

Improving Students' Cultural and Civic Literacy through Educational Poster Project in Grade V

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ABSTRACT

Objective: This study aims to improve the cultural and civic literacy of grade V students through the implementation of educational poster projects as contextual and interesting learning media. The background of this study is the low level of cultural and civic literacy of students, as identified from the initial test results in class V of SDN Krian 2. Most students showed a low understanding of cultural and civic values, which was allegedly caused by the lack of connection between the material and meaningful learning activities. **Method:** This study used the Kurt Lewin model of Classroom Action Research (PTK) method implemented in two cycles, with the stages of planning, action, observation, and reflection. The research subjects were 29 fifth grade students. The instrument used was a test to measure the level of cultural and civic literacy before and after the implementation of the action. **Result:** The results showed a significant increase, from 55.5% in the pre-cycle (poor category), to 78.5% after Cycle I, and increased again to 86% in Cycle II (good category). **Novelty:** The novelty in this study lies in the use of educational poster media as a project-based learning approach that is able to improve cultural and civic literacy in grade V students.

INTRODUCTION

Education requires students to have a variety of skills, not only in academic aspects, but also in the ability to understand social, cultural and civic contexts [1]. To respond to global challenges, the education system must be able to equip students with broader and more meaningful literacy skills [2]. Literacy is now not only understood as the ability to read and write, but also includes the ability to understand, process and criticize information in various contexts, including cultural and civic literacy [3].

Cultural and civic literacy is an important aspect of education that serves to broaden horizons and deepen students' understanding of social, cultural and national life [4]. Cultural literacy includes the ability to recognize, understand, and appreciate the diversity of cultures that exist in the surrounding environment, both at the local, national and global levels [5]. By recognizing different traditions, languages, values and cultural practices, students can build awareness of the cultural richness of Indonesia and the world [6]. On the other hand, civic literacy helps students to recognize their role as part of a country, understand their rights and responsibilities as citizens, know the structure and function of the government system, and encourage active involvement in social and community life [7]. Therefore, cultural and civic literacy is important for every student to master so that they are able to understand, recognize, love, and take an active role in preserving Indonesian culture [8]. In the digital era with the rapid flow of global information, students need to have a strong cultural understanding so as not to be eroded

by outside influences and be able to filter information and utilize technology positively. With high access to social media, the internet, and various digital platforms, students have a great opportunity to explore, introduce, and preserve culture and civic values through creative and interesting media [9]. One of the effective media to bridge cultural and civic literacy with technological developments is educational posters [10]. Visually and communicatively designed posters can be a means for students to convey cultural messages, uplift national values, and promote tolerance and unity in a way that is more modern and relevant to their generation [11].

Based on the results of relevant research, poster-making assistance activities can improve student literacy, so as to provide understanding and skills to grade 5 students in understanding literacy [12]. The results of other studies also suggest that the application of educational poster making can make the information received by students longer stored, so that it can improve literacy in students [13]. Relevant research also showed that the end result was an improvement in student literacy and supported the profile of Pancasila learners as well after the poster project [14]. It can be seen from previous studies that making poster projects can improve student literacy, but in these studies there is less connection between poster projects and culture and citizenship in Indonesia.

The hope is that the implementation of this educational poster project can significantly improve cultural and civic literacy in grade V students. Because based on the results of the initial test in class V at SDN Krian 2, it is known that many students still have low literacy towards cultural and civic values. This is due to the lack of connection between improving cultural and civic literacy with contextualized and interesting learning activities for students.

In addressing this gap, the researcher involved students in the process of creating solutions through the implementation of an educational poster project designed to improve cultural literacy and citizenship in grade V students of SDN Krian 2. Students will be invited to explore local cultural values and understanding of citizenship, then pour them into the form of educational and creative posters. This project not only encourages students to understand and appreciate cultural diversity, but also fosters a sense of responsibility as good citizens through visual media that they create themselves. Currently, there are still many students who do not understand the importance of maintaining cultural values and have not shown an active attitude in civic life, both in school and society. In fact, strengthening cultural and civic values is very important to be instilled early on through a meaningful and participatory learning process. Through this educational poster project, it is hoped that students can be more motivated and actively involved in recognizing, understanding, and voicing cultural and civic values in their daily lives.

