

**Cultural and Citizenship Early Childhood Literacy**Arikatul Ulya<sup>✉</sup>, Agustinus Arum Eka Nugroho

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**Abstract**

Study This motivated by its announcement policy about literacy culture and citizenship in children age early. Study This aim for describe implementation literacy culture and citizenship in the District PAUD Institution Gunungpati City of Semarang. Approach in study This use approach descriptive quantitative with method survey. subject in study This is a teacher at the District PAUD Institution Gunungpati City of Semarang. Population in research This there are 150 teachers in PAUD institutions. Calculation sample use formula Solvin with level 95% confidence and 5% error. Sample taken with use technique proportional random sampling and sample data obtained as many as 109 teachers in District PAUD Institutions Gunungpati City of Semarang. Data collection techniques using non-test instrument with questionnaire closed. Data analysis techniques using analysis statistics descriptive with presentation of data through tables, pie charts, pictograms, mode calculations, median mean (measurement tendency central), calculation data dissemination through average and standard calculations deviation, and calculations percentage (Sugiyono, 2017). Research results show that the District PAUD Institution Gunungpati City of Semarang already implement literacy culture and citizenship child age early with percentage by 77%. So that can said that literacy culture and citizenship in the District PAUD Institution Gunungpati City of Semarang already implemented with ok. Limitations in study This is in data collection still a teacher is needed guidance for fill in questionnaire use google forms. Should study furthermore No only seen and measured from the teacher's side, however can see and measure literacy culture and citizenship child age early from party children, parents, government, figures society, as well in scope family nor society.

**How to cite**

## INTRODUCTION

Literacy become deep fundamentals every stage development man especially at age early. In facing the global era, capabilities literacy is a must owned by each individual in order to fulfil need life in various situation (Yuliati, 2017). Ability literate demand every individual to have ability - centered dexterity think logical as well as develop attitude critical and innovative about fact life (Yusuf et al., 2020). Ability literacy early is integral part of development influential child in aspects contextual and social child who doesn't only related tightly with ability cognitive course, but activity complex socio -psycho-linguistic (McLachlan & Arrow, 2017). Literacy No only about ability read and write, however literacy is also defined as literacy technical, political, thinking critical and sensitive to environment around related tightly with ability speak and process the information obtained For solve problems encountered (Hasan et al., 2022; Tunardi, 2018; Dewi, 2019; Pratiwi & Asyarotin, 2019).

Indonesia is ranked in the bottom 9 countries related with level literacy the people. In Indonesia, level literacy nation Still low (Permatasari, 2015; Suragangga, 2017; Zati, 2018; Winangi, 2021). Based on the results of the *Program for International Student Assessment (PISA)* survey that was released *The Organization for Economic Cooperation and Development (OECD)* said that level literacy Indonesian people in 2019 occupy rank 62nd out of 70 countries (Winangi, 2021).

For address matter that, the government emit policy through Minister of Education and Culture No. 22 of 2020 concerning Plan Ministry of Education and Culture Strategy 2020-2024 regarding enhancement literacy, innovation, and creativity. Implementation activity literacy No only about face problem in understand a country that can eradicate blind letters, however, literacy is effort citizens who have prowess life coexist and live as can compete with other countries for create welfare of the world (Safitri & Ramadan, 2022). Consequence very rapid development in the field information, literacy in the 21st century is interpreted in a number of corner look, start from corner view literacy basic (*basic literacy*), literacy economy (*economic literacy*), visual literacy (*visual literacy*), literacy science (*science literacy*), literacy technology (*technology literacy*), literacy information (*information literacy*), literacy multicultural (*multicultural literacy*) to the corner view so - called global awareness with digital-based mass literacy (*digital-age literacy*) or often known with term multiliteracy (Kharizmi, 2015). Litera-

cy base the covers literacy read write, literacy numeracy, literacy science, digital literacy, literacy financial, as well literacy culture and citizenship (Nudiati & Sudiapermana, 2020). Literacy culture and citizenship be one necessary thing for noticed.

