



Diversified curriculum design based on the potential of the archipelago area

Kasman¹, Rudi Susilana², Dadang Sukirman³

^{1,2,3}Universitas Pendidikan Indonesia, Bandung, Indonesia

kasman.student@upi.edu¹, rudi_susilana@upi.edu², dadangsukirman@upi.edu³

ABSTRACT

Through the diversity curriculum, local education units are expected to adjust, expand, and deepen competence through learning adapted to local and school potential, and the talents and interests of learners. However, in doing so, the diversification curriculum has not been implemented properly. Based on field studies conducted, it was found that there were some teachers who did not understand the diversification curriculum and students who did not recognize the potential of the archipelago area in several aspects. The study aimed to design a diversified curriculum based on the potential islands in south Sulawesi. The method used in the study was design and development for the findings that researchers have successfully obtained of a diversified curriculum design product based on the potential archipelago area. The design of the diversification curriculum is designed to consider two things: the framework for diversifying the design of the curriculum refers to the 2013 curriculum framework, the national education goals and national standards of education and the local content curriculum plans follow the micro curriculum steps. The study suggested local government support and a need for curriculum developers that could facilitate schools in diversified curriculum development.

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ABSTRAK

Melalui kurikulum diversifikasi diharapkan bahwa satuan pendidikan di daerah dapat menyesuaikan, memperluas, dan memperdalam kompetensi melalui pembelajaran yang disesuaikan dengan potensi daerah dan sekolah, serta bakat dan minat peserta didik. Namun dalam pelaksanaannya, kurikulum diversifikasi belum dijalankan sebagaimana mestinya. Berdasarkan studi lapangan yang dilakukan ditemukan bahwa terdapat sebagian guru yang belum memahami kurikulum diversifikasi, dan siswa yang tidak mengenal potensi daerah kepulauan pada beberapa aspek. Atas permasalahan tersebut, tujuan dari penelitian ini adalah bagaimana mendesain kurikulum diversifikasi berdasarkan potensi daerah kepulauan di Sulawesi Selatan. Sekaligus merupakan upaya peneliti mengisi celah studi penelitian terdahulu. Metode yang digunakan dalam penelitian ini berupa penelitian Design and Development (D&D). Adapun temuan yang berhasil diperoleh peneliti berupa produk desain kurikulum diversifikasi berdasarkan potensi daerah kepulauan. Desain kurikulum diversifikasi ini dirancang dengan mempertimbangkan dua hal yaitu kerangka pengembangan desain kurikulum diversifikasi mengacu pada kerangka kurikulum 2013, Tujuan Pendidikan Nasional (TPN) dan Standar Nasional Pendidikan (SNP) dan rancangan kurikulum mata pelajaran muatan lokal mengikuti langkah-langkah perancangan kurikulum mikro. Penelitian ini menyarankan adanya dukungan pemerintah daerah dan diperlukan tenaga pengembang kurikulum (TPK) yang dapat memfasilitasi sekolah dalam pengembangan kurikulum diversifikasi.

Kata Kunci: Desain kurikulum; kurikulum diversifikasi; potensi daerah kepulauan

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INTRODUCTION

Decentralization of education is not an antithesis of centralization of education. Still, it supports the centralization of education to move in a balanced manner in realizing national education goals. Decentralization of education cannot be avoided because it has its portion by providing space for educational units in the regions to improvise, express, and create to the fullest to form an Indonesian society that is united in diversity. As in Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah, it is stated that the delegation of authority that was previously the responsibility of the central government has become the responsibility of the regional government, resulting in changes in various aspects, including in terms of education (see: <https://www.dpr.go.id/dokjdih/document/uu/33.pdf>). Thus, it can be said that the region has the opportunity to independently manage the area by adjusting the curriculum according to the characteristics and needs of the region in the form of curriculum diversification.

