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Formulation of Cultural Values Internalization Policy by Regional Government: Efforts to Mitigate the Negative Impact of Globalization on Children

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Abstract: The inevitability of the rapid flow of globalization has had particularly negative implications among children, and previous research has even revealed that it has resulted in the erosion of cultural values and even the extinction of several languages. This focus examines the efforts that should be made by Regional/Regency Governments to curb the negative impacts of globalization. To answer the focus of the problem, legal-normative research methods are used, using a conceptual approach and a statutory regulatory approach. This research examines primary legal materials and secondary legal materials, then analyzed qualitatively. Based on the authority of the Regional/Municipal Government, the government's efforts to mitigate negative impacts can be carried out by internalizing cultural values among children through drafting regional regulations regarding local content curricula containing confirmation of preparation, development, implementation and supervision.

Keyword: Policy, Local Government, Impact of Globalization, Local Content Curriculum.

INTRODUCTION

Not only is Indonesia rich in natural resources, Indonesia is also rich in ethnicity and culture, released by the Central Statistics Agency (2010) the number of ethnic groups in Indonesia reached 1,340 (Badan Pusat Statistik, 2023). Pluralism is understood as a variety of ethnic groups reflecting cultural diversity as a national asset that has very valuable values (Miladiyanto, S., Ambarsari, R., & Bidasari, A, 2020), Apart from having very valuable values, culture appears as a national identity (differentiator between nations) to describe national identity (Miladiyanto, S., Ambarsari, R., & Bidasari, A, 2020), also strengthens the central and fundamental functions in the state, nation and family system (Universitas Islam Indonesia, 2023).

It is no exaggeration to place cultural preservation as part of the effort to protect the dignity of the Indonesian nation, this effort is in line with the mandate of the opening of the 1945 Constitution to provide protection for the entire Indonesian nation and all of Indonesia's bloodshed. Culture which has a central role in facing the inevitability of globalization which has implications for undermining culture, Mubah presents a portrait of the implications of

globalization which are moving rapidly transforming into a threat to the existence of local culture. The erosion of local cultural values is a risk to Indonesia's position as part of the global community (Budiarto, G., 2020). Likewise, Efendi said that globalization has had side effects in the form of the erosion of the nation's noble cultural values, replaced by foreign cultures which often conflict with the culture adopted by students (Konradus, D, 2018).

Responding to the phenomenon of the implications of globalization, from the perspective of legal science it has become a trigger to re-examine the proposition of legal scholars who say that law is a tool of social engineering (Mamonto, M. A. W. W, 2019). In this article, the effort focuses on mitigating the implications of globalization among children through internalizing local wisdom values in educational institutions both formally and independently. The choice of educational institutions as a means is based on the argument that ethnic and cultural diversity has great potential in the development and development of education Indonesia (Ermas Syaruf et al, 2016), with its diverse social conditions as described above, as well as the consequences of the choice of state form, namely unity, confirms the importance of administering government guided by the principle of decentralization (Solikhin, A, 2017). All understand, consensus on the administration of government which is guided by decentralization gives birth to regional autonomy in the form of the right to regulate and manage regional households by the regional government Ultsani, F. G., Prastika, R. A., Herlin, H., & Mamonto, M. A. W., 2019). The implementation of regional government is based on Law Number 23 of 2014 concerning Regional Government as amended several times, most recently Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government, through this law the government delegating authority to Regency/City regional governments includes authority that correlates with the focus of this article: authority to form regional regulations, administer educational and cultural affairs.

Referring to the description above, it presents the important role of the use of legal instruments by local governments to mitigate the implications of globalization on culture among children through educational institutions. The focus of this article is to examine what efforts should be made by district/city governments to mitigate the impact of globalization in the form of the erosion of cultural values among children.

METHOD

This research is a normative legal study that focuses on examining statutory regulations, principles and doctrines related to the object of the problem under study. In this study the author uses two approaches, namely the conceptual approach (conceptual approach) and the statutory approach (statute approach) (Herlin, H., Nurmalasari, A., et al, 2020). The conceptual approach is carried out by referring to research related to the research problem, including doctrines that have developed in the study of law. The legal approach is carried out on aspects of legal norms (legislation) related to the issues being studied. The research results were then analyzed descriptively (Mamonto, M. A. W., & Gani, A. W., 2022).

