DEVELOPMENT OF CULTURAL LITERACY TO BUILD STUDENTS’ CHARACTER THROUGH LEARNING

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ABSTRACT
Every society has a culture and uses it as a vehicle to meet the needs of life. Cultural values that exist in the community are upheld, respected, and used as the views and guidelines of every member of society. Various cultural attitudes of society realized in real life in society. Various cultural attitudes are manifested in accordance with the views of his life. Those cultural values need to be understood by every student and taught them to be them. Through learning, students can develop their cultural literacy. Students who have a high level of cultural literacy can better recognize, live, utilize, and develop their culture. Therefore, learning in schools needs to integrate and utilize the culture of society as material and instructional media.

Keywords: cultural literacy, student character, learning

INTRODUCTION
Every individual in relation to himself, his societies, and nature is both an exciting and paradoxical relationship (Snijders, 2004: 143). Relationships with each other lead to one unity, but each individual in the unity of the relationship leads to his true uniqueness. In relation to nature, the individual becomes self by humanizing nature. Furthermore, as a cultured beast, the man claims to be a religious being. This religious dimension is derived from each other's human self and becomes a reflection as well as to deepen the understanding of the human self itself. In reflection on the understanding of religious observance, man finds himself directed to God.

One’s cultural behavior in life in society is based on and directed by the view of life. Koentjaraningrat (1981) explains that the view of life is the values adopted by a society selectively chosen by individuals and groups within society. This view of life serves as a set of rules governing, controlling, and giving direction to human rights and deeds in society. The whole of human behavior is patterned into an order that can be detailed according to its distinctive functions in its society.

Cultural values that exist in the community are upheld, respected, and used as the views and guidelines of every member of society. Various cultural attitudes of
society realized in real life in society. Various cultural attitudes are manifested in accordance with the views of his life. The attitude of society in the life of Godness, community, personality, and in relation to nature based on his life view of God, society, himself, and nature.

Cultural values in society need to be introduced and embedded to the students. School policies that do not take into account the condition of learners and the environmental conditions of the community will produce graduates who are less relevant to the needs of graduates and employers. Schools that set aside cultural potential in learning will create double suffering for students from disadvantaged families, the suffering at the time of study and suffering after they graduate from their studies. Character building in the students is no longer based on the character of the life-based life of local wisdom and national insight, but only the character of learners with insight global.

Currently, the issue of national cultural character becomes a strategic issue in the world of education. The problem that is often regarded as the cause of the weak character of the nation is the poor quality of processes and outcomes in the education sector although it is not only the education sector that should be responsible. Issues of the issue need to be addressed through the involvement of various parties in the development of a community's cultural climate, the creation of support tools, strategic change, and human resource development.

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

Human resources characterized as described above can be achieved through learning that promotes cultural literacy. The students need to really recognize the culture of the community. Through the introduction of these cultures, students will have a passion for advancing in developing their culture. They must really have a broad
perspective on their culture, as well as they are able to apply their insights to build the culture of their nation.

Learning-oriented to the development of cultural literacy seeks to build the spirit of courage and willingness to face the problem of life and life naturally. Through cultural literacy, learning seeks to foster a creative soul to find solutions and overcome the problems of life in its environment and independent souls that are not dependent 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 methodology to the formation of life skill in learners through integrated curriculum developed in school. The framework for developing life skills through learning among educators is important. As an 'agent of change', educators are expected to be able to instill characteristics, traits, and character and independent soul, responsibility, and competence in life to learners. In addition, the character is also very necessary for an educator, because through this soul, educators will have a work orientation more efficient, creative, innovative, productive and independent.

**DISCUSSION**

**Learning Interaction**

Learning is defined by educational experts differently according to their respective perspectives on learning processes and outcomes. Slameto (2010: 2) defines learning as a process of doing something that a person undertakes to gain a whole new behavioral change, as a result of his own experience in interaction with his environment. Meanwhile, Skinner (in Dimyati 2009: 9) views that learning is a behavior. At the time people learn, the response becomes better and vice versa if not learn the response becomes decreased, whereas according to Gagne (in Dimyati 2009: 10) learning is a set of cognitive processes that change the nature of the stimulation of the limits, through information processing, into new capacity. Learning in this paper means all efforts given by the teacher to be able to master the learning materials that have been received that can create changes in new behavior and learning can be interpreted to try (practice and so on) in order to gain an intelligence.
Learning is also defined as a process, meaning that in learning will happen the process of seeing, making, observing, solving problems or problems, listening, and practice. In the process of learning the teacher should be able to guide and facilitate students in order to make the learning process. The learning process should be made effective in order to change the behavior. A person can be said to learn because of the indication of learning process consciously and produce behavioral changes obtained based on interaction 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 a source of learning.

