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Cultural Literacy and Citizenship of Elementary School Students in Bone District

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Abstract

Indonesia as a country has many regional cultures and arts that need to be preserved. Cultural and civic literacy are competencies that need to be mastered in the midst of changing times. The purpose of this study was to measure the level of cultural and civic literacy skills of Elementary School students in Bone Regency and to analyze students' abilities based on the Bone Regency area. This study is a descriptive survey study. The subjects of this study were 834 students in 26 schools in Boen Regency using stratified random sampling techniques, 13 schools in urban areas and 13 schools in rural areas. The data analysis technique used quantitative descriptive analysis and inferential statistics. The results of the study showed that students who were in the low category were 28% of the total number, students who were in the medium category were 24% of the total number, then students who were in the very low category were 22% of the total number. However, students who were in the very high and high categories were 16% and 10% of the total number, respectively. In addition, the abilities of students in urban and rural areas have significant differences, using a level of 5%. Therefore, special handling is needed for students' abilities that are classified as low, both by local governments, schools, and parents. Cultural and civic literacy are competencies that need to be mastered amidst changing times.

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INTRODUCTION

Developments in the 21st century have had a significant impact on cultural diversity in Indonesia. The entry of foreign cultures has had a negative impact on the native culture of the Indonesian nation. According to Utami and Muzakki (2020), the entry of foreign cultures into Indonesia has had a negative impact on the erosion of native Indonesian culture and the elimination of national identity.

These changes need to be addressed carefully so that the nation's culture does not fade. Safitri and Ramadan (2022) emphasize the importance of instilling noble values and the social life of the

Indonesian nation. According to Sari and Supriyadi (2021), cultural diversity must be understood, preserved, and developed by each generation so that it becomes the main capital in the development and progress of the nation's civilization. In addition, as part of world citizens, Indonesians are required to know and appreciate other cultures, and be able to ward off the negative influences of foreign cultures that are not in accordance with the nation's culture (Fahrozy et al., 2022).

The young generation of Indonesia has an important role in facing the changes of this century. According to Nahak (2019), many local cultures are starting to fade due to the lack of interest of the next generation to learn and inherit them. Irianto and Febrianti (2017) emphasized the importance of anticipatory steps in education to prepare graduates who are ready to face the changing times and create a golden generation of Indonesia. Harahap et al. (2022) added that literacy skills are the main skills that must be mastered by students in the era of digital transformation in the 21st century.

Literacy is important in the 21st century, because literacy is the ability to understand, process, and use information received in various situations (Hartati, 2016). Another thing that was also put forward by Padmadwe & Artini (2018) is that secondary literacy has experienced an expansion of meaning to include more than just reading and writing skills. In the 21st century, an individual needs cultural and civic literacy skills as one of the foundations in preparing themselves to achieve success in building communication and collaboration. This was stated by Suherman & Santosa (2019) that cultural and civic literacy can be explained as the ability possessed by individuals to understand culture as a national identity that is in line with awareness of their rights and obligations as citizens. With these skills, cultural diversity and the existence of harmony between citizens can be maintained properly, despite the onslaught of foreign cultures that enter and are able to maintain citizens in maintaining their identity and integrity (Nudiati, 2020; Yusuf et al., 2020).

Cultural and civic literacy in schools aims to equip students with the ability to understand, appreciate, and apply cultural values and play an active role in society to create a harmonious environment (Ministry of Education and Culture, 2017). Cultural and civic literacy encourages an understanding of tolerance and multiculturalism in Indonesian society (Pratiwi & Asyarotin, 2019; Marlina & Halidatunnisa, 2022; Muniroh et al., 2020), and plays a role in preserving national culture and shaping national identity in the global world.

Cultural and civic literacy is important in national and state life, according to Desyandri (2018) because it helps individuals interact socially, adapt, and actualize themselves in the global arena. Pratiwi & Asyarotin (2019) also highlight the importance of this ability in the 21st century, especially for the younger generation, to maintain and love Indonesian culture.

Cultural and civic literacy develops in response to global demands. In the 21st century, people are required to have life skills that enable them to interact at local, national, and global levels. By mastering cultural and civic literacy, people can develop a deep understanding of cultural citizenship. Winata Putra (in Darliana et al. (2022)) also explains that cultural and civic literacy is a foundation that contains a set of ideas that can be implemented effectively to accept culture. The goal is to form a strong citizen identity and enable them to participate fully in their society.

