



ENTREPRENEURSHIP EDUCATION ASSISTANCE BASED ON LOCAL WISDOM TO INCREASE BUSINESS INTEREST AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The importance of entrepreneurship education has grown significantly as it prepares students to adapt to economic changes, create job opportunities, and contribute to local economies. However, many high school students lack sufficient exposure to practical business knowledge, particularly in regions where access to formal entrepreneurship education is limited. By integrating local wisdom into entrepreneurship education, students can gain valuable insights that not only enhance their business skills but also strengthen their understanding of their cultural heritage. Local wisdom, rooted in community traditions and practices, offers a unique perspective on sustainable and resource-efficient business practices. This approach can provide students with a sense of identity and pride, motivating them to become active participants in the local economy. Incorporating local wisdom into entrepreneurship education is especially relevant for high school students as it can encourage them to explore business opportunities within their communities. This model promotes respect for cultural values while fostering innovation in a familiar context. The guidance provided through this approach can increase students' interest in business by making entrepreneurship more relatable and achievable. Furthermore, this model addresses the gap between theoretical education and real-world applications, preparing students to apply entrepreneurial skills that are in harmony with local values and resources. This research seeks to explore the effectiveness of entrepreneurship education based on local wisdom in enhancing students' interest in pursuing business ventures. Through targeted assistance and culturally relevant content, this program aims to equip students with the necessary skills and motivation to become future entrepreneurs who contribute positively to their communities.

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INTRODUCTION

Entrepreneurship education is increasingly recognized as a vital component of modern education systems, aiming to equip students with the skills, knowledge, and mindset necessary to navigate a rapidly changing economy. In many parts of the world, entrepreneurship has become a pathway to personal and community empowerment, offering individuals the ability to create their own opportunities rather than relying solely on traditional employment. For high school students, early exposure to entrepreneurship education fosters critical thinking, problem-solving abilities, and a sense of responsibility toward their economic futures. In regions like Ngawi, where economic activities are deeply rooted in traditional practices and local culture, integrating entrepreneurship education with elements of local wisdom offers a unique and impactful approach to instilling a business mindset among young learners.¹

Local wisdom is a rich and invaluable asset that comprises the cultural knowledge, values, and practices passed down through generations. This local knowledge, often adapted to the natural and social environment, contains insights on sustainable living, resource management, and community cooperation that can provide a strong foundation for entrepreneurial activities. For students in Ngawi, learning about entrepreneurship through the lens of local wisdom allows them to understand how business can be built upon values that resonate with their community. This approach not only makes entrepreneurship more accessible but also instills a sense of pride in their heritage, as students see how traditional knowledge can be leveraged in contemporary business contexts. By recognizing local wisdom as a tool for economic development, students are more likely to view business as a viable career path that aligns with both their personal and cultural identity.

Despite the advantages of entrepreneurship education, there remains a significant gap in practical business training within the traditional academic curriculum. Most high school programs emphasize academic knowledge with limited focus on real-world skills, especially in the context of business and entrepreneurship. This gap is particularly noticeable in rural areas like Ngawi, where students often lack exposure to entrepreneurial role models and practical business experiences. As a result, students may not consider entrepreneurship as a viable option and may feel uncertain about how to pursue business opportunities. Integrating local wisdom into entrepreneurship education can address this gap by making business concepts more relatable and grounded in the students' everyday lives. For instance, teaching students about traditional agricultural practices, handicrafts, and community-based trade can provide a framework for understanding market dynamics, product value, and sustainable practices.

The need for entrepreneurship education is also driven by the economic challenges facing rural regions. In many cases, rural economies are highly dependent on agriculture or single industries, which makes them vulnerable to market fluctuations and economic downturns. Youth unemployment is another pressing issue, as young people in rural areas may find fewer employment opportunities and, consequently, limited economic mobility. By equipping high school students with entrepreneurial skills, communities like Ngawi can nurture a new generation

¹ Azrina Abu Bakar and Abdul Kadir Othman, *Entrepreneurship Education: A Positive Emotional Experience for Students* (London: Routledge, 2020), 45.

