



## **Curriculum Development through Society Empowerment of Local Wisdom Inclusion Early Childhood Learning**

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### **Abstract**

The goal of this research is to identify potential transformation of local wisdom that can support the execution of early childhood education learning in Central Java Indonesia and examine community empowerment program in developing the curriculum of early childhood education. This research is in the form of research and development. The outcome of this research is the design of curriculum development of early childhood education that can give real examples for the educators in empowering community's role as a form of potential transformation of local wisdom in early childhood education learning such as 1) Potential transformations of local wisdom which can support the execution of early childhood education learning in Central Java Indonesia. The steps are a) Choosing themes and sub-themes based on the local potential; b) identifying playing activities c) composing a daily plan. 2) Involving parents in community empowerment program in developing the curriculum of early childhood education.

### **How to cite**

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## INTRODUCTION

Law, No. 23 of 2002 on children protection mentions that a child is a person who has not reached the age of 18 years, including an unborn child. This concept is limited to the meaning of early childhood which according to the law of education system No. 20 of 2003 is children from 0-6 years old. 2010 population census showed that 45,9 % of Indonesian is children aged 0-9 years old. Description of the children's condition at present becomes an important basis for making appropriate policy for the future human resources. Children are groups that need to be prepared for the survival of the country and the state in the future. On the other hand, if the children are ignored or they are given minimal fulfillment for their growth, they can be a very heavy burden for the government.

Analysis from the expert of various disciplines shows that the challenges of the 21st century are the significant changes in the field of (1) Bigger population which causes less availability of natural resources to meet basic needs since the land is converted, higher labor competition which has an impact on the uncertainty of job warranty. (2) The era of digital technology in which globalization of information and communication is more accessible and it will cause cultural penetration and the shifting of cultural values of the nation, multicultural life and multi-language that encourages weaker position of local languages even Indonesian as the national language, virtual education which ease the coming of foreign educational institutions. (3) The entrepreneurial mindset which shifts practical skills to managerial skills, from looking for a job to creating a job, and relying on natural resources to human resources.

The condition and paradigm above must be anticipated soon. Education must prepare the children to be able to survive in their era by giving basic skills which are not cracked by time. Systemic and sustainable development of human resources are needed in preparing prime human resources as we hope them to be and it must be done from now and started from early childhood. In order to do that, we must cooperate with various aspects including school, family, and community to prepare education which introduces potential local wisdom in learning since early childhood.

Whereas the fact is that the government has prepared the curriculum of early childhood education as design in determining the outcome of early childhood education. But, the result of prior research showed that the learning program

taught had not fully introduced the potential of local wisdom through the learning themes. Besides that, when we became trainers on early childhood learning held by Central Java Education Office, we found that the problem of the early childhood educators was that when they developed the curriculum, they found difficulties in choosing the materials and learning activities in accordance with the curriculum indicators that would be reached and connecting the learning materials by raising the potential of local wisdom. On the other words, when they taught, they only relied on monotonic topics. Actually, by applying the local wisdom, they can create cheap and quality learning for the early childhood education and anticipate the effect of cultural transformation so that the next generation of Indonesia will have Indonesia's personality.

The object of this research is to identify potential transformation of local wisdom that can support the execution of early childhood education learning in Central Java Indonesia and examine community empowerment program in developing the curriculum of early childhood education.

## RESEARCH METHOD

This research is in the form of research and development which was done within 6 months at the primary schools of early childhood education in Central Java Indonesia. This research was done in cooperation with the Central Java organization of early childhood educators.

### Preliminary Study

By using descriptive analytic design, we did exploration by collecting descriptive data as many as possible then we wrote them in the form of report and essay. Whereas analytic activities were done during the research process. Along with the exploration, we also reviewed the literature according to the topics that would be studied such as (1) reviewing and applying common theory to identify the transformation of potential local wisdom which can support the execution of early childhood learning in Central Java Indonesia; (2) reviewing society empowerment program in developing the curriculum of early childhood education.

All the theories above can be used as a supporting concept in doing the research. In reviewing the literature, we also studied secondary data as well as prior research and we did a general observation on various problems and needs in the field. Then, we made the result of the research

into draft design/mapping model, and after that, we discussed it with the research team, university students as well as involved teachers. After discussing the result, we fixed the result based on the advice was given by the team and involved teachers.

### **Conceptual Design Forming of Curriculum Development**

Based on the result of the preliminary study, we formed the conceptual design of curriculum development of early childhood education which is integrated with the wisdom of local potential.

