

Trends in International, National, and Local Curriculum Policies (Approaches, Strategies, Methods, Media, Evaluation, and Distance Learning)

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Keywords

curriculum policy
international
national
local

Abstract

The curriculum is a crucial component of the education system that plays a role in improving education quality and preparing students to face global challenges. With technological advancements and social changes, curriculum policies at the international, national, and local levels have undergone significant trends, particularly in the implementation of distance learning. This study aims to examine trends in international, national, and local curriculum policies by focusing on approaches, strategies, methods, media, evaluation, and distance learning through a literature review. The research employs a qualitative, library-based method with a descriptive-analytical approach, collecting data from various scientific articles, books, policy reports, and other relevant documents. The findings indicate that international curriculum policies, such as the International Baccalaureate (IB) and Cambridge International, emphasize 21st-century competency development and flexibility in teaching methods. Meanwhile, Indonesia's national curriculum policies, such as *Kurikulum Merdeka*, focus on character development and the integration of local values. At the local level, efforts are made to incorporate local wisdom into education to build a strong student identity. Additionally, distance learning has been widely adapted post-COVID-19 through the use of digital media and innovative evaluation methods. The study concludes that curriculum policy trends are moving towards flexibility, technological integration, and a balance between local identity and global dynamics, necessitating an adaptive and responsive curriculum design to address contemporary challenges.

1. Introduction

Curriculum is one of the essential components of the education system, serving as the primary guide in the teaching and learning process (Paramita, et al., 2025). Changes and developments in the curriculum have become a strategy adopted by many countries to improve education quality, accommodate social, economic, and technological changes, and prepare students to face global challenges (Nasir and Muhammad, 2024). In the increasingly complex context of globalization, current curriculum policy trends are not only limited to the national level but also extend to international and local curricula (Masut and Sunarni, 2024). One interesting aspect to examine is how curriculum policies at various levels (international, national, and local) implement approaches, strategies, methods, media, and evaluation, particularly in the context of distance learning, which has gained significant attention since the COVID-19 pandemic.

At the international level, many countries have adopted globally oriented curriculum models, known as international curricula. These curricula are often implemented in international schools or higher education institutions with a global outlook (Nursalim, et al., 2024). International curricula such as the International Baccalaureate (IB), Cambridge International, and Advanced Placement (AP) are recognized as global education standards. The distinctive features of these curricula include a focus on developing 21st-century competencies, including critical thinking, communication, collaboration, and creativity (Masut, et al., 2023). Moreover, international curricula tend to be more flexible in teaching methods and promote project-based learning and continuous assessment.

On the other hand, at the national level, curriculum policies are generally formulated by governments to address the specific needs of a country's society (Marhamah and Zikriati, 2024). In Indonesia, for instance, the *Kurikulum Merdeka*, which has been implemented for several years, represents an adaptation to a more flexible education system that focuses on student character development. The national curriculum also reflects cultural identity, national values, and the educational goals set by the government (Ningsih and Sari, 2024). Meanwhile, local curricula emphasize local wisdom that represents the culture and needs of the community. This approach is increasingly relevant in the era of globalization, which demands a balance between local identity and openness to global dynamics (Lestari, et al., 2022).

With technological advancements and evolving demands, distance learning (PJJ) has become an increasingly prominent approach (Rosa, et al., 2024). The COVID-19 pandemic accelerated this

transformation worldwide. Distance learning offers greater flexibility and accessibility but also presents challenges in terms of quality of interaction, access to technology, and the effectiveness of teaching and assessment methods (Masri, et al., 2024).

Therefore, research on trends in international, national, and local curriculum policies is crucial to understanding how these policies interact and influence one another and how their implementation impacts the learning process and student outcomes. This article aims to critically review curriculum policy trends at these various levels, focusing on approaches, strategies, methods, media, evaluation, and distance learning.

2. Methods

This study employs a library research method with a descriptive-analytical approach to examine trends in international, national, and local curriculum policies. Through this approach, the researcher aims to describe the evolving curriculum policy trends at these three levels and analyze how approaches, strategies, methods, media, and evaluation in distance learning are implemented at each level (Mawaddah and Darmayanti, 2023). This approach is used to present findings from various academic sources in detail and subsequently analyze them to identify emerging patterns and interconnections among policies across different levels.

