



Recommendations for Case Learning Based of Local Wisdom Integrated with The Exo Olo Task Learning Model in Implementing The Merdeka Curriculum at Senior High School in Ambon City

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Abstract: Learning in the era of independent curriculum development is an opportunity for educators and education units to improve competence. Active and participatory learning is one of the targets in developing learning to implement the independent curriculum. Case learning is something that can be applied to realize the learning objectives of the independent curriculum. this study aims to provide recommendations for developing learning in the implementation of an independent curriculum in Ambon City Public High School. The integration of the Exo Olo Task learning model developed in local wisdom-based case learning is part of what is developed in this goal. This research was conducted in the form of descriptive qualitative research. In this case, collaboration (cooperation) with several related parties (Stake holders) to develop a local wisdom-based case learning pattern that supports the implementation of an independent curriculum in Ambon City State High School. Data obtained through observations and interviews were analyzed using qualitative research techniques using the mile and huberman method and continued with policy direction analysis through AHP method analysis. Recommendations are given with priority to 1) Increasing the use of local wisdom cases as participatory teaching materials and media, 2) Development of strategies and mastery of educators in preparing lesson plans, 3) socialization of independent curriculum-based learning programs, 4) increasing partnerships in developing learning projects and improving character through the project of strengthening the profile of Pancasila students (P5), 5) educator literacy education through reflection with outputs in the form of scientific papers with a Consistency Ratio of 0.09.

Keywords: Case Method, Exo Olo Task, Independent Curriculum, Local Wisdom Learning

INTRODUCTION

Law No. 20 of 2003 mandates that education is a conscious and planned effort to provide a creation in the process and learning activities with the aim of forming active learning activities, by developing the potential that exists in self, nation, and state (Asep et al., 2023) Reflecting on this, it can be interpreted that education has an important position in building a nation and state for change, namely, a better mindset, culture, skills. Education has an important position in providing intelligence and improving the nation's standard of living (Sujana, Iwayan Cong, 2019) in (Muzinburrohman et al., 2022)

Achieving the quality of education tucked educators as central in creating a superior learning process, in trying to provide the best solution to the weaknesses that occur. In. The success of the program and the learning process is influenced by the function of the educator (Wahid et al., 2018) The current era of education and learning has seen a shift from the educator as the center. Educators as the main source of learning, from initially as a giver to an indication for participants to find out and From "The Teacher dominated" werdem facilitator and "Learning Observation". However, it is still under the control of the educator in the ongoing

learning process. (Asep et al., 2023)

The development of education and learning is mutually influential between educators and students in various factors. Educators and students are two reciprocal relationships in the creation of a learning interaction (Zaifullah et al., 2021) Education and learning are also influenced by the environment and its development process. According to Dewantara (2010) in (Pakaya Et Al., 2021) there are three types of influential environments, namely the family environment, school environment, and community environment. Policies and a changing environment are factors that contribute to the optimization of learning activities. Learning in universities, for example, students are prepared as the center to be able to develop themselves and develop according to their potential outside. Therefore, as educators must provide preparation for this, especially in this case preparing prospective educator students. Good social interactions and attitudes are needed to support two-way communication between students as prospective educators and their students later.

Optimizing learning that improves communication and critical thinking in students is part of 21st century learning. (April, 2015 in, (Atris Yulianti Mulyani, 2022) critical thinking provides later to help them argue, critical thinking is possible spontaneously to have many alternative answers, and ideas in solving problems in learning. this kind of condition is a description of the objectives of implementing an independent curriculum in schools. The independent curriculum, one of which has the aim of developing competence and freedom in learning. students who are able to express their opinions spontaneously are indirectly interpreted as the existence of freedom in learning without any pressure. Education in the era of free learning provides opportunities and opportunities to develop education and learning through students who are able to think critically (Kurniawan et al., 2020)

The challenges in teaching the independent curriculum era are new challenges for educational units. The change to an independent curriculum is to improve the quality of education (Priantini et al, 2022, in (Sinulingga et al., 2022)). The purpose of the change towards learning independence is part of improving the overall quality of learning in all fields. Because to develop a sustainable process in terms of implementation and quality, the right management and learning methods can be a guide in providing effective learning directions in accordance with the times. This is the answer to the learning conditions that occur in the current era still focused on cognitive aspects. While the hope is that attitudinal and character development is an inseparable part when effective learning occurs.

