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IMPLEMENTASI PENINGKATAN KOMPETENSI SISWA MELALUI MUATAN LOKAL PRIMARY GLOBAL ISLAMIC SCHOOL

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Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi kurikulum muatan lokal dalam meningkatkan kompetensi siswa di Sekolah Dasar Global Islamic School (GIS). Penelitian ini menggunakan metode kualitatif dengan studi kasus. Hasil penelitian menunjukkan bahwa GIS memiliki empat pilar unggulan untuk meningkatkan kompetensi siswa, yaitu akademik, keislaman, bahasa Inggris, dan kepemimpinan. Implementasi kurikulum muatan lokal di GIS dilakukan melalui berbagai program, seperti English Day, English Competition, English Classroom Instruction, English Environment, Edutrip, English Presentation, dan program Pendidikan Al Qur'an. Berbagai prestasi telah diraih oleh GIS dalam muatan lokal Bahasa Inggris dan Pendidikan Al Qur'an. Sekolah sebagai tempat program pendidikan, merupakan bagian dari masyarakat. Oleh karena itu, program pendidikan di sekolah perlu memberikan wawasan yang luas pada siswa tentang kekhususan yang ada di lingkungannya sebagai wujud dari implementasi muatan lokal dalam peningkatan kompetensi siswa

Kata-kata kunci: Kompetensi, Kurikulum Muatan Lokal, Study Kasus

IMPLEMENTATION OF IMPROVING STUDENT COMPETENCE THROUGH LOCAL CONTENT OF PRIMARY GLOBAL ISLAMIC SCHOOL

Abstract: *This study aims to determine the implementation of the local content curriculum in improving student competencies at Global Islamic School (GIS) Elementary School. This research uses a qualitative method with a case study. The results showed that GIS has four pillars of excellence to improve student competence, namely academic, Islamic, English, and leadership. The implementation of the local content curriculum at GIS is carried out through various programs, such as English Day, English Competition, English Classroom Instruction, English Environment, Edutrip, English Presentation, and Al Qur'an Education program. Various achievements have been made by GIS in the local content of English and Qur'an Education. The school, as a place for educational programs, is part of the community. Therefore, educational programs in schools need to provide students with broad insights into the specificities that exist in their environment as a form of implementation of local content in improving student competence*

Keywords: Competency, Local Content Curriculum, Case Study

INTRODUCTION

Education is one of the institutions that has been created to educated the next generation of the nation To achieve this goal, a curriculum is needed as a tool to achieve educational goals. The curriculum developed by each educational institution aims to develop all the potential of students (*the whole child)* to function as awhole human being according to the development of culture, and the philosophy of a nation. Currently, the world is moving from the hands of the millennial generation to Generation Z. The new generation will not be the socio-historical period it goes through. However, the humans in this world in the same generation, will be.(Zaini, 2020)

Influence each other and from the same character. For this reason, education is needed that can create a balance in increasing the success of education starting from a school in improving student achievement through a toll called a curriculum. One indicator of the quality of gradutes is highly depend on the effective implementation of management. Management is an effort to achieve organisational goals through the hands of others. Management can also be interpreted as a habit that is carried out consciously on an ongoing basis in forming an organisation. All organisations have people who are responsible for achieving their goals. Thus, curriculum management is a system of processes of joint efforts to facilities the achievement of teaching objectives with an emphasis on improving the quality of teaching and learning interactions in realising the creation of educational goals (Syafarudin, 2017).

The curriculum is a container that will determine the direction of education, the success and failure of an education depends on the curriculum used. The curriculum is the spearhead for the implementation of educational activities. Without a curriculum, education will not run well, effectively, and efficiently as expected.(Fadlillah, 2023)

At the education level uni curriculum activities prioritise realising and linking the national curriculum in the form of competency standards or basic competencies with local needs and conditions. linking the national curriculum in the form of competency standards or basic competencies with local needs and conditions school conditions so that the curriculum is a curriculum that integrity with learners and with the environment in which the school is located. (Wardan, 2021)

The presence of an independent curriculum as a refinement of the 2013 curriculum is none other than a form of improving students'competency abilities that focus an character education so that the independent curriculum has two components, namely intracurricular learning which start from the field of study and project learning through character education called the project of strengthening the Pancasila student profile (P5) Independent curriculum as strengthening literacy and numeracy(Aliyyah, 2021) The independt curriculum gives freedom to edication units, especially principals, teachers and students to control learning in accordance with the vision, mission in the education unit as well the culture and local wisdom of each school while still referring to Permendikbudristek No.262/2022 concerning guideslines for implementing the curriculum in the context of learning recovery contains seven important point including the structure of the independent curriculum, learning outcomes, learning and assement, P5, education unit curriculum, mechanism for implementing the independent curriculum and evaluation in education units implementing the independent curriculum (Zulfah, 2023).

