



# The Integration of Local Cultural Arts in The Context of Teaching Materials on The Implementation of The Merdeka Belajar Curriculum

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## ABSTRAK

Kurikulum Merdeka Belajar menekankan inklusi dan keberagaman, namun masih terdapat kekurangan dalam materi bahan ajar yang memadai yang mewakili berbagai aspek budaya lokal. Meskipun Kurikulum Merdeka Belajar telah memberikan kebebasan dan fleksibilitas, namun penerapannya masih menghadapi beberapa tantangan yang perlu diatasi. Salah satu tantangan utama dalam implementasi Kurikulum Merdeka Belajar adalah kurangnya sumber daya. Penelitian ini bertujuan untuk menganalisis pengintegrasian seni budaya lokal dalam konteks bahan ajar dalam implementasi Kurikulum Merdeka Belajar. Jenis penelitian ini yaitu kualitatif. Metode pengumpulan data menggunakan studi literatur, observasi, wawancara, FGD, dan analisis dokumen. Instrumen pengumpulan data menggunakan lembar kuesioner. Partisipan dalam penelitian ini adalah para guru dan pemerintah daerah. Teknik analisis data menggunakan analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa pemanfaatan seni budaya lokal dalam bahan ajar dapat memperkuat identitas budaya lokal dan memberikan pengalaman belajar yang signifikan dan relevan bagi siswa. Oleh karena itu, Pola Pikir Kebudayaan Daerah (PPKD) dapat menjadi pedoman penting dalam mengembangkan bahan ajar yang sesuai dengan karakteristik dan kebutuhan daerah serta memenuhi standar kompetensi yang diharapkan dalam Kurikulum Merdeka Belajar.

## ABSTRACT

The Merdeka Belajar curriculum emphasizes inclusion and diversity, but there is still a lack of adequate teaching materials that represent various aspects of local culture. Although the Merdeka Belajar Curriculum has provided freedom and flexibility, its implementation still faces several challenges that need to be overcome. One of the main challenges in implementing the Merdeka Belajar Curriculum is the lack of resources. This study aims to analyze the integration of local cultural arts in the context of teaching materials in the implementation of the Merdeka Belajar Curriculum. This type of research is qualitative. The data collection method uses literature study, observation, interviews, FGDs, and document analysis. The data collection instrument used a questionnaire sheet. The participants in this study were teachers and local governments. The data analysis technique used qualitative descriptive analysis. The results showed that the utilization of local cultural arts in teaching materials can strengthen local cultural identity and provide significant and relevant learning experiences for students. Therefore, the Regional Cultural Mindset (PPKD) can be an important guideline in developing teaching materials that are in accordance with regional characteristics and needs and meet the competency standards expected in the Merdeka Belajar Curriculum.

## 1. INTRODUCTION

The Merdeka Belajar curriculum is one of the strategic programs launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to improve the quality of education in Indonesia. This curriculum was introduced in 2020 and became the new national curriculum in Indonesia (Mujahidin Farid, 2023; Vhalery et al., 2022). The Merdeka Belajar Curriculum is a national curriculum that gives schools the freedom and flexibility to create innovative and relevant teaching materials according to student needs. In the context of the Merdeka Belajar Curriculum, the development of teaching materials becomes more important because teaching materials are one of the keys to the successful implementation

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of this curriculum. Teaching materials that are relevant, innovative, and responsive to student needs are important keys to creating meaningful and effective learning experiences for students (Alimuddin, 2023; Gusteti & Neviyarni, 2022).

