

Curriculum Redesign Based on Local Wisdom: Optimizing Madrasah Ibtidaiyah Teacher Assistance in Jayapura

Redesain Kurikulum Berbasis Kearifan Lokal: Optimalisasi Pendampingan Guru Madrasah Ibtidaiyah di Jayapura

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Abstract

This research is prompted by teachers' lack of understanding about curriculum design, influenced by many holidays due to local wisdom in Papua. The lack of understanding of curriculum redesign causes the learning not to reach the target set. This study aims to assist MI Nurul Huda Papua teachers in redesigning the local wisdom-based curriculum. This research is a field research with a descriptive qualitative approach. This research uses the Participatory Action Research (PAR) method. The use of PAR is intended to involve teachers directly in the research. The object of research is the MI Nurul Huda Jayapura curriculum. Data analysis uses the data triangulation method. The results of the study found that MI Nurul Huda Yapis Jayapura teachers still have difficulty identifying the academic calendar with the Jayapura City and National Education calendars in calculating effective weeks based on the Jayapura City Office calendar and challenges in preparing the Annual Program (Prota) due to the inequality of the Ministry of Religion, National, and Jayapura City calendars. Teachers have difficulty adjusting local wisdom material into teaching materials and in the Learning Implementation Plan (RPP). Through curriculum redesign assistance at MI Nurul Huda Jayapura, teachers can design an academic calendar that is adjusted with many holidays due to local wisdom activities. Then there are local wisdom values that can be adapted and implemented in the curriculum 2013 in the school according to its social and cultural conditions because it have relevance to the curriculum 2013.

Keywords: Curriculum Redesign, Local Wisdom, Teachers.

Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya pemahaman guru mengenai desain kurikulum yang dipengaruhi oleh banyaknya hari libur karena kearifan lokal di Papua. Kurangnya pemahaman tentang desain ulang kurikulum menyebabkan pembelajaran tidak mencapai target yang ditetapkan. Penelitian ini bertujuan untuk membantu guru-guru MI Nurul Huda Papua dalam mendesain ulang kurikulum berbasis kearifan lokal. Penelitian ini merupakan

penelitian lapangan (*field research*) dengan pendekatan kualitatif deskriptif. Penelitian ini menggunakan metode *Participatory Action Research* (PAR). Penggunaan PAR dimaksudkan untuk melibatkan guru-guru secara langsung dalam penelitian. Objek penelitian adalah kurikulum MI Nurul Huda Jayapura. Data penelitian dianalisis dengan menggunakan reduksi data kemudian dianalisis dengan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa guru MI Nurul Huda Jayapura masih kesulitan melakukan identifikasi kalender akademik dengan kalender Pendidikan Kota Jayapura dan Nasional dalam menghitung minggu efektif berdasarkan kalender Dinas Kota Jayapura, kesulitan dalam penyusunan Program Tahunan (Prota) karena ketidaksamaan kalender Kemenag, Nasional, dan Kota Jayapura. Serta guru kesulitan menyesuaikan materi kearifan lokal ke dalam bahan ajar dan dalam Rencana Pelaksanaan Pembelajaran (RPP). Melalui pendampingan redesign kurikulum di MI Nurul Huda Jayapura, guru dapat merancang kalender akademik yang disesuaikan dengan banyak hari libur karena kegiatan kearifan lokal. Kemudian terdapat nilai-nilai kearifan lokal yang dapat diadaptasi dan diimplementasikan dalam kurikulum 2013 di sekolah tersebut sesuai dengan kondisi social dan budayanya karena memiliki relevansi dengan kurikulum 2013.

Kata Kunci: Redesain Kurikulum, Kearifan Lokal, Guru.

A. Introduction

The many holidays caused by religious observances and local culture in Papua mean that madrasahs have to manage their curriculum and learning. The management of the current curriculum has not been adapted to the many holidays. Changing education plans for these occasions is essential for quality learning. In various parts of Papua, especially Jayapura, the center of educational activities, is affected by the many holidays. Educational holidays in Papua are determined by the Papua Education Office in the form of an education calendar.¹ The calendar is shown below:

¹ Andika Dian Saputra, "Integrasi Nilai Kearifan Lokal Dalam Pendidikan Multikultural Di Tanah Papua: Studi Kasus Di Sekolah Dasar Inpres I Arso 2 Kabupaten Keerom" (PhD. Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2002), <http://etheses.uin-malang.ac.id/id/eprint/40363>.



Figure 1: Education calendar in Jayapura

Compare with the education calendar in Yogyakarta:



figure 2. Education calendar in Yogyakarta

The education calendar in Jayapura is different from the education calendar in other regions such as Yogyakarta. However, the difference in this education schedule does not make the education plan and learning outcomes in Jayapura any better compared to the education schedule which does not have any reductions due to holidays.

