



## Cultural Literacy Indicators for Elementary Schools: A 4D Model Development

Erlisnawati\*, Hendri Marhadi

Faculty of Teacher Training and Education, Universitas Riau, Indonesia

Kampus Bina Widya, Bangau Street Sakti KM. 12,5, Simpang Baru, Tampan, Pekanbaru City, Riau, Indonesia

\*Corresponding Author. E-mail: [erlisnawati@lecturer.unri.ac.id](mailto:erlisnawati@lecturer.unri.ac.id)

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**Abstract:** This study aims to develop and validate cultural literacy indicators for elementary school students, focusing on their competence to understand, analyze, and apply cultural values in daily life. Using a Research and Development (R&D) approach with the 4D model; Define, Design, Develop, and Disseminate. The development process involved validation by two expert judgments and was contextualized with students at Teratak Air Hitam 007 Elementary School, Kuantan Singingi Regency. The study produced four domains of cultural literacy, namely: (1) cultural diversity, (2) diversity of cultural values, (3) participation in culture, and (4) cultural awareness, each represented by specific indicators. These indicators are distinguished by their adaptability to local cultural contexts and systematic integration into elementary education, making them more contextually relevant. The experts confirmed that the indicators are valid, reliable, and academically relevant as instruments for assessing students' cultural literacy, providing practical guidance for educators and researchers to evaluate and strengthen cultural literacy in elementary schools and contribute to the advancement of culturally responsive education.

**Keywords:** cultural literacy, elementary school, indicators development

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### Introduction

The advancement of science and technology has raised the competency standards required for students to succeed in the 21st century. Sutrisna (2021) emphasizes that 21st-century education aims to enhance students' literacy abilities. Therefore, the learning process in schools must facilitate the development of literacy skills to enable students to participate effectively in both local and global contexts. Kementerian Pendidikan dan Kebudayaan (2017) further asserts that "Cultural and civic literacy encompasses behavioral competencies rooted in national culture as a form of identity, as well as an understanding of rights and responsibilities as citizens." Kharizmi (2015) argues that literacy development in children is not limited to reading and writing skills but extends to multiple dimensions, often referred to as multiliteracy. The literacy competencies students must acquire align with 21st-century skills, as outlined by the OECD (2019), including basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy, multicultural literacy, and global awareness.

The 2018 PISA (Programme for International Student Assessment) results indicate that Indonesian students aged around 15 scored an average of 371, significantly below the PISA average of 478, ranking 72nd out of 78 participating countries (OECD, 2019). These results highlight the relatively low literacy skills of Indonesian students, reflecting a lack of interest in reading and limited literacy competencies, including cultural literacy. Strategic efforts are required to improve the availability of books at the national level by developing and disseminating reading materials rooted in local content and wisdom tailored to the educational context of each region. Using culturally relevant examples enhances learning and understanding (Murti, 2023). Additionally, it is essential to develop measurement tools as indicators of cultural literacy to systematically assess students' cultural literacy skills.

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Cultural literacy refers to the ability to understand, appreciate, and engage with diverse cultural perspectives, serving as a foundational element in the development of students' character and social competencies. The Ministry of Education and Culture defines cultural literacy as an understanding of Indonesian culture as a core element of national identity (Kementerian Pendidikan dan Kebudayaan, 2017). In a broader sense, cultural literacy is also described as the ability to act as a member of a particular culture and nation (Pratiwi & Asyarotin, 2019), to understand and participate in cultural practices (Atmojo & Lukitoaji, 2020), and to appreciate and actively engage with various cultural elements (Iskandar et al., 2024). Erlisnawati et al. (2023) further emphasize that cultural literacy involves the ability to analyze, participate in, and integrate cultural values into daily life. Since cultural transmission naturally occurs from one generation to the next (Prehadini et al., 2021), cultural literacy plays an important role in ensuring that this process is maintained, strengthened, and institutionalized through education (Basuki & Wulansari, 2024).

Although cultural literacy is widely recognized as an important competency, specific indicators for elementary school students in the Indonesian context have not been clearly outlined in previous studies. This condition indicates a research gap, namely the absence of a valid and reliable set of cultural literacy indicators that can systematically serve as benchmarks for teachers in assessing and strengthening students' competencies. Therefore, this study addresses this gap by formulating cultural literacy indicators that provide practical benchmarks for evaluating and enhancing students' competencies in elementary education.

