



A new paradigm in curriculum development: integrating local and global values

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ABSTRACT

Contemporary education faces the dual challenge of preparing students for a globally interconnected world while preserving their unique cultural heritage. This study proposes a new curriculum paradigm that synergistically integrates local wisdom, specifically the Tata Tuhu Trasna values from West Nusa Tenggara (NTB), with global values such as the Sustainable Development Goals (SDGs) and 21st-century skills within Indonesia's Kurikulum Merdeka framework. Using a descriptive qualitative methodology, this research identifies glocalization and culturally responsive pedagogy as key theoretical foundations. The study reveals that local wisdom inherently aligns with global imperatives through shared emphasis on sustainability, character development, and community engagement. A comparative analysis of Finnish, Singaporean, and Japanese curriculum models provides insights into implementation strategies. The proposed paradigm demonstrates practical feasibility through a conceptual application at SMPN 15 Mataram, offering concrete strategies for subject integration, project-based learning, and community partnerships. Key recommendations include adopting glocalization frameworks in policy, investing in teacher professional development, developing localized resources, and reforming assessment methods to evaluate holistic outcomes beyond cognitive measures.

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ABSTRAK

Pendidikan kontemporer menghadapi tantangan ganda, yaitu mempersiapkan murid untuk menghadapi dunia yang saling terhubung secara global sekaligus melestarikan warisan budaya mereka yang unik. Penelitian ini mengusulkan paradigma kurikulum baru yang secara sinergis mengintegrasikan kearifan lokal, khususnya nilai-nilai Tata Tuhu Trasna dari Nusa Tenggara Barat (NTB), dengan nilai-nilai global seperti Sustainable Development Goals (SDGs) dan keterampilan abad ke-21 dalam kerangka Kurikulum Merdeka Indonesia. Menggunakan metodologi kualitatif deskriptif melalui tinjauan pustaka komprehensif dan refleksi teoretis, penelitian ini mengidentifikasi glocalisasi dan pedagogi yang responsif terhadap budaya sebagai landasan teoretis utama. Studi ini menemukan bahwa kearifan lokal secara inheren selaras dengan keharusan global melalui penekanan bersama pada keberlanjutan, pengembangan karakter, dan keterlibatan masyarakat. Analisis komparatif dengan model kurikulum Finlandia, Singapura, dan Jepang memberikan wawasan strategi implementasi. Paradigma yang diusulkan menunjukkan kelayakan praktis melalui penerapan konseptual di SMPN 15 Mataram, yang menawarkan strategi konkret untuk integrasi mata pelajaran, pembelajaran berbasis proyek, dan kemitraan masyarakat. Rekomendasi utama meliputi adopsi kerangka kerja glocalisasi dalam kebijakan, investasi dalam pengembangan profesional guru, pengembangan sumber daya lokal, serta reformasi metode penilaian untuk mengevaluasi hasil holistik di luar ukuran kognitif.

Kata Kunci: glocalisasi; kearifan lokal; Kurikulum Merdeka; pendidikan global; Tata Tuhu Trasna

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INTRODUCTION

The 21st century demands educational systems to prepare learners for complex global realities while ensuring cultural rootedness. Contemporary curricula must foster critical thinking, problem-solving, and adaptability alongside cultural identity and local relevance to address this unprecedented challenge (Rahmat et al., 2025). The current state of curriculum development faces several critical issues. UNESCO emphasizes that curriculum development must integrate global citizenship and 21st-century competencies, such as digital literacy and collaboration, while being tailored to diverse local contexts (Mulyani et al., 2024). This includes practical age-specific learning objectives across cognitive, socio-emotional, and behavioral domains to equip learners to collaborate globally while understanding local issues (Soriano et al., 2022). Educational research underscores tensions between global standardization and cultural preservation, advocating a "glocalization" framework that thinks globally but acts locally for curriculum design, making global problems locally meaningful (Wang, 2025).