Although the lesson planning done by teachers in Jayapura is similar to lesson planning or curriculum design in other areas, it does not maximize learning outcomes. Good planning by itself will affect learning outcomes.² Education planning in Jayapura is planned like education programs in other areas, although the lesson schedule is unique due to one of the social and cultural factors. As Rachman said, planning education and learning programs

² Rokhmawati, Diyah Mahmawati, and Kurnia Devi Yuswandari, "Perencanaan Pembelajaran (Meningkatkan Mutu Pendidik)," *Joedu: Journal of Basic Education* 02, no. 01 (2023), <https://ejournal.stitmiftahulmidad.ac.id/index.php/joedu>.

must be adapted to the existing social conditions.³ In line with Kurniawan, the curriculum of an educational institution is determined by socio-cultural conditions. Education and learning programs should focus on the mental and social conditions of students and the surrounding environment.⁴

The two education calendars above distinguish that in Jayapura, in addition to national holidays and holidays based on local wisdom, there are 12 other holidays. Seeing the different holiday conditions, the curriculum that is applied is the same, namely the 2013 curriculum, according to the researchers, it is necessary to redesign the curriculum by considering the learning targets that must be achieved with a lot of learning time with holidays due to local wisdom activities.

Curriculum redesign is intended to ensure that education in Madrasah Ibtidaiyah in Jayapura is well implemented and can achieve the target. Curriculum redesign does not have to create a curriculum but can be done by analyzing the existing curriculum and adjusting it to the needs of the institution or school.⁵ Achieving the target cannot be achieved if the existing curriculum does not pay attention to changes or social conditions of society and habits (local wisdom) that exist in a society. Based on interviews conducted by researchers, MI teachers in Jayapura find it difficult to complete the target material in the 2013 curriculum. Furthermore, the informant (25 years old) said that this was due to too many days off. Holidays are caused by religious commemorations and ceremonies of traditions that have been passed down from generation to generation in Jayapura. The unpreparedness of teachers in the 2013 curriculum is also reinforced by Rofiki that MI teachers still have difficulties in making Learning Plans in the 2013 curriculum.⁶ If the learning process has difficulties, of course, the results are not as expected because there are no clear achievement targets.

Research on the implementation of the existing curriculum in MI in Jayapura was presented by Rohmah, that of the 26,933 teachers spread across the district and city of Jayapura there are only 6,000 thousand teachers who

³ Fathor Rachman, "Perencanaan Pembelajaran Pendidikan Agama Islam Sebagai Upaya Peningkatan Mutu Pembelajaran," *AL-WIJDĀN Journal of Islamic Education Studies* 3, no. 2 (November 29, 2018): 160–74, <https://doi.org/10.58788/alwijdn.v3i2.211>.

⁴ Diki Kurniawan, "Analisis Pemenuhan Standar Proses, Standar Sarana Dan Prasarana Dan Standar Pengelolaan Di Taman Kanak-Kanak Negeri Pembina Kotaraja Kota Jayapura," *NOKEN : Jurnal Pengelolaan Pendidikan* 1, no. 1 (2020): 1–10, <https://doi.org/10.31957/noken.v1i1.1278>.

⁵ Endrise Septina Rawanoko, Aulia Rahman Oktaviansyah, and Hariyono Saputra Y.P, "Pendampingan Pembuatan Perangkat Pembelajaran Kurikulum Merdeka dan Redesign Ruang Perpustakaan di SD Nurul Muttaqin Kabupaten Malang," *Abdi Pandawa- Jurnal Pengabdian Kepada Masyarakat* 3, no. 2 (2023), <https://doi.org/10.33592/ap.v3i2.3799>.

⁶ A. Arif Rofiki, "Integrasi Nilai Kearifan Lokal dalam Pendidikan Kerukunan Umat Beragama di Sekolah Dasar/Madrasah Ibtidaiyah (SD/MI) Kota Jayapura," *JMIE (Journal of Madrasah Ibtidaiyah Education)* 2, no. 1 (May 31, 2018): 62–73, <https://doi.org/10.32934/jmie.v2i1.52>.

are trained to use the 2013 curriculum in both religious and non-religious teachers.⁷ The curriculum 2013 in reality leaves a lot of work for both the school and the office. Based on the author's observation, it is known that the implementation of the 2013 curriculum in MI Jayapura, namely: "MIN Kota Jayapura, MI ash-Shalihin, MI Nurul Huda Yapis, and MI Yaa Bunayya" has not been maximized.

The inadequacy of the curriculum is characterized by the preparation of lesson plans as a curriculum tool that has not been maximally understood, which will result in the process and learning outcomes of the 2013 curriculum in the four madrasas. The learning process will be said to be successful if the teacher in preparing the assessment also succeeds well. However, as Atina found, teachers preparing learning assessments are not following the lesson plans that have been prepared. The preparation of poor lesson plans will also have an impact on poor mastery of the material as well.