In the context of elementary education, cultural literacy is essential because children are developing a foundational understanding of self-identity and the surrounding world (Iskandar et al., 2024). Cultural literacy also helps students navigate and respond to misinformation while encouraging their active participation in preserving Indonesian culture (Atmojo & Lukitoaji, 2020; Pratiwi & Asyarotin, 2019). The Ministry of Education and Culture categorizes the objectives of the Cultural Literacy and Citizenship Movement in schools into three domains: classroom-based, school culture-based, and community-based domains (Kementerian Pendidikan dan Kebudayaan, 2017). Classroom-based objectives emphasize teacher training and the integration of cultural literacy into learning practices. School culture-based objectives focus on the availability of reading materials, cultural activities, and the formation of literacy communities within schools. Meanwhile, community-based objectives highlight the improvement of supporting infrastructure and the involvement of parents and the wider community. Collectively, these initiatives enable students to appreciate, engage with, and uphold the values that shape national identity and culture.

Therefore, this study seeks to address the identified gap by formulating cultural literacy indicators within the framework of elementary education. The novelty of this study lies in its contribution to providing a conceptual foundation and measurable benchmarks that can be used by teachers and policymakers to assess and strengthen cultural literacy in schools.

## **Methods**

This research was conducted in Teluk Kuantan, Kuantan Singingi Regency, from May to July 2022. The subjects of this study were fourth-grade students at Teratak Air Hitam 007 Elementary School. The research employed the Research and Development (R&D) method, which is a methodology used to develop, improve, and assess educational programs and materials, ultimately producing a product (Gall dkk., 2010). This study utilized the 4D development model (Sugiyono, 2017), which consists of four stages: define, design, develop, and disseminate.

### **1. Development Procedure**

The development procedure in this study was carried out through the following four stages:

#### **a. Define**

The define stage was conducted to determine and define the needs for developing cultural literacy indicators. The activities included: (a) needs analysis related to the instruments used to measure students' cultural literacy abilities, (b) curriculum analysis to identify cultural content contained in elementary school curriculum documents, and (c) preliminary observation of fourth-grade students to obtain an initial overview of their cultural literacy abilities. The results of this stage served as the foundation for formulating relevant and valid

cultural literacy indicators, making them appropriate for measuring students' cultural literacy skills.

**b. Design**

At the design stage, the activity focused on developing the cultural literacy indicator instrument based on the results of the needs analysis. The instrument was designed to encompass four main aspects: (1) cultural diversity, (2) diversity of cultural values, (3) participation in culture, and (4) cultural awareness. Each aspect consists of indicators used to measure students' cultural literacy abilities. These indicators are elaborated into statement items that are adjusted to the required needs, providing a representation of students' cultural literacy levels.

The cultural diversity aspect was developed based on universal cultural elements, including language, knowledge systems, social organization systems, tools and technology systems, livelihood systems, religious systems, and arts. The diversity of cultural values aspect refers to the values embedded within specific cultures. The participation in culture aspect refers to the individual's role in appreciating culture as demonstrated through behavior.

**c. Develop**

The develop stage involved producing the cultural literacy indicator instrument and conducting validation by experts. The validation process was carried out by experts in relevant fields to assess the feasibility of the indicators in terms of content accuracy, clarity of language, and cultural relevance. The results of this validation determined whether the indicators were valid and suitable for use or required revision before dissemination.

**d. Disseminate**

The disseminate stage was carried out by distributing the finalized (valid and feasible) cultural literacy indicator product through three main activities. First, limited dissemination to teachers at Teratak Air Hitam 007 Elementary School through a Focus Group Discussion (FGD). In this activity, teachers were provided with an explanation of the concept of cultural literacy, the objectives of indicator development, and how to apply them in classroom learning contexts. This was followed by in-depth discussions to gather findings, feedback, and recommendations regarding the implementation of the indicators in elementary school cultural literacy learning. Second, dissemination of research findings through scientific publication as a means of sharing the product with a broader academic community, allowing the developed indicators to be utilized by other researchers and educators in various contexts according to their needs.

**2. Product Trial Design**

**a. Trial Design**

The product trial in this study employed a limited trial design conducted at Teratak Air Hitam 007 Elementary School, Kuantan Singingi Regency. The trial was implemented in the form of: (a) expert validation to assess the theoretical and content validity of the developed cultural literacy indicators, and (b) a practicality test involving teachers through the completion of a practicality questionnaire. This trial design aimed to ensure that the developed indicators are theoretically valid, practical, and applicable for measuring cultural literacy skills in elementary schools through learning activities.