Curriculum diversification is a mechanism for regions to describe the national curriculum more accurately by modifying, expanding, and intensifying competencies through teaching tailored to regional and school conditions and students' abilities and tendencies (Sutjipto, 2015). This opinion is supported by Azhar & Dewi (2023), who state that curriculum diversification is a form of curriculum renewal that aims to facilitate students and the diverse potential of regions in Indonesia. This is also reinforced by Undang-Undang Nomor 20 Tahun 2003 concerning the Sistem Pendidikan Nasional (Sisdiknas), as stated in Pasal 36, Ayat (2) which reads "*kurikulum pada semua jenjang dan jenis pendidikan dikembangkan dengan prinsip diversifikasi sesuai dengan satuan pendidikan, potensi daerah, dan siswa*" (see: https://jdih.kemdikbud.go.id/detail_peraturan?main=1677), this is mentioned in the Curriculum Diversification Guide for Primary and Secondary Education compiled by the Curriculum Center in 2017. However, the diversified curriculum has not been implemented optimally or as it should be. This phenomenon can be observed through statistical information obtained by researchers from a field study conducted via a survey involving 55 high school teachers in the island regions of South Sulawesi, which found that 55% of high school teachers do not understand the diversified curriculum. In another aspect, a survey conducted on 192 high school students in the island regions of South Sulawesi, found 78.75% of students answered that they did not know about the potential of the islands in the aspects of post-catch fish handling, fishery product processing, fishery product diversification, seaweed diversification and quality assurance of fishery products. These aspects of island potential are competencies that need to be developed in the diversification curriculum.

Based on field studies conducted in nine high schools on the island regions in South Sulawesi, researchers believe that the low understanding of teachers and the low competence of students are factors that cause less than optimal implementation of the diversified curriculum in South Sulawesi. When viewed from previous studies, the diversification curriculum is still relatively limited. Some researchers have stated that the diversified curriculum is essentially a form of regional curriculum implementation as part of educational decentralization (Sutjipto, 2015; Susilana & Asra, 2018; Pradita, 2019; Wulandari et al., 2022). However, Sutjipto (2015) further emphasized that developing a diversified curriculum requires professional personnel and the readiness of regional human resources. Another case with the findings of Farchan & Muhtadi (2019), who have developed a diversified curriculum in the maritime field to meet the needs of the marine community of Jepara. It is also different from the results of Nasatekay's research in 2017 in his thesis entitled "Implementasi Diversifikasi Kurikulum Sesuai dengan Bakat Peserta Didik di Sekolah Dasar, Waena-Jayapura," which implemented a diversified curriculum based on the talents of elementary school students in Waena, Jayapura City.

Although several studies have examined curriculum diversification, no findings specifically discuss curriculum diversification about regional potential within the archipelago sector. Therefore, this research

seeks to fill that gap by designing a diversified curriculum based on the regional potential of the island areas in South Sulawesi. This study is considered urgent, as it aims to assist teachers who have not yet grasped the concept of curriculum diversification and is expected to enhance students' competencies related to the island regional potential. The competencies gained through the diversified curriculum are assumed to serve as life skills, especially for students who may not have the opportunity to pursue higher education. Another assumption is that it could reduce urban migration driven by the search for employment, as students would be empowered to utilize, manage, and develop the local potential of their island communities.

LITERATURE REVIEW

Curriculum Design

Curriculum design determines a curriculum model based on the school's vision and mission (Mohanasundaram, 2018). Curriculum design can also be interpreted as reflecting the educational theories applied in schools through learning activities (Maruf et al., 2021). Several key aspects must be considered in curriculum design activities, including identifying the educational institution's mission and the needs of education users, assessing learners' needs, setting educational goals, selecting instructional strategies, implementing the new curriculum, and evaluating and providing feedback for improvement. Humaedah's (2021) study reveals that curriculum design should involve collaboration between subject matter experts and educational methodologists to create an effective curriculum that meets user needs. This study suggests establishing a curriculum development team to assess curriculum relevance and conduct regular evaluations.

Curriculum development aims to reconstruct and innovate upon the previous curriculum, adapt education to social changes, and explore new knowledge (Riski & Siregar, 2022). In curriculum development, stages that need to be considered are planning, designing, and implementing the education curriculum to achieve specific objectives (Ramadhan et al., 2023). In line with this, Nasir et al. (2022) state that the stages of curriculum development consist of planning, implementation, and evaluation. The components to be considered in curriculum development are objectives, content, implementation processes, and evaluation (Rahmi, 2021). This must be a concern, as the curriculum plays a central role in educational institutions in determining the direction, content, and processes of education (Khakim et al., 2023).