Indications that the curriculum is not optimal are also in line with what Firdaus said in Rofiki that the lack of maximization of the existing curriculum in Jayapura is influenced by the implementation of local wisdom that is not synchronized with the existing education calendar.⁸ As the researchers stated in the background, the education calendar in Papua is different from the education calendar in Yogyakarta, even though both use the curriculum 2013. On the other hand, the importance of implementing local wisdom and religious traditions to foster harmony in social life and tolerance has been hereditary in Jayapura.

The integration of local wisdom values in MI / SD learning in Jayapura City conducted by Rofiki has not touched on the curriculum changes and learning aspects. The integration carried out is only analyzing KI and KD and is said to be a form of integration of local wisdom "one furnace three stones".⁹ The absence of curriculum changes and aspects of learning that are adapted to local wisdom and religious traditions in Jayapura is the reason for this research. Likewise, research conducted by Rahmah, on the supervision of MI madrasah principals to improve the competence of PAI teachers in Jayapura has not touched on curriculum changes and learning implementation.

⁷ Atinah Rohmah, "Pendekatan Kultural dalam Pelaksanaan Supervisi Kepala Madrasah Ibtidaiyah (MI) untuk Meningkatkan Kinerja Guru PAI di Kota Jayapura," in *International Seminar on Islamic Education* (Ponorogo: Faculty of Islamic Religion, Universitas Muhammadiyah Ponorogo, 2018), <https://seminar.umpo.ac.id/index.php/ISIE/article/view/63>.

⁸ Rofiki, "Integrasi Nilai Kearifan Lokal dalam Pendidikan Kerukunan Umat Beragama di Sekolah Dasar/Madrasah Ibtidaiyah (SD/MI) Kota Jayapura."

⁹ Ibid.

Supervision is only limited to coaching PAI teachers in MI who lack pedagogical competence.¹⁰

Curriculum changes are important in conducting learning adapted to local wisdom and more holidays due to local wisdom so that adjustments to learning implementation are easier to do so that educational goals and learning objectives run well. This is supported by research on the importance of local wisdom values in the curriculum conducted by Nuraini as an effort to stem moral degradation and continue to realize Indonesian humans with high character and competitiveness.¹¹ In addition, the content of local wisdom is also relevant to be integrated into the curriculum 2013.¹²

Another research on local wisdom conducted by the Islamic Education Foundation (YAPIS) one of the foundations engaged in Islamic education in Jayapura focuses more on religious differences and tolerance of existing local wisdom by accepting students and students who are not Muslim.¹³ With existing research, it can be concluded that existing local wisdom has not touched on the redesign of the existing Madrasah Ibtidaiyah curriculum in Jayapura, so this community service is relevant to be carried out in Jayapura.

Talking about locality and curriculum so far, what we encounter is about local values that are included in the curriculum where the school or institution exists.^{14,15,16,17} However, this research is different because this research conducts redesign based on the number of holidays due to religious commemorations in Papua.

From this background, the problem is formulated on how to assist and implement local wisdom-based curriculum redesign at MI Nurul Huda Yapis to find out the obstacles in implementing the 2013 curriculum and provide

¹⁰ Rohmah, "Pendekatan Kultural Dalam Pelaksanaan Supervisi Kepala Madrasah Ibtidaiyah (MI) untuk Meningkatkan Kinerja Guru PAI di Kota Jayapura."

¹¹ Latifah Nuraini, "Integrasi Nilai Kearifan Lokal dalam Pembelajaran Matematika SD/MI Kurikulum 2013," *Jurnal Pendidikan Matematika (Kudus)* 1, no. 2 (March 22, 2022), <https://doi.org/10.21043/jmtk.v1i2.4143>.

¹² I. Wayan Suja, "Integrasi Kearifan Lokal ke dalam Kurikulum Ilmu Alamiah Dasar," *Wahana Matematika Dan Sains: Jurnal Matematika, Sains, Dan Pembelajarannya* 11, no. 1 (August 25, 2017): 77–93, <https://doi.org/10.23887/wms.v11i1.11847>.

¹³ Sabara Nuruddin, "Kiprah Setengah Abad Yayasan Pendidikan Islam (Yapis) Papua: Membangun Harmoni Beragama Melalui Dunia Pendidikan," *Al-Qalam* 24, no. 1 (August 12, 2018): 65–72, <https://doi.org/10.31969/alq.v24i1.457>.

¹⁴ Rofiki, "Integrasi Nilai Kearifan Lokal dalam Pendidikan Kerukunan Umat Beragama di Sekolah Dasar/Madrasah Ibtidaiyah (SD/MI) Kota Jayapura."

