

Development of a Nusantara Local Wisdom-Based Curriculum in General Education

Putri Melati Chairunnisa¹ ✉

Universitas PGRI Yogyakarta, Yogyakarta, Indonesia¹

ABSTRACT

The development of a local wisdom-based curriculum has become a strategic approach to improving contextual education while strengthening students' character in the era of educational transformation. This study aims to analyze the concepts, implementation strategies, benefits, and challenges of developing a Nusantara local wisdom-based curriculum within the context of general education. The study employed a Systematic Literature Review (SLR) by examining scholarly publications published over the last five years. The review involved systematic identification, selection, evaluation, and synthesis of relevant studies concerning curriculum development, local wisdom-based learning, and character education. The findings indicate that integrating local wisdom values into learning objectives, instructional materials, teaching strategies, learning media, and assessment enhances learning quality, strengthens students' character, and supports the implementation of the Pancasila Student Profile. However, several challenges remain, including teachers' competencies, limited contextual learning resources, and Indonesia's cultural diversity. Therefore, stronger collaboration among schools, communities, and policymakers is essential to develop adaptive, contextual, and sustainable curricula that produce competent graduates with strong character while preserving the nation's cultural identity.

Keywords: *Character Education, Curriculum Development, General Education, Local Wisdom, Nusantara.*

CORRESPONDING AUTHOR:

Putri Melati Chairunnisa

Universitas PGRI Yogyakarta, Yogyakarta, Indonesia

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1. | INTRODUCTION

The development of science, technology, and globalization has brought significant changes to the education system in various countries, including Indonesia. This transformation requires educational institutions to not only produce students who have academic competence and 21st century skills, but also to be able to maintain the nation's cultural identity in the midst of the rapid influence of global culture. Education in essence does not only function as a means of knowledge transfer, but also as a medium for inheriting values, norms, and culture that become the character of a nation. Therefore, the development of a curriculum that is able to integrate local cultural values is one of the important strategies in building education that is relevant, contextual, and oriented towards the formation of students' character (Syaharani & Fathoni, 2023; Indriani et al., 2020).

The change in the national education paradigm through the implementation of the Independent Curriculum further strengthens the importance of student-centered, flexible, and provides space for educational units to develop materials in accordance with the characteristics of their respective social and cultural environments. The curriculum is no longer understood as a uniform set of materials, but as an instrument that is able to accommodate the diversity of local potential as a source of learning. In this context, the local wisdom of the archipelago has a strategic position because it contains universal values such as mutual cooperation, responsibility, tolerance, hard work, concern for the environment, and deliberation that is relevant to the goals of national education and strengthening the Pancasila Student Profile (Annisha, 2023; Tohri et al., 2022).

Local wisdom is the result of people's long experience in interacting with the natural, social, and cultural environment that is inherited from generation to generation. These values not only reflect the nation's cultural identity, but also serve as guidelines in building a harmonious, just, and sustainable life. In the midst of the development of digital technology and increasing global interaction, the existence of local values faces challenges in the form of cultural shifts, declining appreciation of the younger generation for the nation's culture, and the increasingly dominant popular culture that comes from outside. This condition shows that education has an important responsibility in maintaining the sustainability of cultural values through a learning process that is integrated into the curriculum (Lyesmaya et al., 2020; Miranti et al., 2021).

Various studies show that the integration of local wisdom in learning is able to increase student involvement because the material learned is closer to daily life. Contextual learning allows students to understand concepts in a more meaningful way while fostering a sense of belonging to the nation's culture. In addition to improving learning outcomes, the application of learning based on local wisdom also contributes to character building, strengthening critical thinking skills, creativity, collaboration, and

social concern which are important competencies in 21st century education (Rahmatih et al., 2020; Sitorus et al., 2023).

Nevertheless, the implementation of a curriculum based on local wisdom still faces various challenges. Some educators still have difficulty identifying relevant cultural values to be integrated into learning outcomes, developing contextual teaching tools, and designing assessments that are able to measure competency achievement as well as internalize cultural values. In addition, Indonesia's cultural diversity also requires an adaptive approach to curriculum development so that it can be applied to various educational contexts without eliminating the substance of local values that are universal (Sipuan et al., 2022; Ayushandra & Wuryastuti, 2022).

The development of a curriculum based on the local wisdom of the archipelago needs to be understood as a systematic process that integrates cultural values into learning objectives, materials, learning strategies, media, learning projects, and evaluation systems. This approach is not intended to make culture a mere complementary material, but as a foundation in building authentic and meaningful learning experiences. Thus, students not only gain academic knowledge, but also have the ability to internalize cultural values as part of national character and identity. This approach is also in line with the principles of contextual learning that places the sociocultural environment as a rich and relevant source of learning (Winandar et al., 2023; Syaharani & Fathoni, 2023).

