THE ROLE OF AN UNDERSTANDING OF EDUCATIONAL PHILOSOPHY IN DEVELOPING A LOCAL CONTENT CURRICULUM
(CASE STUDY AT PGRI 6 DENPASAR VOCATIONAL SCHOOL)

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Abstract

A lack of understanding of the principles of curriculum development means that educational institutions simply imitate without carrying out analysis and adjustments in the process of developing their curriculum. So we can be sure that educational goals will not be achieved optimally. One of the important things to understand in curriculum development is educational philosophy. The local content curriculum is expected to be able to bridge the conditions of regional education units with achieving national education goals, therefore it is very important to develop it according to needs. This research aims to determine the relationship between the understanding of educational philosophy in the development of local content curricula using qualitative methods, with primary data obtained through interviews with sources by determining sources using purposive sampling. The data obtained was analyzed using qualitative descriptive data analysis. The results of this research are the importance of understanding educational philosophy in developing curriculum, especially local content curriculum. The preparation and development of the local content curriculum at PGRI 6 Denpasar Vocational School is oriented towards various philosophical schools which are then translated into philosophical foundations in the curriculum. These schools include perennialism, essentialism, existentialism, progressivism, reconstructionism, and post-modernism.

Keywords: Educational Philosophy; Curriculum; Local Content

INTRODUCTION

A good education requires a good curriculum. The educational process cannot be separated from the curriculum itself. The curriculum will direct the plan, process, and implementation of education towards educational achievement. A quality curriculum, coupled with professional and quality implementation, will determine quality educational outcomes (Eva Ervia, Risma Delima Harahap and Ika Chastanti, 2024).

The curriculum is a set of concepts that contain plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for implementing learning to achieve certain educational goals (Margareth, 2017). The curriculum is the main reference for teachers, especially in the development of education in countries where the curriculum is compiled into an official textbook that contains guidance for teachers and is often the only resource used by

teachers in determining teacher pedagogical approaches, strategies, and practices that function in carrying out the teaching process and implementing the curriculum (Buckler, 2016). Based on this opinion, it can be concluded that the curriculum is a design that contains the flow of achieving educational goals, including goals, content, approaches, techniques, and methods that must be refined over time.

A good curriculum is always reviewed before and after use and that is always adapted to the conditions of the educational institution where the curriculum is implemented. Because the curriculum must be ready to answer current and future educational challenges, where conditions of educational needs always change with the times(Audina and Harahap, 2022).

Often educational institutions or schools ignore this; some even use curriculum from other schools, even though it is not by the conditions of the school where the curriculum is implemented, even though the government, as the highest institution that intervenes in the implementation of this curriculum, has warned schools to develop a curriculum. that is determined by the conditions and circumstances of the school where the curriculum is implemented.

A lack of understanding of the principles of curriculum development means that educational institutions simply imitate without carrying out analysis and adjustments in the process of developing their curriculum. Teachers fail to reflect on themselves when determining the expected goals. In this way, certainly, educational goals will not be achieved optimally (Kadek Dedy Herawan, 2023). One of the important things to understand in curriculum development is educational philosophy. That philosophy begins with curiosity, which then gives rise to thinking. Every day humans think about what they want to know, this is philosophy. By philosophizing, humans become intelligent, which means they are wise in carrying out things (Tio and Muhammad, 2023).

The importance of the foundations behind education, using a system of educational philosophical views and philosophical schools, will be discussed in sections according to the groupings and approaches used in planning a curriculum (Pranoto, Siahaan, and Ediantes, 2023). Educational philosophy is the philosophy used in the study of educational problems, where this will determine where the student will be directed. Educational philosophy is the set of values that underlie and guide the achievement of educational goals (Muhammad Kristian, 2016). Understanding the value of educational philosophy will guide human resources in developing the curriculum in the right direction and according to the needs of educational stakeholders. Education

according to this philosophy should provide space to encourage the development of students' personal competencies and character in exploring knowledge according to their talents and interests through various skills mastered to achieve educational goals (W Chrismastianto *et al.*, 2023).

The fundamental difference between this research and other research is that this research is an attempt to determine the correlation between understanding educational philosophy and a person's efforts to develop a local content curriculum which will be used as a reference in efforts to achieve national education goals.

The curriculum needs to be developed, reviewed, and even replaced as conditions change, which are full of novelty, be it the education system, community behavior, supporting technology, or other things related to the implementation of a curriculum.

One of the most important parts of curriculum development is local content. Local content plays a very important role in efforts to realize educational goals because local content will be a bridge for a region to achieve national educational goals. Local content is placed in a central position in a curriculum to realize curriculum implementation, which leads to achieving the goals of education itself.

