

*Integration of Contents of Local Wisdom in Curriculum for  
Cosmetology Vocational Schools: An Analysis*

Octaverina Kecvara Pritasari, Universitas Negeri Surabaya, Indonesia  
Suparji, Universitas Negeri Surabaya, Indonesia  
Maspiyah, Universitas Negeri Surabaya, Indonesia  
I Gusti Putu Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia  
Bambang Suprianto, Universitas Negeri Surabaya, Indonesia

The Southeast Asian Conference on Education 2023  
Official Conference Proceedings

**Abstract**

This study aims to analyze the curriculum in beauty vocational schools in Ponorogo Regency-East Java based on the values of local wisdom. This school's curriculum is based on the character and resources that exist in the area, both natural and human resources. This type of research is descriptive qualitative with data collection techniques through observation, interviews, and FGD (Forum Group Discussion). The results of the FGD with district staff and local schools produced data that the local area had become one of the crowded areas because of its proximity to the border between Central and East Java and the folding of natural resources. Therefore, many locals work as farmers and some are employees. All these data are materials for developing the curriculum of the vocational school of beauty management in the School. The results of this study explained that the curriculum development of vocational schools in Ponorogo Regency-East Java is based on the values of local wisdom, which includes the cultivation of natural resources and the empowerment of human resources. The recommendation for further research is the development of vocational schools for curriculum management based on local wisdom in other schools.

Keywords: Cosmetology Vocational School Curriculum, Local Wisdom, Natural Resources, Human Resources

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **I. Introduction**

Education in schools requires a curriculum that is relevant to industry needs. The curriculum used in Vocational High Schools is said to be relevant to the needs of the business world and the industrial world, because the curriculum is important in education and significantly affects the quality of graduates. Curriculum should begin with a specification of student needs. A question posed is why the target curriculum is designed based on the needs of the community? The answer is because the community will be users of graduates (Ambiyar et al 2018). The totality of experiences experienced by students in the educational process is referred to as the curriculum. Clark (2015) says, "Curriculum is a collection of experiences designed for students through their education, wherever they are educated. In particular, the curriculum refers to what knowledge and skills will be learned by students, which contains the expected learning objectives; teacher-taught units and lessons; assignments and projects given to students; books, materials, videos, presentations, and readings used in the course; and other methods used to evaluate student learning (Fitriyanti, et.al, 2021). The government is trying to overcome the stagnation in the quality of SMK graduates in the industrial and business world by issuing Presidential Instruction Number 9 of 2016 concerning Vocational Revitalization. It is a way of addressing the mismatch between skills taught in vocational schools and the industrial and business world (Handel, 2014; Hersch, 2012). Policies related to linking and matching with industry needs must exist revitalized (Sloane, 2013; Boudarbat and Chernoff, 2015). Apart from these policies, the curriculum in vocational high schools must also be able to present the integration of local wisdom, which can also be seen in the learning process so that graduates meet expectations in the world of work. The world of work requires not only qualified hard skills but also soft skills.

Local wisdom is an accumulation of knowledge and policies that grow and develop in a society that includes theological, cosmological, and sociological perspectives (Afiqoh et al., 2018). Opinions from other sources state that local wisdom is a living concept that is trusted and used by the local community. In society, beliefs and ways of life are passed down from generation to generation. Local wisdom is also the result of community adaptation originating from life experiences passed down from generation to generation. According to Fajarini (2014) local wisdom is the way local people address life's problems to solve their life problems with knowledge, and all forms of life that are embodied in every activity. In line with this opinion, local wisdom according to Hajrah, et.

The integration of local wisdom into the curriculum in schools is urgently needed, considering the local wisdom that has been implemented supports good character education. Local wisdom-based education can also create a global-minded society or a society commonly referred to as global citizenship. Local wisdom or culture of an area can be introduced to the national and international scene. Currently, global citizenship education is a topic of discussion for many people.

