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Enhancing Cultural Literacy in Elementary Students: The Impact of the STAD Cooperative Learning Model

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ABSTRACT

This study investigates the impact of the Student Teams-Achievement Divisions (STAD) cooperative learning model on the cultural literacy skills of fourth-grade students at SDN 183 Pekanbaru. With a growing emphasis on cultural literacy in education, it is essential to evaluate effective pedagogical approaches, such as cooperative learning, that may enhance these skills. A quantitative approach was used with a quasi-experimental design, employing a non-equivalent control group format. Simple random sampling selected 50 students, with 25 placed in the experimental group (class IV D) and 25 in the control group (class IV A). Data were collected using pretests, posttests, and cultural literacy questionnaires. Analysis was performed using IBM SPSS Statistics 24, with hypothesis testing conducted through an independent sample t-test. The hypothesis test showed no significant difference in cultural literacy skills between the experimental and control groups. The independent t-test yielded a significance value of 0.828 ($p > 0.05$), leading to the acceptance of the null hypothesis (Ho) and rejection of the alternative hypothesis (Ha). Furthermore, the n-gain test in the experimental group indicated a mean score of 0.23 (≤ 0.3), suggesting the STAD model contributed to a 23% improvement in cultural literacy skills. Although the STAD cooperative learning model demonstrated only a modest influence on students' cultural literacy, the 23% improvement is meaningful given the study's constraints. This suggests that STAD has potential but requires further investigation under varying conditions. The STAD cooperative learning model has a limited but noteworthy effect on enhancing students' cultural literacy, warranting additional research to explore its full potential.

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1. INTRODUCTION

Essentially, education serves as a means of imparting values that guide and shape everyday life practices. Consequently, education acts as a marker of distinction between past, present, and future generations, determining whether they progress or decline in quality (Afsari et al., 2021). A hallmark of a

progressive society is its educational advancement, with literacy being a key indicator (Indriyani et al., 2019). High-quality education is crucial for developing human resources capable of competing in the global arena, aligned with the demands of 21st-century skills. Achieving this requires comprehensive, integrated efforts, including the incorporation of foundational literacies such as cultural literacy (Permanasari, 2023).

Indonesia's low literacy levels remain a significant challenge that requires urgent attention to achieve meaningful progress in the future. According to a 2022 survey by the Program for International Student Assessment (PISA), conducted by the Organization for Economic Cooperation and Development (OECD), Indonesia ranks 68th out of 81 countries (Kemendikbudristek, 2023). Although Indonesia's ranking has improved, its overall score has declined compared to previous assessments. This issue is critical, as literacy is fundamental to developing skilled human resources and serves as a vital educational foundation starting in elementary school. The 2021 Minimum Competency Assessment (AKM) by the Ministry of Education and Culture further highlights that many students remain in the lowest literacy proficiency cluster (Kemendikbudristek, 2022), indicating persistently low literacy levels.

In the face of globalization, which allows the easy influx of foreign cultures, insufficient literacy skills can gradually marginalize local culture and even threaten national unity. Therefore, cultural and civic literacy are crucial (Umsida, 2024). Additionally, local culture tends to remain limited in scope, providing children with only minimal exposure to their own cultural heritage (Wardaya, 2020). This is supported by research findings on 4th-grade students at SDN 183 Pekanbaru, which revealed that students' knowledge of Riau's cultural diversity is minimal and relatively low. For instance, only 4 out of 30 students knew that pacu jalur, a well-known cultural event nationally and internationally, originated from Kuantan Singingi. Culture forms a key part of an individual's identity, accompanying them wherever they go. With its vast cultural diversity and local wisdom, Indonesia must prioritize preservation efforts, especially by integrating cultural knowledge into educational practices to ensure the younger generation retains their national identity. This is echoed by Dewantara (as cited in Kurnia Restu & Muhtar, 2022), who emphasized that culture and education are inseparable, with culture serving as a foundation for education, fostering humanity, virtue, and refinement.

