

Development of a Foundation Phase Curriculum based on Multiple Intelligences Integrated with Technology Content and Local Wisdom

Akhmad Rudi Masrukhin¹

¹Al-Falah Assunniah University, Jember

Finadatul Wahidah²

²Al-Qodiri Islamic Institute, Jember

Umah Amrela³

³Al-Qodiri Islamic Institute, Jember

Zety Yusmira⁴

⁴KUPU SB Brunei Darussalam

Corresponding Author: fynadatulwahidah@gmail.com, fynadatulwahidah@gmail.com,
uamrela@gmail.com, rudyardly@gmail.com, dr.zetiyusmira@gmail.com

Abstract

The theory of multiple intelligences was first introduced by Howard Gardner in 1983 in his book Frames of Mind: The Theory of Multiple Intelligences. This theory proposes that intelligence cannot only be measured by one IQ test but that there are many different types of intelligence. As an educator or parent, it is important to recognize what intelligence is dominant in AUD and provide learning experiences that suit the child's intelligence. This will help AUD develop optimally in various aspects of his intelligence. Curriculum development is a cyclical process that never has a starting point or an endpoint because curriculum development is a process that relies on elements in the curriculum, which include objectives, methods and materials, assessment and feedback. The stages of curriculum development include goal setting, material selection, curriculum writing, curriculum implementation, and evaluation of ongoing implementation. This research was conducted at the Jember Regency PAUD institution. The approach used is qualitative with a case study type of research. The techniques used are observation, interviews and documentation. The results of this research are that curriculum development begins with

315



characteristics analysis and needs analysis. This is done to formulate a vision, mission and goals. Next, strategies are prepared to achieve the goals. Organize the Intracurricular, Extracurricular and P5 PPRA curriculum in the foundation phase curriculum. From organizing the learning, the learning outcomes are described into topics, sub-topics and sub-subtopics. From the results of the translation into sub-topics, learning plans and teaching modules are then prepared. The learning plan that will be implemented will be based on multiple intelligences and integrated with technology content and local wisdom. The final stage is an evaluation carried out reflectively.

Keywords: Curriculum Development, Local Wisdom, Multiple Intelligence Technology Content

INTRODUCTION

According to the Global Innovation Index (GII) in 2020, Indonesia ranked 85th out of 131 economies in terms of innovation. (Fika Nurul Ulya, 2020) Meanwhile, a survey conducted by IBM worldwide on 1541 CEOs found that creativity is one of the most sought-after characteristics. (Agus Mulyana, 2022) However, Indonesia's education system is still considered to be lagging behind, as shown by the results of the PISA survey in 2019, where Indonesia ranked among the six lowest countries in reading, mathematics, and science. (<https://www.dw.com/>, 2019) Based on the information above, this requires many components to be involved in the treatment. Improving the quality of education in Indonesia must also be implemented comprehensively, starting from the early childhood phase to tertiary education. Moreover, implementation in the early childhood phase needs more attention because this phase is known as the golden age, which can influence subsequent phases.

Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to 6 years of age, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. (<https://siln-riyadh.kemdikbud.go.id/paud/>, 2023) Early Childhood Education (PAUD) is an important foundation for building children's potential and competence from an early age. Early childhood children have a high absorption capacity and natural curiosity about the world around them. In order to improve the quality of early childhood education in Indonesia, the government has



introduced the Independent Learning Curriculum initiative, which focuses on developing students' soft skills and character through project-based learning.(Rafiq et al., 2023)

Freedom to learn is the right step to achieving an ideal education that suits current conditions. The aim is to prepare a generation that is tough, intelligent, creative and has character in accordance with the values of the Indonesian nation. Freedom to learn is very relevant to Ki Hadjar Dewantara's thoughts about education, which considers aspects of the balance of creativity, taste and intention. Freedom to learn gives freedom to students and teachers to develop the talents and skills that exist within students. (Fridiyanto, 2022) The Merdeka Belajar curriculum emphasizes a competency-based approach where students are invited to develop skills and knowledge that are relevant to real life. This allows students to experience direct relevance to the real world. This curriculum also encourages contextual learning, which means that learning material is adapted to students' circumstances, culture and environment. This makes learning more relevant and meaningful for students.

