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CULTURAL LITERACY IN LESSON PLAN OF PRIMARY SCHOOL

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Abstract

Cultural literacy is a competence which contributes to habit, learning, attitude, communication and value. Relating to the term, this study aimed at investigating cultural literacy in lesson plan of primary school in grades of IV up to VI. The data were analyzed by qualitative content analysis. This analysis focuses on cultural literacy that contributes in lesson plan. The data of this study is the words, phrases, clauses or pictures related to the cultural literacy competences in lesson plan. The results of this study uncover cultural aspects of learning, attitude, and value which are presented in lesson plan of grades IV up to VI. The cultural aspects are presented in Kompetensi Dasar, Indikator Pencapaian Kompetensi, Tujuan Pembelajaran, and Metode Pembelajaran. In details, the clauses which involves of cultural literacy aspects are intended to stating interests to another cultural identity by using the correct expressions of gratitude, compliment, introducing self, making a good manner to do, asking and giving some things, apologizing or etc. On the whole, cultural literacy competences are addressed in lesson plan for primary school.

Keywords: Cultural Literacy, Lesson Plan, Primary School

In this globalization era, human source should be literate to compete the global competition well. In a speech, Minister of Education and Culture stated that

“sejarah peradaban umat manusia menunjukkan bahwa bangsa yang besar dengan bangsa yang maju tidak hanya mengandalkan kekayaan alam yang melimpah dan jumlah penduduk yang banyak. Bangsa yang besar ditandai dengan masyarakatnya yang literat, yang memiliki peradaban tinggi, dan aktif memajukan masyarakat dunia.” This statement has a meaning that being literate could help human source to collaborate, to be critical, to be creative and communicative.

Basically, literacy is the ability to read and write. Many definitions available in the literature are context specific and some depend on who is defining literacy and for what purpose (Roberts, 2005) and the portion of literacy has become increasingly intricate.

It has a meaning that literacy has the extend meaning not only the ability to read and write, but also it is the skill how to use the literacy components such as spoken language, printed text or etc critically. In other words, literacy is as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiple ways (UNESCO, 2006).

UNESCO (2006: 149) adds that literacy could be a set of tangible skills – particularly the cognitive skills or reading and writing – that there are independent of the context in which they are

acquired and the background of the person who acquires them. In UNESCO's view, someone who is literate could recognize being functional literacy.

Culture, however, is something which is learned, not something that someone just wakes up with one day. The elements of culture should be ideas, beliefs, values, traditions and materials (possessions) to understanding them. The main idea of culture literacy probably is to have an understanding and appreciation for other cultures. In addition, cultural literacy is not enough looking at the differences and similarities between cultures as well.

Conducting to the notion of culture, it links with what Stigler, Gallimore and Hiebert describe about cultural literacy. Stigler, Gallimore and Hiebert (2000) described that cultural literacy involves providing teachers and students with higher level experiences of cross-cultural immersion that enhance their level of cultural understanding. They argue that cultural literacy is as the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others. Obviously, it is seen that learners must be literate in the context of culture for these terms are important standard considered at school.

Concept about cultural literacy which addressed about custom, norms, spiritual and moral values, belief or expressive symbols is stated in Undang-Undang No.20 tahun 2003 tentang Sistem Pendidikan Nasional. Undang-Undang No.20 tahun 2003 is divided into points, that is

"Pendidikan Nasional berdasarkan Pancasila dan Undang-Undang Dasar tahun 1945 dan Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa".

To support the functional of national education, in Undang-Undang No.20 tahun 2003 states that "Tujuan Pendidikan Nasional untuk mengembangkan potensi peserta didik agar menjadi manusia yang:

1. beriman dan bertaqwa kepada Tuhan Yang Maha Esa, 2. berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan 3. menjadi warga yang demokratis serta bertanggung jawab".

Obviously, spiritual and values are underlined that is characteristic and culture of Indonesia. Both of Standar Isi (SI) and Standar Kompetensi Lulusan (SKL) in Peraturan Menteri Pendidikan Nasional No.22 tahun 2006 and Peraturan Menteri Pendidikan Nasional No.24 tahun 2006 states that

"satuan pendidikan dasar dan menengah diharapkan dapat mengembangkan Kurikulum Tingkat Satuan Pendidikan (KTSP) sesuai dengan satuan pendidikan, potensi daerah, sosial budaya masyarakat setempat, dan peserta didik".