The review on curriculum design has mostly remained at a macro level, where the entire learning process is developed by the national government or developed within a specific educational unit, as stated by Ali and Susilana in their book "*Perancangan Kurikulum Mikro (Profesionalisme Guru untuk Pendidikan Berkualitas)*". Based on this, the current study aims to develop a diversified curriculum as a micro curriculum or subjects as a continuation of previous research findings.

Diversified Curriculum

Curriculum diversification refers to designing and implementing a curriculum that considers various factors, such as students' diverse needs, backgrounds, and learning styles (Purba et al., 2023). Furthermore, Sutjipto (2015) views curriculum diversification as developing the national curriculum tailored to meet regional needs within decentralized education governance. Haigh (2020) also states that curriculum diversification is driven by factors such as the need to address low student competencies, respond to globalization and technological advancements, and enhance the content of the national curriculum.

Implementing curriculum diversification in Manab's (2013) study found that it could enhance the image of the *madrasah*. Pradita (2019) also discovered that history education in the era of regional autonomy holds strong potential through curriculum diversification, as it accommodates the diversity of students and regions. In addition, curriculum diversification is considered to support students in learning according to their talents, as found in Nasatekay 2017 thesis titled "*Implementasi Diversifikasi Kurikulum Sesuai dengan Bakat Peserta Didik di Sekolah Dasar, Waena-Jayapura*". However, challenges remain in other aspects. Not all regions or educational institutions have been able to implement curriculum diversification. Wulandari et al. (2022) found that only a few regions have implemented elements of curriculum diversification, such as local content, but these efforts lack proper oversight and clear success indicators.

Based on previous reviews of curriculum diversification, researchers have found that a diversified curriculum can enhance the image of educational institutions, hold great potential in history education, and facilitate students according to their talents. However, one aspect not yet explored in previous studies is integrating regional potential into the diversified curriculum. Therefore, this study aims to fill that gap by developing a curriculum diversification model based on local potential.

Regional Potential

Regional potential is also referred to as local excellence or specific advantages within a particular area, refers to the resources available in a given region that can be utilized for various purposes, including in education (Fauzia & Nugraha, 2019). Research findings by Supeni (2017) revealed that implementing a local content curriculum focused on regional potential in Wonogiri Regency emphasized the need for innovative, active, creative, and participatory learning strategies to promote regional development. Furthermore, Mahfud (2020) explained that regional potential can support the implementation of *pendidikan berbasis keunggulan lokal (PKBL)* through the utilization of diverse natural resources, human resources, geographical factors, as well as cultural and historical aspects, to develop skills by individual abilities, tendencies, and preferences.

Based on previous reviews of regional potential, no research has specifically addressed the potential of archipelagic regions as a focus in developing a diversified curriculum. Therefore, in this study, the researcher aims to continue and conduct an in-depth investigation into the potential of natural resources in archipelagic regions as a novel contribution to developing a diversified curriculum.

METHODS

This study employs a Design and Development (D&D) research approach as outlined by Richey and Klein in their book "*Design and Development Research*". The type or category of research used in this study is classified as product and tool research, as it focuses on developing a diversified curriculum product. The D&D research framework used in this study refers to the opinion of Peffers et al., as cited in Ellis & Levy (2010), namely "*The 6-phase design and development research approach*" which consists of the following phases: (1) identifying the research problem; (2) defining the objectives of the solution; (3) designing and developing the artifact; (4) demonstration/testing of the artifact; (5) evaluating the artifact; and (6) communicating the results. This framework is adopted from Peffers et al., who outline the six phases as illustrated in **Figure 1**.

