

Exploration Of Cirebon Palace Culture On Elementary School Students' Cultural Literacy

Prihatiningsih^{1*}, Enok Maryani²

^{1,2} Elementary Education, Indonesia University of Education, Bandung, Indonesia

^{**}prihatiningsih77@upi.edu, enokmaryani@upi.edu

Abstract. Cultural literacy is a foundational ability for individuals to better understand the culture around them. This study aims to explore the culture of the Kasepuhan Palace towards the cultural literacy skills of elementary school students. The research method used is a qualitative method with a descriptive approach. Data collection techniques used are interviews, questionnaires, and documentation. While the data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. This study was conducted at an elementary school in Palimanan District, Cirebon Regency. The research subjects involved in this study consisted of 2 class teachers and a sample of 20 fifth grade students. The results of this study are that the school strongly supports the implementation of the visit to the Kasepuhan Palace with the aim of exploring the cultural heritage there and will make this activity an annual agenda. As for the cultural literacy skills of students after the cultural exploration activity at the Kasepuhan Palace Cirebon, it is categorized as good, seen from enthusiasm, active participation, process, role of the school, feelings after the activity, experience / learning gained, and reinforced by student writing containing knowledge from the exploration results that have been carried out in an open questionnaire sheet. The obstacles that occurred could be resolved well, so as not to disrupt the implementation of activities.

Keywords: Exploration, Culture, Palace, Cultural Literacy

How to Cite: Prihatiningsih, & Maryani, E. (2025). Exploration of Cirebon Palace culture on elementary school students' cultural literacy. *The 7th International Conference on Elementary Education*, 7(1), 662-676.

INTRODUCTION

Indonesia is a country rich in cultural diversity inherited from ancestors that have noble values to be passed down from generation to generation. As almost every region in Indonesia has various tribes, arts, religions, customs, and local wisdom, so it is necessary to be careful in responding to changing trends in the 21st century (Safitri & Ramadan, 2022). Indonesia is part of the international world that has cooperative relations with various countries in the world, including in global developments and changes that have been forced to influence all aspects in Indonesia, including politics, economics, ideology, culture, language, and lifestyle. Where this influence affects national stability if not responded to wisely. One of the impacts on Indonesia is the openness in the era of globalization which influences the development of information technology. As a positive impact in this era, everyone can freely access everything to find out various information in parts of the world which is likened to the world in the palm of their hands. Meanwhile, the negative impact is that children know more about foreign cultures than the culture in their area, which is often not in accordance with local culture (Putri et al., 2023). The reality in the field is the low interest of elementary school students in local culture in Indonesia. This is shown by the lack of enthusiasm of students to learn about the culture learned in school. The factor that causes this problem is the use of gadgets or technology that is only used to play games with a fairly long time intensity. So that several approaches are

needed to increase elementary school students' interest in local culture (Wulandari et al., 2023).

Education based on inherited national culture should be revived to deal with national problems that still occur a lot. Through an educational process based on the teachings of nationalism based on character by fostering love for the homeland, based on national values that are instilled naturally and guided by humanitarian values (Riyanti et al., 2022). The purpose of introducing local culture for the younger generation is to produce dignified and competent generations, who can reflect cultural values in life, participate in shaping national character, contribute to creating national identity, and preserve local culture (Aisara et al., 2020; Sintamiati & Rati, 2021). Culture can be achieved by humans through a long process, such as through education and socialization until the internalization of values is obtained that make the value one with themselves, become a habit, change the way of thinking, until it becomes theirs through spontaneous acculturation in real life. Therefore, schools are strategic places that can teach children to uphold the noble values in social life in Indonesia to be introduced as a national identity that must be maintained and preserved until it becomes part of their culture as a character (Irawan et al., 2024; Pramudita & Muslihati, 2024). However, in reality, the learning process carried out by teachers still lacks in introducing local culture and only explains and conveys material conventionally to students through lectures. The tendency of teacher-centered learning models continues to be used (Evitasaki et al., 2020; Hidayah, 2022). This is in accordance with the results of interviews conducted by researchers at one of the State Elementary Schools in Palimanan District, Cirebon Regency. Based on the results of interviews conducted with grade V teachers, it is known that teachers more often use the lecture method in learning and have never integrated local culture in learning. In fact, in grade V learning there is a topic in Natural and Social Sciences Lessons that discusses Regional Culture in the form of tangible and intangible cultural heritage. The urgency of research on cultural literacy in Elementary Schools is so that students can better understand the cultural diversity that exists in the region, improve the quality of education by implementing contextual and culture-based learning, change students' paradigms about ancient cultures into assets that must be maintained and preserved, and form students' characters who are more appreciative and tolerant.

