

## Integration of Local Wisdom Values in Implementing the Independent Curriculum in the Foundation Phase

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### ABSTRACT

The research aims to evaluate the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) based on local wisdom. This research uses a qualitative approach with an evaluative research type and the CIPP evaluation model developed by Stufflebeam. Data collection techniques used in this research include interviews, observations, and documentation. The data analysis technique is the Miles and Huberman analysis. Based on the results of interviews at 7 Activation Schools at the PAUD level in Bireuen district, 78% of educators have been able to implement P5. Based on the observation results, the average educator is at the developing and proficient competency level. Overall, the level of teacher readiness to implement P5 through the school mobilization program is good.

**Keywords: Independent Curriculum; Local Wisdom; Project for Strengthening Pancasila Student Profiles; Early Childhood**

### 1. Introduction

All regions in Indonesia have their own cultural characteristics, including local wisdom values. This culture and local wisdom are national assets whose existence needs to be safeguarded and preserved because they play a broad role in the daily lives of their adherents. There is such a big role that it. local wisdom, so it can be said that local wisdom is the capital of life. Local wisdom and its values are superhuman capital builders (Sulastri et al., 2022). (Andani et al., 2020). (Hardiyanti & Marhani, 2018) are of the view that local wisdom is the result of a past culture which must be continuously used as a guide for life because the local values that exist in it are considered very universal and make a big contribution to people's lives its adherents. Local wisdom, often called local knowledge, has various positive roles. Apart from its role as strengthening the foundation of national identity, it also serves as a filter against foreign culture, provides guidelines or signs of life, and is the root of the nation's noble values.

Even though Indonesian people are rich in local wisdom values and are famous for Pancasila ideology as a national identity, apparently these values are not yet completely of interest and are not owned by every citizen, especially young children, whether in terms of art, language, or local fo that problems related to the erosion of local or cultural wisdom can be seen in children in Indonesia in the era of globalization. This phenomenon can be observed between other 1). Children prefer to play modern games related to gadgets rather than traditional games; (2) children prefer to eat fast food and drinks such as hotdogs, burgers, and so on rather than local food or snacks; (3) children are more interested in Korean and Western pop music rather than traditional music; (4) the phenomenon of children dressing up Westernized style is considered cool and fashionable; and (5) related noble values with God, nature, and others are slowly becoming weak. (Hadi et al., 2022) said that as time progresses, localculture, wisdom and its values are created This is not liked by children moment. Many cultures in the area have become extinct and disappeared because there is no longer a younger

generation to preserve them. Hadi further stated that deviant behavior is not characterized by values-based education, but also due to the absence of implementation of values-based education. Local wisdom in schools is becoming less innovative and is only given less priority in assessing learning outcomes. (Annisa et al., 2020) also argue that bad phenomena related to character occur among young children such as bullying behavior. Annisa et al. continued that the many cases of brawls between students, cyberbullying, violence, and even sexual abuse of children are weaknesses of the nation's character.

Various concrete efforts to overcome problems related to weak values and local wisdom can be implemented through educational institutions, one of which is education in Early childhood. This is in line with (Sakbana Kusuma, 2018) view, namely that efforts will Save the existence of local wisdom values need to be made as early as possible, starting from basic educational institutions such as Early Childhood Education. In the learning process, educators can utilize local wisdom values as learning resources for students. Local wisdom values are found in the area around the school, and students are integrated in learning. Integrating local wisdom values can be carried out in the development of the PAUD curriculum. The PAUD curriculum is now known as the PAUD independent curriculum. The independent PAUD curriculum is a moderate curriculum launched by the Ministry of Education and Culture which is closely related to local wisdom values to create a Pancasila student profile for PAUD students. It means that integrating local wisdom values in the PAUD curriculum is assessed as a smart strategy to create PAUD students with the profile of Pancasila students. The student profile of Pancasila comprises competencies that consist of six dimensions, which include (1) having noble morals and faith and devotion to God Almighty, (2) working together, (3) being independent, (4) critical reasoning, (5) global diversity, and (6) creativity. The six dimensions of the learner profile Pancasila should be seen as a whole as one unit so that every student in Early Childhood Education can become a lifelong learner who is competent, has character, and behaves according to the values of Pancasila so that their life contributes to sustainable national development. Because the values of Pancasila are based on local values.