In this situation, the author wants to explore the role of understanding educational philosophy in developing the curriculum. In this case, the author wants to get an overview of the understanding of educational philosophy in developing a local content curriculum at PGRI 6 Denpasar Vocational School.

METHOD

This research uses a qualitative descriptive research method with a case study approach. (L.J Moleong, 2022) state that descriptive research places more emphasis on a deeper understanding of a phenomenon described by people who experience the phenomenon and then describe it to get clearer and truer information. The primary data for this research comes from interviews with sources who can be trusted and have competence in the problems to be analyzed, while the secondary data is obtained from various literature that is relevant to the problems that will be discussed in the research. The primary data used comes from people who are considered to understand the scope of this research study. The determination of the research sample was based on purposive sampling. (Adam Malik, 2018) stated that purposive sampling is determining sources based on certain criteria, one of which is based on expertise. In this research, the resource person is the Head of PGRI 6

Denpasar Vocational School, who has a major role in curriculum development at PGRI 6 Denpasar Vocational School. The data analysis technique used is the descriptive technique. (Suparman, 2020) states that descriptive data analysis techniques are an analysis of data to describe conditions or events systematically. In this research, data analysis from samples and related literature is presented accurately regarding the role of understanding educational philosophy in preparing local content curricula at PGRI 6 Denpasar Vocational School.

RESULT AND DISCUSSION

1. The Role of Philosophy in Education

Educational philosophy is the mother of knowledge, which specifically studies educational issues in terms of ontology, epistemology, and axiology. An understanding of educational philosophy is needed by people who are involved in the world of education. Educational philosophy can be used to dissect problems surrounding education.

(Hussain et al, 2017) stated that educational philosophy is a branch of social philosophy that examines matters related to educational goals and solving problems that arise in the field of education. Understanding the philosophy of education will direct all stakeholders in designing, implementing, and evaluating education with good results because understanding the philosophy of education means understanding the educational problems that occur and how to overcome these various educational problems so that the stated educational goals are achieved. In this case, the goal of education in the Republic of Indonesia.

Educational problems often arise and become a factor that can hinder the achievement of educational goals, but by understanding what educational philosophy is as a whole, you will be able to direct educational stakeholders to find out the source of the problem, the solutions offered, and steps in realizing the achievement of educational goals in the future, along with changing times, science, and technology.

Based on an interview with the head of PGRI 6 Denpasar Vocational School, with the question, do you understand the philosophy of education? I Wayan Sukarta stated that he understood the philosophy of education as a basic competence for educators in understanding the educational problems arising from internal and external educational units.

Internal problems in education can be in the form of students' cognitive, psychomotor, and affective abilities. Apart from that, internal educational problems in educational units can also arise

from the condition of educators and employees related to their professional duties. Weaknesses of educators in determining planning, implementation, and evaluation, as well as incompetence in choosing methods, approaches, and techniques, will hinder the achievement of educational goals. Other internal educational problem factors can also arise from the carrying capacity of school facilities and infrastructure, which may become an obstacle to realizing educational goals.

What was conveyed by the resource person was in line with the theory of educational philosophy, where the ability of stakeholders to understand education will be able to solve various existing problems related to education and the learning curriculum so that national education goals can be achieved.

(Jalaluddin and Idi, 2011) state that the role of educational philosophy is as a direction and guideline for the implementation and realization of educational goals. All problems that arise in the world of education can be resolved by implementing the educational philosophy as a whole.

The resource person stated that in solving problems related to education, we always try to find solutions by putting forward ideas that will produce useful steps and become problem-solving, especially in preparing the curriculum and implementation steps so that what is implemented can be realized by expectations.

2. Local Conten Curriculum

A local content curriculum is strongly recommended by the Ministry of Education, Culture, Research, and Technology in implementing an independent curriculum in each educational unit by the existing local wisdom where the curriculum is implemented. The local content is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness that are intended to form students' understanding of the advantages and wisdom of the area where they live. A local content curriculum needs to be prepared and developed based on an analysis of environmental needs directed by the regional government, or it can also be proposed by the educational unit administering the curriculum (Permendikbud, 2014).

The government certainly hopes that the presence of local content in the curriculum will accelerate the achievement of the stated educational goals. The next question is, is there a legal basis for developing a local load curriculum? I Wayan Sukarta, who has a central role in developing curricula in PGRI 6, replied that the local content program established in all schools in Bali is language education in Bali. Implementation of language learning in all primary and secondary schools of Bali is regulated by the Bali Provincial Regulation No. 1/2018 on Bali Language,

Literacy, and Literature, which must be given in each school in the Bali Province for at least 2 hours of lessons.