¹⁵ Nuraini, "Integrasi Nilai Kearifan Lokal dalam Pembelajaran Matematika SD/MI Kurikulum 2013."

¹⁶ Alfian Biroli1 and Iskandar Dzulkarnain2, "Pendidikan Pesantren Berbasis Nilai Kearifan Lokal di Pulau Madura," *Skripsi* 2, no. 2 (2022): 40–50.

¹⁷ Nailah Tresnawati, "Pembelajaran Sains Berbasis Kearifan Lokal Dalam Upaya Peningkatan Konservasi Lingkungan Pada Mahasiswa Pgsd Di Batik Tulis Ciwaringin Cirebon," *Al Ibtida: Jurnal Pendidikan Guru MI* 5, no. 1 (2018): 69–82.

assistance in redesigning the local wisdom-based curriculum at MI Nurul Huda Yapis.

B. Method

This type of research is Participatory Action Research (PAR). PAR aims to achieve the empowerment of those involved. This research is a field research where understanding the object of study using a participatory approach. Theoretically, there are five principles of participatory action research (PAR) that must be considered, first, PAR must be placed as an approach to improving social practices by changing them and learning from the consequences of these changes. Secondly, the whole is pure participation which will form a continuous spiral from planning, action in the form of implementing the plan, observation in the form of evaluating the implementation of the plan, reflection or theorizing the experience. Third, PAR is a cooperation or collaboration of all those who have responsibility for the action of change and are involved in efforts to improve their abilities. Fourth, PAR is a process of building systematic understanding (systematic learning process) which is a process of using critical intelligence to discuss their actions and develop them, so that their social actions will be able to truly affect social change. Fifth, PAR is a process that involves everyone in theorizing their own experiences.¹⁸

Therefore, the point of conducting this research is both to define a problem and to put the information in the problem into action as a solution to the defined problem. In other literature, PAR is "research by, with, and for people" not "research on people". PAR (Participation Action Research) is participatory in the sense that it is a necessary condition that people play a key role in and have relevant information about the social system (community) under study and that they participate in the design and implementation of the action plan.¹⁹ Systematically R. Baskerville, as cited by Par Martensson²⁰ describes the pattern that must be done in the action research process as follows:

¹⁸ Caren Sax and Douglas Fisher, "Using Qualitative Action Research To Effect Change: Implications for Professional Education," *Teacher Education Quarterly* 28, no. 2 (2001): 71–80.

¹⁹ Abdul Rahmat and Mira Mirnawati, "Model Participation Action Research Dalam Pemberdayaan Masyarakat," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 6, no. 1 (January 15, 2020): 62, <https://doi.org/10.37905/aksara.6.1.62-71.2020>.

²⁰ Pär Mårtensson and Allen S. Lee, "Dialogical Action Research at Omega Corporation," *MIS Quarterly* 28, no. 3 (2004): 507–36, <https://doi.org/10.2307/25148648>.

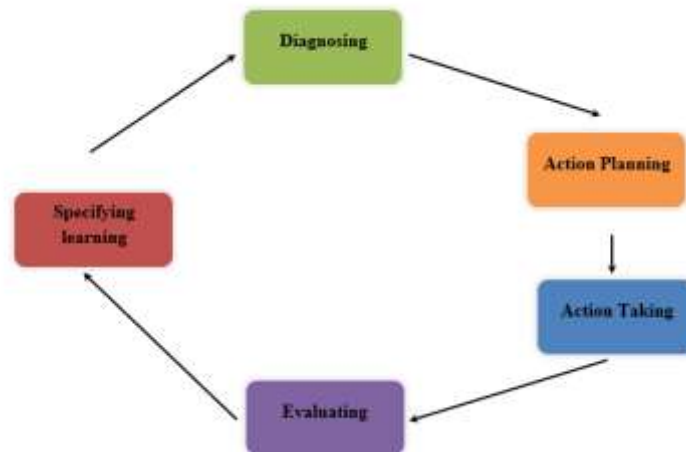


Figure 3. Research flow

The flow of mentoring carried out is by diagnosing first, through interviews with teachers who teach at MI in Jayapura who are now in Jogja, because they are taking further studies. After diagnosis, planning is carried out by determining the time of mentoring. The third step is the implementation of mentoring. Assistance was carried out in September 2022 - February 2023. Furthermore, the fifth step is the evaluation of the results of the assistance, and the last step is specific action by determining more specific actions to solve curriculum redesign adapted to local wisdom. The data analysis used is qualitative. The data collected from the assistance using the flow above was then analyzed using the data triangulation method, namely data reduction, analyzed with qualitative descriptive.