As part from the world, Indonesia too involved in scene global developments and changes with diverse language, custom custom, layers social, ethnic nation, custom, art, religion, wisdom local, and trust held. this demand society to have ability for accept, adapt, and behave in a manner wise on the diversity. Ability in address absolute diversity the form culture field literacy education (Safitri & Ramadan, 2022). Ability for know diversity and obligation as public something nation is dexterity required mastered in modern times (Safitri & Ramadan, 2022). In respond trend change the 21st century, the diversity it has every areas in Indonesia that started harassed by people or group that doesn't want exists difference as well as want to parse or open riches culture that is owned by the Indonesian nation is necessary addressed with be careful through planting literacy culture and citizenship since age early (Nudiati & Sudiapermana, 2020; Ramdani et al., 2019; Yusuf et al., 2020). According to Pratiwi and Asyarotin (2019), literacy culture and citizenship too become tolerant understanding to difference. Literacy culture and citizenship will push realization Indonesian society based on respect and appreciation to difference, ie adherent community understand complete multiculturalism (Marlina & Halidatunnisa, 2022; Muniroh et al., 2020).

Literacy culture and citizenship need integrated in the environment school. Sari and Supriyadi (in Safitri & Ramadan, 2022) convey that literacy very decent culture given at school Because literacy culture no only simply protect and develop culture local and national, but rather print individuality Indonesia in the middle society always love and preserve culture literacy. According to Pratiwi and Asyarotin (2019), literacy culture and citizenship too become tolerant understanding to difference. Because it, with literacy culture and citizenship will push realization Indonesian society based on respect and appreciation to difference, ie adherent community understand complete multiculturalism (Marlina & Halidatunnisa, 2022; Muniroh et al., 2020).

Indonesia's diversity is a must supported with literacy culture and citizenship for identity owned self nation no faded. Nudiati and Sudiapermana (2020) convey that as identity and fortress defense of culture nation No corroded, values sublime and life owned social Indonesian

people must be honored highly. Because that is literacy culture and citizenship are very important for every student, as a precondition for growing love of homeland, tolerance to others, and a sense of responsibility (Helaluddin, 2018). Miller (in Hamid et al., 2019) discloses that literacy culture based on diversity is representation from diversity culture. Link with that, Yudin (2019) argues that literacy culture and citizenship must be owned by Indonesian students so they can conserve culture and affirm themselves as a nation.

Literacy embedded culture and citizenship since early will have a big positive impact to wholeness of a nation. Literacy culture and citizenship is one ability that decent life masters in the 21st century for against hurry development knowledge, art (IPTEKS), technology, and impact marked universality with existing traditions outside which is not in accordance with tradition domestic (Mardhiyah et al., 2021; Fahrrozy et al., 2022). Literacy culture and citizenship are very important for help child in understand culture and respect difference in the middle public (Yusuf et al., 2020). Besides that, Pratiwi and Asyarotin (2019) also stated that planting literacy culture and citizenship will form generation that can more selective in receive and process the information obtained as well as prevent emergence of *hoaxes* and hate *speech* circulating in society. Implementation literacy culture and citizenship too develop skills social like make more personal sensitive, talk with good to others, help as well as respect others as proof of love of homeland and characteristics culture owned by Indonesia (Ahsani & Azizah, 2021).

In applying literacy culture and citizenship in the neighborhood school need there is a strategy to get it walk in a manner effective and efficient. Development literacy culture and citizenship in schools can be done with planting love book, growing interest to read, teach favor behavior and recognition cultivated culture since age early with existing provision material reading because habit literacy culture and citizenship cannot grow in a manner suddenly (Yulianingsih et al., 2018). Implementation process literacy culture and citizenship in schools can be categorized as in two scopes that is scope school and scope class. On scope school, implementation process literacy culture and citizenship can be done through giving activities understanding about multicultural culture as well as rights and obligations as citizen. While on scope class, implementation literacy culture and citizenship can be held with enter element culture and citizenship in learning, getting used to sing song national/regional, as well visit museums,

exhibitions culture, hall villages, NGOs, and others (Maimun et al., 2020). Safitri & Ramadan (2022) also explained that implementation literacy culture and citizenship can be done through activity read 15 minutes every day, loan books in the library, planting values character, exists facility literacy school as well as level involvement team facilitator. *Competency literacy* participant educate can be integrated with A learning in education culture and citizenship in a manner together. For maximizing planting literacy culture and citizenship (Pratiwi & Asyarotin, 2019). Link with that, Yudin (2019) adds that in order to be literate culture and citizenship can be understood by students, the process of integration the need involve teacher skills as facilitator. For stimulate student in the learning process at school.