**b. Trial Subjects**

The subjects involved in this trial were teachers, who participated in the practicality test, and fourth-grade elementary school students, who were involved in the effectiveness test, totaling 20 students.

**c. Data Collection Techniques and Instruments**

Data collection in this study utilized questionnaire and interview techniques. The questionnaire technique was used for expert validation to assess the cultural literacy indicators developed during the Develop stage. The validation instrument for cultural experts consisted of 15 statement items covering four assessment aspects: (1) alignment with cultural concepts, (2) relevance to the local cultural context, (3) appropriateness of cultural literacy aspects, and (4) the substantive feasibility of the indicators. The research instruments used included expert validation questionnaires and practicality questionnaires.

The questionnaire for language experts consisted of 13 statement items covering four aspects: (1) clarity and readability of language, (2) accuracy of terminology usage, (3) conformity with Indonesian language rules, and (4) consistency in language usage. Both instruments employed a Likert scale ranging from 1 (Very Invalid) to 5 (Very Valid).

The practicality questionnaire was used to assess the suitability and flexibility of the developed cultural literacy indicators in accommodating classroom learning contexts. This questionnaire was administered to fourth-grade teachers at Teratak Air Hitam 007 Elementary School. It consisted of five assessment aspects: (1) ease of understanding the indicators, (2) suitability with elementary school student characteristics, (3) ability to accommodate learning content, (4) relevance to the local cultural context, and (5) completeness and meaningfulness of the indicators. This instrument also used a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Sugiyono, 2017).

The second data collection technique was interviews using an interview guide instrument. Unstructured interview guidelines were employed to obtain information regarding assessment practices that have been implemented, as well as to gather initial insights from fourth-grade students about their abilities and understanding of cultural values in their surrounding environment

### 3. Data Analysis Technique

The data collected in this study consisted of validity data for the developed cultural literacy indicators to determine their feasibility for measuring cultural literacy skills using a Likert scale. The data were analyzed statistically using the following formula:

$$N = \frac{R}{SM} \times 100\%$$

Description:

N = the calculated score

R = the obtained score

SM = the maximum score

100% = constant value

The data analysis of the validation test for the developed cultural literacy indicators was conducted based on the assessment criteria presented in the following table.

**Table 1.** Validation Test Assessment Scores

Score	Category
5	Strongly Agree
4	Agree
3	Less Agree
2	Disagree
1	Strongly Disagree

Source: (Sugiyono, 2017)

After obtaining the assessment scores for each validation aspect, the next step is to determine the percentage of the validation results using the following validity categories:

**Table 2.** Percentage of Assessment Scores by Validators

Score	Category
81-100	Very Valid
61-80	Valid
41-60	Fairly Valid
21-40	Less Valid
0-20	Not Valid

Source: (Sugiyono, 2017)

The focus of this research is the development of cultural literacy indicators that are valid, practical, and relevant to the elementary school context.

## Results and Discussion

### Results

To accurately assess students' cultural literacy, flexible and contextually relevant indicators have been developed, offering a comprehensive framework to evaluate their understanding, participation, and engagement with cultural diversity. The development process followed the 4D model (Define, Design, Develop, Disseminate), ensuring that the indicators were systematically derived from curriculum analysis, teacher interviews, and classroom observations.

#### 1. Product Development Stages (Cultural Literacy Indicators)

The product generated in this study is in the form of "aspects and indicators of cultural literacy." These aspects and indicators consist of: (1) the cultural diversity aspect with eight indicators, (2) the diversity of cultural values aspect with five indicators, (3) the participation in culture aspect with four indicators, and (4) the cultural awareness aspect with four indicators. These aspects and indicators represent the product developed as the outcome of this research. The product was developed using the 4D model, which consists of the Define, Design, Develop, and Disseminate stages. The following describes the stages of developing the cultural literacy aspects and indicators.

##### a. Define

The define stage was carried out to determine and define the needs for developing cultural literacy indicators. The activities included: (a) needs analysis related to the instruments used to measure students' cultural literacy abilities, (b) curriculum analysis to identify cultural content contained in elementary school curriculum documents, and (c) analysis of student characteristics. The results of this stage served as the foundation for formulating relevant and valid cultural literacy indicators, making them appropriate as instruments for measuring students' cultural literacy skills. The use of valid, feasible, and well-structured cultural literacy aspects and indicators can serve as references or guidelines to obtain an overview of students' cultural literacy abilities in elementary schools.

