Integration of Cultural Literacy in Listening Skills Based on Local Wisdom

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Abstract

This research aims to find out Cultural Literacy in Learning Listening Skills containing Wisdom and find out how to integrate Cultural Literacy in Learning Listening Skills containing Local Wisdom. National literacy can be tried with educational sessions that can be developed into a cultural literacy. Cultural literacy is tried by increasing literacy activities that use topics about culture and text sources on cultural topics. Cultural competency can be included in all existing scientific disciplines. Local wisdom is a form of activity that is preserved and passed down from generation to generation within a community group. The method used in this research is qualitative descriptive with the research subjects used in this research being people or objects that can provide information in the form of data that is needed. The subjects in this research are the local wisdom of Rejang Lebong and kepahiang. The result of this research is to produce cultural values and goals in the form of listening videos based on local wisdom which have implications for the learning process that supports increasing accreditation scores.

Introduction

The era of society 4.0 to the era of society 5.0 presents new challenges for the world of education, especially for students. This is caused by the rapid development of technology which has an impact on change (Sheningshon, 2021). The challenges are not only in the cognitive aspect, but in the relational aspect, namely when dealing with various cultures.

Students are part of a multicultural society with different ethnic groups, languages, customs and world views (Pradita, 2015).

This requires students to be able to behave in social life. Indonesian people also have different languages, customs, religions and beliefs. This diversity can increase with a revolution that can influence this nation in terms of lifestyle, culture, ideology, language (Nurhikmayati, 2020). These various things will require that the Indonesian people, especially in terms of education, must have expertise. This aims to ensure that students are able to compete in a world of work that is full of diversity and can interact and adapt well.

So that undesirable things such as fights can be maximally avoided. Most of the differences and negative things that occur in online and real spaces arise from the problem of lack of tolerance for diversity. In the 21st century, everyone has the freedom to express their thoughts and opinions (Hasanuddin, 2017). Phrases and forms of expression are not only positive but also negative, including hate speech and harassment resulting from errors in interpreting information received and interpreted as things that are contrary or different from the judgments and opinions of a group.

This is an indication that not everyone can appreciate differences in choices and opinions which are another aspect of educational failure in Indonesia (Barizi, 2023). The ability to understand and relate to Indonesian culture as a national identity is an explanation of cultural literacy. Cultural education is an individual's ability to behave culturally in relation to their social environment. Culture becomes a soul that manifests itself through behavior (Syarifah, 2022). A person's thinking is more influenced by their cultural knowledge. Knowledge such as beliefs, customs, language and art should be well introduced to society, especially the next generation (Cahyo, 2017).

This aims to ensure that there is no extinction of the culture and identity of a nation. Cultural literacy is needed in an educational environment, the family and the entire academic community at a university. Higher education is a forum for students to channel their talents and increase cultural literacy amidst the current developments in the 4.0 era (Rahmad, 2022). There are several literacy improvement activities that can be used and applied in the world of education, such as regional language creative workshop activities, residential areas, introduction to national resilience, training in making educational games, dialogue forums for school communities, novel writing programs, and enrichment of local and national story

material (Simanjutak, 2019). Literacy activities can be carried out by integrating them with curricular, co-curricular and extra-curricular activities.

In practice, literacy activities can be tried inside or outside the classroom with teacher tutorials and support from parents and residents. Building cultural literacy in the world of education for students can be combined with learning such as listening skills. Literacy is not just about reading and writing, but skills that go beyond that. Fine arts education is "a network of information owned by competent readers. (Nurhikmayati, 2020) It is the background information in their minds that allows them to pick up a newspaper and listen to the radio, thereby interpreting a rational meaning to the information obtained.

This means that listening will have an impact on consequences, namely understanding the information or just an activity without the aim of interpreting the information (Ramlan R. , 2022). Listening skills are descriptions that combine local knowledge that work well when packaged to produce synergy between local knowledge and the media. Local wisdom is something that is valuable and has an impact on people's lives (Isroani, 2023). A custom is passed down and preserved from generation to generation until it becomes local wisdom, which can have artistic and historical value.

