



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

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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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 aim of this study is to determine the design of a prototype that incorporates the theme of indigenous wisdom from the Makassar Tribe within the context of early childhood education. The aim of this study is to evaluate the authenticity of the indigenous knowledge theme within the Makassar Tribe, specifically in relation to Early Childhood Education. The primary aim of this research is to evaluate the viability of integrating the indigenous wisdom of the Makassar Tribe into the framework 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 were subsequently

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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. This study investigates the evolution of indigenous knowledge within the Makassar Tribe, with a particular emphasis on many dimensions including language, music, clothing, 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 (National Accreditation Board for Early Childhood Education and Non-Formal Education).

Keywords: Local wisdom theme; Makassar tribe; play activities; early childhood education.

1. INTRODUCTION

Early childhood education refers to a deliberate and structured approach that targets children between the ages of birth and six years. Its primary objective is to facilitate educational stimulation, fostering both physical and spiritual growth and development. The ultimate goal is to equip children with the necessary skills and preparedness to successfully transition into subsequent levels of school [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 [2]. 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 [3].

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) [4]. 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 four themes in semester one, theme of me, My Family theme, Environmental theme, and Animals theme. While the PAUD theme in

semester 2 consists of four 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 [5]. The phenomena observed are (1) Children prefer to play modern games 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.

Vygotsky in [6–8] 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 [9]. 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, the problems in this study can be formulated as follows:

How is the description of the needs of the theme local wisdom Makassar Tribe in early childhood Education?

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?

2. METHODS

The type of research used is Research & Development (R&D) model 4 D with research stages Define, Design, Development, and, Dissemination [10]. 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.

During the Design stage, the researcher systematically develops various components, beginning with the establishment of learning objectives. Subsequently, the researcher creates learning materials, designs play activities for students, devise teaching tools, and formulate play options within three distinct categories:

sensorimotor play, role play, and developmental play, which are determined 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 Baju ada' (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 research implementation employed various data collection strategies, including observation, questionnaire, and documentation procedures [11]. 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 answers 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.

3. 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:

3.1 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 observations to obtain information about the needs of Educators for theme 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/*Kelompok Kerja Guru*) group of PAUD Educators in Gowa Regency to find out their opinions 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.

3.2 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.

3.3 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 1.

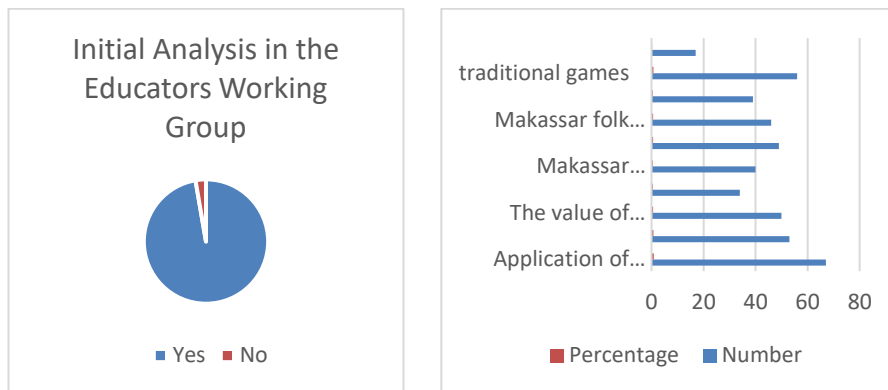


Fig. 1. The development of teaching tools based on local wisdom and the types of local wisdom

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

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 Book teaching guide	3.3	Valid
Average Total		3.5	Very Valid

3.3 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 plans on the theme of Makassar Tribal 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 2.

4. 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 Rogayan and Dollete [12] 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.

5. CONCLUSION

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

The requirements analysis indicates a significant demand among educators for curriculum development, particularly in the area of creating thematic play activities for children that use indigenous wisdom derived from the Makassar Tribe.

The Makassar Tribe Local Wisdom topic has led to the creation of educational resources, namely the Semester Programme (*Prosem*), Weekly Learning Implementation Plan (RPPM), and Daily Learning Implementation Plan (RPPH). The aforementioned tools are utilised within duration of four weeks.

The findings from the expert evaluation of the products indicate a high level of validity (3.5) across all dimensions of the assessment pertaining to the Makassar Tribe Local Wisdom subject. The results of the practicality test indicate that the learning activities utilising the goods associated with the subject achieved an average score of 3.7, falling inside the highly practical category. Hence, it may be inferred that this developmental product satisfies the criterion of practicality. The findings of the data analysis revealed that the product derived from the local

wisdom of the Makassar Tribe achieved an average score of 3.64, falling inside the highly practical category. Consequently, it can be inferred that the developed product successfully fulfils the criteria for practicality.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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