

# Development Illustrated Dictionary with Local Culture to Support Cultural Literation on Elementary School

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## Abstract

This research aims to produce literacy products in the form of an illustrated dictionary with local cultural insight as a form of support for the cultural literacy program at the elementary school level in Pinrang Regency. The instructional design used in research and development follows the ADDIE approach (analysis, design, development, implementation, and evaluation). Data collection uses literature study techniques, structured interviews, tests, structured observations, and FGD (Focus Group Discussion). Data analysis uses descriptive statistical techniques. The results of this research and development in the form of an illustrated dictionary containing one hundred lexemes from local cultural elements of Pinrang Regency are considered to be almost extinct or have been very rarely found so that the younger generation, especially at the elementary school level no longer knows and understands the lexeme. The one hundred lexemes displayed in the dictionary are presented in two languages, namely Indonesian and Bugis. Each lexeme is also given a brief description or description accompanied by a picture. The illustrated dictionary product that was developed has gone through a series of feasibility checks and is declared feasible by experts and practitioners for the components of content, presentation, graphic design, and grammar. In addition, the trial results also show that the developed illustrated dictionary product is feasible to be implemented. Furthermore, it is known that the results of the implementation of the product developed are effective in enhancing the culture of literacy of elementary school students as well as understanding and introduction to local culture.

## Keywords

Development, illustrated dictionary, literacy, local culture, cultural preservation

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## Introduction

One of human nature is not having satisfaction limit. For this reason, humans always want something new to fulfill their desires (wants) and needs to form a culture of their own (Foster & Kreinin, 2020). Because of these characteristics, humans have a tendency to leave things that are no longer needed or relevant to their lives at certain times. This condition causes the loss of some or all of the old culture which results in a condition called extinction. Only its functional index can determine sooner or later that old culture will become extinct (Distin, 2011). By some people, this is used as a cultural reproduction event that is common (Jenks, 2002). From this situation, the dilemma question arises, will we just leave all the old cultural products left behind then extinct due to the rapid development of human civilization? Isn't the old cultural product a sign of the noble identity of its owner? Or have we interpreted the old culture as an invaluable asset? These views and dilemma questions lead researchers to appreciate the existence of local culture in Pinrang Regency, which has been showing symptoms of degradation due to the rapid development of its civilization. For this reason, the development of illustrated dictionaries with local cultural insights is present as an effort to tackle the cultural degradation by targeting young people at the elementary school level. Because, in the hands of the younger generation is the determinant of the cultural triumph of a community group or a nation (Milner & Browitt, 2013). This effort is also a form of support to complete the School Literacy Movement launched by the Ministry of Education and Culture as stipulated in Minister of Education and Culture Regulation No. 23 of 2015 (Magdalena, Akbar, & Situmorang, 2019). Because, the movement has not been able to reach efforts to maintain local culture in Indonesia. This is evident from the various literacy materials provided by the government whose content has not specifically presented local culture, especially the local culture of the people of Pinrang Regency. In addition, this illustrated dictionary with local cultural insights was also developed based on the principles of the implementation of education in South Sulawesi Province which is oriented to local content with the aim of forming an understanding of the potential of each region that is useful to provide the attitudes, behaviors, work ethics, knowledge, and skills to students so that: know and love the natural environment, social, cultural and local spiritual values; and preserving and developing excellence and local wisdom that is useful for themselves and the environment in order to support regional development and national development (Avelar, da Silva-Oliveira, & da Silva Pereira, 2019). Therefore, each education unit that is the authority of the regional government is obliged to prepare a local content curriculum in accordance with national curriculum standards that contain content and learning processes about local potential or uniqueness. In the current 2013 Curriculum, the position of local content has been regulated in the Minister of Education and Culture Regulation (Permen Dikbud) of the Republic of Indonesia Number 81A of 2013 concerning the Implementation of Local Content Curriculum and its Development Guidelines. Therefore, the birth of this picture dictionary is expected to be part of the curriculum needs of local content in South Sulawesi, especially in Pinrang Regency.

## Literature Review

### Relevant Research

Based on studies of some previous research results, research and development of pictorial dictionaries has been done quite often. Some of the results of the following research are used as a basis for reference for this research and development. First, research with the title "Development of Illustration Dictionary of Held Equipment for Students of Catering Services at SMK Negeri 6 Yogyakarta" (Pradani, 2017). The results of this study indicate that the existence of a pictorial dictionary is very effective in helping students of the Food Service Department at SMK Negeri 6 Yogyakarta in recognizing and using a variety of layout equipment. According to this study, the presence of images has a fundamental function in making it easier for students to understand the subject matter. The existence of images is able to stimulate students in learning by collaborating between writing and drawing, so that students' understanding becomes stronger. Because, if only with a theory or explanation without accompanied by a picture of the congress, students will be more difficult to get to know contextually. The developed picture dictionary product has gone through a series of tests. Second, research with the title "Development of Indonesian Love-Based

Picture Dictionary Based on Android Applications as Learning Media for Foreign Speakers Students" (Putri & Yuniawan, 2017). The results of this study are in the form of an Android-based picture dictionary prototype as a learning medium for students of foreign speakers. In the developed dictionary there are vocabulary, pictures, examples of pronunciation, practice exercises, and the contents of the insight of Indonesian love. The development carried out refers to four principles namely relevance, consistency, and adequacy. There are four components that are the focus of the development of the pictorial dictionary, namely (1) the content or material component; (2) presentation components; (3) display components; and (4) language components. The illustrated dictionary developed in this study only reached the stage of creating a product, not yet at the stage of testing and implementation. Third, research with the title "Development of Illustrated Physics Dictionary for MTs Plus Balimbing Class VIII Physics Materials" (Rennie & Law, 2019). This research is based on the initial findings of the researchers related to the learning difficulties experienced by most students of class VIII in learning physics. For this reason, researchers developed the dictionary to make it easier for students to understand the material and increase students' interest and motivation in learning. There are four important components developed in this illustrated Physics dictionary, namely (1) the material component; (2) presentation components; (3) display components; and (4) language components. The product developed has gone through a series of examinations by experts and practitioners, trials, and implementation. As a result, the pictorial dictionary was declared to be appropriate to use, and effective in making it easier for students to understand Physics material. Based on the description of the three previous studies above, it seems clear that the opportunity to develop a picture dictionary with local cultural insight to support cultural literacy in elementary schools is very broad. Because, have not found a similar study. Methodically, this research is relevant to the three studies above, namely research and development, as well as the product developed, which is a picture dictionary. It's just that the difference lies in its material base, which is this study makes local content as its basis for the benefit of cultural literacy in elementary schools. Whereas previous research is based on subjects or subjects at school to facilitate its users in learning.

