

Habituation of National Character Values Through Cultural Literacy Activities at SMP Negeri 6 Mataram

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Abstract

Cultural literacy activities are activities that refer to the understanding of values, norms, and habits the purpose of this study is to find out how the habituation of national character values through cultural literary activities and to find out what the impact of the habituation of national character values through cultural literacy activities at SMPN 6 Mataram. This study uses a descriptive research type with a qualitative approach. Data collection techniques and documentation techniques. Data analysis techniques use the miles and hubermen technique, namely data reduction, data presentation and data conclusion. Data validity techniques use time, source, and technique triangulation. Based on the data obtained, the habituation of cultural literacy activities can be carried out through several activities, namely: 1) intracurricular activities; 2) extracurricular activities; and 3) co-curricular activities. The values of national character after habituation are: tolerance, discipline, creative, love of country, friendly/communicative, like the read, and responsibility. The positive impacts of habituating national character values through cultural literacy activites are: 1) increasing interest and literacy habits; 2) fostering a sense of joy towards local culture; 3) increasing enthusiasm for learning; 4) developing creativity; while the negative impacts are: 1) decreasing student motivation; and 2) limited time.

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1. INTRODUCTION

The Unitary State of the Republic of Indonesia (NKRI) is a country with various differences such as differences in culture, ethnicity, language and religion into one unit. One of the government institutions, namely schools, which are educational institutions not only for carrying out the teaching and learning process but also for a place to gather these differences. Therefore, the formation of character values is needed from an early age. However, the values of national character in Indonesia are facing chaos, this is indicated by the many cases of crime and other crimes that do not reflect the values of national character, such as the rampant cases of corruption carried out by officials from the village level to high officials. It is different in the school environment, cases and crimes that usually occur are juvenile delinquency such as smoking in the school environment, truancy, brawls, drinking alcohol, to drug abuse and other delinquencies (Wathano, 2022). The situation currently facing the Indonesian nation confirms that the values of national character are starting to fade, the knowledge taught in schools in fact has no impact at all on changing the behavior of Indonesian citizens, especially students. The reason is that teachers tend to provide material limited to text without practicing and getting used to this behavior, so that students will not remember the material taught (Kumalasari, 2015).

In line with that, education still plays an important role in this situation because through education it can develop the character of students. This is stated in Law Number 20 of 2003 article 1 paragraph 1 concerning the National Education System (Sisdiknas) that "Education is a conscious and planned effort to create a learning atmosphere and learning

process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state." Based on the explanation above, it can be concluded that national education in Indonesia prioritizes the ability of students to develop in aspects of spiritual religious attitudes, intelligence, noble morals, and skills.

In line with that in the National Education System Law, the Indonesian government has also attempted to implement character education through the 2005-2025 National Long-Term Development Plan (RPJPN), which explains that "Character education as a foundation for realizing the vision of national development". At the beginning of the planning of character education, 18 character values were obtained, namely religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievement, friendly or communicative, love of peace, love of reading, care for the environment, care for society, and finally responsibility. Not only are the values of national character starting to fade, Indonesia, which is known as an archipelagic country in the international arena, has seventeen thousand islands stretching from Sabang to Merauke. That is what is a factor in the formation of various kinds of diversity, the most striking of which is cultural diversity. Like the culture in the NTB region, it does not necessarily have the same culture as other regions in Indonesia. The cause of various kinds of diversity is Indonesia's geographical location which is spread from mountains, coastal areas, highlands, and lowlands so that this becomes the formation of different cultures and characteristics because it is in accordance with the living environment.

According to Maimun (2020), the surrounding phenomenon shows that some Indonesian children do not know the culture of their own tribe, they tend to idolize cultures outside such as western culture and Korean culture. Based on the results of research conducted by Bahrudin (2017) on Tengger Tribe teenagers, it is explained that the local culture of Tengger Tribe teenagers has experienced many shifts caused by the lifestyle of Tengger Tribe teenagers, one of which is towards western culture. Like the socio-cultural life in West Nusa Tenggara (NTB), which has many inspiring folk tales and cultures, but the people themselves are less aware of it. Local culture is currently considered old-fashioned and eroded by the times. Strengthened by the opinion of Oryza (2022) the younger generation often follows global trends, shows a deeper interest in foreign cultures and tends to ignore local culture, as if they do not care about preserving their own culture.

This is partly due to the ignorance and lack of understanding of Indonesian children, especially students, about their rights and obligations as citizens, as stated in Article 28I Paragraph 3 of the 1945 Constitution, which explains that cultural identity and the rights of traditional communities are respected in line with the development of the times and civilization (Isra, 2016). Every citizen has the right and obligation to develop or maintain cultural identity and traditional communities, especially for the younger generation.

