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Development of Local Content Curriculum Based on the Merdeka Curriculum for High School in East Kalimantan Province

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Abstract	Local content subjects are highly needed, especially for the progress of regions that can positively impact national progress. This research aims to develop a Local Content Curriculum based on the Merdeka Curriculum for High Schools in East Kalimantan Province. The research method used is the development research steps from the Plomp model, namely 1) Investigation; 2) Design; 3) Realization/Construction; 4) Testing, Evaluating, and Revision. In addition, in curriculum development, this research uses the Understanding by Design (UbD) steps consisting of 1) Identifying desired results, 2) Determining Assessment Evidence, and 3) Plan Learning Experiences and Instruction. Data was collected through a literature review and focus group discussions (FGD). The instrument used in the FGD uses an open questionnaire. Curriculum validation was obtained through expert judgment using a validation questionnaire instrument. Qualitative data obtained were analyzed descriptively, while score data were analyzed and converted into assessment categories. This research produces a Local Content Curriculum based on the Merdeka Curriculum for High Schools in East Kalimantan Province, which falls into the Very Feasible category. Furthermore, the advantages and disadvantages of this curriculum product are discussed further in the article.
Keywords	Local Content; High School; East Kalimantan

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1. INTRODUCTION

Indonesia is a country that consists of diverse cultures and customs. However, many factors contribute to the decline of local culture and wisdom, such as the influence of Western culture, which values individual freedom over the traditional Indonesian culture of "gotong royong" or communal spirit. This has resulted in a serious threat to Indonesia's diverse cultural values and a decline in appreciation for local cultures among the younger generation (Setiawan, 2020). Westernization, which prioritizes industrialization and capitalist economic systems, has caused the way of life to resemble that of Western societies. This has hurt local cultural values, which are no longer valued by the younger generation (Bani Riyan et al., 2023).

The investigation conducted among 34 teachers in Kalimantan Timur revealed that the community should comprehensively understand the origins of local culture and new and multidimensional cultures characteristic of modern and advanced society. There is a great opportunity for economic and social growth, which could lead to new economic centers and the development of various social and cultural aspects in Kalimantan Timur. However, a lack of appreciation and understanding of local cultures among new communities threatens to preserve local cultures. Additionally, the use of local dialects is gradually declining, particularly in urban areas, which could lead to the extinction of local dialects in Kalimantan Timur.

The province is rich in natural resources, particularly in the mining and forestry sectors, such as coal, palm oil, and protected forests (Hendra et al., 2023). The prevalence of illegal mining has resulted in the abandonment of mining sites, leading to various environmental threats. The people's awareness of environmental preservation is also decreasing (Frick et al., 2020). Furthermore, students in Kalimantan Timur do not understand traditional values and local culture. Thus, efforts must be made to educate them on the values and wisdom of local cultures.

Next, based on the results of the FGD, it was stated that in the 2013 curriculum, local content subjects are still integrated with several other subjects, so they do not stand alone as separate subjects. The content is only centered on traditional art and crafts. In addition, the dichotomy between subjects, inadequate facilities, and infrastructure, lack of teaching materials related to local content, lack of relevant and competent teachers in delivering local content material in each region, and the absence of a special budget allocation for local content subjects result in the suboptimal implementation of local content learning (Ningrum et al., 2022).

Local content learning and curriculum are carried out to introduce and pass on the characteristic values of a region to students (Hakim, 2022). In addition, local content is also intended to develop the existing resources in a region so that they can be utilized for the development of that region (Li et al., 2019). Local content subjects are very important, especially for a region's progress, that can positively impact national progress. Local content is also important in preserving culture, developing culture, and encouraging changes in environmental attitudes. Thus, it is expected to be useful for oneself and the environment in supporting national development.

The Merdeka curriculum states that local content can be developed in a more varied format, and it does not have to be realized in a separate subject. In the 2013 Curriculum, local content is in the form of a separate subject. The Merdeka Curriculum changes this condition, where local content subjects are given three options that educational units can choose from: integration into existing subjects, integration into the Pancasila student profile strengthening project, or developing a special local content subject. This choice is given to educational units and local governments to consider students' needs. Currently, in implementing the Merdeka Curriculum, no local content curriculum can be used as a reference for educational units, especially at the high school level in East Kalimantan Province. Therefore, the objectives of this research are 1) to determine the steps for developing a Merdeka Curriculum-based Local Content Curriculum at the high school level in East Kalimantan Province; and 2) to produce a Merdeka Curriculum-based Local Content Curriculum at the high school level in East Kalimantan

Province that is feasible. The developed product specifications are a printed curriculum document consisting of Learning Outcomes, Learning Objectives, Inspirational Learning Objective Flow, and Inspirational Teaching Module.

