



The Implication of Local Wisdom-Based Geographical Curriculum and its Course Book on the Cosmocentric Attitude of the Students in Bali Upland Region

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Abstrak

Kemampuan guru di Bali dalam menulis RPP yang memuat kearifan lokal juga rendah, sedangkan kompetensi kearifan lokalnya tinggi. Hal ini terjadi karena guru belum memiliki pedoman untuk dijadikan acuan dalam menyusun silabus dan RPP. Tujuan penelitian ini yaitu menganalisis implikasi penerapan kurikulum Geografi berbasis kearifan lokal dan buku ajarnya terhadap sikap kosmosentris siswa SMA di wilayah dataran tinggi Bali. Penelitian ini dirancang sebagai "penelitian komparatif kausal" dengan sampel yang ditentukan secara purposive di dua SMA Negeri di wilayah dataran tinggi Bali. Data dari pengajaran dikumpulkan dengan lembar observasi dan data tentang sikap kosmosentris siswa dengan angket (model Likert). Data dianalisis secara kuantitatif menggunakan uji-t pada taraf signifikansi 1%. Hasil penelitian menunjukkan bahwa skor sikap konsentris siswa di wilayah dataran tinggi Bali meningkat setelah penerapan kurikulum Geografi berbasis kearifan lokal dan buku ajar sebagai pelengkap dalam pengajaran Geografi. Peningkatan terjadi secara konsisten di semua kelas (Kelas X, XI, dan XII) dengan rerata skor peningkatan sebesar 25,58%. Hasil uji statistik menunjukkan bahwa terdapat perbedaan yang signifikan sikap kosmosentris antara sebelum dan sesudah penerapan kurikulum geografi berbasis kearifan lokal dengan buku ajar sebagai pelengkap dalam pengajaran. Hal ini menunjukkan bahwa suplemen kurikulum Geografi berbasis lokal dan buku pelajaran memiliki implikasi positif terhadap sikap kosmosentris siswa di SMA di wilayah dataran tinggi Bali.

Kata kunci: Kurikulum Geografi Kearifan Lokal, Buku Ajar Kearifan Lokal Daerah Dataran Tinggi, Sikap Konsentris

Abstract

The ability of teachers in Bali to write lesson plans that contain local wisdom is also low, while the competence of local wisdom is high. It happens because the teacher does not yet have a guideline to be used as a reference in compiling the syllabus and lesson plans. This study aims to analyze the implications of applying the geography curriculum based on local wisdom and its textbooks to the cosmocentric attitude of high school students in the highlands of Bali. This study was designed as a "causal-comparative study" with purposively determined samples in two public high schools in the highlands of Bali. Data from teaching were collected using observation sheets and data about students' cosmocentric attitudes using a questionnaire (Likert model). Data were analyzed quantitatively using a t-test at a significance level of 1%. The results showed that the scores of students' concentric attitudes in the highlands of Bali increased after implementing the Geography curriculum based on local wisdom and textbooks as a complement to teaching Geography. The increase occurred consistently in all classes (Class X, XI, and XII), with an average score of 25.58% increase. The results of statistical tests show a significant difference in cosmocentric attitudes before and after implementing the geography curriculum based on local wisdom with textbooks as a complement to teaching. It shows that the supplement to the local-based geography curriculum and textbooks has positive implications for the cosmocentric attitude of students in senior high schools in the highlands of Bali.

Keywords: Local Wisdom Geography Curriculum, Highland Local Wisdom Textbooks, Concentric Attitude

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1. INTRODUCTION

Bali as the world tourism destination is a small island ecology. The rapid development of the economy in Bali with its tourism has also given an increasingly great pressure on Bali (Gurtner, 2016; Tajeddini et al., 2017). In addition, pollution has occurred

in the four lakes in Bali, i.e., Lake Batur, Lake Beratan, Lake Buyan, and Lake Tamblingan) (Astawa et al., 2012). This phenomenon shows that the local wisdom which have protected Bali from environmental problems and damages have been increasingly left by Balinese (Suarka & Cika, 2014; Tajeddini et al., 2017). In the future, the local norms and culture will be forgotten by Balinese as the guidance in cosmocentric attitude and behavior in various activities in life. To this, it is important to arouse first, the community's awareness of the meaning of living in the small island (Bali). Second, the awareness of the meaning of the identity as Balinese. Third, the awareness as the capital of humanity encourages various forms of the revitalization of local (Bali) wisdoms the human capital that encourages various local (Balinese) wisdoms revitalisation (Cole et al., 2021; Law et al., 2016).

