

## Analysis of Cultural Literacy Skills of PGSD Students in Ethnoscience Learning Courses

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**Abstract.** Cultural literacy is an important skill that involves understanding the cultural values, norms, and traditions that exist in society. Ethnoscience learning, which combines scientific knowledge with local wisdom, is expected to be one of the means to improve the cultural literacy of PGSD students. This study aims to analyze the cultural literacy skills of PGSD students in ethnoscience courses and provide references for the development of learning activities in the future. The method used is quantitative research with a survey approach with a sample of 60 seventh semester students who have taken ethnoscience courses. Data collection techniques are interviews, observations, tests in the form of questionnaires, and documentation. The results obtained showed that the ability of cultural literacy in ethnoscience courses applied to PGSD UMK students was the highest percentage with good assessment criteria obtained by 39 students out of a total of 60 students with a percentage of 65%. The conclusion of this study is that the cultural literacy skills of PGSD students in ethnoscience learning courses can be categorized as good.

**Keywords:** Cultural literacy skills, ethnoscience, literacy, PGSD students

## Introduction

Cultural literacy is one of the important aspects of education that serves to equip individuals with the ability to understand and appreciate the diversity of cultures around them (Purwanto & Renti, 2021). In the context of education for teachers, especially in the Elementary School Teacher Education (PGSD) study program, cultural literacy is very important to form prospective educators who are able to teach cultural values to students. Knowledge of local and global cultures not only enriches students' insights, but also prepares them to face the challenges of teaching material that is relevant to the social and cultural context of students (Fadilah, 2024). Cultural literacy skills are also becoming increasingly important in the context of rapid globalization, where local values are often threatened by foreign cultures (Oktaviasary, 2024).

Cultural literacy is a person's ability to understand, appreciate, and interact effectively with various values, norms, traditions, and cultural practices that exist in society (Bu'ulolo, 2021). Cultural literacy involves awareness of cultural diversity, the ability to be inclusive, and respect for differences without prejudice or discrimination (Wahyu, 2022). Cultural literacy skills include not only an understanding of one's own culture, but also the ability to appreciate and understand other cultures (Ahsani & Azizah, 2021). Teachers as

educators and role models for students must be able to convey an appropriate understanding of positive cultural values in facing the challenges of the 21st century, so that students are able to foster awareness to create positive energy and carry out responsibilities as obedient and responsible citizens (Abdul et al., 2023). Cultural literacy is given to children and adolescents as an effort to love Indonesian culture. Embedded love for the nation's culture can develop a sense of pride, creativity, appreciation and interest in children in the arts and culture of their own nation (Ardianti et al., 2019). The introduction of the socio-cultural context in cultural literacy efforts is important so that education does not uproot children from their cultural roots and environment as social beings (Purwanto & Renti, 2021).

The development of the 21st century shows that cultural literacy in Indonesia is still at a low level. Based on a report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, the cultural literacy score in Indonesia only reached 57.4%, which reflects the low cultural literacy skills of the people (Iskandar et al., 2024). Meanwhile, the 2019 Program for International Student Assessment (PISA) survey results ranked Indonesia 62nd out of 70 countries in terms of literacy levels, making it one of the ten countries with the lowest literacy levels (Sari & Setiawan, 2023). This shows the need for joint efforts to raise awareness of the importance of cultural literacy to create a competent and competitive generation in the global era. Therefore, the PGSD UMK study program provides provisions for students to strengthen cultural literacy in an effort to preserve the nation's cultural values through courses ethnosience.

Based on the results of initial observations in the PGSD study program at FKIP University Muria Kudus, it was found that only 31.67% of students knew their regional culture well, while 68.33% of students did not know or even did not know their respective regional cultures. Students prefer shows from other countries because they are considered more modern compared to shows related to local culture. This condition is less supportive for PGSD students as prospective teachers of elementary school children who must be able to assist children in the introduction of local culture. Cultural literacy skills as the ability to recognize and understand culture as self-identity is important for prospective elementary school teachers because by recognizing the surrounding culture, PGSD students as prospective elementary school teachers are able to provide meaningful learning for students through the introduction of local culture in learning materials. Therefore, the important cultural literacy skills for PGSD students can be seen in one of the elective courses, namely the ethnosience learning course, which is also the founding course of the PGSD FKIP UMK study program.

Through learning courses ethnosience, cultural literacy can help PGSD students to be better prepared to teach materials that are not only science-based but also pay attention to local wisdom values (Ardianti, Wanabuliandari, & Gunahardi, 2023). Ethnosience learning is learning that integrates science with local wisdom or cultural traditions of local communities (Ardianti & Wanabuliandari, 2021). Ethnosience-based learning is expected to improve the cultural literacy skills of PGSD students by combining science concepts with elements of local culture, students not only learn theory, but also get direct experience that can deepen their understanding of the teaching material. This provides experience for students to be able to design a lesson based on local excellence. This is in line with research showing that the ethnosience approach can improve students' cultural and science literacy skills (Ardianti, et al., 2023).

