

Research Article

Unveiling the Merdeka Curriculum: A Review of Local Wisdom Integration in Civic Education for Junior High Schools

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This research presents a literature review about the integration of local wisdom into Civics learning in junior high schools with an independent curriculum to strengthen Indonesia's national identity. Through a deep understanding of local wisdom, students can develop a sense of pride in their cultural heritage. This can help strengthen national unity and prevent social disintegration. Besides, the integration of local wisdom can also help raise students' involvement in the Civics learning process, because material that is relevant to the local context will be easier for students to understand and identify. The literature used in this study comprises 2 books and 30 articles from relevant journals. Based on the results of the review, it can be concluded that the integration of local wisdom into Civics learning can be done by incorporating local wisdom values into Civics material according to the "Theme" or "Topic". Meanwhile, the hidden curriculum of local wisdom can be included in regulations, norms, and learning rules; for example, in the learning process, students must behave based on existing local wisdom values. This will make learning more meaningful because the material studied is relevant to the context of community life and students discover local values that are relevant to life through interaction with their environment.

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1. INTRODUCTION

This independent curriculum provides freedom for students to develop all their potential in accordance with the interests and conditions of the local community. This indicates that the expected graduates must be able to accommodate the competencies needed in the world of work [1] ; [2] . In the independent curriculum teachers are given the opportunity developing learning by adapting to current developments and producing students who are able to think critically in accordance with the expected learning outcomes [3]; [4]; [5].

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Local wisdom is part of the culture possessed by certain communities and in certain places which contains noble traditional values which serve as guidelines for behavior in everyday life [4]. Local wisdom can also be understood as a combination of beliefs, views of life and knowledge abilities possessed by the people who control a certain area in the form of activities to fulfill needs and solve problems. [5]; [6]; [2]. The main reason for the importance of integrating local wisdom in Civics learning is to strengthen national identity [9]. Through a deep understanding of local wisdom, students can develop a sense of pride in their own cultural heritage [10]. This can help strengthen national unity and unity, as well as prevent social disintegration [1]. Apart from that, the integration of local wisdom can also help increase student involvement in the Civics learning process, because material that is relevant to the local context will be easier for students to understand and identify. [9]. In this article, we will explain how to integrate local wisdom in the PKN curriculum in junior high schools in the era of independent learning. This article can be used as a reference basis for research into the development of a Civics curriculum based on local wisdom in junior high schools in the era of independent learning.

2. METHOD

The writing of this article is based on a literature review obtained online. A literature review is a summary or description of works that are relevant to a particular field of study [12]. Literature reviews, in any form, are an integral part of scientific research [11]. The literature review used in this research comes from books, proceedings, national journals and international journals published in the last five years and is related to citizenship education and local wisdom. Once obtained, the data used in this research is described as follows: (a) the data was investigated in depth and comprehensively, (b) then analyzed to see the potential for integrating local wisdom in Civics learning (c) the results were synthesized to provide comprehensive information related to integration local wisdom in civics learning.

3. RESULTS AND DISCUSSION

3.1. Local wisdom

Every region in Indonesia has a variety of local wisdom which is part of Indonesia's wealth. Local wisdom is born from the creativity of a community to solve problems and

meet its needs by utilizing all the potential of human resources and natural resources that the region has. It is this potential heterogeneity that produces local wisdom as a perspective, values, concepts, theories, methods, techniques, as well as various choices of media or means used in the management and utilization of resources owned by a community [14]; [2].

Wisdom is any form of wisdom obtained from good values that are believed to be implemented and maintained continuously over a long period of time (from generation to generation) by a group of people in a particular environment or region where they live (Rachmadyanti, 2019) . These life values and standards of behavior are firmly held by the people of an area [16]; [13] .

When a culture believed to have valuable value for pride and greatness national honor and dignity, there will be a transformation of cultural values to the next generation [18]; [14] . In the current independent learning curriculum, local wisdom is an important element in learning for everyone Students will understand the material better if they use local context. Through the learning process in the education system in Indonesia, the nation's cultural values can be instilled by referring to two things, namely: (1) preserving national character, and (2) producing graduates who are able to compete competitively in the global market [20]; [19].

3.2. Learning in Junior High Schools In the Era of the Independent Curriculum

The curriculum concept develops in line with developments in educational theory and practice and varies according to the school or educational theory adopted by each country. The development and growth of a curriculum in the education system has a dynamic nature, so that its formation is adapted to the needs during the implementation of the curriculum practice [15] [21] [23].