C. Results and Discussion

Based on research using the Participatory Action Research (PAR) approach, several important points were found with the assistance of MI Nurul Huda Yaspin curriculum redesign based on local wisdom. The results of the research are presented below

Obstacles to the Identification of the Academic Calendar

One of the main barriers is the difficulty in identifying the academic calendar with the Jayapura city and national education calendars. Teachers experienced challenges integrating the different academic calendars between Jayapura city and national levels. Similarly, teachers face difficulties implementing the effective week given the official Jayapura city schedule. The contrast between the official Jayapura city and national schedules can create chaos in determining the appropriate week to complete the learning process. This challenge can affect the preparation and game plan of learning time according to the education program.

Another obstacle encountered by teachers is the difficulty in preparing the Annual Program (Prota) due to the inequality of calendars between the Ministry of Religious Affairs, the national calendar, and the Jayapura city office calendar. The availability of different learning times in these calendars can make it difficult for teachers to synchronize their Prota with the prevailing calendar, which can disrupt previously planned lesson plans. In the face of this challenge, teachers also face difficulties in how to calculate effective weeks based on the academic calendar. Astuti explained that the difficulty in calculating the academic calendar lies in the number of effective weeks and hours.²¹ The implementation of different academic calendars between Jayapura city and national levels can make teachers confused in calculating effective weeks, which are the basis for planning learning activities. A lack of understanding of how to calculate effective weeks based on the prevailing academic calendar can interfere with accurate lesson planning.

Therefore, efforts are needed to ensure synchronization of the academic calendar between the Jayapura city and national levels and to provide training and support to teachers in calculating effective weeks based on the prevailing academic calendar. This will help reduce barriers to the implementation of Curriculum 2013 and assist teachers in planning and implementing effective learning activities.

The difficulty in preparing the Prota is due to the dissimilarity of the Ministry of Religious Affairs, National, and Jayapura City calendars (synchronizing). Time arrangements for student learning activities during one school year which includes the beginning of the school year, effective learning weeks, effective learning time, and holidays. The beginning of the school year is the time when learning activities begin at the beginning of the school year in each education unit. Effective weeks are learning activities for each school year in each education unit. Effective Learning Time is the number of learning hours each week, including the number of learning hours for all subjects including local content, plus the number of hours for self-development activities. Holiday, The time set for not holding scheduled learning activities in educational units. Holidays can take the form of mid-semester breaks, inter-semester breaks, end-of-school-year holidays, religious holidays, public holidays including national holidays, and special holidays. Following the previous explanation, the education calendar is very

²¹ Dwi Setyo Astuti, "Analisa Kesulitan Penyusunan Program Tahunan Dan Program Semester Bagi Calon Guru Biologi FKIP Universitas Muhammadiyah Surakarta," in *Prosiding Seminar Nasional Pendidikan Sains (SNPS)*, 2018, 58–62, <https://core.ac.uk/download/pdf/289792204.pdf>.

important because it is a reference in planning the entire series of learning activities in a particular school year.

In general, the purpose of the education calendar is to improve the efficiency and effectiveness of education in primary and secondary schools. In addition, the education calendar can be used as a useful reference in coordinating the provisions regarding effective days with holidays observed by schools and colleges.²² The education calendar is used by teachers as a guideline when creating the syllabus, Provisional Program (Promes), Annual Program (Prota), and Learning Implementation Plan (RPP). The specific function of the calendar is to compile and plan learning programs for one learning year by calculating effective weeks so that each learning implementation can achieve learning objectives.

Obstacles to Incorporate Material in KD

The next obstacle faced by MI Nurul Huda Jayapura teachers is that teachers have difficulty summarizing the material to be included in adjusting the KD in the Permendikbud. Time allocation is defined as the adjustment of time in the curriculum. Time allocation is the length of learning activities both in class and laboratory. Determining the time allocation for each basic competency is done by taking into account the number of effective weeks and the allocation of subjects per week by considering.

The number of basic competencies, their breadth, depth, level of difficulty, and importance. Time allocation needs to be considered at the syllabus development and lesson planning stages. Thus, the time allocation will estimate the vulnerable time needed for each teaching material. Tracking the number of weeks in a semester or school year is related to the utilization of learning time in certain subjects.

Furthermore, incorporating local wisdom into teaching materials is a challenge for educators. As an educational institution, schools play an important role in teaching multicultural values to students from an early age. Because they are embedded in their personalities, the values of togetherness, tolerance, love of peace, and respect for differences will be reflected in their daily behavior if instilled early on. The future can be predicted to be relatively peaceful and full of respect between people if this is successfully owned by our young generation from an early age.

Students should receive multicultural education through general education in every subject at school, which should be based on local wisdom.

²² Yanti Yandri Kusuma and Sumianto Sumianto, "Analisis Standar Pengelolaan Pendidikan Anak Sekolah Dasar di Pendidikan Guru Sekolah Dasar Universitas Pahlawan Tuanku Tambusai," *Indonesian Research Journal on Education* 2, no. 1 (January 17, 2022): 40–46, <https://doi.org/10.31004/irje.v2i1.212>.

