



RESEARCH ARTICLE

Evaluation of the Implementation of Local Content Curriculum at SMKN Palangka Raya City

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ABSTRACT

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The law on decentralizing authority to the regions encourages local governments' role in education management. There is a gap between the goals of the local content curriculum program and the actual implementation due to the lack of teaching materials, teaching human resources, and coordination between management levels. The local content curriculum and its implementation at Vocational High Schools (SMK) in Palangka Raya must be evaluated. The purpose of the study is to evaluate the effectiveness of implementing the local content curriculum program according to the Decree of the Central Kalimantan Provincial Government Number 22 of 2011 in vocational schools in Palangka Raya. The scope of the study is limited in the province of Central Kalimantan, focusing on implementing the local content curriculum at SMKN 3 and SMKN 4 in Palangka Raya during the 2022-2023 period. This study uses the CIPP/O evaluation Model to analyze the effectiveness of implementing the local content curriculum in Central Kalimantan. The study results are expected to make theoretical and practical contributions to local governments, schools, education, and society. Evaluation is done for all components, including context, input, process, product, and outcome. The learning outcomes of the local content curriculum of SMKN 3 and 4 Palangka Raya students have been by the National Education Standards, and the learning outcomes are more widely applied in the form of work or practice because the milk map is integrated with the productive maple. Central Kalimantan has not evaluated the curriculum since the issuance of the Governor's Regulation No. 22 of 2011 concerning local content procedures in Central Kalimantan Province. Hence, assessing the local content curriculum is necessary.

1. INTRODUCTION

The desire of the Dayak community to implement the local content curriculum has existed since the issuance of the legal umbrella of Governor Regulation No. 22 of 2011 concerning the procedures for implementing the Central Kalimantan Province Local Content curriculum, but it has been hit by the issue of the materials that will be taught in the local content curriculum material as well as human resources or teachers who will teach the local content curriculum itself¹²

¹ Desak Ketut Angraeni, "Peran Kurikulum Muatan Lokal Dalam Melestarikan Bahasa Daerah (DayakNgaju, Kalimantan Tengah)."

² Suprpto, Prahani, and Cheng, "Indonesian Curriculum Reform in Policy and Local Wisdom: Perspectives from Science Education."

The desire of the Dayak community to implement the local content curriculum has existed since the issuance of the legal umbrella of Governor Regulation No. 22 of 2011 concerning the procedures for implementing the Central Kalimantan Province Local Content curriculum. Still, it has been hit by the issue of the materials that will be taught in the local content curriculum material as well as human resources or teachers who will teach the local content curriculum itself³⁴; the procedures for local content used are regulated in Governor Regulation No. 22 of 2011 where there are 12 local content developments for Central Kalimantan⁵⁶.

METHOD

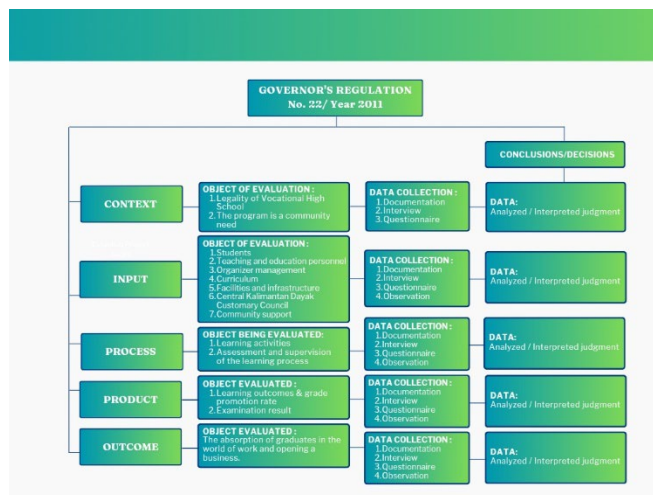


Figure 1 The CIPPO Model was Developed for the study Design, Policy Implementation, Procedures, and Implementation of Local Content Curriculum

This study uses an evaluation method with the CIPP/O (*Context, Input, Process, Product, and Outcome*) model developed by Daniel L Stufflebeam CIPPO is a development of the CIPP (*context–input–process–product*) model, the source of information is the principal, deputy principal of the curriculum section, local content teachers, students, parents of students, alumni, business actors who use alumni services, the head of the Central Kalimantan provincial education office, the Dayak Customary Council (DAD) of Central Kalimantan.