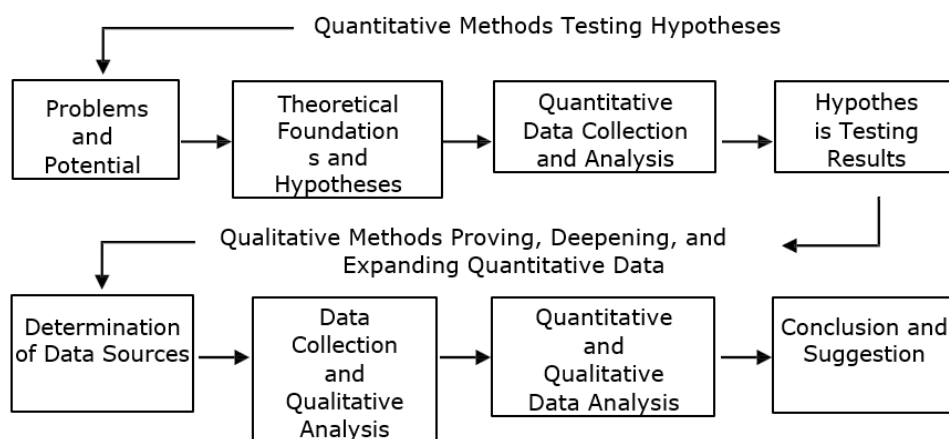
Therefore, this study aims to analyze the cultural literacy skills of PGSD students in learning courses ethnosience. By understanding the extent to which students are able to integrate science knowledge with local cultural values, it is hoped that the results of this study can integrate cultural literacy into ethnosience-based learning, so that PGSD students are able to appreciate and develop local wisdom in the learning process in the classroom. This research is also expected to contribute to the development of a more

effective and relevant curriculum in teacher education. The aim of writing this article is to publish research results widely so that they can contribute to progress in related scientific fields.

## Methods

Researchers used the stages of combined research from Creswell modified (Nashrullah, 2023). The method used is Mix method sequential explanatory. This method aims to develop and see data on students' cultural literacy skills in learning ethnoscience. The subjects in the study were students of the PGSD FKIP UMK Study Program. In the process of collecting data, researchers used non-testing techniques non-test through questionnaires to determine the cultural literacy skills of PGSD students quantitatively, and through interviews, observation and documentation to determine the literacy of cultural PGSD students qualitatively.

The research consists of (1) a quantitative stage where quantitative data is collected through questionnaires related to the level of students' cultural literacy skills and (2) a qualitative stage where qualitative data is collected through in-depth interviews and observations related to students' cultural literacy skills. The following is a flowchart of product development.



**Figure 1.** Flowchart of sequential explanatory combination method

The research procedure with an explanation and flowchart of the research procedure is as follows. In the quantitative stage, researchers analyzed the potential and problems by referring to several theories to equip researchers with information about students' cultural literacy skills. From these analysis activities, researchers can determine the research hypothesis as a temporary conjecture of the research results. Furthermore, quantitative research data collection with non-test techniques using a questionnaire instrument about the level of cultural literacy skills of PGSD students in the ethnoscience learning course.

The questionnaire contains indicators on the student cultural literacy ability variable. This questionnaire will be given to all research samples, namely PGSD FKIP UMK students who take ethnoscience learning courses as many as 60 students. Data collection in the questionnaire through a Likert scale. Researchers use a score of 1 to 4 on the answers that

have been provided. The results of the questionnaire were then analyzed descriptively quantitatively so that they could describe the results of hypothesis testing.

Quantitative data analysis uses the following formula to determine the experience of the level of cultural literacy skills of PGSD students through scores on the questionnaire with the following formula.

$$\text{Final Score (\%)} = \frac{\text{Total score of data collection results}}{\text{Number of items} \times \text{Highest point score}} \times 100$$

The results of the formula calculation are then classified according to the following categories.

**Table 1.** Questionnaire indicator categories

No.	Value range (%)	Criteria
1.	0 - 20	Not good
2.	21 - 40	Less Good
3.	41 - 60	Good enough
4.	61 - 80	Good
5.	81-100	Very good

(Source: Sugiyono, 2019)

The qualitative stage is carried out to prove, deepen, and expand the results of hypothesis testing (Pramesti et al., 2023). At this stage, data sources were determined and continued with qualitative data collection through interviews, observation, and documentation. The results of the qualitative data were then analyzed qualitatively with the Miles and Huberman analysis model which includes data collection, data reduction, data presentation and conclusion drawing. Based on the results of the data analysis, a conclusion can be drawn regarding the cultural literacy skills of PGSD students in the ethnosience learning course (Mahardika et al., 2023).