Based on the results of the needs analysis, it was found that the instruments used to measure students' cultural literacy abilities were still general in nature, primarily referring to knowledge aspects that describe understanding of diverse cultures as part of cultural elements. Therefore, it is necessary to develop cultural literacy indicators that can accommodate the measurement of these aspects. The results of the curriculum analysis showed that the learning materials include cultural elements, such as Indonesian cultural diversity and local culture, indicating that learning activities aim to improve students' cultural literacy. Based on observations, students' characteristics were quite diverse in terms of developmental levels and cultural backgrounds. This condition requires valid and appropriate instruments to measure students' cultural literacy abilities according to their characteristics.

##### b. Design

The design stage involved developing the product in the form of cultural literacy aspects and indicators. These were designed to include four main aspects: (1) cultural diversity with six indicators, (2) diversity of cultural values with five indicators, (3) participation in culture with five indicators, and (4) cultural awareness with four indicators. Each aspect consists of indicators used to measure students' cultural literacy abilities. These indicators serve as guidelines for constructing statements that reflect mastery, behavior, attitudes, and awareness of culture, adjusted to the needs of measuring students' cultural literacy skills.

The cultural diversity aspect was developed based on universal cultural elements, including language, knowledge systems, social organization systems, tools and technology systems, livelihood systems, religious systems, and the arts. The diversity of cultural values aspect refers to values embedded in specific cultures. The participation in culture aspect refers to the role of individuals in appreciating culture as demonstrated through behavior, while the

cultural awareness aspect is designed based on behaviors that reflect concern for existing cultures.

The cultural literacy aspects and indicators were designed based on the dimensions of cultural literacy proposed by Lemke (2002), namely: (1) recognition and appreciation of cultural diversity, (2) understanding of cultural values as social norms, and (3) intercultural connectedness, which is increasingly needed in the context of globalization. These indicators serve as the empirical basis for developing the initial draft of the cultural literacy indicator product in this study.

**c. Develop**

The development stage involved activities carried out after designing the initial draft of the cultural literacy indicators. At this stage, the indicators were further developed as presented in the following table.

**Table 3.** Indicators of Cultural Literacy (Initial Product Draft)

Cultural Literacy Aspects	No.	Indicators
Cultural Diversity	1	Understanding cultural elements related to language
	2	Understanding religious systems in relation to beliefs and faith
	3	Knowing knowledge systems
	4	Understanding social organization systems
	5	Knowing tools and technology systems
Cultural Values Diversity	1	Identifying values present in culture
	2	Explaining values present in culture
	3	Comparing values present in culture
	4	Applying cultural values in daily behavior
Participation in Culture	1	Participating in local cultural celebrations
	2	Taking part in local cultural festivals
	3	Communicating and interacting with individuals and groups from different cultures
Cultural Awareness	1	Seeking cultural information from various sources
	2	Taking pride in existing cultures
	3	Preserving culture

**Table 4.** Expert Validation Results of Cultural Literacy Indicators

No.	Validator	Obtained Score	Maximum Score	Percentage	Category
1	Cultural Expert	54	60	90%	Very Valid
2	Language Expert	43	50	86%	Very Valid
	<b>Average</b>			<b>88%</b>	Very Valid

Based on the results of expert validation, it can be concluded that the developed cultural literacy indicators are valid and feasible for use in measuring students' cultural literacy skills in elementary schools, with revisions made based on the experts' suggestions and feedback.

The feedback from the cultural expert emphasized that, in the cultural diversity aspect, the indicators should be aligned with universal cultural elements, including language, religion, knowledge systems, social organization systems, livelihood systems, technology and tools, and artistic systems. Meanwhile, the language expert suggested using appropriate word choices that align with the developmental level of elementary school students.

The developed indicators were revised according to the suggestions and feedback from both the cultural and language experts. The following presents the revised cultural literacy indicators as the final product of this study.

**Table 5.** Indicators of Cultural Literacy (Final Product)

Aspects of Cultural Literacy	No.	Indicators
Cultural Diversity	1	Comprehending cultural elements related to language.
	2	Understanding religious systems in relation to faith and belief.

