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## Cultural Literacy : Ondel-Ondel Betawi in Elementary School Textbooks

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### Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan ondel-ondel Betawi dalam buku ajar Sekolah Dasar (SD) sebagai sarana literasi budaya bagi siswa. Metodologi yang digunakan adalah studi pustaka yang mencakup tinjauan terhadap buku ajar SD yang memuat materi tentang budaya Betawi dan penggunaan ondel-ondel dalam konteks pendidikan. Hasil penelitian menunjukkan bahwa penggunaan ondel-ondel dalam buku ajar SD memberikan kontribusi positif terhadap pemahaman dan apresiasi siswa terhadap budaya Betawi. Siswa tidak hanya memperoleh pengetahuan tentang ondel-ondel, tetapi juga mengembangkan keterampilan literasi budaya yang penting. Kesimpulan dari penelitian ini adalah pentingnya integrasi elemen budaya lokal dalam kurikulum pendidikan dasar untuk meningkatkan pemahaman siswa tentang warisan budaya mereka. Rekomendasi terakhir dari penelitian ini adalah perlunya lebih banyak lagi penelitian dan pengembangan materi ajar yang memanfaatkan potensi budaya lokal sebagai sarana pembelajaran di SD.

**Kata Kunci:** Literasi Budaya, Ondel Ondel, Pendidikan Karakter, Pendidikan Multikultural, Sekolah Dasar.

### Abstract

*This study aims to analyze the use of Betawi ondel-ondel in elementary school textbooks as a means of cultural literacy for students. The methodology used is a literature study that includes a review of elementary school textbooks that contain material about Betawi culture and the use of ondel-ondel in an educational context. The results showed that the use of ondel-ondel in elementary school textbooks made a positive contribution to students' understanding and appreciation of Betawi culture. Students not only gained knowledge about ondel-ondel, but also developed important cultural literacy skills. The conclusion of this study is the importance of integrating local cultural elements in the primary education curriculum to enhance students' understanding of their cultural heritage. The last recommendation from this study is the need for more research and development of teaching materials that utilize the potential of local culture as a means of learning in elementary schools.*

**Keywords:** Cultural Literacy, Ondel Ondel, Character Education, Multicultural Education, Elementary School.

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## INTRODUCTION

Ondel-ondel is one of the famous Betawi cultural icons and has high historical and artistic value. Ondel-ondel is also known as an icon in Betawi society, which is a hereditary believed that in influencing their lives, they are always protected by the spirits of their ancestors known as Ondel-ondel. Giant dolls that reach a height of about 2.5 meters and a width of 80 cm were originally believed by the Betawi people in ancient times to have supernatural powers that could ward off diseases that attacked a village. Ondel-ondel is generally made of a bamboo skeleton covered with cloth and decorated with various striking accessories, such as crowns and traditional clothing. The ondel-ondel's distinctive facial expression, with large eyes and a wide smile, often portrays a cheerful and entertaining character, although some have a sinister face to scare away evil spirits following their original function as village guardians.

Along with the times, ondel-ondel not only performs in traditional ceremonies or cultural festivals, but also often appears in various modern events such as building inaugurations, tourism promotions, and contemporary art activities. Ondel-ondel has become a symbol of pride for the Betawi people and Jakarta as a whole, which continues to be preserved by various communities and art groups. Through its various performances and roles in society, ondel-ondel shows how local traditions can continue to live and be relevant in modernization. Thus, ondel-ondel is not only a valuable cultural heritage but also a medium to unite and introduce the richness of Betawi culture to the younger generation and the wider community.

Teaching materials are materials or subject matter that are arranged systematically and are used by teachers and students in the learning process. ( Suherman et al., 2021). These teaching materials are developed by considering local culture as a source of inspiration and relevant context for students (Gumala et al., 2023) . The main purpose of this teaching material is to enrich students' learning experience by providing a relevant and meaningful cultural context. Culture-based teaching materials are essential in education as they help strengthen students' cultural identity and instill a sense of pride in their cultural heritage. By incorporating local cultural elements into the subject matter, students can better understand and appreciate the values, traditions, and cultural practices that exist around them. This not only enriches their academic knowledge but also encourages the preservation of valuable cultural heritage. Culture-based teaching materials also play an important role in building students' emotional attachment to the subject matter, making them more motivated and engaged in the learning process.

