

## Cultural Literacy in Local Wisdom for Strengthening the Spirit of Mutual Cooperation

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**Abstrak.** Mutual cooperation is one of the dimensions of the Pancasila Student Profile developed in the independent curriculum. The spirit of mutual cooperation can be nurtured through cultural literacy, utilizing local wisdom, which refers to an individual's ability to comprehend and interact with various cultural aspects in their surroundings, as well as the knowledge, practices, and values associated with the distinctive culture of a specific region or community. This research employs a qualitative method with a phenomenological approach among students at SDN 3 Nanggulan, Cawas District, Klaten Regency. The aim is to describe the strengthening of the spirit of mutual cooperation through cultural literacy within the framework of local wisdom formulated in the Pancasila Student Profile reinforcement project. The findings of this study identify the steps involved in the implementation of the Pancasila Student Profile reinforcement project, including initial identification, theme selection, and execution involving external parties. The implementation of the Pancasila Student Profile reinforcement project with a focus on local wisdom is carried out through the choreography of a new creative dance performance titled "Gotong Royong."

**Keywords:** cultural literacy, local wisdom, global diversity

### 1. Introduction

In the ongoing era of globalization, cultural literacy has become an increasingly relevant and pressing topic for discussion. Technological advancements and international interactions have connected individuals to an ever more interconnected world. This phenomenon has had a significant impact on the diminishing local cultures, which represent the identity and heritage of nations. As an effort to preserve the integrity of native cultures, Aprinta (2013) emphasized the importance of cultural literacy in facing the swiftly flowing global culture.

Cultural literacy refers to an individual's ability to comprehend and interact with various cultural aspects in their surroundings. This includes an understanding of values, traditions, language, arts, and cultural practices deeply rooted in society. By mastering cultural literacy, one can broaden their horizons, deepen their understanding of other cultures, and avoid

miscommunication or misunderstandings in intercultural interactions. This concept aligns with the government's vision in national education, including the formation of the spirit of mutual cooperation (Shofa & Setyawan, 2018).

Mutual cooperation is one of the dimensions advocated by the Pancasila Student Profile within the independent curriculum. This dimension encompasses three main elements: collaboration, care, and sharing. As explained in the handbook published by the Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Pancasila Students are expected to have collaborative skills, which include the ability to work together with others, demonstrate a positive attitude, and communicate effectively. They are aware of the positive interdependence among individuals, contribute optimally to achieve common goals, and appreciate the efforts made by group members.

Pancasila Students are also expected to exhibit a high level of care for their physical and social environment. They understand and respond to their surroundings by striving to create positive change. Moreover, they can comprehend the perspectives of others and establish relationships with individuals from diverse cultural backgrounds. Their social sensitivity allows them to understand why people act as they do. They also have the ability to appreciate the social environment and create situations that meet the needs of all parties while achieving common goals.

The ability to share is also a distinctive characteristic of Pancasila Students, which includes the giving and receiving of essential elements for personal and collective life. They are willing and able to live as a group, making healthy use of community resources and spaces. This ability allows them to voluntarily give and receive valuable items among peers, both in their immediate environment and in the broader community, such as the nation and the world.

The spirit of mutual cooperation can be instilled through cultural literacy utilizing local wisdom. Local wisdom refers to the knowledge, practices, and values associated with the distinctive culture of a particular region or community. Local wisdom reflects the richness and uniqueness of each culture in dealing with local challenges, preserving the environment, and maintaining social harmony. By preserving and developing local wisdom, we can ensure the sustainability of diverse cultures in the face of rapid globalization.

One aspect of local wisdom that deserves attention is traditional dance. Over time, traditional dances have undergone various changes, particularly in the form of new creative dances. New creative dances are the result of individual or group creativity, where elements from existing dance patterns serve as a foundation and are then developed with fresh touches or flavors. In this context, SDN 3 Nanggulan has developed a new creative dance entitled "Gotong Royong" (Utomo et al., 2020).

This research aims to describe cultural literacy within the framework of local wisdom as an effort to strengthen the spirit of mutual cooperation (Nugroho et al., 2020).

## 2. Method

This study employs a qualitative approach with a focus on phenomenology, aiming to delve into the meaning and values contained within human life experiences (Aspers, 2009). The research subjects consist of 20 students from grades 4, 5, and 6 at SDN 3 Nanggulan.

Data collection methods used in this study consist of several stages:

- a. **Observation:** The researcher conducted observations to identify cultural literacy within traditional dance and its impact on the reinforcement of global diversity character.
- b. **Documentation:** In this phase, observation notes and rubrics for global diversity character were obtained as data sources.
- c. **Interviews:** Interviews were conducted with various parties, including dance art teachers responsible for extracurricular dance, students as research subjects, and the school principal as the leader and policymaker at the school. The interviews were unstructured and adapted to the conditions and responses of the informants (Risminawati & Fadhila, 2016).

The data analysis phase follows the approach proposed by Miles and Huberman (Miles et al., 2018), which consists of four steps:

- a. **Data Collection:** Data is collected through various methods as mentioned earlier.
- b. **Data Reduction:** The collected data is analyzed and simplified for easier comprehension.
- c. **Data Display:** The reduced data is presented in a more interpretable form, such as tables or graphs.
- d. **Drawing Conclusions:** In this phase, conclusions are drawn based on the data analysis conducted.

