

The Effectiveness of Cultural Literacy and Citizenship through Staging Creativity against Global Diversity Characters of Elementary School Students

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Abstrak

Penelitian ini dilatarbelakangi oleh menurunnya karakter keberagaman global siswa serta kurangnya optimalisasi penerapannya di sekolah dasar. Penelitian ini bertujuan untuk menganalisis efektivitas literasi budaya dan kewarganegaraan melalui pertunjukan kreativitas dalam meningkatkan karakter keberagaman global siswa di sekolah dasar. Metode yang digunakan dalam penelitian ini adalah metode eksperimen semu dengan desain kelompok kontrol non-ekuivalen menggunakan kelas eksperimen dan kelas kontrol. Teknik analisis data dalam penelitian ini menggunakan analisis deskriptif dan uji prasyarat yaitu uji normalitas dan uji homogenitas. Selanjutnya dilakukan pengujian hipotesis dengan uji Independent Sample T-Test dan analisis data N-Gain. Hasil penelitian ini menunjukkan bahwa penerapan literasi budaya dan kewarganegaraan melalui pertunjukan kreatif efektif meningkatkan karakter keberagaman global siswa kelas V sekolah dasar. Terdapat perbedaan efektifitas yang signifikan antara kelompok eksperimen dan kelompok kontrol terhadap karakter keragaman global siswa kelas V SD. Perlakuan pada kelompok eksperimen dengan menerapkan literasi budaya dan kewarganegaraan melalui pementasan kreativitas efektif dalam meningkatkan karakter keragaman global pada siswa kelas V Sekolah Dasar.

Kata Kunci: Literasi budaya dan kewargaan, Pementasan kreativitas, Kebhinekaan global.

Abstract

This research is motivated by the decline in students' global diversity character as well as the lack of optimization of its application in elementary schools. This study aims to analyze the effectiveness of cultural and civic literacy through creativity performances in improving students' global diversity character in elementary schools. The method used in this research is a quasi-experiment method with a non-equivalent control group design using an experimental class and a control class. Data analysis techniques in this study used descriptive analysis and prerequisite tests, namely the normality test and homogeneity test. Furthermore, hypothesis testing was carried out with the Independent Sample T-Test test and N-Gain data analysis. The results of this study show that applying cultural and civic literacy through creative performances effectively improves the character of global diversity of fifth grade elementary school students. There is significant difference in effectiveness between the experimental group and the control group on the global diversity character of grade V elementary school students. The treatment in the experimental group by implementing cultural literacy and citizenship through staging creativity is effective in increasing the character of global diversity in fifth grade elementary school students.

Keywords: Cultural and civic literacy, Creative performances, Global diversity.

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1. INTRODUCTION

Indonesia is a pluralistic country consisting of different ethnicities, races, languages, religions, and cultures as a form of national identity. Undoubtedly, the many differences will lead to various perceptions of Indonesia as a nation with ethnic, racial, cultural, and religious diversity (Abidin, 2016; Amin & Penulis, 2018; Nurdin, 2020). This is in accordance with the motto used in Indonesia, *Bhinneka Tunggal Ika*, which means different but still one (Mulyati et al., 2018; Rustanty, 2022). However, this cultural diversity also makes Indonesia vulnerable to conflict or division. At the same time, considering the rapid development of Science, Technology, and art can open the door to the flow of information and

communication globally, it is easy to enter foreign cultures that are not always in harmony with Indonesian local culture (Dwi Saputra et al., 2022; Fahdini et al., 2021). The rapid flow of globalization is one of the concerns about the erosion of national values. The influence of globalization has now affected Indonesia's young generation. The development of science, technology, and art that occurs in Indonesia today is followed by moral symptoms that are very concerning. Noble attitudes such as honesty, truth, helping, justice, tolerance, and empathy have begun to be eroded by misappropriation, fraud, hostility, oppression, putting each other down, and even taking other people's rights by force. Based on this, it appears that the younger generation is experiencing moral degradation, which causes character deterioration in children (Ismail et al., 2020; Mohamad et al., 2018).

The character of students to love tradition and traditional culture to be reversed, where students are more likely to love other cultures, such as Korean wave, hallyu, and western, as well as many students who behave disrespectfully, such as making traditional culture a joke or making jokes where students do not appreciate the cultural differences of their friends (Amini et al., 2020; Ghozali, 2020; Indriati et al., 2022). This condition is found in students at the elementary school level. Children of elementary school age today tend to prefer foreign cultures to the original culture of their own nation, which causes them to be less familiar with and appreciate the culture of their own nation. On the other hand, there are also many children who do not understand a difference in an environment of diversity, which causes the attitude of the character of diversity in students to decline, the occurrence of fights between students, and bullying attitudes with their schoolmates, so this shows the differences that occur in the midst of togetherness in diversity (Listiana, 2021; Muawanah, 2018).

