

# A Policy Analysis of the implementation of local content curriculum for SMP/MTs in Jepara Regency

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**Abstract.** This study evaluates the implementation of SMP/MTs local content curriculum policies (LCCP) in Jepara Regency. It includes an analysis of Regional Regulation No. 1 of 2018 formulation, evaluation of local government policies regarding SMP/MTs local content curriculum, analysis of policy impact on local content curriculum, and sustainability analysis to the SMA/MA/SMK level. The qualitative evaluation method was employed, focusing on Jepara District Government's policy. Data were sourced from the Department of Youth and Sports (Dispora), DPRD, SMP/MTs, and the furniture industry. Data collection methods included in-depth interviews, document studies, surveys, observations, and questionnaires, validated internally and externally through qualitative data analysis. Findings indicate Jepara Regional Government Policy formulation involved various stakeholders and met community representation and scholarly standards. However, the local government's policy implements Curriculum 2013, integrating carving skills into Arts and Crafts Lessons, contrary to the local regulation mandating carving as a separate subject in SMP/MTs. Non-compliance impacts limited involvement of the younger generation in tradition development, risking the decline of local culture. For sustainability, local regulations are needed for teaching carving content in SMA/MA/SMK, as these graduates contribute to the workforce. This study emphasizes aligning policy with practice to preserve and promote local traditions and skills across educational levels.

## 1 Introduction

Jepara is one of the regencies in Central Java Province which has the jargon “Jepara Carving City”, the art of carving in Jepara Regency is an asset of the Indonesian nation. Ornaments and carved motifs are an original advantage in the eyes of the international world. There are lots of carving craftsmen in the City of Jepara, so it is not surprising that this city is called the city of carvings. Not only is it known domestically, the existence of this carved city of Jepara is also recognized by many people abroad. According to Gustami (2000: 5) the majority of Jepara inhabitants have furniture businesses, and many pieces of furniture show the results of their carving skills.

The art of carving has been a contributor to Jepara's economy since the reign of Jepara's Queen Kalinyamat (1521-1546) and has survived until now. It has a double impact since the trade, hotel, and restaurant sectors are also stimulated. The title “Carving City” and the branding of “Jepara the World Carving Center” or “Jepara the Center of World Carving”, are proof that Jepara carving art is an asset of the Indonesian nation that is no longer foreign to the international eye. By RA Kartini, during her lifetime, the art of Jepara carving was promoted at the international level, and until now this art is still in demand from various countries in the world.

The problem that arises is that Jepara's children and young generation are no longer very interested in the art of carving. Not only school children but also the younger generation no longer want to learn the art of carving. This is of course very concerning for the survival of Jepara carving art itself. The younger generation of Jepara is now experiencing a decline in interest in studying carving art, as it was revealed in a focus group discussion (FGD) activity on Monday 23 April 2018 at the Jepara Regional Secretariat Multipurpose Building with the theme Caring for Jepara Carving Art which was attended by stakeholders including the Carving Art Preservation Institute Jepara, Indonesian Board of Commerce, Jepara Carving Community, HPKJ, ASEPHI, HIMKI, Suara Merdeka, Bappeda, and Jepara education practitioners.

In the discussion, it was also revealed that, apart from the very lack of student interest in carving and carpentry, this coincided with the decline in young carvers in the Jepara carving village, and now those who are still engaged in carving are mostly 40 years old and over. Meanwhile, young people no longer want to be carvers. That is the phenomenon that exists in Jepara Carving City. If the people of Jepara themselves no longer want to care about their arts and culture, then who else should preserve it? This is not only a problem for the Jepara Regency government but also a national

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problem that must immediately receive the attention of the central government.

Therefore, to support the preservation of carvings in the field of education, the Jepara Regency Government has made a policy regarding local content in junior high schools (SMP/MTs) in Jepara as a legal umbrella for implementing the local curriculum. The resulting/planned policy aims to provide a solution to the problems of concern about the loss of carving skills for the younger generation in Jepara.

The Jepara Regency Government made policies regarding local content curriculum by issuing regional regulation number 1 of 2011 which was changed to regional regulation number 1 of 2018 concerning the management and implementation of education. In Article 26 Paragraph 3, it is stated that the regency local content curriculum as referred to in paragraph (1) for junior high schools is carving skills.

