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INTEGRATED CURRICULUM DESIGN OF LOCAL PRIMACY BASED ON SOCIAL RECONSTRUCTION PERSPECTIVE IN NUSA TENGGARA BARAT, INDONESIA

Abstract. The purpose of this study is to develop curriculum models which adopt local primacy based on the principle of social reconstruction curriculum in Nusa Tenggara Barat (NTB). This study is a development research which adopts and modifies Borg & Gall development model (1983) with the following stages (1) needs analysis, (2) model development, and (3) model validation. The results of needs analysis indicate that coral reef material is the main priority of local primacy that will be integrated into the secondary school curriculum in NTB. The principle of social reconstruction curriculum implemented in three components as the result of model design, i.e learning objectives, learning methods (organizational learning strategies, learning delivery strategies, and learning management strategies), and learning results or assessment. Product design model are implemented in instructional tools consisting of syllabus, topic formulation and basic competence, comic learning materials, and assessment instruments. Based on the assessment qualifications on the instructional tools validation test which includes three aspects, namely the content aspect, the display aspect and the accuracy aspect of language use, the mean scores are as follows 3.4; 3.8, and 3.4. Based on these results, overall instructional tools are in a very good category..

Keywords: Curriculum design, local primacy, social reconstruction.

BACKGROUND

Indonesia is an archipelagic country with 13,466 islands with 1,922,570 square kilometers of land area and 3,257,483 km2 of water area (Giyanto et al, 2017). This strategic geographic position has placed Indonesia on the world's coral reef triangle. Natural treasure in the form of coral reef ecosystem is one of the advantages owned by Indonesia which must be preserved (Sukri, 2011). Based on the Law No. 14 of 2011, the extent of Indonesia's coral reef area reached up to 2.5 million hectares. With this vast expanse of coral reefs, Indonesia has become one of the world's centers of coral reef diversity with almost 569 species classified into 82 genera (Giyanto et al, 2017).

One of the provinces in Indonesia with natural treasure of reef ecosystems is the Province of Nusa Tenggara Barat (NTB). The beauty of the coral reef ecosystem and its coastal charmhas made NTB selected as the best province for tourism in the Government Award 2015 event from the Government of Indonesia. In addition, two international awards are also achieved by NTB as World's Best Halal Honeymoon Destination and World's Best Halal Tourism Destination at the World Halal Travel Summit & Exhibition 2015 event held in Abu Dhabi, United Arab Emirates (Winarti, 2017).

According to Subijanto (2015), local primacy is one of the potential that exists in every region to be used as an interesting contextual material to be taught in schools. Furthermore, Marliana & Hikmah (2013) describes that local primacy integrated into education can be extracted from various potentials such as natural resources, human resources, geographic, culture, and history. In the context of this research, the local primacy is the primacy of natural resources, which is coral reef ecosystem owned by NTB.

Coral reef ecosystem materials need to be introduced to the community especially to students for elementary and secondary school (Sukri et al, 2016). It is important to develop students' understanding and knowledge on coral reef ecosystem early on, so that awareness of the importance of maintaining and taking care of coral reef ecosystem especially in NTB can be well-maintained (Sukri, 2011). Ironically, the material of coral reef ecosystems in NTB has not yet included in the curriculum for both primary and secondary levels. Based on these findings, it is considered urgent to develop a curriculum that integrates local primacyof NTB province. This is in line with the perspective of social reconstruction because the curriculum accommodates local primacy, integrates the environment, solves social problems, and the substance that comes from potential around the students (Sukardi, 2016).

Social reconstruction curriculum is a curriculum design centered on problem solving (McNeil, 1981; Stanley, 1981; Hunkins & Ornstein, 2016), and focuses on issues faced by the society (Sulthon, 2014). The social reconstruction curriculum emphasizes cooperation and interaction, the interaction between learners and other students, the interaction between learners and teachers, the interaction between learners with their environment and other learning resources (Sulthon, 2014; Mubaroq, 2018). With this concept, coral reef ecosystem which is one of the local primacies of NTB province is considered necessary to be developed into one of the lesson materials to be taught in elementary and middle schools in NTB province.

