International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Development of the Agribusiness Local Content Curriculum in Growing Red Onions Class VII MTs. Muhammadiyah Kalosi Enrekang Regency

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Abstract

This study is a development research that aims to explore: (1) the need for curriculum development in the local content of agribusiness focused on shallot cultivation for seventh-grade students at MTs. Muhammadiyah Kalosi in Enrekang district, (2) the validation of the learning product content for the Agribusiness Local Content Curriculum in shallot cultivation, and (3) the user responses regarding the practicality of the developed curriculum for seventh-grade students at MTs. Muhammadiyah Kalosi. The research subjects included content experts, media experts, teachers, and students who would be using the developed product. Specifically, the study involved 1 content expert, 1 media expert, 1 local content subject teacher, and 24 seventh-grade students at MTs. Muhammadiyah Kalosi. The research employed a development design adapted from Ken Peffers et al. (2007), which comprises six main activities. However, due to time constraints, the

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research focused on four activities: 1) identifying problems, 2) determining goals and solutions, 3) designing and developing products, and 4) demonstrating products. A needs assessment was conducted through questionnaires distributed to students and subject teachers, which revealed a strong requirement for a curriculum focused on agribusiness in shallot cultivation for seventh-grade students at MTs. Muhammadiyah Kalosi. The curriculum was validated as both feasible and practical, as evidenced by expert validators, teacher feedback, and group trials, all of which placed it in the "very good" category. The curriculum is deemed suitable for integration into educational contexts to help students maintain cultural relevance.

Keywords: Agribusiness Local Content Curriculum Development.

INTRODUCTION

The history of curriculum development in Indonesia includes 11 different versions: 8 iterations before the era of regional autonomy and 3 thereafter. These are as follows: (1) the 1947 curriculum, (2) the 1964 curriculum, (3) the 1968 curriculum, (4) the 1973 curriculum (Pioneer School Development Project), (5) the 1975 curriculum, (6) the 1984 curriculum, (7) the 1994 curriculum, (8) the 1999 Vocational School curriculum (a refinement of the 1994 curriculum), (9) the 2004 curriculum (Competency-Based Curriculum), (10) the 2006 curriculum (Competency-Based Education Unit Level Curriculum), and (11) the 2013 curriculum, which emphasizes the holistic development of knowledge, skills, and attitudes based on competencies.

Before regional autonomy, the curriculum in Indonesia was centralized, with the Central Government dictating its contents, leaving schools with the sole responsibility of implementation. However, following the enactment of Law No. 22 of 1999 on Regional Autonomy and Government Regulation No. 25 of 2000 concerning Government Authority and Provincial Authority, the education system was decentralized. This decentralization allowed schools to develop curricula tailored to the characteristics of their students and the diversity of their regions.

Education plays a crucial role in shaping mature and cultured individuals, serving as a form of enculturation—imparting cultural norms and behaviors that are agreed upon in society. Through education, students learn to discern right from wrong and gain an understanding of their culture.

According to the Minister of Education and Culture Regulation No. 79 of 2014 concerning Local Content in the 2013 Curriculum, "Local content is study material or subjects in educational

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units that contain content and learning processes related to local potential and uniqueness." Rusman (2009) also notes that local content involves curricular activities aimed at developing competencies aligned with regional characteristics and potential, including regional advantages, and which cannot be classified under existing subjects.

Indonesia is an agricultural nation with abundant natural resources, presenting both opportunities and challenges, particularly in the agricultural sector. Enrekang Regency, located in eastern South Sulawesi Province, has a prominent agricultural sector that significantly contributes to the local economy. As the largest shallot-producing region in South Sulawesi, it is imperative that local culture is integrated into the education system to familiarize students with their natural and social environment, thereby preventing cultural alienation.

Considering the significant agricultural land area that supports the livelihoods of the majority in Enrekang Regency, particularly in Alla District where most people engage in shallot farming, it is crucial to develop a curriculum that reflects these local conditions. The Regent of Enrekang, Muslimin Bando, has set ambitious targets for the region's shallot production, aiming to elevate it to the second or even the largest supplier in Indonesia (Hundrednews.id, 2020). This ambition underscores the importance of aligning educational content with regional economic priorities.

Kristina (2017) confirms that due to Enrekang Regency's distance from urban areas and the sea, its economy is heavily reliant on agriculture, with a majority of the population engaged in farming activities such as cultivating vegetables, tubers, onions, grains, and fruits. Given these geographical and economic factors, the current local content curriculum may not be fully relevant to the natural resource potential and regional characteristics, particularly for students in this area.

The comprehensive development of a localized curriculum that schools and their committees can independently manage will better support the achievement of educational goals aligned with regional characteristics. Such curricula should respect customs, traditions, and regional characteristics while being implemented through structured curricular activities.

