

## **Local Wisdom-Based Curriculum Development In SD 2 Pedes Sedayu, Bantul, Yogyakarta**

Wiwik Candra Dewi<sup>(1)</sup>; Siti Nurrohmah<sup>(2)</sup>; Nofvin Sundaryanti<sup>(3)</sup>;  
\*Corresponding author: wicandi99@gmail.com, sitihadiyanta@gmail.com ,  
nofvins@gmail.com  
University Sarjanawiyata Tamansiswa; SD 2 Pedes; SD 1 Tancep

### **Abstract**

*Local wisdom-based curriculum development in elementary schools is very important to do as the shaper of a love of the local culture. The purpose of this research is to know the extent to which the implementation of curriculum-based local wisdom SD 2 Pedes Sedayu Bantul of Yogyakarta. The method of this research is a descriptive qualitative. Data collection is done by observation, interviews, field notes, and documentation. The result showed that the development of curriculum-based education in improving local wisdom in SD 2 Pedes was include compulsory local content education in the form of language education, educational Java Batik and Dance Education. Karawitan extracurricular is an optional activities and dance are compulsory. A variety of life skills education used local potential. Researchers found that the implementation of educational activities Based on local and Global Excellence was not yet maximal, the teachers had not made learning planning local wisdom, because there were been no detailed guidelines as a reference for teachers in implementation. Is better to communicate in Java language not only every Saturday, but every day outside of lessons.*

**Keywords:** *curriculum development, local wisdom*

---

### **Background**

We are in the era of globalization, the era of the globalization now this is really already present in our daily lives in the form of technology. Digital technology has been influence our lives. We will be out of date if we do not follow the development of the technology. Digital technology that is connected to the internet network has made it easier to us for search for information we need quickly.

The internet has dominated our lives. Adults, teenagers even children of elementary school age are also already using digital technology. This becomes a problem

when the influx of technological advancement is not accompanied by an antidote to negative impacts. The negative impact of technological advancement is the influx of Western culture that cannot be dammed. This is where the role of Government, parents, teachers and education experts to educate kids so love the local culture.

Educational institutions the level at the elementary school into the education required by the Government. In the quote <http://disdik.bekasikab.go.id/berita-pengertian-dan-tujuan-pendidikan-di-sekolah-dasar> that the "the main core of elementary school education, seeks to instill faith in God in accordance with his religion. The hope of course students are able to instill character, polite manners and common courtesy between sesame mankind without differentiating race, tribe or religion. Then in the end the students can become a responsible individual, capable, dedicated to the nation and the country. Understanding of education in elementary school really educates and develops knowledge, students in elementary school to have an attitude of togetherness in an effort to create responsible young people".

Education emphasis is focused on formal education so that the role of the school is very determining for the direction and future of the nation's sons and daughters. Education at primary school age is the best way to inculcate the values of character formation, which is manifested in the units of the curriculum.

The curriculum is used as a tools in an effort to instill eastern values. Customs are used to deal with the negative effects of the globalization era, namely by maintaining the Eastern values through the development of a curriculum-based local wisdom.

Formulation of the problem of the research is the extent to which the implementation of the local wisdom-based curriculum development is implemented in SD 2 Pedes Sedayu Bantul Yogyakarta? The purpose of this research was to determine the implementation of the local wisdom-based curriculum of SD 2 Pedes Sedayu Bantul of Yogyakarta. The benefits of this research is for students to help students find out local wisdom-based curriculum development at the level of primary school. For the lecturers, is to motivate themselves improve ability to manage learning in classrooms with curriculum development and improve education-based local wisdom as well as for the University is to give input in order development of curriculum-based education to improve local wisdom in college.

## **Literature Review**

In his book Mr Suryadi (2017:94) according to the National education system law No. 20 of 2003, the curriculum is a set of plans and arrangements concerning the objectives, content, and materials, as well as ways that are used as guidelines for conducting activities learning to achieve specific educational goals. According to

Harsono (2005), the curriculum is the brainchild of education expressed in practice. In Latin, curriculum means *track* or runway.

The challenge of the times require a curriculum adapted to the needs of our daily lives, so that curriculum development is carried out as an effort to improve the quality of education that is relevant to the times.

According to Oemar Hamalik (2017:98) curriculum development is planning learning opportunities intended to bring students into the direction of the desired changes and asses where those changes have occurred to student.