The development of lessons that adopts local primacy in NTB has been done by Sukardi (2016) who developed a creative economy-based craft and entrepreneurship model with the dimensions of the local primacy industry,namely silver and batik handicraft.There have not many researches related to the development of curriculum that adopt local primacy in the form of coral reef ecosystem in NTB. Initial research that has been done by Sukri et al (2016) produces a learning tools that adopts the potential of coral reef ecosystem at SDN Gili Matra, NTB. Furthermore, Sukri et al (2016) explained that the material of coral reef ecosystem can be integrated into the subjects in elementary school for grade 4 on the theme of natural resources, and grade 6 on the theme of animal and plant conservation, and environmental balance.

Referring to Sukri's research (2011), Sukri et al (2016), and Sukri et al (2017), coral reef ecosystem materials need to be developed for secondary school, junior high school (SMP). Therefore, to accommodate the material of the coral reef

ecosystem into junior high school, it is necessary to design an appropriate curriculum in accordance with the characteristics of local primacy of NTB province. The purpose of this study is to develop curriculum models that adopt local primacy based on the principle of social reconstruction in NTB. This article describes the results of curriculum designs that have been developed based on the principle of social reconstruction.

RESEARCH METHODS

This research adopts and modifies the research development steps by Borg & Gall (1983). The implementation of the research consists of the following three stages: (a) needs analysis, (b) model development, and (c) model validation. Here are the description of the activities undertaken in the three stages of the study.

Needs analysis adopts fishbone diagram model (Ishikawa, 1976) to map out the school's support capacity covering aspects of people, materials, procedures, equipment and environment in the context of curriculum development which includes local primacy as enrichment material for junior high schools (SMP) according to the 2013 curriculum in Indonesia. Needs analysis is carried out through Focus Group Discussion (FGD) activities involving science teachers in junior high schools, principals, and curriculum development teams from the Office of Education, Youth and Sports (DISPORA) of North Lombok regency with a total of 25 people. The selection of North Lombok Regency as a research location is based on its being the representation of existing districts in NTB with local primacy in the form of coral reef ecosystem which has been widely known by foreign countries.

The development of the model aims to determine the form or model of integration of potential local primacy of the region into the curriculum in the form of learning tools that include syllabus, lesson plan, textbooks and assessment instruments. Model development refers to the theory of the social reconstruction curriculum (Hunkins& Ornstein, 2016) which is actualized into three components, namely (a) learning objectives, (b) learning methods consisting of: strategy of organizing learning, learning delivery strategies, and learning management strategies, and (c) learning results or assessment (Gagne et al, 1992; Degeng, 2013).

Model validation is performed to test the curriculum products that have been prepared through expert validation test. Model validation is performed by three experts namely, content specialists, resource display experts, and linguists. The validation test instrument was adopted from the non-text book assessment guidebook developed by the Book Center, Ministry of National Education in 2008 combined with the local resource-based assessment instrument developed by Sukri et al (2017). Scoring are in the range of 1-4, i.e score 1 = less good, score 2 = good enough, score 3 = good, and score 4 = very good. The final qualification of textbook appraisal was adopted from Sukri (2015) as follows: $3 < s \leq 4$ (Very Good), $2 < s \leq 3$ (Good), $1 < s \leq 2$ (Good Enough), and $s \leq 1$ (Less Good), s = score.

RESULTS AND DISCUSSION

NEEDS ANALYSIS STAGE

Based on need analysis, there were found some issues as follows. Firstly, the lack of material content in junior high schools raised local primacy in NTB, especially about coral reefs. The results of this FGD also found that this research activity is the first research activity that raised the content of local primacy in the form of coral reef ecosystem as enrichment material for science lesson in junior high schools. Secondly, teachers in schools have not been provided with the necessary knowledge and need to be given an understanding in teaching the reef ecosystem learning materials for students. Thirdly, classroom teaching activities tend to be traditional through lecture methods although some teachers have already applied some interesting teaching methods in the learning process. Therefore, teachers need to be given an understanding of appropriate learning methods to teach the reef ecosystem materials to students. Fourth, supporting equipment and infrastructure in teaching materials of coral reef ecosystem is adequate. Fifth, from the aspect of the environment, it is very supportive in learning the coral reef ecosystem because it is a real potential that exists around the students.

