Research Article

The Effect of Curriculum Management and Local Wisdom-based Learning on Student Learning Outcomes at SMA NEGERI 2 SERAM BARAT

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Abstract.
This study aims to determine the effect of curriculum management and local wisdom-based learning on student learning outcomes at SMA Negeri 2 Seram Bagian Barat. In this study, researchers used quantitative methods. The participants of this study were 10% of the 350 students at SMA Negeri 2 SBB and the researchers got 35 students. The data collection was done using a questionnaire. Data analysis used were percentage and multiple linear regression to see the significant influence of curriculum management variables (X1) and local wisdom-based learning (X2) on the learning outcomes variable (Y) of students at SMA Negeri 2 SBB in the 2023/2024 academic year. Based on the calculation results, it is known that the significance value is 0.788. This means that the significance value (0.788) > 0.05, so it can be concluded that the influence of curriculum management (X1) and local wisdom (X2) had no effect on learning outcomes (Y).

Keywords: curriculum management, local wisdom, learning result

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1. INTRODUCTION

To produce quality education, an institution needs to provide services in accordance with the wants and needs of education customers. In the world of education, the main customer is the learner and the next customer is the user of education results, including the community and the government Educational Administration Study Program, Faculty of Teacher Training and Education, Pattimura University, Ambon - Indonesia [1]. One form of service that needs to be considered in implementing an effective learning process is curriculum management. A systematic, comprehensive, and collaborative curriculum management system to achieve curriculum goals is known as curriculum management [2]. According to [3], curriculum and learning management is concerned with how learning and curriculum are designed, implemented, and controlled (evaluated

and refined), by whom, when, and within what scope. It is also concerned with who is given the task, authority, and responsibility for designing, implementing, and controlling the curriculum. One form of learning implemented at SMA Negeri 2 Seram Bagian Barat is Local Wisdom-Based Learning. [4], argues that local wisdom-based learning is learning that comes from the social and community environment of students by linking the lessons being learned with everyday life. So local wisdom-based learning is learning that integrates local wisdom values as a source and basis for learning in schools. Meaningful learning can only be achieved through materials that are close to students. This material that is close to students can be adapted to the local wisdom or culture of the students' area [5]. Creating meaningful learning means doing fun learning and utilizing local culture [6]. Learning is carried out by students and teachers in an integrated manner in one activity where in the process there is interaction between teachers and students. The ability that students have from the learning process must be able to get learning outcomes.

According to [7], learning outcomes are everything that students learn based on certain assessments that have been determined by the curriculum of educational institutions and are produced as a result of learning activities [8]. The learning outcomes referred to here are the abilities that a student has after receiving treatment from a teacher. Assessment of learning outcomes is a very important activity in the educational process which ultimately leads to learning outcomes that are realized quantitatively in the form of grades.

2. METHOD

The samples taken in the study were principals and teachers who taught at public high school 2 Seram Bagian Barat, totaling 35 people. The data collection process in this study used a questionnaire with a Likert scale.

3. RESULTS

Data analysis using percentages and multiple linear regression to see the significant influence of curriculum management variables (X1) and local wisdom-based learning (X2) on the learning outcomes variable (Y) of students at SMA negeri 2 SBB in the 2023/2024 school year.

TABLE 1: The effect of curriculum management on learning outcomes.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	114,345	48,199		2,372	,024
	Manajemen Kurikulum	-,027	,456	-,010	-,060	,952
a. Dependent Variable: learning outcomes						

Based on SPSS output, it is known that the significance value is 0.952. This means that sig. (0.952) > 0.05, so it can be concluded that there is no effect of curriculum management on learning outcomes.

TABLE 2: The effect of local wisdom-based learning on learning outcomes.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82,424	41,425		1,990	,055
	Kearifan Lokal	,213	,304	,121	,703	,487
a. Dependent Variable: learning outcomes						

Based on SPSS output, it is known that the significance value is 0.487. This means that sig. (0.487) > 0.05, so it can be concluded that there is no effect of local wisdom on learning outcomes

TABLE 3: The Effect of Curriculum Management (X1) and Local Wisdom (X2) on Learning Outcomes (Y).

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	181,614	2	90,807	,240	,788[b]
	Residual	12121,072	32	378,784		
	Total	12302,686	34			
a. Dependent Variable: learning outcomes						
b. Predictors: (Constant), local wisdom, curriculum management						

Based on the SPSS output in the ANOVA table, it is known that the significance value is 0.788. This means that sig. (0.788) > 0.05, so it can be concluded that there is nothing significant between the influence of curriculum management (X1) and local wisdom (X2) on learning outcomes (Y).

4. DISCUSSION

Curriculum management in the learning process is an effort to organize, take care of and manage subject devices that will be taught at school as a reference in organizing the learning process so that educational goals can be achieved. If in the learning process the teacher integrates the material taught with the value of local wisdom, it is expected that students can understand more deeply about the cultural values in the area. Local wisdom can be a rich and contextual learning resource. This helps students to be more actively involved in the learning process and build knowledge meaningfully [9]. Local wisdom-based learning can improve students' critical thinking skills and problem solving ability. Because local wisdom is often related to real problems in society, so students are trained to analyze, reflect, and find solutions [10]. The teacher's assessment of this understanding can be seen in learning outcomes, because learning outcomes are the results of students' understanding of what is taught by the teacher which is stated in the final score or score received. Learning outcomes are the abilities that students have after the teaching and learning process. This includes cognitive, affective, and psychomotor abilities [11]. Learning outcomes refer to changes that occur in a person's knowledge, understanding, attitudes, and behavior as a result of the learning that is done. Changes caused by growth are not included in learning outcomes [12]. Based on the results of the research conducted, it was found that there was no influence between curriculum management and local wisdom-based learning on student learning outcomes at SMA Negeri 2 Seram Bagian Barat. This shows that curriculum management and local wisdom-based learning have not had an impact on student learning outcomes. In contrast to what is stated by [13], which explains that local wisdom-based learning has an effect on student learning outcomes as seen in the 15% increase in students' average scores after learning using the help of learning modules. In other words, teachers as leaders who organize and manage classroom learning must be able to develop the curriculum and include elements of local wisdom that are well arranged in the planning of contextual learning materials and assisted by appropriate learning methods and models in accordance with the material presented so as to improve students' cognitive, affective and psychomotor abilities.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it is concluded that:

The significance test value between curriculum management (X1) and learning outcomes (Y) shows that there is no effect of curriculum management on learning outcomes (0.952 > 0.05), 2.The significance test value between local wisdom-based learning (X2) and learning outcomes (Y) shows that there is no effect of local wisdom on learning outcomes (0.487 > 0.05), 3.The significance test value between curriculum management (X1) and local wisdom-based learning (X2) on learning outcomes (Y) shows that there is no effect (0.788 > 0.05).

This shows that neither curriculum management nor local wisdom-based learning has a significant effect on student learning outcomes. Therefore, teachers must design a curriculum that integrates local wisdom using a good model or method so that the subject matter feels closer and relevant to students' lives so that it can improve students' cognitive, affective and psychomotor abilities.

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