### **Validation/verification stage**

Activities of theory and design validation to the experts and limited trial as well as predictive and systematic analysis of the limited trial result. Therefore, we could test the feasibility of the curriculum development design of early childhood education which is integrated with the wisdom of local potential. Design assessment had been done before the trial activities in the form of focused discussion with experts either from academics or practitioners by visiting them.

Based on the result of verification with the experts and limited trial, we revised some things such as scope and relevance of the design content. This revision was made not only by getting the advice from the experts, but we also obtained some information from the literature and the results of prior research that we thought were relevant. Then, the research result is ready to be implemented.

### **The procedure of research**

The procedure is started by theoretically and empirically conducting the research about the role of society in the learning at early childhood education, the transformation of potential local wisdom in the learning of early childhood education, the structure of research instrument. The next was to conduct the needs analysis regarding the development of the curriculum of early childhood education which integrated with potential local wisdom. The result of theoretical and empirical studies, based on the needs analysis, design for early childhood education curriculum development was then developed. The design made then tested by the expert and small or limited class. Then the revised was done to the result or input from the test expert and small class until the final design was achieved.

### **The technique of Data Collection**

The technique of data collection used in this research was a questionnaire, interview, observation, and documentation method. The questionnaire and observation method were used to analyze the learning issues conducted by the teacher, similar to the students. The method of interview is used to parents/society to give the input to learning program as one form of society utilization/involvement in the transformation of potential local wisdom in early childhood education, and the documentation method was used to find or to collect the evidence and any information supportive to this research.

### **The Technique of data analysis**

The technique of data analysis, to make the data scientifically reliable, thus the data validity test was conducted. The technique used in this data validity test is triangulation mode. In order to gain the significance of the data or the phenomena found, then the analysis with the descriptively explanatory qualitative approach was used. With the descriptive analysis technique, some of the measures were to organize the data like picture, photograph, a document like a report, biography, article, guidance books, etc. As long as the process of the research, a set of a process like the collection, reduction, presentation, verification and valuing to the phenomena found were conducted after the conclusion was drawn. The purpose of the verification was to enrich and validate the interpretation conducted.

### **Research Outline**

The outline of this research is to have the design to develop early childhood education's curriculum which can give an actual example to the teacher to utilizing the role of society as the form of transformation for potential local wisdom in the early age learning.

## **RESULTS AND DISCUSSION**

### **The description of Research Subject**

This research was done in some cities of Central Java Indonesia. Based on the result of the interview and literary review then the short description on the potential local wisdom was gained from there. The example is Semarang (capital city of Central Java), that has some potential cultural tourism objects such as Tugu Muda, Lawang Sewu, Simpang Lima area, Kota Lama area (Blenduk Church), Sam Poo Kong, Giri Tunggal heroes cemetery, Puri Merokoco, Nyonya Meneer Museum, Indonesian Museum of

Record. While the suggested farming potential in Semarang is as follows: corn, potato, rubber, sugar cane, coffee, coconut, clove, and cashew. ([www.regionalinvestment.bkpm.go.id](http://www.regionalinvestment.bkpm.go.id)). Those local potential descriptions were used as the base for deciding the learning theme.

### Preface Study Result

Based on the preface study through the questionnaire for the teachers, parents, and continued with the deep survey, the data and information were gained related to the coverage of the result area potential, as follows:

- a) The coverage of the introduction for potential area in learning

In learning plan (semester program), the team of teachers identified the theme network based on the surrounding potential around the school. The measurements taken were as follows:

- (1) To decide the theme which is going to be used in each semester according to the existing area potential, and to determine the time allocation for each theme.
- (2) The theme and sub-theme chosen are identified for the material subject that is going to be introduced to the children in learning.
- (3) To identify the main activities for each of the material coverage (sub-theme), this stage is known as weekly planning.
- (4) Based on the next weekly planning, the teacher structures the daily planning which component comprises as follows: indicator, learning activity, learning aid/source, knowledge vocabulary/concept which is introduced to the child and child development assessment.

The school curriculum implementation process is attempted to: 1) To optimize the child sensing function, 2) Fun learning, self-initiative, free from pressure, 3) To introduce anything concrete to abstract, 4) To build child real experience, 5) To employ inquiry process in learning, to build critical thinking and problem solving through the stages of thinking, remembering, understanding, applying, analyzing, evaluating and creating.

