



The Implementation of Sleek (Students' Literacy Week) to Optimize the Cultural Literacy for Students in Elementary School

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Abstract

Through the school literacy movement, encourage understanding and increase students' reading interest in science, especially the values of local cultural wisdom. School literacy activities by habituating SLEEK (Student's Literacy Week) activities. Therefore, this study aims to meet the initial needs about the importance of shaping student character through cultural literacy activities carried out at elementary school. This study uses a qualitative research approach. This research is a qualitative descriptive research with data sources, namely the Principal, Class Teachers and students at elementary school which aims to describe a phenomenon using certain theories. The study was conducted through observation, interviews and documentation. The instrument used in this study is in the form of interview guidelines used to collect data related to the School Literacy Movement through literacy habituation. Data analysis techniques are carried out through three stages, namely data reduction, data presentation and data verification. Data collection is carried out on the results of interviews, documentation and observations. The results of this study found that students were enthusiastic and able to improve reading skills with varied activities. Researchers make schedules with the application of literacy by providing activity development so that students are more active and not bored in literacy activities.

Keywords: *Literacy; Culture; Elementary School*

Introduction

The Unitary State of the Republic of Indonesia is a country that is strategically located and is called an archipelagic country. The influence of geographical location is a factor that causes Indonesia to have a diversity of customs and culture (Riany, Meredith & Cuskelly, 2017). Cultural diversity can increase tolerance towards cultural differences (Lozano & Escrich, 2017). Developments occurring in the current era of globalization have also influenced civilization and social life, thereby making the local cultural values and local wisdom of each region increasingly dim (Lake, 2023). Instilling a sense of love for one's country in the aspect of cultural preservation can be given to students during basic education through literacy, especially reading activities.

Reading comprehension, as a 21st century literacy challenge, involves a number of cognitive aspects and linguistic processes (Istiq'faroh, 2020). Reading is also an activity to obtain a meaning from a

reading but must also master the language used by the writer, so the reader needs to activate mental processes and cognition (Wassid, 2013: 246). According to Cervetti (2015), reading is not only a practice of how a student show their ability to memorise the content of a text to their teacher, but it is more into a process of building a meaning and a knowledge. Further, literacy is not just about teaching students to read for the sake of having reading skills and remembering reading content to acquire and expand ideas (Tovani, 2023). The research literature is rich with evidence that understanding and knowledge building are closely interrelated. Documentation is strong for all three ways in which knowledge supports and drives an understanding. Therefore, increasing literacy in the field of knowledge can encourage students to expand their ideas and abilities.

One of the backgrounds why literacy become popular is when the results of a survey, conducted by the World's Most Literate Nations by John Miller, President of Central Connecticut State University, United States, was published in 2016 which placed Indonesian people's literacy in the 60th position out of 61 countries who took part in the survey (Anggaira, 2019). Indonesia's low literacy is also confirmed in the Program for International Student Assessment (PISA) survey. Indonesia is ranked 69th out of 76 countries studied, of course the state of literacy in Indonesia is very low. Another survey was conducted by World's Most Literate Nations compiled by Central Connecticut State University in the United States in 2016, which stated that literacy in Indonesia ranked the second lowest out of 61 countries involved in the study (Yukaristia, 2019). This is also reinforced by a survey conducted by UNESCO on Indonesia's reading interest, which showed that the Indonesian people's reading interest index was only 0.0001%, which means that, of 1000 Indonesian residents, only one person who has strong eagerness and be serious inn reading (Anggaira, 2019). In conclusion, people in Indonesia have a low interest in reading which strongly affect the quality of the human resources.

Literacy does not necessarily focus on the numeracy, yet its coverage has also developed to the digital and cultural literacy. Based on Eaglestone (2020), a cultural literacy has been introduced since 1980 by Hirsch. He argued that a cultural literacy is a significant aspect, including the ability to read and write, which can be implemented through visual method. Moreover, literacy is also a form of a child's participation to both their social environment and culture so that it can create the way how they view something, their knowledge, value and communication ability. According to Dadang (2021), literacy is an activity which involves a society in a social interaction. On top of that, literacy is formed in the education field to enhance knowledge, both the science and culture. Moreover, instilling the values of local wisdom and culture can be implemented through cultural literacy which is organized in education sector.