In addition to strengthening cultural identity, culture-based teaching materials also contribute to the development of students' critical and creative thinking skills. Culture-based teaching materials also help prepare students to be more tolerant and open to differences, making them more inclusive and broad-minded global citizens (Anwar & Awiria, 2022; Islam et al., 2020). By using culture-based teaching materials, the learning process becomes more contextualized and interesting, increasing student engagement and motivation. In addition, these teaching materials help strengthen students' cultural identity and encourage the preservation of cultural heritage.

Culture-based teaching materials have an important role in the teaching and learning process. By using teaching materials that are relevant to students' culture, teachers can increase students' awareness and concern for the material being studied. Cultural teaching materials can also help students understand the context and meaning associated with the material, so they can more easily understand and apply the concepts learned. In addition, cultural teaching materials can increase students' motivation to learn, because they can see the connection between the material and their daily lives and the culture they are familiar with. In addition, culture-based teaching materials also have a crucial role in education as they allow students to learn in a context that is relevant to their daily lives . Course materials that integrate local cultural elements can help students understand academic concepts better as they can see a direct connection between what they are learning and their surrounding environment.

Then the importance of developing culture-based teaching materials is to help students gain new knowledge related to culture in Indonesia. It can help achieve the targeted abilities in the curriculum and help teachers in the process of implementing active, innovative, creative, effective and fun learning which leads to learning objectives in the curriculum. Therefore, in using cultural teaching materials, teachers must consider various aspects of student culture, such as values, habits and traditions. Thus, teachers can make teaching materials more relevant and interesting for students. Then integrating cultural aspects into the curriculum, schools can help keep local traditions and values alive amid globalization. Cultural teaching materials can also help teachers develop more effective communication skills with students, so they can more easily understand and apply the material learned. Thus, cultural teaching materials can be an effective tool in improving the quality of education and increasing students' awareness of the importance of culture in the teaching and learning process. Through culture-based education, students are invited to appreciate and understand cultural diversity, which in turn can form a generation that is more tolerant, inclusive, and open to differences.

Cultural literacy is the ability to understand, appreciate, and value the values, traditions, and cultural heritage that exist in society (Eaglestone, 2020; Mendez Cota & Lopez Cuenca, 2020; Moje & Lewis, 2020). It involves knowledge of the history, art, language, customs, and habits that make up the identity of a group or nation. In primary schools, cultural literacy helps students recognize and appreciate cultural diversity early on, build respect for differences, and strengthen their own cultural identity. It also creates a solid foundation for cross-cultural understanding, which is crucial in an increasingly connected and globalized world. In primary schools, cultural literacy can be implemented in various ways, such as using culturally relevant teaching materials, holding discussions and debates on cultural topics, and developing effective communication skills. Cultural literacy can also help teachers develop more effective communication skills with students so that they can more easily understand and apply the material learned.

The importance of cultural literacy in primary schools cannot be overlooked, as it is a critical stage in children's cognitive and emotional development. By introducing cultural literacy, schools can help students develop a sense of pride in their cultural heritage while fostering a tolerant and inclusive attitude towards other cultures. Learning that integrates elements of local culture, such as folklore, traditional arts, and traditional ceremonies, makes the learning process more interesting and relevant for students. In addition, cultural literacy enriches the learning experience, increases student engagement, and strengthens social values such as cooperation, empathy, and mutual respect. Thus, cultural literacy not only increases students' knowledge but also shapes their characters into individuals with insight and integrity. Cultural literacy is also very important in primary school because, at this stage, children begin to build the foundations of cultural knowledge and values that will influence their future development. Cultural literacy can help children understand the social and cultural context related to the material being studied so that they can more easily understand and apply the concepts learned.

By learning about Betawi culture also helps in the preservation of local cultural heritage in modernization. By integrating knowledge of Betawi culture into education, students can become preservation agents who actively safeguard ancestral traditions and values. This knowledge also instills a sense of pride and responsibility to preserve this unique and precious culture. This not only enriches students' experience and understanding but also helps build a more inclusive, tolerant, and harmonious society. Mastery and appreciation of local culture also equip students with the values of tolerance, diversity, and openness to cultural differences, which are essential in building a harmonious society. Thus, education that includes Betawi culture is not only beneficial for individual students but also for the wider community in maintaining cultural diversity which is the wealth of the nation.