An understanding of cultural and civic literacy is absolute for every citizen with at least 3 things that become urgent, among others: 1) Cultural and civic literacy has an important role in state defense because the lack of understanding of literacy and culture is the cause of various problems of intolerance, radicalism, and terrorism; 2) In facing competition in the era of globalization with the help of 21st-century skills, people can be supported and ready to take it; 3) Cultural and civic literacy that is understood and applied by the community is instrumental in accelerating the 2030 Sustainable Development Goals (SDGs) (Syukur & Mangestiwi, 2021). The explanation show that cultural and civic literacy has an impact on state building and global competitiveness.

Cultural literacy is essential for national identity, and to achieve this goal, it is understand how learning happens. This is where Vygotsky's theory comes in. According to Vygotsky's theory of constructivism, learning is a process in which students actively construct their knowledge through interaction with the environment and others. The STAD cooperative learning model promotes collaboration and interaction between students, which is in line with Vygotsky's concept. In the context of cultural literacy, the use of cooperative learning models can facilitate students' knowledge-construction process about culture. Therefore, education is also referred to as an effort that is carried out to foster the abilities that exist in the human (Azizah & Yanti, 2022). In addition, based on the observations of researchers during the Introduction to School Field Activities, teachers still use conventional learning models which make the learning process more teacher-centered and monotonous for students, while students only become passive recipients which causes students' abilities not to receive support to be developed. This is a problem for education in the 21st century which requires the use of a student-centered approach where the teacher acts as a facilitator and students are the focus of learning. Driving from this reason, teachers are responsible for analyzing whether or not existing learning competencies, methods, and models are designed to achieve the goal of the learning process (Gonzalez et al., 2022). The choice of

learning model in the classroom is entirely in the hands of the teacher. The use of the right model referring to the needs of the times will have a major impact on meaningful learning. One of the learning models that can be used for this problem is the cooperative learning model.

The cooperative learning model organizes students into small groups where they actively collaborate to solve problems related to the learning material. This approach emphasizes student participation, fostering a student-centered environment that enhances engagement, promotes competitive sportsmanship, and instills a sense of responsibility (Farida & Vandana, 2020). It also helps develop students' collaboration skills. The researcher selected the STAD (Student Teams Achievement Division) cooperative learning model because it is considered the simplest and most effective model for educators to begin with (Shoimin in Asmedy, 2021). In the STAD model, groups are formed based on students' abilities, with individual tasks assigned within each group. At the end of the session, students complete individual quizzes to assess their understanding of the material.

Consistent with previous research, the implementation of differentiated learning through the STAD cooperative learning model in elementary schools can help develop 21st-century skills, including the 4Cs (critical thinking, communication, collaboration, and creativity). Among these, creative thinking and civic literacy are particularly enhanced, with key indicators such as understanding the diversity of Indonesian society, fostering tolerance, and shaping a generation of high achievers and professionals who take pride in their national cultural identity (Safitri et al., 2023). Additional research has demonstrated that using the STAD model to teach about the nation's cultural heritage has successfully improved learning outcomes for elementary school students (Ay & Yusman, 2021). Consequently, the STAD model is regarded as an effective tool for fostering cultural literacy in young students, embedding the nation's identity early in their development.

In Riau Province, local traditions and wisdom are very diverse from various districts or cities and they are still popular today. Quoting from the book 100 Unique Traditions of Indonesia, one of the unique traditions originating from Riau is Tepuk Tepung Tawar (Lathifah, 2017). Synchronizing with the learning material in grade 4 IPAS (Natural and Social Sciences), chapter 6 of Indonesiaku Kaya Budaya topic A about the uniqueness of customs in my area, researchers took the tradition of tepuk tepung tawar to be used as teaching material. Therefore, this study was designed to answer the question "how does the STAD-type cooperative learning model affect the cultural literacy skills of elementary students?" The expected result is that through the STAD type cooperative model, it will significantly improve the cultural literacy skills of elementary school students.