Learning can be through direct experience and through indirect observation. Learning through hands-on experience is the students doing themselves or by experiencing their own, experimental examples. However, when students know because reading books or listening to teacher explanation is called learning through indirect experience.

Learning is defined as an attempt to learn students (Degeng 1997: 1). Starting from the definition of learning can be interpreted as an activity that provides good learning facilities resulting in the learning process. Provision of learning facilities for students requires a strategy, namely learning strategies. According to Piaget (in Dimyati 2009: 14-15), learning consists of four steps, namely (a) determining topics that can be learned by the children themselves, (2) selecting or developing classroom activities on the topic, (3) teachers 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 the description, it can be concluded that language learning is a learning process implemented by teachers and students in assessing the language with the aim of achieving success in the form of learning outcomes and the ability of students in processing and using language in communicating properly and correctly.

A learning activity can be said to be successful if it meets the criteria (a) the absorptive capacity of the taught material to achieve high achievement, both individually and in groups, and (b) the behavior outlined in the specific teaching / instructional objectives (ICT) has been achieved by the students, both individually and in groups (Djamarah and Zain (2006: 105-106) .Therefore, in order for learning to
succeed, the selection of strategies or approaches in learning must be precise and well planned in accordance with the four basic strategies of learning: (a) identifying (b) choosing a learning approach system, (c) selecting and establishing procedures, methods, and instructional techniques; and (d) establishing norms and minimum limits on completeness (Iskandarwassid and Sunendar, 2009: 6).

Language learning trains students to pay attention to the values in communication so they can use the 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 learners 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 makes students lazy to express themselves in second language learning. Therefore we must avoid over-criticism of their appearance, try to give the students an opportunity to express themselves, and create a relaxed classroom atmosphere.

Harmer (1983) suggests that components in a balanced activity approach are teachers' ability to adapt and be flexible. Adaptability refers to the ability of teachers to choose and adapt their courses in teaching. While flexibility refers to the behavior of teachers in the classroom and its ability to be sensitive to changes needed to improve learning outcomes. Flexibility means the ability to use a variety of techniques and not just stick to one methodology.

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

According to Popham and Baker (Hadi, et al., 1992), effective learning is a process of learning that results in changes in students' abilities and perceptions as expected. Furthermore, Popham and Baker explained that an effective learning process depends on selecting and using learning methods that are appropriate to the purpose of the teaching and learning process. Meanwhile, Alatis and Altman (1981: 44) proposed that in order to maximize effectiveness, a teacher needs to understand the discrepancy
between what the student carries informal language learning situations and the demands requested by the teacher and the text, the demands of the exam system, and the expectations for the prospect forward. In contrast to that opinion, McWhorter (1992: 3) states that efficiency is the ability to show something with less effort, cost, and expenditure. Efficiency involves the effective use of time and resources to accomplish a specific task.

Starting from the above explanation, it can be concluded that effective learning should be done based on the results of student needs analysis. Student needs in question are the relationship between the ability and expectations of students from the learning process. In addition, effective learning should have an overview of the examination system used. So, there must be a match between the student's needs and the exam system will be done.

The Importance of Character Education through Learning

Learning is a process of behavioral change as a result of the interaction of individuals with their environment in fulfilling their life needs. Learning becomes an important part of the educational process. Through learning, students can gain the learning experience that is given during the learning process. The experience will bring a change for the better in the students themselves. The purpose of education is essential to produce individuals or children who have the ability to think alone to solve every problem faced. Problem-solving exercises are often done through group learning by analyzing problems in everyday life. So in learning, students are required to be active in solving problems or problems raised by teachers in learning. Group discussion is one way of learning so that students are able to construct their own knowledge and understanding in learning with the direction and guidance of teachers.