Curriculum development in Indonesia is the local content curriculum. Local content of education units has its own distinctiveness from the culture of each school. Local content can be said to be a part of the structure and local content on content standards has the aim of improving the national curriculum (Mufidah, 2021). Local content as a lesson in an education unit related to the potential and uniqueness of the region. The introduction and understanding of nationalism values through local culture wrapped in local content curriculum policies needs to be done so that students as the next generation can preserve and maintain these values. Local content according to Permendikbud number 79 of 2014 concerning local content of 2013 curriculum reads a study material or subject in the SD/MI, SMP/MTS, SMS/MA and SMK/MAK education units in the form of content and learning processes about the potential of local uniqueness to form students understanding of the advantages and wisdom of the area where they live (Peraturan Menteri Pendidikan dan Kebudyaan, 2014).

The implementation of local content intends to develop human resources in the local area so that they can be utilised for the benefit of regional development, as well as to prevent depopulation of the area from productive personnel. In general, the local content education programme is to prepare students to have a solid insight into their environment as well as attitudes and behaviours willing to preserve and develop natural resources, social and cultural qualities that support national and local development (Duryat & Fajriansyah, 2023)

Therefore, education units must prepare various things to facilitate the development of local excellence that will be implemented in their respective education units. Schools and school committees have full authority in determining the local content-based education programme to be implemented. The curriculum development team that has been established in each education unit is responsible for developing local content-based education.(Idi, 2014)

Local content as taught and equip students with the attitudes, knowledge, skills needed to know and love the environment in order to support national development. One of the educational institutions at the primary level in East Jakarta implementation the local content learning process is *Primary Global Islamic School* (PGIS) In addition to the national curriculum, it also implements the 2013 curriculum and adopts learning from the cambridge curriculum through the development of additional enrichment learning, the four pillars of excellence owned by the education unit have their own characteristics in the four pillars of enrichment excellence, namely academic, Islamic, globalisation and leadership. Aims to provide a variety of learning and provide opportunities for students to develop critical thinking skills and understand basic concepts more deeply through various activity projects carried out by the school. As the beginning of the Global Islamic School was based on the brawl between students that occurred and experienced by the owner of the Global Islamic School, Mr Winarso, it aims to create the quality of graduates as Global Players, as Muslim scholars able to practice Islamic teachings and international insight knowledge.

This opinion is in line with the theory that the size of the quality of graduates is not only measured by cognitive readiness, but the size of a student can be said to be qualified if he is emotionally, socially ready, can adjust to the environment, can develop talents within himself, can meet his needs independently and also the most important thing is moral readiness, students can be said to be qualified if they have good morals based on the norms that apply in society and morals that exist in religion (Hidayati, 2021)

In academics, it seeks that students are able to have the expected competencies according to their fields of achievement in the Islamic field, students are able to apply Islamic values in everyday life according to the Qur'an and sunnah. In the field of leadership, students are able to have the provision to lead themselves and others and in the field of globalisation, students are able to become Global citizens or are aware that they are part of a world community that has a contribution to others and the environment. This is evidenced by the overall average report card score on the achievement of the minimum completeness criteria (KKM) and various championship activities that are followed such as story telling and Mussabaqoh Qur'an (MHQ) competitions.

In this day and age entering the 21st century and educational problems continue to move from the millennials generation to generation Z which has different characteritics, a school environment is needed to support the competence of students in local content so that increasing the competence of students in local content learning will realise educational goals in accordance with technological advances by utilising information in the world. Therefore, local content is very necessary to be taught to students, especially at the elementary school level to be used as a means of preserving culture in accordance with Islamic values. Thus, reserchers want to conduct a more in-depth study of the implementation of the local content curriculum to improve the competence of students at the *Global Islamic School* (GIS) elementary school.

