LEARNING MEDIA FOR CULTURAL LITERACY ENHANCEMENT: NEEDS ANALYSIS IN INDONESIA

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Abstract

Nowadays, technology development is increasingly advanced, which causes no barriers to exchanging information between countries. But unfortunately, this development also has a negative impact where local culture begins to disappear and is replaced by a foreign culture. This article aimed to analyze the need to develop learning media to improve the cultural literacy of elementary school students. This study used a qualitative descriptive method. The participants were 50 students and 28 teachers from an elementary school in Jakarta. Data were collected using questionnaires and interviews. Data were analyzed using triangulation. The results showed that a learning model and media were needed to improve cultural literacy. The questionnaire data showed that (1) innovative and exciting learning models are needed in cultural learning, (2) students' awareness of culture is still low, and (3) students need technology that allows users to experience real conditions in cultural learning.

Keywords: learning media, cultural literacy, need analysis

INTRODUCTION

Today advances in information and communication technology have opened a new stage for people to obtain information autonomously. The barriers to information automatically disappear through the strong initiative of individuals who want to know more about what is happening around them. People have access to information sources wherever they are (Chouki et al., 2020). Consequently, this development also brings negative impacts where local culture begins to disappear and is replaced by a foreign culture. This is shown by the younger generation, who know more about Western and Korean cultures than their own culture (Alfadhil et al., 2021).

Schools have an important role in anticipating the erosion of local culture. Unfortunately, cultural learning in schools is still conventional, so it does not attract student interest (Nurgiansah, 2022). In thought, elementary school students are currently the Alpha generation who are closely related to technological sophistication, so they need digital-based learning media (Iasha et al., 2022; Suša Vugec & Stjepić, 2022). Therefore, a suitable learning model and media are needed so that students can enjoy the learning process itself.

The use of information technology as a learning media in Indonesia has been widely used to increase student motivation in participating in learning. This can be seen from the various media that have been developed to support the learning process such as Android-based network (Novaliendry et al., 2021), augmented reality (Kounlaxay et al., 2021), video learning media (Novita et al., 2019), Whatsapp Group And Google Classroom-Based Learning Materials (Barus & Simanjuntak, 2020), virtual reality (Sholihin et al., 2020), and others. Therefore, cultural learning also needs to use one of the right media to make the learning process more interesting.

From the facts above, it is necessary to know the type of learning media needed by

teachers and students in cultural learning. Therefore, this research focuses on analyzing the needs for developing learning media to improve the cultural literacy of elementary school students. In addition, the difference between this research and previous research is the focus of the research on technology-based learning media and Betawi culture.

RESEARCH METHOD

This study used a qualitative descriptive method to describe the results without manipulating data or other treatments (Chen & Kurniawan, 2022; Sari et al., 2020; Yudha et al., 2020). Purposive sampling was used to choose the participants in this study. Participants in this study included 50 children and 28 elementary school instructors in the fifth grade with experience teaching in primary schools ranging from five to fifteen years. A questionnaire and interviews were used to gather the data. Researchers employed an interview and a questionnaire form to learn more about appropriate learning resources to raise the cultural literacy of elementary school kids. The Miles and Huberman, data triangulation methodology was used for the data analysis. Data reduction, visualization, inference, and verification are all aspects of data analysis. (Miles et al., 2018). Miles and Huberman's Interactive Data Analysis Model is shown in Figure 1.
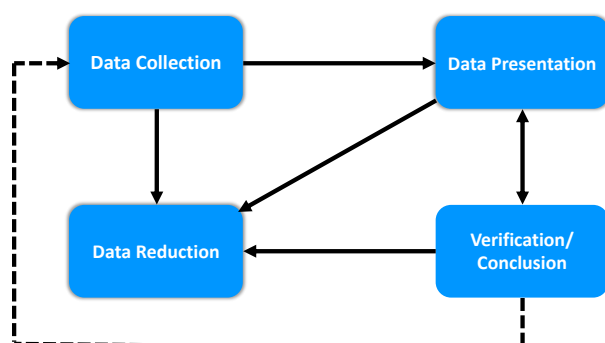

Figure 1. Model data analysis from Miles and Huberman

FINDINGS AND DISCUSSION

The purpose of the requirements analysis in this research is to identify the learning technologies and models that students will need to improve their learning quality. It's important to gather information and assess the requirements of both students and instructors up front to create an effective learning medium. Information needs are gathered by giving respondents questionnaires on the demands in the sector. Several points need to be considered in improving cultural literacy from the research data.

The Teacher's Pedagogical Ability

In education, especially for teachers, pedagogical competence is the skill or ability that a teacher must master in seeing the characteristics of students from various aspects of life, be it moral, emotional, or intellectual. In the competence pedagogic competence, teachers are required to be able to understand their students and understand how to provide correct teaching to students. Table 1 shows the results of the teachers' needs analysis to improve students' cultural literacy.

