

Curriculum Development Based on Local Cultural Wisdom at Al Jannah Early Childhood Education Unit Magelang Regency

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ABSTRACT

This study aims to develop a curriculum for the Al Jannah Early Childhood Education (PAUD) unit that can optimize the integration of local cultural wisdom. This study uses the Four-D model where this model can be seen as a model for instructional development, namely: 1) Define; 2) Design; 3) Development; 4) Dissemination. The feasibility of the local cultural wisdom-based curriculum development product at the Al Jannah PAUD unit has been tested through expert validation and teacher perception analysis. The validation results from material experts show an average feasibility percentage of 77.22% (category "Good"), with the curriculum objectives component getting the highest score (86%) and the content/material component getting the lowest score (70%). Meanwhile, validation from cultural experts shows a higher feasibility percentage of 85.88% (category "Very Good"), with the Local Language aspect getting a perfect score (100%), followed by Regional Stories and Legends and Celebrations of Local Holidays (93.33%). The results of the teacher perception and readiness questionnaire also showed a very positive response (86% - "Very Good" category), although there is a gap between positive perceptions and implementation readiness, especially in terms of the availability of resources and teaching materials (20% - "Poor" category). Overall, the developed curriculum has met the eligibility standards for implementation in the Al Jannah PAUD unit with several improvements in the content/materials and implementation support aspects.

Keywords: *Early Childhood Education Curriculum, Local Cultural Wisdom, Curriculum Development, Magelang Culture*

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INTRODUCTION

Early childhood education is a crucial foundation for developing a child's character and cultural identity. Amidst the increasingly strong tide of globalization, preserving local wisdom values presents a unique challenge in curriculum development, particularly at the early childhood education (PAUD) level. Magelang Regency, as an area rich in Javanese cultural diversity, has significant potential for integrating local wisdom into the curriculum. (Wartani & Yuliantina, 2025). Al Jannah PAUD in Magelang Regency is present

as an educational institution that strives to develop a curriculum based on local cultural wisdom to strengthen the cultural identity of students from an early age.

Developing a curriculum based on local cultural wisdom has become particularly urgent amid the fading of traditional values due to the influence of modernization and globalization. Several studies have shown that Indonesian children are increasingly alienated from their own local culture. (Anggreni & Fachrurrazi, 2025; Harini et al., 2025; Yuliantina, 2024) This phenomenon is concerning, considering that understanding and appreciating local culture is integral to shaping national identity and character. Early childhood education institutions (PAUD) play a strategic role in preserving local wisdom by developing contextual and meaningful curricula for young children.

Based on the results of field evaluations of 25 PAUD units, it was shown that most PAUD units in Mertoyudan District, Magelang Regency, including Al Jannah PAUD, still implement a general curriculum without optimally accommodating local cultural values. The results of pre-observations and interviews with several PAUD teachers and principals in the area found that the implemented curriculum is more oriented towards national standards without any relevant adaptations to local cultural characteristics. PAUD teachers also stated that they face difficulties in developing learning materials that integrate local cultural elements due to the lack of systematic curriculum guidelines and relevant and adequate learning media. (De Gomes & Sidi, 2022; Suratman, 2019). In addition, there is still a perception that a local culture-based approach is only relevant in arts and language learning, even though cultural values can be integrated into various other aspects of learning.

Pre-observation results revealed that the curriculum implemented at Al Jannah Early Childhood Education (PAUD) still tends to adopt a conventional, general learning approach that does not accommodate the local cultural context. Learning content is still dominated by the development of basic academic skills such as reading, writing, and arithmetic (calistung), with an emphasis on drill methods and worksheets. Learning activities related to local cultural wisdom only appear incidentally during certain events such as major holiday celebrations or annual cultural festivals and have not been systematically integrated into daily learning activities.

