EXPLORATION AND IMPLEMENTATION OF A HIGH SCHOOL EDUCATION CURRICULUM BASED ON LOCAL WISDOM ENTREPRENEURSHIP

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ABSTRACT

This study explores and implements a high school education curriculum grounded in local wisdom entrepreneurship using an Educational Research and Development (R&D) design based on the ADDIE framework. Employing an exploratory sequential mixed-methods approach, the exploration phase identified authentic cultural values, local economic potentials, and community practices through interviews, focus group discussions, and document analysis, which informed the creation of a contextual curriculum blueprint and instructional modules. Following expert validation that confirmed high content validity and feasibility, the curriculum was implemented using a quasi-experimental pretest-posttest design across selected high school classrooms. Quantitative evaluation demonstrated statistically significant enhancements in students' cognitive learning outcomes, cultural awareness, and entrepreneurial mindsets, as evidenced by normalized gain (N-Gain) calculations and paired sample t-tests. The findings confirm that integrating local wisdom into entrepreneurship education provides a practical, culturally resonant model that effectively fosters business literacy, self-reliance, and contextual problem-solving skills in secondary school students.

Keywords : *Local Wisdom, Entrepreneurship Education, Curriculum Development, High School Curriculum, Design-Based Research, Contextual Learning.*

INTRODUCTION

The Essence of Curriculum Development Policy

Once we understand the concept and models of curriculum development, we now need to understand how to apply the curriculum development concept. However, this implementation must follow several procedures (**Alsubaie, M. A., 2016)**. These systematic procedures are interconnected and continuous, or can be described as intermediate to the management process. These procedures include curriculum planning, curriculum organization, staffing, and curriculum control. [13]

1. Planning Curriculum

Planning is an intellectual process that involves decision making. This process requires mental preparation to think before acting, act based on reality, not estimates, and act in an orderly manner (**Sujana, I. W., 2019)**. Planning helps organizations focus on short-term benefits to consider the importance of programs and activities and their impact on the organization. time coming. A plan good consists of 5 special elements, that is:

a. Objective formulated in a clear.
b. Comprehensive, comprehensive However clear for staff And for member organization.
c. Hierarchy plan Which focused on area Which most important.
d. Characteristic economical, consider sources Which available.
e. Worthy, that is allows existence change.

2. Organizing Curriculum

An organization is a social group that is closed or open to outside parties, which is regulated by certain rules and is led by a person (**Dana, L. P., 2015)**. leader or a staff administrative Which can carry out guidance in a regular And aim. For develop curriculum, the organization is:

a. Curriculum planning organization, implemented by a curriculum development team.
b. Organization in frame implementation curriculum, on level area.
c. Organization in curriculum evaluation, which involves various interested parties.

On each type organization the implemented by something the composition of the management is determined in accordance with the organizational structure with organizational tasks certain (**Sismanto, S., & Rahmawati, Y., 2020)**. In a way academic, organization the curriculum includes:

a. Curriculum eye lesson, consists of from a number of eye lesson in a way separated.
b. Field curriculum study, function several subjects similar.
c. Curriculum integration, centralize curriculum on topic or problem certain.
d. Core Curriculum, curriculum arranged upper middle class problem And need student.

Here, the forms of curriculum are arranged according to a structured curriculum organization pattern, sequence and scope of certain materials.

3. Compilation Staff

Staffing is the function of providing people to implement a planned and organized system. Staffing is carried out after all tasks have been predetermined (**Mungmachon, R., 2012)**. Staffing consists of:

a. Recruitment is the process of finding qualified personnel to fill available job positions. Recruitment can be carried out internally or externally.
b. Selection; is identification process criteria selection for candidates manpower.
c. Hiring; after identify candidates best, Then need the best candidate is selected from the list,

determining the candidate who best meets the established qualifications.

d. Placement; process This is work Which in fact. Here, power workers are given the opportunity to develop their talents to the maximum.
e. Staff management is the activity of growing and developing human resources in an institution.