In addition, there is no nation or community in this globalization era that want to lose their identities to such an extent that they are uprooted from their culture (Putra & Hasanah, 2018; Warti'ah, 2020). Thus, concrete efforts are badly needed to revitalize local wisdoms synergistic, complementarily, and sustainably (Budiwibowo, 2016; D. N. Dewi et al., 2020). This is important since so far Balinese local wisdom has been proven ecologically to be able to conserve the functions of the environment, and even it has given benefits economically to Bali through tourism (Law et al., 2016; I. K. M. Wijaya, 2020). Morals and mentalities are foundations, ethics, and souls which are needed to revitalize Balinese local wisdom, and the keyword is education. Revitalizing Balinese local wisdom through education can be done through the missions of transformation and information of the idea of the preservation of the functions of the environment in the youth's attitude and concrete behavior in their daily life (Aditya Dharma, 2019; N. K. R. Dewi et al., 2016; A. P. Wijaya et al., 2019; Wijaya, 2020). This is in keeping with the Act of The National Educational System which gives room to the school to accommodate local wisdom so that the Indonesian society is not uprooted from its culture. This is also parallel to the vision of the development of Bali community which is looking forward to the development of humans who are intelligent and skillful but remain to have Balinese character (Narayani, 2019; Paramita et al., 2019; Somawati & Made, 2019; Veronika, 2019). It is also similar to the vision of the Bali Province Office of Education that wants to make the Balinese and Balinese communities intelligent, master science and technology, physically healthy, and insightful based on Balinese culture, to make *Bali Dwipa Jaya* based on *Tri Hita Karana* (THK) become a reality (Narayani, 2019; Wahyuni et al., 2017).

The teaching of Geography in the 2013 Curriculum aims at building and developing students' understanding of the spatial variations and organizations of the community and developing places and environments in the surface of the earth (Chepy et al., 2016; Latief, 2014; Pranata et al., 2021). This is judged to be able to develop wisdoms about the environment (students' cosmocentric attitude) in Bali, so that they can have a good attitude, take intelligent, wise and responsible actions in encountering social, economic and ecological problems. However, when we look at the competences in Geography for Senior High school in the 2013 Curriculum, we cannot see explicitly the evidence that culture influences perceptions about the place and region (Alfi et al., 2016; Latief, 2014; Putri et al., 2018). Philosophically, neither can we see the incorporation of noble values and the students and the community's needs in it. Besides, the teacher's ability in Bali to write lesson plans which incorporate local wisdoms is also low, while their local wisdom competence is high. This occurs because the teachers have not yet had a guidance to be used as a reference to develop syllabuses and lesson plans (Narayani, 2019; Wahyuni et al., 2017; Widiartini et al., 2018).

To this, to accommodate local wisdom in the teaching of Geography and to complete the Geography curriculum, local wisdom Geography curriculum and the course books (Teacher's Book and Student's book) were written to supplement Geography Curriculum and Geography coursebook that are applied nation-wide (Filgona et al., 2017; Hastuti et al., 2021;

Yıldırım, 2017). They can be used as guide by the teacher in teaching. The curriculum and the course book developed were produced through Research and Development and their validity and feasibility have been tested. The results of the testing showed that they are relevant and feasible to be implemented at senior high schools (Astawa, 2016). This article is a publication of the result of the study aimed at analyzing the implication of the implementation of the local wisdom-based Geography curriculum and its course book on the cosmocentric attitude of the students of senior high school in Bali upland region. The difference of cosmocentric attitude before and after the local wisdom-based Geography curriculum and its course book was implemented in the real teaching at senior high school in Bali upland region. It is hoped that with the growth of the students' cosmocentric attitude which is based on Balinese local wisdom, the environment in Bali can always be maintained. In addition, it is also hoped that the identity as the Balinese community will not be uprooted from Indonesia's diversity in encountering globalization.

2. METHODS

This study was designed as a "causal-comparative research" (Cresswell, 2016; Sugiyono, 2012; Sukmadinata, 2011). The sample was from two public senior high schools in Bali upland region (SMA Negeri Busungbiu representing North Bali and SMA Negeri Penebel representing South Bali) were determined purposively. The data were collected using observation sheets for data on the instruction and a Likert model questionnaire for data on the students' cosmocentric attitudes. The data that had been gathered were then analyzed quantitatively using t-test to test the hypothesis which states: "there is a difference in the concentric attitude of the senior high school students (Grades X, XI, and XII) in Bali upland region between before and after the local wisdom Geography curriculum and its coursebook are implemented in the instruction."

