
DEVELOPMENT OF CULTURAL LITERATION IN LEARNING TO BUILD STUDENTS' CHARACTER

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ABSTRACT

This article discusses issues regarding the development of cultural literacy in learning to build student character. Students are social beings who in everyday life always interact with the environment, both social and natural environments. In this interaction, they must comply with cultural values that need to be upheld and respected together. Violation of cultural values can cause problems in social interactions. Therefore, students need to have cultural literacy skills that can be instilled through learning in schools. Classes as a small, limited community can be an arena to foster and increase understanding of the culture of the community where students live. Through learning, students are guided and directed to gain learning experiences and ethical attitudes that can make students have good character. These good characters have significant benefits in supporting their success in social life.

INTRODUCTION

Every individual in their relationship with themselves, their neighbors, nature is a relationship that is both exclamatory and paradoxical (Snijders, 2004: 143). Relationships with others lead to unity, but each individual in the relationship leads to his true uniqueness. Concerning nature, humans become themselves by humanizing nature. Furthermore, as cultured beings, humans claim to be religious creatures. This religious dimension originates from each human being and becomes a material for reflection as well as to deepen understanding of the human self. In reflecting on the understanding of religious life, the man finds himself directed towards God.

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A person's cultural behavior in society is based and directed by his view of life. Koentjaraningrat (1981) explains that the view of life is the values adopted by the society which are selectively chosen by individuals and groups in society. This view of life functions as a code of conduct that regulates, controls, and gives direction to human behavior and actions in society. All of the human behavior is patterned into an institution that can be specified according to its unique functions in society.

Cultural values that exist in society are upheld, respected, and used as views and guidelines for the life of every member of society. Various cultural attitudes of society are realized in real life in society. These various cultural attitudes are manifested following his view of life. The attitude of society in a godly, social, personal life and concerning nature is based on its life view of God, society, himself, and nature.

Cultural values that exist in society need to be introduced and instilled in students. School policies that do not pay attention to the conditions of students and the conditions of the community environment will produce graduates who are less relevant to the needs of graduates and employment opportunities. Schools that ignore the cultural potential of learning will create double suffering for students from disadvantaged families, namely suffering during studies and suffering after they graduate from their studies. Character building in students is no longer based on character life skills based on local wisdom and national insight, but only on the character of students with a global perspective.

Currently, the issue of national cultural character is a strategic issue in the world of education. A matter that is often perceived as the cause for the weak character of the nation is the low quality of processes and outcomes in the education sector, although it is not only the education sector that must be responsible. These issues need to be answered through the involvement of various parties in developing the cultural climate of society, creating supporting tools, changing strategies, and developing human resources.

The world of education must be able to play an active role in preparing educated human resources who can face the various challenges of life both locally, regionally, nationally, and internationally. Graduates are not sufficient only to master theories, but also be willing and able to apply them in social life. He is not only able to apply the knowledge gained in school but also able to solve various problems faced in everyday life.

Characteristic human resources as described above can be achieved through learning that emphasizes cultural literacy. Students need to recognize the culture of their community. Through the introduction of this culture, students will have a passion for advancing in developing their culture. They must have a broad insight into their culture, at the same time they are also able to apply that insight to build the culture of their nation.

Learning that is oriented towards the development of cultural literacy seeks to build a spirit of courage and a willingness to face the problems of life and life naturally. Through cultural literacy, learning tries to foster a creative spirit to find solutions and overcome the problems of life in their environment and an independent spirit that does not depend on others. One of the principles of independence that needs to be developed through learning is life skills.

Cultural literacy education is education that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum developed in schools. The framework for developing insight into life skills through learning among educators is felt to be very important. As an 'agent of change', educators are expected to be able to instill characteristics, traits, and dispositions as well as an independent spirit, responsibility, and competence in life to their students. Besides, these characteristics are also very necessary for an educator, because through this spirit, educators will have a work orientation that is more efficient, creative, innovative, productive, and independent.

LEARNING PROCESS

Learning is defined by education experts differently according to their respective points of view about the learning process and outcomes. Slameto (2010: 2) defines learning as a process of effort by a person to obtain a whole new behavior change, as a result of his or her own experiences in interaction with the environment. Meanwhile, Skinner (in Dimiyati 2009: 9) has the view that learning is a behavior. When people learn, the response gets better and vice versa if they don't learn the response decreases, while according to Gagne (in Dimiyati 2009: 10) learning is a set of cognitive processes that change the nature of environmental stimulation, through information processing, into new capacities. Learning in this paper is defined as all the efforts made by the teacher to be able to master the learning material he has received which can create new behavior changes and learning can be interpreted as trying (practicing and so on) to get intelligence.