## Concept of Literation

The concept of literacy has evolved over time. In the beginning literacy was often understood as literacy, in the sense of not being illiterate. Then literacy is understood as understanding of the information contained in written media. Not surprisingly, literacy activities are synonymous with reading and writing activities. Furthermore, literacy is understood as the ability to communicate socially in society. This is where literacy is often seen as a skill in discourse. It is in this context that the Prague Declaration in 2003 meant literacy also includes how a person communicates in society. Literacy also means social practices and relationships related to knowledge, language and culture. The UNESCO Declaration also states that information literacy is also related to the ability to identify, determine, find, evaluate, create effectively and organized, use and communicate information to overcome various problems. These abilities need to be possessed by each individual as a condition for participating in the information society, and this is part of the basic human right regarding lifelong learning (Murti, 2020). Literacy which in English is literacy comes from Latin littera (letters) whose understanding involves mastering the writing systems of the conventions that accompany it. UNESCO explained that literacy is the right of every person and is the basis for life. Literacy activities are reading and writing activities related to reading and writing knowledge related to knowledge, language, and culture (Dewia & Alam, 2020). Literacy plays an important role in the lives of learning societies living in today's knowledge age (Sikora, Evans, & Kelley, 2019). Literacy ability can empower and improve the quality of individuals, families and communities. Literacy ability makes the individual literate (able to read and write) and able to understand all other forms of communication, because in general literacy does not only cover reading and writing activities but also speaking. According to Wandasari, Kristiawan, and Arafat (2019) understanding literacy in the context of the School Literacy Movement (GLS) is the ability to access, understand and use something intelligently through various activities, including reading, seeing, listening, writing and / or speaking. The ability to literate learners is closely related to the demands of reading skills that lead to the ability to understand information. It will foster and develop students' character through the culture of the school literacy ecosystem to become lifelong learners (Kristiyaningrum & Ismanto, 2020). Based on this description it can be concluded that literacy is the ability to read and write which of course also leads to seeing, listening and speaking. This literacy ability makes the individual literate (can read and write) which will affect

his knowledge. Every school really needs to provide literacy education to students so that students can improve their ability in literacy.

## **Educational Dimention Based Literation**

In order to be able to excel in participation and engagement in the midst of globalization and regionalization in the 21st century, our national education needs to focus or pivot on three main points, namely basic literacy, competence, and character quality. Basic literacy that needs to be the axis of our education is (1) literacy literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and citizenship literacy (S. Septiani, Kristiawan, & Fitriani, 2020). Then the competencies that need to be the focus of our education include critical thinking to solve problems, creativity, communication, and collaboration. Furthermore, the main characters that need to become the axis of our education include religious, nationalist, independent, mutual cooperation, and integrity (Mahfud, Prasetyawati, Agustin, Suarmini, & Hendrajati, 2019; Wulandari, 2020). Literacy is no longer understood only as an individual transformation, but also as a social transformation. The low level of literacy is highly correlated with poverty, both in the economic sense and in a broader sense. Literacy strengthens the ability of individuals, families and communities to access health, education, and the economy and politics. In the present context, literacy encompasses science and technology, finance, culture and citizenship, critical thinking, and sensitivity to the surrounding environment. Therefore, the Indonesian people must master the literacy needed to be used to reach and live a quality life, both now and in the future (Kazemier, Damhof, Gulmans, & Cremers, 2021). By always remembering their interrelationships with the quality of character and competence, basic literacy needs to be made into a national education policy. For this reason, the National Literacy Movement (hereafter GLN) policy was launched. With GLN, education personnel, especially students as the next generation, do not just have the ability to read, write and count. More than that, they are literate in science and technology, finance, culture and citizenship, critical thinking, and sensitive to the surrounding environment. Thus, literacy can be used as a provision to lead a quality and dignified life. According to Kern (2000) there are seven principles of literacy education, namely: (a) Literacy involves interpretation, (b) Literacy involves collaboration, (c) Literacy involves convention, (d) Literacy involves cultural knowledge, (e) Literacy involves problem solving, (f) Literacy involves reflection and self-reflection, (g) Literacy involves the use of language. This is reinforced by the opinions presented by Beers, Beers, and Smith (2009) about good practices in emphasizing the GLS principle, namely: (a) literacy development runs according to predictable stages of development, (b) a good literacy program is balanced, (c) the literacy program is integrated with the curriculum, (d) reading and writing activities are carried out at any time, (e) literacy activities develop oral culture, (f) literacy activities develop awareness of diversity. Based on the aforementioned explanations, it can be concluded that literacy education involves interpretation, collaboration, conversion, cultural knowledge, problem solving, self-reflection, and language users. Therefore, in carrying out literacy education must involve the principles of literacy. Literacy education is very important for every student to have. There are various ways to teach literacy education to students, one of them is through the School Literacy Movement (GLS) and the Family Literacy Movement.

