



## Pantun as Local Cultural Literation Media for Elementary School Students in Indonesia

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### Abstrak

Seiring waktu, budaya lokal dilupakan. Banyak siswa yang tidak tertarik dengan budaya mereka. Oleh karena itu tujuan dari penelitian ini adalah menganalisis integrasi pantun sebagai media literasi budaya lokal siswa sekolah dasar. Penelitian ini bersifat kualitatif dan menggunakan metode studi literatur. Penelitian ini dilakukan dengan mencari jurnal dari jurnal pendidikan sains, mesin pencari sciencedirect dan kata kunci lain pantun, literasi budaya lokal, literasi media, dan puisi menghasilkan 2.855 artikel. Berasal dari sciencedirect, ERIC, dan pendidikan sains Indonesia. Melalui proses di atas, sepuluh artikel yang sesuai diperoleh. Kemudian menganalisis, dan diekstraksi. Penelitian ini juga menggunakan instrumen wawancara dan observasi di dua sekolah dasar. Subyek penelitian ini adalah siswa dan guru sekolah dasar. Kajian ini menyimpulkan bahwa pantun dapat digunakan untuk meningkatkan literasi budaya lokal siswa karena mudah diingat, mudah diberi nama, dan dapat diproduksi sebagai branding yang dapat dimuat dalam spanduk, poster, flash card, dan media cetak lainnya yang dapat dipajang di koridor sekolah, kelas, taman, alun-alun, dan dimana saja yang dapat disesuaikan dengan isi pantun.

**Kata kunci:** Pantun, Budaya Lokal, Literasi Budaya

### Abstract

Over time, local cultures are forgotten. Many students don't have interest to their culture. Therefore, the goal of this study is to analyze integration of *pantun* as local cultural literation media for elementary school students. The research is qualitative and uses the literature study method. This study was carried out by searching journals from the science education journal, ScienceDirect search engine and other keywords *pantun*, local cultural literacy, media literacy, and poem resulted in 2.855 articles. Derived from ScienceDirect, ERIC, and Indonesian science education. Through above process, ten appropriate articles were obtained. Then analyze, and extracted. This study also uses interview and observation instrument in two elementary schools. The subject of this researches are elementary school's students and teachers. This study conclude that *pantun* can be used to improving local cultural literacy students because it is easy to remember, easy to be named, and it can be produced as a branding that can be loaded in banners, posters, flash cards, and other printing media that can be displayed in school corridors, class, gardens, squares, and anywhere that can be adapted to the content of *pantun*.

**Keywords:** *Pantun*, Local Culture, Cultural Literacy

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## 1. INTRODUCTION

Each contry seeks to instill character values and increase student literacy through learning language and literature by reformulating and compiling its curriculum according to the educational needs and goals to be achieve (Ramadoni et al., 2019; Zaenab et al., 2020). Natural language is the most potent form of communication. Every country have a different language curriculum depend on their need and characteristic (Cer, 2018; Hussen Maulud et al., 2021). The Indonesian primary school also has bahasa Indonesia as subject matter. One of basic competence of this subject matter is *pantun* as literature in Indonesian culture. Indonesia has many types of *pantun*, each region in Indonesia has its unique feature of the *pantun* with its local style and language (Fimansyah & Kumalasari, 2015; Yulianto, 2016). There are many eralier researcher was done on the use of *pantun* as an educational media.

One of the studies titled is *Pantun Banjar* as a media of character education. In the study explained that the *pantun* has many values that can better shape the human character (Yulianto, 2016). Based on the statement, it is understandable that the *pantun* can be used as a media to form human habit for the better, starting from forming these habits to becoming a good culture.

Media is needed to sustain the growth of the curriculum. *Pantun* as one of media that can be used to improve cultural literacy through *pantun*. Through the *pantun* based on cultural literacy can add to students' knowledge, understanding, and stereotypes of behaving to social issues, phenomena around, and cultural issues. Students were not interested in material, so teachers have to create and develop media (Hadi et al., 2022; Yue, 2019). Media education through forming media literacy and its components: media knowledge, media abilities and media attitudes can be realized in teaching any language (Khlyzova, 2019; Mphasha, 2022). But, unfortunately almost there is no teaching and learning material or educational media that use *pantun* on contextual in school circles.