In the world of education, we know about multiple intelligences, this theory. The theory of multiple intelligences was first introduced by Howard Gardner in 1983 in his book "Frames of Mind: The Theory of Multiple Intelligences." This theory proposes that intelligence cannot only be measured by one IQ test but that there are many different types of intelligence. As an educator or parent, it is important to recognize what intelligence is dominant in AUD and provide learning experiences that suit the child's intelligence. This will help AUD develop optimally in various aspects of his intelligence. The theory suggests that human intelligence can be differentiated into the following modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic, and bodily-kinesthetic.(<https://tophat.com/>, n.d.) Gardner's multiple intelligences theory can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Gardner points out that everyone has strengths and weaknesses in various intelligences, which is why educators should decide how best to present course material given the subject-matter and individual class of students. (<https://www.niu.edu/>, n.d.)

Proper learning management at the AUD stage and providing learning experiences that suit children's intelligence and ability to develop other intelligences has a significant impact on forming the basis of children's thinking abilities, creativity and adaptability for an increasingly



complex future as the results of observations by researchers at one of the PAUD institutions in Jember Regency have implemented an independent learning curriculum based on multiple intelligences where each learning activity is integrated with technological content and local wisdom of the Jember community. (Observation, 2023) It is interesting for researchers to examine further how to develop an independent learning curriculum that is implemented at this institution without abandoning Islamic values.

A study of the independent learning curriculum was carried out at Kindergarten ABA Ngabean 2 (Rizka & Pamungkas, 2023) the independent curriculum is implemented through planning and reflection and is supported by innovation programs, and differences emerge before and after using the independent curriculum. In this research, it is stated that there is a flow of implementation of independent learning in the independent curriculum, which impacts educational institutions, especially the learning system. Another research conducted by Bambang Sugiyanto Yurita Erviana was research into developing learning tools based on local wisdom in Indonesia for prospective PAUD teachers. The results of the research analysis show that the percentage of achievement in the broad scale test is an average of 92%, which shows that the development of the preparation of independent learning models oriented towards local wisdom for prospective PAUD teacher students is feasible to be developed and declared valid by three validators and is effective to be implemented with results on and practical to use. (Bambang Sugiyanto & Yurita Erviana, 2022)

The difference between this research and previous research is that this research analyzes the development of multiple intelligence-based foundation phase teaching modules and integrates them with technological content and the local wisdom of the Jember community. The process of developing this teaching module was also carried out without abandoning Islamic values. This research analyzes the input, process, output and outcomes of developing teaching modules. What differentiates previous research is that it also examines the implementation of the independent learning curriculum.

RESEARCH METHODE

This research uses a qualitative approach with a case study type of research. The object of the research was carried out at a kindergarten that had implemented an independent



curriculum, namely at RA Ulul Albab. Data analysis using Miles and Huberman. Starting from the data condensation stage to the conclusion stage. The techniques include interviews with school principals, teachers, parents, and committees. The observation was non-participant observation, which was also carried out on RA Ulul Albab students. Documentation techniques were also carried out in this research.

DISCUSSION

Development of a Foundation Phase Curriculum

The curriculum plays a strategic role in education so that its preparation and development cannot be done haphazardly by anyone. (M. Aris, 2022) Curriculum can be interpreted as a number of student experiences that are planned, directed, implemented and accounted for by the school or teacher. (Fridiyanto, 2022) The curriculum referred to in this research focuses on the curriculum in the microscope, namely a set of subjects. In the independent learning curriculum, teaching activities are listed in the teaching module. The preparation of teaching modules in the independent learning curriculum in the foundation phase is in accordance with the Learning Outcomes (CP) for the foundation phase that has been prepared by the government. At RA Ulul Albab, the development of teaching modules cannot be separated from the development of the curriculum implemented at the institution.