In the era of the Independent Curriculum, the goal of learning is to prepare individuals to become productive, critical, creative, and innovative individuals so that this Independent Curriculum emphasizes strengthening literacy. Literacy needs to be possessed by individuals to support them in solving problems in everyday life (Cholifah, 2024). Literacy is often interpreted as basic skills in reading, counting, and writing. Literacy is introduced to children from an early age to form good behavior (Pratiwi & Asyarotin, 2019). However, now, literacy is

not only seen as a basic skill or tool that supports the academic learning process but is a supporting factor for the community's need for access to accurate and reliable information, a person's thinking ability in solving problems, and ethical social attitudes in interacting between groups in society.

There are six basic literacies to be achieved in this Merdeka curriculum, one of which is cultural literacy. Cultural literacy is a skill that must be possessed by all Indonesian citizens in the 21st century because it will create a quality next generation in the introduction and improvement of cultural literacy (Kurniawan, 2023). By having this cultural literacy ability, students are expected to be able to understand and behave towards Indonesian culture as part of the nation's identity. In this regard, cultural literacy can be interpreted as a person's knowledge of history, contributions, and perspectives on their own culture or other different cultures (Falimu et al., 2023). Thus, to address this condition, a School Literacy Movement or better known as GLS was established. The School Literacy Movement was implemented so that students could develop noble character. Efforts to implement the School Literacy Movement are as diverse as the literacy to be achieved. For example, in cultural literacy, teachers can invite students to get to know their local culture better by visiting historical sites in the area. Then students observe and analyze the historical relics, then the results students can take noble values to apply in everyday life (Sari, 2018). Elementary School students are expected to be able to demonstrate the ability to convey ideas, create simple creative actions or works, and find alternative actions to face challenges, including through local wisdom. Students in Elementary Education are expected to be able to convey ideas and works based on local wisdom. Thus, students will be more familiar with the culture around them.

Every region must have a local culture that is the identity of its region. The selection of the Kasepuhan Palace was because this historic location is open to the public and is usually used as a place for students from various regions to visit. In addition to being able to explore the buildings, there is also a heritage museum that can be accessed by students directly, so that it is hoped that students' knowledge after this activity will be broader and more comprehensive. Based on the results of interviews with teachers and students, it was found that all students had never visited and explored the heritage in the Kasepuhan Palace in Cirebon, which had an impact on students' low knowledge regarding the cultural history of their area. By exploring the palace in Cirebon, it is hoped that students will get to know and understand their local culture better. According to information obtained from a tour guide at the Kasepuhan Palace with the initials AR, this palace has ancient buildings and various collections of ancient objects that are a combination of various religious and cultural elements which are now stored in the palace museum building. The Kasepuhan Palace and the knick-knacks stored in it are a combination of three religions, namely Hinduism, Islam, and

Buddhism, as well as three cultures, namely Java, China, and Europe, so this palace is more special than other palaces. However, the Kasepuhan Palace still has strong Hindu elements. Where the walls of the Kasepuhan Palace are made of red brick and the gate resembles the architecture of Hindu buildings such as the Majapahit Palace. In the front, there are *siti hinggil* and small *pendopo-pendopo* as a representation of Javanese buildings, while the wall ceramics have two styles, namely European and Chinese. The ancient palace object that clearly shows the blend of elements of various religions and cultures is the lion barong carriage whose design symbolizes friendship between religions.