This curriculum emphasizes a more collaborative, responsive, and integrated learning approach, in addition, to providing wider opportunities for innovation and creativity in the creation of subject matter. The Merdeka Belajar curriculum also prioritizes the role of students as active learning subjects and has an active role in the teaching-learning process. In this context, the development of learning materials that are to student needs is very important to support the optimal development of student potential (Purwanti, n.d.; Simbolon, n.d.). Thus, the Merdeka Belajar Curriculum requires schools and teachers to be more creative and responsive in compiling subject matter that suits student needs. Therefore, research on the integration of local cultural arts in the context of teaching materials in the implementation of the Merdeka Belajar Curriculum is very relevant and important to help improve the quality of education in Indonesia (Citra et al., 2023; Holilah et al., 2024). The integration of local cultural arts in learning has an important value in enriching students' learning experiences and building a strong national identity. Local wisdom is contained in local cultural arts that can help students understand the culture and history of the local community, as well as appreciate and preserve Indonesia's cultural heritage. In the context of the Merdeka Belajar Curriculum, the integration of local cultural arts in teaching materials can have a positive impact on student learning and improve the quality of learning by providing variety in teaching, and also creating a more interesting and relevant learning experience (Fathurrahman et al., 2022; Halil et al., 2024). This will assist students in developing the skills necessary to understand the surrounding culture and social context. Local cultural arts are an important part of a country's cultural wealth. The diversity of local cultural arts owned by Indonesia, for example, not only enriches the nation's cultural heritage but also becomes an important capital in building national identity. Therefore, it is important to integrate local cultural arts into education, especially in teaching materials in schools (Asmahasanah et al., 2023; Nursafitri et al., 2023). In addition to enriching students' knowledge and understanding of local culture, the use of local cultural arts in teaching materials can also build a sense of pride and love for the nation's cultural heritage. This can increase students' love for Indonesia and strengthen students' sense of nationalism. The integration of local cultural arts in teaching materials can enrich the way of teaching and allow students to learn through hands-on experiences, such as visiting cultural places, making handicrafts, or playing traditional musical instruments (Nadya et al., 2023; Palangda et al., 2023). Through this method, students can learn more creatively and with fun, to motivate them to participate actively in the learning process. The integration of local cultural arts in teaching materials has an overall important value in strengthening national identity and improving the quality of learning. Therefore, efforts are needed from the government and all education stakeholders to encourage and facilitate the development of teaching materials that integrate local cultural arts (Roni et al., 2022; Rozi, 2023).

Although the Merdeka Belajar Curriculum has provided freedom and flexibility encouraging schools to develop teaching materials that are more innovative and to student needs, its implementation still faces several challenges that need to be overcome. One of the main challenges in the implementation of the Merdeka Belajar Curriculum is the lack of resources. The development of teaching materials that are effective and relevant to student needs requires resources such as time, energy, and funds that are not always available in adequate quantities in all schools. This can hinder the development of teaching materials relevant to student needs and lead to a lack of variation in learning (Hasdiana, 2018; Pengabdian et al., 2024). In addition to the lack of resources, another challenge faced in the implementation of the Merdeka Belajar Curriculum is the limited understanding of teachers in developing inclusive and diverse teaching materials that can produce monotonous and uninteresting learning materials for students. Overcoming these challenges requires strong cooperation and support from various parties, including the government, community, and industry (Siregar et al., 2024; Zakarina, 2024). The government can provide support in the form of adequate budget allocations for the development of teaching materials, training, and capacity building for teachers, as well as the provision of adequate education infrastructure. Meanwhile, the community and the industrial world can provide support in the form of collaboration with schools and teachers for the development of teaching materials that are in accordance with the needs and demands of the community in the world of work (Siregar et al., 2024; Zakarina, 2024).

In addition, education policymakers and practitioners can make various efforts, such as developing models and guidelines for teachers in developing inclusive and diverse teaching materials, training, and capacity building for teachers, and the establishment of collaborative networks between schools, communities, and industry. With strong support from various parties, it is hoped that challenges in the implementation of the Merdeka Belajar Curriculum can be overcome (Tijah, 2019; Zakaria, 2022). So that students can get optimal benefits and progress in education in Indonesia. Referring to the background above, creative solutions are needed to overcome challenges in the implementation of the Merdeka Belajar

Curriculum, especially in the development of inclusive and diverse teaching materials. Solutions of practical ideas that can be applied by teachers in schools include developing more interesting teaching material content by integrating local cultural arts, the use of appropriate technology, and increasing teacher competence in developing teaching materials that are responsive to student needs. The integration of local cultural arts in teaching materials is one solution of practical ideas that can help improve the quality of learning and make students' learning experiences more varied and interesting (Sudiana et al., 2019; Wijaya et al., 2020). Through the integration of local cultural arts in teaching materials, students can learn about the richness of local culture that exists in the surrounding environment. Not only that, students can also develop their creativity and confidence through local cultural arts activities such as dance, music, and handicrafts. Teachers can also use technology in the form of learning videos, learning applications, and other multimedia to make the learning experience for students more interactive and engaging (Ilhaq & Kurniawan, 2023; Wurtiningsih, 2023).

