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Cultural And Citizenship Literacy Challenges At Sd Negeri 5 Pedungan, Denpasar

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Abstract

As technology advances, modern lifestyles become more dominant, and exposure to foreign cultures increases, students' interest in local traditions and national values has begun to decline. This study draws on direct observations within the school environment as well as informal conversations with teachers, staff, and the principal. The findings reveal low levels of student participation in cultural activities, weakened manners, a reduced sense of communal cooperation, and a declining awareness of national values and symbols. The main contributing factors include the growing influence of digital media, limited guidance from families, the lack of engaging cultural-literacy activities, and the strong presence of global popular culture among students.The impact of these issues can be seen in the fading of local cultural identity, the deterioration of social ethics, and students' limited understanding of their rights and responsibilities as citizens. This study proposes several strategic solutions, such as revitalising arts and cultural activities, strengthening the role of teachers as role models, providing ethical digital-literacy training, integrating cooperative community practices, and ensuring continuous support from both the school and the education authority. Collaborative efforts between the school, families, and the wider community are essential to reinforce students' cultural character and sense of national identity amid the challenges of the modern era.

Keywords: cultural literacy, citizenship, challenges, primary school.

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BACKGROUND

A school is a formal educational institution that serves as a place where teaching and learning take place between teachers and students in order to achieve educational goals. It is a small social environment that reflects wider society, where children learn to work together and develop their social and intellectual potential. A school is often regarded as a second home, as students spend a significant part of their time there after being at home. Beyond its role as an academic learning space, a school also functions as a place where students grow, develop, and are shaped into individuals of character.

Indonesia's national education system consists of three main levels of formal education: Primary Education, Secondary Education, and Higher Education. These levels are designed to guide students' development in stages, beginning with foundational learning and progressing towards professional competence. Each level has its own aims and functions, yet all are interconnected and support one another.

A child-friendly school is one that ensures children's rights are fulfilled throughout the learning process, providing a safe, comfortable, inclusive environment that is free from violence and discrimination. A school is not only a place for academic learning, but also a space where children grow and develop physically, emotionally, socially, and morally.

Cultural and citizenship literacy in schools refers to students' ability to understand values, norms, cultural identity, and their rights and responsibilities as citizens. However, in practice, schools often encounter various issues that hinder its development. Culture plays a crucial role in shaping the atmosphere, values, and character within the school environment. School culture is not only reflected in traditions or routines, but also in the values, norms, attitudes, and behaviours that guide all members of the school community in their interactions and in carrying out the teaching and learning process.

Schools play a vital role in preserving, developing, and passing on local wisdom to younger generations. Local wisdom encompasses the values, knowledge, customs, and traditions that arise and evolve within a community through lived experience and interaction with the surrounding environment. As formal educational institutions, schools serve as strategic spaces for nurturing these values so they are not overshadowed by the forces of globalisation. Embedding local wisdom in school activities is crucial, as it helps shape students' character, identity, and way of thinking. It includes values such as cooperation, respect for parents and teachers, courtesy, tolerance, and responsibility. These values support students in building a strong moral foundation as they adapt to the demands of an ever-changing world.

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Citizenship literacy refers to an individual's ability to understand, analyse, and apply civic values in daily life. It includes knowledge about the state, the law, citizens' rights and responsibilities, as well as the ability to think critically when making decisions related to community, national, and civic life. Citizenship literacy helps students understand their rights, duties, and responsibilities as citizens, shaping qualities such as discipline, honesty, empathy, and respect for rules. It also promotes the values of democracy, tolerance, and cooperation, enabling students to live harmoniously within a multicultural school environment.

The development of digital technology — including the internet, social media, gadgets, and information systems — has had a significant impact on students' understanding and practice of citizenship. Technology can serve as a useful tool for strengthening citizenship literacy, but it can also create challenges if it is not accompanied by strong critical-thinking skills.

Low levels of citizenship literacy mean that students do not fully understand the values, rights, responsibilities, and roles they hold as citizens. This situation leads to a range of serious consequences that affect their personal lives, the school environment, the wider community, and even the nation as a whole. When students lack an understanding of their country's history, culture, and core values, issues begin to appear — such as a diminished sense of national pride, greater admiration for foreign cultures, and a tendency to ignore national symbols and regulations. As a result, the national identity of the younger generation becomes increasingly fragile.

Amid rapid urban development and the growing influence of globalisation and digital technology, SD Negeri 5 Pedungan is facing challenges in maintaining local cultural values and a sense of citizenship. Students are increasingly exposed to external cultures, while participation in social, traditional, and civic activities among the school community has begun to decline. This reflects the emerging issues surrounding cultural and citizenship literacy within the school environment.

OBJECTIVES OF THE CASE STUDY

1. To identify the various issues related to cultural and citizenship literacy at SD Negeri 5 Pedungan. .
2. To analyse the factors that contribute to the issues in cultural and citizenship literacy at SD Negeri 5 Pedungan.
3. To formulate solutions and strategic measures to strengthen cultural and citizenship literacy at SD Negeri 5 Pedungan.

