

# Cultural Literacy Management Strategy: Increasing Multicultural Awareness in Primary Schools

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## Abstract

*Purpose:* The aim of this research is to find out about cultural literacy at SD Negeri Wonotolo 3, Sragen Regency, and how it is managed through superior programs to enhance multicultural awareness.

*Methodology:* This research uses a qualitative approach. Data collection techniques include observation, interviews, and documentation.

*Results:* The findings show that cultural literacy management through superior programs at SDN Wonotolo 3 effectively increases multicultural awareness. (1) Planning is carried out by the school's Cultural Team, which formulates objectives and identifies the school's potential. (2) Organizing involves structuring resources and defining roles to implement cultural literacy programs effectively. (3) Monitoring is conducted regularly or irregularly, involving various stakeholders, especially the Culture Team. (4) Obstacles faced include the diversity of student characteristics and limited funding. (5) Implementation of a quality cultural program has resulted in achievements by students, teachers, principals, and the school institution at sub-district, district, provincial, and national levels.

*Applications/Originality/Value:* This study provides insights into how structured cultural literacy programs can foster multicultural awareness in primary schools. It also highlights practical strategies for planning, organizing, and monitoring such initiatives in resource-limited settings.

## Introduction

Elementary school is the foundation for children's development in understanding and appreciating cultural differences. In the midst of the complexity of today's global society, cultural diversity is becoming increasingly important in the context of education. Therefore, effective strategies in cultural literacy management are crucial for building multicultural awareness in elementary schools. Multicultural awareness is a deep understanding of the various cultures that exist around us, as well as an appreciation of the differences and similarities that exist between them. Through multicultural awareness, students can learn to appreciate perspectives, values, and traditions that are different from their own.

Creative culture in education is an effective strategy to improve critical thinking among students in elementary school. Critical thinking is the ability to analyze, evaluate, and make decisions based on the information available. In the context of education, creative culture can help students develop these skills through a variety of activities that allow them to create, innovate, and actively participate in the learning process.

Togetherness is very important for human life. Togetherness cannot be built instantly or quickly but through education or habituation so that children get used to applying the value of togetherness in life. Because together we can make everything easier for us. The formation of togetherness values will indirectly shape a child's character.

The current era is an era of multiculturalism where all society with all its elements is required to depend on each other and bear their fate together in order to create lasting peace. One important part of the consequences of the global order of life which is marked by ethnic, cultural and religious pluralism is building and re-growing egalitarian attitudes in society. The implication of the global multicultural era itself for education is how education can present itself, whether it is able to educate and produce output that has high competitiveness (qualified) or is it actually "barren" in facing the onslaught of various advances in an era full of competition (competitive) in various sectors (Shabilla & Suryarini, 2023). Multiculturalism is an issue that continues to be discussed with the aim of seeking mutual respect and respect in life (Hidayah, 2024).

Whether we realize it or not, elementary school students have now entered the virtual culture zone and even become actors and victims in this mental geographic area. It is no longer something new and surprising that elementary school children in cities, especially in villages, have personal accounts such as Facebook, Instagram, WhatsApp and Telegram so that at any time they can update their status, manipulate pictures, news and post them to the public domain. Elementary school students are able to describe themselves freely with anyone, feel ok, great, famous and compete to collect as many friends as possible on social media (Hermanto et al., 2021).

Strategy can be interpreted as a method or effort that is created and designed to anticipate a process that will be implemented with the aim of achieving that goal desired. In the learning process, of course, strategies are also very necessary help make the learning process successful in achieving goals. A learning strategy is a concept or outline for carrying out actions in a learning process to achieve predetermined goals (Syahrial, Kurniawan, Alirmansyah, & Alazi, 2019).

Strategy is an overall approach related to ideas, planning and execution of an activity within a certain period of time. In a good strategy there is coordination of work teams, the theme is identifying supporting factors in accordance with the principles of implementing ideas rationally, efficiency in funding and having tactics to achieve goals effectively.

