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Application of Problem Based Learning (PBL) Model to Improve Cultural Literacy Capabilities of Elementary School Students

Devianeu Wisdiasusi Septiani[1] , **Bunyamin Maftuh**[2]

[1,2] Universitas Pendidikan Indonesia
✉ [1] devianeu.septiani@gmail.com, ✉ [2] bmaftuh@yahoo.co.id

Abstract. Indonesia is a nation which consist of a variety of traditions, tribes, and cultures. However, many Indonesian elementary school students do not know the various cultures of Indonesia. It is very important to develop cultural literacy among elementary school students, so that they will be able to understand, respect, maintain and preserve their culture. One of efforts to develop and increase cultural literacy skills of elementary school students is by implementing problem-based learning (PBL). This paper aims to explain problem-based learning (PBL) model on cultural literacy in elementary school, as an effort to encourage students develop their cultural literacy.

Keywords: cultural literacy, problem-based learning

INTRODUCTION ~ The Indonesian nation has enormous potential when viewed from its population consisting of various tribes, traditions, and cultures that need to be preserved and developed. A developed nation does not only rely on a large population and abundant natural resources, but a developed nation is shown by its literate society, which has a noble character, noble character according to the nation's culture, namely local culture, actively increasing the quality of the nation and actively advancing the community Indonesia.

The purpose of literacy is about how the Indonesian people have life skills, have a good quality of the nation so they can compete with other countries to get a rating best in global competition. (Ane Permatasari, 2015) the quality of a nation is determined by its intelligence and knowledge, while intelligence and knowledge are produced from how much knowledge can be obtained, while knowledge is obtained from information obtained from oral and written.

According to the Delors Report in (Zubaidah, 2016) of the International Commission on Education for the Twenty-first Century, proposing four learning visions namely knowledge, understanding, competence for life, and competence for action. In addition to the vision of learning, four principles are known as the four pillars of education, namely learning to know, learning to do, learning to be and learning to live together.

Learning to know is learning in the 21st century should put more emphasis on interdisciplinary learning themes, namely: 1) global awareness; 2) financial, economic, business and entrepreneurial literacy; 3) citizenship literacy; and 4) health literacy. These themes need to be taught in schools to prepare students to face life in the future better. Learning to do can master 1) critical thinking skills, 2) ability to solve problems, 3) communication and collaboration, 4) creativity and innovation, 5) information, media and technology literacy, 6)

information, communication, and technology literacy (ICT). Learning to Be, students have a fundamental cognitive competence is a quality person and identity. 1) social and cross-cultural skills, 2) personal responsibility, self-regulation, and initiative, 3) logical thinking skills, 4) metacognitive skills, 5) entrepreneurial thinking skills, and 6) learning for learning and lifelong learning habits. Whereas Learning to Live Together, 1) competence respects diversity, namely working together in a society that has a diversity of cultures and organizations. They must learn that they will not always be valued, but they must look for and use their talents and ideas among a variety of other students. This skill is important so it needs to be trained and often used, because it involves respect and respect for the problems of others and cultures that are different from their culture, so that they will acquire social and cross-cultural skills according to Barrett et al., In (Zubaidah, 2016) this it can also build awareness and knowledge about the differences that exist between individuals and society. Schools must design learning activities that can provide opportunities for young people to appreciate, get along well and coexist peacefully in an environment with a very diverse culture (this is a 21st-century life skill that is highly valued). Therefore, there is an urgent need for teachers to design collaborative learning activities and by real-life, that can develop students' understanding, skills, and values. 2) teamwork and interconnectedness, 3)

civic and digital citizenship, 4) global competence, and 5) intercultural competence that is the ability to understand and communicate with people across cultures and to have different cultures is a basic prerequisite in the world of work. Mutual respect and tolerance are essential to ensure that the views of individuals from all cultural backgrounds are recognized and respected in a multicultural society. The very important thing is students can learn to listen to others, show flexibility, and work together in teams that come from various cultures.

This competency is very important and should not be missed by 21st-century society. M ccording Carneiro and Draxler 2008 in (Zubaidah, 2016) education has a significant role in the fundamental even offer the opportunity to students of the 21st century to develop competencies that allow them to live peacefully den gan diverse cultural conditions.

Education and culture according to Ki Hadjar Dewantara (Oktavianti., Zuliana., & Ratnasari., 2017)are among systems. This means that education does not only produce knowledgeable and intelligent generations, but education also develops students' character by national culture. So based on the above presentation, p Education is not just transferring knowledge or skills, but to embed and provide exemplary such attitudes, morals, character, speech, actions, values, morality and style of life to every learner.