This is in line with research data from the Program for International Student Assessment (PISA) in 2018 showing 41.1% of students in Indonesia have experienced bullying cases (Argina et al., 2017; LaRusso et al., 2016). Indonesia ranked fifth out of 78 countries in terms of the high percentage of students who experienced bullying that occurred in their familiar environment and among their closest friends. Many of the problems encountered are related to character deviations, almost all of which affect young people of school age (Mukti & Nurchayati, 2019; Zandkarimi., 2013). The information displayed above shows how poorly character development programmes are implemented at school, at home, and in the community. These problems cannot simply be observed and allowed to continue, especially in the presence of elementary school students (Putra, 2019; Sujatmiko et al., 2019).

Departing from these problems, it is considered important to instill character education in children (Cahyo, 2017; Murdani et al., 2022; Septiani et al., 2021). One of the characters that need to be developed in today's young generation is the character of global diversity. The character of global diversity among students is important to instill in 21st century students (Halimah et al., 2023; Hartati et al., 2023; Jasra et al., 2020). This will equip students with good character according to their era. The program aims to shape Indonesian students into lifelong learners who are balanced with global competence and behave in accordance with the values of Pancasila (Rusnaini et al., 2021; Sabanil et al., 2022). Global diversity in the Pancasila profile contains a message that the nation's children must be eager to maintain their original culture, locality, and Indonesian identity but remain open to other cultures as a form of respect and positive recognition of culture (Atika et al., 2019; Nabila & Wulandari, 2022). The application of students' global diversity character has been widely applied in schools, including elementary schools (Komang et al., 2022; Sabanil et al., 2022). Many students' global diversity characters are found to be applied through learning. In the application of the character of global diversity, there are still many teachers who implement it using conventional teaching methods (Indriati et al., 2022; Saputra et al., 2022). This is because the learning activities carried out are still less innovative. The result of less innovative learning is learning to be bored, the lack of concentration of students on the

explanation delivered by the teacher, the curiosity of students who have not been awakened, and the lack of courage of students in arguing or inactive students (Riantika & Mukminan, 2019; Ruhlessin et al., 2019; Trisnayanti, 2017). So that conventional learning approach is not effectively used in the application of students' global diversity character at school. The results of preliminary findings in the application of the character of global diversity to students in elementary schools found that students mocked their friends when using local languages because they were considered funny. Along with these findings, it was seen that many students had bad language, and there were still many uses of harsh language. As well as the discovery that during learning hours many students do not know their respective regional songs but are more memorized and understand western songs. When researchers made observations, it was seen that there were students who were disturbing their friends when praying during the learning hours. On the other hand, some children are bullied by their peers because they are premature and have fragile legs and hands. To support this study, the researcher conducted an interview with the mobilization teacher at the elementary school. Based on the interview findings, it appears that students' attitudes towards global diversity are currently declining due to the influence of technology; it is also evident that many students still lack respect for adults and a lack of respect for differences among friends in the classroom. In addition, students often speak in bad language during break times, where they use slang and foul language to communicate.

Based on the above problems, it can be seen that the application of students' global diversity character has not been maximally implemented, as well as the lack of effectiveness of the application of students' global diversity character through learning. For this reason, the responsibility of each school education institution in providing global diversity character provision to its students needs to be continuously supported by providing recommendations for best practices in actualizing the global diversity character cultivation program (Ong, 2022; Rahayuningsih, 2022). An effective way that can be used as a form of cultivating students' global diversity character values is through the implementation of Cultural Literacy and Citizenship through creative performances. Cultural and civic literacy through staging creativity is effectively implemented as an effort to maintain one's identity as an Indonesian citizen in the diversity of society, schools, and families (Tsaniyah & Juliana, 2019; Turiman et al., 2012). It is necessary to have the participation of the family, school, and society. In this case, cultural and civic literacy through staging creativity is the right solution for implementing the character of global diversity among students in elementary schools. The hope is that children can develop into adults who are open, tolerant, and ready to face the difficulties of an increasingly diverse and international society (Julianto, 2018; Ma'arif & Cahyani, 2019; Safitri & Ramadan, 2022). As a form of identity and fortress so that the culture of the Indonesian nation is not eroded (Astuti, 2023; Nudiati & Sudiapermana, 2020).

