

IMPLEMENTATION OF THE ADDIE MODEL IN THE DEVELOPMENT OF LOCAL CONTENT CURRICULUM BASED ON ALDITS KAYALO BUKITTINGGI CITY

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ABSTRACT

The local content curriculum of Bukittinggi City is based on Adat Basandi Syara', Syara' Basandi Kitabullah which is abbreviated as ABS-SBK. This local content is sourced from the Quran, Hadith, Culture, and Local Wisdom of the Minangkabau Community so that it is abbreviated as ALDITS KAYALO. This local content is prepared to foster the character and skills of students starting from the PAUD, SD, and SMP levels. The type of research used is Research and Development (R & D) with the ADDIE development model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. First, Analysis was conducted by identifying the needs of learners towards the natural, social, cultural, and spiritual environment in the Bukittinggi City area and determining the learning objectives (Core Competencies, Basic Competencies, and Learning Achievement Indicators) to be achieved. Second Design, which is designing the syllabus (learning strategies and subject matter) of local content. Third Development, which is developing learning objectives to produce local content teaching materials. Fourth Implementation is implementing local content in learning for 2 hours of lessons. However, before that it must go through socialisation, effectiveness testing, and readability testing of teaching materials. Fifth Evaluation is evaluating the effectiveness and efficiency of the local content curriculum. The results of the local content curriculum development with the ADDIE model gave birth to one ALDITS KAYALO and has been in use since the 2021/2022 academic year.

Keywords: Research and Development, ADDIE, Curriculum, and Local Content

ABSTRAK

Kurikulum muatan lokal Kota Bukittinggi yang berlandaskan Adat Basandi Syara', Syara' Basandi Kitabullah yang *disingkat* ABS-SBK. Muatan lokal ini bersumber pada Al Quran, Hadits, Kebudayaan, dan Kearifan Lokal Masyarakat Minangkabau sehingga disingkat dengan ALDITS KAYALO. Muatan Lokal ini disusun bertujuan untuk membina karakter serta keterampilan peserta didik mulai dari jenjang PAUD, SD, dan SMP. Jenis penelitian yang digunakan adalah Research and Development (R & D) dengan model pengembangan ADDIE yang terdiri lima tahap, yaitu Analysis, Design, Development, Implementation, and Evaluation. Pertama Analysis dilakukan dengan mengidentifikasi kebutuhan peserta didik terhadap lingkungan alam, sosial, budaya, dan spiritual di daerah Kota Bukittinggi serta menentukan tujuan pembelajaran (Kompetensi Inti, Kompetensi Dasar, dan Indikator Pencapaian Pembelajaran) yang hendak dicapai. Kedua Design, yaitu merancang Silabus (strategi pembelajaran dan materi pokok) muatan lokal. Ketiga Development yaitu Mengembangkan tujuan pembelajaran untuk memproduksi bahan ajar muatan lokal. Keempat Implementation yaitu mengimplementasikan muatan lokal dalam pembelajaran selama 2 jam pelajaran. Namun, sebelum itu harus melalui sosialisasi, uji keefektifan, dan uji keterbacaan bahan ajar. Kelima Evaluation yaitu mengevaluasi efektivitas dan efisiensi dari kurikulum muatan lokal. Hasil Pengembangan

kurikulum muatan lokal dengan model ADDIE melahirkan satu mata pelajaran muatan lokal yang berbasis ALDITS KAYALO dan telah digunakan sejak tahun pelajaran 2021/2022.

KATA KUNCI: *Research and Development, ADDIE, Kurikulum, dan Muatan Lokal*

INTRODUCTION

The curriculum is defined as a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organising learning activities to achieve certain educational goals. Even the position of the curriculum is considered as the central content of the values that will be transformed to students (Romadhon, 2022). Curriculum management is a cooperative, comprehensive, and systematic curriculum management system in order to realise the achievement of curriculum objectives developed in accordance with the objectives of the 2013 curriculum implementation. Schools are given full autonomy in developing and managing the curriculum independently while still paying attention to the needs and achievement of the goals in the vision and mission of the school by not ignoring the national policies that have been set (Akhyar et al., 2024).

One form of curriculum is the local content curriculum. Local content is a study material or subject in an educational unit that contains content and learning processes about local potential and uniqueness. Local content is taught at the primary school level with the aim of equipping students with the attitudes, knowledge and skills needed to get to know and love the natural, social, cultural and spiritual environment in their respective regions. In addition, local content also aims to preserve and develop regional excellence and wisdom that is useful for themselves and their environment in order to support national development.

Local content is developed based on the principles of compatibility with learner development, integrity of competence, flexibility in the type, form, and timing of implementation, and usefulness for national interests and facing global challenges. (Pendidikan et al., 2014).

