

IMPROVING CULTURAL LITERATURE OF PGSD IKIP SILIWANGI STUDENTS THROUGH BHINEKA CARD MEDIA BASED ON CANVA APPLICATION

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Abstract

This research is motivated by the author's concern for elementary school students who are starting to forget Indonesian culture and are more interested in foreign cultures. This is due to the lack of introduction to local culture for students so that students do not know what kinds of cultures exist in Indonesia. The purpose of this research is to improve the literacy skills of students through the diversity card media with the help of the Canva application. The research method used is a quasi-experimental research design with a non-equivalent pretest posttest control group design. Research design is non randomized pretest posttest control group design, according to Levy and J. Ellis (2011) non randomized pretest posttest control group design. The results of the research carried out are 1) learning by applying the diversity card media with the help of the Canva application can improve the cultural literacy skills of PGSD IKIP Siliwangi in elementary social studies internship courses; 2) teaching using Bhinneka card media with the help of the Canva application is better than conventional learning; 3) learning to use the diversity card media with the help of the Canva application requires careful preparation in planning and implementation.

Keywords: Cultural Literacy, Bhineka Card, Canva

Abstrak

Penelitian ini dilatarbelakangi oleh kepedulian penulis terhadap siswa sekolah dasar yang mulai melupakan budaya Indonesia dan lebih tertarik dengan budaya asing. Hal ini disebabkan kurangnya pengenalan budaya lokal kepada siswa sehingga siswa tidak mengetahui macam-macam budaya yang ada di Indonesia. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan literasi siswa melalui media kartu keragaman dengan bantuan aplikasi Canva. Metode penelitian yang digunakan adalah penelitian eksperimen semu dengan desain non-equivalent pretest posttest control group design. Desain penelitian adalah non randomized pretest posttest control group design, menurut Levy dan J. Ellis (2011) non randomized pretest posttest control group design. Hasil penelitian yang dilakukan adalah 1) pembelajaran dengan menerapkan media kartu keragaman dengan bantuan aplikasi Canva dapat meningkatkan keterampilan literasi budaya PGSD IKIP Siliwangi pada mata kuliah magang IPS SD; 2) pembelajaran menggunakan media kartu Bhinneka dengan bantuan aplikasi Canva lebih baik dibandingkan pembelajaran konvensional; 3) pembelajaran penggunaan media kartu keragaman dengan bantuan aplikasi Canva memerlukan persiapan yang matang dalam perencanaan dan pelaksanaannya.

Kata kunci: Literasi Budaya, Kartu Bhineka, Canva

INTRODUCTION

Cultural literacy is part of the six literacy levels that are very important for elementary school students. Cultural literacy and citizenship can form students who are able to appreciate the existing culture, love the culture of the homeland and understand their rights and obligations as citizens who love culture. This is reinforced by Desyandri's (2018) explanation which argues

that "cultural literacy is the ability to understand and act on Indonesia as a nation's identity ". Cultural literacy and citizenship are important things for the 21st century millennial generation to help preserve a national culture that is so rich in diversity from ethnicity, language, customs, beliefs and social strata, (Pratiwi & Asyaritin, 2019).

In this modernization era, elementary school students need to have skills in understanding the diversity that exists in Indonesia (Sari & Supriyadi, 2021). Every individual and cultural group has differences from each other that reflect the characteristics of the region. Students when in a social environment will definitely find these differences, a small example when in a game environment, every child has differences in terms of physical, family culture, ways of behaving so that students need to be equipped with an attitude of terror about differences that exist because of their responsibilities as citizens. One of the good things is mutual respect and respect for differences as a form of diversity.

The principles of cultural literacy and citizenship according to the Ministry of Education and Culture (2017) include: 1) culture as a natural thought through language and behavior, 2) art as a cultural product, 3) multicultural and participatory citizenship, 4) nationalism, 5) inclusiveness, 6) direct experience. On the third principle regarding multicultural and participatory citizenship. Literacy aims to provide opportunities or opportunities for students to develop themselves as competent communicators in the context of multiliteracy, multiculturalism and multimedia through their multiligious learning (Yunus A , 2017) . Supardan (2004) argues that "the key in this multiculturalism is difference and respect, two words that have been often confronted". Existing differences will not become a social problem if they are balanced by good characters who are able to appreciate existing differences, one way that can shape these characters is through cultural literacy and citizenship. Thus, cultural and civic literacy can be a reflection of Indonesian culture and nobility of human character that is sourced from the values of existing entities. For this reason, the younger generation, especially elementary school students , must recognize, understand, apply and preserve the culture and values of their own regional citizenship to strengthen the cultural values within themselves. nation , Yusuf et al (2020)

