



## Development of Independent Curriculum Model for Early Childhood Education Based on Local Wisdom

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### Abstract

The purpose of this study was to describe the development process, measure the level of validity, determine the effectiveness, and determine the practicality of the product through teacher and student responses to the Independent Curriculum model for Early Childhood Education (ECE) based on local wisdom in North Lombok in the form of the Operational Curriculum of Education Units (OCEU). The research method used is Research and Development (R&D) through research stages adjusted to the needs and conditions of the study. Data collection techniques used in this study were through interviews, documentation, questionnaires, and observations. The results of the study showed that the OCEU ECE Product that was developed had passed validity and reliability tests with results indicating that this product was valid and suitable for use as a guide in implementing learning in ECE units in North Lombok. Based on the results of the analysis of ECE teacher responses, this OCEU ECE is included in the very practical category. Teachers stated that this guide is easy to use and supports the learning process effectively. Thus, this product is suitable for use as a reference in the teaching and learning process. This OCEU ECE is effective in developing six aspects of early childhood growth and development, namely physical-motor, cognitive, language, social-emotional, artistic, and moral-spiritual aspects, as well as supporting the development of the Pancasila Student Profile in early childhood.

**Keywords:** *Curriculum Models; Early Childhood Education (ECE); Local Wisdom*

### Introduction

Various national and international studies have found that Indonesia has been experiencing a learning crisis for quite a long time. This is shown by the fact that many Indonesian children are unable to understand simple reading or apply basic mathematical concepts. Of course, these findings show the educational gap between regions and social groups in Indonesia (Merdeka Mengajar Platform, 2023).

Research results from the Program for International Student Assessment (PISA) revealed that 70% of 15-year-old students are below the minimum competency level in literacy or numeracy. These PISA scores have not improved significantly in the last decade to the last fifteen years. (Anggraena et al., 2021). The study also highlights stark inequalities in the quality of education between regions and socio-economic groups, a situation further exacerbated by the Coronavirus Disease 2019 (COVID-19) pandemic.

The curriculum is an important pillar in the implementation of the learning process in the world of education. Social changes that continue to occur every year require the curriculum to metamorphose into various forms following social changes. The purpose of changing the curriculum is to always keep the curriculum relevant to the progress of the times. In the book on the development of the Merdeka Curriculum (Arifin et al., 2023) It is explained that curriculum changes in Indonesia have occurred fourteen times, starting from the 1947 Planned Curriculum to the most recent, the 2021 Independence Curriculum.

The Indonesian Minister of Education and Culture, Nadiem Makarim, introduced the Independent Curriculum Policy in September 2021 as an effort to mitigate various educational problems that occur. The Independent Curriculum Policy aims to improve the education system in Indonesia by providing more flexibility to schools and teachers in designing a curriculum that suits the needs, potential, and local context in each region. The independent curriculum emphasizes freedom of learning, independence, and the development of children's potential. This program is based on developing students' character and skills through interdisciplinary learning involving the Pancasila Student Profile Strengthening Project (Afifah, 2019).

In the context of Early Childhood Education (ECE), the Independent Curriculum allows ECE teachers to adapt learning materials to the cultural context, traditions, and environment around children. Thus, including local wisdom in the learning program contained in the school curriculum is very relevant as part of the development of the Independent Curriculum which is prepared as a reference for learning programs, this aims to make it easier for children to identify themselves with their surroundings as their identity and feel connected to local cultural values and positive values to the younger generation.

Local wisdom is defined as a part of the culture that is a marker or characteristic of ethics and values in local communities that are passed down from generation to generation in a region, which originate from pure social values that are preserved and displayed in cultural expressions as per the geographical and cultural context. Local wisdom is a manifestation of the personality of a community that also reflects the orientation or outlook on life of its community (Pangalila, 2020).

Sibarani (2014) explains that local wisdom is integrated with the system of norms, beliefs, togetherness, and justice which is expressed as a community tradition as a result of abstraction and interaction with nature and the surrounding environment over a long period of time. Therefore, local wisdom becomes a guideline in behaving and acting to fulfill the daily needs of the community (Hidayati, 2017).

