


INVESTIGATION OF CULTURAL LITERACY IN EARLY CHILDREN THROUGH AN ATIK LEARNING MODEL

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Article Info	Abstract
<p>Article History: Received: Februari 2024 Revised: Maret 2024 Accepted: Mei 2024 Published: Juni 2024</p> <p>Key Word : Literacy, Culture, ATIK, Child</p>	<p>The decline of local culture in Indonesia is due to the heavy influence of foreign culture. So that the younger generation prefers foreign cultures. The decline in local culture is found in early childhood in the present era. So the cultivation of cultural literacy needs to be instilled from an early age at the educational level through appropriate learning models. So that when they grow up, children have knowledge and love for local culture. This study aims to describe and describe how to plan for planting cultural literacy and implementing cultural literacy in early childhood through the ATIK model at RA Bustanul Ulum Jayasakti. The research methodology is using a descriptive qualitative approach, the research location is at RA Bustanul Ulum Jayasakti, Central Lampung. This study used three research subjects, namely the principal and two class teachers. The results of the research conducted were that the RA Bustanul Ulum institution carried out planning in instilling cultural literacy in early childhood through three planning stages, namely planning for selecting activities, planning for budget costs and planning for determining activity schedules. The activities chosen in cultivating cultural literacy through the ATIK model are coloring pictures of traditional cultural clothes, traditional dances, and habituating good manners. With different activity schedules and costs incurred using BOP funds. While the implementation of these activities uses the ATIK model with 3 stages, namely children observing, imitating and doing. Cultivating literacy through careful planning and using the ATIK model makes the goal of cultural literacy achieved</p> <p>Copyright © 2024, Siti Nur Azizah et al. This is an open access article under the CC-BY-SA license</p> 

Abstrak

Menurunnya budaya lokal di Indonesia disebabkan derasnya pengaruh kebudayaan asing. Sehingga generasi muda lebih menyukai budaya asing. Menurunnya budaya lokal tersebut ditemukan pada anak usia dini di era sekarang. Maka penanaman literasi budaya perlu di tanamkan sejak usia dini pada jenjang pendidikan melalui model pembelajaran yang tepat. Sehingga ketika dewasa, anak memiliki pengetahuan dan rasa cinta terhadap budaya lokal. Penelitian ini bertujuan untuk menggambarkan serta mendeskripsikan bagaimana perencanaan penanaman literasi budaya serta implementasi penanaman literasi budaya pada anak usia dini melalui model ATIK di RA Bustanul Ulum Jayasakti. Metodologi penelitian ini yaitu menggunakan pendekatan kualitatif deskriptif, lokasi penelitian yaitu di RA Bustanul Ulum Jayasakti Lampung Tengah. Penelitian ini menggunakan tiga subjek penelitian yaitu kepala sekolah dan dua guru kelas. Hasil penelitian yang dilakukan yaitu lembaga RA Bustanul Ulum melaksanakan perencanaan dalam penanaman literasi budaya pada anak usia dini melalui tiga tahap perencanaan yaitu perencanaan pemilihan kegiatan, perencanaan biaya anggaran dan perencanaan penentuan jadwal kegiatan. Kegiatan yang dipilih dalam penanaman literasi budaya melalui model ATIK yaitu mewarnai gambar pakaian adat budaya, tari tradisional, dan pembiasaan sopan santun. Dengan jadwal kegiatan berbeda-beda serta biaya yang dikeluarkan menggunakan dana BOP. Sedangkan pelaksanaan / implementasi kegiatan tersebut menggunakan model ATIK dengan 3 tahapan, yaitu anak mengamati, meniru dan mengerjakan. Penanaman literasi melalui perencanaan yang matang dan menggunakan model ATIK menjadikan tujuan literasi budaya tercapai.

Kata Kunci : Literasi, Budaya, ATIK, Anak

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Introduction

The heavy influence of foreign culture is a big problem faced by the Indonesian nation today. This seems difficult to control and is eroding the value of local cultural wisdom of the Indonesian nation in the younger generation. It can be seen that people forget culture in their lives, especially with the development of the modern era, people prefer foreign cultures, such as their taste in clothing, the way they speak, and even the way they behave that does not reflect the culture they have. (Astuti, 2016).