The results of needs analysis concluded that the need to raise the material of coral reef ecosystem which is the local primacy of NTB as one of the enrichment material for science lesson in junior high school level. These results are supported by the availability of human resources (teachers), equipment and the environment. In addition to these aspects, the integration of coral reef ecosystems into one of the subject matter of junior high schools also pays attention to socio-cultural aspects of society in NTB as suggested by Sukri et al (2016).

MODEL DEVELOPMENT

FGD results with curriculum development team and science teachers for junior high school formulated that the model of coral reef material integration can be done through insertion and adjustment of coral reef material on Basic Competence (KD) of science especially on biology materials according to the current 2013 curriculum implemented in Indonesia. The next step is to pack the material of coral reef into a topic compiled into comic learning materials. The following are listed coral material topics, chapters of Basic Competence (KD) and a description of the material shown in table 1.

Table 1 Topic sequence, Basic Competence, and Description of the Main Materials as the Learning Material of the Comic

Topic	Basic Competence (KD)	Material Description on the Comic

Topic I: Coral Reefs are Living Thins	Referring to KD 3.2 Classify living things and objects based on observed characteristics	The iconic figure describes the characteristics of coral reefs from physical features, as well as physiological and cellular features based on observations on the microscope.
Topic II: Coral Reef Diversity and Classification	Referring to KD 3.2 Classify living things and objects based on observed characteristics	The iconic figure explains the classification of phylum of living things, one of which is coral reef based on cellular observations (organelles), living habitats, and other characteristics.
Topic III: Cellular System and Coral Reef Body Structure	Referring to KD 3.6 Identify organizational systems of life from the cellular level to the organisms and major compositions of cell constituents.	The iconic figure explains the cellular system and body structure of coral reefs
Topic IV: Inheritance of Nature on Coral Reefs	Referring to KD 3.3 Applying the concept of inheritance of nature in the breeding and survival of living things	The iconic figure, invites students to analyze various opportunities of traits derived from the reproductive processes undertaken by coral reefs according to Mendel's trait inheritance laws.
Topic V: Survival and Conservation of Coral Reefs	Referring to KD 3.8 Analyzing the occurrence environmental pollution and its impact on the ecosystem Referring to KD 3.9 Analyze climate change and its impact on the ecosystem	The iconic figure explains the causes of damage to coral reef ecosystems caused by environmental pollution and global climate change. The iconic figure then invites students to analyze the importance of coral reefs and efforts of coral reefs conservation in Indonesia
Topic VI: Coral Reef Biotechnology	Referring to KD 3.7 Understanding the concept of biotechnology and its role in human life	The iconic figure invites students to analyze the use of biotechnology principles in tackling various human activities (pollution) that can potentially cause extinction on coral reefs. One of them is environmental biotechnology (waste-eating bacteria)

The design of the integrated curriculum model of local primacy implemented into learning tools includes syllabus, lesson plan, comic learning materials, and assessment packed into three learning variable components adopted from Reigeluth & Merrill (1978), ie (a) learning conditions, (b) learning methods, and (c) learning outcomes. Each component of learning variables refers to the social reconstruction theory that is considered relevant to the developed model. This is in accordance with the principle of social reconstruction theory because it places an integrated education with the environment, solving social problems, and learning content excavated from potential around students (Sukardi, 2016). Here is described the integrated curriculum design of local primacies are designed into three components as follows:

Learning conditions are factors which influence the effect of using certain methods to improve learning outcomes (Gagne et al, 1992; Degeng, 2013). Furthermore, Degeng (2013) classifies the learning conditions into four variables namely; learning objectives, characteristics of the subject, constraints, and characteristics of students. The learning conditions in this study focused on two classifications, namely learning objectives and characteristics the subject. The structure of learning objectives in this development model refers to the structure of the 2013 curriculum which consists of (a) the objectives of learning, (b) the core competencies, and (c) basic competencies. The objectives of the subject study refer to the principle of constructivism and social reconstruction to build students' understanding of the coral reef biological system from the simplest aspect to the most complex aspects suitable with conceptual orientative objective (Degeng, 2013). The determination of core competence (KI) and basic competence (KD) adopts and modifies the science syllabus for junior high school according to the 2013 curriculum as shown in Table 1.