The evaluation of the learning program at Al Jannah Early Childhood Education (PAUD) shows that over the past three years, learning activities that explicitly integrate local cultural wisdom have only accounted for 10-15% of the total learning activities. These activities are more incidental, such as during national holidays or special events, and have not yet become an integral part of the daily curriculum. The evaluation also shows that most teachers (75%) feel less confident in integrating local cultural wisdom into their learning due to their limited knowledge and skills in developing local wisdom-based learning activities. The evaluation of the learning program at Al Jannah Early Childhood Education (PAUD) also shows that local cultural aspects have not been a priority in learning activities. From the analysis of learning planning documents, only about 15% of activities explicitly integrate local cultural wisdom. This indicates a gap between the ideal and the reality of

implementing a local wisdom-based curriculum at Al Jannah Early Childhood Education (PAUD) in Mertoyudan District, Magelang Regency.

This situation indicates a gap between the ideal of developing a local wisdom-based early childhood education curriculum and the reality on the ground. Ideally, the early childhood education curriculum integrates local cultural values into every aspect of learning to strengthen children's cultural identity and foster holistic development. However, in reality, Al Jannah Early Childhood Education has not yet optimally integrated local cultural wisdom into its curriculum due to various obstacles such as limited teacher knowledge and skills, a lack of relevant learning resources, and the absence of a curriculum model to serve as a reference.

The curriculum product developed in this study has several advantages compared to similar existing products. First, this product was developed based on an in-depth needs analysis of the actual conditions at PAUD Al Jannah, making it more relevant and contextual. Second, this product integrates various forms of local cultural wisdom such as: Cultural values and norms, local language, traditional arts and culture, local wisdom in the context of ecology, regional legends and celebrations of local holidays in a comprehensive manner, not only focusing on certain aspects. Third, this product is equipped with detailed and operational implementation guidelines, making it easier for teachers to apply it in the classroom. Fourth, this product pays attention to the harmony between local cultural wisdom and national PAUD standards, so that it still meets applicable regulatory provisions. Fifth, this product is equipped with assessment instruments specifically developed to evaluate children's developmental achievements in the context of learning based on local cultural wisdom.

This research is expected to fill the knowledge gap regarding the development and implementation of local wisdom-based curriculum at the early childhood education (PAUD) level, particularly within the Javanese context of Magelang Regency. The results can serve as a reference for other PAUD institutions in developing curricula that not only align with national standards but also strengthen local cultural identity as part of the character development of Indonesian children.

METHOD

This research uses a Research and Development (R&D) approach with a Four-D development model (Define, Design, Develop, and Disseminate). (Thiagarajan, 1976) However, the research was limited to the Develop stage due to time and resource constraints. The research subjects included early childhood education at Al Jannah Early Childhood Education Center (PAUD Al Jannah), teachers, parents, and local education and cultural experts as validators. In the Define stage, a needs analysis was conducted through interviews, observations, and literature studies to identify the existing curriculum conditions and the potential for integrating local cultural wisdom. The Design stage included designing the curriculum structure, learning strategies, and teaching materials based on Magelang culture, which were then initially validated by experts. The Develop stage focused on creating the curriculum product and validation by PAUD education experts,

practitioners, and cultural experts, followed by revisions based on input. The research instruments included interviews, observations, questionnaires, and documentation validated by experts. Data were analyzed qualitatively and quantitatively, with the results of the questionnaire validation calculated using a Likert scale to determine the level of product feasibility.(Panji Yudha, 2023). With this method design, the research aims to produce a PAUD curriculum based on local cultural wisdom that is appropriate and relevant for implementation in early childhood learning.

FINDING AND DISCUSSION

A. Define Stage

The development of a curriculum based on local cultural wisdom at Al Jannah Early Childhood Education (PAUD) was motivated by the need for education that is relevant to the surrounding social, cultural, and environmental context. Local cultural wisdom plays a crucial role in shaping children's character from an early age, particularly in instilling moral, social, and aesthetic values. However, preliminary analysis indicates that the curriculum implemented at Al Jannah Early Childhood Education (PAUD) has not systematically integrated local cultural elements into the learning process.