Cultural and civic literacy is very important to save and develop local, national culture in society. Cultural literacy and Citizenship can not only be used in schools and communities, even cultural literacy and citizenship is able to build the identity of Indonesian society. Next is literacy Cultural and civic literacy is very important and needed in the 21st century and beyond entering the era of Industrial Revolution 4.0. in Indonesia which consists of various ethnic groups, language, and religion or belief and social status. As part of the world community and the development of globalization has become very important to have the ability to accept, adapt and act wisely.

Cultural literacy management includes efforts to develop reading, writing and comprehension skills that involve various aspects of culture. This not only includes language, but also aspects such as traditions, norms, beliefs and values contained in a particular culture. Cultural literacy itself is really needed as a basis for introducing culture and the cultural learning process of society. By developing cultural literacy, the next generation will be built who has a spirit and character in accordance with the nation's cultural values (Diba Catur Putri & Nurhasanah, 2023). Cultural Literacy is a reflection of Indonesian culture and human nature which originates from the values of existing entities. For this reason, the younger generation, especially elementary school students, must know and understand the cultural values of the nation.

Through ethnoscience-based learning that integrates local culture local people in the learning process will be able to foster cultural literacy and citizenship. Through this learning students will be able to recognize, apply, and improve cultural literacy skills and civic literacy in a sustainable manner in the family, school and community environment. Furthermore, the results of this research can be become a reference for teachers in other schools to develop learning-based learning ethnoscience as an effort to increase cultural literacy and civic literacy in schools each.

This research focuses on teacher strategies, such as the use of cross-cultural stories and group projects, which prove their effectiveness in increasing students' multicultural awareness. Research also emphasizes the important role of teachers in creating an inclusive classroom environment (Kusuma & Sari, 2023). The research above shows that the integration of multicultural values in the curriculum, the use of contextual learning methods, cultural project-based activities, and teacher training are the main strategies in building multicultural awareness in elementary schools. This approach not only increases students' understanding of cultural literacy but also strengthens attitudes of mutual respect and appreciation for diversity.

This research studies elementary schools that have successfully implemented cultural literacy programs through structured management, involving collaboration with parents, teachers and the community. Research highlights the importance of systemic support for the sustainability of the program (Laila, Atnawi, & Munib, 2023). This article helped me in analyzing the program that I want to implement.

## **Method**

### ***Type and Design***

This type of research is qualitative research using in-dept interview techniques or in-depth interviews. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). Qualitative research views the reality of *sisuak* as holistic/whole, complex, dynamic, full of meaning and the relationship between symptoms is interactive (reciprocal). Qualitative research produces descriptive data in the form of writing about people or people's words and their apparent or visible behavior (Mauliddiyah, 2021).

### ***Data and Data Sources***

This research requires in-depth and comprehensive observations expressed in the form of words and documents. This research will reveal in depth and comprehensively what is expressed in the form of words and documents. This research will reveal in depth the role and responsibilities of school principals in effective strategies in cultural literacy management: increasing multicultural awareness.

### ***Data Collection Technique***

Data collection techniques are methods used by the author to collect data from objects. In this study, the authors used passive observation, in-depth interviews, and documentation as instruments used to collect data.

## **Data Validity**

The author uses data source triangulation and method triangulation. Triangulation is done by obtaining data from one data source to compare with data from other sources. While the triangulation of this research method uses the same process on one problem and one source. This triangulation research uses interviews, observation, and documentation.

## **Data Analysis**

The data analysis techniques used are data collection, data reduction, data presentation, and conclusion drawing. At the data collection stage, the author looks for the required data related to the research until the data is sufficient to be analyzed. In data reduction, the author simplifies the raw data by selecting, focusing, and validating it into meaningful information. Meanwhile, in data presentation, the author collects information that is systematically arranged and easy to understand. Finally, the author summarizes the data that has been collected and compares it with one another to answer the existing problems.

