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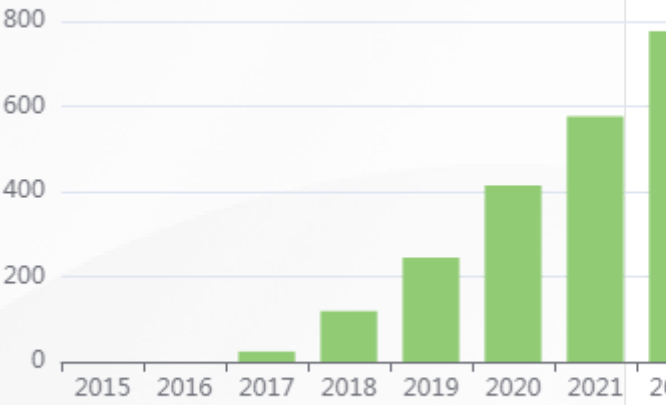
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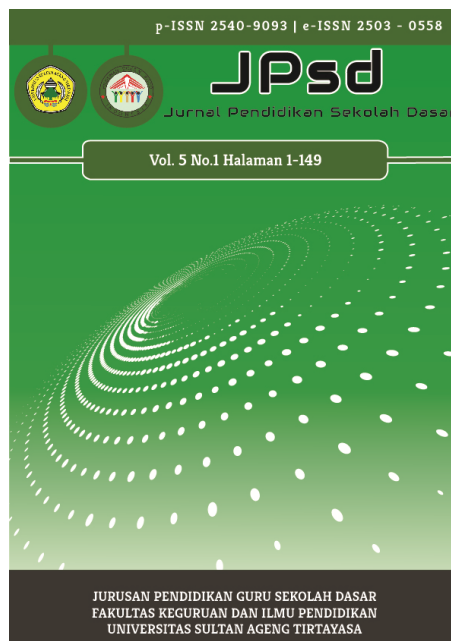
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**ANALYSIS OF CULTURAL LITERACY ABILITY LEVEL OF 5<sup>TH</sup>  
GRADE STUDENTS IN SLEMAN DISTRICT ELEMENTARY SCHOOL**

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Article Info	Abstract
<b>Article History:</b>  Submitted March 28 <sup>th</sup> , 2022  Revised May 27 <sup>th</sup> , 2022  Accepted Agustus 29 <sup>th</sup> , 2022	<p>This research aims to determine the cultural literacy ability level of 5<sup>th</sup> grade elementary school students in the Sleman Sub-District. This research is a survey research with a population of 834 students from 9 schools. The researchers used 278 students of the population as the research sample. Researchers use the purposive sampling technique in the sampling process. Then the researchers used questionnaires and document studies as the research instruments. The data collected is analyzed descriptively. The results of this research indicate that the level of cultural literacy of students in Sleman District with the category of very high at 56 students (20.14%), high at 106 students (38.13%), medium at 94 students (33.81%), low at 22 students (7.19%), and very low 0 students (0.00). The cultural literacy of students in Sleman District is 106 (38.13%), which is indicated by the high indicators of cultural literacy.</p> <p><b>Keywords:</b> cultural literacy, cultural literacy ability level.</p>



### **A. Introduction**

The government through the Ministry of Education and Culture implements the National Literacy Movement to broaden students' understanding of literacy (Kemdikbud, 2017). Literacy is one form of the ability to think and express problems through writing that will affect human behavior. Literacy has a broad definition, not only covering skills in the field of reading and writing but also the ability to use literacy components such as knowledge, language, and culture. Literacy is the ability to read, write, speak, and listen (Morrison, 2016)

One type of literacy developed is cultural literacy which includes differences in a person's habits, values, and beliefs about culture (Naqeeb, 2012). Cultural literacy is a must-be possessed skill by all citizens because, with cultural literacy, students can develop national culture and build national identity. Cultural literacy can foster a creative soul to find solutions, overcome life problems in their environment, and have an independent spirit that does not depend on others.

Several relevant research related to cultural literacy in students has been carried out. Azizah, Zakso, and Ulfah (2020) researched the role of teachers in the implementation of cultural literacy and citizenship in sociology subjects in the class of X IPS 5 SMA Kemala Bhayangkari. The research using observation and interview instruments with one teacher and a group of students showed quite good results.

Hapsari, Sekar, et al. (2020) researched the development of kinesthetic intelligence of elementary school children with training in making Jumputan batik for interior accessories. Sketchily, their research aims to introduce local cultural arts to children and maximize the potential of children's kinesthetic intelligence. This research was declared successful because children can play while learning.