Based on the search results, there are several studies in the independent curriculum, including research on Local Content Opportunities in Science Learning from the perspective of the National Education System Bill. A study on developing lesson plans (teaching modules) that accommodate learning in the context of local culture in Lembata, East Nusa Tenggara, resulted in a micro-scale learning product in the form of lesson plans (Teaching Modules). A study on Local History in the Independent Curriculum: Loyang Mendale and Loyang Ujung Karang Sites as Local History Content in History Learning analyzes and describes the potential of the Loyang Mendale and Loyang Ujung Karang Sites as Local History Content in History Learning (Prasetiya et al., 2022). A study on the Implementation of the Independent Curriculum at SMA N 4 Singaraja describes the supporting factors and barriers to implementing the Independent Curriculum at SMA N 4 Singaraja (Redana & Suprapta, 2023). A study titled "The Development of Character Education Curriculum in Madrasah Based on the Independent Curriculum" describes the steps in developing character education in Madrasah using the Independent Curriculum (Muslimin, 2023). A study on the Analysis of the Implementation of the Independent Learning Curriculum in Physical Education Learning at SMK Texar Karawang describes the implementation of the independent learning curriculum, which can be considered good in several aspects of learning, such as motor skills, knowledge of movement, utilization, and development of movement, as well as strengthening the profile of Pancasila (Pratiwi et al., 2023). Based on the research results related to the independent curriculum that has been conducted, there is currently no comprehensive development of the Independent Curriculum-Based Local Content Curriculum at the high school level, consisting of Learning Outcomes, Learning Objectives, Inspirational Learning Objective Flow, and Inspirational Teaching Module.

2. METHOD

This research uses the development research steps from the Plomp model (Plomp, 1997), namely 1) Investigation; 2) Design; 3) Realization/Construction; 4) Testing, Evaluating, and Revision; 5) Implementation. However, only four of the five steps are adopted in this study. In addition, in curriculum development, this study uses the Understanding by Design (UbD) approach (Mctighe & Wiggins, 2012), which consists of 1) Identifying desired results; 2) Determine Assessment Evidence; 3) Plan Learning Experiences and Instruction (Gustiani, 2019). The method and data collection instruments are adjusted to the development research stage. Literature review and focus group discussions (FGD) were used in the investigation stage. The FGD involved 34 participants. The instrument used in FGD is an open questionnaire that aims to explore actual data related to the condition of the local content subject in East Kalimantan Province. FGD results were analyzed using qualitative methods. The questionnaire grid for analyzing needs is presented in the following table:

Table 1. Grid Questionnaire for Analyzing Curriculum Needs of Local Content Based on the Merdeka Curriculum for Senior High School in East Kalimantan Province

No.	Aspect	Number of Items
1.	The development of society and the need for local content curriculum in East Kalimantan province	10
2.	The need for local curriculum material in East Kalimantan Province	14

The curriculum was tested through expert judgment and conducted FGD during the testing and evaluation phase. The instrument used was a validation questionnaire for experts (Gustiani, 2019). The grid of the validation questionnaire for the Independent Curriculum-based Local Content Curriculum for Senior High Schools in East Kalimantan Province is as follows:

Table 2. Grid of Expert Validation Questionnaire for the Independent Curriculum-based Local Content Curriculum for Senior High Schools in East Kalimantan Province

No.	Aspect	Number of Items
1.	Formulation of Learning Outcomes	4
2.	Formulation of Learning Outcomes	2
3.	The flow of Learning Objectives	3
4.	Learning Assessment	5
5.	Teaching Module	1

In this study, the data obtained were qualitative and quantitative data. Qualitative data were obtained from the literature review and FGD during the investigation stage, while quantitative data were obtained during the expert validation process (Pravitasari & Afiyattena, 2022). The results of the expert validation data were then converted to assess the feasibility of the curriculum. The validity level of the Curriculum Muatan Lokal Berbasis Kurikulum Merdeka Tingkat SMA in East Kalimantan Province was determined based on the score conversion guidelines as follows:

Table 3. Score Conversion Guidelines

Criteria	Conversion Formula
Very Worth it	$\mu + 1,5\ \sigma < X$
Worthy	$\mu + 0,5\ \sigma < X \le \mu + 1,5\ \sigma$
Enough	$\mu - 0,5\ \sigma < X \le \mu + 0,5\ \sigma$
Not enough	$\mu - 1,5\ \sigma < X \le \mu - 0,5\ \sigma$
Very less	$X \le \mu - 1,5\ \sigma$

The data obtained from the FGD in the validation process, which is qualitative data, is used as a basis for revising and improving the Curriculum for Local Content based on the Merdeka Curriculum for Senior High School level in East Kalimantan Province.