These skills are based on civic knowledge capital, civic skills, and civic ethics (Binkley & et al., 2012 in Hamid et al., 2018). These three components form the basis of the concept of cultural and civic literacy, also known as civic scientific literacy (Shen, 1975; Miller J. D., 1998 in Hamid et al., 2018). T

hus, cultural and civic literacy not only has an understanding related to the insight into cultural diversity in various regions of Indonesia but also according to Widiastuti (2023) as the ability to contribute applicatively in attitudes towards culture and the rights and obligations of citizens. Another thing was also put forward by Iman (2022) that through cultural and civic literacy, citizens are expected to be able to know about culture as well as participate in relation to their rights and obligations in community life. The six components promoted by the Ministry of Education and Culture of the Republic of Indonesia (2017) are: 1) Culture as thought through language and behavior; 2) Art as a cultural product; 3) Multicultural and participatory citizenship; 4) Nationalism; 5) Inclusivity and 6) Direct Experience. Cultural and civic literacy is very important for elementary school students. This is in line with Rahmawan (2019) that instilling knowledge and values is very necessary for elementary school students because elementary school age is easier to guide than middle school age. In addition, Triyanto & Fadilah (2018) also argue that instilling values in elementary school is very important because it is the beginning to become a habit later.

If this condition is not immediately addressed, it can lead to weaknesses in cultural and citizenship skills that can cause various negative problems (Utami & Muzakki, 2020; Yudin, 2019). Among them are students' lack of knowledge about the cultural heritage of the archipelago, the rampant cases of bullying, and the emergence of tribalism, primordialism, and ethnocentrism. In addition, there is a risk of negative cultural acculturation from outside and cultural alienation. Indifference in social interactions is also a worrying symptom, even in the school environment.

As one of the important skills to have, cultural and civic literacy is expected to be an effort in facing the development of the times, of course, it must be possessed by all students comprehensively and evenly. Because education can be used as a benchmark for the progress of a nation. This problem is reinforced by research from Itasari, (2021) which states that education in the border areas of Indonesia and Malaysia still has gaps. In addition, the opinion of Prasetya and Pribadi, (2021) who said that the quality of education in rural areas is still lagging behind compared to urban areas, so it is natural that many families move to urban areas to send their children to school. Seeing the geographical conditions in Indonesia which is known as an archipelagic country, it is a big challenge to equalize the quality of education between regions. Based on data from the Central Statistics Agency (2023) in Education Statistics, it states that the Literacy Rate (AMH) which is closely related to literacy skills in urban and rural areas in Indonesia experiences a gap, namely in rural areas it is lower than in urban areas (94.54% compared to 97.94%). The difference in the quality of education in urban and rural areas will certainly affect students' abilities (Nikmah et al; 2020). In addition, the impact of inequality that occurs according to Andri (2024) is the limitations in knowledge and skills of individuals which can make them less able to compete on a global scale.

The results of student abilities are of course very important in the implementation of a learning program, this was stated by Rona (2018) that assessment or measurement is the ultimate goal of the learning process carried out by a student. Because learning outcomes measure how far students' abilities are in understanding or receiving learning information that has been given is an important thing that can be used as a reference for conducting evaluations.

Based on literature studies, the implementation of cultural and civic literacy in elementary schools has not achieved significant results (Nusantara, 2018; Praptanti & Ernawati, 2019; Yusuf et al., 2020). The school literacy team still faces challenges such as the difficulty of integration with

other subjects, limited facilities and infrastructure, minimal literacy writing and discussion activities, and suboptimal student involvement such as often forgetting to bring reading books. In addition, collaboration between school residents in this implementation has not been effective with a lack of intensive and synergistic cooperation, as well as differences in perceptions of the concept of literacy that hinder the formation of a transparent and systematic implementation system (Mustadi et al., 2016; Ahsani & Azizah, 2021; Wardani & Dwiningrum, 2021).

Based on the results of interviews at one of the elementary schools in Bone Regency, the implementation of cultural and civic literacy is still not optimal due to several things. First, the school has not followed clear instructions from the government or the education office regarding the socialization of the program. Second, the lack of support for facilities and infrastructure such as adequate regional literary reading materials. Third, the lack of attention from related parties because cultural and civic literacy is considered not to significantly support student learning success. Fourth, the implementation is still limited to the habit of reading books without further evaluation. Fifth, there has been no measurement of students' literacy abilities so that there is no clear picture for follow-up.

As explained in several studies above, research on cultural and civic literacy is still minimal and focuses more on implementation and problems faced, so research on the results of students' cultural and civic literacy skills is still needed as an important part of the implementation of cultural and civic literacy.