An information obtained from the Ministry of Education, Culture, Research and Technology in 2017, as the time goes by, the developments of literacy continue to occur and form one of them, is cultural literacy. This literacy is about the ability to understand and show respects toward the cultures in Indonesia as an identity to build people awareness to adapt and behave wisely on the cultural diversity of a country (Triyono, 2019). Further, the embodiment of cultural literacy is about a person's ability to understand and apply a culture as an identity of the Indonesian nation (Hasnadi, 2019; Pratiwi & Asyarotin, 2019). Meanwhile, in the era of industrial revolution 4.0, a cultural literacy skill becomes a crucial skill need to be mastered by Indonesian's young generations, including the elementary school students. By acquiring this, they are expected to love and participate in preserving the cultures which possessed by Indonesia whose society has various ethnic groups, languages, customs, beliefs and social structures (Anggi and Asyarotin, 2019). In short, building a cultural literacy can be started by implementing various literacy activities in the elementary school in accordance with the recommendations of the Ministry of Education, Culture, Research and Technology through *Gerakan Literasi Sekolah* (the School Literacy Movement). GLS with such a school system has not provided massive opportunities for students to develop their literacy skills (Fahmi, M. Q., Subroto, W. T, 2022)

Indonesian students' reading ability is still relatively low. This is based on data from the Progress International Reading Literacy Study in 2012 regarding the reading ability of the fourth grade of

elementary school students aged 9-10 years, which places Indonesia in the 44th rank out of 45 countries. Literacy activities have been implemented in formal education starting from elementary school. Another research conducted by the Program for International Student Assessment (PISA) quoted from the school literacy movement guidebook in elementary schools, which was released by the Organization for Economic Cooperation and Development (OECD-Organization for Economic Cooperation and Development), illustrate that in the two periods of the assessment both in 2009 and 2012, Indonesian students were ranked the 64th and the 65th respectively (Daniel, 2023).

Various kinds of literacy activities are also implemented, starting from conducting reading corner in every single class, holding a fifteen-minutes reading both before and after the teaching and learning session, and scheduling each class to in turn utilise the school library (Rohim & Rahmawati, 2020). In general, numeracy literacy activities have been implemented in elementary school education. However, cultural literacy has never been implemented in elementary schools yet. In fact, cultural literacy is a mean of instilling culture and local wisdom values from an early age. Understanding local cultural wisdom needs to be developed in education because it can generate a competent, dignified young generation who are also able to reflect the cultural values in their everyday life. Not only that, youths with those skills will be able to participate in shaping the national character and contribute to form the national identity and preserve culture. Nasir and Hand (2006: 449) explain that "...research on race, culture, and schooling has revealed many significant factors affecting school achievement and has articulated many details of how culture and learning intersect in daily school life". This statement shows that schools play a significant role in developing students' character in accordance with the values of local wisdom and local culture.

Based on my observation, SDN Kedungsolo (State Elementary School of Kedungsolo) has implemented three activities to enhance students' literacy habits which focus on improving both reading and writing ability, such as conducting reading corner in every single class, holding a fifteen-minutes reading both before and after the teaching and learning session, and scheduling each class to in turn utilise the school library. As these aforementioned activities only focus on using both fiction and material book, the use of the library gives plenty of support as the vast majority of books displayed on this room are merely fiction and graded based on students' age. However, although the stakeholders in SDN Kedungsolo has put in a great deal of effort to increase students' literacy level, the results show that the level of the students' understanding toward the local cultures in the students' surrounding, whereas understanding culture is significant for students' life that they are able to maintain and preserve the local culture.

