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## Cultural and Civic Literacy in Elementary Schools: A Bibliometric and Systematic Literature Review

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### Abstract

*The low level of cultural literacy among students is a challenge for all parties, both the government and the school environment, to increase the sense of nationalism. Because cultural literacy will increase the feeling of love for the country and form a young generation that will continue to preserve the cultures that exist in Indonesia. Therefore, promoting cultural literacy among students requires various supports, both from the government, parents, teachers and other elements. This research uses literature review and bibliometric methods from various previous studies to obtain a theoretical basis that is able to solve the problem being researched. This research aims to describe efforts and strategies in implementing cultural literacy in schools by having three implementation programs through extracurricular activities, learning models & methods and teacher empowerment. With the efforts implemented, it is hoped that cultural literacy, which is an attitude of national identity, can continue to stick with them.*

**Keywords :** Civic Literacy And Citizenship; Implementation; Elementary School.



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## 1. Introduction

Cultural and civic literacy is crucial for the younger generation of Indonesia. In the 21st century, individuals are required to master a wide range of skills. Literacy has become one of the essential competencies that every person must acquire as a means of receiving and processing information (Susanti et al., 2017). Literacy refers to an individual's ability and proficiency in reading, writing, speaking, calculating, problem-solving, and other skills essential for daily life (Poernamawatie & Winarni, 2021). One of the most important forms of literacy is cultural literacy, which encompasses the ability to manage and interpret information related to cultural, social, and traditional contexts. A lack of interest in this area and a low awareness of cultural understanding can lead to a decline in national identity and a weakening of individual self-identity (Azizah. & Rufidah, 2021). Cultural literacy provides students with opportunities to develop themselves as competent communicators within the context of multiliteracy, multiculturalism, and multimedia through diverse learning experiences (Yusuf. et al., 2020).

Cultural literacy is particularly vital for the Indonesian nation, which is characterized by its rich diversity in customs, social strata, cultural heterogeneity, traditions, and languages. This diversity also makes Indonesia more susceptible to the influence of globalization. In today's globalized era, local culture should serve as a source of national pride and identity, yet it is increasingly being eroded by foreign cultural influences. This phenomenon occurs due to the ease with which foreign cultures enter and merge with local traditions, thereby directly impacting the structure of national culture (Wahab, 2019). Globalization brings both positive and negative consequences: while it advances science, technology, and the economy, enabling Indonesian society to think progressively and compete internationally, it also leads to cultural degradation, the erosion of local values, the decline of nationalism, and the rise of behaviors such as hedonism, consumerism, and individualism among younger generations (Hafizah, 2023). Therefore, mastering cultural literacy is essential for students from an early age

in the 21st century, as this era is marked by rapid globalization that affects various aspects of life, including cultural development (Wahyuni et al., 2020). Implementing cultural literacy is a deliberate effort to foster empathy, nationalism, and an understanding of civic values and societal norms among students, both within school settings and in the broader community, as a means of enhancing their love for the homeland and national culture (Triwardhani et al., 2023).

The Indonesian government is currently promoting cultural literacy with the aim of enabling students to better appreciate and preserve the country's cultural diversity. Indonesia, consisting of 34 provinces, is home to a vast range of ethnic groups, languages, cultures, customs, beliefs, and traditions. Thus, it can be concluded that cultural literacy fosters intelligent thinking and the ability to adapt to cultural diversity. This competence must be cultivated from an early age through various environments such as schools, families, and communities (Aprinta, 2013). Cultural literacy is not only about the ability to process and interpret information; it also involves developing students' social skills to interact effectively in society. For elementary school students, this includes character formation, which is influenced by their familial, school, and play environments. Social skills can be acquired and applied through continuous processes of adaptation (Nurjannah et al., 2020).