The data collection process involves several steps: First, identifying literature sources. The researcher searches for and collects scientific articles, books, reports, and other relevant documents related to international, national, and local curriculum policies as well as distance learning. These sources are obtained from academic journal databases such as Scopus, Google Scholar, Springer, and ERIC. Second, selecting sources. After identifying relevant literature, a selection process is carried out based on predetermined criteria, such as topic relevance, source credibility, and timeliness (with priority given to recent literature). Third, content analysis. The selected literature is thoroughly examined, highlighting information related to approaches, strategies, methods, media, evaluation, and distance learning within curriculum policies at the three levels. Fourth, data recording and organization (Sastypratiwi and Nyoto, 2020). The data obtained from the literature is recorded and organized according to thematic categories, such as trends in international, national, and local curriculum policies.

3. Result and Discussion

3.1 International Curriculum Policies

An international curriculum is an educational approach designed for students worldwide, preparing them to live in an increasingly interconnected world. This curriculum adopts academic standards recognized in many countries and is typically implemented in international schools or schools with global affiliations (Al-Ajeely et al., 2023). The goal of educational internationalization is to incorporate global, international, or intercultural aspects into the objectives, functions, and delivery of education to enhance the quality of education and research for all students while making a significant contribution to society. To achieve this goal, international curriculum policies must continue to consider the approaches, strategies, and learning methods of the global curriculum.

3.1.1 Learning Approaches

The international curriculum is designed to equip students with essential knowledge and skills at a global level. Several approaches commonly used in international curricula include:

First, a competency-based approach. International curricula tend to focus on developing competencies necessary for academic and professional success at the global level, including critical thinking, problem-solving, collaboration, and creativity (Hackett, 2023).

Second, an interdisciplinary approach. International curricula often integrate multiple disciplines to encourage students to understand the interconnections between different fields of study. For instance, the International Baccalaureate (IB) program teaches students to connect knowledge from various subjects and apply it in a global context (Savicki, 2023).

Third, a contextual and global approach. International curricula use global issues as a learning context. This helps students understand global challenges such as climate change, human rights, and sustainability, as well as their roles in addressing these issues (Hackett, 2023).

Fourth, student-centered learning. In international curricula, students are considered active participants in the learning process. These curricula often adopt project-based and research-based learning approaches that encourage students to be discoverers and creators of knowledge. Students are encouraged to learn independently and become critical thinkers (Savicki, 2023). The selection of

appropriate approaches serves as a guide in choosing other learning activity components, including the strategies and methods used (Kurniasih & Priyanti, 2023).

3.1.2 Learning Strategies

A strategy refers to knowledge and skills in utilizing all available resources to achieve predetermined objectives. According to A.J. Romiszowski (2022), a strategy is a learning activity that teachers and students must engage in to achieve learning objectives effectively and efficiently. International learning strategies emphasize teaching approaches designed to prepare students for global challenges through the development of critical, collaborative, and cross-cultural skills.

Technology and international collaboration are often leveraged to expand access to learning resources. Assessment in these strategies focuses on the ability to apply knowledge rather than mere memorization. The main goal is to develop globally-minded students who can adapt to various cultural and professional contexts (Habbal et al., 2023). These strategies aim to shape students who are not only academically knowledgeable but also possess critical thinking skills, collaboration abilities, and readiness to face the global world.

3.1.3 Learning Methods

International learning methods are educational approaches designed to equip students with skills and knowledge relevant in a global context. These methods typically combine international curricula with educational standards recognized across various countries (Magnani & Gioia, 2023). The following are some commonly applied international learning methods:

First, project-based learning. In this method, students learn by working on projects relevant to real-world issues. They are required to think critically, collaborate, and solve problems creatively (Kurniasih & Priyanti, 2023).

Second, cross-cultural collaborative learning. Students from different countries or cultural backgrounds collaborate in the learning process. This method helps students understand global perspectives, enhance intercultural communication skills, and develop empathy (Savicki, 2023).

Third, the use of technology and distance learning. Technology plays a crucial role in international learning methods, particularly in distance learning. With technology, students can access materials from universities or institutions in other countries and interact with teachers and peers worldwide (Habbal et al., 2023).

The approaches, strategies, and methods of learning in international curricula are gaining increasing attention among educators and educational institutions worldwide, particularly with globally recognized international standards such as PISA (Programme for International Student Assessment) and curricula from organizations like the International Baccalaureate (IB) (Jung & Gunawardena, 2023). These standards not only provide guidance on the competencies students should master but also encourage the development of curricula that are more relevant and responsive to contemporary needs.