Based on my preliminary survey, Porong is one of the subdistricts in Sidoarjo which is inherited of the old building knows as a statue as well as the varieties of culture and customs, unfortunately, there is no elementary school in the subdistrict of Porong implementing the cultural literacy at their curriculum, although it is clear that it is imperative for students to understand the values of the local wisdom since they are young. More and more young generation not only do not have enough understanding of fith existing cultures there, but also did not have the ability to preserve the local cultures. In education sector, local wisdom can make students easier to become more familiar with local cultures in their surrounding. More than that, students will be able to understand as well as manage and preserve the strengths of their surroundings (Nisa, 2017). To optimise the result the use of cultural heritage and customs is used as a learning tool in education as well as instilling local wisdom values.

"Implementation of SLEEK (Students Literacy Week) to Optimize Elementary School Cultural Literacy". This is a continuum of activities to make students get accustomed with the cultural literacy to improve the ability to understand cultural heritage and local wisdom values. The background of this activity is an embodiment of cultural preservation and instilling local wisdom values from an early age through formal education. SLEEK is conducted every Wednesday for 15 to 30 minutes before the learning time begins by providing information in the form of text and audio visuals. To give more understanding for the students, they also need to make a reflection in the form of student products such as portfolios,

clippings and stories of experiences they have had regarding a culture. In this activity, students make a reflection as they feel enthusiastic and curious about learning about culture, not because of the teachers' instructions. One of the reflection activity is a joint performance by dancing a short dance preceding their present to the class.

Expressing an appreciation in this SLEEK activity is also done when the products produced by students can be useful as a learning tool. This SLEEK activity is different from other literacy activities because it does not only rely on the sources such as textbook from the library, but it also from the direct observation of cultural heritage around the school and an interview to the socialite. The program of SLEEK is packaged as attractively as possible which has different activity in each session. Moreover, SLEEK is a actually a continuation of the concrete manifestation of preserving cultural heritage and customs in Porong subdistrict. This act was carried as many students do not have enough understanding and have never studied local culture before. Therefore, I believe it is necessary to conduct research to implement SLEEK at SDN Kedungsolo as a meaningful cultural literacy activity, especially in Porong Subdistrict as a form of character formation in accordance with the 3rd Article in Law Number 14 2005 concerning the National Education System (Sisdiknas) which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent.

Research Method

This study adopts a qualitative research approach. Qualitative approach is used in a research to understand a human or social phenomena by creating a comprehensive and complex scene which can be presented in words, reported detailed views obtained from the informants, and carried out in a natural setting. Moreover, a qualitative approach is mostly conducted in a real settings, such as in a society or school, to investigate and understand a certain phenomenon.

Qualitative research aims to gain a deep understanding of human and social problems, not to describe the surface of reality as quantitative research does with its positivism. Moreover, I select to conduct this qualitative research as I need to gain data and interpret how students obtain meaning from the surrounding environment and how the results of their work influences their behaviour. The research was conducted in a naturalistic setting, not the result of treatment or manipulation of the variables involved (Fadli, 2021). There are several types of qualitative research, including:

(1) Fenomenology

This approach seeks to uncover, study and understand phenomena and their contexts which are unique to the individual's experience up to the level of belief of the individual concerned. The purposes of Martin Heidegger developed this approach are for understanding or studying human life experience and looking for the nature or essence of experience.

(2) Ethnography

this approach focuses on social research, including both culture and language. Creswell (2008;473) "Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time".

