



JAMBURA JOURNAL CIVIC EDUCATION
<http://ejurnal.ung.ac.id/index.php./jacedu>
E-ISSN : 2798-4818
P-ISSN: 2808-2249

Multiliteracy Transformation in Madrasah: Cultural and Civic Development Design

(Transformasi Multiliterasi di Madrasah: Desain Pengembangan Budaya dan Kewarganegaraan)

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Article Info

History of the article:

Accepted (oct) (2024)

Approved (nov) (2024)

Published (nov) (2024)

Keywords:

*cultural literacy, citizenship,
4D development model,
primary education,
nationalism*

Abstrak

This study aims to develop a cultural and civic literacy programme design in Madrasah Ibtidaiyah using Thiagarajan's 4D tool development model, which includes four stages: defining, designing, developing and disseminating. The problem formulations studied include (1) how to design the development of cultural literacy and citizenship of Madrasahs in MIM Unggulan Kota Gorontalo and (2) the feasibility of the developed programme design. Data were obtained through interviews, documentation and validation by experts. The results showed that the design of the cultural and civic literacy programme consists of three main aspects, namely habits (habituation), institutions, and integration in learning. The programme was validated by experts and declared feasible to be implemented at MIM Unggulan Gorontalo City. The implementation of this programme is expected to increase the sense of nationalism, form reasonable and responsible student characters, encourage creativity, and strengthen national unity. This research contributes to the development of cultural and civic literacy education, especially at the basic education level.

INTRODUCTION

A severe problem facing the Indonesian nation is the lack of literacy skills. Literacy is a valuable activity and a form of ability to express thoughts and ideas through writing. Literacy is an integral part of developing human potential. However, people have not realised that literacy is a basic human need.

In Indonesia, attention to literacy began when the Minister of Education and Culture issued Permendikbud No 23 of 2015. This regulation marked a change in the orientation of KBM from eradicating illiteracy to improving the literacy skills of the population. After Permendikbud no 23 of 2015 was issued, a national literacy movement emerged that was oriented towards fostering interest in reading and creating lifelong reading habits (Nudiati and Eli. 2020:35).

Some data show Indonesia's low literacy rate. Based on the results of the 2011 Progress in International Reading Literacy Study (PIRLS), Indonesia ranked 45th out of 48 participating countries with a score of 428 out of an average score of 500. UNESCO data in 2012 also showed that the reading level index of Indonesians was only 0.001. This means that out of 1,000 residents, there is only one person who reads. In the same year, the Central Statistics Agency (BPS) noted that only 17.66% of Indonesian children have an interest in reading (Nurjanah and Friends. 2020: 48).

Facing the challenges of the 21st century, students are not only required to master language, mathematics, science and art skills. Students are required to master the ability to think critically, problem solve, persevere, have a high sense of curiosity and the ability to collaborate. In responding to these challenges, Indonesia must be able to develop a culture of literacy as a prerequisite for 21st-century life skills through basic literacy. The six essential literacies include literacy, numeracy, science literacy, digital literacy, financial literacy, and cultural and civic literacy. The Indonesian government under the Ministry of Education and Culture has promoted the literacy programme since 2015 with the issuance of Permendikbud no 23 of 2015 on Cultivating Budi Pekerti. In the following years, this literacy program continued to be promoted not only in schools but also in all spheres of the family and society, which became known as GLN (National Literacy Movement). Cultural and civic literacy is an essential concern because, in the plurality of a nation, it can bring the potential for division and conflict due to ignorance of culture and rights and obligations as citizens (Maimun and Friends. 2020: 9).

The Ministry of Education and Culture (2017) explains that cultural and civic literacy is the ability to understand and behave towards Indonesian culture

as a national identity. Meanwhile, civic literacy is the ability to understand the rights and obligations of citizens. Thus, cultural and civic literacy is the ability of individuals and communities to behave towards their social environment as part of a culture and citizenship (Yuki Librillianti. 2020: 45).