Through educational poster projects, it is expected that grade V students will not only gain knowledge about culture and citizenship, but also be able to internalize the values of diversity, social responsibility, and national spirit that can improve cultural and civic literacy in themselves. Thus, this study aims to improve cultural and civic literacy

in grade V students through the implementation of educational poster projects as creative and meaningful learning media. To achieve this goal, this study will answer the main problem formulation, namely how to improve cultural and civic literacy in grade V students through the implementation of educational poster projects? By focusing on this question, this research is expected to make a significant contribution to the improvement of learning strategies that are not only effective in achieving academic competence, but also support the strengthening of national character and cultural understanding in grade V students.

RESEARCH METHOD

The research method applied is Classroom Action Research. The PTK model applied in this study is the PTK model according to Kurt Lewin which reveals that PTK consists of several cycles, each cycle consists of four stages, including: (1) planning, (2) action, (3) observation, and (4) reflection [15]. The subjects in this study were fifth grade elementary school students consisting of 29 students, there were 16 boys and 13 girls. This research was conducted at SDN Krian 2, Krian sub-district, Sidoarjo district. This implementation time was carried out in April. The data collection technique used is a test (question). In this study, the test sheet was used to see how cultural and civic literacy improved before and after the implementation of the educational poster project. The cultural and civic literacy assessment instrument that has been developed by the researcher from [1] will be shown in **Table 1**.

Table 1. Cultural and Civic Literacy Assessment Instrument

Variable	Indicator	Sub Indicator
Cultural and Civic Literacy	Understanding diversity	Students understand the diversity of noble Indonesian people from the character of peers, religion, ethnicity, customs through a poster project.
	Believe and Study Culture in Indonesia	Students can believe, be interested and then study Indonesian culture through a poster project.
	Recognize and understand diversity	Students can recognize and understand diversity through a poster project.
	Understand and understand about citizenship	Students understand and understand how a sense of sensitivity, tolerance, respect, harmonization, self-sacrifice between cultures through poster projects.

RESULTS AND DISCUSSION

Results

This class action research was conducted in the fifth grade class of SDN Krian 2, Krian District, Sidoarjo Regency. The implementation of Cycle I and Cycle II followed the stages developed by Kurt Lewin, namely: (1) planning, (2) action, (3) observation, and (4) reflection.

1. *Pra Cycle*

Before the research action was carried out in April 2025, researchers first distributed tests to identify the level of cultural and civic literacy of grade V students. Based on the test results with an average percentage of 55.5% with a category of less, it is known that the class teacher has not optimally integrated learning with strengthening cultural and civic values. This has an impact on students' low understanding of Indonesian culture and citizenship. In the initial observation, students still lacked an active attitude in understanding Indonesian culture and civic values, such as social sensitivity, respect for differences, and national spirit. Therefore, the researcher addressed this problem by developing an educational poster-making project, as part of project-based learning that aims to improve students' cultural and civic literacy.

2. *Cycle 1*

Cycle I was carried out in two meetings in class V SDN Krian 2. The total implementation time is 4JP (4 x 35 minutes), so that in 1 meeting it takes 2 JP (2 x 35 minutes).

2.1. Planning

In this planning, the researcher prepares and ensures that all the tools and infrastructure that will be needed when making educational poster projects are adequate, so that later it runs smoothly according to the objectives. The topic chosen emphasizes cultural diversity, the importance of diversity, and civic values such as tolerance and mutual cooperation.

2.2. Action

The implementation of the first meeting of Cycle I was carried out with an allocation of 2 JP (2 x 35 minutes). The researcher (acting as a teacher) guided learning activities from syntax 1 to 3, including discussions about local culture and citizenship. In this first meeting, students were invited to find information about what cultural diversity exists in Indonesia and citizenship. Students are made to recognize first, and understand the very interesting cultural diversity and Indonesian citizenship.

The second meeting was also held with the same time (2 JP). In this meeting, students continued syntax activities 4 to 6, namely designing and creating educational posters on the theme of cultural literacy and citizenship. Students are asked to express their understanding of diversity, diversity, and tolerance values in the form of posters. The posters will contain pictures and graphics that explain the cultural diversity in Indonesia and about our country Indonesia.

2.3. Observation

Based on the results of the tests given to grade V students after the implementation of the actions in Cycle I, the data showed that there was a significant increase in the achievement of cultural and civic literacy.

