

How To be Local Wisdom Teacher Integrative Approach of Local Wisdom Curriculum of The Middle School In Salatiga, Central Java, Indonesia

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Abstract—Introduction - Aim of this study to analyze the implementation of excellence based education and local wisdom in the city of Salatiga. The discussion target was on the Javanese Language learning method as a determination of Local subjects curriculum in Central Java and Information and Communication Technologies (ICT) as a Local Subjects in Salatiga City, also the Middle School Local Content Curriculum. The study was conducted in the State and Private Middle School in Salatiga. Method - The type of this research is Qualitative Descriptive. The subjects in this study were Javanese Language Teachers, ICT Teachers (Information and Communication Technology) and School Local Content Teachers according to the development of KTSP (Education Unit Level Curriculum). Data collection – Data obtained of this study used the observation, interviews, and documentation method. The Analyzing technique of data using the reduction, presentation, and conclusion method. Checking validity of data using credibility with triangulation. Research Results - The application of a local wisdom-based curriculum of the Middle School in Salatiga can be described as follows: (1) Implementation of the local wisdom curriculum has proceeded in the Middle School correctly according to current curriculum rules (2). The integrative approach in this curriculum has been prioritized on improving of the quality of vjavanese language learning, information and communication technology, local food excellence, javanese language master of ceremonies, and karawitan arts. Teachers improved the teaching methodologies with a fun learning approach, giving examples of obedience manners and social manners as a role model, through intra-curricular, co-curricular and extra-curricular. The impact of local wisdom-based curriculum implementation can be felt in a year, appearing moralities changes in ethics, manners, creativities and increasing self-confidence and recognizing local virtuous cultural characters

Key words: Teachers, Local Wisdom, Integrative Approach

I. INTRODUCTION

Salatiga is a city in Central Java Province of Indonesia, bordering Semarang Regency, located on the State Road connected between Semarang and Surakarta City. Geographically, the city located crossed in section of Semarang regency, Boyolali,

Grobogan and Magelang regency surrounded by the sceneries of highland slopes of the Kopeng mountains, Kedung Songo Temple, Umbul Sidomukti Hot Spring in Ungaran, Kali Pancur Water Fall, Telomoyo Landscape, Kedung Ombo Reservoir, Bledug Kuwu Mud Crater. Historically, this city was known as a restoration area of Dutch government officials as well as Europeans. So there is no doubt that there are many relict of European architectural buildings such as the Praja City Office (Mayor Office), the beauty area of the Roncali Institute building, Bleduk Church, Taman Sari Church, Korem Commander's Office House, to Pakuwon Building as the signing ceremony for the salatiga agreement, March 17 1757.

In the cultural perspective, Salatiga also experienced a fairly dynamic process of acculturation such as *Sasi Kirana Asmarandhana communities*, *Nature House*, *Krido Utomo Leathered Horse*, *Drumblack*, *Raprika Angga Museum Museum Gallery*. Association of RINASTEBU (*Rila*=willing, *Narimo* =up standing, *Sabar*= patient, *Temen* =sustain, *Budi luhur* = good character) decorated various activities of the society in preserving culture, such as people character songs as *tembang mocopat* character and javanese ethic literature and culture. Anthropologically, It's citizens communities consist of various of ethnic group having cultural backgrounds.

Salatiga has been famous of students city, trade and transit city. The existence of well-known educational institutions, Islamic boarding school and universities supporting of demand interested to enroll as new students from diversely regions, cities even across other countries or abroad. As a trading, transiting and traveling city, It grows up multifier effects of micro-business communities. The Learning culture has increased from kindergarten, elementary, junior high school to university level. The educational context could be narrated as the transformation of socio-cultural systems influentially from one generation to the next, through learning process in schools. As HR Tilaar, (2013: 18) state that education is a civilization process between education and culture as an inseparable relationship. When talking about education, the culture followed and participated.