The self-learning curriculum used in Vocational High Schools is an implementation of the noble life of the Indonesian nation which is contained in Pancasila and reflects the original personality of the Indonesian nation (Nurgiansah, 2021; Sulianti et al., 2020). Indonesia is a country consisting of thousands of ethnic groups and cultures. Indonesian culture will be explored through local wisdom education, including variants with Indonesian cultural potential that can be shown to the world as an effort to develop Indonesia from an environmental sustainability perspective. Through education, the effort to develop culture is through learning programs based on Pancasila ideology which can give birth to student

profiles with Pancasila. Therefore, learning based on local wisdom is an effort that is being carried out by the Indonesian government to create students with a Pancasila profile.

The cosmetology department at the 2nd vocational high school in Ponorogo, East Java, especially in the Ponorogo district, adopted an independent curriculum. The curriculum used there is the school's operational curriculum. In order to be meaningful, this Curriculum is developed according to the context and needs of students and schools. In the preparation and development of the School Operational Curriculum, the Pancasila Student Profile becomes a reference in developing the school's vision, mission and objectives. The Pancasila Student Profile has six competencies. The six competencies are interrelated so that efforts to realize a complete Pancasila Student Profile require these dimensions simultaneously. The six dimensions are Faith, piety to God Almighty, and noble character, Global Diversity, Mutual Cooperation, Independent, Critical and Creative Reasoning. The expected profile of graduates from the cosmetology major is to prepare students to become skilled mid-level executives, trained according to the expertise program they choose and able to apply their abilities to be self-employed/work independently both in beauty companies, salons and spas.

Based on observations and interviews with Beauty Therapy Teachers at Ponorogo vocational high schools, it is known that from year to year the community's interest in studying at SMK Negeri 2 Ponorogo is very large and continues to grow, although there are also many State SMKs growing in every sub-district in the Ponorogo district. This is certainly a threat to SMK Negeri 2 Ponorogo. For this reason, excellent service and good and correct management of students must be given as a form of responsibility in educating the nation's children. The output produced must be truly competent and have good character and soft skills. The resulting outcomes are also able to position alumni to be accepted to work in the World of Work both domestically and abroad such as Japan, Korea and Taiwan, capable and courageous to become entrepreneurs and continue to a higher level of education.

Referring to the problems previously described, it is necessary to disclose the relevance of the curriculum applied in schools whether it reflects the values of local wisdom. This study aims to identify and analyze the contribution of local wisdom in the curriculum, and reformulate the local wisdom-based curriculum development framework. The importance of this research is to contribute local wisdom values in curriculum design for international benefits and interests. This contribution can be interpreted as an effort to support national interests where education based on local wisdom is expected to be an asset in developing education management based on local goals, but oriented to national interests so that this contribution can be beneficial for the progress of the nation. education.

## **II. Method**

This type of research is descriptive qualitative with data collection techniques through observation, interviews, and FGD (Forum Group Discussion). In qualitative research there are several types of data collection methods, but which ones are related must be adjusted to what the researcher wants to achieve. The most common tools used for qualitative research are focus group discussions, interviews, and participant observation (Vanderstoep & Johnston, 2009). In this study, qualitative focus group discussions on research methods have been highlighted. Social science investigators in general and qualitative investigators in particular rely on focus groups to gather data from several people at once.