To support in developing "standar isi", KTSP should be based on some principles, that they are:

a. berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik dan lingkungannya; b. beragam dan terpadu; c. tanggap terhadap ilmu pengetahuan, teknologi, dan seni; d. relevan dengan kebutuhan kehidupan; e. menyeluruh dan berkesinambungan; f. belajar sepanjang hayat; dan g. seimbang antara kepentingan nasional dan daerah".

The definition is appropriate with the assertion of curriculum integration project that is applied in Kurikulum Tingkat Satuan Pendidikan (KTSP) in relation to enhancing the individual's understanding of his or her own culture by providing cross-cultural experiences and opportunities. In KTSP, students are expected to appreciate other religions, culture, tribes, and society well. Thus, cultural literacy that has been covered extends from one's understanding of personal culture to understanding other cultures. A research that was conducted by Kurniati Syamsu (2017) tried to describe the implementation of school literacy in primary school. She discovered that the first stage of the GLS (habituation) conducted by primary schools has run well by paying attention to the activities set by Kemendikbud described in ten indicators of GLS success.

Then, Syahbana and Pratama (2017) that have observed National Character and Cultural Education on Course Book which was focused on reading for Senior High School. Based on the result, they found that the values of national character and cultural education is problem solving from the government especially Ministry of Education and Culture to decrease the problem of culture and character in our country.

Obviously, in order to fulfill the niche of previous research results, this study tries to investigate the implementation of cultural literacy in lesson plan of primary school in the fourth, fifth and sixth grades. This study will employ the concept of cultural literacy implemented in primary school.

METHOD

The data are analyzed by qualitative content analysis as the research design. . The data of this study is the words, phrases, clauses or pictures related to the cultural literacy competences in lesson plan. For the data collection procedures, this study is conducted by determining school where the data and data source were compiled, compiling the lesson from the selected school and breaking down the syllabus into table categories.

Moreover, the techniques used to analyze the data in this study which contains identification and interpretation of data from data sources. Table analysis is used to determine words, phrases, clauses, or pictures which present cultural literacy in all components of lesson plan. Further, the data founded are described by relating the data to the both concepts of cultural literacy and lesson plan.

RESULTS AND DISCUSSION

This chapter presents the content of cultural literacy in syllabus for primary school level. Those data are analyzed to some cultural literacy theories generated from literature review in the chapter two of this research via content analysis context.

The analysis of cultural literacy provided in lesson plan of IV, V, and VI grades. The aspects appear on lesson plan are learning, attitude, and value. The syllabus data was from grade IV, V, and VI accommodated 11 out of 47 indicators which are belonging to cultural literacy competences. The data can be seen on the table below:

Table1. Cultural literacy in Lesson Plan

No	Aspects	Code	Part of syllabus						Amount
			Standar Kompetensi	KD	IPK	Materi	Tujuan pembelajaran	Metode Pembelajaran	
1	Learning	A1 8,	√	√	√	-	√	√	38
2	Attitude	A2 4, A2 5, A2 7,	√ √ √ √		√ √ √ √	-	√ √ √	√ √ √ √	26

		A2 9, A3 2							
3	Value	A4 0, A4 3, A4 4			√ √ √	-	√ √ √		18
	Total								82

Based on the diagram given, the lesson plan data accommodated 9 out of 47 indicators which are belonging to cultural literacy competences. The most frequent indicators match with the syllabus of grade IV up to VI is A18. Code A18 in this syllabus is reflected on a number of clauses. This clause is representing the aspect of learning. The clause is that belong to A18 described students present interests in learning foreign language by using expressions. The code is represented by clause “Menyertai tindakan secara berterima yang melibatkan tindak tutur: **memberi contoh, melakukan sesuatu**, memberi aba-aba, dan memberi petunjuk” - (Kompetensi Dasar). The data is presented below.

Table 2. Cultural Literacy in Lesson Plan of Grade IV

Grade	Indicator	Content	Description
IV	A18 (Students state interest to another cultural identity by using correct expressions)	<ul style="list-style-type: none"> • Menyertai tindakan untuk meminta/memberi barang/jasa secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang dan memberi barang. (Kompetensi Dasar) • Mengungkapkan berbagai tindak tutur: meminta bantuan, meminta dan memberi barang (Indikator Pencapaian Kompetensi) • Menyertai tindakan untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, melarang, memuji, dan mengajak (Kompetensi Dasar) • Mengungkapkan berbagai tindak tutur: berterima kasih, meminta maaf, melarang, memuji, dan mengajak (Indikator Pencapaian Kompetensi) • Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you, sorry, please dan excuse me (Kompetensi Dasar) • Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank 	Cultural literacy is more shown in stating interest to another cultural identity by using correct expressions such as greetings, gratitude, compliment, introducing self, asking and giving some things, asking and offering helps, apologizing, and etc politely so that students can learn another

