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Strengthening Cultural Literacy in Students through Drama Learning Media "Gegaraning Wong Akrami"

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ABSTRACT
Cultural literacy is one of the important competencies that need to be developed in higher education as an effort to strengthen students' cultural identity in the midst of globalization. However, literature learning in higher education still tends to be oriented towards mastering theoretical aspects so that the use of literary works as a medium to strengthen cultural literacy is not optimal. This study aims to describe (1) learning design and (2) the application of drama learning media "Gegaraning Wong Akrami" to strengthen cultural literacy in students. The research uses a qualitative approach with a qualitative descriptive design. The research was carried out in the Javanese Language Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University. The research subjects consisted of lecturers teaching drama courses and semester VI students. Data was obtained through observation, interviews, and documentation, then analyzed using an interactive analysis model which includes data reduction, data presentation, and conclusion drawn. The results of the study show that strengthening cultural literacy is carried out through two main stages, namely the design and implementation of drama learning. In the design stage, elements of cultural literacy are integrated into the lecture contract, semester learning plan, learning model, learning media, and learning evaluation. In the implementation stage, lecturers implement student-centered learning through reading, discussing, analyzing, presenting, and staging drama scripts that contain Javanese cultural values. The findings of the study show that the drama "Gegaraning Wong Akrami" is an effective learning medium to strengthen cultural literacy while supporting student character education in higher education.

Keywords: cultural literacy, learning media, drama

INTRODUCTION

One of the fundamental competencies that students need to possess in the era of globalization like today is cultural literacy. Cultural literacy is related to the ability to understand, appreciate, and be critical of the diversity of cultural heritage. In addition, cultural literacy also includes the ability to interpret and implement cultural values in life in society. The term cultural literacy is the ability to understand diversity and responsibilities as citizens of a nation which includes an understanding of cultural values, norms, beliefs, and practices (Nawir, Hidayah, et al., 2025).

It is undeniable that advances in information technology and the rapid flow of globalization have expanded access to global culture, but at the same time there is also the potential to shift the understanding of the younger generation towards local culture. Therefore, strengthening cultural literacy is an important part of higher education as an effort to build national identity and form citizens who are able to appreciate cultural diversity (Setyawati & Aulia, 2023).

The Ministry of Education, Culture, Research, and Technology also places cultural literacy as one of the competencies that need to be developed in learning. Students are not only expected to have academic skills, but also to be able to understand the value system, language, and traditional customs that live in society. Strengthening cultural literacy

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is increasingly relevant because universities have the responsibility to produce graduates who are able to adapt, think critically, have strong communication skills, self-identity, and can build conflict resolution skills (Nawir, Mulya Utari, et al., 2025). One of the media that has the potential to develop cultural literacy is learning literature in the form of dramas.

Drama presents a representation of life through storylines, characters, dialogues, conflicts, and problem-solving that are rich in social and cultural values. Learning using drama allows students to experience the process of interpretation, reflection, and internalization of cultural values contextually. Various studies have shown that drama learning is able to improve critical thinking skills, empathy, creativity, and appreciation for cultural values because students not only read texts, but also understand the meaning contained in them through appreciation and staging activities (Nurhasanah & Maspuroh, 2021).

Local drama scripts have opportunities as a medium for the transmission of cultural values. One of the works that has this potential is "Gegaraning Wong Akrami" by Budi Waluyo. This drama has various advantages in terms of conveying the ethical values of communication, attitude, and behavior represented in the form of literary works. In the context of local wisdom, literary works can be used as a support for cultural literacy in learning (Pujiatna, 2021). In addition, this drama contains various Javanese cultural values, leadership, such as respect for parents, mutual cooperation, honesty, democracy, gender equality, and the importance of education. These values make this drama not only worthy of study as a literary work, but also as a learning medium that supports the strengthening of cultural literacy in students.

