E-ISSN: 2962-6110
P-ISSN: 2964-7843
JSRET
jsret.knpub.com
Journal of Scientific Research, Education, and Technology

Local Wisdom-Based Learning Planning Development of Borobudur Tourist Village to Improve Early Childhood Creativity

Eka Wartani, Irma Yuliantina
Pancasakti University, Bekasi, Indonesia

ABSTRACT

Educators/teachers must be able to create learning activities that are not only fun and interactive, but also in accordance with children's needs. Quality learning arises from the teacher's ability to activate children's participation through appropriate learning planning. One effective strategy is to include elements of local wisdom in the plan. Although the curriculum provides great opportunities for teachers to design innovative learning, the reality in the field shows that many educators still have difficulty integrating local wisdom effectively. Many of them do not yet have guidelines such as teaching modules or Learning Implementation Plans that link to local wisdom. Therefore, this study aims to develop learning planning based on local wisdom and assess the feasibility of the development product to increase the creativity of early childhood. This study uses the research and development methodology (Research and Development Methodology) using the 4-D model design (Four D Models). This includes 4 stages, namely the definition stage (define), design (design), development (develop) and dissemination (disseminate). However, this study is limited to the development stage.The subjects of the study were PAUD Educators in Borobudur District. Data were collected through interviews to analyze needs and using questionnaires by three expert validations (material, local wisdom and PAUD practitioners). The material expert validator gave a total score of 66 in the very good category interval, the local wisdom expert validator gave a score of 51 in the good category interval. The PAUD practitioner validator gave a score of 74 in the very good category interval. From the results obtained above, it can be concluded that this lesson planning product is suitable for use after being revised based on suggestions for improvement from experts.

Keywords: *Learning Planning, Local Wisdom, Borobudur Tourist Village And Creativity*

Corresponding author
Name: Eka Wartani
Email: ekawartani2016@gmail.com

INTRODUCTION

This research is motivated by concerns about the implementation of the Independent Curriculum in PAUD, especially in learning planning that has not optimally integrated local wisdom. PAUD teachers in Borobudur Tourism Village still face obstacles in preparing learning plans that are in accordance with the characteristics of child development, limited references, and the absence of systematic guidelines to link the curriculum to local culture and potential. Currently, learning in PAUD still tends to be general without utilizing the surrounding environment as a contextual learning resource.

Observation results show that although Borobudur Tourism Village is rich in culture and tradition, the implementation of local wisdom-based learning is still limited to outing class activities without systematic documented planning. Teachers tend to choose learning topics that are less relevant to the child's environment, so that their creativity does not develop optimally. In fact, creativity is very important in forming 21st century skills, such as critical thinking, communication, and collaboration.

Local wisdom has great potential in increasing children's creativity through activities such as traditional crafts, folklore, and regional games that can trigger imagination and innovative thinking. However, there has not been much research that specifically develops local wisdom-based learning planning in tourist villages. Most studies still focus on introducing culture without providing a systematic and applicable planning model for PAUD teachers.

Therefore, this study aims to develop local wisdom-based learning planning in Borobudur Tourism Village. With a systematic planning model, PAUD teachers are expected to be able to compile and implement more contextual and meaningful learning. This study is expected to be a reference for educators in integrating local wisdom into learning to improve the creativity of early childhood.

Literature review

The Learning Planning Theory proposed by Ralph Tyler emphasizes four main questions that must be answered when designing learning, namely: what are the objectives to be achieved, what types of learning experiences will be provided, how will the experiences be structured, and how to ensure that the objectives have been achieved. Meanwhile, the Learning Development Process Theory from Dick & Carey highlights the importance of a systematic approach in designing, developing, and evaluating learning to achieve the desired objectives.(Rahmah & Nasryah, 2019).

Learning planning can be interpreted as a structured process that carefully arranges various learning elements. This process supports educators in helping students achieve certain competencies and optimizing the development of their potential Reiser and Dempsey in(Hartati et al., 2020).

Learning is influenced by various factors that must be considered when designing it, such as the level of student readiness, teaching methods, media or other learning resources, the role of educators and education personnel, stages of achieving goals, program trials, and follow-up to these trials.(Uno & Mohamad, 2022).

The Independent Curriculum is the latest curriculum implemented in Indonesia since 2022 as part of the government's initiative to present a more flexible learning method, focused on the needs of students, and in accordance with current developments.(Wiyani, 2022). This curriculum is designed in response to global challenges and demands for more meaningful and personal education. As an element of the Merdeka Belajar policy series, its main goal is to create a freer learning environment for teachers and students.