- b) The utilization of society (parent) in developing the curriculum of early childhood education is one form of parent involvement both in the planning, implementation, and the evaluation of learning activity development at school in the form of peak activities lime field trip, bazaar, child creation exhibition, child-parent creating competition, to discuss the child progress in searching for the meeting point to the optimal child stimulation both at school and at home.

- c) The conceptual design for developing early

childhood education curriculum through the utilization of society as the transformation local potential wisdom in learning.

- d) Model implementation

After the model validation was done through the expert test and practitioner regarding the conceptual design, then the model implementation was done to further explore the model development.

Based on the result of the research shows that the curriculum development in early childhood education as the transformation of potential local wisdom is started from the identification for potential local wisdom which was raised as the learning theme. The theme is the tool to introduce many concepts, topic, and idea thoroughly to the educated child. In learning, the theme has a function to integrate the content of the curriculum into one complete planning (holistic), to enrich the language vocabulary of an educated child, to make the lesson more meaningful, and to help the child, easily and clearly know many concepts. So, the theme is the actualization of child interest concept made into the plan or the planning milestone in learning the process.

Thus, the themes that can be identified or developed in Kindergarten are adjusted to the surrounding environment, as follows: 1) Self; 2) my environment; 3) my needs; 4) Animal; 5) plant; 6) Recreation; 7) occupation; 8) water, air, and fire; 9) communication device; 10) My country; and 11) nature. Of course, those items mentioned depend on the teacher's competence to identify the sub-themes on the basis of potential local wisdom which will be transformed into learning in early childhood education. To identify the sub-theme on the basis of potential local wisdom the teachers should pay attention to the following principle; 1) familiar to children, 2) simple, 3) attractive, 4) incidental.

Then, After the themes and the sub-themes has been determined, the teachers develop the material/topic to be introduced to the children using the interrogative word "5W + 1H (who, what, why, when, where + how)", referring to the appropriate reference book in order that the concept being introduced to the child during theme discussion activity is the scientific concept.

Regarding the development of the integrated learning at the Kindergarten, this integration is shown on the relatedness between the themes material/topic – playing activity-closing activities. For example, when the teacher discuss the material about the weapons used to defend the Indonesian country, like rifle, cannon, tank, fighter plane, and battleship, then the playing activities are prepared by the teacher are as follows: 1)



to play word card “ship; plane; canon; etc; 2) to play macro and micro role; 3) to categorize kinds of weapon according to the shape and size, etc. Another example for my environmental benefit/potential, which can be developed by the teacher are; 1) to group the organic garbage (leaf), 2) to create something real from leaf (batik); 3) kolache from organic material. Thus in this learning activities conduct, the teacher should develop the high-level thinking process of the child. The learning measurement is taken in the learning of “my environmental potential” material are as follows:

1. Remembering

The teacher gives the opportunity to the children to observe various kinds of batik pattern on the tablecloth, pillow cover, etc. in this steps, the children try to remember the shapes of those clothes.

2. Understanding

The teacher gives opportunities to the child to communicate orally, written, or picture based on the previous observation, by finding the same pattern/shapes on other clothes.

3. Applying

The teacher gives opportunities to the children to make their own batik pattern.

4. Analyzing

The teacher gives the opportunity to the children to specify an entity into parts, thus, the children could see if there is similarity or difference with the batik pattern made by his/her friends.

5. Assessing

The teacher gives the opportunity to the children to assess his/her batik creation and his/her friend’s (the thinking ability to do judgment according to the certain criteria and standard).

6. Creating

The teacher gives the opportunity to the children to combine/ refine his/her batik creation by adding some new elements into a new structure that they have never seen before.

By transferring the local potential wisdom into the learning and to stimulate the children to higher level thinking habit, then the learning activity will be meaningful to the children.

## CONCLUSION

The conclusions of this research is the transformation of potential local wisdom which can support the conduct of learning in early childhood education in Central Java Indonesia are by using some measurements as follows: a) to choose the themes that will be used during each semester according to the potential of the area,

and to determine the time allocation for each theme; b) to determine the themes and sub-theme chosen, and to identify the material coverage which will be introduced to the children in learning; c) to identify the playing activities of each material coverage (sub-themes); d) to structure the daily planning which component comprise of indicator, learning activities, learning aids/source, knowledge vocabulary/source which will be introduced to the children and the assessment of child development. **The society utilization program** in early childhood education curriculum development is the form of parent involvement both in planning, execution, and the evaluation of learning activities at school in the form of thematic peak activities like field trip, as in theme; bazaar, child creation exhibition, parent-children creation competition; to discuss the development of children in order to find the solution for the optimal child stimulation both at school and home.

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