On the other hand, it would be more appropriate to teach students about local wisdom. So the education program from the Office of Schooling and Culture does not turn into the formation of educators who perform in the classroom, but it should be able to adjust to the needs of each region. so that in multicultural education, teachers can teach local wisdom values to students to help them understand and accept differences in all their forms.

Obstacles in the Preparation of Lesson Plans

In lesson plans, teachers have difficulty planning starting from adjusting indicators, objectives, learning strategies, etc. Difficulty in reducing material in KI and KD to Indicators. According to Putri and Fathoni, Competency Achievement Indicators (IPK) must be guided by KI and KD, and objectives are written with ABCD elements and basic sentence patterns (S-P-O-K).²³ Core Competencies (KI) are the level of ability to achieve the graduate competency standards that students must have at each grade level. This means that it is the operationalization of the Graduate Competency Standards (SKL) in the form of qualities that students must have at each grade or program level that is the basis for developing KD. KI includes attitudes (spiritual and social), knowledge, and skills. KI must describe the quality that is balanced between the achievement of hard skills and soft skills.

Core competencies function as an organizing element for basic competencies. As an organizing element, core competencies are a binder for vertical organization and horizontal organization of basic competencies. The vertical organization of basic competencies is the relationship between the basic competency content of one class or level of education to the class/level above so that it meets the learning principle, namely a continuous accumulation of the content learned by students. Horizontal organization is the linkage between the basic competency content of one subject and the basic competency content of different subjects in one weekly meeting and the same class so that a mutually reinforcing process occurs.

The difficulty is mainly in making Operational Verbs (KKO). In general, the constraints experienced by teachers in developing indicators of competency achievement in subjects, namely starting from the aspects of preparation, data collection, data presentation, data reduction, and learning conclusions, especially in the process of preparing learning outcomes assessment instruments in the form of teacher difficulties in translating basic competencies into indicators, teacher difficulties in making teacher grids in

²³ Salsabila Anindya Putri and Achmad Fathoni, "Penyusunan Rencana Pelaksanaan Pembelajaran Tematik Dengan Pendekatan Terpadu Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (May 16, 2022): 5898–5909, <https://doi.org/10.31004/basicedu.v6i4.3163>.

making assessment instrument grids and also difficulties in assessment instrument items. This is in line with the results of research by Rasyid, et al which states that teachers have difficulty in translating KD into indicators, determining appropriate Operational Verbs (KKO), determining and adjusting competencies according to student characteristics, identifying student abilities, determining learning activities following the indicators made, determining the type of assessment following the indicators applied.²⁴ Teachers realize the difficulty in determining the right type of assessment according to the material in the basic competencies, and teachers also have difficulty in applying the planned assessment techniques.

Teachers need to master the basic competency material being taught to formulate the most appropriate evaluation tools in learning. In addition, developing indicators of competency achievement poses several challenges for teachers. One of them is a misunderstanding of the cognitive level related to the learning outcomes to be achieved; adjusting indicators of competency achievement with student characteristics that cannot be accommodated, and determining the depth and breadth of indicators of competency achievement that are relevant to the material to be taught. In addition, teachers also expressed that one of the obstacles in developing learning indicators is the lack of training in preparing Curriculum 2013 lesson plans that follow the conditions and characteristics of each region.

Obstacles to Making Learning Media

Teachers find it difficult to determine media that follows learning objectives and teaching materials. Media utilization as it is today should be a part that should receive attention from teachers in every learning activity. Sometimes the selection of learning media used does not follow the subject because each type has certain characteristics. So the ability and knowledge of teachers in choosing the appropriate type of media is needed so that teachers do not experience obstacles in the teaching and learning process. Teachers themselves are hampered by the limited time to make teaching preparations, teachers have difficulty finding the right media, and the unavailability of costs.

Teachers at MI Nurul Huda Yapis Jayapura often struggle with the use of engaging PowerPoint-based presentations (PPT). Although media utilization is now an important part of learning activities, there are challenges in choosing the right media for subjects in MI. One of the obstacles faced is

²⁴ Ryaas Rasyd et al., "Analisis Kesulitan Guru dalam Mengembangkan Indikator Pembelajaran Kuriukulm 2013 SDN 210 Bottopenno," *Autentik: Jurnal Pengembangan Pendidikan Dasar* 5, no. 2 (September 10, 2021): 180–99, <https://doi.org/10.36379/autentik.v5i2.146>.

the lack of understanding of the characteristics of PPT media. Teachers often have difficulty in presenting PPT that are interesting, interactive, and relevant to the teaching material.