The phenomenon in the field shows that students lack interest in local traditions and culture, this is due to their lack of knowledge and understanding and awareness of culture and citizenship . Based on the results of observations made in an elementary school in the city of Bandung, students when researchers conducted questions and answers on the material on the diversity of the nation's culture of students, it appears that only a few people know the regional

cultures that exist in Indonesia, even the local language, students are not too familiar with this. This is because parents at home do not get used to the use of local languages, besides that, learning at school does not often involve culture-based learning. We know that Indonesia is a country rich in culture. Each region in Indonesia has characteristics and characteristics that are different from one another. Mahfud (2014) stated that in real terms the Indonesian nation has a diversity of languages, social, cultural, religious, political aspirations and economic capabilities. It 's just that in the era of globalization, which is supported by the sophistication of information and communication technology, it has a positive and negative impact on culture. In accessing foreign culture it will be very easy to enter and be accepted by students, the positive impact is that we can easily find out the cultural diversity that exists in various countries but the negative impact of foreign culture that enters and is accepted will erode local culture so that regional culture is not recognized by the people themselves. . Frans (2017) argues that “ the nation's cultural values that underlie the attitude of nationalism are shifted to an attitude of loving western culture. As a result, cultural values as the glue for the unity of the whole nation in the younger generation, especially students, fade and reduce concern for existing socio-cultural backgrounds ” . The flow of globalization has affected the existence of multiculturalism in Indonesia. The recent crisis in Indonesia can be understood as a result of the low level of citizenship knowledge among Indonesian people (Maimun et al., 2020). This is because Indonesian children are unaware and do not understand their rights and responsibilities due to changes in community habits or cultural shifts due to imitating western culture.

If this problem is not immediately addressed, students of Indonesian culture will be forgotten and increasingly eroded. Therefore, there is a need for educational innovations that adapt to the times in the digital era but still contain local culture in the content. Learning media plays a role in facilitating the delivery of material and providing different learning motivations so that it is not boring . Learning innovations that can be a solution to this problem are the Bhinneka card learning media based on the Canva application. Bhinneka card media are a variety of game cards that contain cultural pictures, be it local language writing, traditional houses, traditional dances , traditional clothes and various other cultures in Indonesia. The card contains interesting pictures designed through the digital Canva application. . The Canva application is an image design application that can be used for certain purposes. Through the design of the Canva application, prospective elementary school educator students can design interesting media about anything that will be discussed in the material. In this cultural material,

prospective elementary school educators can include pictures of any cultures that are designed to be interesting to play in the learning process.

From the background that has been explained, the researchers plan to conduct research on "increasing cultural literacy and citizenship of PGSD IKIP Siliwangi students through the diversity card media based on the Canva application" .

METHOD

The research method in this study is a quasi-experimental method with a non-equivalent pretest posttest control group research design. The research design is non randomized pretest posttest control group design, according to Levy and J. Ellis (2011) non randomized pretest posttest control group design which can be described as follows.

Table 1. on randomized pretest posttest control group design

Class	Pretest	Treatment	Posttest
Experiment	T ₀	X ₁	T ₁
Control	T ₀	X ₂	T ₁

Information :

T₀: *Pretest* carried out in the experimental and control classes

T₀: *Posttest* carried out in the experimental and control class

X₁: Treat in the experimental class

X₂: Treatment in the control class

T₁: *Pretest* carried out in the experimental and control classes

T₁: *Posttest* carried out in the experimental and control classes

The population in this study were all 4th semester PGSD IKIP Siliwangi students in the regular and non-regular classes with a total of 392 students. Sampling in this study was conducted by selecting two classes of regular 4th semester students, namely class A1 which amounted to 41 students to be the experimental class and A2 with a total of 39 students to be the control class, thus the total number of students sampled in this study was 80 students. The location of this research is the Institute of Teacher Training and Education (IKIP) Siliwangi which is located at Jl. Canal Jen. Sudirman, Baros, Central Cimahi, Cimahi City. IKIP Siliwangi is one of the private universities under the auspices of LLDIKTI Region IV. The instrument used in this research is the instrument of cultural literacy and citizenship which is adjusted to the indicators. After that, the instrument was validated by experts and validated in the field so that the instrument was truly tested for validity. Then the instrument was used at

the *pretest* and *posttest* stages which were then processed and analyzed using the SPSS 25 application.

This research procedure consists of four stages, namely the preparation stage, the implementation stage, the completion stage, and the publication stage. The stages of preparation for the activities carried out are analyzing the results of research that has previously been carried out regarding skills communication, analyzing student development in the preparation of teaching materials, compiling *vlog*-based teaching materials, compiling instruments, validation, and testing instruments. At the implementation stage, the activities carried out were the implementation of the *pretest*, *carrying out learning in the experimental class using vlog*-based teaching materials and in the control class using conventional learning, as well as implementing the *posttest*. In the final stage of research, the activities carried out are collecting research data, processing and analyzing research results, and compiling research reports. At the research publication stage, the activities carried out are publishing research results.

RESULTS AND DISCUSSION

Results

The results of the study were obtained to answer the formulation of the first problem regarding whether there was an increase in the cultural literacy of PGSD IKIP Siliwangi students in class A1 through the use of the Canva application-based diversity card media. The results of the research obtained were a significant increase in cultural literacy skills through the preparation of Canva-assisted Bhinneka card media. The results of the study were obtained through data processing and analysis using the SPSS 25 application.