## **The Impotence of Literacy in the Milenial Era**

One of the six basic literacies that needs to be mastered is literacy. Reading and writing are the earliest known literatures in the history of human civilization (Zhang, Zhang, & Wang, 2020). Both are classified as functional literacy and are of great use in daily life. By having the ability to read and write, a person can live his life with a better quality. Especially in an increasingly modern era marked by intense competition and rapid movement. Individual competence is needed in order to survive well. Reading is the key to learning all science, including information and daily instructions that have a big impact on life (Spire, Paul, & Kerkhoff, 2019). When receiving a prescription, it requires the ability to understand the instructions for use given by the doctor. If wrong, of course the consequences can be fatal. Good reading skills are not only able to read fluently, but also can understand the contents of the text being read (Valladares, 2021). The text that is read is not only words, but can also be in the form of symbols, numbers, or graphics. Reading comprehensively will also foster empathy. To understand the contents of the reading, we try to

imagine and position ourselves in situations such as those in the reading text. That way, we hone ourselves to empathize with conditions outside of ourselves that we don't experience. Reading will also develop our interest in new things (D. W. Septiani & Maftuh, 2020). The more diverse types of readings that are read, allows us to get to know something that we have never known. This will certainly broaden your outlook and open up more good choices in life. Closely related to reading, writing skills are also important to have and develop. Reading and writing are positively correlated with language skills and vocabulary mastery. Input words and ideas obtained through reading, while the output is channeled through writing. Someone who is accustomed to reading and writing can find the right words or terms to express something. This ability makes communication run well. To be able to absorb information from reading or formulating ideas into writing requires a good focus. That way, getting used to reading and writing activities will increase the power of concentration. Brain performance becomes more leverage. In addition, imagination and creativity will grow because more insight is gained and sharper thinking is formed. Reading and writing can also be used as entertainment facilities that can reduce stress levels (Li, Zahiri, & Jumaat, 2020). Quality of life can be better with the ability to read and write. Without good literacy, our lives will be limited, even faced with many obstacles. Therefore, literacy literacy needs to be introduced, implanted, and accustomed to the people of Indonesia, especially by education stakeholders (Dawkins, 2020).

### **School Literacy Movement**

School Literacy Movement (GLS) is the ability to access, understand and use something intelligently through a variety of activities, including reading, seeing, listening, writing and speaking. The School Literacy Movement (GLS) is a comprehensive effort to make schools a learning organization whose citizens are literate for life through public engagement (Wandasari et al., 2019). Schools as a learning organization whose literate citizens are fun and child-friendly schools, seen from all their citizens show empathy, care, enthusiasm and love of knowledge, are able to communicate and can contribute to their social environment (S. Septiani et al., 2020). GLS involves the public means involving all citizens of the school (teachers, students, parents or guardians of students) and the community, as part of the education ecosystem. Minister of Education and Culture Regulation Number 23 Year 2015 concerning the Growth of Character, one of which concerns the activity of reading non-learning books for fifteen minutes before the start time (Dewia & Alam, 2020). The activity is an effort to foster a love of reading to students and a pleasant learning experience while stimulating the imagination. Based on the description above, it can be concluded that the School Literacy Movement (GLS) is an effort made to make schools a learning organization with literate citizens and character building through various activities including reading non-learning books for 15 minutes. The implementation of the School Literacy Movement (GLS) also involves the public as part of the education ecosystem. This is expected to increase students' interest in reading, which in turn will increase knowledge for students. According to Wandasari et al. (2019) the School Literacy Movement (GLS) has a general purpose and specific goals. The general objective of the School Literacy Movement (GLS) is to foster student morale through the culture of the school literacy ecosystem which is manifested in the School Literacy Movement (GLS) so that they become lifelong learners, while the specific purpose of the School Literacy Movement (GLS) is to foster literacy culture in schools, increasing the capacity of citizens and the school environment so that literates, making schools fun and child-friendly learning partners so that school residents are able to manage knowledge, and maintain the sustainability of learning by presenting various reading books and accommodating various reading strategies. Literacy culture produces satisfying results and makes students more adaptive, likes to read, and is able to express ideas from reading results through writing, applying readings in the form of environmental processing products, communicating and taking responsibility for the results of products made in presentation (Patrisia, dkk: 2017:5).. In terms of the general objectives and specific objectives of the School Literacy Movement (GLS), it can be concluded that the School Literacy Movement (GLS) is aimed at fostering students' character through the cultivation of school literacy ecosystems by presenting various reading books and accommodating various reading strategies. It is intended that students increase interest in reading books from the School Literacy Movement (GLS).

## Literacy Based Local Culture

Culture is the fundamental determinant of a person's wants and behaviors acquired through socialization processes with family and other key institutions (Squire, MaKinster, Barnett, Luehmann, & Barab, 2003). From that opinion, it can be interpreted that culture is the most basic determinant of one's desires and behavior. Whereas Fung (2008) argues that culture is beliefs, values, behavior and material objects that are adhered to and used by certain communities or societies. Culture is a way of life for generations, and the community is a group of people who interact within a limited area and are directed by their culture. Risager (2006) explains that local culture is all forms of knowledge, beliefs, understanding or insight as well as customs or ethics that guide human behavior in life in the ecological community. All forms of local wisdom are lived, practiced, taught and passed down from generation to generation while at the same time forming patterns of human behavior towards fellow humans, natural and supernatural. Furthermore, Krase (2016) explains that local culture is the intelligence and management strategies of the universe in maintaining ecological balance that has been tested for centuries by various disasters and human obstacles and negligence. Local wisdom does not only stop at ethics, but reaches norms and actions and behavior, so that local wisdom can become like a religion that guides people to behave and act, both in the context of daily life and determine further human civilization. Culture is very closely related to the community. According to Cohen (2013), everything in a society is determined by the culture that is owned by the community itself. Herskovits views culture as something that is passed down from one generation to the next. Therefore, it is necessary to study cultural elements to find out what culture exists and occurs in a society. This is because every place has a different culture. (Hutagalung, 2021) explains that culture has seven elements, namely: (1) language; (2) knowledge systems; (3) social organization; (4) live equipment and technology systems; (5) living livelihood system; (6) religious system; and (7) art. Local cultural literacy is the ability to understand and behave towards local culture as the identity of a particular social group. With this literacy, cultural owners or individuals outside of a particular culture can better understand a local culture. With this knowledge leads someone to certain attitudes, for example having a sense of pride, trying to preserve, use culture, and others.

