

Cultural And Citizenship Literacy In Elementary School: Systematic Literature Review And Bibliometric Analysis

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Abstract. *Cultural and civic literacy is important to be taught in Elementary Schools so that students are able to accept, adapt and act wisely to face diversity and challenges in the 21st century. This study aims to analyze cultural and civic literacy in Elementary School through a qualitative approach with a systematic literature review. The research procedure uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method with the help of the Publish or Perish application for article data collection, and VOSviewer for bibliometric analysis. The results showed an increasing trend of publications related to cultural and civic literacy every year. The implementation of this literacy is done through five methods: the use of learning media, teaching materials, habituation, integration in learning, and school programs. There are supporting and inhibiting factors for the implementation of cultural and civic literacy in Elementary Schools. Subjects that often integrate cultural and civic literacy are Social Science, Civic Education and Cultural Arts. The results of this study are expected to enrich the educational literature and provide insights into effective educational practices in developing cultural and civic literacy among primary school students.*

Keywords: *cultural and citizenship literacy, Elementary School, Social Studies, Civic Education.*

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INTRODUCTION

The 21st century is the global peak of the transformation of industrial society into a knowledge society and emphasizes everyone has various skills in facing this era (A. K. Sari & Trisnawati, 2019). One of the important abilities that must be mastered applicatively as a key skill by students is *literacy skills*. According to the Big Indonesian Dictionary V, literacy is an individual skill in processing information and knowledge for life skills. There are 16 skills that must be mastered by students where the 16 skills are divided into three categories, namely basic literacy, competence, and character quality (Hapsari et al., 2022). One of the categories in these skills is basic literacy. Basic literacy describes students' literacy skills that must be applied in everyday life. These skills serve to meet students' needs in building competencies and more advanced character qualities. There are six basic literacy skills that students need to understand in an effort to develop multiliteracy skills, namely reading and writing literacy, numeracy literacy, scientific literacy, information communication technology (ICT) literacy, financial literacy, and cultural and civic literacy (Kemendikbud, 2021). These six basic skills will equip students to face the 21st century.

In facing the challenges of the 21st century, one of the fields that need to be considered and mastered is culture and citizenship so that the younger generation continues to love and preserve Indonesian culture (Pratiwi & Asyarotin, 2019). Indonesia has diversity ranging from ethnicity, language, culture, customs and habits, even religions and beliefs that cause Indonesia to have a cultural heritage that has developed over the centuries (Antara &

Yogantari, 2018). In addition, as an integral part of the globalized world, Indonesia also receives cultural influences from various countries through established cooperative relationships. As a result, the diversity brought by each ethnic group in Indonesia has become increasingly complex along with the influx of global influences.

To prevent the negative impact of global influences, good cultural and civic knowledge is needed, the cultural and civic knowledge in question not only preserves and develops national culture but also builds the identity or characteristics of the Indonesian nation in the midst of a global society (Aulia et al., 2021). The ability to understand cultural diversity and citizenship can be obtained with literacy skills that can support this. According to the Ministry of Education and Culture, one of the literacy skills of the six existing literacy skills is cultural and civic literacy (Iman, 2022). Cultural literacy is the ability to understand and respond to Indonesian culture as a national identity, while civic literacy is the ability to understand the rights and obligations of citizens (Kemendikbud, 2017). Thus, cultural and civic literacy is the ability of individuals and communities to relate to their social environment within the framework of a culture and country.

Cultural and civic literacy is something that must be mastered, this is the ability to accept and adapt and act wisely in the face of diversity (Pratiwi & Asyarotin, 2019). Cultural and civic literacy can also be a means of fostering a sense of responsibility, tolerance for others, and love for the country (Helaluddin, 2018). Therefore, instilling cultural and civic literacy skills is important for every citizen, including early childhood or Elementary School students.

Given the importance of cultural and civic literacy in Elementary Schools, this study aims to analyze the application of cultural and civic literacy in Elementary Schools through a literature review based on previous studies. Systematic analysis of the literature review in this study is very important to build a framework in order to provide an overview of cultural and civic literacy research in its application in Elementary Schools that can be used as a reference for further research.