Regional Regulation Number 1 of 2011 which was changed to Regional Regulation Number 1 of 2018 concerning Management and Implementation of Education, became the basis for implementing the local content curriculum in Jepara Regency because the Jepara government policy in the form of this regional regulation was the product of an agreement between the legislature and the executive. However, in the initial research, the researchers did not find any academic manuscripts in which there was a study and analysis of public needs regarding the importance of local content curriculum in the form of carving skills so that it could be used as a basis for drafting and ratifying regional regulations.

The problem that arises is that, in the implementation of local content curriculum policies, many things are related and very influential, including teacher qualifications. Kunter (2013: 206) states that teacher education is an important variable as a control quality that contributes to achieving success in learning to achieve that goal. Teachers who teach subjects must be appropriate to their field.

In its implementation, policies regarding local content curriculum should be formulated or planned and implemented with the right strategy, taking into account input, process, and output factors, as well as looking at the impact and continuity from elementary schools to junior high school levels. Therefore, it is necessary to evaluate the implementation of the Local Content Curriculum Policy (LCCP) in Regional Regulation No. 1 of 2011 which was changed to regional regulation in 2018, evaluating the implementation shows the impact of the policy.

This research was conducted at junior high schools (SMP/MTs) in Jepara Regency because, since the issuance of Law Number 23 of 2014 concerning Regional Government, it is stated that the authority to manage senior high schools (SMA/SMK) and special education is the provincial government, while basic education, children's education, and early and non-formal education is managed by the regency/city government

## 2 Method

The method used in this research is a qualitative evaluation method. Through the evaluation method, it is expected that the results of this research can provide an assessment of regional government policies and regional government programs in Jepara Regency in developing the Local Content Curriculum Policy for junior high schools in Jepara Regency.

This research focuses on describing the evaluation of the implementation of regional government policies in Jepara Regency through the implementation of Regional Regulation Number 1 of 2011 which was changed to Regional Regulation Number 1 of 2018 in Jepara Regency. Based on the focus of this research, the approach used in this research is qualitative in analyzing the problem formulation and in achieving the objectives and significance of the research.

## 3 Findings and discussion

### 3.1 Findings

#### 3.1.1 Formulation of government policy in the form of Regional Regulation Number 1 of 2018

Jepara regional government policy in the form of Regional Regulation Number 1 of 2018 was formulated by the Jepara Regency Youth and Sports Service. The Jepara Regency Youth and Sports Department created a drafting team consisting of Dikpora, Branch Office of MORA, Jepara Education Council, Community Figures, and NGOs (Lakpesdam NU), in full as in the following table

#### 3.1.2 Implementation of local content curriculum policy of SMP/MTs in Jepara Regency

The implementation of Curriculum 2013 is more flexible in including local content material, either with stand-alone lessons or integrated in other lessons, namely arts and culture lessons and crafts lessons for junior high school level and arts and culture lessons and crafts for elementary school level.

Integrating the artistic content of carving skills into arts and culture subjects can provide teachers with opportunities to introduce students to the potential of art and the art culture of carving skills that are close to the environment. This will make it easier for teachers and schools to determine learning resources, as well as local sources.

The local content of carving skills as a lesson at the elementary and secondary education levels based on statutory regulations is very possible to be implemented, moreover, with the implementation of Curriculum 2013. The content of the material in Curriculum 2006 carving art local content as mandated by the Jepara Regency Regional Regulation Number 1 of 2018 concerning Management and Implementation of Education remains consistent with Curriculum 2013, in fact requiring the

art of carving skills to be made mandatory for Jepara Regency secondary school level, as well as local content options for elementary education levels.

However, in the implementation of Jepara Regency Regional Regulation Number 1 of 2018, there are 97 junior high schools and 113 Islamic junior high schools (MTs), of the 97 junior high schools that implement the local content curriculum for carving skills, only 12.4% (12 schools), while in MTs there is 6.2% (7 MTs) which makes carving skills part of the local curriculum, and the remaining carving skills join craft subjects, thus there is a need to evaluate the implementation of the local content curriculum.