## Results and Discussion

This study aims to measure the cultural literacy skills of PGSD UMK students after taking ethnosience courses, using a cultural literacy test survey approach with a sample of 60 students. The results obtained can be seen in Table 2.

**Table 2.** Value of cultural literacy ability of PGSD UMK Students

Value range	Criteria	Number of students
0 - 20	Not good	0
21 - 40	Less Good	0
41 - 60	Good enough	1
61 - 80	Good	39
81-100	Very good	20
Total		60

Based on Table 2 regarding the value of cultural literacy skills of PGSD UMK students it shows that the people, the range of scores number of students who get scores in the range of 81-100 is 40. From this data, it can be concluded that the majority of students

have cultural literacy skills in the "good" category with the highest number of 20 61-80 is 39 people, the range of scores is 1 person, and there are no students who get scores below 41-60 39 students. The data presented in Table 3 shows that the majority of students have cultural literacy skills in the "good" category with the highest number of 39 students.



**Figure 1.** PGSD student interview

Ethnoscience learning that focuses on cultural literacy is an important part of the curriculum as an effort to improve cultural literacy among students (Zain, 2023). Cultural literacy includes an understanding of language, customs, values, norms, food, art, and daily life practices inherited by a particular human group (Catur et al., 2023). Expertise in cultural literacy is not only a skill, but also a character that must be instilled (Lestari & Usman, 2022). Cultural literacy skills include the ability to understand diversity wisely, which is measured through a questionnaire, with data analysis techniques using percentages to solve the problems found in the study. Based on the questionnaire results from 60 students, 39 students showed a good category in understanding and applying cultural literacy in coursesethnoscience.

The results of the analysis in this study in measuring the cultural literacy of PGSD UMK students show that high cultural literacy skills are caused by support from each component needed to improve these abilities. This support can be in the form of providing teaching materialslocal wisdom-based, strengthening skills through discussions and culture-based projects, and participating in community-based activities (Pradita, 2022). According to Wahyu (2022), interactive can increase students' understanding and appreciation of local culture. In addition, the involvement of lecturers in providing deep insights into cultural values ethnoscience learning through learning ethnoscience to PGSD students is also an important factor in improving students' cultural literacy

Cultural literacy skills need to be given and instilled in students, especially for PGSD UMK students, as an effort to form the next generation who have a deep understanding of the nation's cultural heritage. One approach that can be used to instill cultural literacy in education is through ethnoscience learning, which is the integration of science and local culture in the learning process. According to Sakura et al. (2021) cultural literacy in basic education plays an important role in building young people's awareness of local cultural values, so that they are able to apply them in everyday life and in the learning process at school. Ethnoscience learning allows PGSD students to understand that science is inseparable from local wisdom that has developed in society for example, in science learning, students can explore scientific concepts contained in traditional cultural practices,

such as local food technology, ecology-based agricultural systems, or traditional medicine methods (Sakura et al., 2021).

Applying ethnoscience learning, prospective elementary teachers are able to introduce regional culture and excellence to students through various learning media and learning resources based on local culture (Pertwi et al., 2019). This not only increases students' understanding of science concepts in the context of everyday life, but also fosters a sense of love and concern for the nation's culture (Sari, et al., 2021). The incorporation of cultural literacy in ethnoscience learning for PGSD is an effective strategy to form prospective educators who have high competence, a deep understanding of culture, and readiness to preserve Indonesia's cultural heritage students (Eko & Lukitoaji, 2020). The data obtained related to cultural literacy indicators show the success in implementing cultural literacy courses in in the PGSD UMK study program, which is reflected in the level of students' cultural literacy skills. The results obtained are presented in various value ranges, and the level of cultural literacy ability in the PGSD UMK study program can be seen in Table 3.

**Table 3.** Percentage level of cultural literacy ability of PGSD UMK students

No.	Value Range	Number of Students	Level category (%)
1.	0 - 20	0	0
2.	21 - 40	0	0
3.	41 - 60	1	1.67
4.	61 - 80	39	65
5.	81-100	20	33.33
Total		60	100

Remark:

81 – 100 : Very Good  
 61 - 80 : Good  
 41 – 60 : Good enough  
 21 - 40 : Less Good  
 0 - 20 : Not Good