One of the efforts that can be made is through the application of appropriate learning methods. According to scientists Reigeluth and Merrill in (Budiningsih, 2015) 3 variables used

to create appropriate learning are learning conditions, learning methods and learning outcomes. The learning method implemented in learning is adjusted to the characteristics of learning and the atmosphere of learning activities. therefore one form of approach or method that can be used to create these conditions is through the application of the case learning approach (Case Method). In the development of learning to improve strategic skills that can be used is through the case method, Rosidah & Pramulia, 2011, in(Nurman et al., 2022) This case method provides an alternative by adopting a study in the form of a case about a problem that has a relationship with learning material. Majeed (2013) (Widiastuti et al., 2022). The case used as a case in learning comes from the environment internally and externally of the institution / education unit. In this approach, students are placed as decision makers in solving the problem (Case) given related to learning material. meaning that students here have maximum expectations not only interpret the problems discussed, but also find solutions to problems that have been proposed related to the material being studied. So that through such activities the goal of creating critical and participatory learning is achieved.

Based on the above, reflecting on the research roadmap at the faculty of education and education science at pattimura university, namely how to place environmental resources as teaching materials that enrich the quality of learning. by researchers it is an appropriate thing because it is in accordance with the needs of today's students, especially those described in the implementation of the independent curriculum, namely participatory learning. In this case, the researcher's participatory learning is developed through or based on the characteristics of the Maluku region, which is based on the island sea. So that participatory learning based on the character of this island sea is not just a theory from a book but how they relate the problems around them to be discussed with existing theories. Therefore, through case learning, local wisdom education needs to be optimized in this case.

Local wisdom education is part of education that provides teaching close to concrete conditions and situations around in daily life. In line with this (Pingge, 2017) explains that through local wisdom education provides teaching to students to have closeness to the situation they face. This means that local wisdom education has relevance to how to have life skills through a foothold on empowering local skills and potential in each region. The function of the wisdom of the region where native education can be applied for the development of education and culture in the region (Sahetapy, 2018) In this case, through local wisdom that is integrated into learning as a case, namely the local wisdom of the island sea in the Maluku region.

learning by applying local wisdom as a case in its development is something that is interpreted as improving quality. Based on the objectives in this study, it is to develop active

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and participatory learning in the implementation of the independent curriculum. therefore, to direct its objectives, it is integrated into Exo Olo Task learning. The learning model developed by (Nofrion et al., 2019) is a model developed on the basis of cognitive and constructivist learning theories, this learning model belongs to the family of information processing and social interaction models. The main focus of this model is to present tasks/questions/problems that trigger learners to work both individually, in pairs and in groups effectively (Nofrion et al., 2019) in this case it is an appropriate synchronization in accordance with the initial objectives that shape the attitudes and social interactions of learners in schools that support the achievement of the independent curriculum implementation.

METHODE

This study aims to describe the learning development program in implementing the independent curriculum. Furthermore, it aims to provide recommendations for learning development with a case in the form of local wisdom integrated with the Exo Olo Task model (Nofrion et al., 2019) where this is carried out as a form of implementation of the independent curriculum learning policy in schools in SMA Negeri Kota Ambon. This type of research is descriptive qualitative where data is collected through interviews, observations, and focus group discussions with several parties who have relationships, authority and experts in the field under study. The following is an observation sheet and interview framework used to collect data related to learning development programs in implementing the independent curriculum.