Data validity is tested using two types of triangulation: technique triangulation and source triangulation, to ensure the validity of the findings in this research.

## 3. Result and Discussion

Sekolah Dasar Negeri 3 Nanggulan is one of the Pioneer Schools that began implementing the Independent Curriculum in the 2021/2022 academic year. The Independent Curriculum is one of the initiatives within the framework of the Freedom to Learn (Merdeka Belajar) campaign, initiated by the Ministry of Education and Culture. In line with the vision and mission of the Ministry of Education and Culture outlined in official documents (Juliani & Bastian, 2021), one of its goals is to create the Pancasila Student Profile. The Pancasila Student Profile encompasses six dimensions as described in the decision of the Head of the Standards, Curriculum, and Educational Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

In this research, we conducted interviews with teachers and the principal of SDN 3 Nanggulan and carried out field observations. The results indicate that the students in this school tend to lack a

spirit of mutual cooperation. This is reflected in their daily behavior, such as a lack of cooperation in group activities, insufficient communication to achieve common goals, and a lack of a sense of positive interdependence (Hidayati & Septiani, 2016). Therefore, efforts are needed to strengthen the Pancasila Students' character, focusing on their abilities in everyday life. This reinforcement can be accomplished through various means, including the school culture, intracurricular and extracurricular learning, as well as through the Pancasila Student Profile reinforcement project (Rachmawati et al., 2022). The Ministry of Education and Culture has developed seven themes for the Pancasila Student Profile reinforcement at the primary school level: sustainable lifestyles, local wisdom, unity in diversity, advancing and using technology to build the Republic of Indonesia, and entrepreneurship.

The first step taken by the school is to identify their readiness to carry out the Pancasila Student Profile reinforcement project. This identification is crucial to determine the school's current stage, allowing the project implementation to be tailored to the existing conditions. Based on the school's self-evaluation, we found that the school is in the developing stage. Signs of this include the existence and execution of project-based learning in the school, students' understanding of the concept of project-based learning, and external involvement to support project activities at the school.

The next step is to determine the project's theme. In an effort to develop the spirit of mutual cooperation and considering the potential of local wisdom in creative dance, the school chose the theme of local wisdom. The project involves dance teachers from Bayat, Klaten Regency. The project is realized in the form of a new creative dance titled "Gotong Royong".

The process of involving external parties in the project begins with initial communication to convey the project's objectives. Subsequently, together with the school and dance teachers, a project module is designed. This is done to ensure that the project focuses not only on creating a dance product but also on shaping the character of the Pancasila Student Profile dimension of mutual cooperation.

The "Gotong Royong Dance" tells the story of five dancers engaged in mutual cooperation activities. They use brooms and trash bins as props. The dance begins with three dancers carrying brooms, while the other two carry trash bins. The three dancers with brooms sweep the scattered trash, while the two dancers with trash bins collect the garbage. In one scene, the dancers take a break, and one of them helps fetch water for the others still actively cleaning the trash.

The choreography of the dance combines basic dance movements previously taught to students through extracurricular activities with new movements representing everyday life patterns, creatively adapted to achieve beauty in the dance (Sari & Angreni, 2018). Throughout this process, students not only grasp the elements of dance but also the intrinsic aspects embedded in the "Gotong Royong" dance (Wibowo et al., 2020).

#### 4. Conclusion

In the current era of globalization, cultural literacy has become an increasingly relevant and important topic for discussion. Cultural literacy encompasses an individual's ability to understand and interact with various cultural aspects in their surroundings. This includes the ability to formulate shared goals, reassess previously established objectives, and evaluate goals during the collaborative process.

The spirit of mutual cooperation character can be nurtured through cultural literacy by harnessing local wisdom. Local wisdom refers to the knowledge, practices, and values associated with the distinctive culture of a particular region or community. New creative dances, such as “Gotong Royong”, developed by SD Negeri 3 Nanggulan, serve as tangible examples of applying local wisdom. This is a step towards strengthening character and fostering collaboration within the school environment.

SD Negeri 3 Nanggulan has been implementing the independent curriculum since the 2021/2022 academic year, yet this change has not fully fostered effective cooperation. This is reflected in the lack of collaboration in group activities, inadequate communication to achieve common goals, and the absence of a sense of positive interdependence among students. Therefore, strengthening Pancasila Student Profile by focusing on character development and everyday skills through school culture, intracurricular and extracurricular learning, as well as the Pancasila Student Profile reinforcement projects, is a suitable step to improve this situation (Rachmawati, et al, 2022).

The Pancasila Student Profile reinforcement project at SD Negeri 3 Nanggulan begins with identifying the school's readiness to implement the project. This identification is crucial to ensure that the project's implementation aligns with the school's existing conditions. The project also involves dance teachers from outside the school to create a new creative dance titled “Gotong Royong”. The process of involving external parties starts with initial communication to convey the project's objectives.

In the “Gotong Royong” dance, students use brooms and trash bins as their primary props. The dance commences with three dancers entering the stage carrying brooms, while two other dancers bring trash bins. The choreography process involves the amalgamation of basic dance movements that students have previously mastered through extracurricular activities with new movements that artistically depict everyday activities. Throughout the execution, students are not only taught the elements of dance but also the intrinsic aspects embedded in the “Gotong Royong” dance.

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