Management of School Learning Based on Madura Local Wisdom Applications in the Freedom to Learn Era

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Abstract. In the era of Merdeka Belajar, education in Indonesia is increasingly encouraging the development of innovative, inclusive, and locally-based learning. One relevant approach is the implementation of school learning management based on the local wisdom of Madura. The local wisdom of Madura holds great potential for providing a rich learning experience, appreciating local culture, and strengthening students' identity. This research aims to analyze the implementation of school learning management based on the local wisdom of Madura in the era of Merdeka Belajar. The research method used is qualitative with a case study approach. Data is collected through observations, interviews, questionnaires, and document analysis. The results of the study show that the implementation of school learning management based on the local wisdom of Madura has a positive impact on learning in schools. Teachers report an increase in student motivation and engagement in the learning process. Learning materials that integrate the local wisdom of Madura also enrich students' learning experiences and foster pride in their local culture. The application of Madura's local wisdom also contributes to the development of students' critical thinking and creativity.

Keywords: Learning management, Madurese local wisdom, Freedom to Learn era

1   Introduction

The "Free Learning" program is an initiative proposed by the Minister of Education and Culture of the Republic of Indonesia to return the national education system to its legal roots. This program aims to give freedom to schools, teachers, and students to innovate freely and learn independently and creatively. The importance of this freedom to innovate starts from the teacher's role as the prime mover in the development of national education. It's time to improve the quality of education in Indonesia, especially in the Early Childhood Education (PAUD) sector.

Education in the Globalization Era that we are currently experiencing shows that the successful performance of Human Resources in school management is an important measure of achievement. However, the problem that is still faced by many PAUD

schools in Madura is the lack of effectiveness and efficiency, caused by a lack of understanding of the resources they have. This results in learning that looks simplistic and does not reflect significant improvements in school management. Although the number of PAUD schools is quite large, the quality is still low.

Therefore, educators need to make efficiency in the school learning management process, given the limited access and lack of available human resources. One solution is to apply the "X" application based on Madura's local wisdom which can provide the right solution in implementing school learning management. The environment around the child includes various aspects, including geographical, social, economic, religious, artistic, and cultural conditions. So that it can influence the development of children's learning in school. All of this is local wisdom that must be understood by children through the learning process. Understanding local wisdom has become a competency needed by children to exist in the 21st century (Rokayah & Rochman, 2019). However, unfortunately, not all educational institutions, including PAUD, have the intention and capacity to organize learning activities that accommodate local wisdom in a community. Learning that includes local wisdom can help children develop critical attitudes and strong social attitudes.

Implementation of efficient school learning management based on the application of Madura's local wisdom can bring about significant progress in the quality of early childhood education in Bangkalan. By applying efficiency in school management and making use of Madurese local wisdom, it is not impossible to achieve quality progress in early childhood education in Bangkalan. Through the X application, learning management based on Madura's local wisdom can be realized by the educational goals of the independent learning era. This of course will be able to provide the effect of convenience, improve the performance of Human Resources and be a solution for schools and teaching staff in implementing effective school learning management with the local cultural wisdom they have. In line with the concept of independent learning where children can study flexibly anywhere, anytime, and use various learning media.

2   Methods

The research method used is a qualitative approach with case studies. Starting with identifying the problem of ineffective and inefficient school management in several schools in Madura, especially in Bangkalan Regency, the next step is to conduct a thorough study of the problem. These problems include learning activities, management, and reporting. To find solutions, a theoretical framework is built to find recommendations regarding related aspects, with a focus on improving the quality of school management by teachers or educators.

The researcher then collected data qualitatively, by obtaining the perceptions and experiences of PAUD school teachers regarding the sub-optimal school management process and the use of applications based on Madurese local wisdom as a solution. Methods of data collection involve observation and the use of reliable sources such as journals, books, articles, and news websites. After that, an analysis of the stages that have been carried out is carried out to find the right solution to overcome the problem

of school management that is less effective and efficient. One of the solutions found is the use of an application based on the local wisdom of Madurese culture.

3   Results and Discussion

At the PAUD level, the curriculum is designed and structured to explore children's potential through a variety of activities presented in a fun atmosphere. The goal is to achieve child development in various aspects through continuing education so that children are ready to face a higher level of education. Therefore, the role of the PAUD level has a very important significance in the next child's development journey. This level is the foundation that underlies the formation of a child's personality and supports their growth and development. The experience that children experience at the PAUD level has a decisive role in determining their future success.

