INTERNALIZATION OF LOCAL WISDOM VALUES IN ENTREPRENEURSHIP EDUCATION IN HIGHER EDUCATION

Sofiatul Khotimah[1,2*], Trisno Martono[2], Kristiani[2], Khresna Bayu Sangka[2], Meutia Karunia Dewi[1]

[1]Faculty of Economics and Business, Jenderal Soedirman University, Indonesia
[2]Faculty of Teacher Traning and Education, Sebelas Maret University, Indonesia

*Email corresponding author: sofiatul@student.uns.ac.id, sofiatul.khotimah@unsoed.ac.id

ABSTRACT

The purpose of this study is to describe; 1) The values of local wisdom in entrepreneurship education, 2) The role of lecturers in applying local wisdom values in learning, 3) Supporting factors for internalization of local wisdom in learning, 4) Inhibiting factors in internalizing local wisdom in learning. The research approach used is descriptive qualitative research. Data was collected through: observation, interviews and document tracing, the subjects in this study were lecturers who taught entrepreneurship courses. Data analysis techniques using data reduction, data presentation, conclusion and verification. The results showed:
1) The values of local wisdom in entrepreneurship education include 5K (diversity, distinctiveness, uniqueness, independence and welfare), 2) The role of lecturers as facilitators and motivators implementing 5K wisdom in entrepreneurial projects, 3) supporting factors for the internalization of local wisdom are indicators of 5K local wisdom, and the support of infrastructure facilities in universities, 4) inhibiting factors for the internalization of local wisdom in education Entrepreneurship is the entrepreneurial interest of students who are still low in completing entrepreneurial projects.

Keywords: college, entrepreneurship, and local wisdom

1. Introduction

Undang-undang Number 5 of 2017 on the Advancement of Culture signifies that Indonesia is a culturally rich nation, where culture is defined as everything related to the creations, feelings, thoughts, and creative works of the Indonesian society (Ramdani, 2018). Indonesia possesses a diverse culture with profound values that are continuously preserved. These values are recognized as local wisdom, representing concepts used to describe cultural

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values, traditions, and ethics within the community (Supatmi, 2019). Local wisdom is formed as an advantage held by local communities within the broader context of geographic conditions (Hidayat, 2021). Thus, local wisdom becomes a heritage of the past culture that must be upheld and serve as a way of life for its people.

However, alongside globalization and modernization, there is a tendency, particularly among the younger generation, to overlook or sideline Indonesian local wisdom values. Researchers argue that globalization has both positive and negative impacts on the younger generation. The negative side of globalization includes increased competition, inequality, and cultural homogenization, which can have adverse effects on the mental health and well-being of the younger generation (Kadam, 2019). The specific impact of globalization in Indonesia is the emergence of instant culture and a national identity crisis characterized by the fading of local cultural values and the rise of anomie (Indratmoko et al., 2019). There is a need for action to address the challenges posed by globalization and to strengthen cultural filters to prevent continuous harm to the existence of the nation's cultural values. One approach to address this is by integrating the values of local wisdom culture into entrepreneurial education (Komara & Adiraharja, 2020) (Fahrurrozi et al., 2021).

The research results indicate that education contributes to the formation of a nation's identity, playing a role in providing knowledge, skills, and shaping the personality of the younger generation of a nation (Idris et al., 2012). Meanwhile, the concept of local wisdom is considered relevant to social science, as local wisdom itself is a cultural product consisting of philosophy, values, beliefs, customs, norms, ethics, rituals, traditions, and so on (Rohmadi & Hartono, 2011). This suggests that local wisdom can serve as a source of knowledge and values that guide actions and behaviors in everyday life (Uge et al., 2019). Education becomes a process aimed at exploring individual potential, shaping personality, and providing opportunities for the development of social dimensions, knowledge, and skills for living in a national and societal context (Fahrurrozi et al., 2021). Entrepreneurship plays a role in enhancing the achievement of educational goals to create the skills needed by learners (Wei et al., 2019).

The integration of local wisdom values into entrepreneurial education has the potential to provide significant benefits. However, one of the challenges, especially in higher education, is a focus on curricula oriented toward global business models without considering the values present in the local environment. Previous research has shown that the internalization of local wisdom values in entrepreneurial education can enhance students' understanding, creativity, and readiness to face business challenges at the local and global levels (Tahir & Hasan, 2019) (Manuhutu, 2023; Wayan Sitiari et al., 2022). Yet, there are not many studies that specifically examine the integration of local wisdom into entrepreneurship education at the higher education level. Therefore, this research aims to delve deeper into how local wisdom values can be internalized into entrepreneurship education at the university level.