Learning is a deliberate effort by educators who can cause students to learn. Learning takes a very important role in the education process as it relates to the way and process of transfer of value from educator to student. There are various learning methods suitable for use in learning. Q & A method allows students to be motivated to learn because students have to answer questions asked by the teacher. Students will be able to observe, interpret, conclude, and apply what is gained during the learning
process. The method of tourism work is occasionally needed for learning because with this method students can see directly the observed object of observation on social phenomena in the community. Discussion methods are also effective for learning because students are given a problem and asked to solve problems in groups. So students will be active to express opinions while discussing, with the guidance of the discussion teacher will be interesting, students will be more enthusiastic and interested to follow the discussion well. Teachers are not only focused on one of these learning methods, but teachers must be able to combine various learning methods so that students do not get bored in learning.

In learning, learners are expected to have noble character. In this case, building the character of learners leads to the understanding of developing learners in order to have a personality, behavior, nature, character, and character of good or noble. This character refers to a series of attitudes, behaviors, motivations, and skills that meet the standards of values and norms upheld and adhered to.

Learners who have a noble character have knowledge about his potential. In this case, learners have a reflective, confident, rational, logical, critical, analytical, creative and innovative attitude, independent, healthy, responsible, love science, patient, cautious, willing to sacrifice, courageous, trustworthy, honest, faithful, keep promise, fair, humble, embarrassed, wrong, forgiving, persistent, diligent, initiative, positive thinking, discipline, anticipative, initiative, visionary, earthy, passionate, dynamic, efficient, appreciate time, dedication, self-control, productive, friendly, aesthetic, sportive, steadfast, open, and orderly. In addition, individuals also have the awareness to do the best or superior and able to act according to their potential and awareness. They can realize positive development as individuals (intellectual, emotional, social, ethical, and behavioral). Learners of good character or superior always try to do the best things to God, himself, fellow, environment, nation and country and the international world in general by optimizing his potential and accompanied by awareness, emotions, and motivation.

In relation to the need to cultivate the character of learners, the system of the performance of educational institutions needs to develop a mature and effective learning. What is meant by mature and effective learning is a program of learning that is
steady, simple, complete, and has high visibility to be applied in the effort to achieve the target of education expected. Therefore, the learning model that leads to the development of cultural literacy needs to be developed by teachers in the interaction of teaching and learning.

**Understanding Cultural Expressions of Society**

The expression is the disclosure or process of expressing intentions, ideas, feelings, and so forth (Depdiknas, 2001: 291). Cultural expression is a community activity, either individually or collectively, to express or declare its culture. Cultural expressions can be said to be cultural practices. In such activities, community members express their thoughts, feelings, and experiences with a view to meeting socio-cultural needs and the demands of their environment. Koentjaraningrat (1986: 146-147) explains that society as a social unity always faces challenges and stimuli from its environment, including its natural resources. In the face of these challenges and stimuli, individually or collectively, citizens are dialectically developing cultures and simultaneously making use of them together as guidelines for adaptation strategies to meet their needs.

The Cultural expression can be either verbal expression or nonverbal expression. In a verbal form, cultural expressions can be expressed in speech, whereas in a nonverbal form, the expression is expressed in observable physical behavior or action. Whether in verbal or nonverbal form, cultural expressions have certain characteristics. Kleden-Probonegoro (2004) quotes Dilthey explaining that expression has characteristic (1) always has a certain meaning, (2) there is a unique relationship with the expressed, (3) refers to the speaker's mental content; (4) appears in the context or is part of the configuration, (5) has a certain pattern or rule, and (6) has two conflicting properties, that is purposive (can appear in writing, voice and deliberate motion) appear as an accidental act, but still considered to have meaning).

There are two sources of cultural expression, namely the mind and atmosphere of life (check Kleden-Probonegoro, 2004). Expressions arising from the intentions of the mind are tangible concepts and structures of the mind. Such expression occurs in scientific cultural activities. Meanwhile, expressions arising from life-expressions are life expressions that reveal aspects of life. Characteristic of this expression is the nature
of emotions and various aspects of psychology are prominent. In addition, the expression is closely related to its context.