Based on Law No.20 of 2003 concerning National Education System Article 1 number 1 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. Based on the explanation above, students can be expected to become humans who instill the identity and identity of an Indonesian nation.

Education needs to be integrated with the inculcation of local culture to instill a nation's identity and identity. Therefore the importance of planting local culture through education and learning is a strategic step to improve the quality of future generations who are virtuous in connection with the impact of globalization that the era of globalization can wane the character and national identity.

According to (Al Arifin, 2013) that education is an activity of the community, nation, and state life. Therefore educational activities are the embodiment of the ideals of a nation and state. Thus educational activities need to be organized and managed in such a way that education is an organization that can be a means to realize the ideals of a country.

But the fact is the condition that occurs not by the hope that early or with the ideals of a nation. Along with technological advances, Indonesian culture began to fade and weaken. The mindset of Indonesia is starting to be influenced by new cultural patterns. Indonesian cultural values are gradually becoming powerless. The millennial generation as if forgetting his own culture. Gradually the sense of responsibility towards culture began to fade. People no longer care about their culture. B M any one culture unknown to the learners that result in deculturation. Participants students do not know the area of the figures, more familiar pop and beyond compared with folk songs, dress more like clothes and style western, more like food west, grama h liked the dance outside as Korea. Dime ta learners tends to use Bahasa slang compared with the local language. The explanation above is in accordance with (Rahman, 2018) which states that Indonesia has symptoms of deculturization or fading of local culture in various forms such as the pattern of naming, memorization of modern pop songs compared to regional songs, and the tendency of the nation's younger generation to be more oriented there is an outside culture . In Indonesia the problem that arises is the diminishing understanding of students of local history or cultural traditions that exist in society (Nadlir, 2014) then the role of the teacher in strengthening cultural literacy is needed.

As a large nation, Indonesia should be able to increase cultural literacy as demand for 21st-century life through

integrated education, both from families, schools, to the community. Students must have the ability of cultural literacy to deal with 21st-century competencies, therefore learning is needed that can develop cultural literacy, one of which is social studies learning. Social Sciences Education (IPS) cannot be separated from the socio-cultural influence of the community. Social studies lessons at the Elementary School level carry out the mission as the socialization and selection of values, cognition, and motor for the socio-cultural integration of students during the development and dynamics of the community. Local cultural values that are being ignored in people's lives today are an important issue to be raised in social studies learning. Inheritance of local cultural values , in this case, namely traditional houses, traditional dances, regional clothing, regional musical instruments, folk songs, traditional games, food education, and learning are efforts to prevent the entry of negative effects of globalization.

Cultural literacy is a solution to the problem of deculturation so that the character or characteristics of Indonesian culture are not lost. Cultural literacy has close links with social studies. Social studies or Social Studies has a very important role for students because Social Studies can develop students' intellectual, emotional, cultural, and social skills, to be able to improve the way of thinking, behaving, and behaving responsibly as citizens, citizens, and global citizens. Also, Social

Studies serves to develop the potential abilities of students to be more aware and understand what is happening in the current society, have a positive and creative mental attitude in facing every challenge and problem that occurs in daily life (Maryani, 2009). In line with the view of Sumaatmadja (2001: 20), that social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that occur, and are skilled in overcoming every problem that occurs everyday both those which afflict him and those that affect the life of the people.

The purpose of social studies learning according to (Susilawati, 2018) namely, changes in positive behavior and behavior of students in accordance with the culture, values, habits (habits) and traditions that apply in society. Social science is a subject related to culture and values. In accordance with indicators of cultural literacy. Cultural literacy in social studies is very important. In an effort to follow up on the problem, the government should equip the community with Cultural Science, so that humans can become civilized human beings and not forget their own culture. The government has developed Cultural Literacy by intensifying the National Literacy Movement (GLN) in every school. Literacy is so important in the lives of people living in the millennial era that is characterized by current

technological sophistication and prerequisites facing the 21st century.

In line with the opinion (Metiri Group, 2003) states that based on the results of ongoing research and answering the learning needs that clearly define what students need to develop in the current digital era, namely 1) Digital Age Literacy / Literacy Era; Digital 2) Scientific, mathematical, and basic technology literacy; 3) Visual and information literacy and 4) Cultural literacy and global awareness.