Furthermore, in the context of rapid globalization, curriculum design must accommodate changes occurring in global society, including the integration of subjects focused on digital literacy and global citizenship (Jung & Gunawardena, 2023). This highlights the necessity for education to be inclusive and capable of preparing future generations to face global challenges.

3.1.4 Media in International Learning

Media in international learning plays a crucial role in enhancing the quality of education in today's globalized era. One of the most prominent aspects is the use of digital technology, which has revolutionized how information is accessed and delivered (Savicki, 2023). Educational applications, e-books, and internet-based learning tools have become essential components of international curricula, enabling students to learn in more interactive and engaging ways (Huda et al., 2024).

Internet-based learning tools, such as online learning platforms, provide various resources tailored to individual students' needs. Online learning platforms like Coursera, edX, and Khan Academy (Jung & Gunawardena, 2023) have revolutionized the way people learn by offering courses from top universities and other educational institutions either for free or at an affordable cost. For example, Coursera offers courses from universities such as Stanford and Yale, allowing students to learn from experts in their respective fields.

In addition to digital technology, other media such as educational videos, podcasts, and social media also play a significant role in international learning. With a variety of media options available, students can learn according to their individual learning styles, maximizing their potential.

By utilizing these diverse media, international curricula can create a more dynamic, innovative, and effective learning environment to prepare students for future global challenges (Holly et al., 2023).

3.1.5 Evaluation of International Curriculum

3.1.5.1 Global Assessment Methods

The evaluation of the international curriculum is a crucial process to ensure that the implemented educational programs meet global standards and the needs of students in various countries (Diano et al., 2023). In this context, global assessment methods play a vital role in measuring the effectiveness of international curricula. These methods include the use of standardized international exams designed to provide an objective overview of students' academic achievements at a global level (Al-Attar & Abdelkarim, 2023). These exams not only assess factual knowledge but also students' critical thinking and problem-solving abilities.

Additionally, project-based assessment is also an essential component of evaluating international curricula (Habbal et al., 2023). This method allows students to apply their knowledge in real-world contexts, encouraging creativity and collaboration while providing an opportunity for students to demonstrate a deeper understanding (Hackett, 2023). By combining both methods, international curriculum evaluation can provide comprehensive insights into program effectiveness and support continuous improvements to achieve higher educational goals.

3.1.5.2 International Quality Standards

The international quality standards applied to curricula aim to ensure that the education provided meets global expectations so that graduates can compete in the international job market. Several international standards commonly used in curriculum evaluation include:

a) International Qualification Framework (IQF)

Evaluating the international curriculum is a crucial step in ensuring that education provided by various institutions meets globally recognized quality standards. One tool used in this evaluation is the International Qualification Framework (IQF), which serves to assess and compare the qualifications awarded by educational institutions across different countries. This standard ensures that students' qualifications are not only relevant in a local context but also equivalent to those in other countries (Maswani & Umbar, 2024). For instance, the European Qualifications Framework (EQF) applied in Europe provides clear guidance on how standards can be compared and recognized across European countries. By implementing curriculum evaluations aligned with these international standards, the quality of education improves.

b) International Accreditation

International accreditation is an official recognition of the quality of a study program or higher education institution, granted by independent foreign organizations. This recognition serves as a benchmark for international standards and indicates that the study program or university has met the established quality criteria (Zulaikha et al., 2023). There are four main reasons why international accreditation is crucial in global education: First, Improving Educational Quality. International standards encourage continuous enhancement of study programs and universities, ensuring that curricula, teaching methodologies, and facilities align with global standards (Syamsy et al., 2023). Second, Increasing Competitiveness. Global recognition opens opportunities for international collaboration with prestigious universities abroad, such as student and faculty exchange programs that provide new perspectives (Setiawan & Rosita, 2023). Third, Enhancing Credibility. When a university receives international accreditation, it increases public trust and attracts prospective students to its educational offerings (Syamsy et al., 2023). Fourth, Expanding Career Opportunities and Strengthening International Networks. Graduates with internationally recognized qualifications have broader career prospects in the global arena. Multinational companies and international organizations are more inclined to hire candidates with globally accredited qualifications (Majid, 2023).