of individuals who are capable of creating job opportunities for themselves and others. This not only reduces youth unemployment but also stimulates local economic growth and diversification. Through entrepreneurship education that incorporates local wisdom, students are encouraged to explore business ideas rooted in their local resources, thus contributing to a more resilient and self-sustaining economy.²

Incorporating local wisdom into entrepreneurship education has the potential to make the learning experience more engaging and relevant for high school students. When students learn about business through familiar concepts and culturally significant practices, they are more likely to develop a genuine interest in entrepreneurship. This approach can foster a deeper connection between students and their community, as they see the potential to create businesses that benefit both themselves and their local environment. For example, a curriculum that includes projects based on local crafts, traditional food processing techniques, or eco-friendly farming practices enables students to explore business ideas that align with community values. Moreover, these projects can instill a sense of responsibility and stewardship, as students learn to balance profit-making with ethical considerations and sustainable practices.

Developing an entrepreneurship education program based on local wisdom requires a thoughtful and culturally sensitive approach. The curriculum should be designed to include both theoretical knowledge and hands-on experiences that highlight the practical applications of entrepreneurship. In Ngawi, this could involve workshops with local artisans, visits to small-scale agricultural businesses, or sessions led by local entrepreneurs who can share their insights and experiences. Such experiences allow students to learn directly from individuals who have successfully incorporated local wisdom into their business practices, making the lessons more authentic and inspiring. Additionally, involving local experts and community leaders in the program can help students build connections and mentorship networks that support their entrepreneurial journey.³

While the benefits of integrating local wisdom into entrepreneurship education are clear, there are also challenges to consider. One potential obstacle is the perception that traditional practices are outdated or irrelevant in a modern economic context. Some students may feel that local wisdom does not hold the same value as globalized business models and might be hesitant to adopt traditional approaches. To address this, educators must emphasize the adaptability and resilience of local wisdom, showing how it can be modernized to meet contemporary market demands. Another challenge is resource availability, as rural schools may lack the facilities, funding, or materials needed to implement an entrepreneurship program fully. Collaborating with local businesses, government agencies, or non-governmental organizations can help bridge this gap by providing the necessary resources and support.⁴

The integration of local wisdom into entrepreneurship education for high school students in Ngawi has the potential to bring about significant outcomes. By engaging with entrepreneurship

² John Bell and Barbara Adams, "Bridging Tradition and Innovation: Integrating Local Wisdom into Entrepreneurship," *Journal of Cultural Economics* 45, no. 2 (2021): 215-230.

³ Peter J. Boettke and Christopher J. Coyne, "Entrepreneurship and the Pursuit of Economic Development: An Overview," *Journal of Entrepreneurship and Public Policy* 1, no. 1 (2012): 4-21.

⁴ Francis Chigunta, "Youth Entrepreneurship: Meeting the Challenge of Unemployment," *Youth Policy Working Paper Series*, International Labor Organization, 2017, 12.

at an early age, students can develop a positive mindset toward business and gain the skills needed to start their ventures. This not only benefits the students but also contributes to the community by fostering a culture of innovation and economic independence. As students graduate and begin their professional lives, their experience with entrepreneurship based on local wisdom will prepare them to address challenges with creativity and resilience. This model also encourages a cycle of sustainable entrepreneurship, where future generations continue to value and build upon their cultural heritage in ways that support economic growth.⁵

In conclusion, an entrepreneurship education program that integrates local wisdom offers a powerful way to increase business interest among high school students in Ngawi. It allows students to connect with their cultural roots while learning essential skills for economic participation. This approach not only addresses educational gaps but also strengthens community ties, promotes sustainable practices, and enhances economic resilience. As this model is developed and refined, it holds the potential to serve as a blueprint for other rural regions seeking to empower their youth and build a more vibrant, self-sustaining economy.