Curriculum development is a cyclical process that never has a starting point or an endpoint because curriculum development is a process that relies on elements in the curriculum, which include objectives, methods and materials, assessment and feedback. (Ulfah Sari Rezeki, 2022) The stages of curriculum development include goal setting, material selection, curriculum writing, curriculum implementation, and evaluation of ongoing implementation. (M. Aris, 2022)

The curriculum used by the RA Ulul Albab institution is the Independent Learning, Independent Playing Curriculum, so the development of teaching modules is adapted to the characteristics of the Independent Curriculum. The teaching modules that are prepared and developed, of course, start from the vision, mission, goals and objectives of RA Ulul Albab. The vision of RA Ulul Albab is to become RA Multiple Intelligence, and the mission of RA ULUL ALBAB is defined as a representation of the vision and elements of the Pancasila Student Profile and the Rohmatan Lil Alamin Student Profile. The mission is structured so that the vision can be achieved.



As outlined in programs and activities, the mission is socialized to all madrasah residents. The mission of RA ULUL ALBAB has been determined as follows:

1. Carry out early detection of children's intelligence, talents and interests through observation;
2. Optimize learning and games to develop children's multiple intelligences;
3. Create a children's learning class atmosphere with a Multiple Intelligence nuance;
4. Developing children's multiple intelligences through extracurricular activities

The Vision, Mission, Goals and Targets of RA Ulul Albab have changed in the previous year. This change was made to adapt to the 2013 curriculum change to the Independent Curriculum. The Vision, Mission, Goals and Targets of RA Ulul Albab were developed involving many components, including the Foundation, School Principals, Teachers, Committees and Parents. Strengthening the Vision, Mission, Goals and Targets of RA Ulul Albab, as well as the Free Learning and Free Playing Curriculum, certainly involves human resources and other resources. RA Ulul Albab teachers were given reinforcement of the Independent Curriculum at both district and provincial levels. Strengthening was also given to RA Ulul Albab teachers by bringing in resource persons at RA Ulul Albab. Other resources are also prepared to support the implementation of the Independent Curriculum.

Curriculum Development Process based on Multiple Intelligences Integrated with Technology Content and Local Wisdom

The steps in its development start from the formulation of objectives, meaning that before the teacher prepares the material and strategies, he first reflects on what objectives he wants from the educational process, meaning what competencies students must have after the material is presented. The components/dimensions of the curriculum are aspects of objectives, content, strategies or models, approaches and methods and finally, evaluation. (Fridiyanto, 2022)

The teacher, RA Ulul Albab and the school principal prepared the determination of topics and subtopics in one year. The topics and subtopics chosen are adjusted to the learning outcomes



in the independent curriculum. The topics and subtopics chosen are based on Islamic values and the local wisdom of the Jember Regency. As follows:

Table 1. Organizing Learning and Developing Topics / Themes in Projects

No	Month	Topic
1	July 2023	Topic: Human Caliph on Earth Sub Topic: 1. Human Duties as Caliph 2. I Can Become a Caliph
2	August 2023	Topic : My Country is God's Grace Sub Topic : 1. Indonesia: My Beloved Country 2. I am proud to live in Jember 3. Beautiful tourism in Jember
3	September 2023	Topic : My Environment God's Grace Sub Topic : 1. Happy family 2. Rasulullah is my idol 3. My good friend 4. I Love RA Ulul Albab
4	October 2023	Topic: Halal Food and Drinks Thayyibah Thayyibah Sub Topic: 1. Halal food and drinks thayyibah 2. Food and drinks haram 3. Eat healthy, nutritious food
5	November 2023	Topic: Useful Animals

		Sub Topic: 1. Animals and their uses 2. Places where animals live (land, water, air) 3. Characteristics of animals
6	January 2024	Topic : My Vacation Experience Sub Topic : 1. Activities at home 2. Visit a relative's house 3. Recreation
7	February 2024	Topic : I Love Worship Sub Topic: 1. Servants whom Allah loves 2. Get to know Allah's commands (Prayer) 3. Get to know Khulafaur Rasyidin
8	March 2024	Topic : Marhaban Ya Ramadhan Sub Topic : 1. I study to fast 2. I can do tarawih 3. I like giving zakat
9	April 2024	Topic: The Joy of Eid Sub Topic : 1. Forgive each other 2. Friendship
10	Mei 2024	Topic: The Fun of Playing Traditionally Sub Topic : 1. The Fun of Playing Traditionally 2. Playing jump rope 3. Play dakon 4. Play relay



The next step is to develop sub-topics from the predetermined topics and subtopics. The school's principal allowed the RA Ulul Albab teachers to develop this sub-topic. Sub-subtopics are prepared by teacher RA Ulul Albab a month before the lesson and scheduled programmatically. Every Saturday, the sub-topics that have been prepared are developed and corrected together with the involvement of RA Ulul Albab teachers. The sub-topics are arranged through multiple intelligence-based activities; the divisions are: 1. Monday, aspects of language intelligence; 2. Tuesday, spiritual intelligence aspect; 3. Wednesday aspects of visual-spatial intelligence; 4. Thursday aspects of kinesthetic intelligence and mathematics.