Table 1. Research Data on the Learning Program for Implementing the Merdeka Curriculum

No	Indicator	Sub-Indicator
1	Lesson Planning	Understanding Learning Outcomes <ul style="list-style-type: none"> - Flexible learning - Learning that is in accordance with learner readiness - collaborative learning plan development Formulation of learning objectives <ul style="list-style-type: none"> - Competencies - scope of material Flow Charting of Learning Objectives <ul style="list-style-type: none"> - General not daily - Completed - Developed collaboratively - according to characteristics and competencies - structured - focus on the achievement of learning outcomes (CP)
2	Learning Implementation	Preparation of lesson plans Pre-assessment as a form of assessment of learning readiness Modification/adjustment to learners' readiness

		implementing learning and using varied assessment methods assessment at the end to determine achievement
3	Reporting of Learning Outcomes	Compiled based on learning outcomes Arranged based on the flow of learning objectives Arranged by taking the key points of the material that has been given

Furthermore, in this research, data related to policy recommendations in the development of local wisdom case-based learning integrated with the Exo Olo Task model are prioritized from the criteria developed based on the objectives and initial observations of the research. The selection of priorities for policy direction in this case uses the AHP (Analytical Hierarchy Process) method analysis (Sudradjat et al., 2020). The unraveled priorities are the result of discussions with experts. The stages in conducting AHP (Analytical Hierarchy Process) analysis are in the following table:

Table 2. Priority Analysis Stages using AHP method Analysis (Analytical Hierarchy Process)

No	Stages	Analysis
1	Hierarchy Development by decomposing the problem into criteria and alternatives.	Analysis based on the results of discussions with experts
2	Criteria development by making decisions that are complemented by related alternatives	Analysis based on the results of discussions with experts
3	Assessment of Criteria and Alternatives to make strategies for achieving goals through pairwise comparisons	Using Expert Choice 11 software
4	Prioritization using pairwise comparisons	Using Expert Choice 11 software

The data in this study were obtained in a descriptive form which was interpreted after analysis using a simple percentage calculation, namely $\text{Percentage (\%)} = (\text{Number of Parts}) / (\text{Total Number}) \times 100\%$. and interpreted on a Likert scale with a range of 5-1 where 5 is very good, 4 is good, 3 is sufficient, 2 is less, 1 is less good (Wilayah et al., 2019). Furthermore, for AHP analysis, the category of goodness or achievement is based on the calculation of the Consistency Ratio with the condition that the data must be consistent or <0.1 .

RESULT

This research is based on two objectives, namely the identification of active and participatory learning programs that support the independent curriculum implementation policy. Furthermore, the second objective is a policy recommendation that provides direction for the implementation of an independent curriculum using case-based learning by utilizing local wisdom which is then integrated with the Exo Olo Task learning model. The active learning implementation program in accordance with the implementation of the independent curriculum policy in Ambon City State Senior High School is carried out based on the guidelines provided. As for the outline, it is carried out based on the 3 main characteristics of the independent curriculum, namely, the development of soft skills and character, focus on essential material, and flexible learning. The results of the analysis are described descriptively qualitatively. The learning programs identified in learning at the Ambon City State Senior High School are as follows.

The learning program that is implemented based on the independent curriculum policy in this case can be seen from the school's understanding of learning and assessment. In this study, the analysis of the learning implementation program is more emphasized on the learning program, namely learning planning, learning implementation, and processing learning outcomes.

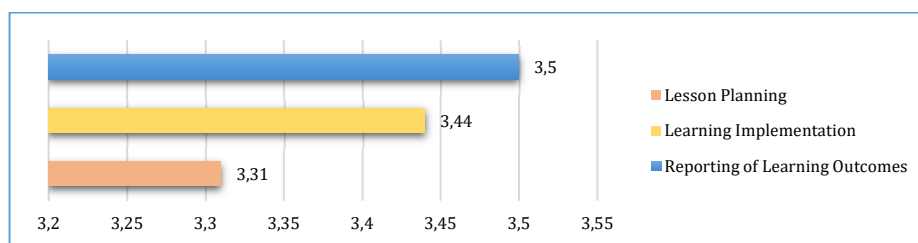


Figure 1. Graph of Learning Activities Based on the Implementation of the Independent Curriculum

Figure 1. above shows the activities in implementing learning by adopting the principles of implementing learning in the independent curriculum. In the independent curriculum, it is still the same as the learning activities in the previous curriculum, which consists of planning, implementing, and reporting learning outcomes. From the picture, the average value of the implementation of the learning program is 3.41. For learning activities at the planning stage, the average activity is 3.31, then for implementation activities and reporting learning outcomes on average 3.44 and 3.5 respectively. The results of the identification analysis of each activity in the learning planning program, learning implementation, and reporting of learning outcomes can be seen in the following figure.