However, currently drama learning in higher education is still dominated by a structural approach that focuses on analyzing intrinsic elements, such as themes, characters, plots, settings, points of view, and mandate. This kind of learning tends to place drama as an object of literary analysis solely so that students' opportunities to relate drama scripts to reality are limited. This has an impact on the dimension of cultural literacy, which should be part of learning achievements, has not developed optimally. This condition shows the need for learning media innovations that are able to integrate literary learning with strengthening cultural literacy.

Based on this description, it can be seen that the focus of this research is related to drama learning as a medium to strengthen digital literacy in students. The first research focus is related to the design of drama learning as a medium to strengthen cultural literacy in students. Then the second focus is related to the application of drama learning as a medium to strengthen cultural literacy in students. This research is expected to make a theoretical contribution to the development of literary learning studies as well as provide practical contributions in the form of alternative learning media that are able to integrate literary appreciation with the preservation of cultural values in the university environment.

METHOD

This research uses a qualitative research method with a qualitative descriptive design. This method was chosen because this study aims to describe in depth the process of strengthening cultural literacy in students through the drama learning media "Gegaraning Wong Akrami" by Budi Waluyo. Qualitative research allows researchers to gain a comprehensive understanding of the phenomenon of learning that occurs naturally. Descriptive design is used to systematically describe the process of designing and implementing drama learning as a medium to strengthen cultural literacy in students.

The research was carried out at the Javanese Language Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta. The research location was chosen purposively because the drama course in the study program has utilized the script "Gegaraning Wong Akrami" as one of the learning media to develop literary appreciation while strengthening students' cultural literacy. The

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material object in this study is the drama learning process that utilizes the script "Gegaraning Wong Akrami" by Budi Waluyo as a learning medium. The formal object of the research is the strengthening of cultural literacy which is reflected in the process of planning, implementing, and evaluating drama learning. The research subjects consist of lecturers in the Drama Appreciation Studies course and semester VI students of the Javanese Language Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University. The selection of subjects was carried out purposively by considering their direct involvement in the implementation of learning.

Data collection techniques are carried out through observation, in-depth interviews, and documentation. Research instruments include observation sheets, interview guidelines, observation sheets of the learning process, and documentation. Observation sheets are used to record the activities of lecturers and students during learning, especially those related to the implementation of cultural literacy. Interview guidelines are used to obtain in-depth information about learning planning, learning models used by lecturers, student learning experiences, and perceptions of the use of drama as a medium to strengthen cultural literacy. Documentation in the form of semester learning plans, lecture contracts, learning modules, student assignment sheets, photos of activities, and learning evaluation results are used as supporting data to strengthen the results of observations and interviews. The validity of the data was tested using source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from lecturers, students, and learning documents, while technical triangulation is carried out through matching the results of observations, interviews, and documentation.

RESULTS

1. The Story of "Gegaraning Wong Akrami"

The drama "Gegaraning Wong Akrami" by Budi Waluyo tells the love journey of Bagas and Sekar, two students who have different socioeconomic backgrounds. Bagas comes from a simple family with a mother who works as a farm laborer, while Sekar comes from a well-to-do family. This difference is the main cause of Pak Bambang's rejection of their relationship. Pak Bambang wants his daughter to marry Dedi, the son of a wealthy village chief and is seen as having a more promising future. On the contrary, Sekar still chooses Bagas because he believes that domestic happiness is not determined by wealth, but by responsibility, hard work, and sincerity.

To prove his seriousness, Bagas decided to take a leave of absence from college and participated in the selection to become a member of the police in order to help the family's economy while preparing for the future with Sekar. On the other hand, Sekar successfully completed higher education and obtained a bachelor's degree. The provision of education grew his concern for the progress of the village so he decided to run for village head. This decision received support from his friends who believed that women also had the right and ability to become leaders.

The conflict escalated when Sekar and Dedi competed in the election of the village head. Dedi, who was used to relying on power and wealth, chose to use the practice of money politics to gain victory. However, this effort was successfully thwarted by Bagas who had become a member of the police along with other law enforcement officials. The fraud committed by Dedi was revealed so that the democratic process could take place honestly and fairly.