The ever evolving nature of the times raises concerns about the erosion of the nation's cultural diversity. Therefore, consistent and engaging efforts to promote cultural literacy in schools are essential. Enhancing cultural literacy can be carried out through various activities such as encouraging students to read books and news articles, establishing literacy corners, or organizing school-based programs that introduce Indonesian culture, all of which serve as supporting facilities for the implementation of cultural literacy (Hidayatulloh et al., 2019; Susanti & Permana, 2017). As such, a comprehensive review of various forms of literacy particularly cultural and civic literacy is necessary to explore strategies for internalizing national character values through cultural and civic education. In

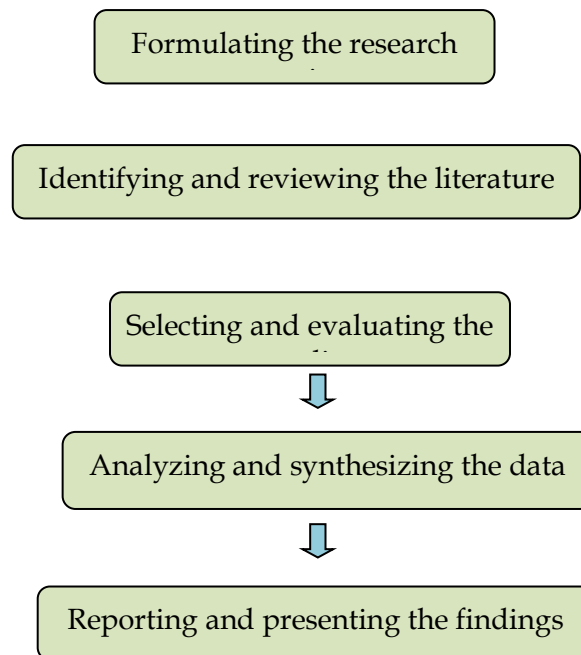
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essence, the implementation of cultural and civic literacy at the elementary school level is considered vital for preserving and strengthening the identity of the Indonesian nation in the context of global society. Consequently, research on the urgency of cultural and civic literacy is highly relevant, especially within the framework of character education for elementary school students.

Based on these considerations, this study differs from previous research by focusing on identifying and promoting cultural literacy and its implementation in elementary schools as a means of cultural preservation. This implementation must begin at an early age to prevent the gradual disappearance of national culture due to the influx of foreign cultural influences brought about by globalization.

## **2. Method**

This study employs bibliometric analysis combined with a systematic literature review approach. Bibliometric analysis is a method used to examine journal publications by comparing journals, articles, and other publication series (Paul et al., 2021). A literature review, on the other hand, is a research method that reveals existing studies and emerging theories—either hypothetically or methodologically—by first collecting relevant sources (Knopf, 2006). This research utilizes both national and international journal articles. According to Denyer and Tranfield (2009) as cited in Shanderi & Suwardi, (2023), the systematic literature review process consists of five stages, which are illustrated in the following framework.



**Figure 1.** PRISMA Flow Diagram of the Systematic Literature Review Developed by Denyer and Tranfield (2009)

This study employs bibliometric analysis using VOSviewer and a systematic literature review consisting of five stages: (1) Formulating the research question, (2) Identifying and reviewing the literature, (3) Selecting and evaluating the studies, (4) Analyzing and synthesizing the data, and (5) Reporting and presenting the findings. In this research, the sources include a number of journal articles relevant to the research variables.

A qualitative method was used to analyze the data and identify answers to the research questions. Following an in-depth examination, the analysis was conducted, and several articles were selected as key references to construct the research framework in response to the research questions (see Table 1). These articles focus on cultural and civic literacy in elementary education, written by various scholars from diverse perspectives within the field of education.

#### *Formulating the Research Question*

In formulating the research question, the focus was on identifying relevant problem statements by linking them to current trending phenomena.

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### *Identifying and Reviewing the Literature*

The literature review was conducted within the period of November to December 2023, using the Google Scholar database with the keywords: cultural literacy, civic literacy, and implementation in elementary schools. Some sources were obtained from Google Scholar and ResearchGate, and further selected manually to ensure consistency and to meet the inclusion criteria, thus avoiding misinformation or hoaxes.