Since 2015, the Indonesian Government under the Ministry of Education and Culture has been promoting literacy programs by issuing Permendikbud No. 23 of 2015 concerning the Development of Character. In 2017, the Ministry of Education and Culture stated that "Cultural and civic literacy skills are behavioral skills in national culture as a national identity and understanding the rights and obligations of citizens". Cultural and civic literacy are a person's skills in personality as part of the existence of a culture and nation in their social conditions. The government also uses literacy education as a medium for instilling or habituating the values of nationalism and patriotism to society in the 21st century through the National Literacy Movement (GLN) program.

One of the literacy programs of the National Literacy Movement implemented in schools is Cultural and Civic Literacy. Through this program, the government seeks to

provide students with an understanding of culture and their rights and responsibilities as citizens through literacy activities. In addition, literacy is explained as a person's ability to understand written text, numbers, and symbols both in print and digital form, and to apply them to improve the quality of life both personally and socially. Cultural literacy is also a skill in understanding culture as a national and citizen identity that allows individuals to exercise their rights and obligations to maximize the quality of life of themselves and others (Desyandri, 2018). Therefore, through official institutions such as schools, internalization and habituation of values must provide an understanding to the younger generation as the successors of the nation, especially to participants about the values of national character so that they can maintain cultural diversity through reading and writing activities. This activity is then packaged in a cultural literacy program in schools. To achieve this goal, schools need to create a fun, effective and efficient habituation model to support the implementation of literacy activities in schools.

In this regard, the author chose one of the schools in Mataram City, namely SMPN 6 Mataram, which held a cultural Saturday program in which there were cultural literacy activities held 3 times a month, namely Saturdays in the first, second and third weeks of each month. Cultural literacy activities at SMPN 6 Mataram were filled with students telling stories they had read, the stories they told must be related to culture, namely Sasak culture such as the story of Princess Mandalika. This was done so that students did not forget and increased their insight into Sasak culture. In addition, problems arose among students, not all students at SMPN 6 Mataram were interested in carrying out cultural literacy activities. Therefore, from these problems, it is necessary to get used to loving the homeland, mutual cooperation, tolerance, discipline and responsibility in students so that the author is interested in conducting research by taking the title: "habituation of national character values through cultural literacy activities at SMP Negeri 6 Mataram".

2. RESEARCH METHOD

The approach used in this study is to use a qualitative approach. Qualitative research according to Moleong (2005:6) is research that aims to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, actions and others, carried out holistically and by describing it in words and language, in a special natural context and by utilizing various scientific methods. So this approach only questions two aspects, namely the research approach used is naturalistic while the efforts and objectives are to understand a phenomenon in a special context (Kumalasari, 2015).

According to Moleong (2006:132) in the book Qualitative Research Methods, Informants are individuals who are used to provide information about the context and background conditions of a study. In determining the person who will be used as an informant, here the researcher will use the purposive sampling technique according to Patton (1990) Purposive Sampling is described as a participant selection technique based on the objectives and needs of the study, allowing researchers to select individuals who can provide contributions in the form of information that is most relevant to the topic being investigated, where this informant is needed to find out the efforts of the school, namely SMP Negeri 6 Mataram in cultivating the character of a love of reading, in addition to examining what are the supporting and inhibiting factors in cultivating the character of a love of reading in students. Data collection techniques in this study are observation, interviews and documentation. This study uses analysis techniques according to Miles & Huberman (1992:16) which consist of three flows of activities that occur simultaneously, namely: data reduction, data presentation, and drawing conclusions/verification.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the research results, the habituation of national character values in SMP Negeri 6 Mataram is realized through three forms of cultural literacy activities, namely, intracurricular, extracurricular, and co-curricular activities. Intracurricular activities are implemented through the learning process in subjects such as Indonesian, Social Sciences (IPS), and Pancasila and Citizenship Education (PPKn) which directly contain cultural and national values content. Meanwhile, extracurricular activities are carried out through the SABDA GENI (Saturday Cultural Arts Performance) program which aims to strengthen students' love for regional arts and culture. Co-curricular activities include contextual activities such as visits to historical sites and screenings of cultural-themed films designed to enrich students' understanding of the nation's cultural heritage. These three forms of activities synergize with each other and have an important role in instilling national character in a complete and sustainable manner in students.

