

## Development of the Tatanen Local Content Curriculum at Bale Atikan (TDBA), to increase the creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta

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### Abstract

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*This study aims to design a local content curriculum for Tatanén di Bale Atikan (TDBA) to enhance the creativity of 5-6 year old children at SPS Nur Assidiqiyah, Purwakarta. This curriculum is based on regional potential and local cultural wisdom, and uses relevant and enjoyable learning methods for early childhood. The method used in this study is descriptive qualitative with the ADDIE development model which goes through the following stages: Analysis, Design, Development, Implementation, and Evaluation.*

*Data was obtained through observation, interviews, and documentation. The research findings show that the TDBA curriculum has succeeded in significantly increasing children's creativity, especially in the aspects of fluency, flexibility, originality, and elaboration. Children became more active, expressive, and imaginative in participating in various activities related to simple agricultural practices. These results demonstrate that a local content curriculum tailored to children's environment and lifestyle can serve as an effective strategy for developing creative potential from an early age.*

**Keywords:** *Local content curriculum, Tatanén in Bale Atikan, children's creativity, PAUD, curriculum development*

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### INTRODUCTION

Education is crucial to the life of a nation, and therefore, it requires careful planning, from the initial to the final stages. The general goal of education is to develop the creativity and abilities of the nation's children, enabling them to become a generation that meets the needs of the times. However, it still maintains a specific character that aligns with the Indonesian state system, namely Pancasila and the Constitution.

With this in mind, it is very necessary to develop a local curriculum that is supported by the environment of each region as a manifestation of maintaining the sustainability of the nation's culture which is developed to support the creativity of the nation's generation.

Curriculum development is very important in an educational institution, because the curriculum is a measuring tool for an institution to determine whether or not learning objectives have been achieved during one year. Therefore, the curriculum is a system that must be in accordance with school conditions or current developments.

The National Curriculum requires development and review for its implementation in each school. Therefore, the Purwakarta Regency government, through Purwakarta Regent Regulation Number 103 of 2021 concerning the Local Content Curriculum, launched the Locally Based Curriculum (TDBA). This curriculum complements the existing national curriculum and facilitates institutions in Purwakarta Regency to apply the national curriculum while adapting it to their respective circumstances.

This curriculum is called the Tatanen Dibale Atikan Local Curriculum (TDBA). This curriculum promotes contextual-based learning and is adopted in accordance with the culture of Purwakarta district, where the majority of the population are farmers. This wealth of resources can be used as an interesting and relevant learning medium for children.

The Tatanen Dibale Atikan curriculum offers a unique and contextual approach to stimulating developmental milestones in Early Childhood Education . Because early childhood is a crucial time for all aspects of development, this situation has prompted educators to implement new breakthroughs to stimulate all aspects of development.

As a preschool (PAUD) institution, SPS Nur Assidiqiyah is responsible for providing a conducive learning environment for the creative development of children aged 5-6. However, initial observations indicate that the existing curriculum does not optimally utilize the potential of the surrounding environment as a learning resource for children. Local content of agricultural-based learning has not been systematically integrated into daily learning activities.

Creativity in early childhood is certainly very important to be developed optimally because it will influence a person's life values in the future.

Every child's creativity must be fostered, as it significantly impacts their future achievements. This development of creativity must be addressed in Early Childhood Education , as early childhood education is vital for the continuity of human life.

Because at this time children really need stimulation in all aspects comprehensively and maximally. Therefore, this period is often called the golden age, this is what continues to trigger researchers to make various improvements to children's creativity.

One of the things that researchers focus on is the creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta. The research was conducted because of the decline in children's creativity due to a curriculum that is less relevant to environmental conditions, as well as the lack of use of natural resources as contextual learning media.

The various issues of decreased creativity in 5-6 year- old children at SPS Nur Assidiqiyah threaten the quality of a person's achievement of values in their quality of life. As the researchers discussed previously, creativity is still considered the most important factor in achieving life values later in life.

Increasing creativity can be done with an environment that supports children, so researchers developed local content launched by the local Education Office, namely the local content Tatanen Dibale Atikan (TDBA).

Tatanen Dibale Atikan is considered relevant because this local content is based on direct project activities where children are invited to experiment and directly

experience each activity formulated in the Tatanen dibale atikan (TDBA) curriculum. Children are given the opportunity to carry out activities in real life according to the original situation, or original media provided contextually in the environment, and it is also a local content that is very suitable for the culture of Purwakarta, which is predominantly rural.