METHODOLOGY

This research is a qualitative study that is a systematic literature review using data sources in the form of reference books and scientific journal articles. The method used is *Preferred Reporting Items for Systematic Reviews and Meta-analyses* or commonly called PRISMA. This method is carried out in stages by following the correct and predetermined stages or research protocols (Fitriyani 2021). This research has the following steps. Consists of (1) formulating research questions, (2) conducting a systematic search for literature reviews, (3) selecting articles according to selection criteria, (4) conducting qualitative analysis and data

extraction of findings, (5) controlling the quality of article findings, and (6) synthesizing data and preparing reports (Fahrudin et al., 2023).

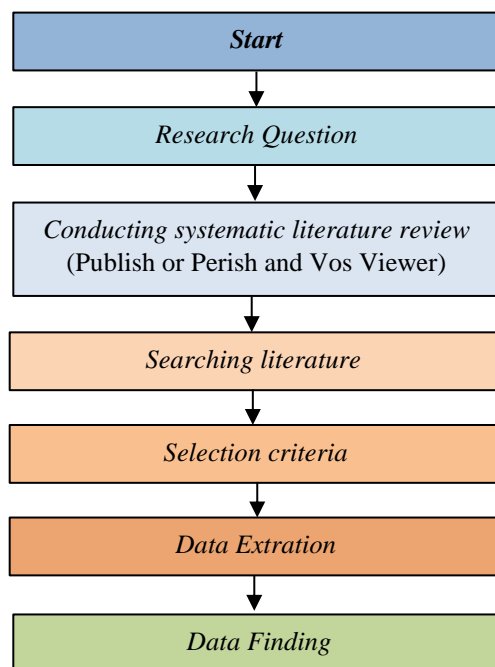


Figure 1: Prism systematic literature review model
(Source: Fahrudin et al., 2023)

The first stage is a *Research Question*. Research questions are needed in conducting research in order to provide solutions or answers related to these research questions. After an in-depth analysis process, the *research questions* in this study were determined as follows:

Table 1. Research Question

RQ1:	What is the trend of annual publications in the field of cultural and civic literacy in Elementary Schools from 2014-2023?
RQ2:	What are the most cited articles in publications on the topic of cultural and civic literacy in Elementary Schools 2014-2023?
RQ3:	What is the density of research subtopics related to cultural and civic literacy in Elementary Schools in 2014-2023?
RQ4:	How is cultural and civic literacy implemented in Elementary Schools?
RQ5:	What are the supporting and inhibiting factors for implementing cultural and civic literacy in Elementary Schools?
RQ6:	What are the subjects most used in the implementation of cultural and civic literacy in Elementary Schools?
RQ7:	What is the impact of implementing cultural and civic literacy on students in Elementary Schools?

The second stage is *Conducting Systematic Literature Review*. At this stage, the application used is Publish or Perish (PoP). Publish or Perish is a software that can help analyze and filter data from online journal databases, then present it in metadata according to its quality (Hanifah et al., 2022). Examples of online journal databases used are Google Scholar, Scopus, and other databases. Article data displayed using Mendeley is article data obtained from search results using PoP. Furthermore, VOSviewer software was used to help answer several research questions and visualize the data obtained.

The VOSviewer application is bibliometric software used for visualization and analysis of scientific publication data that allows users to visualize *citation*, *co-citation*, and *co-word analysis* data in the form of graphs and diagrams that are intuitive and easy to accept (Budianto, 2023). VOSviewer helps researchers conduct bibliometric analysis with the aim of seeing the distribution and development of the number of publications and citations from various literatures and scientific contributions to research trends (Herawati et al., 2022). In addition, it can measure the impact of publications, find scientific collaborations, and gain a better understanding of the development of knowledge in a particular field (Muhammad & Triansyah, 2022). Bibliometric analysis also helps identify future research directions and provides insights into the performance and contributions of individuals, institutions, and scientific fields.