There is no culture without education and so otherwise. So the implementation of education include of the culture.

On the other side, globalization of information influencing a tremendous impact on the development of human life on the earth. The globalization impact has spread out to various fields of science, science and technologies, socio-politics, culture, and ethics in educational process various countries. The challenge that must be responded wisely to prepare generations have been able to have more independently in overcoming their problems in the future, so that they won't be trapped to curse the darkness culture.

The Ministry of Education and Culture, Prof. Dr. Muhajir Efendi, MAP, has established regulation Decision Number 81 A concerning Implementation of the 2013 Curriculum mandating that local content as intended in the explanation of Law Number 20 of 2003 concerning the National Education System, as a substance to set up students' understanding about potential area of the place their live. Such what the case, The Central Java Government Regulation Number 32 of 2013, paragraph 77 N explain that the content of Local wisdom curriculum for schools and education institutions and learning processes substance about local uniqueness potential, which must be carried out and restored them. The Provincial Government coordinates and supervises the management of local content in secondary education, while the District Governments coordinate and supervise the management of local content education kindergarten and primary schools. Management of local content includes preparing, compiling and evaluating local content documents, textbooks, guide book teachers understanding of residential areas potentials giving benefits for students' attitudes, knowledge and skills to: (1). Get to know and be more familiar with the local social and cultural environment, (2). Having provision of skills (life skills) as well as knowledge of the superiority of the area that is useful for themselves, as well as the general community in general (3). Having attitudes and behaviors in harmony with the values of the prevailing rules and regulations, also preserving and developing local noble cultural values in order to support national development.

The step to develop local wisdom content should be followed are: (1). Identifying and analyzing curriculum contexts includes technical analysis, potential, excellence, local wisdom, and various regional needs or demands by the School Curriculum Development Team, (2). Determine the type of local content that will be developed which leads to the intersection of local culture, entrepreneurship, pre-vocational (economic), environmental education, and various other local specialties, (3) Local culture includes views of basic views, social values, noble values local culture, (4). Entrepreneurship and pre-vocational are local content included in education

focused on developing potential business souls and life skills.

Naritoom (Wagiran, 2010) defines that '*Local wisdom is the knowledge that discovered or acquired by lokal people through the accumulation of experiences in trials and integrated with the understanding of surrounding nature and culture. Local wisdom is dynamic by function of created local wisdom and connected to the global situation. 9 naritoom*'. From this definition, several concepts can be drawn, namely: (1) local wisdom is a long experience, which is deposited as a guide for one's behavior, (2) local wisdom is not separated from the owner's environment, and (3) local wisdom is dynamic, flexible, open, and always adjust to the times. Such a concept also simultaneously illustrates that local wisdom is always related to human life and its environment. Local wisdom emerges as a guardian or filtering out the influence of globalization that has hit various aspects of human life.

Local wisdom-based education is actually an educational and teaching process that teaches students to always be attached to the concrete situation they face. The four pillars of local wisdom education include (1) developing human education based on the recognition of human existence since the womb or unborn child (2) truth-based and noble education, keeping away from improper and misunderstanding thinking (3) education that develops moralities, spiritualities or affective domain, thus just not cognitive and psychomotor domains, and (4) culture, education and tourism developed in character education synergistically.

Paulo Freire (Wagiran, 2010) further emphasized that the concrete problems and challenges faced by students are about the program of forming noble character as a nation's character to act full of awareness, self-esteem, and self-control. Basis of local wisdom how to vanishing abandon lust, eliminating desires, and adjustig in adapting oneself. Efforts to develop local wisdom education will not be carried out properly without participation of the communities optimally. Communities participation in contributing in initiative to be organizer of character education programs so crucially