Local wisdom integration enhances cultural preservation, student engagement, and moral education, while global values from frameworks like the SDGs prepare students for global citizenship and planetary challenges (Damopolii et al., 2024; Rismana & Hernawati, 2025). In Indonesia, Ki Hadjar Dewantara's educational philosophy emphasizes education rooted in local culture as the foundation for character formation, aligning with current calls to embed global humanitarian values in curricula from early learning stages (Dwipratama, 2023). Education grounded in local wisdom can be an effective strategy for maintaining cultural identity amid global influences. The key factors supporting cultural preservation are the role of families and communities, as well as appropriate policy support, including curriculum development. Synergy between global and local education is essential to ensure that the younger generation develops a global perspective without losing its cultural identity (Cantika et al., 2022).

However, systematic research on harmonizing local wisdom with global values within national curriculum frameworks, particularly Indonesia's Kurikulum Merdeka, remains insufficiently explored, as explained by Rifai in a book titled "*Kurikulum Merdeka (Implementasi dan Pengaplikasian)*". This study addresses the research gap by exploring how local wisdom can be synergized with global humanitarian and 21st-century values within a national curriculum context to enhance education that is culturally grounded yet globally responsive. The scientific novelty lies in proposing a comprehensive curriculum paradigm that integrates specific local wisdom Tata Tuwu Trasma values from West Nusa Tenggara with global educational imperatives, providing both theoretical foundations and practical implementation strategies. The primary objective is to develop and propose an integrative curriculum model that bridges local cultural values with global competencies and humanitarian principles within Indonesia's Kurikulum Merdeka framework.

LITERATURE REVIEW

Curriculum Development in a Global Context

Contemporary curriculum development operates within an increasingly complex global landscape. UNESCO identifies that effective curricula must integrate global citizenship, 21st-century competencies, and digital literacy to address modern world challenges (Mardikaningsih et al., 2021). Core competencies such as critical thinking, collaboration, and cross-cultural communication form the foundation for designing contemporary curricula (Akintayo et al., 2024). The paradigm shift positions curriculum as a catalyst for integrating humanitarian values. Research emphasizes that curriculum must play a catalytic role in instilling and embedding global humanitarian values in learners' hearts and minds from an early age, ultimately contributing to world peace and prosperity (Khatun & Hossain, 2024).

Local Wisdom in Educational Context

Local wisdom encompasses empirical knowledge, practices, values, and beliefs of specific communities that support sustainable development and preserve cultural heritage (Alauddin et al., 2025). These values include norms, customs, languages, and social practices transmitted across generations. Ki Hadjar Dewantara emphasized the importance of education grounded in local culture as the foundation for character formation (Leonady et al., 2025). Research also affirms that integrating local values in curriculum development, including establishing learning objectives, designing materials, determining strategies, selecting media, and developing evaluation methods, is crucial for implementing quality education in local contexts (Bustomi et al., 2025). Local values possess deep dimensions applicable to daily life, often combining spiritual, historical, and metaphysical principles that teach leadership, moral conduct, and community engagement (Prahmana & D'Ambrosio, 2020). Recent scholarship demonstrates that integrating local wisdom into education enhances cultural preservation, student engagement, and moral development (Hidayati et al., 2020). Several studies have explored this integration across various contexts, showing improved learning outcomes and cultural connectivity.

Globalization Challenges and Opportunities

Globalization has both positive and negative impacts on educational systems. Research shows that while globalization can improve social life, it can also erode local values (Wheatley, 2024). This tension requires careful navigation in curriculum design. A study reveals the complexity of relationships between global competencies and local values in curriculum implementation (Madden, 2022). The study demonstrates that cultural values and belief systems significantly influence how learners position themselves in cross-cultural communication, highlighting the need for systematic approaches that position local wisdom as foundational rather than supplementary to global competency development.

Glocalization Theory and Frameworks

The concept of glocalization, defined as "*thinking globally and acting locally*," provides a theoretical foundation for integrating local and global elements in education (Erdoğan, 2023; Eyisi & Okonkwo, 2022). This framework suggests that local relevance enhances engagement with global issues, making abstract concepts more tangible and actionable. Glocalization has a pedagogical enabler, Culturally Responsive Pedagogy (CRP), which centers students' cultural backgrounds and lived experiences in learning processes (Makena & Mamaile, 2025). CRP emphasizes academic success through culturally relevant pathways, the development of cultural competence, and the fostering of critical consciousness. Another glocalization's pedagogical enabler is experiential learning theory, which emphasizes learning through direct experience and reflection and provides a pedagogical rationale for integrating local wisdom through community engagement and project-based activities (Anggarani et al., 2025).