3.1.6 International Distance Learning

Distance learning has become an essential part of international curriculum trends, particularly with technological advancements and the increasing need for flexibility in global education. Several key trends in distance learning that influence international curricula include:

First, Global Access to Education. Distance learning enables educational institutions worldwide to offer courses and programs to students from various countries. This helps disseminate international education standards and provides access to high-quality education for students in developing countries or remote areas (Hidayatullah et al., 2023).

Second, E-learning Platforms and Massive Open Online Courses (MOOCs). Many universities and international education institutions have adopted MOOCs and e-learning platforms such as Coursera, edX, and FutureLearn to offer online courses globally. This trend promotes curriculum diversity and allows students to learn from prestigious institutions worldwide (Cagiltay & Toker, 2023).

Third, Hybrid Learning. Many international educational institutions combine distance learning with face-to-face instruction in a hybrid approach. This offers greater flexibility, allowing students to take some classes online while attending others in person on campus.

Overall, distance learning has become one of the main pillars in the development of international curricula, providing broader, more flexible, and innovative access to support global learning needs.

3.2 National Curriculum Policy

The national curriculum is a planning document that outlines the objectives, content, and teaching methods used across all formal educational institutions in a country (Kusumawati, 2024). This curriculum is developed by the government to establish national standards that serve as a reference for all schools, both public and private. The national curriculum includes various subjects, expected competencies, and evaluation methods to measure the success of the learning process. According to Cholilah (2023), the curriculum aims to create a generation that is not only academically intelligent but also possesses the character and skills needed to face contemporary challenges.

3.2.1 Learning Approaches in the National Curriculum

The national curriculum approach refers to the methods or strategies used in designing and implementing the curriculum at the national level (Oktaviani et al., 2023). This approach involves how educational objectives are formulated, lesson materials are delivered, and assessments are conducted. In Indonesia, the current national curriculum, such as the Merdeka Curriculum, adopts a competency-based approach that focuses on the holistic development of students' abilities, including knowledge, skills, and attitudes (Rozady & Koten, 2021).

There are three main approaches in the national curriculum: First, Competency-based approach. This approach emphasizes the skills that students must master, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. This competency-based approach integrates various subjects to provide a more holistic and relevant learning experience, especially at the elementary level. Second, Scientific approach. This approach encourages students to think critically and creatively through a learning process that involves observation, questioning, reasoning, and communicating learning outcomes. Third, Contextual approach. This approach aligns learning materials with real-life situations faced by students daily to enhance the relevance and practical application of what they learn (Sunengsih, 2020).

Learning approaches in the national curriculum are designed to create more active, contextual, and relevant learning experiences in line with current developments. The three approaches above are expected to help students develop 21st-century skills, such as critical thinking, creativity, collaboration, and independent problem-solving.

3.2.2 Learning Strategies in the National Curriculum

First, student-centered learning. One of the main strategies is student-centered learning, where students are encouraged to be more active in the learning process. Teachers act as facilitators who guide students in discovering their own answers rather than merely providing information (Hoidn & Reusser, 2020). This approach motivates students to learn, fosters responsibility for their learning outcomes, and enhances critical thinking skills.

Second, Integrated learning. The national curriculum emphasizes the importance of integrated learning, meaning that lessons are not delivered separately by subject but instead combine multiple disciplines to help students understand a broader learning context (Wang & Chan, 2021). For example, students can learn mathematics, science, and language through a single project requiring teamwork and real-world problem-solving.

Third, Project-based learning. In this approach, students work on projects relevant to everyday life. Through these projects, they apply theoretical concepts in real-world practice, allowing them to see the direct impact of their learning (Almulla, 2020).

Fourth, Character education reinforcement. Character education is also a crucial pillar in the national curriculum (Mulyasa, 2022). It is integrated into all subjects, not just in Pancasila and religious education, to instill values such as honesty, responsibility, and tolerance in daily life.

3.2.3 Learning Methods in the National Curriculum

The national curriculum employs various learning methods tailored to students' needs and conditions. Some key methods include: First, Group discussion. Students are divided into small groups to discuss specific topics, enhancing critical thinking, communication, and collaboration (Wang & Chan, 2021). Teachers facilitate discussions, encourage students to exchange opinions, and seek solutions together.

Second, inquiry-based learning. This method involves students actively questioning and seeking answers independently (Mulyasa, 2022). Teachers provide a stimulus, such as a problem or phenomenon, which students then investigate, collect data on, and analyze to form their own conclusions.