In addition to supporting the implementation of the Independent Curriculum, the development of a curriculum based on local wisdom is also one of the strategies to strengthen the nation's cultural resilience in facing the challenges of globalization. The integration of local values into learning is expected to be able to create a balance between mastering global competencies and preserving national identity. Therefore, curriculum development should not only be oriented towards achieving academic learning outcomes, but also directed at forming students who have character, cultural awareness, critical thinking skills, and readiness to face social change responsibly (Annisha, 2023; Meristin & Supriatna, 2023).

Based on this description, this study aims to analyze the concept of curriculum development based on local wisdom of the archipelago in the context of general education through a systematic literature study approach. The analysis is focused on various research results regarding the integration of local wisdom values into curriculum development, its implementation strategies in learning, and its contribution to improving the quality of education and strengthening the character of students. The results of the study are expected to be a conceptual basis for the development of a curriculum that is more contextual, adaptive, and relevant to the needs of Indonesian education in the era of educational transformation.

2. | LITERATURE REVIEW

The curriculum is a set of plans and arrangements regarding the objectives, content, process, and evaluation of learning that serve as guidelines in the implementation of education. In its development, the curriculum is no longer seen as a mere administrative document, but as a strategic instrument that is able to adjust the needs of students, scientific development, and socio-cultural dynamics of society. Through the implementation of the Independent Curriculum, education units gain flexibility to develop contextual learning so that the potential of the local environment and culture can be used as a meaningful learning resource (Purnawanto, 2022). This flexibility opens up opportunities for the integration of local wisdom values into the learning process in a more systematic manner (Annisha, 2023; Syaharani & Fathoni, 2023).

Local wisdom is a collection of values, norms, knowledge, and cultural practices that develop in people's lives as a result of adaptation to the natural and social environment. Values such as mutual cooperation, tolerance, responsibility, concern for the environment, hard work, and deliberation have a universal character so that they can be integrated into various subjects without depending on the characteristics of certain regions. The integration not only aims to preserve the nation's culture, but also shapes the character of students through contextual learning experiences that are close to daily life. A number of studies have shown that learning based on local wisdom is able to increase students' learning motivation, concept understanding, and social skills because the learning material is associated with real experiences they encounter in the surrounding environment (Indriani et al., 2020; Seno et al., 2022; Miranti et al., 2021).

The development of a curriculum based on local wisdom requires the involvement of various components of education, ranging from planning learning objectives, preparing teaching materials, selecting learning strategies, using media, to developing an assessment system that is able to measure competency achievement as well as internalize cultural values. Teachers have a central role as a designer of learning experiences that are able to connect academic materials with relevant cultural values. Thus, a curriculum based on local wisdom not only results in more contextual learning, but also supports the strengthening of the Pancasila Student Profile through character building, critical thinking skills, creativity, collaboration, and social concern of students. Various studies have concluded that the integration of local cultural values in the curriculum is one of the effective approaches to improve the quality of education while maintaining the sustainability of the nation's cultural identity in the midst of globalization challenges (Tohri et al., 2022; Rahmatih et al., 2020; Sitorus et al., 2023).

3. | RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) approach to obtain a comprehensive understanding of the development of a curriculum based on local wisdom of the archipelago in the context of general education. The SLR approach was chosen because it allows researchers to systematically identify, select, evaluate, and

synthesize various previous research results so as to produce more objective, structured, and scientifically accountable conclusions. Through this method, various empirical and conceptual findings that have been published can be critically analyzed to identify research developments, theme trends, implementation strategies, benefits, and challenges in developing local wisdom-based curriculum at various levels of education.

The research stage begins by formulating the focus of the study related to the concept of curriculum development, the implementation of local wisdom in learning, the strategy of integrating cultural values into the curriculum, and its contribution to improving the quality of education and the formation of students' character. Furthermore, literature searches were carried out through Google Scholar using a combination of keywords such as local wisdom, local wisdom, curriculum development, curriculum based on local wisdom, Merdeka Curriculum, ethnopedagogy, character education, and contextual learning. The use of various keyword combinations is intended to obtain articles that are directly related to the research focus while minimizing the possibility of missing relevant literature.

The inclusion criteria in this study include scientific articles published in the last five years, written in Indonesian and English, available in the form of full text articles, have gone through a peer review process, and directly discuss curriculum development, implementation of learning based on local wisdom, character education, or the integration of local culture in the educational process. On the other hand, articles published outside of that period, have no relevance to the research topic, in the form of opinions, non-scientific proceedings, or documents that do not provide adequate methodological information are not included in the analysis process.