The use of the CIPP Model (Tyas et al., 2021) ^{7 8} because this program evaluation Model can evaluate the curriculum based on local wisdom in Palangka Raya City Vocational School students as a whole against the components involved, including context, input, process, product and outcome components⁹

RESULTS

Table 1 Results of the Evaluation of the Context of the Central Kalimantan Local Content Curriculum at Vocational High Schools in Palangka Raya

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|---|---|--|--|
| Analyzing the context of the local content curriculum | The local content curriculum accommodates the local content policy that is still in force (Governor's Regulation No. 22 of 2011) and is able to | The Governor's Regulation No. 22 of 2011 policy is still unable to accommodate the implementation of the dependent curriculum because the policy adjusts to the KTSP | Evaluation criteria are met, but the policy still needs to be revised in accordance with |

³ Melo-Becerra et al., "Efficiency of Local Public Education in a Decentralized Context."

⁴ "Muatan Lokal (Mulok) Pada Kurikulum Merdeka - Ujjione."

⁵ Robert L. Linn, "Measurement and Assessment in Teaching (8th Edition)."

⁶ "Muatan Lokal Smua Kalteng.Pdf."

⁷ (Kurniawati,)

⁸ Mahmudi, "CIPP : Suatu Model Evaluasi Pendidikan. At-Ta'Dib."

⁹ Stufflebeam, "The CIPP Model for Evaluation."

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|---------------------------------|--|---|---|
| | <p>apt to the Independent Curriculum</p> <p>Local content is part of the structure and content of the curriculum contained in the content standards in the curriculum at the education unit level in accordance with Government Regulation of the Republic of Indonesia Number of 2021 concerning National Education Standards</p> | <p>In the content standards in the independent curriculum, there is principle of flexibility to formulate learning materials so that students can be facilitated for the development of their competencies, and the principle of differentiation is applied in developing the scope of learning materials, while in the procedures for local content in Central Kalimantan, there has been no adjustment to flexibility and the principle of differentiated learning¹⁰</p> | <p>the Independent Curriculum</p> |
| Local Cargo Destinations | <p>That the purpose in a curriculum will describe the human qualities that are expected to be fostered from an educational process.</p> | <p>Local content subjects aim to provide knowledge, skills, and behaviors to students so that they have a solid insight into the state of the environment and the needs of the community in accordance with the values/rules that apply in their regions and support the continuity of regional development and national development</p> | <p>The purpose of local content is in accordance with the general and specific objectives of the curriculum objectives of the local content</p> |
| Policy objectives | <p>Policy targets for teachers, students and parents</p> | <p>Schools have competencies developed from Governor's Regulation No. 22 of 2011 concerning local content curriculum procedures</p> | <p>Policy objectives are in accordance with policy objectives.</p> |

Table 2 Results of Evaluation of Central Kalimantan Local Content Curriculum Input at Vocational High Schools in Palangka Raya

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|--------------------------|--|--|---|
| Preparation | <p>Local content is in accordance with Governor's Regulation No. 22 of 2011 and curriculum development is carried out with reference to the National Education Standards (SNP) to realize national education goals</p> | <p>Preparations are carried out independently by each educational unit There is no cooperation between the Kallteng Provincial Education Office and the DAD (Dayak Traditional Council), Schools or communities as well as related agencies (e.g. Tourism Office, Language Center, etc.) in preparing for the implementation of the local content curriculum</p> | <p>Preparation has not been maximized, so there needs to be improvements in preparation</p> |

¹⁰ "Muatan Lokal (Mulok) Pada Kurikulum Merdeka - Ujione."