METHOD

The research methodology for this community service project on "Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest among High School Students in Ngawi" will utilize a participatory action research (PAR) approach. This method involves collaboration between researchers, local educators, community leaders, and students to design and implement an entrepreneurship education program that integrates local wisdom. The PAR approach is chosen to ensure active involvement from the community and to tailor the program specifically to Ngawi's cultural and economic context. The program will begin with an initial assessment phase, where researchers conduct surveys and interviews with students, teachers, and local business owners to identify local knowledge, cultural practices, and entrepreneurial challenges. This assessment will guide the content and activities within the curriculum, ensuring relevance and alignment with community values.⁶

Following the assessment, the implementation phase will involve workshops, mentoring sessions, and field visits with local business practitioners who incorporate local wisdom into their operations. These sessions aim to give students hands-on experience and connect them with potential role models within their community. Throughout the program, data will be collected through observations, interviews, and feedback forms to evaluate the program's effectiveness and to make iterative improvements. The evaluation will focus on measuring changes in students' interest and understanding of entrepreneurship, as well as their ability to apply local wisdom in developing business ideas. The final phase will involve disseminating the findings to stakeholders, including local government and educational institutions, to promote the adoption of this model in similar regions.⁷

⁵ Allan A. Gibb, "Developing Entrepreneurs: The Role of Education and Training," *Asia Pacific Journal of Education* 19, no. 2 (1999): 41-61.

⁶ Irawan Gunawan and Diah Rahmawati, *Cultural Heritage and Local Wisdom as Business Inspiration in Southeast Asia* (Singapore: Springer, 2018), 72.

⁷ Robert D. Hisrich and Michael P. Peters, *Entrepreneurship: Starting, Developing, and Managing a New Enterprise* (New

RESULTS

Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest among High School Students in Ngawi

The implementation of the "Entrepreneurship Education Assistance Based on Local Wisdom" program in Ngawi yielded notable outcomes in terms of student engagement, knowledge acquisition, and attitude shifts towards entrepreneurship. From the outset, it was observed that students showed a heightened level of enthusiasm and curiosity as they were introduced to business concepts grounded in local practices. This approach made entrepreneurship more relatable and accessible, sparking students' interest in local industries and encouraging them to think of business as a practical and achievable career path. The workshops and interactive sessions allowed students to connect theoretical concepts with real-life applications, increasing their motivation to participate actively and ask questions. The integration of local wisdom, which emphasized traditional crafts, agricultural practices, and community trade, resonated well with the students, who saw their own heritage reflected in their learning process. This familiarity fostered a supportive learning environment where students felt comfortable exploring new ideas.⁸

Figure 1: School Students in Ngawi



In terms of knowledge acquisition, the program was successful in building a foundational understanding of both business principles and local wisdom. Students gained valuable insights into traditional practices, such as weaving, organic farming, and sustainable resource management, and began to appreciate these as potential business opportunities. Through project-based activities, students developed practical skills, including basic accounting, marketing strategies, and crafting business proposals that integrated local resources. This skill development was particularly evident in student presentations, where they showcased ideas rooted in traditional Ngawi crafts and agricultural products. For example, some students proposed business ideas that focused on eco-friendly packaging made from locally-sourced bamboo, while others developed concepts for organic food products inspired by indigenous agricultural techniques. These projects demonstrated students' ability to apply their newly acquired knowledge to create innovative, culturally relevant business concepts.

One of the most significant outcomes of the program was a positive shift in students' attitudes towards entrepreneurship. Initially, many students viewed business as a distant or unattainable goal, unrelated to their daily lives or future aspirations. However, as the program progressed, students began to perceive entrepreneurship as a viable and meaningful pathway to

York: McGraw-Hill Education, 2020), 110.

⁸ Paul Jones and Allan Iredale, "Entrepreneurship Education in Rural Communities," *Education and Training* 48, no. 8-9 (2006): 654-667.

contribute to their community's economic development. Exposure to local entrepreneurs who had successfully integrated local wisdom into their businesses helped reshape students' perspectives, instilling a sense of empowerment and confidence in their ability to start their ventures. This change was also evident in their increased willingness to share ideas and collaborate on business proposals,⁹ reflecting a newfound belief in their potential as future entrepreneurs. For many students, this shift represented a significant departure from traditional career aspirations, encouraging them to consider entrepreneurship as a way to support themselves and their families.