The independent curriculum is based on several theories, including:

1. The Theory of Humanism in Education (Carl Rogers) states that the educational approach is centered on students and aims for personal development, creativity, and independence, in accordance with the spirit of the Independent Curriculum.
2. Multiple Intelligences Theory (Howard Gardner) where the Independent Curriculum provides space for the development of various types of intelligence that children have, in accordance with this theory which emphasizes that intelligence is plural.
3. Progressive Education Theory (John Dewey) which emphasizes experience-based learning and the relevance of the curriculum to the real lives of students.
4. Constructivism Education Theory (Jean Piaget, Lev Vygotsky) states that learning is an active process in which children construct their understanding through interaction with the world around them, in line with the Independent Curriculum approach.

Learning begins with the preparation of learning plans and assessment plans. In the Merdeka curriculum, learning planning includes(Aditomo, 2024):

1. Planning the scope of educational units
   Educational Units need to prepare a flow of learning objectives. Within the scope of educational units, the formulation and preparation of the flow and objectives of subject learning serve to direct educational units in planning, implementing, and evaluating learning as a whole so that Learning Achievements are obtained systematically, consistently, and measurably.
2. Class Scope Planning
   Preparation of learning planning (Learning Implementation Plan or teaching module). For learning implementation plan documents in the classroom scope, educational units can use, modify, or adapt examples of teaching modules provided by the Government or create their own that are adjusted to the conditions of each class.

Lev Vygotsky's theory, especially from a sociocultural perspective, provides a strong foundation for understanding the role of local wisdom in learning. According to Vygotsky, social interactions and cultural contexts greatly influence a person's cognitive development, because the environment and culture in which a person lives shape the way they learn and develop.(F. Nasution et al., 2024)Local wisdom, as an integral part of culture, provides a social framework and values that can shape the way children think, communicate, and learn.

The Culturally Relevant Pedagogy (CRP) theory by Gloria Ladson-Billings emphasizes the importance of integrating learners' culture into the learning process.(Musanna, 2011). In this way, learning becomes more relevant and meaningful. Culturally Relevant Pedagogy (CRP) or Culturally Relevant Teaching Approach is a concept developed by Gloria Ladson-Billings in 1995. This theory is an approach in education that focuses on the importance of incorporating students' culture, backgrounds and experiences into the learning process.(DN Nasution et al., 2023).

Borobudur District covers 20 villages with a total area of 54.55 km² and is located at an altitude of between 230 and 240 meters above sea level. This area borders Mertoyudan District to the north, Tempuran and Salaman Districts to the west, Ngluwar

District to the east, and Kalibawang District to the south, which are in Kulon Progo Regency, DIY(Khalimah & Prasetyo, 2022). The uniqueness of the area around Borobudur Temple has attracted the interest of the government, both at the regional and central levels, to develop the area. This development effort continues to be carried out, and is now not only centered around the temple, but has reached every village throughout Borobudur District. As part of a strategy to encourage economic progress in the community, the Ministry of State-Owned Enterprises (BUMN) has launched a program by establishing the Village Economic Center (Balkondes) as a form of its active role.(Mafaza & Setyowati, 2020).

One of the abilities that must be improved in early childhood is creativity. According to Guilford's creativity theory, creativity involves divergent thinking, which is the ability to produce various original and diverse ideas. In addition, creativity also means the ability to think flexibly, produce many ideas, and combine various different elements to find695innovative numbers.(Nur & Nugraha, 2023).

METHOD

This research uses a research and development model. R&D (Research and Development).The R&D research approach emphasizes systematic product development through certain stages, starting from needs analysis, design, testing, to product distribution. The research and development applied uses the Four-D model, an instructional design model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974.(Ramadhanti et al., 2019). This model is called Four-D because it consists of four main stages in its implementation, namely Define, Design, Develop, and Disseminate. This approach was chosen because it is in accordance with the objectives of the study, namely to develop learning planning products based on local wisdom that are relevant to increasing the creativity of early childhood. However, this study is limited to the develop stage.

Data collection techniques used interviews and questionnaires. Interviews were conducted to understand the extent to which PAUD educators utilize local wisdom in learning planning. Meanwhile, questionnaires were used as validation instruments by material/PAUD experts, local wisdom experts, and PAUD practitioners and validation was carried out using a Likert scale with a range of 1-4. Data analysis in the preliminary study used a qualitative descriptive approach to interpret the interview results, while the product validation questionnaire analysis was carried out through data tabulation, calculation of total scores, and conversion using a Likert scale. Product Validation Questionnaire Analysis

The data obtained were analyzed to determine whether the local wisdom-based learning planning developed had met the criteria of practicality and effectiveness. Data from experts were used to ensure the validity of the learning planning whether it was feasible or not to be used.