Multiple intelligences theory ensures an inclusive curriculum design that accommodates diverse learning styles (Bîrsan & Turcan-Balçat, 2025; Emma, 2024). Global education frameworks provide universal guidelines for addressing planetary challenges and preparing students for international contexts. The Sustainable Development Goals (SDGs) establish 17 targets for global progress, with education serving as both a target (SDG 4) and enabler for achieving all SDGs (Adipat & Chotikapanich, 2022). The OECD Learning Compass 2030 advocates for "globally informed, locally contextualized" education, emphasizing holistic competencies encompassing knowledge, skills, attitudes, and values (Karseth et al., 2024). Twenty-first-century skills, including critical thinking, problem-solving, creativity, collaboration, and digital literacy, are increasingly recognized as essential competencies (Thornhill-Miller et al., 2023). Character

education and meta-learning processes are highlighted as vital components of contemporary education (Grey et al., 2020).

METHODS

This study employs a qualitative-descriptive research design to gain a comprehensive understanding and interpretation of phenomena related to curriculum integration. This approach is particularly suited for exploring complex educational concepts and generating theoretical insights, allowing for rich, nuanced analysis of existing knowledge and frameworks, as stated by Chambers & Gregory in a book titled *“Teaching and learning English Literature”*.

Data Sources and Collection

Primary data were collected through a comprehensive literature review of scientific publications, academic reports, and official curriculum documents. Sources were selected selectively, prioritizing references published in academic books and articles indexed in reputable databases. To ensure credibility and scientific relevance, at least 80% of the bibliography was derived from indexed publications, both books and journal articles. The primary databases used included: Books and E-Books (e.g., from university libraries), ScienceDirect, IEEE Xplore, ERIC, ResearchGate, and Google Scholar. These sources were chosen because they provide a broad range of peer-reviewed reference books and articles. The search strategy employed keywords such as *“curriculum development,” “local wisdom,” “global education,” “glocalization,” “culturally responsive pedagogy,” “Kurikulum Merdeka,”* and *“Tata Tuju Trasma.”*

Theoretical Reflection

The study involved critical theoretical reflection on curriculum development, cultural studies, global education, and indigenous knowledge systems. This included examining and synthesizing key concepts such as glocalization, culturally responsive pedagogy, experiential learning, and frameworks like the OECD Learning Compass 2030.

Conceptual Case Study

SMPN 15 Mataram was selected as a conceptual case study to ground theoretical insights in a practical context. This approach illustrated the integrated framework’s applicability and enabled the derivation of context-specific policy recommendations without primary empirical data collection.