Developing a curriculum based on local cultural wisdom is crucial for early childhood education institutions . This is because it shapes children's character according to their surrounding environment. Therefore, implementing character education in early childhood will have a significant impact on children's future behavior. Therefore, the Purwakarta Regency government, through the Education Office , has created a universal-based education policy that prioritizes environmental management principles that emphasize justice, sustainability, and local wisdom as an effort to enhance the character and creativity of early childhood.

This policy is formulated in the Tatanen Dibale Atikan (TDBA) Program, which was initiated as an effort to transform schools into learning laboratories that provide direct and meaningful experiences for children ( TDBA Purwakarta Regency guidebook) .

## **RESEARCH METHOD**

The method used in this research is a descriptive analysis method with a qualitative approach. As stated by Thohirin (2012), descriptive qualitative research is a description of the things discussed and the findings in conducting this research.

Descriptive qualitative research is a method used to investigate objects in their natural state, with the researcher acting as the primary instrument. In this research, the researcher describes everything they find within the focus and sub-focuses they have initially determined. Data is collected using triangulation, data analysis is conducted inductively or qualitatively, and the results focus more on meaning than generalization.

Qualitative research is a method that aims to explore phenomena felt by research subjects, such as behavior, views, drives, actions, and so on, with a comprehensive approach and using descriptions in words and language, in a certain natural context. Moleong (2017).

Therefore, this qualitative descriptive research was certainly carried out over a very long period of time and various approaches were carried out, both conducting interviews and implementing them on respondents, namely children aged 5-6 years at SPS Nur Assidiqiyah using initial observation techniques and observations after the implementation of the Tatanen Dibale Atikan (TDBA) local content curriculum.

The research procedure for qualitative descriptive is as follows:

Planning: Creating a Research Permit Letter, Creating a Research Plan (RPPH) using the TDBA local curriculum, Preparing learning media. Observation: observing all forms of research from initial analysis to the final results. Interview Create an interview form for SPS Nur Assidiqiyah teachers, Create interviews for parents of SPS Nur Assidiqiyah students. Evaluation The classified data will be analyzed carefully and then the data will be concluded into the results of data

analysis, these results must be the main findings in the research. By implementing the TDBA Curriculum, of course, researchers want to show how this curriculum is effective in increasing the creativity of children aged 5-6 years SPS Nur Assidiqiyah in Purwakarta, the TDBA Curriculum is formed by covering five main elements, namely: Learning Objectives: encouraging creativity, independence, and children's love for the environment. Learning materials: understanding agricultural equipment and materials, steps for planting, caring for, harvesting, and simple processing of the harvest. Learning methods: Project-Based Learning, exploratory, and integrated thematic. Media and learning resources: vegetables, soil, water, pots, garden tools, and the school environment itself. Evaluation: using authentic assessment types such as portfolios, children's work, direct observation and anecdotal notes from teachers. This development is carried out of course by adapting to the National curriculum (Independent PAUD curriculum) and including local content to reinforce contextual values.

## **RESULTS AND DISCUSSION**

The researcher's findings were obtained through three methods : observation, interviews, and documentation. Based on the observations, interviews, and data collected during the research process, several findings were found related to the research focus.

These results will be explained in an orderly manner based on the predetermined sub-focuses, namely:

Initial analysis regarding the need for the implementation of the local content curriculum tatanen dibale atikan.

Researchers conducted initial observations and interviews with parents of students to find out how important the need for local content is to increase the creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta, the results of this observation showed that most children do not understand agriculture in their environment in depth and there are even children who are afraid of getting dirty when children are introduced to media directly from the TDBA curriculum.

Of course, these findings are the subject of research that will be developed to see how important it is to implement the TBDA Curriculum.

Not only that, this activity is considered important and relevant for 5-6 year olds because this curriculum is based on direct project experience with media available in the surrounding environment, in other words, the media used is easy to find in the child's daily life.

Based on these findings, several analyses are detailed in the research findings.

One analysis of why TDBA is important is that there are several perspectives or perspectives that researchers consider important. These perspectives are as follows:

**The Need for a Child's Perspective**

In the perspective of children, TDBA is very important to implement because basically children aged 5-6 years still tend to have high interests and talents and curiosity about the media in their environment. Towards the land, and water and the media they often encounter, not only as a view or observation but the results of children's initial observations of children's creativity observed according to the

*Torrance test of Creative Thinking* show that children at SPS Nur Assidiqiyah still have a low level of *Divergent Thinking*.