3. RESULTS AND DISCUSSION

Result

Based on this understanding, and in keeping with Basic Competences in the Senior High School Geography Curriculum (the 2013 Curriculum), out of the 24 local wisdom values indicated, only 15 contain relevant cosmocentric Balinese values to be used as supplemental materials in the Senior High School Geography Curriculum. Thus, there are 15 Balinese local wisdom values which are environmental wisdom values that organize the structure, the loads, and the contents of the curriculum and its coursebook. The details of the Balinese local wisdom value materials for each grade can be specified as follows. First, In Grade X they are *Tri Hita Karana* to supplement the topics: "Geography Basic Knowledge" (Semester I); *Tri Angga*, *Kaja-Kelod*, and *Catuspatha* for the topic: knowing the Earth (Semester I); and *Pranata Masa* to supplement the topic: The Relationship between Human and the Environment Caused by Atmosphere Dynamics (Semester II). Second, In Grade XI they are *Desa Kala Patra* and *Nyama Braya* to supplement the topic: National Culture and Global Interaction (Semester II); *Subak* to supplement the topic: The Wisdom in Using Natural Resources (Semester II); and *Tumpek*, *Sad Kertih*, and *Nangluk Merana* to supplement the topic: Conserving Living Space and Sustainable Development (Semester II). Third, In Grade XII, they are *Tri Mandala* and *Sanga Mandala* to supplement the topics: Spatial Interactions between a Village and a City (Semester I) and *Banjar* and *Desa Pakraman* for the topic: The Zonation of Regional Study and the Interaction between Developing Countries and Developed Countries (Semester II). Furthermore, the specification of the 15 local wisdom values as the supplementary materials for each grade is as shown in Table 1.

Table 1. Local (Balinese) Wisdom Based Senior High School Material in Each Grade and Semester

Gra	Smt	Main Topic in the 2013 Curriculum	Main Topics and Subtopics which are Local Wisdom-Based as Relevant Supplements
(1)	(2)	(3)	(4)
			<i>Tri Hita Karana</i> Local Wisdom Value System:
		Basic Geographical Knowledge	a. The Meaning of <i>Tri Hita Karana</i> (Concept, Objective and Use)
		Steps in Geographical Research	b. <i>Tri Hita Karana</i> meaning and its application in life
	1		c. Ecological Wisdom Value of <i>Tri Hita Karana</i> .
		Knowing the Earth	Bali Traditional Space Orientation (<i>Tri Angga, Kaja-Kelod, Catuspatha</i>):
		Human and Environment Relation caused by Lithosphere Dynamics	a. Bali Traditional Space Orientation Concept
X			b. Bali Traditional Space Orientation Environmental Wisdom Values
			c. Uses of Bali Traditional Space Orientation
			d. Examples of Bali Traditional Space Orientation
			<i>Time Cycle</i>
		Human and Environment Relation caused by Atmosphere Dynamics	a. The dynamics of seasons in Time Cycle (the Concept of Time, Differences in Seasons in Time Cycle, the Rotation of Seasons in Time Cycle, Characteristics of Time in Time Cycle)
	2		b. Climatology in Time Cycle (Average rainfall in Upland Bali Region, Actualization of Time Cycle climatologically)
		Relations between Human and Environment caused by hydrosphere	
		Mitigation and Adaptation to Disasters	
		Flora and Fauna Distributions and in Indonesia and in the world	
XI	1	Distribution of Minerals in Indonesia	
		Indonesia's Geographical potential	
		The Dynamics and	