The Early Childhood Education (ECE) curriculum can play a key role in introducing cultural and traditional values from an early age by integrating local and environmental wisdom into the Early Childhood Education (ECE) curriculum by developing various curriculum elements that can present interesting learning programs that are relevant to current developments to protect and preserve local wisdom in the long term.

Efforts to save the existence of local wisdom values need to be carried out early on, which can be done starting from basic educational institutions such as Early Childhood Education. Local wisdom can be integrated into the curriculum through three options, namely adding local content determined by the local government, developing learning tools based on local wisdom, and applying a model for developing independent learning based on local wisdom (Ministry of Education and Culture, 2022).

Research related to the development of the ECE curriculum based on local wisdom has also been conducted by other researchers, as recorded in a study entitled "Learning Development by Emphasizing Local Culture in Early Childhood Education" conducted by Karwati in 2016. In her research, Karwati noted that at this age stage, the potential for intelligence and the basics of individual behavior begin to form, so early childhood is often referred to as the "golden age". Therefore, all learning components that

are applied should emphasize the local culture or wisdom of the local area, so that it can help preserve and foster children's love for their own local culture or wisdom from an early age.

The development of a curriculum that focuses on local wisdom is not only aimed at forming children who have a sense of love for their own culture but also as a strategy to protect and strengthen the heritage of local wisdom that is threatened by the strong influence of foreign cultures. In a study conducted by Riezal and his colleagues in 2018, it was stated that one of the challenges in the era of globalization is how to create community character through education, especially through learning programs that combine local wisdom and values.

Given the crucial nature of this local wisdom issue, efforts are needed to develop a curriculum based on local wisdom. This aims to ensure that students have a solid understanding of local wisdom as the main foundation while maintaining a global perspective in national and state life. This view is in line with the thoughts of Riezal et al. (2018), who emphasize the importance of forming citizens who have a global understanding but still respect and strengthen local traditions as a basis for carrying out responsibilities in the nation and state.

The main objective of this study is to introduce and strengthen the values of local wisdom including culture, customs, love, and pride in their identity to early childhood, and to connect them with the natural and social environment through various activity programs based on local wisdom of North Lombok. It is hoped that the development of this curriculum will provide a positive contribution to maintaining and preserving local wisdom and the development of early childhood education in Indonesia which has the characteristics of the Pancasila Student Profile.

## ***Theoretical Basis***

### **Independent Curriculum**

The Independent Curriculum is a curriculum with a variety of extra-curricular learning where the content or teaching materials are optimized so that students have enough time to understand concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students (Kurka, 2022).

The Independent Curriculum is aimed at training independence in thinking. This independence of thinking is most importantly aimed at teachers (Khoirurrijal et al., 2022). The concept of Merdeka Belajar initiated and introduced by the Minister of Education and Culture of the Republic of Indonesia is a response to complaints and problems faced by educators during the learning process. With the presence of 'Merdeka Belajar', the responsibilities and work of a teacher are made easier, starting from administrative tasks to freedom from pressure and intimidation. In addition, the implementation of this independent curriculum is also an effort by the Indonesian Government to overcome the potential for learning loss and learning gaps. In addition, Indonesia is also experiencing a prolonged learning crisis which is exacerbated by the Corona Virus 19 pandemic (Anggraena et al., 2021).

The implementation of the Independent Curriculum uses the educational concept of Ki Hadjar Dewantara (1982) which emphasizes that a free human being is a human being whose life, both physically and mentally, does not depend on other humans, but relies on their own abilities. Furthermore, Ki Hadjar Dewantara stated that the influence of teaching generally frees humans from their lives physically and frees them from their lives mentally. Namely by providing a curriculum that can be adjusted to the specifics of the level of education units and students, thus providing freedom for each education unit with all its diversity (Anggraena et al., 2021).

## Pancasila Student Profile

The Pancasila Student Profile Strengthening Project allows students to investigate current issues such as environmental problems and global warming, sustainable lifestyles, diversity and tolerance, physical and mental health, well-being, and other topics (Anggraena, 2021). The following is a description of the Pancasila Student Profile (Secretary of State of the Republic of Indonesia, 2003).

1. Have faith, be devoted to God Almighty, and have noble character
2. Independent
3. Working together
4. Global diversity
5. Critical thinking
6. Creative.