The implementation of the three forms of cultural literacy activities has encouraged the habituation of various national character values in students. The values that emerged include:

- 1) Tolerance, which develops through students' understanding of cultural diversity, both from local and international environments, thus encouraging an attitude of mutual respect in everyday life.
- 2) Discipline, which is formed through active participation in literacy activities that are carried out routinely and on schedule.
- 3) Creative, which emerges from the activity of rewriting folk tales in a more contextual version and art performances that demand innovation but remain based on cultural values.
- 4) Love for the Country, which is instilled through involvement in activities that introduce and promote local and national culture, thereby building a sense of pride in national identity.
- 5) Friendly/Communicative. Which is trained through interaction in discussions, group work, and joint cultural projects.
- 6) Love of Reading, which is formed through the habit of reading regularly with the support of facilities such as literacy corners and recording of reading journals by all school residents.
- 7) Responsibility, which is built through student involvement in cultural project activities that require awareness to play a role in maintaining and preserving the cultural heritage they possess.

Habituation of national character values through cultural literacy activities at SMP Negeri 6 Mataram has a dominant positive impact on students. These positive impacts include increased interest and habits in literacy, the emergence of a sense of pride and joy in local culture, and the development of student creativity. These findings indicate that cultural literacy activities have a significant role in strengthening national character values through an approach that is relevant to students' lives. However, in its implementation, several obstacles were still found, such as decreased student motivation due to boredom and limited time for activities due to the tight school schedule. Therefore, a more varied implementation strategy and better time management are needed so that cultural literacy activities can run optimally, sustainably and be able to provide real contributions in shaping students' characters.

3.2. Discussion

Habituation of National Character Values Through Cultural Literacy Activities at SMP Negeri 6 Mataram

Habituation of national character values can be done through various educational approaches, one of which is by developing cultural literacy. Cultural literacy refers to the understanding of values, norms, and habits that develop in a society, so that individuals are able to adapt and act according to their national identity (Sulistyo, 2020). Through cultural literacy, individuals not only gain a theoretical understanding of cultural concepts, but also internalize character values, such as tolerance, responsibility, and nationalism in everyday life. Therefore, the Principal and Chair of Cultural Literacy at SMP Negeri 6 Mataram implement cultural literacy in the school environment and can be done through various activities that are divided into three main categories, namely intracurricular, extracurricular, and co-curricular activities.

1. Cultural Literacy Activities

The implementation of cultural literacy in the context of habituating national character values can be realized through various educational programs in schools. Cultural literacy activities in schools aim to introduce students to the diversity of national culture and instill national character values through active interaction with cultural elements, both textually and contextually. Each type of activity has a variety of functions in fostering cultural awareness and shaping the character of students, namely, as follows:

a. Intracurricular Activities

Intracurricular activities are activities that take place in formal learning in the classroom. In relation to cultural literacy, these activities can include the integration of cultural materials into various subjects, such as:

1) Learning Indonesian Language and History

Intracurricular activities such as learning Indonesian and History have a strategic role in internalizing national character values through cultural literacy activities. At SMP Negeri 6 Mataram, Indonesian teachers direct students to write poems with local cultural themes as part of cultural literacy activities, for example, exploring inspiration from local traditions and wisdom of Lombok to be expressed in the form of poetry. This aims to instill a sense of love for the homeland and build pride in regional culture. Meanwhile, the History subject provides an understanding of the development of culture and traditions in Indonesia, not only that, through material on the nation's struggle, students are invited to reflect on values such as nationalism, patriotism, and the spirit of unity. As stated by Tilaar (2004), history education has a strategic function in shaping national identity and instilling a sense of responsibility for the future of the nation. So that students can recognize the journey of national values from time to time. With the connection between culture in the Indonesian and History subjects, students are accustomed to learning about culture and students can understand national values from the past to the present.

The efforts of SMP Negeri 6 Mataram in integrating cultural literacy with strengthening the understanding of the history of the nation's struggle reflects the school's commitment to building the national identity of students. Through the activity of writing poetry with local cultural themes, students are encouraged to recognize and internalize the values of local wisdom that are part of the nation's identity. On the other hand, history learning that emphasizes the values of nationalism and patriotism also contributes to shaping national character.

This finding is in line with Tilaar's opinion (2004) which emphasizes that history education has a strategic role in shaping national identity while fostering awareness of responsibility for the future of the nation. Therefore, the application of cultural literacy and strengthening history learning can be an effective strategy in habituating the values of national character in students.

In cultural literacy activities, namely intracurricular activities of learning Indonesian and History at SMP Negeri 6 Mataram, it can be a strategic medium to instill national character values. Such as writing poetry with a cultural theme in Indonesian language lessons and discussing local figures and culture in History lessons can provide students with learning experiences that are more relevant to their daily lives.