After the literature identification process is carried out, each article is selected based on the suitability of the title, abstract, research objectives, methods, and research results. Articles that meet all criteria are then analyzed in depth through a data extraction process that includes the identity of the publication, research objectives, methodological approaches, study objects, main findings, and research implications for the development of a curriculum based on local wisdom. The data that has been extracted is then grouped into several main themes, namely the urgency of developing a curriculum based on local wisdom, the strategy of integrating cultural values in learning, the role of educators, the benefits of implementation on the formation of students' character, and the various challenges faced in its implementation.

The final stage of research is carried out through narrative synthesis, which is integrating various research findings that have similarities and differences so that a conceptual picture of the development of a curriculum based on local wisdom of the archipelago is obtained. The results of the synthesis are then used to formulate theoretical and practical implications for the development of a curriculum that is more contextual, adaptive, and relevant to Indonesia's educational needs. By using the Systematic Literature Review approach, this research is expected to be able to produce a comprehensive, systematic, and academic validity study as a basis for formulating a

curriculum development strategy that supports the preservation of cultural values while improving the quality of learning in the era of educational transformation.

4. | RESULTS AND DISCUSSION

The results of various studies show that the development of a curriculum based on local wisdom in the archipelago is increasingly gaining attention as one of the strategies in improving the quality of education which is not only oriented towards the achievement of academic competence, but also on the formation of the character and national identity of students. The change in the educational paradigm through the implementation of the Independent Curriculum provides a wider space for educational units to develop contextual learning in accordance with the characteristics of the social and cultural environment. This flexibility allows local wisdom values to be integrated into various curriculum components, ranging from learning objectives, teaching materials, learning strategies, media, character strengthening projects, to evaluation systems. Various studies have concluded that this approach is able to increase the relevance of learning because students learn concepts that are close to their life experiences so that the learning process becomes more meaningful (Syaharani & Fathoni, 2023; Annisha, 2023; Winandar et al., 2023).

The findings of the study also show that the local wisdom of the archipelago contains universal values that can be applied to various levels of education without depending on the characteristics of certain regions. The values of mutual cooperation, responsibility, tolerance, deliberation, hard work, concern for the environment, honesty, discipline, and respect are cultural values that are in accordance with the goals of national education and the dimensions of the Pancasila Student Profile. Therefore, the development of a curriculum based on local wisdom is not only directed at cultural preservation, but also as a learning approach that supports strengthening the character of students. The integration of cultural values into learning helps students understand that academic knowledge has a close relationship with social life so that the learning process does not take place in the abstract, but is rooted in the reality of people's lives (Lyesmaya et al., 2023; Miranti et al., 2021; Meristin & Supriatna, 2023).

Various articles analyzed show that learning based on local wisdom is able to increase students' motivation to learn. Learning materials that are associated with culture, traditions, community habits, and daily life practices make it easier for students to understand concepts because they get an authentic learning experience. This condition is in line with the contextual learning approach that places the surrounding environment as the main learning resource. In addition to improving cognitive learning outcomes, the integration of cultural values also has an impact on improving critical thinking skills, creativity, communication, collaboration, and problem-solving skills which are important competencies in 21st century learning (Indriani et al., 2020; Rahmatih et al., 2020; Sitorus et al., 2023).

Analysis of various studies shows that the success of the implementation of a curriculum based on local wisdom is greatly influenced by the competence of teachers

in designing learning. Teachers not only play the role of delivering material, but also as curriculum developers who are able to identify cultural values that are relevant to learning outcomes. Learning planning needs to begin with mapping the competencies to be achieved, then followed by the selection of cultural values that are related to the teaching material so that the integration carried out is natural and not just symbolic. This approach allows learners to gain a well-rounded learning experience because aspects of knowledge, skills, and attitudes develop simultaneously (Ayushandra & Wuryastuti, 2022; Sipuan et al., 2022; Syaharani & Fathoni, 2023).

In addition to teachers, the availability of teaching materials is also an important factor in supporting the implementation of a curriculum based on local wisdom. Several studies have shown that the development of modules, learning media, student worksheets, and learning projects that utilize local cultural values can increase student involvement during the learning process. Contextual teaching materials help students connect scientific concepts with real life so that learning becomes more meaningful. Thus, the development of teaching materials based on local wisdom not only functions as a learning medium, but also as a means of cultural preservation through a continuous educational process (Annisha, 2023; Ayushandra & Wuryastuti, 2022; Seno et al., 2022).