2. METHODS

2.1. Research Design

The method used in this study was experimental research, categorized under a quantitative research approach with a quasi-experimental design, specifically utilizing a non-equivalent control group design. The study involved two phases: a pre-test and a post-test. The experimental group (O1, O2) received treatment using the STAD cooperative learning model (X1), while the control group (O3, O4) was taught using a conventional learning model (X2) (Sugiyono, 2021). This design was selected as it enables the researchers to assess the effectiveness of the intervention. The research design is outlined in the following table.

Table 1. Research Design

	Pre-test	Treatment	Post-test
Experimental Group	O_1	X_1	O_2
Control Group	O_3	X_2	O_4

(Sugiyono, 2021)

2.2. Participant

This study was carried out at SDN 183 Pekanbaru, with students from class IV D serving as the experimental group and class IV A as the control group. The sampling method employed was simple random sampling, which involves selecting samples from the population at random without considering different strata within the population. This approach was chosen due to the homogeneity of the population (Sugiyono, 2021).

Table 2. Research Sample

	Class	Number of Students
Experimental Group	IV D	25 students
Control Group	IV A	25 students
Total number of students		**50 students**

2.3. Instrument and Material

The instruments used were tests and a cultural literacy questionnaire. The tests were applied in the form of pre-tests and post-tests in experimental and control classes. Then, the pretest and posttest results were supported by a cultural literacy questionnaire. The research indicators are outlined in the following table.

Table 3. Research Instruments And Indicators

Research Instruments	Research Indicators	Research Sub-indicators
Test Questions Cultural Literacy Questionnaire	Get to know the cultural diversity that exists in Riau	Describe the history, purpose, benefits, stages of applause, meaning, and values contained in the tradition of *tepuk tepung tawar* in Rokan Hulu Regency.

The test questions were tested on respondents of grade V students of SDN 183 Pekanbaru on Saturday, February 24, 2024. The trial data was processed using IBM SPSS Statistics 24 with the help of Microsoft Office Excel to summarize the results. The validity test used was Pearson Product Moment correlation analysis. The calculation for multiple-choice questions (N = 36) used a significance level of 5%, which is 0.329. Distribution (Table t) for $\alpha = 0.05$ and degree of freedom (dk = n-2) was applied.

Table 4. Summary of Multiple-Choice Question Validity Test Results

Description	Question Items	Quantity	Decision
Valid	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 15, 19, 22, 23, 24, 25, 27, 28, 29, 30	20	Used
Invalid	8, 12, 13, 14, 16, 17, 18, 20, 21, 26	10	Not used
Total		**30**	

Table 5. Summary of Fill-in-the-Blank Question Validity Test Results

Description	Question Items	Quantity	Decision
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	Used
Invalid	-	0	Not used
Total		**10**	

Reliability testing of the test questions was then carried out using Cronbach's Alpha calculation with the help of IBM SPSS Statistics 24. The question are considered reliable if Cronbach's Alpha > 0.6 (Sugiyono, 2006). The results of the reliability test calculations for the questions tested are presented in the following table.

Table 6. Reliability Test Results

Test Question Types	Cronbach's Alpha	N of Items
Multiple-Choice	.772	20
Fill-in-the-Blank	.741	10

In the cultural literacy questionnaire, the measurement scale used is the Likert scale. The Likert scale is used to measure attitudes, opinions, and views of an individual or group regarding a social event, where there are 3, 4, 5, 6, or 7 intervals ranging from "strongly agree" to "strongly disagree" (Sugiyono, 2021).