The principles of cultural literacy are: 1) culture in producing cultural diversity owned by the nation and religious actions and behavior by the Indonesian people 2) The creation of art as a characteristic of the Indonesian nation 3) Diversity of ethnic groups, customs, and beliefs, 4) Understanding of the spirit of Indonesian nationality by upholding the dignity and culture of the nation, 5) Understanding the conditions of the social environment (Kurniawan, 2023). A person can be said to have good cultural literacy skills if that person is truly able to recognize and understand the complexity of a culture including values, characteristics, strengths, weaknesses, paradoxes and also the potential for change in the culture according to Chigeza (in Falimu et al., 2023). So here the role of the principal and teachers at school must facilitate students to be given the opportunity to better recognize and understand the culture around them, considering that they are the generation that will continue the existing culture, as an identity that must be maintained.

As for previous research conducted by (Disne, 2022) The level of cultural literacy of students in Sleman District based on cultural literacy indicators, namely 1) cultural literacy activities at school, society, and home, the largest percentage is in the sufficient category, namely 95 students (34.17%), 2) the ability to read cultural reading books at school, society, and home is mostly in the low category, namely 115 students (41.37%), 3) participation in cultural activities held at school, society, and home is high, namely 96 students (37.53%), 4) cultural diversity at school, society, and home is very high, namely 152 students (54.68%), 5) students' understanding of cultures in each region at school, society, and home is very high, namely 128 students (46.05%), 7) making cultural products at school, society, and home is very high, namely 106 students (38.13%), so it can be concluded that the level of cultural literacy ability of students in class V in Sleman District is high. So from the results of this analysis it can be seen that there are several indicators that are still a problem in Sleman District, namely the literacy activity indicator (sufficient) and the ability to read cultural reading books (low). However, in this previous study, it has not used local cultural exploration activities contextually which can improve cultural literacy in Elementary School students.

So, with the low experience and knowledge of Elementary School students regarding local culture in the area, and creating learning innovations to improve cultural literacy skills in elementary schools by utilizing the cultural potential of the Cirebon Palace. So this study aims to explore the culture of the Cirebon Palace on the cultural literacy skills of Elementary School students.

METHODOLOGY

The type of research used in this study is qualitative research with a descriptive approach. Qualitative research is a research method used to research the conditions of natural objects, where the researcher is the key instrument (Sugiyono, 2020). This research was conducted at a State Elementary School which took the exploration location at the Kasepuhan Palace in Cirebon. The sample involved in this study were 20 fifth grade students. The data collection techniques used were interviews, questionnaires, and documentation. The aspects asked in the interview activities of fifth grade elementary school student informants were:

1. Student enthusiasm in participating in the exploration activities of the Kasepuhan Palace in Cirebon
2. Active participation of students during the activity
3. The process of collecting information during the activity
4. The role of the school in facilitating activities
5. Feelings during the activity
6. Valuable experiences / learning gained during the activity

The questionnaire given to students is an open questionnaire so that respondents can write down their answers and compose their own sentences. Meanwhile, in terms of content, this questionnaire is a questionnaire with information questions with the aim of revealing various information or facts obtained by students during the activity. The aspects of the questionnaire questions given are:

1. Cultural heritage in the Kasepuhan Palace in Cirebon that is known
2. Figures who play a role in the history or sustainability of the Kasepuhan Palace in Cirebon
3. Values of Virtue that can be taken
4. Benefits obtained from exploration activities

The documentation used in this study is to search for data by collecting photos of activities. The data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. Data collection obtained from research informants related to cultural literacy in Elementary Schools by recording in detail and carefully, then the data is reduced into a summary, with the selection and focus on the main things related to cultural literacy skills in Elementary Schools. The summarized data is then presented as a description in the form of a more narrative text regarding cultural literacy skills. The last activity is drawing conclusions from the data in the form of cultural literacy skills in Elementary Schools.