### *Selecting and Evaluating the Studies*

The inclusion criteria used in this review focused on studies related to cultural and civic literacy in elementary schools, published between 2018 and 2023. After collecting the articles using the Publish or Perish software, each article was carefully reviewed to ensure its relevance and validity. Meta-analysis and synthesis were employed as descriptive techniques to observe, describe, classify, and synthesize newly discovered information in the fields of education and research, specifically related to cultural and civic literacy in elementary education.

Table 1. Research Questions

No	Research Question
RQ 1	What is the publication trend of annual studies on cultural literacy in elementary schools during the period 2013–2023?
RQ 2	Who are the most active authors in the field of cultural and civic literacy in elementary schools from 2013 to 2023?
RQ 3	Which articles are the most cited in academic journals from 2013 to 2023?
RQ 4	What are the most frequently studied sub-topics (research trends) in cultural and civic literacy in elementary schools during 2013–2023?
RQ 5	How is cultural and civic literacy implemented in elementary schools?
RQ 6	What are the impacts resulting from the implementation of cultural and civic literacy in elementary schools?

Bibliometric analysis is used to identify trends within a specific discipline. Today, bibliometric analysis serves various purposes, such as assisting in the selection of library journals, conducting predictive studies on the potential of

scientific fields, and evaluating research output, as it provides insights into the state of research on a particular subject (Rahayu & Tupan, 2020). This method follows a coherent, systematic, and comprehensive approach. The process involves five key stages: (1) determining search keywords, (2) retrieving initial search results, (3) refining search results, (4) extracting initial statistical data, and (5) analyzing the data. These steps are designed to identify patterns and publication frequencies, including citation metrics. In this study, bibliometric analysis focuses specifically on journal article publications and their processes.

The tools used in this research include the software Publish or Perish (PoP), a downloadable program that enables academic citation access via databases such as Google Scholar, Scopus, PubMed, and Web of Science. This platform is easily accessible and comprehensive for conducting literature searches (Hutapea, 2023). The citation data retrieved using PoP was then organized and managed using the Mendeley reference manager. Subsequently, VOSviewer software was employed to answer the research questions. VOSviewer enables the accurate visualization of publication data on specific topics, thereby facilitating a systematic and traceable literature review analysis.

### **3. Result and Discussion**

Based on the digital search conducted using the Publish or Perish software, a total of 200 articles were identified from the Google Scholar database. From this number, 55 articles were excluded due to duplication, leaving 145 articles for further screening. The next stage involved applying inclusion criteria based on titles, abstracts, and keywords, which led to the exclusion of an additional 82 articles. As a result, 63 journal articles remained. After a thorough analysis, 39 of these articles met all the inclusion criteria. The results of this study are presented in six key sections, including the number of publications with the theme of cultural and civic literacy published annually, author density, the most cited articles, and the top ten journals that most frequently publish studies on cultural and civic literacy in elementary schools.

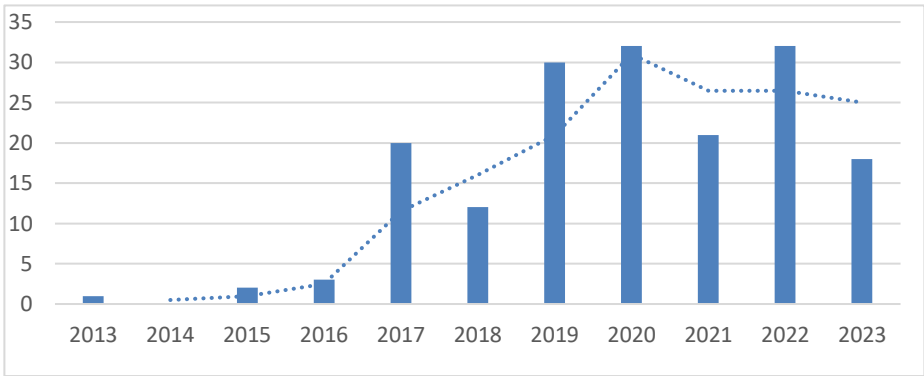
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***Distribution of Publication Trends on Cultural and Civic Literacy in Elementary Schools***