## Concept of Illustrated Dictionary

An illustrated dictionary is essentially part of a dictionary in general. It's just that this type of dictionary is accompanied by images to facilitate users in understanding the contents of the dictionary (Sikalidis, Kelleher, Maykish, & Kristo, 2020). Picture dictionaries are usually made to get around a certain situation. The dictionary is a book that contains a selection of words arranged alphabetically with an explanation of the meaning and information relating to it and is described in the same or different languages (Hartmann, 1983). Not much different from the above opinion, Prcic (2020) states "dictionary is a book that lists words in alphabetical order and describes their meaning". The general characteristics of the dictionary as a lexical document arranged alphabetically is also strengthened by the opinion of (Svensén, Schofield, & Sykes, 1993) which states that the dictionary is considered as a text that conveys information that is generally arranged alphabetically. He further stated that the dictionary provides information about word units and describes parts of human knowledge related to language. That is what distinguishes dictionaries from encyclopedias. In that connection, Svensén states that there are three things that are described in the dictionary, namely the characteristics of words, semantic characteristics, and combination characteristics. The characteristics of a word describe how the word is pronounced, spelled, and how it is formed. Semantic characteristics describe the meaning that can be raised from a word, including pragmatic information and word usage. Combinational characteristics describe the way words join with other words.

## Development of Illustrated Dictionary

According to Anneahira (Sikalidis et al., 2020) the procedure for developing a pictorial dictionary is generally the same as a dictionary development procedure which includes several stages namely; (1) dictionary design stage; (2) coaching the word corpus; (3) data filling and submission; (4) data processing; and (5) giving meaning. The pictorial dictionary component includes; (1) cover; (2) table of contents; (3) foreword; (4) introduction, (5) instructions for use; (5) grammar information; (6) word list; (7) index; (8) appendix (Chen, 2019). The dictionary as part of the

education curriculum must be developed by taking into account several provisions. At present, many learning materials are used without going through scientific testing or assessment stages so that the results generated from these materials are not truly scientific (Solano-Flores & Nelson-Barber, 2001). Solano-Flores, & Nelson-Barber, then limit that before use, learning material must actually go through the stages of validity or feasibility testing so that the material becomes standardized. The design principles and the process of developing dictionaries as part of the education curriculum must follow national standards (Lee, Llosa, Grapin, Haas, & Goggins, 2019). According to the National Education Standards Agency (van Leeuwen & Janssen, 2019), the feasibility of curriculum material must go through a series of standardized processes namely starting at; (a) construct validity test in terms of the evaluation results of several aspects including content, presentation, graphics and language; (b) trials; and (c) implementation and evaluation. A good curriculum material must meet several criteria, namely; (1) the substance discussed must include the body figure of the competencies or sub competencies relevant to the user's ability profile; (2) the substance to be discussed must be true, complete and actual, covering the concepts of facts, procedures, terms and notations and arranged according to the hierarchy / step of mastery of competence; (3) the level of readability, both in terms of language and substance difficulties must be in accordance with the level of learning ability; and (4) the systematic arrangement must be clear, coherent, complete and easy to understand (Zafar, Shahbaz, Hou, & Sinha, 2019). Developing curriculum materials, especially dictionaries, requires a long process. One of the instructional designs in developing curriculum materials is ADDIE Models (Branch, 2009) with five main stages namely analysis, design, development, implementation, and evaluation (analysis, design, development, implementation, evaluation,).

## Research Method

This type of research is Research and Development (Research and Development). As the name implies, this research is divided into two stages, namely the research stage and the development stage. Therefore, the first stage in this research is to conduct research (Research) to obtain knowledge about the potential and problems. The results of the subsequent research are used as a basis for consideration of development. The focus of this research is to produce or create a picture dictionary with local cultural insights to support cultural literacy programs at the elementary school level that have been tested for validity, effectiveness, and practicality. Local culture which becomes the insight of the illustrated dictionary that will be developed is the local culture of the people in Pinrang Regency, which is considered to have a weakening of its hold. The manifestations of local culture include; (1) traditional games, (2) traditional living equipment and technology, and (3) traditional arts. Systematically, the focus is carried out with two procedures, namely research procedures and development procedures. The research procedure is the initial stage carried out to collect data as a basis or reason for development. Research and Development (R&D) is at level four, namely researchers conducting research to create a curriculum design, developing curriculum, and testing the curriculum until it is declared feasible, then disseminating the curriculum model that has been produced (Altrichter, 2020). The curriculum research and development procedures are adapted from the ADDIE model with five main procedures, namely analysis, design, development, implementation, and evaluation. with five main procedures, namely analysis (Analysis), design (design), development (development), implementation (implementation), and evaluation (evaluation) (Branch, 2009). Data collection in research and development is divided into five techniques, namely literature study, questionnaire, observation, and interview (interview). Literature study techniques are used to understand the basic theory and some previous research that is used as reference material in this research and development. The questionnaire technique is used to collect data related to dictionary validation checks and user responses. Observation technique is used to collect data related to the needs of analysis and product implementation data. Finally, interview techniques are used to obtain data at the analysis stage. Data analysis techniques in research and development are divided into two namely; (1) quantitative analysis techniques with descriptive statistics; and (2) Qualitative analysis techniques. Quantitative analysis techniques with descriptive statistics are used to analyze data by describing or describing data that has been collected as it is. Included in descriptive statistics is the presentation of data through tables (frequency distribution, classification intervals, and trend distribution) and graphs. Qualitative analysis techniques include three stages, namely description (describing), classification (classifying), and connection (connecting). The results of the two

analytical techniques are combined (mixed analysis) to get an idea of the product being developed.