The material structure of the subject which is implemented in coral reef comic material refers to supporting structure which contains fact, concept, procedure or principle to complete orientation structure (Degeng, 2013). In this case, the supporting structure is relevant to the developed model as coral reef material is supplementary material or complementary biological material for science lesson for junior high school.

The learning method in the model consists of three components, namely (a) learning organizing strategies, (b) learning delivery strategy, and (c) learning management strategy.The strategy of organizing learning in the developed model refers to macro strategy which is organizing the content of learning by involving more than one concept, procedure, or principle with the aim to organize the entire contents of the field of study (Degeng, 2013; Reigeluth & Merrill, 1978). The organization of the learning on the developed model include (a) arrangement of coral reef material which is arranged into

7 chapters or (Table 1); (b) presentation of core competencies and basic competencies for each chapter; (c) determining the storyline according to the supporting material and images , and (d) the task or exercise displayed at the end of each topic. The sequences of coral reefs comic materials refer to the type of learning structure, which shows the sequence of materials that starts from the simplest material to the most complex material.

The learning delivery strategy on the model developed refers to the principle of social reconstruction. Social reconstruction emphasizes the existence of collaboration, interaction, communication and direct practice (Sukardi, 2017. Therefore, the learning delivery strategy is actualized in the form of (a) group learning, (b) face-to-face activities in the classroom, (c) conducting field trips to see the real conditions of coral reef ecosystems in the real environtment.

The delivery strategy refers to the principle of social reconstruction by implementing social reconstruction learning methods adopted from Luisa (2007) combined with social reconstruction syntax developed by Sukardi (2017). Learning activities are implemented through activities (a) forming heterogeneous learning groups in terms of gender, abilities, and cultures. The formation of heterogeneous groups is expected to establish interaction and cooperation among students (Pitriani et al, 2013); (b) initial knowledge activation, (c) presentation of new knowledge, (d) conducting exercises through problem analysis, (e) conducting research through field trip activities, (f) drawing conclusions, and (g) reflections on the learning process.

Learning outcomes are all impacts serve as a reference of using a method under different conditions (Degeng, 2013). The learning outcomes intended in this study are assessments that embrace the principle of social reconstruction that is oriented towards problem-solving models that can be derived from real problems in student's life (Hunkins& Ornstein, 2016). Assessment activities include: (a) guidance of field trip activity combined with project-based assessment including: planning, data collection, organizing, process, analysis and concluding, and displaying data (Fauziah & Saputro, 2018); and (b) critical analysis reports the results of on field monitoring of coral reef problems.

PRODUCT VALIDATION TEST RESULT

Product validation test is done through content validation test, display validation test to assess product appearance, and language validation test to assess Indonesian language usage whether it is good and correct according to standard rules in Indonesia. The results of the curriculum product validation test shown in Table 2-4.

Table 2 The results of content validation of curriculum product based on local primacy

No	Scoring componen	Evaluation Score
1	The corelation between basic competence and the topic/ chapter and elaboration of the coral reef materials.	3
2	The harmony between basic competence and elaboration of coral reef materials.	4
3	Elaboration of the material which describe the coral reef material comprehensively for each chapter or topics.	3
4	Learning syntax acording to the basic competence and main materials.	3
5	The validity of the material substance acording to the principal of science.	3
6	The explanation of coral reef material according to the improvement of students' cognitive.	4
7	The harmony of comic illustration with the material in every topic or chapter.	4
8	The harmony between story line and the topic/ chapter as well as the basic competence.	3
Overall rate		3,4*

Note:
scoring qualification
$3<S\leq 4$ (very good), $2<S\leq 3$ (good), $1<S\leq 2$ (good enough), $S\leq 1$ (less good), S = score

Based on the results of the content validation of curriculum products based on local primacy, the average score for the eight components of the score was 3.4. With this score, curriculum products consisting of syllabus and comic teaching materials are in a very good category. Table 2 shows that three of the eight aspects of assessment are in the very good category with a score of 4. All three aspects of assessment include aspects of assessment 2, 6, and 7 related to the suitability of coral reef ecosystems with basic competencies, student cognitive levels and illustrations shown in comics for each topic. This shows that the coral reef ecosystem material which is the local potential of the region has been well described in the curriculum products. Similar results were obtained by Hartini et al (2018) which showed that teaching materials integrated with local wisdom had been prepared in accordance with aspects of content validation and appearance.