Third, demonstration method. Often used in practical subjects such as science and arts, this method allows teachers to show how something is done, followed by students practicing it themselves (Mulyasa, 2022).

Fourth, experiential learning. This method involves direct experiences such as museum visits, industry tours, or community activities (Hoidn & Reusser, 2020). Learning through firsthand experiences helps students understand and retain material more effectively.

3.2.4 Learning Media in the National Curriculum

Learning media in the national curriculum refers to tools, materials, or resources used to facilitate effective learning and enhance students' understanding. Media serves as a bridge between teachers' instruction and students' comprehension, ensuring optimal learning outcomes (Masfufah, 2022).

There are five common types of learning media used in Indonesian schools: First, visual media. Includes images, photos, diagrams, posters, and graphics. Examples: textbooks, presentation slides, maps, and educational videos. Second, audio media. Uses sound as the main means of communication, such as audio recordings, podcasts, or radio broadcasts, which help improve students' listening skills. Third, audiovisual media. Combines visual and audio elements, such as educational videos, films, and animations. This media is highly effective in explaining complex concepts by engaging both sight and hearing. Fourth, interactive media. Enables student interaction with learning materials, such as educational apps, online learning platforms, simulations, and educational games. With the rise of digital technology, this media is increasingly popular as it actively engages students. Fifth, environmental media. Utilizes the surrounding environment as a learning resource, such as outdoor education, museum visits, and nature-based learning. This media is particularly suited for contextual learning approaches in the national curriculum (Hidayah et al., 2023).

The appropriate and varied use of learning media plays a crucial role in supporting the approaches used in the national curriculum, such as scientific and competency-based approaches. Effective media can facilitate more engaging, relevant, and student-centered learning, ultimately helping achieve learning objectives more efficiently.

3.2.5 Learning Evaluation of the National Curriculum

The evaluation of the national curriculum is a systematic process to assess the effectiveness, relevance, and success of a curriculum in achieving the educational goals set by the government (Mahrus, 2021). This evaluation aims to measure the extent to which the national curriculum has been successfully implemented and whether the learning outcomes align with the expected standards. The following are some key aspects of the national curriculum evaluation:

3.2.5.1 Evaluation Objectives

First, to assess the success of the national curriculum in achieving the expected educational goals, both in terms of students' competency attainment and the relevance of the material to societal needs. Second, to identify problems or obstacles encountered during curriculum implementation, such as resource limitations, teacher readiness, or misalignment of teaching methods. Third, to facilitate improvements and development by providing feedback for future curriculum enhancement, ensuring its effectiveness and alignment with current demands (Sianturi, et al., 2022).

3.2.5.2 Types of Evaluation

First, formative evaluation, conducted during the curriculum implementation process to continuously improve or adjust curriculum elements. This ensures that the curriculum runs as planned and that students can follow the material effectively. Second, summative evaluation, carried out after a certain period (e.g., at the end of an academic year) to assess the overall outcomes of

curriculum implementation. This type of evaluation focuses on final results, such as student achievement, teaching method effectiveness, and the attainment of national standards (Hamdi, 2022).

3.2.5.3 Evaluated Components

First, educational objectives: Have the curriculum's academic and non-academic goals been achieved? Second, curriculum content/material: Is the material taught relevant, up-to-date, and aligned with scientific advancements and students' needs? Third, teaching methods: Are the applied learning methods effective, aligned with the curriculum approach, and supportive of students' competency development? Fourth, resources: Examining teacher readiness, educational facilities, and learning tools and media used. Fifth, learning outcomes: Measuring the extent to which students achieve the expected competencies through student performance evaluations such as national exams, portfolios, or project-based assessments (Nazri, et al., 2022).

Based on evaluation results, the national curriculum may undergo modifications or revisions to address identified weaknesses and adapt to technological, social, and cultural developments. Evaluation results are also used to formulate better educational policies, enhance teacher training, and improve educational facilities and resources (Hamdi, 2022). Therefore, the national curriculum evaluation is crucial in ensuring that the education provided to students is relevant, high-quality, and aligned with expected learning objectives.

3.2.6 Distance Learning in the National Curriculum

National Distance Learning is an education system where the teaching and learning process takes place remotely without direct physical interaction between teachers and students (Zam, 2021). Distance learning utilizes communication technology, primarily the internet, as the main medium for delivering materials, interaction, and learning assessment. This program is often used as a solution to overcome educational access limitations, especially in emergencies such as pandemics or in geographically remote areas.