Therefore, improving teacher competence in developing teaching materials that suit student needs is very important. Teachers need to understand the characteristics of students and the learning environment in order to respond well to student needs in the learning process. By developing the right practical idea solutions, it is hoped that the implementation of the Merdeka Belajar Curriculum can run more effectively and efficiently so that students can get a more meaningful and positive learning experience. This study aims to analyze the integration of local cultural arts in the context of teaching materials in implementing the Merdeka Belajar Curriculum.

## 2. METHODS

Qualitative approaches were used in this study and data collection techniques include literature study, observation, interviews, FGD (Focus Group Discussion), and document analysis. Literature studies are used to collect literature on the concept of Local Cultural Arts Integration and the implementation of the Merdeka Belajar Curriculum to identify important aspects in the context of developing cultural arts teaching materials. Observations are made to observe the learning environment of students and observe the process of developing teaching materials carried out by cultural arts teachers. Interviews were conducted with teachers, and government institutions at the local level such as the Takalar Regency education and culture office which have a role in obtaining more in-depth information about the culture and how the culture can be integrated into teaching materials, understanding their perceptions and experiences in integrating Local Cultural Arts in the implementation of the Merdeka Belajar Curriculum.

In addition, using the *Focus Group Discussion* (FGD) method with teachers or education and cultural offices involved in the implementation of the Merdeka Belajar Curriculum. This discussion discusses the integration of local cultural arts in teaching materials and asks for views on solutions to improve the implementation of the Merdeka Belajar Curriculum. So in this discussion, ask for views on how best to develop local cultural art teaching materials by integrating the main references of Takalar Regional cultural thoughts into teaching materials. Document analysis was carried out on documents relevant to the implementation of the Independent Learning Curriculum and the Integration of Local Cultural Arts. Conduct document analysis related to cultural arts subject matter in junior high schools in Takalar Regency to see how the development of teaching materials is carried out and how Takalar regional culture is integrated into teaching materials.

This research uses descriptive-qualitative methods to provide an overview and explanation of the development of teaching materials that integrate Local Cultural Arts in the application of the Merdeka Belajar Curriculum. as well as the results of identifying teacher experiences in delivering teaching materials and obstacles faced. A deeper understanding of how the integration of local cultural arts can be carried out at various levels of education and in the context of the Merdeka Belajar Curriculum. Information about the main reference source regarding the Takalar Regional Cultural Mind (PPKD) can be used as a source of inspiration to develop teaching materials for local cultural arts in Takalar Regency. In these reference sources, there is various information about aspects of Takalar culture such as dance, music, and architecture, as well as history, philosophy, and cultural values upheld by the Takalar people.

## 3. RESULT AND DISCUSSION

### Results

This research revealed that the integration of local cultural arts in the development of cultural arts teaching materials can increase student interest and participation in learning, enrich students' learning experiences, and introduce cultural diversity. Therefore, teachers need to consider the characteristics of local cultural arts in the development of teaching materials. The integration of local cultural arts in the

context of independent curriculum-based cultural arts teaching materials is very important. This integration aims to strengthen students' love and concern for local cultural arts, introduce the beauty of Indonesian cultural arts, and help students understand Indonesian cultural identity. Learning local cultural arts can also improve students' art skills and life skills. The integration of local cultural arts in cultural arts teaching materials can be done by including materials related to local cultural arts in the curriculum and also through extracurricular activities involving local cultural arts, such as holding local cultural art performances or visiting local cultural tourist attractions. The integration of local cultural arts can also be done using a contextual approach to learning. a contextual approach can help students understand local cultural arts better because students can associate cultural arts with their daily lives. In this approach, teachers can use a variety of learning resources related to local cultural arts, such as documentaries, local history books, or social media. The development of cultural arts teaching materials in the independent curriculum must follow the principles of the independent curriculum, such as independence, involvement, creativity, and diversity. The development of cultural arts teaching materials must include four aspects, namely cognitive, affective, psychomotor, and socio-cultural aspects. The cognitive aspect refers to the development of students' knowledge, understanding, and skills in cultural arts. The affective aspect refers to the development of students' attitudes and values in cultural arts. The psychomotor aspect refers to the development of students' gross and fine motor skills in cultural arts. The socio-cultural aspect refers to the development of students' social and cultural experiences in cultural arts.