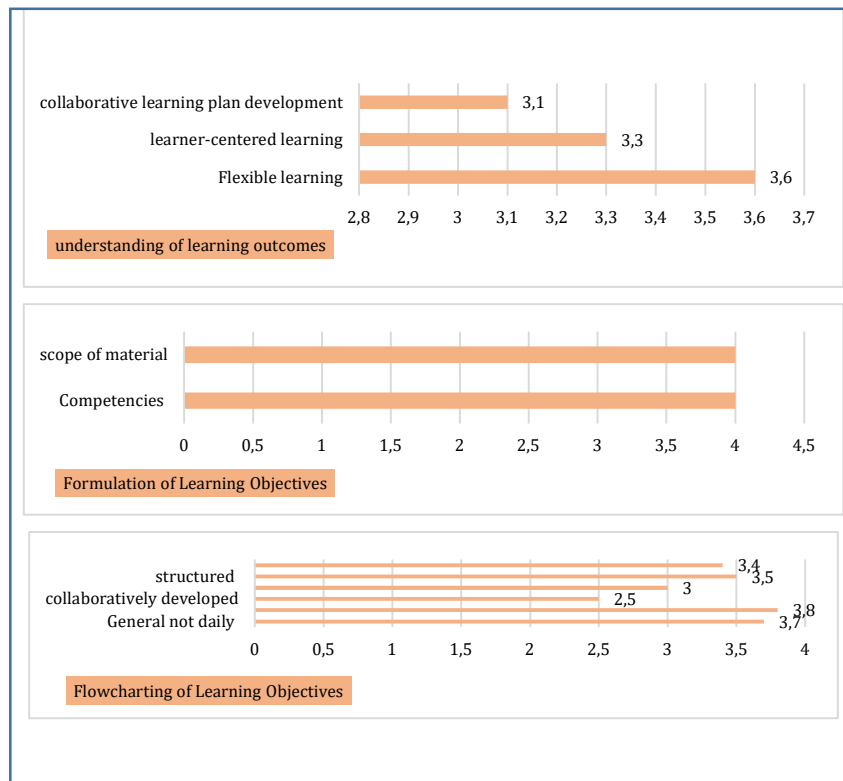


Figure 2. Graph of Learning Planning Activities Based on Implementation of Merdeka Curriculum

Figure 2 above is the result of an analysis of activities in learning planning carried out as a form of implementing an independent curriculum. Planning activities in planning learning activities consist of understanding learning outcomes, formulating learning objectives, and arranging the flow of learning objectives. Activities to understand learning outcomes in this case learning is carried out through flexible learning with an average of 3.6. Teaching is carried out by conducting collaborative planning on average 3.1 from the results of analysis and observation of collaborative activities in preparing lesson plans is still not optimally implemented or is still limited to being carried out individually by each educator. Therefore, the readiness of students in this case is directly proportional to the lack of collaboration between educators where the average is 3.3. In formulating the learning objectives of educators from the results of the analysis of their development is better with an average of 4. After the achievements and objectives are understood and compiled, the educators in this case carry out the preparation of the flow of learning objectives in this case optimization is still not significantly implemented because of the lack of a collaborative attitude in the preparation. The average collaborative in preparing the flow of learning objectives is 2.5. Analysis of learning implementation activities in implementing an independent curriculum can be seen in the graph in Figure 3 as follows:

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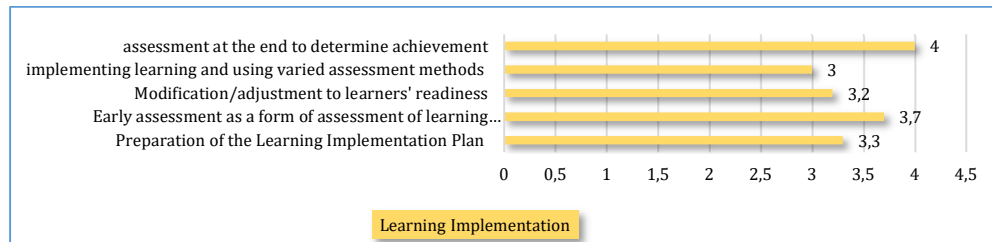


Figure 3. Graph of Learning Implementation Activities Based on the Implementation of the Independent Curriculum

Analysis of the implementation of learning as a form of implementing the independent curriculum is carried out in reference to the planning that has been prepared at the previous stage. The observation results show that the implementation of learning is still not optimally implemented in reference to the criteria for learning characteristics in the independent curriculum. This can be seen in the average still ranging from 3-4. This means that it has not been optimized in future implementation. Optimization needs to be carried out, especially on collaborative indicators in developing assessments and collaborating in determining students' readiness to learn. Furthermore, the implementation is carried out in reporting the learning outcomes of students in this case it can be seen that in compiling reports educators use points in interpreting the assessment process in the submitted report, this can be seen with an average of 4 on this indicator. As for reporting based on learning outcomes with an average of 3.3 and based on the flow of learning objectives 3.2. for more details can be seen in the graph in figure 4 as follows.

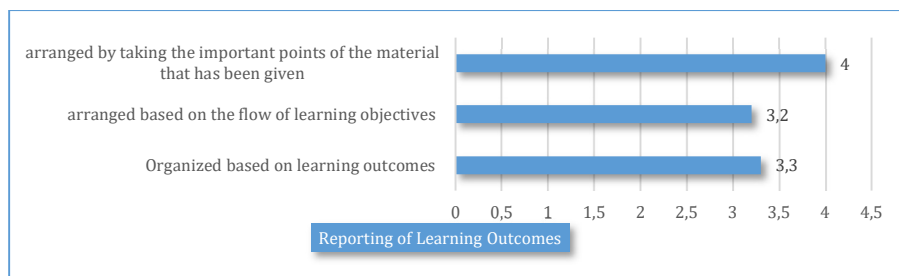


Figure 4. Graph of Learning Implementation Activities Based on Implementation of the Merdeka Curriculum

This research further aims to provide recommendations for using local wisdom as a case in teaching. The use of cases in learning is integrated with the Exo Olo Task learning model with the aim of increasing students' social attitudes and participation in learning. The recommendations provided in this study are the result of discussions with several parties involved in improving the quality of learning in improving the implementation of the independent curriculum policy in schools. Based on the objectives in this study, there are alternative learning development policies in the implementation of the independent curriculum, namely: 1) Collaborative Learning Planning, 2) Implementation of Local Wisdom Case-Based Learning, 3) Increasing Participation and Student Character. From the results of the analysis using AHP software expert choice version 11, namely as follows:

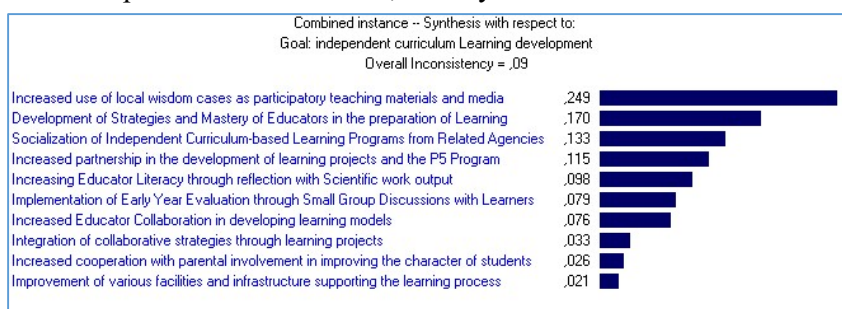


Figure 5. Alternative Priorities for Learning development in Implementing the Merdeka Curriculum

Figure five above is the result of a policy priority analysis based on the calculation of the Consistency Ratio with the condition that the data must be consistent or <0.1 . Figure five related to policy priorities shows a consistency ratio value of 0.03, meaning that the policy hierarchy compiled in this study is consistent and can be used.

