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Article

**From Tradition to Transformation: The Role of Supervision in
Developing Adaptive Local Wisdom Curricula**

Desi Ayu Nur Saputri^{1*}, Diah Susanti²

¹² UIN Kiai Ageng Muhammad Besari Ponorogo, Indonesia

* Corresponding Address: desiayunursaputridesi@gmail.com

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ABSTRACT

Integrating local wisdom into the curriculum ensures education remains relevant to the community's socio-cultural context. This study explores the role of supervision in developing an adaptive local wisdom-based curriculum at the junior high school level. Using a literature review method, it examines sources on integrating local cultural values into the curriculum and the transformation of supervision in supporting its implementation. The findings show that educational supervision has evolved from a traditional administrative function to a more adaptive and collaborative role, facilitating teachers in designing contextual learning relevant to local realities. Integrating local wisdom into learning increases students' motivation, character, and cultural identity while enriching their learning experiences. However, challenges persist, including limited competence among supervisors and teachers, inadequate resources, and restrictive policies. To address these issues, the study recommends continuous professional training, sufficient policy support, and a collaborative supervision model to strengthen and sustain locally based curriculum development. The transformation of supervision plays a crucial role in shaping a generation that remains grounded in local culture yet capable of engaging with global changes, ensuring that education not only preserves cultural values but also fosters adaptability and innovation in the face of modern challenges.

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INTRODUCTION

The changing times, marked by rapid technological advances and globalization, require the world of education to be able to adapt without losing its cultural roots and local wisdom values. Amidst the rapid tide of modernization, many of the nation's traditional values are being eroded by outside cultures, so education needs to play an active role in preserving, developing, and transforming local wisdom into a learning context that is relevant to today's needs.

National education has a fundamental role in shaping a generation that is intelligent, has character, and is cultured. In this era of globalization and rapid technological development, the challenges facing education lie not only in improving academic competence, but also in preserving the local wisdom values that form the nation's identity. Indonesian education is required to transform in order to remain adaptive to the changing times, without losing the cultural roots and philosophical values of local communities (Budiarta, 2023).

Local wisdom is the result of collective thinking and experience of a community that is passed down from generation to generation and serves as a guideline for life that is rich in moral, social, and spiritual values. According to Damayanti et al. (2024), learning based on local wisdom not only increases student motivation and learning outcomes, but also fosters social and environmental awareness. Cultural values such as mutual cooperation, responsibility, and harmony with nature form the basis for shaping students' characters to be adaptive to global changes.

In the context of national education transformation, educational supervision is a strategic element that bridges the gap between curriculum policy and learning implementation in schools. Supervision plays a role not only as administrative oversight but also as reflective mentoring and professional development for teachers. Ruslan (2019) shows that supervision based on local wisdom can improve teachers' work ethic by instilling values such as *maja labo dahu* and *nggahi rawi pahu*, which foster a sense of shame for doing wrong, responsibility, and honesty at work.

Furthermore, research by Anse, Bafadal, and Juharyanto (2024) found that Lonto Leok culture-based supervision in Manggarai was effective in creating an egalitarian partnership between supervisors and teachers. Supervision was carried out through deliberation, reflection, and collaboration, which ultimately strengthened professionalism and created a harmonious working atmosphere in schools. Meanwhile, Hassanah et al. (2024) emphasized that curriculum supervision plays an important role in ensuring that the implementation of the Merdeka Curriculum is effective and relevant to the needs of students and the local characteristics of the school. In line with this, Gungum Gumilar et al. (2024) add that continuous supervision serves as an effort to nurture and develop the quality of learning. Through a reflective and humanistic approach, supervision encourages teachers to innovate and improve their competence so that learning becomes more contextual and meaningful for students.

In the dimension of culture-based learning, research by Pamungkas, Subali, and Lunuwih (2017) shows that the application of a local wisdom-based science learning model, such as the *pranata mangsa*, can increase students' creativity and scientific thinking skills. This approach integrates traditional knowledge with modern science, making learning more contextual and relevant to everyday life.