## Early Childhood Education (ECE)

Early Childhood Education (ECE) is the initial phase of education that is very important in the development of a child. ECE has a strategic role in forming the basis of character and quality of strong human resources in the future. According to Fauzi, (2013), Early Childhood Education is a dynamic process in which children develop according to the terms of their lives. They grow voluntarily in an environment prepared to give them freedom of expression.

The early age period is the golden age of child development where all aspects of development can be easily stimulated. This golden period is often referred to as the golden age or golden age which only occurs once in a lifetime in the span of human life. Research shows that the sensitive period for children's learning starts from when they are in the womb until the first 1000 days of their life (Hutapea et al., 2022).

According to neurologists, at birth, the baby's brain contains 100 to 200 billion neurons or nerve cells that are ready to make connections between cells (Berk, 2013). Santrock stated that around 50% of human intelligence capacity has occurred at the age of 4 years, 80% has occurred at the age of 8 years and reaches a culmination point of 100% at the age of 8 to 18 years. (Sutisna & Laiya, 2020).

## Curriculum Theory and Approach in the Context of Early Childhood Education

The National Association for Early Childhood in America better known as NAEYC (National Association for the Education of Young Children), which is a collection of world ECE institutions, explains that the curriculum can be seen from the meaning in the implementation process first. The curriculum it covers all child development and all existing disciplines and is adjusted to the characteristics of students. The curriculum also adjusts to regional needs and developments in the era so that its benefits can be achieved (Gestwicki, 2007).

According to NAEYC (2009), the Early Childhood Education Curriculum Standard Program covers two important things. The early childhood play activity program is implemented based on a child-centered curriculum and can support learning and development activities in every aspect, both cognitive, emotional, language, physical, social, and aesthetic. The curriculum is based on results and links various concepts and developments. The curriculum that has been designed is intended to help teachers provide learning experiences to stimulate child development at a higher level according to the child's development level in their age range.

## Early Childhood Education Independent Curriculum

In the context of the Independent Curriculum, Independent Learning in ECE is independent play, because playing is learning (Ministry of Education and Culture, 2014). The main characteristics of the

Independent Curriculum in ECE units include: strengthening meaningful play activities as a learning process, strengthening the relevance of ECE as a foundation phase, strengthening the love of literacy and numeracy from an early age, the existence of the Pancasila Student Profile Strengthening Project, a more flexible learning and assessment process, assessment results are used as a basis for teachers to design play activities and a basis for parents to invite children to play at home, strengthening the role of parents as unit partners (Khoirurrijal et al., 2022).

### **Local Wisdom**

Local wisdom is a system of values or behavior of local communities in interacting with the environment in which they live wisely so that it is not the same in different places and times and different tribes. This difference is due to the challenges of nature and the different needs of people's lives, so their experiences in fulfilling their life needs give rise to various knowledge systems related to both the environment and society (Jupri, 2019).

Local wisdom in Indonesian philosophy means a philosophy that lives in the hearts of the people, a wise way of life, a true way of life, which is expressed through traditional rituals. Local wisdom in this perspective is a product of spiritual purification for centuries in relations between people of the same culture (Pangalila, 2020). Althien argues that local wisdom is something that becomes the identity/cultural personality of a country, which makes the country able to absorb and react to foreign cultures according to its character, their ways and abilities (Nurasiah et al., 2022).

The scope of local wisdom is divided into eight, namely: (1) locally developed standards, such as "Javanese behavior", taboos and obligations; (2) Community and customary rituals and average values; (3) Folk tales, legends, legends, and ordinary folk tales contain several lessons or messages that are recognized by the local community; (4) Information, data, and knowledge collected in senior communities, traditional seniors, spiritual leaders; (5) Community Truth Plans or Books; (6) Local community facilities; (7) materials used for needs; and (8) Environmental resources (Iswatiningsih, 2019).

### **Development of Independent Curriculum Based on Local Wisdom in ECE**

The Independent Curriculum is a curriculum with diverse intracurricular learning, and learning content that is delivered more optimally so that students have enough time to explore concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students (Khoirurrijal, et al., 2022). This provides space for schools to develop curricula according to the needs and characteristics of the school's environment, both in terms of culture, society, and potential in the school. Incorporating local wisdom into the school curriculum is one of the efforts that is considered necessary in acquiring the school's identity.