This bibliometric analysis demands a coherent, systematic, and detailed method. There are five stages used in bibliometric analysis, namely 1) determining search keywords, 2) finding initial search results, 3) refining search results, 4) finding initial keywords for statistical data, 5) analyzing data (Fahrudin et al., 2023). These steps aim to get the pattern and frequency of published articles. Bibliometric analysis in this study only focuses on the publication of articles in journals and proceedings.

The third stage is *Searching Literature*. This research was conducted in September-December 2023. The search for articles was based on keywords; Cultural and Civic Literacy in Elementary Schools and Implementation of Cultural and Civic Literacy in Elementary Schools. The article database used in this research is Google Scholar. Some adjustments were made manually to keep the articles consistent with the criteria and minimize potential research bias.

The fourth stage is *Selection Criteria*. The selection criteria used in this literature review were articles written in Indonesian and English and published in the period 2014-2023, focusing on the topic of literacy and citizenship in Elementary Schools. After the articles were collected using the Publish or Perish application, they were then analyzed to find relevant articles.

The fifth stage is *Data Extraction*. The research topic, Cultural and Civic Literacy in Elementary Schools, is used as a reference in extracting the data that has been collected as data to solve

research questions. The quality of research can be used to interpret and synthesize data in determining conclusions and answering questions. Figure 2 shows the flowchart of article extraction.

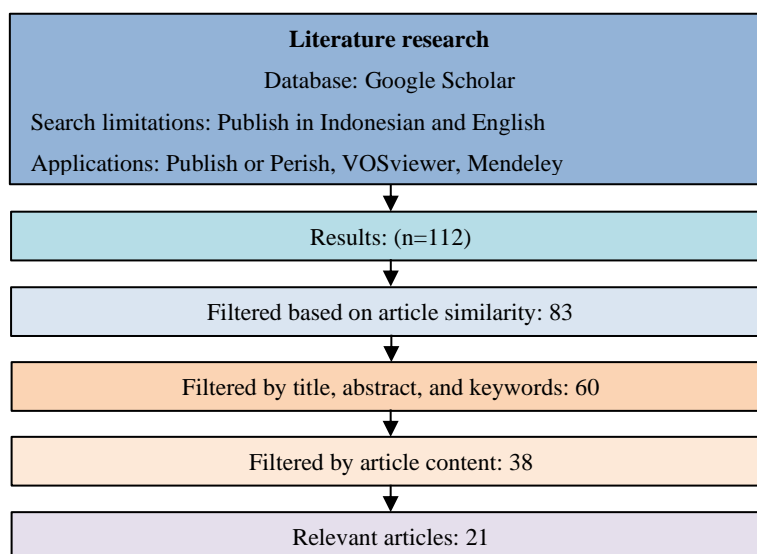


Figure 2. Flowchart of article extraction

The last stage is *Data Finding*. Based on digital searches assisted by Publish or Perish software, 112 articles were found from the Google Scholar database. A total of 29 articles were excluded from the data search results because there were no similarities based on the topic, leaving 83 articles. Furthermore, filtration was carried out based on the suitability of the title, abstract and keywords, resulting in 60 articles. Then 22 articles were excluded because there was no conformity of the content of the article to the topic of discussion, resulting in 38 articles. After an in-depth review and excluding the similarity of articles, title criteria, abstracts, and keywords used, 21 relevant articles were finally produced.

RESULTS AND DISCUSSION

The results and discussion of this research are presented in 7 sections including publication trends with the title of cultural and civic literacy in Elementary Schools in 2014-2023, the most cited articles in publications with the topic of cultural and civic literacy in Elementary Schools in 2014-2023, the density of research subtopics related to cultural and civic literacy in Elementary Schools in 2014-2023, the application of cultural and civic literacy in Elementary Schools, supporting and inhibiting factors for the application of cultural and civic literacy in Elementary Schools, the most used subjects, and the impact of the application of cultural and civic literacy in Elementary Schools.

Trends in Annual Publications in the Field of Cultural and Civic Literacy in Elementary Schools from 2014-2023

The first question is analyzed in Figure 3. Figure 3 reflects the development of publications on cultural and civic literacy in Elementary Schools from January 2014 to November 2023. Considering the annual volume of research related to cultural and civic literacy in Elementary Schools, the analysis shows that the total number of articles in this field is growing.