The development of publications on cultural and civic literacy in elementary schools from January 2013 to November 2023 reveals a fluctuating trend. Based on the annual volume of research in this field, the analysis shows variations in the number of published articles over the years. In 2013, only one article was published in a scientific journal. In 2015, the number increased slightly to two articles, followed by three articles in 2016. A notable rise occurred in 2017, with 20 articles published. The peak in publication was recorded in 2020, with a total of 32 articles focusing on cultural and civic literacy in elementary education. However, in 2021, the number of reviewed articles declined to 23 before increasing by 10% in 2022.

The upward trend in the publication of articles on cultural and civic literacy in elementary schools began in 2022 and has since shown a pattern of increase and decrease, though the number of publications in 2023 remained lower than in previous years. Notably, there were 64 publications across 2020 and 2022. When analyzed annually up to 2022, the total number of publications in this field reached 32 papers. Researchers predict that this topic will continue to attract attention in the education research community. Given the growing need to enhance and integrate character values, local wisdom, learning media, and educational resources, the number of publications on cultural literacy is expected to rise in the future. The trend of publications on cultural and civic literacy in elementary schools is illustrated in Figure 2.





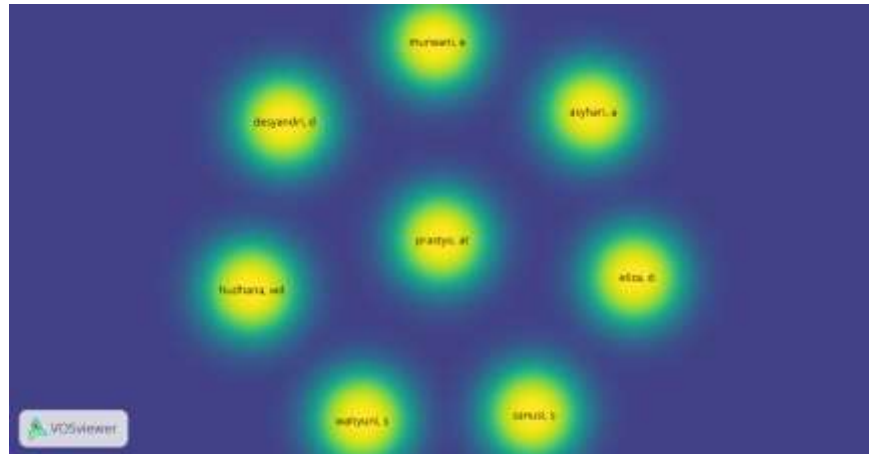
**Figure 2.** Distribution of Publication Trends on Cultural and Civic Literacy in Elementary Schools (2013–2023)

***Analysis of the Most Active Authors in Cultural and Civic Literacy Research in Elementary Schools***

Research on cultural and civic literacy in elementary schools has become a trending topic, particularly gaining significant attention in 2020. To identify the most prolific authors in this area, bibliometric tools were used to visualize the top contributors who have frequently published on the topic of cultural and civic literacy in elementary education.

