



Efforts To Improve Cultural Literacy Through Learning Regional Dance

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Abstract

Cultural literacy is essential in early childhood as it shapes character, national identity, and appreciation of local culture from a young age. This study aims to improve children's cultural literacy through learning regional dance, specifically Lampung Dance, at ECE Budi Luhur II. The study uses a descriptive qualitative method involving teachers, 5–6-year-old students, and the principal, with instruments including observation, interviews, and documentation. Data were analyzed through descriptive analysis by comparing children's development outcomes across learning cycles. The results show a significant improvement, with children achieving the Very Good Development (BSB) category increasing from 26.67% in Cycle 1 to 73.33% in Cycle 2. These findings imply that regional dance learning is an effective, interactive, and enjoyable strategy to enhance cultural literacy and foster children's cultural identity.

Keywords: *Cultural Literacy, Lampung Dance, Regional Dance, Early Childhood*

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1. INTRODUCTION

Literacy in the context of ECE includes the basic skills that children need to communicate with their surroundings, both verbally and in writing, through enjoyable and meaningful experiences and practices (Hermawan et al., 2022). Basic literacy skills include the ability to listen, understand simple messages, and express ideas and questions to communicate and collaborate. Literacy has several types, one of which will be discussed further, namely cultural literacy. Culture is part of a nation's identity, reflecting the values, norms, and uniqueness of a society (Annisa Dwi Hamdani et al., 2023). Through the introduction of cultural heritage in the educational curriculum, students can develop a sense of pride in their identity. The values contained in culture, such as cooperation and mutual respect, help shape positive character. (Nurazizah et al., 2023). Regional dances, which reflect local traditions and wisdom, are not only a medium of expression, but also a means of profound cultural education. However, along with the development of the times and modernization, awareness of the importance of preserving regional dances as part of cultural literacy has begun to erode, especially among the younger generation.

This phenomenon can be seen from the decreasing understanding and appreciation of regional dance, both as a cultural heritage and as a form of expression of regional identity. In today's digital era, the challenges for the younger generation are increasingly complex (Nurpadilah & Adela,

2023). Many young generations are more exposed to global popular culture, which often shifts their interest in traditional arts, including regional dance. In fact, regional dance has great potential in introducing and enriching knowledge about the cultural values, history, and traditions of a region. Therefore, the integration of traditional dance into the education curriculum is very relevant. This activity not only helps students understand their cultural heritage but also builds a sense of pride and cultural identity.

Early childhood can be seen as individuals who are new to and do not yet know about the culture of their own nation and region. Children still need a lot of guidance and direction to be able to understand various things about the world and their own culture. Children's interaction with objects and other people is needed so that children are able to develop all aspects of their development, namely religious and moral values, social emotional, physical (gross motor / fine motor), language, and cognitive. Based on the results of Through exposure to traditional dance, children not only learn about their culture, but also develop motor and cognitive skills that are important for their growth (AL-Mighwar et al., 2023).

observations at ECE Budi Luhur II in Braja Luhur Village, East Lampung Regency, the main problem identified is the lack of optimal implementation of cultural literacy in the learning process. This can be seen from the limited integration of local cultural activities, such as regional dances, traditional songs, and traditional games, into daily learning. In addition, the use of learning media based on local culture is still minimal, resulting in children having limited direct experiences in recognizing their regional culture. From the teaching perspective, educators have not fully applied contextual and creative learning strategies to introduce culture to children. Furthermore, the lack of teacher training and limited availability of culturally relevant teaching materials are key factors that hinder the implementation of cultural literacy in ECE. This condition affects children's engagement and interest in learning and appreciating their local culture from an early age.(Hartono et al., 2022).

Lack of knowledge and training for educators, as well as the lack of teaching materials that are in accordance with the context of regional culture, are one of the main reasons why regional dances have not been optimally integrated into the ECE curriculum. In addition, the lack of appreciation for the diversity of regional cultures among parents and the community also contributes to the low interest of children in learning traditional dance. Efforts to increase students' interest in traditional dance must involve the active participation of educators, parents, and the surrounding community. This collaboration is essential to creating an environment that supports traditional dance learning and raises awareness of local cultural values. (Eka Pratiwi Estiningtyas et al., 2023).