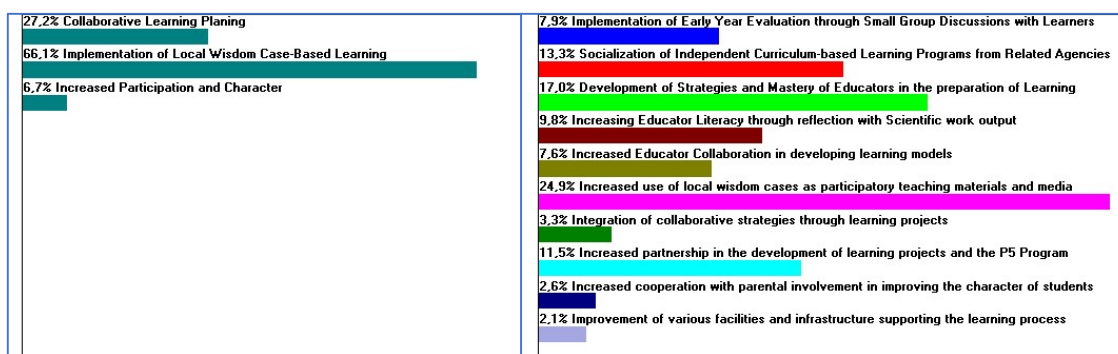


Figure 6. Percentage of Alternative Priorities for Learning development in the Implementation of Merdeka Curriculum

Based on figure six, the results obtained are a combination of qualified experts assessing the criteria based on AHP assessment. The criteria for collaborative learning planning are with a percentage of 27.2%, Implementation of Local Wisdom Case-Based Learning

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66.1%, Increased student participation and character 6.7%. Based on the results obtained, there are 5 priorities with the greatest value or percentage that are used as policy priorities, namely as follows: 1) Increasing the use of local wisdom cases as participatory teaching materials and media, 2) Development of strategies and mastery of educators in preparing lesson plans, 3) socialization of independent curriculum-based learning programs, 4) increasing partnerships in developing learning projects and improving character through the project of strengthening the profile of Pancasila students (P5), 5) educator literacy education through reflection with outputs in the form of scientific papers.

DISCUSSION

Learning and curriculum are two things that are interconnected. The curriculum is defined as a plan or also defined as a guide with the intention of achieving educational goals. KTSP in education units is a curriculum that is operationally prepared and implemented in each education unit and was known in 2006 with the enactment of content standards and graduation standards (Soemantri, 2009) in (Pendidikan Provinsi Jawa Barat, 2022) Furthermore, the curriculum is also contained in Law No. 20 of 2003 concerning the National Education system Article 1 point 19, interpreting the curriculum as a plan and arrangement in a device related to content, learning materials and objectives and the means used in guiding the implementation of learning activities with specific objectives.

Curriculum development that occurs in Indonesia is a form of reflection of the conditions and needs of education. This change is something that will definitely happen and occur naturally, this means that something in life will continue to berbuah including in the world of education. As a form of the need for change by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), a curriculum was developed under the name of the independent curriculum. The independent curriculum or another term for the 2022 curriculum is an improvement from the 2013 curriculum, which has the aim of maximizing the equality of education in Indonesia with diverse intercultural learning (Dikdasmen, 2022) in (Puspitarini, 2022). The development of an independent curriculum that occurs in the world of education will certainly affect how learning programs are implemented in schools. Curriculum changes will have positive and negative impacts on educational development (Setiawati, 2022). This means that curriculum development will have a positive impact if the implementers of this policy are able to make adjustments in accordance with the objectives of the curriculum itself and vice versa, it will have a negative impact if they have not been able to adjust or are not ready for the characteristics and objectives of the curriculum developed in schools.