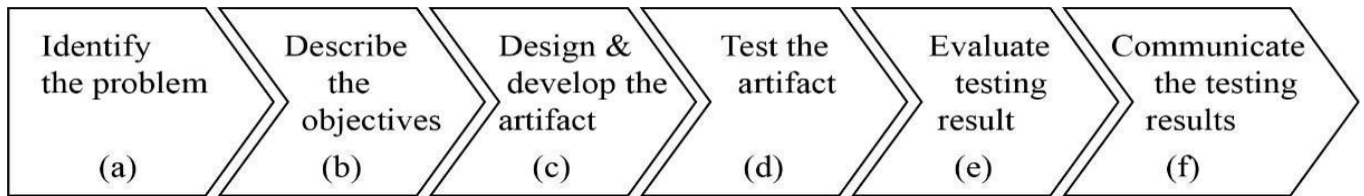


Figure 1. The 6-phase design and development research approach

Source: *Ellis & Levy (2010)*

The participants involved in this study were divided into three groups: participants in the preliminary stage, participants in the design and development stage, and participants in the testing stage. (1) Participants in the preliminary stage included 55 high school teachers and 192 high school students from island regions in South Sulawesi; (2) Participants in the curriculum design and development stage included fisheries experts, industry practitioners, curriculum specialists, and subject matter experts; and (3) Participants in the testing stage involved teachers and students. The data collection techniques used in this study included surveys, focus group discussions (FGDs), product validation, and testing. The data obtained were then analyzed using a mixed-method approach, incorporating both quantitative and qualitative data.

RESULTS AND DISCUSSION

Results

The design of the diversified curriculum, as the artifact in this study, was developed by referring to the framework of the 2013 Curriculum while adhering to the National Education Goals and National Education Standards. The development of the curriculum design consisted of two main steps: (1) the framework for diversified curriculum development, and (2) the design of subject-based local content curriculum (micro curriculum). A more precise depiction of this can be seen in **Figure 2** below.

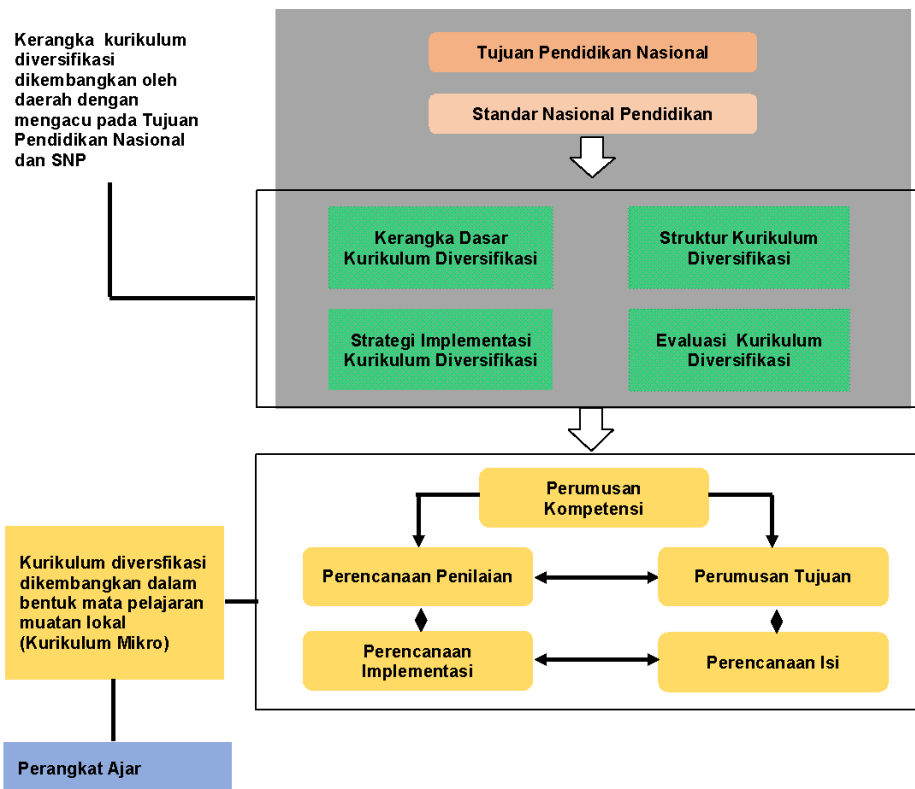


Figure 2. Diversified Curriculum Design
Source: Hasil penelitian, 2023

1) Diversified Curriculum Development Framework

The diversified curriculum development framework is the primary foundation for preparing the basic framework, structure, implementation strategy, and evaluation of the diversified curriculum. Figure 3 shows a picture of the diversified curriculum development framework.