Cultural and civic literacy is one of the life skills needed in the 21st century. This skill will give birth to a quality nation, which in turn is able to show its identity in the international world. The introduction, application and improvement of cultural and civic literacy skills must be carried out on an ongoing basis by involving all school, family and community members whose application is tailored to the needs and socio-cultural conditions of the local community. In the end, it will generate interest in reading for the community, especially students.

Cultural and civic literacy is critical to saving and developing a national and local culture in the community. Not only can cultural and civic literacy be used in schools and communities, but cultural and civic literacy can even build the identity of Indonesian society. Indonesia has various ethnic groups, languages, customs, beliefs and social layers. As part of the world, Indonesia is also involved in global development and change. Therefore, the ability to accept and adapt, as well as to behave wisely in this diversity, is absolute (Atmojo & Beny 2020: 106). Cultural and civic literacy can be carried out through various media and institutions, such as schools, families, television shows, and through online media.

Cultural and civic literacy is not only within the scope of being a citizen as a global—for example, Indonesian citizens as regional citizens at the ASEAN level and citizens of the world. The ethics, propriety and culture of neighbouring countries and fellow citizens need to be understood and respected in order to live harmoniously together (Kanusta. 2021: 16).

Cultural and civic literacy education has a strategic role in shaping a generation with character, responsibility and a strong sense of nationalism. Cultural literacy helps students understand, appreciate and preserve the nation's cultural diversity while civic literacy encourages them to become active, critical and contributing citizens to society. However, the implementation of cultural and

civic literacy in primary school settings, especially in madrasahs, still faces various challenges. These include a lack of structured programmes, limited resources and low integration of cultural and civic values in learning.

MIM Unggulan Kota Gorontalo, as a primary education institution, has the responsibility to answer these challenges through the development of a comprehensive cultural and civic literacy programme. The author conducted observations and needs analysis of the development of literacy and civic culture programmes at the Muhammadiyah Islamic Primary School (MIM) Unggulan Kota Gorontalo. The author observed the implementation of cultural and civic literacy in the school. Based on direct interviews with teachers, principals and students, the implementation of cultural and civic literacy has been carried out through several programmes in the school.

Based on the needs analysis, it was found that the school needed a planned approach to increase the sense of nationalism, creativity and awareness of the importance of maintaining national unity among students.

This research aims to develop a cultural and civic literacy programme design based on Thiagarajan's 4D model, including defining, designing, developing and disseminating stages. The design is expected to cover three main aspects: habituation, institutionalisation and integration of cultural and civic values in learning. Validation conducted by experts shows that the programme design is not only feasible to implement but also relevant to support the formation of superior and competitive student characters.

Through this programme, MIM Unggulan Kota Gorontalo can become a model in developing cultural and civic literacy at the basic education level, as well as making a real contribution to producing the nation's next generation who love culture and have a responsibility as citizens.

RESEARCH METHODOLOGY

The research and development method, or in English *Research and Development*, is a research method used to produce specific products and test the effectiveness of these products. Sugiyono (2018) explains that this research and development serves to validate and develop products. In this study, the product is a

cultural and civic literacy programme. This research follows Thiagarajan's 4D model, which stands for *Define, Design, Development and Dissemination*. However, in this study only up to the development stage, namely development and not up to the *Dissemination* stage or product dissemination due to time constraints. More details of this research design are divided into several stages as follows:

A. *Define*

At this stage, the researcher collects various information related to the product to be developed, in this case, interactive media (interactive multimedia) through document study activities (journals, grade V thematic books) and teacher and expert interviews. The stages of analysis carried out are as follows:

1) Initial Analysis

At this stage, researchers conducted an initial analysis, namely reviewing the curriculum in the form of KI, KD, and lesson plans and all aspects of activities contained in MIM Kota Gorontalo related to the learning process.

2) Objective Specification

The activity at this stage is to analyse the feasibility of the cultural and civic literacy program design. The purpose of analysing the developed program is to find out whether the developed product is valid to be tested.

a. *Design*

After conducting a needs analysis, then at this stage the preparation of material and the selection of learning products or media to be used are carried out. The preparation of source material is mainly based on document studies. At this stage, a prototype (product design) is also carried out in the form of a cultural and civic literacy programme development design.

b. *Development*

At this stage, a product was produced in the form of a cultural and civic literacy programme design based on the opinions of experts as validators. The feasibility of the programme was assessed from the media and content aspects.