This research provides an overview of the development of the curriculum in its implementation in the learning program at school. In the implementation of an independent curriculum, learning can begin with the process of planning assessment and learning planning, implementing learning, and reporting learning outcomes or interpreted in the learning assessment process. (Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia, N.D.) The learning planning process in implementing the independent curriculum in schools is the first step in starting a lesson. Educators in this case are required to understand learning outcomes, formulation of learning objectives, preparation of a flow of learning objectives, and planning for assessment or assessment of learning outcomes. educators in the scope of this study carried out planning not optimally because in interpreting learning planning has not been interpreted based on the characteristics of students. Understanding the characteristics of students in a learning plan is a must. Apart from being a necessity, understanding the characteristics of students is a competency that must be possessed by educators, this is regulated in Law No. 4 of 2005 chapter 4 paragraph 5, (Sahri & Zulkarnaen, 2022)

Learning planning in this case the formulation of learning objectives and flow of learning objectives, within the scope of this study educators still use or adopt from the objectives and flow of objectives provided by Kemendikbudristek. This is part of the implementation of learning principles that are regulated in the process of implementing learning programs in the independent curriculum. However, in the long run, educators are given the freedom to develop this plan according to the characteristics and needs of students. The development of learning planning in the independent curriculum consists of inspiring, modifying, developing, and inspiring others. (In line with this, it is also expressed by Saptono, 2022,(Literasi Dalam Kurikulum Merdeka, n.d.) which reveals that learning planning in the independent curriculum can be modified according to the needs and conditions of the school.

The implementation of learning in the implementation of an independent curriculum consists of several stages, namely the preparation of initial assessments, conducting initial assessments, modifying plans made tailored to the needs of students, implementing learning with methods, and carrying out final assessments as a form of achievement of learning objectives (Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia, n.d.) . The development of learning programs in the implementation of the independent curriculum within the scope of this research, the implementation is carried out in accordance with the plan, but as a result of the suboptimal assessment of the needs of students, the process of modifying the implementation plan has not been fully considered. Modification of learning implementation according to the characteristics and needs of students is a form of adjustment that must be

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carried out as a form of improvement and quality learning objectives. The implementation of learning that is recommended in the implementation of an independent curriculum is an implementation that gives students the freedom and competence to improve so that the essential material in the learning program is achieved. The characteristics of the independent curriculum are, 1) Development of soft skills and character, 2) Focus on essential material, 3) flexible learning.

The learning characteristics of the independent curriculum are carried out through strengthening character with the project of strengthening the profile of Pancasila students, building creativity and innovation funds for achieving basic competencies such as literacy and numeracy and conducting flexible learning in accordance with the context of independent learning. such learning activities are certainly part of what must be developed in line with the development of an independent curriculum. In its development, the curriculum itself includes 4 components, namely, 1) achievement of educational goals, 2) Experience, knowledge, data, and activities, 3) methods, approaches, and ways of learning that support the achievement of goals, 4) as well as methods and ways of assessing which are used as a measure of the results of processes designed in the curriculum (Langgulung, 2003) in (Setiawati, 2022) guided by the 4 components included in the development of the curriculum in this case the assessment of learning outcomes and assessment which is an inseparable part of a learning process. This research reveals that the assessments and assessments used are based on the form of assessment provided by the Ministry of Education and Research. In the sense that it is still adjusting so that the modification process has not occurred in the assessment activities.

