

ABSTRAK

Syayidati Uminatus Sholihah. 2026. *Implementasi Literasi Budaya di Sekolah Dasar Negeri 2 Talun*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd., (II) Dr. Sigit Ricahyono, S.S., M.Pd.,

Kata Kunci: *literasi budaya, budaya lokal, Reog Ponorogo, sekolah dasar, karakter peserta didik.*

Penelitian ini bertujuan untuk mendeskripsikan implementasi literasi budaya di SDN 2 Talun serta mengidentifikasi faktor-faktor pendukung dan penghambat pelaksanaannya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan orientasi fenomenologi. Subjek penelitian meliputi kepala sekolah, guru, dan siswa kelas IV, V, dan VI. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan studi dokumentasi, sedangkan keabsahan data diuji dengan triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukkan bahwa literasi budaya di SDN 2 Talun dilaksanakan melalui integrasi budaya dalam pembelajaran, kegiatan membaca bertema budaya, pemanfaatan lingkungan sebagai sumber belajar, serta pelaksanaan ekstrakurikuler wajib Reog Ponorogo. Program tersebut mampu meningkatkan pemahaman siswa terhadap budaya lokal dan nasional, menumbuhkan rasa bangga terhadap identitas daerah, memperkuat karakter, serta mengembangkan sikap toleransi dan penghargaan terhadap keberagaman budaya. Faktor pendukung pelaksanaan literasi budaya meliputi lingkungan masyarakat yang masih kuat memegang nilai budaya lokal, dukungan sekolah, dan keterlibatan guru dalam pembelajaran berbasis budaya. Adapun faktor penghambatnya meliputi keterbatasan sumber bacaan budaya, minimnya media pembelajaran budaya lokal, pengaruh budaya global, serta keterbatasan waktu pembelajaran.

Kesimpulan penelitian ini adalah implementasi literasi budaya di SDN 2 Talun telah berjalan dengan baik dan memberikan kontribusi positif terhadap pengembangan pengetahuan, karakter, dan identitas budaya peserta didik. Literasi budaya tidak hanya berfungsi sebagai sarana pembelajaran, tetapi juga sebagai upaya strategis dalam melestarikan budaya lokal di tengah perkembangan zaman.

ABSTRACT

Sholihah, Syayidati Uminatus. 2026. The Implementation of Cultural Literacy at State Elementary School 2 Talun. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd.; (II) Dr. Sigit Ricahyono, S.S., M.Pd.,

Keywords: cultural literacy, local culture, Reog Ponorogo, elementary school, student character.

This study aims to describe the implementation of cultural literacy at SDN 2 Talun and to identify the supporting and inhibiting factors in its implementation. The research employed a descriptive qualitative approach with a phenomenological orientation. The research subjects consisted of the principal, teachers, and students of grades IV, V, and VI. Data were collected through observation, in-depth interviews, and documentation studies, while data validity was ensured through source, technique, and time triangulation.

The results showed that cultural literacy at SDN 2 Talun was implemented through the integration of culture into classroom learning, cultural-themed reading activities, the use of the surrounding environment as a learning resource, and the compulsory extracurricular activity of Reog Ponorogo. These programs were able to improve students' understanding of local and national culture, foster pride in regional identity, strengthen character, and develop tolerance and appreciation for cultural diversity. Supporting factors included a community environment that still strongly upholds local cultural values, school support, and teachers' involvement in culture-based learning. Inhibiting factors included limited cultural reading materials, a lack of local cultural learning media, the influence of global culture, and limited instructional time.

The study concludes that the implementation of cultural literacy at SDN 2 Talun has been carried out well and has made a positive contribution to the development of students' knowledge, character, and cultural identity. Cultural literacy functions not only as a learning medium but also as a strategic effort to preserve local culture amid the development of modern times.