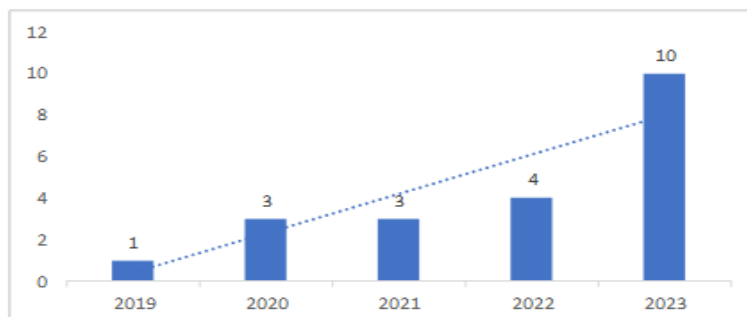


Figure 3. Distribution of cultural and civic literacy research by year of publication

The peak of research publications on cultural and civic literacy in Elementary Schools occurred in 2023. In 2014-2018, it was revealed that there was no publication of relevant articles. Then there was growth in 2019, with a total of 1 article. In 2020 and 2021, the published articles had the same number of 3 articles. Furthermore, in 2022, published articles increased again with a total of 4 articles. The trend of increasing cultural and civic literacy publications began in 2020 and increased rapidly in 2023.

In particular, there were 11 publications between 2019 and 2022 or 52% of the total publications. If analyzed by year, 2023 has the highest number of publications, namely 10 articles, researchers predict that this topic will continue to receive attention from researchers in the field of education. Given the importance of instilling cultural and civic literacy skills in Elementary School students so that they can accept and adapt and act wisely in facing diversity and challenges in the 21st century.

The Most Cited Articles in Publications on Cultural and Civic Literacy in Elementary Schools from 2014-2023

The second research question sought to identify the most cited articles in research on cultural and civic literacy in Elementary Schools.

Table 1. Most cited articles in cultural and civic literacy in 2014-2023.

No.	Cited	Author	Year	Title
1	22	Rahmawati, N., Prasetiyo, W.	2022	Utilization of Reading Corners in Improving Students' Civic Literacy in the Digital Age

		Wicaksono, R., Muthali'in, A., Huda, M., & Atang		
2	17	Atmojo, S. & Lukitoaji, B.	2020	Ethnoscience-based Thematic Learning in Enhancing Cultural and Civic Literacy of Elementary School Students
3	15	Safitri, S. & Ramadan, Z.	2022	Implementation of Cultural and Civic Literacy in Elementary Schools
4	3	Wahyuningsih, Y., Harsono, N., & Setyaningsih, R.	2019	<i>Bilingual Big Book of Local Culture as a Learning Media on Improving Cultural Literacy of Elementary School Children</i>
4	3	Halimah, L., Affandi, I., & Kartiwi, W.	2020	<i>The Influence of Cultural and Citizenship Literacy on Students' Critical Thinking Skill</i>
5	2	Setiawan, B.	2020	Course Development to Strengthen Cultural and Civic Literacy

Based on the identification results from the table above, it shows that there are 6 top articles that have the most number of citations. While from a total of 21 relevant articles, 4 articles only have the number of times cited and for 11 other articles do not have the number cited.

Density of Research Subtopics Related to Cultural and Civic Literacy in Elementary Schools in 2014-2023

To answer the third research question, the VOSviewer application was used to analyze the density of research subtopics related to cultural and civic literacy in Elementary Schools from 2014 to 2023. Articles selected based on relevance to the topic were imported into Mendeley and saved in RIS format. Using VOSviewer, the data obtained was processed by configuring the complete count *co-occurrence* calculation and the unit of analysis with keywords. Bibliometric analysis is used to detect patterns and relationships between keywords or terms in a data set, thus assisting researchers in identifying interesting research subtopics. By displaying a node network, researchers can determine the most closely related subtopics and how they are interconnected in the network. The analysis yielded 60 keywords in 21 articles relevant to the topic.