Based on the observations conducted by researchers at Rawamangun 05 and Laboratorium PGSD UNJ elementary school that have been found that there is already a lot of media literacy, but there is little that there is not even cult-based *pantun*. After an interview with the class teacher, it was discovered that there were no media or teaching materials to facilitate students to have good cultural literacy. This study will fill the problem gap in facilitating students in elementary schools to restore the existence of *pantun* as part of Indonesian culture and see the integration of *pantun* as cultural literacy media for elementary school students in Indonesia. So based on the background, this study will developing conceptual model's *pantun* based on cultural literacy.

*Pantun* can be used as media literacy in school environment that can be implemented on posters, books, banners, wall magazine, and etcetra that can be included in various places according to context and content, especially according to cultural literacy (Kangiden et al., 2017; Purnama, 2021). Indonesia has still a low literacy reach In 2000, in terms of literacy, Indonesia was ranked 39th out of 41 countries; 2003 it was ranked 39 out of 40 countries; in 2006 ranked 48th out of 56 countries; in 2009 ranked 57th out of 65 countries; in 2015 there were 69 out of 76 countries (Kartikasari & Nuryasana, 2022; Sobirin & Susapti, 2019). The low literacy ability of the society will have an impact on the quality of human resources. It mean if a society has a good literacy, the quality of their life in it is also good (Hidayah et al., 2021; Priyambodo & Maryati, 2019). *Pantun* as Indonesian literature contains guidance for life, including social and cultural life. Therefore, *pantun* is a condition for cultural literacy.

Cultural literacy is one of the most important things in this 21st century. In this era, globalization being one of factor to spread of many foreign cultures (Simamora et al., 2019; Sobirin & Susapti, 2019). Besides that, it is also very easy to access information from all over the world. With the vast amount of information readily available online, not to mention the gaining popularity and use of social media platforms and the rampant proliferation of alternative facts and news fabrication that affects decision-making, it is indeed empirical for everyone to be media and information literate (Manabat, 2021; Setiani et al., 2021).

Responding to the emergence of a negative culture, in terms of mentality or morality, reconstruct offer educational curriculum would be an alternative solution. Either through the strengthening of local culture that reflects the greatness of human values or eastern culture, and curriculum offer honesty and anti-corruption, as well as the internalization of values or affective education in any subject matter, especially at the unit level education from elementary school through high school, which is a phase principal-psychological phase in mental and spiritual formation of students (Fajrussalam et al., 2020; Qasim et al., 2019). Schools as the primary means of shaping the character of students need to plan programs that lead to literacy culture as a solution to the problem. Teaching and learning activities that have

been carried out can be said that there are still few learning materials that are associated with local wisdom, this is because teaching materials that are directly integrated with local potential or local wisdom are not available (Getahun, 2019; Nahak, 2019). Literature study such as poem, rhymes or *pantun* also can optimize child's language and emotional development (Asrial et al., 2021; Wang et al., 2021).

Based on the problem, that is why this research "*pantun* as a local literation media for elementary school students in Indonesia" is vital. *Pantun* as a local wisdom holds a wealth of moral and education values, so it is important to studied and develop (Johnson-Laird & Oatley, 2022; Suryanti et al., 2020). Besides that, through the *pantun* we can make it being one of local literation media to building character of children and elementary school students. *Pantun* can be the solution of moral and cultural degradation problem in Indonesia. Researcher have reviewed literature on the function and benefit of *pantun*. It can be develop and implemented in character formation. Hence, this study aims at knowing the integration of the *pantun* as a media literation for elementary school students in Indonesia.