Based on the description above, this study aims to measure the level of students' abilities in cultural and civic literacy skills at the elementary school level in Bone Regency in order to prevent the negative impacts of 21st century developments on the nation's culture. In addition, it also aims to analyze students' abilities based on the Bone Regency area. Based on this, the title of this study is "Cultural and Civic Literacy Skills of Elementary School Students in Bone Regency".

METHODS

This study uses quantitative research with a descriptive survey approach. The survey method aims to examine individuals, groups, institutions, methods, and materials. This method is used to identify, compare, contrast, classify, analyze, and interpret various entities and events that contribute to various dimensions of the study.

The sample of this study consisted of 834 elementary school students in 26 schools in Bone Regency, South Sulawesi Province, Indonesia. The sampling technique used stratified random sampling, namely taking or stratifying the population based on certain characteristics (Creswell, 2012), the characteristics in question are the characteristics of the Bone Regency area based on regional government regulation No. 2 of 2013 concerning the Bone Regency spatial plan for 2012-2032 which divides the Bone Regency area into urban and rural areas. By taking into account the sample size and population size according to Scheaffer, Mendenhall & Ott (2011) the number of schools in rural areas is 13 schools and 13 schools in urban areas.

The instruments used in this study were test instruments and questionnaires which were the results of development by the author and had been validated by experts using the Aiken's formula with six validator experts with each item > 0.87 so that it was declared valid, construct validation using Confirmatory factor Analysis was declared valid because the Loading Factor Standardized

Solution value was more than 0.3 and the reliability test used Alpha Cronbach so that it could be stated that the instrument used was valid and reliable.

Measurement of cultural and civic literacy skills as a whole consisting of six components put forward by the Ministry of Education and Culture of the Republic of Indonesia (2017) are: 1) Culture as thinking through language and behavior; 2) Art as a cultural product; 3) Multicultural and participatory citizenship; 4) Nationalism; 5) Inclusiveness and 6) Direct Experience.

The data analysis techniques used in this study are descriptive statistical analysis and inferential statistics using the help of the R Program software. Descriptive statistical analysis techniques are a method related to the collection and presentation of data with the aim of providing information related to the data. The stages of descriptive analysis carried out in this study are: 1) checking the results of student tests and questionnaires accurately and repeatedly to prevent errors in imputation; 2) each score is described using descriptive statistics including the highest value, lowest value, average and standard deviation; 3) converting cultural and citizenship literacy ability scores using interval categories adapted from Hopkins & Antes (1978)

Table 1

Categories of cultural literacy intervals and citizenship skills	
Intervals	Category
$\bar{x} > \bar{x}_i + 1.5 sb_i$	Very high
$\bar{x}_i + 0.5 sb_i < \bar{x} \leq \bar{x}_i + 1.5 sb_i$	High
$\bar{x}_i - 0.5 sb_i < \bar{x} \leq \bar{x}_i + 0.5 sb_i$	Medium
$\bar{x}_i - 1.5 sb_i < \bar{x} \leq \bar{x}_i - 0.5 sb_i$	Low
$\bar{x} \leq \bar{x}_i - 1.5 sb_i$	Very low

$$\bar{x}_i = \text{average ideal score} = \frac{1}{2} \times (\text{maximum score} + \text{minimum score})$$

$$SB_i = \text{Ideal standard deviation} = \frac{1}{6} \times ((\text{maximum score} + \text{minimum score}))$$

$$\bar{x} = \text{Empirical score}$$

The results of the study will present tables and diagrams that describe the results of students' abilities related to cultural and civic literacy. Inferential statistics are used to see whether there are differences between the two groups, namely by using the Mann Whitney U difference test which is a non-parametric difference test to see whether there are differences in cultural and civic literacy abilities between rural and urban groups in Bone Regency. The Mann Whitney U test is a non-parametric statistic used because the data does not have a normal and homogeneous distribution.

RESULT AND DISCUSSION

Cultural literacy provides an understanding of the meaning of culture and the existence of culture as a self-identity as part of a society. On the other hand, civic literacy is seen as a skill in interpreting the duties of a citizen in carrying out the rights and obligations of the nation and state. According to Kahar (2017), cultural and civic literacy hopes that every citizen can learn to have the ability to behave towards their environment as part of Indonesian culture. Thus, cultural and civic literacy is the ability of individuals and society to act in their social environment as part of the cultural and state framework.