### III. Result And Discussion

Based on the results of observations made at the Department of Cosmetology at Vocational High School 2 Ponorogo, it is known that: 1) the Beauty Department is one of the favorite expertise programs that produces graduates with basic knowledge, attitudes, and skills that are qualified, professional, competitive, and creative as Beautician, Hairstylist, Makeup Artist, and Therapist. Graduates need these competencies if they want a career as a beautician. This is in line with Elley's opinion (2018), that a cosmetologist studies hair cutting, styling, color, makeup application, manicures, and pedicure services, what styles and colors will look good on different people, chemistry for mixing colors, and treatments. other chemistry. 2) Availability of adequate and quite complete infrastructure facilities to support student competency to learn and develop according to expectations in the world of work 3) The curriculum used at the school uses the New Paradigm curriculum, where the curriculum used is formulated together with stakeholders in a collaborative, meaningful, in-depth manner, taking into account the latest technological developments. This is because this curriculum will become the school's internal guidelines in carrying out the learning process. 4) The curriculum at school gives students the freedom to develop skills in the field of entrepreneurship through traditional cosmetic products, herbal drinks that are well accepted by society. These products are made by utilizing local potential that is around Ponorogo. The materials used for making products such as coffee beans, turmeric, ginger, pandan leaves are very easy to find in the surrounding plantations, and even grow in the yards of residents' houses. In addition, students are enthusiastic when practicing product making in existing laboratories. 5) In practice, almost all subjects use project-based learning and the case method. The learning approach applied is competency-based learning.

In the FGD activities, where this activity involved several aspects, starting from industry which is a stakeholder from schools, members of professional certification bodies, and universities, a curriculum was formulated that was in accordance with the needs and conditions of schools and the surrounding environment in Ponorogo Regency.



Figure 1. FGD activities with industry

In the FGD activities, which involved several aspects, starting from the industry which is a stakeholder and partner of schools, members of professional certification bodies, and universities, a curriculum was formulated that was in accordance with the needs and conditions of the school and the surrounding environment. in Ponorogo Regency.

Based on the FGD activities, it is known that the curriculum used already uses a new paradigm curriculum that is guided by the Pancasila student profile. Pancasila is the basis of the Indonesian state, so it is expected that student learning outcomes in each subject are made rationally but still contain Pancasila student profiles in it as the characteristics and identity of

the Indonesian nation. In learning, the system developed at SMK Negeri 2 Ponorogo, especially in the Beauty program, is a block system. 9. The Beauty Department is included in the Expertise Group: Tourism, Specialty Program: Spa and Beauty. Where there is a Concentration of Expertise (1) Concentration of Expertise in Beauty Therapists (2) Hair and Beauty. Concentration is a study specialization taken in an expertise program at the beginning of phase F (Grades XI and XII). Concentration on studying more specific competencies, in accordance with the objectives and the World of Work or business opportunities that will be placed by graduates. Based on this, students in all Skills Programs at SMK Negeri 2 Ponorogo are allowed to take one concentration, because this concentration is intended so that students are truly focused and competent, so they are ready to enter the world of work or entrepreneurship.

In the block learning system, subjects are divided into general subjects, vocational subjects, and character development and work culture based on the profile of Pancasila students. Where in general subjects contain religious and moral education. Moral education that is fostered in schools based on local wisdom which is the standard for the surrounding community, as well as the work culture that is applied in the industry that is a stakeholder. Where the majority of stakeholders from these schools are still in Ponorogo and its surroundings. In addition, the subjects of Pancasila and citizenship education, Indonesian language, history, arts, physical education, sports and health. Subjects for the Vocational School group are divided into Mathematics, English, Informatics, Science and Social Projects, Vocational Schools, Creative Products and Entrepreneurship (Based on local potential around Ponorogo) and Field Work Practices.

Based on the results of interviews with school principals regarding learning carried out in schools it is known that: "Learning that builds student performance includes mastery of knowledge, skills, and attitudes as an inseparable unit. in order to be able to master attitudes, knowledge, and skills so that they can work according to their profession and what is no less important is the mastery of soft skills to support the hard skills they already have.

Furthermore, to explore the completeness of student learning, through questions to the deputy head of the curriculum, several strategies are known to achieve this, including: "develop learning principles, namely learning by doing, individualized learning, teamwork learning". That is one of the keys to why the quality of school graduates is valued. The absorption of graduates into the world of work is very good, the majority of beauty salons and businesses in Ponorogo district and its surroundings are beauty school graduates with this major.

