[](http://crossmark.crossref.org/dialog/?doi=10.33153/dewaruci.v17i2.4147&domain=pdf)Design of Smart Teaching Based on Augmented Reality as Teaching Material for Local Wisdom to Support the Implementation of the Merdeka Curriculum in Public Junior High Schools in South Sulawesi

Pattaufia,1,\*, Dedy Aswan b,2, Dian Cahyadi c,3, Faizal Erlangga Makawi d,4

a Universitas Negeri Makassar, Makassar 90222, Indonesia

1 pattaufi@unm.ac.id\*; 2 dedy\_aswan@unm.ac.id; 3 dian.cahyadi@unm.ac.id; 4 faizal.erlangga@unm.ac.id

\* faizal.erlangga@unm.ac.id

|  |  |  |
| --- | --- | --- |
| ABSTRACT |  |  |
| South Sulawesi have four main ethnic groups (Makassar, Bugis, Toraja, Mandar) that has been recognized globally. Thus, the role of each educational unit is to integrate local wisdom into the school curriculum in accordance with the Merdeka curriculum policy. Therefore, educators must prioritize achieving the dimensions of the Pancasila Student Profile through seven themes, one of which is the theme of local wisdom, that is then implemented in project-based learning. The objectives of this study are: (1) developing a Teaching Module on the theme of local wisdom for public junior high schools in South Sulawesi, (2) writing teaching materials on the theme of local wisdom from the four ethnic groups of South Sulawesi, (3) To design Augmented Reality teaching materials on the theme of local wisdom from the four ethnic groups in South Sulawesi. The method used in this study is qualitative, using questionnaires and interviews to determine the material, followed by focus group discussions (FGD) to finalize the material for design development. The research results show that (1) teaching module is unavailable in public junior high schools that can adapt the theme of local wisdom from the four ethnic groups in South Sulawesi; (2) There are no teaching materials on the theme of local wisdom from the four ethnic groups in South Sulawesi; (3) The Augmented Reality design themed on local wisdom from the four ethnic groups has received high enthusiasm from teachers in junior high schools in South Sulawesi. The implementation of the Merdeka Curriculum (IKM) in schools is highly dependent on the teacher's ability to providee learning tools that can provide students with experiences that align with the expected learning outcomes. These learning tools include teaching materials and media that can create a thematic and interactive learning environment.  [https://licensebuttons.net/l/by-sa/3.0/88x31.png](http://creativecommons.org/licenses/by-sa/4.0/)This is an open-access article under the [CC–BY-SA](http://creativecommons.org/licenses/by-sa/4.0/) license |  | Article History  Received 2020-03-31  Revised 2020-09-23  Accepted 2021-03-01  Keywords  Merdeca Curriculum  Teaching Materials  Local Wisdom  Augmented Reality  Secondary School |