The Mayor of Salatiga Decree No. 158 A of 2007 concerning determination of Schools that carry out development of basic knowledge based basic education and Children's Rights, considering in context of implementing the Development of Local Wisdom-Based Basic Children's Rights and education, so necessary to cultivate local wisdom found in several Education Units through implementing a local wisdom-based curriculum, preserving and instilling local cultural values for students from an early age. So that later they are not affected by negative western culture in globalization. The Governor of Central Java Regulation No. 9 of 2012 affirmed that Javanese language was alocal language used for heredities generations as communication and cultural expression,

including various *ngoko* (coarsely speech) and *krama* (respectful speech) considering the regional dialectical existence. Local wisdom and classical literature culture, teaching literature, chronicles, legends, songs, folk songs, *geguritan*, *mocopat*, *dolanan*, people stories, myths, fables, leather puppet literature needed to be included in schools local content curriculum.

When researcher observed schools, related to activities that supported the local wisdom curriculum, it turned out that the Javanese language and local content teachers had improvised subject matter and learning methods approaching based on local wisdom and local excellence. Activities such as learning *karawitan* arts, *mocopat* songs, dance, Javanese Master Ceremony, batik screen printing and local food processing implemented through intra-curricular, co-curricular and extra-curricular learning process. Based on the description above, researcher was interested in knowing more about the approach and role of the teachers implementing the local wisdom-based curriculum at the Junior High School in Salatiga City.

1. RESEARCH FOCUS

Research on local wisdom-based education is focused as the following:

1. Implementation of a local wisdom-based curriculum for the Middle Schools in Salatiga City
2. The integrative approach of Javanese Language Teachers about the School Local Content Subject implementing excellence and local wisdom-based curriculum for junior high school students in Salatiga

2. RESEARCH PROBLEM

Departing from focus of this research, formulation of the problem proposed is as follows:

1. How the application of a local wisdom-based curriculum for the Middle School in Salatiga
2. How do They approach implementation of the local wisdom-based curriculum integratively

3. RESEARCH OBJECTIVES

The purpose of this study are:

1. To describe and analyze the application of a local wisdom-based curriculum for The Middle School in Salatiga City
2. To describe and analyze the integrative teachers approach in implementing of local wisdom-based curriculum for the Secondary Schools in Salatiga.

4. PARADIGM

The paradigm used in this study is naturalistic paradigm which comes from phenomenologies. (Yanuar Ikbar, 2012: 65-66) suggests that researchers in a phenomenological view try to understand the meaning of events and their relationships to ordinary

people or course on events in certain situations. Qualitative research places humans as the main subject of research which in this case, depth research can't be expressed through numerical descriptions. This research is humanistic model, where humans in this study are placed as the main subjects in social event having the freedom to think and make choices on basis of cultures and systems that believed by each individual.

5. LITERATURE REVIEW

1. Curriculum

Curriculum is all student experiences under guidance of the teacher (Hollis L. Caswell and Doak S. Campbell in Oliva, 1991: 6). The curriculum can also be understood as a plan to improve a set of learning for someone to be educated (J. Galen Saylor, William M. Alexander, and arthur J. Lewis in Oliva 1991: 6). According to Edy Mulyasa (2012: 46) curriculum is a planning set and objective arrangements regard, basic competencies, material standard, and learning outcomes, as the ways used to be guidelines to organize learning activities to achieve basic competencies and educational goals. Rusman (2009: 3), the curriculum is a set of plans regarding arrangements of the purpose, content, and learning materials and methods used as guidelines for the learning implementation activities to achieve certain educational goals. From the definition above, it can be understood that the curriculum can't be separated from the educational learning process and the curriculum also emphasizes subjects, as well as the process or experience to achieve educational goals.