Related to the integration of local wisdom values with the independent PAUD curriculum as a smart strategy in realizing the Pancasila student profile in PAUD students, there are several relevant research results conducted by previous researchers, including: (1) research conducted by (Nurasiah et al., 2022) found that the value of local wisdom is new outlook strategies that can be expressed in global competencies to create Global competence leads to a Pancasila pioneer profile with deep character education driving school. Local wisdom values in Indonesia are rooted in manners and customs that cannot be separated from Pancasila values. Thus, the curriculum should promote independence with a global pluralistic model. Educators in Indonesia are required to undertake various projects. Incorporating local wisdom values into programs or hiding them attracts most educational participants to get to know and love their culture and local wisdom values in a simple way. This makes Pancasila values both hidden and obvious in the work of local wisdom. These methods or strategies appear to be very suitable for realizing the skills of students. (2) (Risma Handayani & Surya Abadi, 2020) are of the view that local wisdom values are very relevant and integrated with the independent curriculum to realize the Pancasila student profile. (3) (Ida Bagus Brata, 2018) Santika (2022) in his research concluded that learning is integrated with local wisdom values, and the learning material objectives can be easily achieved and understood, as well as being able to strengthen the national character of students and realize it Pancasila student profile (Rizal et al., 2022) (Rizki & Rahma, 2022).

Several elements of local wisdom values can be integrated into the Independent PAUD includes Love for God and the universe and its contents, responsibility, and Independence; Honest; Respectful and politeness, and caring, self-confidence, creativity, hard work, and

Never Giving Up; Justice and leadership, good and low heart, and tolerance and love of peace. All of these elements can be integrated into the Independent PAUD curriculum structure as a smart strategy for producing PAUD students who have a Pancasila student profile. Based on the background description above, the researcher determined that this research aims to provide views and descriptions to readers about local wisdom values, are seen as one of the smart strategies for generating income. Early Childhood Education students have the profile of Pancasila students.

## 2. Research and Methodology

The data source is seven PAUD-level schools in Bireuen district. Bireuen, with 14 subjects consisting of school principals and educators. The method of collecting data is through interviews, and the type of research used is evaluative research using the CIPP evaluation model (Context, Input, Process, Product).

The research approach used in this study is qualitative. The type of research employed is evaluative research using the CIPP (Context, Input, Process, Product) evaluation model, specifically the evaluation model developed by Stufflebeam. The data collection techniques used in this research is by interview methods, observations, and documentation. In this research, informant selection was carried out using the snowball technique (snowball sampling). The data collection procedures are guided by 4 components of the CIPP evaluation model, namely conducting evaluations on context, input, process, and product/result. After collecting all the data, it was analyzed using the Miles and Huberman, which includes the data condensation process, data display, verification of the acquisition data in the field, as well as conclusion (MacLeod & van der Veen, 2020)(Miles et al., 2014).

## 3. Result and Discussion

The results obtained from analysis of interview data, observation, and documentation for the context, input, process, and product/result evaluation components of implementing the local wisdom-based Pancasila Student Profile Strengthening (P5) Project are as follows:

### *Context evaluation:*

The context evaluation carried out in this study was to assess needs, problems, assets, and opportunities, plus relevant contextual conditions and dynamics in the environment to be evaluated (Stufflebeam & Coryn, 2014). The main objectives of this context evaluation are: to find out and examine how government policies are related to the implementation of an Independent Curriculum. The Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 provides a strong formal foundation for implementing the Merdeka curriculum at the PAUD level. Therefore, the implementation of the Independent Curriculum must follow the guidelines set forth in the reference Decree of the Minister of Education, Culture, Research, and Technology regarding Implementation Guidelines Curriculum in the framework of Learning Recovery.

### *Input Evaluation*

The intended input evaluation is an assessment carried out to measure the ability of existing stakeholders in the institution to prepare resources for providing educational services. Input evaluation is carried out to see how the school's ability to place and provide human and non-human resources, which includes educators, head school, facilitator school mover, and

committee learner, means school infrastructure and environment in the implementation of the Independent Curriculum in particular, the Project for Strengthening Pancasila Student Profiles (P5). The results of observations and interviews (12 April - 12 June 2023) with seven driving school principals at PAUD institutions in Bireuen Regency are as follows.

### ***Human Resources***

Based on the results of the document review, observations, and interviews, it can be seen that the competence and qualifications of teaching staff in 7 schools promoting the PAUD level in the District. Bireuen are good because they have fulfilled the requirements as professional teachers, namely having an educational background in PAUD/ Psychology. Educator competency is also seen in how they carry out their roles and activities function in the classroom.

