

Developing Local Content Curriculum in Kepulauan Riau Province

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Abstract: The study was aimed at formulating local content competence, local content, implementation strategies and the evaluation of the local content curriculum implementation as an input in establishing the policy on local content curriculum in *Kepulauan* Riau Province (Kepri) This research was conducted for 4 months by searching the districts and cities in Riau Islands by encountering and involving the Education Office, teachers, principals, supervisors, committees including Malay Customary Institutions (LAM) to conduct interviews, questionnaires and conduct FGDs. The conclusion of this study is that there are 6 types of local content that has the potential to be defined as *Kepulauan* Riau Mulok, namely: (1) Local Culture, (2) *Gurindam* 12, (3) Traditional Game, (4) Malay Literature, (5) Marine and Maritime; and Malay Arabic accompanied by the competence formulation of the respective content.

1 INTRODUCTION

In 2013, the Government has made some improvements to the curriculum for primary and secondary education that will be applied throughout Indonesia in 2018, known as the *Kurikulum* 2013. There are three domains developed in the implementation of the Curriculum 2013, the National Curriculum (*Kurnas*) developed by the government-appointed development team (center), the Regional Curriculum (*Kurda*) developed by the development team appointed by the local government (provincial and district / city), and Education Unit Level Curriculum (KTSP) developed by a team of developers appointed by an education unit (school or madrasah).

Related to the duty of the Regional Government related to the development in the second domain above, in line with Law Number 20 2003 in Sisdiknas Article 36 paragraph 2 which states that "curriculum at all levels and types of education developed with the principle of diversification in accordance with the educational unit, local potential, and learners ". This is also in line with Law Number 23 2014 on Regional Government, Article 12 Paragraph 1 which states that the area of government that must be implemented by the Regency / City is education. Furthermore, in other sections mentioned that the Regional Government needs to make a

renewal in the form of curriculum diversification which gives the opportunity to the region to develop its potential in order to serve the diversity of their respective students, diversify the type of education professionally, and meet with the interests of the region.

Given that Indonesia has a diversity of cultures, ethnicities, languages, and geographies as well as other potentials and characteristics, the implementation of diversified curricula should thrive and become a necessity to be developed in Indonesia with the principle of "*Bhinneka Tunggal Ika*". Zais (1976: 101) argues that society and culture is one of the factors underlying the development of the curriculum, as well as Tyler (1988: 25-43) which explains that the study of contemporary life, the uses of philosophy, and the study of learners as factors that must be considered in the curriculum development. In addition to those statements, related to the philosophical and theoretical foundations for curriculum development, Hasan (2007: 483) states as follows: ...The curriculum should start from the immediate environment. A curriculum should not separate learners from the social, cultural, physical, economic, religious environments that the curriculum serves. The curriculum of an educational unit in an agricultural environment is different from the curriculum for the fishing community, town, or industry in the first three years. Learners should

understand their environment well and learn from their environment to the wider environment".

Regional potential is one of the resources that need to be developed and utilized for the benefit of education. Local potentials cover such aspects as demographics, natural resources, socio-economic conditions, technology, and cultural values prevailing in society. Until now, education is seen as not only a sector that has no economic value in the short term, but also there is no a sustainable development method. The Conditions that support the development of education, especially primary education cannot be accurately detected, including the potential of natural resources and local people, local government policies related to the education sector, the presence of teachers and other education personnel, and community involvement in education management. This situation has had an impact on a number of unfavorable assumptions and predictions related to the development of education in the era of regional autonomy.

Therefore, the study of the potential of the region in supporting education is a strategic thing to do, especially related to the importance of local content (regions) developed, compiled, and packaged as part of the process of education and learning in schools. The results of this study can be utilized by the Local Government in an effort to improve the development of education and conservation of local content and the values of local wisdom through educators and learners in various channels, types, and levels of education in the region.

2 METHOD

The method is survey. The use of this method was done with the intention to obtain accurate data about the potentials in Riau Islands region. The activities undertaken in the framework of this survey include the following steps.

- Document and policy analysis was aimed at analyzing policies on public sector support for the education sector relating to the factual conditions in education.
- School and community surveys was aimed at capturing the potential of existing schools and communities, assessing the availability of educational resources and community needs for local content development.

Focused Group Discussion (FGD) involving several elements, i.e. policy holders, policy implementers, and policy users. FGD involved members of representatives, education offices,

Curriculum Development Team, school supervisors, principals, and teachers as well as community elements, especially Malay Customary Institutions (LAM).

3 RESULTS AND DISCUSSION

3.1 The Implementation Strategy of Local Content Curriculum

Implementation strategies of local content in educational units can be done through 3 ways: (1) local content is implemented as a separate subject and / or (2) the learning materials are integrated into other subjects and / or (3) self-development.