Several studies that have been conducted previously reveal that cultural and civic literacy have a significant contribution to make in developing students' global character, including increasing their understanding of diversity, building intercultural attitudes, and encouraging responsible global behavior (Putri & Nurhasanah, 2023). This study is supported by research conducted during the covid-19 pandemic, which provided ideas for short story writers for lessons on topics such as global diversity that can help students develop their character (Qomariyah et al., 2022; Sufanti et al., 2022). Efforts to improve the character of Pancasila students can also be carried out through the P5 creation dance program. In this regard, the profile of Pancasila students can increase global diversity in the 4.0 era (Sulastri et al., 2022; Widiyanti et al., 2022). Based on these problems, the researcher's aim is to analyze whether the cultural and civic literacy program through staging creativity, effectively improves the character of student diversity in elementary schools.

2. METHODS

This type of research is quasi-experimental (Sugiyono, 2019). The research design used was a non-equivalent control group design using experimental classes and control classes (Fitriyyah & Wulandari, 2019). The population in this study was taken from class V, which consisted of two classes. The research sample consisted of class VA as the experimental class and class VB as the control class. The number of VA classes was 35, and VB classes were 35. The research design in this study is shown in **Table 1**.

Table 1. Research Design

R ₁	O ₁	X	O ₂
2	O ₃	-	O ₄

The research data were collected through questionnaires. Data analysis techniques in this study were carried out using descriptive analysis and prerequisite tests, namely the normality test and homogeneity test. A descriptive analysis was conducted to describe the situation before and after treatment in the experimental group and control group on the character of global diversity. Furthermore, the normality test is used to see if the distribution of data in the experimental group and the control group is normally distributed or not. The normality test in this study used the Kolmogorov-Smirnov test technique with SPSS 24 for Windows. The homogeneity test is used to determine whether the samples in the experimental and control classes have the same variation or not. After conducting prerequisite tests with normality and homogeneity tests, hypothesis testing was carried out with the Independent Sample T-Test test and N-Gain data analysis.

3. RESULTS AND DISCUSSION

Result

The results of the validity test carried out on the instrument that will be used for the pretest and post-test, which tests using the SPSS version 24 tool, show that of all statement items, namely 30 statements, the results show that there are 28 valid statements and there are 2 statements that are invalid or not used. The invalidity of the two statements is because the results of the SPSS test conducted show that the calculated r value displayed is still below the r table requirement of 0.361. Then the 28 statements are feasible and can be used to obtain research data. The next stage after determining the validity of the instrument is to measure the reliability of the data. Calculation of the reliability value is done with the help of SPSS Release 24 for Windows. Based on the tested instruments, the reliability test results using Alpha Cronbach on the global diversity character variable obtained a value of 0.828 with a very high level of reliability. So, it can be concluded that the questionnaire statements on the variables in this study are good enough to be used as research instruments.

The implementation of cultural and civic literacy through student creativity toward the character of global diversity has been carried out. A total of 70 students from two classes were involved in this study. The results of this study are data on the character of global diversity obtained through a research instrument in the form of a 30-item questionnaire. The average results of the post-test show that the character of global diversity among students after being applied with cultural and civic literacy through staging creativity has increased, especially in the experimental group that was given treatment. The average post-test result of the experimental class was 91.46, while the average post-test of the control class was 71.37, which means that the average post-test of the experimental class was greater than the control class. The experimental class post-test results showed the highest mean value (91.46). This

shows that the global diversity of the experimental class is better when compared to the control class. This is in accordance with [Table 2](#).

Table 2. Descriptive Characteristics of the Global Diversity of Students in Control and Experimental Classes

Analysis Result	Experiment Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Mean	56.83	91.46	57.29	71.37
Median	56	93	56	73
Varians	22.97	27.49	31.27	48.65
Std Deviation	4.793	5.243	5.592	6.975
Minimum value	49	80	49	61
Maximum value	68	99	66	86
N	35		35	

Based on [Table 2](#) the pretest data on the character of global diversity of students in the experimental group obtained a number of children (N) of 35 students, a mean score of 56.83, a median of 56, a variance of 22.97, a standard deviation of 4.793, the lowest value of 49, and the highest value of 68. While the pretest data on the global diversity character of students in the control group obtained the number of children (N) of 35 students, the mean score was 57.29, the median was 56, the variance was 31.27, the standard deviation was 5.592, the lowest value was 49, and the highest value was 66.