Prasetia and Maulana (2015) researched the prospects and empowerment of Indonesian folklore through digital storybooks as innovative entities from Indonesian creative industry players. This

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research aims to help children grow folklore reading interests and can lead children to understand the local culture in Indonesia. The result of this research is repackaged into a more innovative form so it can increase children's interest in reading folklore in a fun way.

The three research above focus on how the process of cultural literacy is built in an institution that targets students. This research will focus on how far students implement cultural literacy, both at school and home. So the level of cultural literacy that arises in the student environment will be seen. Children need to understand each other's culture. For this reason, cultural values need to be introduced

to students since elementary school. The cultural literacy introduction to elementary school students has been carried out in Sleman Sub-District, Yogyakarta. Based on the results of the pre-research, cultural activities have been carried out for schools in Sleman. One of them is the policy of using traditional clothes by teachers every Thursday Pahing. However, until now, it is unknown how the cultural literacy level ability of the 5<sup>th</sup> grade students in the State Elementary Schools in the Sleman Sub-District is. This research aims to analyze the level of cultural literacy ability of the 5<sup>th</sup> grade elementary school students in the Sleman Sub-District.

## **B. Research Methodology**

This research was conducted in nine elementary schools in the Sleman Sub-District, Sleman Regency, Special Region of Yogyakarta. This research used a descriptive quantitative approach using survey methods with questionnaire distribution techniques. According to Sugiyono (2016), a questionnaire is a data collection  
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technique that is carried out by giving some questions or written statements to respondents to answer. In descriptive research, researchers do not test hypotheses but develop concepts according to facts (Effendi, 2012:4). The respondents were 270 5th-grade students, taken from 834 students. The distributed questionnaires to respondents contain  
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30 items of written statements divided into seven indicators. The seven indicators include statements about the implementation of literacy activities, the conducted cultural activities, an attitude of respect for cultural differences, the use of regional languages, and the manufacture of cultural products.

Furthermore, the data or survey results are processed using

descriptive statistical techniques. Data technique is a technique used to solve problems if there is a lot of data is collected (Sugiyono, 2018:226). The collected data are categorized based on a predetermined score indicating the very high, high, medium, low, and very low categories.

### C. Result and Discussion

The researcher will present the description of data about the cultural literacy abilities of the 5<sup>th</sup> grade elementary school students in the Sleman Sub-District. This description is based on predefined indicators. The percentage results of the Cultural Literacy Ability Level Analysis of 5th Grade Elementary School students in Sleman Sub-District can be seen in the following table.

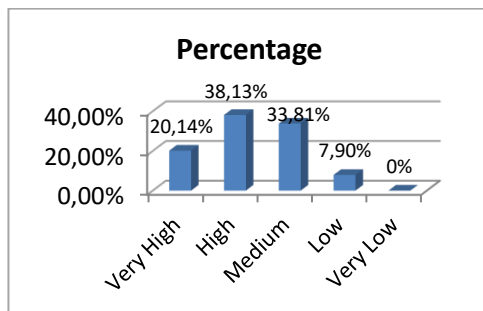
No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	56	20,14%
2.	71-80%	High	106	38,13%
3.	58-70%	Medium	94	33,81%
4.	41-55%	Low	22	7,19%
5.	$\leq 40\%$	Very Low	0	0,00%
Total			278	100%

From the table above, it can be found that the literacy level of the 5<sup>th</sup> grade students, there are 56 (20.14%) students who have a very high level of literacy ability, 106 (38.13%) students with a high level of cultural literacy ability, 94 (33.81%) of students have a medium level of cultural literacy ability, 22 (7.19%) students are at a low level of cultural literacy ability, and no students at the very low level in cultural literacy

**Table 1**  
**The Cultural Literacy Results of**  
**5<sup>th</sup> Grade Elementary School**  
**Students in Sleman Sub-District**



skills. Based on the explanation above, it was found that the highest frequency is 38.13% or 106 students who have a very high level of cultural literacy ability, so the 5<sup>th</sup> grade students of 2021/2022 State Elementary Schools in Sleman Sub-District in the level of cultural literacy level are included in the high category.