Figure 1 : Progress Report of Local Content based on KKM

RESEARCH METHODS

Research Design and Participants

The research was conducted at Global Islamic School Primary schools in East Jakarta, each of which consists of level III to level IV. The research involved the principal, vice principal and teachers of English and Quranic education.

Furthermore, the research conducted used a qualitative approach with a case study method (Yin, 2005). Case studies must pay attention to the collection of facts or research findings in the form of evidence sources in the form of: interviews, direct

observation, participant observation and documentation studies (Yin, 2005). In line with this, as a source of research data are the results of interviews with teachers and principals related to the local content curriculum to improve the competence of students (Yin, 2005) .

Measures

Furthermore, the data collection techniques in this study used in-depth interviews (indepth interview and documentation study). An in-depth interview is an activity carried out to obtain in-depth information (Indrawan & Yaniawati, 2017). Meanwhile, documentation study (Creswell, 2016) is an effort to obtain data and information in the form of written records/stored images related to the problem under study (local content to improve student's competence). Therefore, researchers used data analysis techniques in the form the of the Miles and Huberman analysis model which included three paths of data reduction, data display and conclusion drawing/verification. Research related to the implementation of the local content curriculum to improve the competence of students requires a stage, among others: 1. Determining the research problem (the variety of local content that is owned from the specially of GIS), 2. Building theoretical Propositions (focusing attention on the case being observed or making a causal relationship between one event and another, such as what the impelementation of local content owned by the global Islamic school elementary school to the implementation carried out to realize the improvement of local content competencies then 3. Developing descriptions that occur in the implementation of local content, cases such as the from of parental support for local content given students, 4. Analyse the evidence found (academic calender, syllabus and lesson plans and what facilities support local content, as well as school resources that support the local content learning process, 5. Verify the result of interviews with documentation studies (conducting interviews with principals and teachers), and 6. Draw conclusions.

Data Analysis

Therefore, researchers used data analysis techniques in the form the of the Miles and Huberman analysis model which included three paths of data reduction, data display and conclusion drawing/verification. Research related to the implementation of the local content curriculum to improve the competence of students requires a stage, among others: 1. Determining the research problem (the variety of local content that is owned from the specially of GIS), 2. Building theoretical Propositions (focusing attention on the case being observed or making a causal relationship between one event and another, such as what the impelementation of local content owned by the global Islamic school elementary school to the implementation carried out to realize the improvement of local content competencies then 3. Developing descriptions that occur in the implementation of local content, cases such as the from of parental support for local content given students, 4. Analyse the evidence found (academic calender, syllabus and lesson plans and what facilities support local content, as well as school resources that support the local content learning process, 5. Verify the result of interviews with documentation studies (conducting interviews with principals and teachers), and 6. Draw conclusions.

RESULTS AND DISCUSSION

Research conducted at SD Global Islamic School, East Jakarta discuss the extent of the local content curriculum to improve the competence of student. The results of interviews and observations conducted with local content teachers of English and Al Qur'an Education can be shown through the following description :

Layer, Remon in his journal (2017) which states Competences is knowledge, skills, and abilities mastered by someone who has become part of him, so that he can perfom cognitive, affective, an psychomotor behaviours as well as possible". Competencies include tasks, skills, attitudes, and appreciation that must be possessed by students which can be described in core competencies (KI) and basic competencies (KD), indicators of achieving competence, namely teaching and learning activities as whole effectively and efficiently according to the needs of students and the needs of the community so as to provide space for teacher to carry out creativity and innovation in order to achieve local content learning is a curricular activity that develops competencies tailored to the characteristics and regional potential of each education unit, regional excellence whose material cannot be grouped into existing subjects. In its implementation in education, the local content curriculum has three main indicators, namely introducing students to social cultural values and the surrounding environment(Remon lapisa, 2017)

The purpose of the implementation of the

local content curriculum is a form of introduction to the conditions of the culture environment in the area where he lives in order to be able to carry out creativity and skills in solving any problems in his area and the noble values of local culture in order to support national development.