4. Control Curriculum

Controlling is the process of checking performance against standards to determine the extent to which objectives have been achieved (**Siregar, R., & Hartono, H., 2021)**. This control is closely related to planning as part of the system. While the control Curriculum is the process of making decisions about the curriculum within a school, or the teaching process that is limited by the interests of external parties, such as parents, employees and the community.

METHOD

This study adopts an Educational Research and Development (R&D) design integrated with a Design-Based Research (DBR) framework to systematically bridge theoretical curriculum design and practical school implementation (**Neck, H. M., & Corbett, A. C., 2018)**. Guided by the ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*), the research structure facilitates a progressive transition from qualitative exploration to quantitative evaluation. This framework ensures that local wisdom elements and entrepreneurial concepts are not only conceptualized with cultural authenticity, but also effectively operationalized into usable high school instructional modules and assessments.

To capture both the contextual nuances of local wisdom and the measurable impact of the curriculum, a mixed-methods exploratory sequential design is employed (**Suryana, S., 2014)**. The initial qualitative phase focuses on exploring community traditions, mapping local economic potentials, and assessing school readiness through interviews, focus group discussions, and document reviews. The insights gathered from this exploratory phase serve as the foundation for drafting the curriculum blueprint and learning materials, which subsequently undergo rigorous expert validation to establish content and construct validity before classroom deployment.

The final stage evaluates the feasibility and effectiveness of the developed curriculum through a quantitative quasi-experimental design in selected high school classrooms (**Ratinen, I., & Pitkänen, A., 2020)**. Using a pretest-posttest structure alongside observational rubrics and feedback questionnaires, the implementation phase measures shifts in students' cognitive achievement, local cultural awareness, and entrepreneurial mindsets. Statistical analyses, including paired sample t-tests and Normalized Gain (N-Gain) calculations, are ultimately applied to evaluate the curriculum's overall educational impact and refine the final implementation model.

RESULT AND DISCUSSION

Implementation Development Curriculum

Implementation is the process of applying ideas, concepts, policies, in the form of actions. practical, so that it has an impact, whether in the form of changes in knowledge, skills, or values and attitudes. [14]

The curriculum will not be achieved if it is simply left after being developed. Which has designed optimal must implemented And have learning outcomes. Many curricula that have been

designed and developed are not implemented due to the absence of a plan for change in the entire school system.

A failed curriculum may be due to a failure to critically consider curriculum development. Often, individuals within a school believe that the curriculum effort is to complement a newly developed plan or material new Which purchased. Attention more Lots given on problem

Management and organization, rather than curriculum change. Many individuals responsible for curriculum do not develop a macro view of change or realize that innovation requires careful planning and close monitoring. These individuals often think of implementation as simply using a new program or not. [15]

A successful implementation is a process that has several new things. Implementation depends on approach general development curriculum and the curriculum itself (**Meliono, I., 2011)**. Most people believe that successful implementation, relies on the proper delineation of steps that primarily concern the development process. Most people consider implementation is as something Which not can predicted And No Certain.

Implementation can seen as the series that very technically natural to the whole flow and very aesthetic. The central point is that this is a component in cycle action curriculum Which No Can neglected. This step involving action wide Which No only, as example, change place work for staff. Implementation is an effort to change the knowledge, actions, and attitudes of individuals. Implementation is an interactive process between those who create the program and those who implement it.

Implementation curriculum successful, resulting from planning that Be careful. The planning process requires resources to complete the expected activities (**Sudarmin, S., Zahro, L., Sumarni, W., & Asyhar, R., 2019)**. Matter This set And determine How method look after policies that will govern the planned actions. Planning takes place before the program or program delivery.

Matthew Miles and Karen Louis note that for planning to occur must There is the vision that built (**Lackéus, M., 2015)**. In research, they find that schools that are successful in implementing changes that improve the programs they have staff Which hold description similar from What Which school need.