The selection and development of study materials for Local Content Subjects must be tailored to student criteria, such as their mental, social, and cultural development. These materials should not conflict with efforts to preserve the natural, social, and cultural environments of the community, nor should they contradict Pancasila values.

Based on the background outlined above, the researcher aims to introduce students to the concept of agribusiness culture, particularly in shallot cultivation. This study, therefore,

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investigates the development of a Local Content Curriculum for Agribusiness in Shallot Cultivation for seventh-grade students at MTs. Muhammadiyah Kalosi, Enrekang Regency.

RESEARCH METHODS

This research employs a development model with a research design adapted from the Ken Peffers et al. model (as cited in Rusdi, 2018, p. 153). The study was conducted at the MTs Muhammadiyah Kalosi educational unit, located in Alla District, Enrekang Regency. The research subjects included seventh-grade students and teachers responsible for teaching Local Content Subjects at MTs Muhammadiyah Kalosi.

Research Procedures: The research followed these steps: 1) Identifying problems 2) Determining goals and solutions, 3) Designing and developing products, 4) Demonstrating products, 5) Conducting product evaluations, 6) Communicating results to the public.

Operational Definitions: Local Content Curriculum: In this research, the local content curriculum refers to a specific subject area that emphasizes the diversity of regional potential and characteristics within Enrekang Regency, particularly focusing on the agribusiness of shallot cultivation. Shallot Farming Agribusiness: This term refers to the agricultural practices and cultural aspects characteristic of Enrekang Regency, especially in Alla District, related to the cultivation of shallots.

The goal of this research is to equip students with the knowledge necessary to understand and explain the agribusiness culture of shallot farming in their region.

RESULTS AND DISCUSSION

Description of the Need for Curriculum Development with Local Content for Agribusiness in Shallot Cultivation for Seventh-Grade Students at MTs. Muhammadiyah Kalosi, Enrekang Regency.

To assess the need for developing a local content curriculum focused on agribusiness in shallot cultivation, several stages were undertaken:

Climate Suitability Analysis:

Alla District, located at an elevation of approximately 500-1,500 meters above sea level, has a mountainous terrain with hilly topography. The area experiences two primary seasons—rainy and dry—with relatively low air temperatures ranging between 27ºC and 30ºC. These

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climatic conditions are conducive to the growth of shallots, especially in lowland areas.

However, the highlands at elevations around ±1,100 meters also provide favorable conditions, although the best yields are typically from lowland regions. The air temperature plays a significant role in the vegetative growth, flower induction, blooming, pollen germination, seed formation, and ripening of shallots. The ideal temperature for shallot cultivation is between 25ºC and 30ºC, while temperatures around 40ºC can inhibit tuber formation.

Conditions are conducive to the growth of shallot plants, as supported by Syahrial (2019, p. 27), who noted that shallots thrive and produce well in lowland areas with similar conditions.

Agricultural Expert Consultation:

Mr. H. Jumadil, an agricultural expert with extensive knowledge of shallot farming in Alla District, provided insights based on interviews conducted in July 2019. He highlighted that shallot farming is a primary source of livelihood in the area due to its promising economic value. Shallots can be harvested within 55-70 days of planting and up to three times a year. The dry season, which occurs in certain months, does not hinder farmers in Alla District from continuing their shallot farming activities. They utilize natural resources, such as the Mata.

Allo river, to irrigate their fields with the help of water pump machines and other agricultural facilities. These efforts are supported by government initiatives, including the construction of farming roads and the provision of water reservoirs.

Local Government Involvement:

The local government plays a crucial role in supporting community activities in the agricultural sector. During interviews with Nasaruddin, S.Fil, the Head of Bolang Village in Alla District, it was noted that various programs have been implemented to ensure the sustainability of the area as a leading agricultural region. The government supports agricultural activities by forming farmer groups and providing guidance and assistance to these communities. This support includes technological advancements, such as water pumps and improved farming infrastructure, which help prevent farmers from being isolated due to a lack of access to modern cultivation methods.

School Principal's Input:

The school principal at MTs. Muhammadiyah Kalosi serves as a key informant for

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understanding the curriculum implemented at the school for seventh-grade students. Based on interviews conducted in July 2019, the principal indicated that the school follows the 2013 curriculum in accordance with national policies. The local content at the junior high school level (MTs. Muhammadiyah Kalosi) is taught for 40 minutes per lesson hour, with a total of two lesson hours (2 x 40 minutes) each week.

An overview of Curriculum Development with Local Agribusiness Content in Red Onion Cultivation in Alla District, obtained through the initial stage, namely needs analysis. At the needs analysis stage, the data collection technique used was an unstructured interview technique. This method is used to collect important non-standard information. In general, the respondents interviewed are knowledgeable, understand the situation, or have the necessary information. Unstructured interviews are conducted with important or influential people who are selected as subjects or sources of information.