3.1.1 Local Content Stands as a Separate Subject (Monolithic)

The monolithic approach is an approach based on the idea that each subject is an independent component of the curriculum and has a specific purpose in a unified whole. This approach system can be pursued in two ways: 1) build a new discipline and be subjected to separate subjects from other sciences. 2) build a local content package that is a stand-alone subject. This approach has several advantages including: stand-alone subjects, easier teaching preparation and the materials can be known from the syllabus, the knowledge obtained by students will be more synthesis, the time provided can be specific, the achievement of the objectives can be more active, and the valuation of learning can be more clear and easy. The local content can be a stand-alone subject if the learning materials are not directly related to the core group subject in the national level.

3.1.2 Integrative Local Content

This approach is a local content study material that is integrated into other subjects (integrative). In other words, an integrated approach is an approach that is based on the integration of subjects with other subjects. This approach can be pursued in two ways: building a unit or series of subjects prepared to be integrated into a particular subject, or building a core program that starts from a particular subject. The advantages of an integrative approach is that there is no need to add special resources or teaching staff to the local content, and more teachers of other subjects are involved so that students get more material. In this approach, local content is a study material that is

integrated into other subjects if the local content assessment material is part of the scope of the subject matter in the national curriculum, then the local content is a study material integrated into the national subjects. However, if the material of the local content study is too broad then it can stand alone as a subject of local content.

3.1.3 The Implementation of Local Content through Self-Development

In this approach the local content is not in the form of subjects, whether integrated or independent, but in the form of local study materials in the form of activity programs that provide opportunities for learners to express themselves through various activities outside the lesson in extracurricular form. The lessons are expected to be implemented through self-development in extracurricular programs. The advantages of this program include: (1) providing opportunities for students to choose programs of interest based on their interests and potentials; (2) schools do not need to provide special teachers and allocation of time outside of lesson time so as not to disrupt the existing clock formula, (3) internalization of multifarious values that can be implemented directly on the activities / activities of students in everyday life, (4) activities can be more fun because based on the choice of students there is no coercion to join the program.

3.2 The Assessment of Local Content Curriculum

Assessment of the achievement of basic competence of learners is done based on some indicators. The assessment is performed using tests and non-tests in written or oral form, performance observations, attitude measurement, assessment of work in the form of tasks, projects and / or products, portfolio use, and self-assessment. Assessment is a series of activities to obtain, analyze, and interpret data about the process and learners' learning outcomes done in a systematic and sustainable way so that it becomes meaningful information in decision making process.

Things to consider in the assessment are as follows.

- Assessment are aimed at measuring competence achievement.
- Assessment uses reference criteria; wherein it is based on what the learners can do after following the learning process, and not to determine a person's position against his group.

- The planned system is a system of continuous assessment. Continuous in the sense that all indicators are observed, then the results are analyzed to determine the basic competencies that have been acquired and who have not, as well as to identify the students' problems.
- The results of the assessment were analyzed to determine follow-up actions. The follow-up is in the form of improvements in the next learning process, remedial programs for underachievers, and enrichment programs for learners who have met the criteria.
- The assessment system should be tailored to the learning experience pursued in the learning process. For example, if learning uses a field observation approach then evaluation should be given either on the process (process skills) e.g. interview techniques, or product / result of field observation in the form of required information.

4 CONCLUSIONS

Based on the analysis, the following conclusions can be drawn: First, The Scope of Local Content Curriculum The Competencies in Kepulauan Riau Local Contents Include: Local Culture Competencies, The Traditional Games Competence, Gurindam 12 Competence, Marine Competence, Malay Literature Competence, Malay Arabic Competence. Second, The Scope of Local Content Curriculum, the Riau Islands local content program, which will later be studied in schools, has a scope of materials in accordance with the education level (SD / MI, SMP / MTs, SMA and SMK). In general, the scope of the materials is presented as follows: Local Culture (community courtesy, kinships, customary, history and culture, local arts, environment), The Traditional Games in Riau (the concept of traditional game, the types of traditional games, the history and development of traditional games, the characteristics and types of traditional games, the positive value of traditional games, the way to play various traditional games), Gurindam 12 (verbalizing gurindam 12 to discover the values and uniqueness in the disclosure of content and the use of diction, appreciating gurindam 12 as a legacy of the local cultural values of riau islands, reading, translating and interpreting gurindam 12 as a legacy of the local cultural values of riau islands), Maritime (the concept and the definition of maritime and maritime terminologies, the history and development of the heyday, the period of deterioration and the rise of maritime in

indonesia, the concept and understanding of marine and marine terminology, the concept of the indonesian ocean, the concept, and the marine characteristics of riau islands province, the concept and definition of indonesian maritime), Malay Literature (the concept and the characteristics of malay literature, the history and development of malay literature, the types of malay literature including: saga, harmina, quatrain, simile, poem, and poetry, using malay literature: reading, telling, making simple malay literature, appreciating malay literature), Malay Arabic (the concepts and characteristics of malay arabic, the history and development of malay arabic, the malaya arabic writing techniques, using malay arabic in the daily life).

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