



## Cultural Literacy in Elementary School Students: A Systematic Study on Character Building

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### Abstract

This study aims to comprehensively review how cultural literacy is applied in elementary schools and its impact on the character development of students. The research method chosen for this study is the Systematic Literature Review method. Data collection was conducted by documenting and reviewing all articles related to cultural literacy in elementary schools published between 2016 - 2025 and published in Scopus-indexed journals. The articles used in the study were identified and selected based on criteria for analysis. The selection process resulted in five articles that were reviewed in depth through content analysis. The main findings of this study are classified into three dimensions: (1) the relevance of cultural literacy in the era of globalization, (2) the integration of local wisdom into education, and (3) the role of educators and learning strategies. These three dimensions indicate that cultural literacy helps students understand more about cultural diversity, strengthen their character, and enhance their national identity. This study emphasizes and recommends that cultural literacy-based learning should be implemented systematically and contextually, starting from the elementary school level.

**Keywords:** character, cultural literacy, elementary school

## Literasi Budaya pada Siswa Sekolah Dasar: Sebuah Kajian Sistematis tentang Pembentukan Karakter

### Abstrak

Penelitian ini bertujuan untuk meninjau secara menyeluruh bagaimana literasi budaya diterapkan di sekolah dasar dan bagaimana dampaknya pada pembentukan karakter peserta didik. Metode penelitian yang dipilih dalam penelitian ini adalah metode *Systematic Literature Review*. Pengumpulan data dilakukan dengan mendokumentasikan dan mereview seluruh artikel terkait dengan literasi budaya di sekolah dasar yang diterbitkan tahun 2016 – 2025 dan dipublikasikan di jurnal terindeks scopus. Artikel yang digunakan dalam penelitian ditemukan dan setelah diseleksi yang memenuhi kriteria untuk dianalisis. Hasil seleksi menghasilkan lima artikel yang direview secara mendalam melalui analisis isi. Temuan utama dari kajian ini diklasifikasikan ke dalam tiga dimensi: (1) relevansi literasi budaya di era globalisasi, (2) integrasi kearifan lokal dalam pendidikan, dan (3) peran pendidik serta strategi pembelajaran. Ketiga dimensi tersebut menunjukkan bahwa literasi budaya membantu siswa memahami lebih banyak tentang keberagaman budaya, memperkuat karakter, dan identitas kebangsaan mereka. Studi ini menekankan dan merekomendasikan bahwa pembelajaran berbasis literasi budaya harus dilakukan secara sistematis dan kontekstual sejak jenjang sekolah dasar.

**Kata kunci:** karakter, literasi budaya, sekolah dasar

## INTRODUCTION

Entering the era of rapid globalization today, character building has become a strategic issue for the world of education. In addition to producing advances in technology and science, globalization has also caused a shift in values and cultural identity, especially among the younger generation, even elementary school children. In particular, the world of elementary school education has come under scrutiny because this stage lays the foundation for character building in children (Birhan et al., 2021). Furthermore, elementary school-aged children are experiencing a critical period of development in which basic principles, attitudes, and behaviors are being formed and established.

However, technological advances and the rapid flow of information have had complex and diverse impacts that have changed lifestyles, mindsets, and relationships with traditional principles. One of the impacts that is beginning to be felt is the loss of local cultural values among elementary school students (Nur'aini et al., 2024; Raharja et al., 2022). The erosion of local cultural values among elementary school students is a serious issue that has required special attention in recent years (Irhasy & Habibah, 2024). This phenomenon shows that education must use an approach that not only focuses on achieving cognitive aspects but also strengthens the sociocultural and affective aspects of students. This can be achieved by teaching students cultural literacy from an early age in an effort to build national identity and character (Putri et al., 2025).

Literacy skills have become one of the main foundations in education to create a superior generation in the global era. Literacy covers many aspects of life, including reading and writing skills. Cultural literacy plays a vital role in shaping students' character, identity, and sense of nationality. Cultural literacy is a type of literacy that plays a strategic role in shaping students' identity, character, and understanding of nationality, especially for elementary school students (Humaeroh et al., 2024; Ningsih, 2022). Cultural literacy also plays an important role in preserving local customs and cultures in Indonesia. It supports Indonesia's potential, which has a diversity of customs and cultures. Understanding cultural literacy in elementary schools can provide students with the opportunity to learn about the diversity of cultures that exist in society at large (Putri & Nurhasanah, 2023). In the context of cultural literacy, students not only learn about cultural diversity, but also develop a critical understanding of the values contained within it. For elementary school students, instilling cultural literacy is crucial in shaping children's character from an early age, especially in terms of tolerance (Iskandar et al., 2024).