Cultural and civic literacy is one part of the basic literacy determined by the Ministry of Education and Culture as a basic skill that students need to have as a provision to prepare themselves to face the challenges of an era full of disruption. This literacy aims to fortify the next generation of the nation from the onslaught of negative culture both from within and outside the country

Research Results and Data Related to Elementary School Students' Cultural and Civic Literacy

As discussed in the research method, this study uses descriptive analysis. Understanding of cultural and civic literacy includes six components as stated by the Ministry of Education and Culture (2017), namely culture as thinking through language and behavior, art as a cultural product, multicultural and participatory citizenship, nationalism, inclusivity, and direct experience. Students' cultural and civic literacy abilities can be seen in the following table.

Table 2
Descriptive Statistics of Cultural and Civic Literacy

Descriptive statistics	Component					
	1	2	3	4	5	6
Ideal average	3.5	4.0	10.0	12.5	12.5	12.5
Ideal standard deviation	1.2	1.3	2.0	2.5	2.5	2.5
The highest score	7.0	8.0	16.0	20.0	20.0	20.0
Lowest value	0.0	0.0	4.0	5.0	5.0	5.0

- 1 : Culture through language and behavior
2 : Art as a cultural product
3 : Multicultural and participatory citizenship
4 : Nationalism
5 : Inclusivity
6 : Direct experience

Based on the table above regarding the six components of cultural and civic literacy, the results were then converted according to the interval categories adapted from Hopkins & Antes (1978) so that the results are presented in the following figure.

Table 3
Interval Category Conversion

Category	Component					
	1	2	3	4	5	6
Very high	$X > 4$	$X > 5$	$X > 12$	$X > 16$	$X > 16$	$X > 16$
High	$3 < X \leq 4$	$4 < X \leq 5$	$10 < X \leq 12$	$13 < X \leq 15$	$13 < X \leq 15$	$13 < X \leq 15$
Medium	$2 < X \leq 3$	$2 < X \leq 4$	$8 < X \leq 10$	$10 < X \leq 13$	$10 < X \leq 13$	$10 < X \leq 13$
Low	$1 < X \leq 2$	$1 < X \leq 2$	$6 < X \leq 8$	$8 < X \leq 10$	$8 < X \leq 10$	$8 < X \leq 10$
Very low	$X \leq 1$	$X \leq 1$	$X \leq 6$	$X \leq 8$	$X \leq 8$	$X \leq 8$

After conversion, the total level of student ability in the six components is as follows.

Table 4
Distribution of cultural and citizenship literacy skills

omponent	very low	low	medium	high	very high
Language and behavior	57	102	118	145	412
art	8	376	285	81	84
Multicultural citizenship	243	373	144	42	32
Nationalism	194	180	253	104	103
Inclusivity	287	204	191	84	68
Direct experience	303	172	203	63	93

Cultural and civic literacy data are grouped into five categories, ranging from very low to very high. However, in general, cultural and civic literacy skills are at a low level, reaching 28% of the total, while students at the medium level reach 24% of the total, followed by students in the very low category, which is 22% of the total. However, students in the very high and high categories reach 16% and 10% of the total, respectively.

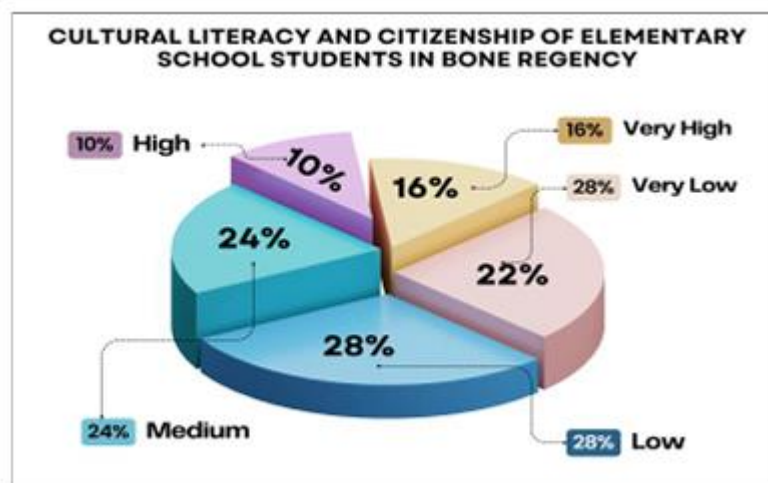


Fig.1 Percentage of cultural and citizenship literacy skills of elementary school students

In general, based on the data that has been obtained, the ability of Elementary School students in Bone Regency regarding cultural literacy is still in the low category, this is because the data obtained still shows that many students have relatively low abilities in each component.