3.2.6.1 Objectives of Distance Learning

First, to expand access to education by providing broader opportunities for students in various regions, including remote areas, to receive education equivalent to that in urban areas. Second, to maintain educational continuity. In emergencies such as the COVID-19 pandemic, distance learning serves as an alternative to ensure that education continues despite restrictions on physical meetings at schools. Third, to develop digital skills. Through distance learning, students are trained to use digital technology actively and creatively, which is an essential skill in the modern era (Kahfi, 2020).

3.2.6.2 Technology in Distance Learning

First, online learning platforms. Various platforms such as Google Classroom, Zoom, Microsoft Teams, or Learning Management Systems (LMS) are used to connect teachers and students in learning activities. Second, access to digital materials. Textbooks, educational videos, interactive modules, and other learning resources can be accessed online through various platforms provided by both the government and private sectors (Latip, 2020).

3.2.6.3 Distance Learning Methods

First, synchronous methods. Learning occurs in real-time, where teachers and students interact directly through video conferencing or live chat. Second, asynchronous methods. Learning is conducted independently by students without real-time interaction. Teachers provide materials such as videos, modules, and assignments, which students can access anytime based on their availability (Kahfi, 2020).

3.2.6.4 Challenges in Distance Learning

First, the availability of technological infrastructure. Not all students and teachers have access to stable internet or adequate technological devices. In many regions, especially rural and remote areas, limited internet access is a major obstacle to implementing distance learning. Second, teacher and student readiness. Distance learning requires teachers to have strong digital skills to design and manage online learning. On the other hand, students must have high self-discipline to study independently, as direct supervision from teachers is reduced. Third, limited social interaction. Students tend to lose social experiences usually gained in school environments, such as group work, classroom interaction, or extracurricular activities (Kahfi, 2020).

3.2.6.5 Advantages of Distance Learning

First, flexibility. Students can learn according to their own schedules and pace, particularly in

asynchronous learning methods. Second, unlimited access to materials. Students can review lessons anytime since many materials are stored digitally. Third, learning innovation. Distance learning encourages teachers and educational institutions to be more creative in delivering materials, utilizing new technologies, and designing more engaging learning methods (Anugerah & Kusuma, 2021).

Overall, distance learning in the national curriculum policy is a crucial effort to maintain educational access in Indonesia, especially when facing conditions that hinder face-to-face learning. With appropriate technological support and adequate preparedness, distance learning can be an effective alternative to reach more students across the country.

3.3 Local Curriculum Policy

The local curriculum is a set of plans and arrangements regarding the content and teaching materials determined by the region according to its conditions and needs, as well as the methods used as guidelines for conducting teaching and learning activities (Giwangkencana & Zamel, 2023). The implementation of an improved curriculum must be environmentally oriented, meaning it should incorporate local content programs. Local content refers to educational programs whose content and delivery media are linked to the natural, social, and cultural environment as well as the needs of the region (Verrysaputro & Subekti, 2023). Therefore, local curriculum policies must carefully consider the characteristics of the regional environment and its specific needs in the curriculum development process.

Mulyasa, in his research, explains that the local content curriculum is a set of plans and regulations regarding goals, content, and teaching materials that provide opportunities for students to develop their knowledge and competencies in line with their environmental conditions and needs. Local content in the curriculum can be designed as a standalone subject, requiring schools to develop competency standards and basic competencies for each type of local content implemented. To achieve this goal, local curriculum policies must take into account the approaches, strategies, and teaching methods used to ensure learning objectives are met.

3.3.1 Learning Approaches

A learning approach refers to a perspective on the learning process, encompassing a broad theoretical framework that underpins, inspires, strengthens, and contextualizes teaching methods (Kurniasih & Priyanti, 2023). In local curriculum policy trends, two primary learning approaches are commonly used: the student-centered approach and the teacher-centered approach (Wangid, 2023). These two approaches have distinct characteristics and significantly impact the learning process and student outcomes.

First, the student-centered approach emphasizes active student participation in the learning process. In this approach, teachers act as facilitators or guides, allowing students to develop critical thinking, problem-solving skills, and independent knowledge exploration (Wangid, 2023). For instance, students may conduct research on the historical development of local culture. This method encourages students to actively participate in their learning through discussions, group work, research, and projects that connect theory with practice.