In addition, sometimes the selection of PPT media that is not suitable for the subject becomes a problem. Each type of media has certain characteristics that should be considered in choosing the appropriate learning media. For example, PPTs that use a lot of pictures and bright colors may be more suitable for art subjects, but may not be effective for subjects that require deep conceptual understanding such as mathematics or science. Resource availability is also an obstacle in the use of interesting PPT media. Teachers at MI Nurul Huda Yapis Jayapura may face limitations in computer devices, software, or adequate internet access to create interesting and interactive PPTs. This may affect the quality of the learning media presented and reduce its effectiveness in the learning process.

Lack of training and understanding of how to make an interesting PPT is also a challenge for teachers. Teachers at MI Nurul Huda Yapis Jayapura may not have enough time to attend training or deepen their skills in making interesting and interactive PPTs. Lack of understanding of PPT features that can be used to create interesting and effective presentations can be an obstacle in choosing appropriate learning media. Finally, the variation of students' learning styles can also be a challenge in choosing the right PPT media. Each student has different preferences and learning styles. Teachers should consider the variation of students' learning styles and try to present the material with PPT media that can meet their learning needs, such as PPT which focuses on the use of images, sound, text, or direct interaction.

To overcome this difficulty, teachers at MI Nurul Huda Yapis Jayapura need to improve their understanding and skills in selecting and using appropriate learning media, including the use of interesting PPTs. Training on media characteristics, availability of resources, and understanding of students' learning styles can be a focus in choosing effective learning media. With enough effort, teachers at MI Nurul Huda Yapis Jayapura can present interesting, interactive, and appropriate learning media.

Curriculum Redesign based on Local Wisdom

After providing curriculum redesign assistance to develop an academic calendar that is adjusted to the number of holidays due to local wisdom activities. Then the researchers formulated some important points about the values of local wisdom that can be adapted and elaborated in the implementation of the 2013 curriculum at MI Nurul Huda Yapis Jayapura. The local wisdom values are as follows:

Honoring Traditions: Students will be able to appreciate cultural values and traditions prevalent in Jayapura if the curriculum at MI Nurul Huda Yapis Jayapura is redesigned according to local wisdom. Students will have a better understanding of the singularity of their own local culture and will appreciate it as a precious heritage if they study local wisdom such as dance, music, language, and customs.

Improving Environmental Connectivity: MI Nurul Huda Yapis Jayapura students will also feel more connected to the environment as a result of the local wisdom-based curriculum. Students can, for example, learn about Jayapura's natural ecosystem, get to know traditional medicinal plants, and acquire local wisdom for managing natural resources. Students will gain a better understanding of the importance of taking care of their environment and the environment as a result of this.^{25,26}

Improving Practical Skills: At MI Nurul Huda Yapis Jayapura, rewriting the curriculum based on local wisdom will also help students learn practical skills relevant to their daily lives in the area. For example, students can learn about developing skills, handling nearby agricultural products, or doing traditionally laborious work. Students' independence will be strengthened and taught life skills that they can use in their daily lives.²⁷

Increasing Motivation and Interest in Learning: The insight-based education program at MI Nurul Huda Yapis Jayapura can build students' excellence and inspiration in learning. Students will be more interested and motivated to follow the learning process if presented with learning materials that are relevant to their lives. Student learning outcomes can be improved and academic performance enhanced with this.

Expanding Social Attention: Students' understanding and concern for the local community will also increase as a result of MI Nurul Huda Yapis Jayapura's local wisdom-based curriculum redesign. By paying attention to the social and community qualities that exist in Jayapura, students will become more concerned and understand the social reality around them.

²⁵ Tresnawati, "Pembelajaran Sains Berbasis Kearifan Lokal Dalam Upaya Peningkatan Konservasi Lingkungan Pada Mahasiswa Pgsd Di Batik Tulis Ciwaringin Cirebon."

²⁶ Sandra Monica, Littia Febrianda, and Ramadhani Fitri, "Kearifan Lokal Dalam Inovasi Pembelajaran Biologi: Strategi Membangun Anak Indonesia Yang Literate Dan Berkarakter Untuk Konservasi Alam," *Prosiding Seminar Nasional Biologi* 1, no. 2 (2021): 668–76, <https://doi.org/10.24036/prosemnasbio/vol1/176>.

²⁷ Yuliatin Yuliatin, Agus Suprijono, and Muhammad Turhan Yani, "Pengembangan Buku Ajar Pendamping Berbasis Budaya Lokal Tradisi Manganan Untuk Penguatan Pendidikan Karakter Pada Pembelajaran IPS Di SD," *Jurnal Basicedu* 6, no. 5 (August 12, 2022): 8897–8908, <https://doi.org/10.31004/basicedu.v6i5.3970>.