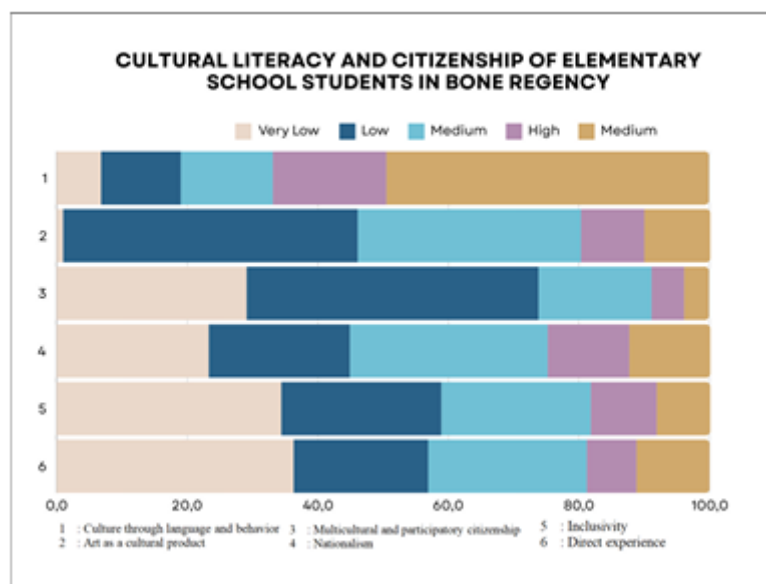


Fig. 2 Students' cultural and citizenship literacy skills based on their components

In the language and behavior indicators, student abilities are dominated at a very high level (49.4%), then in the arts indicator, student abilities are still at a low level (45%), in the multicultural indicator, student abilities are at a low level (44.7%), Furthermore, in the nationalism indicator, student abilities are at a moderate level (30.3%), in the inclusiveness indicator, student abilities are relatively at a very low level (34.4%), in the direct experience indicator, student abilities are relatively at a very low level (36.3%). This is in line with research conducted by Wulandari et al., (2023) that elementary school students' interest in Indonesian culture is still lacking.

In the cultural component as a way of thinking through language and related behavior, students showed dominant abilities at high and very high levels, with a percentage of correct answers of more than 50%. The results of the analysis showed that students were able to answer questions related to the use of Bugis language in the Lontara script, as well as Bugis tribal culture such as siri, sipakatau, sipakainge, and sipakalebbi. This finding is in accordance with the research of Anindryati & Mufidah (2020) which describes the vitality of regional languages in Indonesia, especially the Bugis language in South Sulawesi which is still used well by children and the Bugis tribe.

However, the results of the analysis show that there are components where the percentage of students' correct answers is <50%, especially in the component of art as a cultural product. Where students' abilities tend to be dominant at a low level. This finding is in line with the opinion of Wigunadika (2018) which shows that students are more interested and proud of foreign works and western lifestyles, compared to local culture and arts in their area. Lack of knowledge about these two indicators can have a negative impact on the preservation of regional arts.

The lack of student abilities in both components can occur due to several things. The results of a study by Aisara et al. (2020) showed that elementary school students were less interested in studying culture because foreign cultural films or entertainment in Indonesia were shown in a more interesting way. The stigma that studying arts and culture is easier than applied sciences is still growing (Megawati et al: 2021). And the most vital thing is the facilities and infrastructure that can

support the learning process, both in terms of intensity and quality. This was stated by Julita & Syeilendra (2020) that low student learning outcomes can be caused by limited facilities and infrastructure, in this case such as the lack of regional reading materials and arts and culture equipment in schools.

The components of multicultural citizenship, nationalism, inclusivity and direct experience in cultural and civic literacy have not shown positive results on students' civic attitudes, some students are still at a low level of ability, meaning they cannot be categorized as actively participating in the application of cultural and civic literacy, because students' answers tend to be never and/or sometimes.

In general, elementary school students in Bone Regency have affective abilities in cultural and civic literacy at a very low level and low in indicators in each component. These results certainly need to be watched out for because low attitudes can cause many conflicts that disrupt comfort and harmony in life (Widhayat & Jatiningsih, 2018).