Mastery of the six basic literacy set by the World Economic Forum in 2015 becomes very important not only for students but also for parents and all members of the community. The six basic literacies include literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and citizenship literacy (Kebudayaan, 2017). Since 2016 the Ministry of Education and Culture has intensified the National Literacy Movement (GLN) as part of its implementation. Regulation of the Minister of Education and Culture Number 23 the Year 2015 concerning Growth of Character. But the government is more focused on the literacy movement program (stretching). There has been no direct action in developing cultural literacy.

Cultural literacy is very important and needs to be developed. Local culture needs to be integrated with the education that aims to instill national identity and identity. And produce the quality of the next generation who are the virtuous

character. Students' cultural literacy skills need to be supported by appropriate learning models so that learning objectives can be achieved. Wahyudin (2008) explained that an important aspect of planning rests on the ability of teachers to anticipate material needs or learning models that can help students to achieve learning goals. The statement is in line with the opinion expressed by Sagala (2011) that teachers must have a model in learning as a strategy that can facilitate students to master the knowledge provided by the teacher. One learning model that can improve students' cultural literacy skills is problem-based learning (PBL).

Based on the above data exposure the writer chooses the problem based learning (PBL) model which is considered optimal in solving the above problems because in PBL models students are required to think critically, be able to solve problems and be creative while this ability is in accordance with the literacy abilities that require students to be able to master the ability to think critically and problem-solving (Critical-Thinking and Problem-Solving Skills), the ability to create / creative and renew (Creativity and Innovation Skills) learners must be able to create new ideas or innovations that are creative (BSNP, 2010).

The relationship between the PBL model and cultural literacy is a problem-based PBL model, while cultural literacy has problems that occur in life so that by using

the PBL model, the problems that occur in cultural literacy can be solved. PBL (problem-based learning) models are designed to help students develop thinking skills, problem-solving skills, and intellectual skills, with the use of these models students will be able to construct their knowledge, and this will help in applying cultural literacy to students in social studies learning in elementary schools. Because cultural literacy is important to do as a cultural bulwark in Indonesia. The problem that will be discussed in this paper is how to increase students' cultural literacy.

METHOD

This research uses the literature review method by collecting and checking references that are relevant to the case or problem found. According to Creswell, John. W. in (Habsy, 2017)states that a literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present organizing literature, into the topics and documents needed. A literature review compiles and evaluates available research on a particular topic or problem that is being researched and written by the researcher. The literature review strategy consists of a summary, analysis, and synthesis of journal articles, magazines, newspapers, books.

DISCUSSION

Cultural Literation

Literacy according to Newfoundland Labrador Education (2013) in (Rahman, Wibawa, Nirmala, & Sakti, 2018) explained the meaning of literacy as a process of interpreting information, the ability to define, communicate, create texts, the ability to think critically and creatively. One of the most important abilities that we need to have to face in the 21st century is literacy. Literacy abilities include high comprehension ability, critical thinking ability, ability to collaborate and communicate (Rahman, 2018).

Literacy ability is not only demonstrated by language skills such as listening, reading, writing and speaking, but there are 6 literacies that need to be developed, namely numeracy literacy, scientific literacy, financial literacy, cultural literacy, and digital literacy. (Rahman, 2018).

Culture is defined as "the mind; mind ", while culture is defined as" the result of human activity and creation (reason) of humans (such as beliefs, art, customs, etc.) ". In the Oxford Advanced Learner's Dictionary of Current English, it is explained that the word culture is synonymous with the culture that has various meanings, including the following:

1. *Advanced development of the human powers; development of the body, mind, and spirit by training and experience;*
2. *Evidence of intellectual development (of arts, science, etc) in human society;*
3. *State of intellectual development among a people;*

4. *All arts, beliefs, social institutions, etc characteristic of a community, race;*

5. *Cultivating the rearing of bees, silkworms, (biol) growth of bacteria for medical or scientific study.*

E.B. Tylor in Soekanto (2005) defines culture as a complex that includes knowledge, beliefs, arts, morals, law, customs and abilities, and habits acquired by humans as members of society. Culture includes things that are obtained or learned by humans as members of society. Culture consists of everything learned from normative patterns of behavior. This means all means, or patterns of thinking, feelings, and actions. Someone who is interested in culture will certainly pay attention to cultural objects such as houses, clothing, bridges, communication tools. In addition, the person will also be interested to pay attention to the social behavior of the community.