(3) Hermeneutics

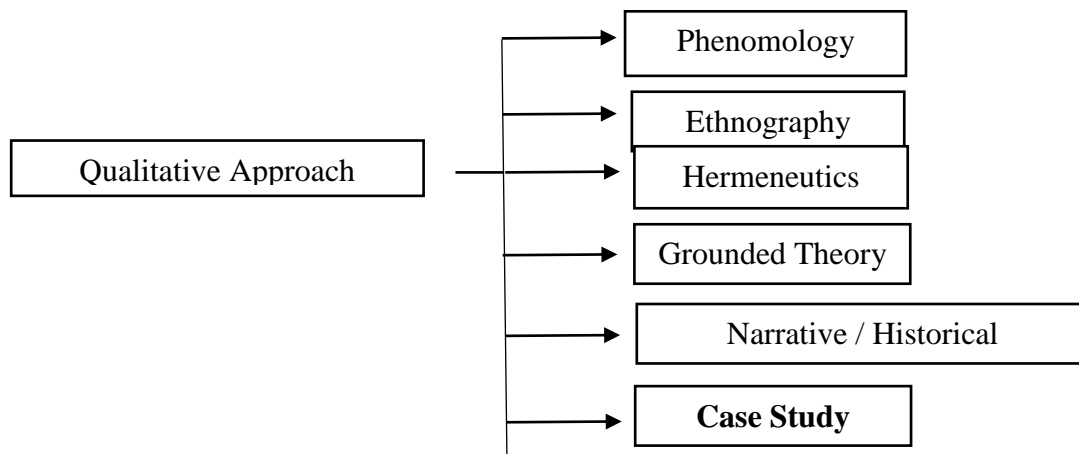
"Hermeneutics as the methodology of interpretation can provide guidance for solving problems of interpretation of human actions, texts and other meaningful material by offering a toolbox based on solid empirical evidence" Ramberg & Gjesdal (2014).

(4) Grounded theory (GT)

Martin & Turner (1986) "grounded theory an inductive, theory discovery methodology that allows the researcher to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations of data". This means that GT is an approach used to analyse data related to applied systematic data and uses a series of methods to produce inductive theories regarding substantive areas.

(5) Narrative/Historical

A research method in the research of a social science which is basically used to assist understanding a person's identity and his worldview by referring to the stories (narratives) from them. It can also be called as a process of critically investigating the past events and producing appropriate and correct descriptions/narratives and interpretations of events.



Picture 1. Types of Approaches in Qualitative Research

This is a qualitative descriptive study with data merely attained from the Principal, Class Teachers and students at Kedungsolo State Elementary School (SDN Kedungsolo) which aims to describe a phenomenon using a certain theory. The data was collected through three types of data collection techniques, including observation, interviews and documentation. The instrument used in this research is an interview guideline which was used to collect data related to the School Literacy Movement through literacy habits. Meanwhile, as the data collected, the data is then analysed in three stages, namely data reduction, data presentation and data verification. Data reduction was carried out on the results of interviews, documentation and observations carried out at Kedungsolo State Elementary School. Finally, the results of the data reduction are described and displayed that the results of this study becomes clearer.

Results and Findings

At this stage, the author is seeking to describe the implementation of SLEEK (Students Literacy Week) at SDN Kedungsolo, Porong Subdistrict, Sidoarjo Regency. *Gerakan Literasi Sekolah (GLS)* -The School Literacy Movement- is a weekly literacy habit based on Ministry of Education, Culture, Research and Technology No. 23 of 2015, that developing students' character can be done through reading habits at every school level. There are three stages done to familiarize students in SDN Kedungsolo with reading, especially optimizing elementary school cultural literacy, namely:

Getting Accustomed with SLEEK

Getting accustomed with SLEEK is the first of three stages written in book guidance of GLS through SLEEK (Students Literacy Week). This activity is carried out every Wednesday before learning activities start for between 20-30 minutes. At this stage the aim is to foster students' interest in reading and reading activities, especially in enhancing the cultural literacy. This stage is aimed to achieve goals as follows.