		<p>you, sorry, please dan excuse me (Indikator Pencapaian Kompetensi)</p> <ul style="list-style-type: none"> • Siswa melakukan latihan percakapan (thank you, sorry, please dan excuse me) dalam bentuk dialog • Siswa menggunakan ungkapan-ungkapan percakapan (thank you, sorry, please dan excuse me) dalam situasi nyata 	cultural identity by using correct expressions)
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Based on the data given, the most frequent indicator accommodated in lesson plan of grade IV was A18 which representing on learning. A number of clauses of learning stated Menyertai tindakan untuk meminta/memberi barang/jasa secara berterima yang melibatkan tindak tutur: **meminta bantuan, meminta barang dan memberi barang**. (Kompetensi Dasar); Mengungkapkan berbagai tindak tutur: **meminta bantuan, meminta dan memberi barang** (Indikator Pencapaian Kompetensi); Menyertai tindakan untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **berterima kasih, meminta maaf**, melarang, **memuji**, dan mengajak (Kompetensi Dasar); Mengungkapkan berbagai tindak tutur: **berterima kasih, meminta maaf**, melarang, **memuji**, dan mengajak (Indikator Pencapaian Kompetensi); Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: **thank you, sorry, please** dan **excuse me** (Kompetensi Dasar); Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: **thank you, sorry, please** dan **excuse me** (Indikator Pencapaian Kompetensi); Siswa melakukan latihan percakapan (**thank you, sorry, please** dan **excuse me**) dalam bentuk dialog; and Siswa menggunakan ungkapan-ungkapan percakapan (**thank you, sorry, please** dan **excuse me**) dalam situasi nyata.

Table 3. Cultural Literacy in Lesson Plan of V grade

Grade	Indicator	Content	Description
V	A18 (Students state interest to another cultural identity by using correct expressions)	<ul style="list-style-type: none"> • Menyertai tindakan untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk (Kompetensi Dasar) • Siswa dapat bercakap-cakap untuk memberi contoh melakukan sesuatu. (Tujuan Pembelajaran) • Menyertai tindakan untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang dan memberi barang (Kompetensi Dasar) • Siswa dapat bercakap-cakap untuk meminta bantuan. (Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk meminta barang. (Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk memberi barang. (Tujuan Pembelajaran) • Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengajak, meminta ijin dan memberi ijin, menyetujui dan tidak menyetujui, dan melarang 	Cultural literacy is more shown in stating interest to another cultural identity by using correct expressions such as introducing self, making a good manner to do, asking and giving some things, asking and offering helps, apologizing, and etc politely so that students can learn another cultural

		<p>(Kompetensi Dasar)</p> <ul style="list-style-type: none"> • Siswa dapat bercakap-cakap untuk mengenalkan diri. (Tujuan Pembelajaran) • Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: Do you mind... dan Shall we... • Siswa dapat mengucapkan Do you mind... dengan santun. (Tujuan Pembelajaran) • Siswa dapat mengucapkan Shall we... dengan santun. (Tujuan Pembelajaran) • Mengeja dan menyalin kalimat sangat sederhana secara tepat dan berterima seperti: ucapan selamat, ucapan terima kasih, dan undangan. (Kompetensi Dasar) • Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk. (Kompetensi Dasar) • Siswa dapat bercakap-cakap untuk memberi contoh dalam melakukan sesuatu. (Tujuan Pembelajaran) • Menyertai tindakan untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan. (Kompetensi Dasar) • Siswa dapat bercakap-cakap untuk memberi informasi. (Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk memberi pendapat. (Tujuan Pembelajaran) 	identity
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Similar to the data finding in lesson plan of IV grade, the lesson plan objectives in V grade also showed the most frequent indicators on A18 which were supporting to the learning in delivering cultural literacy competences. In addition, A29, A40, and A44, provided learning, attitude, and value for the indicators of cultural literacy in lesson plan of V grade. The A29 mentioned that “Siswa dapat mengucapkan ungkapan **sorry** dengan santun” – Tujuan Pembelajaran. The next is code A40 that mentioned “Siswa dapat mengucapkan ungkapan **thank you** dengan santun” – Tujuan Pembelajaran. The last code is A44 that mentioned “Setelah selesai membaca, guru meminta siswa bersama-sama dengan teman satu kelompok nya melengkapi informasi berdasarkan teks” (Kegiatan Inti). Then, the rest of indicators are considering to learning style indicator which illustrated in delivering cultural literacy competences.