RESULTS AND DISCUSSION

The rapid flow of globalization means that Indonesian culture is in danger of being lost and damaged, resulting in the erosion of the noble values of the Indonesian nation, especially cultural values. Confirmed through research entitled "The Impact of Globalization on Adolescent Morality", it is shown that globalization has had a negative impact on adolescents in the form of a moral crisis, even through this research the morals or behavior of children are revealed. Another impact on language extinction, the Language Development and Development Agency of the Ministry of Education and Culture noted that at least 11 regional languages in Indonesia have become extinct since 2011-2019 (Kompas, 2023). Even the claims of several types of dance such as: Batik, Rasa Sayange Song, Ponorogo Reog Dance,

Shadow Puppetry, Kuda Lumping Dance, Keris, Angklung, Pendet Dance and Piring Dance, and Javanese (Gamelan Mukhlason, M., 2016), closely correlated with the unstoppable flow of globalization, causing many Indonesian people to experience a decrease in their love for their own culture.

This phenomenon is an alarm for the government to design mitigation efforts, one way for the government to internalize cultural values through education as argued by H.A.R Tilaar namely, education and culture are two things that cannot be separated, because education is actually part of culture (Sukmadinata, N. S., 2020).

The implementation of education in Indonesia is based on the mandate of Article 31 of the 1945 Constitution of the Republic of Indonesia that the Government seeks and organizes a national education system to increase faith and piety as well as noble character in the context of educating the nation's life which is regulated in legislation.

Adhering to the principle of decentralization in administering government gave birth to regional autonomy as the right to manage and manage the household by the local government. The delegation of authority by the government to regional governments is based on laws on regional government, comprehensively photographing local government laws leads us to the understanding that matters handed over to district/city regional governments include educational affairs and cultural affairs.

The delegation of authority through the delegation of affairs to the education sector is meant to give responsibility to local governments to participate in educating the life of the nation based on the national education system. It can be understood that handing over educational affairs has objectives, including (Subijanto, S, 2010): improving the quality of education in the regions through the management of local wisdom, as well as the provision of education in an equitable manner.

Apart from relying on regional government laws, the implementation of education also relies on Law Number 20 of 2003 concerning the National Education System. In this law, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need. society, nation and state. Meanwhile, what is meant by national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.

There are several important aspects in the implementation of education by local governments, including (Andrea, D. L., 2020): education Management; curriculum; accreditation; educators and education personnel, educational licensing, and language and literature. In connection with the curriculum aspect in the implementation of education, it is a component for achieving the goals and guidelines for the implementation of education at all types and levels of education (Thaib, R. M., & Siswanto, I., 2015). The curriculum contains plans designed to organize a series of teaching and learning activities under the guidance of the school (Hermawan, Y. C., Juliani, W. I., & Widodo, H., 2020). More specifically, it is explained that the curriculum is the overall student lessons designed and implemented by the school to achieve educational goals (Hidayat, T., Firdaus, E., & Somad, M. A., 2020).

Juridically formulated, the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Furthermore, to realize national education goals, the authority is given to develop the curriculum by taking into account several aspects, one of which is the diversity of regional and environmental potential (Thaib, R. M., & Siswanto, I., 2015).

Relying on the authority to compile primary and secondary education curricula for local governments is the basis for endeavoring to internalize local wisdom values through preserving language, dance, and regional potential as an effort to mitigate the negative

impacts of globalization. Essentially the effort to internalize local wisdom values by the local government reinforces the government's intention to design preventive measures to deal with the phenomenon of the integration of local community life into the global community in various fields, where in that era there was a transformation of external culture into local culture so quickly and effortlessly. Bulkhead Agustinah, S. W., & Indriyani, D., (2019).

The government's efforts to eradicate culture through the internalization of local wisdom values, based on authority, are reflected in the birth of legal politics, as stated by Mahfud that legal politics is the official direction or line that is used as the basis and method for forming and enforcing laws so that they can achieve the nation's ideals. Sunaryati Hartono also stated the same thing, viewing legal politics as an instrument that can be used by the government to create a national legal system to achieve the nation's ideals, specifically related to achieving the nation's ideals in maintaining local wisdom values, by the government. realized through the formation of regional regulations regarding local content curricula as a regional right to develop education in accordance with their respective needs (Kholis, N., 2014). As stated by E. Mulyasa, a local content curriculum is a set of plans and arrangements regarding objectives, content and learning materials which function to provide opportunities for students to develop their knowledge and competencies in accordance with the conditions and needs of their environment. The local content curriculum is part of efforts to improve the quality of national education, therefore the local content curriculum can be seen as a policy that supports and complements the national curriculum (Purwanti, E., 2013). In connection with the basic formulation of policies for implementing local content curriculum, it is intended to achieve three main targets, including (Kamiludin, U., 2018): First, familiarize students with socio-cultural values and their environment; Second, develop functional skills that can support life; and Third, foster students' awareness of environmental problems.