## METHODS

This type of research uses qualitative research which is a literature study approach (Literature Research) by covering 5 books of teaching materials in elementary school regarding culture and ondel-ondel. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting. Meanwhile, library research is a type of research focused on analyzing, understanding, and synthesizing existing literature in a particular field of knowledge or topic. The data collection techniques carried out in this library study research include: 1). Exploring general ideas about research, 2). Searching for information that supports the research topic, 3) Strengthening the focus of research and organizing appropriate materials, 4) Searching, collecting, identifying, and finding data sources in the form of main literature sources, namely books which include 5 books of teaching materials in elementary schools about Betawi culture and ondel-ondel and scientific journal articles, 5) Re-organizing materials and notes on conclusions obtained from data sources, 6) Reviewing the information that has been analyzed and is suitable for discussing and answering the formulation of research problems, 7). Enriching data sources to strengthen data analysis and 8) Compiling research results. 5 books used in this research, namely: For qualitative research such as action research, ethnography, phenomenology, case studies, etc., it is necessary to add the presence of researchers, research subjects, and informants who help as well as ways to explore research data, location and length of research as well as a description of checking validity. research result.

- Book KKPK.BAPAKKU ONDEL-ONDEL\_Pengarang Sepves (<https://perpustakaan.jakarta.go.id/book/>)
- Book Ondel-Ondel Ngigel\_Pengarang Anisa Widiyarti (<https://perpustakaan.jakarta.go.id/book/>)
- Book PLBJ kelas 1\_Bab 2 Ondel-Ondel (<https://online.fliphtml5.com/rqoxr/assl/#p=1>)
- Book Ondel-Ondel Ini Kisahnye\_Pengarang Fidia Alfiani ([https://issuu.com/fillust/docs/buku\\_ilustrasi\\_ondel\\_-\\_ondel\\_ini\\_kisahnye.fix](https://issuu.com/fillust/docs/buku_ilustrasi_ondel_-_ondel_ini_kisahnye.fix))
- Book Cerita Ondel-Ondel : Datang Lagi Ya!\_Pengarang Erna Fitriani

The results of the analysis will be presented in descriptive form to provide a clear picture of how Ondel-Ondel is presented in the textbook. This description will include visual, narrative aspects, as well as the impact of elementary school textbooks on cultural literacy and character strengthening.

## RESULTS AND DISCUSSION

### Results

The results of the analysis of Ondel-Ondel Betawi presented in fifth grade Elementary School Textbooks as Cultural Literacy of Elementary Students show that Ondel-Ondel is presented in different ways. And this variation has a diverse impact on students' cultural literacy. Varied presentations, whether in the form of visuals, narratives, or learning activities, can meet the different learning needs of students. Therefore, it is important for educators to use diverse approaches in teaching local culture to achieve optimal learning outcomes. The following are the results of the analysis obtained :

#### 1. Cultural Content Analysis Results :

- Book KKPK.BAPAKKU ONDEL-ONDEL : This book presents a detailed description of the characteristics of ondel-ondel, the origin and history of ondel-ondel, describes the role of ondel-ondel in daily life (which can include ritual events, traditions, celebrations or community activities), contains moral messages or cultural values through ondel-ondel stories, emphasizes the

- importance of preserving local culture, and describes community involvement in maintaining and celebrating local culture.
- Book *Ondel-Ondel Ngigel* : This book contains the history and origin of betawi ondel-ondel, stories or legends about how ondel-ondel first appeared and its role in betawi culture, introduces the characteristics of ondel-ondel, explains the role and function of ondel-ondel in the life of betawi people (historically and modern culture), explains the traditions related to ondel-ondel and explores the cultural values or symbolism contained in ondel-ondel.
  - Book *PLBJ class 1\_Chapter 2 Ondel-Ondel (Book PLBJ kelas 1\_Bab 2 Ondel-Ondel)* : This book explains the history of ondel-ondel and explains the colors associated with ondel-ondel pictures and coloring activities.
  - Book *Ondel-Ondel Ini Kisahnye* : This book tells about the history of ondel-ondel, introduces ondel-ondel models, explains the characteristics of ondel-ondel, introduces musical accompaniment for ondel-ondel, and explains the function of ondel-ondel.
  - *Ondel-Ondel Storybook : Come Again!* This book briefly introduces ondel-ondel, explores the history and origins of betawi ondel-ondel, explains the role and function of ondel-ondel in the life of betawi people, and highlights the cultural values contained in the concept of Ondel-Ondel.
2. The results of the visualization analysis of the book of teaching materials in culture-based elementary schools about ondel-ondel Betawi show that in the story, ondel-ondel is presented in various ways and models that can attract the attention of children or readers.
- In *KKPK.BAPAKKU ONDEL-ONDEL Book, Ondel-Ondel Ini Kisahnye Book and PLBJ Book first grade 1\_Bab 2 Ondel-Ondel* displays visualizations that match the original characteristics. This book focuses on Betawi culture, which is reflected in the appearance of ondel-ondel depicted with distinctive colors and physical forms that are under Betawi cultural traditions.
  - Meanwhile, the books *Ondel-Ondel Ngigel, Book Cerita Ondel-Ondel : Datang Lagi Ya!* do not display visualizations that match the original characteristics. The analysis of visual communication design in the book shows that the visualization of ondel-ondel is not following the characteristics of Betawi culture and also the shape characteristics of ondel-ondel.
3. Results of Language Use Analysis: The analysis of language use shows that Ondel-Ondel is presented in a variety of ways. The analysis of language use in elementary school textbooks on ondel-ondel can provide an overview of how language is presented to elementary school students on the topic. In the five textbooks, the use of language, descriptions, and explanations is appropriate, the development of imagination, and the use of images and illustrations is very clear, easy to understand, under the level of understanding of children in elementary school.