Based on the results of observations conducted on children at ECE Budi Luhur 11, Braja Luhur Village, East Lampung Regency, there are significant differences in their understanding of regional culture and dance. As many as 40% of children already have basic knowledge of regional culture and dance, such as knowing several traditional dance movements and knowing the origins of the dance. They also show quite a lot of interest in regional dance lessons taught in schools. However, the other 60% of children still do not have adequate understanding of regional culture and dance. Most of them are more familiar with popular culture or foreign culture, and are less familiar with regional dance as part of their cultural heritage. This shows the need for more focused and systematic learning about regional culture and dance in the ECE environment, so that children can better appreciate and recognize local cultural diversity from an early age (Gutiawati & Wulansari, 2022).

Therefore, it is important to address this issue by improving the understanding and skills of educators, providing appropriate learning materials, and involving various parties to introduce regional dances as an important part of cultural literacy from an early age. In an effort to expand the potential for the development of cultural literacy and the introduction of Indonesian culture to children, namely using learning that leads and leads to an understanding of cultural principles. Regional dance learning is an effective way to integrate cultural literacy to children in understanding the culture of the nation and region. Dance is a reflection of the identity of a society. In the world of education, understanding and practicing traditional dances helps students understand their own cultural roots.

Dance learning has been widely recognized as a strategy to enhance cultural literacy and strengthen both personal and group identity, as well as to instill cultural values in early childhood (Hartono et al., 2022). Previous studies have generally focused on the role of dance in improving

children’s appreciation of art and introducing basic elements of dance, such as movement, rhythm, and expression. Dance literacy itself includes movement symbols and sound systems that carry meaning, covering four main competencies: memorization, technique, imitation, and expression. However, most prior research tends to emphasize cognitive and motor skill development in dance learning, and has not specifically integrated local cultural context or examined its direct impact on strengthening cultural literacy in early childhood education settings (Wahyudi, 2023).

Therefore, the novelty of this study lies in the integration of regional dance, specifically Lampung Dance, as a contextual and culturally relevant learning medium to enhance cultural literacy in ECE. This study not only focuses on children’s ability to perform dance movements but also emphasizes their engagement in understanding and appreciating local cultural values through interactive and meaningful learning experiences. By incorporating local culture into structured learning activities, this research offers a more holistic approach to cultural literacy development compared to previous studies (Nurlia Djafar & Novianty Djafri, 2024). Based on this, the purpose of this study is to improve cultural literacy in early childhood through the implementation of Lampung Dance learning at ECE Budi Luhur II in Braja Luhur Village, East Lampung Regency.

2. METHODS

This study uses a quantitative and qualitative descriptive analysis approach with the type of classroom action research or PTK. The model used is the Stephen Kemmis and Taggart model, there are 4 steps, namely planning, implementation, observation and reflection (mustafa, 2022). This classroom action research was conducted by involving collaboration between teachers and researchers to solve problems and improve the quality of learning in the classroom.