2) Discussion and Analysis of Cultural Texts

Discussion and analysis of cultural texts are activities that aim to explore cultural values and national character contained in various literary works. According to Emilia (2011), text-based learning (genre-based pedagogy) not only helps students understand the structure of the text but also broadens their insight into the cultural context that is the background of the text. Students at SMP Negeri 6 Mataram are given the task of analyzing various cultural texts, such as fables, pantuns, and traditional poems that contain moral messages and national values (Setiawan, 2021). In addition, through activities such as discussion and analysis of texts containing cultural elements, students are encouraged to develop critical and reflective thinking skills towards the values contained in the nation's cultural heritage. By doing this activity, students not only improve their critical thinking skills and cultural literacy but also foster a love for the nation's cultural heritage.

The results of the study at SMP Negeri 6 Mataram showed that the application of text-based learning involving analysis of cultural texts such as fables, pantuns, and traditional poems, was able to help students understand the structure of the text while enriching their understanding of the cultural context behind the text. This finding is in line with Emilia's opinion (2011) which emphasized that text-based learning does not only focus on understanding the structure of the text, but also encourages the expansion of students' insights into the cultural context. Thus, text-based learning has the potential to be an effective medium in instilling national and moral values in students, as well as developing their analytical skills and appreciation of the nation's cultural wealth.

In cultural literacy activities, namely intracurricular activities, discussion and analysis of cultural texts are one of the effective methods in familiarizing students with the noble values of the nation. This learning not only strengthens students' critical thinking skills, but also directs students to be more sensitive to the meaning and cultural messages that exist in everyday life.

3) Thematic Projects About Local Culture

Thematic projects are a form of learning that integrates various aspects of knowledge and skills in one integrated activity. In the context of cultural literacy activities at SMP Negeri 6 Mataram, project-based learning can be applied by giving students assignments to research and present their local culture. According to Thomas (2000), project-based learning encourages students to be actively involved in the learning process through exploratory and collaborative activities, so that they can build their own knowledge based on real experiences. For example, they can study traditional clothing, traditional houses, or traditions that are still preserved in their respective regions (Rahmawati, 2020).

The implementation of a thematic project based on local culture at SMP Negeri 6 Mataram which highlights the Sasak Lombok culture such as traditional clothing, traditional musical instruments gendang beleq, and the nyongkolan tradition, shows the application of the project-based learning approach. Through these activities, students are actively involved in exploration and collaboration to get to know and understand the richness of regional culture. This finding is in line with the opinion of Thomas (2000) who stated that project-based learning encourages students to actively participate in the learning process through real experiences so that they can build knowledge independently. Therefore, thematic projects based on local culture are one of the effective strategies to develop students' knowledge, skills, and internalization of national values through meaningful learning experiences.

In cultural literacy activities, namely intracurricular activities of thematic projects on local culture at SMP Negeri 6 Mataram, it is an effective way to instill national character values in real terms. Through this activity, students not only understand the richness of regional culture, but are also trained to work together, think critically, and show concern for cultural preservation. The direct involvement of students in exploring local culture makes learning more meaningful and memorable in their learning experience.

b. Extracurricular Activities

Extracurricular activities are activities that take place outside of the main lesson hours and aim to develop potential more widely. In relation to cultural literacy, there are various types of activities that can be carried out, including:

1) Arts and Culture Studio

Art and culture studios are a place for students to learn, preserve and develop regional arts and cultural traditions. According to Tilaar (2004), education that is oriented towards culture should be able to build appreciation for local identity as an important element of national identity. At SMP Negeri 6 Mataram, this effort is reflected through the school forming an art studio where students are directly involved in this activity, art and culture studio activities aim for students to be able to display regional arts, such as they actively practice traditional dances, play traditional musical instruments, and perform dramas with local cultural themes (Wijaya, 2019). Participating in these activities aims to instill an attitude of loving culture, building cooperation, and increasing students' sense of responsibility, not only that, students also gain skills in the arts, and can grow and express themselves while strengthening national identity by exploring local cultural heritage.

SMP Negeri 6 Mataram shows its commitment in building appreciation for local identity through the establishment of an art studio that actively involves students in various cultural activities. In the art studio, students participate in traditional dance practice, play traditional musical instruments, and perform dramas with local cultural themes. This finding is in line with Tilaar's opinion (2004) which emphasizes that culture-based education needs to develop appreciation for local identity as an important part of national identity. Thus, fostering arts and culture in the school environment not only serves to hone students' skills, but also strengthens their pride in regional cultural heritage.