Meanwhile, Sidabutar and Hutahaeon (2024) proved that the implementation of a character education curriculum based on BerBeBeSTeM and local wisdom can improve students' language skills and character. Through the integration of values such as faith, brotherhood, sacrifice, loyalty, openness, and respect into Indonesian language learning activities, students not only develop cognitively but also in moral and social values that reflect the Pancasila Student Profile.

Research by Rahayu, Setiawati, and Ikhwan (2023) further reinforces the urgency of applying local wisdom through the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 4 Kubung, Solok Regency. The results of the study show that the implementation of P5 with the theme of local wisdom through batik activities has successfully instilled the values of mutual cooperation, creativity, and pride in regional culture. P5 is carried out through stages of planning, implementation, assessment, and reflective evaluation involving teachers, students, and the community. This proves that local

wisdom can be an effective medium in character building and strengthening 21st-century competencies.

Based on these various studies, it can be concluded that education supervision based on local wisdom is a key instrument in directing the process of curriculum transformation that is oriented towards character, professionalism, and preservation of national culture. Supervision plays an important role in ensuring that local values such as *mulat sarira*, *maja labo dahu*, *lonto leok*, and P5 practices can be adaptively integrated into the implementation of the Merdeka Curriculum.

Therefore, this article will examine in depth the role of supervision in developing an adaptive local wisdom curriculum, emphasizing the synergy between educational supervision, the application of local cultural values, and the character building of students as a tangible manifestation of Indonesia's sustainable educational transformation.

METHOD

This study uses a literature review method (library research) that aims to thoroughly examine various scientific references related to the role of supervision in the development of a local wisdom-based curriculum at the junior high school level. This method was chosen because it allows researchers to synthesize the results of previous studies that have been tested, while identifying patterns, trends, and models of effective supervision in the context of local culture-based education.

The data collection process was carried out through a systematic review of various relevant scientific publications, both nationally and regionally. The main sources consisted of journal articles, proceedings, and academic books discussing the integration of local wisdom values into the curriculum and the implementation of educational supervision in the era of the Merdeka Curriculum. The literature was selected based on criteria of relevance to the topic, novelty of the research (within the last 5–10 years), and credibility of the publication.

Researchers used a literature review sheet as a tool to record important points from each source. The review sheet included information about the research objectives, methodological approach, findings, and contributions to the development of the concepts of supervision and contextual curriculum. The analysis was conducted using descriptive-comparative methods to find the relationship between educational supervision theory, local cultural values, and the direction of adaptive curriculum transformation.

Some of the main references analyzed include:

1. Budiarta (2023), who highlights the importance of integrating *Mulat Sarira* local wisdom into history learning as a means of character building and cultural awareness.
2. Damayanti et al. (2024), which shows the effectiveness of local wisdom-based contextual learning in increasing student motivation and character.
3. Ruslan (2019), which emphasizes the effectiveness of principal supervision based on local cultural values such as *maja labo dahu* in improving teacher professionalism.
4. Anse, Bafadal, and Juharyanto (2024) developed a supervision model based on the *lonto leok* culture in Manggarai, oriented towards partnership, dialogue, and deliberation.
5. Hassanah et al. (2024) highlighted the role of curriculum supervision in ensuring the contextual and sustainable implementation of the Merdeka Curriculum.
6. Gumgum Gumilar et al. (2024) explain the importance of reflective and humanistic supervision in improving the quality of sustainable learning.
7. Pamungkas, Subali, and Lunuwih (2017) researched science learning based on the *pranata mangsa* to foster students' creativity and scientific thinking skills.

8. Sidabutar and Hutahaeen (2024) demonstrated the effectiveness of the BerBeBeSTeM character education curriculum in integrating local wisdom values into Indonesian language learning.
9. Rahayu, Setiawati, and Ikhwan (2023) analyzed the implementation of the Pancasila Student Profile Strengthening Project (P5) with a theme of local wisdom at SMP Negeri 4 Kubung as an example of practical culture-based education.