## Discussion

### Introduction to Ondel-Ondel History and Culture

By exploring various cultural aspects in the learning context, students are invited to analyze, assess, and reflect on the values and norms that exist in their society. This encourages them to think more deeply and contextually and improves their ability to adapt and interact with other cultures in the era of globalization .

The introduction of ondel-ondel history and culture in culture-based elementary school textbooks will introduce students to an important aspect of Jakarta's cultural heritage. In this introduction, several things can be included, namely the origin of the ondel-ondel, the materials of manufacture, the traditional characteristics of the ondel-ondel, the role in celebrations and the function of the ondel-ondel.

The introduction of the history and culture of ondel-ondel in culture-based elementary school textbooks, it serves as an important educational resource for students to understand the history and culture of Jakarta. They learn about the origins, traditions and cultural role of ondel-ondel in Betawi society, help students

respect and understand their own local cultural heritage and increase their sense of pride in their culture, can understand the importance of ondel-ondel in Jakarta's culture, students can become agents of cultural maintenance by promoting and preserving these traditions in the future, provide a deep understanding of Jakarta's cultural heritage to students so that they understand and appreciate the importance of preserving these traditions, stimulate students' creativity by introducing them to the traditional art of ondel-ondel making and increase their appreciation of traditional crafts and arts. Therefore, the introduction of the history and culture of ondel-ondel in culture-based elementary school textbooks not only provides knowledge to students, but also helps them develop a positive attitude towards their own cultural heritage as well as cultural diversity in Indonesia (Limano et al., 2020; Susanti & Maulana, 2023).

By learning about their own culture, students can understand and appreciate their origins, the values held, as well as the traditions passed down from generation to generation. Therefore, the importance of students learning about Betawi culture cannot be ignored (Mularsari et al., 2024). Betawi culture, which is rich in history and tradition, is a reflection of the life of the people of Jakarta and its surroundings. Through an understanding of Betawi arts, customs, language, and cuisine, students can strengthen their identity and feel more connected to their surroundings. Learning about Betawi culture helps students recognize their cultural roots and appreciate their heritage. Knowledge of Betawi customs, arts, language, and cuisine gives students a deeper understanding of their surroundings and strengthens their sense of pride and attachment to the local community. This is crucial in building self-identity and a strong sense of belonging to their home region (Winarni et al., 2020).

### **Representation of Ondel-Ondel in Textbooks**

In the textbooks analyzed, material about ondel-ondel is often found in cultural arts and local content subjects. This textbook covers the history of ondel-ondel, its function in Betawi society, and its symbolic meaning. The use of simple language will greatly help elementary students to understand these concepts without confusion. Clear and interesting illustrations can also be used to help visualize, so that students can more easily understand the material. The textbook on ondel-ondel will cover several things that elementary students can understand. First of all, the book will explain what an ondel-ondel is and where it comes from. This will help students understand more about Betawi cultural traditions (Paramita, 2018).

Then, the book will explain the function of ondel-ondel in Betawi society. For example, how ondel-ondel is used in traditional ceremonies or celebratory events. This will help students understand how important ondel-ondel is in the daily life of the Betawi people. In addition, the book will also discuss the symbolic meaning of the ondel-ondel. For example, what the ondel-ondel costumes and dances represent, as well as how the symbols relate to the values and beliefs of the Betawi people. The use of simple and straightforward language will greatly help elementary students to understand these concepts without confusion. Clear and interesting illustrations can also be used to help with visualization, so that students can more easily understand the material.