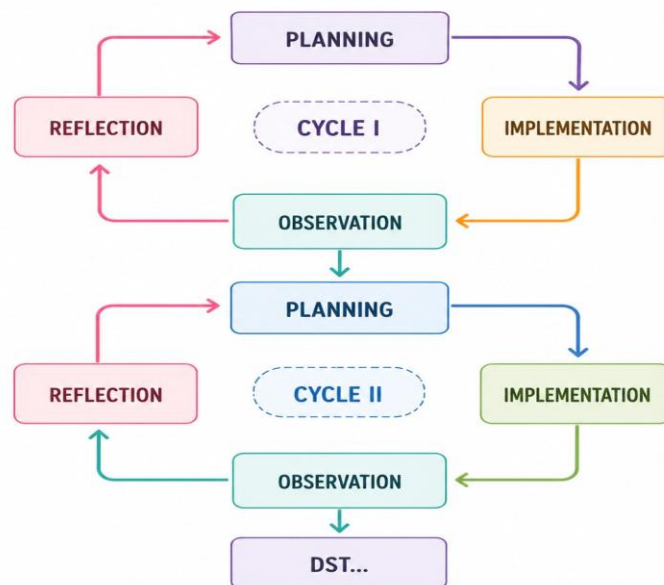


Figure 1. Research Stage

The design of this study uses a spiral design, which is in the form of one cycle to the next. And the steps in this study are the same in each cycle (Figure 1). Each cycle includes planning, action, observation, and reflection. This study was conducted at ECE Budi Luhur II in Braja Luhur Village, East Lampung Regency with 15 children as research subjects, namely 7 girls and 8 boys. Analysis and quantitative are used to determine the increase in cultural literacy as an influence of each action taken by the researcher (Ali, 2021). The level of change that occurs is measured by percent. The number of children who are able to achieve the success indicator is divided by the total number of children studied multiplied by one hundred percent, then the percentage of the level of success of the action is known. This can be known by the formula:

$$P = \frac{N}{A} \times 100\%$$

DESCRIPTION :

P : Percentage of change rate

N : Value obtained

A : Number of Children

Table 1. Improving Cultural Literacy Through Regional Dance Learning

No	Level of Completion	Mark	Evaluation Criteria
1.	76-100%	BSB	Developing Very Well
2.	51-75%	BSH	Developing As Expected
3.	26-50%	MB	Starting to Develop
4.	1-25%	BB	Not Yet Developing

Success can be seen in Table 1, if the average increase in children's cultural literacy falls into the category of Developing According to Expectations (BSH), which is >75%. These criteria were made according to an agreement between the researcher and the supervising teacher.

3. RESULT AND DISCUSSION

This study found that Lampung dance learning significantly increased the cultural literacy of early childhood. Children were not only able to recognize the basic movements and patterns of Lampung dance, but also began to understand the cultural meaning contained in the dance, such as customary values, traditional symbols, and social ethics inherent in Lampung society. The learning process carried out interactively and fun makes it easier for children to absorb the cultural material presented.

During the learning process, children showed an increase in gross and fine motor skills as seen from the flexibility and accuracy of dance movements. They were also able to remember the sequence of movements and express the dance with increased confidence. Social interaction between children also improved because dance learning was done in groups, thus fostering a sense of togetherness and cooperation.

In addition to the physical and social aspects, this dance learning also stimulates the cognitive aspects of children, especially in recognizing and appreciating regional culture. Children begin to recognize Lampung cultural terms and are able to associate dance movements with the stories or philosophies behind them (Lanet, 2023). This shows that dance learning is not only a physical activity, but also an effective medium for cultural literacy. The results of the study show some data. First, children show high interest in traditional dance. Children participated in Lampung Dance learning activities enthusiastically. They not only imitated the dance movements, but also mentioned the names of traditional properties such as siger and tapis. This interest was strengthened by thematic and multisensory learning methods. Fun learning makes it easier for children to understand local cultural values. This is reinforced by research by (Azgara et al., 2024) which states that arts-based learning has a direct impact on increasing the participation of early childhood in the learning process.

Second, children's cultural literacy increases gradually. Children begin to recognize regional cultural differences, understand the importance of politeness, traditional symbols, and the value of respect for ancestors. This process is in line with the concept of cultural literacy according to (Pratiwi & Asyarotin, 2019) as "the ability to understand, express, and appreciate cultural identity consciously and openly." Third, strengthening motor and emotional aspects. Dance activities play a role in improving children's movement coordination, body control, and self-confidence. In addition, through group practice, children learn to respect turns, be patient, and empathize. A study by (Riska Riska &

Muhammad Syukur, 2023) stated that regional dance can be an effective means to stimulate the social-emotional development of ECE children.

Third, increasing the role of teachers as cultural facilitators. Teachers not only teach dance movements, but also instill values through folklore, explanations of cultural symbols, and light discussions according to the child's developmental level. This shows that teachers play an important role in passing on culture to the younger generation (Bu'ulolo, 2024). This study aims to analyze the implementation of regional dance learning, especially Lampung Dance, as an effort to improve cultural literacy in early childhood at ECE Budi Luhur II. Using a descriptive qualitative approach, researchers collected data through observation, interviews with teachers, and documentation of learning activities. This study uses the classroom action research (PTK) method. Learning is carried out in 2 cycles with 2 meetings each cycle. The results of the research in each cycle can be described as follows.