Study about literacy culture and citizenship part big No done on children age early. Pratiwi & Asyarotin (2019) do study implementation literacy culture and citizenship as solution generational disinformation *millennials* in Indonesia use method studies literature with approach qualitative. This study (Pratiwi & Asyarotin, 2019) discloses that application style literacy with education culture and citizenship in generations *millennials* can help generation *millennials* for more selective in receive and process the information obtained.

Study qualitative next about literacy culture and citizenship that is, on the level School Upper Middle School (SMA). Study about review literacy culture and citizenship high school students in Banda Aceh City who have done This discloses that implementation process literacy culture and citizenship in scope school held through giving activities understanding about multicultural culture as well as understanding about rights and obligations as citizen so can develop character discipline, passion nationality, desire know, bear responsibility, tolerance, and love of homeland (Maimun et al., 2020). Research results (Yusuf et al., 2020) furthermore about internalisation values character nationality through literacy culture and citizenship in the School Senior High School (SMA) of Banda Aceh City revealed different things the literacy program culture and citizenship in schools Upper Middle School in Banda Aceh City still not yet maximum because the teacher thinks literacy culture and citizenship not too important and the teacher doesn't understand content and substance literacy culture and citizenship. Whereas neither do students understand culture and citizenship in the neighborhood student so that student no have attitude collaboration, tolerance, sensitivity, and so on. Yudin (2019) also did study descriptive qualitative use method

analysis content about integration literacy culture and citizenship in text story in a book text Indonesian with retrieve data as subject study from book text story in a book text Indonesian class X School Upper Middle School (SMA).

Study about literacy culture and citizenship are also carried out on students level Elementary School (SD). Research conducted Atmojo and Lukitoaji (2020) about learning thematic based ethnoscience in increase literacy culture and citizenship student Elementary School with type study that is research and development (*research and development*). Next, there is study qualitative discussion about implementation literacy culture and citizenship for develop Skills social Madrasah Ibtidaiyah students in the middle pandemic as well as implementation literacy culture and citizenship in elementary schools (Ahsani & Azizah, 2021; Safitri & Ramadan, 2022).

Study literacy culture and citizenship in children age early still little. Study with the empowerment program Muniroh, Khasanah, and Ershad (2020) done with training music and singing traditional to participant educate the Allegro studio that produces *recording* and making video clips song creations by the Working Group Team and the Allegro Studio Team entitled “ Learning and Praying ” and “ Tresno Pekalongan ”.

Based on results observations made by researchers in several PAUD institutions throughout the District Gunungpati Semarang City, there is an PAUD institution that implements it literacy culture and citizenship in children age early. Based on observation beginning that, researcher disclose that there are PAUD institutions that have integrate literacy culture and citizenship in the learning process that is teach favor manners, there is teacher engagement and proficiency as facilitator For stimulate student in the learning process with enter element culture and citizenship, there is facility literacy, cultivation values character, provision material reading, borrowing books in the library, cultivate interest read, planting love book, introduction culture, activities habituation sing song national and regional, introduction traditional games and dances, visiting related places with literacy culture and citizenship. However, researchers see Still There is some PAUD institutions that have not implement literacy culture and citizenship. There is students who haven't own attitude collaborative, curious know, spirit nationality, character discipline, responsibility answer, love homeland, respect and appreciation to difference, tolerance, indifferent/caring, talk

with OK, sensitivity to environment around, innovative, critical, capable adaptable and civilized. Besides it, still there is a number of students who haven't own ability write and read, process information, solve problems, help and respect others accordingly with stages its development.

Based on results study the can concluded that implementation literacy culture and citizenship in each school own difference. No fully students and schools can apply matter the with well, so Still need supervision and attention. because it, researcher feel Still There is gap from studies related literacy culture and citizenship before. Nothing yet study pure measure about literacy culture and citizenship at the Early Childhood Education (PAUD) level. Capable research give description literacy culture and citizenship child age early. Leave from background behind that, researcher want to describe in a manner quantitative literacy culture and citizenship in the District PAUD Institution Gunungpati City of Semarang.

## METHOD

Study This use approach descriptive quantitative with method survey. Implementation research in PAUD institutions throughout the District Gunungpati City of Semarang in lesson 2022/2023 with object study about literacy culture and citizenship child age early. This study focused on implementation literacy culture and citizenship child age Early Childhood Education in PAUD Institutions throughout the District Gunungpati City of Semarang.

