

Original Research Article

Development of Makassar Tribal Local Wisdom Theme in Early Childhood Education Main Activities

ABSTRACT

The present study focuses on the development of themes in play activities within the context of Early Childhood Education (ECE). The primary aims of this study are to ascertain the characteristics and requirements associated with the incorporation of local wisdom from the Makassar Tribe into children's play activities. The objective is to ascertain the design of the prototype that embodies the theme of the indigenous wisdom of the Makassar Tribe in the context of early childhood education. In this study, the objective is to assess the validity of the theme of the indigenous wisdom of the Makassar Tribe in the context of Early Childhood Education. The objective of this study is to assess the feasibility of incorporating the theme of the indigenous wisdom of the Makassar Tribe within the context of Early Childhood Education. This research methodology employs the process of Research and Development (R&D), encompassing the sequential steps of Define, Design, Development, and Dissemination. Nevertheless, this study only attained the Development phase. The data collection process encompassed the use of observation, questionnaire administration, and documenting approaches. The acquired data was subsequently subjected to a statistical analysis to evaluate the validity and usefulness of the product. The findings indicate the need of incorporating learning themes centred around the Makassar tribe local wisdom into early childhood play activities. The research has yielded several products, including *prosem*, RPPM, RPPH, and teaching guidebooks that document the advancement of the indigenous knowledge theme of the Makassar Tribe. The outcomes of the validity and practicality assessments indicate a high level of validity, suggesting that the created items are highly suited for use. The present study explores the development of local wisdom within the Makassar Tribe, focusing on many aspects such as language, music, attire, regional dances, and traditional sports. The outcomes derived from this research will facilitate educators in effectively fostering children's learning via play, aligning with the Visitation Assessment Instrument (IPV) BAN PAUD and PNF.

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Keywords: Localwisdomtheme, Makassartribe, playactivities, earlychildhoodeducation.

INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to 6 (six) years of age which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education[1].

The Early Childhood Education (ECE) curriculum is one of the essential components in realizing ECE goals. The curriculum is a determinant of the success of educational goals so that the curriculum needs to be developed comprehensively which includes the characteristics of students, all learning tools and local wisdom conditions. So important is the meaning of a curriculum that many say the curriculum is the heart of education, the movement and breath of education depends on the curriculum that is run[2].

One part of curriculum development at the PAUD level is theme development. Learning at the PAUD level is a learning activity that uses "Theme" as the basis for developing content and learning materials to achieve Basic Competencies (KD). The theme is not the goal or material to be learned by the child. The theme is only an umbrella to integrate the attitudes, knowledge, and skills of children who want to be stimulated.

The theme of play activities in PAUD that generally applies in the curriculum so far consists of 4 themes in semester one, theme of myself, My Family theme, Environmental theme, and Animals theme. While the PAUD theme in semester 2 consists of 4 themes, Plants theme, Vehicles theme, Universe theme, and My Country theme. This shows that themes that integrate local wisdom in children's play activities have not been covered in one specific theme.

Meanwhile, the times are increasingly developing with globalization making cultural mixing strong and impacting the existence of local wisdom. Dynamic local wisdom values have great potential to be lost in this era of globalization. The phenomena observed are (1) Children prefer to play modern games

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related to gadgets rather than traditional games; (2) Children prefer to eat fast food and drinks such as hotdogs, burgers, pizza, and so on rather than local food or snacks; (3) Children are more interested in Korean and Western pop music than traditional music; (4) The phenomenon of children dressing in westernized styles is considered cool and fashionable. This is in line with [3] opinion that the values of local wisdom are starting to be neglected and mushrooming in Indonesian society including early childhood so that efforts need to be made so that Indonesian children love local wisdom as a self-identity that must be maintained and preserved.