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|--|---|---|--|
| Curriculum | In accordance with national education standards and using an independent curriculum and local content in accordance with Governor's Regulation No. 22 of 2011 | The education unit adjusted to the management of the local content curriculum in accordance with the Governor's Regulation No. 22 of 2011, but encountered difficulties because there was no re-socialization about the Governor's Regulation from the Education Office | There needs to be improvement because there are no Learning Outcomes |
| SDM | Based on the Indonesian Law Number 14 of 2005 concerning teachers and lecturers which contains about teacher competence | Teachers do not understand the preparation of teaching tools for local content. So that the Central Kalimantan local content teacher has not been able to compile local content teaching materials that are in accordance with curriculum and syllabus of local content. | There is a need to improve the competence of teachers to teach local content. |
| Facilities and Infrastructure to Support the Central Kalimantan Local Content Curriculum | Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 22 of 2023 concerning standards of facilities and infrastructure in early childhood education, primary education, and secondary education | Facilities and infrastructure have not been enough to support the administration of the local content curriculum such as the availability of local content textbooks. | There is a need to improve infrastructure facilities in the administration of the local content curriculum |
| Operational Fund Support for the Implementation of the Local Content Curriculum | Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 18 of 2023 concerning financing standards for early childhood education, primary education, and secondary education | SMKN 3 Palangka Raya is not open to its school budget on the grounds that financial statements are a sensitive issue <ul style="list-style-type: none"> There is a local content budget at SMKN 4 Palangka Raya that is not efficient, the local content budget is included in the practicum fee | There needs to be a specification of the local cargo budget so that it is necessary to revise the budget |

Table 3 Results of the Evaluation Process of the Central Kalimantan Local Content Curriculum at Vocational High Schools in Palangka Raya

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|-------------------|--|---|--|
| Planning and | The process standards used are in accordance | In the absence of learning planning for | There is a need for the development of a local |

| | | | |
|--|---|--|---|
| socialization of the local content curriculum at SMKN 4 Palangka Raya | with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022. The Process Standards as intended include: a. Learning planning; b. Learning implementation; and c. Assessment of the learning process | teachers of SMKN 3 and SMKN 4 Palangka Raya, teachers did not make lesson plans/teaching modules and mulok in K13 were lost or did not stand alone because they were replaced by cultural arts and crafts subjects. At SMKN Palangka Raya, Local conten is integrated with productive maple or used as extracurricular | content curriculum by making learning outcomes in accordance with the independent curriculum |
| Implementa tion of the Central Kalimantan local content curriculum at SMKN 4 Palangka Raya | The process standards used are in accordance with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022. Process standards as intended include: a. Learning planning; b. The implementation of learning; and c. Assessment of the learning process. | Local content teachers of SMKN 3 and 4 carry out local content learning in accordance with the local knowledge possessed by the teacher, even the lessons are adjusted to productive lessons according to the student's major | There is a need to improve the implementation of the Central Kalimantan local content curriculum because the planting and integration of the local content curriculum in the learning process and its implementation is not in accordance with the independent curriculum |
| Monitoring and evaluation of the Central Kalimantan local content curriculum at SMKN 4 Palangka Raya | The first evaluation of the local content program is of course carried out by educational units that implement mulok subjects. With a focus on the type, form of implementation, resources, carrying capacity, financing, learning and learning assessment carried out by teachers. The evaluation of this educational unit can also be carried out by a team consisting of the principal, school committee and school curriculum development team. | SMKN 3 Palangka Raya has conducted evaluation and monitoring SMKN 4 Palangka Raya has not yet conducted evaluation and monitoring | There needs to be a routine schedule of monitoring/supervisi on and evaluation and the results are followed up |

Table 4 Results of Product Evaluation of Central Kalimantan Local Content Curriculum at Vocational High Schools in Palangka Raya

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|---|--|--|---|
| Learning outcomes in accordance with national education standards | Achievement of local content curriculum goals | The learning outcomes obtained are in accordance with the minimum completeness criterion | It is necessary to improve the program so that it can achieve the goal of graduate competency standards, not just meeting the minimum completeness criterion. |
| Results refer to graduate competency standards | The achievement of national standards for graduate competency in education in accordance with local wisdom | Learning outcomes have not yet referred to the competency standards of graduates in the national education standards | It is necessary to improve the program in order to achieve the goal of graduate competency standards. |