Population study consists from 76 institutions with the number of teachers as many as 150 teachers. Determination sample for PAUD teachers is based on theory Omar (1998) use formula Solvin with assumption that population normally distributed. Each PAUD institution will: taken a number of the sample of PAUD teachers is appropriate with number of PAUD teachers in institutions the with level error 5%. From the results calculation the 109 teachers were obtained as sample research. As for taking sample from population study done with technique taking sample *Proportional Random Sampling*.

Variable free (*independent*) in study This that is instrument questionnaire used in research. Whereas variable bound that is respondent study namely PAUD teachers in the District Gunungpati City of Semarang. Study This use One variable that is literacy culture and citizenship child age early.

**Table 1.** Indicator Variable

Variable	Indicator
L i t e r a c y	Strengthening actors / actors /
culture and	facilitators
citizenship	Number and variety source
child age	Study quality
early	Expansion access to source
	Study quality and coverage par-
	ticipant Study
	Expansion and strengthening
	engagement public
	Governance strengthening _

(Source Table: Researcher, 2023)

Primary data source in study This is results charging questionnaire for know description literacy culture and citizenship in the District PAUD institution Gunungpati City of Semarang. While the secondary data used in study This is article journals, theses, books and documents other related with literacy culture and citizenship child age early.

Data collection techniques used in study This is studies documentaries and questionnaires (*Questionnaire*). Documents obtained researcher in this study namely a list of names of PAUD Institutions in the District Gunungpati City of Semarang. Answer from results charging questionnaire in study This will given score with scale likert Where there is statement Always (5), Often (4), Sometimes (3), Rarely (2), and Never Ever (1). Charging questionnaire filled in by the teacher at the District PAUD Institution Gunungpati City of Semarang for get data about literacy culture and citizenship in children age early.

Data validity technique used in this study namely validity test, item analysis, and reliability test. Validity test instrument in this study use internal validity. A instrument is known level validity internal If the points and factors that make up instrument the no deviate from function instrument (Hardini, 2013). According to Widoyoko (2012), field trials done for know validity factor nor validity grain instrument with trial sample of at least 30 people. Study This using 30 PAUD teachers used as trial sample. Validity test pearson study This use formula *product moment* with use *software IBM SPSS Statistics 23.0 for windows*. Instrument questionnaire literacy culture and citizenship child age early consists of 60 grains question with mark  $r_{table}$  on level significant 5% is 0.254. Of the 60 statement items for questionnaire literacy culture and citizenship child age early tested to 30 respondents, there are 27 statements that have score correlation *product moment* be-

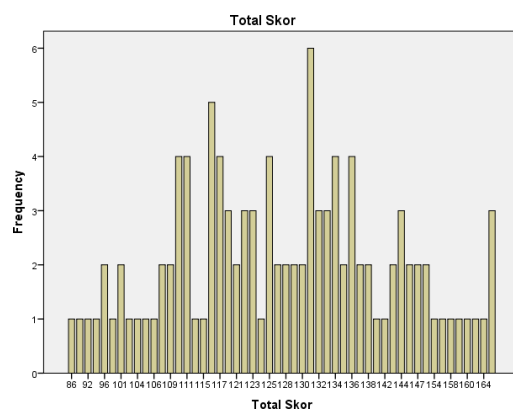
low 0.254 so No worthy for used. A total of 27 statements will experience data reduction and 33 statements will used in the final item on the questionnaire study literacy culture and citizenship in children age early.

Reliability study This obtained through instrument internal reliability. Method analysis internal reliability in this research is instrument non discrete score. Testing internal reliability of the instrument This use formula *Alpha Cronbach* with help *SPSS 23.0 software for windows*. Based on test results, show that index deep data reliability interpretation tall that is of 0.625. Index the show that instrument the reliable and able used in this study.

Data analysis technique used in this study is quantitative descriptive. Analysis statistics descriptive give explanation regarding the data being viewed from mark *mean* (average), median, mode, standard deviation, maximum, minimum, and range (Ghozali, 2018). Analysis statistics descriptive in study This using the *IBM SPSS Statistics 23 for Windows* program.

Stage deep data processing study This is *editing, coding, and tabulating* (Sangadji & Sopiah, 2010). *Editing* is activities carried out after researcher finished collect data in the field. Whereas *coding* is gift code on the data normally done with use alphabet letters and numbers. Then *tabulating* is a calculation process the frequencies spelled out in each category.