## **Result and Discussion**

Education is a pillar that is tasked with preparing human resources with character and achievement. One of the quality culture programs is the literacy movement. Because with this literacy will bring the nation's generations to continue to have knowledge and gain various kinds of insights. Schools become institutions that consist of various aspects of elements including principals, teachers, education personnel, students and stakeholders. A school management to achieve goals depends on the spirit and habituation of cooperation between teachers and students.

The implementation of multicultural education is considered a very appropriate step in shaping the ability of society to live in diversity and develop a sense of tolerance and mutual respect among each other. This approach will emphasize the introduction, appreciation, and appreciation of the diversity of cultures, ethnicities, and religions that exist in society. Through multicultural education, it has the main goal of forming attitudes and skills that enable individuals and communities to jointly create an inclusive and harmonious (Yonanda et al., 2024)Based on the results of the study using observations through the teacher's strategy steps that the researcher has described, it can be explained that the teacher's strategy in teaching the values of togetherness and respecting each other both in religious and cultural values, the method used by the teacher to foster cultural values and togetherness through karawitan art learning activities that have been developing for 2 years at SD Wonoloto 3.

Strategies used by teachers in implementing values of togetherness and cultural values in learning through an approach that involves components that exist in schools and in society.

- 1) Integration in Teaching and Learning Activities
  - Integration of Character Values in the curriculum: In every learning activity carried out, teachers insert values of togetherness and cultural values about mutual respect and appreciation for each other.
  - Contextual Learning: Teachers link cultural values and values of togetherness with the daily lives of students so that they are more relevant and easily understood by students.
- 2) Exemplary Teachers and Educators
  - Teachers must be able to be role models for students in implementing cultural values and values of togetherness.
  - Building a school culture where all staff and teachers practice cultural values and togetherness in daily interactions
- 3) Cooperation with parents and the Community around the school
  - Communicating with parents: Schools must involve parents in the process of strengthening values of togetherness and cultural values by holding regular meetings and socialization related to the values taught by the school.
  - Collaborative Program: Schools involve local communities and community leaders to participate in school activities, such as training that supports the development of student culture.
- 4) Supportive school environment
  - Building a positive culture: Creating a school environment that supports the implementation of cultural values and values of togetherness.
  - Facilities and infrastructure: Providing facilities that support cultural value activities and cultural values such as prayer rooms, places to gather for discussion.
- 5) Periodic Monitoring and Evaluation
  - Conducting periodic evaluations to measure the success of cultural programs
  - Involving all components of the school, including students, in evaluations to identify aspects that need to be fixed or improved.

By implementing the strategies above, Elementary Schools can comprehensively enhance cultural values and ensure that students have a strong foundation to grow and become individuals who respect and honor each other.

The results of the meeting in the form of a school program plan as material for an open meeting with the school committee and parents. SDN Wontolo 3 in the context of planning a cultural literacy quality program, there is special assistance in its preparation. The purpose of assistance in the preparation and planning of the school literacy quality culture program is to help finalize the school program to be more systematic and focused. The planning of the school quality culture program with the cultural literacy program at SDN Wonoloto 3 after being coordinated through a meeting between the school, school committee, and representatives of the parent communication forum and several community leaders was then finalized. The finalization of the results of the school program planning meeting in the form of cultural literacy with a superior program to increase multicultural awareness, is manifested in the form of a school cultural portfolio document. SDN Wonotolo 3 is very concerned with cultural literacy. The school policy implemented at SDN Wonotolo 3 is not merely the result of internal coordination between the school, but also involves the school committee and community leaders.

Planning is a process in achieving predetermined goals, thus SDN Wonotolo 3 has a plan with the School Culture Team which has the task of formulating goals and determining the potentials owned by the school (Syahrial et al., 2019). Planning is a very important initial step to ensure that the cultural literacy of the flagship program to increase multicultural awareness is designed systematically and strategically. Aims to create cultural awareness, strengthen multicultural values, and improve intercultural interaction skills in society.