Table 5 Results of the Evaluation of the Outcomes of the Central Kalimantan Local Content Curriculum at Vocational High Schools in Palangka Raya

| Aspects evaluated | Evaluation criteria | Evaluation findings | Results |
|---|--|--|---|
| Industrial Absorption | Passed the selection according to industry criteria/ requirements | Alumni tend to be accepted to work in the industrial world | Fulfillment of the quality of graduates |
| Entrepreneurial | Have a business | Many alumni have opened their own businesses | Fulfillment of the quality of graduates |
| Consumer satisfaction with work results | Alumni have competence so that business actors and consumers are satisfied with the performance of graduates | Business actors and consumers are satisfied with the work of graduates | The fulfillment of the quality of graduates |

DISCUSSION

Evaluasi Context

The results of the study show that the evaluation criteria are met. However, the policy still needs to be revised by the Independent Curriculum, and the local content objectives are by the general and specific objectives of the local content curriculum¹¹ The policy objectives are by the policy objectives, the school has implemented the local content curriculum by the school's vision and mission¹².

Input Evaluation

The components of the input evaluation include 1) Human resources, 2) Supporting facilities and equipment, 3) Funds or budgets, and 4) Various necessary procedures and rules (Stufflebeam, 2003); from the results of the evaluation of the local content curriculum carried out, the preparation for the preparation of the local content curriculum has not been maximized, so there needs to be

¹¹ Rusman, *Curriculum Management, Second Edition* .

¹² Tuna and Başdal, "Curriculum Evaluation of Tourism Undergraduate Programs in Turkey: A CIPP Model-Based Framework."

improvements in the preparation^{13 14} so that there needs to be improvements in the preparation of the local content curriculum because there are no Learning Outcomes¹⁵. As a result of the evaluation of human resource criteria, it is necessary to increase the competence of teachers to teach local content because based on the Republic of Indonesia Law Number 14 of 2005 concerning teachers and lecturers, which contains teacher competence^{16 17 18}. As a result of evaluating the criteria for infrastructure facilities, there is a need to improve infrastructure facilities in the administration of the local content curriculum¹⁹. As a result of the evaluation of budget criteria, local content budget specifications are needed, so budget revisions are needed.

Process Evaluation

The process standards used are as follows: Regulation of the Minister of Education, Culture, Study, and Technology of the Republic of Indonesia Number 16 of 2022. Process Standards, as intended, include learning planning, implementing learning, and assessing the learning process. The evaluation of the local content program began with an educational unit that implemented multiple subjects. It will focus on the type and form of implementation, resources, carrying capacity, financing, and learning and learning assessment carried out by teachers. The evaluation of this educational unit can also be carried out by a team consisting of the principal, the school committee, and the school curriculum development team^{20 21}.

Product Evaluation

Evaluation of learning outcomes by national education standards shows that program improvements are needed to achieve the goals of graduate competency standards, not just meeting the minimum completeness criterion^{22 23}. Evaluation The results of the graduate competency standards show that program improvements are needed to achieve graduate competency standards^{24 25}.

Evaluasi outcome

Evaluation of industrial absorption, entrepreneurship, and consumer satisfaction with work results show the fulfillment of the quality of graduates.

CONCLUSION

The Central Kalimantan local content curriculum has been well prepared through good references. It accommodates related laws, regulations, and policies, but no local content curriculum is by the independent curriculum. The implementation of the local content curriculum has not been suitable for human resources due to the teacher's educational background; the State, "/condition of the local content supporting facilities and infrastructure is quite supportive for the milk maple. There is

¹³ Kemendikbudristek, "Salinan Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 7 Tahun 2022 Tentang Standar Isi Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah."

¹⁴ KURIKULUM and SEKOLAH DASAR/MADRASAH IBTIDAIYAH, PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN NOMOR 67 TAHUN 2013.

¹⁵ Palupi and History, "Indonesian Journal of Curriculum What Type of Curriculum Development Models Do We Follow ? An Indonesia ' s 2013 Curriculum Case."

¹⁶ Kemendikbud, "Peraturan Menteri Pendidikan Dan Kebudayaan RI Nomor 34 Tahun 2018 Tentang Standar Nasional Pendidikan Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan."