## Result and Discussion

### Result

#### Description Inisial Problem

The initial problem that underlies the development of a picture dictionary with local cultural insight is the degradation of the local culture that occurs in the community. Concrete evidence of this finding is when the younger generation (especially elementary school students) no longer know or even know some components of the local culture (traditional) when confirmed with pictures. Yet we all know that local culture is a marker of local identity as well as a priceless belief. We also know together that today's young generation is a determinant of cultural glory in the future. So, if the young generation themselves no longer know or even know their own culture, it is certain that in the future they will lose their identity to their own culture. This is made worse by the development of human civilization. Globalization and westernization can hardly be separated from the life of our society today, especially in the Pinrang Regency. Then, will it be left just like that? Of course we do not want to lose this valuable culture. Therefore, there is a thought from the researchers themselves to develop a reading material (literacy) which is expected to be able to introduce and provide local cultural knowledge to the young generation today, especially in elementary school students in the form of a pictorial dictionary intended for children. The pictorial dictionary was chosen on the grounds that psychologically, elementary school children prefer writing accompanied by interesting pictures. In line with these objectives, the development of this illustrated dictionary is also expected to be able to support government programs through the Ministry of Education and Culture, namely the National Literacy Movement (GLN), one of which is the cultural literacy movement. If we examine the concept of the movement, it is clear that GLN is oriented towards cultural preservation. But unfortunately, the available cultural literacy materials are still very minimal to touch substantially the local culture of an area, especially the local culture of Pinrang Regency. In addition to GLN, the development of this illustrated dictionary was also developed with a background on the quality of implementation of local content education in elementary schools which was inadequate. If examined carefully, the objective of the local content curriculum as formulated by the Provincial Government of South Sulawesi is to form an understanding of the potential of each region that is useful for providing attitudes, behaviors, work ethics, knowledge, and skills to students so that: know and love the environment nature, social, cultural and local spiritual values; and preserving and developing excellence and local wisdom that is useful for themselves and the environment in order to support regional development and national development (Avelar et al., 2019). But in fact, the goal is still quite far from the word implemented or achieved. Therefore, it is expected that the presence of a picture dictionary with local cultural insight can support the implementation of the cultural literacy movement in schools as part of the GLN and be able to strengthen the position and preservation of local culture in society, especially for people in Pinrang Regency.

#### Describe Design Illustrated Dictionary

This local culture-illustrated dictionary is designed with attention to the problem, the needs and characteristics of the user's target, as well as the objectives to be achieved. First, because the orientation of the development of this dictionary is the preservation of local culture, the main content of this dictionary is local culture. However, the determination of local cultural content is not necessarily. The researcher establishes indicators of local culture such as what is the basis for making dictionaries. The indicators are the form of local culture which is considered endangered and an indicator of the benefits of the local culture itself. Researchers have collected data on several cultural components and found 40 words (entries) to be included in the dictionary. The words are cultural components in the form of traditional games (10 words) and traditional living equipment and technology (30 words). The 40 words are as in the following table;

**Table 1**

List of 40 Selected Words in Picture Dictionary

No.	Word	Component	No.	Word	Component
1	Cukke	Traditional game	21	Pattapi	Traditional equipment and technology
2	Longga	Traditional game	22	Bingkung	Traditional equipment and technology
3	Hampang	Traditional game	23	Kandao	Traditional equipment and technology
4	Ganrece	Traditional game	24	Pattora'	Traditional equipment and technology
5	Raga-raga	Traditional game	25	Sampe'	Traditional equipment and technology
6	Gala-Gala Pollo	Traditional game	26	Sampa'	Traditional equipment and technology
7	Maggale	Traditional game	27	Balaba	Traditional equipment and technology
8	Maggalaceng	Traditional game	28	Kampoti	Traditional equipment and technology
9	Mallogo	Traditional game	29	Cubu-cubu'	Traditional equipment and technology
10	Majjeka	Traditional game	30	Pere'	Traditional equipment and technology
11	Gumbang	Traditional equipment and technology	31	Tappere	Traditional equipment and technology
12	Sepu-sepu	Traditional equipment and technology	32	Rai	Traditional equipment and technology
13	Sandru'	Traditional equipment and technology	33	Saja	Traditional equipment and technology
14	Sipi	Traditional equipment and technology	34	Koli-koli	Traditional equipment and technology
15	Attapang	Traditional equipment and technology	35	Rompong	Traditional equipment and technology
16	Rangka-rangka	Traditional equipment and technology	36	Bunre	Traditional equipment and technology

No.	Word	Component	No.	Word	Component
17	Pattongko	Traditional equipment and technology	37	Palo	Traditional equipment and technology
18	Kappara'	Traditional equipment and technology	38	Bomboli	Traditional equipment and technology
19	Bendi	Traditional equipment and technology	39	Assenong	Traditional equipment and technology
20	Palungeng	Traditional equipment and technology	40	Addangeng	Traditional equipment and technology

Each word gets an explanation related to word characteristics, semantic characteristics, and analogical characteristics. The characteristics of a word describe how the word is pronounced, spelled, and how it is formed. Semantic characteristics describe the meaning that can be raised from a word, including pragmatic information and word usage. Combinational characteristics describe the way words join with other words. The following is an example of a display design dictionary developed:



**Gumbang** (kata benda) *Gum-bang*

Salah satu peralatan hidup tradisional masyarakat di Kabupaten Pinrang yang berfungsi sebagai tempat menyimpan air. Namun, ada juga yang menggunakan alat ini sebagai wadah menyimpan beras. Gumbang ada yang terbuat dari tembaga adapula yang terbuat dari tanah; Ibu membeli sebuah gumbang di pasar tadi sore