Indonesia is a country consisting of various cultures, languages, ethnicities, religions, races and so on. Of these various differences, of course children need to have good skills and abilities, so that children get used to appreciating differences so they can adapt to their environment. (Nur Sekreningsih & Mia Juliana 2021) Especially in the current global era, various countries are free to visit other countries bringing a variety of cultures and customs, of course there are foreign cultures and customs that are appropriate and there are those that are inappropriate for Indonesia. There will definitely be many civilizations that are imitated without considering their influence, and there will always be antagonism and bad emotions if these children cannot filter and accept differences. The impact of all this will be detrimental to the next generation of the nation and state (Widiastuti, 2015)

Many parents and the public experience complaints regarding the decline in the preservation of local culture in Indonesia. Like the younger generation who forget their own cultural identity and prefer to imitate foreign cultures and make these foreign cultures their role models or their mecca. (Agustin I. N. N. & Supriyono A, 2009). The development of technology and information can make it easier for various civilizations to integrate into the local culture of Indonesia. The absence of any form of filtering can result in many other cultures entering. If the Indonesian people do not have a culture that is in accordance with the diverse life structure of their society, it is possible that they will be marginalized by this foreign culture. (Hindaryatiningsih, 2016).

Nurhayati in her research revealed that the cultural values of the Indonesian nation are in a vulnerable position, the values of society in Indonesia have largely received heavy attacks from various corners. Norms and morals that do not reflect the culture they belong to create fears of collapse and disappearance in future generations. (Nurhayati, 2019). In today's developments, communicators or agents of socialization are not only parents but also mass media and new media which have a strong influence on human life today. (Rochayanti et al., 2012) The phenomenon of the erosion of local values has also been found by researchers, such as the lack of Javanese youth who speak Kromo Javanese when talking to older people. Researchers also found the problem of the lack of cultural values in young children who were more interested in western songs, ways of behaving, and many young

children even idolized western culture such as BTS, etc. in their lives. This kind of behavior does not only occur in Javanese culture, but is very likely to occur in other cultures.

This phenomenon shows a failure to successfully pass on regional cultural values to the younger generation. This is the crucial point of the problem found. The younger generation is young children who are growing and developing, meaning children who grow by absorbing life values and forming their personality traits in the future. This includes the cultural values of local wisdom through the education that children receive at an early age which becomes a benchmark for their love of cultural values in adulthood. So the importance of cultivating culture is given from an early age. Cultural instillation in early childhood can be known as cultural literacy. (Astuti, 2016).

Cultural literacy is an important thing that needs to be instilled from an early age, because Indonesia has various ethnic groups, languages, customs, beliefs and social layers. Therefore, the cultivation of literacy needs to be instilled so that the ability to accept and adapt, and act wisely towards diversity becomes something that can build a culture of literacy in all areas of education, especially early childhood education. (Ahsani & Azizah, 2021). It should be noted that in 2012 our literacy level was only ranked 64th out of 65 countries surveyed. (RK & Watini, 2022). Apart from that, data from the Central Statistics Agency (BPS) shows that Indonesia's population in 2023 will be 278.69 million people. However, it is very unfortunate, this is inversely proportional to the amount of interest in reading. Research conducted by Central Connecticut State University in March 2016 stated that Indonesia was ranked 60th out of 61 countries regarding interest in reading, just below Thailand (59) and above Botswana (61). (Evita, 2020)

A forum for providing guidance and development regarding children's cultural literacy, namely through education. Achieving an educational goal in instilling cultural literacy in early childhood certainly requires the collaboration and cooperation of educators. The ability to access, understand and use information intelligently through various reading, viewing, listening, writing and speaking activities is known as literacy culture. (Nurhayati, 2019)

Literacy is not just the ability to read and write texts, but has expanded its meaning in the form of visual, audiovisual and computer dimensions so that it can bring out cognitive, affective and intuitive elements, meaning that cultural literacy instills a sense of love for culture in children and appreciates the various cultures that exist around children. The literacy movement really helps children prepare themselves to face the future, cultivating cultural values from an early age can open a person's perspective in understanding the world better. (Negri, 2021). To realize this goal, there are many things that educators can do to instill cultural literacy in

early childhood, such as instilling interesting learning models in children and not usurping children's world of play.