¹⁷ Undang-Undang Republik Indonesia, "Undang-Undang Tentang Guru Dan Dosen."

¹⁸ Sari et al., "How Could Management of School Environment Improve Organizational Citizenship Behaviors for The Environment? (Case Study at Schools for Specifics Purposes)."

¹⁹ RI, "Permendikbudristek RI Nomor 22 Tahun 2023 Tentang Standar Sarana Dan Prasarana Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah."

²⁰ Tyas, Elianasari, and Zulaikha, "Character Building through the Scout Extracurricular Program."

²¹ Sullanmaa et al., "Curriculum Coherence as Perceived by District-Level Stakeholders in Large-Scale National Curriculum Reform in Finland."

²² Pendidikan, "SKL Permendikbud 5 Tahun 2022."

²³ Gerber, Williams, and Biilmann, "Conceptualising Qualitative Research in Curriculum Studies: An International Study."

²⁴ Pendidikan, "SKL Permendikbud 5 Tahun 2022."

²⁵ Prest et al., "Enacting Curriculum 'in a Good Way:' Indigenous Knowledge, Pedagogy, and Worldviews in British Columbia Music Education Classes."

support for implementing local content operational funds adjusted to the school budget. If according to the process standards of the Minister of Education and Culture regulation, study and Technology no. 16 of 2022 concerning process standards at the early childhood education, primary and secondary education levels, the learning process at SMKN 3 and 4 Palangka Raya is still not optimal in adjusting these standards because each local content teacher does not make a learning plan even though they have carried out the implementation and assessment of learning. The learning outcomes of the local content curriculum of Central Kalimantan Province have been by the National Standards of Education ²⁶. Learning outcomes are more widely applied in the form of work or practice because the Local content subjects are integrated with the productive map—consumer satisfaction with the work of alums of SMK students in Palangka Raya.

Efforts to nationalize local content lessons (included in Dapodik) are urgent and must be carried out. Related agencies, namely the provincial education office and the local government, formed a team to develop local content lessons in Central Kalimantan province, guiding Learning Outcomes for Local Content. The Central Kalimantan Provincial Education Office, in collaboration with the Dayak Traditional Council of Central Kalimantan Province, needs to organize various efforts to socialize local wisdom values for teachers. Formulating more applicable models of local wisdom education implementation is necessary to produce student outputs/outcomes based on local wisdom. Various seminars, workshops, and trainings need to be facilitated and increased in intensity and effectiveness for teachers. Evacuation and empowerment must be carried out for schools that have implemented it programmatically. Systematic identification (including obstacles) that have been outlined in academic texts or guidelines for implementing local wisdom must be followed up by schools and related agencies. Efforts are required to prepare learning tools integrated with local wisdom education. Empowering school committees, communities, or stakeholders is necessary to instill local wisdom values. Formulating patterns of local wisdom education implementation through curriculum, learning, and school climate/culture is essential.

Author contributions

Conceptualization: Liberti Natalia Hia. Methodology: Prof. Dr. Eliana Sari, MM. Software: Prof. Dr. Rugaiyah, M.Pd. Validation: Prof. Dr. Rugaiyah, M.Pd. Formal analysis: Liberti Natalia Hia, Prof. Dr. Eliana Sari, MM. Investigation: Liberti Natalia Hia, Prof. Dr. Eliana Sari, MM, Prof. Dr. Rugaiyah, M.Pd. Resources: Prof. Dr. Rugaiyah, M.Pd. Data curation: Liberti Natalia Hia. Writing – Original Draft: Liberti Natalia Hia, Prof. Dr. Eliana Sari, MM, Prof. Dr. Rugaiyah, M.Pd. Writing – Review & Editing: Liberti Natalia Hia, Prof. Dr. Eliana Sari, MM, Prof. Dr. Rugaiyah, M.Pd. Visualization: Prof. Dr. Eliana Sari, MM. Supervision: Prof. Dr. Rugaiyah, M.Pd. Project administration: Liberti Natalia Hia. Funding acquisition: Liberti Natalia Hia.

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