	3	Gaining knowledge of epistemological systems.
	4	Analyzing social organization structures.
	5	Examining technological and material culture systems.
	6	Understanding economic and subsistence systems.
	7	Exploring cultural elements in artistic expressions.
	8	Appreciating similarities and differences within cultural diversity.
Cultural Values Diversity	1	Identifying values present in culture.
	2	Understanding values embedded in culture.
	3	Comparing cultural values.
	4	Applying cultural values in daily behavior.
	5	Cultural value beliefs influence behavior.
Participation in Culture	1	Engaging in local cultural celebrations.
	2	Taking part in cultural festivals.
	3	Communicating and interacting with individuals and groups from different cultures.
	4	Utilizing technology to promote culture.
Cultural Awareness	1	Seeking cultural information from various sources.
	2	Taking pride in existing cultures.
	3	Preserving culture.
	4	Developing culture.

Table 5 illustrates that the cultural literacy indicators (as the final product) resulting from this study are feasible for use in measuring the cultural literacy abilities of elementary school students.

## 2. Trial Results

The developed cultural literacy indicators, as the product of this research, were also subjected to a practicality test involving teachers at Teratak Air Hitam 007 Elementary School. The following presents the results of the practicality test of the developed cultural literacy indicators based on questionnaire responses completed by the teachers.

**Table 6.** Results of the Practicality Questionnaire of Cultural Literacy Indicators by Teachers

No.	Assessment Aspect	Obtained Score	Maximum Score	Percentage	Category
1	Ease of Understanding the Indicators	11	12	91.67%	Strongly Agree
2	Suitability with Elementary School Student Characteristics	11	12	91.67%	Strongly Agree
3	The developed indicators accommodate learning content	15	16	93.75%	Strongly Agree
4	Suitability with Local Cultural Context	10	12	83.33%	Strongly Agree
5	Completeness and Meaningfulness of Indicators	12	12	100.00%	Strongly Agree
	<b>Total</b>	<b>59</b>	<b>64</b>	<b>92.19%</b>	<b>Very Practical</b>

The results of the practicality questionnaire indicate that all assessment aspects fall within the Strongly Agree category, with an overall percentage of 92.19%. These results demonstrate that the developed indicators are not only theoretically valid but also practical and applicable in real classroom contexts at the elementary school level.

Furthermore, based on interviews with teachers, the developed cultural literacy indicators were considered to be aligned with the characteristics of elementary school students. Therefore, they are deemed appropriate and valid to be used as assessment guidelines for measuring students' cultural literacy skills in daily learning activities.

## **Discussion**

Cultural literacy is one of the essential 21st-century competencies that students need to develop through the learning process (NCREL & Metiri Group, 2003; Sutrisna, 2021). It refers to the ability to understand, analyze, communicate, and engage in cultural activities related to language, traditions, customs, values, beliefs, arts, and the application of diverse cultural values in everyday life. Therefore, teachers are expected to introduce the cultural diversity found in students' surroundings through various instructional activities. Schools, as educational institutions, play a strategic role in preserving culture and transmitting it to younger generations by integrating local cultural elements into learning content.

Previous studies have emphasized the importance of cultural literacy and the application of the 4D model in educational development. Marmoah et al. (2022) highlighted the role of literacy culture management in elementary schools, while Takiddin et al. (2025) demonstrated the positive influence of cultural literacy on students' tolerance. From an institutional perspective, Mastur (2023) emphasized multicultural classroom management in elementary schools, and Maulida et al. (2019) discussed school management strategies to support literacy development. In terms of methodological development, the 4D model has been effectively applied in various educational studies, such as in the development of problem-based learning lesson plans (Utaminingsih et al., 2018), creative thinking instruments (Sarmiasih et al., 2020), cognitive assessment instruments in physical education (Wirayasa et al., 2020), digital learning materials (Dewy et al., 2023), Islamic education learning models (Sihombing et al., 2024), and instructional video media (Tegeh et al., 2019).

These studies collectively indicate that cultural literacy has been examined from the perspectives of school management, character development, tolerance, and learning media. Meanwhile, the 4D model has been proven effective in developing valid and practical educational instruments and materials. However, studies that specifically formulate and validate cultural literacy indicators for elementary school students remain limited. Therefore, this study advances the field by presenting a concrete and empirically validated framework for cultural literacy indicators. Its novelty lies in the systematic development and validation process, which ensures both theoretical soundness and practical applicability in elementary education.