The addition of local content in the Merdeka Curriculum can be done through three options, namely integrated into other subjects, through a project to strengthen the Pancasila student profile, or as a separate subject for 2 (two) hours. Teachers do not need to worry about teacher certification issues. For schools where local content is a separate subject, teacher certification requirements are accommodated through two hours of learning. Then for the project option of strengthening the student profile of Pancasila and integration with other subjects, the lesson hours are inherent in the functions of all teachers so there are no obstacles to certification (Ali & Mulasi, 2023).

Since the use of the 2013 Curriculum until the use of the Merdeka Curriculum, at the Elementary School (SD) and Junior High School (SMP) levels, the local content curriculum has not been added which is based on local wisdom. For this reason, in order to implement the demands of Permendikbud No. 79 of 2014 and cultural inheritance to the younger generation of Bukittinggi City, it is necessary to compile and develop a Local Content Curriculum.

Local content developed in Bukittinggi City at the elementary and junior high school levels is based on the philosophy of life of the Minangkabau people, namely Adat Basandi Syarak, Syarak Basandi Kitabullah or known as ABS-SBK. This philosophy is developed in the form of local content in the form of the Bukittinggi Education Excellence Programme (PUPB).

As for what distinguishes the research that researchers do with previous research, namely;

1. Research conducted by (Ali & Mulasi, 2023) entitled Independent Curriculum Transformation for Local Content Development to Increase Cultural Identity. This research uses the literature study method, in its discussion, literature related to the concept of an independent curriculum and local content is studied. The result of this study is that in the implementation of culture, the independent curriculum through local content provides a great opportunity to include culture and customs in learning.
2. Research conducted by (Romadhon, 2022) which is entitled Implementation of Religious Local Charge Curriculum in Developing Social and Spiritual Attitudes at Al Azhar Menganti Gresik High School. This study uses qualitative research methods with the type of field research (Field reseach) and data analysis techniques are carried out using the Miles and Huberman model. The results of this study The implementation of the religious local content curriculum and its impact in the development of spiritual attitudes and social attitudes of SMA Al Azhar Menganti Gresik students can be concluded as follows: Planning of the religious local content curriculum at Al Azhar Menganti Gresik High School. In planning the religious local content curriculum at SMA Al Azhar Menganti Gresik is planned in accordance with school policies and the times that prioritise humanist and religious local crocodile values, and in the delivery of learning the teacher uses the drill method (direct practice) and also uses the lecture or demonstration method, Application or implementation of the religious local content curriculum at SMA Azhar Menganti Gresik.
3. Research conducted by (Hidayanti et al., 2018) which is entitled Implementation of Environmental Education as an Ecopedagogy Local Charge Curriculum in Building Student Character at Kutaraharja I Elementary School. This research uses descriptive qualitative methods of data collection techniques used are participant observation, in-depth interviews, and documentation. The results of the research on the ecopedagogy local content curriculum of Environmental Education at SDN Kutaraharja I are to implement a school with a culture of environmental care in the form of school citizens who are responsible for protecting, preserving, and preventing damage to the environment and natural resources through good school governance to support sustainable development, as well as equipping students with activities to protect, preserve, and prevent damage to the environment and natural resources, as well as preserving environmental functions at school.
4. Research conducted by (Suharti & Faidin, 2022) which is entitled Development of Pottery Crafts Local Charge Curriculum at Inpres Waduwan Elementary School,

Bima Regency. This research uses a qualitative descriptive method. The results of this study that the best implementation of the local content of pottery crafts, this is to assist teachers in maximising the achievements of graduates especially making students as successors who will produce good and creative pottery crafts.

5. Research conducted by (Lukman, 2023) entitled Maja Culture and Dahu Mbojo as a Lesson in the Local Content Curriculum. The method used in this research is a research and development method with a qualitative approach. The results of this study are the maja and dahu local content curriculum developed based on curriculum components, namely objectives that refer to the objectives of the maja and dahu local content curriculum, processes developed in learning activities, and evaluation which is the final part of curriculum implementation activities that can be used as a guide in finding learning outcomes and improvement efforts that will be a reflection of the development of the next local content curriculum.

The difference between this research and previous research lies in the research methods used and the local content objects developed. Some previous studies used descriptive qualitative methods and literature reviews. In addition, the object of local content curriculum development is based on the local wisdom of each researcher. While in the research that researchers do using the development method of the Research and Development model. The object developed in this study is local content sourced from the Quran, Hadith, Pancasila Character, and Local Culture.

However, based on field observations that have been conducted by researchers, information obtained related to local content at the elementary and junior high school levels is that the Local Content Curriculum based on SBK ABS has not been compiled either independently, integrated with other subjects, or integrating local content with the Pancasila Student Profile Strengthening Project (P5). Given the importance of this local content in order to pass on culture to students, as well as bring students closer to religious teachings sourced from the Koran and Hadith.

RESEARCH METHOD

The type of research used is R&D (Research and Development). Research and Development is a research method used to produce certain products and test the effectiveness of these products. To get certain product results, research is used which is a needs analysis and to test the effectiveness of the product so that it can function in the wider community. This research procedure uses the ADDIE development model. developing the Local Charge Curriculum with the ADDIE approach, which stands for Analysis, Design, Development, Implementation and Evaluations. The subjects of the research were the Local Charge Curriculum Compilation Teachers, Experts and and the object of research was the Local Charge Curriculum (Ali & Mulasi, 2023).