Paying close attention to understand what you hear will retain as much local wisdom as is learned in teaching Indonesian (Farida, 2023). Cultural factors and local wisdom can be used as an efficient medium for strengthening cultural literacy in learning. In local wisdom there are elements that are believed to be true and become a reference in life. Local wisdom has the factors of creativity, values, culture and knowledge as determinants of the development of citizens' civilization (Fatawi, 2018).

Local wisdom is based on expertise and wisdom that is understood by a group of citizens who have and preserve a culture that shows the close unity of local people with the nature that surrounds them. Listening skills are descriptions that combine local knowledge that work well when packaged to produce synergy between local knowledge and the media. Local wisdom is something that is valuable and has an impact on people's lives. A custom is passed down and preserved from generation to generation until it becomes local wisdom, which can have artistic and historical value. Paying close attention to understand what you hear will retain as much local wisdom as is learned in teaching Indonesian. (Syarifah, 2022)

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Method

This research uses qualitative descriptive research. Descriptive research is research designed to describe a problem and a phenomenon (Sugiyono, 2014). This means that descriptive research is research that clearly describes the problem in the research. The method used is content analysis.

The content analysis method is a method of analyzing notes or documents as a source of this information, which qualitatively describes the research results. (Farida, 2023) The research subjects used in this research are people or objects that can provide information in the form of data that is needed. The subjects in this research are the local wisdom of Rejang Lebong and kepahiang.

This type of research data includes qualitative research data. There are two data sources used, namely; Primary Data is in the form of interviews and observations and Secondary Data is data from documentation (Rahmad, 2022). This research will use data analysis techniques in the form of: Data Collection, Data Reduction, Data Presentation, and Data Verification/Conclusion Drawing

Result and Discussion

This research produces cultural values and goals in the form of listening videos based on local wisdom. The aim of this research is to determine cultural literacy in learning listening skills containing local wisdom and to determine the integration of cultural literacy in learning listening skills containing local wisdom. (Barizi, 2023) The younger generation must be given basic cultural education from a young age. Cultural competency through this research, the world of education is increasingly intensive in developing cultural competency in learning, especially language learning in listening skills. Teachers can add elements of local wisdom to

the teaching materials given to students. In this way, the younger generation of students should better understand their regional culture and contribute to its preservation (Isriyah, 2023).

Literacy activities in education aim to improve skills in mastering reading and relating it to individual life, critical thinking, and creative communication skills through activities responding to learning technology. The characteristics of an education that practices literacy activities include (Jamilah, 2023):

a. There is monitoring of descriptions of materials;

b. Use of various literacy materials that support educational activities;

c. The existence of a structured systematic activity;

d. There is supporting media used to support literacy activities.

National literacy can be tried with educational sessions that can be developed into a cultural literacy. This is in line with the markers of cultural literacy in the world of education, on a class basis it is the seriousness of the use and implementation of cultural literacy in education. The implementation of cultural literacy is attempted by increasing literacy activities that use topics about culture and text sources on cultural topics. Cultural competency can be included in all existing scientific disciplines. Mapping in the teaching materials for each lesson will support the objectives of the learning it self.

A lesson that directs students to actively participate in the learning process has created a good learning method. Indonesian is a reading lesson which is the main gateway to the expansion and development of literacy activities, including topics regarding culture. In this way, learning becomes easier to convey data about culture when learning Indonesian, including myths, legends, stories full of culture, local wisdom, and values that are still held by residents. Literacy activities Learning Indonesian fits the teaching pattern.

Academic aspects can be in the form of reading materials, videos, visuals. Various strategies are used to understand and interpret reading material through literature, such as novel discussions, dialogues/discussions, creating concept maps regarding reading plots that raise topics about local wisdom.