2. Local Wisdom Education

Local wisdom is a habits and customs that been carried out by people groups from generation to next generation whose existence still maintained by the customarily law communities in certain regions (Putut Setiyadi (2012: 75). According to Zuhdan K. Prasetyo (2013: 3) that local wisdom is local ideas that are full of wisdom, wisdom, good value, which are embedded and followed by communities members in the form of customs, values, rules or norms, culture, language, beliefs, and habits. While Local Wisdom Education, according to Mujiasih & Suprihatin (2016: 34) is education that more based on enriching cultural values. This education teaches students always to face them in concrete situations closely everyday. In other words, local wisdom education encourages closeness and safeguarding strongly of the local values of the environment. Local excellence-based education is consciousness efforts planning through the excavation and utilization of wisely local area potencies in effort to realize the learning process and atmosphere, in order develop their potential to have expertise, knowledge, attitudes and life skills participating in a nation building (Zuhdan K. Prasetyo, 2013: 5).

From some of the opinions above, it can be concluded that local wisdom education is the implementation of the learning process by developing

values, noble culture and views of life, various advantages and local uniqueness with an integrative approach to curriculum material and learning methods in schools. In other words, in one year the school (education unit) can hold two local content subjects, with various languages, according to the talents and potential of students. Local content was developed from the results of "analysis of situation and needs" in review stage of KTSP preparation. Results study of the region uniqueness and excellence based on the natural environment, socio-economic environment, and socio-cultural environment needed to survive and improve the standard of life of societies.

3. Local Wisdom Teacher.

Local wisdom teacher is someone who have teaching skills competence of the local content subjects in arts, culture, communication and information technology, crafts and other life skills with Government Decree, City Regency Government Decree or Principal's Decision Letter. Local Content Teachers can be passed by cooperating with social institutions, or successful entrepreneurs as the guest teachers, temporary and extra ordinary teachers. Teachers should improve their competencies continually as a current development so that the teaching methods application more innovative and creative. Student creativities need to be explored through the application of culture, music, and life skills to minimize the negative influence of global culture. The education unit must develop the competence standards and basic competencies for each type of local content held.

4. The Middle School of Salatiga

The Middle School of Salatiga are educational institution both government and private school in Salatiga City, Central Java Province, Indonesia, consist of 10 Public Middle Schools and 16 Private Middle Schools which established by Private Foundations.

II. METHOD

As for this research method used a qualitative approach, where the results of the research are more descriptive analysis. Kriyantono Rahmat (2006: 76) states that qualitative research aims to explain the phenomenon through data collection deeply. According to Nana Syaodih Sukmadinata (2013: 60) qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups. Wina Sanjaya (2013: 43), qualitative descriptive method is a research method that aimed to describe in full and depth social realities and various phenomena that occur in the society as a research subject so that trait, character, characteristic and models of phenomena are described. The main purpose of descriptive research is to describe the facts

and characteristics of objects or subjects systematically that are precisely examined. According to Sugiyono (2011: 224), the technique of data collection is the most strategic step in research, because the main purpose of research is to obtain data. In qualitative research, data collection is carried out in natural settings, primary data sources, and more data collection techniques in participant observation (participant observation), in-depth interviews and documentation.

III. RESULTS AND DISCUSSION

A. The implementation of local wisdom and excellence curriculum of The Middle School in Salatiga in general running well, according to the last trend curriculum rules demand. Establishing determination of the priority scale curriculum material through the mechanism of KTSP (Education Level Curriculum) review by all teachers, school education staffs and followed by the team of School Curriculum Development with a forum group discussion mechanism to decide the final agreement on curriculum development. Diversity in the determination of curriculum materials according to characteristics of each school. All schools have implemented the Javanese language local content curriculum, because these subjects have already been included in The Republic of Indonesia's DAPODIK (Basic and Secondary Education Basic Data) application, based on technology. Whereas at the school local content subjects, turning out that each school is not the same. In The state Junior High School 02 and The Middle School 9 Salatiga, executed Javanese language as the Local Content Curriculum of Central Java province, then ICT as a Local Content curriculum of Salatiga City, and Printing and design skill as a school local content subject. Next for The State Junior School 4 Salatiga carried out Javanese language as a province local Content. Then ICT as Salatiga as a local content curriculum of Salatiga as for the school local content was culinary art. The State Middle School 07 Salatiga, carrying out local content of the province of Javanese language, The ICT as a city local content, karawitan art as School Local Content. For Muhammadiyah Middle School, carrying out the province local content of Javanese language, The City Local Content of ICT and the master of ceremony in Javanese language as a School Local Content also Karawitan art. While Dharma Lestari Middle School and Al Azhar Middle School carrying out Javanese language as the provincial local content, ICT for the local content of the city also local food excellences as a school local content. The Islamic Middle School of Sultan Fatah, carries out the local content of the Provincial Javanese Language, ICT as The City Local Content and the excellence food and cullinery as the school local wisdom curriculum. The Last one, The Christian Middle School 4 Salatiga, carrying out The