Which translates to:

1. Learning by doing (learning through real, authentic, contextual activities or activities that provide meaningful learning experiences), developed into project-based learning, production-based learning, problem-solving-based learning, work-based learning, and others that are appropriate to apply at school.
2. Individual learning, namely learning by taking into account the uniqueness of each individual, and carried out with a modular system.
3. Teamwork learning is learning that develops the ability to work in teams by strengthening self-competence, being responsible for tasks, and understanding their position and function in the team. Vocational learning is not enough to learn to master competence individually but needs to learn in groups.

From the results of the context analysis, the improvement of the Education Unit Operational Curriculum is directed at improving the following:

1. The teacher's individual work procedures are changed to collaborative work procedures;
2. Strengthening the positive character and soft skills of students by making the values in the Pancasila Student Profile the main principles of development;
3. Strengthening facilities and infrastructure to improve services in the learning process;
4. Strengthen cooperation with the World of Work through resource sharing;
5. Student-centered learning management. Learners must have a choice of the material studied to have the same competence;
6. Interactive learning (interactive teacher-student-society/natural environment, other sources/media);
7. Network learning (students can gain knowledge from anyone and anywhere that can be contacted and obtained through the internet);
8. Active-seeking learning (Learning of students who are actively seeking is strengthened by the science approach learning model);
9. Learning strengthens the development of the special potential that each student has so that he develops according to his potential,
10. Multidisciplinary learning so that students are flexible in applying their competencies in society.

Added by the head of the cosmetology department at the Vocational High School that "All subjects offered in the curriculum structure, how to achieve competence, are packaged in the form of Learning Outcomes prepared by the teaching teacher for each learning outcome which is translated into a Flow of Learning Objectives using various models and learning methods adapted to the characteristics of each subject. Evidence of learning outcomes in the form of portfolios of student work is well documented as a form of teacher accountability when conducting assessments through various supporting instruments and reporting them to parents in the form of a report card."

Then the deputy head of curriculum added that for the application of local content in the curriculum, namely in the subject of creativity and entrepreneurship products, the results of student projects were in the form of beauty products in the form of traditional herbal drinks (jamu) and traditional cosmetics. Where students make projects in groups and then sell these products to the community. For drink formulas, traditional cosmetics and other products, they get product formulas based on team research results and traditional family recipes and natural ingredients that are around them."



Figure 2. One of the student's products

Furthermore, regarding the responses of subject teachers who teach creative product and entrepreneurship subjects, they admit that they are very grateful to be able to teach and explore the surrounding natural wealth for the younger generation to maintain ancestral culture so that it remains sustainable. At first, the students had difficulty finding the formula, but the teacher guided them to gather information from the elders of the village where their parents lived and the leader of the neighborhood where they lived. The information is collected then they summarize and determine which formula they will embody in the form of a creative product. Another teacher said that “the parents responded positively to the project and in the end, some of them helped market the student's product.”

In a further interview with the head of the cosmetology section at the school, “it was found that the products made by students in the cosmetology section were superior school products that the school was very proud of. When participating in educational exhibitions in districts or provinces, student products were selling well and received positive responses.”

Several students were also asked about their responses to creative and entrepreneurial product-making projects using local materials. Their responses were very happy and interesting. One student said “so far I haven't cared about the surrounding plants, the natural wealth that exists. Everything is normal, but through this lesson, I realized that everything can be used and make money.” Another student also said “I have been taking care of my skin by buying beauty products in stores, but I am now thinking of making my own as they are cheaper, and safe to use on the skin.”

#### **IV. Conclusion**

That the school has implemented local wisdom values in its curriculum. The local wisdom in question is based on the profile of Pancasila students contained in the curriculum. The curriculum at this SMK in Ponorogo has been jointly drafted and standardized by the World of Work. Strengthening aspects of soft skills and work character to complement hard skill aspects according to the needs of the world of work. In addition, real-based learning from the World of Work (Project based learning) from the start and schools ensures that graduates from these schools have hard skills accompanied by soft skills and a strong character of work readiness. That the school has implemented local wisdom values in its curriculum. The local wisdom in question is based on the profile of Pancasila students contained in the curriculum.

