

IMPLEMENTATION OF LOCAL CONTENT CURRICULUM ABOUT LOCAL POTENCY IN REALIZING LOCAL BUILDING BASED ON *SIDA* (LOCAL INNOVATION SYSTEM OF WONOGIRI REGENCY)

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Abstract : The research aims at finding out the implementation of local content curriculum about local potency as icon of Wonogiri Regency that can be applied in a teaching and learning process for junior high school teachers through innovative, active, creative, and participative learning strategy to realize local development based *SIDA* (Local Innovation System of Wonogiri). Techniques of collecting data use questionnaire, instruments, and observation on 100 teachers with purposes sampling. The data is described and showed in the form of percentage, table, and graphic. Research findings show that ability of teachers in designing a learning program is 70% in cognitive aspect, 20% in affective aspect, and 10 % in psychomotor aspect. Teaching and learning process who runs completely related to local potency is 62% in cognitive aspect, however 38% in affective aspect is not applied yet. The teachers who conceive personal ability and social interaction toward students, parents, colleague, and related society are 75%, however 25 % of them are not. Teachers who are needed a support are 50%, but those who are not, namely 50%. Ability of teachers in a teaching and learning process, and appropriateness in using learning media and learning strategy is 60%, those who takes workshop of learning is 25%, and those who do not understand innovation of learning medium is 15%. Teachers who are active to obtain learning opportunity in terms of change and innovation of learning on seminars, discussion, and training are 60%, however those who are not, namely 40%. The conclusion and recommendation is that it needs even distribution of training and guiding to improve overall teacher competencies, namely teachers' autonomous in improving their competencies.

Key Words: Local Innovation System (*SIDA*), Content Curriculum as Local Potency, Junior High School.

1. The Background of the Subject

Indonesia consists of more than 3500 islands that are lived by a variety of ethnics having various natural resources either in land (animals and plants), the sea, or various minerals. Overall aspects of life either industry, arts, household industry, agricultural service (agriindustry and agribusiness), plantation, fishery, animal husbandry, horticultural agriculture, tourism, and preserving life environment so there

will be dynamically appropriateness, harmony, and balance.

In Wonogiri, particularly in implementation of educational aspect, it is very potential to adapt on integrated or separated learning as local content curriculum at junior high school students so that they will more conceive and know natural potency, i.e. agriculture and crop in dry season, such as cassava and corn as icon of Wonogiri.

Understanding local content curriculum in Indonesia is based on decision

letter of education and culture ministry no. 0412/U/1987 in July 11th 1987. The implementation has been described in decision of general director of education no. 173/-C/Kep/M/87 in October 7th 1987. According to curriculum of 1994, local content curriculum is an educational program in which its content and medium of conveying is related to natural and cultural environment, and local need. It can also be learning materials taught separately.

Data of schools in Wonogiri shows that there are 142 junior high schools that consist of 3.784 teachers and 43.236 students. The teachers is as focus of the research because they, in applying local content curriculum, need programs and results of research related to local innovation system (SIDA), particularly focusing on agriculture and crop in dry season as a potency in Wonogiri.

Professionalism of junior high school teachers is a dominant aspect in a teaching and learning process that is directed to improve qualification, competency, and professionalism implemented on local content curriculum. Therefore, effort to improve the teachers' professionalism is a challenge needed to be conducted seriously. They do not only teach or transfer knowledge, but also improve quality as teachers, i.e. insufficient level of teachers' understanding toward a variety of teaching strategies. Their taking care and attitude toward teaching innovations with local content curriculum seems unseen optimally. Therefore, students know and understand potency and superiority of every area, either a village, sub-district, or regency.

2. The Authors Work

2.1. The Method Used

Method of the research is a descriptive qualitative. It describes phenomena of junior high school teachers in Wonogiri in terms of (1) designing a teaching and learning program in cognitive, affective, and psychomotor aspects; (2) a teaching and learning process having relation to local potency seen from cognitive, affective, and psychomotor aspects; (3) understanding of teachers about personal ability and social interaction toward students, parents, colleague and related society; (4) teachers' ability in a teaching and learning process in terms of appropriateness in using teaching media and learning strategies; (5) teachers who are active to have a change and innovation of learning, i.e. attending a seminar, workshop, and training.

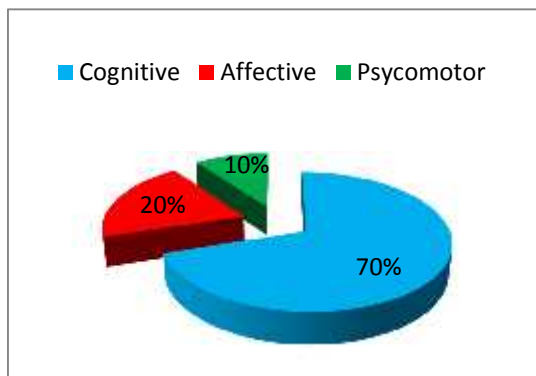
2.2. Results

Research findings are shown in the form of graphic or diagram about understanding local content curriculum related to local potency as follows:

2.2.1. Ability of teachers in designing a learning program is 70% belongs to cognitive, 20% refers to affective, and psychomotoric has 10%. Therefore, a practice of a teaching and learning process needed to be improved through extracurricular activities or others to support local content curriculum appropriate with local potency in every area. Besides, teachers needed to be creative and innovative to improve their four competencies, i.e. professional, paedagogic, personality, and social. It is shown below:

Figure 2.1

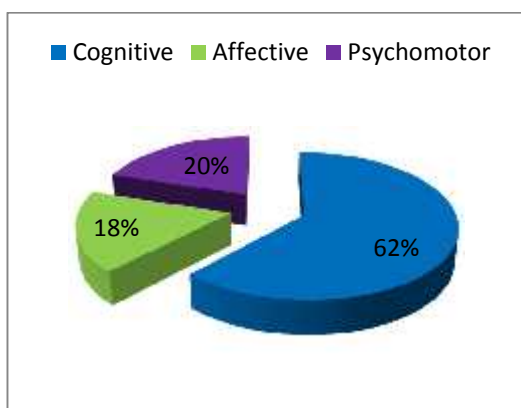
Diagram of Teachers' Ability
in Designing a Learning Program



2.2.2. Complete learning activities related to local potency has been conducted 62% in a cognitive aspect, 18% in affective aspect, and 20% (psychomotor) is not applied yet. The diagram below shows the percentage of each.

Diagram 2.2

A Percentage of Complete Learning Activities Related to Local Potency

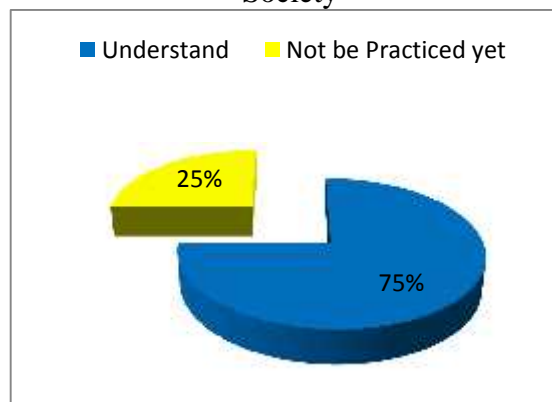


2.2.3. Ability of teachers to conceive personal ability and social interaction on students, parents, colleague, and related society properly has higher percentage than those who do not. 75% of them conducted it well and 25%, the remaining teachers do not practice. It is pride and seems that they have created personal relation with others; therefore it needs to collaborate with those who have commitment to improve local potency by showing local content curriculum at schools, i.e. private institution. The following is the diagram showing the

percentage of teachers to conceive personal ability and social interaction.

Figure 2.3

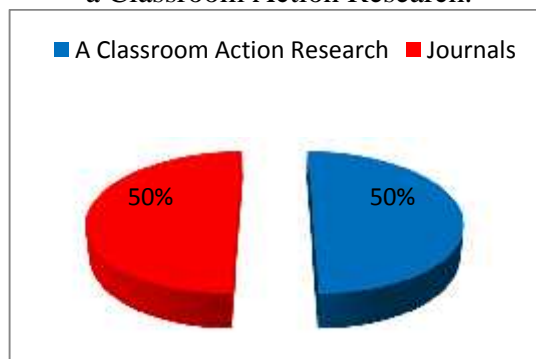
A Percentage of Teachers Who Conceive Personal Ability and Social Interaction on Students, Parents, Colleague, and Related Society



2.2.4. Teachers who do not understand of writing scientific journals yet achieve 50% teachers. And those who need a support through a classroom action research are 50%. It means that improvement of teachers' professionalism is needed to be facilitated through education, training, and assistance from experts; therefore it will improve percentage in fostering their professional competency. The percentage is shown through the diagram below.

Figure 4.4

Ability of Teachers in Writing Scientific Journals and Conducting a Classroom Action Research.



2.2.5. Ability of teachers during a teaching and learning process shows that 60% of them can deliver learning materials and use

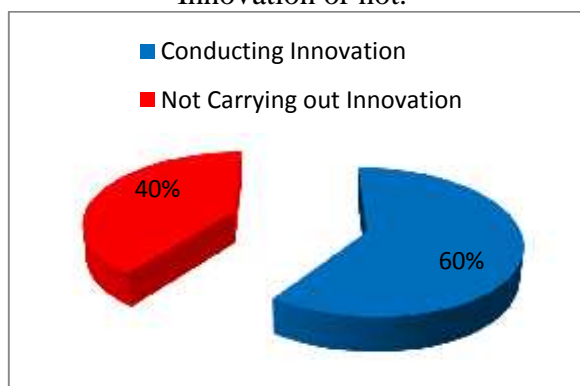
media and learning strategies or methods appropriately; 25% of them have ever taken training of learning; and 15% of them do not understand about innovation of learning media yet. The following shows each percentage.

Figure. 2.5
 A Percentage of Teachers' Ability in Teaching and Learning Process.



2.2.6. Teachers who are active to obtain learning opportunity about a change and innovation, such as educational seminar, discussion, and training are 60% and those who do not conduct innovation are 40%.

Figure 2.6
 A Percentage of Teachers Conducting Innovation or not.



2.3. Concluding discussion

Based on the result of discussion about implementation of local innovation system (SIDA) through local content curriculum about local potency implemented at junior

high school conducted by Board of Local Research in 2016 in Wonogiri, it can be concluded and recommended to Major of Wonogiri, particularly, National Education and Culture Affairs as follows:

2.3.1. It needs continual activities in implementing education and training for those about media and learning strategies and methods.

2.3.2. It needs a permission and recommendation on teachers autonomously to carry out a change and innovation through education, practices, seminars, discussion, and assistance from experts in conducting a classroom action research and writing article on a journal of educational scientific.

2.3.3. To realize local content curriculum, Wonogiri government through National Education and Culture Affairs needs to declare sensation and and freedom to teachers to do innovation of learning based on local potency.

2.3.4. Wonogiri government through National Education and Culture Affairs states evaluative policy and appreciation toward programs together with local content curriculum that has been conducted by schools.

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