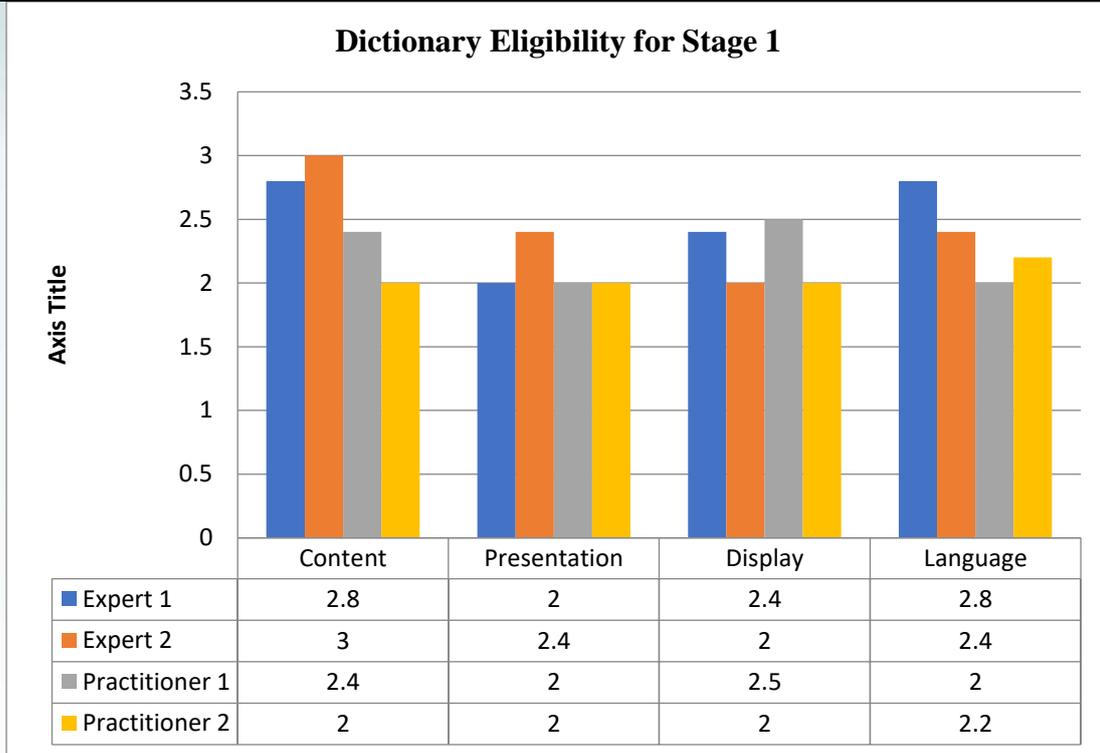
**Mallogo', Logo'** (kata benda) *Mal-lo-go'*

Salah satu bentuk permainan tradisional yang dimainkan baik anak-anak, remaja, ataupun dewasa dengan memanfaatkan tempurung kelapa yang dibentuk menyerupai sisik ikan dan satu batang bamboo yang digunakan untuk memukul; Kemarin saya mallogo bersama dengan Andi

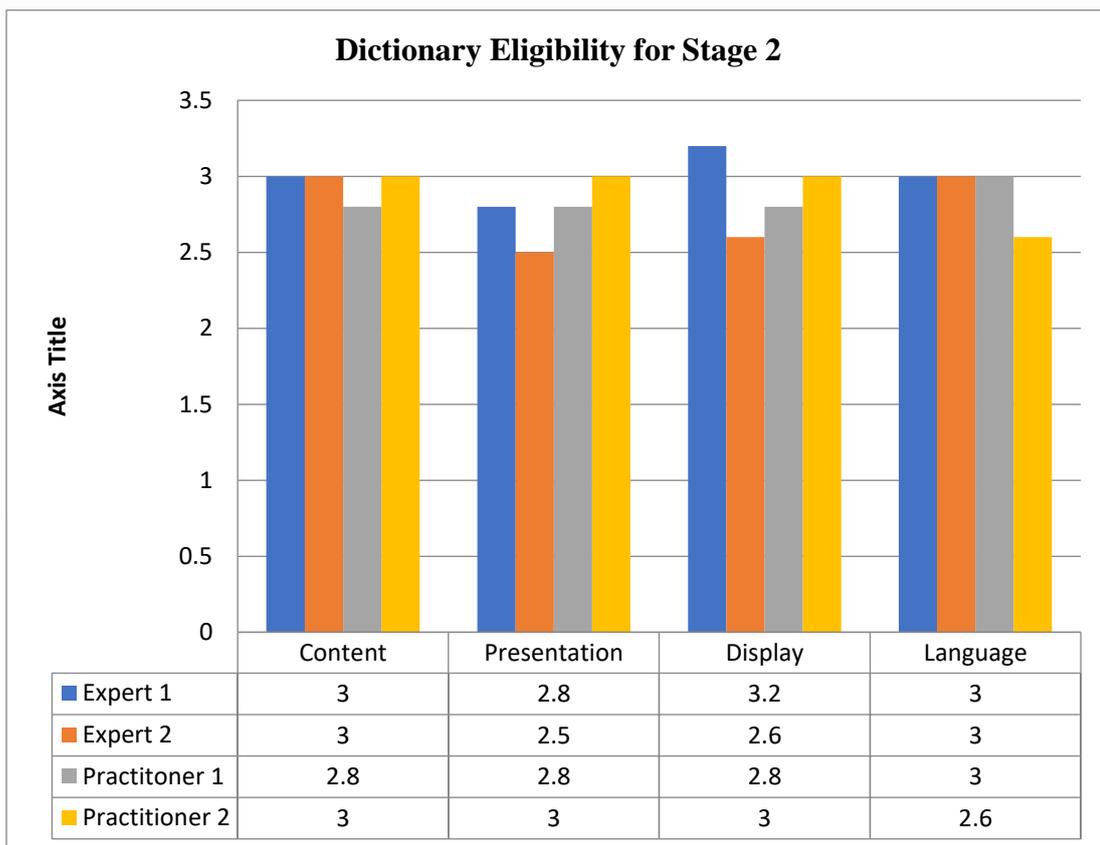
Figure 1 Example of Word Display Design (Entry) in a Dictionary