Table 7. Scoring Guidelines for Questionnaire

No	Response Items	Positive Statement Score	Negative Statement Score
1	Strongly agree	5	1
2	Agree	4	2
3	Neutral	3	3
4	Disagree	2	4
5	Strongly disagree	1	5

(Sugiyono, 2021)

2.4. Procedure

The following is a research procedure that the researcher went through from the beginning to the end of the research.

a) Determine research schools (SDN 183 Pekanbaru), and obtain a research permit from the Educational Office of Pekanbaru City.
b) Test the test question instrument in class V (one level above the research subject).
c) Test the validity and reliability of the research instruments.
d) Conduct a pre-test in the form of test questions for the experimental group and control group to determine the initial state of students' cultural literacy skills.
e) Provide treatment, STAD type of cooperative learning model for the experimental group and conventional learning model for the control group for three meetings.
f) Conduct a post-test in the form of test questions for the experimental group and control group to determine the effect of treatment on students' cultural literacy skills.
g) Distribute the cultural literacy questionnaire.
h) Process and analyze data.
i) Compile research results.

2.5. Data Analysis

The data analysis techniques in this study included normality testing, homogeneity testing, and hypothesis testing (t-test). The normality test was performed at a significance level of 5% (α = 0.05) using the results of students' cultural literacy tests from the pretest and posttest in both the experimental and control groups. The homogeneity test, conducted prior to the t-test, ensures that the test results are more reliable. This test helps determine whether the variance between the experimental group (X) and the control group (Y) is relatively similar. The posttest results from both groups were used for the homogeneity test, which also applied a 5% significance level (α = 0.05).

In hypothesis testing, researchers used the independent sample t-test to make decisions or conclusions regarding the effect between the two variables studied based on the pretest and posttest data results of the two classes. The significance level (α) is 5%. Then, an n-gain score test was conducted to measure the effectiveness of the intervention given to improving students' cultural literacy ability in the experimental class. The n-gain analysis uses the formula proposed by Hake (2002), with the criteria that if n-gain ≤ 0.3 then n-gain is categorized as low, if 0.3 < n-gain ≤ 0.07 then it is categorized as moderate, and if n-gain > 0.7 then it is categorized as high. The formula used is as follows.

$$N\text{-}Gain\ score = \frac{\%\ Posttest - \%\ Pretest}{100 - \%\ Pretest}$$

2.6. Variable

The variables in this study include the independent variable is the STAD cooperative learning model, the dependent variable is the students' cultural literacy skills, and the control variable, which is the same learning material for both classes. The researcher implements the STAD cooperative learning model in the experimental class. Then, the results of the students' cultural literacy tests before and after the application of the STAD model will be compared with the control class to see if there is an improvement in cultural literacy skills after using the model. It must be ensured that both classes receive the same material and duration of learning.

2.7. Research Ethics

The researcher maintains the confidentiality of all collected data. Participants' identities are anonymized using unique identification codes, and only the researcher has access to the raw data. Prior to this, the research proposal was submitted and approved by the university authorities.

2.8. Challenges

In this research, several challenges include unsupportive group dynamics, students' low ability to collaborate, and difficulty understanding the group work system. Cultural literacy learning materials may also be perceived as boring and challenging for students to comprehend, alongside inadequate quality social interactions and varying levels of social and cognitive maturity among students. To address these challenges, researchers need to implement a more structured approach to group guidance, provide specific training to enhance students' teamwork skills and develop learning materials that are more engaging and relevant to students' lives.

3. FINDINGS AND DISCUSSION

3.1. Quantitative Findings

3.1.1. Descriptive Analysis of Research Data Results

Table 8. Results Of Descriptive Analysis Of Pre-Test And Post-Test

	N	Min	Max	Sum	Mean	Std. Deviation	Variance
Experiment Pre-test	25	8.5	39.5	655.0	26.200	9.4494	89.292
Experiment Post-test	25	22.0	64.5	1092.5	43.700	11.9452	142.688
Control Pre-test	25	9.5	36.5	540.0	21.600	7.5429	56.896
Control Post-test	25	17.5	66.5	1072.0	42.880	14.4621	209.152
Valid N (listwise)	25						

Table 9. Results Of Descriptive Analysis Of Cultural Literacy Questionnaire

	N	Min	Max	Sum	Mean	Std. Deviation	Variance
Experimental Class	25	45	89	1710	68.40	8.958	80.250
Control Class	25	48	79	1615	64.60	7.455	55.583
Valid N (listwise)	25						

3.1.2. Normality Test

The normality test aims to assess whether the data being tested follows a normal distribution. In this study, the Shapiro-Wilk test was used to perform the normality assessment. The results of the normality test are displayed in the table below.