Rapid advances in technology and science contribute to the complexity of social life (Chowdhury, 2018). The increasingly complex challenges of globalization make the role of teachers in character building even more strategic. It is important for schools to introduce and strengthen student character rooted in local and national values. Thus, the success of character education depends not only on the national curriculum, but also on a supportive school culture and atmosphere (Aprilia & Nawawi, 2023).

A few studies have shown that cultural literacy skills are an interesting topic for research. From a curriculum implementation perspective, integrating cultural literacy into formal curricula can support a deeper understanding of national identity and the role of citizens as members of society (Damanik, 2022). Other studies show that the implementation of extracurricular activities such as planned cultural literacy programs can strengthen the teaching of character values (Sari & Supriyadi, 2021). This is in line with other studies that found that consistently implementing a culture of literacy in elementary schools helps improve students' communication, collaboration, critical thinking, and creativity (4C) skills (Muttaqin & Rizkiyah, 2022).

Previous studies have highlighted the urgency of cultural literacy in elementary school education (Juniyanti et al., 2025; Ulum et al., 2025), however, the discussion is still limited to practical implementation in the classroom. The study has not yet touched much on the relationship between cultural literacy and the holistic character development of students. The following study attempts to fill this gap through a systematic review that brings together empirical evidence on the implementation of cultural literacy from various countries, while also analyzing its impact on student character development. The novelty of this study lies in the development of a conceptual framework that links cultural literacy with identity formation theory and educational globalization.

Although the cultural literacy mentoring program has encouraged student participation (Oktaviarini et al., 2022), low literacy awareness in some areas remains a major challenge. This indicates the need for in-depth study to consolidate empirical findings on the effectiveness of cultural literacy in shaping the character of elementary school students. This article aims to systematically review the application of cultural literacy in elementary schools and its implications for character development. The results of this study are expected to not only enrich the theoretical basis but also provide practical recommendations for

the development of contextual learning models, as reflected in the title of the study, “Cultural Literacy in Elementary School Students: A Systematic Study of Character Building.”

## METHODS

This study uses the Systematic Literature Review (SLR) method. This technique aims to collect and verify various related theories from reliable sources. The article searches process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The databases used are Google Scholar and Publish or Perish, with the keyword titles “Cultural Literacy Elementary School” and “*Literasi Budaya SD*”; published between 2016 and 2025; and published in Scopus-indexed journals.

The steps of the Systematic Literature Review in this study refer to the SLR guidelines developed by Petticrew & Robert. These guidelines consist of: (1) clearly defining the research question; (2) determining the type of research; (3) ensuring the completeness of document identification; (4) sorting research results; (5) critically evaluating the included study results; (6) synthesizing the research and evaluating the diversity of research results; and (7) disseminating the results of the article review (Petticrew & Roberts, 2008). The data analysis technique used is qualitative descriptive analysis.