Based on the results of research related to the integration of local cultural arts, the development of teaching materials in the implementation of the independent curriculum must be based on the principles of the independent curriculum. So here are some strategies that need to be considered by teachers in the development of cultural arts teaching materials in the context of implementing an independent curriculum: 1) Develop a student-oriented curriculum: Teaching materials should be designed with students' needs and interests in mind. Teachers must identify students' needs and interests and tailor teaching materials in a way that attracts students' attention. 2) Facilitate collaborative learning: Collaborative learning will enable students to learn from each other and gain knowledge from experience and collective thinking. Teaching materials should be designed to facilitate collaborative learning, for example by encouraging class discussion, group projects, or group presentations. 3) Encourage creativity and innovation: Cultural arts is a highly creative and innovative field. Teaching materials should be designed to encourage students to think creatively and innovatively, for example by delivering projects that require creative and innovative thinking, such as creating unique fine art or musical art. 4) Introducing cultural diversity: Indonesia has a very rich cultural diversity. Teaching materials should be designed to introduce students to such cultural diversity. Teachers should consider making visits to cultural venues, such as museums or performing arts. 5) Encourage the use of technology: Technology can be a very effective tool in the teaching of cultural arts. Teaching materials should be designed to facilitate the use of technology in cultural arts learning, for example by teaching the use of digital editing with visual and auditory approaches. In the research on the development of cultural arts teaching materials in the implementation of the independent curriculum in Takalar Regency, the results showed that the experience of teachers in developing local cultural arts teaching materials consisted of three main things, namely knowledge of local cultural arts, creativity in developing teaching materials, and collaboration with the local community.

In the context of the Merdeka Belajar Curriculum, educational units are given the freedom to develop teaching materials that are tailored to the needs, potentials, and characteristics of students and the learning environment in their area. In this context, the development of local cultural arts teaching materials that refer to the Regional Cultural Mindset (PPKD) can help education units utilize the richness and diversity of local culture as relevant and significant teaching materials for students.

Takalar Regency is one of the regions in South Sulawesi that is rich in regional culture. Here are some of the Regional Cultural Ideas (PPKD) in Takalar Regency: a) Belief System: The Takalar people have a strong belief in Islam which is officially recognized as the majority religion in this area. However, animist beliefs and dynamism also still exist among the people, which is reflected in various traditional ceremonies and rituals. b) Arts: Traditional arts in Takalar are very diverse, such as dance, music, carving, weaving, batik, weaving, painting, and others. The art is often influenced by Islamic teachings and local customs. c) Languages: Makassar and Bugis are the main languages spoken by the Takalar people, with a variety of different dialects. d) Architecture: Traditional Takalar architecture usually looks simple, with a lot of use of natural materials such as wood and stone. Traditional Takalar buildings usually have distinctive features, such as large and carved gates. e) Customs: Customs in Takalar are held in high esteem, such as weddings, death ceremonies, and other traditional ceremonies. This is reflected in the habits of the Takalar people who maintain harmony and kinship. By understanding the main thoughts of regional culture in Takalar Regency, it can help in the development of teaching materials that are by local culture and values, to increase understanding and appreciation of regional culture.

## Discussion

The Merdeka Belajar Curriculum is a curriculum implemented in Indonesia since 2020 to provide freedom for schools and teachers to develop their curriculum by taking into account the needs and characteristics of students in each region. One of the challenges in implementing the independent learning curriculum is how to integrate local cultural arts into teaching materials to improve local wisdom and cultural values (Aditya, 2023; Susanti, 2024). The development of local cultural arts teaching materials has significant benefits in the teaching-learning process for students, such as increasing students' understanding of cultural values and local wisdom, increasing student learning motivation, and developing students' creativity in creating cultural arts. However, in the development of cultural arts teaching materials, teachers often face obstacles such as a lack of reference sources for teaching materials, limited knowledge about local cultural arts, and limited time and resources (Siregar et al., 2024; Zakarina, 2024). Thus, in this study the integration of local cultural arts based on the independent curriculum, teacher experiences in developing local cultural arts teaching materials can be identified and the obstacles faced. Thus, it can help deepen understanding of the challenges faced in integrating local cultural arts into teaching materials and creative solutions that can be implemented (Nadya et al., 2023; Palangda et al., 2023).