Students' abilities certainly need to be improved because it can affect the quality of their learning outcomes. Kusuma (2017) stated that students who have low social attitudes in the learning process tend to be more passive, less creative in class, less enthusiastic in group work, not innovative, always waiting for orders, and only receiving stimulus from the teacher. As a result of the lack of social attitudes and enthusiasm for learning, the quality of learning outcomes will certainly be low. Improving these abilities can be done by following the development of the times and utilizing technology, this is like research conducted by Sari & Kurnia (2022) with the development of information and technology, various learning media have advantages, namely being simple, flexible and interactive which can be used in the learning process and easy.

Improving the quality of education requires cooperation between the government and society in general. This is in line with the fact that cultural and civic literacy needs to be provided at the family, school, and community levels (Ministry of Education and Culture, 2017:8). Efforts that can be made in line with research conducted by Maula Ny et al., (2023) are the provision of educational programs that can support such as creative regional language workshops, provision of reading materials in class, celebration of national days, improvement of facilities and infrastructure related to cultural and civic literacy, namely the provision of reading materials with cultural themes, both regional and national cultures, increasing community participation in decision making about education and improving teacher competence by providing supporting training.

Research Results and Data Related to Cultural Literacy and Citizenship of Elementary School Students by Region.

Bone Regency divides its area into urban and rural areas. The division of Bone Regency areas is based on regional government regulation No. 2 of 2013 concerning the spatial planning of Bone Regency area for 2012-2032, namely: 1) This area includes the sub-districts of Tanete Riattang, West Tanete Riattang, East Tanete Riattang, Sibulue, Ulaweng, Libureng, Lappariaja, Lamuru, Awangpone, Ajangale and Kajuara and 2) This area includes the sub-districts of Tonra, Mare, Cina, Barebbo, Ponre, Palakka, Bontocani, Salomekko, Patimpeng, Tellu Limpoe, Bengo, Tellu Siattinge, Amali, Dua Boccoe, and Cenrana. Based on the explanation above, the urban and rural residential areas in Bone Regency in detail can be seen in the following table.

Table 4
Urban and Rural Areas of Bone Regency

Areas	Main Activities	Area Size	Number of Subdistricts	Total population	Number of Schools
Urban	Number of Schools Distribution of government services, social services and economic activities.	1.636,8 km ²	11 sub-districts	350.792	278
Rural	Agriculture and natural resource management	2.861,6 km ²	16 sub-districts	514.883	359

Source : (Dinas Tata Ruang Kabupaten Bone, 2013);
(Badan Pusat Statistik Kabupaten Bone, 2023)

In general, urban and rural areas according to Suparmini (2007) are distinguished based on the structure of their population activities, namely: (1) Rural populations are characterized by agricultural or farming-based activities, lower population density, lifestyles close to the use of natural resources and residential areas far from centers of cultural change, creativity and city centers; (2) Urban areas are characterized by population activities based on trade and services, dense population density, highly educated workers and close to centers of cultural change, creativity and city centers. Urban and rural areas of Bone Regency if the area and population are taken into account, then the urban area actually experiences a denser population density compared to its rural areas. In addition, the distance of the center of cultural change, creativity and the city center tends to be rural areas have a long distance from Watampone City as the city center of Bone Regency.

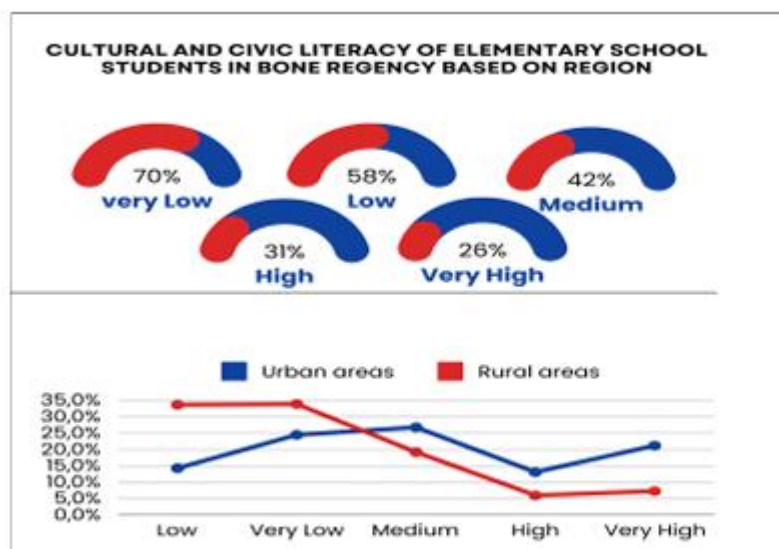


Figure 3. Cultural and citizenship literacy skills of elementary school students in Bone Regency based on region.