RESULTS AND DISCUSSION

This research and development was conducted at MIM Gorontalo City and this research aims to develop a cultural and civic literacy programme. In this study,

researchers used the 4D model. The stages contained in the model include; *define*, *design*, *development* and *dessiminat*. However, in this study, researchers only reached the *development* stage because this literacy and culture programme requires a long time to implement at school while researchers only have limited time.

This research started with the *define* stage which aimed to find out the cultural and civic literacy programme at MIM Gorontalo City. Then it continued with the *design* stage which was carried out to find out the *development* design of the cultural and civic literacy programme developed, and finally the *development* stage which was carried out as an activity to find out how to develop a valid cultural and civic literacy programme in the school. In accordance with this statement, cultural and civic literacy is important for students so that students understand, preserve Indonesian culture and apply cultural citizenship values to strengthen their personality to become the next generation of the nation (Ainumila & Wuli. 2021: 67).

Define

At this stage is the stage of identifying the problems found by researchers. This stage is the initial stage, where the purpose of this stage is to determine and define development through the following steps:

1) Initial Analysis

This analysis is the process of identifying the problems faced when implementing learning. This analysis aims to find out the application of cultural and civic literacy in MIM Unggulan Kota Gorontalo. In this analysis, researchers conducted interviews with teachers. Based on the interviewee's statement, the application of cultural and civic literacy at school is carried out through several programmes, such as religious literacy, educational studies, commemoration of important moments, creativity week and hizbul wathan (scouting). In implementing these programmes, teachers only implement them in certain places. The programme has also not been fully implemented properly. This is due to the covid-19 pandemic which resulted in learning not running effectively and efficiently. Based on the results of interviews conducted by researchers with

teachers, the application of cultural and civic literacy is very important to improve students' ability to understand and behave towards Indonesian culture as a national identity. Therefore, researchers tried to design the development of a cultural and civic literacy programme at MIM Unggulan Kota Gorontalo.

2) Programme specification

The purpose of this research is to develop a cultural and civic literacy programme at MIM Unggulan Kota Gorontalo, determining the feasibility of the programme design developed through validation results from experts. The cultural and civic literacy programme at MIM Unggulan Kota Gorontalo is as follows.

a. Diversity literacy

The cultural and civic literacy programme at MIM Unggulan Kota Gorontalo places more emphasis on religion, namely religious literacy. The purpose of this literacy is to strengthen morals for students. In this literacy, students do tadarus (read the Koran) and memorise short hadiths.

b. Educational study

This programme is a programme by visiting a place in accordance with the theme of the learning being carried out. The purpose of this programme is as a way to add insight by providing direct experience. The students who run this programme are grades 4, 5 and 6.

c. Commemoration of important moments

This programme is carried out by the public relations department. The purpose of this programme is to increase the devotion and faith of students. Activities carried out in the form of making cinematic videos by students.

d. Creativity week

This programme is a programme that is carried out every year. The purpose of this programme is to increase students' self-confidence. Activities carried out in the form of class meetings, story competitions and speeches in two languages.

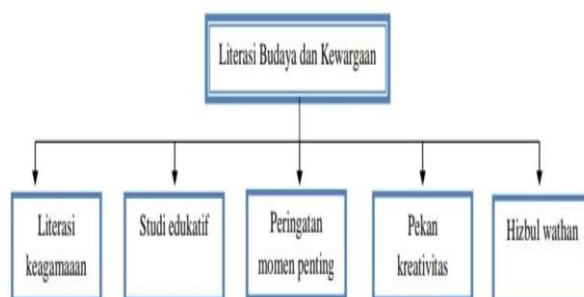
e. Hizbul wathan (Scouting)

Hizbul wathan is a scouting activity in muhammadiyah and emphasises religion. The structure of Hizbul Wathan and its implementation are the same as scouting activities in general.