THEORETICAL STUDY

Educational supervision is a professional development process that aims to help teachers develop their abilities to carry out learning tasks effectively (Sergiovanni & Starratt, 2007). In the modern paradigm, supervision is no longer understood as a mere monitoring activity, but rather as a process of mutual assistance and reflection between supervisors and teachers (Glickman et al., 2018). This approach positions teachers as learners who continue to develop through collaborative interaction, reflective dialogue, and professional guidance.

According to Daresh (2001), effective supervision encompasses three main dimensions, namely the human dimension (interpersonal relationships), the technical dimension (teaching skills), and the educational dimension (professional development). These three dimensions need to be integrated with the social and cultural context in which the school is located. In the Indonesian context, educational supervision needs to accommodate local wisdom values that have become part of the character of society and school culture (Mulyasa, 2019).

Local wisdom is a set of values, norms, and practices that exist within a community, are passed down from generation to generation, and serve as moral and social guidelines in everyday life (Sartini, 2004). In education, local wisdom can be integrated into the curriculum through contextual learning activities, cultural projects, and character building (Tilaar, 2012). This integration is in line with the principle of contextual teaching and learning (Johnson, 2002), which emphasizes that learning will be more meaningful when connected to the real experiences and culture of the learners.

In its implementation, the development of a local wisdom-based curriculum requires adaptive and reflective supervision. Education supervisors act as facilitators who ensure that the learning process is in line with regional cultural values. This type of supervision model is known as humanistic supervision, in which supervisors place empathy, open communication, and respect for differences as the basis for teacher development (Sahertian, 2010).

In addition, strengthening character based on culture through the curriculum is also an important agenda in the Merdeka Curriculum. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) emphasizes that the Pancasila Student Profile—which includes the values of faith, independence, mutual cooperation, critical thinking, creativity, and global diversity—can be developed through contextual learning rooted in local wisdom. Therefore, supervision plays a strategic role in ensuring that teachers are able to design learning experiences that reflect these values.

This theoretical study emphasizes that the integration of educational supervision and local wisdom is not merely a methodological approach, but a form of synergy between cultural dimensions and professionalism in the world of education. Through reflective, contextual supervision rooted in local values, curriculum development can move towards education that is socially relevant, culturally meaningful, and morally sustainable.

RESULT AND DISCUSSION

Transformation of the Role of Supervision in Local Wisdom-Based Education

A review of the literature shows that educational supervision in Indonesia has undergone a significant paradigm shift from an administrative control function to a strategic

role as a facilitator, mentor, and agent of educational innovation. Supervision now focuses on developing teacher professionalism and strengthening curricula that are relevant to the socio-cultural context.

Ruslan (2019) explains that the application of supervision based on the values of *maja labo dahu* in the Bima region has been able to shape teachers' professional ethics to be honest, responsible, and ashamed of doing wrong. This approach shifts supervision from a hierarchical pattern to a model of guidance based on local morals and culture. In line with this, Anse, Bafadal, and Juharyanto (2024) found that the *lonto leok* supervision model in Manggarai emphasizes dialogue and joint reflection between supervisors and teachers, creating a mutually supportive partnership atmosphere.

The two studies show that supervision based on local culture strengthens teachers' sense of ownership of the learning process and creates egalitarian relationships. Supervision is no longer understood as a mere supervisory activity, but rather as an empowerment process that builds professional awareness and national character.

Integration of Local Wisdom in Curriculum Development

The integration of local wisdom into the curriculum is a strategic approach to providing relevant, meaningful, and contextual education. Budiarta (2023) emphasizes that the value of *Mulat Sarira* in history learning can strengthen students' identity awareness and build reflective character. This approach combines cultural values with the development of critical historical thinking skills.