Learning is also defined as a process, meaning that in learning there will be a process of seeing, making, observing, solving problems or problems, listening, and practicing. In the learning process, the teacher must be able to guide and facilitate students to carry out the learning process. The learning process must be pursued effectively so that behavior changes occur. A person can be said to learn because there is an indication of doing the learning process consciously and resulting in changes in behavior that are obtained based on interactions with the environment. The environment in question is resource persons, friends, teachers, real situations and conditions, natural environment, artificial environment that can be used as learning resources.

Learning can be through direct experience and indirect observation. Learning through direct experience is that students do it themselves or by experiencing it themselves, for example doing experiments. However, if students know because of reading a book or listening to the teacher's explanation, it is called learning through indirect experience.

Learning is defined as an effort to teach students (Degeng 1997: 1). Starting from this definition, learning can be defined as an activity that provides good learning facilities so that the learning process occurs. Providing learning facilities for students requires a strategy, namely a learning strategy. According to Piaget (in Dimiyati 2009: 14-15), learning consists of four steps, namely (a) determining topics that can be studied by children themselves, (2) selecting or developing class activities with these topics, (3) knowing that there are opportunities for the teacher to ask questions that support the problem-solving process, and (4) assess the

implementation of each activity, pay attention to success, and make revisions. Based on this description, it can be concluded that language learning is a learning process carried out by teachers and students in assessing language to achieve success in the form of learning outcomes and students' abilities in processing and using language in communicating properly and correctly.

The learning activity can be said to be successful if it meets the criteria (a) the absorption of teaching materials being taught achieves high achievement, both individually and in groups, and (b) the behavior outlined in specific teaching / instructional objectives (ICT) has been achieved by students, both individually and in groups (Djamarah and Zain (2006: 105-106). Therefore, for learning to be successful, the selection of strategies or approaches in learning must be appropriate and well planned according to the four basic strategies in learning, namely (a) identifying changes in the behavior and personality of students, (b) choosing a learning approach system, (c) choosing and establishing procedures, methods, and learning techniques, and (d) establishing norms and minimum limits for completeness (Iskandarwassid and Sunendar, 2009: 6)).

Language learning trains students to pay attention to values in communication so that they can use language appropriately. Littlewood (1984) states that language learning is a natural response to communication needs (both productive and receptive). Therefore, we must try to convince students to always pay attention to the communication values of what they learn. Littlewood also stated that in the classroom, anxiety can be a barrier to learning and make students lazy to express themselves in learning a second language. Therefore we must avoid excessive criticism of their appearance, try to provide opportunities for students to express themselves, and create a relaxed classroom atmosphere.

Harmer (1983) states that the component in a balanced activity approach is the teacher's ability to adapt and be flexible. Adaptability refers to the teacher's ability to select and adapt his program in teaching. Meanwhile, flexibility refers to the teacher's behavior in the classroom and his ability to be sensitive to the changes needed to improve learning outcomes. Flexibility means the ability to use various techniques and not stick to one methodology alone.

From the explanation above, it can be concluded that learning aims to provide students the ability to understand and use their learning experiences. To realize an effective teaching and learning process, there must be cooperation between teachers and students. Teachers must be able to adapt to classroom conditions and be flexible in using appropriate techniques.

According to Popham and Baker (Hadi, et al., 1992), effective learning is a learning process that results in changes in students' abilities and perceptions as expected. Furthermore, Popham and Baker explained that an effective teaching and learning process depends on the selection and use of learning methods that are following the objectives of the teaching and learning process. Meanwhile, Alatis and Altman (1981: 44) propose that to maximize effectiveness, a teacher needs to understand the mismatch between what students bring informal language learning situations and the demands demanded by teachers and texts, the demands of the examination system, and the expectations for prospects. forward. In contrast to this opinion, McWhorter (1992: 3) states that efficiency is the ability to show something

with little effort, cost, and expense. Efficiency includes the effective use of time and resources to complete certain tasks.