### *3.1.3 Impacts of Local Content Curriculum Policy*

Since the implementation of Curriculum 2013 in elementary and junior high schools in Jepara Regency, the local content of carving skills has rarely been taught in schools in Jepara. There is no reason to implement local content for this carving skill, because it has been regulated and required by Regional Regulation Number 1 of 2011 concerning Management and Implementation of Education which was amended by Regional Regulation Number 1 of 2018. It is clear that the existence of local content for this carving skill has been adapted to Curriculum 2013, where apart from being based on the Regional Regulation, it is also based on the Minister of Education and Culture Regulation Number 17 of 2014 concerning Local Content of Curriculum 2013, where local content is study material or subjects in schools, which contain content and learning processes about local potential and uniqueness in elementary schools, junior high schools, and senior high schools.

### *3.1.4 Sustainability of Local Content Curriculum Policy*

The previous local content carving material needs to be evaluated and developed again so that it becomes a coursebook that is truly in line with current developments. Apart from that, the local content of carving that is taught at junior high schools must also be made into regional regulations regarding the implementation of local content carving which is also taught in high schools because high school graduates are the human resources for the workforce.

The scope of local content material for the art of carving skills must be under current developments, while still preserving the patterns and characteristics of the carvings so that they can then be implemented in all handicraft media and digital media. Apart from that, very basic material, especially in lessons that have been integrated into theme lessons in elementary schools, must adapt to children's development while still using existing arts and culture materials and crafts, especially for fine arts which can then be developed slowly into carving material.

## **3.2 Discussion**

In the Attachment to Law Number 23 of 2014 concerning Regional Government, it is stated that determining the upper secondary education local content curriculum and special education local content curriculum is the authority of the provincial government. Meanwhile, regency/city governments are given the authority to determine the general curriculum for junior secondary education, basic education, early childhood education, and non-formal education.

Based on the Minister of Education and Culture Regulation Number 79 of 2014, local content is the school subject that contains content and learning processes about local potential and uniqueness. This is intended to develop a student's understanding of the advantages and wisdom of the area where they live.

Local content is taught to equip students with the attitudes, knowledge, and skills needed to know and love the natural, social, cultural, and spiritual environment in their region, as well as preserve and develop regional excellence and wisdom that is useful for themselves and their environment to support national development.

The Ministry of Education and Culture has encouraged regional governments to design local content curricula that suit the needs and potential of their respective regions. Because conditions in each region in a particular area can be different, schools can submit general proposals to the regency/city government, and from these proposals, the regency/city government then carries out analysis and identification of school proposals, formulates basic competencies, and determines appropriate school level for each basic competency.

The regency/city government determines whether local content is part of the learning content or a stand-alone subject. If it has been determined, the local content is then proposed to the provincial government to be designated as local content that applies in its area.

Based on the data and information above, the regional government of Jepara Regency decided to create local content, because Jepara has regional potential, namely the art of carving. This needs to be preserved so that the art of Jepara carving is maintained. One form of preserving it is in the world of education, by developing a local content curriculum.

The local content carving curriculum aims to introduce students to local wisdom in the form of Jepara carving art. This local content curriculum was developed for junior high school students. This is because at this age students can think logically and they are expected to more easily understand the components in the local content curriculum for Jepara carving.

Therefore, the formulation of policies in forming local content in educational studies is very good, with the main aim of preserving local wisdom that exists and grows in Jepara Regency. This is in line with the goals in the field of education, namely growing the individual potential, character, and skills of each student.

Based on research data relating to the team that makes up the implementation of education in Jepara

Regency, overall it can be seen that the team already contains members who are competent in the field of education in the Jepara Regency area. This means that the formulation of policies regarding local content curricula has been carefully planned and professionally consulted before finally adopting a policy regarding the implementation of local content curricula.

The learning materials of Curriculum 2006 carving art local content as mandated by Jepara Regency Regional Regulation Number 1 of 2011 concerning the Management and Implementation of Education is still consistent with that of Curriculum 2013, especially as this Regional Regulation has been changed to Regional Regulation Number 1 of 2018 which then actually requires carving art to be made into local content mandatory at the Jepara Regency level for junior high schools and local content option for elementary schools.

The implementation of this policy regarding regional regulations can be regulated and done by each school, with a predetermined curriculum. This means that the implementation of the local content curriculum will adapt to the national curriculum. This aims to ensure that the distribution of local content learning time does not clash with the subject matter in the national curriculum.