The results of the average value of cultural literacy ability in the experimental class obtained a pretest score of 70 and the results of the posttest average score reached a value of 88. The results of processing using t test statistics obtained sig data. (2-tailed) which is 0.000 divided by two because the hypothesis is one-way, then sig. (one-tailed) that is $0.000 < 0.05$, it can be interpreted that there is an increase in communication skills.

Table 2. Cultural literacy ability of the experimental class

Experiment Class t test	Sig.(2-tailed)	Significance	Information
Pretest	0.000	2=	There is an Upgrade
Posttest	0.000	0.05	

The results of the study regarding the improvement of cultural literacy skills in class A2 PGSD IKIP Siliwangi which is a control class through conventional learning (presentations and demonstrations). Obtained research results

The results obtained are the average value of the cultural literacy ability of students in the control class has a pretest score of 68 and a posttest score of 80. The results of processing using t test statistics obtained sig data. (2-tailed) which is 0.02 divided by two because the hypothesis is one-way, then sig. (one-tailed) which is 0.01 <0.05, it can be interpreted that there is a significant increase in cultural literacy skills in A2 PGSD IKIP Siliwangi students using conventional learning. The results of the processing can be seen in:

Table 3. Cultural literacy ability in the control class

Experiment Class t test	Sig.(2-tailed)	Significance	Information
Pretest	0.020	2=	There is an Upgrade
Posttest	0.010	0.05	

The results of the study that answered the third problem formulation were about whether there were differences in the improvement of students' communication skills between the experimental class and the control class. The results obtained through data processing and analysis, namely the communication skills of students in the experimental class experienced a more significant increase than students in the control class.

The average N-gain score for the experimental class was 0.5 and the average N-gain score for the control class was 0.2.

Table 4. Cultural literacy ability in the control class

Experiment Class t test	Sig.(2-tailed)	Significance	Information
Pretest	0.020	2=	There is a difference of improvement
Posttest	0.010	0.05	

Based on the results of data processing obtained sig.(2-tailed) 0.000 divided by two because the hypothesis is one-way so that it is obtained sig. (one-tailed) $0.000 < 0.05$, it can be interpreted that learning activities through the preparation of Bhinneka card media with the help of the Canva application have a more significant improvement impact than conventional learning in improving the communication skills of PGSD students in elementary social studies internship courses.

Discussion

Learning in the Experimental Class

The learning carried out in the experimental class was the creation of a diversity card media with the help of the Canva application to improve the cultural literacy of PGSD IKIP Siliwangi students which was applied to the 4th semester students of class A1 of the SD IPS internship course. Learning is carried out for three times meeting. At the first meeting students still feel that they are not used to designing Bhinneka card learning media based on the Canva application. Students are still groping in making interesting Bhinneka card designs to be applied in the learning process. There were unique findings when making the design of the Bhinneka card where some students were confused in determining the cultural theme so that students reread the material on cultural diversity which consisted of the safe aspect only. Another finding is about making designs because not all students know and are able to make designs through the Canva application so that students try first to make pictures and adjust attractive colors. At the second meeting. The findings at the first meeting were analyzed and improved to continue the research at the second meeting. At the second meeting, the students were already getting good at making Bhinneka card designs using the Canva application. In the design process, students are able to develop their creativity in making pictures of the diversity of cultures that exist in Indonesia. The choice of colors, images and card themes is in accordance with the character of the students. The improvements made at the second meeting gave quite good results in increasing cultural literacy.

Learning in the control class

Learning in the control class, namely class A2, 4th semester PGSD IKIP Siliwangi students, was held in three meetings using conventional learning. The intended conventional learning is social studies learning by conducting group presentations discussing the material of the nation's cultural diversity. In the first learning process in this class, there are not too many

obstacles that occur because students have already accustomed to doing the learning process with group presentations. However, there were interesting things that were found in the process of the first meeting, namely the presentation of the material presented by the group whose presentation was less attractive both in terms of speech intonation and presentation of power point which was less attractive so that the audience paid less attention to the group presentation. From the shortcomings that existed at the first meeting, the researchers conducted an analysis and evaluation to improve the learning process at the second meeting. The researcher provides explanations and strategies that must be used when carrying out presentation activities, both from the readiness of the material, the availability of media, the use of attractive power point designs so that the watching group can benefit from the information provided. At the second meeting, the next group made presentations and had begun to understand how to carry out a good group presentation. Intonation in speaking, material content, power point design are in accordance with the directions given when given input. So that in practice, students can carry out learning activities well and discuss actively. At the third meeting the results of improvements in learning at the second meeting showed a positive impact, it was seen that there was an increase in students' cultural literacy skills in making student diversity card media compared to the results of the pretest, but there were still some students who were not enthusiastic in implementing learning because these students felt bored with such a learning method.

CONCLUSION

Based on the findings and results of the research carried out as described above, as previously explained, the conclusions of this research are 1) learning by applying the Bhinneka card media with the help of the Canva application can improve cultural literacy skills of PGSD IKIP Siliwangi in elementary social studies internship courses; 2) learning to use diversity card media with the help of the Canva application better than conventional learning; 3) learning to use diversity card media with the help of the Canva application requires careful preparation in planning and providing adequate applications and electronic media for use in the learning process.

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