Data Analysis

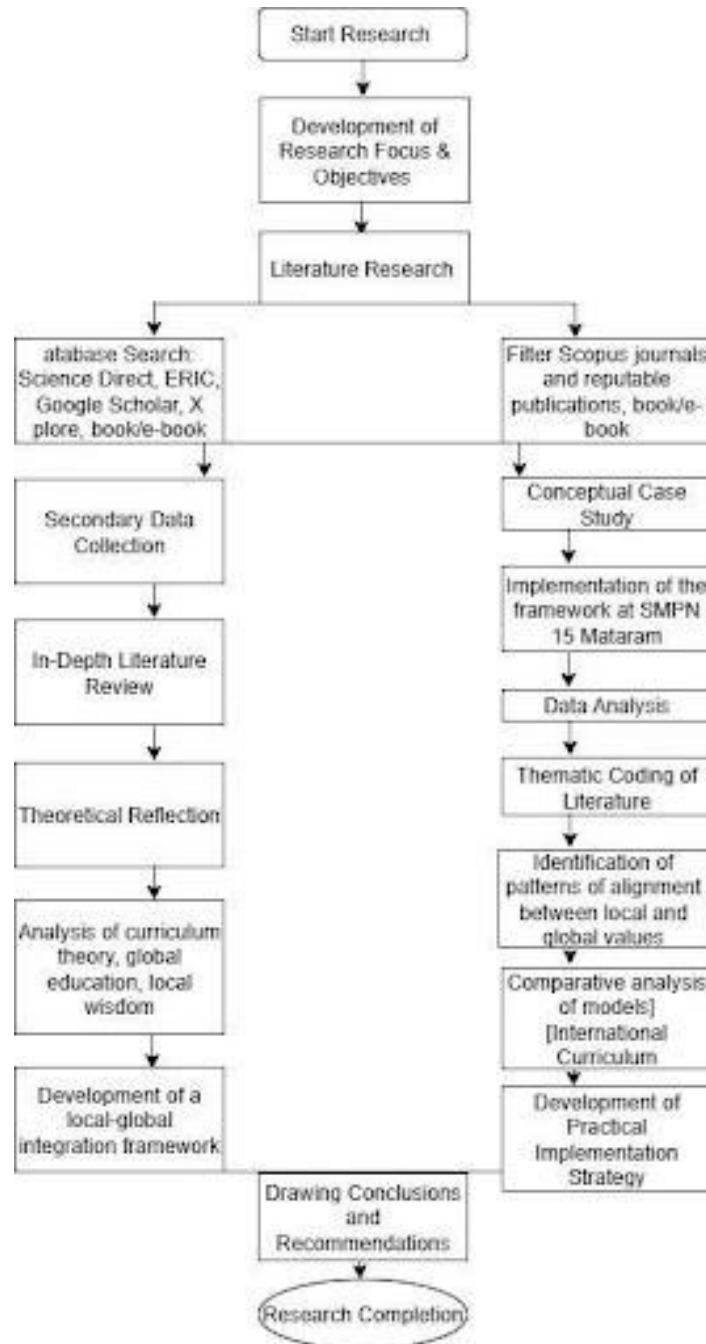


Figure 1. Flowchart of Research
Source: Research 2026

Data analysis followed systematic synthesis and thematic coding of literature sources, including: (1) identifying recurring themes and theoretical convergences; (2) analyzing alignment patterns between local wisdom and global educational values; (3) conducting comparative analyses of international curriculum models; and (4) developing practical implementation strategies. **Figure 1** provides a detailed overview of the research flow.

RESULTS AND DISCUSSION

Integration Framework of Local and Global Values

The research reveals that integration of local and global values can be systematically operationalized through four curriculum dimensions: educational objectives, content, learning methods, and assessment. **Table 1** explains the Integration of Local and Global Values in Curriculum.

Table 1. Integration of Local and Global Values in Curriculum

| Curriculum Dimension | Local Values | Global Values | Integration Strategy |
|------------------------|--|--|--|
| Educational Objectives | Character, Religiosity, Cooperation | 21 st Century Competencies, Global Literacy | Alignment of National Education Vision |
| Curriculum Content | Traditions, Regional Languages, and Local Wisdom | STEM, Digital Literacy, Multiculturalism | Flexible and Contextual Curriculum |
| Learning Methods | Oral Tradition, Folk Stories, Local Practices | Collaborative Projects, Simulation, Online | Culture-based Blended Learning |
| Assesment | Character, Religiosity, Cooperation | 21 st Century Competencies, Global Literacy | Culture-based Practice Portfolio |

Source: Research 2026

Local values such as character, religiosity, traditions, regional languages, and local wisdom are systematically aligned with global values, including 21st-century competencies, STEM, digital literacy, and multiculturalism. Integration strategies encompass flexible, context-based curriculum design, culture-based blended learning, and authentic assessment portfolios. This framework finds theoretical grounding in glocalization theory by Robertson in a book titled “*Glocalization: Time and Space Homogeneity and Heterogeneity*”, which posits that education must intertwine local identity development with global competency cultivation (Nisar, 2025). UNESCO (2015) and OECD frameworks further support this integrated approach, advocating for universal yet locally contextualized competencies (Shabalala & Photo, 2025).