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Vygotsky in [4] emphasizes that culture or local wisdom has a very influential contribution to the mental development or behavior of children so that culture-based learning or local wisdom will greatly impact the perception, memory and way of thinking of children in accordance with their own culture. Piaget's cognitive theory asserts that early childhood is in the concrete pre- operational phase where children think at a symbolic level but cannot yet use logic or change, combine, or separate ideas or thoughts. Therefore, the appropriate learning approach for early childhood is a thematic and scientific approach so that it can bridge children to think logically.

The Minister of Education and Culture of the Republic of Indonesia through Permendikbud Number 71/P/2021 concerning Accreditation Tools for Early Childhood Education and Nonformal Education instructs that Educators should always stimulate children to recognize regional cultural diversity through play activities based on local wisdom.

Based on the background above, the problems in this study can be formulated as follows:

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1. How to design prototypes of the theme local wisdom Makassar Tribe in early childhood Education?
2. How is the validity of the theme prototypes of local wisdom Makassar Tribe in early childhood Education?
3. How is the practicality of the theme local wisdom Makassar Tribe in Early Childhood Education?

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RESEARCH METHODS

The type of research used is Research & Development (R&D) model 4 D with research stages Define, Design, Development, and, Dissemination. However, this research only reached the development stage. At the Define stage, researchers analyzed the substance under study related to theme development by identifying the local wisdom of the Makassar Tribe that is feasible to develop. The substance of local wisdom developed in this study is Makassar-based local content tailored to BAN PAUD and PNF accreditation instruments in item 17.

An introduction to: (1) local languages (2) local songs (3) local dances (4) regional clothing and (5) traditional games.

In the Design stage, the researcher designs in a structured way starting from setting learning objectives, developing learning materials, designing types of play activities for students, making teaching tools, and designing play options in three types of play (sensorimotor play, role play, and developmental play based on predetermined indicators).

The Development stage is a development based on the design that has been determined with the development stages as follows:

1. Developing *Prosem* (Semester Program) through the preparation of *prosem* which contains a list of local wisdom themes in one semester and the time allocation for each theme.
2. Develop Weekly Learning Plans (RPPM) through the preparation of RPPM which contains programs that will be developed into local wisdom-based learning activities
3. Develop Daily Learning Plans (RPPH). The lesson plan includes Theme/Sub- Theme/Sub-Theme, Age Group, Time Allocation, Learning Activities (opening, core activities, and closing activities), Developmental Achievement Indicators, Child Development Assessment, as well as Media and Learning Resources based on local wisdom of the Makassar Tribe
4. Develop a teaching guidebook that contains the basic competencies used as well as the preparation of semester programs (*prosem*), Weekly Learning Implementation Plans (RPPM), and Daily Learning Implementation Plans (RPPH).

The instruments used in this study were (1) Learning Device Validation Sheet consisting of a validation sheet for the Teaching Handbook, a validation sheet for the semester program (*Prosem*), a validation sheet for the RPPM, a validation sheet for the RPPH for the sub-theme of my language, a validation sheet for the RPPH for the sub-theme of Bajuada (clothing). RPPH validation sheet for the sub-theme of folk songs and traditional games, RPPH validation sheet for the sub-theme of regional dances, validation sheet for the educator's response

questionnaire to the RPPH, and validation sheet for the educator's response questionnaire to the teaching guide.

The validation sheet is used to obtain data on the assessment of experts (validators) as a basis for determining the validity level of each learning device (2) Educator Response Questionnaire (Practicality Test). This instrument is used to obtain field data on educators' responses to the products developed. The questionnaires given to educators to assess the level of practicality of the products resulting from this study are (1) Educator response questionnaire to the lesson plan on the theme of Makassar tribal local wisdom. This questionnaire contains educators' responses to the practicality of the lesson plans on each sub-theme (my language, folk songs, traditional games, regional clothing, and regional dances). (2) Questionnaire of educators' response to the teaching guidebook on the theme of local wisdom of the Makassar Tribe. This questionnaire contains educators' responses to the practicality of guidebooks that can be used by educators in practicing the theme of local wisdom of the Makassar Tribe.