Through a preliminary study conducted using interviews, observation, and document analysis, various issues were identified that formed the basis for developing this curriculum model. Interviews with teachers, parents, traditional leaders, and cultural experts revealed that local cultural values are still underrepresented in teaching and learning activities at early childhood education institutions (PAUD). Furthermore, community involvement in cultural preservation through early childhood education remains minimal, necessitating more systematic efforts to integrate cultural wisdom into the PAUD curriculum.

Needs analysis is carried out through several main aspects, namely curriculum analysis, student analysis, task analysis and learning context, and specification of learning objectives.

1. Curriculum Analysis Results

An analysis of the curriculum used at Al Jannah Early Childhood Education Center (PAUD Al Jannah) shows that most learning approaches still rely on conventional, theme-based models without any explicit integration of local culture. Key findings from the curriculum analysis include:

a. Limitations in Local Cultural Integration

The current early childhood education curriculum emphasizes children's cognitive and motor skills, with little attention to social and cultural aspects. Local culture appears only in a few activities, such as national holiday celebrations or traditional games, but has not yet become a core part of the curriculum structure.

b. Disadvantages of Local Culture-Based Learning Media

There are few books, modules, or teaching materials that specifically discuss Magelang culture, whether in the form of folk tales, regional songs, or traditional games suitable for young children. This makes it difficult for teachers to teach cultural values in an engaging and contextual way.

c. Lack of Guidelines for Teachers

The existing curriculum doesn't provide clear guidance for teachers on how to teach local culture in learning activities. As a result, most teachers simply teach culture spontaneously without careful planning.

An analysis of the curriculum used at Al Jannah Early Childhood Education (PAUD) shows that the learning approach largely relies on the national curriculum, which is theme-based, employing a scientific approach and play-based learning models. However, in its implementation, this curriculum has not yet incorporated elements of local cultural wisdom into the children's learning experience.

Some of the major weaknesses in the existing curriculum include:

a. Lack of Integration of Local Culture in the Curriculum Structure

The current early childhood education curriculum places greater emphasis on academic and motor development, without explicitly integrating regional cultural values. The themes used in the lessons remain general, such as "My Family," "My Surroundings," and "Animals," but do not specifically address local Magelang culture, such as the Grebeg Gethuk tradition, Magelang's unique batik art, or local folklore.

b. Lack of Teaching Materials and Learning Media Based on Local Culture

An analysis of the curriculum documents and teaching materials used shows that the references used in the lessons are primarily sourced from national books without any significant local content. For example, in children's story teaching, the majority of the storybooks used are based on common folk tales like "Kancil dan Buaya" (The Deer and the Crocodile) or stories from other regions, rather than on Magelang-specific folk tales like the legend of Mount Tidar or Kyai Langgeng.

c. There is no specific guidance for teachers in teaching local culture.

Teachers have flexibility in developing lesson plans, but lack specific guidance on teaching local culture. This results in the implementation of local culture occurring spontaneously in learning activities, without careful planning.

From the results of this analysis, it is necessary to develop a curriculum that systematically incorporates local cultural elements into every aspect of learning, so that cultural values can be introduced more deeply to early childhood.

2. Student Analysis Results

An analysis of students at Al Jannah Early Childhood Education (PAUD) was conducted to understand their knowledge and understanding of local culture and how culture-based learning can be tailored to their characteristics. Key findings from the student analysis include:

- a. Lack of Exposure to Local Culture
Observations show that most children are more familiar with digital media and popular culture than with local culture. For example, they sing modern songs more often than regional songs, and are more familiar with television cartoon characters than with their local folk tales.
- b. Children's Enthusiasm for Cultural Activities
Although exposure to local culture is still limited, initial trials have shown that children are highly enthusiastic when introduced to traditional games, regional songs, and folktales. This suggests that a local culture-based learning approach can be an effective strategy for increasing children's interest in learning.
- c. Differences in Language Background
Most children at Al Jannah Preschool are more accustomed to using Indonesian in everyday communication than their regional languages. This suggests that efforts to preserve regional languages in the preschool environment need to be strengthened through fun and communicative activities.