The design of the education program known as "Freedom to Learn" proposed by the Minister of Education and Culture, demonstrates its commitment to providing freedom in the learning process. This program aims to involve students actively in their self-development without being tied to a rigid curriculum structure. Nadiem Makarim, Minister of Education and Culture, stressed the importance of creating an inclusive, innovative, and relevant educational environment with the challenges faced in the future, emphasizing that teachers and students have the freedom to innovate, be able to learn independently and be creative. (Aesthetics, 2019). In the context of "Freedom to Learn", it can be interpreted as a period in which teachers and students are given the freedom to think and learn without limiting restrictions so that they can better develop their potential and achieve educational goals. This reflects an effort to remove the burden of limiting education and provide space for students and teachers to develop their creativity and uniqueness in the learning process.

The Independent Curriculum in early childhood education is carried out by the basic policies that are used as a basis. The basis for this policy includes Permendikbudristek Number 5 of 2002 Concerning Graduate Competency Standards in Early Childhood Education, Elementary Education, and Secondary Education, Permendikbudristek No. 7 of 2022 concerning Content Standards in Early Childhood Education, Elementary Education, and Secondary Education, Ministry of Education and Culture No 56 of 2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, Decree of the Head of BSKAP No. 008/H/KR/2022 the Year 2022 Concerning Learning Achievements in Early Childhood Education, Basic Education and Secondary Education in the Independent Curriculum, and BSKAP Decree No. 009/H/KR/2022 Year 2022 Concerning Dimensions, Elements, and Sub Elements of Pancasila Student Profiles in the Independent Curriculum. The implementation of the Merdeka Curriculum in PAUD units is carried out as an effort to improve and restore learning which was launched for the first time in 2021. It is hoped that the Merdeka Curriculum can provide convenience for educational units in managing learning with essential material substances.

In the Independent Learning Curriculum, learning standards and assessments are based on students' learning achievements during the learning process. This is in line with the Standards for Child Development Achievement Levels (STPPA). Teachers use learning outcomes (CP) as a guide to monitor student learning and playing outcomes. These learning outcomes have been integrated with STPPA references, content standards, and assessment standards. In this way, it is hoped that teachers can more easily, practically, and focus on designing learning for early childhood. Several parties, including Hetifah, are pushing for the implementation of the Independent Curriculum at the PAUD level because they are considered to be able to create a more enjoyable learning experience for children (kaltim today, 2022). The research results of Sriandila et al. (2023) show that Nurul Ikhlas PAUD Education has successfully implemented the Merdeka Curriculum with a creative approach. They provide a variety of interesting experiences and activities that are effective in stimulating children's development. However, it should be noted that although several PAUD units have tried to implement the Independent Curriculum, there are still many other PAUD units that have not followed this implementation.

In the context of PAUD, it is very important to pay attention to and implement effectively and efficiently various aspects of learning management, including lesson planning which includes activity plans by the curriculum and goals of early childhood education. In addition, resource management is key, both physical resources such as classrooms, libraries, and learning tools, as well as human resources such as teachers and educators. Evaluation of learning is equally important because through this evaluation one can measure the extent to which students' learning achievements have been achieved. Positive educational interactions between teachers and students also need to be maintained to create a conducive learning environment. School administration and organizational governance must also be considered, including financial planning, data management, and coordination with related parties. In addition, school development should not be overlooked, including planning and implementing school development programs, such as curriculum development, teacher competency improvement, and educational facilities. Furthermore, ensuring the quality of learning in PAUD is important so that it is by established educational standards. Finally, in line with PAUD standards set by the government, learning management needs to be adjusted, including in terms of curriculum, assessment, and early childhood development. All of these aspects are crucial in achieving early childhood education goals and improving the quality of learning in PAUD schools.

To achieve optimal and quality learning objectives, the role of the leader has great significance in developing a clear vision and mission that are to the needs of the school. Leadership in the school context involves the ability of school leaders to understand and communicate the vision, mission, and strategy of the school. Leaders need to have confidence that schools act as environments that encourage the learning process, can influence, empower, guide, shape culture, maintain integrity, and are willing to take risks as innovators in dealing with change. One of them is by implementing the "X" application-based school learning management with Madura local wisdom. An application that supports teachers and schools in carrying out daily learning management both inside and outside the classroom, as well as simplifying the administrative process

and providing learning designs that can be adapted according to school needs. In addition, the X application can also be used as a breakthrough in keeping up with current technological developments. Educational technology operates in all fields of education in an integrated manner, which has the potential to increase educational productivity. According to (Dr. Daoed Joesoef 1980), educational technology needs to be thought about and discussed continuously because there are real needs that support its growth and development. But for now, the school in Bangkalan Madura Regency has not permitted to publish an application.