The target is that students are able to speak, listen, read and write in English fluently and precisely. They also understand the cultural values and customs of the English-speaking countries, the achievement or expectation is that students can communicate in English in various situations, have a broader understanding of the diversity of world cultures and are ready to interact and work in a global environment. This is in accordance with the vision, mission of Global Islamic School (GIS) where by studying these lessons it is expected to improve the quality of graduates in academic achievement (academic competence), especially in the world of technology. Improve student competence to be ready to become a global player with international insights, especially English, so that students are expected to have leadership competence as a provision to become future leaders. Qur'anic education is the basis of the Islamic Pillar where SD Global Islamic School has a strong commitment to Islamic education and includes Qur'anic education as one of the flagship programmes. Qur'an education is not just an additional subject, but an integral part of the curriculum to shape student character in accordance with Islamic values. In addition to the school's identity as an Islamic school, Qur'an education is an integral part of the vision and mission of SD Global Islamic School, through Qur'an education. SD Global Islamic School strives to form students who are faithful, devoted and able to apply the teachings of the Qur'an in everyday life. By including English and Qur'anic Education as flagship programmes, SD Global Islamic School aims to provide a comprehensive and balanced learning experience that not only develops the academic aspects of students but also shaping their character, values and readiness to face future global challenges. Qur'an learning consists of 2 materials, namely memorisation and reading, consisting of 1) Memorisation: classical method, the teacher models the reading directly and followed by students using PPT or writing verses on the board, videos of the verses studied (played every day especially in the morning), 2) Reading: classical method, the teacher models the reading according to the material of each level and followed by students, through PPT or the teacher writes on the board, hijaiyah letter cards, 3) assessment, memorising is done by calling students one by one. Talaqi reading assessment with material according to the student's iqro reading achievement, when the formative material is equalised with classical learning, and 4) The indicators of success in the implementation of Qur'an Education learning are that students are able to read the Qur'an fluently according to tajweed in a tartil manner and students are able to maintain memorization and attitudes that are in accordance with behaviour (akhlaq) in daily life which is written in daily exams, midterm assessments and end-of-semester assessments.

Figure 2. student learning Qur'an models in the classroom

From the above competencies, two of them are the implementation of local content which has its own advantages over other international private schools where SD Global Islamic School has developed in improving student competencies through activity programmes such as enrichment and GIS Expo as a form of seeding the potential and expertise of students in achieving between schools in Jakarta. The beginning of the establishment of SD Global Islamic School emphasised religious values with the introduction of foreign languages, namely the international Language, English. Implementation of English as a local content activity Priamry Global Islamic School has the following programmes of English learning activites: a. English day programme which is carried out every day, especially in English language learning and ESL (*English as Second Language*) teachers from grade 1 to grade IV are followed twice every week based on the learning design that has been made, still referring to the national curriculum plus English teachers togethers with direct teaching staff from abroad (Native Speakers) Australia or America strive to design learning activities that are interesting and meaningful for students b. English classroom instruction is used by both students and teachers as part of English daily conversation where during learning students are given English instructions for example opening sentences, the teacher asks ask to students "Morning every one?" then students answer, Morning To "How are you every one?, In the count to three, will say bismillahirohmanirrohim followed by daily activity conversation one by one students are invited to talk according to the theme that has been determined every day then the learning at the end of the teacher closes with In the count to three Let say, alhamdulillah", for students who apply this learning in every activity then given a reward by the school in the form of a star or point as a student who consistently uses it, c. English Competition, namely Primary Global Islamic School, is held once a year in internal schools with various competitions such as quiz, story telling, speech and so on and for external competitions followed by selected students and will be trained by mentors before participating in activities periodically to participate in inter-school competition activities, such as enrichment programmes d) English Environment is something that has been running and will continue to be developed by Primary Global Islamic School as one of the use of English both written and spoken in every activity, e) Edutrip program is a learning activity that is carried out once a year for fifth grade students in one of the English spoken countries such as Singapore for seven days, where students learn to socialise and communicate besides building independence, courage and collaboration with Singapore students as part of skill development in the 21st century, f) English presentation is an activity where students are trained to demonstrate communication skills and confidence in public (friends) in English. In English language learning, teaching and learning programmes are carried out from both foreign and domestic teaching staff as many as 32 teaching staff from the English language programme which follow a series of stages of recruitment of superior human resources noing form written tests to interview tests that have expertise in English, inseparable form teaching and learning supported by learning facilities and infrastructure in class such as package books that have been equipped with software for teachers and various activities into a pleasant atmosphere, a library with a variety of titles and English texts can provide opportunities for students to train themselves in English such as presentation activities using infocus and media games. For the division of the English lesson load adjusted to the theme there are reading, listening, speaking and writing skills, in one learning theme required 5 – 6 meeting sessions per week.