These findings indicate that the development of a local culture-based curriculum needs to consider a fun, exploration-based learning approach and use play methods, so that children can easily understand and love their own local culture.

3. Results of Task Analysis and Learning Context

The analysis of learning tasks and contexts aims to understand how local culture can be integrated into early childhood education, taking into account the school environment, community support, and teacher preparedness. Key findings from this analysis include:

- a. Community Involvement in Local Cultural Education Remains Low
Interviews with traditional leaders and parents indicate that they recognize the importance of culture-based education, but their involvement in the learning process at early childhood education institutions (PAUD) remains minimal. Cultural activities involving children typically occur only during major celebrations, such as Grebeg Gethuk and the Prophet's Birthday celebration, but are not part of daily learning.
- b. Limited Resources and Facilities
Al Jannah Early Childhood Education (PAUD) faces limitations in its culturally-based teaching materials and teaching aids. Traditional games, regional musical instruments, and local storybooks are still very limited, making it difficult for teachers to effectively teach local culture.
- c. Flexibility in Learning Methods
Teachers have the freedom to choose learning methods, so there is a great opportunity to integrate local culture through various learning strategies, such as storytelling, singing, role-playing, and exploring the surrounding environment.

With these learning objective specifications, the local culture-based curriculum developed is expected to provide a meaningful, enjoyable learning experience that is appropriate to the needs of early childhood, while preserving regional culture as part of the nation's identity.

B. Design Stage

The design phase of developing a local wisdom-based curriculum at Al Jannah Early Childhood Education Center (PAUD) in Mertoyudan District, Magelang Regency aims to produce an initial product design before further testing. This phase includes designing the curriculum structure, developing learning strategies, developing media and teaching materials, developing evaluation tools, and conducting initial validation of the curriculum by education experts and practitioners.

1. Initial Product Design (Local Culture-Based Curriculum Blueprint)

The initial product design in this research is a local culture-based curriculum systematically designed for implementation in learning activities at Al Jannah Early Childhood Education (PAUD). This curriculum draws on local Magelang cultural values, such as regional languages, traditional arts, folk games, and folklore, which are integrated into daily learning activities.

This curriculum is designed for the Al Jannah Early Childhood Education (PAUD) in Mertoyudan District, Magelang Regency, which boasts a rich local culture, including traditions such as Bojong Banyu and Gerebek Ketupat. The curriculum comprises comprehensive primary documents and learning tools, encompassing learning outcomes, learning objectives, learning objective pathways (ATP), teaching modules, lesson plans (RPP), and a project design for strengthening the Pancasila Student Profile, all of which integrate elements of local cultural wisdom.

2. Curriculum Structure Design

The local culture-based curriculum at Al Jannah Early Childhood Education (PAUD) is structured using a thematic and exploration-based approach, enabling children to learn actively through direct experience. This curriculum structure includes:

a. Local Culture-Based Themes

The curriculum is developed with themes that highlight Magelang culture, such as:

- 1) "Bojong Banyu Tradition"(Getting to know the traditions of welcoming the month of Ramadan)
- 2) "P5 Ketupat Raid Project"(Knowing, maintaining and preserving local culture which is full of values of togetherness, mutual cooperation and gratitude)
- 3) "Typical Magelang Products"(Introducing typical Magelang foods such as getuk, pothil)

- 4) "Art and Music Around Me"(Introducing traditional dance arts and regional musical instruments)
 - 5) "Nature and My Environment"(Instilling ecological values based on local wisdom)
- b. Curriculum Components
- 1) Basic Competencies: Refers to aspects of early childhood development which include cognitive, social-emotional, language, and motor skills.
 - 2) Achievement Indicators: Designed to measure the extent to which children understand and internalize local culture.
 - 3) Learning Activities: Based on exploration and direct interaction with the environment and community involvement.
 - 4) Media and Teaching Materials: Using folk tales, regional songs, traditional games, and teaching aids based on local culture.
- c. Product Characteristics and Advantages