This indicates that the most prolific contributors were identified through a search of the top 10 authors who published articles on Cultural and Civic Literacy in Elementary Schools. Based on the analysis of eight authors visualized in the bibliometric mapping, the most active researcher in this field is Sanusi. Several articles were identified as significant contributions to the topic. The first article, titled *Developing Cultural and Civic Literacy in the Family* (2023), was authored by Laela Putri et al. The second, *Developing Social Skills in Elementary School Children through Cultural and Civic Literacy* (2023), was written by Nugraha et al. The third article, *Enhancing Understanding of Cultural and Civic Literacy among Elementary School Children in the Era of Globalization* (2023), was published by Nurohmah and Dewi. The fourth article, *Cultural and Civic Literacy: Globalization Challenges to National Identity and Local Culture in Indonesia* (2023), was

authored by Ulfiah et al. These findings confirm that the research conducted by these eight authors can serve as a valuable reference for future studies. The detailed data regarding the most active authors in this field is presented in Figure 3.



**Figure 3.** Analysis of the Most Active Authors Publishing Articles on Cultural and Civic Literacy in Elementary Schools

#### ***Most Cited Articles on Cultural and Civic Literacy in Elementary Schools***

Based on data retrieved using the Publish or Perish application, several articles were identified as having the highest citation counts. Table 2 presents the ten most cited articles in the field of cultural and civic literacy in elementary schools over the past ten years, from 2013 to 2023. The article with the highest number of citations is titled Building National Quality Through Literacy Culture, published in 2015 by Permatasari et al. In second place is the article Building a Reading Culture in Children Through the School Literacy Movement, published in 2018 by Syaifur. The third most cited article is The Implementation of Cultural and Civic Literacy as a Solution to Disinformation Among the Millennial Generation in Indonesia, published in 2019 by Pratiwi and Asyarotin. The full list of the most Peringkatcited articles can be found in Table 2.

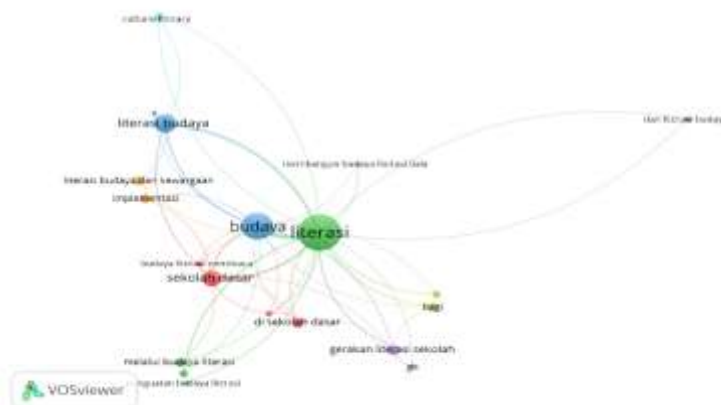
**Table 2.** Most Cited Articles on Cultural and Civic Literacy in Elementary Schools

Peringkat	Pengutip	Penulis	Tahun	Judul
1	352	Ane Permatasari	2015	Building National Quality Through a Culture of Literacy
2	35	Rohman, S.	2018	Building a Culture of Reading in Children Through the School Literacy Movement
3	138	Pratiwi, A., & Asyarotin, E. N. K.	2019	Implementation of cultural literacy and citizenship as a solution to disinformation among millennials in Indonesia
4	71	Lestari, F. D., Ibrahim, M., Ghufro, S., & Mariati, P.	2021	The Influence of Literacy Culture on Science Learning Outcomes in Elementary Schools
5	70	Anggraini, S.	2016	Literacy Culture in Communication
6	53	Aprinta, G.	2013	The Function of Online Media as a Medium for Cultural Literacy for the Younger Generation.
7	34	Azizah, N. R.	2021	Implementation of cultural literacy and citizenship to develop social skills of Madrasah Ibtidaiyah students amid the pandemic
8	29	Yusuf, R.	2020	Review of Cultural Literacy and Citizenship of High School Students in Banda Aceh City
9	17	Nurasiah, I., Rachmawati, N., Marini, A., Maksum, A., & Herlina, H.	2022	The Influence of the Nusantara Module and Self-Efficacy in Multicultural Learning on the Cultural Literacy of Fifth Grade Elementary School Students
10	2	Mahardika, E. K., Nurmanita, T. S., Anam, K., & Prasetyo, M. A.	2023	Cultural Literacy Strategy for Early Childhood through the

