

STRENGTHENING LOCAL WISDOM-BASED ENTREPRENEURSHIP AS AN EFFORT TO IMPROVE THE QUALITY OF EDUCATION IN SECONDARY SCHOOLS

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Abstract

The study aims to analyze how integrating local wisdom into the entrepreneurship curriculum can improve the quality of education in secondary schools. (SMK). Local wisdom-based entrepreneurship is seen as a means of connecting traditional values with modern market requirements, enabling students to acquire culturally and professionally relevant skills. The focus of this research is to identify ways in which local intelligence concepts can be integrated into entrepreneurial education and its impact on student skills development. This research takes a qualitative approach with literary research methods, analysing articles, books and documents related to the research context. The findings of this study suggest that local wisdom, when integrated into entrepreneurship learning in SMEs, can provide double benefits. First, it creates a competitive advantage for students by combining technical knowledge with a deep cultural understanding. Second, the emphasis on local intelligence in entrepreneurship facilitates the preservation of cultural heritage, helping students develop a work ethos that is rooted in their social values as well as their environment. Unfortunately, there are still obstacles, including resistance to curriculum changes and a lack of resources for teacher training. Nonetheless, evidence suggests that the success of this concept can improve the quality of education and better respond to local economic needs and the growth of new entrepreneurs.

Keywords: Entrepreneurship, Local Wisdom, Quality Improvement, High School Education.

Introduction

In an era of globalization and increasing economic competition, entrepreneurship is becoming one of the key key to facing the challenges of the future. Entrepreneurship not only plays a role in creating jobs and strengthening the economy, but also in developing creativity and innovation in the midst of society. (Winarno, A. 2016). In this context, Teaching Secondary Schools (SMEs) have a strategic role in

preparing a young generation that has not only technical competence but also entrepreneurial abilities.

However, the challenge is how to make entrepreneurial education in SMEs more relevant and adapted to the needs of the times and the local environment. (Sunyoto, S., & Setiyawan, A. 2021). One of the answers lies in strengthening local wisdom-based entrepreneurship. Integrating local wisdom into entrepreneurial education means preparing students not only to be able to compete in global markets, but also to exploit and develop the potential that exists in their local environment. (Putra & Aslan, 2019).

Strengthening local wisdom-based entrepreneurship in SMEs is expected to increase the relevance of education to local and global needs, while inspiring student innovation and creativity in solving real problems in society. (Karyaningsih, R. P. D. 2020). Thus, the quality of education in SMEs is measured not only by the technical competence acquired by students, but also by their ability to innovate, adapt, and contribute socially and economically at both local and global levels. (Saptono et al., 2020).

Strengthening entrepreneurship in secondary schools (SMEs) has a high urgency in the context of economic development and job creation. Amid global competition and a shift in economic paradigms that prioritize innovation and creativity, SME graduates are demanded not only as a reliable workforce but also as an economic player capable of leveraging business opportunities and creating added value. (Hardie et al., 2023). Providing SME students with a solid entrepreneurial education is a strategic step that not only improves their competitiveness in the labour market, but also contributes to local and national economic growth through the development of innovative and sustainable new enterprises. (Lin et al., 2023).

Furthermore, the strengthening of entrepreneurship in SMEs is expected to open up students' insights into new possibilities in creating jobs for themselves and others. Through entrepreneurial education, students are taught to identify opportunities, respond to challenges with creative solutions, and manage business with modern management principles (Hardie et al., 2022). It is not only relevant to shaping student character that is resilient and innovative, but also important in building a dynamic economic ecosystem, in which the younger generation is able to contribute actively in creating sustainable economic value. Therefore, strengthening the entrepreneurship aspect in the curriculum and teaching learning activities in SMEs becomes crucial and in line with the needs of future economic and social development. (Handayani et al., 2023).

The integration of local wisdom into entrepreneurship education offers significant added value, serving as a bridge between entrepreneurial theory and real practice rooted in local contexts. Local wisdom, rich in values, cultures, and traditions, is an unlimited source of inspiration for the development of innovative business ideas that are not only market-oriented but also value and nurture local identity. This

approach allows students to harness the unique potential of the environment as a competitive force in their business, driving sustainable innovation while ensuring that their business practices support the preservation of culture and local socio-economic development (Walidayni et al., 2023). Thus, the integration of local wisdom in entrepreneurship education not only strengthens the relevance of education to the real needs of the community, but also helps students to build that are rooted in sustainable local and ethical values (Winarno et al., 2019).