The PAUD unit curriculum based on local cultural wisdom has several advantages that distinguish it from the conventional curriculum:

- 1) Complete Integration: Local cultural wisdom is integrated systematically into all aspects of the curriculum, not just as additional or incidental activities.
 - 2) Contextual and Meaningful: Learning is designed based on real experiences related to local culture that children are already familiar with, so that learning becomes more meaningful.
 - 3) Culture-Based Thematic Approach: Learning topics such as "Bojong Banyu Tradition" and "Gerebek Ketupat" become a framework for developing various children's competencies.
 - 4) Holistic Development: The curriculum is designed to develop all aspects of child development (religious and moral values, identity, and the basics of literacy, mathematics, science, technology, engineering, and art) through local culture-based activities.
 - 5) Project Based and Exploration: The implementation of the curriculum emphasizes project-based learning and environmental exploration that actively involves children in the learning process.
- d. Curriculum Structure and Components
- The PAUD curriculum based on local cultural wisdom consists of several main components:
- 1) Vision and mission: Oriented towards the formation of children's character who are noble, intelligent, memorize the Qur'an, healthy, and cultured (BERCAHAYA).
 - 2) Organizing Learning: Includes intracurricular, co-curricular (Pancasila Student Profile Strengthening Project), and extracurricular activities, all of which are integrated with local cultural wisdom.

- 3) Learning Outcomes and Learning Objectives: Developed based on the elements in the foundation phase and translated into learning objectives that are contextual to local culture.
 - 4) Local Wisdom-Based Teaching Modules: Designed thematically based on local traditions, such as Bojong Banyu with subtopics of springs, carnivals, water fights and traditional dances.
 - 5) Lesson plan: Integrating local cultural elements in every step of learning, from the opening, core activities, to the closing.
 - 6) Pancasila Student Profile Strengthening Project Design: Using the theme "I Love Indonesia" with the "Gerebek Ketupat" project which was implemented for 10 effective days.
- e. Curriculum Implementation
- Curriculum implementation is carried out in several stages:
- 1) Planning: Developing a flow of learning objectives and teaching modules that integrate local cultural wisdom.
 - 2) Implementation: Using a play-while-learning approach through exploration activities, projects, and hands-on experiences related to local culture.
 - 3) Assessment: Using various instruments such as anecdotal notes, work results, checklists, and series of photos to assess children's development.
 - 4) Evaluation and Reflection: Conducted daily, weekly, semesterly, and annually to ensure curriculum effectiveness and make continuous improvements.
- f. Implementation Support
- To support the implementation of the curriculum, various tools and mechanisms are provided:
- 1) Mentoring: Carried out by the Principal through regular supervision, KKG activities, in-house training, and comparative studies.
 - 2) Professional Development: Through coaching, mentoring, and training to improve educator competence in implementing a curriculum based on local cultural wisdom.
 - 3) Parent and Community Involvement: As a learning resource and partner in preserving local culture.

3. Expert Validation

Expert validation is a crucial stage in the research and development of a curriculum based on local cultural wisdom at Al Jannah Early Childhood Education Center (PAUD) in Mertoyudan District, Magelang Regency. This process involves three validators: one cultural expert and two educational material experts. Validation is conducted to assess the feasibility of the developed curriculum product, both in terms of the content of the educational material and its alignment with local cultural wisdom.

a. Expert Validator

Validation involves three experts with relevant credibility and competence, namely:

- 1) **Dr. Suharno, M.Pd.**- Subject Matter Expert I An early childhood education expert from Yogyakarta State University with over 20 years of experience in early childhood education curriculum development. He is also active in research and development of contextual-based learning models for early childhood.
- 2) **Dr. Siti Nurjanah, M.Pd.**- Subject Matter Expert II Senior lecturer in the Early Childhood Education Teacher Education Study Program at Pancasakti University, Bekasi, with expertise in early childhood education curriculum evaluation and development. He has extensive experience in developing and evaluating operational curricula for Early Childhood Education units in various regions.
- 3) **Prof. Dr. Widodo Sastro, M.Hum.**- A cultural expert and anthropologist from Tidar University, Magelang, who has conducted various studies on local wisdom in Central Java, particularly in Magelang Regency. He is also active in preserving local culture and integrating cultural values into education.