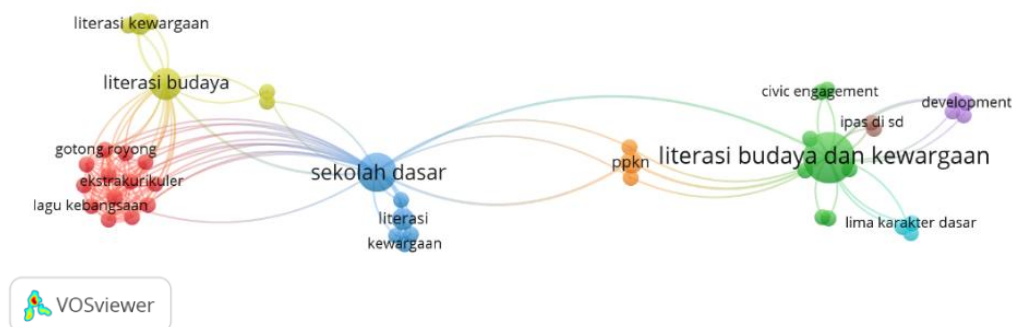


Figure 4. VOSviewer visualization of cultural and civic literacy research in Elementary School

In Figure 4, the research topics with light-colored keywords are the most frequently researched topics, while the dim colors indicate research topics that are rarely researched. The VOSviewer visualization data shows that the topics "cultural and civic literacy" and "Elementary School" have various relationships with other topics. The topic "cultural and civic literacy" has a close relationship with the topics "civic engagement"; "IPAS in Elementary School"; "Civics"; "five basic characters"; and "development". Meanwhile, the topic "Elementary School" has the closest relationship with "literacy" and "citizenship". For topics related to this article, namely "cultural literacy and citizenship" and "Elementary School" when viewed from the results of VOSviewer visualization, it shows that the relationship distance is still far away. This proves that there is still not much research linking cultural and civic literacy with Elementary Schools. So, there is still a lot of room for more in-depth research related to cultural and civic literacy in Elementary Schools.

The VOSviewer data visualization also shows that each topic is separated into several *clusters*, and each *cluster* is assigned a different color. Each *cluster* contains similar terms or subjects, as well as keywords that stand out in the collection of articles that have been displayed. Figure 4 shows the visualization of the research subtopics of cultural and civic literacy in Elementary Schools. The nodes are keywords that appear in the VOSviewer visualization. Each *cluster* has a different color to represent it in the network of nodes. *Cluster 1* includes red nodes; *cluster 2* includes green nodes; *cluster 3* includes dark blue nodes; *cluster 4* includes yellow nodes; *cluster 5* includes purple nodes; *cluster 6* includes light blue nodes; *cluster 7* includes orange nodes; and *cluster 8* includes brown nodes. The details of the items in the *clusters* are shown in Table 2.

Table 2. Items contained in the VOSviewer visualization cluster

No.	Cluster	Item or Items
1.	Cluster 1 (red node)	Extracurricular, mutual cooperation, citizenship, national anthem, Pancasila, learning, habituation,

		approach, development, cultural introduction, dance, flag ceremony, 1945 Constitution
2.	Cluster 2 (green node)	Diary, <i>civic engagement</i> , effective, GLS, cultural and civic literacy, teaching module, character education, <i>value clarification technique</i>
3.	Cluster 3 (dark blue node)	Culture, culture and citizenship, diversity, citizenship, literacy, Elementary School
4.	Cluster 4 (yellow node)	<i>Bilingual big book</i> , local culture, ethnoscience, social skills, cultural literacy, civic literacy
5.	Cluster 5 (purple node)	<i>Development, education for sustainable</i> , digital comics, learning media
6.	Cluster 6 (light blue node)	Five basic characters, subjects, learners
7.	Cluster 7 (orange node)	Interactive multimedia, application, Civics
8.	Cluster 8 (brown node)	IPAS in Elementary School, android-based learning media

The Implementation of Cultural and Civic Literacy in Elementary Schools

Cultural and civic literacy in Elementary Schools is implemented in various ways. The first way can be applied with the help of learning media. Learning media is a tool designed to convey learning material to students to make it more effective and efficient in the learning process in order to achieve learning goals (Nurfadhillah, 2021; Yaumi, 2017). Learning media is currently known with various variations that can attract children's interest in the form of pictures, books, and other forms of media (Wahyuningsih et al., 2019). These learning media can be in the form of interactive multimedia, bilingual big books, and SDGs-based comics.