Starting from the explanation above, it can be concluded that effective learning must be carried out based on the results of an analysis of student needs. Student needs in question are the relationship between the abilities and expectations of students from the learning process. Besides, effective learning must have a description of the examination system in use. So, there must be a match between student needs and the examination system to be carried out.

THE IMPORTANCE OF CHARACTER EDUCATION THROUGH LEARNING

Learning is a process of behavior change as a result of individual interaction with their environment in fulfilling their daily needs. Learning is an important part of the educational process. Through learning, students can gain learning experiences that are given during the learning process. This experience will bring change for the better for students. The purpose of education is essential to produce individuals or children who can think on their own to solve every problem at hand. Problem-solving exercises are often done through group study by analyzing problems in everyday life. So in learning, students are required to be active in solving problems or problems raised by the teacher in learning. Group discussion is one way of learning so that students can construct their knowledge and understanding of learning with teacher guidance and guidance.

Learning is an effort made deliberately by educators that can cause students to learn. Learning plays a very important role in the educational process because it relates to the way and process of transferring value from educators to students. Various learning methods are suitable for use in learning. The question and answer method allow students to be motivated to learn because students have to answer the questions posed by the teacher. Students will be able to observe, interpret, conclude, and apply what is obtained during the learning process. The field trip method is occasionally needed for learning because with this method students can see directly the object being observed, namely the observation of social symptoms in society. The discussion method is also effective for learning because students are given a problem and asked to solve the problem in groups. So students will be active to express their opinions when discussing, with teacher guide the discussion will be interesting, students will be more enthusiastic and interested in following the discussion well. The teacher is not only fixated on one of these learning methods, but the teacher must be able to combine various learning methods so that students do not get bored in learning.

In learning, students are expected to have noble characters. In this case, building the character of students leads to an understanding of developing students so that they have good or noble personalities, behaviors, traits, traits, and dispositions. This character refers to a series of attitudes, behaviors, motivation, and skills that meet the standards of values and norms that are upheld and obeyed.

Students who have noble character know their potential. In this case, students have a reflective, confident, rational, logical, critical, analytical, creative, and innovative attitude, are independent, live healthy, responsible, love knowledge, are patient, careful, self-sacrificing, courageous, trustworthy, honest, keep promises, fair,

humble, ashamed of doing wrong, forgiving, soft-hearted, loyal, working hard, diligent, persistent, conscientious, taking initiative, positive thinking, discipline, anticipatory, initiative, visionary, understated, passionate, dynamic, efficient, respect time, dedicative, self-control, productive, friendly, aesthetic, sportsmanship, steadfast, open and orderly. Besides, individuals also have the awareness to do their best or excel and can act according to their potential and awareness. They can realize positive development as individuals (intellectual, emotional, social, ethical, and behavioral). Students with good or superior character always try to do the best for God, themselves, others, the environment, the nation, and the country as well as the international world in general by optimizing their potential and accompanied by awareness, emotions, and motivation.

In connection with the need to instill the character of students, the performance system of educational institutions needs to develop mature and effective learning. What is meant by mature and effective learning is a learning program that is steady, simple, complete, and has high visibility to be applied to achieve the expected educational targets. Therefore, learning models that lead to the development of cultural literacy need to be developed by teachers in teaching-learning interactions.

UNDERSTANDING OF COMMUNITY CULTURAL EXPRESSIONS

The expression is the expression or process of expressing intentions, ideas, feelings, and so on (Depdiknas, 2001: 291). Cultural expression is a community activity, either individually or collectively, to express or express its culture. Cultural expression can be said as a cultural practice. In these activities, community members express their thoughts, feelings, and experiences to meet the socio-cultural needs and demands of their environment. Koentjaraningrat (1986: 146-147) explains that society as a social unit always faces challenges and stimuli from its environment, including its natural resources. In facing these challenges and stimuli, individually or collectively, community members dialectically develop culture and at the same time use it together as a guide for adaptation strategies in meeting their daily needs.

Cultural expressions can be in the form of verbal expressions or nonverbal expressions. In its verbal form, cultural expressions can be expressed in utterances, whereas in nonverbal forms, these expressions are expressed in observable physical behavior or actions. In both verbal and nonverbal forms, cultural expressions have certain characteristics. Kleden-Probonegoro (2004) cites Dilthey's opinion to explain that expressions have characteristics (1) always have a certain meaning, (2) there is a unique relationship with what is expressed, (3) refers to the mental content of the speaker; (4) appears in context or is part of a configuration, (5) has certain patterns or rules, and (6) has two contradictory characteristics, namely purposive (can appear in the form of writing, voice, and intentional motion) or accidental (appears as an act that is not intentional, but is still considered to have meaning).