***Density of Research Subtopics***

Based on the distribution of research subtopics, the largest nodes represent the most frequently studied and popular topics. It can be observed that the literacy movement is closely linked to other research objects, such as cultural and civic literacy, school literacy movements, and their implementation. Fundamentally, cultural literacy plays a significant role in elementary schools, particularly in terms of its implementation. The interconnection between various implementations of literacy contributes to providing meaningful and beneficial information for students. Evidence shows that cultural literacy, when applied through school literacy movements, fosters the continuous flow of cultural knowledge, making it inseparable from the broader educational process.

Furthermore, the subtopic distribution also reveals considerable opportunities for future research in the area of cultural and civic literacy. These subtopics highlight existing gaps that can be further explored by other scholars. The data on the distribution of research subtopics is presented in Figure 4.



**Figure 4.** Distribution of Research Topics on Cultural and Civic Literacy in Elementary Schools

Based on the document analysis, there are 11 documents that focus on the theme of the implementation of cultural and civic literacy in elementary schools. (Buadanani & Eliza, 2022; Putri & Nurhasanah, (2023); Hamid et al., 2017; Kabari et al., 2023; Aziza et al., 2017; Safitri & Ramadan, 2022; Roby et al., 2023; Suwandayani et al., 2022; Aeni, 2023; Yahya, 2020; Wahyuningsih et al., 2019). Tema dampak dari Implementasi Literasi Budaya dan Kewargaan di Sekolah Dasar terdapat 6 dokumen relevan (Aeni, 2023; Aziza et al., 2017; Hamid et al., 2017; Poernamawatie & Winarni, 2021; Pratiwi & Asyarotin 2019; Setiawati & Lestari, 2023).

### ***Implementation of Cultural and Civic Literacy in Elementary Schools***

The introduction and understanding of specific cultures can be achieved through the practice of literacy focused on that culture. By exploring cultural heritage, individuals become more knowledgeable and develop into cultural learners. With a higher level of cultural literacy, members of society are better able to understand and embody positive values that align with the ancestral traditions and norms that have been previously studied and internalized. Cultural and civic literacy is defined as the ability of individuals and communities to interpret their social environment as an integral part of national identity and cultural belonging.

The successful implementation of a program is inseparable from a long-term process. Therefore, the implementation of cultural literacy requires strong collaboration among all stakeholders, including the government, communities, and schools. In practice, the implementation of cultural literacy can be carried out through various activities infused with local wisdom, particularly in learning activities and teacher empowerment initiatives. According to Suwandayani et al. (2022), this is often realized through organizing workshops and seminars for teachers as part of cultural literacy programs.

The application of various strategies can be implemented through learning activities and instructional models such as cooperative learning, problem-based learning, contextual teaching, and project-based learning. The use of appropriate

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media and learning methods significantly influences students' enthusiasm and engagement (Putri & Nurhasanah, 2023). Learning through play—whether inside or outside the classroom—enables students to internalize cultural literacy as a form of behavior closely tied to nationalism, even without explicit instruction (Buadanani & Eliza, 2022). The use of relevant resources and materials plays a critical role in supporting the implementation of cultural and civic literacy programs.

Introducing local culture through language activities with local content is particularly important in today's digital era, where global influences can easily penetrate national boundaries. Indonesia remains a cultural actor whose society possesses character and personality rooted in its traditional values (Yahya, 2020). The richness of Indonesian culture, with its local wisdom and charm, must not be overlooked. In daily communication, the use of regional languages—especially when embedded in repeated activities—provides a meaningful cultural context that reflects the students' backgrounds.