Second, the teacher-centered approach positions the teacher as the primary source of knowledge. In this model, the teacher takes full responsibility for knowledge transfer, and students are expected to receive information passively (Verrysaputro & Subekti, 2023). The teacher controls lesson flow, sets learning objectives, and delivers content through lectures or presentations. This approach is often considered more time-efficient since teachers can quickly convey information to the entire class without waiting for active student interaction. It is also suitable for complex subjects requiring direct explanation from experts.

However, the teacher-centered approach has drawbacks. Due to the teacher's dominance in the learning process, students may become less engaged and more passive, merely receiving information without developing critical or creative thinking skills (Wangid, 2023). In the long run, this can negatively impact students' ability to handle real-world challenges, where adaptability, problem-solving, and teamwork skills are essential. Therefore, local curriculum policies should integrate both approaches in the learning process to enhance effectiveness.

3.3.2 Learning Strategies

Learning strategies in local content curricula are crucial for developing education relevant to regional needs and characteristics. The local content curriculum is designed to introduce, preserve, and develop local potential, including culture, language, skills, and natural resources. The development of local content subjects is managed by schools and school committees, requiring

careful planning, management, and implementation to achieve learning objectives effectively (Sudaryat et al., 2023). Below are strategies for developing local content.

First, for less capable schools, the steps include: (1) Analyzing existing local content subjects to determine their feasibility and relevance; (2) If feasible, developing them into competency standards and basic competencies; (3) If not feasible, schools may adopt local content from other schools or programs recommended by education authorities (Yuliani et al., 2023).

Second, for capable schools, the steps include: (1) Identifying regional conditions and needs; (2) Determining the function and structure of local content; (3) Identifying relevant local content topics; (4) Selecting local content subjects; (5) Developing competency standards and basic competencies (Yuliani et al., 2023).

Developing a local curriculum requires close collaboration between schools and the school committee, involving various community stakeholders. Professional planning, management, and creative initiatives are essential to ensure students gain not only academic knowledge but also skills and understanding relevant to their local environment and culture.

3.3.3 Learning Methods

The learning methods in the local curriculum refer to approaches designed to support the teaching and learning process that are relevant to the needs, culture, and characteristics of local students (Kertati, et al., 2023). The local curriculum is developed by considering local values, traditions, and available resources in the surrounding environment. Its primary goal is to provide students with more relevant learning experiences and connect instructional materials to their daily lives. There are three learning methods that can be used in the trends of local curriculum policy:

First, Contextual Teaching and Learning (CTL). Contextual teaching and learning is one of the most commonly used learning methods in the local curriculum. This method emphasizes learning that is relevant to students' daily lives (Kertati, et al., 2023). Students are encouraged to link the knowledge they acquire with real-life situations in their surroundings, making the learning materials more in-depth and applicable. An example of contextual implementation in the local curriculum is cultural learning, where students are taught about their local cultural heritage, such as traditional dance or painting.

Second, Collaborative Learning. Collaborative learning is a method that emphasizes cooperation among students in the learning process. In the context of the local curriculum, this method can be integrated by involving students in projects related to their community life (Kertati, et al., 2023). For example, students in coastal areas can work together on coral reef conservation or beach clean-up projects. This learning method not only enhances social and teamwork skills but also provides students with opportunities to contribute directly to society.

Third, Project-Based Learning (PBL). Project-based learning is a method in which students conduct in-depth exploration of a topic through projects that they work on over a certain period. In the context of the local curriculum, project-based learning can be designed to highlight local issues relevant to students' lives (Kertati, et al., 2023). For instance, in areas with tourism potential, students can develop a project on local tourism destination development. This project includes research, presentations, and discussions that guide students toward holistic mastery of the subject matter. Here, students are encouraged to learn independently and take greater responsibility for their learning process (Yuliani, et al., 2023).

3.3.4 Learning Media

Learning media refer to any tools used to assist teachers in delivering material to stimulate students' thoughts, feelings, attention, and interest in learning activities. Broadly, media are divided into three types: audio, visual, and audiovisual (Harsiwi & Arini, 2022). These three types of media are also used in local curriculum policy trends.