Table 1. The Focus of Literacy Activities pembiasaan

Level	Listening	Reading	Focus	Types of Text	Place
Elementary school Grade 1-3	Listening to a local culture	Reading aloud on short stories from local cultural	Reading Aloud	Coloured Printed Book containing the local culture and tradition of Sidoarjo	School yard and school library
Elementary school Grade 4-6	Listening to a longer local culture	Retelling short stories about local cultural literacy	Retelling	Coloured Printed Book containing the local culture and tradition of Sidoarjo	School yard and school library

At the reading habitual stage, based on the concept, there are several acts need to be done by the stakeholders, including the teachers, such as 1) Reading a book or directing students to read a story/enrichment book for 15 minutes before the lesson starts. Students can do this activity in the reading corner in each class. This activity can be done either aloud or silent reading, 2) Providing a collection of non-learning books to support the 15 minute reading activity, 3) Encouraging literacy habits by ensuring the school facilities and infrastructure functioned properly so that they can be used to foster students' interest in reading, 4) Collaborating with other external agencies to add more book collections, develop reading book facilities, etc. 5) Be selective in selecting book collections which are appropriate to the students' ages.



Figure 1 Activities for getting accustomed with SLEEK

Literacy habituation activities is conducted every week through SLEEK through scheduled library visits and habitual reading 15 minutes before or after learning which carried out to familiarize students with literacy and learn from each other together through their experiences. In this case, the habituation carried out is intended to shape their experience and good habits in literacy. According to Febrianita Putri Sholikhah (2018), the reading habit program as the first step in building a society literacy to be understood and implemented by all elements of society, especially schools as stakeholders. As the first step introducing the literacy, reading also becomes the main activity in the success of literacy improvement.

Library visit schedules are also implemented to increase students' interest in reading and optimize cultural literacy. The class teacher plays an important role in achieving this literacy habit. Researchers focuses on SLEEK habituation activities which are varied to make students active and not bored. The parties or partners who play a role in literacy activities are "Mutiara Rindang" and "Wijaba". SLEEK habituation is carried out to foster literacy habits in optimizing cultural literacy. SLEEK activities are also carried out with teacher creativity which aims to increase interest in reading and also optimize elementary school cultural literacy. The schedule for implementing SLEEK activities includes:

The Development Stage of “SLEEK”

At this stage, it serves to increase students' understanding, skills and interest in reading and optimize cultural literacy by varying the methods of literacy activities in various ways. The implementation of literacy activity development at SD Negeri Kedungsolo, Porong District, varies according to the teaching style of class teachers. Researchers provide varied activities in collaboration with class teachers and related parties or partners. For partners "Mutiara Rindang" provides assistance in administering libraries, literacy facilities and financial development for libraries. The next partner is "WIJABA" which lends books for free and alternates and varies every month. This literacy partner is very supportive in this SLEEK activity. Making independent printed books about the values of local wisdom and culture by researchers also makes students become supporters in optimizing cultural literacy in students

At this stage, it functions to increase students' understanding, skills and interest in reading as well as optimizing cultural literacy which is carried out by varying the methods of literacy activities in various ways. The implementation of the development of literacy activities at Kedungsolo State Elementary School, Porong subdistrict varies according to the teaching style of the class teacher. Researcher provides varied activities in collaboration with class teachers and related parties or partners. "Mutiara Rindang" partners provides an assistance in library administration, literacy facilities and financial development for libraries, while "WIJABA", the other partner, lends a variety of books for free every month. This two literacy partners are very supportive of this SLEEK activity. Moreover, a researcher also creates a private used printed books about local wisdom and cultural values by to optimise students' cultural literacy.

In implementing SLEEK, researchers created a schedule to apply literacy by providing activity development so that students were more active and did not get bored in literacy activities. In high grades, the media used and the development of activities are more varied because literacy skills are much higher. They usually use poetry, folk tales, simple rhymes, big books, e-books or flipbooks, interviews with development of activities in the form of reading aloud, reading together, reading silently, through learning videos, writing impressions of simple sentences from the stories read.