At the end of the story, Sekar received the most votes and was elected as the village head. Dedi's defeat was also a lesson that positions cannot be achieved through wealth or fraud, but through integrity, education, and public trust. Seeing the sincerity and struggle of Bagas and Sekar, Pak Bambang finally realized his mistake. He apologized to the two, blessed their relationship, and approved the marriage of Bagas and Sekar before Sekar was inaugurated as the village head.

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2. Designing Drama Learning as a Media for Strengthening Cultural Literacy in Students

Based on the results of data analysis, it is known that lecturers in the Javanese Language Education Study Program, Sebelas Maret University have designed drama learning by integrating aspects of cultural literacy into all learning components. The elements of cultural literacy are not only placed as supporting materials, but are systematically designed starting from the preparation of lecture contracts, semester learning plans, selection of learning media, learning strategies, to learning evaluation. This integration shows that strengthening cultural literacy has become part of the learning outcomes to be achieved during the lecture process.

Drama learning is designed by the teaching lecturer by placing students as the center of learning (student-centered learning). Learning is not only oriented towards mastering theoretical concepts about drama, but also emphasizes the learning experience through reading, interpreting, discussing, and staging drama scripts. Literary learning has great potential to form creativity, character, and language literacy in students (Pasaribu et al., 2025). The active process in learning provides opportunities for students to gain new experiences through observing, listening, dialogue, reflecting, and evaluating various cultural issues represented in literary works. The role of lecturers in the learning process shifts from the main source of information to a facilitator who guides students in building knowledge based on the learning experiences obtained.

MemilikiWawasanSejarah Drama di BerbagaiNegara(**LO-6**) SDG 4	1. Dramaklasik 2. Teater abad pertengahan 3.Drama zamanModern 4.PerkembanganTeater diIndonesia 5.DramaTradisionalJawa	Dramaturgi	Pembelajaran Kooperatif
Memahami Hal IhwalPementasanDrama(**LO-7**) SDG 4	1. Aktor dancasting 2.Sutradara 3.Penatapentas 4. PenataArtistik	Dramaturgi,Analisis Drama dan Teater Bagian 1.	Pembelajaran Kooperatif

Figure-1
Semester Learning Plan for the Drama Appreciation Studies Course

In the semester learning plan as shown in Figure 1, lecturers apply learning models that vary according to the characteristics of the material and learning objectives, including Cooperative Learning. The application of the cooperative learning model encourages students to learn collaboratively to solve problems together. The variety of learning models creates a more interactive learning atmosphere and provides opportunities for each student to actively participate during teaching and learning activities in the classroom.

The script of the drama "Gegaraning Wong Akrami" by Budi Waluyo was chosen as a learning medium because it contains various representations of Javanese culture that are still relevant to people's lives today. Values such as manners, respect for parents, responsibility in the family, deliberation, tolerance, and wise conflict resolution are learning materials that can be analyzed by students. The presence of these values makes drama not only function as a literary work, but also as a medium of cultural transmission that allows students to understand the relationship between language, literature, and the social life of Javanese society.

The implementation of learning is designed through systematic stages, including material orientation, exploration of drama scripts, analysis of intrinsic and extrinsic elements, identification of cultural values, group discussions, staging exercises, reflection and feedback, and learning evaluation. In the analysis stage, students are directed to identify forms of cultural literacy that appear in dialogues, characters, settings, conflicts, and mandates conveyed by the author. Furthermore, students discuss the relevance of these cultural values to various social phenomena that develop in the digital era so that

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learning becomes more contextual and meaningful. These findings are in line with previous studies that state that literary works are an effective medium for developing cultural literacy because they present a contextual representation of people's lives. Literary learning allows students to understand the value systems, norms, beliefs, and social practices that live in society through aesthetic experiences. In addition to improving the ability to appreciate literature, the use of drama as a learning medium is also able to foster empathy, reflective thinking skills, and multicultural awareness.

In addition, the integration of cultural literacy in drama learning supports the implementation of national education policies that place strengthening character and cultural preservation as one of the goals of higher education. Students are not only prepared to become graduates who have academic competence, but also have cultural sensitivity, adaptability to social changes, and a commitment to preserve local cultural values. Thus, cultural literacy-based drama learning is a relevant strategy to answer the challenges of globalization that has the potential to shift the cultural identity of the younger generation.