According to Oemar Hamalik (2017:100) which became the basics curriculum development are:

1. The curriculum is structured to achieve the national education system.
2. The curriculum at all levels of education is developed with the capability approach.
3. The curriculum must be in accordance with the characteristics of education unit at each level of education.
4. Primary, secondary and high education curriculum were developed on the basis of national standards each type and level of education.
5. The curriculum at all levels of education developed in sailplanes, in accordance with potential needs, and interests of students and the demands of those who need and have an interest.
6. The Curriculum is developed by taking into account regional and national development demands, the diversity of regional and environment potential and the needs of the development of science and art.
7. The curriculum at all levels of education developed in sailplanes, in accordance with the demands of the environment and local culture.
8. The curriculum at all levels of education includes the spiritual aspect religion, of intellectuality, character of the concept of self, learning skills, entrepreneurship, life skills are dignified, healthy living patterns, aesthetic and sense of nation.

From of definition of curriculum development above it can be concluded that curriculum development is carried out with the aim to improve the quality of education involving teachers in presenting interest material tailored to pupil needs of the community through teaching and learning process.

In his article Tri Julianti in the implementation of local wisdom-based curriculum, posited according to Putut Setiyadi (2012:75) local wisdom is customary practices carried out by a group of the hereditary society until now, it is existence is still maintained by the community of certain customary law in certain areas. Magdalia Alfian (2013:428) is defined as a view of life and knowledge as well as the intangibles of life strategies of activities conducted by local communities in meeting their needs. According to Zuhdan K Prasetyo (2013:3) said that local wisdom (wisdom) can be understood as the

ideas of the local (local) who are wise, full of local wisdom is the idea that arise and evolve continuously in a society in the form of customs, values, governance rules/norms, culture, language, spirituality, and daily habits. While according to Suhartini (2009:1), the local wisdom is as an ancestral heritage related to the values of life. Values of life converge not only in the form of religion, but also in culture, and customs. When a society adapts to their environment, they develop a good wisdom which intangible knowledge or ideas, equipment, combined with indigenous norms, cultural values, manage environmental activities in order to full-fill the needs of his life.

According to Moendardjito in Agus Wibowo and friends (2015:19), stated that wisdom can be explored and used as a basis for character education. This is because the wisdom of having any of the following:

1. Able to survive against the external culture.
2. Having the ability to accommodate elements of external culture.
3. Having the ability to integrate external cultural elements into the indigenous culture.
4. Have the ability to control.
5. Able to give direction on cultural development.

According to the experts, the researchers concluded that local wisdom based curriculum development is an attempt to match the demands of the changing times in the face of the challenges of the changing times. These efforts are embodied in a school learning that is carried out on an ongoing basis with the based local culture on the aim to ward off foreign cultures by maintaining a culture of their own.

## **Methodology**

This research is a descriptive qualitative study that describes a situation or object in the actual facts are systematically. The location of the research is the SD 2 is located in the Surobayan Pedes, Argomulyo, Sedayu, Bantul, Yogyakarta. Data collected through techniques of observation, interview, notes field, and documentation. The observation is done by way of notice and to observe the all of conditions and activities that exist in school that is closely related to the local wisdom-based curriculum development. Then the data identified factors that support and inhibiting factors of data on the school curriculum.

## **Findings and Discussion**

Local wisdom-based curriculum development in the SD 2 Pedes

The vision of SD 2 Pedes Sedayu Bantul of Yogyakarta which is "realization of learners who believe, smart, skilled, independent, cultured and insightful environment",

and in its mission regarding local wisdom "Organizes an education which respects the values of the character and culture of the nation and "harness the environment as a source of learning". The vision and mission of clearly visible that the school puts the base of the scope of the motion of the school with the local culture in accordance with the curriculum that was developed which wisdom based of local culture.

Implementation of local wisdom-based curriculum on SD 2 Pedes Sedayu Bantul Yogyakarta, that is:

1. At the school level, curriculum development the implementation of which are:
  - a. Drafting plans for the establishment of the curriculum development team, set in the destination unit of education either in the long or short term, namely the achievement of the average value of a minimal test from year to year the academic year i.e. 2018/2019 a minimum of 80.50, academic year 2019/2020 at least 81.50, 2020/2021 lessons year minimum 82.50, in minimal 2021/2022 83.50 lessons on all subjects including lessons on local content that is batik, Java language and dance education. Batik and Java language lessons became compulsory subjects in an effort to instill a sense of passion for the local culture. Factors that support the target achievement value that is both the Java language and the culture of our own, so we don't need to find a reference on the area beyond that requires time to reach it. That became an obstacle in the Javanese language is now in daily kids are already using the Indonesian language, Javanese is considered ancient. As for batik hampered on the complexity that requires a high level of patience.
  - b. The school set a target of being able to win at least two branches per year art creation, Art Appreciation and district level. And target to win the district level music competition this provides a gap for school residents to use it creatively oriented to local culture. The weakness is not all pupils know in playing the gamelan.
  - c. The SD 2 Pedes curriculum structure is as follows :

Tabel 1.