Learning models for early childhood should be interesting and fun, involving elements of playing, moving, singing and learning (Lasaiba, 2016). So that learning process activities can stimulate children's thoughts, feelings, interests and attention in such a way that learning objectives can be achieved. So, teachers can choose media, methods and learning models that are considered suitable and interesting for conveying learning messages to children (Aris Setiawan, 2014). The learning model implemented in this research in instilling cultural literacy in children is using the ATIK learning model. The ATIK learning model is a learning model whose application is easily accepted by young children. The ATIK learning model is a learning model that describes how children can observe, imitate and do things. This cannot be separated from the child's self-concept, namely that early childhood is a reliable imitator. (Mulyati & Watini, 2022).

The ATIK model is one of the model designs in learning describes how children can observe, imitate and work according to what they have previously observed. Collaboration between ELT models with the indirect learning model, which is better known as the inquiry model, a new model is obtained which is called the ATIK model. (Watini, 2020) A= amati, T= tiru, K= kerjakan. This model was developed by Sri Watini in 2016 as an innovation in learning. The ATIK model has been registered and has a Copyright or Patent with registration number 000229956 dated January 28 2018. The ATIK model was originally discovered to make it easier for children to improve their drawing skills, through "observe, imitate and do". The results of research conducted to see the effectiveness of implementing the ATIK model show that the ATIK model can significantly improve children's drawing abilities (Watini, 2020).

Previous research conducted by Ivon Sole stated that the ATIK (Observe, Imitate and Do) model is the right method to apply to children in learning activities because as we know, the level of success of a child in understanding early childhood lessons using a visual style is very large. . Where children are in the process of observing and imitating. (Babys & Watini, 2022) For this reason, it can be understood how important it is to instill cultural literacy in early childhood, especially kindergarten age, because this age is the age to prepare oneself to enter elementary school. So it is hoped that this ATIK model can become a model for instilling cultural literacy in children so that it can increase children's love and understanding of their culture. So the research is interested in conducting research on cultivating cultural literacy in early childhood through the ATIK model by looking at how planning is carried out and how cultural literacy activities are implemented in children through the ATIK learning model.

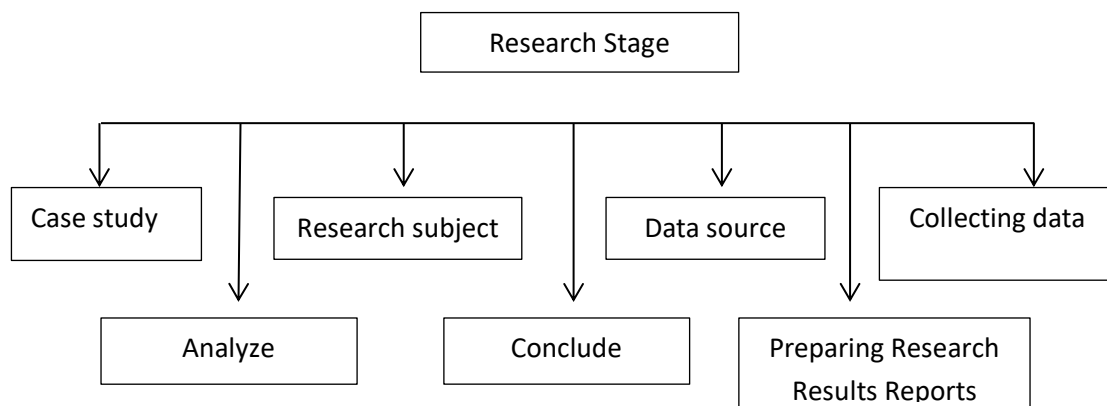
Method

The methodology of this research is to use a descriptive qualitative approach, because the aim of this qualitative research is to understand the conditions of a context by directing a detailed and in-depth description of the portrait of conditions in a natural context (natural setting) and about what actually happens according to what it is. in the field of study. (Farida Nugrahani, 20014) This research was carried out at RA Bustanul Ulum Jayasakti Anak Tuha, Central Lampung. Researchers chose this location because at this location there are still many children who do not understand their own culture, in fact children understand western culture better, such as the songs and idols they like. The subjects of this research were the principal, class B teacher and 20 class B students at RA Bustanul Ulum.