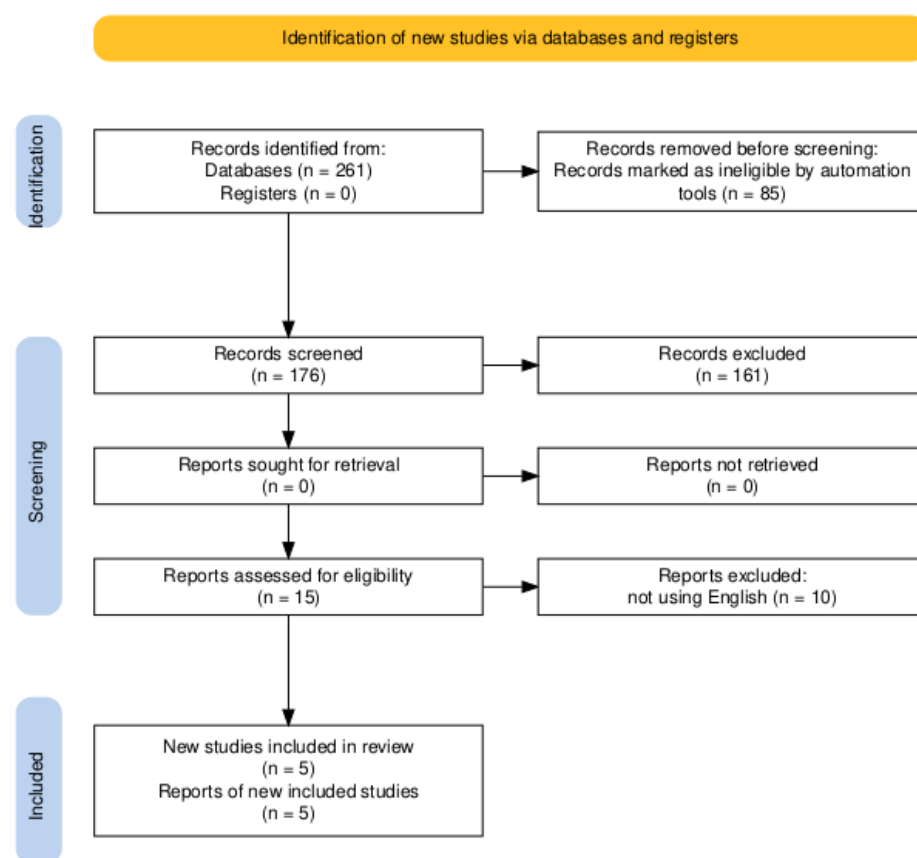


Figure 1. Diagram PRISMA

## RESULTS AND DISCUSSION

. The articles identified in this systematic literature review consist of five main articles. All articles were selected based on predetermined criteria, namely articles that examine cultural literacy at the elementary school level, were published between 2016 and 2025, and were published in Scopus-indexed journals. All selected articles were then reviewed using content analysis, focusing on important research findings. A summary of the review results for the five articles is presented in the table below.

Table 1. Article Review Results

Code	Article Title	Research Location and Participants	Key Findings
X1	<i>Cultural literacy development of 10th, 11th, and 12th graders in a Lithuanian multicultural school. (Jakavonytė-Staškuvienė &amp; Kobakhidze, 2022)</i>	Location: Vilnius, Lithuania.  Participants: 75 migrant students, re-emigrant students, and ethnic minorities.	Cultural literacy shows that teachers play a critical role by adjusting learning content based on students' backgrounds, and students in a multicultural environment show an open and enthusiastic attitude in learning about other cultures.
X2	<i>Traditional games in cultural literacy to build the character of elementary school students during the COVID-19 pandemic. (Gultom et al., 2022)</i>	Location: Medan, Indonesia.  Participants: Recreational and traditional sports coordinators; FORMI administrators	The importance of preserving traditional games as a tool of character education in the context of cultural literacy and the development of 21st-century skills. Integrating cultural literacy through traditional games can grow noble values such as togetherness, honesty, responsibility, sportsmanship, and compliance with rules.
X3	<i>Effectiveness of digital storybooks based on Balinese culture for enhancing cultural civic literacy and Pancasila education outcomes. (Dharma et al., 2025)</i>	Location: Bali, Indonesia  Participants: 114 fifth-grade students from three elementary schools in Jembrana Regency	Integrating local cultural content and cultural literacy in digital teaching materials significantly impacts student engagement and learning outcomes at the elementary level. These findings provide an empirical basis for the integration of local cultural content in educational materials, particularly in the context of preserving local wisdom while strengthening national identity.
X4	<i>Cultural Literacy Based Critical Reading Teaching Material with Active Reader Strategy for Junior High School. (Damaianti et al., 2017)</i>	Location: Bandung, Indonesia  Participants: 50 students aged 12 years old	Developing critical reading teaching materials based on cultural literacy with an active reader strategy effectively enhances students' sensitivity to the noble values of religion, customs, and Indonesian culture. The trial results show that culture-based teaching books can foster critical understanding rooted in cultural values, which can then be internalized in daily life.
X5	<i>After cultural literacy: new models of intercultural competency for life and work in a VUCA world. (Shliakhovchuk, 2021)</i>	No research locations are explicitly mentioned in the article because it is a literature review.	In the midst of the dynamics of globalization, cultural literacy remains a crucial competency that must be developed by educational institutions. Cultural literacy is seen as a strategic tool for shaping resilient individuals who are prepared to live in a complex global society.