Thus, entrepreneurial education plays an important role in improving the overall quality of education, along with teaching the skills needed to succeed in the 21st century. (Karakus, G. 2021). Through a curriculum designed to develop critical thinking, creativity, problem-solving skills, and independence, entrepreneurial education not only prepares students to become successful entrepreneurs but also form adaptive and flexible individuals who can contribute positively in a variety of career and life situations (Mudde et al., 2017). Enhancing these skills in the school environment strengthens the relevance of education to practical needs and future career prospects, thus making education more attractive and beneficial to students, which ultimately improves educational standards and learning outcomes. (Murniati et al., 2021).

This approach requires good cooperation between schools, local governments, communities, and industry to create a synergistic and supportive entrepreneurial education ecosystem. Therefore, the importance of in-depth research on strengthening local intelligence-based entrepreneurship as an effort to improve the quality of education in SMEs has become highly relevant and significant in the context of education and local economic development today.

Emphasizing the urgency, the study seeks to dig, analyze, and provide recommendations related to entrepreneurship strengthening models in SMEs that are rooted in local intelligence, as a strategic effort to improve the quality of entrepreneurial education that is not only competitive but also sustainable and environmentally-conscious.

Research Method

The research method used in this study is literature. Literature research method is the approach used to gather and analyze information that has been published on a particular topic. (Champe & Kleist, 2003; Tharenou et al., 2007). This process involves searching for keywords to find relevant literature, as well as critical evaluation of findings from such sources to form a profound synthesis or conclusion about the problem being studied. This method also involves compiling the various data found to produce a comprehensive overview as well as a detailed analysis of research topics. (Zed, 2004).

Result and Discussion

Entrepreneurship and Entrepreneurial Education

Entrepreneurship is the process of creating or identifying business opportunities, designing organizations or ventures to take advantage of them, and taking risks to make a profit. (Winarno, A. 2016). It is a unity of activities that starts from innovative ideas and manifestations of creativity followed by the development of products or services, the formation of business models, the formulation of marketing strategies, and the management of resources effectively to generate profits or social impact. (Sunyoto, S., & Setiyawan, A. 2021). Entrepreneurship involves quick decision-making, the ability to cope with uncertainty, and the willingness to handle risk. Entrepreneurs act as agents of change that drive innovation, job creation, and economic progress. (Karyaningsih, R. P. D. 2020).

The importance of entrepreneurship cannot be underestimated, as it is an important driver of economic growth and development. Entrepreneurs drive innovation by developing new products and services, which enable people to work more efficiently, improve quality of life, and open up new opportunities. (Saptono et al., 2020). On a macro scale, they increase product variability within the market, boost competition, and stimulate economic activity through investment and consumption. Entrepreneurship also contributes to job creation and income distribution, reducing poverty levels and strengthening a country's economic structure (Hardie et al., 2023). Thus, entrepreneurs play a key role in facilitating economic dynamics, innovation, and a society's ability to adapt to global change. (Lin et al., 2023).

Entrepreneurship education at the Secondary School of Education (SME) aims to equip students with the knowledge, skills, and attitudes necessary to start and manage their own business (Hardie et al., 2022). The program is designed to cultivate the spirit of entrepreneurship among students, optimize their own potential, as well as sharpen creative thinking and practical problem-solving skills. This education covers aspects ranging from business idea development, business planning, operational management, finance, marketing, to strategies to deal with market competition. (Handayani et al., 2023). At SMEs, the entrepreneurship component is often integrated into a specific vocational curriculum, so students can directly link the theory they learn with the practice in the business world relevant to their field of study (Walidayni et al., 2023).

The implementation of entrepreneurship education at SMEs is also aimed at preparing graduates who are not only prepared to work as skilled labour force, but also as innovators and entrepreneurs who can create jobs. (Winarno et al., 2019). With the application of participatory learning approaches and real experience through field practice such as internships in companies or entrepreneurial projects, students can develop competence and confidence in the face of the real world of work. This effort indirectly responds to the labour market's demand for robust human resources capable of adapting to various business situations and supporting national economic growth. (Karakus, G. 2021).

Thus, entrepreneurship education in small and medium-sized enterprises is essential in shaping a tough and innovative young entrepreneur. This program not only strengthens students' theoretical understanding of business, but also develops practical skills through practical activities related to their profession. This makes SME graduates not only job seekers, but also job creators who can make a significant contribution to the stability and growth of the national economy.