Management of school learning based on the application of local wisdom of Madura culture in the era of independent learning, several things are done, namely planning, implementing, and supervising. The forms of learning planning consist of annual programs, semester programs, syllabi, weekly learning implementation plans, and daily learning implementation plans (RPPH). Learning plans are prepared based on the provisions contained in the Minister of Education and Culture Regulation Number 137 of 2014 concerning National PAUD Standards. The purpose of this lesson plan is to ensure that learning in PAUD achieves the expected quality. In the context of "Freedom to Learn", quality learning plans can be identified through several indicators or characteristics, including (1) Futuristic, anticipating future developments; (2) keeping up with the times, by the demands and changes that occur; (3) Adjusting to the personality of the Indonesian nation, reflecting Indonesian cultural values and identities; (4) Innovative, creating new approaches and creative learning methods; (5) Effective and efficient, optimizing available time and resources; (6) Emphasis on education, not just teaching, with a focus on developing students' skills and holistic understanding; (7) Based on local culture or wisdom, integrating local values and traditions in learning to increase student relevance and understanding. (Pangestu, Rochmat, 2021).

In addition, the Project to Strengthen the Pancasila Student Profile (P5) from the Merdeka Curriculum teaches Pancasila values and global skills through direct experience. With a project approach, students can observe topics of their choice according to their interests, build global competencies, and behave according to environmental characteristics. P5 is different from usual classroom learning and involves the community and the world of work in designing projects and can involve case and field studies, and helps teachers choose teaching materials according to student's needs. Four major themes have been set by the government for the Merdeda Curriculum at the Early Childhood Education (PAUD) level. These themes are 1) I Love the Earth, 2) I Love Indonesia, 3) Playing and Working Together/We are All Brothers, and 4) My Imagination/My Imagination and Creativity. These themes will be used as a reference in choosing learning topics in the independent learning curriculum.

The RPPH prepared by the teacher includes several components, including the time of learning, the identity of the student's age group, learning themes and sub-themes, development programs, basic competencies, and learning indicators, learning materials to be delivered, tools and materials to be used in learning, the learning model to be applied, the learning methods and media to be used, the learning steps to be carried out and the evaluation of learning to measure student understanding and achievement.

Based on the findings from interviews with teachers, it appears that the application of Madura local wisdom-based school learning management has been accommodated in an X application. In Application X there are several main features as a forum for teachers to carry out the school learning management process which consists of:

1. Two-way communication between teachers and parents
2. Recording of absences in a structured manner
3. Assessment for each learning component
4. Recording and managing permission from parents
5. Making LPPA books (rapport) automatically
6. Management of lesson plans integrated with the school calendar
7. Complete data management of students and teachers
8. Assignment of tasks with monitoring of progress and results in real-time

In addition, the menu that supports the implementation of school learning management activities is as follows.

1. Menu of Learning Activities.

Learning Design is a feature that provides learning designs that are by the national curriculum that is being used, namely the independent learning curriculum starting from the Annual Program, Semester Program to RPPH (Daily Learning Program Design), and can be adapted according to school needs. Learning plans that are automatically structured by the system make it easier for teachers to do learning. In addition, learning plans can also be downloaded at any time when needed and automatically become a PDF file

Learning materials that are by the independent curriculum references can be integrated with Madurese local wisdom which can be adapted in application X. Learning materials related to the introduction of traditional foods on the theme I love Indonesia, or outdoor activities to existing tourist attractions in the Madura area on the theme I love the earth. With an emphasis on learning materials that include aspects of Madurese local wisdom, it is hoped that students can better understand and appreciate their local culture and enrich their learning experience. This is also in line with the goals of the Merdeka Learning era which encourage the inclusion of local wisdom in the learning process. In practice, teachers use learning methods that are by Madurese local wisdom, for example involving local culture and traditions in teaching, as well as utilizing learning media that displays elements of Madurese local wisdom, such as videos or images related to Madurese culture which can also be accessed through the Application. X. This shows that the application of Madura's local wisdom-based learning has contributed to introducing and appreciating local cultural heritage to students through various learning activities.

Learning methods that integrate Madurese local wisdom involve the use of playing methods with traditional games as one of the approaches used in the learning process. In this case, teachers use traditional games as a means to teach learning concepts to students in a fun and interactive way. Madura local wisdom-based learning media also involves the use of natural resources in the surrounding environment, such as water,

soil, gravel, leaves, wood, and others as learning media. Utilization of Madura local wisdom-based learning media in early childhood science learning can have a positive impact on children's development in various aspects. Through learning media that involve natural materials such as water, soil, gravel, leaves, wood, and so on, students can directly observe, explore, and try experiments to understand related scientific principles. In addition, the use of Madura local wisdom-based learning media in science learning can also help children develop logical thinking skills.