**Figure 1. Histogram of Cultural Literacy Ability Level of 5<sup>th</sup> Grade Elementary School Students in Sleman Sub-District**

There are 6 activity indicators, namely, 1) Cultural Literacy Activities Implemented in Schools, Communities, and Homes; 2) Ability to Read Cultural Reading Books at School, Community, and Home; 3) Participation in Cultural Activities Held in Schools, Communities, and Homes; 4) Respect for Cultural Diversity in Schools, Communities and Homes; 5) Understanding of Cultures in Each Region; and 6) Use

of Regional Languages in Schools, Communities, and Homes.

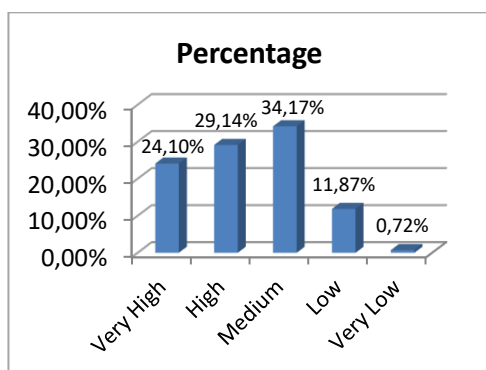
The first indicator is the distribution of cultural literacy activities implemented in schools, communities, and homes:

**Table 2**  
**Frequency Distribution of Cultural Literacy Activities Indicators Implemented in Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	67	24,10%
2.	71-80%	High	81	29,14%
3.	58-70%	Medium	95	34,17%
4.	41-55%	Low	33	11,87%
5.	$\leq 40\%$	Very Low	2	0,72%
Total			278	100%

In table 2 above, it can be found that 24.10% or 67 students have a very high level of literacy ability. Meanwhile, there are 29.14% or 81 students with a high level of cultural literacy ability. At the medium level of literacy ability, there are 34.17% or 95 students, 33 students (11.87%) had a low level of cultural literacy skills, and 2 students (0.72%) had a very low level of cultural literacy skills. It can be seen that the highest frequency is in the medium category, 34.17% or 95 students. So it can be concluded that

the indicators of cultural literacy activities implemented at home, community, and school can be classified as sufficient.



**Figure 2. Histogram of Cultural Literacy Activity Indicators Implemented in Schools, Communities, and Homes**

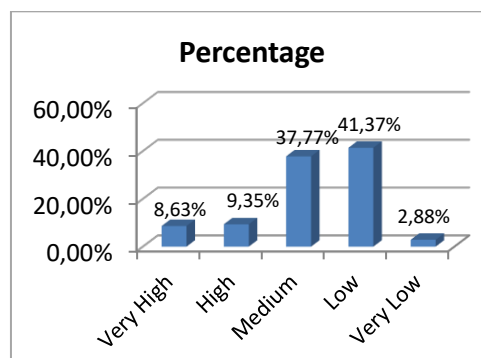
The second indicator is the activity of reading books about the culture at home, community, and in school. The distribution of reading activities at home, community, and school is as follows:

**Table 3**  
**Frequency Distribution of Ability to Read Cultural Reading Books Indicator at Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	24	8,63%
2.	71-80%	High	26	9,35%

3.	58-70%	Medium	105	37,77%
4.	41-55%	Low	115	41,37%
5.	$\leq 40\%$	Very Low	8	2,88%
Total			278	100%

Table 3 shows that 24 students have a very high category of literacy level with a percentage of 8.63%, 9.35% (26 students) with a high category, the medium category found in 105 students (37.77%), the low category found in 115 students with a percentage of 41.37%, and 8 students (2.88%) included in the very low category of literacy level. The most frequency was found in the low-level category, 115 students (41.37%). So it can be stated that the cultural book reading ability at home, community, and in the school of 5<sup>th</sup> grade elementary school students in Sleman Sub-District is in the low-level category.



**Figure 3. Histogram of the Ability to Read Cultural Books Indicator in the Schools, Communities, and Homes**

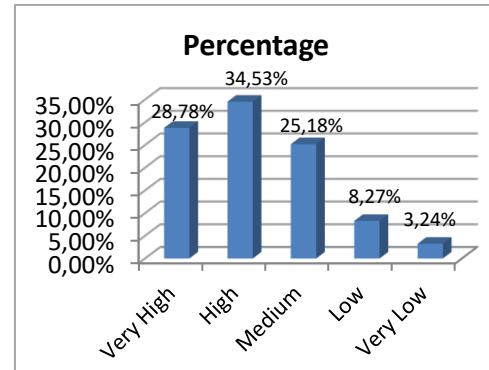
The third indicator is the student's participation in cultural activities held at home, community, and school. The distribution of these cultural activities participation can be seen in the following table:

**Table 4**  
**Frequency Distribution of the Indicator of Participation Level in Cultural Activities Held in Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	80	28,78%
2.	71-80%	High	96	34,53%
3.	58-70%	Medium	70	25,18%
4.	41-55%	Low	23	8,27%
5.	$\leq 40\%$	Very Low	9	3,24%
Total			278	100%

In table 4, it can be found that 80 students (28.78%) have a very high level of participation in cultural activities, 96 students (34.53%) have a high participation level, and 70 students (25.18%) at a medium participation level in cultural activities. While a low level of participation was found in 23 students (8.27%), and a very low participation level was found in 9 students (3.24%). In this indicator, the most frequency was found in the high category of 96 students (34.53%). It concluded that the cultural activities participation

level held in the community, school, and home is in the high category.



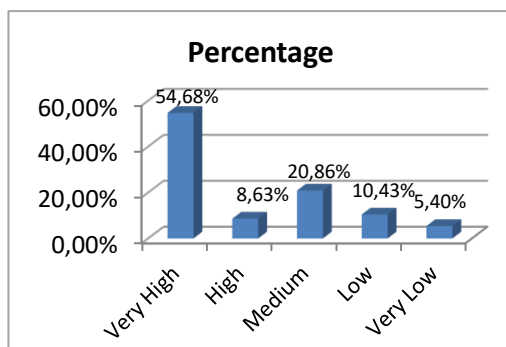
**Figure 4. Histogram of the Indicators of Participation level in Cultural Activities Held in Schools, Communities, and Homes**

Fourth is the indicator of the cultural plurality respect that existed in the community, home, and school. The distribution of this indicator is as follows:

**Table 5**  
**Frequency Distribution of the Respect for Cultural Diversity Indicators in Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	152	54,68%
2.	71-80%	High	24	8,63%
3.	58-70%	Medium	58	20,86%
4.	41-55%	Low	29	10,43%
5.	$\leq 40\%$	Very Low	15	5,40%
Total			278	100%

Based on table 5 was found that the very high category achieved a percentage of 54.68% (152 students), meanwhile, 8.63% (24 students) are in the high category, in the medium category found a percentage of 20.86% (58 students), the low category found on 10.43% (29 students), and 5.40% (15 students) with a very low category in the cultural diversity respect indicator. In this indicator, the highest percentage of respect for cultural diversity is in the very high category, 152 students (54.68%). So it stated that the respect level of cultural diversity at home, school, and community is very high.



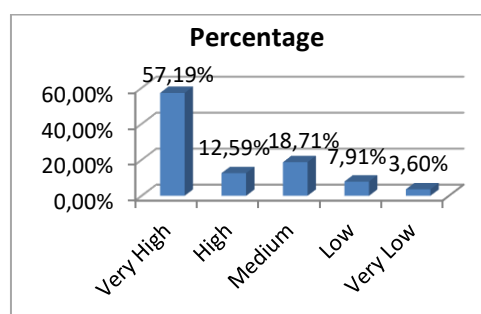
**Figure 5. Histogram of Respect Indicator for Cultural Diversity in Schools, Communities, and Homes**

The fifth indicator explains how students understand the various cultures in each area. The distribution of understanding of diverse cultures in each area is shown below:

**Table 6**  
**Frequency Distribution of Indicator of Understanding of Cultures in Each Area**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	159	57,19%
2.	71-80%	High	35	12,59%
3.	58-70%	Medium	52	18,71%
4.	41-55%	Low	22	7,91%
5.	$\leq 40\%$	Very Low	10	3,60%
Total			278	100%

From table 6 it found that 159 students (57.19%) have an understanding of culture in the very high category, 35 students (12.59%) were in the high category, 52 students (18.71%) were in the medium category, 22 students (7.91%) obtained the low category, and 10 students (3.60%) obtained the very low category of understanding of culture. In this indicator, the most frequency was found in the very high category, 159 students with 57.19%. So it was concluded that the student's understanding level of various cultures in each area is very high.



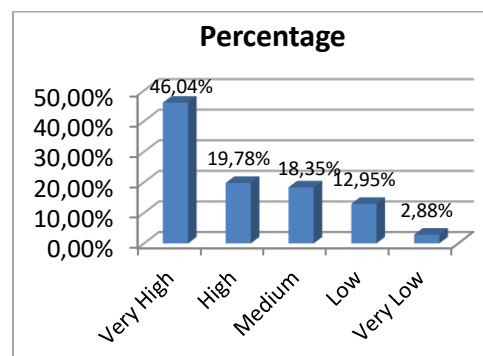
**Figure 6. Histogram of Indicator of Understanding of Cultures in Each Area**

The sixth indicator analyzes how local languages are used in schools, communities, and homes.