Cycle I

Before entering cycle I, the researcher identified the existing problems by conducting initial observations. From the results of the observations, it was seen that cultural literacy in children at school was low. The implementation of cycle I research began on March 13, 2025 to March 14, 2025. Cycle I was carried out in 2 meetings. Based on the agreement between the teacher and the researcher, the research was carried out in accordance with the RPPH that had been made so that learning could run effectively. At the pre-cycle stage, initial observations were carried out to assess the cultural literacy skills of children at school. The main focus of the observation was to measure children's understanding and ability to recognize and appreciate local culture and traditions around them. From the results of observations of 15 students, the following data were obtained: Most students are in the BSH (Developing According to Expectations) category, with a total of 7 children (46.67%). who have shown basic skills to recognize culture, but have not fully mastered it. The BSB (Developing According to Expectations) category was followed by 4 children (26.67%), indicating that they already have a basic understanding of local culture, but still need further study. The MB (Starting to Develop) category was followed by 2 children (13.33%), This indicates that they still have difficulty in recognizing and understanding local culture and the traditions introduced. Meanwhile, BB (Not Yet Developing) was followed by 2 children (13.33%), who need more attention to introduce basic cultural concepts. This can be seen in the Table 1.

Table1. Cycle I Score

No	Information	Cycle I	
		Amount	%
1.	Developing very well (BSB)	4	46.67%
2.	Developing according to expectations (BSH)	7	26.67%
3.	Started to develop (MB)	2	13.33%
4.	Not yet developed (BB)	2	13.33%

Based on the results of this observation, it can be concluded that most children in school still need to be strengthened in cultural literacy, especially in terms of recognizing local culture and traditions around them. Therefore, more structured and sustainable actions need to be taken to improve their understanding and appreciation of local culture, in order to achieve the BSB category or higher.



Figure 1. Introduction To Lampung Dance Movements

Cycle II

After reflecting on cycle 1, it was found that some children still did not fully understand the meaning and cultural values that were introduced. Therefore, in cycle 2, improvements were made to the strategy by adding direct practice of traditional Lampung dance as a learning medium. The teacher prepared and arranged dance movement steps that were adjusted to the age of the children so that they were easy to follow and enjoyable.

The activity began with practicing Lampung dance directly, accompanied by teachers. The learning atmosphere was made fun and full of enthusiasm, so that children felt happy and interested. They were introduced to the name of the dance, the meaning of the movements, and the origin of Lampung culture in a simple and easy-to-understand way.

During the activity, the children appeared more active and enthusiastic. They began to understand Lampung culture through real experiences, following dance movements, and listening to traditional Lampung music. Children also found it easier to remember cultural information because it was directly associated with physical and fun activities (Indriani et al., 2025).

The final results showed a significant increase in children's cultural literacy. Of all participants, 73.33% of children reached the BSB (Developing Very Well) category, and 26.67% were in the BSH (Developing According to Expectations) category. This shows that the approach through Lampung dance practices has succeeded in increasing children's understanding and interest in local culture. Children not only know the names and origins of the culture, but also begin to show pride and appreciation for the richness of regional culture. Table 2 is a table in cycle II.

Table. Cycle II Score

No	Information	Cycle II	
		Amount	%
1.	Developing very well (BSB)	11	73.33%
2.	Developing according to expectations (BSH)	4	26.67%
3.	Started to develop (MB)	-	-
4.	Not yet developed (BB)	-	-

Based on the results of the implementation of actions in cycle 2, it can be concluded that the implementation of Lampung dance activities directly with children has proven effective in improving cultural literacy in ECE Budi Luhur II. The high involvement of children in dance practice activities, supported by a fun approach and interesting media, makes it easier for children to understand and appreciate local culture.