3. FINDINGS AND DISCUSSIONS

This research aims to develop a local content-based curriculum based on the Merdeka curriculum for the high school level in East Kalimantan Province. The research uses the development research steps from Plomp, consisting of investigation, design, realization/construction, testing, evaluation, and revision. The research results based on these steps are described as follows (Amin et al., 2022):

a. Investigation. The initial investigation step is carried out through problem or needs analysis, such as collecting and analyzing information and defining the problem (Supena et al., 2021). The needs analysis process is done through literature reviews and focus group discussions (FGDs). The FGD involved 34 participants consisting of teachers of Indonesian/English language, science, and cultural arts subjects. The findings related to the need for a local content-based curriculum based on the Merdeka curriculum for high school level in East Kalimantan Province are as follows:

The rapidly growing community in East Kalimantan should comprehensively understand the origin of local culture, new culture, and multidimensional culture as a characteristic of a modern and advanced East Kalimantan community (Kozlowski et al., 2021). Broad economic and social opportunities allow for the emergence of new economic centers and the development of diverse social and cultural values in East Kalimantan. The increasing number of immigrants and the rapid development of social, economic, and cultural values in East Kalimantan allow for interaction, assimilation, diffusion, and acculturation, as well as the growth of new cultures in the East Kalimantan community. However, the newer generations' lack of appreciation and understanding of local cultures requires special attention. The use of local languages is slowly diminishing in everyday communication, especially in urban areas.

East Kalimantan Province is rich in natural resources, especially in the mining and forestry sectors, such as coal, palm oil, and protected forests. The rampant illegal mining has resulted in abandoned mining areas. The awareness of the community in preserving natural resources is decreasing.

Currently, students' understanding of local traditions and cultural values in East Kalimantan is still low. Therefore, efforts are needed to provide education on local values and wisdom. Cultural arts and local content education are significant in providing knowledge, recognizing, loving, and preserving local traditions and cultural values for future generations. Through local content lessons, students are expected to recognize, love, and preserve local traditions and cultural values. In addition, local content lessons are expected to build students' attitudes, knowledge, and skills in maintaining and preserving flora and fauna in East Kalimantan based on science and technology and developing local advantages and wisdom in their respective regions through global developments. Local content can inspire the younger generation to creatively utilize natural resources and provide new hope for developing a unique-based workforce.

The potential that supports the implementation of local content-based curriculum includes the development of information and communication technology that supports learning access, adequate regional budget allocations for education and culture, communities that preserve culture and language that assist as sources and references in developing local languages, traditional and cultural institutions such as the Kutai Sultanate, Paser Sultanate, Sambaliung Sultanate, and Gunung Tabur Sultanate that assist as references in cultural arts, local cultural and artistic communities, storytelling competitions in local languages (ngapeh, poetry, and others), as well as local media that have local language and cultural programs such as TVRI, RRI, and local newspapers.

"In the 2013 curriculum, local content subjects are still integrated with several other subjects, so they do not stand alone as a separate subject (Irawati et al., 2022). The content is only focused on traditional arts and crafts. In addition, the dichotomy between subjects, inadequate facilities, and infrastructure, lack of teaching materials related to local content, lack of relevant and competent teachers in delivering local content material in each region, and no special budget allocation for local content subjects has resulted in the suboptimal implementation of local content learning. Currently, in East Kalimantan, no local content curriculum document is based on the independent curriculum, especially for the high school level, which is made entirely as inspiration material. Therefore, developing a local content curriculum based on the independent curriculum is very important, especially for the high school level in East Kalimantan. The findings related to the scope of material needs in the local content curriculum based on the independent curriculum for high school level in East Kalimantan Province consist of three major groups, namely a) Cultural Arts, b) Regional Language, and c) Natural Resources. The following is the scope of material needs for the local content curriculum based on the independent curriculum for the high school level in East Kalimantan Province:

Table 4. Material Scope Needs in the Local Content Curriculum Based on the Independent Curriculum for High School Level in East Kalimantan Province