This study emphasizes that the development of cultural arts teaching materials must be based on the principles of an independent curriculum which includes independence, engagement, creativity, and diversity (Amalia, 2022; Hasdiana, 2018; Pengabdian et al., 2024). This action is in line with a statement from the Directorate General of Primary and Secondary Education which explains that the independent curriculum is designed to facilitate learning that focuses on students, has a variety of methods, and is sustainable (Nurhadi, n.d.; Vizier, n.d.). Learning local cultural arts can also be done using information technology. Information technology can help students understand local cultural arts more easily and enjoyably. For example, teachers can use video tutorials or animations to teach local cultural art techniques or hold virtual classes with local artists to discuss local cultural arts. In the integration of local cultural arts, it is also necessary to pay attention to community involvement in learning. Community involvement can help students understand local cultural arts better because students can interact directly with local art and culture practitioners. The community can also assist in introducing the richness of local cultural arts and providing teaching materials related to local cultural arts. In learning local cultural arts, it is also necessary to pay attention to cultural diversity (Simbolon, n.d.; Sumarni, n.d.). The integration of local cultural arts in cultural arts teaching materials should include cultural arts from various regions in Indonesia so that students can understand the diversity of Indonesian culture. Learning local cultural arts must also pay attention to diversity in student groups, such as gender, religion, and ethnicity. The independent curriculum emphasizes local wisdom as an important part of learning. Local cultural arts can be one of the important aspects in the development of cultural arts teaching materials based on the independent curriculum (Citra et al., 2023; Sutrisno H., n.d.).

The integration of local cultural arts in cultural arts teaching materials can provide positive benefits for students, such as increasing love for local cultural arts, developing self-identity, and improving art skills (Ilhaq & Kurniawan, 2023; Zainuri, 2021). The integration of local cultural arts in cultural arts teaching materials can be done by linking local cultural arts with students' daily lives. Using examples of local cultural arts in cultural arts teaching materials can help students understand the material taught more easily and also increase their learning motivation. The development of cultural arts teaching materials based on local cultural arts can also be done by involving local communities in learning. Involving local artist communities in learning cultural arts can provide valuable experiences for students, such as getting to know more about local cultural arts and expanding social networks (Kaka, 2022; Tijah, 2019). However, it should also be noted that the integration of local cultural arts in cultural arts teaching materials should not exclude national and international cultural arts materials. Local cultural arts need to be used as a complement that can enrich cultural arts teaching materials. The integration of local and national cultural arts in cultural arts teaching materials can help students understand Indonesian cultural arts comprehensively (Sukarma, 2017; Zainuri, 2021).

The development of cultural arts teaching materials in the implementation of the independent curriculum needs to consider the needs and interests of students to attract their attention to learning cultural arts (Hamsiah, 2019; Rukiyah et al., 2022). Cultural arts teaching materials must be designed using a contextual approach that links cultural arts with students' daily lives. By using a contextual approach, students will more easily understand and be interested in the teaching material provided. Collaborative learning also needs to be facilitated in the development of cultural arts teaching materials. Collaborative learning can increase students' creativity in cultural arts because students can learn from each other's collective experiences and thoughts. Collaborative learning can be done using class discussion techniques, group projects, or group presentations (Agustin et al., 2019; Winarsih et al., 2021).

The development of cultural arts teaching materials also needs to encourage student creativity and innovation. Learning cultural arts using a creative approach can improve students' creative skills in producing unique works of art. The development of cultural arts teaching materials can be done by providing projects that require creative and innovative thinking, such as making unique fine art or musical arts. Introducing cultural diversity also needs to be a concern in the development of cultural arts teaching materials. Students need to be introduced to cultural diversity (Astuti & Ismadi, 2015; Sudiana et al., 2019). These teachers use the resources available around the neighborhood to develop teaching materials, for example by utilizing image and video media from local traditions, inviting local artists as resource persons, and organizing visits to cultural places. However, on the other hand, teachers also face obstacles in the development of cultural arts teaching materials, such as a lack of reference sources for teaching materials, lack of knowledge about local cultural arts, and limited time in compiling good teaching materials and by student needs. Therefore, teachers need to be supported with adequate resources and training to overcome these obstacles (Maladerita et al., 2019; Zakarina, 2024).