This method develops local content curriculum products, conducts trials, and refines local content objectives, syllabi, and teaching materials based on data in the field. Thus this method is suitable and appropriate for developing local content curriculum based on the level of relevance as one of the Education products in Bukittinggi City (Darojatun et al., 2022).

RESULTS AND DISCUSSION

This research and development was conducted at the Bukittinggi City Education and Culture Office. This development was carried out in the January-June 2022 semester of the 2021/2022 school year with teachers, experts (UNP Lecturers), traditional leaders, and religious leaders. The first stage begins with conducting an analysis, namely field studies and literature studies (Muniroh & Muhyadi, 2017).

1. Analysis

In the analysis stage, data were collected through interviews, observations, and questionnaires to identify the needs and potential of local content based on ABS-SBK that is relevant to be included in the curriculum. From the analysis, it was found that:

1. Bukittinggi City students and communities demonstrate a need to understand the Quran, Hadith, local culture, regional skills, and local environmental knowledge.
2. Potential local content that can be developed includes local arts (dance, music, and crafts), local languages, as well as knowledge of customs and culture based on ABS-SBK.

2. Design

The design stage involved designing a local content curriculum that included learning objectives, materials, syllabus, teaching materials and evaluation tools. The results of this stage are:

1. Learning Objectives in the form of Core Competencies, Basic Competencies, and Competency Achievement Indicators are formulated based on analysis of learner needs, with a focus on developing attitudes and skills related to the local culture and environment of Bukittinggi City.
2. Learning Materials are formulated to include teaching materials on the history of Aqidah, Fiqh, Arabic Language, and Siroh Nabawiyyah.
3. The Learning Syllabus is designed to involve active learning, resource person visits (Guest teachers), group projects, and the use of technology to document and present findings.
4. Tools Evaluation is done through performance assessment, project presentations, and written exams to measure students' understanding and skills.

3. Development

The development stage involves making learning materials and evaluation tools that have been designed. The results of this stage include:

1. Development of teaching materials and learning resources that include texts, images, and videos about the local content of Bukittinggi City.
2. Development of assessment rubrics for projects and performance, as well as written exam questions.

d. Implementation

At the implementation stage, the developed local content curriculum was implemented in schools starting from the PAUD, SD, and SMP levels. The implementation results showed:

1. Students' responses showed high enthusiasm in learning local content and were actively involved in learning activities.
2. Teachers' responses showed an increase in students' motivation and the success of active learning strategies in improving students' understanding and skills.
3. Some obstacles encountered include limited time for field trips and the availability of complete teaching materials.

e. Evaluation

The evaluation was conducted to assess the effectiveness and efficiency of the implemented curriculum. The evaluation results showed:

1. Most students achieved the set learning objectives, showing an increased understanding of the local culture and environment.
2. The effectiveness of the developed learning materials and strategies proved effective in increasing student interest and participation.
3. Recommendations for Improvement include additional teaching material resources, increased teacher training, and schedule adjustments to accommodate field activities.

The implementation of the ADDIE model in local content curriculum development in several schools showed some key successes:

1. Meeting the Needs of Bukittinggi City, through a comprehensive needs analysis, the local content curriculum developed successfully met local needs and provided added value for students in understanding their culture and environment.
2. Student Engagement, active learning strategies and the use of technology proved effective in increasing student engagement and motivation.
3. Guest Teacher and Subject Teacher Support, the training and mentoring provided to teachers helped in the implementation of new learning strategies and the management of evaluation tools.

However, during the implementation of the Bukittinggi City local content curriculum development activities, there were obstacles and challenges. The obstacles faced during implementation are:

1. Limited sources of complete teaching materials from references in Bukittinggi City.
2. Time Management, adjusting the learning schedule with the number of guest teachers who can be used as a source of expertise.
3. Technology Readiness, Not all schools have adequate access to the technology needed for digital learning and documentation.

CONCLUSIONS AND SUGGESTIONS

The implementation of the ADDIE model in developing a local content curriculum based on the Quran, Hadith, Culture, and Local Wisdom of Bukittinggi City showed positive results in improving students' understanding of the culture and environment of Bukittinggi City. Although there are some obstacles, the recommendations provided are expected to help in improving the curriculum and its implementation in schools. Thus, the ADDIE model proved to be an effective approach in developing a local content curriculum in Bukittinggi City based on ALDITS KAYALO that is relevant and meaningful

to students. Based on the results and evaluation, the following are recommendations for further local content curriculum development:

1. Add and enrich teaching materials with more comprehensive and varied resources.
2. Provide further training for teachers to deepen their understanding of active learning strategies and the use of technology.
3. Increase collaboration with the local community to provide more authentic and relevant learning experiences for students.
4. Develop adequate technology infrastructure in schools to support digital learning.

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