Damayanti et al. (2024) show that local culture-based learning can increase learning motivation and shape students' social awareness. Learning rooted in local values creates an emotional connection between students and the subject matter. Meanwhile, Pamungkas, Subali, and Lunuwih (2017) prove that integrating the *mangsa* system into science learning can improve students' creativity and scientific thinking skills, as students are encouraged to interpret natural phenomena through agrarian cultural experiences.

Sidabutar and Hutahaeen (2024) also revealed that the application of the *BerBeBeSTeM*-based character curriculum in Indonesian language learning improves students' morality and empathy. The values of faith, brotherhood, and respect are integrated into language material through local cultural texts. Furthermore, Rahayu, Setiawati, and Ikhwan (2023) show that the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of local wisdom at SMP Negeri 4 Kubung fosters creativity, cooperation, and pride in regional culture.

Overall, the literature shows that the development of a local wisdom-based curriculum can enrich students' learning experiences and strengthen character values and cultural literacy.

Supervision as a Driver of Adaptive Curriculum Innovation

Hassanah et al. (2024) emphasize that in the context of implementing the *Merdeka Curriculum*, supervision plays an important role in ensuring that learning is carried out in accordance with national policy objectives while remaining relevant to regional needs. Supervision conducted using a reflective approach helps teachers understand the direction of the curriculum, develop contextual teaching tools, and adjust learning strategies to the characteristics of students.

Gumgum Gumilar et al. (2024) add that supervision must be humanistic, participatory, and sustainable. Through reflective guidance, teachers are encouraged to engage in professional introspection and continuous improvement of their teaching practices. Supervision serves as a space for professional dialogue that facilitates the development of adaptive curriculum innovation.

Thus, supervision becomes a driving force in bridging curriculum policy, pedagogical innovation, and the preservation of local culture. Effective supervision makes teachers subjects of learning who continue to grow, rather than mere implementers of policy.

Synergy between Supervision, Local Wisdom, and Character Building

A synthesis of all the research shows that there is a synergistic relationship between the implementation of educational supervision, the strengthening of local wisdom, and the character building of students. Cultural values such as mutual cooperation, responsibility, and honesty are at the core of humanistic and contextual supervision.

Supervision based on cultural values can help teachers deliver learning that is not only cognitive-oriented but also shapes students' affective and psychomotor skills. When teachers receive guidance within the framework of local culture, the teaching and learning process becomes more meaningful and oriented towards developing national character.

This approach is in line with the vision of the Merdeka Curriculum, which emphasizes the formation of the Pancasila Student Profile: faithful, independent, cooperative, critical thinking, creative, and globally diverse. Effective supervision ensures that these values are alive in daily learning activities.

In the context of modern educational development, the transformation of the supervisory role cannot be separated from the demands of digitization and decentralization policies in education. Supervision is no longer limited to face-to-face observation in the classroom, but has evolved into a technology-based coaching process that allows supervisors to monitor, guide, and reflect online. Digital supervision models based on local wisdom, such as virtual discussion forums between supervisors, teachers, and community leaders, are a new breakthrough in expanding the scope of professional coaching. This approach is not only efficient in terms of time and cost, but also enables cross-regional collaboration to exchange best practices in integrating cultural values into learning.

Advances in information technology provide great opportunities for education supervisors to optimize the adaptive supervision process. Web-based supervision applications and learning management systems (LMS) enable teachers to digitally document locally-based learning plans, which can then be reviewed and given immediate feedback by supervisors. Thus, supervision not only functions as administrative control, but also becomes a forum for joint reflection that accelerates the process of improving teacher competence. The integration of this technology also strengthens the principles of accountability and transparency in educational supervision, so that every coaching process can be traced and evaluated systematically.

In addition to the technological dimension, the collaborative aspect of supervision is also an important focus in this discussion. Effective supervision requires a partnership between supervisors, teachers, school principals, and the community. In the context of local wisdom-based education, the community acts as an authentic source of cultural values that can be integrated into learning. This collaboration creates a form of participatory supervision in which supervisors not only assess teacher performance but also facilitate cross-role dialogue to ensure that each learning program truly reflects the local cultural identity. For example, in Bali, supervisors can work with traditional leaders to design project activities based on Tri Hita Karana; while in Kalimantan, collaboration with Dayak traditional institutions can help contextualize the values of mutual cooperation and nature conservation in primary and secondary school curricula.