The steps used to provide quality criteria for the products being developed are:

1. Tabulate all data collected from the validation stage for all components available in the instrument.
2. Calculate the total score of each component

3. Changing the total score into a value with a 4-point scale criteria with response choice categories, namely very good (4), good (3), sufficient (2), and lacking (1). The scores obtained were then analyzed descriptively quantitatively and processed using the Likert scale formula.(W a g i r a n , 2 0 1 3)

Table 3.1 Converting Likert Scale to Four Criteria

Mark	Score Interval	Category
1.	$Mi + 1.5\ SDi \leq M \leq Mi + 3.0\ SDi$	Very good
2.	$Mi + 0\ SDi \leq M \leq Mi + 1.5\ SDi$	Good
3.	$Mi - 1.5\ SDi \leq M \leq Mi + 0\ SDi$	Enough
4.	$Mi - 3.0\ SDi \leq M \leq Mi - 1.5\ SDi$	Not enough

Information:
Mean Ideal (Mi) = 1/2 (maximum score + minimum score).
Ideal Standard Deviation (Sdi) = 1/6(maximum score–minimum score).
Mean = Average Score obtained

In this study, the minimum product quality value is set at "B" with the category "Good", so that the research results from both experts and teachers, if they have provided final research results with a minimum value of "B", then the development results are considered suitable for use.

FINDINGS

Model Development

Local wisdom-based learning planning designed to improve early childhood creativity is assessed by three validator experts, namely material/PAUD experts, local wisdom experts and PAUD practitioners. Researchers use the Four-D model (Define, Design, Develop, and Desiminate) for development because the stages are arranged in a programmed, simple, easy to understand, and more systematic implementation.

1. *Define*(Needs Analysis Results)

The first stage carried out by the researcher was to conduct a preliminary study to analyze the needs. A preliminary study is an initial process carried out in the development of local wisdom-based learning planning. A preliminary study in development research aims to identify problems and analyze needs in the field. In this study, a preliminary study was conducted in 3 PAUD units in Borobudur, namely PAUD IT Zaid Bin Stabit 3, PAUD Cikal Mentari and TA Muslimat NU 18.

Based on the results of the interviews conducted, there were several problems that emerged from the three educational units related to the integration of local wisdom. Teachers have understood the importance of integrating local wisdom in learning activities

because according to the current curriculum, educational units should design a learning curriculum based on the characteristics of the educational unit.

Based on the results of interviews with PAUD teachers regarding local wisdom-based learning planning in Borobudur Tourism Village, it is known that most teachers have realized the importance of integrating cultural values and local potential into teaching and learning activities. However, in practice, there are still various obstacles faced, such as limited appropriate references, lack of special training, and challenges in developing interesting materials that are appropriate to the developmental level of early childhood. Teachers also said that although some activities have utilized the surrounding environment, such as introducing batik art, simple batik, or telling stories about the history of Borobudur Temple, learning planning is still spontaneous and has not been systematically documented.

In general, educational units introduce local wisdom to children only by conducting outing class activities visiting several places around Borobudur without any systematic planning. The activities are carried out, the children feel happy but have not been able to spark ideas, children's ideas to improve their creativity.

In addition, all interviewed teachers have hopes that the curriculum implemented is more flexible and supports deeper exploration of local wisdom, so that it can increase children's creativity from an early age. Therefore, it is necessary to develop a more structured and local wisdom-based learning plan so that it can be an effective guide or reference for teachers in implementing the curriculum in educational units.

2. *Design*(Designing Initial Product Design)

Based on the results of the needs analysis stage obtained as a basis for designing a learning planning product based on local wisdom of Borobudur tourist village to improve the creativity of early childhood. At this stage, product design is carried out in the form of an example of learning planning. The product is packaged into a book with the hope that it will be more interesting and easy to understand.

Initial product development in compiling local wisdom-based learning planning for Borobudur tourist village consists of several stages. The following are the stages carried out by researchers in creating the initial design of the development product:

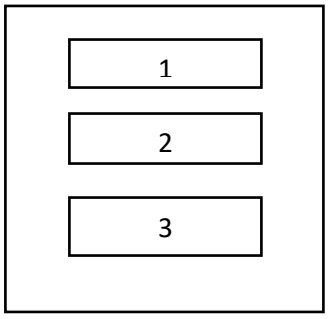
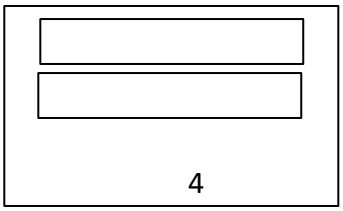
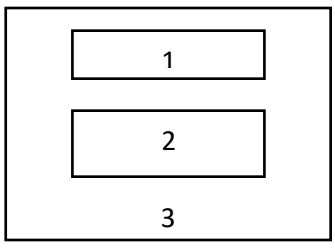
a. Reviewing materials or identifying local wisdom that is suitable to be integrated into early childhood learning. In the Borobudur tourist village, there are various local wisdoms ranging from arts, crafts, tourist attractions, customs/traditions, roles/professions, local specialties, folklore, local economy, and so on. Educators choose several topics that are closer to children andadjusted to the stages of child development but still respecting the diverse pace of child development. Some of the topics taken include batik, pottery, balkondes and Borobudur Temple.
b. Developing learning materials in learning planning in the scope of the unit with local wisdom content. Creating a concept from the development model of class-wide learning planning in the form of learning achievements, learning objectives and learning objective flows. Researchers analyze sub-elements of learning achievements that are suitable to be integrated with local wisdom.
c. Developing learning materials in classroom learning planning containing local wisdom