The data collection techniques used in the implementation of the research consisted of observation techniques, questionnaire techniques, and documentation techniques. The following will describe the three data collection techniques as follows: (1) Observation activities carried out in this study are when collecting initial research data related to the background that underlies the researcher conducting this research (2) The Questionnaire Technique (Questionnaire) that researchers use in this study is based on how to answer by providing an answer that can be selected by respondents (closed questionnaire).

Data collection in this technique is to obtain information about the practicality of the products produced (3) Documentation technique in this research is to collect initial data in the form of *prosem* documents, RPPM, and RPPH which have not been integrated with local wisdom to develop curriculum in the form of teaching devices that have been internalized with the local wisdom of the Makassar Tribe. In addition, documentation in this study is related to taking pictures (photos) of researchers while in the field to explore research data.

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RESEARCH RESULTS AND DISCUSSION

Research Results

The results of the study are described in a systematic way through the background of the problems that occur. Based on the formulation of the problem at the beginning, the following research results were obtained:

An Overview of the Need for Makassar Tribal Local Wisdom Themes in Early Childhood Education

Kaufan in [5] states that needs analysis can be formulated as an attempt to identify the tools and methods needed to eliminate the gap between reality and expectations. The needs analysis activity is the first stage in this research by conducting a preliminary study in the form of initial observation to obtain information about the needs of Educators for the development in play activities for students at the Early Childhood Education (PAUD) level.

The results of the initial observation of the research when conducting visitation visits to PAUD units showed that the teaching tools used did not show any cultural integration. This is because the design of play activities (learning) has not been fully programmed in themes, especially those based on local wisdom.

The next stage is the analysis of educators' needs for the development of local wisdom-based learning themes. At this stage, an initial analysis was carried out by distributing questionnaires using google forms in the form of links that researchers shared in the Educators Working Group (KKG) group of PAUD Educators in Gowa Regency to find out their opinion on how important the development of teaching tools based on local wisdom and the types of local wisdom of the Makassar tribe that should be internalized in these teaching tools.

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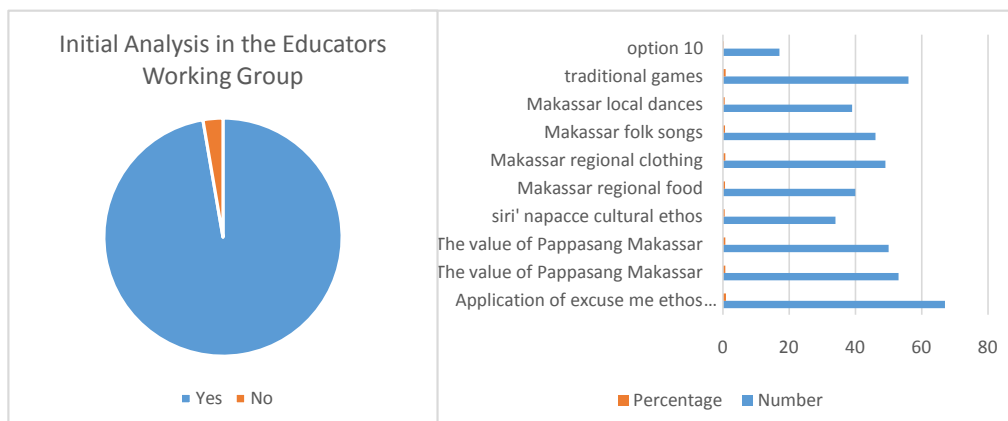


Fig. 1. the development of teaching tools based on local wisdom and the types of local wisdom

Prototype Design of Makassar Tribe Local Wisdom Theme in Early Childhood Education.

The product of the development of learning themes for ECD based on the local wisdom of the Makassar Tribe developed consists of four products, namely the Semester Program (*Prosem*), Weekly Learning Implementation Plan (RPPM), Daily Learning Implementation Plan (RPPH), and Teaching Guidebook.