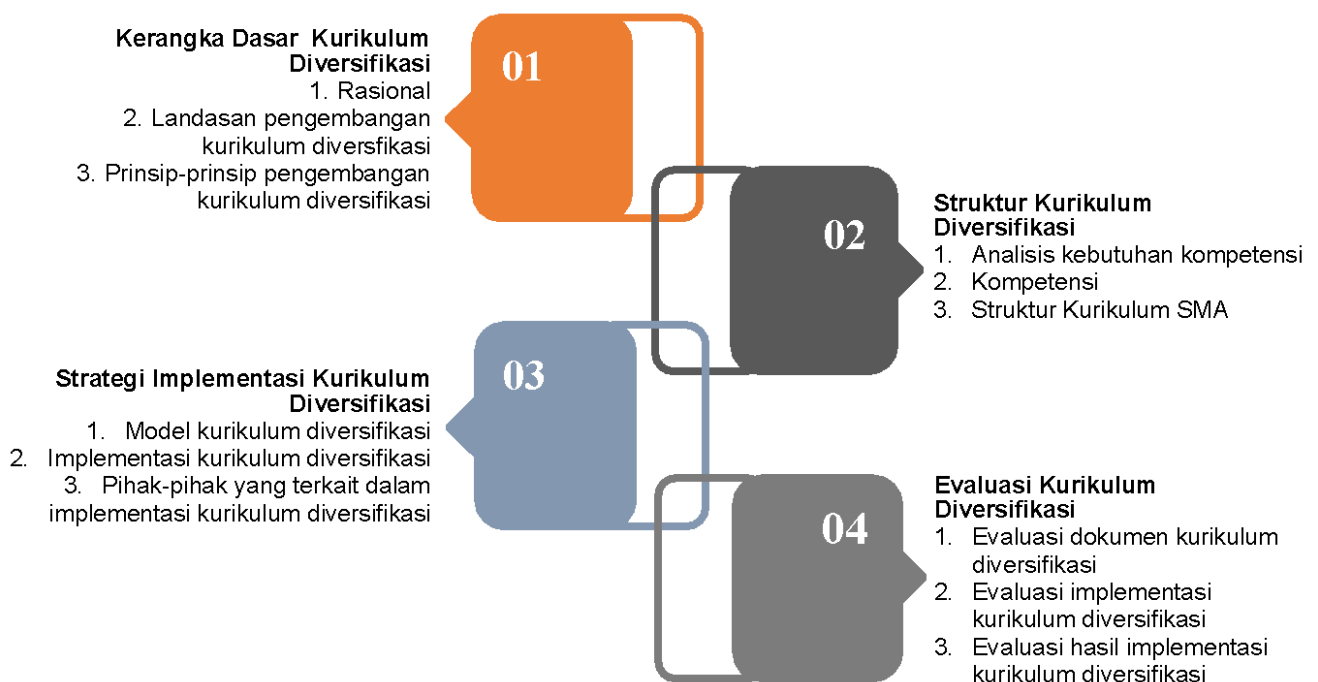


Figure 3. Diversified curriculum development framework
Source: Hasil penelitian, 2023

2) Design of Local Content Subject Curriculum (Micro Curriculum)

The design of the local content subject curriculum was carried out by following the steps of micro curriculum design based on Ali and Susilana book titled “*Perancangan Kurikulum Mikro (Profesionalisme Guru untuk Pendidikan Berkualitas)*”, which include: a) formulation of competencies; b) formulation of objectives; c) planning of curriculum content or learning materials; d) planning of implementation; and e) planning of learning assessment. These steps are elaborated as follows:

a) Formulation of Competencies

The formulation of competencies was carried out based on the competency needs analysis obtained through a survey involving 192 students. After identifying the aspects of competencies required by the students, the next step involved formulating these competencies through consultation with experts, practitioners, and teachers. These formulated competencies were then used as the foundation for curriculum development through local content subjects. Local content refers to an educational program in the form of subjects that provide extensive knowledge about the distinctive characteristics of the environment where students receive their education (Alfi & Bakar, 2021). The competency formulation refers to the *Kompetensi Inti (KI)* and *Kompetensi Dasar (KD)* outlined in the 2013 Curriculum, which consist of: (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) skills. The formulated competencies for the local content subject are presented in **Table 1**.