## RESULTS AND DISCUSSION

**Figure 1.** Total Research Score Diagram

(Image Source: *IBM SPSS Statistics 23 for Windows*)

Based on Figure 1 diagram above, obtained the average (*mean*) total score of 126.91; mark middle (*median*) total score of 127.50; frequent total scores appears (*mode*) of 131; and standard

deviation or deviation default of 17.878. While the total score the lowest (minimum) is 86 and the total score the highest (maximum) is 165. Total a total score of 13,833. Percentage of total score lowest by 0.9% totaling 21 respondents and 1 respondent are in presentation highest ie 5.5% with amount total score of 131. Percentage highest the same with fashion ie with total score of 131. In whole, presentation literacy culture and citizenship child age early can seen from calculation following:

$$\begin{aligned} \% &= \frac{\sum \text{skor total}}{\sum f_{\text{skor}} \times \sum \text{responden} \times \sum \text{kuesioner item}} \\ \times 100\% &= \frac{13833}{5 \times 109 \times 33} \times 100\% \\ &= 76.914\% \\ &= 77\% \end{aligned}$$

From the results above calculation, can concluded that in a manner whole literacy culture and citizenship child age Early Childhood Education in District PAUD Institutions Gunungpati City of Semarang already implemented with percentage by 77%.

Based on analysis questionnaire literacy culture and citizenship child age Early Childhood Education in District PAUD institutions Gunungpati City of Semarang which has filled by PAUD teachers, namely on dimensions strengthening actors/actors/facilitators, PAUD institutions sometimes and often teach student For use Language area; PAUD institutions often stage visit to place historic (eg museums, temples, grand mosques, etc.); PAUD institutions often presenting figure community (eg : TNI, police, government, religious groups, youth associations, scouts, communities literacy, etc.); early childhood teachers often get training about literacy culture and citizenship child age early; early childhood teachers often make game educative about literacy culture and citizenship child age early; as well as PAUD institutions often organize discussion forums about literacy culture and citizenship for child age early for inhabitant school.

On dimensions number and variety source Study quality among others, namely PAUD institutions often provide material readings and tools display themed culture and citizenship in libraries; PAUD institutions often use ICT for embed literacy culture and citizenship for students; participant early childhood education often utilise library school For get knowledge about literacy culture and citizenship; participant early childhood education often utilise library for Study about li-

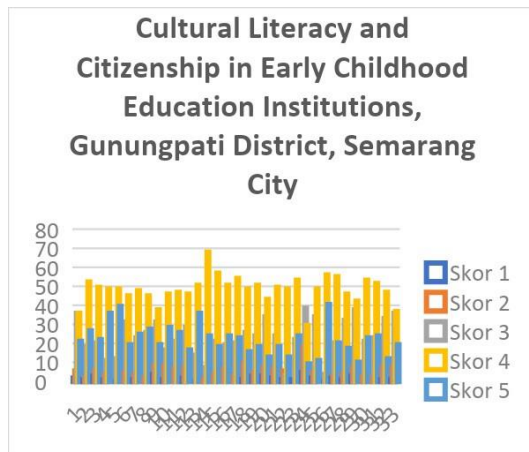
teracy culture and citizenship; PAUD institutions often create a program various work about literacy culture and citizenship for students; often stage enrichment material story local and national for students; as well as PAUD institutions often add material reading literacy culture and citizenship as well as provide tool display themed culture and citizenship every semester in the library school.

Dimensions expansion access to source study quality and coverage participant study consists from PAUD institutions often carry out a compensation program school (teacher gives knowledge and abilities to colleague colleagues) regarding literacy culture and citizenship in children age early; PAUD institutions often carry out visit to other PAUD institutions that have develop literacy culture and citizenship for child age early; PAUD institutions often provide corner read in class and put to use as material activity literacy culture and citizenship for students; PAUD institutions often optimizing library for study about literacy culture and citizenship for students; PAUD institutions often optimizing library as material For introduce literacy culture and citizenship in children age early; PAUD institutions often develop means support literacy-rich ecosystem culture and citizenship; as well as PAUD institutions often use ICT as source study literacy culture and citizenship for student.