Cultural Wisdom is an idea and ideas of local culture that are wise and used as a way of life of local people (Rahman, 2018). Cultivation of local culture through education needs to be improved to improve the quality of competent generations who are virtuous, play a role in shaping the nation's character. Cultural Literacy refers to forms of language, beliefs, values, norms, or habits that become a lifestyle in a particular society (Aprinta, 2013)

Cultural literacy is the ability to understand and behave or act on Indonesian culture as a national identity. Cultural literacy is the ability of individuals and communities to behave towards their social environment as part of a culture and nation (Kebudayaan, 2017).

Cultural literacy is the ability to understand and appreciate the similarities and differences in habits, values, and beliefs of one's own culture or the culture of others (Metiri Group, 2003). Cultural literacy is important to be carried out as a cultural bulwark or filter against the presence of external culture or global culture so that it does not interfere with the cultural enculturation process of origin. Cultural literacy is not just a formal skill but also a canonical knowledge, which is translated by Hirsch as "knowledge upon literacy, and literacy upon cultural literacy" (Hirsch, 2002: 59 -73). Cultural literacy can be done through various media and institutions, such as schools, families, television shows, and online media. (Aprinta, 2013).

Based on the explanation above regarding cultural literacy, it can be concluded that cultural literacy is an individual's skill in understanding, analyzing, defining and applying culture contained in his environment. Like other literacy abilities, cultural literacy can be instilled early on in students to become a habit, because something that is done repeatedly will become a habit, seeing the important role of cultural literacy in facing the 21st era, there needs to be special attention to the problem of cultural literacy, which is the duty of parents, teachers, and the community.

Tabel 1. Indicators in cultural literacy

Cultural Basis	Indicators
Class	1. Number of training on cultural literacy for school principals, teachers, and education personnel; 2. The intensity of the use and application of cultural literacy in learning; and 3. The number of cultural products owned and produced by schools.
School	1. The number and variety of cultural-themed reading material; 2. Frequency of borrowing cultural-themed books in the library; 3. Number of school activities related to culture; 4. There is a school policy that can develop school culture literacy; 5. There is a cultural community in the school; 6. The level of the orderliness of students towards school rules; 7. The level of tolerance of students towards diversity in schools; and h. The level of active participation of students in activities at school.
Public	1. Number of facilities and infrastructure that supports cultural and citizenship literacy; and, 2. The level of parental and community involvement in developing cultural and citizenship literacy.

Source: (Kebudayaan, 2017)

In addition to indicators in cultural literacy consisting of class, school and community bases based on the Ministry of Education and Culture, according to the Metiri Group in collaboration with NCREL (North Central Regional Education

Laboratory) students have good cultural literacy namely;

1. *understand that culture impacts their behavior and beliefs, and the behavior and beliefs of others.are aware of specific cultural beliefs, values, and sensibilities that might affect the way that they and others think or behave.*

2. *appreciate and accept diverse beliefs, appearances, and lifestyles.*

3. *are aware that historical knowledge is constructed, and is therefore shaped by personal, political, and social forces.*

4. *know the history of both mainstream and non-mainstream American cultures, and understand that these histories have an impact today.*

5. *are able to take the perspective of non-mainstream groups when learning about historical events.*

6. *know about major historical events of other nations and understands that these events impact behaviors, beliefs, as well as relationships with others.*

7. are aware of the similarities between groups of different cultural backgrounds and are acceptant of differences between them.

8. understand the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice.

9. are bilingual or multilingual, or working towards these proficiencies.

10. can communicate, interact, and work positively with individuals from other cultural groups.

11. understand how the use of technology and the Internet impacts worldviews.

12. use technology in order to communicate with individuals and access resources from other cultures.

13. are familiar with existing cultural norms of new technology environments (instant messaging, virtual workspaces, e-mail), and are able to interact successfully in such environments.

The following are indicators for students who have good cultural literacy based on the Metiri Group in collaboration with NCREL (North Central Regional Education Laboratory).