### Product Description, Feasibility Check Results, and Trial Results

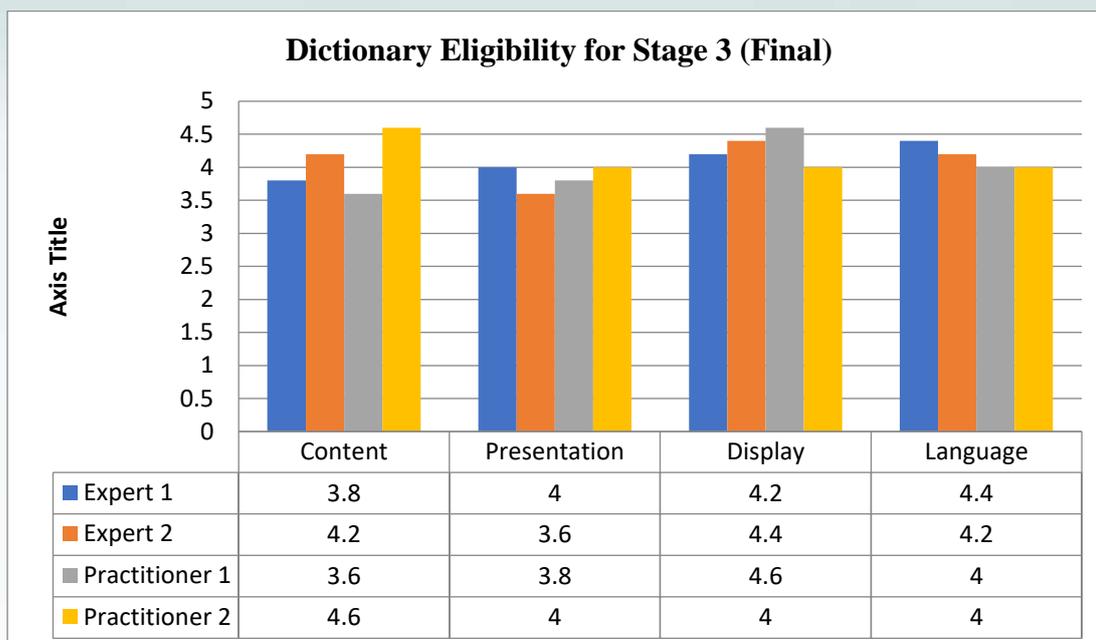
After the design is made in the desired form (picture dictionary), the next step is to conduct a feasibility check (validation) of the product being developed. Examination of the feasibility of the dictionary concerns the construction components that build the dictionary, namely the content (material) component, presentation, appearance or graphics, as well as the language component. The due diligence involved two experts and two practitioners. Picture dictionary developed through three stages of examination. This is due to the results of the assessment of experts and practitioners who require repairs or revisions in the first and second stages. The final results of the feasibility examination are four components of the four examiners as follows;



**Figure 2** Graph Results of Dictionary Eligibility for Stage 1



**Figure 3** Graph Result Dictionary Eligibility for Stage 2



**Figure 4** Graph Rseult Dictionary Eligibility for Stage 3 (Final)

After the product is declared feasible or valid based on expert and practitioner ratings, the next step is to conduct a trial. Trials were carried out in five elementary schools in Pinrang Regency, namely 187 Pinrang Elementary School, 16 Pinrang State Elementary School, 161 Pinrang State Primary School, 184 Pinrang State Elementary School, and 88 Alecalimpo Barat Elementary School, Pinrang. The trial is intended to find out (1) the extent to which the product developed can be used or read by students; (2) appreciation and student participation in the products developed; and (3) the extent to which the product developed is able to achieve the expected goals. To obtain this information, researchers conducted interviews with teachers and students. According to the five teachers in charge of literacy at the five schools, the picture dictionary developed is very easy for students to apply or read. As with other literacy materials in printed form. In addition, according to the teacher, the presence of images in the dictionary is able to attract students' interest and attention to read them. There is a high attention from students to read the contents of the dictionary because it is considered unique or interesting. In terms of objectives, according to the teacher, the picture dictionary developed was very positive to support the development of student knowledge, especially related to local culture. For teachers, the pictorial dictionary also has the function value to preserve the culture which according to him is starting to be displaced or abandoned by the younger generation, especially elementary school students due to technological advancements. Some students were also selected to get a confirmation regarding the pictorial dictionary product being tested. In general, students consider that the dictionary is interesting, can be read in spare time, even at home can be used as reading material. In addition, for students, the picture dictionary is very helpful for them in getting to know some new words that come from local culture in Pinrang Regency. From the results of this confirmation, the researcher asserted that in fact, the words displayed were not new words, but rather their knowledge or understanding of those words were still limited or did not have the attention to know this so far.