Table 10. Pre-Test & Post-Test Normality Test Results

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental Pre-test	0.941	25	**0.156**
Experimental Post-test	0.954	25	**0.301**
Control Pre-test	0.964	25	**0.508**
Control Post-test	0.946	25	**0.203**

Table 11. Questionnaire Normality Test Results

Cultural Literacy Questionnaire	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental Classs	0.963	25	**0.470**
Control Class	0.972	25	**0.691**

Based on the data above, the significance value is (α) > 0.05. Therefore, the data is declared normally distributed.

3.1.3. Homogeneity Test

In this study, the homogeneity test was conducted using the Levene test, which was processed using IBM SPSS Statistics 24. The results are shown in the table below.

Table 12. Pre-Test & Post-Test Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
0.503	1	48	0.482

Table 13. Results Of The Homogeneity Test Of Questionnaire

Levene Statistic	df1	df2	Sig.
0.271	1	48	0.605

The basis for decision-making for the homogeneity test is if the significance value (α) > 0.05 then the data is said to be homogeneous.

3.1.4. Hypothesis Test

Once the data was confirmed to be both normal and homogeneous, an independent sample t-test (parametric) was conducted using IBM SPSS Statistics 24. This t-test was applied to the pre-test scores to determine the difference in the average initial cultural literacy skills of students in the experimental and control groups before any treatment was administered.

Table 14. Results of Independent Sample T-Test on Pre-Test Score

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cultural Literacy Pre-test	Equal variances assumed	2.455	0.124	1.902	48	**0.063**	4.60	2.4182	-0.2620	9.4620
	Equal variances not assumed			1.902	45.753	0.063	4.60	2.4182	-0.2682	9.4682

Table 15. Results of Independent Sample T-Test on Post-Test Score

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cultural Literacy Post-test	Equal variances assumed	0.503	0.482	0.219	48	**0.828**	0.8200	3.7515	-6.7228	8.3628
	Equal variances not assumed			0.219	46.346	0.828	0.8200	3.7515	-6.7298	8.3698

Table 16. Results of Independent Sample T-Test on Questionnaire

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cultural Literacy	Equal variances assumed	0.271	0.605	1.630	48	**0.11**	3.800	2.331	-0.887	8.487
	Equal variances not assumed			1.630	46.468	0.11	3.800	2.331	-0.891	8.491

Researchers also tested the n-gain score to measure the effectiveness of the intervention (STAD-type of learning model) given in improving students' cultural literacy skills.

Table 17. N-Gain Score Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
N-gain score	25	0.04	0.43	0.2389	0.12118
N-gain percent	25	3.68	42.74	23.8868	12.11792

Based on the complete data analysis and hypothesis testing, the research findings can be interpreted by examining the data. The descriptive analysis of pretest and posttest mean scores shows that the experimental class had an average increase of 17.5, while the control class saw a greater increase of 21.28. Although the control class exhibited a larger overall increase, the higher final average score in the experimental class suggests that the treatment applied in the experimental class was slightly more effective in enhancing students' cultural literacy skills. The increase in average scores is displayed in the following diagram.