In cultural literacy activities, namely extracurricular activities of the art and culture studio at SMP Negeri 6 Mataram, it is an effective means of instilling national character values through traditional art activities. With

students directly involved in this activity, students not only gain skills in the arts, but also understand the cultural meaning contained therein and develop an attitude of love for the homeland, the ability to work together, and responsibility in preserving local culture.

2) Cultural Book Reading Community

The cultural book reading community is a community that aims to deepen students' understanding and appreciation of a culture through reading activities and discussing books with cultural themes. The Ministry of Education and Culture (2017) stated that student involvement in literacy activities that highlight cultural elements has an important role in expanding knowledge, instilling social values, and shaping character and identity according to the part of the Indonesian nation. SMP Negeri 6 Mataram plays a significant role in carrying out this activity by providing a reading corner containing books about regional, national and international culture. This can make it easier for students to find the books they want to read, and this activity is considered effective in increasing students' critical thinking skills while building a love for local culture (Nasution, 2021).

In cultural literacy activities at SMP Negeri 6 Mataram, there are also book reading activities, this activity not only enriches students' insights regarding the diversity of national culture but also internalizes national character values such as tolerance, responsibility, and love for the country. Not only that, with the existence of a cultural book reading community at SMP Negeri 6 Mataram, students not only increase their literacy but also strengthen their awareness of the importance of maintaining and preserving national culture.

SMP Negeri 6 Mataram shows its active role in supporting cultural literacy by providing a reading corner containing a collection of books on regional, national, and international culture. Through this facility, students are given the opportunity to expand their knowledge about cultural wealth while instilling social values and forming character and identity as part of the Indonesian nation. This finding is in line with the statement of the Ministry of Education and Culture (2017) which emphasizes that student involvement in literacy activities that highlight cultural elements plays an important role in enriching insight, instilling social values, and building national character. Therefore, providing access to cultural literacy in the school environment is an effective strategy in strengthening students' national identity.

In cultural literacy activities, namely extracurricular activities, cultural book reading communities are effective media to foster a love of national culture through literacy activities. Through reading activities and discussing culturally nuanced texts, students are trained to think critically, appreciate cultural diversity, and strengthen their national identity in a more reflective and meaningful way.

3) School Culture Festival

Cultural festivals are events that present various cultural elements including art, traditions, culinary, and regional games, as an effort to appreciate and preserve the nation's cultural heritage. Bell (2010), stated that project-based learning like this provides space for students to develop creativity, work collaboratively, and gain authentic and more meaningful learning experiences. At SMP Negeri 6 Mataram, this activity not only provides students with direct experience in getting to know the richness of Indonesian culture, but also instills

and familiarizes national character values such as tolerance, responsibility and love for the homeland (Ananda, 2022).

At SMP Negeri 6 Mataram, a cultural festival is held at the end of each semester as a venue to showcase students' art and cultural works. This activity includes various forms of performances, such as traditional dances, local craft exhibitions, and poetry readings that raise national themes. The implementation process involves collaboration between teachers and students in planning performances and decorations that represent local wisdom values.

SMP Negeri 6 Mataram implements project-based learning that provides opportunities for students to develop creativity, work together as a team, and gain more authentic learning experiences about the richness of Indonesian culture. This activity not only provides direct experience, but also serves to instill and familiarize national character values such as tolerance, responsibility, and love of the homeland. This finding is in line with Bell's opinion (2010) who stated that project-based learning allows students to develop creativity, collaborate, and gain more meaningful learning experiences. Thus, this approach not only enriches students' cultural knowledge, but also plays a role in the formation of national character through real experiences.

In cultural literacy activities, namely extracurricular activities related to the school's cultural festival, it becomes a broad forum for students to express their learning outcomes and directly experience cultural experiences so as to increase their sense of pride in the nation's culture and strengthen their national identity. With students directly involved as performers or committee members, students gain valuable experience in establishing cooperation, and strengthen pride in the nation's culture in a constructive and enjoyable atmosphere.

c. Co-curricular Activities

Co-curricular activities are a form of educational activity that is carried out outside of the main lesson hours, but remains within the framework of the school curriculum. This activity has an important function in enriching the learning experience of students because it provides them with the opportunity to directly apply the values acquired during classroom learning. In relation to cultural literacy, there are several activities that can be done, including:

1) Visits to Museums and Historical Sites

Visits to museums and historical sites are educational activities that provide real experiences for students in learning about the history and culture of the nation. With this activity, students can directly witness historical relics such as artifacts, historical heritage, and various information about important events that play a role in shaping national identity (Prasetyo, 2022). Hein (1998) stated that contextual learning such as through field visits can increase student involvement while strengthening memory of the material being studied. This approach is in line with the goal of character education, namely instilling national values through direct and meaningful learning experiences.