## **Bibliography**

- Ambiyar, Asmar Yulastri, Mimi Yupelmi, Paryono, 2018. Relevance Of The Productive Course Of Hair Beauty In Vocational High Schools To Industry Needs, *Journal Of Technology And Vocational Education*, Vol. 24, No. 1, May 2018, Pp. 125-131 ISSN:0854-4735, Accredited By KEMENRISTEKDIKTI, Decree No: 51/E/KPT/2017 DOI: 10.21831/Jptk.V24i1.18388
- Clark, I. (2015). Formative Assessment: Translating High-Level Curriculum Principles Into Classroom Practice. *Curriculum Journal*, 26(1), 91-114. Doi:10.1080/09585176.2014.990911
- Elley M. (2018). 9 Skills For Highly Effective Cosmetologist Careers Training News For Albany, Pittsfield: NYC.
- Fajarini, Ulfah. The Role Of Local Wisdom In Character Education. *Socio Didactics*. Vol. 1, No. 2, December 2014. P. 123-130.
- Fitriyanti Z., Hariri, H., Rini R. and Sowiyah, 2021. Analysis Of Vocational Education Curriculum In ASEAN Economic Community: A Literature Review, *Journal Of Social, Humanity, And Education (JSHE)* ISSN: 2746-623X, Vol 1, No 3, 2021, 157-170 <https://Doi.Org/10.35912/Jshe.V1i3.357>
- Hajrah, Rapi Tang, Suradi Tahmir, Kembog Daeng, 2019. Reconceptualization Of Local Wisdom Through Kelong Makassar: A Semiotic Review Of Michael Riffaterre, ISSN 1798-4769 *Journal Of Language Teaching And Research*, Vol. 10, No. 6, Pp. 1209-1216, November 2019 DOI:<http://Dx.Doi.Org/10.17507/Jltr.1006.08>
- Handel, MJ (2014). Skills Mismatch In The Labor Market. *Annual Review Of Sociology* JSTOR, 29(135), 65 –76. Doi.Org/10.1146/Annurev.Soc.29.010202.100030
- Hersch, J. (2012). Education Match And Job Match. *The Review Of Economics And Statistics* 73(1), 650–664. <https://Econpapers.Repec.Org/Repec:Tpr:Restat:V:73:Y:1991:I:1:P:140-44>
- Nurgiansah, TH (2021). Pancasila Education As An Effort To Form Honest Character. *Journal Of Citizenship Education Undiksha*, 9(1), 33–41. <https://Doi.Org/10.23887/Jpku.V9i1.31424>
- Onwuegbuzie, AJ, Dickinson, WB, Leech, NL, & Zoran, AG (2009). A Qualitative Framework For Collecting And Analyzing Data In Focus Group Research. *International Journal Of Qualitative Methods*, 8(3), 1-21.
- Sloane, PJ (2013). Much Ado About Nothing? What Does The Over-Education Literature Really Tell Us? *Overeducation In Europe: Current Issues In Theory And Policy*, 45(3), 234–254. <http://Www.Almalaurea.It/Universita/Pubblicazioni/Wp>
- Sulianti, A., Efendi, Y., & Sa'diyah, H. (2020). Application Of Pancasila Values In Educational Institutions. *Journal Of Pancasila And Citizenship*, 5(1), 54–65. <https://Doi.Org/10.24269/Jpk.V5.N1.2020.Pp54-65>



Vanderstoep, SW, & Johnson, DD (2008). Research Methods For Everyday Life: Blending Qualitative And Quantitative Approaches (Vol. 32): John Wiley & Sons.

**Contact email:** [octaverinakecvvara@unesa.ac.id](mailto:octaverinakecvvara@unesa.ac.id)