The teachers feel connected to the new and developed program and have enthusiasm for the innovation. [16]

Whatever orientation somebody to curriculum, No There is denial that the implementation That need planning, and planning focused on three factors: people, programs, and processes. Three factors cannot be separated. A leader may emphasize one factor more than another, but no leader does proficient Which will ignore each factor The same very everything. Lots schools that have failed to implement their programs because they ignored the factors and spent money on failed curriculum is that curriculum reformers, especially from universities, focused their energy on changing programs but did not pay enough attention to the needs of teachers and minimal attention to school organization. [17] The following are some of the factors that support the implementation process, including:

First, Communicate the Implementation Plan. Anytime, Anywhere moment program currently designed, channel communication must left alone open so that program Which new come No as something shock. Discussion about a new program between teachers and all related parties is the key to successful implementation. But communication is a complex event. Communication describes transmission fact, idea, values, feeling, And attitude from a group of people to another.

Communication face to face message which processes between the sender and recipient of a message. [18]

Knowing that communication is a message between a sender and a receiver is not enough to ensure that communication will be effective, accurate, or of high quality. To ensure that the communication network is comprehensive and that messages are sent to the right place, curriculum specialists must understand informal communication channels. in system schooling. Channel communication formal follow the settings that established in levels organization. Communication can flow throughout all levels organization, Good vertical and horizontal between role model. Communication to the side will form *networking* horizontal between role model. Challenge communication, formal or informal, side or leading to lower or ascending, is message which is broadcast in oral or written form. Information about new programs can be communicated on help letter, memo, article, book, bulletin, report research, and speech or voice. [19]

Second, implementation support. Curriculum designers should be supported in making recommended program modifications to facilitate rapid implementation. they. They must do This so that they can build their confidence (**Ratinen, I., & Pitkänen, A., 2020)**. Educators often need training to feel comfortable with new programs.

Teacher have not quite enough answer main is For teach curriculum, but if they want to have an influence in the implementation and development of the curriculum (**Alsubaie, M. A., 2016)**, they must have a proper understanding of the concept of curriculum and how a curriculum is created. This understanding of curriculum planning is very important so that the implementation of the curriculum in the form of various learning activity programs is in accordance with the objectives of the curriculum itself, in accordance with the school's vision and mission and on Finally can reach national goals of education.

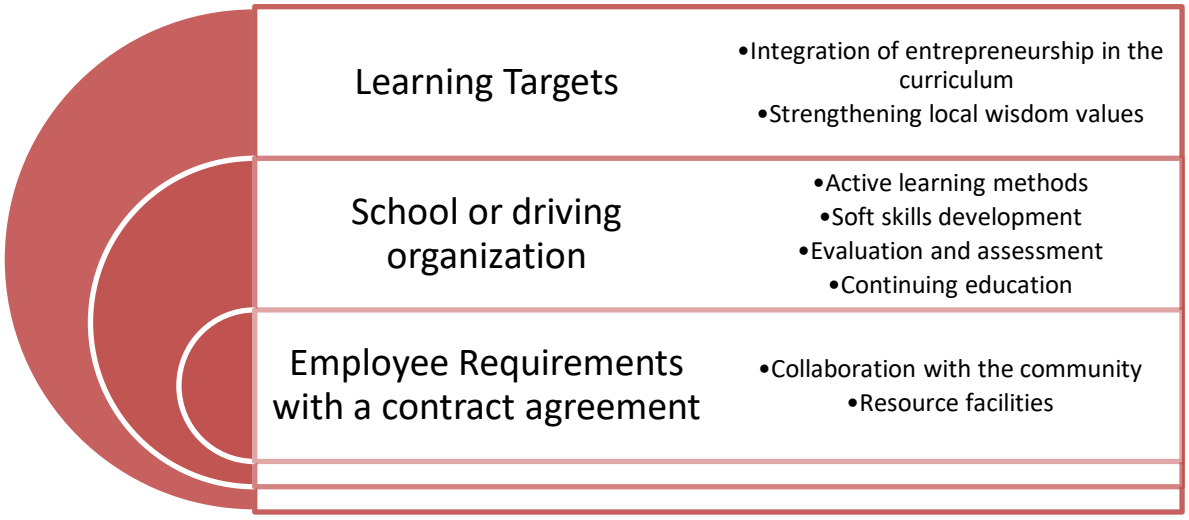


Figure 1. High School High School Curriculum Policy Based on Local Wisdom Entrepreneurship