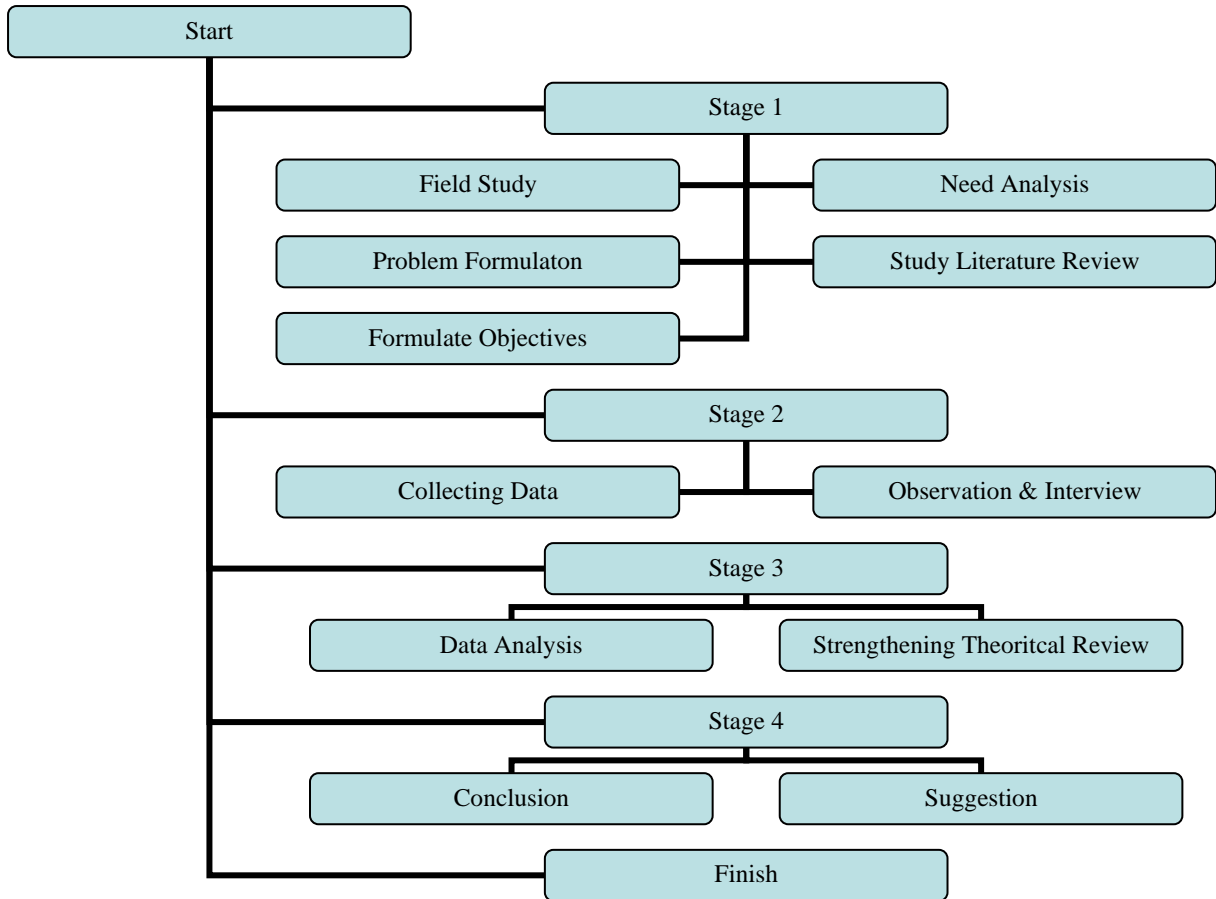
This research will discuss the importance of learning *pantun* for children, especially elementary school students. Therefore, this study will analyze the role and benefits of *pantun* which are then used as a medium in instilling various values, especially in increasing cultural literacy. It also will see the integration of *pantun* as local cultural literacy media for elementary school students. However, this research reveals from the literature review conducted that the interest in learning and implementing learning in *pantun* material for elementary school students in Indonesia is low, as is the literacy rating. It turns out that not only in Indonesia, other countries are also experiencing the same thing, fighting for the inculcation of values and increasing literacy in their students through learning literature.

## 2. METHODS

This study is library research. Study literature review as qualitative approach is used as Method in this paper. Study literature is a study to collecting data or some scientific literature with specific research objects that were relevant from previous studies as source of data. Elementary school observations and interviews are also conducted for detailed information in the field. The data were collected by two instruments which were observations and interviews at Rawamangun 05 elementary school, East Jakarta for 20 students, and PGSD UNJ laboratory elementary school, South Jakarta for 10 students. The reserach workflow is shown in Figure 1.