The validation results showed that both the cultural studies expert and the language education expert assessed the developed indicators as very valid, with an overall average score of 88%. In addition, the practicality questionnaire results indicated that all assessment aspects were categorized as "strongly agree," with an overall percentage of 92.19%. These findings demonstrate that the developed indicators are not only theoretically valid but also practical and applicable in real classroom contexts at the elementary school level. The high level of validity is supported by the representation of the seven universal cultural elements proposed by Koentjaraningrat (1993), namely language, knowledge system, social organization system, tools and technology system, livelihood system, religious system, and arts.

Consequently, transmitting cultural heritage to younger generations through learning activities is essential because it enables students to perceive culture not merely as knowledge but also as a set of values and practices that need to be sustained. To support this process, the indicators developed in this study provide empirical benchmarks for assessing students' cultural literacy skills. Furthermore, teacher feedback during the dissemination stage confirmed that the indicators are practical and applicable in classroom contexts, thereby strengthening their relevance for educational practice.

To effectively measure students' cultural literacy skills, a valid and reliable assessment tool is needed in the form of cultural literacy indicators. This study identified four aspects of cultural literacy, each consisting of several indicators: (1) Cultural Diversity Aspect, consisting of eight indicators; (2) Cultural Values Diversity Aspect, consisting of five indicators; (3) Participation in Culture Aspect, consisting of four indicators; and (4) Cultural Awareness Aspect, consisting of four indicators. These indicators provide a framework for assessing students' cultural literacy based on the cultural context of their respective regions. The cultural literacy indicators developed in this research are detailed in the following section.

### **1. Cultural Diversity Aspect**

This aspect involves understanding the elements of culture. The indicators are:

- a) Comprehending cultural elements related to language.
- b) Understanding religious systems in relation to faith and belief.
- c) Gaining knowledge of epistemological systems.

- d) Analyzing social organization structures.
- e) Examining technological and material culture systems.
- f) Understanding economic and subsistence systems.
- g) Exploring cultural elements in artistic expressions.
- h) Appreciating similarities and differences within cultural diversity.

The first domain, Cultural Diversity, emphasizes students' fundamental understanding of structural universal cultural elements, particularly language, epistemological frameworks or knowledge systems, and artistic expressions. In elementary education, evaluating children's understanding of language as a cultural product is highly important. This conceptual relationship is strongly elaborated by Auliya et al. (2026), who, through a comprehensive meta-analysis, demonstrated that early literacy interventions using multimodal input, such as highly contextual picture storybooks, produce a substantial effect size on children's long-term language comprehension and decodable literacy skills. Furthermore, the exploration of word classes in cultural stories—as detailed in Rofi'ah et al.'s (2025) analysis of verbs in children's narratives—serves as an authentic reflection of character values and linguistic diversity that enriches students' foundational cultural schemas.

## **2. Cultural Values Diversity Aspect**

This aspect focuses on understanding and applying the values embedded in culture. The indicators are:

- a) Identifying values present in culture.
- b) Understanding values embedded in culture.
- c) Comparing cultural values.
- d) Applying cultural values in daily behavior.
- e) Cultural value beliefs influence behavior.

This aspect focuses on the understanding and application of values embedded in culture. The indicators include: (a) identifying values within culture; (b) understanding the values contained in culture; (c) comparing cultural values; (d) applying cultural values in daily behavior; and (e) recognizing that belief in cultural values influences behavior.

The second domain, Cultural Value Diversity, shifts the focus toward the process of identifying, comparing, and applying core ethical values in everyday interactions. Connecting cultural values with real classroom behavior requires deliberate instructional design. Wibowo (2023) shows that language politeness functions as a key marker of moral values and identity among elementary school students. The cultivation of these behavioral values can be strengthened through the systematic implementation of a specifically designed curriculum. For example, Mustadi et al. (2023) successfully developed an interactive e-module centered on language politeness within the framework of the Merdeka Curriculum. The operational effectiveness of this digital moral design was further validated globally by Mustadi et al. (2025) in the *Kasetsart Journal of Social Sciences*, which empirically demonstrated that a structured self-learning e-module significantly accelerates students' habituation to respectful social interaction and ethical awareness in diverse school environments.

## **3. Participation in Culture Aspect.**

This aspect highlights active involvement in cultural activities. The indicators are:

- a) Engaging in local cultural celebrations.
- b) Taking part in cultural festivals.
- c) Communicating and interacting with individuals and groups from different cultures.
- d) Utilizing technology to promote culture.