*Struktur Kurikulum SD 2 Pedes*

Component	Alocation time per week					
	I	II	III	IV	V	VI
A. Subject						
1. Religion Education	4	4	4	4	4	4
2. Civic Education	5	5	6	4	4	4
3. Education Indonesian	8	9	10	7	7	7
4. Matematika	5	6	6	6	6	6
5. Natural Sciences	-	-	-	3	3	3
6. Ilmu Pengetahuan Sosial	-	-	-	3	3	3
7. Art, Culture and Skills	4	4	4	5	5	5
8. Sport physical Education and Health	4	4	4	4	4	4

B. Lokal Content						
1.	Javanese Language	2	2	2	2	2
2.	Batik Education	2	2	2	2	2
C. Self Development						
1.	English	2*	2*	2*	2*	2*
2.	Dance Education	2*	2*	2*	2*	2*
Number of learning Hours per week		<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>40</b>

The curriculum structure of the above can be seen that the school's efforts in placing javanese language, local culture and batik education and dance education placed on allocation of time 2 hours a week. That is a barrier to achieving the target values are aligned with the values of other subjects that allocation of time just a bit. This could trigger the students learn under stress. While the advantages of students learning local culture not only in school but in an environment of family and environment in daily society.

d. Extracurricular activities SD 2 Pedes are defined as follows:

Table 2.  
*Table Of Extracurricular Activities*

No.	The Types Of Activities	Class	The Types Of Activities	The day Implementation	Description/ At
1.	Scouts (Required)	I- III IV-VI	- Regular - Regular	Friday Friday	15.00-16.30 15.00-16.30
2.	UKS (Required)	IV-VI	Mandatory	Tuesday	13.00-14.00
3.	LANDFILL	I- IV	Mandatory	Monday, Wednesday	13.00-14.00
4.	Karawitan	I V- V	Options	Friday, Saturday	14.00-16.00
5.	The Art Of Dance	I-VI	Mandatory	Thursday, Saturday	14.00-16.00
6.	The Language Of The United Kingdom	I - II I	Mandatory	Friday	14.00-16.00
7.	Knitting	IV-V	Options	Saturday	10.30-12.30
8.	The ITC	IV-V	Options	Saturday	10.30-12.30
9.	The drum band	IV-V	Options	Thursday	12.30-14.00

The activities of extracurricular on musicians and knitting for class IV and Class V, this as a strategy that playing the gamelan there are keys that have to remember. Whereas the activity of knitting requires patience because knitting is a complicated job. On the age of the child class IV and V, where is coordinated

enough. Dance can be followed by all classes. The barriers are the kids there is still a tendency to prefer modern culture.

2. At the level of the class, the implementation is as follows:

- a. The implementation of life skills education can be carried out through intra-curricular activities and extracurricular activities with the aim to develop the potential of students in accordance with the character, emotional, and spiritual in the process the material is self-development converges on a number of subjects. The following is a table of material life skills.

Table 3.

*Life skills educational material Elementary school Pedes 2*

No.	Class	Material Events
1	I	- Making mosaics (paper/material dried banana leaves) - Make a collage
2	II	- Single print (stem of banana leaf, sweet, and so on) - Make an ornament out of paper folding - Make an ornament from leaves
3	III	- Made of raffia tendrils - Make flower vase - Make the propeller/makers propellers from paper - Weaving
4	IV	- Make mockup - Make flower (materials from paper, straw, corn leaves)
5	V	- Make ronce - Mask making - Batik
6	VI	- Create webbing - Make batik - Make a wheeled toy - Doll making (material yarn, bottle, etc.)

From the table above that more life skills education is emphasized on the utilization of the local environment is the barriers are that kids prefer to hold gaded than rather regional art creations.

- b. Local and Global Excellence -Based Educational activities in SD 2 Pedes are as listed in the following table:

Table 4.