In developing cultural arts teaching materials, teachers must always consider the principles of an independent curriculum and ensure that the teaching materials designed can facilitate student learning that is independent, creative, and collaborative, and introduces cultural diversity (Hutama, 2016; Wijaya et al., 2020). Some of the obstacles that occur in the development of cultural arts teaching materials in schools include: a) Limited resources: Limited resources such as teaching staff, budget, and facilities can affect the quality of teaching materials produced. b) Lack of understanding of cultural arts: Not all teachers have sufficient understanding of cultural arts, thus making it difficult for them to design teaching materials that are by the curriculum. c) Time constraints: Limited time can also be an obstacle in the development of cultural arts teaching materials. Teachers often have dense tasks so they lack time to develop quality teaching materials. d) Absence of synergy between arts and culture teachers: Lack of synergy between teachers can affect the quality of teaching materials produced. Because each teacher has a different understanding of cultural arts, it is necessary to coordinate and synergize between teachers to produce consistent and quality teaching materials. e) Difficulty in adapting teaching materials to local conditions: Each region has different characteristics of cultural arts. Therefore, teachers need to develop teaching materials that can adapt to local conditions, to enrich students' learning experience. However, this is often difficult to do due to difficulties in obtaining information about the characteristics of cultural arts in the area. f) Lack of quality reference materials: Teachers need quality reference materials to develop good teaching materials. However, it is often difficult to find quality reference materials, the development of cultural arts teaching materials in the implementation of the independent curriculum must be based on the principles of the independent curriculum which include independence, involvement, creativity, and diversity. g) Different views between teachers and students: Sometimes the views between teachers and students about cultural arts are different. Teachers need to understand students' views to be able to develop teaching materials that can meet student needs. h) Difficulty in evaluating learning outcomes: Evaluation of learning outcomes is important to find out whether the teaching materials developed are by student needs or not. However, it is often difficult to evaluate the results of cultural arts learning, especially because the uniqueness of cultural arts learning is more subjective (Sudiana et al., 2019; Tijah, 2019).

Overcoming the above obstacles can be done in several ways, such as improving the quality of teacher training and development, expanding resources and reference sources, increasing synergy between teachers, students, and other related parties, and increasing support from schools and the government (Sudiana et al., 2019; Sumarni, n.d.; Sutrisno H., n.d.; Tijah, 2019). In conclusion, the integration of local cultural arts into teaching materials can provide great benefits for student learning, but it is also faced with obstacles that need to be overcome. Therefore, there is a need for support and training for teachers to develop teaching materials that are adequate for student needs (Citra et al., 2023; Holilah et al., 2024).

PPKD Document, The Regional Cultural Mindset Document (PPKD) contains factual information and problems faced by a region in preserving and developing its culture and provides solutions to overcome them (Maladerita et al., 2019; Winarsih et al., 2021). In the development of cultural arts teaching materials, PPKD can be used as a reference to determine the potential of local culture that is relevant and significant for students. In addition, PPKD can also provide creative and innovative ideas for developing teaching materials. Thus, this document can be an important guideline in studying and developing local cultural arts. This document is important in maintaining the sustainability of regional culture and developing the cultural potential of a region. In the preparation of PPKD, several stages must be carried out, such as collecting data and information about regional culture, analyzing the conditions and problems faced, and preparing programs and activities that will be carried out to advance culture in the region. In addition, in the preparation of PPKD, local governments must also involve various parties such as community leaders, cultural experts, and the general public (Ardipal, 2012; Dayanti et al., 2021).