Firth (1973: 15) states that understanding the expressions arising from the atmosphere and life experience is difficult because interpretation can change and depends on the atmosphere and context. However, through this type of expression one can understand the mental content of the speaker or the agent, even if that is not the purpose. The nature of this expression is similar to the nature of the symbol that states but also conceals the meaning of the symbol itself.

Culture is all kinds of human activity and the results are patterned, both the unaffected and the unaffected (Sadtono, 2002). In line with that opinion, culture can be divided into two big pillars, namely culture as a product and culture as the whole way of life of society. As a product, cultures include tangible values, beliefs, norms, symbols, and ideologies, while as a way of life, a culture of human relations and human attitudes or behavior in relationships with others (see Thompson 1990: 1).

The anthropologists divide the culture into two, the great culture and the small culture. Great culture is a culture of achievement, which includes geography, history, institutions, literature, art, music, and way of life. Meanwhile, small cultures are behavioral cultures, which include attitudes, beliefs, perceptions, especially those expressed in language and influenced by local culture (see Tomalin and Stempleski, 1998). In terms of language as a cultural practice, Duranti (1997) explains that (a) culture differs from nature, (b) culture as knowledge, (c) culture as communication, (d) culture as mediation system, and (e) culture as a system of practice.

Cultural identity is always associated with certain things. People have the view that identity has something to do with the person's origin or tradition. Therefore, in communication, identity not only gives individual meaning personally but becomes the hallmark of a particular culture (Liliweri 2003). At the level of interpersonal relationships, the notion of identity refers to the way of putting one person in another's place (empathetic communication). At this level, identity is understood as a way of identifying (through an understanding of identity) or detailing what is seen, heard, known or described, including identifying physical characteristics, even identifying a person's mind with a madhhab that affects.
Identity is often based on the role that the members of the community or community have in carrying out cultural practices. Sociologically, roles can be interpreted as a set of cultural expectations of a particular position. Schneider (2000) explains that (1) the role is more referring to expectations, not just the actual behavior, and (2) the role is more normative, not just descriptive. For example, someone is said to have a director role if he displays his or her identity, personality, verbal and nonverbal behavior as a director.

Based on the above description, it can be argued that the role of an identity is closely related to cultural structure and social structure. The Cultural structure is the pattern of perception, though, and feeling, while the social structure is the patterns of social behavior. In a simple sense, cultural identity is a breakdown of the characteristics or characteristics of a culture possessed by a group of speakers who are known to their limits when compared with other speakers' characteristics or cultural characteristics. This means that to identify the cultural identity of a society is not sufficiently based solely on physical characteristics, but it should be noted also the order of thinking, feeling, and acting of a society.

Burke (in Liliweri, 2003) explains that to determine cultural identity is highly dependent on language. How the language representation describes a fact, overall the specified identities are then compared. According to him, naming one's identity or something always includes the concept of language use. Furthermore, Orr (in Liliweri, 2003) asserts that to know one's identity requires total understanding because cultural identity is a totalization of culture. The totality of culture is not always apparent. Therefore, in order to understand cultural identity, they are done: physical characteristics, language, clothing, food.

**Building Cultural Literacy in Learning**

Literacy in a simple sense can be interpreted as a literacy condition. Someone is said to have literacy competence because of mastering reading and writing skills. This is in accordance with the opinion of Darma (2014: 1) which states that literacy is understood as the ability to read and write. In addition, literacy is also known as literacy or literacy. However, now this literacy has a broad meaning, namely the ability to
process information into the concept of understanding of science. In this case, a person who has literacy ability not only knows but has an understanding and can cultivate and develop his knowledge. Related to the description, Kern (2000) explains literacy as follows.

Literacy is the use of socially-, and historically-, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their context of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of the written and spoken language, on knowledge of genres, and on cultural knowledge.

In learning activities, students have different literacy levels. The difference is due to the development of their competence. According to Wells (1987, 111), literacy has 4 levels, namely performative, functional, informational, and epistemic. Students at the performative level can only read, write, and speak using symbols (language). Students who have achieved functional level literacy can use language to fulfill daily life. Students who have literacy at the informational level can access knowledge with the language they master. Students whose literacy at the epistemic level can transform the cultural knowledge it acquires in the language.