**Table 7**  
**Frequency Distribution of the Use of Local Language Indicators in Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	128	46,04%
2.	71-80%	High	55	19,78%
3.	58-70%	Medium	51	18,35%
4.	41-55%	Low	36	12,95%
5.	$\leq 40\%$	Very Low	8	2,88%
Total			278	100%

From table 7, there are 128 students (46.04%) obtained a very high category in using local languages, 55 students (19.78%) with a high category in using local languages, 51 students (18.35%) with the medium category, 36 students (12.95%) with the low category, and 8 students (2.88%) with the very low category. The highest frequency was in the very high category, 128 students (46.0%). So it concluded that the level of use of local languages in homes, schools, and community is very high. More details can be seen in the following histogram.



**Figure 7. Indicators of the Use of Local Language in Schools, Communities, and Homes**

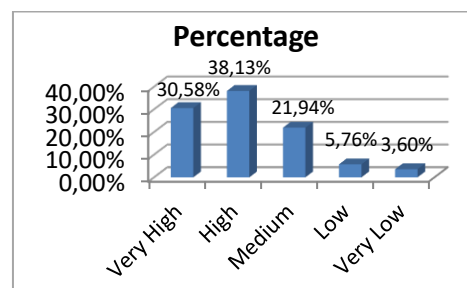
The seventh indicator discusses creativity, such as making cultural products that are carried out both at home, in the community, and at school.

**Table 8**  
**Frequency Distribution of Making Cultural Products Indicators in Schools, Communities, and Homes**

No	Score Range	Category	Freq.	Percentage
1.	$\geq 81\%$	Very High	85	30,58%
2.	71-80%	High	106	38,13%
3.	58-70%	Medium	61	21,94%
4.	41-55%	Low	16	5,76%
5.	$\leq 40\%$	Very Low	10	3,60%
Total			278	100%

From table 8, there are 85 students (30.58%) obtained a very high category in making cultural products, 106 students (38.13%) with a high category in making cultural products, 61 students (21.94%) with the medium category, 16 students

(5.76%) with the low category, and 10 students (3.60%) with the very low category. The highest frequency was in the very high category, 106 students (38.13%). So it concluded that the indicator of making cultural products at home, school, and in the community is very high.



**Figure 8. Histogram of Indicators of Making Cultural Products in Schools, Communities, and Homes**

#### D. Conclusion

Based on the research results, it concluded that the level of cultural literacy ability of 5th-grade elementary school students in the Sleman Sub-District is included in the high category, with a percentage of 38.13%, or in other words, there are 106 of 278 5<sup>th</sup> grade elementary school students in Sleman Sub-District have a high level of cultural literacy. So, the 5<sup>th</sup> grade elementary school students in Sleman Sub-District can understand, live, and apply cultural literacy both at home, community, and in school.

Based on the results of data analysis and discussion of the cultural literacy ability level of 5<sup>th</sup> grade students in Sleman District, the researchers conclude that:

First, the cultural literacy activities applied in the community, home, and school has the most percentage in the medium (sufficient) category, namely 34.17% or 95 students. It can be stated that the level of cultural literacy applied in the community, home, and school of 5th-grade elementary school students in the Sleman Sub-District is sufficient.

Second, the indicator of reading cultural books at school, home, and community included in the low category 41.34%, with a total of 115 of 278. It can be stated that reading cultural books conducted in school, home, and community is relatively low.

Third, the level of participation in cultural activities and programs held at home, school, and in the

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community included in the high category 34.53%, with a total of 96 students. Student involvement in cultural activities held at school, at home, and community is very high.

Fourth, respect for cultural diversity at home, school, and community is very high at 54.68%, with 152 students. So the level of respect for the existence of other cultures conducted at home, at school, and community is very high.

Fifth, the student's knowledge and understanding of the existence of cultures in every area in Indonesia is in the very high category, with 159 students (57.19%). Students have a very high understanding of the

existence of cultures that exist in every area of Indonesia.

Sixth, on the indicator of the use of local languages, 128 students (46.05%) use local languages at home, in the community, and at school, with a very high category. So the use of local languages level by students at home, in the community, and at school is very high.

Seventh, making cultural products at home, community, and school is in the high category at 38.13% or 106 students. It stated that the level of making cultural products conducted at school, home, and community is relatively high.

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