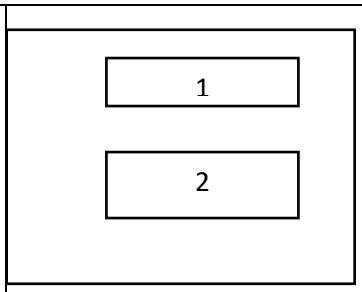
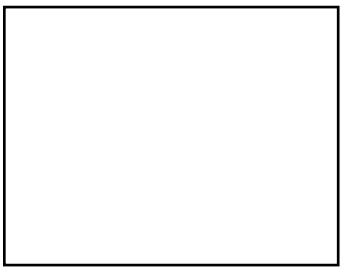
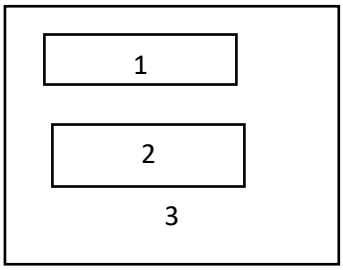
that develops children's creativity. At this stage, the researcher prepares a planning design in the form of a teaching module and Learning Implementation Plan (RPP) using previously prepared learning objectives and learning objective flows.In its implementation, the learning approach uses project-based learning.

d. Pouring the design that has been made into a product in the form of a book entitled "Local Wisdom-Based Learning Planning for Borobudur to Improve Creativity in Early Childhood". This book is compiled to make it easier for educators to understand the flow of preparing learning plans and as a guide in implementing learning activities that integrate local wisdom. This book is printed in B5 size using Ivory and Artpaper. The size of the book is not too big and not too small, making it easy for educators to read and use it.

The following is draft 1 of the Borobudur local wisdom-based learning planning book design.

Table 4.1 Initial product draft

No	Module Section	Book Framework	Information
1.	Front Cover		1. The title of the book is printed in bold capital letters, Coco Gothic font size 21. 2. There is an illustration of Borobudur Temple 3. Author's name is in bold
2.	Foreword		1. The foreword is written in bold, capital letters, inter font size 16. 2. Narrative introduction, font type inter size 12 3. Date, author name 4. Plain background
3	List of contents		1. The Table of Contents is written in bold, capital letters, inter font size 16. 2. Table of contents description 3. Plain background

4	Chapter I Introduction		1. The text of Chapter 1 introduction is printed in bold, inter font size 16. 2. Background description Note: Chapter 1 is divided into two pages containing the background, product development objectives and usage instructions.
5	Chapter II Learning planning development products		Note: Chapter II contains a narrative about unit-wide learning planning (CP, TP, ATP) and class-wide planning in the form of teaching modules and RPP. The number of pages is adjusted, the subtitles are printed in bold inter font size 16 and the explanation is in inter font size 12.
6	Chapter III Closing		1. The closing text is printed in bold, capital letters, inter font size 16. 2. Closing remarks 3. Plain background with image illustration
7.	Back cover		Note: Plain back cover with picture illustration

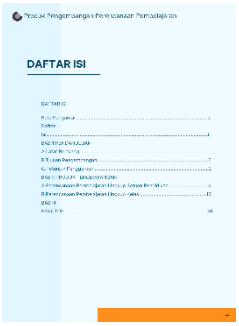
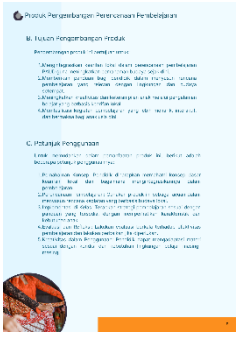
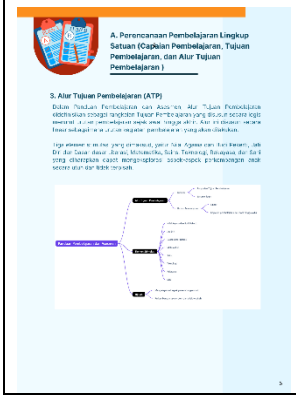
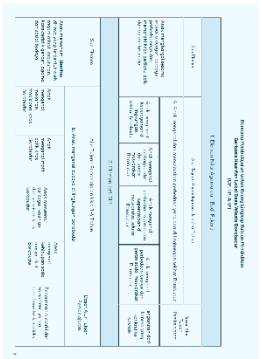
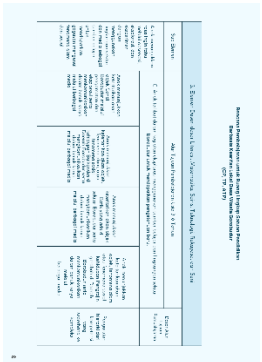
3. *Develop*(Develop product design)