RESULTS AND DISCUSSION

This study was conducted to develop the cultural literacy skills of elementary school students in Palimanan District, Cirebon Regency based on the results of cultural exploration activities at the Kasepuhan Palace in Cirebon. The results of the first study came from the results of interviews conducted with 20 students as informants. The findings from the first question, related to the indicator of student enthusiasm in participating in the exploration activities of the Kasepuhan Palace in Cirebon, showed that all informants said they were very enthusiastic about participating in this activity because they had never visited the Kasepuhan Palace in Cirebon and because they could visit it with friends. The second question, related to active student participation during the activity, showed that 15 out of 20 students were active in participating in the activity as evidenced by actively listening to the explanation of the tour, asking questions, taking notes, and exploring every corner of the Palace, while the rest were only active in listening and taking notes as needed.



Figure 1. Making Notes or Resumes

Source: Personal Documentation

The third question, related to the process of collecting information during the activity, the results according to almost all students had difficulty taking notes while listening when the tour guide gave an explanation of the history and historical relics in the palace, but they found it quite easy to collect information when in the museum because the relics were written with the names of historical objects and their origins, so they knew more about the original form of historical objects and their names. The fourth question, related to the role of the school in facilitating the activity. According to all students, the school played a role in organizing the activity because it had prepared their needs during the exploration activity and guarded it while the activity was taking place.



Figure 2. Active Student Participation

Source: Personal Documentation

Question five, related to students' feelings during the activity. According to all students who were interviewed, they said they were very happy and interested in participating in this activity, besides because they had never done it before, students could also learn while traveling. Question six, valuable experiences or learning gained during the activity. According to them, there were many lessons they gained from the visit to the Kasepuhan Palace, including learning about the genealogy of the kings of the Palace, historical objects, cultural acculturation, the history of the spread of Islam in Cirebon, and the noble attitudes of the kings and guardians such as Sheikh Syarif Hidayatullah who should be emulated. The results of the next study came from the results of the questionnaire given to 20 fifth grade elementary school students. The answers given through this open questionnaire were diverse but had the same

core. In the first question, related to cultural heritage at the Kasepuhan Palace in Cirebon, the results showed that students mentioned keris, paintings, gamelan, gongs, cannons, lion barong carriages, masks, the Ciptarasa grand mosque, the sultan's house, the king's and sultan's eating utensils, spears, ceramic plates and glasses. The second question, the figures who played a role in the History or sustainability of the Kasepuhan Palace in Cirebon. Based on the answers, students wrote Sunan Gunung Jati and Pangeran Cakrabuana.

The third question, related to the values of Virtue that can be taken from the fighters or guardians. Students answered variously but in essence the values of Virtue that can be taken are tolerance, mutual cooperation, respect for ancestors, simplicity, wisdom, justice, unity, and never give up. The fourth question, related to the benefits that can be taken from exploration activities. Students wrote that this activity was very useful because it could increase knowledge about Cultural History, could inspire, appreciate ancestral culture, could learn while having recreation, and could learn while seeing the objects directly.

The results of the interview conducted with the class V teacher after carrying out this Palace exploration activity were that the school was very supportive of this activity, even this activity was planned to be scheduled to be held again the following year. This is because the homeroom teacher felt that students' understanding of cultural literacy was better than before, even the enthusiasm and enthusiasm of these students deserved to be appreciated because this also showed that their motivation to learn outside was high. In its implementation, of course, there are many obstacles such as the condition of many students, transportation, entrance fees, and time, of course, solutions must be found. Supervision of students must certainly be increased by teachers, considering the location is quite far, where it takes about an hour to drive by car. So, teachers must also think about the security aspect, the physical ability of students to cover the distance, not to mention the condition of male students who are active and tend to be difficult to manage.