First, audio media. Audio media consist only of sound (Harsiwi & Arini, 2022). In local content learning, audio media can take the form of radio, tape recorders, language laboratories, and similar tools. For this reason, in local content subjects, teachers can use instruments or tape recorders for dance and gymnastics practice.

Second, visual media. Visual media consist of media that can only be seen (Harsiwi & Arini, 2022). Examples include pictures, posters, paintings, and others. In local content subjects, teachers can use images to show various paintings, basic dance movement illustrations, musical instruments, and similar items.

Third, audiovisual media. Audiovisual media consist of materials that can both be seen and heard (Harsiwi & Arini, 2022). Examples include animated films, documentaries, and videos that

support the learning process. In local content learning, teachers can use audiovisual media for training in dance, music, gymnastics, and more.

3.4.5 Learning Evaluation

There are two types of evaluation in the implementation of local content subjects: evaluation of local content learning outcomes and evaluation of the local content program (Arofah, 2021). The evaluation of learning outcomes is conducted similarly to other subjects, through exams or field practice. Meanwhile, the evaluation of local content programs can be carried out in three ways: (a) Reflective evaluation, which is conducted before the implementation of the local content program; (b) Formative evaluation, which takes place during the initial implementation phase; (c) Summative evaluation, which is carried out after the program has been fully implemented (Arofah, 2021).

Additionally, several guidelines need to be considered in implementing the local content curriculum: First, schools that are capable of developing basic competency standards and syllabi can implement local content subjects. If they are not yet able to do so, they can seek assistance from other schools in the same region, local education task forces, or provincial educational quality assurance institutions (LPMP) (Gomes & Sidi, 2022).

Second, the subject matter should be relevant to students' developmental levels. Its implementation should be arranged so as not to burden students or disrupt the national curriculum (Arofah, 2021).

Third, teaching programs should be developed with consideration for their proximity to students, both physically and psychologically. The subject matter should be meaningful to students and contribute to their development in daily life (Arofah, 2021).

Fourth, the subject matter should be comprehensive, meaning that it aligns with clear teaching objectives and provides meaningful learning experiences for students. Local content materials can be structured and taught over one semester, two semesters, or a full academic year (Gomes & Sidi, 2022).

Evaluation of local curriculum learning is a crucial process that involves various aspects, including the learning process, student outcomes, material relevance, and stakeholder involvement. Comprehensive and continuous evaluation ensures that the local curriculum can provide maximum benefits for students and the community while supporting the preservation and development of local potential.

3.4.6 Distance Learning

One of the main challenges in implementing distance learning in regions with a local curriculum is the technological access gap (Mamluah & Maulidi, 2021). In many areas, particularly rural or remote regions, access to the internet or technological devices such as laptops and smartphones is still limited. Therefore, distance education solutions must consider these limitations. For instance, print-based or radio-based learning methods may be more relevant alternatives for regions with limited digital infrastructure. In this context, developing a local curriculum that utilizes traditional media is essential to ensure that learning continues, even at a distance (Prabowo, et al., 2023).

Moreover, it is important to consider how local values and cultural heritage can be preserved in distance learning. The local curriculum is typically designed to strengthen cultural identity and provide students with a deeper understanding of their environment and community traditions (Aminah, 2023). In distance learning, this can be challenging if instructional approaches are too standardized and fail to consider the local context. To address this, teachers can creatively use technology, such as encouraging students to create videos or document their local culture and share them online. This activity not only helps students learn technological skills but also fosters appreciation for their cultural heritage.

4. Conclusion

The trends in curriculum policy at the international, national, and local levels reflect a collective effort to enhance the quality of education that is responsive to the demands of the times. At the international level, policy directions in various countries have been influenced by an emphasis on global competencies and digital literacy mastery. At the national level, curriculum policies must align with the nation's development vision while preserving cultural identity. Meanwhile, at the local level, policy directions are shaped by both national needs and local realities. This interconnected nature encourages curriculum policy adjustments at every level, particularly in terms of approaches, strategies, methods, evaluation, and distance learning processes.

Moreover, each level has demonstrated a transformation in education from traditional methods to more modern approaches, particularly with the increasing development of digital technology. This advancement enables a more diverse use of learning media and a significant shift in the provision of educational materials. This progress is especially evident in distance learning, which is no longer bound by space and time, as learning materials can be accessed anytime and anywhere. Therefore, collaboration and interconnection between policies at the international, national, and local levels, as well as the integration of innovative media and methods, are crucial in creating better education.

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