The purpose of this study literature is to get the basis of the theory that could support the problem solving being investigated and revealing a variety of theories that relevant to the case, this study will discuss about *pantun* as local cultural literation media for elementary school students in Indonesia. This data from study literature was obtained from national and international articles of journals, books, thesis that has been published in the 2016 – 2021. This research conducted a search for library data published on the internet using search engine uses keyword to *pantun*, poem, cultural literacy, local content cultural, media literacy for national and international journals.

After searching for and reviewing literature reviews to strengthen the topic and direction of the research, the researcher went to the field to strengthen the data through observation and interviews. When when observing, researchers use journals or field notes without formats because they are flexible, situational and conditional. Meanwhile when interview, researcher use an interview guideline. The instruments for interviews are show in Table 1.



**Figure 1.** The Diagram of The Research Flowchart

**Table 1.** Interview Guideline

Indicators	
Cultural Literacy	Learning Process
Avalilability of Leaning Media	Learning Method
Expectation	Barriers and Constraints that usually occur in the learning Process

Observations and interviews were collected, the literature review was carried out again with the following steps: 1) the data reduction of throwing away unnecessary thing and focusing on important ones; 2) the data exposure, which is to outline data presented by a subsection; 3) draw conclusion from new discoveries that have never before existed results and discussions.

### 3. RESULTS AND DISCUSSION

#### Results

This observations and interviews conducted researchers at Rawamangun 05 Elementary School and PGSD UNJ Laboratory Elementary School found that there is already a lot of media literacy, but there is still very little that even the *pantun* has yet to be culturally based media. After the interview with the class teacher, it was discovered that there were no media or teaching materials to facilitate students' ti gave a good cultural literacy. During the time, cultural literacy efforts have been done only in the form of invitations and in addition,

after observing and testing of students, have been noticed that cultural literacy in students as well still low.

The discussed several journals associated with *pantun* as media local cultural literature. As for the results of the few journals that have been complied listed in [Table 2](#).

**Table 2. Compiling Articles/Journals for Analysis**

No.	Research Title	Year	Aim	Method	Result
1.	<i>Pantun Banjar as media character education</i>	2016	Knowing role of <i>pantun Banjar</i> in the interject values of character education	Descriptive qualitative	Values that positive characters in the <i>pantun</i> are known, that is how to avoid the wrong way, diligence in religious science, no lazy, and care to environment.
2.	<i>Nilai-Nilai Kearifan Lokal untuk Mengembangkan Literasi Budaya di Sekolah Dasar</i>	2018	Uncovering and apply value of local wisdom that contained on a religiobal song especially the song of Minang's song inside the cultural literacy in elementary school.	Ethnography method	This research explain that the learning step is done by combining and inserting local wisdom values as cultural literacy tools by way: 1) appreciation; 2) imitate the song; 3) expressing the song; 4) identify and understand the value of local wisdom; and 5) implement the local wisdom values
3.	Cultural Literacy in Lesson Plan of Primary School	2018	This research is aimed at examining literacy inner culture lesson plan elementary school in grade IV to VI	qualitative content analysis	The results of this study reveal aspect of the culture of learning, attitudes, and values presented in the rencaria of IV through VI class. Cultural aspects may arise in basic competence. Attainment indicator competence, goals learning, and learning method.
4.	Cultural Literacy Building of Primary School Students as Basic Concept	2018	Presents some explanations relate to the concept basic, urgency, measures cultural literacy development and waht forms of programs can be	literature review methods	Any several stages in developing such literacy is expansion, development and application. It is later followed through with creating literacy programs such as : literacy zones, journal literacy, competition