Keraton Kasepuhan Cirebon is a palace located in Cirebon, West Java, Indonesia. This palace has a unique design and architecture with a blend of Javanese, Sundanese, and Islamic styles, reflecting the harmony of Cirebon culture. Inside, there is a town square, pendopo, pavilion, museum, and storage space for historical objects and handicrafts of Cirebon cultural heritage (Lestari et al., 2021). As a Center for Cultural Maintenance and Development, this palace has an important role in preserving cultural heritage and promoting the cultural richness of Cirebon (Ahnaf et al., 2023). In addition, this palace is also a location where various cultural and customary activities are carried out. Religious ceremonies, traditional celebrations, art performances, and social activities are held within the palace complex. Over time, Keraton Kasepuhan Cirebon has undergone various changes and transformations. However, the

cultural values and traditions inherited from the ancestors are still maintained earnestly. The leaders and residents of this palace have a great responsibility in maintaining the rich cultural heritage and ensuring that Cirebon's cultural life continues to develop and enrich (Lestari et al., 2021). This palace is the guardian of a valuable cultural heritage for the people of Cirebon, as well as a symbol of pride and cultural identity of the city of Cirebon. The Kasepuhan Palace of Cirebon has historical, artistic, and customary values that reflect the local cultural identity very well. As one of the oldest palaces in Indonesia, this palace is a silent witness to the development and changes in Cirebon culture over the centuries. Traditional arts such as dance, music, carving, and craft are heritages that are carefully guarded within the palace. Palace dances such as the Cirebon mask dance, bedhaya dance, and golek dance show the beauty and refinement of art that depict the elegance and richness of Cirebon culture. The customs practiced at the Kasepuhan Palace of Cirebon are also an important part of the local cultural identity. Traditional ceremonies such as slametan, pengajian, and selamatan are celebrated with great solemnity and become a means to strengthen relations between members of the royal family and the surrounding community (Lestari et al., 2021).

There are two benefits if local wisdom is used as a study in social studies learning, first, developing local wisdom in social studies learning can improve learning to be more meaningful and contextual in real life, strengthening education as a cultural process to develop student competencies holistically. Second, it can maintain local wisdom in students and the environment as a cultural heritage whose existence must be protected (Jumriani et al., 2021). Children have unique characteristics, active, egocentric learners and children's age is a period that has great potential for the learning process, so learning at elementary school age must involve children directly and provide real-life examples in the learning process (Sumarni et al., 2024; Yusuf & Rahmat, 2020). Culture-based learning, makes students not only imitate and receive the information conveyed but students create meaning, understanding, and develop the knowledge gained. The culture-based learning process not only transfers culture and cultural manifestations but uses culture to enable students to create meaning, break through the boundaries of imagination, and be creative in achieving a deep understanding of the subjects being studied (Setyowati, 2021).

Student participation in a visit to the Kasepuhan Palace according to Aisara et al. (2020) is a way for teachers to introduce local cultural heritage, so that schools can show the community that schools are also involved in preserving local culture owned by the area, besides that teachers and students can expand their knowledge about local culture. As according to Iskandar et al. (2024) that visiting historical places, local museums, or art performances can be an effective way to read cultural literacy into a real context. As in the Merdeka curriculum which is directed at providing contextual learning as Suhartoyo et al.

(2020) with many environments that are still maintained in their original state, learning independence can be realized through contextual learning so that students are more active and communicative, because students can directly interact with the outdoors so that they do not have difficulty describing the material in their minds.