Table 3 The results of the appearance validation of curriculum products based on local primacy

No	Scoring component	Evaluation score
A	Design of the Topic, Basic Competence and Syllabus	

1	The design of the topic displaying the coral reef material comprehensively.	4
2	Clarity of the topic / chapter design	4
3	Clarity of the basic competence design	4
4	Clarity of the main material elaboration.	4
5	Clarity of the learning syntax in the lesson plan.	3
6	Clarity of the syllabus description (learning source, time allocation, learning methods, and evaluation).	4
B	Comic Learning Material	
7	Clarity of the picture illustration/ example in every topic or chapter.	3
8	The coherence of coral reef material displayed.	4
9	Clarity of the story line in the comic.	4
10	Clarity of the information displayed in the comic.	4
11	The use of proportional gradation of color	4
12	Harmony between picture, font size and type used in the comic.	4
Overall rate		3,8*

1 scoring qualification
3<S≤ 4 (very good), 2 <S ≤ 3 (good), 1 <S ≤ 2 (quite good), S ≤ 1 (less good), S = score

The results of the appearance validation test of curriculum products shown in Table 3 show that the average score of the assessment is 3.8 and is in the very good category. These results indicate that in terms of appearance, curriculum products developed have met the criteria for all assessment components. Based on Table 3, it is known that out of the 12 components of the assessment there are 2 components of assessment with a score of 3, namely the assessment components 5 and 7. This indicates that overall, the results of validation tests on the appearance of curriculum products have high validity values. According to Afriadi et al (2013), the magnitude of the value of validity plays a role in drawing conclusions. Therefore, the higher the validity, the better conclusions produced (Hartini et al, 2018). The high validation test results are also shown in Table 4. Based on Table 4, it is known that the results of curriculum product language validation test obtained an average score of 3.4. With this score, the use of language according to the standard rules of the curriculum products produced is in a very good category.

Table 4 The results of language validation of curriculum products based on local primacy

No	Scoring Component	Evaluation Score
1	The words and sentence choice according to the standard rule.	4
2	Accuracy of idiomatic expression	3
3	The arrangement of sentences according to the standard rule.	3
4	The correlation between information and sentence is already clear.	4
5	The accuracy of punctuation use.	3
Overall rate		3,4*

1 scoring qualification
3<S≤ 4 (very good), 2 <S ≤ 3 (good), 1 <S ≤ 2 (quite god), S ≤ 1 (less good), S = score

The main purpose of the social reconstruction curriculum is to include students in social problem solving faced by society (McNeil, 1981; Stanley, 1981; Hunkins& Ornstein, 2016; Sulthon, 2014). The social reconstruction curriculum emphasizes on interaction (Sulthon, 2014, Mubaroq, 2018), and the substance or matter is extracted from the potential that exists around the student (White, 2001; Sukardi, 2016). The basic concept of social reconstruction theory is the foundation for the development of science curriculum that integrates local primacy in Nusa Tenggara Barat, Indonesia. The concept of social reconstruction theory in curriculum development in this research is implemented in: (a) the substance or learning material is adopted from the potential of the region which is one of the local primacy resources, the coral reef ecosystem, (b) the learning condition is designed to form the interaction among students by implementing social learning reconstruction syntax (Pitriani et al, 2015), and (c) assessment activities directed toward problem solving according to the main objectives of the social reconstruction curriculum (McNeil, 1981; Stanley, 1981; Hunkins& Ornstein, 2016).