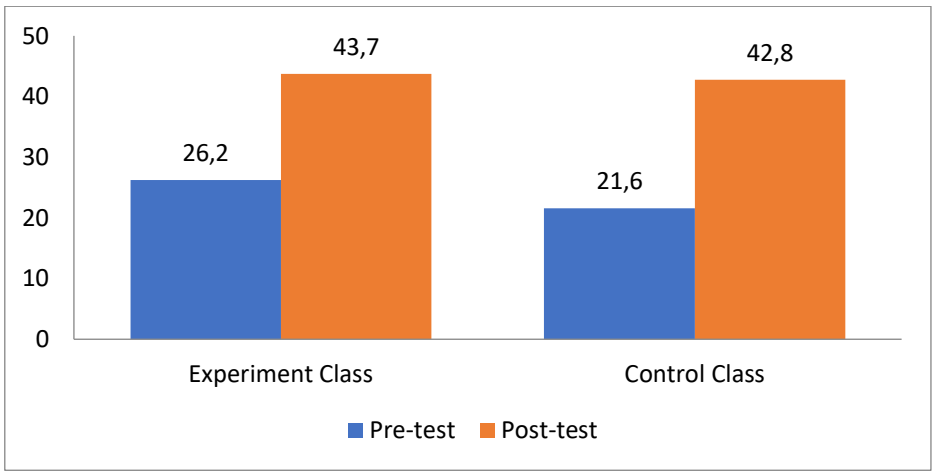

Diagram 1. Average Score of Pre-Test and Post-Test

To ensure the previous statement, researchers have distributed a cultural literacy questionnaire with the results of the data showing that the average value of the cultural literacy questionnaire in the experimental class is higher than the control class, with a difference of 3.8 points.

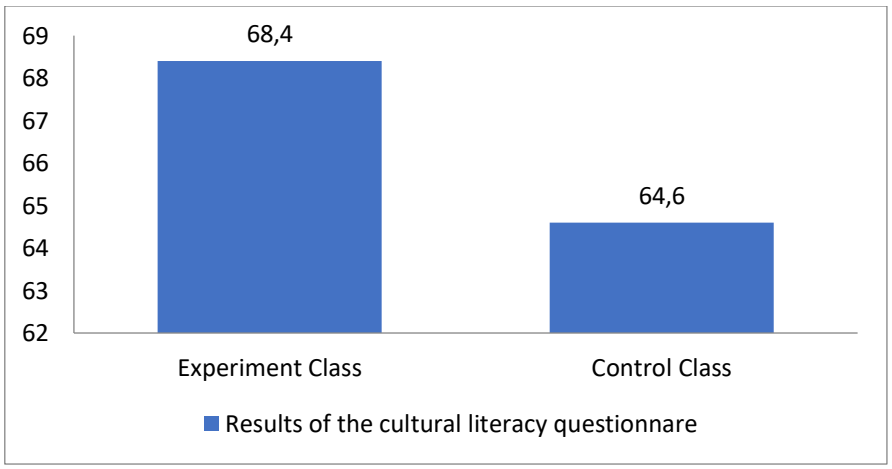

Diagram 2. Average Questionnaire Score

The prerequisite tests, including the normality and homogeneity tests, both returned significance values (α) greater than 0.05, indicating that the data was normally distributed and homogeneous. Following these tests, the hypothesis test (t-test) was performed. Researchers applied the independent sample t-test to the pre-test, post-test, and cultural literacy questionnaire data. The results of the t-test for the pre-test and post-test data revealed no significant difference in the average cultural literacy skills between the experimental and control groups before and after the intervention. This suggests that the STAD cooperative learning model and the conventional model had similarly minimal effects on students' cultural literacy skills. Additionally, the t-test results for the cultural literacy questionnaire showed a significance value of 0.11, which is greater than 0.05, further confirming that there was no significant difference between the experimental and control groups in terms of cultural literacy outcomes. Consequently, the conclusion is that the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected, meaning that the STAD cooperative learning model had no significant impact on students' cultural literacy skills.

In addition, researchers also conducted an n-gain score test to measure the effectiveness of the intervention given to the experimental class, in this case, the STAD-type of cooperative learning model. From the results of the n-gain score test, a value of $0.23 \leq 0.3$ was obtained, which when referring to the

opinion of (Hake, 2002) the score is categorized as low, which is 23% of the influence of the STAD-type of cooperative model on improving students' cultural literacy skills.