Determining and determining the materials to be selected and the scope of the curriculum materials to be used cannot be separated from the formulation of the desired objectives when designing the curriculum. The material presented, of course, all leads to achieving the educational goals formulated by the 1945 constitution, namely, enriching the life of a nation. The material aspect is one of the most important parts of developing the learning process, which must be formulated systematically according to students' abilities. In developing aspects of learning material, you can use the "Concept Map" approach. (Fridiyanto, 2022)

In determining the material at RA Ulul Albab, it is adjusted to students' level of development. The materials provided are the basic materials for the knowledge obtained. However, advanced-level material is also given to students, obtained from books or worksheets prepared jointly by Teacher RA Ulul Albab. This worksheet is prepared comprehensively and integratively, containing multiple intelligences and Islamic values.

In implementing learning strategies, methods, tools and materials are used. Teacher RA Ulul Albab determined it one month before learning started, but it underwent development before a week of learning. This is done so that the learning provided to students is more suited to the needs of society.

The use of technology in learning is also often used by RA Ulul Albab teachers to introduce students to technology, considering the rapid development of technology. Learning technology allows students to develop new products, solve complex problems, and improve the quality of life. It also supports economic growth and social progress. Technology learning and science learning can be done by utilizing existing learning technology. Learning technology can help facilitate learning and improve learning performance. (dosen.perbanas.id, 2022)



At RA Ulul Albab, every day, we integrate technology into our learning. The technology used consists of three categories, namely: 1) Light technology: spoon, fork, comb, strainer, scissors, plate, bowl; 2) Medium technology: water jug, frying pan, spatula, mortar, uleg2; 3) Heavy technology: blender, stove, LCD, projector, laptop, cellphone, radio.

The light technology used, for example, a fork, in the learning process is like painting using a fork, which will later be shaped into a flower. For example, paint using a comb and toothbrush. For example, make a bubble toy from leaves whose sap comes out and filter it using a sieve.

The teaching modules prepared are also integrated with learning local wisdom. The local wisdom that was raised was the local wisdom of Jember Regency. For example, introducing JFC, shredded suwar and tape, getting to know the Watu Ulo tourist spot, and visiting etiquette. The process of learning local wisdom must be connected to technology. For example, introducing shredded suwar and tape.

The learning process often involves parents; this is done so that parents play a role in the child's growth and development. For example, in introducing JFC, parents make JFC decorative hats, which are made from natural materials or used around the house. Then, the children practised with a fashion show at school using a sound system, which was then recorded and shown to the children. Making hats at home with parents, mothers/mothers video the process of making decorative hats, which are then sent to the class group. In making decorative hats, there are also several light technologies, for example, scissors, knives or pens and glue guns. For example, there is also a lesson introducing shredded suwar and tape. The shredded suwar that the children bring is ready-made from the factory. Then, if the tape makes fried tape. Making the flour mixture by mixing the sugar is done by the children under the supervision of the class teacher. Then, after that, the children fry the tape fritters; this frying is done at school and by the children themselves with strict supervision by the teacher and homeroom teacher until it is cooked and removed and then eaten together with the children.

Learning using YouTube videos is also used, for example, introducing tourism in Jember Regency using a projector. In internalizing Islamic values, for example, in visiting etiquette, children play roles in visiting. Some are guests, and some are hosts. For children who play the role of host, the children practice how to make tea.