So, these provisions and policies are good and can be considered by school principals and the curriculum department to be able to implement the local content of Jepara Regency in their respective schools by looking at various core competencies and basic competencies which are the main basis of the national education program.

Since the implementation of Curriculum 2013 in elementary and junior high schools in Jepara Regency, the local content for carving skills has rarely been taught in schools in Jepara. There is no reason to implement local content for this carving skill, apart from being regulated and required by Regional Regulation Number 1 of 2011 concerning Management and Implementation of Education as amended by Regional Regulation Number 1 of 2018. The existence of local content for this carving skill has been adapted to Curriculum 2013, which, apart from being based on the Regional Regulation, is based on the Minister of Education and Culture Regulation Number 17 of 2014 concerning Local Content of Curriculum 2013 where local content is the school subject which contains content and learning processes about local potential and uniqueness in elementary schools, junior high schools, and senior high schools.

From the data and statements above, the researchers can conclude that the policies that have been decided by the regional government will have a great effect on society. In this case, it specifically relates to local content programs and curricula in Jepara.

If we look at implementation in the field, some schools are still implementing this policy by including local carving content in the secondary school curriculum. However, at the madrasah tsanawiyah level, we have not been able to implement the local wood carving content curriculum optimally, because the learning objectives or school vision and mission are different and the focus is more on religious education.

The lack of optimal implementation of Regional Regulation Number 1 of 2018 concerning the Local Content Curriculum in the form of carving skills will result in minimal youth interest because they do not have a role in maintaining and developing traditions in their region. The younger generation who are not much involved in efforts to develop traditions such as carving will have an impact on the existence of the tradition and culture experiencing decline. The decline occurs because no generation preserves the tradition so the next generation does not know about the traditions that exist in their area.

The regency's local content in primary and junior secondary education, namely carving skills, is now neglected and rarely taught since the implementation of Curriculum 2013. Therefore, it is feared that the preservation and promotion of the culture of carving will be lost to time because the people no longer know about it, even in extreme cultural terms, in the future, no one will continue this unique Jepara culture.

If this art of carving is reintroduced as a local content material typical of Jepara, many stages must be immediately implemented by the Jepara Regency Government through the relevant agencies, including:

- 1) Analyzing the natural, social, and/or cultural environmental context,
- 2) Identifying local content,
- 3) Formulating basic competencies for each type of local content,
- 4) Determining the appropriate school level for each basic competency,
- 5) Integrating basic competencies into relevant learning content,
- 6) Establishing local content as part of the learning content or as a stand-alone subject,
- 7) Preparing syllabi,
- 8) Preparing textbooks.

Paying attention to the stages in implementing the local content curriculum in Jepara Regency, the researchers expect that the sustainability of local content can be continued at the upper education level, with the more specific aim of developing the basic carving skills that have been obtained at secondary school.

### *3.2.1 Evaluation of the Implementation of Local Content Curriculum Policy of Junior High Schools in Jepara Regency*

Policy evaluation in the public policy process is the final stage after policy implementation is carried out so that policymakers can find out what the process and outcomes of the policies are — whether they are following the objectives, or not at all following the policy objectives. With evaluation, the success or failure of a policy will be known, so that normatively recommendations will be obtained as to whether the policy can be continued, or whether it needs improvement before continuing or even to be stopped.

The evaluation carried out also assesses the relationship between theory and practice in the form of policy impacts, whether these impacts are as expected or



not. From the results of this evaluation, it can be assessed whether a policy provides benefits for society or not. The evaluation function is very much needed in the policy process and its implementation as a form of public accountability, especially at a time when society is increasingly critical in assessing government performance.

Public policy evaluation is a process carried out on all activities that are integral to the entire public policy process. Public policy evaluation will look at and assess whether the public policies implemented are as expected or not. Public policy evaluation will be able to add value to the policy process itself.

The purpose of evaluating the implementation of policies that have been made by the government is to provide an assessment of the policy implementation process to date and then make recommendations for improving policy instruments, design, and implementation of programs consistently and overall.

Theoretically, the implementation of public policies can be evaluated using three basic evaluation concepts, namely, measurement, assessment, and evaluation. Measurement is how to compare a public policy that has been taken by the local government with the implementation of the policy at the policy user level so that it can be seen whether the policy is useful and effective for long-term education and the preservation of local wisdom in Jepara Regency.