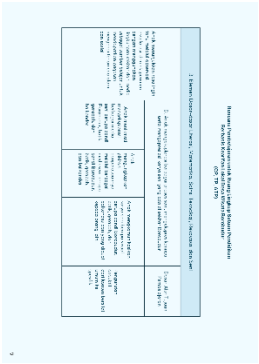
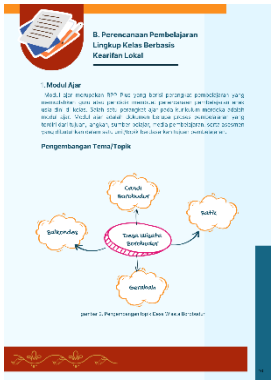
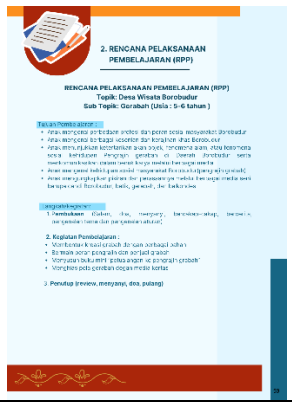
a. Development of local wisdom-based learning planning products.

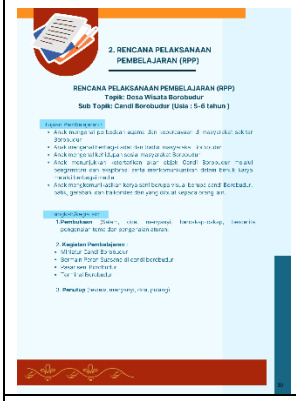
At this development stage, the focus is on creating and refining products based on the designs that have been made. The results of the development of this learning plan are

in the form of printed books/modules. The material in this module is developed from the foundation phase learning achievement guide published by the Curriculum Standards and Education Assessment Agency of the Ministry of Education, Culture, Research and Technology in 2024. The module is developed with the integration of local wisdom of the Borobudur tourist village.

Initial Design of Learning Planning Module

		
Front Cover	Foreword (i)	Table of Contents (ii)
		
Background (1)	Purpose and instructions for use(2)	CP and TP Explanation (3)
		

ATP Explanation (5)	CP, TP, ATP Local wisdom (6)	CP, TP, ATP Local wisdom(7)
		
CP, TP, ATP Local wisdom(8)	Teaching modules, topic development (9)	Teaching Module for batik sub-topic (10-14)
		
Pottery sub-topic teaching module (15-19)	Teaching Module sub-topic of Balcony Village (20-24)	Teaching Module sub-topic Borobudur Temple (25-29)
		
RPP sub topic batik (30-31)	RPP sub-topic Pottery (32-33)	RPP sub topic of Balcony Village (34-35)

		
RPP sub topic Borobudur Temple (36-37)	Conclusion (38)	

b. Product/Model Validation

After compiling the local wisdom-based learning planning product in the form of a module, validation was carried out by 3 expert validators, namely:

1) Validation of Material Expert/PAUD, namely Mr. Dr. Mualimin, M.Pd
   He is a lecturer at the Faculty of Education, Yogyakarta State University and a lecturer at STIT Ihsanul Fikri, Early Childhood Islamic Education (PIAUD) study program. In learning planning products, PAUD material experts are experts who deeply understand early childhood development, curriculum, learning methods, and the best strategies to improve the quality of PAUD learning.
2) Validation of Local Wisdom Expert, namely Mr. Yusuf Indra Darmawan, S.Kom, MIP. He is assigned to the Department of Tourism, Youth and Sports of Magelang Regency with the functional position of Adyatama Tourism and Creative Economy and also as a lecturer in the Tourism Study Program, Faculty of Economics, Tidar University, Magelang as a lecturer in the Tourism Village course.
3) Expert Validation by PAUD practitioner, namely Mrs. Tatiana Mursastyaningtyas, S.Pd., MM.Pd, she is a practitioner in the field of PAUD who has experience as a principal of a driving school organized by the Ministry of Education and Culture so that she has sufficient experience and understanding related to planning and implementing learning in PAUD.