According to [24] The current Independent Learning Curriculum initiated by Nadiem Makarim is based on Minister of Education and Culture Regulation No. 3 of 2020 concerning SN- Dikti and there are three main points in the idea of independent learning, namely first, technology for acceleration, this is related to the development of technology, information and communication. Second , Diversity as an essence in the form of "the diversity of interests and abilities possessed by students is the strongest

reason for measuring student performance not only using academic achievement figures, but also various other or extracurricular activities” . And third, the six indicators of the Pancasila student profile as the Pancasila student profile in the independent learning curriculum. The six profiles are first, critical reasoning in order to solve problems. Second, independence, namely students are independently motivated to improve their abilities, can seek knowledge and are motivated. Third, is creative, where students can create new things, innovate independently, and have a love for art and culture Fourth, mutual cooperation, where students have the ability to collaborate which is the main soft skill that is most important in the future so they can work as a team. Fifth, global diversity, which is an effort to make students love cultural, religious and racial diversity in their country and the world, while at the same time emphasizing that they are also global citizens. Sixth, have noble character. This is where morality, spirituality and ethics reside.

Citizenship Education is an effort to form good and intelligent citizens. Citizenship education aims to optimize the potential of students, so that they become intelligent, characterful, democratic and committed citizens [25]; [26]. Therefore, the learning substance in the independent campus curriculum needs to represent the spirit and values in accordance with Pancasila and the 1945 Constitution [18]; [28].

Learning Civics (Citizenship Education) in Junior High Schools (SMP) in the Merdeka curriculum era is an educational process that aims to form the attitudes and behavior of citizens who are democratic, responsible and have a love of their homeland. In addition, Citizenship Education (PKn) learning aims to equip students with the knowledge, understanding and skills needed to become active, responsible citizens and participate in community life. Civics aims to develop students' awareness and understanding of their rights and obligations as citizens, as well as the values of democracy, tolerance, justice and diversity.

3.3. Integration of Local Wisdom in the Citizenship Education Curriculum in Junior High Schools

Local wisdom is part of the culture possessed by certain communities and in certain places which contains noble traditional values which serve as guidelines for behavior in everyday life [4] . Therefore, it is the heterogeneity of potential that produces local wisdom as a perspective, values, concepts, theories, methods, techniques, as well as various choices of media or means used in the management and utilization of resources owned by a community [2] [29].

There are two ways to integrate local wisdom into the current Civics curriculum according to Wagiran in [30], namely (1) Include it in the curriculum as a university subject; and (2) through an informal curriculum/ hidden curriculum . Integrating local wisdom into the Civics curriculum can be done by incorporating local wisdom values into Civics material and into Civics learning. with a “Theme” or “Topic” that is adapted to existing local wisdom values. Meanwhile, the hidden curriculum of local wisdom can be included in regulations, norms and learning rules, for example, in the learning process, students must behave based on existing local wisdom values.

Civics learning based on local wisdom can help students compare social and cultural values, and will also provide several benefits, including strengthening cultural resilience. Without cultural resilience, students will accept without filtering and apply humanistic culture, most of which is actually ‘too far’ and contrary to the values of local cultural wisdom in society.

Characteristics of reconceptualization Civics learning based on local wisdom values and includes elaboration of the elements, characteristics and properties of local wisdom values, it is hoped that this will be the hope of achieving national education goals specifically in Citizenship education in Junior High Schools so that it can be used as a local socio-cultural basis for national education interests. Local wisdom has a purpose, namely; 1. Exploring the best values and experiences in implementing local wisdom-based education 2. Exploring core values as a local socio-cultural basis for national education in fostering a sense of nationalism and 3. Elaborating a system of patterned nationalist behavior as a context for local wisdom for national education [31]; [2] .

The application of Civics learning based on local wisdom values is adjusted to three basic learning knowledge mastery: 1. Knowledge about students and how they learn and develop in the local social and cultural context 2. Knowledge about the content and objectives of the curriculum and how to teach it by applying learning Civics based on local wisdom and 3. Knowledge about learning that considers aspects of local wisdom content and students’ understanding in developing productive classroom situations and how to evaluate them [32]; [2]. Therefore, through the integration of local wisdom values in Civics learning it makes learning is more meaningful, because the material studied is relevant to the context of people’s lives and the discovery of local values that are relevant to life by students through interaction with their environment . Thus, Civics learning that integrates local wisdom values can develop “how or the process of learning” and find something meaningful, not what the learning results are. Effective Civics learning is learning that emphasizes meaning and student activity so that students are willing to

seek and construct knowledge related to Civics learning so that it becomes meaningful [20]; [28].

4. CONCLUSION

Local wisdom is part of a culture that grows and develops to produce noble traditional values in certain communities and places which serve as guidelines for behavior in the environment. These local cultural values vary in each region and have their own advantages which are seen as socio-cultural heritage. Therefore, in the current independent learning curriculum, local wisdom is an important element in learning for everyone. Students will understand the material better if they use local context .

Integrating local wisdom into the Civics curriculum. In the era of the independent curriculum , this can be done by incorporating local wisdom values into the Civics curriculum and into Civics courses. with a “Theme” or “Topic” that is adapted to existing local wisdom values . Meanwhile, the hidden curriculum of local wisdom can be included in regulations, norms and learning rules, for example, in the learning process, students must behave based on existing local wisdom values. Therefore, by integrating local wisdom values in Civics learning, learning is made more meaningful, because the material studied is relevant to the context of people’s lives and students discover local values that are relevant to life through interaction with their environment .

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