This aspect highlights active involvement in cultural activities. The indicators include: (a) participating in local cultural celebrations; (b) taking part in cultural festivals; (c) communicating and interacting with individuals and groups from different cultural backgrounds; and (d) utilizing technology to promote culture.

The third domain, Participation in Culture, requires students to actively engage in cross-cultural communication and utilize modern technology to support cultural preservation. In contemporary classrooms, active participation can be stimulated through innovative collaborative

tasks rather than merely through passive reading activities. This premise is supported by Akit and Wibowo (2025), who found that the collaborative writing relay approach substantially reduces learning anxiety, promotes classroom engagement, and improves students' skills in constructing paragraphs. When such collaborative tasks are embedded within a broader framework, such as the Project-Based Learning (PjBL) model using picture storybooks explored by Resti and Wibowo (2024), students demonstrate increased peer collaboration and aesthetic creativity. To sustain this interactive learning environment, elementary school teachers need to be equipped with specialized curriculum tools. In this regard, the development of a Project-Based Teaching Module, as proposed by Wibowo et al. (2024), becomes highly essential for fostering teachers' pedagogical creativity in implementing culture-centered and collaborative language projects.

#### **4. Cultural Awareness Aspect.**

This aspect addresses students' concern and care for cultural preservation. The indicators are:

- a) Seeking cultural information from various sources.
- b) Taking pride in existing cultures.
- c) Preserving culture.
- d) Developing culture.

Therefore, the development of valid cultural literacy indicators is crucial for providing reliable data on students' competencies. The final product of this research, consisting of 22 validated indicators grouped into four aspects, can be adapted to diverse cultural and educational contexts, making it a valuable contribution to both theory and practice. This aspect relates to students' attention and concern for cultural preservation. The indicators include: (a) seeking cultural information from various sources; (b) feeling proud of existing cultures; (c) preserving culture; and (d) developing culture.

The fourth domain, Cultural Awareness, focuses on fostering a sense of pride, preservation efforts, and proactive attitudes toward learning various traditions. Building deep cultural awareness requires instructional media that can capture children's imagination. Aisyah and Wibowo (2025) observed that the transition from traditional media to interactive digital formats successfully improved early reading comprehension while revitalizing students' internal learning motivation. Furthermore, Nurhidayah and Wibowo (2025) provided quantitative evidence showing that customized digital storybooks significantly enhanced children's multiliteracy skills, thereby enabling them to preserve and disseminate local narratives through modern platforms. These findings were further extended by Masfufah and Wibowo (2024), who verified that the use of Indonesian archipelago-themed animated videos significantly improved listening retention and retelling skills among young learners. By visualizing local folktales through animated narratives, classroom learning can transform passive cultural consumption into proactive awareness and long-lasting cultural pride.

### **Conclusion**

Cultural literacy is one of the 21st-century skills that students must master through the learning process. It refers to the ability to understand, analyze, communicate, and participate in cultural activities related to language, traditions, customs, values, beliefs, and the arts, as well as the ability to apply the values found in diverse cultures to daily life. To measure cultural literacy skills, a valid and accurate tool is required, namely cultural literacy indicators. The cultural literacy indicators resulting from this research consist of four aspects: (1) cultural diversity, which includes eight indicators; (2) cultural values diversity, which includes five indicators; (3) participation in culture, which includes four indicators; and (4) cultural awareness, which includes four indicators. These cultural literacy indicators have been validated by cultural and language experts and tested for practicality by teachers, confirming their validity and feasibility for assessing students' cultural literacy in local contexts. They also serve as clear guidelines for measuring students' cultural literacy in accordance with their developmental characteristics.

To optimize the application of these indicators, it is recommended that they be validated across various cultural contexts, integrated into curricula, and supported by the development of reliable assessment instruments. Additionally, incorporating technological innovations, conducting longitudinal

studies, promoting teacher professional development, and fostering collaboration with local communities and cultural institutions are crucial for enriching cultural literacy and facilitating more meaningful cultural learning experiences. The contribution of this research is to provide a comprehensive framework of cultural literacy indicators that can strengthen educational practices in Indonesia. By integrating these indicators into teaching, assessment, and policy development, schools and educators can foster students' ability to appreciate cultural diversity, uphold local wisdom, and participate in global society while maintaining Indonesian cultural identity.

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