Based on this description, it can be understood that the success of drama learning is not only determined by the selection of teaching materials, but also by learning design that integrates objectives, strategies, media, and assessments in an integrated manner. Systematic design allows students to obtain an authentic learning experience so that they are able to internalize the cultural values contained in the drama script "Gegaraning Wong Akrami". Therefore, drama has a function that is not only an object of literary study, but also an effective learning medium in strengthening students' cultural literacy.

3. Application of Drama Learning as a Media for Strengthening Cultural Literacy in Students

Based on the results of data analysis, it is known that lecturers in the Javanese Language Education Study Program, Sebelas Maret University have implemented drama learning as a medium to strengthen cultural literacy in students. In the learning process, literacy activities are not only directed at the ability to read drama texts, but also at students' ability to identify, interpret, and reflect on the cultural values contained in literary works. Thus, the learning process not only develops students' academic competence in the field of literature, but also strengthens understanding of local cultural identity reflected in drama scripts.

During the learning process, lecturers have integrated local culture into each stage of learning activities. The integration of elements of local wisdom into learning is used to strengthen character education in students (Kirom, 2018). This integration is realized through the use of the drama script "Gegaraning Wong Akrami" by Budi Waluyo which is full of representations of the life of the Javanese people, both from the aspects of language, manners, value systems, and patterns of social interaction between characters. The selection of the script provides an opportunity for students to understand culture contextually through the experience of reading, interpreting dialogues, identifying conflicts, and analyzing the behavior of characters based on the perspective of Javanese culture.

In its implementation, lecturers divide students into several groups, each consisting of four to five people. Each group is given the task of analyzing the intrinsic elements of the drama, such as themes, characters and characterization, plot, setting, dialogue, conflict, and mandate. The analysis does not stop at the structural aspects of literary works, but is also directed to identify the cultural values represented in each element of the story. Students are asked to explain the relationship between the storyline experienced by the characters and the Javanese cultural values.

After completing the analysis activity, each group presented the results of the discussion in front of lecturers and other students. The presentation stage is a means for students to communicate the results of the interpretation as well as account for the arguments that have been

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prepared based on the evidence contained in the drama script. The class discussion that takes place after the presentation opens up space for the exchange of ideas, clarification, and refinement of the results of the analysis through various points of view. This condition shows that drama learning does not take place in one direction, but through a dialogical process that allows students to build knowledge collaboratively.



Figure-2
Presentation of Discussion Results

between students during discussion activities such as in Figure 2 also contributes to strengthening critical thinking skills and cultural literacy. Students learn to understand that a literary work can be interpreted differently depending on their cultural background, experience, and perspective. Through the process of scientific argumentation, students are encouraged to respect differences in interpretation and express opinions logically and politely.

In addition to analysis and presentation activities, lecturers also provide opportunities for students to conduct expressive readings and drama performances. These activities allow students to appreciate the character, understand the socio-cultural context behind the conflict, and internalize cultural values through role-playing experiences. When playing a character, students are not only required to master acting techniques, but also understand the norms, ethics, and value systems that are the basis for the character's actions in the story. Therefore, the learning process becomes more meaningful because students experience firsthand cultural representations that were previously only understood through text.

DISCUSSION

The discussion in this study includes two things. First, the discussion related to the design of drama learning as a medium to strengthen cultural literacy in students. Second, a discussion about the application of drama learning as a medium to strengthen cultural literacy in students.

Lecturers design drama learning by combining two main elements, namely literacy and local culture. The learning design process has an important role to make learning of good quality. The learning process is directed to activities involving cognitive, affective, and psychomotor. These three things can be collaborated using drama learning media. Through the drama script "Gegaraning Wong Akrami", the values to be achieved in drama learning can be maximized. The drama conveys the message that the main foundation of married life is sincerity, responsibility, and hard work, as implied in the Javanese phrase "*gegaraning wong akrami dudu bandha dudu rupa, amung ati pawitane*". In addition to raising the values of family life, this drama also contains various Javanese cultural values, such as respect for parents, language ethics, mutual cooperation, honesty, democracy, gender equality, leadership, and the importance of education and integrity in building society.