This is reinforced by the Decree of the Head of the Bali Education and Province Youth and Sports No. B.31.434/3704/UPTD.BPTK/DIKPORA concerning local content curriculum guidelines for the Balinese language for primary and secondary education levels, with the hope that graduates are prepared to be able to form an understanding and form a positive attitude of students towards the potential in the area where they live, especially language development, Balinese script and literature which is useful for developing the character, attitudes, knowledge, and skills of students so that they can recognize and become more familiar with the natural, social and cultural environment, have the ability and skills as well as knowledge about the area that is useful for themselves and the environment society in general and have attitudes and behavior that are in line with the values/rules applicable in their region, as well as preserving and developing noble local cultural values to support national development.

In the opinion of the interviewee, providing Balinese language subjects at PGRI 6 Denpasar Vocational School, apart from being an obligation stipulated by the Bali Provincial Government, is also a concrete step for the education unit to create graduates who have local wisdom values and also have a global outlook in line with the values of the Pancasila student profile. Namely faith and devotion to God Almighty, noble character, independence, cooperation, critical reasoning, creativity, and global diversity. According to sources, the Balinese language learning held at SMK PGRI 6 Denpasar has been adjusted and analyzed based on the various learning needs required by students at PGRI 6 Denpasar Vocational School.

Apart from including local content in the form of Balinese language learning, the curriculum at PGRI 6 Denpasar Vocational School also incorporates local wisdom values in every lesson, both curricular and co-curricular. These values are *Tri kaya parisudha* and *Tri Hita Karana*. *Tri Kaya Parisudha* is interpreted as three things that must be kept pure in the pursuit of knowledge and later implemented in society. Meanwhile, *Tri Hita Karana* is interpreted as three relationships that must be maintained in carrying out the educational process at PGRI 6 Denpasar Vocational School, and it is hoped that they will continue to be used when completing the educational process and mingling in society, the business world, the industrial world, and the world of work.

The resource person explained that the local content of *Tri Kaya Parisudha* functions to shape his character as an individual, who must have a clean mind (*manacika*), good speech (*wacika*), and

good behavior (*kayika*). In implementing the values of local wisdom, the resource person explained that both educators, employees, and students are obliged to implement these three things in the learning process because it is considered that starting with clear thinking will give rise to a person with polite words, and the result will be good actions. good, who can put public interests before personal interests.

Furthermore, the resource person explained that the local content of *Tri Hita Karana* functions to shape his character as a social creature who is obliged to be devoted to God (*Parhyangan*), is obliged to foster good relationships between fellow human beings (*Pawongan*), and is obliged to maintain good relations with the environment and universe (*Palemahan*), so that in carrying out the learning process, both teachers, staff, and students are always in synergy, together uniting steps towards achieving common goals by expectations.

By building personal and interpersonal strength by local Balinese rules, all school members are expected to be able to carry it out because it will be used both in the classroom and outside the classroom. The hope is that the knowledge gained by graduates will be useful in the future. Useful for himself, useful for his family, useful for society, and useful for his nation and country.

The scope of local content is something that is needed by students in an area to face challenges after completing their education process at a formal school. It is hoped that this provision of regional capabilities will be able to become a weapon to defend ourselves in accepting the onslaught of rapid global change, especially in implementing the character, arts, and cultural values that characterize the local and national identity of the Republic of Indonesia.

The resource person stated that the content of local content may vary from one school to another, bearing in mind that this curriculum was developed based on an analysis of the needs of the educational unit but still requires government regulations and direction from the government regarding the implementation of the local content curriculum.

It can be concluded that the PGRI 6 Denpasar Vocational School prioritizes the development of a local content curriculum, which in this case becomes a complete unit, namely Balinese language learning, in addition to inserting other local wisdom values in every curricular and co-curricular activity at the PGRI 6 Denpasar Vocational School as a bridge to realizing graduates of the PGRI 6 Denpasar Vocational School in line with the Pancasila student profile.

The local content curriculum is expected to be able to bridge the conditions of educational units in the regions with the achievement of national education goals, which is the hope of all

Indonesian citizens who want equal distribution of human resources throughout Indonesia. There are no more disparities that occur in various regions of the Republic of Indonesia so that the nation's ideals can be realized, namely, to become a developed and superior country with local wisdom values.