The data collection procedures that researchers carried out were observation, interviews and documentation. Observation is an observation showing a study or learning that is carried out deliberately, directed, sequentially, and in accordance with the objectives to be achieved in an observation.(Putri et al., 2021) Understand clearly how to instill cultural literacy in early childhood using the ATIK model. Researchers conducted interviews with the school principal and class B teacher to find out the planning and implementation process of cultivating cultural literacy through the ATIK model. Interviews were conducted in a semi-structured manner with the aim of finding problems more openly, where the interviewees were asked for their opinions and ideas. (Sugiono, 2019).

Documentation is carried out by taking photos during learning activities and the relevant documents at RA Bustanul Ulum relate to cultivating cultural literacy through the ATIK model. In more detail, table 1 is a chart of the research stages carried out by the research. In detail, the documentation material is in the form of autobiographies, letters, photos, books, notes and so on. (Imam, 2014)

Table 1. Research Stage



Results and Discussion

Researchers found the results of field research regarding the cultivation of cultural literacy in early childhood using the ATIK model. From the data that the author obtained, there was planning and implementation in cultivating cultural literacy using the ATIK model. The following is an explanation of these two things.

a. Planning

Planning contains various decisions and explanations, including those related to objectives, policies, programs, determining learning models, special techniques, and selecting activities based on the daily schedule. There are three stages of planning carried out by educators in instilling cultural literacy in children using the ATIK model observe, imitate doing the following:

1) Planning the selection of activities

Based on interviews conducted by researchers with educators and school principals, planning for literacy planting activities was carried out in deliberation between educators and school principals. The activities taken are first, coloring activities with pictures of heroes or those related to cultural customs. Coloring and drawing activities have been children's life activities throughout the ages, one way to support children's coloring activities is by using the ATIK model in the implementation, so that children can easily find new discoveries. (RK & Watini, 2022)

Second, the activity of introducing traditional dance and at the peak of the theme was closed by taking part in a cultural performance parade with the ATIK (observe, imitate and do) model. In line with the research results (Rodliyah et al., 2020) said that when children take dance lessons, children master movement and poetry. Children are more familiar with regional songs and dance movements as the main elements of learning in cultivating cultural literacy. The choice of dance movements at RA Bustanul Ulum is adjusted to the child's abilities and the music used is original to the traditional dance. There are three requirements for dance material for early childhood, namely, simple, practical and dynamic. (Aris Setiawan, 2014) Third, instilling cultural literacy through politeness activities. These habituation activities are aimed at instilling cultural literacy in children through habituation of manners, speech and behavior.

The aim of cultivating cultural literacy which is implemented at RA Bustanul' Ulum is not only to introduce the name of culture and the characteristics of that culture, the target of educators also refers to the child's personality, the child's morals which are very necessary in current and future life, such as the habit of etiquette. manners that are applied every day at school. The practice of good manners is a Javanese culture that is synonymous with polite manners/behavior. The cultivation of cultural literacy is also packaged by participating in cultural parades, this activity not only introduces

culture to children but also to the community. Apart from that, the reason for choosing these three activities is because they do not require a large budget, so the activities can still run without disturbing the budget of other activities.

The cultivation of cultural literacy at RA Bustanul Ulum is implemented using the ATIK learning model. The reason the ATIK learning model was chosen is because it has components that are very easy to implement with children, namely observe, imitate, do. The ATIK model has several innovation values in the development of science. First, the ATIK model has concepts and techniques that are appropriate to the child's development stages where children are in the stage of observing, imitating and doing whatever they want, because without working on knowledge, experience and skills it will be difficult for children to master. Second, the implementation is very easy and simple, the ATIK model is a new innovation in scientific development, especially relevant early childhood education, with a transformation where learning must develop and disseminate new innovations. (Wahyuningrum & Watini, 2022).

Coloring activities, familiarization and dance activities are activities that require examples first, children need to observe the movements exemplified by educators, the process of observing is important, because at an early age their curiosity about events or the smallest things that happen around them develops rapidly. . If the child has observed well, the child will automatically imitate. Because children like to imitate whatever they see, hear or feel, so dance, coloring and habituation activities require an imitation stage. At this stage, educators can correct whether they are in accordance with the examples that have been given, apart from that, educators can assess the extent of the child's ability to observe an activity object well, for example in dance activities. With these two processes, children are able to do the work easily, so that the goal of cultivating cultural literacy will be easily accepted by children.