b. Validation Process

The validation process is carried out in several systematic stages as follows:

- 1) **Preparation of Validation Instruments**The validation instrument was developed based on important aspects of the PAUD curriculum and local cultural wisdom. For subject matter experts, the validation instrument included 18 statements divided into four main curriculum components: objectives, content/material, learning methods, and evaluation. For cultural experts, the validation instrument included 17 statements covering five aspects of local cultural wisdom: cultural values and norms, local language, traditional arts and culture, local wisdom in an ecological context, local stories and legends, and celebrations of local holidays.
- 2) **Delivery of Documents and Instruments**Complete curriculum product documents and validation instruments are sent to validators two weeks before the validation. These documents include:
 - a) Curriculum script based on local cultural wisdom
 - b) Lesson Implementation Plan (RPP)
 - c) Examples of teaching materials and learning media
 - d) Curriculum implementation guide for teachers
 - e) Validation instrument with filling instructions
- 3) **Consultation and Discussion**After reviewing the curriculum document, the validators were invited to a consultation and discussion session with the researchers. In this session, the researchers presented the basic concepts

of the curriculum, the development objectives, and the unique features of the product being developed. The validators provided initial feedback and asked questions for clarification before issuing a final assessment.

- 4) **Assessment and Instrument Completion**The validators filled out the validation instrument using a Likert scale ranging from 1-5, where:
 Score 5: Very Good
 Score 4: Good
 Score 3: Good Enough
 Score 2: Not Good
 Score 1: Very Poor
 In addition to providing quantitative assessments, the validators also provide comments, suggestions, and recommendations for curriculum improvement.
- 5) **Follow-up and Revision**Based on the validation results, researchers revised the curriculum product in accordance with the validator's suggestions and recommendations. After revisions, the final document was consulted again with the validator to ensure all input had been adequately accommodated.

Table 1 Summary of Material Expert Validation

Component	Validator I		Validator II		Average Score	Eligibility Percentage	Category
	Score	Percentage	Score	Percentage			
Objective Components	3.6	72%	5	100%	4.3	86%	Very good
Content/Material Components	3	60%	4	80%	3.5	70%	Good
Learning Method Components	3.5	70%	4	80%	3.75	75%	Good
Evaluation Components	3.75	75%	4	80%	3.88	77.5%	Good
Total Average	3.46	68.89%	4.28	85.55%	3.87	77.22%	Good

The validation results of the local cultural wisdom-based curriculum by two subject matter experts showed varying but positive assessments. Validator I gave a total score of 62 out of 90 maximum points with a feasibility percentage of 68.89%, while Validator II gave a higher assessment with a total score of 77 and a feasibility percentage of 85.55%. Based on the feasibility criteria, the validation results from Validator I were included in the "Good" category (61%-80%), while the

results from Validator II were included in the "Very Good" category (81%-100%). Significant differences in assessments were seen in the curriculum objectives component, where Validator I gave scores varying between 3-4, while Validator II gave a maximum score of 5 for all indicators in that component. In the content/material component, Validator I tended to consistently give a score of 3 for all indicators, indicating the need for further improvement in this aspect, while Validator II gave a score of 4, indicating higher satisfaction. The learning method and evaluation components received relatively better ratings from both validators, with a majority scoring 4. Overall, despite differences in assessment, both validators deemed the curriculum suitable for use with an average feasibility percentage of 77.22%. This finding indicates that the developed local cultural wisdom-based curriculum has met the material feasibility standards, with the need for improvements, especially in the content/material aspects, to improve the quality and effectiveness of the curriculum in integrating local cultural values into early childhood education.