Art and Culture	Regional Language	Natural Resources
1. Various tribes and customs;	1. The regional language of Kutai;	1. Diversity of flora typical of the region;
2. Traditional music arts and folk songs;	2. Paser regional language;	2. Diversity of fauna typical of the region;
3. Traditional dance;	3. Berau regional language;	3. Mining resources;
4. Traditional drama arts;	4. Dayak regional language.	4. Genetic resources.
5. Regional art;		
6. Traditional food;		
7. Traditional games;		
8. Traditional crafts;		
9. Wastra/traditional clothing.		

b. Design. The design stage aims to design problem-solving based on the results of a work plan or written plan that will be implemented in the realization phase (Chevalier et al., 2020). The appropriate curriculum development design is selected based on the conditions, and research instruments are developed at this stage. The curriculum development design used is Understanding by Design, which consists of identifying learning objectives, arranging assessments, and organizing learning experiences (White & Maguire, 2021).

c. Realization/Construction. This step is done through production activities, such as developing curriculum components and creating teaching materials (Krisnawati et al., 2023). The Understanding by Design development design selected in the design stage is used at this stage. The activities carried out according to the Understanding by Design steps are outlined in the following table:

Table 5. Curriculum Development Activities with UbD Steps

Stage	Activities Performed	The Resulting Product
Identify learning objectives	1. Developing Learning Outcomes (CP) and Learning Objectives (TP) components by the results of the needs analysis; 2. Carrying out focus group discussions (FGD) involving 34 subject teachers relevant to the scope of local content subject matter; 3. Make revisions according to suggestions and input from FGD participants; 4. Reviewing the revised formulation of Learning Outcomes and Learning Objectives;	1. Formulation of Learning Outcomes; 2. Formulation of Inspiration Learning Objectives.
Compile and develop assessments.	1. Selecting and compiling formative and summative assessments according to learning objectives; 2. Arranging Learning Objectives Flow (ATP); 3. Conducting focus group discussions (FGD) involving 34 subject teachers relevant to the scope of local content subject matter; 4. Make revisions according to suggestions and input from FGD participants; 5. Reviewing the formative assessment, summative assessment, and revised ATP;	1. Formative assessment 2. Summative assessment 3. The flow of Learning Objectives (ATP) Inspiration
Develop and develop learning experiences.	1. Develop Teaching Modules according to the Learning Objectives Flow (ATP); 2. Conducting focus group discussions (FGD) involving 34 subject teachers relevant to the scope of local content subject matter; 3. Make revisions according to suggestions and input from FGD participants; 4. Reviewing the revised Teaching Modules;	Inspiration Teaching Module

d. Testing, Evaluation, and Revision. These three steps are carried out systematically by collecting, processing, and analyzing information to obtain problem-solving results. In this research, the developed curriculum was tested by experts for evaluation, and then the data from the results were used as feedback for model revision. Testing was conducted through expert judgment involving four experts, namely one Curriculum and Assessment Sub-coordinator of the Ministry of Education and Culture of East Kalimantan Province, two Education Supervisors of East Kalimantan Province, and one Vice Principal in charge of the curriculum of a high school in Kota Bima. Based on the conversion of assessment criteria (Azwar, 2016), there are four categories of feasibility in this study, which are very feasible (score ≥46), feasible (score 36 – 45), quite feasible

(score 26 – 35), less feasible (score 16 -25), and very less feasible (score ≤ 15). The result of the validation of the Local Content Curriculum Based on the Independent Curriculum at the Senior High School Level in East Kalimantan Province is:

Table 6. Validation Results of Local Content Curriculum Based on Curriculum Merdeka for Senior High School in East Kalimantan Province

No.	Aspect	Expert I	Expert II	Expert III	Expert IV
1.	Formulation of Learning Outcomes	16	14	15	16
2.	Component Learning Objectives	8	6	7	8
3.	The flow of Learning Objectives	12	10	12	12
4.	Learning Assessment	20	15	19	20
	Total Score	**56**	**45**	**53**	**56**
	Category	**Very Worth it**	**Worth it**	**Very Worth it**	**Very Worth it**

Based on the overall score obtained from the four experts, the average score of the validation results is 52.5, which falls into the category of Highly Suitable. In Module A, the validation results are in the form of qualitative data obtained from a focus group discussion (FGD), which are as follows:

a. The learning outcomes elements should be further tailored to language skills (especially for the Regional Language subject).
b. Formulating learning outcomes should accommodate students' cognitive, affective, and psychomotor skills.
c. The materials in the Regional Language subject should be developed in four languages (Kutai, Paser, Berau, and Dayak). This is because language mastery or usage can vary in each region, making it impossible to standardize the curriculum of the Regional Language subject across different schools.
d. The formulation of learning objectives can be further clarified in its arrangement.
e. The formulation of learning objectives can still be divided further so that all skills can be accommodated.
f. The division of learning objectives can be more than one to maximize time allocation.
g. The selection of assessment techniques for formative assessment should be more varied.
h. The selection of assessment techniques for summative assessment should be more tailored to the skills in the learning objectives.
i. The teaching module should contain varied learning steps that can accommodate differentiated learning.
j. The teaching module should include socio-emotional learning (SEL) to develop students' socio-emotional skills.