Alla District is one of the areas in Enrekang Regency, as the largest shallot producing center, it has the potential to become an area capable of improving the welfare of its people in terms of economic value through the agribusiness concept of growing shallots. One of the factors that supports the agribusiness concept is paying attention to the potential There is such an area of agricultural land which is the source of livelihood for the majority of the population in Enrekang Regency. With this potential, agriculture is a leading sector that can be developed, especially in the agricultural potential based on the agribusiness of growing shallots.

This aligns with the objectives of the local content curriculum policy as outlined in the Minister of Education and Culture Regulation No. 79 of 2014 concerning Local Content in the 2013 Curriculum. According to Article 1, "Local content is study material or subjects in educational units that contain content and learning processes related to local potential and uniqueness".

The teaching materials referred to in the development of local content subject books that will be used by teachers and students during the learning process are designed by collecting materials regarding agribusiness in growing shallots from various sources which are adapted to the main syllabus to be achieved in the learning.

Through learning local content, it is hoped that graduates will achieve competency in understanding agribusiness culture in shallot farming, so that attitudes and behavior are embedded in students that have positive value for themselves and the social environment, namely the surrounding community. Until finally students have the skills to preserve regional culture in their lives which has positive value.

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School principals, subject teachers and distribution of questionnaires to identify learning needs hope for the development of a local content curriculum for Agribusiness in Cultivation of Shallots for Class VII MTs. Muhammadiyah Kalosi, Enrekang Regency.

The teaching material products that are developed are first subjected to individual trials, in this case, validation of the content/material which takes into account the suitability of the product being developed, starting from graduate competency standards to learning media. This trial is carried out by a content expert to check the validity of the content of the teaching materials that have been developed, whether they are suitable for use by teachers and students in learning and determine the readiness of the product to be tested at the next stage.

Products that have been designed and assessed by material expert validators are declared suitable for testing. For the score results obtained from qualitative content/material expert validation, the researcher determined the score classification to determine categories, namely based on Sudijono's score classification. Sudijono classified numbers 45 and below into the failure category, 46-55 (less). 56-65 (fair), 66-79 (good), and 80 and above (excellent). The results of the material content expert's validation with an accumulated score of 90 are in the 'very good' category.

The media that will be used in learning are teaching materials in the form of learning books for Local Content Subjects with material on Agribusiness in Bercocock Planting Shallots. The media validator will provide input and assess the validity, design of the teaching materials and suitability of the resulting syllabus and determine readiness for testing. Data analysis on the media expert validation questionnaire is the same as the data analysis carried out on the material expert validation questionnaire. After the total scores are added up, a total of 33 is obtained divided by a maximum score of 35, so the percentage obtained is 94.3. This value, when converted into the Sudijono score classification, is in the "very good" category.

The practicality of the product being developed is a separate assessment item in the teacher response questionnaire developed by researchers. The teacher gives an assessment of the product being developed on the sixpoint assessment item "practical and easy to understand teaching materials" with a rating scale of four or in the "good" category. For student responses regarding the practicality of teaching material products in the form of books being developed, there are assessment points from the first to the fifth points related to student books as teaching materials being developed after dividing by a maximum score of 30 for the 6 (six) samples of students who responded and then multiplying by 100 , then the value obtained for the first point

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question is 100 points, the second is 86.6, the third point is 83.3, the fourth point is 96.6 and the fifth point is 86.6. These results were then added up to obtain a score of 453.1 and divided by five for the five practicality assessment items, the percentage result obtained was 90.62. This result in Sudijono's score classification was in the "good" category.

CONCLUSION

An overview of the need for developing a local content curriculum for agribusiness in shallot farming for seventh-grade students at MTs. Muhammadiyah Kalosi, Enrekang Regency, was obtained through severalstages of need identification.

These stages included climate suitability analysis, interviews with agricultural experts, local government officials, cultural figures, school principals, and local content subject teachers. Additionally, questionnaires were distributed to ten students to further inform the research objectives.

Based on interviews with school principals, subject teachers, and the results from the questionnaires, the need for developing an Agribusiness Local Content Curriculum in Shallot Cultivation for seventh-grade students at MTs. Muhammadiyah Kalosi was identified. The curriculum development is intended to align with the specific agricultural practices and potential of the region.

The validation of the curriculum learning products, with local agribusiness content focused on shallot cultivation, was conducted by content/material expert validators and media expert validators. The teaching materials were deemed valid and suitable for field testing, subject to prior revisions.

The responses from prospective users—both teachers and students—regarding the practicality of the developed local content curriculum for agribusiness in shallot cultivation were positive. The product was considered practical and appropriate for implementation in schools, particularly at MTs. Muhammadiyah Kalosi, Enrekang Regency.

Innovations in internet technology advancements have a positive impact on the use of marketplace platforms as a marketing medium for products or services. With increasingly sophisticated internet technology, business actors can access marketplace platforms easily, quickly, and cheaply. In addition, internet technology also allows.

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