Utilization of Madura's local wisdom-based learning media in science learning can also contribute to developing students' critical thinking skills. In the process of exploration and experimentation, students can ask questions, identify problems, and find solutions independently. This will train them to think critically, evaluate information, relate concepts, and develop deeper understanding. Thus, the use of Madura local wisdom-based learning media in science learning can contribute to the development of exploration abilities, the development of scientific values, as well as the ability to think logically and critically in children. In addition, in the learning activity menu in Application X there is Absence, which is a feature that contains the names of students who have been registered from the school to Operator X. Automatically these names are already in the presented virtual absence list. Under the title Daily Attendance, there is the name of the class and the time of study on that day and there is writing starting learning. Learning cannot be started if there are students who have not been absent. As for the Anecdote menu feature, it is a section feature for recording special incidents or events carried out by students through direct teacher observation. Anecdotal Notes on the X application is very easy to do and more efficient because it is digital-based.

2. Menu Management or Management

In the management menu, there are several features and their functions, namely the Academic Calendar, which is a feature of the X Application that loads the Academic Calendar automatically and can be adjusted according to school needs. For example, routine activities at school such as "Sakera Marlena" day, which is the day of wearing Madura traditional clothes on the 25th of every year. Student Management is a feature that contains student, parent, and school identity data automatically and can be edited at any time as needed and can be used for the preparation of the LPPA. Class Management is a feature that contains class data that includes the identity of students in that class. In addition, there is also an Announcement feature, which is an interesting and efficient feature because teachers can deliver notifications or announcements through the X application which will be automatically sent to parents. In addition, there are also several choices for the notification either individually or as a whole from students.

Supervision of Madurese local wisdom-based learning in the Merdeka Learning Era was carried out to ensure that the implementation of learning was by a predetermined plan. This supervision process involves monitoring the learning activities carried out by the teacher. This activity is carried out very efficiently because it has used technology in its implementation, namely through Application X on this management menu, the head of the kindergarten or PAUD institution is actively involved in school learning management activities. In utilizing the digital features in the X application the Kindergarten head and teachers can manage managerial institutions such as infrastructure,

learning design input, and LPPA, student and teacher administration, and can make observations and diagnoses of difficulties or obstacles faced by teachers in organizing learning. The results of the diagnosis are then used as a basis for guiding teachers. Supervision is carried out to ensure that the implementation of Madura local wisdom-based learning goes well and according to what has been planned. The Kindergarten head plays a role in observing various aspects of learning, including the use of Madurese local wisdom in learning materials, the methods used, interactions between teachers and students, and the application of relevant learning media. In the monitoring process, the Kindergarten head also notes the obstacles or difficulties faced by teachers in implementing local wisdom-based learning. The results of the diagnosis obtained from monitoring activities become the basis for the head of the Kindergarten to guide teachers who aim to assist teachers in overcoming difficulties or problems encountered in the lesson. Kindergarten heads can provide suggestions, directions, or appropriate strategies to improve the quality of local wisdom-based learning. With the supervision of Madura local wisdom-based learning management in the Free Learning perspective, it is hoped that the implementation of learning can go according to plan, improve the quality of learning, and ensure the application of Madurese local wisdom by educational goals in the Merdeka Learning era.

3. Menu reporting

On the report menu, several features help teachers in administrative activities ranging from assessments, achievements, child development, galleries, making report cards, attendance recaps, and assessments which can be done automatically. Through Application X, teachers will feel comfortable and not overwhelmed in managing school administration. By using the X application, PAUD educators can innovate learning in class without thinking about the completeness of school administration.

To be able to carry out the management of school learning based on the application of Madura local wisdom in the perspective of this independent learning era, the X application can be one of the right solutions. Besides being based on technology, the X application can contain the overall management or management of learning in schools effectively with local wisdom in the Madura area. So that with the X application, the implementation of school learning management can run according to a predetermined plan, improve the overall quality of learning, and reinforce the application of Madura's local wisdom values by the goals of education in the Freedom to Learn era.

4   Conslusion

Implementation of application-based school learning management that reflects the local wisdom of Madura in this Merdeka Learning era, a solution that can be considered is the X application. Apart from relying on technology, the X application can manage all aspects of learning in schools with efficiency, while still integrating local values in the Madura region. Through the X application, the implementation of learning management in schools can be carried out according to a predetermined plan, while improving the

overall quality of learning. Thus, the use of the X application will play a role in strength-ening the implementation of Madurese local wisdom values by the goals of education in the Freedom to Learn era.

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