The preparation of a local content curriculum generally aims to provide knowledge, skills and life attitudes to students so that they have solid insight into the environment and society in accordance with applicable values: (a) getting to know and becoming more familiar with students' natural, social and cultural environment; (b) so that students have abilities and skills as well as knowledge about their region, which is useful for themselves and the community in general; and (c) so that students have attitudes and behavior that are in line with the values that apply in their region, as well as preserving and developing the noble values of local culture.

The introduction and preservation of cultural values through education is directed at introducing and increasing the superiority and wisdom of each culture in each region, which can be useful as a support for national development as stated in Article 2 Paragraph (2) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 concerning Local Content of the 2013 Curriculum.

Various efforts to introduce and preserve Indonesian culture have been carried out by the government since the 1980s, where the Indonesian government implemented a curriculum regarding local content in every school through the Ministry of Education and Culture by issuing Decree of the Minister of Education and Culture Number 0412/U/1987, the elaboration of which was then further discussed in the Decree of the Director General of Basic and Secondary Education Number 173/-C/ Kep/ M/1987 and then further emphasized in Government Regulation Number 28 of 1990 and Decree of the Minister of Education and Culture Number 060/U/1993 (Shofa, R. A., 2016).

Along with the times, the existence of the local content curriculum has grown stronger by making local content one of the subjects that must be taught at the elementary and secondary levels. As mandated by Article 37 paragraph (1) of Law no. 20 of 2003 concerning the National Education System which states that the primary and secondary education curriculum must contain: (a) religious education; (b) citizenship education; (c) language; (d)

mathematics; (e) natural science; (f) social science; (g) arts and culture; (h) physical education and sports; (i) skills/vocational; and (j) local content.

The local content curriculum formulated through Minister of National Education Regulation Number 22 of 2006 concerning Content Standards requires that each Educational Unit Level Curriculum (KTSP) contains local content subjects at all educational unit levels. Where the curriculum must have content standards that are based on cultural diversity in Indonesia such as customs, procedures, language, arts, crafts and regional skills.

The formation of a local content curriculum is one of the strategies carried out by the government to reshape the character of students so that they do not feel foreign to the culture of the Indonesian nation. This breakthrough was also created with the aim of introducing and increasing students' insight into the culture that exists in Indonesia and to preserve the existing cultural diversity. In preparing local content, educational units must pay attention to the development of competency standards and basic competencies which can be held every semester, meaning that in one year two local content subjects can be held (Kasmainsi, 2009).

Local content is a subject so schools must develop competency standards and basic competencies for each type of local content held. Schools can hold one local content lesson for each semester.

Scope of regional conditions and needs. Regional conditions are everything that exists in a particular area which is basically related to the natural, socio-economic and socio-cultural environment. Regional needs are everything that people in an area need, especially for survival and improving the standard of living of that community, which is adapted to the direction of development and potential of the area concerned. This means that each school can choose and implement local content according to the characteristics of students, community conditions, as well as the capabilities and conditions of their respective schools and regions.

One important component so that the functions and objectives of education can be realized properly, one important aspect that is the focus of the government is educators whose existence is regulated in Law Number 14 of 2005 concerning Teachers and Lecturers. Teachers are regulated by professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Recognizing this, the state through its instruments determines the teacher qualifications that must be possessed including: academic qualifications, competence, educator certificates, physically and mentally healthy, and having the ability to realize national education goals. Like the two sides of a coin, when there are obligations, they will definitely be accompanied by rights, in this case the teacher's rights in the form of income above the minimum living needs and welfare guarantees.

The important role of educators and staff who have expertise and skills was echoed by Alif Laela Nez at the National Education Evaluation Seminar forum entitled "Efforts to Improve the Quality of Educators and Education Personnel through the SBM Model" that one of the determining aspects of the success and progress of an education can be the educators and education staff, the facilities, and infrastructure as well as support from the government (Bardin, B., 2019).

As described above regarding the definition of educators, it can be concluded that the category of educators is not only teachers, but also lecturers who are in charge of teaching in tertiary institutions. Tutors who are tasked with guiding students actively and independently. Tutors are people whose job is to educate in non-formal institutions. Facilitators can be teachers or community members who have educational qualifications or abilities to help students achieve the desired goals and instructors are people who have skills in specific fields such as arts, sports and martial arts. Meanwhile, educational staff are people who dedicate themselves to helping and supporting the implementation of education (Santosa, S., 2010).

Efforts in achieving the goals and functions of education, educators and education staff are obliged to continue to improve the quality and quality of learning in accordance with the provisions set out in the official state policy, that educators and education staff are obliged to (Apriyani, H., & Rachmi, H. (2020): (1) quality improvement can be done through the ability to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogic; (2) have a commitment to improve the quality of education; and (3) as an educator, commitment is certainly needed in order to maintain the good name of the institution, profession and position.