Local wisdom

Local wisdom is knowledge, values, and traditions that flourish in a community that reflects a way of life, interaction with the environment, and management of natural and social resources that has been practised from time to time. (Aslan, 2017). It is a system of knowledge that is integrated into the lives of local communities, shaped by centuries of experience adapting to their geographical, ecological, and socio-cultural conditions. Local wisdom plays an important role in the survival of communities, including in environmental, economic, trust, and sustainable social governance aspects. (Fajarini, U. 2014). Local wisdom reflects a symbiotic relationship between humans and their environment, enabling communities to use resources efficiently without disrupting the balance of ecosystems. (Wafiqni, N., & Nurani, S. 2018).

For example, in Indonesia there is a local wisdom of subacute farming system applied by the people of Bali. Subak is a social organization in the management of irrigation of wildlife controlled by the philosophy of Tri Hita Karana, which emphasizes the harmonious relationship between man and fellow man, nature, and creator. This system has proven to be effective in optimizing agricultural production while maintaining environmental balance. Water usage is shared fairly and sustainably, as well as preserving local biodiversity. Through subjects, local communities managed to create a unique and sustainable agricultural landscape, which has not only economic but also cultural and ecological value (Armini, G. A. 2013).

On the other hand, the Baduy community in Banten Province practices local wisdom in environmental sustainability through the self-concept, namely the prohibition of carelessly cutting trees and preserving the purity of nature. The Baduy people believe that tending forests is a form of respect for ancestors and ensuring living well-being for future generations. This local wisdom creates life practices based on the sustainability of natural resources, where societies live in harmony with nature and avoid excessive exploitation of the environment. (Suparmini et al., 2013).

Thus, local wisdom is the essence of the identity and survival of a community, reflecting knowledge and practices that have been tested by time in interacting and nurturing nature. Through examples of local wisdom such as the subacute system in Bali and the concept of self by the Baduy community, we can see how traditional values and local knowledge become vital instruments in sustainable environmental management and preserving ecosystem balance. Local wisdom demonstrates the importance of an

integrated approach and respect for traditional understanding in contemporary solutions to environmental and social challenges.

Local wisdom plays an important role in education as it offers relevant and meaningful contexts for learning. Through the integration of local wisdom into the curriculum, students can learn about values, traditions, and knowledge that have survived the test of time in their communities, strengthening identity and cultural pride (Faiz, A., & Soleh, B. 2021). Education that is rooted in local wisdom helps students connect what they learn at school with real life, making the learning process more interesting and effective (Fajarini, U. 2014). In addition, local wisdom-based education teaches students about the importance of environmental sustainability, ining good habits and harmonious relations with nature, as well as responsible social practices, all of which are critical in dealing with today's global challenges. (Budiwibowo, S. 2016).

Furthermore, local wisdom in education promotes the development of unique ways of critical thinking and problem-solving. Students are taught to appreciate the knowledge and innovative solutions that have been developed by their communities in the face of local challenges, which are often relevant to global problems (Mujiburrahman, M. 2022). These methods are often based on the principles of cooperation, sustainability, and balance, offering an alternative perspective to a more conventional approach. Thus, the role of local wisdom in education not only supports cultural preservation, but also prepares students to make a positive contribution to the global community by applying innovative and sustainable local-based solutions. (Trisna, B. N. 2019).

Strengthening local intelligence-based entrepreneurship can improve the quality of education in SMEs

Strengthening local wisdom-based entrepreneurship in the educational environment, in secondary schools (SMEs), has great potential in improving the quality of education. It enables students not only to acquire knowledge and technical skills relevant to their field of study, but also to develop an in-depth understanding of the values and traditions underlying the community in which they live. (Puspitasari, F. F., & Priatmoko, S. 2022). The integration of local wisdom into the entrepreneurship curriculum prepares students not only as skilled workers, but also as innovative, responsible, and rooted in community values. It creates a holistic approach to education that recognizes the importance of local knowledge in sustainable economic development. (Hanafi et al., 2021).

One way of strengthening local intelligence-based entrepreneurship to improve the quality of education in SMEs is through increased student involvement in the learning process. By learning directly from local entrepreneurs and engaging in projects that meet the needs and challenges of their community, students become more motivated and feel that what they learn has immediate relevance to their lives (Wahyuni

et al., 2023). Learning methods that prioritize field experience also help develop critical and creative skills, while students learn to appreciate and protect their cultural heritage (Hasanah et al., 2016).