The frequency of urban areas that are more than urban areas is in the medium, high and very high categories, while the frequency that is more in rural areas is in the very low, low and medium categories.

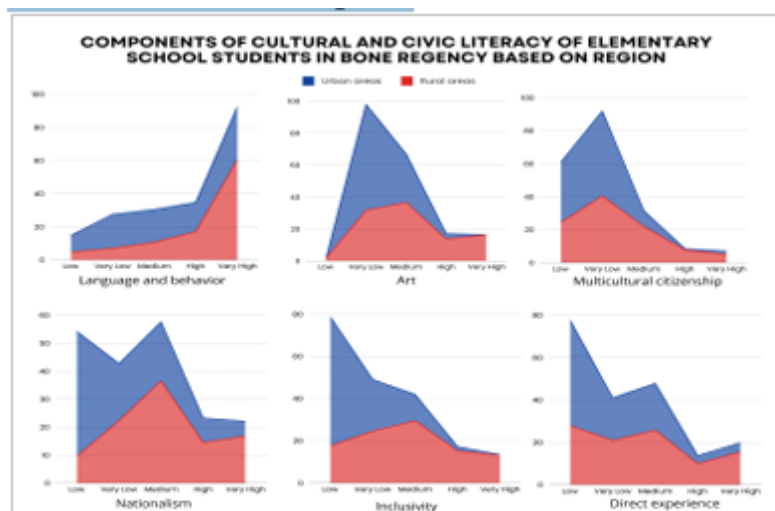


Figure 4. Components of Cultural and Civic Literacy of Elementary School Students in Bone Regency based on region.

The results of the analysis of each component of cultural and civic literacy in urban and rural areas in Bone Regency show that there is a fairly large gap in cultural and civic literacy skills between students in schools in urban and rural areas. Many factors can cause students in urban areas to be superior compared to students in rural areas, including socio-economic status (Von Secker, 2004), family background, distance from home to school (Martin, et al., 2000), class and school size (Howley & Gunn, 2003) school conditions and availability of academic resources, teacher qualifications, teaching strategies, student self-concept (Herzog & Pittman, 1995) and parental and community support (Young, 1998).

The lack of educational facilities in rural areas affects the quality of education there. This is exacerbated by the lack of funds to finance educational activities. In many rural areas, the necessary school buildings are still minimal, and even if there are, the existing school buildings are still in poor condition. The lack of rural facilities and infrastructure can also affect the quality of learning and students' ability to acquire the knowledge and skills needed for their future (Rismayani et al., 2021). The condition of cultural and civic literacy skills in Bone Regency in urban areas shows that the six components of cultural and civic literacy are superior to rural areas, this urban area is dominated by non-agrarian activities consisting of 11 sub-districts while the rural area is an area consisting of 16 sub-districts dominated by agrarian activities, with a low population and less intensive in the use of built-up areas. The gap in student abilities in urban areas is 60% superior at high and very high levels of ability compared to rural areas.

Based on the results of research conducted by Handayani (2018), it was found that the number of residents in urban areas affects the need for better education, due to development that is developing in line with education, in addition to the socio-economic conditions of the community that support such as the layout of housing with schools closer and easier to reach. In addition, there

are differences between villages and urban areas according to Aslan (2019) creating a gap between the quality of education, student characteristics and educational facilities.

The low cultural and civic literacy skills of elementary school students in Bone Regency in rural areas is a problem that must be a concern for the local government. A regency with the slogan of a traditional city with various cultures and customs that develop in it, creating a society that is capable and understands culture is important. Knowledge related to language, behavior and art as well as attitudes of nationalism, inclusiveness, multicultural citizenship and direct application are indicators that need to be emphasized to students.

To prove whether there is a difference between the cultural and civic literacy skills of elementary school students in Bone Regency, a difference test was carried out using non parametric inferential statistics because after the assumption test, homogeneity and normality were not met to use parametric statistics.

Table 5
Test the Assumption of Cultural Literacy and Citizenship of Primary School Students in Bone Regency

Assumption Test		Component					
		Language and Behavior	Art	Multicultural citizenship	Nationalism	Inclusivity	Direct Experience
Kolmogorov –Smirnov value	1	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)
	2	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)
Shapiro-Wilk Value	1	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)
	2	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)	0,000 (not normal)
Nilai Homogenity of Variance		0,907 (Homogeneous)	0,000 (not Homogeneous)	0,000 (not Homogeneous)	0,653 (Homogeneous)	0,000 (not Homogeneous)	0,000 (not Homogeneous)

1 = Urban; 2= Rural

Based on the normality and homogeneity tests carried out, it can be concluded that the data does not have a normal distribution, so the test for differences between regions carried out is the nonparametric Mann Whitney U test, taking into account the assumptions that have been met.