(Source: Researcher's findings, 2025)

A review of five scientific articles shows various methodological approaches and results that enhance understanding cultural literacy in various educational contexts. This review reveals various approaches, results, and consequences related to the application of cultural literacy in educational contexts, with a particular emphasis on how these practices contribute to students' character development. Based on a systematic analysis of the five articles related to cultural literacy, the main findings can be classified into three main dimensions: (1) The Relevance of Cultural Literacy in the Era of Globalization, (2) The Integration of Local Wisdom in Education, and (3) The Role of Educators and Learning Strategies.

### **The Relevance of Cultural Literacy in the Age of Globalization**

The relevance of cultural literacy in the era of globalization has become a strategic discussion topic in line with the rapid development of globalization and shifts in social and cultural values. Articles X1 and X5 confirm the urgency of cultural literacy as a core competency amid the volatility of the VUCA (Volatile, Uncertain, Complex, Ambiguous) era. X1 provides empirical evidence that students in a multicultural environment (Lithuania) exhibit an open attitude toward other cultures when teachers adapt learning content based on the diversity of students' backgrounds. Meanwhile, X5 emphasizes cultural literacy as a strategic tool for building individual resilience in a global society.

Cultural literacy in the era of globalization is highly relevant as an effort to preserve local wisdom values amid the cultural homogenization caused by globalization. The proper implementation of cultural literacy in elementary schools and communities can produce a generation that not only understands and loves its own culture but is also able to contribute positively to an increasingly globally connected society (Atmojo & Lukitoaji, 2020; Taptajani et al., 2023). This is in line with the results of the study Maulana (2025) which emphasizes that learning based on local cultural values in the era of globalization can strengthen students' identities while developing empathy for cultural differences.

On the other hand, the challenges of rapid modernization and globalization can lead to a decline in a sense of community and cultural identity. In this case, cultural literacy must be present as a tool to strengthen individuals' awareness of their cultural heritage. This finding is consistent with research Permana (2023) which explains that cultural literacy also plays an important role in helping individuals adapt to new cultures without losing their identity. The relevance of cultural literacy in the era of globalization lies in its ability to create culturally sensitive individuals who are able to adapt in multicultural interactions and think critically about the global impact of their decisions in everyday life (Kim & Omerbašić, 2016). Education that successfully integrates these components not only refreshes the learning experience but also empowers students to face global challenges. The implementation of cultural literacy in the current era of globalization can also shape mental resilience to adapt to any conditions with the various cultures that exist around us.

Cultural literacy can also help foster mental resilience, which is necessary for navigating complex intercultural interactions in everyday life. This is supported by research conducted by Putri (2024) which states that learning that emphasizes cross-cultural understanding and local wisdom can help students become more adaptive to socio-cultural differences and increase shared awareness of the importance of preserving cultural heritage. Thus, cultural literacy is not only relevant but also essential as a future-oriented educational approach in shaping global citizens who are characterized by and rooted in their own culture.

### **Integration of Local Wisdom in Education**

Local wisdom in the context of elementary school education plays an important role in shaping cultural literacy and character building among students. Three articles (X2, X3, X4) highlight the role of local wisdom as a medium for cultural literacy with different approaches. Article X2 identifies traditional games as an effective means of instilling character values (unity, honesty) amid the dominance of digital games, Article X3 demonstrates that digital teaching materials based on Balinese culture significantly enhance cultural literacy and citizenship learning outcomes while strengthening national identity, while Article X4 demonstrates the development of critical reading teaching materials based on cultural literacy, which have proven to enhance students' sensitivity toward religious, customary, and cultural values in Indonesia. These three studies reflect a paradigm in education where the preservation of local culture does not conflict with modernization but rather serves as the foundation for character development in the 21st century.