The Regional Cultural Ideas are expected to be a guide for the government and the community in developing regional culture, as well as a reference in formulating policies related to culture. This document can also be a source of information for academics and researchers in conducting studies or research on the culture of the region. The content of the Regional Cultural Mindset usually covers various aspects of culture, such as art and culture, language, customs, religion, and others. In addition, this document can also contain information about cultural developments in the past, as well as the desired vision and mission for regional culture in the future (Aditya, 2023; Rochaeni & Khaerunnisa, 2020). To advance regional culture, Regional Cultural Ideas can be used as a tool to strengthen cultural identity and develop cultural potential in the area. Based on Law Number 5 of 2017 concerning the Promotion of Culture, each region is required to prepare a Strategic Plan for the Promotion of Culture (RSPK) which is a reference for the implementation of culture in the region. For the Regional Cultural Mind Document (PPKD) to be prepared properly, it is necessary to involve all relevant stakeholders, including local governments, communities, traditional leaders, artists, and other cultural actors. The document must contain a comprehensive analysis of the cultural state of the region, covering the cultural aspects that exist in the area. The document must contain the identification of regional cultural potentials, challenges, and obstacles faced in efforts to promote culture. The document should contain strategies and recommendations to address the cultural problems faced, as well as efforts to be made to promote culture in the area (Dayanti et al., 2021; Mujahidin Farid, 2023).

So for the development of teaching materials for local cultural arts, reference sources from PPKD can help teachers to understand and appreciate the diversity and cultural richness that exists in the region. By paying attention to various aspects contained in PPKD, such as history, culture, local wisdom, and cultural potential, teachers can develop more diverse and interesting teaching materials. PPKD can also help teachers to formulate learning objectives that are more appropriate and related to local culture (Rukiyah et al., 2022; Sukarma, 2017). Thus, it will help increase students' understanding and appreciation of their regional culture, as well as increase their confidence and pride in their cultural identity. In developing teaching materials for local cultural arts, developers need to pay attention to the characteristics of students and the learning environment in the area. This can ensure that the teaching materials developed can be well integrated into the curriculum and meet the educational needs that exist in the area. Making PPKD an important reference and paying attention to the characteristics of students and the learning environment, developers of teaching materials can produce teaching materials for local cultural arts that suit the needs and uniqueness of the area (Dayanti et al., 2021; Zakarina, 2024). In addition, teaching materials developed with local culture in mind can help maintain cultural heritage and strengthen regional cultural identity. In this case, PPKD can act as an important reference source for developers of local cultural arts teaching materials. By utilizing PPKD, developers can obtain complete and accurate information about local culture, to develop teaching materials that suit the needs and characteristics of the area. In addition, The regional cultural mindset (PPKD) can be a source of ideas for developing extracurricular activities and local cultural arts projects in schools. This document can assist teachers in choosing the type of activity that is appropriate to the factual conditions and cultural problems that exist in their area. By utilizing PPKD as a reference source, teachers can develop teaching materials that are more relevant and meaningful to students, and help strengthen local cultural identity in the community (Fathurrahman et al., 2022; Holilah et al., 2024).

This research has the advantage of making a significant contribution to efforts to increase diversity in the education curriculum by enriching teaching materials with elements of local cultural arts. This is in accordance with the basic principles of the Merdeka Belajar Curriculum which emphasizes inclusion and diversity. The implication is that by integrating local cultural arts in teaching materials, education is better able to strengthen students' local cultural identity. This not only gives respect to cultural heritage, but also increases the sense of belonging to their own culture. However, this study has a drawback in that it may tend to generalize within a specific context. The results found may not be fully applicable to all schools or regions, as factors such as geographical location, student demographics and level of resource availability may vary considerably. Suggestions for future researchers can provide more in-depth and useful insights into the integration of local cultural arts in teaching materials for implementing the Merdeka Belajar Curriculum.

#### 4. CONCLUSION

The integration of local cultural arts in the context of teaching materials is one of the important efforts in the implementation of the Merdeka Belajar Curriculum (KMB) in the Takalar Regency. This is related to the objectives of KMB which emphasizes strengthening learning based on local wisdom and cultural wisdom owned by the local community. This is in line with the government's efforts in promoting and protecting regional culture. In the implementation of the independent learning curriculum, the integration of local cultural arts in the context of teaching materials is an important thing to strengthen local

cultural identity in the community. Regional Cultural Ideas (PPKD) can be an important reference source to make teaching materials more diverse and relevant to the needs of students, as well as pay attention to aspects of local culture in the Takalar Regency area in addition, as a form of understanding and appreciating the cultural diversity that exists in the region. So that students will be able to get to know, understand, and appreciate the local culture of their region.

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