Table 2. Average Overall Student Test Results

Variable	Overall Average Percentage (Before Cycle I)	Category Percentage	Overall Average Percentage (After Cycle I)	Category Percentage
Cultural and Civic Literacy	55,5%	Not good	78,5%	Good enough

Before the implementation of the action, the average student test results showed a score of 55.5%, which was categorized as poor. This value indicated that students' understanding of the concepts of diversity, diversity, and civic values such as tolerance, respect, and mutual cooperation was still quite low. However, after taking action in the form of an educational poster-making project that emphasized exploring cultural and civic values, the average student achievement increased to 78.5%. This increase indicates students' deeper understanding of the material, which is also shown through the content and messages in the posters they make. With these results, students' cultural and civic literacy is in the good category. In addition, the observation results during the process showed that students were more enthusiastic in participating in learning, able to work together in groups, and showed an open attitude towards diversity.

Despite the overall improvement, there were still a few students who experienced difficulties in communicating cultural and civic messages through visual media. This is a concern for reinforcement in Cycle II, with a more focused assignment strategy and more intensive guidance in exploring and conveying cultural and civic values more creatively and contextually.

2.4. Reflection

Based on the results of the implementation of Cycle I, there was an increase in students' cultural and civic literacy, from an average of 55.5% to 78.5%, which showed an increase from the category of not good to good. However, there were still some students who did not explore the content of the poster and were not maximized in conveying cultural and civic values. Therefore, in Cycle II, researchers planned improvements in the form of providing material reinforcement, additional visual references, and a longer time allocation so that students could further explore the theme and express it optimally in the educational poster project.

3. *Cycle II*

Cycle II was carried out in two meetings in class V SDN Krian 2 with the same time allocation as Cycle I, which was a total of 4JP (4 x 35 minutes), each meeting lasted for 2JP (2 x 35 minutes).

3.1. Planning

In the planning stage of Cycle II, researchers evaluated the implementation of the previous cycle and designed improvements to the learning strategy. The researcher prepared additional materials in the form of strengthening cultural and civic values, as well as visual references in the form of representative and inspirational poster examples. In addition, the teacher provided more time for students to design their poster concepts outside of class hours, with the aim that the final poster would be more mature, informative, and illustrate a deeper understanding of the topic.

3.2. Action

In the first meeting, the researcher started the learning by reinforcing the material about diversity, tolerance, and the importance of understanding cultural diversity in the life of the nation. Students were given real-life examples and visuals to help them understand the context. Next, students worked in groups again to discuss the concept of the poster they would create based on this new knowledge.

The second meeting focused on creating and refining the educational poster. Students continued their project work with more focus, applying the cultural and civic messages they had understood. The completed posters were collected for evaluation, and some groups were given the opportunity to present their work to the class. This activity not only improved students' cultural and civic literacy, but also developed communication skills and self-confidence.

3.3. Observation

The observation results showed that the implementation of Cycle II was more optimal compared to Cycle I. Students seemed more confident in developing poster ideas, and were able to convey messages about cultural and civic values more clearly, creatively and meaningfully. Participation in group discussions also increased, both in terms of intensity and quality of interaction. Students seemed more active in exchanging opinions, respecting the views of friends, and working together in completing tasks. Improvement was also seen in the quality of the posters produced. In terms of content, the posters showed a deeper understanding of the topic raised, especially related to the value of diversity and tolerance. Visually, the posters appeared neater, more attractive and expressive. Some students who had not previously shown a strong understanding were now able to express cultural messages better and more evocatively. This reflects progress both cognitively and in students' cultural and civic literacy skills.

Table 3. Average Overall Student Test Results

Variable	Overall Average Percentage (Before Cycle I)	Overall Average Percentage (After Cycle I)	Overall Average Percentage (After Cycle II)
Cultural and Civic Literacy	55,5 % (Not good)	78,5 % (Good enough)	86 % (Good)

These results show a significant increase from 55.5% in Cycle I (poor category) to 78.5% in Cycle I (good enough category), and finally to 86% in Cycle II (good category). This increase indicates that students increasingly understand the cultural and civic values taught through the educational poster-making project, so that the cultural and civic literacy of grade V students is increasing.