2) Cost/budget planning

Educators and school principals determine that all costs/budgets will be taken from the BOP (Bantuan Operasional Pendidikan), to fulfill the assistance needs for cultivating cultural literacy using the ATIK model. Providing BOP and BOS (Bantuan Operasional Sekolah) is a government obligation in accordance with the law which explains that every citizen has the obligation to attend education and has the right to receive educational services. (Pratiwi et al., 2021), so that the government guarantees the implementation of quality education in Indonesia in accordance with the budget and needs of students.

3) Planning determines the activity schedule.

Based on the results of the interviews, the researchers found that educators and school principals agreed that determining the schedule for literacy planting activities was adjusted to friends and sub-themes. The table below explains the details of the schedule for cultivating cultural literacy activities using the ATIK model in class B RA Bustanul Ulum, namely:

Table 2. Schedule of Cultural Literacy Activities

No	Class	cultural literacy activities	Schedule of activities	Location
1.	B	Coloring Activities	Wednesday & Friday	Classroom
2.	B	Manners Practice	Every day	Classroom
3.	B	Regional Dance Activities	Tuesday	Hall

Based on the table above, it shows that the time for implementing cultural literacy activities varies. The coloring activities are carried out on Wednesdays and Fridays in accordance with the coloring extracurricular schedule and according to the themes and sub-themes. Furthermore, the implementation of cultural literacy instilling activities with dance activities is carried out on Tuesdays at the implementation location in the hall, while cultural literacy activities on the habituation of good manners are carried out every day, the habituation of polite attitudes and behavior with good habits. Leaders of PAUD institutions, educators/teachers, education staff, committees/parents, foundations, and stakeholders are all involved in the selected activities. The aim is for various parties to support activities so that they can be carried out successfully and efficiently. (Isnaini et al., 2023)

b. Implementasi




The implementation of cultivating cultural literacy through the ATIK model at RA Bustanul Ulum refers to several points including: implementing it in a conducive atmosphere, not burdening children or taking over children's world of play, always maintaining good relationships between parents and teachers. Implementation must be carried out well, adapted to the students' needs and abilities supported by the teacher's competence. (Dasmiyah, 2021) The implementation of cultivating cultural literacy through the ATIK model is carried out by carrying out planned activities. From the data obtained by researchers in the field, there are three implementation components in cultivating cultural literacy using the ATIK model, namely as follows.

1) Observ/ Observation

Observing is the process of paying attention to or seeing an object, event, or series of related events. For young children, using all their senses

in observation is the most important aspect of life. Children learn about ideas, models, and shapes through observing activities, and they can create concepts based on their own observations. (Babys & Watini, 2022). Children are invited to observe the activities that will be carried out. Details of observation activities for three cultural literacy cultivation activities are in the table below.

Table 3. Directions for Observation Activities

No	Activity Direction Observe
1.	 <p data-bbox="576 584 1318 712">The picture beside explains that children are enthusiastic about observing coloring activities. Observing activities include the skills a child has, how the child uses the five senses. According to Wasilah et al, to be able to master observing skills, children must use as many of their senses as possible, namely sight, hearing, touch, smell and taste. (Adawiyah et al, 2020)</p>
2.	 <p data-bbox="576 790 1318 891">The picture on the side explains children observing activities during the implementation of literacy cultivation through habituation. Namely, educators invite children to imitate the etiquette when we walk in front of older people, namely by bowing and placing our left hand behind us.</p>
3.	 <p data-bbox="576 992 1318 1059">The third activity is introducing regional dance to children using the ATIK model. Children observe the dance modeled by the educator. Children do it enthusiastically and without any coercion.</p>

2) Imitate/Imitate.