Analysis of Product Assessment Results by Material/PAUD experts

Total Value	**80**
Mean	$\frac{80}{20} = 4$
Minimum Value	$20 \times 1 = 20$

Maximum Value	20 × 4 = 80
Mean Ideal	$\frac{80+20}{2} = \frac{100}{2} = 50$
Standard Deviation	$\frac{80-20}{6} = \frac{60}{6} = 10$

Interpretation	Interval	Category
Mi + 1.5 SDi≤M̄≤Mi+ 3.0 SDi	65 – 80	Very good
Mi + 0 SDi≤M̄≤Mi + 1.5 SDi	60 – 65	Good
Mi - 1.5 SDi≤M̄≤Mi + 0 SDi	35 – 60	Enough
Mi – 3.0 SDi≤M̄≤Mi – 1.5 SDi	20 – 35	Not enough

Based on the validation data by the material/PAUD experts above, a score of 66 was obtained which is in the interval with a very good category so that it can be interpreted that the product is suitable for use.

Analysis of Product Assessment Results by Local Wisdom Experts

Total Value	**64**
Mean	$\frac{64}{16} = 4$
Minimum Value	16 × 1 = 16
Maximum Value	16 × 4 = 64
Mean Ideal	$\frac{64+16}{2} = \frac{80}{2} = 40$
Standard Deviation	$\frac{64-16}{6} = \frac{48}{6} = 8$

Interpretation	Interval	Category
Mi + 1.5 SDi≤M̄≤Mi+ 3.0 Sdi	52 – 64	Very good

Mi + 0 SDi≤M̄≤Mi + 1.5 Sdi	48 – 52	Good
Mi - 1.5 SDi≤M̄≤Mi + 0 Sdi	28 – 48	Enough
Mi – 3.0 SDi≤M̄≤Mi – 1.5 Sdi	16 – 28	Not enough

Based on the validation data by the material expert above, a score of 51 was obtained which is in the interval with a good category so that it can be interpreted that the product is suitable for use.

Analysis of Product Assessment Results by PAUD Practitioners

Total Value	**80**
Mean	$\frac{80}{20} = 4$
Minimum Value	20 × 1 = 20
Maximum Value	20 × 4 = 80
Mean Ideal	$\frac{80+ 20}{2} = \frac{100}{2} = 50$
Standard Deviation	$\frac{80- 20}{6} = \frac{60}{6} = 10$

Interpretation	**Interval**	**Category**
Mi + 1.5 SDi≤M̄≤Mi+ 3.0 SDi	65 – 80	Very good
Mi + 0 SDi≤M̄≤Mi + 1.5 SDi	60 – 65	Good
Mi - 1.5 SDi≤M̄≤Mi + 0 SDi	35 – 60	Enough
Mi – 3.0 SDi≤M̄≤Mi – 1.5 SDi	20 – 35	Not enough

Based on the validation data by PAUD practitioners above, a score of 74 was obtained, which is in the interval with a very good category, so it can be interpreted that the product is suitable for use.

c. Final Model/Product

Expert validators provide descriptive suggestions for improving local wisdom-based learning planning products. Based on suggestions from expert validators, improvements are made to the development product. The following are improvements to the learning planning product so that it becomes a final model or product.

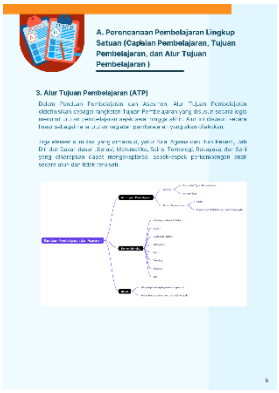
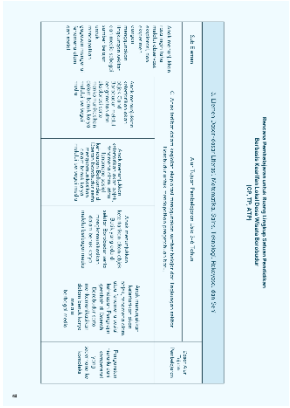
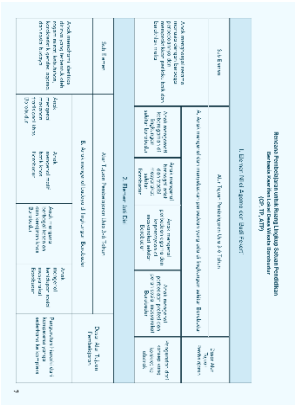
Table 4.2 Expert Validation Advice Recap