In PISA (OECD, 2003), it is explained that literacy reading is defined as the level of ability to use written information in accordance with the situations encountered in everyday life. The ability is related to the skills to understand, use, and reflect on the reading according to the purpose of reading it. Reflection is intended to increase and develop knowledge and self-potential and to play a role in society. The notion of literacy is different from the general definition of literacy which is usually limited only to the literal reading ability of the written text.

The literacy concept of reading in PISA is limited by three dimensions, namely the format of reading material, the type of reading assignment or the reading aspect, and the circumstances at which the reading is used. The first dimension is a text format that is divided into continuous text (continuous texts) and non-continuous text (non-continuous texts). The continuous text consists of text that is a solid sentence and arranged in paragraphs and can be in the form of larger structures such as parts,
chapters, or books. The non-sustainable text is text that is not in sentence form, that is a solid word but in a canon-text format which usually requires different approach or way of reading. The second dimension is a reading assignment that is divided into three aspects, namely (1) the task of finding information - precisely seeking information within a text, (2) the task of interpreting the text - the ability to construct meaning and draw conclusions from written information; 3) the task of reflecting and evaluating the text - to relate written information with prior knowledge, ideas, and experiences. The third dimension is a situation or context that is a categorization of texts based on the purpose of the text being written, the relation of that text with others, and the context of a general nature. The selected text in PISA maximizes the diversity of situations, namely personal, educational, occupational, and public situations.

Students who achieve the 5-liter literacy level in PISA 2003 have advanced reading abilities, such as discovering complex information in previously unknown texts, demonstrating a detailed understanding, drawing conclusions from the information contained in the text, and critically evaluating, construct hypotheses, and propose concepts that may conflict with his own expectations.

Students who are able to achieve the 4th literacy level are expected to be able to read the literature with the ability to search for the information being asked, to understand ambiguity or coercion, and to critically evaluate a text. Students who are able to achieve 3-level literacy are generally able to read texts with medium difficulties, such as finding information in different types and formats of text, linking information in diverse texts to the context and general knowledge known to everyday students. Students who can reach literacy level 2 are generally able to read to find information directly expressed, make simple conclusions, interpret the word literally, and use general knowledge to understand the passage.

Based on the above description, it can be argued that literacy is a culture of literacy. In this case, people who have a culture of literacy means having the ability to read and write in abroad meaning. The literacy culture is intended to perform the habit of thinking followed by a process of reading, writing that in the end what is done in a process of the activity will create the work. To cultivate or familiarize students with
reading and writing requires a process if the habit does not exist or has not yet formed in the student's life.

People have the cultural diversity that is shaped by habit (intelligence) and natural facilities available as a source of life. Culture is a hereditary civilization that cannot be separated from science. It is a process of thinking, influenced by religion (belief), politics (rules), language (communication), clothing (self-protection), building (work), art (taste). The culture is also the result of human works, creativity, and sense.

Starting from the understanding of literacy and culture, it can be argued that cultural literacy is the ability to understand and interpret the culture embodied in behavior, thought, works. People who have cultural literacy are people who can live, apply, and develop traditions, customs, and civilizations in accordance with the demands of his era. Thus, the learning is based on the development of cultural literacy is the process of cultural cultivation in learning that directs the activities of students to always relate the learning experience with the interests of his life in society. Learning outcomes that match the needs of the environment will be more meaningful.

In an effort to develop cultural literacy, Haryanti (2014) put forward five principles to form a culture of literacy. The five principles in question include close, easy, cheap, happy, go. A close principle leads students to the proximity of access to reading facilities, ie read books or non-books. The principle of easy suggesting the need for availability of various reading materials making it easier for students to obtain reading material. The principle of cheap, happy, and further advise the existence of services that are free, friendly, and the sustainability. The above five principles are actually just ways. The more important thing is to establish an intercultural relationship so that the relationship will affect them to receive well what will be the goal of literacy.

CONCLUSION
Culture exists within every activity of people's lives. In every community activity, cultural values are upheld and adhered to by individual members of the community. The reflection of the cultural values of society appears in the way of thinking, feeling, and behaving every day. Therefore, in teaching-learning activities, understanding and cultivation of cultural values to the students need 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 development of student character.

REFERENCES