Local wisdom can be included in education as an effort to preserve local culture in a region. Local Wisdom-Based Education according to Zuhdan (2013) is a conscious, planned effort through the exploration and utilization of local potential wisely in an effort to create a learning atmosphere and learning process, so that students actively develop their potential to have skills, knowledge and attitudes in an effort to participate in building the nation and state.

The development of an Independent Curriculum based on local wisdom is expected to provide meaningful and relevant learning experiences for students at the ECE level. The objectives of developing the Independent Curriculum based on local wisdom as explained by (Asizah et al., 2021) are as follows:

1. Increasing understanding and appreciation of local wisdom
2. Developing life skills
3. Strengthening students' character.

## **Methods**

### **Research Design**

This research is Research and Development (R&D). Research and Development is a research method used to produce certain products, and test the feasibility of the product (Sugiyono, 2012).

### **Research Stages**

In this research on the development of the Independent Curriculum model for ECE based on local wisdom in North Lombok, the research procedures/stages are adjusted to the needs and conditions of the research. The following are the stages of the research:

#### **1. Research and Information Collecting (Preliminary Study)**

It is carried out in two stages, namely problem analysis and literature study.

#### **2. Planning**

At this stage, researchers formulate objectives, determine the sequence of activities or research stages in an organized manner, collect materials, and estimate funds, manpower, and time. Planning research and development of the Independent Curriculum for Early Childhood Education (ECE) based on local wisdom in North Lombok in the form of OCEU ECE requires mature steps to ensure the success of its implementation.

#### **3. Develop a Preliminary Form of Product (Product Design Development)**

The product developed is the Independent Curriculum model of ECE in the form of the Operational Curriculum of the ECE Education Unit (OCEU) based on the local wisdom of North Lombok. Initial product development is carried out by paying attention to the planning that has been made. This stage includes activities to create a basic framework for the ECE OCEU based on local wisdom in North Lombok, conducting curriculum validation, and revision.

#### **4. Preliminary Field Testing (Limited Field Trial)**

This step is a limited product test, including 1) initial field test of the product design; 2) limited in nature, both in terms of the substance of the design and the parties involved; 3) initial field tests are carried out repeatedly so that a feasible design is obtained, both in terms of substance and methodology.

The initial trial was conducted to determine the response of teachers and children to the learning program containing local wisdom of North Lombok which was developed in the Merdeka Curriculum model in the form of OCEU ECE. Teacher and child response data were used to determine the feasibility of the curriculum product to be implemented in ECE units. This trial was conducted on 4 class teachers and 20 children in two state kindergartens in Tanjung District, North Lombok, namely State Kindergartens Pembina Tanjung in Tanjung Village, and State Kindergartens Samaguna in Samaguna Village.

#### **5. Preliminary Product Revision (Product Revision I)**

At this stage, the activities carried out are to revise the Independent Curriculum Model for Early Childhood Education Based on the Local Wisdom of North Lombok in the form of the Operational Curriculum of the Education Unit (OCEU) based on data and information obtained during the initial product trial (limited). At this initial product refinement stage, more qualitative approaches are used. The

evaluation carried out is more on the evaluation of the process so that the improvements made are internal. This revision aims to further improve the main product that will be used for the main field trial.

#### 6. Main Field Testing (Main Field Trial)

This step is a broader product test. This step includes 1) conducting a product design effectiveness test; 2) testing the effectiveness of the design using the iteration model experiment technique; and 3) The main field test results are effective designs, both in terms of substance and methodology.

The main field trial is intended to determine the response of teachers and children to the product that has been improved based on the initial trial. The data on teacher and child responses in this main trial is also used to determine the effectiveness of the Independent Curriculum models of ECE based on local wisdom of North Lombok in the form of the Operational Curriculum of Education Units (OCEU) after revision I.

This trial was conducted using 12 teachers with 60 children in group B and at Darmawanita Jenggala State Kindergarten and Satu Atap Sokong State Kindergarten in Tanjung District, Pedesaan Gangga State Kindergarten and Handayani State Kindergarten in Gangga District, Pembina Pemenang State Kindergarten and MaCa Kindergarten in Pemenang District.