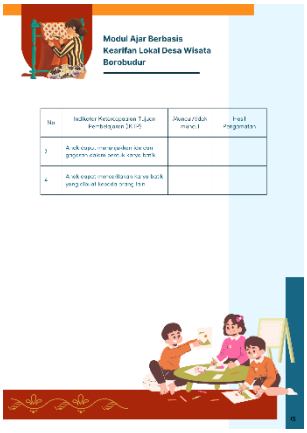
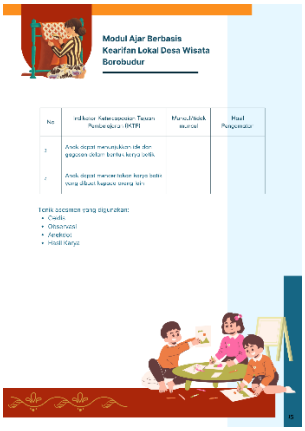
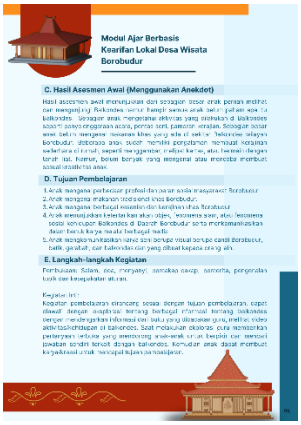
Validators	Descriptive Suggestions	Follow-up
Material Expert/PAUD	• Assessment is synchronized with learning objectives (p. 32) • Learning Activities contain children's activities • Corrections to incorrect spelling and inappropriate sentences	Fixed in revision stage so that become the final model.
Local Wisdom Expert	• pay attention to the rules of spelling and correct writing • local wisdom terms used are adjusted to existing provisions. For example, the mention of a temple park should be Borobudur Temple Tourism Park, the mention of the area is written in full. • Consistency in the mention of Borobudur Temple, Borobudur Tourism Village, Borobudur area is adjusted to the context.	Fixed in revision stage so that become the final model.
Early Childhood Education Practitioner	• improvements in the initial product section (page 3) added steps in the planning process • Equipped with a plan of the assessment techniques used.	Fixed at stage revision so thatbecome the final model.

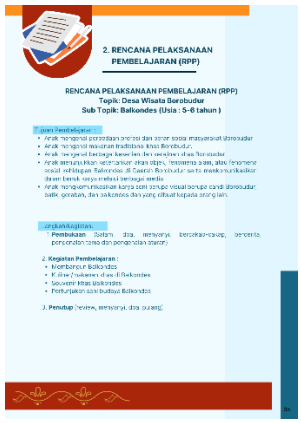
Referring to the descriptive suggestions from the expert validator above, below is the revision of the story book to become a final product that is ready for use.

Table 4.3 Learning Planning Product Revision

Initial Product	Final Product	Change
		• Added planning steps on pages 3 and 4 • There was a deletion of subtitles due to repetition.

		• Subtitle deletion due to repetition with previous one • The flow chart is removed and the tap is not clear and replaced with an explanation about ATP.
		• Spelling and Typo Correction
		• Spelling and Typo Correction

		• In each teaching module, there is an additional assessment technique at the end after the IKTP.
		• Correction in writing place/area (written in full)
		• There are changes to the initial assessment of the sub-topic of the balcony. • There was a change in the previous term, Balkondes life was changed to community life around Balkondes.

		• Spelling Correction • Improvements in the use of the term park to Borobudur Temple Tourism Park, Art Market to Art Village
		• RPP as part of home learning activities is a form of activity carried out by children.
		• Changes in the RPP section. Description of learning activities in the form of activities/actions carried out by children • Spelling and typo corrections

DISCUSSION

Based on the research data presented above, the following are the results of the discussion of this research;

1. **Needs analysis for the development of local wisdom-based learning planning to increase creativity in early childhood**

Needs analysis was conducted through interviews with PAUD teachers in the Borobudur area. From the results of the interviews, it was concluded that most teachers have realized the importance of integrating cultural values and local potential into teaching and learning activities. However, in practice, there are still various obstacles faced, such as limited appropriate references, lack of special training, and challenges in developing interesting materials that are appropriate to the level of development of early childhood. Teachers also said that although some activities have utilized the surrounding environment, such as introducing batik art, simple batik, or telling stories about the history of Borobudur Temple, learning planning is still spontaneous and has not been systematically documented. Therefore, a guide to developing learning planning based on local wisdom is needed.

2. **Design for developing local wisdom-based learning planning to increase creativity in early childhood**

The development of this planning produces a learning planning module consisting of planning for the scope of educational units and class scopes integrated with the local wisdom of Borobudur Tourism Village. The process of developing learning planning based on local wisdom to improve the creativity of early childhood uses the Four-D model which goes through four stages, namely Define, design, develop and disseminate. The researcher in this study only reached the develop stage.

This research begins from the definition stage by conducting a needs analysis through a preliminary study in the form of interviews. After the needs analysis was conducted, a problem was found, namely that most PAUD units had introduced local wisdom but it was still very limited and had not integrated it into structured learning planning. Therefore, this learning planning module product can be used to overcome the above problems.