3.4. Reflection

Based on the results of Cycle II implementation, there was a significant increase in students' understanding of cultural and civic literacy, from 55.5% in Cycle I to 78.5% in Cycle I, and finally to 86% in Cycle II, with a good category. Overall, Cycle II has successfully achieved more optimal goals in improving students' cultural and civic literacy. The increase in test results from 78.5% in Cycle I to 86% in Cycle II shows that a more targeted approach and providing sufficient time for students to explore the theme of culture and citizenship in more depth had a positive impact in improving the quality of their understanding.

Discussion

The results showed that the educational poster project was effective in improving the cultural and civic literacy of grade V students. Cultural and civic literacy in this context includes students' ability to understand the diversity of Indonesian culture, recognize the values of diversity, and realize the importance of living tolerantly and respecting each other as Indonesian citizens. The average test results showed a significant increase, from 55.5% before the action, to 78.5% after Cycle I, and reached 86% after Cycle II. This increase shows that through the poster project activity, students better understand and are able to convey the concepts of culture and citizenship in writing and visually.

Educational poster projects are an effective means of improving literacy because they encourage students to seek information, understand the content and then express it in creative forms. This is in line with this study, which states that literacy is not only limited to reading and writing, but also includes the ability to understand, evaluate and communicate ideas in various forms of media [16]. Other relevant research also reveals that the use of visual media such as posters can increase student engagement in understanding civic materials, because posters make it easier to visualize information that is abstract to be concrete and easy to understand [17]. In addition, the use of projects as a learning method provides space for students to collaborate, think critically, and develop their understanding contextually of cultural diversity in Indonesia [18].

Relevant research also says that poster projects can improve understanding or cultural and civic literacy, due to students' interest in multimedia-based learning or the Canva application [19]. Further research also revealed that it is very important to improve cultural literacy to adapt the current era of technology, so it is associated with making educational posters [20]. There are also other studies that strongly support the habituation of cultural and civic literacy for students, especially in elementary schools [21] [22] [23]. There are also other studies that strongly support the habituation of cultural and civic literacy for students, especially in elementary schools This literacy habituation

is also adapted to the needs of the current era. With the educational poster project, students are more enthusiastic and interested in literacy [24]. Research also suggests that educational posters can be created from the Canva application, which can later improve all students' understanding [25]. Other relevant research has also guided students in the creation of educational poster projects that can increase knowledge as well as cultural and civic literacy skills [26] [27]. Cultural and civic literacy can not only introduce culture and citizenship to students, but can instill a sense of patriotism, tolerance, and national identity [28] [29]. With all the strategies to improve cultural and civic literacy, schools will be filled with students who love their country [30]. Students who were previously unfamiliar with culture and citizenship will become aware of the diversity that exists in Indonesia [31]. Poster design as an educational media will make students more interested in understanding and memorizing the contents of the poster [32] [33] [34]. With the existence of educational posters that are a solution to increasing cultural and civic literacy in students, Indonesia will later get a young generation who knows and loves the diversity of Indonesian culture and citizenship [35].

The strength of this research lies in the application of educational poster project as a learning strategy that not only improves students' cognitive understanding, but also shapes attitudes and characters that reflect the values of Pancasila and national spirit. The posters produced by students illustrate their understanding of the importance of cultural diversity and civic values.

Thus, it can be concluded that the educational poster project is an effective learning strategy to improve the cultural and civic literacy of elementary school students. This activity not only improves cognitive understanding, but also builds character that respects diversity and fosters patriotism from an early age.

CONCLUSION

Fundamental Finding : This study concludes that the implementation of educational poster projects significantly improves the cultural and civic literacy of grade V students at SDN Krian 2, as evidenced by the increase in literacy test scores from 55.5% (poor) before the intervention to 86% (good) after the second cycle of classroom action. **Implication :** These findings highlight the effectiveness of visual and project-based learning strategies in fostering students' understanding of cultural diversity and civic values, while also enhancing engagement through contextual and participatory learning experiences. **Limitation :** The study's scope is limited to a single class and a short observation period, which may affect the generalizability of the results across broader educational contexts. **Future Research :** It is recommended that future studies involve multiple classes and schools across diverse settings to validate the effectiveness of educational poster projects and assess their long-term impact on cultural and civic literacy development at the primary education level.

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