Table 1. Competency Formulation for the Local Content Subject

<i>Kompetensi Inti (KI)</i>	<i>Kompetensi Dasar (KD)</i>
1. Appreciating and practicing the teachings of the religion they adhere to.	1.1 Grateful for God's grace for the existence of fishery products that can be developed through handling fishery products, processing fishery products, diversification of fishery products, diversification of seaweed products, and quality assurance of fishery products
2. Demonstrate discipline, cooperation, care, and honesty in handling fishery products, processing fishery products, diversifying fishery products, diversifying seaweed-based products, and ensuring the quality and safety of fishery products.	2.1 Be disciplined during post-catch fish handling practice 2.2 Be disciplined in the process of practicing fish processing 2.3 Collaborate in producing processed fish-based products. 2.4 Be concerned about the sustainability of the seaweed ecosystem 2.5 Be honest in applying the concepts of sanitation and personal hygiene
3. Explains and understands the handling, processing, and diversification of fishery products, the diversification of seaweed-based products, and the assurance of quality and safety in fishery products.	3.1 Explain the procedures for post-harvest fish handling. 3.2 Explain the requirements of fish as the primary raw material for processed products. 3.3 Understand the diversification of processed products made from fish and fishery by-products. 3.4 Identifies types of seaweed as leading commodities. 3.5 Understand the concept of quality assurance and safety of fishery products.
4. Practices, demonstrates, and applies concepts in the handling, processing, and diversification of fishery products, the diversification of seaweed-based products, and the assurance of quality and safety in fishery products.	4.1 Practice the procedures of post-harvest fish handling. 4.2 Practice fish processing methods. 4.3 Demonstrate the diversification of processed products made from fish. 4.4 Demonstrate the diversification of processed products made from seaweed 4.5 Apply sanitation and personal hygiene concepts while diversifying fishery products.

Source: Hasil penelitian, 2023

b) Formulation of objectives

Referring to the competencies formulation made in the first step, formulate learning objectives. Learning objectives are formulations of what students will achieve after learning the subject. The following local content learning objectives are presented in **Table 2**.

Table 2. Local Content Learning Objectives

Chapter (Material)	Learning objectives
1. Post-catch fish handling	Upon completion of this learning program, learners will be able to: 1.1 Explain the principles and objectives of post-harvest fish handling correctly 1.2 Explain the procedures of post-harvest fish handling accurately 1.3 Practice post-harvest fish handling according to proper procedures. 1.4 Be disciplined during post-harvest fish handling practice
2. Fish processing	Upon completion of this learning program, learners will be able to: 2.1 Explain the requirements of fish as the primary raw material for product processing correctly. 2.2 Explain fish processing methods correctly. 2.3 Practice fish processing methods accurately. 2.4 Learners work with discipline during fish processing practice activities.
3. Diversification of fishery products	Upon completion of this learning program, learners will be able to: 3.1 Explain the diversification of minced meat-based products and breaded food products correctly 3.2 Explain the diversification of products from fishery by-products correctly 3.3 Demonstrate the manufacture of diversified processed products from fish 3.4 Collaborate effectively during the practice of making diversified processed products from fish
4. Diversification of seaweed	Upon completion of this learning program, learners will be able to: 4.1 Correctly identify seaweed by type 4.2 Explain the diversification of seaweed products correctly 4.3 Demonstrate the making of diversified processed products from seaweed 4.4 Be concerned about the sustainability of the seaweed ecosystem in the surrounding environment
5. Quality assurance and safety of fishery products	Upon completion of this learning program, learners will be able to: 5.1 Know the concept of quality assurance and safety of fishery products correctly 5.2 Explain the relationship between Hazard Analysis Critical Control Point (HACCP), Good Manufacturing Practices (GMP), and Sanitation Standard Operating Procedures (SSOP) in quality assurance and safety of fishery products correctly. 5.3 Apply the concept of sanitation and personel hygiene in the practice of diversification of fishery products according to procedures 5.4 Be honest in applying the concept of personel sanitation and hygiene

Source: Hasil penelitian, 2023

c) Curriculum content planning

Curriculum content planning refers to the process of selecting materials that students will engage with to achieve the learning objectives defined in the previous stage. The study topics that support the achievement of local content learning objectives include: 1) post-harvest fish handling; 2) fish processing; 3) diversification of fishery products; 4) seaweed product diversification; and 5) quality assurance and safety of fishery products.