This cultural literacy ability is influenced by external factors including the community environment and stimuli, while internal factors are supported by the experiences and interests of the students themselves (Zakiyah et al., 2024). Thus, the impact is seen in p active participation of students in participating in this cultural exploration activity. The hierarchy of participation includes support, because here students are actively involved in activities and programs organized by the school to achieve more creative and innovative educational goals in order to shape the character of students who are more familiar with their regional culture, so that there is an increase in understanding and cultural literacy skills in students. The amount of student participation also determines the success of this activity, so that in planning, teachers always motivate students to participate in making the Kasepuhan Palace cultural exploration activity a success according to Dwiningrum (in Martiningsih, 2019). The existence of the Kasepuhan Palace in Cirebon is progressing day by day, this is evidenced by the many repairs or renovations around the Palace, so that the Palace is not only seen as a sacred place, but also a child-friendly tourist spot.

This study makes students the subjects whose achievements are seen through several methods, namely from the knowledge, attitudes, and skills contained in the student's search results during the activity. This evaluation is expected to be a reflection of students' success in improving their cultural literacy skills. Cultural literacy exploration activities not only shape children's understanding of the world, but also help them become critical learners and open to new understandings. Elementary school children are invited to understand the history and meaning behind various cultural heritages. Thus, their knowledge expands even beyond the information contained in the introductory learning textbook. Thus, cultural literacy becomes a very relevant and important ability to be developed in Elementary School Education, because it is not only to teach mutual respect in diversity but also provides a solid foundation for students to develop language skills, critical thinking skills, and more open attitudes (Iskandar et al., 2024). The development of students' (affective) attitudes can also be observed through several attitudes including mutual respect, caring for the environment which is manifested through activities to maintain and study the history of collections in historical places or museums. Thus, it is hoped that through this cultural literacy ability, children will become more aware of their ancestral culture, and be ready to face the challenges of changing times and can make a positive contribution to the multicultural Indonesian society. Through visits to historical sites, it

is also expected to change the perception that it is boring but instead becomes something interesting and fun (Sihole et al., 2023).

In order for cultural literacy measurements to be integrated properly, a contextual assessment approach is needed without being a burden for students, but reflecting children's deep understanding of culture and measuring their ability to interact. By directing students to write notes during the exploration process in the palace, it becomes a direction and task for them so that they stay focused and pay close attention to what they see and hear in the Kasepuhan palace. This is because culture is inherited through a learning process that is inseparable from life (Iskhaq et al., 2021). This exploration activity of the Cirebon Kasepuhan Palace can also be part of the learning process outside the classroom (outing class) which can arouse students' learning motivation. This learning utilizes the environment as a source of learning and a source of inspiration to improve students' understanding. By doing writing activities while outing class, students can hone their five senses, especially vision, so that learning is more meaningful. In addition, it adds to the students' more active learning experience (Syam et al., 2024).

Cultural literacy education for students can actually be carried out through various learning sources, including all objects and individuals that support the learning process, where learning sources can refer to the environment, objects, and people who have important information for the development of student behavior (Zakiyah et al., 2024). So that in subsequent studies, researchers can use learning models that allow students to explore their knowledge and experiences through the process of investigation and gathering information from various learning sources.

CONCLUSION

Overall, the cultural exploration activities at the Kasepuhan Palace went according to plan. However, the obstacles that occurred during the planning to implementation can be overcome and solutions can be found. Support and follow-up in the future for these activities and programs become a routine agenda, becoming a breath of fresh air for students' cultural literacy skills so that they can continue to be developed so that learning in schools is of better quality. This is done considering the importance of cultural literacy as a foundation for forming students who are more open, tolerant, and ready to face the complexity of the increasingly advanced world as an impact of globalization. As for the cultural literacy skills of elementary school students, if seen from the results of interviews with six questions and questionnaires consisting of four open questions, it can be concluded that students have good cultural literacy. This exploration activity is only a small part of the effort to improve cultural literacy skills, other activities can also be carried out to develop these skills such as the habit of reading historical

books, character formation based on noble values, and so on which can be part of the research in further research.

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