One aspect to be discussed in this article is the role of educators or professors in applying local wisdom values in teaching. Educators play a key role in guiding and setting an example for learners (Burroughs et al., 2019) on how these values can be applied (Keiler, 2018a). By understanding the role of educators in this process, this article aims to design more effective strategies for integrating local wisdom into entrepreneurship curricula. Therefore, the objectives of this research are to describe: (1) the local wisdom values in entrepreneurship education; (2) the role of educators in applying local wisdom values in teaching; (3) supporting factors for internalizing local wisdom in teaching; and (4) hindering factors for

internalizing local wisdom in teaching.

2. Literature Review

2.1 Entrepreneurship Education

Entrepreneurship is a mindset and independent behavior that can combine elements of creativity, challenge, hard work, and satisfaction to achieve maximum achievement (Rusdiana, 2018). Entrepreneurship, as a social process, involves individuals or groups of individuals creating business opportunities through a collection of unique resources and adapting to various environments (Teague et al., 2021). Entrepreneurship education is the fastest-growing field of education globally due to its significance for economic growth, job creation, and broader economic development (Sirelkhatim & Gangi, 2015). This indicates that entrepreneurship is an important field of study to be taught to the younger generation.

Entrepreneurship education is a field of study that aims to equip learners with the knowledge, skills, and attitudes needed to start and run a successful business (Mohamed & Sheikh Ali, 2021). The primary goal of entrepreneurship education is to instill an entrepreneurial mindset among learners and encourage them to pursue entrepreneurial careers (Xu, 2022). The entrepreneurship education process becomes an investment in human capital to prepare learners to create a sustainable business through the provision of experience, skills, and knowledge (Putri et al., 2018). Educational programs must be continually innovated by increasing activities outside the classroom and exposing students to real-world experiences (Lamine et al., 2021).

Entrepreneurship education in higher education has seen rapid growth over the past few decades. Studies discussed have covered the role of higher education institutions in facilitating entrepreneurial development and understanding the dynamics of changing times. Entrepreneurship programs that focus on sustainable entrepreneurship and social entrepreneurship can yield better results than generic entrepreneurship programs (Hogenstijn & Cuypers, 2023). Entrepreneurship with an impact on the surrounding environment has emerged as a new term and represents the application of sustainable solutions to address everyday life challenges (Markman et al., 2019). The development of entrepreneurship education programs can be carried out by entrepreneurial educators, which will have an impact on enhancing students' ambiguity management and core self- assessment to start businesses (Chaker & Dellagi, 2023).

2.2 Local Wisdom

Local wisdom consists of two words, namely "wisdom" and "local," and can be interpreted as wisdom in the local environment, local knowledge, and local intelligence (Shufa, 2018). Local wisdom represents the cultural identity that grows within local communities and constructive knowledge of ideas from the community (Pornpimon et al., 2014). This makes local wisdom a field of knowledge that can continue to be studied further. Positive values in local wisdom can be integrated into the education process to be learned by learners with the goal of shaping their positive attitudes and characters (Devy, 2017) (Daniah, 2016). Developing learning based on local wisdom means helping students maintain sensitivity to the local environment and community for sustainable continuity (Sofyan et al., 2019). However, school learning still pays insufficient attention to local aspects, causing the younger generation to begin to neglect the noble values in their surroundings (Rummar, 2022). The local potential in every region of Indonesia, whether it's natural resources, human

resources, technology, or culture, must be preserved and continually developed to enhance a better life.

Universitas Jenderal Soedirman is located in Banyumas Regency, Indonesia, so this research focuses on local wisdom in the local context. The people of Banyumas believe in cultural values that characterize Banyumasan culture, which is unique and influenced by the geographic and historical arrangement of the region (Ahdiati & Kusumanegara, 2020). These values distinguish it from other neighboring regions. Local wisdom in Banyumas Regency is reflected in the diversity of tourism (Ahdiati & Kusumanegara, 2020) (Chendy et al., 2021),emphasizing the importance of tourism in supporting national development. However, the potential of tourism needs to be further developed by raising awareness and involving the community in its development (Dadan & Widodo, 2020).

The values inherent in the development of tourism villages in Banyumas Regency align with the Guidelines for Empowering Tourism Villages in 2021 in the Banyumas Regency Regional Regulation. These values include diversity, uniqueness, and the uniqueness of cultural traditions aimed at enhancing the self-reliance and well-being of the community. These local values are embraced collectively by the entire Banyumas community and are mainstream in their lives (Ahmad Tohari, 2005). Therefore, there is a need to highlight efforts to integrate local wisdom values into the education curriculum.