One implication of the social reconstruction theory in this study is implemented in the content or subject matter that is adopted from the potential surrounding students, the coral reef ecosystem. According to Suyitno et al (2015), local wisdom in the school environment needs to be introduced and taught to students in order to produce graduates who are

relevant to the needs. In addition, Anggraini (2017) revealed that learning based on local wisdom can enrich the knowledge and character development of the students. Subali et al (2015) reported that the implementation of teaching design based on local wisdom influenced the character of students as proven by the emergence of 11 positive characters on student performance such as caring toward the environment. The results of Sugiyo & Purwastuti (2017) show that the potential of local wisdom in the community can be used as a character education model for elementary school students. The results of this design are in line with Mayne's (2014) opinion that the social reconstruction approach needs to be integrated into teacher training programs as a key component in improving the quality of education.

The implications of the social reconstruction theory in the developed design are also reflected in the learning activities undertaken. Learning activities prioritize the interaction among learners which is the principle of social reconstruction theory (Sulthon, 2014; Mubaroq, 2018). This concrete form of interaction activity is reflected in the learning group activities implemented through the social reconstruction learning model (Luisa, 2007; Sukardi, 2017). The heterogeneous learning group consists of students with different gender and academic ability. Group learning is expected to establish interaction between learners, learners with teachers, and learners with learning environment. The results of previous studies have shown that social interaction influences student learning outcomes and motivation (Fitriastuti, 2013, Hurst et al, 2013; Sari et al, 2013; Mulyaningsih, 2014; Nismawati, 2015; Rahmah, 2016; Murti & Heryanto, 2016). Aside from being positively affects student achievement social interaction is also plays an important role in improving the quality of learning (Jung et al, 2012; Essam & Al-Ammary, 2013). The results of this design are in line with Barakett & Freedman (2001) research suggesting that learning based on the principle of social reconstruction is done to achieve high-level thinking skills through participatory, dialogical, and interactive learning.

Interaction activities are not only carried out in the classroom, but also carried out through field activities. This refers to the principle of social reconstruction theory that the substance or subject matter is extracted from the potential that exists around the student (White, 2001). Furthermore, Sukardi (2016) emphasized that the setting of activities outside the classroom is intended to provide opportunities for students to acquire knowledge and skills through involvement in the real world. The results of various studies show that field trip activities can improve students' academic performance (Amosa et al, 2015), creative and practical thinking (Mahgoub & Alawad, 2014), conceptual understanding (Taneo, 2017), learning experience (Higgins et al, 2012; Nyumba et al., 2018) , learning outcomes (Patrick, 2010), knowledge and attitudes toward multicultural (Prokop et al, 2007; Olukayode & Tina, 2013; Neiman & Ades, 2014); and student academic achievement (Estawul et al., 2015).

The third implication of the principle of social reconstruction contained in this design is the form of assessment. Assessments developed are problem-oriented (Hunkins& Ornstein, 2016) based on the potential around students. This form of assessment is a project-based assessment which outlined in the critical analysis report on the results of the on-field reef problem. Project-based assessment is one of the authentic assessment models (Fauziah & Saputro, 2018). According to Tai & Yuen (2007), authentic assessment obtained positive results to improve problem-solving skills, team collaboration, and increased student knowledge. The results of this design are in accordance with Fook & Sidhu (2010) suggestions that authentic assessment is more acceptable to students and serve as an alternative to standardized judgments.

Overall, curriculum design that adopts local primacy generated in this study has been in accordance with the principle of social reconstruction used as a reference in the development of the models. In addition, the results of this study are complementary to previous research conducted by Sukri (2011) and Sukri et al (2016) and other similar studies in developing local primacy, especially coral reef ecosystems integrated into lessons for secondary school levels.

CONCLUSION

The results of the study reveal that the integration of coral reef material can be done through the insertion and adjustment of the main coral reef material in the Basic Competencies (KD) of science subjects, especially in biological material for junior high school level. The results of this study also indicate that curriculum development that adopts local primacy is suitably based on the principle of social reconstruction because the material developed originates from or is explored from the potential that exists around students.
The resulting curriculum design and product can be used as a blueprint for other areas in curriculum development which raise the potential of the region as enrichment materials for primary and secondary schools in Indonesia.

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