The final stage of curriculum development is evaluation. Curriculum evaluation is carried out reflectively: 1) Daily Evaluation, carried out individually by the teacher after learning based on anecdotal notes during the learning process, assessment and reflection on the achievement of learning objectives. The results of this evaluation are used to improve the learning plan or RPP for the following day; 2) Evaluation per learning unit, carried out in groups (team teaching) after one learning unit or theme is completed. These results are used to reflect on the learning process, achievement of objectives and make improvements or adjustments to the learning process and teaching tools, namely the flow of learning objectives and teaching modules. 3) Per Semester Evaluation, carried out in groups (team teaching) after completing one semester. This evaluation is based on learning reflections and student assessment results, which have been submitted in the student learning results report. 4) Annual Evaluation reflects the achievements of the graduate profile, school goals, mission and vision.

The evaluation of the RA Ulul Albab curriculum is carried out by the school curriculum development team, the school principal and school committee, and other parties who have collaborated with the school. The evaluation is based on data collected in learning evaluations, the Head of RA's supervision results, Teacher Working Group activity reports, student work results and student and parent questionnaires. Information that is balanced and based on this data is expected to be used as evaluation material further to improve the quality of school services to students, increase achievement, and cooperative relationships with other parties.



The curriculum development process at RA Ulul Albab can be seen in the picture below.