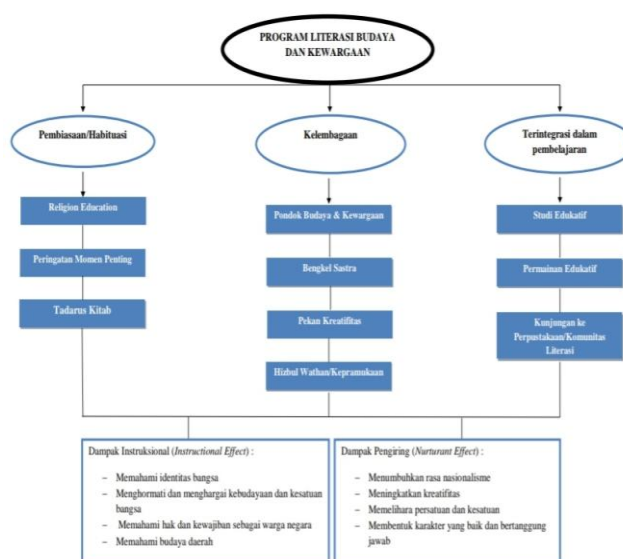
Design

After the *Define* stage, the second stage is *design*. At this stage, the design of the cultural and civic literacy programme will be developed. Furthermore, researchers prepared a validation instrument to determine the feasibility of the programme design. After the instrument to be achieved was clear, then the researchers began to design the cultural and civic literacy programme.

1. Preliminary design framework



2. Development of cultural and civic literacy programme design



A. Habituation

Habituation is the process of forming attitudes and behaviours that are relatively stable and automatic through a repetitive learning process, whether done in groups or individually. The programmes included in the habituation method are as follows.

1. Religion Education

Religion Education is a programme of reading, writing and memorising about diversity in everyday life. This programme can help students develop their potential and strengthen their morals. This is because the quality of literacy affects the religious behaviour of its adherents. Religion education is usually centred on texts such as the Qur'an and hadith. Religion education can have a positive impact on principals, teachers and students, who will further improve the quality of themselves and schools for the better. Activities carried out in the form of:

- routine recitation of prayers before and after learning,
- performing dhuhur prayer together
- recitation of Asmaul Husna
- reading or studying books about the history of the lives of the Prophets and important events that occurred during the lives of the Prophets (Sirah)
- studying the beliefs, fiqh and other sciences related to social and cultural life.

2. Commemoration of Important/National Moments

Commemoration of important or national moments such as Youth Pledge, Heroes' Day, Independence Day 17 August, Isra Mikraj and other important moments. Different forms of activities can be carried out through extracurricular activities. For example, in the form of a carnival about Indonesian Independence Day. Through commemorating these critical moments, learners' understanding of Indonesian culture increases. This programme can also increase the devotion and faith of learners and develop an understanding and awareness of historical values as a form of good citizenship practice. The activities carried out in this programme are:

1. Youth pledge celebration
 - Conducting a flag ceremony
 - Recitation of the youth oath
 - Recitation of poems or rhymes by students in accordance with the theme of the youth pledge
2. Hero's Day celebration

- Learners choose one of the themes that are in accordance with the youth oath
- Create a poem or tell a story about the chosen theme
- Make a cinematic video of the story made

3. Tadarus kitab

Tadarus kitab, or book review, is conducted with the theme of cultural and civic literacy, which provides benefits for readers or learners to deepen knowledge about culture and citizenship, think critically about the information contained in the book, and become a form of appreciation for the author. This book review is an activity to re-disclose the contents of a book by providing suggestions related to the shortcomings and advantages of the book. Examples of books that are reviewed/dissected, such as heroic and cultural books, are essential for students to learn.

B. Integrated in Learning

Integrated learning is the interrelationship between the programme carried out and learning. The purpose of this integration is to adjust or align the programme with the teaching being carried out.