Ondel-ondel Betawi is presented through colorful illustrations that attract students' attention. The books depict ondel-ondel in the context of traditional ceremonies, parades and festivals, with narrative explanations rich in historical and cultural details. By using colorful illustrations, the book creators may be trying to make the learning material more interesting and easily understood by students. In addition, the use of these images may also help students to better understand the cultural and historical context behind the Betawi ondel-ondel tradition. The narrative explanations provided in the book also play an important role in enriching students' understanding. The historical and cultural details conveyed through the text help students to understand the background and meaning of the existence of ondel-ondel in the lives of Betawi people. Some textbooks also include additional activities such as coloring pictures of ondel-ondel, making handicrafts, or holding small art

performances in the classroom. These activities aim to deepen students' understanding of Betawi culture through practical experience.

Textbooks that contain local cultural elements such as ondel-ondel are proven to be more interesting for students, increase their interest in learning, and make the learning process more effective. The inclusion of local cultural elements in coursebooks makes the material more relevant and interesting for students. They will feel more connected to the material because they can see how the concepts they learn are related to their surrounding environment. When students see representations of their own culture in coursebooks, they tend to be more interested in learning because it reinforces their identity and gives them a sense of pride in their own culture.

Visual representations and engaging narratives help students internalize the material better than local cultural elements such as ondel-ondel can captivate students' attention. A strong and relevant narrative about the origins and meaning of the culture can also invite students' emotional engagement in the learning process. By being emotionally and visually engaged in the learning material, students tend to understand the concepts more deeply. This can prolong their recall of the material and enhance their ability to apply the concepts in the context of everyday life. Through strong visual representations and narratives, students can develop an emotional connection with the learning material. This makes them more motivated to understand and remember the information presented. Furthermore, engaging visual representations and narratives can also help students internalize the material better. They can imagine the concepts learned in their own cultural context, thus strengthening their understanding (Rebelo et al., 2020).

### **The Impact of Elementary School Textbooks on Cultural Literacy and Character Strengthening**

Textbooks that integrate local cultural values not only serve as academic learning tools but also as a means of strengthening character education. Students learn values such as pride, respect for tradition, cooperation, and creativity through materials and activities related to ondel-ondel. The textbook will introduce students to the values that local cultures hold dear, such as pride in cultural identity, respect for traditions and ancestors, and the importance of maintaining and passing on cultural heritage to future generations. In addition to providing an understanding of local culture, the textbook will also design learning activities specifically designed to strengthen students' character. Textbooks or sources of teaching materials that contain local wisdom are expected to be able to develop character (Afiani et al., 2022). The use of appropriate textbooks supports learning in class, literacy skills and understanding of culture helps students reflect and build their identity (Nurkaeti et al., 2019). Through activities related to ondel-ondel, students are invited to collaborate, appreciate diversity, and foster a sense of creativity in expressing their culture. Learners will be invited to reflect on these values in their daily lives. They can consider how to apply values such as cooperation and creativity in various situations, both at school and outside of school (Shao et al., 2019)

Learning about local cultures such as ondel-ondel will also help students to develop an awareness of their own cultural identity and appreciate the diversity of cultures around them. Thus, textbooks that integrate local cultural values such as ondel-ondel not only serve as academic learning tools but also as a means of strengthening character education that helps students grow into qualified individuals with a deeper understanding of their local culture and values (Cvetkovich, 2018; Maharbid et al., 2024).

### **CONCLUSIONS**

Local culture-based elementary school textbooks are teaching materials specifically designed for elementary school students with the aim of integrating elements of local culture into the learning process. These textbooks contain educational materials that not only cover academic knowledge, but also introduce, teach, and preserve the values, traditions, customs, and local wisdom that exist in the environment around

students. Ondel-ondel Betawi is one of Jakarta's cultural icons that is very distinctive and has great potential to be utilized as learning material in elementary schools. By utilizing the Betawi ondel-ondel as a learning material in elementary schools, it will not only increase appreciation for local culture, but can also open students' insights into Indonesia's cultural diversity and encourage them to become agents of cultural heritage preservation. Ondel-ondel Betawi also as part of cultural literacy in primary school textbooks has a positive impact on improving students' understanding, appreciation and cultural skills. The integration of local cultural materials in the primary education curriculum is an important step to preserve cultural heritage and build a strong cultural identity in students. Thus, this approach not only increases students' knowledge of their cultural heritage but also helps in maintaining and appreciating the richness of local culture amidst the accelerating globalization.

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