Interactive multimedia is a learning media that presents a lot of information simultaneously, such as writing, audio, and images, graphics, animation, video and in presenting it students can interact directly with the media (Al-Ishmah et al., 2023; P. K. Sari & Mutiara, 2022). Interactive multimedia can be in the form of an android application, which has an attractive design display, is easy to operate, and is understood by students because it is like using a *smartphone* in general so that it can also be used independently both inside and outside school (Wardani, 2023). In addition, there is interactive multimedia based on *google sites*, namely media in the form of websites that can be used as a means of learning that is easily accessible, and can be presented in an attractive form (Ryanto et al., 2023). Some of these interactive multimedia are integrated with material content related to cultural and civic literacy

such as diversity or diversity in Indonesia. Then this interactive multimedia is applied in learning and shows that interactive multimedia is proven to improve or strengthen the cultural and civic literacy of Elementary School students (Ryanto et al., 2023; P. K. Sari & Mutiara, 2022; Wardani, 2023).

A bilingual big book is a big book that contains large pictures and writings in two languages, namely Indonesian and English, which serves to attract students' attention in reading (Kombong et al., 2022; Wahyuningsih et al., 2019). Bilingual big books are made for student reading materials in the context of local culture including belief systems, norms, culture and are expressed in the traditions and myths adopted by the local community. The application of bilingual big book media is carried out by reading together in front of the class (shared reading) between teachers and students (Wahyuningsih et al., 2019).

This SDGs-based comic is a comic designed to be able to entertain and educate simultaneously by paying attention to the integration of subject matter, aspects of sustainable development and cultural and civic literacy indicators (Ramadhany, 2023). This comic can be applied in learning based on related material content.

Apart from being assisted by learning media, the second way to implement cultural and civic literacy is with the help of teaching materials. Teaching materials are a collection of subject matter that is arranged systematically and intact used by teachers and students in learning activities (Eliyanti, 2016; Magdalena et al., 2020). In order to support the application of cultural and civic literacy, teaching materials are integrated with cultural and civic materials that refer to the basic competencies in social studies or Civics subjects (Destriani et al., 2023; Nurwahid, 2021). The diary teaching materials "*Exploring My Country Indonesia*" made by (Destriani et al., 2023) and "*My Indonesian Diary*" made by (Nurwahid, 2021) can be used in classroom learning as well as teaching materials to support students and can be adapted to cultural and civic literacy activities in schools.

The third way of implementing cultural and civic literacy in Elementary Schools can also be applied in habituation. In habituation, several routine activities can improve cultural and civic literacy, namely flag ceremony activities every Monday as part of civic literacy (Roby et al., 2023); 15 minutes of reading habituation before the learning process and utilization of reading and learning spaces such as reading corners, library rooms, reading houses, and literacy rooms (Rahmawati et al., 2022; Safitri & Ramadan, 2022) 2022; Safitri & Ramadan, 2022); habituation to singing national songs before starting learning, mutual cooperation activities to clean the school with the aim of increasing student cohesiveness (Kabari et al., 2023); and extracurricular activities such as dance, poetry, rhymes, singing, and introducing students to

cultures in Indonesia such as cultural diversity of customs, dances, clothing, and others (Kabari et al., 2023; Roby et al., 2023).

The fourth way to implement cultural and civic literacy in schools is through school programs. The program can be in the form of a Literacy Movement program, which has been socialized before the implementation of learning so that its implementation can run effectively (Abdulla, 2021); programs or activities carried out by involving students such as parades, community service, social services, compensation for orphans and the poor, ceremonies to bring in members of state resilience and scouting (Istiqomah, 2023); library visit programs, reading non-subject books before learning activities begin, making madding, creating literacy trees, school posters, creating motivational walls, creating reading corners, and holding inter-class literacy work competitions (Susanti et al., 2020), 2022).