If in planning, it is not in accordance with impelemenation of the English programme at school there are students who cannot follow English learning then the school provides additional guidance where previously observations have been made in advance to the student. Indicators of student success in participating in English learning are seen from the achievement of competencies such as listening, speaking, writing, reading and the attitude of students during the learning process can interact in improving the habits and courage to ask, explain, answer and speak in English. Furthermore, the assessment process of English learning involves subject teachers, deputy principals, head of English department, curriculum and director where the evaluation or assessment of the achievement of the curriculum and director where the evaluation or assessment of the achievement the of the teaching and learning process is delivered in the from of progress report.

Implementation of Qur'an Education by increasing the number of face to face procedures. These activities provide guidance and application of Islamic culture in everyday life, fostering the order of dzuhur and ashar prayers in congregation, tadarus Al Qur'an with a target of one khatam in classes IV to VI, JUZ 30 memorization programme, repetition of JUZ

30 memorization and prayer every semester. Learning is carried out starting from class 1 learning iqra Classical consists of volume 1 (Alif -Kho) until volume 6 according to the ability of each student until volume 6 according to the ability of each student requires 2 meeting session plus memorizing material for class 1 JUZ 30, Surah An-Naba, An- Naziat and so on adjusted to the class level, for assessment at home the school provides a worship guidebook for parental cooperation to what extent students begin to get used to praying fardhu and other sunnah prayers and tadarus Al Qur'an.

In addition, teachers also provide learning models in every aspect of the learning process which are quite diverse such as problem-based learning, project based learning (project learning model adapted to the learning model according to Unesco.

Curriculum development is something that must be done by every school or educational institution, this aims to achieve maximum educational goals. Primary Global Islamic School has curriculum development through the Enrichment Programme, which is the development and strengthening of the scientific potential of the students, the coaching and achievement development programme is carried out throught the existence of 1. Dokcil activities, the core scout team, enrichment for students who have more abilities in their respective fields such math, science, English, PAI, AlQur'an, sport, choir and 2. GIS Expo, which is an annual routine school programme activity that aims to explore the talents of elementary level students.

The relationship is between the indicator and the construct being measured. The higher the factor loading, the better the indicator represents the construct. Based on Table 2, Overall the factor loading value obtained for each sub-variable is >0.70 (0.702- Seeking Information to 0.821- No regrets). This means that the level of relationship between sub-variables and variables that can be explained is 70.20% to 82.10%. AVE is used as a Various achievements that have been followed by Primary Global Isalmic School have also been achieved in the local content of English such as the English Competition Program won 1 st place in the story telling competition at the provincial level in Januari 2024 which collaborates with Korean schools in online learning system where English is the language of instruction and through various branches of extracurricular activities such as 2nd place and 3 rd place in the Poster Competition, 2nd place in the Futsal Comptetition and achievement in local content followed such as 1st and 2nd place in the story telling competition at the Elementary School (SD) level Qirroah and Musabaqoh Tilawatil Qur'an.

Thus, the school becomes a special place for the cultivation of values and a laboratory for practicing the implementation of values to help develop students into a more complete person, living freedom and responsibility as individuals and social jfings. One of the competency improvements is supported by character education at school, all components (education stakeholders) must be involved including the components of education itself, namely curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing and work ethic of all school members.

In addition, Primary Global Islamic School has conducted a monitoring and evaluation system carried out periodically according to the planned schedule (monthly, semester), through supervision by the principal, vice principal, senior teacher, head Teachers in Primary Global Islamic School also provide development programmes to maintain excellent resources by providing regular and scheduled coaching to carry out English training, religious guidance, sharing session best practices, in house training, supervision, and rotation of teaching assignments.

Primary Global Islamic School has various facilities that support intracurricular and extracurricular activities as many as 48 classrooms equipped with air conditioning, LCD projectors and sounsystems as well as Computer Laboratories, Science Laboratories, Music Rooms, Basketball Courts, Futsal Courts, Libraries, Swimming pools, Baitul ilmi Mosques and Auditorium Rooms. Primary Global Islamic School implements education by considering that every child is a unique individual (everybody is unique). This can be interpreted that each child has different intelligence from other friends, so that the measure of a student's success cannot be measured only as academically intelligent but needs to be adjusted to the potential of each student. Therefore, various learning methods and various branches of extracurricular activities are developed as a learning process, teachers always pay attention to multiple intelligences and differences in student learning styles. This is where students can freely explore their potential abilities.