Based on Table 3 regarding the percentage of the level of cultural literacy skills of PGSD UMK students, it proves that students who have a very good level of literacy skills through questionnaires or questionnaires are 33.33%, students who have a good level of cultural literacy skills are 65%, students who have a fairly good level of cultural literacy skills are 1.67%, students who have a poor level of cultural literacy skills are 0%, and students who have a poor level of cultural literacy skills are 0%. These results indicate that all PGSD UMK students have cultural literacy skills. Based on the data presented in Table 3, it can be proven that the ability of cultural literacy in courses ethnoscience applied to PGSD UMK students, the highest is with good assessment criteria obtained by percentage 39 students out of a total of 60 students with a percentage of 65%. Thus, the ability of cultural literacy in courses ethnoscience can be categorized as good, namely PGSD UMK students are able to understand and apply local and non-local cultural values, history, national identity, and the ability to communicate and interact with people who have different cultural backgrounds (Fitriyah & Huda, 2024). The results obtained have been very instrumental in preparing students to face the challenges of the 21st century.

Through courses ethnoscience, PGSD UMK students have a significant opportunity to improve their cultural literacy skills. Ethnoscience as a scientific discipline integrate scientific knowledge with local cultural contexts, so that students not only learn about

science concepts, but also understand how this knowledge interacts with the traditions and cultural practices of the community courses (Muliadi et al., 2024). This ethnosience learning course provides students with the necessary experience to design learning especially on local excellence in their area. In the context of Indonesia, which is rich in cultural diversity, this understanding is very important to form future educators who are not only competent in academics, but also sensitive to the cultural values that exist in society (Harahap, 2024).

Implementing ethnosience courses, PGSD students UMK are invited to explore various aspects of culture related to science. For example, they can learn how local communities utilize natural resources and traditions that have existed for centuries. With this, students not only learn about science, but also appreciate the local wisdom around them. This is in line with research showing that culture-based learning can increase student motivation and engagement in the learning process application (Syah & Nugroho, 2022). In addition, ethnosience courses also encourage students to think critically and reflectively through analyzing the relationship between culture and science, where students are invited to question and evaluate various existing practices (Triwardhani et al., 2023). This process is important to form the critical attitude needed to face educational challenges in the era of globalization, where local cultures are often threatened by the influence of foreign cultures.

The importance of cultural literacy in education cannot be underestimated. Students who have good cultural literacy skills will be better able to design relevant and contextualized learning for their students (Kurniawan, 2023). PGSD students can create a learning environment that not only educates about science, but also instills a sense of love and pride in local culture. This is in line with the goals of national education which prioritizes strengthening national character and identity (Mukhibat & Effendi, 2020). The integration of ethnosience in courses at PGSD UMK is a strategic step to improve the quality of education. A curriculum that emphasizes culture-based learning will help students to better understand the social and cultural context in which they will teach. Thus, PGSD UMK students will be better prepared to face the challenges of teaching science to students in elementary schools.

Evaluation of students' cultural literacy skills is also an important part of the learning process in ethnosience courses. Through assessments that focus on cultural understanding and application of scientific knowledge, lecturers provide constructive feedback for further development. This assessment can be done through various methods, such as presentations, research reports, and reflections, all of which aim to measure the extent to which students can link scientific knowledge with the cultural context (Hikmawati et al., 2020). Cultural literacy skills are given and instilled in themselves, especially for PGSD UMK students through courses ethnosience to form the next generation who are able to preserve the culture existing in Kudus (Eko & Lukitoaji, 2020). With strong cultural literacy, students PGSD can not only recognize and understand the diversity of Indonesian culture, but also play an active role in efforts to preserve it through education, one of which is ethnosience learning (Zain, 2023). Therefore, the integration of cultural literacy through ethnosience learning in PGSD UMK students is a strategic step to create educators who are competent academically, culturally insightful, and ready to preserve heritage cultural.

## **Conclusion**

Based on the results and discussion of the cultural literacy skills of PGSD students in ethnosience courses, it can be concluded that as many as 33.33% of students are in the category of very good cultural literacy skills, 65% of students have a good level of cultural literacy skills, students who have a fairly good level of cultural literacy skills are 1.67%, students who have a poor level of cultural literacy skills are 0%, and students who have a

poor level of cultural literacy skills are 0%. Therefore, cultural literacy skills in ethnosience courses applied to PGSD UMK students based on the survey results in the form of a cultural literacy ability test prove that cultural literacy 65% of students have good skills. This ethnosience learning course provides PGSD UMK students with the necessary experience to design learning, especially on the local advantages of their region. The experience of PGSD students' cultural literacy skills in ethnosience learning courses shows that the majority of students have a good understanding of the relationship between culture and science. The experience of students in this course is a reflection that cultural literacy can continue to develop with the support of interactive learning methods. However, the author suggests that to improve the cultural literacy skills of PGSD students in ethnosience courses, it can be done through the development of teaching modules and learning media that integrate cultural literacy, especially for PGSD UMK students.

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