3. Development of Local Content Curriculum based on Educational Philosophy

The local content curriculum must be developed and adapted to school needs. (Nasir, 2013) stated that the development of local content curriculum can also be carried out through selection according to the needs of students in a region to realize the achievement of national education goals. In research on local content curricula, (Nurdin Mansur, 2012) stated that local content curricula must be implemented with appropriate strategies and considering appropriate objectives, planning, implementation, and evaluation factors. (Suparlan, 2016) stated that developing a local content curriculum leads to refining students' character traits. Furthermore, (Pranoto, Siahaan and Ediantes, 2023) stated that the curriculum created can guide students to achieve the learning goals that have been conceptualized and can be applied as capital for life in the environment where the students are.

The local content curriculum has an important role in achieving national education goals. (Suyitno, 1999) states that the local content curriculum has a high degree of connection with the educational situation that will be implemented at that time. Furthermore, (Ridwanudin, 2015) stated that people who understand the philosophy of education will understand the goals of carrying out the planning, implementation, and evaluation of education, which can help them realize educational goals.

Schools are also a concern that cannot be separated from curriculum development. (Ma'unah, Ulfa and Adi, 2020) stated that in developing a local content curriculum, it is very important to identify environments or schools that will be the subject of development and research to facilitate the process of developing a local content curriculum that will be implemented. (Nasir, 2013) stated that the development of local content curriculum can also be carried out through selection according to the needs of students in a region to realize the achievement of national education goals.

In curriculum development, especially local content curriculum, it is very important to understand educational philosophy because curriculum preparation and educational philosophy

cannot be separated. (Putri, 2021) stated that education and philosophy need each other to be used as a reference for improving the quality of education.

In developing a curriculum, appropriate steps are needed. To be effective in realizing its targets, the curriculum must be developed jointly by stakeholders. Sit down to discuss in one room and give each other ideas and concepts based on needs, feasibility, and suitability to current conditions.

The steps required in the curriculum development process must be fulfilled. (Baderiah, 2018) states that the foundations that can be used as a reference in developing a curriculum are philosophical foundations, sociological foundations, psychological foundations, socio-cultural foundations, and scientific and technological foundations.

The philosophical basis is a reference to philosophy to resolve all problems regarding education, starting from issues regarding planning, implementation, and evaluation, so that the curriculum can become a spirit when implemented in an institution.

The sociological basis is a view that the curriculum can prepare students to integrate into society by having the values contained in a curriculum. Sociologically, the curriculum expects plans, processes, and evaluations to be by the needs and expectations of society, that no norms will be violated, and that the curriculum can accommodate the needs of society so that after graduating from an institution that implements a curriculum that has been accepted by society, graduates will be accepted as part of society.

The psychological foundation is a foundation that refers to the development of students as educational subjects. Arranging the level of material content will be important in this foundation because the curriculum aims to shape the psychology of development and the psychology of learning. With this foundation, of course, the curriculum will play an important role in giving birth to a mature generation in time, by the conditions of human development and the psychological conditions of learning.

Social and cultural foundations are the basis of the curriculum, which aims to prepare all forms of educational planning, processes, and evaluations by the social and cultural aspects of the surrounding community and the community receiving graduates. Ready to face the ever-changing conditions of society and able to be a problem solver for the social and cultural problems faced.

The basis of science and technology, namely, the curriculum, accommodates students, teachers, and employees to be able and ready to face advances in science and technology as a form

of acceptance of developments in knowledge, preparing all components to face global challenges that arise as a result of developments in science and technology.

In this research, the author specializes in discussing the development of local content curriculum based on educational philosophy, in the sense that the author only focuses on gathering information from sources regarding the role of educational philosophy, whereas in terms of curriculum development, it is a philosophical basis, by the explanation above.

The local content curriculum is considered important to be developed and given to students as an effort for students to adapt to the acceptance of learning and uphold local principles, but with the hope of critical reasoning and global thinking in applying all their knowledge. The local content curriculum developed at the PGRI 6 Denpasar Vocational School is in line with the vision and mission of the central government, the Bali regional government, and the vision, mission, and objectives of the PGRI 6 Denpasar Vocational School institution.

The resource person stated that, specifically in the realm of understanding educational philosophy in developing local content curricula, it cannot be separated from the opinions of philosophers, in this case, educational philosophy. Understanding the theory means that someone can take the right steps according to the theory; compared to not understanding the theory, it is certain that they will not be able to carry out the theory correctly.

The resource person stated that, from his point of view, the development of the local content curriculum of the PGRI 6 Denpasar Vocational School was oriented towards various philosophical schools which were then translated into philosophical foundations in the curriculum of the PGRI 6 Denpasar Vocational School, including the perennial school related to cultural inheritance, the essentialism school related to the inheritance of past cultures, existentialism which is related to understanding oneself, progressivism which is related to readiness to accept change, reconstructionism which emphasizes the reconstruction of human civilization and post modernism which is related to readiness to accept change and progress over time.