No.	Research Title	Year	Aim	Method	Result
5.	Building Cultural Literacy through the Pattiangalong Boat Library	2019	done in support of ;iteracy culture in elementary school.  Analyzing challenges and greater opportunities of the Pattingalloang boat library in developing cultural literacy.	Descriptive qualitative	cultural literacy, and government literacy tours and schools can hold hands focus in buolding and program succession. The results concluded that firstly the Indonesian people have an interest in reading but the media to support it is still very limited. Secondly, the Pattingalloang Library Boat was presented due to two reasons namely literacy culture and cultural literacy. The last was the Pattingalloang library boat became a means of evidence of community contributions in developing literacy. The results showed that the actor implementing the learning process independently and collectively preserved and developed culture. It is realised there is a need for cultural literacy education that can be applied directly in cultural activities related to regeneration, curriculum, trainer and competence in marketing arts and culture. A meaningful education process can be done as an act of development to manage arts and cultural community
6.	Learning Process and Experiential Based Cultural Literacy Education Needs	2019	to understand the process of learning and cultural literacy education needs based on experienced arts and cultural actors.	case study with qualitative approach	Efforts to protect and preseve Indonesian culture can be done in two ways, they are;
7.	Effort to Preserve Indonesian Culture in the	2019	to describe the efforts to maintain Indonesia culture	literature review	

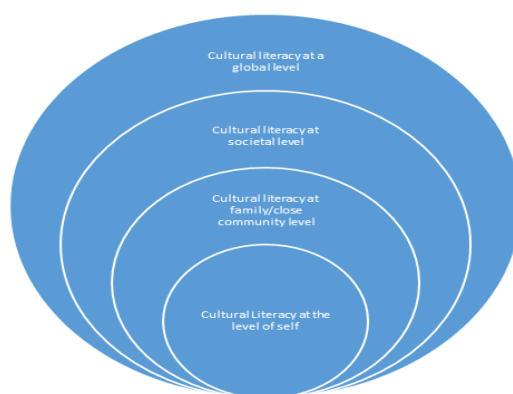
No.	Research Title	Year	Aim	Method	Result
8.	Era of Globalization  Pathways Indra Congress: Cultural Literacy for Social Change	2020	in the era of globalization. analyses how themes of diversity and local and personal narratives intersect with critical cultural diversity.	Descriptive qualitative	Culture Experience and Culture Knowledge. Indra congress cultivate a critical vultural diversity space, which is an important concept to included in the multiasset setting, to simulate and interrogate the social changes of issues.  The resulting conceptual framework involves the role of the media and the state in continuing the ideas from the concept of globalization. The media will be able to form a symbol in society, and this symbol will become a common understanding for the community. Besides, globalization will facilitate the spread of the formation of this symbolization. Meanwhile, the state can encourage the construction of cultural identities that will also develop in society. The two concepts will be mutually sustainable in people's lives
9.	An Inquiry to Globalization and Cultural Identity: A Search for a Conceptual Framework	2021	to understand the concept of globalization and cultural identity.	systematic literature review	Research : shows the syllable neural language model can be generalized to English, thus proving its potential application to other languages, even languages that have loose hyphen rules.
10.	Syllable Neural Language Models for English Poem Generation	2021	To propose a neuron-based model on poem, and rhyme matter on English Literature study	quantitative	the use of rhyming dictionaries and lateral thinking effective in improving the results of
11.	<i>Inovasi Pembelajaran Pantun Berbasis Kearifan Lokal</i>	2021	to test the effectiveness of an innovation of learning based	quasi experiment with one group	



No.	Research Title	Year	Aim	Method	Result
			on local wisdom pantun namely by using a dictionary of courses.	pretest posttest design of model	writing local wisdom- based pantun learning in grade V students of SD Negeri 331 Borongtellu, because the t-count /empirical value is greater than the table/ theoretical t-value (14.27>1.6709).

Based on systematic literature review as shown in Table 2, it can be concluded that cultural literacy can be enhanced by capitalizing on the *pantun* by introducing local wisdom values and character education. There is a learning step for combining and inserting local wisdom values as cultural literacy tools in a way: (1) appreciation; (2) imitate the song; (3) expressing the song; (4) identify and understand the value of local wisdom; and (5) implement the local wisdom values. To build cultural literacy, cultural aspects can be relied upon in basic competence, competence attainment indicators, the purposes of learning, and the method of learning on the learning plan. Creating literacy programs such as : literacy zones, journal literacy, competition cultural literacy, and government literacy tours and schools can hold hands focus in building and program succession.