There are two sources of cultural expression, namely from the thoughts and atmosphere of life (check Kleden-Probonegoro, 2004). Expressions that arise from the intention of the mind take the form of concepts and thought structures. Such expressions occur in scientific cultural activities. Meanwhile, expressions that arise from situations and experiences of life (life-expressions) are expressions that

represent aspects of life. The characteristics of this expression are the emotional characteristics and various psychological aspects that stand out. Besides, these expressions have a close relationship with the context.

Firth (1973: 15) states that understanding expressions arising from situations and experiences in life becomes difficult because interpretations can change and depend on the atmosphere and context. However, through this type of expression one can understand the mental content of the speaker or doer, even if that is not the goal. The nature of expression like this is similar to the nature of a symbol which states but also hides the meaning of the symbol itself.

Culture is all types of human activities and the results are patterned, both sensible and non-sensible (Sadtono, 2002). In line with this opinion, culture can be divided into two major options, namely culture as a product and culture as the whole way of life of society. As a product, culture includes values, beliefs, norms, symbols, and ideology, while as a way of life, culture is in the form of relationships between people and human attitudes or behavior in building relationships with others (see Thompson, 1990: 1).

Anthropologists divide culture into two, namely large culture and small culture. A great culture is a culture of achievement, which includes geography, history, institutions, literature, art, music, and ways of life. Meanwhile, small culture is a culture of behavior, which includes attitudes, beliefs, perceptions, especially those expressed in language and influenced by local culture (check Tomalin and Stempleski, 1998). Concerning language as a cultural practice, Duranti (1997) explains that (a) culture is different from nature, (b) culture as knowledge, (c) culture as communication, (d) culture as a mediation system, and (e) culture as practice system.

Cultural identity is always associated with certain things. People have the view that identity has something to do with the origin or tradition of that person. Therefore, in communication, identity does not only give personal meaning but becomes a characteristic feature of a particular culture (Periksan Liliweri 2003). At the level of interpersonal relationships, the notion of identity refers to how to place someone in another person's place (empathic communication). At this level, identity is understood as a way of identifying (through understanding identity) or detailing something that is seen, heard, known or described, including identifying physical characteristics, even identifying a person's thoughts with the influencing school of thought.

Identity is often based on the role that members of the community or society have in carrying out cultural practices. Sociologically, a role can be defined as a set of cultural expectations for a certain position. Schneider (2000) explains that (1) the role refers more to expectations, not just actual behavior, and (2) the role is more normative, not just descriptive. For example, a person is said to be a director if he displays self-identity, personality, verbal and nonverbal behavior as befits a director.

Based on the description above, it can be argued that the role of identity is closely related to cultural and social structures. Cultural structures are patterns of perceptions, thoughts, and feelings, while social structures are patterns of social behavior. In a simple sense, cultural identity is a breakdown of the characteristics or traits of a culture owned by a group of speakers whose boundaries are known when

compared with the characteristics or characteristics of other speakers' cultures. This means that it is not enough to identify the cultural identity of a society based on physical characteristics, but it is also necessary to pay attention to the order of thinking, feeling, and acting of a society.

Burke (in Liliweri, 2003) explains that to determine cultural identity is very dependent on language. How the language representation explains a reality, all the detailed identities are then compared. According to him, naming the identity of someone or something always includes the concept of using language. Furthermore, Orr (in Liliweri, 2003) emphasized that to know someone's identity a total understanding is needed because cultural identity is a totalization of culture. The totality of culture is not always visible. Therefore, to understand cultural identity, conjecture is done: physical characteristics, language, clothing, food.

BUILDING A CULTURE OF LITERACY IN LEARNING

Literacy in a simple sense can be interpreted as a condition of literacy. Someone is said to have literacy competence because they have mastered reading and writing skills. This is following the opinion of Darma (2014: 1) which states that literacy is understood as the ability to read and write. Besides, literacy is also known as literacy or literacy. However, now literacy has a broad meaning, namely the ability to process information into a concept of understanding science. In this case, someone who has literacy skills not only knows but has understanding and can cultivate and develop his knowledge.