SMP Negeri 6 Mataram routinely holds educational visits, one of which is a visit to the West Nusa Tenggara State Museum to increase student participation in learning. This activity not only provides them with direct experience, but also helps strengthen their memory of the material that has been learned. This finding is in line with Hein's opinion (1998) which states that contextual learning such as field visits can increase student involvement and deepen their understanding of the material being taught. Therefore, educational

visits are an effective method in deepening understanding of the material while enriching students' learning experiences.

In cultural literacy activities, namely co-curricular activities, visits to museums and historical sites provide an in-depth learning experience for students. This activity not only broadens their knowledge of history, but also fosters a sense of love and pride in cultural heritage and national values.

2) Local Cultural Documentation Project

Local cultural documentation projects are an effort to record, study and disseminate information about cultural diversity in an area. According to the constructivism theory developed by Lev Vygotsky, it emphasizes that the learning process occurs through social interaction and direct experience. This is in line with the principles of project-based learning, where students actively acquire knowledge through collaboration and contextual activities. In this case, local cultural documentation projects can be the right media for students to build understanding through collaborative and exploratory activities of the culture in their environment. Thus, through this activity, students can further explore various aspects of culture such as traditions, arts, customs and local wisdom that are still preserved in their surroundings (Hidayat, 2020).

SMP Negeri 6 Mataram implements the principle of project-based learning through various activities, one of which is by creating a wall magazine with a cultural theme. In this project, students actively gain knowledge through collaboration and contextual direct experience. This is in line with the constructivism theory developed by Lev Vygotsky, which emphasizes that the learning process occurs through social interaction and direct experience. In addition, during the implementation of the project, teachers provide technical direction while instilling character values such as responsibility, honesty, and respect for differences. Thus, project-based learning not only enriches students' knowledge, but also shapes their character through meaningful collaborative experiences.

In cultural literacy activities, namely co-curricular activities of local cultural documentation projects, students not only gain insight into cultural diversity, but also contribute to preserving regional culture and instilling a sense of pride in national identity. This activity not only contributes to the development of students' academic and social skills, but also encourages the growth of a sense of caring, a sense of responsibility, and pride in cultural identity as part of the Indonesian nation.

2. National Character Values

In the implementation of cultural literacy activities at SMP Negeri 6 Mataram, there are a number of national character values that develop along with the habits of students in participating in these activities. The habituation process that takes place consistently in this activity has a significant impact on the formation of student character. Some of these values include love for the homeland, discipline, responsibility, and tolerance. Over time, students who are routinely involved in cultural literacy activities will become more accustomed to internalizing these values in their daily lives. The following is an explanation of the values of national character, including:

a. Tolerance

According to John Rawls (1971) in his book entitled *A Theory of Justice*, tolerance is one of the principles of social justice that guarantees that every individual can express themselves freely without experiencing discrimination.

He also emphasized that a society can be called just if it is able to respect and appreciate the diversity within it. So tolerance is said to be a form of individuals expressing themselves freely but also appreciating the diversity within it.

Tolerance is also a behavior that respects differences in various things including ethnicity, religion, culture, and views. In national life, tolerance plays a role as a basis for building social harmony and preventing conflict. This attitude reflects respect for Human Rights (HAM) and the diversity that exists in a heterogeneous (diverse) society. So, tolerance is very important to maintain because it can respect the various differences that exist in society.

In cultural literacy activities at SMP Negeri 6 Mataram, activities such as reading books on diversity and discussing in groups can help students understand the importance of tolerance. By reading books about stories of various cultures from regional, national, to international, students learn to appreciate differences and strengthen inclusive attitudes towards their friends.

b. Discipline

Bandura (1986) in Social Learning Theory explains that discipline can be developed through the process of observation and habituation. When someone witnesses an environment that consistently applies rules, he will learn and adapt to the pattern. So when someone follows the rules that have been applied consistently, then that person will be disciplined by himself because he is used to it.

Discipline is also an attitude of obedience to the rules and norms applied in individual, community, and state life. This attitude includes obedience to time, responsibility in carrying out tasks, and obedience to laws and regulations. Discipline plays an important role in creating an orderly society and encouraging national progress.