Efforts to protect and preserve Indonesian culture can be done in two ways, they are; Culture Experience and Culture Knowledge. The media and state have contributed significantly to the development of local cultural identities, that is shaped from the phenomenon of globalization itself. Innovation in disreading can be achieved in various ways, such as bookmaking, literacy, and so forth according to the conditions and circumstance of the learning environment. Cultural literacy and the *pantun* have an interdependent relationship, the better the cultural literacy, the better the ability to write the coastline, as well instead. Cultural literacy has to build step by step from the self to the world as shown in Figure 2.



**Figure 2.** Graphic Expression of Cultural Literacy Levels from the Self to The World

The main finding of this research is on the development and benefit of the *pantun* as local cultural literacy media for elementary school students in Indonesia. Apart from being able to stimulate and increase students cultural literacy, *pantun* can be used to condition classes, admonish or remind students, praise classes and students, and so on. The forms of developing and implementing *pantun* as local cultural literacy media are 1.) The *pantun* is used as song lyrics. It can be used because there are so many traditional songs in Indonesia



use *pantun* in the lyrics. We can modified the lyrics according our aim in the classroom. This can be used when apperception or class conditioning. 2.) *Pantun* is used in posters, *Pantun* can be used to convey messages of advice, solicitation, even satire to follow school rules conveyed through posters and banners.

## **Discussion**

*Pantun* as local cultural literation media for elementary school students in Indonesia Apart from being able to stimulate and increase students cultural literacy, *pantun* can be used to condition classes, admonish or remind students, praise classes and students, and so on. *Pantun* is used as song lyrics and it is used in posters. Therefore, *pantun* must be considered at school and in class. *Pantun* can be used in lyrics and posters to make it easier for elementary school students to understand and appreciate it (Purnama, 2021; Rasi et al., 2019). *Pantun* also needs to be included in the curriculum as media, and material, or habituation, because having an ideal curriculum material that is aligned with the aim of instruction is important (Fimansyah & Kumalasari, 2015; Usman & Anwar, 2021).

Cultural literacy is an important concept to consider in the world today, as a requirement for understanding and participation in “culture” in a flexible manner. In a world where there is increasing cultural “warfare”, the concept of “culture” is challenging to define (Ngema & Lange, 2020; Preeti, 2014). Cultural literacy is a competence which contributes to habit, learning, attitude, communication and value (Desyandri, 2018; Simamora et al., 2019). In this globalization era we can see and adapt everything easily. The state and the media have a significant share in the development of the cultural identity of local communities. The interaction between globalization and cultural identity is indeed quite problematic, and this is beyond doubt. The interactions' results do not seem to be counted accurately, and the results can be good or bad (Rosida & Azwar, 2021; Sarungu, 2021). In twenty first century learning student need to has foundational literacies, such as: writing and reading literacy, numeracy, scientific literacy, information communication and technology Literacy, financial literacy, and cultural and civic literacy (Desyandri, 2018; Shliakhovchuk, 2021). One of the essential tasks of educators and institutions at all levels is to develop, promote and enhance cultural literacy.

In the context of building cultural literacy, the learning process ideally pays attention to educational needs in order to obtain the right abilities in developing arts and culture (Tohani et al., 2019; Yorio et al., 2019). *Pantun* can be used as education content and as media education In the context of building cultural literacy, the learning process ideally pays attention to educational needs in order to obtain the right abilities in developing arts and culture. in school environment that can be implemented on posters, books, banners, wall magazine, and etcetra that can be included in various places according to context and content, especially according to cultural literacy. Cultural literacy is way to look at social and cultural issues especially at the issue of change and mobility. Indonesia has still a low literation reach (Nahak, 2019; Yildiz, 2020).

Responding to the emergence of a negative culture, in terms of mentality or morality, reconstruct offer educational curriculum would be an alternative solution. Either through the strengthening of local culture that reflects the greatness of human values or eastern culture, and curriculum offer honesty and anti-corruption, as well as the internalization of values or affective education in any subject matter, especially at the unit level education from elementary school through high school, which is a phase principal-psychological phase in mental and spiritual formation of students (Khotimah et al., 2018; Tholani, 2013).