### Description of Implementation Results

The final stage of developing this pictorial dictionary is to implement a product that has been declared feasible based on the results of expert and practitioner examinations and the results of trials. Implementation is carried out by working with the five schools mentioned above to use a picture dictionary that has been developed for one month, either through learning activities in the classroom, outside the classroom, or in the library. After a month has passed and the dictionary has been read by students, the next step is to measure the level of student understanding related to the contents of the dictionary they are reading. Measurements were made using a test technique using 25 multiple choice test instruments that refer to words, sentences, and meanings or explanations of words contained in the dictionary. The samples tested were students in classes V and VI who were randomly selected. The test results are as follows;

**Table 2**  
Summary of Test Results for Dictionary Content Understanding

Interval Value	Indicators	School				
		SDN 187	SDN 16	SDN 161	SDN 184	SDN 88
86-100	Very Good	11	9	12	5	11
76-85	Good	18	13	13	18	9
66-75	Good Enough	3	3	6	4	7
56-65	Less	4	4	2	2	6
< 55	Very Less	2	1	0	2	0
Jumlah		38	30	33	31	33

Based on the table above, it can be explained that from 38 students who were sampled in 187 Pinrang Public Elementary Schools, 11 people obtained test results with excellent categories, 18 students with good categories, three students with sufficient categories, four people with less categories, and two people with very poor categories. Of the 34 students sampled in 16 Pinrang Public Elementary Schools, nine of them obtained test results with excellent categories, 13 students with good categories, three students with sufficient categories, four students with poor categories, and one person with very poor categories. For Elementary School 161 Pinrang Flagship, there were 33 students sampled, 12 of whom received test results with excellent categories, 13 students with good categories, six students with sufficient categories, and two other students with less categories. For 184 Pinrang Public Elementary School, there were 31 samples, five of which obtained test results with excellent categories, 18 students with good categories, four with sufficient categories, two students with less categories, and two others with very poor categories. Finally, from SD Negeri 88 Alecalimpo Barat, eleven students obtained test results with excellent categories, nine with good categories, seven with sufficient categories, and six with less categories.

## Discussion

The issue of cultural preservation in Indonesia must receive serious attention. Because, if not, the condition of the development of human civilization in the current era is slowly but surely able to erase or eliminate the nation's noble cultural footprint. We all do not want that in the future, our children and grandchildren will cry because they do not know their own cultural identity and identity due to the over-opening of the community to new cultures or foreign cultures that dominate our entire lives today. Just imagine, how sad the condition of our young generation today when asked about the culture of their own ancestors they do not know. However, when they were asked about popular culture (foreign culture) such as Korea, Japan, America, China, or other developed countries they seemed to know and understand them very well. Through this research, I call this condition "sick culture". Why do I call it that, because indeed the condition of our culture in Indonesia is currently sick. Later (one day) if they really have forgotten their own culture then I will call it "dead culture". Such conditions must be avoided as early as possible. Because, if not we will later become "cultural slaves" who always deify foreign cultures in order to prove their existence in a social group. What has been stated above is in line with what was expressed by Barry (2020) that the young generation is the main target of the degeneration of moral values by the advancement of time if it does not have the basis of knowledge and a good moral ground to fortify all forms of adverse influences. Not just moral, Barry even explained that the cultural problems that make up an individual could be lost due to the progress of civilization so that the knowledge of his identity was lost. For this reason, education is the solution (Wringe, 2006) by designing moral education. Furthermore, Morrell (2002) explains that literacy is an appropriate basis for overcoming the problems mentioned above. So it is not surprising when the government launched a national literacy movement which was revealed to be a school literacy movement and one of its components is cultural literacy (Cincera, Boeve-de Pauw, Goldman, & Simonova, 2019) because it is intended to fortify the problem of cultural degradation as the background of this research. It's just that the literacy movement launched by the government must really get support from the whole community, especially educators (teachers) so that the goals to be achieved can be implemented. For example, local cultural content presented in the literacy materials made by the government must still be supported by the innovation and

creativity of the teacher or lecturer who incidentally touches and understands the local culture by developing appropriate literacy materials. The presence of a picture dictionary with local cultural insight to support cultural literacy at the elementary school level has proven to have a positive influence on efforts to maintain culture itself. Just see when the teacher and students reveal that the developed dictionary product is able to give encouragement to students to know and know their own local culture which has been marginalized. Coupled with tests of student understanding of local cultural content in the dictionary showed very good results. Based on these findings, literacy culture must be further tightened and designed in such a way in schools. Because, the literacy culture in this school is still quite a lot that we have encountered is not optimal. In fact, various literacy guidelines have been provided by the government or observers of literacy (Wandasari et al., 2019). However, researchers need to convey through this research that in order to tackle the cultural preservation problem that we currently face, it must be done in various ways and various kinds of media. We cannot rely on dictionary media alone, but must be supported by other media (Zhang et al., 2020). The successful development of a picture dictionary with local cultural insight to support cultural literacy at the elementary school level in Pinrang District does not mean that the problem of cultural preservation has been resolved. There are still a myriad of similar problems that must be resolved, not only local culture in Pinrang Regency but also in other local cultures throughout the country. Therefore, development efforts or other innovation efforts must not stop at this point. There must be an ongoing and diverse effort to overcome these problems to the point where local culture reigns over itself and over new or foreign cultures.

## Conclusion

An illustrated dictionary of local culture to support cultural literacy at the elementary school level was developed on the basis of local cultural problems that increasingly get backward pressure from new cultures or foreign cultures so that local culture is left behind or forgotten by the owner of his own culture. We are understanding that local culture is an invaluable asset as well as a marker of social identity. Therefore, efforts to maintain local culture is a fixed price that must be done. One of them is by developing this picture dictionary. The developed dictionary is designed in printed form in which there are 40 words (entries). The words chosen to be included in the dictionary are words that come from local cultural components that are considered endangered. The result, selected 40 words used in the dictionary, ten words came from the traditional game component and another 30 words came from the components of living equipment and traditional technology. The developed dictionary has been said to be feasible by experts and practitioners after going through a series of examinations over three stages. The dictionary construction is assessed as being feasible by experts and practitioners including content, presentation, appearance or graphics, and language. In addition to a feasibility examination by an expert, this dictionary was also declared worthy based on the results of trials on five elementary schools in Pinrang Regency. The developed picture dictionary is considered very effective in providing knowledge or understanding of local culture to students. This is evident from the results of tests of students' understanding of local culture after reading the dictionary developed, namely 29.1% who obtained test results with excellent categories, 43% with good categories, 13.9% with good enough categories, the rest with poor and very poor categories. In addition, the dictionary developed was effective to support the implementation of literacy culture, especially cultural literacy in schools based on teacher and student information.

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