Furthermore, the post-test data on students' global diversity character in the experimental group obtained a mean score of 91.46, a median of 93, a variance of 27.49, and a standard deviation of 5.243; the lowest value was 80 and the highest value was 99. While the pretest data of students' global diversity character in the control group obtained a mean score of 71.37, a median of 73, a variance of 48.65, and a standard deviation of 6.975, the lowest value was 61 and the highest value was 86. Furthermore, the data description is presented in the form of histograms of the pretest and post-test scores of the global diversity character of the experimental group and control group is show in [Figure 1](#).

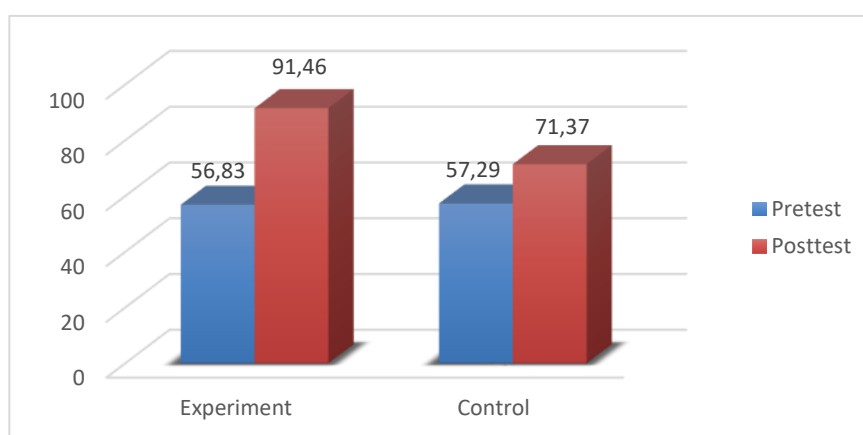


Figure 1. Comparison of pretest and posttest scores for the global diversity character experimental and control groups

Base on [Figure 1](#), the results shown in the global diversity character data of the experimental group and the control group show a visible difference: the experimental group is better than the control group. However, this basic assumption cannot be proven if

hypothesis testing and N-Gain have not been carried out. Before the hypothesis test is carried out, the normality and homogeneity tests, as prerequisite tests, must be met. The results of the normality test of students' global diversity character data can be seen in [Table 3](#).

Table 3. Normality Test Results

Unit of Analysis	Class	Data	Sig	Sig Level	Description
Character of Diversity Global	Experiment	Pretest	0.080	P > 0.05	Normally Distributed
		Posttest	0.143		Normally Distributed
	Control	Pretest	0.126	P > 0.05	Normally Distributed
		Posttest	0.187		Normally Distributed

Based on [Table 3](#), it can be seen that the significance values of the experimental group pretest (0.080) and the control group (0.126). While the post-test significance values of the experimental group (0.143) and the control group (0.187). All data have a sig value > 0.05, so the pretest and post-test data on the global diversity character of the experimental and control classes are declared normally distributed. After the normality test is fulfilled, the next homogeneity test is carried out. The results of the homogeneity test of students' global diversity character data can be seen in [Table 4](#).

Table 4. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Character of Diversity Global	Based on Mean	2.674	1	68	0.107
	Based on Median	2.118	1	68	0.150
	Based on Median and with adjusted df	2.118	1	63.708	0.151
	Based on trimmed mean	2.716	1	68	0.104

[Table 4](#) shows that the significance value of the homogeneity test results for the student global diversity character variable is 0.107. The significance value is greater than 0.05, so it can be concluded that the data is homogeneous. Furthermore, hypothesis testing is carried out with parametric statistics because the experimental and control class data are normally distributed and homogeneous. Hypothesis testing aims to determine whether there is a difference in the character of global diversity in experimental and control classes. [Table 5](#) show data from the calculation of the independent sample t test in the experimental and control classes.

Table 5. Independent Samples Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Character of Diversity	Equal variances assumed	2.674	0.107	13.618	68	0.000	20.08571	1.47496

Levene's Test for Equality of Variances		t-test for Equality of Means				
Global	Equal variances not assumed	13.618	63.124	0.000	20.08571	1.47496

Based on the results of [Table 5](#), it can be seen that the sig value is 0.000. The sig value is smaller than 0.05. Thus, it is proven that there is a difference in the character of global diversity between the experimental class and the control class. Furthermore, the interpretation of the effectiveness or ineffectiveness of cultural and civic literacy through staging creativity in improving students' global diversity character can be seen from the results of N-Gain testing. The results is show in [Table 6](#).