Some suggestions from the material expert validator are:

- 1) The curriculum for early childhood education units based on local cultural wisdom should allocate more learning and familiarization related to local cultural wisdom than general content. The cultural introduction agenda can be outlined in a more planned and well-programmed educational calendar, typically in the form of a table.
- 2) Learning content and learning topics can be considered to include material culture and non-material culture found in the PAUD institution area.
- 3) The attitude aspect in the assessment is emphasized even more.
- 4) It would be good if the characteristics of this student section were outlined, from the age of the child accepted, the average family background, the physical condition of the child (whether they accept children with special needs or not), etc.

Table 2 Summary of Cultural Expert Validation Results

No	Component	Total Score	Maximum Score	Percentage	Category
1	Cultural Values and Norms	11	15	73.33%	Good
2	Local Language	15	15	100%	Very good
3	Traditional Arts and Culture	7	10	70%	Good
4	Local Wisdom and Ecological Context	12	15	80%	Good

5	Local Stories and Legends	14	15	93.33%	Very good
6	Celebration of Local Holidays	14	15	93.33%	Very good
Total		73	85	85.88%	Very good

The validation results from cultural experts on the local wisdom-based curriculum at Al Jannah Early Childhood Education showed a very positive assessment with a feasibility percentage reaching 85.88% (category "Very Good"). The Local Language aspect received the highest appreciation with a perfect percentage of 100%, indicating the curriculum's success in integrating local languages as a communication tool for learning and cultural preservation. The components of Regional Stories and Legends and Celebration of Local Holidays also received a very good rating (93.33%), indicating the curriculum's strength in utilizing cultural narratives and traditional rituals as effective learning media. The Local Wisdom and Ecological Context component received a good score (80%), indicating success in integrating environmental conservation values according to local wisdom. Meanwhile, the Cultural Values and Norms (73.33%) and Traditional Arts and Culture (70%) components received the lowest scores although still in the "Good" category, indicating the need for strengthening in these aspects. Overall, the cultural expert validators gave high appreciation to the developed curriculum, but still needed improvements, especially in the aspect of traditional arts and a more explicit integration of cultural values to support the formation of children's character. This finding aligns with research by Puwanto and Sunanda (2025), which showed that learning regional languages in early childhood effectively increases cultural identity by 89.3%. The success of local language integration is also supported by Vygotsky's sociocultural theory, which emphasizes the role of language in children's cognitive and social development. (Puwanto & Sunanda, 2025).

4. Analysis of the Results of the Teacher Perception and Readiness Questionnaire in Implementing a Local Culture-Based Curriculum

Based on the results of a questionnaire given to five teachers at PAUD Al Jannah, Mertoyudan District, Magelang Regency, there is an interesting pattern regarding perceptions and readiness in implementing a curriculum based on local cultural wisdom.

The questionnaire results revealed an interesting pattern regarding teachers' perceptions and readiness to implement a local culture-based curriculum. Regarding perception, the data showed that the majority of teachers held a very positive view of the importance of implementing a local culture-based

curriculum. All respondents (100%) strongly agreed or agreed that introducing local culture is important in early childhood education. A prominent finding was the curriculum benefits indicator, where 4 out of 5 teachers (80%) strongly agreed that a local culture-based curriculum can help children recognize their regional identity and character.

While teacher perceptions were very positive, there was greater variation in implementation readiness. The main constraint identified was the availability of resources and teaching materials, with only one teacher (20%) agreeing that they had or could access supporting teaching materials, while three teachers (60%) disagreed and one teacher (20%) disagreed. This indicates a gap between positive perceptions and the reality of implementation on the ground. However, teacher readiness to participate in the training was very high, with four out of five teachers (80%) strongly agreeing, indicating a strong motivation to improve their competency in implementing a local culture-based curriculum.

In terms of learning media development, there was a more even distribution, with 1 teacher strongly agreeing, 2 teachers agreeing, and 2 teachers disagreeing, indicating a variation in ability and confidence in developing local culture-based learning media. Meanwhile, involvement in cultural activities showed a positive response, with 2 teachers strongly agreeing and 3 teachers agreeing to involve children in local cultural activities such as traditional arts and folk games.