*Education-Based Local/Global Excellence*

No.	<u>The activities of the</u>	<u>Participants</u>	<u>Time</u>	<u>The purpose of</u>
1.	Communicate with the Java language	Teachers, employees and students of class I and VI	Saturday	Communicate with the Java language correctly
2.	The Art Of Dance	Grade Students I to VI	Wednesday and Saturday	Introduce and demonstrate the various types of dance
3.	Karawitan	Grade Students IV and V	Friday and Saturday	Recognize and preserve Javanese culture

From the above table it can be seen on local advantages based education efforts have been established by school which aims to introduce, demonstrate and preserve. The activities constraints are limited to certain days. Even the teacher's area of study often don't come to teach.

- c. The existence of rules of service on each of the 20th wearing Javanese clothes.

In the implementation of curriculum-based local wisdom in Sd 2 Pedes the obstacles are the students in using the Java language is limited to Java language "ngoko". Because of the location of the SD 2 Pedes located between village and city environmental city very strong influence in pressing children's mentality to follow modern culture. Guidelines for children who tend to follow the modern culture. Not all teachers make learning planning local wisdom.

Factors supporting the implementation of local wisdom-based curriculum are : the existence of Government Regulation No. 19 2005 about National education standards article 17 paragraph 1 "Curriculum level SD/SDLB, SMP/MTs, SMA/MA/SMK/MAK, SMALB, or another form was developed in accordance with the equal unit of education, potential socio-cultural area, the local community and learners. Regulatory Area of Bantul Regent Decree No. 168 A Year 2007 Regarding the determination of schools that carry out basic education and local wisdom-based children's rights Bantul Regency Year 2007. Government regulations on education and culture Number 23 year 2015 Established Movement about Manners. Parents,

citizens schools, community support with the holding of activities in the field of culture. Regent rules no. 05A year 2010 about education Batik as local content.

## **Conclusion**

In the implementation of local wisdom-based curriculum in elementary school Pedes 2 Sedayu Bantul Yogyakarta, already has a curriculum that contains local wisdom as stated in the above discussion. But the implementation has not been executed to full potential, there has been no implementation of the guidelines for the activities of extracurricular has not yet written. Local wisdom-based Curriculum in SD 2 Pedes is included in local content on subjects compulsory i.e. Javanese Batik Education, and educational dance. Local wisdom education applied in SD 2 Pedes as solution in answering the problems over the challenges on the influx of foreign culture that goes along with the era of globalization. The benefits of this local wisdom-based curriculum such as children begin to be able to use the Javanese language to krama, karawitan children are good at playing the gamelan, but for one unprecedented batik fabric clothes. New students could make tablecloth and handkerchief. From the discussion above, the author finds the implementation of local wisdom-based curriculum that was applied in SD 2 Pedes were still limited to the allocation of time is still narrow. Application of communicate in Javanese language who only on Saturday to narrow the space of language itself.

For readers not to forget the local cultures, as form a manifestation of the nation identity as Nations that has values that the Eastern uphold politeness, ethics, mores. More detailed guidelines should be made as a reference for teachers in application.

## **References**

- Agus Wibowo et al. 2015. Character Education Based on Local Wisdom in Schools. Yogyakarta: Student Library.  
<http://disdik.bekasikab.go.id/berita-pengertian-dan-tujuan-pendidikan-di-sekolah-dasar.html> (at 09.00 am, 15 Oktober 2018)
- Regent Regulation No. 05A of 2010 concerning Batik Education as Local Content Regional
- Regulation concerning Decree of Bantul Regent No. 168 A of 2007 concerning the Establishment of Schools that Implement Basic Education based on Local Wisdom and Children's Rights in Bantul Regency in 2007.
- Government Regulation No. 19 of 2005 concerning National Education Standards article 17 paragraph 1 "Education unit level curriculum SD / SDLB, SMP / MTs, SMA /

MA / SMALB, SMK / MAK, or other equivalent forms developed according to education units, regional potential, social culture local community and students. Republic of Indonesia Government Regulation Number 13 of 2015.  
Tri Tulis Juliyanti, Application of curriculum based on local wisdom in the class vi up to the country sendangsari display of DIY prayer. Act No.2 of 1989 Law Number 20 of 2003  
National Education System Law No. 20 of 2003 Education and Culture Directorate General of Higher Education Development Project Educational Institutions Education Personnel.