At the design stage of the development of this learning planning, the researcher designed the initial product. Previously, reviewing the material or identifying local wisdom that is suitable to be integrated into early childhood learning, choosing appropriate materials and topics. Then designing the unit scope planning (Learning Achievements, Learning Objectives, and Learning Objective Flow) and class scope planning in the form of Teaching Modules and RPP. Furthermore, pouring the design that has been made into a product in the form of a module entitled "Local Wisdom-Based Learning Planning of Borobudur to Improve Creativity of Early Childhood".

At the develop stage, the focus is on creating and refining products based on the designs that have been made. The results of the development of this learning plan are in the form of books/modules in printed form. Furthermore, expert validation and revision are carried out based on input from the validator so that the final product is produced. Improvements in general are in the aspects of the content of the material/content and the use of local wisdom terms.

3. Eligibility of Learning Planning Module

The assessment of the feasibility of the learning planning product was carried out by three validators. The three validators provided an assessment in the form of a score and provided suggestions and input for the improvement of the planning product.

The material expert validator gave a total score of 66 in the very good category interval. The local wisdom expert validator gave a score of 51 in the good category interval. The PAUD practitioner validator gave a score of 74 in the very good category interval. From the results above, it can be seen that this learning planning product is suitable for use after making improvements based on suggestions and input from experts.

CONCLUSION

The research process on the development of local wisdom-based learning planning has been completed and the results of data analysis have been obtained, so the following conclusions were obtained on the research on the development of local wisdom-based learning planning:

1. Using the Four-D development model, the development of Borobudur Tourism Village learning planning based on local wisdom is carried out through the stages of definition, design, development, and dissemination. This study only reached the development stage.
2. Learning planning based on the wisdom of Borobudur Tourism Village is suitable for use in increasing the creativity of early childhood with the following explanation:
   a. According to the material expert validator, based on the aspects of suitability, relevance, creativity and innovation, and feasibility of implementation, this product was declared feasible and appropriate, with a total score of 66 which is included in the "Very Good" category.
   b. According to the local wisdom expert validator who assessed based on aspects of relevance, authenticity of local wisdom material, contribution to learning in PAUD and feasibility of implementation, the score obtained was 51 which is included in the "Good" category.
   c. According to the PAUD practitioner validator, based on the aspects of suitability, relevance, creativity and innovation as well as feasibility of implementation, it was declared suitable for use with a total score of 74 which is included in the "Very Good" category.

REFERENCES

Aditomo, A. (2024). Learning and Assessment Guidelines for Early Childhood Education, Elementary Education, and Secondary Education Revised Edition 2024. 1–72.

Hartati, TAW, Lufthansa, L., & Or, M. (2020). Learning Design and Strategy. uwais inspiration indonesia.

Khalimah, E., & Prasetyo, I. (2022). Instilling Character Values in Early Childhood in the Area Around Borobudur Temple. Jurnal Obsesi: Journal of Early Childhood Education, 6(6), 5722–5733.

Mafaza, A., & Setyowati, K. (2020). Collaborative Governance in Tourism Village Development. Journal of Public Policy, 11(1), 7–12.

Musanna, A. (2011). Model of teacher education based on cultural diversity in Indonesia. Journal of Education and Culture, 17(4), 383–390.

Nasution, DN, Efendi, UR, & Yunita, S. (2023). Implementation of Culturally Responsive Teaching Learning Approach in PPKN Subject for Grade V Elementary School. School Journal, 1, 171–177.

Nasution, F., Siregar, Z., Siregar, RA, & Manullang, AZ (2024). Learning and Social Constructivism. Madani: Multidisciplinary Scientific Journal, 1(12).

Nur, N., & Nugraha, MS (2023). Implementation of the STEAM Learning Model in Improving Student Creativity at RA Al-Manshuriyah, Sukabumi City. Arjuna Journal: Publication of Educational Sciences, Language and Mathematics, 1(5), 73–93.

Rahmah, AA, & Nasryah, CE (2019). Learning evaluation. Learning Evaluation.

Ramadhanti, F., Az-Zahra, HM, & Herlambang, AD (2019). Development of Interactive Learning Media for Graphic Design Printing Subjects using the Four-D Model for Students of SMK Negeri 5 Malang. Journal of Information Technology and Computer Science Development, 3(10), 9806–9814.

Uno, HB, & Mohamad, N. (2022). Learning with the PAILKEM approach: active, innovative, environmental, creative, effective, interesting learning. Bumi Aksara.

Wagiran. (2013). Educational Research Methodology: Theory and Implementation (Pert Edition). Deepublish.

Wiyani, NA (2022). Early Childhood Education Learning Management Based on Local Wisdom in the Perspective of the Independent Learning Philosophy. JEA (Journal of Early Childhood Education), 8(2), 123. https://doi.org/10.18592/jea.v8i2.7171