Cultural literacy is applied with the aim of fostering nationalism, which should be nurtured as a habitual value that positively shapes students' attitudes. Various habituation activities can serve as efforts to strengthen diversity awareness (*Bhinneka Tunggal Ika*) among elementary school students. One common habituation practice is the weekly flag-raising ceremony held every Monday morning, involving all school members students and teachers alike either as participants or ceremony officials. The ceremony embodies a collective act that unites the school community under a shared vision, mission, and purpose (Kabari et al., 2023). Consequently, this practice supports the development of patriotism, serves as a tribute to national heroes, and fosters a sense of national pride among students.

Since every student possesses unique potential, schools provide various avenues to nurture their talents and interests. One such avenue is extracurricular activities, which serve as a platform for self-development. The development of cultural literacy through extracurricular programs helps students explore their

potential, talents, and interests (Safitri & Ramadan, 2022). These activities provide practical solutions for enhancing students' understanding, deepening their cultural awareness, and playing a significant role in instilling a sense of patriotism from an early age.

In its implementation, cultural and civic literacy can be developed through several influential aspects that aim to foster a sense of nationalism and citizenship, ultimately helping to minimize the risks of national disintegration. According to Aziza et al. (2017), Suwandayani et al. (2022), and Aeni (2023), teachers can enhance students' understanding in schools through the following approaches: (a) Raising awareness of societal diversity. This begins with an understanding that, as citizens of Indonesia, we are obligated to respect one another. Sensitivity to Indonesia's multicultural context and social conditions must be cultivated through literacy activities, particularly those that promote cultural competence; (b) Developing cultural literacy through accessible public facilities and libraries. Literacy-supporting facilities may include public libraries, free books, and the provision of culturally themed reading materials and audiovisual media that are universally accessible across Indonesia; (c) Emphasizing the importance of cooperation and mutual respect, especially within the context of the Unitary State of the Republic of Indonesia (NKRI); and (d) Introducing local culture through out-of-class learning experiences.

School library services also play a vital role as repositories of local content, which can be used as references by public libraries to collect regional information. These include cultural materials, archival collections, and non-printed resources, all of which can serve as valuable educational materials for future generations (Poernamawatie & Winarni, 2021). The optimization of cultural and civic literacy can also be achieved through guided reading activities in which teachers direct students to books and materials related to cultural and civic themes (Aziza et al., 2017).

#### **4. Conclusion**

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This study concludes that the implementation of cultural and civic literacy in elementary schools plays a vital role in shaping students' national identity and social responsibility. The results of the bibliometric and systematic literature review show that while the publication trend on this topic has increased significantly—especially since 2020—interest and student understanding in practice are still limited. Through strategies such as extracurricular programs, learning models, and teacher empowerment, cultural and civic literacy can be integrated into school activities to foster appreciation for diversity, tolerance, and critical thinking in students. The study identifies six core research questions, with findings highlighting both implementation practices and their impact on student development, indicating a continuing need for collaboration among stakeholders to sustain and improve cultural awareness from an early age.

The findings imply that schools need to become active agents in preserving and promoting cultural and civic literacy by embedding it across learning environments. Teachers, supported by policymakers and community stakeholders, are positioned to serve as facilitators of cultural understanding through localized learning content, contextually relevant activities, and the integration of traditional values into modern pedagogy. Furthermore, the use of digital tools and public literacy resources—such as libraries and media—should be optimized to reach broader audiences, bridging the gap between educational policy and classroom realities. A consistent approach across formal and informal settings will reinforce students' capacity to internalize civic values and cultural identity.

It is recommended that future researchers explore deeper analyses on the effectiveness of specific instructional models in developing cultural and civic competencies. Schools should actively design literacy programs that combine reading, discussion, creative expression, and social action in order to promote sustainable attitudes. Policy makers are encouraged to institutionalize cultural and civic literacy in national curriculum frameworks and provide training for educators on culturally responsive teaching strategies. Lastly, collaboration



between schools, families, and communities must be strengthened to ensure that the values of unity in diversity are continuously upheld and meaningfully practiced by students across Indonesia.

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