Tabel 2. Profile of Culturally Literate Student

Ability / Aspect	Indicator
	1. Awareness of culture
	2. Awareness of history and its impact
	3. Perspective taking history
	4. Stereotyping and bias
	5. Tolerance
Culture Literacy	6. Language proficiency
	7. Interactions with individuals from different cultures
	8. Use of resources from different cultures
	9. Awareness of the way that technology influences worldviews
	10. Culture of technological environments

By the Metiri Group in cooperation with NCREL

Inserting local culture into education becomes important for students to build an understanding of local culture. Education has a role as an heir and preserver of culture, teachers as heirs of culture will indirectly be imitated by students, so the teacher's role is very important in instilling the value of local culture. Examples of cultural heirs teach students to discipline, share with others, respect and obey, state life, to preserve culture, namely schools actively participate in preserving local culture, local wisdom, application of Bandung message contained in rpp, habituation of 5 S (smile, greet, greetings, courtesy, courtesy), the use of regional languages, regional dances, as well as introducing diverse Indonesian cultures so that students know the cultures that exist in Indonesia, for example in the elementary school of West Java accustomed to every Wednesday held a Rebo Nyunda activity that is using Sundanese language. In that 1

day, every male student uses pangsi clothing, while women use kebaya, before entering each class there is habituation to sing Sundanese songs or poems, kaulinan barudak, students are allowed to bring games such as rubber, congklak, beklen, marbles, etc., and bring typical Sundanese food that will be eaten during recess. Therefore, cultural literacy is very important to learn by students, one of them is habituation.

Cultural literacy is an important thing to master in the 21st century. Indonesia has various ethnic groups, languages, customs, customs, beliefs and social strata. As part of the world, Indonesia is also involved in global developments and changes. Therefore, the ability to accept and adapt, and to act wisely on Indonesia's diversity becomes absolute.

Teachers as educators must instill a local culture in every learning activity. In connection with this to achieve educational goals, the person responsible for the process of teaching and learning activities in formal educational institutions, especially in the classroom, is the teacher. Professional teachers are able to apply and apply the knowledge they already have in the learning process. Professional teachers are not only judged formally but must be functionally appropriate in reality. The 21st-century professional teacher is demanded to create quality human beings and continually improve themselves (Rahman, 2018). The role of professional teachers in the learning

process is very important because as a key to the success of student learning and produce quality graduates. Professional teachers are teachers who are competent in developing and developing effective learning processes so as to produce smart students and quality education (Ariyana, Bestary, Yogyakarta, & Mohandas, n.d.).

The teacher must be able to choose the right method, strategy or model. Teachers can be said to be successful if they are able to actively involve students physically, mentally, and socially in the learning process. Students need to be supported by appropriate learning models so that learning objectives can be achieved optimally. The model that is considered optimal in solving the above problems is the model of problem-based learning (PBL) because in the PBL model students are required to think critically, be able to solve problems and be creative. PBL is one of the solutions to find solutions in diagnosing cultural literacy.

Problem-Based Learning (PBL)

Problem-based learning in English termed problem-based learning (PBL) was first introduced in the early 1970s as one of the efforts to find solutions in diagnosis by making questions according to the situation. Duch (2001) explains that problem-based learning is a learning approach that has the characteristics of using real problems as a context for students to be able to learn critical thinking, problem-solving skills, and gain knowledge about the essence of learning

material. PBL is a learning method or model that uses problems as the first step in gathering and integrating new knowledge.

Problem-based learning model (problem-based learning) is learning that uses various thinking abilities of students individually or in groups, and the real environment / in everyday life to overcome problems so that they are meaningful, relevant, and contextual (Tan Onn Seng, 2000). Problem-based learning (problem-based learning) is learning that uses real-world problems or daily life as a context for students to learn about critical thinking and problem-solving skills as well as to obtain knowledge and concepts that are essential from learning material (Nurhasanah, 2009: 12). According to Arends (2008: 43), problem-based learning (problem-based learning) is designed primarily to help students develop thinking skills, problem-solving skills, and intellectual skills.

The characteristics of problem-based learning are (1) dependence on the problem, the problem does not testability, and the problem helps develop the ability itself, (2) the problem is really ill-structured, disagreeing on a solution, and when new information arises in the process, perceptions of problems and solutions can change, (3) students solve problems, teachers act as trainers and facilitators, (4) students are only given instructions on how to approach problems and there is no formula for students to approach

problems, and (5) authenticity and appearance.

The strengths of the Problem-based Learning model according to (Orhan Akınoğlu and Ruhan Özkardeş Tandoğan, 2007) include: a) Student-centered learning; b) Develop student self-control; c) Allows students to learn about events in a multidimensional and in-depth manner; d) Develop problem-solving skills; e) Encourage students to learn new material and concepts when solving problems; f) Develop social skills and communication skills that enable them to learn and work in teams; g) Developing high-level/critical scientific thinking skills; h) Integrate theory and practice that allows students to combine old knowledge with new knowledge; i) Motivating learning; j) Students acquire time management skills; k) Learning helps students' way to learn throughout life.