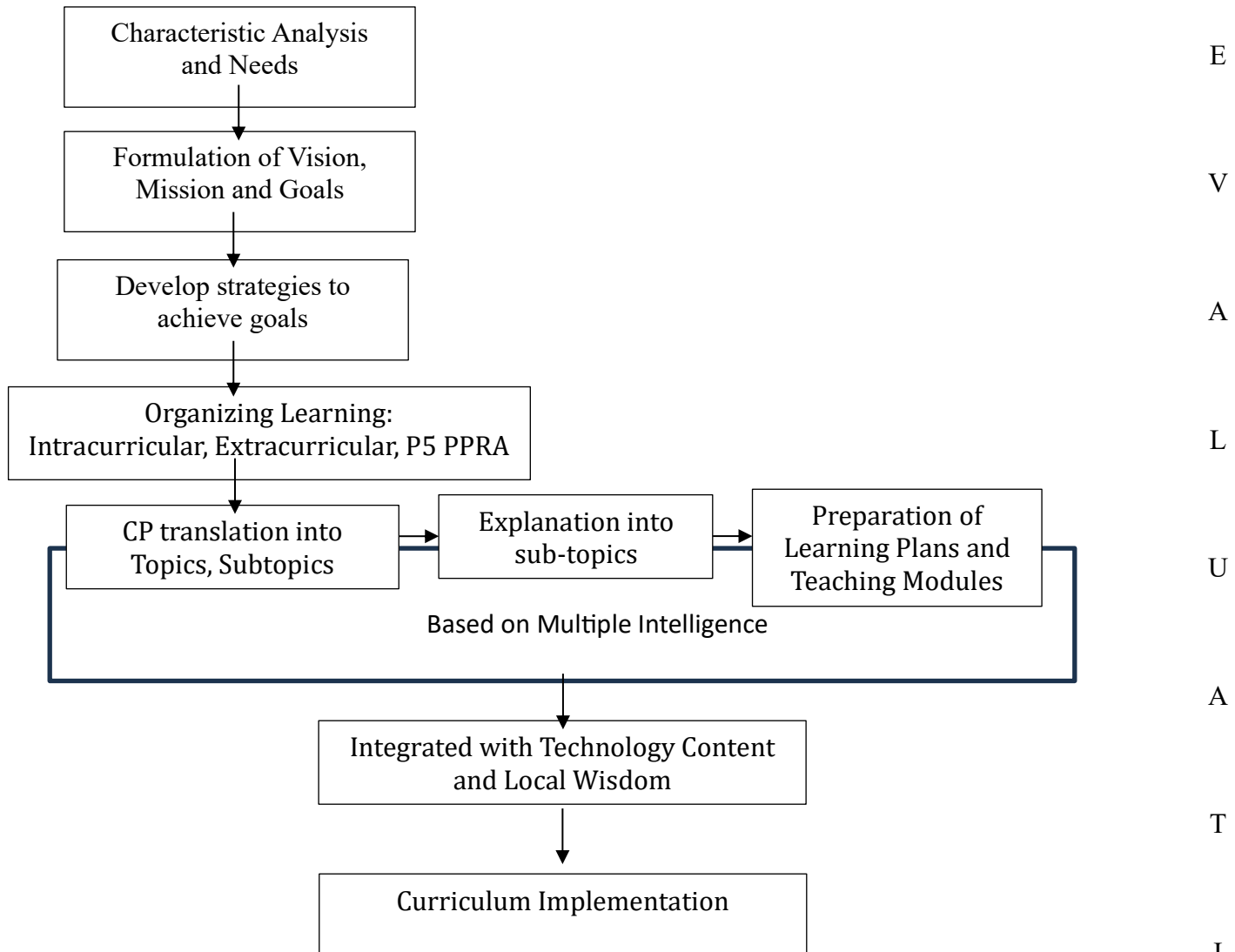


Figure.1 The Curriculum Development Process

CONCLUSION

IJEVSS, Volume 02 Issue 02, 2023



Copyright at authors some right reserved this work is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

Curriculum development at RA Ulul Albab begins with an analysis of the characteristics of the learning environment and an analysis of the needs of the educational unit. This is done to formulate the vision, mission and goals of RA Ulul Albab, which can answer and fulfil the needs of stakeholders. Next, strategies are prepared to achieve the goals of RA Ulul Albab. In organizing the foundation phase curriculum, RA Ulul Albab organized the Intracurricular, Extracurricular and P5 PPRA curriculum. From the learning organization, the learning outcomes are then described into topics, sub-topics and sub-sub-topics, which involve the participation of teachers and the head of RA Ulul Albab. Learning plans and teaching modules are prepared from the translation results into sub-topics, starting from learning objectives, learning steps and assessments. The learning plan that will be implemented will be based on multiple intelligences and integrated with technology content and local wisdom in the Jember district. The final stage is an evaluation carried out reflectively.

REFERENCES

- Agus Mulyana. (2022, April 24). CREATIVE AND INNOVATIVE THINKING. <https://Ppsdmaparatur.Esdm.Go.Id/Artikel/Creative-and-Innovative-Thinking-Agus-Mulyana>.
- Bambang Sugiyanto, & Yurita Erviana. (2022). Pengembangan Penyusunan Perangkat Pembelajaran Model Merdeka-Belajar Berorientasi Kearifan Lokal Untuk Mahasiswa Calon Guru PAUD. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(2), 302–311. <https://doi.org/10.23887/paud.v10i2.52369>
- dosen.perbanas.id. (2022). TEKNOLOGI dalam PEMBELAJARAN. Dosen.Perbanas.Id.
- Fika Nurul Ulya. (2020, September). Ini Peringkat Indonesia di Indeks Inovasi Global 2020. <https://Money.Kompas.Com/>.
- Fridiyanto, dkk. (2022). Merdeka Belajar dan Kampus Merdeka (1st ed., pp. 4–5). Literasi Nusantara. <https://siln-riyadh.kemdikbud.go.id/paud/>.
- (2023). PAUD. <https://Siln-Riyadh.Kemdikbud.Go.Id/Paud/>.
- <https://tophat.com/>. (n.d.). Howard Gardner's Theory on Multiple Intelligences. <https://Tophat.Com/>.



- <https://www.dw.com/>. (2019, December 5). Survei PISA: Pendidikan Indonesia Enam Terbawah.
- <https://www.niu.edu/>. (n.d.). Howard Gardner's Theory of Multiple Intelligences. Northern Illinois.
- M. Aris. (2022). Landasan, Model, Prinsip Pengembangan Kurikulum. <https://www.gramedia.com/>.
- Rafiq, R., Aswad, M., Asfihana, R., & Singh, A. K. J. (2023). Implementation of "Merdeka Belajar": Evolving Learner Autonomy and Speaking Skill Through Cultural Discovery Learning Model. *Script Journal: Journal of Linguistics and English Teaching*, 8(1), 54. <https://doi.org/10.24903/sj.v8i1.1237>
- Rizka, A. D. M., & Pamungkas, J. (2023). Analisis Implementasi Mandiri Belajar pada Kurikulum Merdeka di Taman Kanak-kanak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(2), 1381–1390. <https://doi.org/10.31004/obsesi.v7i2.3429>
- Ulfah Sari Rezeki, dkk. (2022). PENGEMBANGAN KURIKULUM PEMBELAJARAN . Penerbit Widina Bhakti Persada Bandung .