Figure 2 : Storring Telling Championship DKI Jakarta Level

Figure 3 : Story Telling & Musabaqoh Tilawatil Qur'an (MHQ) Competition

Discussion

From the above competencies, two of them are the implementation of local content which has its own advantages over other international private schools where SD Global Islamic School has developed in improving student competencies through activity programmes such as enrichment and GIS Expo as a form of seeding the potential and expertise of students in achieving between schools in Jakarta. The beginning of the establishment of SD Global Islamic School emphasised religious values with the introduction of foreign languages, namely the international Language, English. Implementation of English as a local content activity Priamry Global Islamic School has the following programmes of English learning activites: a. English day programme which is carried out every day, especially in English language learning and ESL (*English as Second Language*) teachers from grade 1 to grade IV are followed twice every week based on the learning design that has been made, still referring to the national curriculum plus English teachers togethers with direct teaching staff from abroad (Native Speakers) Australia or America strive to design learning activities that are interesting and meaningful for students b. English classroom instruction is used by both students and teachers as part of English daily conversation where during learning students are given English instructions for example opening sentences, the teacher asks ask to students "Morning every one?" then students answer, Morning To "How are you every one?, In the count to three, will say bismillahirohmanirrohim followed by daily activity conversation one by one students are invited to talk according to the theme that has been determined every day then the learning at the end of the teacher closes with In the count to three Let say, alhamdulillah", for students who apply this learning in every activity then given a reward by the school in the form of a star or point as a student who consistently uses it, c. English Competition, namely Primary Global Islamic School, is held once a year in internal schools with various competitions such as quiz, story telling, speech and so on and for external competitions followed by selected students and will be trained by mentors before participating in activities periodically to participate in inter-school competition activities, such as enrichment programmes d) English Environment is something that has been running and will continue to be developed by Primary Global Islamic School as one of the use of English both written and spoken in every activity, e) Edutrip program is a learning activity that is carried out once a year for fifth grade students in one of the English spoken countries such as Singapore for seven days, where students learn to socialise and communicate besides building independence, courage and collaboration with Singapore students as part of skill development in the 21st century, f) English presentation is an activity where students are trained to demonstrate communication skills and confidence in public (friends) in English. In English language learning, teaching and learning programmes are carried out from both foreign and domestic teaching staff as many as 32 teaching staff from the English language programme which follow a series of stages of recruitment of superior human resources noing form written tests to interview tests that have

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Various achievements that have been followed by Primary Global Isalmic School have also been achieved in the local content of English such as the English Competition Program won 1 st place in the story telling competition at the provincial level in Januari 2024 which collaborates with Korean schools in online learning system where English is the language of instruction and through various branches of extracurricular activities such as 2nd place and 3 rd place in the Poster Competition, 2nd place in the Futsal Comptetition and achievement in local content followed such as 1st and 2nd place in the story telling competition at the Elementary School (SD) level Qirroah and Musabaqoh Tilawatil .

CLOSING

Based on the problem, case study, and dis sion above, the following conclusions can be formulated: 1) to expand students' knowledge in accordance with the conditions of their region, 2) one of the means for students to develop knowledge, skills and arts owned by the potential of their respective regions 3) The application of local content curricular between one region and another is different and the support from home or family is needed Cooperation in supporting the English learning programme and the Qur'an learning programme.

The introduction and development of the environment through education is directed to support the improvement of total quality of human resources, and ultimately directed to improve the ability of students. The school, as a place for educational programmes, is part of the community. Therther, the education programme at school needs to provide students with a broad insight into the specificities that exist in their environment as a form of implementation of local content in improving student competence. Creating local content-based education in a school requires cooperation with all relevant parties and

continuous evaluation to develop regional potential. It is not impossible that a local content if packaged professionally will lift the name of the region to the national and evl international level.

The existence of educators as implementers of the curriculum is more important. This means that no matter how well the curriculum is prepared without being supported by fequate educational facilities and infrastructure, it will also have a negative impact on educational outcomes. Therefore in education, the curriculum occupies a decisive position. Like a body, the curriculum is the heart of education and like a building curriculum is like a building material. How or what kind of building materials will be used to build a sturdy building depends on how the implementer. That is the educators as implementers who determine the failure or success of a curriculum.

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