3. Research Methodology

The research approach used is qualitative descriptive research. Qualitative descriptive research is a type of research that aims to describe and understand the nature of a phenomenon or situation by systematically collecting and analyzing data (Koh & Owen, 2000). Data collection is carried out through observation, interviews, and document review. The subjects in this research are the instructors teaching entrepreneurship courses at Universitas Jenderal Soedirman. Data analysis techniques involve data reduction, data presentation, drawing conclusions, and verification (Kim et al., 2017).

4. Results

Based on the observations and interviews conducted by the researcher, several findings related to the application of Banyumasan local wisdom values in entrepreneurship education have emerged. More than 85% of the interviewees agreed that these local wisdom values are crucial to be integrated into the learning process, especially in entrepreneurship courses. Some of the underlying reasons expressed by the instructors include: (1) cultural relevance: the alignment of culture with local wisdom values reflects the culture and traditions of the local community; (2) deeper understanding: internalizing local wisdom values helps students gain a deeper understanding of the local community and market; (3) identity and personality development: integrating local wisdom values can contribute to building strong identities and personalities among students; (4) local economic empowerment: developing locally-based businesses and integrating local wisdom values can contribute to local economic empowerment; (5) creativity and innovation: local wisdom values often encompass unique ways of thinking and innovation; and (6) ethics and social responsibility: local wisdom frequently emphasizes ethics, social responsibility, and sustainability.

These findings highlight the importance of integrating local wisdom values into

entrepreneurship education, as they not only connect students with their local community but also foster a sense of cultural identity, social responsibility, and creativity that can benefit both the students and the local economy. The application of local wisdom values in entrepreneurship education involves several crucial aspects in the curriculum, such as methods, media, and learning materials. Below are the results of direct observations and documentation showing the distribution of entrepreneurship teaching methods at Universitas Jenderal Soedirman in Table 1.1.

The integration of local wisdom values into entrepreneurship curriculum should involve both the alignment of teaching methods and content to reflect local values, norms, and cultural traditions. Entrepreneurship education is more effective when conducted through a "learning by doing" approach. Students need to be trained on how to recognize and identify local potentials that are unique to their region and develop them through entrepreneurship projects (Noviani et al., 2022). This can be achieved through the use of locally-based case studies, the introduction of

successful local business practices, or the development of business projects that incorporate aspects of local wisdom. Instructors as sources of knowledge have pointed out that the internalization of local wisdom in education is still lacking, despite its potential to be a valuable asset for students.

Table 1.1 Details of Entrepreneurship Teaching Methods Usage

Method	Explanation	Usage Level
Conventional Learning	Orally, in writing, and on slides in power point.	Medium
Problem Based Learning	Providing real problems or challenges that must be solved with student knowledge and understanding.	High
Cooperative Learning	Study groups are formed with team work and shared responsibilities between students.	Very High
Project Based Learning	Student involvement in real projects that require problem solving, research, and critical skills development.	Low
Case study	Students analyze and solve problems in accordance with reality	Low
Skills Training	Focus on developing practical skills that suit daily needs and life.	Very Low

Several learning activities related to local wisdom have been conducted, but they have been primarily theoretical and part of the community service activities of the instructors. Ideally, learning should be systematically organized using suitable models and methods. Project-based learning is a process of acquiring learning outcomes by carrying out specific actions according to its goals. This approach to learning aligns with constructivist learning theory, which emphasizes that learning is not merely memorization but rather the construction of new knowledge and skills through the facts and experiences encountered in life (Fakhruddin et al., 2012). The role of instructors as facilitators of learning implementation is crucial, as is the curriculum of the course. Effective instructor roles in implementing local wisdom values in education and how these roles can enhance student

understanding and readiness are vital.

The challenges contributing to the low internalization of local wisdom values include factors originating from both students' internal motivation and the alignment of the existing curriculum. Students' low interest in entrepreneurship and completing entrepreneurship projects assigned by instructors is one issue. Curriculum alignment also needs improvement, with the use of learning models needing adjustment. Additionally, the existing learning materials may not be relevant to the local wisdom values being implemented, necessitating revisions or additions. Another aspect raised by other sources is measurement and evaluation, as measuring the impact of internalizing local wisdom values in education can be challenging. Instructors need to develop appropriate evaluation methods to measure the achievement of learning objectives in this regard.

5. Discussion

5.1 Application of Local Wisdom Values in Entrepreneurship Education

(Mungmachon, 2012) discussed the local wisdom in Thai communities, where they collectively began to address societal issues by reviving traditional local wisdom and integrating it as knowledge in schools. Local wisdom values are crucial to be incorporated into entrepreneurship curriculum. These values reflect the culture and traditions of the local community. The integration of these values makes entrepreneurship education more relevant to the local context, helping students understand how businesses can function within their cultural

and social environment. The inclusion of local wisdom in teaching materials can facilitate students' understanding because it relates to their direct experiences from their surroundings (Fahrurrozi et al., 2021). Additionally, it can help students gain a deeper understanding of the local community and market by identifying business opportunities that align with the needs and values of the local population. This aligns with research findings suggesting that this approach can help students recognize and preserve local cultural creativity, as well as utilize it to meet daily needs and contribute to the local economy (Prawinugraha et al., 2021).