Table 4. Cultural Literacy in Lesson Plan of VI grade

Grade	Indicator	Content	Description
VI	A18 (Students state	<ul style="list-style-type: none"> • Menyertai tindakan untuk 	Cultural literacy is

	<p>interest to another cultural identity by using correct expressions)</p> <p>A29 (Students give some things to friends and accept some things or help from friends politely)</p>	<p>meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang (Kompetensi Dasar)</p> <ul style="list-style-type: none"> • Mengungkapkan berbagai tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang (Indikator Pencapaian Kompetensi) • Siswa dapat bercakap-cakap untuk meminta bantuan (Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk memberi bantuan (Tujuan Pembelajaran) • Menyertai tindakan untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengingatkan, menyatakan suka dan tidak suka, menanyakan jumlah, menanyakan keadaan, memberi komentar, memberi pendapat, mengusulkan (Kompetensi Dasar) • Mengungkapkan berbagai tindak tutur: mengingatkan, menyatakan suka dan tidak suka, menanyakan jumlah, menanyakan keadaan, memberi komentar, memberi pendapat, mengusulkan (Indikator Pencapaian Kompetensi) • Siswa dapat bercakap-cakap untuk memberi komentar (Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk memberi pendapat (Tujuan Pembelajaran) • Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: Would you please... dan May I... (Kompetensi Dasar) • Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: Would you please... dan May I... (Indikator Pencapaian Kompetensi) • Siswa dapat mengucapkan ungkapan Would you please... (Tujuan Pembelajaran) • Siswa dapat ungkapan May I... (Tujuan Pembelajaran) 	<p>more shown in stating interest to another cultural identity by using correct expressions such as introducing self, making a good manner to do, asking and giving some things, asking and offering helps, apologizing, and etc politely so that students can learn another cultural identity</p>
	<p>A32</p>	<ul style="list-style-type: none"> • Siswa dapat bercakap-cakap untuk meminta barang 	<p>.</p>

		(Tujuan Pembelajaran) • Siswa dapat bercakap-cakap untuk <i>memberi barang</i> (Tujuan Pembelajaran)	
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Moreover, lesson plan of grade VI was also indicating on learning styles and attitudes by A18 and A30. Accordingly, the most frequent indicator appeared in lesson plan documents from IV up to VI grade referred to learning style indicator. Implicitly, this finding can be stated that the competence of cultural literacy is concerning on classroom learning activity. In the other words, cultural literacy competences have touched the higher level for cultural diversity. This indicator still concerned in the theme of value diversity where the learners focus on their intercultural aspect. Indeed, learning style obviously could be seen since it was still depending on classroom activity and it has not been implementing outside the classroom.

Again, the most frequent indicator appears in lesson plan documents from grade IV, V and VI refers to learning style indicators. These indicators were labelled by code A18 and A30. Mostly, the lesson plan of grade IV up to VI focused on the indicator of A18 and A30. These indicators pointed out that classroom learning activity implicitly become the important competence of cultural literacy which is concerned. Similar to the data result of syllabus documents, these indicators still concern in the theme of value diversity where the learners focus on their intercultural aspect. Besides, learning style obviously can be seen since it is still depending on classroom activity and it has not been implementing outside the classroom.

As the concept of lesson plan, Permendiknas No.23 tahun 2006 and Peraturan Pemerintah Republik Indonesia No.19 tahun 2006 pasal 6 tentang “Standar Isi” stated that it is arranged based on basic competencies or sub theme that should be done in one or more meetings consist of several components as follows: ...school/institution identity; learning purposes consist of attitude, knowledge, and skill described in operational verbs which are observable and measurable; basic competencies and the indicators of achieved competencies; learning materials cover the relevant facts, concepts, principles...”. this shows that learning purposes in lesson plan which focus on attitude emphasizes that cultural literacy aspect confirmed in this document. As stated by Chrisman, “an important skill for dealing with cultural diversity is cultural competence toward whole system of beliefs, values, attitudes, customs, institutions and social relations (Chrisman, 2007, p.69).

CONCLUSION

In lesson plan of primary school level, the cultural aspects of are addressed learning, attitude, and value. These aspects are shown in *Kompetensi Dasar, Indikator Pencapaian Kompetensi, Tujuan Pembelajaran, and Metode Pembelajaran*. In details, the clauses which involves of cultural literacy aspects are intended to stating interests to another cultural identity by using the correct expressions of gratitude, compliment, introducing self, making a good manner to do, asking and giving some things, apologizing or etc. On the whole, cultural literacy competences are addressed in lesson plan for primary school.

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