There should be a principle of internal consistency in the curriculum.²⁸ design The design should have overall coherence and integration, both in the design of the school curriculum for different grade levels and across educational levels, from elementary to high school.²⁹ In addition to these principles, Sel identified two criteria that are useful in developing and evaluating designs: (1) conceptual integrity, and (2) primary solidarity. Conceptual integrity or the requirement that all concepts are accurately characterized, used consistently, and maintained with each other using logic, systematization, and semantics to maintain the integrity of the overall plan. Meanwhile, it is planned to maintain primary solidarity so that all parts of the education program will be committed to the goals of the plan together.^{30,31} As a rule, an education plan curriculum contains expectations about how the four parts of a school plan are organized and create a system that is bound together in achieving certain goals.³²

It is known that the majority of curriculum redesigns focus more on mastering content or subject matter (content-based curriculum). In addition, some plans center on teaching and learning objectives and techniques to the neglect of other parts. Other designs emphasize learning activities or experiences rather than curriculum objectives. Therefore, a good plan should balance all four parts as a framework. Curriculum redesign based on local wisdom already exists. However, they did not redesign the curriculum directly. The curriculum is only implemented with a hidden curriculum that cannot be formally assessed.³³ The same thing was also done by Suherman by incorporating locality values in learning Social Sciences (IPS). There is a curriculum redesign similar to this research, namely research conducted by

²⁸ Muh Fitrah, "Peta Konsep Prinsip Relevansi Dalam Arah Pengembangan Kurikulum Matematika: Kajian Perspektif Pengembangan Kurikulum," *Jurnal Sainsmat* 4, no. 1 (2015): 42–50.

²⁹ Jito Subianto, "Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas," *Edukasia: Jurnal Penelitian Pendidikan Islam* 8, no. 2 (September 26, 2013), <https://doi.org/10.21043/edukasia.v8i2.757>.

³⁰ Rusydi Ananda and Amiruddin Amiruddin, *Perencanaan Pembelajaran* (LPPPI, 2019), [http://repository.uinsu.ac.id/6719/1/5.%20PERENCANAAN%20PEMBELAJARAN%20\(BUKU-PENULIS\).pdf](http://repository.uinsu.ac.id/6719/1/5.%20PERENCANAAN%20PEMBELAJARAN%20(BUKU-PENULIS).pdf).

³¹ Prof Mohamad Ansyar Ph.D, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan* (Jakarta: Kencana: Prenadamedia Group, 2017).

³² Muhammad Alfiansyah, Nazaruddin Nazaruddin, and Yuani Afrilita, "Desain Manajemen Kurikulum Sekolah Umum," *At-Ta'fikir* 14, no. 2 (November 18, 2021): 116–33, <https://doi.org/10.32505/at.v14i2.2591>.

³³ Siti Afiah, Musa Asy'arie, and Sekar Ayu Aryani, "Kearifan Lokal Sebagai Sarana Pendidikan Islam Multikultural: Studi Hidden Curriculum di Ponpes Nurul Huda Sragen," *Profetika: Jurnal Studi Islam* 21, no. 2 (December 28, 2020): 212–22, <https://doi.org/10.23917/profetika.v21i2.13092>.

Charel Vince. all, namely curriculum modeling tailored to environmental conditions such as the use of curriculum during the pandemic.³⁴

Through the assistance of MI Nurul Huda Yapis Jayapura teachers. Teachers have been able to formulate an academic calendar that is adjusted to many holidays due to local wisdom activities there. Besides, local wisdom values can be applied in teaching materials at MI Nurul Huda because it has relevance to the 2013 curriculum. So this mentoring research strengthens Suja's research that integrates local wisdom values in the Basic Natural Science curriculum in addition to the importance of embedding local wisdom values in the learning process as an effort to stem moral degradation and continue to realize Indonesian people with character.

D. Conclusions

MI Nurul Huda Yapis Jayapura teachers still have difficulty identifying the Jayapura city and national education calendars. Teachers experience planning, implementation, and evaluation obstacles. Difficulties in identifying the Jayapura city and national education calendars in calculating effective weeks based on the Jayapura city office calendar, difficulties in preparing Prota due to the inequality of the Ministry of Religion, National, and Jayapura city calendars, and teachers have difficulty adjusting local wisdom material into teaching materials and lesson plans starting from adjusting indicators, objectives, and learning strategies. Through the assistance of MI Nurul Huda Yapis Jayapura teachers. Teachers can formulate an academic calendar that is adjusted to many holidays due to local wisdom activities there. In addition, local wisdom values can be applied in teaching materials at MI Nurul Huda because it has relevance to the curriculum 2013.

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³⁴ Charl Vince L. Porlares and Emily B. Tan, "Organizational and Environmental Changes: A Basis for Curriculum Redesign," *EPRA International Journal of Multidisciplinary Research (IJMR)* 1 (n.d.): 37.

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