These results were observed using the Torrance test of creativity technique regarding various children's abilities which of course support the ability of creativity, both in terms of thinking and in terms of conveying or presenting both in an original way or by developing different children's ideas regarding various learning processes that have been implemented so far at SPS Nur Assidiqiyah Purwakarta.

This initial observation was conducted to see how important it is for us to implement various breakthroughs in the learning curriculum for children to increase the creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta so that their development in creativity can be maximized and also supported by other developments that are equally stimulated to the maximum.

*Needs from a Teacher's Perspective*

From the teacher's perspective, there are teachers whose teaching still uses conventional learning methods and is separate from the surrounding environment. So they realize that nature-oriented learning, such as TDBA, can have high potential in increasing children's creativity and skills.

Therefore, teachers feel the need for a curriculum that is appropriate to local characteristics and easily implemented in the field. This way, children's creativity will naturally grow and develop easily, supported by their everyday environment.

*Needs from a Social Community Perspective*

From the perspective of the environment around the school, where the majority of the population works as farmers, it strongly supports the development of an agriculture-based curriculum.

Interviews with parents revealed their full support for children being introduced early to farming activities and local knowledge.

These findings confirm that the TDBA curriculum is not only pedagogically necessary, but also socially and culturally acceptable. Not only that, but this curriculum is also able to provide maximum stimulus in increasing children's creativity and imagination, both in terms of thinking and in terms of work. This is because this curriculum is easy to implement with media that children tend to encounter in everyday life.

*Needs in the Perspective of Lack of Relevant Media and Learning Resources*

Learning media are found to be difficult to find or to use media that is not appropriate to the surrounding environment.

Teachers also noted a lack of learning resources that connect learning materials to local conditions. The learning process tends to focus on textbooks and worksheets, which don't reflect children's everyday lives.

The TDBA curriculum is considered a solution for presenting learning materials that are more lively, natural, and closer to children's everyday experiences. It also provides hands-on experiences that will enhance the imagination of children aged 5-6.

*Curriculum development design for local content Tatanen Bale Atikan (TDBA)*

The findings that researchers found from the design of this national curriculum are not very relevant to the surrounding environmental conditions, still require various studies and breakthroughs so that the national curriculum is able and

relevant to be applied in the SPS Nur Assidiqiyah environment, therefore based on these findings the Purwakarta Regency government issued a policy in the Government Regulation on the TDBA Local Content Curriculum. Showing that the development of the curriculum for local content in Tatanen in Bale Atikan (TDBA) is designed based on the needs of children at an early age, the characteristics of the local community, and the principles of a child-oriented curriculum.

The curriculum design for the TDBA local content was carried out in a structured and contextual manner, involving various parties. This curriculum combines local values, children's developmental needs, and exploratory and enjoyable learning methods. This serves as a vital foundation for achieving the goal of developing early childhood creativity at SPS Nur Assidiqiyah. Based on the findings of the TDBA curriculum design, it can be stated that this curriculum is highly relevant for implementation for children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta.

Implementation of local content in learning activities for children aged 5-6 years to increase children's creativity

At this stage, the researcher implemented the TDBA Curriculum for a week of learning or 5 days of learning which was carried out thematically and in an integrated manner. Children are invited directly to participate in activities such as planting, watering, providing planting media, and even decorating and making pots from used materials.

In each activity, children are invited to directly express their ideas and abilities that they see in the environment or that they feel when planting and watering. The implementation of direct project-based activities where children directly experience all activities with real media provides an extraordinary experience for children's thinking skills so that children are more critical when carrying out direct learning.

Increasing the creativity of children aged 5-6 years through local content tatanen at bale atikan

The final observation results of the TDBA Curriculum Implementation show several improved findings from various states of children's thinking, how to convey ideas and how to carry out activities directly. This occurs from the experiences of each child that children see from daily activities in their surroundings so that various creativity and diverse abilities of children are clearly visible in the final observation results after the implementation of the TDBA curriculum.

Various findings emerged from the implementation of the Tatanen Dibale Atikan (TDBA) Local Content on children's creativity. This has significantly impacted the development of creativity at SPS Nur Assidiqiyah Purwakarta. This situation makes this research material considered successful and relevant for use with children aged 5-6 years. Some of the improvements observed are as follows:

Enhanced Visual and Imaginative Creativity

a. Drawing Plants

Children have the freedom to describe how plants grow and develop based on what they see. This encourages the ability to express ideas visually.

b. Coloring according to your imagination

They not only color based on reality, but also innovate (for example, purple tomatoes or spinach with different patterns).

Evaluation of the effectiveness of the results of the development of local content of TDBA.