Based on the feedback and suggestions from the Focus Group Discussion (FGD) process, revisions have been made, namely 1) improving the elements in the Local Language subject in accordance with language skills; 2) improving the formulation of learning objectives by accommodating students' cognitive, affective, and psychomotor skills more; 3) developing materials in four languages (Kutai, Paser, Berau, Dayak); 4) improving the formulation of Learning Objectives to make it clearer; 5) improving the formulation of Learning Objectives so that all skills can be accommodated; 6) allocating time appropriately for more than one Learning Objective; 7) improving the selection of assessment techniques for more varied formative assessment; 8) improving the selection of assessment techniques for summative assessment that better matches the skills in the Learning Objectives; 9) improving the teaching module by including varied learning steps that can accommodate differentiated learning; and

10) improving the teaching module by including socioemotional learning (PSE) to develop students' socioemotional skills.

The local content curriculum is a unit in the national curriculum. Its existence is prioritized so that education implementation in the region is more relevant to its environment's conditions and needs (Basari, 2014). Several researchers have also conducted the development of a local content curriculum, including the Development of the Karawitan Local Content Curriculum as an Effort to Construct Knowledge and Preserve Javanese Culture at the High School Level (Arifin et al., 2018). The research resulted in a curriculum with a feasibility level of 98.68%. The Development of Local Content Curriculum for Pottery Craft at SD Inpres Waduwani, Bima Regency, describes the implementation of the local content curriculum for pottery craft. Through the research, it can be seen that the theme of the local content curriculum for pottery crafts is in line with the national curriculum (Suharti & Faidin, 2022).

This research resulted in a complete curriculum document. The Local Content Curriculum Document Based on the Free Curriculum at the High School Level in East Kalimantan Province consists of three parts, namely Part I: Study of the Development of Local Content Curriculum at High School Level, Part II: Learning Objectives of Local Content Curriculum Based on the Free Curriculum at the High School Level in East Kalimantan Province, and Part III: Inspirational Learning Objectives and Learning Flow of Local Content Curriculum Based on the Free Curriculum at the High School Level in East Kalimantan Province.

Part I describes the study on developing the local curriculum for high schools. It includes a description of the background, theoretical foundations, and legal foundations of the development of the local curriculum for high schools. The theoretical foundations discuss the principles of curriculum development, the learning achievement paradigm, principles of learning and assessment, and the framework for developing the local curriculum based on the Curriculum Merdeka for high schools in East Kalimantan Province.

Part II discusses the learning outcomes of the local curriculum based on the Curriculum Merdeka for high schools in East Kalimantan Province. The learning outcomes for the local curriculum based on the Curriculum Merdeka for high schools in East Kalimantan Province consist of three subjects: Arts and Culture, Local Language, and Natural Resources. The components of the learning outcomes for each subject include a) the rationale for the subject; b) the objectives of the subject; c) the characteristics of the subject, and d) the learning outcomes.

Part III describes the Inspirational Learning Objectives and the Learning Objective Flow for the local curriculum based on the Curriculum Merdeka for high schools in East Kalimantan Province. This section includes a description of the learning objectives and the learning objective flow derived from the learning outcomes of the local curriculum based on the Curriculum Merdeka for high schools in East Kalimantan Province. This description can be used as inspiration for teachers in developing teaching materials when implementing local curriculum subjects.

One limitation of this research is that there has not been a uniform trial in every school in East Kalimantan Province, so the effectiveness of the developed curriculum cannot yet be determined.

4. CONCLUSION

The study concludes that developing a Curriculum Local Content based on the Free Curriculum for Senior High Schools in East Kalimantan consists of identifying learning objectives, developing assessments, and developing learning experiences. The curriculum is highly recommended for use in senior high schools. Recommendations for using the curriculum include identifying the school's resource needs and readiness before implementation, ensuring that teachers have the necessary

expertise in the subject matter, utilizing information technology to support students' creativity, involving various art and culture communities in developing teaching materials, and utilizing the curriculum as a relevant subject for further research.

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