The syntax of the Problem-based Learning model according to Arends (2012) is as follows: a) Students' orientation to the problem b) Organizing students to learn c) Guiding individual and group investigations d) Developing and presenting their work e) Analyzing and evaluating the problem-solving process. The steps of the Problem-based Learning model according to Huda (2013) are: 1) First of all students are presented with a problem. 2) Students discuss problems in the PBL tour in a small group. They clarify the facts of a case and then define a problem. They brainstorm ideas by building

on prior knowledge. Then, they identify what they need to solve the problem as well as what they don't know. They examined the problem. They also design an action plan to work on the problem. 3) Students are involved in independent studies to solve problems outside the teacher's guidance. This can include libraries, databases, websites, communities, and observations. 4) Students return to the PBL tutorial, then share information with each other, through peer teaching or cooperative learning on certain problems. 5) Students present

solutions to problems. 6) Students review what they have learned during the work process so far. All who participated in the process were seen in personal reviews, paired reviews, and reviews based on teacher guidance, as well as reflexes; for their contribution to the process.

Pbl Model In The Implementation Of Culture Literation In Ips Learning In Elementary School

The syntax or steps of problem-based learning in cultural literacy in social studies learning.

Tabel 3. Learning steps

WORK STEPS	LEARNING ACTIVITY
Student orientation to problems	The teacher presents the problems that will be solved as a group. Issues raised should be contextual. Problems can be found by students themselves through reading material or activity sheets. ▪ The teacher shows video problems that occur every day about cultural diversity (traditional clothing, traditional food, folk songs, traditional houses, traditional musical instruments, ethnic groups, etc.). The problem is students don't know it. - Students observe and pay attention to the video shown by the teacher, and understand the problems conveyed by the teacher. ▪ The teacher conducts questions and answers with students to identify problems about cultural diversity (lack of knowledge about cultural diversity) associated with the video that has been shown.
Organizing students to learn	The teacher makes sure each member understands each assignment. ▪ Students discuss and divide tasks to find data/materials/ tools needed to solve problems. ▪ Students conduct discussions with their groups to find solutions to problems. ▪ Previously the teacher asked students to bring materials about cultural diversity. ▪ Questions and answers related to the results of the discussion/solution. ▪ The teacher explains material about cultural diversity (5 regional dances, 5 traditional clothes, 5 traditional foods, 5 musical instruments) through video/picture shows. ▪ The teacher gives the task of looking for cultural diversity other than what has been shown by the teacher. ▪ The teacher gives the task of looking for cultural

	diversity other than what has been shown by the teacher.
Guide individual and group investigations	The teacher monitors student involvement in collecting data/materials during the investigation process. The teacher guides students to look for appropriate alternative answers. ▪ Students conduct an investigation (looking for data/references/ sources) for group discussion material. Each group makes an alternative answer. ▪ As a group, students look for answers. ▪ Students attach images of cultural diversity on styrofoam. ▪ Students draw cultural diversity.
Develop and present the work	The teacher monitors the discussion and guides the preparation of the report so that the work of each group is ready to be presented. ▪ Groups conduct discussions to produce problem-solving solutions and the results are presented/presented in the form of work. ▪ The teacher guides students during the preparation of reports on styrofoam.
Analyze and evaluate the problem-solving process	The teacher guides the presentation and encourages the group to give appreciation and input to other groups. The teacher takes notes on the board and classifies as needed, at the end of the lesson the teacher and the student conclude the learning material and the teacher provides reinforcement of the material to the students. • Each group makes a presentation, the other groups give appreciation. The activity continued with summarizing/making conclusions in accordance with the input obtained from other groups.

CONCLUSION

Cultural literacy has become a very important thing to master in the 21st century. Indonesia has a diversity of ethnic groups, customs, languages, customs, beliefs. Cultural literacy is an individual's skill in understanding, analyzing, defining and applying the culture contained in his environment. Cultural literacy is important to be carried out as a cultural bulwark or filter against the presence of external culture or global culture so that it does not interfere with the cultural enculturation process of origin. PBL (problem-based learning) models are designed to help students develop thinking skills, problem-solving skills, and intellectual skills, with the use of these models students will be able to construct their knowledge, and this will help in applying cultural literacy to students in social studies learning in elementary schools. Because cultural literacy is important to do as a cultural bulwark or filter against the presence of external culture or global culture so that it does not interfere with the cultural enculturation process of origin.

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