Figure 2. Activities to Develop the Implementation of SLEEK
(Reading a local *membacakan cerita daerah*)



Figure 3. Telling a story using Folklore

The literacy activities do not only focus on the purpose of reading. Cultural literacy activities above can give the opportunity for students to explain the culture or local wisdom values that have developed such as regional songs, folklore and traditions. This is done so that each student is able to adapt to their culture and get to know new cultures without leaving their culture. This is in line with Molinsky's (2013) statement. The most recently developed concept is that of global dexterity, which is the capacity to adapt one's behavior to different cultures, to fit into a new culture without giving up one's own personality.

The application of activities carried out during SLEEK activities, namely reading aloud for lower classes (grades 1-3). Reading aloud is intended to determine students' reading abilities and clear pronunciation. This is in line with Maryani (et al., 2017) that reading aloud also trains individuals to have the ability to use pronunciation that is good, correct and in accordance with the reading material, carrying out reading activities without having to look at the reading material, reading using appropriate tone and song intonation precisely and clearly. Through reading aloud activities, teachers will find out the obstacles experienced by students who have difficulty in reading because reading is the main skill that students must master.

Reading is one of the basic skills that students must learn in English at the elementary school level which is the initial reading level considering the other learning tasks that students will be exposed to

during their academic period in elementary school (Enighe & Afangideh, 2018). A story can be read in stages to stimulate curiosity so that students will look forward to this activity the next day. This activity has several very vital roles in improving children's early literacy development. (Goulding, Dickie, & Shuker, 2017)

The reading source for this SLEEK activity utilizes fiction books in the school library. The teacher also wrote a short article about regional origin stories and local culture. This is done so that students know and understand local culture and are able to understand the morals that develop in society in order to shape character and behavior in everyday life. Literacy activities provide many benefits in the long term, as a basis for children's habit of reading. Literacy can have a lasting beneficial effect if properly implemented. Literacy develops over time in a child's life, and parents play a crucial part in a child's literacy development. (Buvaneswari, 2017).



Figure 4. Daily Journal Stories of Student's Work On SLEEK Activities

There are many activities carried out at SLEEK, not only reading, telling stories, watching videos and interviews but also there are products that produced by these activities. This product is a student's story packaged in a student's daily journal. This product is printed in book form like an anthology, but this is the result of children's stories or experiences about the emotions experienced and expressed through writing. In this writing, teachers can also see students' writing abilities and find out students' social and emotional feelings. So, through these emotional expressions teachers can also provide feedback to students in the form of motivation and concern. According to Mcgrath & Noble (2011), students who have an optimum level of well-being have a higher possibility of achieving academic achievement, better physical and health mental, have resilience in dealing with stress and engage in more responsible social behavior.

Literacy activities are able to shape students' character in social life. Literacy regarding culture and local wisdom values leads to good values to improve character. The cultural literacy aspect has begun to be introduced with other aspects, namely character education and cultural development in the 2013 curriculum. Barrette and Paesani (2018) reveal that the definition of cultural literacy also includes understanding language forms and their conversion, how to convey meaning, how to make conclusions/inferences, think critically, reflect on learning, and socio-cultural concern about the actual situation at hand. language and communication.

Conclusion

Several of efforts have been conducted to make students in SDN Kedungsolo, Porong subdistrict get used to reading and encourage literacy, one of them by implementing SLEEK (Students Literacy Week). In developing the literacy movement through SLEEK, the school tries to collaborate with partners, namely the school committee and other parties such as Mutiara Rindang and WIJABA to participate in implementing as well as developing the movement literacy at Kedungsolo State Elementary School, Porong District. Teachers also try to ensure that these activities are not boring by using a variety of learning media, for example by using learning videos and e-books which can make students more enthusiastic about participating in literacy activities. This activity is not only just reading, but it also teaches how to read well, retells the contents of stories, develops courage and confidence in public speaking, and practices social activities through interviews.

Further, this SLEEK activity is not only to optimize the cultural literacy but also to train students' leadership in appearing and being confident in showing their interest and talent in speaking skills. However, researcher in this study only examined a small area within one school. It is expected that future researchers can conduct a wider range of research with more schools' representative.

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