Table 1. The result of teachers' need analysis

Instrument Indicator	Percentage
Knowledge of the use of appropriate learning media	66%
Perception of Pedagogic ability	43%
Proficiency in using technology	54%
Motivation	83%
Awareness to preserve culture	58%

Based on the teacher's questionnaire analysis findings. According to the study's findings, teachers have a 66% knowledge of using learning media in technology, a 43% perception of their teaching abilities, 54% proficiency in using it, an 83% level of

motivation, and a 58% awareness of the need to preserve cultural traditions. Furthermore, to improve pedagogy and provide lessons that support students' needs in cultural learning, all respondents expressed a desire to develop teachers' pedagogical skills. The results of interviews with some teacher respondents reinforce this.

"Technology usage has a favorable effect, particularly in enhancing instructors' pedagogical skills. We can observe effective teaching strategies and materials in the form of educational films that we can broadcast as an example of leveraging YouTube digital media. This will make the students more engaged and less likely to get bored with traditional teaching techniques. (Teacher Interview, School A, February 1, 2022)"

"Changes in pupils' cognitive, emotional, and psychomotor abilities are a barometer for learning outcomes. Therefore, the government must provide instructors the freedom to create learning methods that consider each student's needs. I still have much to learn about how to utilize technology. (Teacher Interview, School G, February 14, 2022)"

"Technology is a requirement for an innovation school since it is intended that its usage would improve student/teacher quality of instruction, productivity, access, and accessibility, as well as foster more positive learning attitudes and professional and staff development. (Teacher Interview, School G, February 14, 2022"

Low Student Awareness In Preserving Culture

Culture is a way of life that develops and is shared by a group of people and passed down from generation to generation. Culture needs to be preserved by the younger generation so that it is not lost by having an attitude of cultural awareness and the rapid development of information technology. Cultural awareness is a person's ability to look outside himself and be aware of cultural values and cultural habits that enter. Table 2 shows the result of the student's need analysis about awareness of preserving culture.

Table 2. The result of students need analysis

Indicator	Percentage
Knowledge of Betawi Culture	29%
Perception of technology	33%
Proficiency in using technology	30%
Motivation	64%
Potential to use technology to preserve culture	76%

Based on a student examination of the survey's findings. According to the study's findings, understanding of Betawi culture is at 29%, technology perception is at 33%, technology usability is at 30%, motivation is at 64%, and the potential to utilize technology to conserve culture is at 76%. Furthermore, students must be especially concerned about their lack of knowledge regarding preserving Betawi culture. ThisThe results of interviews with several elementary school students reinforce this.

"Instead of cultural performances, I like mall locations. When it comes to reading about culture, I choose comic books. The Betawi culture I am familiar with is similar to ondel-ondel. (Students show looking confused) (Student Interview, School B, February 3, 2022)"

"Ma'am, I don't frequently visit the library. Only internet games are played on my mobile. (Student Interview, School G, February 14, 2022)"

"Technology is required. Nevertheless, I don't often use the internet to learn about Betawi culture; I prefer playing online games.

(Student Interview, School A, February 1, 2022)"

Based on the results of the questionnaire analysis and interviews, it was found that there were low indications of students preserving Betawi culture and using technology to broaden their horizons and support learning.

Learning Media As Learning Technology

Learning media is a tool used in the learning process to convey messages, ideas, or ideas in the form of teaching materials to students by teachers. Learning media has a vital role as an intermediary in delivering interesting and innovative learning materials. But unfortunately, cultural learning currently uses conventional learning media, so it is less attractive to students. Table 3 shows the need for learning media to improve cultural literacy.

Table 3. The result of learning media needs analysis

Indicator	Percentage
Content Source	88%
Technology Availability	77%
Technology Understanding	44%

Respondents are given questionnaires to complete in order to conduct resource analysis. According to the analysis's findings, 88 % of students prefer reading books and other sources that are relevant to learning materials, 77 % of students own laptops or other devices that support the use of electronic teaching materials, and 44 % of students are aware of how to use digital technology for learning. This is supported by the findings of interviews with students who require 3D learning technology to make them feel as though they are visiting a location to learn about Betawi culture.

"Please tell me how to organize a market day with a theme of Betawi culture, exhibits, and images. But once more, ma'am, Covid is unable to visit cultural locations at will. (Student Interview, School G, February 14, 2022)"

"Oh, you do realize, ma'am, that I mean virtual reality using 3-D glasses as on the attractions at Ancol and Jatimpark, correct, ma'am? (Students appear to clarify what virtual reality is). If utilized for learning, it's incredibly entertaining since we can actually experience what happened. I feel like exploring a Jakarta cultural museum. (Student Interview, School C, February 10, 2022)"

Wow, 3D glasses are really cool, ma'am. Can I study in class while sporting these glasses? It's acceptable that I've never used it for studying. (Student Interview, School A, February 1, 2022)

Students are interested in embracing virtual reality as a tool to expand their horizons and help study, according to questionnaire analysis and interview data.

CONCLUSION

Research related to the needs analysis of learning media used to improve cultural literacy has been successfully conducted. Based on the results of the research, there are several points related to the analysis of learning media needs; 1) Awareness of improving teachers' pedagogical abilities. 2) Low awareness of students in preserving Betawi culture and utilization of technology in learning, 3) Virtual Reality as a means of learning techniques needed to provide awareness to students in preserving culture. Students have a tendency to be interested in virtual reality because it is flexible and contains detailed material, both theory and material, that supports simulation practices so

that it can help understand the material and can feel involved in a visit activity.

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