Assessment in this case is to assess quantitatively the extent to which effectiveness can be achieved following regional education goals that support national education. Meanwhile, evaluation is providing notes that are seen as inadequate or not good in implementing the local content curriculum.

Based on the statement above and data in the field, the researchers can conclude that the implementation of local content curriculum policies for junior high schools in Jepara Regency still needs to be studied and evaluated further. This evaluation will involve various parties who have the authority to decide on a policy for the public. In this case, it is the regional government and the education office or education organizer in Jepara Regency.

Evaluation of the implementation of this policy is to see to what extent the learning program objectives can be achieved or not, especially in local content. Learning program evaluation aims to:

- 1) reveal if a program achieves goals,
- 2) identify strengths and weaknesses in the learning process,
- 3) determine that the program is appropriate,
- 4) know the cost/benefit ratio of the program,
- 5) determine who should participate in future programs,
- 6) identify who gets general and minimum benefits.

Therefore, the appropriate evaluation model for evaluating local content curriculum policies is process evaluation and outcome evaluation. First, process evaluation is used to detect or predict procedural designs or implementation plans during the implementation

phase, providing information for program decisions, and as a record or archive of procedures that have occurred. Second, process evaluation includes the collection of assessment data that has been determined and applied in program implementation practices. Meanwhile, results evaluation is carried out to measure success in achieving the set goals.

## 4 Conclusion

Based on the results of the research and discussion regarding "Evaluation of the Implementation of Local Content Curriculum Policy for Junior High Schools in Jepara Regency" the researcher can conclude as follows.

Formulation of government policy in the form of Regional Regulation Number 1 of 2018

Jepara regional government policy in the form of Regional Regulation Number 1 of 2018 was formulated by the Jepara Regency Youth and Sports Service. The Jepara Regency Youth and Sports Service created a drafting team consisting of the Dikpora, the Branch Office of MORA, the Jepara Education Council, Community Figures, and NGOs (Lakpesdam NU).

The team formulating Regional Regulation Number 1 of 2018 has fulfilled the complete elements of community representation in Jepara and the scientific qualifications are also appropriate, namely bachelor's and even master's degrees in education, law, and even management are also available, which is to complete the study of academic foundation texts as future legal products which apply in Jepara. They are not only academics but also educational practitioners, carving sustainability observers, and policy implementers, namely the business sector.

Implementation of Regional Government policy regarding local content curriculum for junior high schools in Jepara Regency.

The local content of carving skills subjects has not been implemented optimally as evidenced by the fact that out of the 97 general junior high schools and 113 Islamic junior high schools in Jepara, 12 (12.4%) general junior high schools implement the local content carving skills curriculum and seven (6.2%) Islamic junior high schools make carving skills a part of the local curriculum. This is due to many factors, including carving skills being included in craft subjects. However, according to the results of this research, many junior high schools do not teach carving skills because the craft syllabus does not contain material on carving skills.

Impacts of local government policy on local content curriculum in Jepara Regency

Local content of this carving skill has been regulated and required by Regional Regulation Number 1 of 2011 concerning Management and Implementation of Education which was amended by Regional Regulation Number 1 of 2018. The existence of local content of this carving skill has been adapted to Curriculum 2013. Apart from being based on this Regional Regulation, it is also based on Minister of Education and Culture Regulation Number 17 of 2014 concerning Local Content of Curriculum 2013 where local content is the

school subject that contains local potential and uniqueness of the local area.

The lack of maximum implementation of Regional Regulation Number 1 of 2018 concerning local content curriculum in the form of carving skills, will result in the interest of the next generation of youth losing their knowledge and sense of ownership regarding Jepara carving, and this will result in their not having a role in maintaining and developing the traditions that exist in their region. The younger generation who are not involved in the efforts to develop the carving tradition will have an impact on the existence of the carving tradition and culture declining so that the next generation does not know about the traditions and culture that used to exist in their area.

Sustainability of local content curriculum at the high school level

Apart from local carving content being taught at junior high schools, the regional government must also make regional regulations regarding the implementation of local content carving which is also taught at senior high schools, because high school graduates are the human resources for the workforce.

Local content, which is continued at the upper education level, specifically aims to develop the basic carving skills that have been obtained at secondary school.

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