Several studies have shown that integrating local wisdom into education can not only strengthen students' understanding of their cultural identity but also help them apply their knowledge in a broader



context, such as problem solving in everyday life (Mendrofa et al., 2024). This is reinforced by research by Fauzi (2023) which states that incorporating local values into thematic learning in elementary schools can improve students' critical thinking and problem-solving skills because they become more accustomed to viewing situations from their own socio-cultural perspective. Furthermore, in the context of character education, Layuk (2023) shows that education based on local wisdom can shape the holistic personality of students, thereby creating individuals who are not only academically intelligent but also have good social insight. This finding is reinforced by other studies stating that character education based on local culture contributes to the formation of values of tolerance, integrity, and responsibility in students, especially in multicultural environments (Ardiansyah et al., 2025).

The integration of local wisdom is highly appropriate in Indonesia, a country rich in diversity. This finding is consistent with research that discusses the role of local wisdom in strengthening national integration through lessons that value cultural diversity, which is highly relevant in the context of Indonesia's diverse society (Chotimah et al., 2018). Equally important, community involvement in the curriculum development process rooted in local wisdom is also a very important strategic factor. Community involvement in curriculum development has also been highlighted, with research by Upadhyay (2021) mentions that lessons that acknowledge and utilize local knowledge can increase students' critical awareness and make education more meaningful. This shows that a transformative approach through the integration of local culture can create a space for collaboration between schools and related communities, thereby expanding student participation in social life.

### **The Role of Educators and Learning Strategies**

In principle, cultural literacy involves not only an introduction to local culture but also the development of students' character and motivation to actively participate in their cultural communities. This requires cooperation with several components of education, one of which is the role of educators, particularly in relation to the learning strategies applied. The findings of articles with codes X4 and X1 highlight the critical role of teachers in designing learning content that is responsive to cultural diversity. X4 demonstrates the effectiveness of the active reader strategy for internalizing cultural values, while X1 emphasizes the importance of adapting materials based on students' multicultural backgrounds.

The role of educators in creating an environment that supports a culture of literacy is crucial. In line with this, schools identified as "driving schools" have a role in shaping a sustainable culture of literacy, where educators are expected to create innovative strategies (Muzakki et al., 2023). In the classroom, learning strategies that emphasize motivation and politeness rooted in local culture were also mentioned by Sendana (2024), which shows that this approach is effective in increasing students' interest in learning. In the context of learning strategies, the Merdeka Curriculum, currently implemented in Indonesia is well suited to providing a good platform for promoting cultural literacy by emphasizing active and interactive learning (Cholifah, 2024). In addition, effective teaching strategies in inclusive classrooms also show that methodological adaptations can increase the engagement of students from diverse backgrounds (Kurnia et al., 2024). This approach strongly supports the growth of a more inclusive and diverse culture of literacy among students.

Furthermore, the student-centered learning strategy currently being implemented is very helpful in fostering students' independence in learning, including in the context of learning about various local cultures. As shown by Pratama (2023), Students who participate in project-based and inquiry-based learning related to socio-cultural themes show an increase in cultural empathy and inclusive attitudes toward differences. In this situation, students not only receive information but also actively participate in exploring and reflecting on local wisdom as part of their identity. Research by Olyssia & Gunansyah (2024) shows that a student-centered approach significantly improves students' ability to consider and appreciate cultural diversity in their environment. Ultimately, this learning strategy will result in an inclusive and transformative culture of literacy.

### **CONCLUSION**

Based on the study conducted, it can be concluded that cultural literacy among elementary school students plays a strategic role in preserving local wisdom, strengthening national identity, and building character. There are three main dimensions that emerge from the analysis of five Scopus-indexed scientific articles: (1) the relevance of cultural literacy in the era of globalization; (2) the integration of local wisdom into education; and (3) the role of educators and learning strategies. These three dimensions complement each other and show that cultural literacy enriches students' knowledge of diversity and strengthens their

character through the noble values of the nation's culture. This study presents a conceptual overview of the importance of cultural literacy in shaping the character of students from an early age and can serve as a starting point for designing learning models based on the values of local wisdom. The findings of this study emphasize the urgency of implementing cultural literacy at the elementary school level in Indonesia. The limitations of this research lie in the representativeness of the data, as the number of articles analyzed is still limited and does not yet cover representation from the seven continents of the world.

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