In PISA (OECD, 2003), it is explained that reading literacy is defined as the level of ability to use written information according to situations faced in everyday life. This ability relates to the skills to understand, use, and reflect on the reading according to the purpose of reading it. The reflection is intended to increase and develop self-knowledge and potential, as well as to play a role in society. This definition of literacy differs from the general definition of literacy which is usually limited to the ability to read written texts.

The concept of reading literacy in PISA is limited by three dimensions, namely the format of the reading material, the type of reading assignment or the reading aspect, and the situation when the reading is used. The first dimension is the format of the text which is divided into continuous texts and non-continuous texts. The continuous text consists of text that is dense in sentences and arranged in paragraphs and can be in the form of larger structures such as sections, chapters, or books. Unsustainable text is the text that is not in the form of a dense sentence but in a non-textual format which usually requires a different reading approach or way. The second dimension is the task of reading which is divided into three aspects, namely (1) the task of finding information - specifically looking for information in a text, (2) the task of interpreting the text - the ability to construct meaning and draw conclusions from written information, and (3) the task of reflecting on and evaluating the text - to relate written information to previous knowledge, ideas, and experiences. The third dimension is a situation or context which is a categorization of the text based on the purpose of the text being written, the text's relationship with other people, and its general context. The text chosen in PISA maximizes the diversity of situations, namely personal, educational, work, and general situations.

Students who can achieve literacy level-5 in PISA 2003 have advanced reading skills, such as finding complex information in previously unknown texts, demonstrating detailed understanding, drawing conclusions from information contained in the text, and evaluating critically. , build hypotheses, and come up with concepts that might conflict with one's expectations.

Students who can reach the literacy level-4 are expected to be able to read a variety of readings with the ability to search for the information being asked, understand ambiguity or inactivity, and critically assess a text. Students who can reach literacy level-3 are generally able to read texts with medium difficulties, such as finding information in various types and formats of text, relating information in various texts with contexts, and general knowledge familiar to everyday students. Students who can reach literacy level-2 are generally able to read to find information that is stated directly, make simple conclusions, interpret words literally, and use general knowledge to understand the reading.

Based on the description above, it can be argued that literacy is a literacy culture. In this case, people who have a literacy culture can read and write in a broad sense. Literacy culture is intended to carry out a habit of thinking followed by a process of reading and writing which in the end what is done in a process of these activities will create works. Cultivating or accustoming students to reading and writing requires a process if these habits do not yet exist or have not been formed in students' lives.

Communities have cultural diversity that is formed due to habits (intelligence/intellect) and natural facilities available as a source of life. Community culture is a hereditary civilization that cannot be separated from science. Culture is a thought process, influenced by religion (heart belief), politics (rules), language (communication), clothing (self-protection), buildings (works), art (taste). Culture is also the result of human creation, creativity, and taste.

Starting from the understanding of literacy and culture, it can be argued that cultural literacy is the ability to understand and interpret culture which is manifested in behavior, thoughts, works. People who have cultural literacy are people who can live, apply, and develop traditions, habits, and civilizations following the demands of their times. Thus, learning that is based on the development of cultural literacy is a process of cultivating a culture in learning that directs student activities to always link learning experiences with the interests of their life in society. Learning outcomes following the needs of the environment will be more meaningful.

To develop cultural literacy, Haryanti (2014) suggests 5 principles for forming a literacy culture. The five principles referred to include close, easy, cheap, happy, continued. The close principle directs students to the proximity of access to reading facilities, namely reading books or non-books. The easy principle suggests the need for the availability of various reading materials to make it easier for students to get reading material. The principles of cheap, happiness, and continuity suggest free, friendly, and sustainable services. The five principles above are only methods. The more important thing is to build a relationship between students so that the relationship will influence them to accept properly what will be the goal of literacy.

CONCLUSION

Culture exists in every activity of human life. In every community activity, cultural values are upheld and obeyed by individual community members. Reflections on the cultural values of society appear in thinking, feeling, and behaving every day. Therefore, in teaching and learning activities, understanding and inculcating cultural values in students needs to be done. Understanding cultural values that lead to the development of students' cultural literacy needs to be developed. The development of cultural literacy will have an impact on the character development of students.

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