So, by using text and audio and visuals that contain local wisdom, students will understand the cultural values that are integrated in learning. Increasing students' abilities in the learning process can be monitored through cultural literacy activities (Islam, 2019). Daily reading reports regarding cultural literacy will be one of the supports for improving students'

abilities that they create independently. Having a reading report will also help students to map and plan the reading or listening material that they will listen to in the next activity.

This aims to enable students to enrich cultural literacy activities. So, the ultimate goal of a literacy activity is to obtain values or things that can be used as references in life that can be understood optimally by students. Listening and hearing are similar to listening activities. But if we examine it further, this word has a different meaning. The word hearing is defined as a process of receiving sounds from the five senses without any activity to understand the meaning of the sound (Hartini, 2017).

On the other hand, listening activity is a process of listening to existing sounds or language signs with the ultimate aim of understanding, observing and interpreting. From the meaning process there will be activities to convey back the information obtained from the listening results. Paying attention means hearing or paying attention to what people say or read. Listening is an activity of hearing, identifying and interpreting language symbols orally.

On the other hand, hearing is the process of receiving sound from it. If a listening activity is combined with other language skills, such as reading skills or writing skills, then the two language skills are closely related, because both are communication facilities for receiving and implementing the results of the learning process. These two skills have the same goal, namely as a medium for conveying information so as to obtain data, interpret/interpret, and communicate. In listening, a person is required to pay close attention to what the opponent is saying, whether in the form of words or argumentative sentences, so that the speaker and the opponent can communicate well in the spoken language used.

Based on this explanation, paying close attention and paying attention during listening activities will have an impact on the acquisition of information that will be captured by the five senses and spoken and processed by the human articulatory part. There are two types of listening activities, namely extensive listening and intensive listening. Extensive listening is a listening activity that does not prioritize understanding the material being listened to (Cahyo, 2017).

Meanwhile, intensive listening is the activity of listening to material with the aim of interpreting and obtaining information that can be conveyed back well. Processing the listening material that is listened to basically combines information from the listening material with the schemata that the speaker and interlocutor have as people carrying out the listening activity. With initial knowledge and supported by experience in the field, it will maximize someone's

ability to interpret the material they are reading. Based on this explanation, the essence of listening is a series of processes starting from the process of recognizing sounds, collecting interpretations, using the results of interpretations as well as the process of storing and transmitting information verball (MInarti, 2022).

Local wisdom is a form of activity that is preserved and passed down from generation to generation within a community group. Various life strategies in society are used as a form of preserving the local wisdom they have. By preserving local wisdom in a community group, it will have an impact on the existence of that local wisdom, and its introduction to the general public locally, nationally and even internationally. Local wisdom is one way to respond to phenomena that occur in society. The existence of local wisdom will also balance the flow in the 4.0 era towards society 5.0. (Wahfiyudin, 2022)

The existence of local wisdom really supports an education system, especially the learning that will be implemented. Habits, customs and norms in community groups are one of the teaching materials that can be used in learning topics efficiently and effectively to support learning objectives.

Certain ethnic groups will have local wisdom that is different from other ethnic groups. Existing local wisdom results from personal and group experiences that are not the same as the experiences of other groups (Nurfidianty, 2020). Values that have existed in a particular ethnic or community group have been around for a long time and are firmly established in the community.

Thus, knowledge that is inherent in a group and is used as a guide or reference for carrying out actions and attitudes in life that have been passed down from generation to generation and is preserved and has an aesthetic and cultural value can be said to be local wisdom. Malay adages, advice obtained from various tribes in Indonesia are part of local wisdom.

Conclusion

This research will produce cultural values and goals in the form of listening videos based on local wisdom. From this research, to integrate cultural literacy in listening learning based on local wisdom which will have an impact on the implementation of this research, lecturers and students know the aspects contained in local wisdom through integrating cultural literacy in listening learning. This has implications for the learning process that supports increasing accreditation scores. Apart from that, it has an impact on students in critical, creative,

collaborative and communication development in accordance with the demands of 21st century learning with the era of industrial revolution 4.0 and preparation for society era 5.0 so that students can think critically and communicatively in a learning process.

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