Media is needed to sustain the growth of the curriculum. *Pantun* as one of media that can be used to improve literacy is through *pantun*. *Pantun* is an old Indonesian original Malay poem. It has term of the following : 1) has four lines, 2) each row consists of 8 – 12

syllables, 3) the first two rows are called as *sampiran* and the next two are called as the content of *pantun*, 4) *pantun* is a matter of the final rhyme with pattern a-b-a-b (Kangiden et al., 2017). *Pantun* as one of these Indonesian literary arts can be pampered as a media which could enhance the elementary school student cultural literacy. *Pantun* can stimulate and draw student's attention so that students can read and remember the message being delivered. There are interpretation about nature, social, and culture too in *pantun* (Hussain et al., 2021; Yulianto, 2016).

Through the *pantun* as cultural literacy media can add to students' knowledge, understanding, and stereotypes of behaving to social issues, phenomena around, and cultural issues. Media education through forming media literacy and its components: media knowledge, media abilities and media attitudes can be realized in teaching any language (Khlyzova, 2019; Qasim et al., 2019). Even media literacy skills can help to contain the potential detrimental effects of food promotions on children's health. Of course media literacy also can help students in their life. But, unfortunately almost there is no teaching and learning material or educational media that use *pantun* on contextual in school circles. Education based on cultural literacy can guide students to know their culture and building student's character too (Amalia & Wuryandani, 2020; Naderer, 2021).

There is relevant research that previously explained the learning steps done by combining and inserting local wisdom value as cultural literacy tools in a way: (1) Appreciation; (2) Follow the song; (3) Expressing a song; (4) identifying and understanding the meaning of local wisdom's value; and (5) implementing local wisdom values (Desyandri, 2018). There are previous researchers explained about *pantun* as media : *pantun* is artists that memorize the value, norms, philosophy, and the shape, structure, and content of Malay people. The *pantun* contains the possible value of positive character, its abstaining sin, its industriousness in religion, no laziness, and care to environment (Yulianto, 2016).

The materials, learning approaches, and media used in elementary schools today have not been fully developed, and have not been integrated and fortified with cultural literacy. This study will fill the problem gap in facilitating students in elementary schools to restore the existence of *pantun* as part of Indonesian culture and resources that can be used as a media based on cultural literacy. So based on the background, this study will develop conceptual models *pantun* based on cultural literacy. The novelty form of scientific works in this writing with other scientific works is in the development of the *pantun* so that is not only for entertaining, part of tradition and culture, but it is also implementing educational media based on cultural literacy 21st century. Based on the study result, the basis for the formulation of the problem in this study is how the conceptual model of *pantun* based on cultural literacy.

This research can open insights and motivate teachers to be able to implement and develop *pantun* learning. *Pantun* that is used based on local cultural literacy has many more values. Apart from preserving local culture, *pantun* can shape character and cultivate positive values in schools. *Pantun* can also be used as media in conveying messages and information that students can understand more easily. This research is still limited. There are still many things that need to be studied further. One of them is the development of concrete media that can be used as a reference for *pantun* as media based on local cultural literacy. This study requires further study and research to strengthen and enhance the scientific resources in this field because there is a scope available, of course. Starting with how *pantun* affects the development of children, the existence and development of the *pantun* over time, factors affecting the development of *pantun*, the development of the dissonant media and much more can be studied and developed by subsequent researchers.

#### 4. CONCLUSION

The *pantun* can become a cultural literacy medium in elementary school. To tap into cultural literacy, it is necessary to pay attention to the cintests and sampans of cultural values and foresight. In addition to incorporating it into the learning plan, the *pantun* can also be included in a variety of media that can be show to students, such as on posters, wall magazines, books and so forth. The *pantun* plays a role in improving student cultural literacy, as it contains many cultural values. In additions the *pantun* itself has become part of indonesian culture and tradition. The cultural literacy needs to be properly shared with indonesian children, so that they are able to understand and behave and appropriately respond to new issues.

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