Table 6. N-Gain Test Results

Class	Mean		Improved	N-Gain Score	Description	N-Gain Percent	Description
	Pretest	Posttest					
Experiment	56.83	91.46	34.63	0.80	Tinggi	80	Effective
Control	57.29	71.37	14.08	0.33	Sedang	33	Ineffective

Based on [Table 6](#) the results of the calculation of the N-Gain score on the experimental class global diversity character data were 0.80 with a high category, and the N-Gain percent value of the experimental class was 80% with an effective category, so it can be interpreted that cultural literacy and citizenship through staging creativity effectively improve the global diversity character of elementary school students. While the results of the calculation of the N-Gain score on the data of the global diversity character of the control class were 0.33 with a medium category and the N-Gain percent value of the control class was 33% with an ineffective category, it can be interpreted that groups of students who do not practise cultural literacy and citizenship through staging creativity cannot increase the character of global diversity in students.

Discussions

Based on the results of the research, the application of cultural and civic literacy through student creativity towards the character of global diversity has been carried out. A total of 70 students from two classes were involved in this study. The results of this study are global diversity character data obtained through a research instrument in the form of a 30-item questionnaire. The average posttest results show that the character of global diversity among students after being applied with cultural and civic literacy through staging creativity has increased, especially in the experimental group that was given treatment. The average posttest result of the experimental class was 91.46, while the average posttest of the control class was 71.37, which means that the average posttest of the experimental class was greater than the control class. This shows that the global diversity of the experimental class is better when compared to the control class. The increase in students' global diversity character by applying cultural and civic literacy through staging creativity is in the high category because the N-Gain value indicates that it is at a value of 0.80, which means it is in the criteria between $G > 0.70$. While the interpretation of its effectiveness shows that cultural literacy and citizenship through staging creativity are effective in increasing students' global diversity

character, the value shown is 80% between 80%-100%. These results are in accordance with research conducted by previous study which explains that instilling global diversity can be implemented through various school programs, such as students performing cultures from various regions, playing traditional musical instruments, and being introduced to various traditional games (Yudha & Aulia, 2023). This opinion is also corroborated by other study which reveals that from cultural arts performances, students gain a lot of knowledge about global diversity because, in addition to knowing cultural diversity, they are also directly involved in practicing their regional cultural arts (Kartono et al., 2023).

At cultural arts performances, students can act out art from other cultures as well as other students. So that students have diverse cultural experiences. With this system, understanding cultural diversity is more meaningful. Cultural acculturation is more varied. The acculturation in question is a positive one that does not erode the character of other cultures. In line with research conducted which explains that the implementation of cultural and civic literacy through student creativity is expected to be able to help students solve problems and instill social attitudes between groups in society (Hasan et al., 2022). Thus, cultural and civic literacy refers to the capacity of a person or community to interact with their social environment as a representation of culture or state (Marlina & Halidatunnisa, 2022; Muniroh et al., 2020).

The purpose of this global diversity character is that students maintain existing cultures, such as national, local, and also their identity, and always pay attention to an open attitude when strengthening a bond with other cultures as a form of how to create a feeling of respect for positive ancestral culture and also not deviate from the ancestral culture of the Indonesian nation (Akhmad et al., 2018; Safitri & Ramadan, 2022). So that the role of all parties is needed, such as school residents and or parents of students' guardians, to provide assistance and support to first grade students so that students can strive for meaningfulness (P5) in global diversity and so that the project to strengthen the profile of Pancasila students can run properly as it should (Dasmana et al., 2022; Kharunissa & Santoso, 2023). The suitability of this research with previous research shows that it is true that cultural and civic literacy through the staging of current creativity can improve students' global diversity character. The better of application can better the increase in students' global diversity.

4. CONCLUSION

In this study, it can be concluded that there is a significant difference in effectiveness between the experimental group and the control group on the global diversity character of grade V elementary school students. This is based on the results of the Independent Sample t Test shows that there is a significant difference in the effect of the application of cultural literacy and citizenship through staging creativity and conventional learning on the character of global diversity in students. Furthermore, the N-Gain percent test was conducted to see the level of effectiveness in the experimental group in effective category and the control group of control category. So, it can be concluded that the treatment in the experimental group by implementing cultural literacy and citizenship through staging creativity is effective in increasing the character of global diversity in fifth grade elementary school students.

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