The results of the study show that the learning process is able to encourage students of the Javanese Language Education Study Program, Sebelas Maret University to develop critical thinking, communication, collaboration, and creativity skills through appreciation activities and drama performances. Students not only understand the content of the story textually, but are also able to interpret the cultural meaning contained in it based on their experiences, knowledge, and social realities. This activity provides space for students to construct knowledge independently while building awareness about the importance of maintaining cultural identity in the midst of globalization.

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Figure-3
Drama Stage "Gegaraning Wong Akrami"

Figure 3 is a documentation of the performance of the drama "Gegaraning Wong Akrami" by students of the Javanese Language Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University. In the context of drama learning, the experience of appreciating and acting out characters provides opportunities for students to build a deep understanding of the cultural values contained in the script. Therefore, drama learning is an effective means to connect cultural concepts with students' real experiences so that the learning process is not only cognitive, but also affective and psychomotor.

The results of this research also strengthen the concept of cultural literacy which is the ability of individuals to understand, appreciate, and behave towards Indonesian culture as part of the nation's identity. Cultural literacy is not only related to knowledge about traditions or customs, but also the ability to interpret cultural values and apply them in daily life. Through drama learning, students have the opportunity to develop these three aspects in an integrated manner so that literary learning contributes to character formation as well as strengthening cultural identity.

The discussion on the application of drama learning as a medium to strengthen cultural literacy in students can integrate the values of local wisdom in learning. The local wisdom raised is Javanese culture, which is in the form of local drama. The results of the study show that the application of cultural literacy-based drama learning in students of the Javanese Language Education Study Program, Sebelas Maret University, is able to increase student activity during the learning process. Students become more active in reading, discussing, and reflecting on the cultural values found in the drama script. These learning activities show that drama has the potential as a learning medium that is able to integrate the development of literacy competencies, critical thinking skills, communication, collaboration, and cultural appreciation at the same time.

The findings of this study support the view that literary learning is an effective vehicle to develop cultural literacy because literary works present representations of people's lives and the value system that underlies them. Through drama learning, students not only learn the structure of literary works, but also understand how cultural values are manifested in storylines, character behaviors, and the use of language in dialogue. In line with the concept of cultural literacy put forward by the Ministry of Education and Culture, this kind of learning encourages students to have the ability to understand, appreciate, and implement cultural values as part of the nation's identity.

Thus, the application of drama learning through the script "Gegaraning Wong Akrami" shows that local literary works have a strategic function as a medium for strengthening cultural literacy in higher education. The integration of reading, discussing, analyzing, presenting, and staging plays produces an authentic learning experience so that students not only gain knowledge about Javanese culture, but also internalize these cultural values in the way they think, behave, and interact. This condition shows that drama learning can be a bridge between mastering academic competencies and building character and strengthening students' cultural identity.

CONCLUSION

Based on the results of the research, it can be concluded that strengthening cultural literacy is carried out through two main stages, namely the design and implementation of drama learning. At

the design stage, elements of cultural literacy are integrated into lecture contracts, Semester Learning Plans, learning models, learning media, and learning evaluation. At the implementation stage, lecturers implement student-centered learning through reading, analyzing, discussing, presenting, and staging drama scripts that contain Javanese cultural values. The findings of the study show that the drama "Gegaraning Wong Akrami" is an effective learning medium to strengthen cultural literacy while supporting the character formation of students of the Javanese Language Education Study Program, Sebelas Maret University.

This study emphasizes that the use of local literary works in learning contributes to strengthening cultural literacy and character formation in students. Drama learning not only functions as a means of developing drama skills, but also as a space to foster awareness of cultural identity, appreciation for local values, and the ability to apply them contextually in life. Therefore, the development of local culture-based literary learning media is very necessary so that higher education not only produces academically competent students, but also has awareness and responsibility in preserving local culture.

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