1. Educational Study

This programme is a programme by visiting a place in accordance with the learning theme carried out with the aim of knowing the process of society, work, and work. Learners will visit several places to learn through direct experience from the community and the surrounding environment. In the end, learners can express their experiences in oral or written form and other creative works. Activities that can be done in this educational study include

- Visiting historical places
- Visiting tourist attractions
- Visiting a community activity unit (for example, a karoo centre)
- Visiting the village government office to learn about the structure of government.

2. Educational Games

Educational games are out-of-study learning materials that need to be developed. In this educational game, learners will be free to give their ideas and ideas. Currently, learning in the classroom requires teachers to hone their skills and creativity in teaching. This educational game can increase the creativity of students. This educational game will encourage students to work. This game will collaborate with learning; in addition to preserving traditional games, this game also makes learning more interesting and fun so that the material conveyed by the teacher is understood and absorbed by students well. Cultural and civic literacy can be applied in the form of traditional games, such as tengge-tengge and rangku alu.

1. Rangku Alu

- Provide four pieces of bamboo/sticks
- Players are divided into two groups (the group that moves the bamboo and the group that jumps over the bamboo/player group)
- Sing one of the songs, for example, a folk song
- The group that moves the bamboo forms a square field and holds two bamboo while singing
- The group of players jumps over the bamboo while avoiding the bamboo clips
- Players will enter the square field and jump according to the open-close rhythm of the bamboo
- Players jump over the bamboo while singing together

2. Tengge-tengge/Engklek

- Make/draw the plots according to the desired shape
- Has back, which is usually in the form of broken tiles ce, ceramics, or even stones
- Jumping using one foot
- Gacuk arau shards of tiles or ceramics thrown into one of the plots
- When throwing the jack, it must not exceed the box that has been provided; if it exceeds it, it will be declared dead and replaced by another player - Throwing the back with its back to the field of teenagers

- Plots that have back or ceramic shards must not be stepped on / jumped on by players

3. Library/Community Visit

Literacy Visits to the library aim to increase students' knowledge by reading books in the library according to the learning theme. Visiting the library can enrich students' learning experiences other than in the classroom, raise students' love for reading culture and instil the habit of independent learning and lifelong learning. In addition to visiting the library, students can also see several literacy communities such as Rumah Literasi, Selasar Pejuang Literasi Pesisir (SEPII), Sahabat Lingkar Pen and other communities. In these places, learners can read or observe books or other documents related to culture and citizenship, such as the profile of HB. Jassin and other heroes found in that place

- Familiarise learners with reading and writing
- Add learners' insights
- Assist students in finding references
- Borrowing books

c. Institutionalisation

Institution is a container, means or binding order used to achieve specific goals that focus on behaviour with the values, norms and rules that follow.

1. Cultural and Civic Centre

This cottage is one of the facilities for reading in a school or community environment. This literacy cottage is a centre for conducting various activities for students to develop students' interests and talents in the field of cultural and civic literacy. Activities carried out in the form of reading books and creating written works such as poetry or short stories related to culture and citizenship. The existence of this literacy hut can provide a vast place for students to learn and is expected to have a positive impact on students' learning activities. The things that need to be considered in using the culture and citizenship hut:

- Maintain cleanliness and comfort
- Take off footwear when entering the hut
- Rearrange the books that have been read
- If borrowing a book, it must be returned

2. Literature Workshop

Literature workshops are the most essential tool to encourage a writing culture and literate learners in schools. This workshop is a good practice of literacy that produces literary works of poetry using their respective regional languages. The purpose of this literature workshop is to provide a forum for channeling students' interest in reading writing, and creativity, fostering a positive attitude and love for literacy in the form of works, arousing interest in writing, and honing the ability to develop ideas, ideas and imagination according to their respective regional languages so that they are preserved and not endangered. The activities that can be done are:

- Utilising print media such as newspapers or magazine
- Creating written works in the form of poetry or rhymes
- Train students in writing literary works
- Train students' perseverance in learning
- Train cooperation between fellow students

3. Creativity Week

This is a programme that is implemented every year and is held in the school environment. This programme is coordinated with the school and the community so that it is carried out well. The purpose of this programme is to increase students' self-confidence. This creativity week is a direct suggestion to show the results of students' creativity. Various abilities and creativity of students are shown and exhibited in this creativity week. Activities carried out in the form of ranking one and placid competitions. Later stu, students who become champions will be given awards in the form of certificates or trophies.