The Ministry of Cultural Education, mandates that educators are tasked with planning and carrying out all processes of teaching and learning activities, evaluating student performance, providing guidance and training to students and conducting research and community service, especially for educators in tertiary institutions. Meanwhile, Education Personnel are tasked with carrying out and administering administration, supervision, management and technical services in order to support the educational process (Suarga, S. (2019).

Therefore, it is mandatory for an educator not only to be skilled in teaching, but also to have broad and creative insight. This is confirmed in official state policy that an educator is required to have (Muhammad Yusri Bachtiar, 2016): (a) talent, interest, calling, and idealism; (b) commitment to improving the quality of education, faith, piety and noble morals; (c) academic qualifications and educational background according to the field of assignment; (d) required competencies according to the field of assignment; (e) responsibility for carrying out professional duties; (f) obtain income determined in accordance with work performance; (g) opportunities for continuous professional development through lifelong learning; (h) guarantee of legal protection in carrying out professional duties; and (i) professional organizations that have the authority to regulate matters relating to teachers' professional duties.

Apart from that, an educator and educational staff should ideally fulfill several competencies, namely (Anggraini, L. G., & Anas, N., 2019): (a) Pedagogical Competency: the ability of an educator to understand, manage and carry out evaluation and learning for students; (b) Professional Competency: the ability of an educator to master his learning material broadly and in depth; (c) Social Competence: the ability of an educator to interact directly or indirectly with students, fellow educators and education staff, parents and guardians of students and the surrounding community; (d) Personality Competency: the ability of an educator to have wise character and noble character so that he can be an example for his students.

Given that regulations at the law level are still very general, as a consequence further arrangements are needed regarding local content curricula. It is regulated that the basic curriculum framework contains philosophical, sociological, psycho-pedagogical and juridical foundations in accordance with the Indonesian National Standards, one of its uses is to become an argument in the development of local content at the regional level, it is stated that local content for educational units is in accordance with local potential and uniqueness.

Regarding the preparation of local content curriculum policies, the district/city government carries out: a) analysis and identification of proposed teaching units; b) formulation of basic competencies; and c) determining the level of educational units in accordance with basic competencies. Its implementation needs to be supported by district government policies and educational units in accordance with their authority and educational resources.

As a guide for local governments in formulating and implementing local content curriculum policies, the government formulates more specific regulations that local content is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness can be in the form of: a) arts and culture; b) crafts; c)

physical education, sports and health; d) language, and/or; e) technology is related to the study of regional excellence and wisdom which is formulated in the form of basic competency documents, syllabi and textbooks.

Minister of Education and Culture Regulation Number 81 of 2013 concerning the implementation of local content learning in educational units is as follows:

1. Local content is taught at every grade level starting from the pre-education unit level to the secondary education unit level. Especially at the pre-education level, local content is not in the form of subjects.
2. Local content is implemented as a separate subject and/or study material that is integrated into other subjects and/or self-development.
3. The time allocation is 2 hours/week if local content is in the form of special local content subjects.
4. Local content is carried out for one semester or one year or even for three years.
5. The local content learning process includes four aspects (cognitive, affective, psychomotor, and action).
6. Assessment of local content learning prioritizes performance, products and portfolios.
7. Education units can determine one or more types of study materials for local content subjects.
8. The implementation of local content is adjusted to the potential and characteristics of the educational unit.
9. Education units that do not have special staff for local content can work together or use staff with other parties.

Regency/City Governments to start implementing the local content education curriculum can refer to Mulyasa's views, explaining the stages include: First, the preparation stage in which the teacher, Principals and other education personnel do the following: (a) determine local content subjects for each grade level according to the characteristics of students, school conditions, and teacher readiness; (b) determine local content teachers, or use resource persons who are more competent or professional; (c) source of funds and sources of school operational costs, can also use funds from other sources. Second, the implementation stages are the same as other subjects, namely reviewing the syllabus, making lesson plans and preparing assessments. Third, the follow-up stages to determine the steps to be taken after the local content learning process, this stage is closely related to the development of learning outcomes in the form of forming study groups or dance groups.

CONCLUSION

The government in its efforts to mitigate the negative impacts of globalization in the form of the erosion of local wisdom values must be realized by forming regional regulations regarding local content curricula. This refers to the importance of equipping students to know and love the natural, social and cultural environment to face global challenges and preserve and develop regional excellence and local wisdom in order to support regional and national development through learning activities oriented towards character formation. The scope of regulation includes: (a) preparation and development of Local Content Curriculum; (b) Local Content Curriculum framework; (c) implementation of local content curriculum; (d) educators, educational staff and infrastructure; (e) community participation; (f) awards; (g) evaluation, guidance and supervision; and (h) financing.

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