The fifth way of applying literacy and citizenship is in learning. Cultural and civic literacy applied in learning is by using project-based learning approaches, cooperative learning, contextual approaches and problem-based learning (Putri & Nurhasanah, 2023). So that through these approaches, students can develop a deeper understanding of culture and citizenship, as well as develop social, collaborative and problem-solving skills needed in life. Furthermore, cultural and civic literacy is also applied through thematic learning based on local culture (ethnoscience) with customized learning materials (Abdulla, 2021). This ethnoscience-based thematic learning creates a learning environment for students' learning experiences that is integrated and includes local culture in learning as part of the learning process.

In learning that is integrated to improve cultural and civic literacy, teachers must be guided by teaching modules. The teaching module must be prepared using models, methods and learning tools and media that are tailored to the characteristics and situation of students and learning objectives (Azizah, 2023). Thus, the module can be applied in learning so that it can improve students' cultural and civic literacy.

Supporting and Inhibiting Factors For Implementing Cultural And Civic Literacy In Elementary Schools

In the process of implementing something, there must be supporting factors and inhibiting factors. The same applies to the implementation of cultural and civic literacy in Elementary Schools. Supporting factors that can make the implementation of cultural and civic literacy run smoothly include the availability of facilities used such as reading books, as well as facilities and infrastructure that support the running of literacy activities; the role of teachers as planners, organizers, facilitators, supervisors and evaluators must play a good role so that the

implementation can run optimally; and parents have an important role to help increase students' interest in reading at home (Safitri & Ramadan, 2022). So that all elements involved, starting from students, teachers, parents, and the community, must be able to work together in implementing cultural and civic literacy (Setianingsih et al., 2023).

Meanwhile, the inhibiting factors in the application of cultural and civic literacy in Elementary Schools are the lack of specific directions conveyed by teachers to students in the implementation of activities, enrichment about certain attitudes that are not so detailed and only inserted a little during learning, and the limitations of local and national reading materials that are not so many (Roby et al., 2023). Another obstacle in the application of cultural and civic literacy is that there are still students who have an *introverted* or individualist attitude so that there are students who find it difficult to tolerate and accept each other's differences (Istiqomah, 2023).

Subjects Most Used in Implementation Cultural and Civic Literacy in Elementary Schools

Cultural and civic literacy is applied to several subjects in Elementary Schools. Based on the identification results, the subjects that are most widely used in the application of cultural and civic literacy in Elementary Schools are through social studies, civics, cultural arts, or integrated from several of these subjects.

Social studies subjects are contained in an article entitled *Development of Diary Teaching Materials "Exploring My Country Indonesia" as Cultural and Citizenship Literacy Activities in Elementary School Social Studies Learning* (Destriani et al., 2023); *Development of Digital Comic Media Based on Education For Sustainable Development to Improve Cultural and Citizenship Literacy of Phase B Students* (Ramadhany, 2023); *Development of Teaching Modules Oriented to Value Clarification Technique to Foster Cultural and Citizenship Literacy of Grade IV Elementary School Learners* (Azizah, 2023); and an article entitled *Development of Android-Based Learning Media for My Indonesia Variety to Improve Cultural and Citizenship Literacy of Phase B Students* (Wardani, 2023).

Civics subjects are found in an article entitled *Description of the Application of Cultural Literacy and Citizenship in Civics Learning in Class III of SD Negeri 12 Pontianak Kota* (Roby et al., 2023). As well as in an article entitled *Development of Interactive Multimedia Based on Google Sites Applications on the Material of the Beautiful Diversity in My Country in Grade IV Civics Learning as Strengthening Cultural Literacy and Citizenship* (Ryanto et al., 2023).