Developing a high school curriculum based on entrepreneurship and local wisdom is a strategic step in shaping students' character and skills (**Ruskovaara, E., & Pihkala, J., 2013)**. Here are some key points that can be incorporated into this policy:

1. Integration of Entrepreneurship in the Curriculum

- Incorporate entrepreneurship material into existing subjects, such as PPKn, IPS, and Indonesian.
- Create a special module on entrepreneurship that emphasizes hands-on practice.

2. Strengthening Local Wisdom Values

- Identifying and integrating local cultural values in learning.
- Using local products and folklore as case studies in entrepreneurial activities.

3. Active Learning Methods

- Implementing project-based learning methods to develop business ideas that are relevant to local communities.
- Conducting entrepreneurship workshops and training involving local practitioners.

4. Collaboration with the Community

- Building partnerships with local entrepreneurs to provide hands-on experience to students.
- Involving parents and the community in school activities to increase support for the learning process.

5. Soft Skills Development

- Teaches interpersonal skills, such as communication and collaboration, which are important in the entrepreneurial world.
- Encourage students to practice presentations and negotiations through business simulations.

6. Evaluation and Assessment

- Develop an assessment system that not only focuses on academic aspects, but also on practical skills and creativity.
- Using a clear rubric to assess students' entrepreneurial projects.

7. Facilities and Resources

- Provide space and equipment to support entrepreneurship practical activities in schools.
- Using information technology to support learning and business development.

8. Continuing Education

- Developing continuing education programs for teachers to teach entrepreneurship effectively.
- Holding seminars and workshops to improve teachers' understanding of entrepreneurship and local wisdom.

By implementing this policy, it is hoped that students will not only have adequate entrepreneurial knowledge, but will also be able to apply it by considering the local values around them.



Figure 2. Pjewl Learning Policy Development Chart in Senior High School Education Based on Local Wisdom Entrepreneurship Using the 4D Model

Curriculum development done from on to lower (**Dewi, N. K., & Arifin, Z., 2022)**, It means The government, as the policymaker, prepares a separate curriculum development team, while educational units and teachers simply operate the curriculum in their lessons. Technically, the operational aspects of this administrative curriculum development model are as follows:

a) The curriculum development team began to develop general concepts, foundations, references and strategies for academic texts.
b) Analysis need.
c) In a way operational start formulate curriculum in a way comprehensive.
d) Curriculum Which It's finished made Then done test validation with how to conduct trials and assessments more carefully by a team of expert advisors.
e) Revision upper middle class input Which obtained.
f) Socialization And dissemination.
g) Monitoring And evaluation.
h) Spread over a wider area

CONCLUSION

Successful Integration of Local Wisdom into Curriculum Design The exploration phase successfully identified key cultural values, traditional practices, and local economic potentials that serve as authentic foundations for the curriculum. By mapping these local wisdom elements into core competencies, the study produced a contextual curriculum blueprint, instructional modules, and assessment tools that bridge traditional heritage with modern entrepreneurial concepts.

High Validity and Feasibility of Instructional Materials Expert evaluations and panel validations confirmed that the developed curriculum materials possess high content and construct validity. Teachers and educational practitioners reported that the integrated modules are practical, adaptable, and aligned with high school learning standards, allowing for seamless execution in everyday classroom settings.

Significant Enhancement in Student Competencies The implementation phase demonstrated a statistically significant improvement in students' cognitive understanding, cultural awareness, and entrepreneurial mindsets. Quantitative evaluation through pre- and post-

implementation assessments revealed high gain scores (N-Gain), proving that the local wisdom-based entrepreneurship curriculum effectively fosters creative problem-solving, self-reliance, and business literacy while reinforcing local cultural identity.

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