The selection of materials depends on several criteria, including the specific conditions of the region, alignment with the developmental level of the learners, the teacher's expertise, and the accessibility of resources and infrastructure. Another important consideration is the relevance and currency of the material in line with recent developments. Therefore, the study topics are formulated from various reliable sources, including literature, online resources, and local community knowledge. The content standards of Kurikulum 2013 guide the determination of study materials.

d) Implementation planning

Delivering curriculum content through learning activities is called implementation or execution. The stages of implementing local content subjects are specified in the *Rencana Pelaksanaan Pembelajaran (RPP)*, which includes: (1) reviewing the basic competencies and learning objectives; (2) determining study materials for learning; (3) determining learning strategies; (4) outlining the steps for learning activities; and (5) determining the type of assessment. In the implementation process, one of the most influential aspects is the determination of learning strategies. These strategies must align not only with the learning objectives and study materials, but also with the stages of learning activities, which consist of four parts: learning orientation, learning process, feedback or reinforcement, and assessment based on the framework proposed by Ali and Susilana in their book.

The most appropriate strategy for local content learning cannot be determined; instead, teachers have flexibility in choosing strategies to accommodate and ensure students' learning certainty. One of the new strategies that can be used in local content learning is e-learning. The fundamental reason for the need for e-learning is that it can provide a learning experience without the limitations of space and time. Of course, this can support curriculum implementation, especially in the islands.

E-learning includes three different classifications, namely (1) Adjunct, which refers to the conventional mode of face-to-face instruction; (2) Mixed/blended, which entails the integration of online delivery systems into a broader scope of learning experiences; and (3) Fully Online, the use of a comprehensive online platform for all pedagogical interactions and dissemination of learning resources. In addition, e-learning also introduces synchronous and asynchronous learning settings, which consist of four categories, namely: (1) Direct Synchronous; (2) Virtual Synchronous; (3) Autonomous Asynchronous; and (4) Collaborative Asynchronous.

e) Assessment planning

Local content learning assessment is conducted through process assessment and learning outcome assessment. Process assessment involves valuing learning activities carried out by teachers and students, while learning outcomes assessment includes valuing student learning achievements based on certain criteria. The link between process assessment and learning outcomes assessment arises because learning outcomes are the culmination of the learning process.

The purpose of assessing local content learning is to determine the achievement of competencies covering attitudes, knowledge and skills. Attitude assessment is carried out to determine the successful development of students' spiritual and social attitudes. Knowledge assessment is carried out to see students' proficiency in the cognitive process. Skills assessment is carried out to see the ability of learners to apply the knowledge gained in a particular endeavor, based on indicators of competency achievement.

Discussion

This research has presented a diversified curriculum design based on the islands' potential. The researchers developed the curriculum by focusing on two key aspects: creating a diversified curriculum development framework and designing a local content subject curriculum. The 2013 curriculum framework developed the diversified curriculum development framework and remains guided by the national education goals and standards. The diversified curriculum development framework is designed into four parts, namely: (1) basic framework of the diversified curriculum, (2) structure of the diversified curriculum, (3) implementation strategy of the diversified curriculum; and (4) evaluation of the diversified curriculum. Meanwhile, the local content subject curriculum design was developed by following the steps of micro curriculum design. At the same time, the design of the local content subject curriculum is carried out by following the steps in curriculum design based on Ali and Susilana in his book which consists of: (1) competency preparation; (2) goal setting; (3) organization of curriculum content or study materials; (4) strategic planning for implementation; and (5) micro-learning assessment design.

This curriculum design is oriented to be an alternative curriculum that can be used by local content subject teachers. Local content is an effort to accommodate the demands and needs of each region through learning (Thaariq et al., 2023). In its implementation, it is expected to strengthen student competency related to the potential of the archipelago as a study content in a diversified curriculum. These local content subjects need to contain important characteristics, such as skills, local culture, noble values of local culture, and can raise environmental and social issues, which can then become provisions for students as basic life skills (Supriyatna, 2021). This study's findings align with Demarest's in his book *"Place-based Curriculum Design"*. Place-based curriculum connects academic learning with the local environment and community as a context for learning (Hooykaas, 2021; Therrien et al., 2022).