Furthermore, there are also those that are integrated from several subjects. The article entitled *Development of the Indonesiaku Diary to Improve Cultural Literacy and Citizenship in Elementary Students*, integrates Civics and Social Studies subjects because it takes material based on the theme in grade IV, namely Theme 7: Beautiful Diversity in My Country (Nurwahid, 2021). Then, an article entitled *Ethnoscience-Based Thematic Learning in Improving Cultural Literacy and Citizenship of Elementary School Students*, integrates Civics, Social Studies, and Cultural Arts subjects as thematic learning for grade V on Theme 9: Objects Around Us (Atmojo & Lukitoaji, 2020).

These articles show that social studies, civics, and cultural arts have a direct relationship with improving cultural literacy and citizenship in Elementary Schools. Social studies is an integrated subject of social sciences and humanities, so that it can encourage students to become human beings who have social awareness and are able to live together in a pluralistic society; Civic Education encourages students to understand and carry out their rights and obligations as Indonesian citizens; and Art and Culture as a foundation for saving the diverse arts and culture of the Indonesian nation in the face of modernity (Setiawan, 2020).

Impact of Cultural and Civic Literacy Implementation in Elementary Schools

The implementation of cultural and civic literacy in Elementary Schools whether in learning, habituation, programs, with the help of media or teaching materials, or based on certain aspects must have various impacts on students.

The impact on students related to culture is: increasing local knowledge about belief systems, norms, culture and expressed in traditions and myths adopted by certain communities (Wahyuningsih et al., 2019); a sense of pride and preserving culture as their identity, accompanied by the ability to behave and act for the benefit of others (P. K. Sari & Mutiara, 2022); and increasing understanding of diversity, building inclusive and respectful attitudes, developing intercultural communication skills and encouraging responsible global behavior (Putri & Nurhasanah, 2023).

Meanwhile, the impacts related to student citizenship are: forming students into citizens who are able to carry out their rights and obligations in order to become smart, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution (Roby et al., 2023); preparing students to become the next generation of the nation who have character, have an attitude of nationalism and understand the legal norms that apply in society, and uphold the dignity of the nation (Azizah, 2023; Rahmawati et al., 2022).

The impacts related to student skills are: increasing students' interest in reading and reading skills (Safitri & Ramadan, 2022); improving students' cultural literacy and civic literacy skills (Atmojo & Lukitoaji, 2020); developing students' social skills ranging from tolerance, high sensitivity, good interaction with each other, increasing self-confidence and respect for each other (Azizah, 2023; Istiqomah, 2023); increasing *civic engagement* through the implementation of cultural and civic literacy programs (Susanti et al., 2022); and cultural and civic literacy has a significant effect on students' critical thinking skills because the higher the understanding of cultural and civic literacy, the higher the students' critical thinking skills (Halti, 2022), 2022); and cultural and civic literacy has a significant effect on students' critical thinking skills because the higher the understanding of cultural and civic literacy, the higher the students' critical thinking skills (Halimah et al., 2020).

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of cultural and civic literacy is important, especially to create a young generation that is ready to face the challenges of the 21st century. Given the importance of the existence of cultural and civic literacy in the world of education and life, especially in Elementary Schools, research related to cultural and civic literacy has been carried out in recent years. Research is also conducted because there are a lot of sub-topics related to cultural and civic literacy in Elementary Schools that provide a lot of room for more in-depth research.

In seeking the maximum application of literacy and citizenship in Elementary Schools, it can be done in five ways, namely first by using learning media as learning aids; second, by using teaching materials; then the third can be done by habituating students; the fourth is by making several programs related to cultural literacy and citizenship by schools; then the application of literacy and citizenship can also be done in learning, the subjects most often used to apply cultural literacy and citizenship are social studies, civics, and cultural arts.

To implement literacy and citizenship in Elementary Schools, of course not everything goes according to plan, there are factors that become supporters and obstacles in the implementation. Supporting factors that help every program to implement cultural and civic literacy are the availability of facilities, namely qualified facilities and infrastructure, factors that hinder this program such as lack of teacher direction in implementing activities and limited local and national reading materials. In this study, it can also be concluded that the impact that occurs from the application of cultural and civic literacy on Elementary School students is that it can affect the aspects of culture, citizenship and skills in students.

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