Low n-gain scores indicate that the improvement in cultural literacy test results after intervention or treatment is not significant. This could suggest that the methods or strategies used in the study did not have a sufficiently large impact on enhancing students' abilities. Although there is some improvement in students' analytical skills, researchers may conclude that these methods only had a moderate impact on their achievement in understanding local cultural content. This suggests that to achieve greater improvement, a reconsideration of the implementation of this learning model or integration with other approaches that better support cultural learning is necessary.

3.2. Qualitative Insights

Attributed to previous research which states that the STAD-type of cooperative model can facilitate the growth of students' cultural literacy skills (Ay & Yusman, 2021; Safitri et al., 2023) and referring to Vygotsky's theory of constructivism, the possible cause of the low effect of the STAD-type of the cooperative learning model on cultural literacy skills could be due to the lack of deep social interaction between students in the group or the lack of guidance from the teacher. Based on the researcher's analysis, there are several factors, which are supported by interviews with research subjects in the experimental class. Interviews were conducted to gain an in-depth understanding of students' experiences and views regarding the use of the STAD-type of the cooperative learning model. The interview was conducted in an unstructured manner to give learners the freedom to express their views freely.

There were two questions asked in the interview: the first was, "what did the children think about the group learning we did last week?" and the second was, "after learning about clapping, were the children interested in learning about other cultural diversity in Riau?". The students' various responses, along with their reasons, are further presented in the following table.

Table 18. Summary Of Interview Results

Question 1: What did the children think of the group learning we did last week?
12 out of 25 (48%) responded that learning in groups was not fun and boring with the following reasons: a) Group members who cannot work together b) Not fitting in with group members c) Difficult and not very familiar with the group work system d) Cultural material is boring e) Material is difficult to understand
7 out of 25 (28%) people gave the answer "exciting and fun", with the reasons being: a) The material about flour patting is easy to understand b) The existence of interesting teaching materials c) It's fun because it's rare to learn in groups
6 out of 25 (24%) people gave the answer "normal," with the reasons being: a) The group members are not fun and boring
Question 2: After learning about tepuk tepung tawar, were the children interested in learning about other cultural diversity in Riau?
14 out of 25 people answered that they were interested
11 out of 25 people answered that they were not interested

Based on the results of interviews with the experimental class regarding the learning experience using the group learning model (STAD-type cooperative), the analysis shows variations in the

responses given. A total of 12 students (48%) felt that learning in groups was unpleasant and boring for the following reasons: the group members could not work together; incompatibility with group members; difficulty understanding the group work system; and cultural material that was considered boring and difficult to understand. On the other hand, 7 students (28%) felt that learning in groups was enjoyable, for the reasons: the material was easy to understand; there were interesting teaching materials; and the experience of learning in groups was rarely done. Meanwhile, 6 students (24%) felt mediocre or unmemorable about the learning that had been done, often because the group members were less exciting and boring. The researcher found the main point of this to be the individual students themselves, and the cultural materials that tend to be boring.

3.3. Integration of Research Results with Theoretical Context and Literature

Linking these results to Vygotsky's theory of constructivism, it can be seen that social interaction and collaboration play an important role in the learning process (Cherry, 2023). Vygotsky emphasized the importance of learning through social interaction, in this case group work. From the interviews, it was seen that many students experienced difficulties due to unsupportive group dynamics. Referring to Vygotsky's previous theory, the success of group learning is highly dependent on the quality of social interaction and collaboration within the group. The inability of group members to work together and the incompatibility between members hinder the learning process in the group. In contrast, students who enjoyed learning in groups found the experience exciting and different from the norm, suggesting that in situations where collaboration is good and teaching materials are designed to be engaging, learning can be more effective.

These findings align with previous research, which suggests that the effectiveness of cooperative learning models is influenced by various factors, such as the quality of interaction among group members, the educator's role in facilitating group work, students' social and cognitive maturity, group dynamics, and the overall learning context (Sappaile et al., 2023). Moreover, earlier studies reinforce that the STAD cooperative learning model requires a high level of student cooperation (Abrori & Sumadi, 2023; Ariani & Agustini, 2018), which can be challenging for students unfamiliar with this approach (Wulandari, 2022). This supports the current study's findings, indicating that some students struggle with group learning models that demand significant social interaction, cooperation, and collaboration.