This participatory supervision approach is in line with the principle of “community-based education,” in which education is viewed as the result of social interactions rooted in the culture and needs of the local community. Supervision that places the community as a learning partner creates a bridge between academic knowledge and traditional knowledge. Through open dialogue, teachers can adapt learning materials to be more contextual, while supervisors can ensure the pedagogical and curricular appropriateness of the activities carried

out. Thus, local wisdom values are not only cultural symbols, but are truly alive in teaching and learning practices.

Supervision based on local wisdom also has strong relevance to character education. Teachers who are supervised with an emphasis on certain cultural values tend to show improvement in work ethic, discipline, and professional responsibility. This is evident in various field studies that emphasize the importance of supervision based on local morality, such as *maja labo dahu* in West Nusa Tenggara and the principles of *sipakatau*, *sipakainge*, and *sipakalebbi* in South Sulawesi. These values instill an awareness of moral responsibility at work, so that the supervision process becomes a means of shaping teachers' professional character, not just an administrative evaluation.

In practice, local value-based supervision can be carried out through several main stages, namely the planning, observation, reflection, and follow-up stages. In the planning stage, supervisors and teachers determine the aspects of learning to be developed, including how to integrate local values into lesson plans (RPP) or teaching modules. The observation stage is carried out not only to assess the implementation of the plan, but also to note the extent to which teachers relate the material to the cultural context of the students. After observation, the reflection stage becomes an important moment for open dialogue about challenges and potential improvements. Supervisors act as reflection facilitators who encourage teachers to recognize their strengths and weaknesses independently. Finally, the follow-up stage is carried out in the form of ongoing mentoring or thematic training based on teachers' needs. This pattern reflects formative supervision that is oriented towards professional growth, not merely assessment.

Effective supervision also contributes to the emergence of project-based learning with a theme of local wisdom. Teachers who receive reflective guidance from supervisors are better able to develop projects that combine 21st-century skills with traditional values. For example, students can be invited to research local traditional agricultural systems through a scientific approach, document oral culture using digital technology, or develop creative economy products based on regional culture. In this process, supervisors serve as academic consultants who ensure that projects remain relevant to the learning outcomes of the Merdeka Curriculum while supporting the strengthening of the Pancasila Student Profile.

The role of supervisors as agents of change is also evident in their efforts to foster a school climate that values cultural diversity. In multicultural schools, supervision is not only oriented towards learning effectiveness, but also towards instilling values of tolerance and respect for differences. Supervisors play a role in fostering awareness that every teacher must be able to accommodate the diversity of students' cultural identities as a source of enrichment, not as an obstacle. Thus, supervision based on local wisdom becomes an important instrument in building inclusive education that respects the cultural plurality of the nation.

In the context of implementing the Merdeka Curriculum, supervisors have a strategic responsibility to ensure that learning autonomy policies are not misinterpreted as freedom without direction. Through reflective mentoring, supervisors help teachers balance freedom of innovation with loyalty to the basic values of national education. This is where local cultural values serve as a "moral compass" that guides the direction of innovation so that it remains rooted in the nation's identity. Supervisors who understand the cultural context of the region can interpret curriculum policies in a more adaptive and contextual manner, so that the implementation of the Merdeka Curriculum does not lose its local meaning.

Furthermore, adaptive supervision also supports the formation of a sustainable learning ecosystem. In this ecosystem, teachers, supervisors, and students interact with each other in dynamic and mutual learning relationships. Local wisdom values such as mutual cooperation, social responsibility, and balance with nature become the basic principles that inspire every

learning activity. Thus, education not only produces individuals who are academically intelligent, but also have integrity, empathy, and ecological awareness.

