number in other documents such as lesson plans, learning materials, and assessments. This condition shows that Junior High School students have not received adequate teaching regarding cultural awareness (Amalia & Taufiq, 2023).

The Independent Curriculum emphasizes the profile of Pancasila students, which includes six main characters: faith and piety to God Almighty, noble character, having insight into global diversity, working together, being independent, and thinking critically and creatively (Ministry of Education, Culture, Research and Technology, 2022). These six characters come from the noble culture of their ancestors which has been applied for generations by the people of Indonesia for hundreds of years. Therefore, one way to achieve the expected character is through strengthening cultural literacy. With the strengthening of cultural literacy, it is hoped that Indonesia individuals will be formed who reflect the character of Pancasila as the basis of the state and the nation's outlook on life. Local wisdom is a modern solution to develop character education, because character development should be followed by integrating the nation's identity in students, according to Lukitasari in (Biru et al., 2023).

Steps to Internalize Cultural Literacy in the Local Content Curriculum

Effective ways to integrate cultural literacy in the local content curriculum can be done through several different methods. Here are some ways that can be applied:

1. Integrating Local Content Materials with Other Subjects

Local content materials can be given as part of other subjects that are included in group B in the curriculum structure, such as Cultural Arts, Physical Education, Sports and Health (PJOK), and Crafts. This is done using the time that has been provided in the curriculum. Here are some examples of its implementation. In art subjects, students can learn about traditional regional arts, such as batik, weaving, or carvings typical of their region. In language lessons, students can learn regional languages and local literature through poetry, folklore, or prose.

2. Integrating Local Content in the Theme of the Pancasila Student Profile Strengthening Project

Local content materials can be associated with the themes of the Pancasila student profile strengthening project. For example, an entrepreneurship-themed learning project can explore the potential of local crafts, while a climate change-themed learning project can be linked to environmental issues in the region. In order to strengthen the Pancasila Student Profile, the integration of local content in the project theme can be carried out by designing activities that connect Pancasila values with regional cultural richness. For example, the project "Respecting and Preserving Local

Wisdom" can involve students in research and documentation about local traditions and customs. Students can work closely with community members to interview elders, collect folklore, and compile books or video documentation. This project not only introduces students to values such as mutual cooperation and noble character, but also instills a strong sense of pride and cultural identity. In addition, students can organize cultural festivals at school, featuring traditional dance, music, and culinary. The festival teaches students about global diversity and the importance of intercultural tolerance, as well as encouraging independence and critical reasoning through event planning and execution. In this way, local content not only enriches the curriculum but also supports the formation of character in accordance with the principles of Pancasila.

3. Developing Local Content Specific Subjects

Educational units can develop special subjects with local content that stand alone as part of the intracurricular program. This can be done by providing specific lesson hours for local content materials, which can include two hours of lessons per week. The development of local content special subjects can be done by designing a curriculum that focuses on the cultural richness and traditions of the region that are relevant to the local context of students. For example, in the subject "Local Culture and Arts," students learn about traditional arts, such as weaving techniques, batik, or carvings typical of their region. The curriculum includes hands-on practice such as making crafts or learning local dance and music, as well as a study of the history and cultural significance behind each of those arts. Additionally, lessons can include visits to cultural sites, such as local museums or historical sites, and involve collaborative projects where students hold art exhibitions or cultural performances at the school. With this approach, local content specific subjects not only introduce students to aspects of their culture but also encourage them to appreciate and preserve cultural heritage, as well as build a strong sense of pride and identity as part of their community.

Then to support the preparation of the curriculum, a training in the preparation of teaching materials based on local cultural wisdom can be provided to overcome the problem of the lack of teaching materials based on local culture. This is important to foster Cultural Literacy and develop local cultural wisdom in schools. By integrating cultural literacy in the local content curriculum, schools can help students develop good character, understand local culture, and strengthen national identity.

CONCLUSIONS

The internalization of cultural literacy in the local content curriculum has a very important role in education and community development. First, it contributes to the preservation of local cultures that are threatened by globalization, allowing the younger generation to recognize and appreciate their cultural heritage, so that the culture can continue to develop. In addition, cultural literacy helps build students' identity and identity, increasing their sense of pride and confidence in facing global challenges. In addition, cultural literacy promotes the values of justice and social responsibility, which are important for building social cohesion and intercultural tolerance. From an economic perspective, the development of skills and knowledge about local cultures can open up new opportunities in the creative industry and tourism, which in turn contributes to the well-being of the community. Thus, the application of cultural literacy in the local content curriculum not only enriches the learning process, but also has a wide positive impact on individuals and society as a whole.

The internalization of cultural literacy in the local content curriculum is carried out by integrating local cultural elements into the learning process. The first step is to map the local culture, which includes the identification and documentation of various aspects such as language, customs, art, dance, music, culinary, and local history. Furthermore, the development of teaching materials that reflect the richness of the culture is essential, as well as training for teachers to teach them effectively. Extracurricular activities that focus on local culture, such as traditional dance groups and handicraft making, can also enrich students' learning experience. In addition, cooperation with local communities, including artists and cultural experts, plays an important role in supporting this learning process. With this approach, cultural literacy not only strengthens students' cultural identities, but also prepares them to function effectively in an increasingly diverse society

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