Literacy management at SDN Wonotolo 3 in terms of planning is as follows: 1) The school implements the determination of cultural literacy goals, 2) the formation of a school cultural literacy team that is integrated in the development of the school library, 3) has a target for the school cultural literacy program, 4) has a schedule of activities, 5) all communities are involved in activities, 6) collaborate with community leaders and related agencies, 7) sustainability of the cultural literacy program. The results of the research that has been carried out in terms of the aspect of cultural literacy goals with superior programs to increase multicultural awareness, the target of cultural literacy of students. Regarding the purpose of implementing cultural literacy is to increase multicultural awareness.

Organizing is the process of arranging the resources, structures, and roles needed to carry out cultural literacy with flagship programs to increase multicultural awareness effectively. The purpose of this organization is to ensure that cultural literacy activities with flagship programs to increase multicultural awareness can be implemented well, and can involve various competent parties, and achieve the targets that have been set.

Regarding supervision of cultural literacy with the flagship program of increasing multicultural awareness implemented at SDN Wonotolo 3, it is carried out on a scheduled or unscheduled basis by involving various parties. The Cultural Team at SDN Wonotolo 3, in addition to collaborating with the school committee, also collaborates with various related cultural agencies or offices. Supervision is one of the things that is useful as a tool for evaluating programs. Supervision is a way to measure implementation with various objectives, determine various causes of deviations and take various corrective actions (Ritaudin, 2021) This supervision itself aims to ensure that students truly understand, appreciate and practice cultural values inclusively and harmoniously.

The implementation of cultural literacy with a superior program to increase awareness of multiculturalism at SDN Wonotolo 3 is supported by several factors, including: 1) Strong commitment to schools and teachers to make cultural literacy a success in dealing with the diverse characteristics of students. 2) Cooperation and communication of the school's cultural team in the process of planning, organizing, implementing, and supervising cultural literacy management. 3) Responsibility of each cultural team, 4) Openness or transparency of SDN Wonotolo 3 in receiving criticism and suggestions from various parties for the cultural literacy program with a superior program to increase awareness of multiculturalism.

In the implementation of cultural literacy with a program to increase multicultural awareness at SDN Wonotolo 3, it is hampered by several factors: 1) Lack of resources, 2) Lack of understanding and awareness among staff and students, 3) Limited relevant learning materials, 4) The majority of students come from the same cultural background. The implementation of cultural literacy with a superior program to increase awareness at SDN Wonotolo 3 is also marked by several achievements or successes that have been achieved by students, teachers and principals both at the sub-district, district or provincial levels.

The achievements are in the form of achievements in academic and non-academic fields. One of the achievements is the macapat competition at the district level. SDN Wonotolo 3 has implemented karawitan and macapat extracurricular activities in increasing multicultural awareness. Another improvement is that students have begun to understand the importance of cultural diversity, they are able to recognize and appreciate cultural differences in the surrounding environment. The school successfully organizes multicultural activities or events regularly, such as cultural festivals and art performances. The school successfully develops or uses teaching materials that are more inclusive and reflect cultural diversity.

## Conclusion

Implementation of Multicultural Education Programs

(a) Education is a key component in developing diverse and enriching human re-sources.

- (b) Multicultural education programs are a reflection of this, aiming to create a harmonious and inclusive society.
- (c) The implementation of multicultural education aims to foster understanding, respect, and appreciation for the diversity, ethnicity, and culture of society.
- (d) Strategy for Implementing Cultural Values in Education
- (e) Integrating Cultural Values in Education: Teachers should provide information about cultural values and cultural values in all learning activities.
- (f) Role Model: Teachers should be role models for students in expressing cultural values and cultural values.
- (g) Collaborative Work: Schools should collaborate with local communities and community members to participate in school activities.
- (h) Positive School Environment: Schools should create a positive environment that supports cultural values and cultural values.
- (i) Infrastructure: Schools should provide facilities that support cultural activities and values.
- (j) Regular Evaluation and Assessment: Periodic evaluations are conducted to ensure the success of cultural programs.
- (k) Implementing this strategy can help schools improve cultural values and make students feel valued and respected.

The success of the school's cultural literacy program cannot be separated from the cooperation of the school committee and support from the surrounding community.

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