#### 7. Operational Product Revision (Product Revision II)

In this product revision stage II, improvements were made based on the results of the main field trial. The deficiencies obtained from the data and information were corrected to improve the product model of the Independent Curriculum ECE based on local wisdom in North Lombok in the form of OCEU ECE, to then conduct a feasibility test of the design and product to produce a design that is feasible both in terms of substance and methodology.

Revisions are made based on data and information that has been collected during the field trial. If there is nothing that needs to be fixed, then the product is tested operationally to determine its effectiveness.

#### 8. Operational Field Testing (Operational Field Trial)

The operational test stage includes conducting a test of the effectiveness of the Curriculum Model on children aged 4-6 years, and a test of the effectiveness of the Curriculum Model at Pembina Tanjung State Kindergarten with 20 children aged 5-6 years.

#### 9. Final Product Revision (Final Product Revision)

Improvement of the final product was carried out after operational trials based on data and things that were still lacking during implementation in State Kindergartens in three Districts in North Lombok. The resulting product is feasible and effective for use in stimulating the characters of the Pancasila Student Profile who know and love their own local culture in children aged 4-6 years.

#### 10. Dissemination and Implementation

Dissemination is the final stage of this research. Dissemination is carried out by disseminating the research results so that they can be utilized by ECE units in the research location in particular and in North Lombok Regency in general. The dissemination carried out in this study is limited dissemination by providing a framework for the ECE Independent Curriculum Model based on local wisdom of North Lombok in the form of an ECE OCEU which has been validated and has been tested and tested for feasibility so that it can be used as a reference for further development as well as socialization and

training activities in creating the ECE Education Unit Operational Curriculum for Principals and teachers in other ECE units in North Lombok Regency.

### **Data Collection Technique**

#### **1. Interview**

Interview techniques are used to find problems that must be studied and analyze needs before the study. In this study, the researcher used a semi-structured interview technique. Semi-structured interviews were conducted directly with respondents, namely teachers and principals who were the subjects of this study, including Mrs. Ni Luh Sukarniwati and Mrs. Zubaidah from State Kindergarten Pembina Tanjung District, Mrs. Lastri Tugini and Mrs. Denda from State Kindergarten Pembina Pedesaan Gangga District, Mrs. Rosdiana from State Kindergarten Pembina Pemenang District.

#### **2. Documentation**

Documentation aims to collect information about learning documents prepared by teachers. Documentation focuses on learning devices and assessment documents used. This is done to find out how to apply local wisdom-based learning in North Lombok in the existing ECE unit curriculum and to find out the application of assessment in learning.

#### **3. Scale**

The scale in this study is used for product assessment by curriculum experts and curriculum development experts. In this study, the researcher will ask the experts to assess the draft curriculum that has been prepared as a step to validate the ECE OCEU product by the experts. The experts used in this study were one lecturer from the Faculty of Teacher Training and Education, University of Mataram, namely Dr. Fahrudin, as an ECE curriculum expert, and one Principal at TK Negeri Pembina Tanjung, Ni Luh Sukarniwati as an ECE Learning expert.

#### **4. Questionnaire**

The questionnaire was used in the initial field trial stage and the main field trial, namely to determine the teacher's response to the effectiveness of learning with local wisdom content to instill the characteristics of the Pancasila Student Profile who know and love their local wisdom and culture. The type of questionnaire used in this study is an open questionnaire.

#### **5. Observation**

The observation data collection technique used in the research on the development of the Independent Curriculum Model for Early Childhood Education based on local wisdom of North Lombok in the form of OCEU is for data collection in initial field trials, main field trials, and operational field trials with subjects of children aged 4-6 years or children in groups A and B of Kindergarten.

### **Data Analysis Techniques**

The feasibility analysis of OCEU ECE uses quantitative descriptive analysis techniques carried out by ECE curriculum experts and ECE curriculum practitioners. This quantitative descriptive data is a technique by giving scores to the choice of questions arranged in the form of a questionnaire which is described in the form of sentences or assessment categories. The data analysis used to measure the validity of the OCEU ECE Product developed by the researcher is to use the calculation of the range of validity values of the instrument which is then categorized into several levels of validity as shown in table.