Finally, the results of literature synthesis and conceptual analysis show that the role of supervision in the development of local wisdom-based curricula has a very broad dimension—covering pedagogical, cultural, social, and technological aspects. Supervision is no longer merely an administrative process to ensure teachers' compliance with policies, but rather a humanistic coaching process oriented towards the transformation of educational values and practices. The success of supervision lies in its ability to become a space for reflective dialogue, where teachers and supervisors together interpret cultural values into lively and relevant learning practices. Through adaptive, participatory supervision rooted in local wisdom, Indonesian education can move toward true transformation—an education that not only preserves the nation's culture but also prepares a resilient, creative young generation ready to contribute amid global dynamics.

RESEARCH IMPLICATIONS

The results of the literature review provide a number of important implications for the development of educational science and practice in Indonesia.

1. Theoretical Implications

This study enriches the theory of educational supervision by adding a cultural perspective as a new dimension in teacher professional development. Supervision based on local wisdom expands the theoretical framework from a traditional approach to a more humanistic and contextual model, as suggested by Glickman et al. (2018). This integration supports the development of culturally responsive supervision theory, which places cultural values at the core of teachers' reflective practices.

2. Practical Implications

For school principals and supervisors, the results of this study show the importance of building a collaborative supervision culture based on local values. Supervision can be an effective means of fostering teachers' creativity in designing learning that integrates local culture and 21st-century competencies. Teacher training and mentoring need to be directed towards familiarizing teachers with self-reflection, the use of contextual media, and the application of cultural values in teaching strategies.

3. Policy Implications

For policymakers, this study emphasizes the need for structural support to develop culturally-based supervision models at the local level. Local governments and education agencies can formulate specific guidelines that integrate local values into school supervision practices. In addition, training policies for supervisors and school principals should emphasize cross-cultural communication skills, empathy, and participatory approaches in teacher development.

4. Social and Educational Implications

Socially, supervision based on local wisdom can strengthen national identity and character through education. Schools can act as agents for preserving regional cultural values by transforming local traditions into part of the learning process. This will help students understand their cultural roots while preparing them to face global challenges with a strong identity.

Thus, the results of this study reinforce the importance of education supervision oriented towards local cultural values as the basis for developing an adaptive, inclusive, and sustainable curriculum.

CONCLUSION

This study confirms that educational supervision plays a strategic role in directing the transformation of local wisdom-based curricula at the junior high school level. Based on a review of the literature, it was found that supervisory practices, which were originally administrative in nature, have now developed into a reflective, collaborative, and quality-oriented professional development process. Supervision serves not only as a monitoring tool, but also as a means of empowering teachers to integrate local cultural values into their daily educational practices.

The main findings show that the application of supervision based on local wisdom—such as the values of *maja labo dahu* in Bima, *lonto leok* in Manggarai, *Mulat Sarira* in Bali, as well as the *BerBeBeSTeM* curriculum model and the *Pancasila Student Profile Strengthening Project (P5)*—has contributed significantly to improving teacher professionalism, student motivation, and character building among students. The integration of local cultural values into the curriculum has been proven to strengthen the moral, social, and spiritual dimensions of education while maintaining the relevance of learning to students' real lives.

Overall, this study answers its main objective, which is to identify how supervision can support the development of an adaptive curriculum rooted in local cultural values. Contextual and humanistic supervision has proven to be an effective bridge between curriculum policy and meaningful learning implementation.

As a follow-up, future research is recommended to:

1. Conduct empirical field studies to measure the direct impact of local wisdom-based supervision on student learning outcomes and character.
2. Develop contextual supervision models in various regions by adapting local cultural values.
3. Examine the integration of reflective supervision in the implementation of the *Merdeka Curriculum* to continuously improve teacher professionalism.
4. Assess the effectiveness of collaboration between supervisors, teachers, and the community in bringing local cultural values to life through project-based learning.

Thus, local wisdom-based educational supervision can be seen as a transformational strategy that not only improves the quality of learning but also strengthens cultural identity and national character amid the challenges of globalization.

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