Theoretical Foundations for Local-Global Curriculum Integration

The study identifies three interrelated frameworks critical for effective integration:

1. **Glocalization as Core Framework:** Emphasizes dynamic interaction between local and global forces in curriculum design (Zhao, 2024). It promotes embedding universal principles within local educational practices rather than treating them as separate entities (Agyare, 2026).
2. **Culturally Responsive Pedagogy as Pedagogical Enabler:** Functions as the pedagogical mechanism, centering student cultural backgrounds to increase engagement and academic success (Makena & Mamaile, 2025). CRP complements glocalization by providing practical methods to deliver integrated content meaningfully.
3. **Experiential Learning and Multiple Intelligences Theory:** Support learning through direct experiences and accommodate diverse learning styles (Nurwahyuni & Basha, 2025). These paradigms support inclusive and holistic curriculum implementation responsive to local-global integration (Fuchs & Fuchs, 2025).

Analysis of Tata Tuhu Trasna (3T) Values

The traditional 3T values from West Nusa Tenggara demonstrate strong resonance with both local character education and global sustainable development goals:

1. Tioq (Gratitude/Growth): Aligns with environmental sustainability principles such as climate action and resource management
2. Tata (Order/Responsibility): Fosters character growth and metacognitive skills essential for 21st-century competencies
3. Tunaq (Preservation): Supports sustainable practices pivotal to global citizenship

This alignment concretizes UNESCO (2023) and OECD (2019) assertions that local wisdom can harmonize with global educational goals, reinforcing the importance of embedding indigenous values in curriculum design (Pertiwi et al., 2025).

Implementation Strategy: SMPN 15 Mataram Case Study

The conceptual case study illustrates practical applications through:

1. Localizing teaching materials by linking 3T values with SDGs
2. Teacher capacity building focused on culturally responsive pedagogy
3. Developing localized digital resources that connect local wisdom to global competencies
4. Engaging community partnerships to strengthen curriculum relevance

This approach exemplifies principles of glocalization and culturally responsive pedagogy, ensuring a responsive curriculum that prepares students both locally and globally (Hanum, 2025).

Challenges and Solutions

Key barriers include rigid curricula, limited resource availability, and insufficient teacher capacity. Proposed solutions emphasize:

1. Continuous teacher professional development
2. Community engagement strategies
3. Flexible, adaptive curriculum guidelines
4. Investment in localized resource development

These solutions ensure local knowledge is valued and effectively integrated while meeting global educational standards (Fitrianto & Farisi, 2025; Rasidi & Istiningsih, 2025). Also, implementation in the digital era requires balancing technology opportunities with cultural preservation. Cultural filters must be implemented to preserve values amid digitalization (Ardiansyah et al., 2024). This aligns with global education frameworks that advocate for digital literacy grounded in cultural and ethical foundations.

CONCLUSION

This study successfully advocates for a new curriculum paradigm within Indonesia's Kurikulum Merdeka framework that synergistically integrates local wisdom, specifically West Nusa Tenggara's Tata Tuhu Trasna values, with global educational imperatives. The research establishes glocalization and culturally responsive pedagogy as essential theoretical frameworks for transforming curriculum design by rooting global competencies in authentic local cultural foundations. The comparative analysis of international curriculum models and integration of Indonesian educational scholarship enriches the proposal, demonstrating practical strategies such as subject integration, project-based learning, and community

partnerships that balance local identity with global relevance. The conceptual application at SMPN 15 Mataram exemplifies how this paradigm can translate theory into practice, embedding Pancasila values alongside global competencies to produce graduates who are culturally grounded yet globally competent. By addressing challenges in the digital era and emphasizing dynamic value creation, the study offers a feasible and innovative approach to curriculum development in Indonesia. This positions the Kurikulum Merdeka as a forward-looking model that nurtures holistic, contextually relevant education meeting international standards while preserving cultural heritage. The findings suggest that successful curriculum integration requires moving beyond additive approaches toward transformative paradigms that leverage local cultural strengths to achieve global competencies. This represents a fundamental shift from viewing local wisdom as supplementary to positioning it as foundational for global citizenship development.

AUTHOR'S NOTE

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