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DATA COLLECTION METHODS

The methods used in this case study include:

1. **Direct observation** of activities at SD Negeri 5 Pedungan, including the daily literacy programme and other activities related to the school's learning processes.
2. **Interviews** with several teachers, staff members, and the head teacher of SD Negeri 5 Pedungan

Case Description

The case observed shows that at SD Negeri 5 Pedungan there are growing signs of declining enthusiasm and participation in cultural and social activities. Several phenomena were identified, including:

1. Declining interest in cultural activities. Students have become reluctant to take part in cultural activities such as traditional dance, music, gamelan, painting, and drama. Many prefer modern activities or trends popular on social media, and often perceive cultural activities as boring.
2. Many students are unfamiliar with local traditional ceremonies and cultural symbols—such as traditional clothing, rituals, and dances—and show little interest in them. They also lack understanding of the history and philosophical meaning behind their own regional culture.
3. Students increasingly consume global popular culture (such as *K-pop*, Western, or Japanese trends) and often imitate lifestyles that are far removed from local cultural values. Many show greater pride in foreign cultures while lacking appreciation for Indonesian culture.
4. Decline in courtesy and social etiquette. Indonesian local culture is strongly rooted in politeness, good manners, and respect for teachers and parents. As these cultural values weaken, certain behaviours begin to appear, such as speaking impolitely, showing less respect towards adults or teachers, becoming more individualistic, and losing the sense of modesty that is traditionally upheld.
5. Traditional forms of *gotong royong*, such as community clean-ups and social work, are no longer followed wholeheartedly and are becoming increasingly rare among students.
6. Citizens' involvement in national activities such as flag ceremonies is not carried out seriously, they don't know the national anthem or the celebration of national holidays is becoming less and less festive.

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7. Values of tolerance and politeness in shared spaces are beginning to fade, largely due to increasingly individualistic patterns of interaction.

CASE ANALYSIS

Contributing factors:

a) Influence of Modernisation and Lifestyle
Students at SD Negeri 5 Pedungan increasingly spend their free time on mobile phones, which has led to a decline in their attention to cultural and social activities.
b) Lack of role models reflecting Indonesian culture and local wisdom.
c) Limited role of families and community leaders in cultural education. Many parents have not fully instilled Balinese cultural values and a sense of nationalism in their children
d) Limited cultural literacy activities for students
There are few programmes or activities that combine elements of local culture with modern lifestyles that appeal to young people.
e) Influence of social media and global information. Students increasingly access entertainment content rather than materials that promote cultural awareness and citizenship values.

Impacts

1. Declining enthusiasm for preserving and promoting culture
2. Decreasing sense of solidarity among the school community.
3. Erosion of the values of mutual cooperation and togetherness.
4. Young generations' limited understanding of Balinese Cultural Philosophy, such as *Tatwam Asi* ("I am You").
5. Minor conflicts among community members due to miscommunication on social media
6. Loss of pride in local cultural identity amid urban life.

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ALTERNATIVE SOLUTIONS AND STRATEGIES FOR INTERVENTION

1. **Revitalisation of Cultural Activities at SD Negeri 5 Pedungan**
   a) Revive traditional arts and cultural activities, such as dance practice, tabuh (gamelan), mekidung (Balinese chanting), or cultural competitions for students as part of extracurricular programmes.

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b) Collaborate with local community organisations (banjar) in organising dance studios, tabuh, and kidung activities.
c) Conduct daily cultural literacy activities related to the arts, particularly dance, held every Thursday under the theme "Dance as a Unifying Force of the Archipelago."
d) Promote communal cooperation (gotong royong) once again as part of the school's identity within the school environment.
e) Hold the flag-raising ceremony regularly every Monday.
f) Instil a sense of nationalism by having students sing mandatory national songs daily.

2. **Digital Literacy and Social Media Ethics Training**
   Provide education to the entire school community on the responsible and ethical use of social media.
3. **Strengthening the Role of Teachers as Role Models**
   Teachers should act as the driving force behind social, cultural, and civic activities within the school.
4. **Thematic Gotong Royong Programme**
   Carry out communal work and social activities linked to Balinese cultural values, such as maintaining cleanliness in temples and the surrounding environment.
5. **Guidance and Exemplary Leadership from the School and Education Authorities**
   The school, together with the Department of Education can implement regular programmes on cultural and citizenship literacy.

CONCLUSION

The case study at SD Negeri 5 Pedungan indicates that issues in cultural and citizenship literacy are driven by the influence of modernisation, the declining role of families, and the lack of activities engaging primary school students. The effects are evident in the weakening of communal cooperation (gotong royong), solidarity, and pride in local culture.

Through collaboration among teachers, parents, community leaders, arts experts, and government authorities, cultural and citizenship values can be reinforced. Efforts to preserve culture in ways that align with contemporary life will help SD Negeri 5 Pedungan remain a school that is culturally rich, tolerant, and instils a sense of national character amid the challenges of modern society.

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