The development of the curriculum certainly has an impact on the way learning is delivered and the way lessons are interpreted by students. Educators are required to create good learning, meaning innovative, flexible, creative learning using media that demands the achievement of learning objectives (Dialektika Jurusan et al., 2021) Methods, approaches and ways of learning are inseparable from the quality of teaching in achieving learning objectives. One of the methods recommended in the implementation of the independent curriculum is the Case method. The case method requires students to be independent and improve their critical thinking, collaboration and communication skills. (Pembelajaran Case Method Untuk Kurikulum Merdeka - Fernanda Bastian, n.d.) learning by utilizing cases has proven to be able to increase participation and attitudes in learning. Learning activities through the application of the case method in learning provide demands for students to be optimally active in learning, self-development, and development by exploring more critical ways of thinking through the integration of cases in learning (Asep et al., 2023). increasing social attitudes and participation

is also supported by the development of an integrated learning model. The Exo Olo Task learning model is a learning model that develops dialog, interaction, and collaboration in the form of mutual care. (Nofrion, 2019) in (Budiman & Nofrion, 2023)

Reflecting on the development of learning in the implementation of the independent curriculum in the process, of course, in this case the researchers provide a recommendation that can be used as a consideration in the implementation of the independent curriculum in schools in the future. policy priorities are as follows: 1) Increasing the use of local wisdom cases as participatory teaching materials and media, the use of local wisdom as a form of case in learning is accompanied by the regional characteristics of the education unit. Ambon City is an area in the administration of Maluku Province which is known for its island sea characteristics. Of course, by adopting these characteristics, it is easier for students to understand. This means that learning that is adopted from the lives of students provides experience and motivates them to learn enthusiastically. The use of local wisdom provides meaning in the learning process with the integration of local wisdom as a case of providing learning independence for students, (Sutrisno et al., 2020) The use of local wisdom also supports the implementation of differentiated learning. This is in line with the results of research, (Rosanti, 2023) which suggests that through differentiated learning based on local wisdom can improve the character and learning outcomes of students. 2) Development of strategies and mastery of educators in the preparation of lesson plans. Steps that can be used by educators in improving mastery in preparing lesson plans are through discussions with subject groups, supervision, and independence in literacy. Implementation through supervision techniques can be carried out through programs arranged in meetings, discussions, and relevant training. (Samsul et al., 2022) 3) socialization of independent curriculum-based learning programs. Through socialization, an understanding of the implementation is felt by various parties in the education unit, such as school principals understanding programs and policies, educators understanding planning, implementation, and assessment models. (Program Merdeka Belajar Di SMA Muhammadiyah Singkut Kabupaten Sarolangun Yantoro et al., 2022) 4) Increasing partnerships in the development of learning projects and character improvement through the project of strengthening the profile of Pancasila students (P5), anticipating the loss of learning that occurs in certain circumstances. Therefore, education units or groups of education units must develop a curriculum that runs according to the principle of versatility in accordance with the conditions of the education unit, regional potential and students. Autonomous curriculum development work includes learning models and projects in the curriculum to strengthen learners' Pancasila profiles. (Program Merdeka Belajar Di SMA Muhammadiyah Singkut

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Kabupaten Sarolangun Yantoro et al., 2022) 5) Educator literacy education through reflection with outputs in the form of scientific work. Literacy becomes a focus in curriculum development. Literacy refers to the skills and abilities to read, write, solve problems. One of the literacies needed by educators in the era of an independent curriculum is digital literacy. Digital literacy in educators is a form of transformation in the development of education in the era of the times. (Kholid, 2020)

CONCLUTION

The learning program in the implementation of the independent curriculum in Ambon City State Senior High School is implemented through the adoption of planning, implementation, and assessment or reporting of learning outcomes from the Ministry of Education and Research. Recommendations based on criteria and alternatives analyzed through Ananalytical Hierarcy Procces Analysis with Expert Choice 11 software, with a consistency ratio of 0.09 and can be used. Priority recommendations for the development of local kaerifan-based case learning integrated in the exo olo task model, namely, 1) Increasing the use of local wisdom cases as participatory teaching materials and media, 2) Development of strategies and mastery of educators in preparing lesson plans, 3) socialization of independent curriculum-based learning programs, 4) increasing partnerships in developing learning projects and improving character through projects to strengthen the profile of Pancasila students (P5), 5) educator literacy education through reflection with outputs in the form of scientific papers.

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