Table 1. Level of validity of the Gregory Instrument

No	Value Range	Category
1	0.80-1.00	Very High Validity
2	0.60-0.79	High Validity
3	0.40-0.59	Validity is moderate
4	0.20-0.39	Low Validity
5	0.00-0.19	Very Low Validity

The validity testing of the OCEU ECE Product was tested using the Gregory validity test. This validity test method is by crossing the assessments of 2 validators. Furthermore, to determine the reliability of the product in this study using the Borich method. The Borich method in question is commonly known as Percentage Agreement (PA), where Percentage Agreement is the percentage of agreement or conformity between experts in giving values. Percentage agreement (PA) can be formulated as follows:

Percentage Agreement (PA) = . where A is the larger assessor score and B is the smaller score. The larger score (A) is always subtracted from the smaller score (B). The OCEU ECE product is said to be reliable if the percentage agreement value is more than or equal to 75%. If the result is less than 75% then it must be tested for clarity and agreement from the observer. 
$$= 1 - \frac{A-B}{A+B} \times 100\%$$

The data used in the practicality analysis is data obtained from the teacher response questionnaire as an observer in the learning process, which is then analyzed using the following equation:

$$\text{Practicality (\%)} = \frac{\text{Total scores obtained}}{\text{Maximum score}} \times 100\%$$

The practicality criteria for OCEU ECE products are determined based on the following Table (Arikunto, 2020):

Table 2. Practicality Criteria

Percentage Value Range (%)	Validation Level
0-20	Not practical
21-40	Less practical
41-60	Quite practical
61-80	Practical
81-100	Very practical

Analysis of the effectiveness of the Independent Curriculum product based on local wisdom of North Lombok in the form of OCEU ECE which was developed using the paired sample t-test. According to Widiyanto (2013:35), the paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, marked by the difference in the average before and the average after treatment. Paired Sample T-Test to determine whether there is a significant difference in the average results of the pre-test and post-test, you can see the sig. (2-tailed) value. If the sig. (2-tailed) value < 0.05, then Ha is accepted and Ho is rejected. Conversely, if the sig. (2-tailed) value > 0.05, then Ha is rejected and Ho is accepted.

## **Results and Discussion**

### **Validity Level of Curriculum Model**

The Feasibility of the Development Product of the Independent Curriculum Model for Early Childhood Education Based on Local Wisdom in North Lombok in the form of OCEU ECE is measured through the level of validity and reliability of the device. The validity level score is obtained through a validation sheet that has been carried out by one expert lecturer and one teacher as a practitioner validator. Based on the results of the level of validity and reliability obtained for the product made, namely containing the contents of OCEU ECE which integrates local wisdom in North Lombok, it can be declared feasible, practical, and effective for implementation in Early Childhood Education Institutions in North Lombok.

The results of the feasibility based on expert validators and practitioners show a very valid category with an assessment score of 0.79 with validity and reliability so that the device is suitable for use. The results of the study by Yudiafarani, et.al. 2022 revealed that the device developed fell into the very valid and reliable category, so the device is suitable for use as a guidebook in learning.

### **Practicality of Curriculum Model**

The level of practicality of the product developed in the form of the Independent Curriculum Model for Early Childhood Education Based on Local Wisdom in North Lombok in the form of OCEU Early Childhood Education can be seen in the results of limited trials and main trials using teacher response data to the products developed. The data was analyzed to obtain an increase in the percentage value of teacher responses, wherein the limited trial conducted at Pembina Tanjung State Kindergarten with one teacher and 10 children and Sama Guna State Kindergarten with one teacher and 10 children with an average value of 80% was included in the practical category with revisions from respondents and improvements that will be made by researchers to be used for further trials. In revision I after the limited trial, respondents suggested adding more varied learning activities so that children are enthusiastic about learning. And try to provide learning according to the age of the child so that it makes it easier for teachers to teach and learning activities.