The evaluation results showed a significant increase compared to the previous cycle, with 73.33% of children achieving the Very Good Development (BSB) category and 26.67% in the Developing According to Expectations (BSH) category. This indicates that most children have understood the cultural elements introduced, such as the name of the dance, the region of origin, the

meaning of the movements, and show pride in the nation's culture. Thus, cultural literacy activities through traditional dance media, especially Lampung dance, can be used as an alternative for fun learning while strengthening children's character and cultural identity from an early age (Sinyor et al., 2024).



Figure 3. Activities Of Practicing Lampung Dance Movements

According to (Maharani, 2023), cultural literacy cannot be taught only verbally, but through direct experience. Learning traditional dance provides space for active involvement and real experiences for children in interacting with culture. In the context of ECE, this is in line with a holistic learning approach that emphasizes the integration of cognitive, affective, and psychomotor values (Naur et al., 2024).

Cultural experiences through dance provide concrete understanding for children. They not only memorize the names of the dances, but also understand the cultural values behind the movements, costumes, and rhythm of the music. Learning regional dances, especially Lampung Dance, is a very effective medium for increasing cultural literacy in early childhood. Dance as a cultural expression has the advantage of conveying cultural values directly and enjoyably for children. According to (Mukhlisin & Lestari, 2024) the dance learning process in ECE must involve active interaction between teachers and children as well as a conducive learning environment so that children can understand and internalize cultural values optimally.

The learning strategy used in ECE Budi Luhur II refers to a play approach that is appropriate to the development of early childhood. This approach allows children to explore dance movements freely within structured boundaries, so that their creativity and imagination develop. This is in line with the findings of (Wiranata, 2022), which states that play-based dance learning can improve kinesthetic intelligence while instilling cultural values effectively.

In addition, learning regional dance also plays a role in the development of children's social and emotional aspects. Group dancing activities require children to communicate, work together, and respect each other. This supports the theory of early childhood development which emphasizes the importance of holistic development, including social and emotional aspects (Annisa Zakia Nasution et al., 2025). Thus, learning dance not only improves cultural literacy, but also shapes children's character and social abilities.

The obstacles found in dance learning at ECE Budi Luhur II are the limited resources of teachers who master regional dance techniques in depth and the lack of adequate learning media. This is in line with the findings of other studies which show that ECE teachers often only imitate dance movements from videos without understanding the meaning and stages of learning as a whole, so that they are less than optimal in instilling cultural literacy (Labib & Pamungkas, 2024). Therefore, training and development of dance learning models based on education and play are needed so that teachers can teach regional dances more effectively (Suryawan et al., 2022).

Furthermore, learning regional dances such as Lampung Dance also contributes to the preservation of local culture. By introducing early childhood to regional culture through dance, cultural regeneration can begin early on, so that local culture is not easily eroded by globalization. This is in line with the Balinese dance learning strategy which emphasizes the importance of dancer regeneration from an early age as an effort to preserve culture (Djibrin & Pamungkas, 2023).

Overall, the results of this study confirm that regional dance learning in ECE is an effective medium to improve cultural literacy of early childhood. Dance learning not only develops children's motor and social skills, but also instills cultural values that are important for shaping children's identity and character (Liya & Katoningsih, 2022). Therefore, the integration of regional dance learning in the ECE curriculum is very strategic to support cultural preservation as well as the development of children's potential as a whole (Kurniati & Agustang, 2022).

4. CONCLUSION

Cultural literacy activities through Lampung dance at ECE Budi Luhur II have proven effective in improving children's cultural understanding. In Cycle 1, only 26.67% of children reached the Very Well Developed (BSB) category, while in Cycle 2, a significant increase occurred with 73.33% of children reaching the BSB category. Thus, learning through traditional dance practices has succeeded in fostering children's interest and understanding of local culture in a fun and meaningful way (Yetti et al., 2023). Further, hope this activity continues to develop so and expanded in scope, both in terms of the variety of regional dances introduced and the teaching methods that are more interactive and fun. In addition, cooperation between schools, parents, and local cultural communities is very important to maintain the continuity and sustainability of cultural education at the ECE level (Afriliani et al., 2023). That way, cultural literacy can be more deeply rooted in children as the next generation of the nation. Conclusions can be generalizations of findings according to research problems, or can also be recommendations for further steps.

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