On dimensions expansion and strengthening engagement public, PAUD institutions often bring perpetrator art to school; PAUD institutions often have an arts festival student; PAUD institutions often do celebration moment important/day national; PAUD institutions often stage activity month literacy culture and citizenship; PAUD institution sometimes organize surgery book; as well as PAUD institutions often involve stakeholders interest (government center, government area, business and industry as well as observer culture and citizenship) are involved in development literacy culture and citizenship in schools.

On dimensions governance strengthening, PAUD institutions often form team literacy school (p schools, supervisors, teachers, and representatives of parents participant educate); PAUD institutions often make policy about importance literacy culture and citizenship for child age early; PAUD institutions often stage strengthening role committee school in support application literacy culture and citizenship in children age early; PAUD institutions often make related policies with love homeland and diversity culture area; PAUD institutions often introduce flag, coat of arms, song nationality, as well the presi-

dent and vice president of the State; PAUD institutions often monitor activity introduction diversity culture covering area dress, dance, song and language area; as well as PAUD institutions often make policy about use language area, introduction songs, dances and clothes area in children age early. Percentage acquisition score highs and lows can seen in the following diagram:



**Figure 2.** Percentage Diagram Highest and Lowest Score Acquisition  
(Image Source: Researchers, 2023)

Based on picture 2 above can seen percentage highest in literacy culture and citizenship child age early contained in item 14. This item 14 is a teacher making game educative about literacy culture and citizenship child age early with percentage as much as 67.9% for answer often (score 4). Whereas percentage Lowest in literacy culture and citizenship child age early found in items 5, 6, 8, 11, 13, 14, 15, 16, 17, 26, 30, and 31 with percentage as much as 0% for answer no ever (score 1). The items is as following:

**Table 2.** Presentation Items Lowest on Answers No Once

No.	Items	Statement
1	5	School provide material readings and tools display themed culture and citizenship in libraries;
2	6	School bring perpetrator art to school;
3	8	There is use of ICT for embed literacy culture and citizenship for students;
4	11	Student utilise library school For get knowledge about literacy culture and citizenship;

5	13	There is celebration moment important / day national;
6	14	Teacher makes game educative about literacy culture and citizenship child age early;
7	15	Student utilise library For Study about literacy culture and citizenship;
8	16	School provide corner read in class and put to use as material activity literacy culture and citizenship for students;
9	17	There is policy school about importance literacy culture and citizenship for child age early;
10	26	Literacy Team school introduce flag, coat of arms, song nationality, as well the president and vice president of the State;
11	30	School use ICT as source Study literacy culture and citizenship for students; as well as
12	31	School make policy about use Language area, introduction songs, dances and clothes area in children age early.

(Source Table: Researcher, 2023)

Percentage the lowest is also found in items 5, 13, 23, and 26 with percentage as much as 0% for answer rarely (score 2). the items is as following:

**Table 3.** Presentation Items Lowest on Answers Seldom

No.	Items	Statement
1	5	School provide material readings and tools display themed culture and citizenship in libraries;
2	13	There is celebration moment important/day national;
3	23	School make related policies with Love homeland and diversity culture area; as well as
4	26	Literacy team school introduce flag, coat of arms, song nationality, as well president and vice president of the State.

(Source Table: Researcher, 2023)

Minister of Education and Culture No. 22 of 2020 concerning Plan The Ministry of Edu-



cation and Culture Strategic 2020-2024 revealed that direction policy ministry of education and culture consists from enhancement literacy, innovation, and creativity. Strategies carried out in carry out policy the are (a) an increase culture literacy; (b) development, coaching, and protection Indonesian, language and script area, as well as literature; and (c) strengthening institution social mover literacy and innovation. Regulation Government No. 57 year 2021 About National Education Standards in Article 5 paragraph (2) states standard level achievement development child age early as referred to in paragraph (1) is focused on aspects development child that includes religious and moral values; physique motor; cognitive; language; and social emotional. Besides that, in article 6 paragraph (1) explains that standard competence unit graduates education level education base focused on planting suitable character with Pancasila values. Planting character the can done through literacy culture and citizenship since age early. Research results This is known that 77% of PAUD institutions in the District Gunungpati City of Semarang already implement literacy culture and citizenship.

## CONCLUSION

Based on from results research and discussion so can concluded that literacy culture and citizenship in the District PAUD Institution Gunungpati City of Semarang already implemented with percentage by 77% incl in category ok.

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