Description of the validity of the Makassar Tribe-based Local Wisdom Theme Instrument in Early Childhood Education

The results of the validation of the products and research instruments are summarized in the table below. The validity value for all products and instruments developed from the Makassar Tribe-based local wisdom theme research process is within the interval limit of $3.50 \leq V < 4.00$, which means that overall, it can be concluded that it is in the valid category and suitable for use. This is based on the table below:

Table 1. Results of the validation of the products and research instruments

No.	Products	Validity	
		V	Category
1.	Semester Program	3.58	Very Valid
2.	Weekly Learning Program Plan (RPPM)	3.33	Valid
3.	Sub Theme Daily Learning Program Plan (RPPH)	3.52	Very Valid
4.	Local Wisdom Theme Guidebook	3.58	Very valid
5	Educator response questionnaire on the practicality of RPPH	3.5	Very valid
6	Educator response questionnaire on the practicality of the Book Guide	3,6	Very valid
Average Total		3.5	Very Valid

Practicality of the Makassar Tribe-based Local Wisdom Theme Prototype in Early Childhood Education

The results of the practicality test of the products developed in this study are to measure the level of practicality of teaching devices through a questionnaire for educators' responses to the lesson plan on the theme of Makassar Tribe Local Wisdom. The assessment aspects emphasize the practicality of each sub-theme in terms of language, the suitability of the sub-theme, and the practicality of the lesson plan. The sub-themes, the suitability of play activities with the developed sub-themes, the suitability of teaching materials with the sub-themes, and the suitability of the media with the developed sub-themes. While the results of the user (educator) assessment of the practicality of the teaching guide book by emphasizing the book components, book format, language and writing, illustrations, table and diagram layout, and book benefits. A summary of the results of the assessment of the practicality of the product is summarized in the table below:

Table 2. The results of the assessment of the practicality of the product

No.	Questionnaire type	Practicality	
		V	Category
1.	Educator response questionnaire on the practicality of RPPH	3.5	Very Valid
2.	Educator response questionnaire on the practicality of the Bookteaching guide	3.3	Valid
Average Total		3.5	Very Valid

Discussion

The results of the validity test of the products resulting from this research and development show that all products that have been developed are proven to be very valid based on the calculation of the average score of the two validators who are experts in the field of development and content of PAUD materials, in accordance with the assessment aspects in the validation test according to [6] can be done in various ways, such as adequacy, coherence, suitability, and usefulness. These assessment aspects have all been included in the expert assessment indicators so that the objectivity of the assessment results can be scientifically accounted for.

The results of the analysis of the target user test conducted to measure the level of practicality of the use of lesson plans and teaching guides on the implementation of children's play activities and educators' responses to the product. The results of data analysis show that the product from the theme of local wisdom of the Makassar Tribe obtained an average score of 3.64 with a very practical category, so it can be concluded that the development product has met the criteria for product practicality.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research and discussion that has been presented previously, the following conclusions can be drawn:

1. The needs analysis shows that educators are in dire need of curriculum development, especially in terms of developing themes for children's play activities that are integrated with local wisdom based on the Makassar Tribe.
2. The products resulting from the development of the Makassar Tribe Local Wisdom theme are learning tools consisting of Semester Program (*Prosem*), Weekly Learning Implementation Plan (RPPM), and Daily Learning Implementation Plan (RPPH). These tools are used over a four-week period.
3. The results of the validity of the products evaluated by experts showed a very valid score (3.5) for all aspects of the assessment of the Makassar Tribe Local Wisdom theme. The practicality test showed that learning activities using the products from the theme received an average score of 3.7 with a very practical category. Therefore, it can be concluded that this development product meets the criteria of practicality. The results of the data analysis showed that the product from the theme of the local wisdom of the Makassar Tribe obtained an average score of 3.64 with a very practical category, so it can be concluded that the development product has met the criteria for product practicality.

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