In cultural literacy activities at SMP Negeri 6 Mataram, discipline can be in the form of arriving on time to school, obeying the rules in force at school and being responsible for completing and collecting assignments given by teachers and following the rules in the library.

c. Creative

According to the creativity theory proposed by Guilford (1950), there are four main aspects in forming creativity, namely fluency, flexibility, originality, and elaboration. So that creativity or creativity has a role in helping individuals to create new ideas that are innovative and able to offer a solution.

Creative is a person's ability to create new ideas that are innovative and have benefits. In the realm of nationality, creativity plays an important role in overcoming global challenges, driving economic progress, and designing solutions to various social problems. So, students will be said to be creative when they can find new ideas or ideas that are innovative, innovative itself is the ability to create because it involves fresh thinking, more effective solutions and more efficient ways of solving a problem. So that innovative nature is often associated with creativity.

In cultural literacy activities at SMP Negeri 6 Mataram, literacy can increase creativity through various activities such as writing stories, creating poems and developing digital-based literacy projects such as educational blogs. Furthermore, programs such as writing short stories with local cultural themes can also help students develop their imagination.

d. Love of the Motherland

In his speech on the Birth of Pancasila (1945), Soekarno emphasized that nationalism does not only mean loving one's country, but playing an active role in advancing the nation. Positive nationalism is reflected in a sense of pride in the culture and diversity of the country. So that love for the country has an active role in the progress of the nation which is depicted in each individual having a sense of nationhood for culture and the various diversities within it.

Love for the homeland is an attitude reflected in loyalty and pride in the nation and involvement in efforts to advance the country. This attitude can be realized by playing an active role in development, preserving the environment, and studying and preserving the nation's cultural heritage. So, it can be said that someone loves the homeland when he or she plays an active role in preserving the surrounding environment by not littering and continuing to study and preserve the cultural heritage that has existed since ancient times.

In cultural literacy activities at SMP Negeri 6 Mataram, literacy activities in the school environment can build students' love for their homeland by reading history books, biographies of national figures, as well as getting to know regional literature and writing poetry with national themes. In particular, cultural literacy activities such as reading and writing folktales can also strengthen students' love for their homeland.

e. Friendly/Communicative

According to Lev Vygotsky (1978) in his theory of Sociocultural Development, it states that a child's cognitive growth is influenced by social interaction. Good communication skills will support the development of a person's mindset. Thus, a person's cognitive growth develops because it is influenced by social interaction because social interaction supports the development of a person's mindset.

Friendly/communicative is a person's ability to establish positive social relationships and express ideas clearly. This value plays an important role in community life and is useful for creating harmonious and productive cooperation. Thus, the friendly/communicative value is a person's way of establishing social relationships in society that is useful for obtaining harmonious and productive cooperation.

In cultural literacy activities at SMP Negeri 6 Mataram, literacy activities can improve students' communication skills through book discussions, review presentations, and scientific debates. Programs such as reading groups and literacy discussion forums support students in honing their speaking skills and building friendly attitudes towards their friends.

f. Enjoys Reading

According to Anderson & Person (1984) in Schema Theory of Reading Comprehension, regular reading activities can enrich an individual's cognitive structure and deepen their understanding of various concepts. So, someone who likes to read can increase their insight, knowledge and understanding so that their way of thinking becomes broader and deeper.

Reading is a habit of someone in searching and understanding information from various reading sources. This activity can broaden horizons, develop critical thinking, and enrich the culture of literacy in society. So, with students' enthusiasm for reading and becoming accustomed to it, it can increase students' insights and most importantly, it can develop students' critical thinking which is very useful in the learning process at school.

In cultural literacy activities at SMP Negeri 6 Mataram, literacy activities in the school environment play an important role in fostering a reading culture through a 15-minute reading program before the teaching and learning process, mobile libraries, and book review competitions. By getting used to reading from an early age, students can broaden their horizons and develop critical thinking in dealing with various problems.

g. Responsibility

According to Thomas Lickona (1991) in Educating for Character, it is emphasized that responsibility is an important aspect in moral education that needs to be instilled from an early age through habituation and role models. So that by doing habituation from an early age, a person will always feel responsible when he is given a task.

Responsibility is a person's awareness of the obligations that must be carried out for themselves, their families, their communities, and their countries. This value shows a person's commitment to carrying out their duties well and their readiness to accept the consequences of every action taken. Thus, responsibility is a person's willingness to carry out their obligations with full awareness and commitment. This means that a person not only does his/her duties well, but is also ready to accept the consequences of every decision or action taken. Responsibility can apply in various aspects of life such as in the family, community, education, and work and is an important part of building a strong character.

