

ICEE 2024

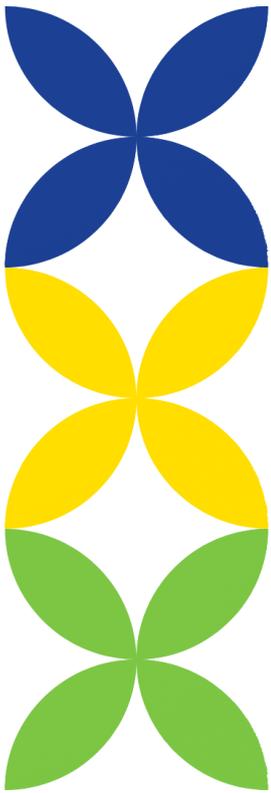
Madrasah Ibtidaiyah Class IV IPAS Learning Design Based on Trikon Principles to Increase The Potential of Local Values and Culture

Zulia Nurul Faizah

Background

- Learning in Merdeka Curriculum is designed in a document known as a teaching module (Kemdikbudristek RI, 2023).
- One of the principles in designing learning in teaching modules is **relevance**-context, environment and culture of school and students (Siregar et al., 2022).
- The problem is teacher's teaching modules in IPAS learning to the topic cultural diversity and local cultures haven't highlighted that principle yet. **Why?** they have difficulty implementing it and sometimes they are confused about what the local culture to implement into a learning (Rahmi et al., 2024).
- **Trikon principle** has a big potential to solve it (Lubis, 2023). **What is that and Why?** Trikon principle is a thought by Ki Hajar Dewantara which consist of **kontinyu** (continuous), **konvengen** (blend with global cultures) and **konsentris** (centered on one's own cultural identity). It can be a tool for fostering national culture (Dwipratama, 2023), forming a cultural character in students (Efendi et al., 2023, Saifullah, 2023), and advancing cultural values (At Thaariq & Karima, 2023).
- **So, how should we do with that?** Implementing them as a learning approach that is in accordance with the components of the teaching module.
- The material is one of the local culture in Kandangan called Mbeleh Golekan traditon which has many values. It is the 'bersih desa' tradition by Kandangan society in the month of Suro in the Javanese calendar.
- By integrating the trikon principle into learning design, it is hoped that it can help teachers utilize local cultural potential to improve local culture and values.





Method

Research subject

MI Miftahul Ulum Bukur
Kandangan Kediri

Interview

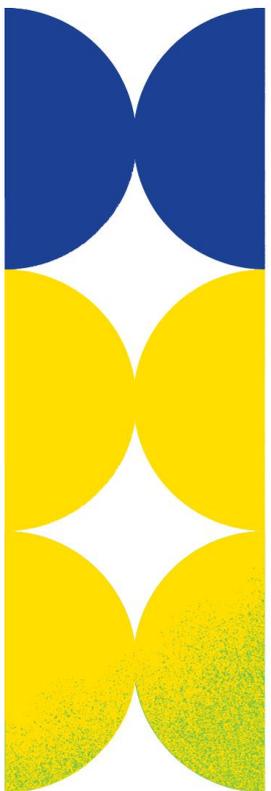
Fourth grade
teacher of MI
Miftahul Ulum-
(IPAS teacher)

Observation

Observe the
learning process
and the sources
and media used

Documentation

Teaching
modules and
student
worksheet books



Result and Discussion

Result

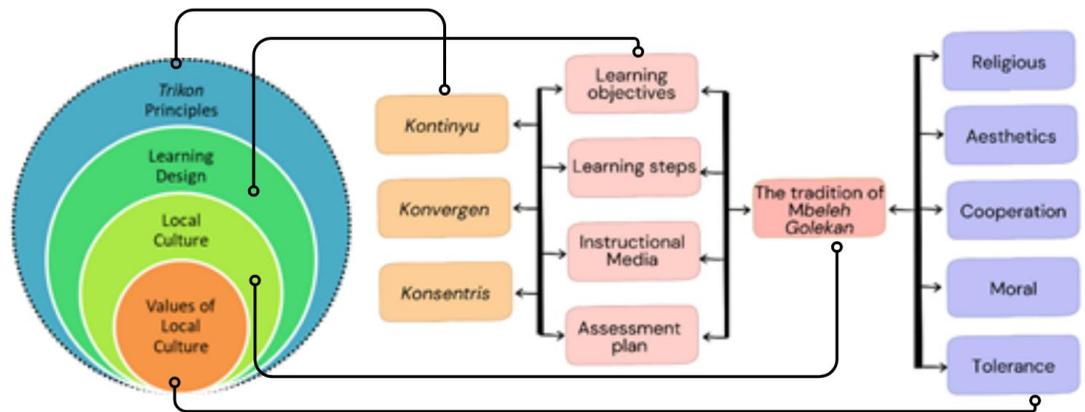
Learning objectives, assessment plan, learning steps, and learning media by teacher teachers are almost completely in accordance with the student worksheet book combined with the teacher's guide book. Teachers do not improvise local cultural materials according to the madrasah environment and students

From the result, researcher made a design that emphasizes the potential of local values and culture around the madrasah.



Result and Discussion

Discussion



Trikon principle (kontinyu, konvergen, and konsentris) by Ki Hajar Dewantari is interpreted as an approach that becomes a guideline for learning design components in the teaching module. From these components, researchers include local cultural material from Kandangan area, namely the Mbeleh Golekan tradition. This culture has local values that are the key in the development of learning design.

Conclusion

The learning design in the teaching module can be integrated with the trikon principle guidelines as a form of fostering local values and culture about the Mbeleh Golekan tradition on the topic of cultural diversity and local wisdom.

Kontinyu

- Kontinyu can be realized through learning objectives and assessments that support continuing education.
- Support religious, cooperation, and tolerance.

Konvergen

- Konvergen can be realized through the use of technology-integrated learning media.
- Support aesthetics and cooperation.

Konsentris

- Konsentris can be realized by applying learning steps that are in accordance with the dimensions of the Pancasila students profile.
- Support moral and tolerance.

Thank You