The resource person stated that the philosophical schools that were understood were all in line with the concept of local wisdom as outlined in the PGRI 6 Denpasar Vocational School curriculum, which included Balinese language learning as a form of complete local wisdom, as well as the values of *Tri Kaya Parisudha* and *Tri Hita Karana*, which were prepared as personal and interpersonal strengthening in facing global challenges.

Perennialism is a philosophical school that views cultural inheritance as repetition. (Hasanah, 2014) states that perennials are a tradition that is not included in the meaning of ancient mythology, which only applies to childhood, but is truly real knowledge. In preparing the local content curriculum, we view the cultural teachings of each religion as concrete knowledge that is important for students to have as a way to shape their character through local wisdom in the local content curriculum. The teachings of *asah*, compassion, and nurturing are a culture that is expected to always be repeated in the preparation of local content curriculum, where the attitude of equality (*asah*), loving (*asih*), and looking after each other (*asuh*) is a real truth that must be emulated by students, which has been outlined in the curriculum of PGRI 6 Denpasar Vocational School. This is certainly in line with the principles of developing a local content curriculum expected by the central government and the provincial government of Bali.

Essentialism is a trend that considers old culture to be a proven result that is good to follow. In the development of the local content curriculum at the PGRI 6 Denpasar Vocational School, essentialism was also used as a basis for bringing back local cultural values that were considered good for application in the curriculum, namely the teachings *of sagilik-saguluk salulung sabayantaka, paras-paros sarpana ya*, which means united, mutual, respect, love each other, and living together to help each other. At PGRI 6 Denpasar Vocational School, this culture is considered good to always be maintained, and the vocational school has re-emerged and outlined in the local content curriculum so that character maintenance is in line with the expectations of previous cultural inheritance, still ongoing in the hope that moral and ethical degradation will not occur in students (Harahap and Nazliah, 2019).

Existentialism is related to how students find their identity in living life in this world. (Hasanah, 2014) in preparing the existentialist curriculum, according to students are placed as actors who give meaning to the subject they appropriate, namely by incorporating it into themselves and interpreting it according to their project. In the PGRI 6 Denpasar Vocational School Curriculum, it is clearly stated that the learning aspect provides convenience and freedom for students to discover their true nature and then find out about the *Tri Semaya* aspects of life, namely the past (*atita*), the present (*wartamana*), and the future (*nagata*). The PGRI 6 Denpasar Vocational School curriculum is not only present-oriented but still uses the past as a foundation and the future as a hope that must be obtained in real learning to find out students' true identities.

Progressivism is a flow that leads to readiness to accept change by wanting progress to bring positive change. Students are expected to have advanced thinking skills to produce changes and be ready to accept the changes created by science and technology. In preparing the curriculum for SMK PGRI 6 Denpasar, the resource person stated that students were prepared by the curriculum to accept all forms of change due to advances in science and technology, but still prioritize local values, which must be guided in the progress of thinking.

Reconstructivism is a movement that prioritizes aspects of reconstruction or restructuring of human civilization. Cultural values that are no longer relevant to today's life are restructured to realize educational goals in preparing the curriculum at SMK PGRI 6 Denpasar. The resource person stated that something that was considered left behind was then rearranged with contemporary studies in compiling a local content curriculum at SMK PGRI 6 Denpasar.

Postmodernism is a flow that puts forward the activities of accepting global changes that are occurring today. According to the resource person, the SKM PGRI 6 Denpasar curriculum is designed to be flexible with the times but still guided by existing local wisdom values. The PGRI 6 Denpasar Vocational School curriculum is structured as a bridge between the integration of local values and the current conditions of progress.

CONCLUSION

Local content plays a very important role in efforts to realize educational goals because local content will be a bridge for a region to achieve national educational goals. Local content is placed in a central position in a curriculum to realize curriculum implementation, which leads to achieving national education goals.

The development of local content curricula is oriented towards various philosophical schools, which are then translated into philosophical foundations in the curriculum. These schools include perennialism, which is related to cultural inheritance; essentialism, which is related to the inheritance of past cultures; existentialism, which is related to understanding oneself; progressivism, which is related to readiness to accept change; reconstructionism, which emphasizes the reconstruction of human civilization; and post-modernism. modernism, which is related to the readiness to accept change and progress over time. An understanding of educational philosophy is very important in compiling and developing a local content curriculum as a philosophical

foundation for realizing the achievement of educational goals set by the school concerning national education goals.

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