This main field trial was conducted on 8 (eight) teachers and 80 (eighty) children in group B and in State Kindergarten Tanjung, State Kindergarten Samaguna, State Kindergarten Handayani, and State Kindergarten Pembina Pemenang, data on the level of practicality of the revised product-based on respondent input in this limited trial obtained data on the implementation of learning as a whole from the first meeting to the last meeting with an average of more than 85% which means it falls into the very practical category.

The Development of the Independent Curriculum Model for Early Childhood Education Based on Local Wisdom in North Lombok in the form of OCEU Early Childhood Education is worthy of being used as a reference and a guideline in the teaching and learning process in Early Childhood Education units in North Lombok. This is in line with the research of Nur Indah Sukmawati et.al 2022 stating that the Development of the Independent Curriculum Model for Early Childhood Education Based on Local Wisdom encourages students to explore all the abilities they have in their way.

### **Effectiveness of Curriculum Model**

The effectiveness of the Independent Curriculum model for Early Childhood Education based on Local Wisdom in North Lombok in the form of OCEU ECE was obtained from the results of the assessment of the learning process that implemented this OCEU ECE, where this learning process has been carried out in the operational test stage carried out in four State Kindergartens in three Districts in North Lombok including Pembina Tanjung State Kindergarten and Sama Guna State Kindergarten in

Tanjung District, Handayani Luk State Kindergarten in Gangga District and Pembina Pemenang State Kindergarten in Pemenang District by involving four teachers as Observers who filled out observation sheets as an assessment instrument for 80 children in the Kindergarten B group (Ages 5-6 years).

The results of the percentage of learning implementation at the first, second, and third meetings, the average percentage of learning implementation carried out for each meeting reached >85%, these results were then tested using a paired sample t-test where the results showed a significant influence between the pretest and posttest value data, thus it can be concluded that the products produced in the Development of the Independent Curriculum Model for Early Childhood Education Based on Local Wisdom in North Lombok in the form of ECE OCEU, it is said to be very effective for use.

### **Conclusion**

The OCEU ECE product that was developed has gone through validity and reliability tests with results showing that this product is valid and suitable for use as a guide in implementing learning in ECE units in North Lombok. The test was carried out through comprehensive data analysis and showed that OCEU ECE meets the eligibility standards so that it can be implemented in ECE institutions, especially in the context of introducing and instilling a sense of love and pride for early childhood as the next generation of the nation in local wisdom in North Lombok.

Based on the results of the analysis of the responses of ECE teachers, this ECE OCEU is included in the very practical category. Teachers stated that this guide is easy to use and supports the learning process effectively. Thus, this product is worthy of being used as a reference in the teaching and learning process in ECE institutions, especially in the learning content contained in the local wisdom values in North Lombok.

This ECE OCEU is effective in developing six aspects of early childhood growth and development, namely physical-motor, cognitive, language, social-emotional, artistic, and moral-spiritual aspects, as well as supporting the development of the Pancasila Student Profile in Early Childhood. Analysis of the effectiveness of the Independent Curriculum product based on local wisdom of North Lombok in the form of ECE OCEU which was developed using the paired sample t-test. Based on the results of the paired sample t-test calculation, it can be concluded that the use of this product as a learning guideline carried out in several ECE units used as research subjects in several sub-districts in North Lombok, the results showed a significant influence between the pretest learning outcomes and posttest learning outcomes so that it can be concluded that the level of effectiveness of the use of the ECE OCEU product that has been developed is very effective and can be recommended for use in ECE Institutions in North Lombok.

### **Recommendation**

1. ECE institutions in other regions that have unique local wisdom are advised to adjust and adapt this ECE OCEU to their respective cultural contexts. This is so that local values can be integrated into early childhood education more relevantly.
2. It is recommended that local governments or related agencies provide training and mentoring for ECE teachers so that they can understand and implement ECE OCEU based on local wisdom more effectively. This aims to ensure that the goals of early childhood development and the Pancasila Student Profile can be achieved optimally.
3. Further research is recommended to continue developing the Independent Curriculum Model of Early Childhood Education based on the local wisdom of North Lombok in the form of OCEU Early Childhood Education by adjusting the needs of the development of the times and the challenges of education that continue to change. Further innovation efforts can be made to perfect this guide so that it is more relevant and adaptive to the dynamics of the early childhood learning environment.

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