Place-based curriculum supports implementing place-based education (PBE). Schroeder et al. in the material entitled *"Place-Based Education: Engagement from the Student Perspective"* state that *"Place-based education, known as PBE, is a pedagogical approach that establishes a connection between the process of teaching and learning and the immediate geographical environment"*. PBE aims to overcome academic isolation by establishing connections between schools, communities and the environment. In its implementation, PBE is highly appreciated by learners because it uses fun, future-focused, hands-on learning strategies and is connected to the community. More clearly, an overview of the interconnectedness of each PBE component can be seen in **Figure 4** below.



Figure 4. *Place-based education*
Source: A New Blue Curriculum- A toolkit for policy-makers.

This curriculum design is also in line with the local excellence-based curriculum, which focuses on utilizing the local potential and characteristics of an area through pendidikan berbasis keunggulan lokal (PBKL) (Trisnawaty, 2016; Hastuti et al., 2020). The local excellence-based curriculum can be implemented through curricular internalization, extracurricular activities, and the creation of a hidden curriculum (Susanto et al., 2021). In addition, implementing a local excellence-based curriculum can also be achieved through extracurricular programs, infrastructure improvements, and routine school activities (Eriawan et al., 2020).

The findings of this research are expected to support the Nations Decade of Ocean Science for Sustainable Development (2021-2030) program to improve ocean literacy through the blue curriculum. Santoro et al. in "A New Blue Curriculum-Sebuah toolkit untuk para pembuat kebijakan" revealed "Perumusan kurikulum biru mencakup penggabungan lautan ke dalam berbagai komponen kurikulum, termasuk tetapi tidak terbatas pada: tujuan, luas dan perkembangan, disposisi, durasi, sumber daya untuk siswa dan guru, penyebaran mata pelajaran wajib, penilaian darurat, latihan pedagogis, sumber daya pendidikan, kemahiran belajar, kemahiran bahasa, kosa kata, sintaksis, dan evaluasi". Ocean literacy in the blue curriculum is an approach for people to protect, conserve and sustainably utilize the ocean.

Based on the above, it can be explained that the curriculum design researchers have developed can contribute to implementing place-based education, which explicitly connects students' academic experiences with the islands. The study materials developed in the diversified curriculum design can be implemented as local content subjects (micro curriculum) through pendidikan berbasis keunggulan lokal. In addition, the findings of this research are expected to support the United Nations Decade of Ocean Science for Sustainable Development (2021-2030) through the blue curriculum as an effort to increase marine literacy.

CONCLUSION

This research has presented a design for a diversified curriculum based on the potential of island regions. The researchers designed the curriculum by considering two important things: creating a diversified curriculum development framework and designing a local content subject curriculum. The diversified curriculum development framework was developed by referring to the 2013 curriculum framework and still

referring to the National Education Objectives (TPN) and National Education Standards (SNP). The framework for the diversified curriculum is divided into four parts: (1) the basic framework of the diversified curriculum, (2) the structure of the diversified curriculum, (3) the implementation strategy for the diversified curriculum, and (4) the evaluation of the diversified curriculum. Meanwhile, the design of the local content subject curriculum was developed by following the steps of micro-curriculum design, which includes: (1) competency preparation, (2) goal setting, (3) organization of curriculum content or study materials, (4) strategic planning for implementation, and (5) micro-level learning assessment design.

The findings of this study have contributed knowledge to the development of a diversified curriculum. Another contribution is that this curriculum design is oriented as an alternative curriculum that can be used by teachers in local content subjects. Therefore, its implementation is expected to strengthen students' competencies about the potential of island regions. Practically, this curriculum design aligns with implementing place-based education and education based on local excellence. It is also expected to support the Nations Decade of Ocean Science for Sustainable Development (2021-2030) program, aiming to enhance ocean literacy through a blue curriculum.

Although this study uncovered several interesting findings, it still has some limitations, such as the study location specifically focusing on the island areas in South Sulawesi. The curriculum design developed by the researcher has not yet been tested in terms of validity, effectiveness, and practicality. Therefore, this study encourages further research in broader regions. It is also hoped that future research will assess the validity, effectiveness, and practicality of the curriculum design developed by the researcher. On another aspect, this study suggests the need for local government regulations to support the development of diversified curriculum, particularly in island areas. Additionally, the presence of curriculum developers that could facilitate schools in diversified curriculum development.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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