Gra	Smt	Main Topic in the 2013 Curriculum	Main Topics and Subtopics which are Local Wisdom-Based as Relevant Supplements
		Problems of Population	Regional and Social Tolerance of Balinese Community
		National Culture and Global Interaction	<ol style="list-style-type: none"> <i>Desa-Kala-Patra</i> (the Concepts of <i>Desa Kala Patra</i>; Objectives and Value System in <i>Desa Kala Patra</i>; Use and Examples of the Application of the Value System of <i>Desa Kala Patra</i>) <i>Nyama Braya</i> (the Concept of <i>Nyama Braya</i> The Objective of <i>Nyama Braya</i>: Values in the Concept of <i>Nyama Braya</i> and the Example of its Implementation)
	2	Wisdoms in the Use of Natural Resources	<p><i>Subak</i> :</p> <ol style="list-style-type: none"> The Meaning of <i>Subak</i>; The Concept of <i>Subak</i>; Duties and Obligations of <i>Subak</i>; The Organization of <i>Subak</i>; The Spatiality of <i>Subak</i>; The Success of <i>Subak</i> System ; Threat on the Preservation of Subaks in Bali. <i>Subak Abian</i>. <p>The local wisdoms of <i>Tumpek</i>, <i>Sad Kertih</i>, and <i>Nangluk Merana</i> in Balinese Community:</p> <ol style="list-style-type: none"> <i>Tumpek</i> (the Concept; Objectives; Types and Its Implementation; and Use of the Ceremony) <i>Sad Kertih</i> (The Concept, The Components and the Application in Life, Environmental Wisdom in Objective, Use and Implementation) <i>Nangluk Merana</i> (The Concept, Objective; Implementation in Life)
		Preservation of Living Space and Sustainable Development	<ol style="list-style-type: none"> <i>Tumpek</i> (the Concept; Objectives; Types and Its Implementation; and Use of the Ceremony) <i>Sad Kertih</i> (The Concept, The Components and the Application in Life, Environmental Wisdom in Objective, Use and Implementation) <i>Nangluk Merana</i> (The Concept, Objective; Implementation in Life)
		Remote Sensing for Land Use and Transportation Mapping and Geographical Information System	-
	1	Spatial Interaction between the Village and the City	<p><i>Tri Mandala</i> and <i>Sanga Mandala</i>:</p> <ol style="list-style-type: none"> The Philosophical Foundation of <i>Tri Mandala</i> Spatial Concepts of <i>Tri Mandala</i> and <i>Sanga Mandala</i> The Objectives Contained in <i>Tri Mandala</i> dan <i>Sanga Mandala</i>: Environmental Wisdom of <i>Tri Madala</i> and <i>Sanga Mandala</i>.
	2	Regional Growth Acceleration	<p><i>Banjar</i> and <i>Desa Pakraman</i> as the Implementation of Region and Regional division:</p> <ol style="list-style-type: none"> <i>Banjar Pakraman</i> (The Concept; and Organizational Structure, and <i>Banjar Pakraman</i> according to its Functions)

Gra	Smt	Main Topic in the 2013 Curriculum	Main Topics and Subtopics which are Local Wisdom-Based as Relevant Supplements
		Regional Study and Interaction between Developing Countries and Developed Countries	b. <i>Desa Pakraman</i> (The concept ; Auhority; Government; Region and <i>Krama Desa Pakraman</i> ; The role of <i>Desa Pakraman</i> ; and The Spatiality of <i>Desa Pakraman</i> .

Source: Columns (1, 2, 3) of the 2013 Geography Curriculum. Column (4) Local (Bali) Wisdom –Based Geogorphy Curriculum and its Coursebook

Local (Bali) Wisdom-Based Geography Materials in [Table 1](#) were then implemented in teaching at senior high schools in Upland Bali region. The effectiveness of the Local Wisdom-Based Geography Curriculum and its coursebook in the teaching and learning process which was implemented. The maximum score for the lesson plans was 90. The mean score obtained by the teachers in writing lesson plans was high, i.e., 86, both at SMA Negeri I Penebel and at SMA Negeri I Busungbiu. The maximum score for the implementation of the lesson plan was 130. The mean score obtained by the teachers at SMA Negeri Penebel was high, i.e., 123.9 and the similar mean score was also obtained for SMA Negeri 1 Busungbiu which was 124.3. The scores were obtained consistently both before and after the supplementary Geography curriculum based on local culture had been implemented. This shows that the teaching done by the teacher falls into very good category so that it did not become the constraint for the students in following the lesson, especially in cultivating students' cosmocentric attitude.

The student's cosmocentric attitude before and after the implementation of local wisdom-based Geography curriculum and its coursebook in the instruction shows an increase in student's mean score in cosmocentric attitude by 25.58%. The highest increase occurred in Grade X at SMA Negeri I Penebel and the lowest in Grade XII at SMA Negeri I Busungbiu. The significance of the increase was then tested statistically using the comparative analysis of the t-test. The hypothesis tested was: "there is a difference in the concentric attitude of the senior high school students (Grades X, XI, and XII) in the Bali upland region between before and after the implementation of local wisdom-based Geography curriculum and its coursebook in the instruction". The observed t-test coefficient is outside of the rejected area ($t'_{c.v.} < t'_{obs.}$). This is consistently seen in all grades in the two sample schools in [Table 2](#).