Table 6
Hypothesis test of elementary school students' cultural and civic literacy skills based on region

Komponen					
Language and Behavior	Art	Multicultural citizenship	Nationalism	Inclusivity	Direct Experience
0,000 (Reject H_0)	0,000 (Reject H_0)	0,000 (Reject H_0)	0,000 (Reject H_0)	0,000 (Reject H_0)	0,000 (Reject H_0)

Based on the difference test that has been done, the results of the value in the Asymp. Sig/Asymptotic column are 0.000 for all components. So that the probability is below 0.05. So H_0 is rejected. Based on the results of the test that has been done, referring to the significance value obtained, it can be concluded that there is a significant difference in cultural and civic literacy skills in urban and rural areas of Bone Regency.

The test of differences in cultural and civic literacy components showed the same results, namely that there were significant differences in the six components of cultural and civic literacy in rural and urban areas. The existence of differences between regions is possible due to sociodemographic differences in each region. Demographic components according to Waskitaji in Fitriah & Mardiaty (2019) include age, gender, education and income. Several studies also show socio-demographic factors such as age, gender, region, and place of residence (Marcinkowski et al., 2015; Pitman et al., 2018).

Sociodemographic differences in each area in Bone Regency are due to the division of these areas based on regional characteristics. Rural areas in Bone Regency in BPS Bone in Figures 2023 show a wider area than urban areas. Apart from regional characteristics, other things are also related to economic factors and employment in each area. Referring to BPS Bone Regency data 2023, it is stated that several jobs are dominant in Bone Regency. Urban areas are dominated by service and trade jobs while rural areas as agrarian areas are dominated by agriculture.

In addition, data from BPS also shows that poverty rates have a higher percentage in rural areas. According to Morrissey and Vinopal (2018) The achievement of academic achievement of students in the lower economic class can result in low academic achievement, this can occur due to difficulty in accessing sources of information that can support their academics. Based on several findings above, research is needed regarding factual factors that influence differences in cultural and civic literacy abilities in the Bone Regency area.

Improving the quality of education requires cooperation between the government and society in general. This is in line with the fact that Cultural and civic literacy needs to be provided at the family, school, and community levels (Ministry of Education and Culture, 2017:8). Efforts that can be made in line with research conducted by Maula et al., (2023) are the provision of educational programs that can support such as regional language creative workshops, provision of reading corners in class, celebration of national days, improving facilities and infrastructure which when associated with cultural and civic literacy are providing reading materials with cultural themes, both local and national cultures, increasing community participation in decision- making about education and increasing the competence of teachers by providing supporting training.

CONCLUSIONS

The cultural and civic literacy skills of elementary school students in Bone Regency are generally at a low level, but there are differences in abilities in various components. Very low levels in the inclusiveness and direct experience components, low in the art component as a product of multicultural culture and citizenship, medium levels in the nationalism component, and very high in language and behavioral skills.

There are significant differences in the cultural and civic literacy skills of elementary school students in Bone Regency in urban and rural areas in each component, the cultural and civic literacy skills of urban students are stated to be superior to students in rural areas.

Thus, the low abilities of these students need attention to provide alternatives or new breakthroughs in the application of cultural and civic literacy, and there needs to be cooperation from various parties, namely teachers, schools, parents and local governments to overcome this.

This study requires further research related to the factors that influence the low abilities of students, in addition, longitudinal studies are needed to track changes and impacts of cultural and civic literacy.

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CONFLICTS OF INTEREST STATEMENT

The authors have no conflicts of interest to declare. All co-authors have seen and agree with the contents of the manuscript and there is no financial interest to report. We certify that the submission is original work and is not under review at any other publication.

AUTHOR CONTRIBUTIONS

Nurfitriah is responsible for designing the research methodology, collecting and analyzing data, and writing the methodology and results sections of the study. Meanwhile, Kana plays a role in developing the research concept and theory, writing the introduction and discussion sections, and editing and revising the overall article. Both work together in formulating the research objectives and hypotheses, interpreting the research results, and approving the final version of the article before publication. Thus, the contribution of each author can be optimized to produce a quality research article..

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