Overall, the questionnaire results revealed a gap between very positive perceptions and varying levels of implementation readiness, particularly regarding resource availability and learning media development. This indicates the need for additional support in the form of teaching materials, media development training, and ongoing mentoring to improve teacher readiness to effectively implement a local culture-based curriculum.

Table 3 Summary of Questionnaire Results

Aspect	Indicator	SS	S	KS	TS	STS	Positive Percentage (SS+S)	Category
Perceptions of Local Culture-Based Curriculum	Understanding of local culture	3	2	0	0	0	100%	Very good
	The relevance of local culture in learning	2	3	0	0	0	100%	Very good
	Benefits of a local culture-based curriculum	4	1	0	0	0	100%	Very good

	Support for curriculum implementation	3	2	0	0	0	100%	Very good
	The impact of local culture on child development	3	2	0	0	0	100%	Very good
Readiness to Implement Local Culture-Based Curriculum	Readiness in using learning methods	1	3	1	0	0	80%	Good
	Availability of resources and teaching materials	0	1	3	1	0	20%	Not enough
	Readiness in developing learning media	1	2	2	0	0	60%	Enough
	Readiness to participate in training	4	1	0	0	0	100%	Very good
	Involvement in cultural activities	2	3	0	0	0	100%	Very good
	Overall Average							86%

An interesting finding in this study is the gap between teachers' very positive perceptions (86%) and their readiness for implementation, particularly in terms of resource availability (20%). This phenomenon is consistent with a study by Ahmad, Rohita, and Suwardi (2024), which found that 78% of early childhood education (PAUD) teachers have a basic understanding of local culture and limited learning resources and media. Media such as printed images, storybooks, and storytelling and question-and-answer methods are the primary strategies. These results underscore the importance of training to improve teachers' abilities in integrating local culture into child-centered learning. (Rohita & Suwardi, 2024).

This gap is also confirmed by research by Iqbal et al. (2024) which identified that the main factor hindering the implementation of local wisdom-based curriculum is the unavailability of contextual learning resources. (Iqbal et al., 2024) This demonstrates the need for systematic support from the government and relevant institutions in providing local culture-based learning infrastructure.

CONCLUSION

The development of the Al Jannah PAUD unit curriculum that optimizes the integration of local cultural wisdom has been carried out through the Four-D development model (Define, Design) with the result being a curriculum that integrates five aspects of local cultural wisdom comprehensively and systematically. The development process begins with a needs analysis that identifies the minimal integration of local culture in the existing curriculum, the lack of local culture-based learning media, and low community involvement in cultural education. The developed curriculum model applies a thematic approach based on local culture by integrating Magelang cultural values such as the Bojong Banyu tradition, Gerebek Ketupat, regional specialties, and traditional arts into the curriculum structure and components. The advantage of this curriculum model lies in its holistic approach that integrates local cultural wisdom not only as learning content but also as a context and learning strategy through exploration activities, projects, and meaningful direct experiences for children.

The feasibility of the local wisdom-based curriculum development product at the Al Jannah PAUD unit has been tested through expert validation and teacher perception analysis. The validation results from material experts showed an average feasibility percentage of 77.22% (category "Good"), with the curriculum objectives component receiving the highest score (86%) and the content/material component receiving the lowest score (70%). Meanwhile, validation from cultural experts showed a higher feasibility percentage of 85.88% (category "Very Good"), with the Local Language aspect receiving a perfect score (100%), followed by Regional Stories and Legends and Celebrations of Local Holidays (93.33%). The results of the teacher perception and readiness questionnaire also showed a very positive response (86% - category "Very Good"), although there was a gap between positive perceptions and implementation readiness, especially in terms of the availability of resources and teaching materials (20% - category "Poor"). Overall, the developed curriculum has met the feasibility standards for implementation at the Al Jannah PAUD unit with several improvements in the content/material aspects and implementation support.

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