Local wisdom values can help build a strong identity and personality in students. Local culture, being close to the students and often experienced firsthand, is frequently overshadowed by foreign cultures. Therefore, integrating local wisdom into education efforts can help shape students' characters and foster their love for local culture (Nurlina et al., 2022). This can be applied in their learning of how to become entrepreneurs who not only prioritize profitability but also cultural and social sustainability. Learning to develop locally-based businesses can contribute to local economic empowerment. It can create job opportunities, support small and medium enterprises, and provide economic benefits to the local community (Paramita et al., 2015). Developing economics education based on local wisdom means optimizing the potential of the local community to work together in various productive business models that can have economic and social impacts (Azizah & Fitriyani, 2018).

The values of Banyumasan local wisdom, as outlined in the Guidelines for Empowering Tourist Villages in the 2021 Regional Regulation of Banyumas District,

encompass the "5K" principles: diversity, uniqueness, distinctiveness, self-reliance, and prosperity. (1) Diversity, related to culture, is defined as the entire system of ideas, actions, and human creations that are diverse, obtained through the learning process in community life (Sutardi, 2007); (2) Uniqueness can also be interpreted as the distinctive characteristics of individuals or communities that encompass values, abilities, morals, and strengths in facing risks and challenges (Salahudin & Alkrienciehie, 2013); and (3) Cultural tradition distinctiveness refers to the unique aspects that differentiate one culture from others. These three values are used to measure the well-being and self-reliance of tourist villages.

5.2 The Role of Lecturers in Implementing Local Wisdom Values

The internalization of local wisdom values in learning can be adapted by using relevant teaching methods. The use of locally-based case studies, the introduction of successful local business practices, or the development of business projects that integrate local wisdom aspects are some methods that fall under the Student-Centered Learning (SCL) approach. SCL is a student- centered learning approach where the teacher's role is to motivate, facilitate, and evaluate the learning process (Morel, 2021). Students are encouraged to take responsibility for their own learning and work. The learning framework emphasizes active student participation in their own learning process and encourages them to take ownership of their learning objectives (Keiler, 2018b). In this position, the teacher's role is still crucial as a facilitator and provider of guidance and support to students.

The role of lecturers is crucial in internalizing local wisdom values in entrepreneurship education at the university level because lecturers have a significant influence on students' learning experiences and can shape their views and values in the context of business and entrepreneurship. The role of the teacher also includes providing feedback on students' work, facilitating group discussions, and helping students develop research skills (Morrison et al., 2021). One way to

realize entrepreneurship education based on local wisdom is by providing hands-on experiences to students (such as through projects). Educators play a central role in guiding and facilitating project-based learning (Markula & Aksela, 2022) that integrates local wisdom values into entrepreneurship courses. Lecturers can serve as intermediaries between the university and the local community. Collaboration with local businesses and communities helps students experience local wisdom values in real-world situations.

Therefore, the internalization of Banyumasan local wisdom values, namely the "5K" (diversity, uniqueness, distinctiveness, self-reliance, and prosperity), in higher education entrepreneurship courses can be more effective when it receives full support and involvement from lecturers as learning facilitators. This, of course, should align with the teaching methods used.

6. Conclusion

The results of data acquisition and analysis conducted by the researchers indicate several findings related to the study of internalizing the values of local wisdom in entrepreneurship education at the university level, particularly at Universitas Jenderal Soedirman. These findings are as follows: (1) values of local wisdom: In the context of entrepreneurship education, the values of local wisdom encompass the 5K (diversity,

uniqueness, distinctiveness, self-reliance, and well- being) adopted from the local culture of Banyumasan. these values serve as the primary foundation for integrating aspects of local wisdom into the curriculum; (2) role of lecturers: lecturers play a central role as facilitators and motivators in implementing the 5K local wisdom in project-based entrepreneurship learning. They assist students in understanding and internalizing the values of local wisdom in the context of their projects; (3) supporting factors for internalization: supporting factors for internalizing local wisdom values in entrepreneurship education include the presence of 5K local wisdom indicators, support from the local community, and adequate infrastructure within the relevant university; and (4) obstacles to internalization: one of the obstacles to internalizing local wisdom in entrepreneurship education is the low level of entrepreneurial interest among students, particularly in completing entrepreneurial projects.

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