Its focus on local intelligence-based entrepreneurship also helps identify and develop new economic opportunities. Students can learn how to harness local resources, traditional knowledge, and innovation to create products or services that have unique added value (Hendrayati et al., 2022). It not only enhances their business success potential in an increasingly global market, but also supports the preservation of traditional practices and the sustainable management of local resources. Thus, local wisdom-based entrepreneurship education in SMEs also plays a role in the development of an inclusive and sustainable local economy. (Syaharani, D. M., & Fathoni, A. 2023).

Furthermore, the integration of local wisdom into entrepreneurship programs encourages collaboration between schools, local industry, and communities. This creates a stronger learning and entrepreneurial ecosystem, where students, teachers, and local entrepreneurs can learn from each other and share knowledge (Widana et al., 2023). This kind of collaboration not only enriches student learning experiences, but also helps ensure that educational programmes are tailored to local industry needs, while paving the way for labour absorption and improved community economies. (Yunikawati et al., 2018).

Thus, local wisdom-based entrepreneurship strengthening in SMEs provides a comprehensive educational strategy that not only strengthens students' technical and entrepreneurial skills, but also deepens their appreciation of cultural values and traditions. Through the integration of local knowledge into the learning process and empowerment of students as innovative and ethical economic actors, entrepreneurial education in SMEs can contribute significantly to personal development, local economy, and cultural preservation. This type of education provides a strong foundation for students to succeed not only in their careers, but also as responsible global citizens.

Barriers in integrating local wisdom into the entrepreneurship curriculum in SMEs

Integrating local wisdom into the entrepreneurship curriculum in SMEs is definitely facing a number of challenges. First, the main difficulty is the lack of resources and educational materials that have been adapted to incorporate local wisdom into an entrepreneurial context. Most curricula that exist today are designed with universal standards and may not necessarily include specific elements of local culture (Puspitasari, F. F., & Priatmoko, S. 2022). In addition, it takes time and effort to develop teaching materials that fit the local context as well as to create teaching methodologies that are interesting and relevant to students. (Baka et al., 2023).

Secondly, the frequently emerging challenge is the inadequacy and lack of teacher skills in delivering material related to local wisdom. Teachers may not have sufficient knowledge or training related to local cultures and practices, which makes it

difficult for them to integrate such concepts into learning. In addition, they may be afraid to exit the standard curriculum because of the fear that the student's learning outcomes will not meet the expectations or standards that have been set. (Maya et al., 2022).

Thirdly, there may be a lack of support from the parties involved, such as the local government, the community, and the local industry. The integration of local wisdom requires the collaborative efforts of these various parties to succeed. Local governments may not have provided supporting regulations, while local communities and industry may also not fully see the direct benefits of local intelligence in entrepreneurial education, thus less actively engaged in education. (Pambudi, N. A., & Harjanto, B. 2020).

Fourthly, the no less important challenge is the resistance of students or parents who may prefer a modern, global-oriented educational curriculum over an emphasis on local values. This perspective may be driven by the assumption that success in the modern world of work requires more international-standard skills and knowledge than local wisdom that is considered less relevant. (Shofyana et al., 2022).

Thus, the integration of local wisdom into the entrepreneurship curriculum in SMEs faces significant challenges, ranging from the lack of suitable teaching material, teacher inadequacy, lack of support from stakeholders, to resistance from the school community itself. To overcome this, coordinated initiatives among all involved parties are needed to develop resources, train teachers, and build an understanding and support for local values as an integral part of quality education. This approach will help create an educational ecosystem that not only prepares students for global competition but also to be pioneers in advancing and preserving their local wisdom.

Conclusion

Integrating local wisdom into entrepreneurship in secondary schools (SMEs) is a highly potential strategy in improving the quality of education. Through strengthening local intelligence-based entrepreneurship, education in SMEs can become more relevant, dynamic, and comprehensive. It opens up opportunities for students not only to acquire the knowledge and skills necessary to succeed in the global job market, but also to understand and appreciate the local values and traditions that distinguish their communities from others. Thus, this reinforcement not only prepares students professionally, but develops their personalities as individuals rooted in their own culture in the context of globalization.

The initiative also supports the development of local economies through innovation and entrepreneurship that leverages local intelligence, strengthens links between schools, industry, and communities, and helps preserve culture. Therefore, strengthening local-intelligence enterprise in SMEs is not only an important step in improving the quality of education, but also in shaping a sustainable learning

ecosystem, which inspires students to become innovative, ethical, and sensitive to their cultural values.

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