Imitation activities are included in the second component of the ATIK model. In the imitation component, children are invited to imitate activities that children have previously observed. The first activity is for children to imitate the stages of coloring pictures of Javanese cultural dances well. Children prepare whatever tools and colors are needed independently. Based on what the children observed previously, the activities of the two children imitated the etiquette when walking past their parents, namely by bowing with one hand behind their back. Mrs. Yuli, as the principal of the school, said that, "This institution has children from various ethnicities, but in my opinion, if all children have good manners, they must be trained regardless of ethnic differences, and we do this with daily habituation, and In my opinion, this ATIK model is a model that is easy for educators to apply and students to understand.' The third activity is that the children imitate regional dance activities, with the assistance of the teacher/educator, meaning that if the child experiences difficulties, the educator helps and

directs. The ATIK model refers to an idea or framework used to carry out an action in one activity with three components, namely observe, imitate, do (Ilmu et al., 2023)

3) Do It

After the child observes the activity and the child has imitated the observations he made, then he enters the third component of the ATIK model, namely doing. By doing the work, the child's knowledge and understanding will increase, meaning the goal of cultivating literacy will be successful. By doing something, a person will gain skills, knowledge and experience from an event or events that they experience. (RK & Watini, 2022). Details of the activities carried out in the three cultural literacy cultivation activities are in the table below.

Table 4. Direction of work activities

No	Activity	Direction	Observe
1.		The picture shows children carrying out coloring activities with Javanese cultural pictures, they do it enthusiastically and carefully in accordance with the previous process they carried out, namely observation and imitation. So that children can easily understand and implement it without feeling difficult.	
2.		From the picture to the side, it can be seen that after observation, the child imitates and until the child is able to do it. Children take turns queuing to shake hands and practice the posture when walking past their parents, namely by bowing and leaving their left hand behind their back.	
3.		The picture next to it shows children carrying out dance activities. Several children were asked to perform dance activities at the farewell event. Children's success in dancing certainly begins with a process of observing and imitating. This makes it easier for children to understand these activities.	

Cultural literacy instilling activities have focused on cultivating children's love and knowledge of their culture, with 3 activities selected as important activities for the RA Bustanul Ulum institution, by coloring pictures, children become more familiar with their respective traditional clothing, such as Javanese traditions with dominant brown clothes and men wear blangkon. These three activities use the ATIK model. This model is very influential in instilling cultural literacy in children through the ATIK model. This will form children's knowledge and love for culture.

Apart from that, dance and habituation activities also support the cultivation of cultural literacy in early childhood. Dance learning is a strategy for cultivating cultural literacy in instilling individual and group identity and values, which provides cultural diversity. An important basic ability for students, parents

and society in general that is needed in the 21st century is literacy skills.(Hartono et al., 2022). Habituation activities are ways that can be done to get students used to thinking, behaving, acting. (Ulya, 2020) One of the habituation activities implemented in cultivating cultural literacy at RA Bustanul Ulum is habituation to behavior/manners.

After implementing the cultivation of cultural literacy through the ATIK model, there was visible progress. For example, children are able to get used to behaving politely at school and at home. Mrs. Rahma, as the guardian of class A students, said "Thank God, now my child, when he walks in front of his elders, bows his body and says excuse me, he even tells his older brother to follow what he is doing." Another development is that children are already familiar with their respective cultures, such as recognizing the characteristics of traditional clothing, recognizing regional languages, recognizing regional songs and dances and they are very enthusiastic about participating in cultural literacy activities implemented by educators. So, they start to forget western idols like BTS and other western songs.

Conclusion

Based on the research process and discussion of cultivating cultural literacy through the ATIK model at RA Bustanul Ulum, it can be concluded that cultivating cultural literacy in early childhood uses the ATIK model through a prior planning process, planning is carried out by educators, school principals and heads of foundations. The three plans carried out by the RA Bustanul Ulum institution are the initial stages of activity selection planning, cost/administration planning and activity schedule selection planning. The activities chosen to instill cultural literacy are coloring pictures of traditional clothing/things related to local culture, introducing traditional dance and getting used to good manners. The schedule of activities carried out is: coloring activities are carried out on Wednesdays and Fridays, while introduction activities to regional dances are carried out on Tuesdays, familiarization activities are carried out every day. The implementation/implementation of cultivating cultural literacy uses the ATIK model with 3 stages of ATIK components, namely children observing, children imitating and children doing. With careful planning carried out by educators, school principals and heads of foundations as well as choosing the right learning model, the goal of cultivating cultural literacy is achieved, children become aware of local culture, through pictures, dance and familiarization.

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