In cultural literacy activities at SMP Negeri 6 Mataram, literacy activities form an attitude of responsibility through the obligation to read and write which must be completed on time and maintain literacy facilities such as libraries and book collections. In addition, students can be trained to be responsible by acting as library administrators or literacy organizers at school.

The Impact of Habituation of National Character Values Through Cultural Literacy Activities at SMP Negeri 6 Mataram

Habituation of national character values through cultural literacy activities at SMP Negeri 6 Mataram has various impacts, both positive and negative. The positive impacts obtained from this activity include increasing interest and literacy habits, fostering a sense of joy towards local culture, increasing enthusiasm for learning, and developing creativity. However, on the other hand, the implementation of cultural literacy activities that are not optimal can have negative impacts such as decreasing student motivation and limited time. Here is the explanation:

1. Positive impact

a. Increasing Literacy Interest and Habits

According to Krashen (2004) in The Power of Reading, reading habits develop in a conducive environment with the availability of interesting reading materials. Interest in reading does not appear suddenly, but rather through a process of habituation that is carried out continuously.

Cultural literacy activities such as reading folk tales or local history books can help students increase their interest in reading because they can relate the contents of the reading to their own social and cultural environment. Furthermore, routine reading activities every morning also succeeded in increasing students' interest in reading.

b. Cultivating a Sense of Joy for Local Culture

According to Tilaar (2014), multicultural education has a contribution in fostering cultural awareness and increasing appreciation for local cultural diversity. By introducing students to cultural literature from an early age, they will have a higher sense of appreciation for the nation's cultural heritage.

Cultural literacy activities in schools such as introduction and participation in Gendang Beleg art can help students understand and appreciate local culture. This fosters tolerance and pride in regional cultural heritage.

c. Increase the Spirit of Learning

According to Vygotsky (1978) in the theory of Sociocultural Development, students' learning motivation can increase if the material delivered by the teacher is related to their experiences and social environment. In cultural literacy activities at school such as reading biographies of national figures or discussing people's struggles in local history can increase students' learning motivation because they feel more connected to the material being studied.

d. Developing Creativity

Creativity can develop if the aspects of fluency, flexibility, originality and elaboration are involved. Cultural literacy activities provide space for students to develop these four aspects through various writing and storytelling activities. In cultural literacy activities at school, students can rewrite folk tales in a more contemporary style, draw illustrations from regional legends or create poems with local cultural themes that can overall develop their creativity. Students are encouraged to think critically and innovatively in expressing their ideas.

2. Negative impact

a. Declining Student Motivation

According to Deci and Ryan (1985) in the Self-Determination theory, students' motivation can decrease if they feel forced to do something that is not interesting to them. In cultural literacy activities in schools, although many students feel motivated by the cultural literacy program, some of the students experience a decrease in enthusiasm if the activity feels monotonous or does not match their interests. The lack of variation in literacy learning methods can cause boredom and reduce active participation.

b. Limited Time

According to Berliner (1990), time constraints in the curriculum often become an obstacle in implementing innovative learning methods. Without good integration in the curriculum, cultural literacy can be a less than optimal complement. Cultural literacy activities in schools with limited time in the school schedule can hinder the implementation of cultural literacy activities. Both students and teachers may feel overwhelmed by additional activities outside the core curriculum. Therefore, efficient time management is needed so that literacy activities can be integrated without disrupting the main learning process.

4. CONCLUSION

Based on the results and discussion of cultural literacy activities, activities that refer to the understanding of values, norms, and habits that develop in a society and through cultural literacy activities can familiarize the values of national character in SMP Negeri 6 Mataram can be concluded as follows: first, the habituation of cultural literacy activities in SMP Negeri 6 Mataram is carried out through 3 types of activities, namely: 1) intracurricular activities a). learning Indonesian and History; b). discussion and analysis of

cultural texts; c). thematic projects on local culture; 2) extracurricular activities a). art and culture studios; b). cultural book reading communities; c). school cultural festivals; 3) co-curricular activities a). visits to museums and historical sites; b). local cultural documentation projects. Furthermore, the values of national character that emerged after the habituation of cultural literacy activities in SMP Negeri 6 Mataram are tolerance, discipline, creativity, love of the homeland, friendly/communicative, fond of reading, and responsibility. Second, the positive impact of the habituation of national character values through cultural literacy activities at SMP Negeri 6 Mataram is to increase interest and literacy habits, foster a sense of joy towards local culture, increase enthusiasm for learning, and develop creativity; while the negative impact is decreased student motivation, and limited time.

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