Meanwhile, previous research has suggested advantages such as that the STAD-type of the cooperative learning model can generate 4C skills (Creativity, Critical thinking, Communication, and Collaboration), and foster cultural and civic literacy for students (Safitri et al., 2023). It is proven in this study that the STAD cooperative model provides an effectiveness of 23% on students' cultural literacy skills. Although this figure is relatively low, considering all the influencing factors in this study, it can be said that 23% is a significant contribution to fostering students' cultural literacy skills.

Slavin (2015) also argues that one of the advantages of the STAD-type of cooperative model is that it facilitates students to be able to interact across diversity, be it ethnicity, religion, gender, or academic ability. This interaction can support the development of students' cultural literacy by expanding their understanding and appreciation of diversity. However, these benefits can only be achieved if students have the readiness to learn in groups, which involves an attitude of openness and acceptance. Without such readiness, diversity in groups can become an obstacle, as students may feel uncomfortable or have difficulty working with peers from different backgrounds. Therefore, teachers need to help students develop social skills and attitudes that support the success of cooperative learning so that interactions across diversity can provide meaning in the learning process.

Previous studies indicate that social skills, particularly cooperation, are significantly shaped by individual student characteristics. Students who tend to be shy often exhibit lower levels of self-confidence, weaker interpersonal skills, and less effective cooperation abilities (Wati et al., 2020). As a result, researchers stress the importance of developing social skills early, starting in the lower grades.

This early development enables students to better apply these skills as they progress into higher grades, particularly in learning environments that use cooperative models.

Meanwhile, based on the results of student interviews mentioned that the material about regional culture is boring and difficult to understand so innovative efforts are needed to attract students to learn it. This is because today's students have lost touch with culture even in their area of residence, supported by initial observations made by researchers, and also findings by Khairunnisa & Jannah (2022), where the low cultural literacy of students is caused by students' ignorance of Indonesian culture and even their regional culture. This problem can be solved well if the learning environment at school supports the development of students' cultural literacy skills, such as increasing the collection of books about local culture in the school library, as well as extracurricular activities (Khairunnisa & Jannah, 2022). Presentation of material about culture in learning for elementary school children can also be related to things that children prefer, such as the Educational Game Robot Petualang Nusantara (Murti & Handayani, 2022). The introduction of regional culture, especially in Riau, is important to foster from an early age. Although Riau's local culture is very diverse, there are still many limited reference sources and learning media that can be accessed (Arkas & Suryana, 2022).

One aspect that can be developed in this study, based on students' perspectives, is the use of interesting teaching materials to encourage their interest and motivation. The interview results showed that the majority of students (56%) were interested in learning about other cultural diversity in Riau after learning about tepuk tepung tawar. This shows that materials presented interestingly can increase students' interest in cultural topics. However, 44% of students expressed no interest, possibly due to previous negative experiences or the perception that cultural material is boring. This suggests the need for more innovative and interactive approaches to learning cultural topics in primary schools.

4. CONCLUSION

The findings showed that the STAD cooperative learning model did not significantly improve students' cultural literacy skills, with a significance value of 0.828. This suggests that several considerations need to be taken into account when applying the STAD cooperative model in a cultural literacy context. The challenges identified include: a) unsupportive group dynamics and students' low ability to work together, b) students' difficulty in understanding the group work system, c) learning materials about culture are considered boring and difficult to understand, d) lack of quality social interaction within the group, e) different levels of social and cognitive maturity among students. The n-gain score test results also showed the effectiveness of the STAD cooperative model was only 23%. Although this figure is low, it is quite significant considering the various obstacles that existed. As a suggestion from the researcher to overcome these challenges, future research should investigate innovative teaching methods and materials that can better engage students. In addition, educators need to focus on developing more interactive and accessible content, which takes into account the different maturity levels of students, to ensure a meaningful learning environment.

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