### ***Learner Characteristics***

The results of document review, observations, and interviews conducted by researchers revealed the characteristics of students at 7 Early Childhood Education Schools in the District. Bireuen are influenced by the location of the school, which has a huge impact on students' behavior towards teachers and peers. Apart from that, handling children with special needs in each institution tends to be the same, namely providing special assistance in the process of implementing P5 in the classroom. However, there are a few things that differentiate it. One of the schools has two children with disabilities specifically at once, so even though treatment can be provided, it tends to be inadequate at maximum. Meanwhile, in 6 other schools, the responsibility for handling children with special needs is in each class, with a ratio of one child with special needs to one class teacher in each class and one center teacher. So, handling children with special needs can be done efficiently depending on what activities are carried out that day. When it's time for center activities, the class teacher will work with children with special needs, and so on on the contrary. From the results of these research findings, it is hoped that school policies will give more attention to placing children with special needs in one class, and consider the teacher's workload? according to the ratio of the number of children with special needs that must be handled in the process of learning.

### ***Parental Involvement***

The results of interviews conducted by researchers revealed that the involvement of parents and the community in implementing P5 is carried out well by the school. The involvement of parents and the community is adjusted to the project topic determined by the school. For that reason, it is hoped that the school continues to maximize the role of the school committee in managing related needs. The school program is very good, so the role of parents and the community as partners is well done.

### ***Infrastructure***

The results of the document review, interviews, and observations carried out by researchers revealed that facilities and infrastructure are available at 7 PAUD level schools in the district of Bireuen, supports P5 activities and appears to have differences. These differences depend on the capabilities of each institution in fulfilling facilities and infrastructure, which, if we look closely, depend on the amount of income generated by each institution. For this reason, schools need to create policies that can support the development of infrastructure to be able to support the process of implementing early childhood education by standards that determine eligibility.

### ***Process Evaluation***

Process evaluation includes ongoing checks on implementation from planning a program and documentation of the processes that have been carried out. One of the purposes of this evaluation is to provide feedback to existing personnel/staff institutions, about the extent to which the implementation of planned activities is according to schedule, plan, and budget, and carried out efficiently (Stufflebeam & Coryn, 2014).

As a result of document review, interviews, and observations carried out by researchers, it is known that the planning for the project to strengthen the profile of Pancasila students has been carried out well and is supported by regular coordination activities between class teachers before and after project implementation. However, not all educators directly assess participants' achievements and educate directly after project implementation is complete. Project evaluation has also been carried out by the principal in each project implementation, but ideal conditions depend on the circumstances of each individual school.

### ***Product Evaluation***

Product/result evaluation is directed at things related to visible changes in raw input. The purpose of product evaluation is to measure, interpret, and assess the results of an institution's program/service (Stufflebeam & Coryn, 2014). The component results of the implementation of the project to strengthen the profile of Pancasila students (P5) in 7 schools promoting the PAUD level in the Bireuen District. Bireuen is the level of readiness of educators in implementing profile strengthening projects for Pancasila students (P5) to students.

The reference used to evaluate the results of this research is based on GTK Director General Regulation No. 6565/B/GT/2020 related to the teacher competency model. This a form of updating four main teacher competencies, which include pedagogical, professional, personality, and social. This teacher competency model comprises professional knowledge, professional practice, and professional development. Based on the results of interviews with seven school principals and seven educators in Kab. Bireuen, 78% of educators are not aware of the latest Teacher Competency Model from Perdirjen GTK No. 6565/B/GT/2020. Meanwhile, based on the results of observations by 7 educators and 7 school principals in Kab. In Bireuen, the average educator is at the developing and proficient competency level. In general, the level of teacher readiness in implementing P5 in these 7 schools is already good. According to (Sutrisno, 2011), the implementation of P5 in the independent curriculum will be successful if All sections, including teachers, students, schools, and parents, support each other and actualize the plans made.

## **4. Conclusion**

Results of the CIPP model evaluation of educators' readiness in implementing the Strengthening Project The Pancasila Student Profile (P5) show that the level of readiness of educators is at The category is good, with an average level of competence development and proficiency. Educator readiness is supported by high access to training related to the implementation of the Independent Curriculum, provision of facilities and infrastructure by schools, and support from various stakeholders and partners that can support the implementation of P5 in institutions. The suggestions from this research are: It is hoped that future researchers can expand the scope of research topics related to the implementation of the Independent Curriculum, such as how to follow up with the government or partners related to project implementation.

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