Province Local Content of Javanese language, the City Local Content of ICT and screen and printing-designer as a school local content,

B. Four integrative approaches for the implementation of local wisdom and excellence curriculum of Junior High School in Salatiga, not only in school internal learning through intra-curricular, co-curricular and extra-curricular but also involving external expert, both teachers or instructors whose competence, as shown below:



From the schematic chart above shows that teachers with local wisdom consist of 9 Javanese Language Teachers, 9 ICT Teachers and 9 Local School Content Teachers who acted a central role and become role models for students. In Intra curricular learning activities They approach according to the curriculum demand for 2 x 40 minutes weekly face-to-face allocation. For Co-Curricular Activities, They provide many structured independent assignments to be reported at the next meeting. Whereas in extra-curricular learning They do with appreciation and demonstration methods in the afternoon.

Javanese Language as a Local Content curriculum in the Java Province increased to develop to the regional languages as local wisdom potential by honing sense of the humanities' sensitivities and sharpness in adapting and socializing with fellow citizens. In this subject, They approach them with the ethics education which reflected through 'mocopat' songs such as 'mijil, mas kumambang, asmarandana, dandang gula, gambuh, kinanti, durma, megatruh, pucung', etc.

In local excellence courses, local content teachers, both state, honoraries teachers and guest teachers are more focused on providing the provision entrepreneurship experiences of kind of local excellence food in salatiga, such as *enting-enting gepuk, cheese cassava D.9, kripik paru* and various of superior food products as a basis for life skills students seek livelihood and additional results.

In Information and Communication Technology Subject, the ICT teachers prioritised the digital literacy, developing access of global information through various sites, websites and some useful social networks. This skill directed by them to equip students with negative information transfer by assigning more productive and educational independent assignments.

Whereas in The Javanese Pranata Adicara Master of Ceremony and Karawitan Art, as an alternative teaching to preserve virtuous culture, the value of historical civilization, civilized ethics and aesthetics, good behavior, manners in the life of the nation and state. The activity was carried out on extra-curricular learning at the day time through interest talent recruitment which was coordinated at the beginning of the year by the student section and school counseling. The teacher carries out many strategies for cultural appreciation through the weeks art competitions, cultural performances both in the internal school environment and external crossings.

The positive impact of the various approaches created the delightful, fun learning so students increase more and pleasant and happy in learning. The tolerance attitude and mutual respect coloring students interpersonal relationships, teachers and education staff in schools, families and others.

IV. CONCLUSION

Implementation of the Local wisdom and excellence curriculum of the Middle School in Salatiga has generally been running correctly, according to the latest curriculum rules demand. Decision of priorities scale determining for schools local curriculum content through the KTSP (Education Level Curriculum) review mechanism by all teachers, school education personal led by the School Curriculum Developer Team with the discussion mechanisms and procedure to decide on final agreement on curriculum development. The Integrative approach to the local wisdom curriculum of the Middle School in Salatiga City prioritized on improving the quality of Javanese language learning, Information and Communication Technologies Learning, and some Local Food Excellence, Javanese Master of Ceremonies Arts. Teachers improvised teaching methodologies creatively with a fun learning approach, delightful in examples of obedience in manners and social manners.

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