The main objective of this evaluation of the effectiveness of the local content development results in the form of Tatanen in the Bale Atikan is to increase the relevance of the implementation of the Tatanen in the Bale Atikan local content in the age group 5-6 SPS Nur Assidiqiyah in Purwakarta. Therefore, this evaluation is the result of the implementation of the local content that has been applied in the form of observations and direct interviews with students' parents.

From the evaluation data, it is clear that the children of SPS Nur Assidiqiyah experienced a significant increase from the initial observation results which showed that some children had not experienced maximum development regarding their creativity, both in terms of originality and elaboration creativity or developing details of an activity. However, from the results of the final evaluation observations after the implementation of TDBA, there were various significant improvements in children's thinking abilities. Therefore, it can be concluded from the evaluation results that the development of the local content curriculum of tatanen dibale atikan greatly influenced the level of creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta. Because various media and activities are often encountered in the surrounding environment by children, this makes children able to think critically and innovatively in developing activities.

## CONCLUSION

The local content curriculum of Tatanen Dibale Atikan is very relevant to the geographical conditions of SPS Nur Assidiqiyah in Purwakarta. However, it is not only the geographical conditions that make this curriculum applicable in the education of children aged 5-6 years, the ability of educators' resources must also have the appropriate skills and competencies to be able to implement this local content curriculum of Tatanen Dibale Atikan. As the sub-focus has been discussed by the previous researcher, of course this local content curriculum is very necessary to increase the creativity of children aged 5-6 years at SPS Nur Assidiqiyah in Purwakarta.

An initial needs analysis concluded that the development of the Tatanén Dibale Atikan local content curriculum was essential at SPS Nur Assidiqiyah to strengthen local wisdom values and provide appropriate learning media for young children . The surrounding agrarian environment also presents significant potential that has not been optimally utilized for learning. early childhood learning principles , a thematic approach, and a project-oriented approach. Materials and activities are designed to suit the characteristics of children aged 5-6 years, emphasizing hands-on experience, creativity, and active participation in the learning process.

The implementation of the TDBA curriculum in learning has succeeded in creating a meaningful, enjoyable, and interactive learning atmosphere. Tapanén activities such as planting, caring for plants, getting to know the environment, and making works from natural materials successfully encourage children's active involvement and develop various aspects of growth, especially creativity.

Children's increased creativity can be clearly seen through their ability to think imaginatively, create works of art, solve simple problems, and express ideas verbally and nonverbally. Tatanén activities have proven to be an effective tool for stimulating new ideas and creative expression in young children .

An evaluation of the effectiveness of the TDBA curriculum development indicates that it is successful and suitable for early childhood education , particularly in areas with abundant local resources. Teachers, children, and parents have responded positively to this local content, believing it can energize learning and strengthen children's character and creativity from an early age .

Overall, the development of the Tatanén local content curriculum in Bale Atikan in SPS Nur Assidiqiyah is an innovation that is relevant, applicable, and has a positive impact on improving the quality of early childhood learning, especially in developing creativity related to Purwakarta's local culture.

Based on the research results and conclusions obtained, the researcher proposes several suggestions as follows:

#### Suggestions for Further Research

This study emphasizes the importance of developing a local content curriculum for early childhood education (TDBA) in a limited early childhood education environment . Therefore, it is recommended to continue with more comprehensive research, both in terms of the scope of the region, the age range of children, and the approaches used, such as quantitative or mixed methods, to further explore the curriculum's impact on various aspects of child development, including literacy, numeracy, and character development. Future research could also examine the integration of TDBA into regional education policies or the Merdeka Belajar curriculum.

#### Suggestions for Implementing Results in Education

The findings of this study indicate that the TDBA local content is effective in fostering creativity in early childhood . Therefore , early childhood education institutions, especially those in agricultural areas like Purwakarta, are advised to begin incorporating agricultural values and practices into daily learning activities. Educators can use the research findings and learning designs from TDBA as a reference in developing RPPH (preschool and elementary school) and thematic activities. Furthermore, local education offices can consider developing training for early childhood education (PAUD) teachers to enable them to implement approaches based on local wisdom, such as TDBA.

#### Suggestions for Practical Collaboration

To ensure sustainable implementation, it is recommended that schools, local governments, farmer groups, and parents collaborate to provide small-scale agricultural facilities within the school environment. This will not only strengthen the teaching and learning process but will also help foster ecological and cultural awareness from an early age. The application of these findings can also serve as a concrete solution to the lack of learning media relevant to children's environmental characteristics.

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