Based on the results of the literature synthesis, some of the main components in the development of a curriculum based on local wisdom can be summarized as follows.

Table 1. Results of literature synthesis

Curriculum Components	Forms of Local Wisdom Integration	Impact on Learning
Learning Objectives	Integration of character and cultural values	Strengthening the Profile of Pancasila Students
Teaching Materials	Contextual examples based on the culture of the archipelago	Understanding concepts is more meaningful
Learning Strategies	Project Based Learning, discussions, cultural case studies	Improve critical thinking and collaboration
Learning Media	Culture-based modules, videos, and LKPD	Increase motivation to learn
Assessments	Authentic project- and attitude-based assessments	Measuring competence as well as character

The results of the study show that the integration strategy makes a positive contribution to the quality of learning. Learners not only gain a better conceptual understanding, but also have the opportunity to develop reflective thinking skills through learning experiences that are close to their lives. Project-based learning, for example, provides space for students to explore various social and cultural phenomena directly so that the learning process takes place more actively, collaboratively, and student-centered. This is in line with the principles of the Independent Curriculum

which emphasizes the importance of differentiated learning and contextual learning (Purnawanto, 2022; Tohri et al., 2022; Indriani et al., 2020).

On the other hand, various studies have also identified a number of challenges in the implementation of a curriculum based on local wisdom. One of the most common obstacles is the limited competence of teachers in developing culture-based learning tools. Not all teachers have experience in identifying cultural values, developing contextual teaching modules, and developing assessments that are able to measure character achievement objectively. In addition, the availability of cultural-based learning resources is still relatively limited, so teachers must develop various learning tools themselves according to the needs of students (Rahmatih et al., 2020; Sipuan et al., 2022; Miranti et al., 2021).

Another challenge is related to Indonesia's vast cultural diversity. This condition requires curriculum developers to emphasize universal values rather than very specific cultures so that the curriculum can be applied to various educational units. This approach allows each school to adapt cultural values according to the characteristics of its respective environment without losing the substance of the national educational goals. Thus, curriculum development based on local wisdom of the archipelago needs to be understood as a conceptual framework that is flexible, adaptive, and open to various forms of learning innovation (Lyesmaya et al., 2023; Sitorus et al., 2023; Syaharani & Fathoni, 2023).

Overall, the synthesis of various studies shows that the development of a curriculum based on local wisdom of the archipelago has great potential in improving the quality of Indonesian education. The integration of cultural values into learning is able to strengthen the relationship between school and community life, increase learning motivation, shape the character of students, and support the achievement of 21st century competencies. In order for its implementation to run optimally, policy support, teacher competency improvement through continuous training, development of culture-based learning resources, and collaboration between schools, families, communities, and other stakeholders are needed. With this synergy, a curriculum based on local wisdom is not only a means of preserving the nation's culture, but also a foundation in realizing education that is contextual, adaptive, inclusive, and sustainable in accordance with the demands of educational transformation in Indonesia (Annisha, 2023; Winandar et al., 2023; Meristin & Supriatna, 2023).

5. | CONCLUSION

The development of a curriculum based on local wisdom of the archipelago is one of the relevant approaches in answering educational challenges in the era of transformation and globalization. The integration of cultural values into the curriculum not only serves as an effort to preserve the nation's identity, but also as a strategy to create more contextual, meaningful, and character-oriented learning for students. Through the use of universal values such as mutual cooperation, responsibility, tolerance, deliberation, hard work, concern for the environment, and mutual respect, the

learning process can be developed closer to the lives of students so that it can increase motivation, involvement, and quality of learning outcomes.

The results of the study show that the success of curriculum development based on local wisdom is influenced by the integration of curriculum planning, educator competence, teaching material development, learning strategies, learning media, and assessment systems that support the internalization of cultural values. Flexibility in curriculum development also provides opportunities for each educational unit to adapt the values of local wisdom in accordance with environmental characteristics without reducing the achievement of national education goals and strengthening the Pancasila Student Profile.

Nevertheless, the implementation of a curriculum based on local wisdom still faces various challenges, especially related to the readiness of human resources, the availability of learning tools, and the diversity of socio-cultural conditions in Indonesia. Therefore, it is necessary to strengthen the capacity of teachers, provide more contextual learning resources, and continuous collaboration between schools, communities, and stakeholders. With this support, the development of a curriculum based on local wisdom of the archipelago is expected to be able to become the foundation for the realization of an education system that is adaptive, characterful, and globally competitive, while remaining firmly rooted in the nation's cultural values.

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The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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