a. Rank one

- Participants are individual
- Questions are general knowledge
- Participants must answer correctly the questions asked by the host

- Answer time is 10 seconds
- If you answer correctly, you are entitled to continue the game
- If you break the rules, you will be disqualified
- If no one answers correctly, the question is considered invalid.

b. Pildacil

- Choose a theme
- Wear the specified clothing
- Contestants submit a soft file of the script text
- Make a video recording of the parade
- Allocation of 10-15 minutes of pupil time

c. Scouting

Scouting is a scouting activity of madrasah ibtidaiyah and emphasises religion. Scouting aims to strengthen tawa, form morals and character based on faith in Allah SWT, and form more independent, resilient, disciplined and other positive characters. So that students have a sense of responsibility to family and nation and love the environment and homeland. The implementation of Hizbul Wathan is adjusted to the interests, needs, situations, and conditions of the community and everyday interests, for example, by doing joint sharing activities and camp activities.

Activities carried out in scouting in the form of :

- Doing social service
 - Learning the correct marching rules
 - Basic leadership training
 - Nature activities such as mountain climbing and climbing
1. **School literacy team:** A unique team of teachers, students and parents is formed to design, implement and evaluate the programme.
 2. **Partnerships with local communities:** Collaborate with community leaders, cultural leaders and cultural organisations to provide contextualised and inspirational learning.
 3. **Appreciation System:** Organise appreciation programmes, such as 'Cultural and Civic Literacy Ambassadors', for students who demonstrate tangible contributions to the programme.

DEVELOPMENT

The development stage is the final stage of this research. At this stage, researchers validate the design of the cultural and civic literacy programme to validators in the form of material/content experts. Then, each validator will assess the programme design that has been developed. In each assessment, the researcher has prepared a column of comments and suggestions to improve the design of the expanded programme. After conducting the validation stage, the researcher will carry out the final revision stage, where the researcher will make improvements in accordance with the suggestions and input from the validators. The following are the results of validation from experts and the results of the final revision of the cultural and civic literacy programme development design in accordance with the experts' suggestions and comments.

No	Validator	Hasil Validasi		
		Skor	Presentase	Kategori
1	Validasi Ahli Materi Pertama	29	91%	Sangat Layak (P>81%)
2	Validasi Ahli Materi Kedua	25	78%	Layak (61%>P≤80%)
3	Validasi Ahli Materi Ketiga	20	63%	Layak (61%>P≤80%)
Rata-rata		25	78%	Layak

So, from the data processing of the Cultural Literacy and Citizenship programme design validation, researchers can conclude that the Cultural Literacy and Citizenship programme design is included in the appropriate category. In this activity, the researchers revised the design of the Cultural Literacy and Citizenship programme in accordance with the suggestions and comments obtained from the validators through validation activities. The aspects that need to be considered in this revision are about the programme itself. Suggestions and comments from the validators will be used as a reference in revising the design of the Cultural Literacy and Citizenship programme. Based on the validation results from several experts above, the cultural and civic literacy programme design is included in the feasible

category and can be used in elementary schools, especially MIM Unggulan Kota Gorontalo. Through the implementation of this program, students are expected to be able to internalise cultural and civic values, become religious, creative individuals, and have a positive contribution to society. This programme is also an educational model that can be adapted by other schools in Indonesia.

CONCLUSION

Based on the results of the research and discussion that has been explained, it can be concluded that through the define and design stages, the design of cultural and civic literacy programmes in Madrasah Ibtidaiyah was successfully developed. What initially consisted of only five programmes was developed into ten cultural and civic literacy programmes. The programmes are divided into three parts, namely, habituation, institutionalisation and integrated learning. Based on the validation results from experts, the programmes developed are feasible to be implemented in Madrasah ibtidaiyah to increase the sense of nationalism, form good and responsible characters, increase creativity and maintain national unity and integrity.

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