[Table 2](#) shows that from the point of view of the achievement in learning, there has been an increase in the mean score of the student's cosmocentric attitude after the instruction in the two schools in each grade. The highest increase occurred in Grade X and the lowest in Grade VII. The higher the grade the lower the increase in the mean score. The increase consistently occurred in the two schools, i.e., at SMA Negeri I Busungbiu and at SMA Negeri I Penebel. The consistency in the increase in the student's cosmocentric attitude shows that the implementation of local wisdom-based Geography curriculum and its coursebook as the supplementary materials has the implication on the students' cosmocentric attitude.

Table 2. Statistic of Students' Cosmocentric Attitude Measurement as the Implication of the Instruction that implemented Local Wisdom-Based Senior High School Geography Curriculum and its Coursebook

No.	Name of the School	Grade	Statistic						Remark.
			Before		After		Coefficient 't'		
			Mean	Sd	Mean	Sd	Obs.	C.V	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	SMA Negeri I Busungbiu	X	62.06	11.90	82.98	6.81	20.24	2.390	Sig.
		XI	68.54	10.49	83.73	4.78	13.51	2.390	Sig.
		XII	70.05	9.67	83.19	3.95	10.26	2.390	Sig.
2	SMA Negeri I Penebel	X	63.43	10.35	85.22	3.05	8.67	2.423	Sig.
		XI	67.83	8.22	84	5.03	7.66	2.423	Sig.
		XII	67.1	8.15	81.9	4.43	11.28	2.423	Sig.

Source: Primary data processing. v.d. = $(n1 + n2) - 2$. 1% level of significance

Discussion

The local wisdom-based curriculum. And its textbooks improve the National High School Curriculum (Rachmadyanti, 2017; Riwu et al., 2018). These improvements are also used as guidelines in realizing the cosmocentric attitude of students. Teachers can implement curriculum supplements and textbooks in learning well. Teaching Geography aims to build and develop students' understanding of spatial variations, community organization, and places and environments that develop on Earth's surface (Hadi & Agustina, 2016; Latief, 2014; Pranata et al., 2021). It is considered to be able to develop ecological wisdom about the environment (students' cosmocentric attitude) in Bali. They can have a good attitude and take intelligent, wise, and responsible actions in dealing with social problems. By incorporating local wisdom-based learning in schools, students will get to know more and more details about culture in general (Disi & Hartati, 2018; Khoeriyah & Mawardi, 2018; Primayanti et al., 2019). In addition, students will be more concerned about regional culture. In the end, students will become more competent and dignified in maintaining the existing regional culture (Chrissanti, 2019; Lidi et al., 2020).

The high increase that occurs in class X is due to conducive conditions. In their early teens, their knowledge of local wisdom from their environment is not much compared to their older friends from higher classes (Class XI and XII). It is evidenced by their cosmocentric attitude, as shown before the instruction. The higher the class, the higher the cosmocentric attitude obtained. One of the benefits of including local wisdom-based learning at every school level is that students can reflect on the cultural values of the local environment (Aditya et al., 2019; Lukman et al., 2019; Sudarmiani, 2013). Students will be directly involved in identifying or analyzing all local potentials and advantages around the school. The superior products of local wisdom are listed in the syllabus. Local wisdom is presented in various aspects, such as natural resources, human resources, history, geography, and cultures (Budiwibowo, 2016; Rukiyati & Purwastuti, 2016; Suwari et al., 2020). Another benefit of learning based on local wisdom is that it can participate in shaping the nation's character. Introducing the diversity of potential and culture in the area will make more concerned about the cultural heritage of the Indonesian state (Sugihartini et al., 2018; Yunita & Trisiantari, 2018). This local wisdom can also be used as capital to shape the nation's noble character (Khaerunnisa & Pamungkas, 2018; Nurwahidah, 2017). Through this learning various positive character education. Various characters include self-control, tolerance, love for the homeland, minimizing desires, and courtesy (Sudarmiani, 2013; Widyaningrum, 2018). Materials related to culture are beneficial to strengthen the Indonesian

people's identity as a country with richness and diversity of cultural customs. Thus, it can be said that learning with the Geography curriculum of SMA based on local wisdom and its textbooks has positive implications for students' cosmocentric attitudes. There was an increase in students' cosmocentric attitude after the implementation of the Geography curriculum based on local wisdom and its textbooks in learning.

4. CONCLUSION

The result of the instruction showed that there was an increase in the high school students' cosmocentric attitude in Bali upland region after the curriculum and its coursebook was implemented. Considering the limited sample used in this research, it is deemed urgent to implement it in a larger scale, especially for observing the consistency of the curriculum and its coursebook implication in various schools. Besides, a further study needs to be conducted to obtain the students' responses to the curriculum supplement and its coursebook, thus, its effectiveness can also be known from the students as the component of the instruction.

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