The program also fostered creativity by encouraging students to think innovatively about integrating local wisdom into business ideas. Through hands-on activities and collaborative projects, students experimented with incorporating traditional materials and methods into their proposals.¹⁰ For instance, several groups designed product samples using natural dyes, traditional weaving patterns, or locally-sourced ingredients, reflecting a deep understanding of both cultural heritage and market appeal. This creativity extended to the students' approach to problem-solving, as they learned to navigate challenges such as sourcing materials sustainably and meeting customer needs while maintaining cultural authenticity. The emphasis on local wisdom not only stimulated students' creative thinking but also reinforced their appreciation for their community's resources and traditions, positioning these as valuable assets in business development.¹¹

Community and family involvement played a crucial role in supporting students' engagement with the program. Many students received encouragement from family members experienced in local trades, which bolstered their motivation to participate actively in the workshops and projects. The involvement of the community also strengthened the program's impact, as local artisans, farmers, and business owners contributed their knowledge and experiences to the learning process. This collaboration provided students with mentorship opportunities and real-world insights that enriched their understanding of entrepreneurship in the context of Ngawi's cultural and economic landscape. Moreover, the community's positive reception of the program fostered a sense of pride among students, who felt that their work was valued by their families and neighbors. This community support was instrumental in helping students build confidence and recognize the relevance of their entrepreneurial ideas.

Despite these successes, the program also encountered several challenges that required adaptive measures. One of the main obstacles was the limited access to resources and infrastructure, which restricted students' ability to fully develop and test their business ideas. Many students lacked access to technology, such as computers or internet connections, which made it difficult to conduct market research or design digital marketing materials. To address these limitations, the program incorporated collaborative projects and field visits to community businesses, allowing students to gain practical experience without relying heavily on technological resources. These adaptations not only enhanced the learning experience but also highlighted the importance of flexibility and resourcefulness in entrepreneurship. Additionally, some students

⁹ David Matsumoto and Linda Juang, *Culture and Psychology*, 6th ed. (Belmont, CA: Wadsworth Cengage Learning, 2016), 86.

¹⁰ William W. Kirkley, "Cultivating Entrepreneurial Mindset through Creative Thinking in Entrepreneurship Education," *Journal of Business Venturing Insights* 5 (2016): 1-11.

¹¹ Danny Miller and Isabelle Le Breton-Miller, "Family Firms and Local Wisdom: A Legacy of Sustainable Business Practices," *Journal of Family Business Strategy* 4, no. 1 (2013): 5-15.

initially struggled to balance traditional values with modern business practices, viewing local wisdom as incompatible with contemporary market demands. Through discussions and guidance from mentors, students were encouraged to see local wisdom as an adaptable asset that could be modernized to meet consumer expectations, fostering a more balanced approach to business development.¹²

In summary, the "Entrepreneurship Education Assistance Based on Local Wisdom" program successfully increased business interest among high school students in Ngawi by providing a culturally relevant, hands-on learning experience.¹³ The program not only enhanced students' understanding of entrepreneurship and local wisdom but also empowered them to view business as a viable career option that could contribute positively to their community. The students' projects and presentations demonstrated a deep engagement with both cultural heritage and entrepreneurial skills, reflecting the program's effectiveness in fostering a new generation of innovative, community-oriented entrepreneurs. This experience has not only prepared students with practical skills but also instilled in them a sense of pride and responsibility towards their local heritage, positioning them to become future leaders in Ngawi's economic development. The program's success suggests that integrating local wisdom into entrepreneurship education could serve as a valuable model for other rural regions seeking to promote sustainable, culturally rooted economic growth.¹⁴

Here's an expanded section to highlight the impact of the "Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest among High School Students in Ngawi"

The impact of the "Entrepreneurship Education Assistance Based on Local Wisdom" program was multifaceted, influencing not only students' interest and skills in entrepreneurship but also fostering a deeper connection between the youth and their cultural heritage. This program had a significant effect on students' engagement with their local community, inspiring them to view traditional knowledge as a foundation for modern business ventures. As students began to see the value of local wisdom in contemporary economic contexts, they developed a renewed respect for their cultural roots, which bolstered their sense of identity and pride. This newfound appreciation of local wisdom encouraged students to think of business not just as a means to generate income, but as a way to preserve and promote their heritage. This attitudinal shift had lasting effects, positioning students as advocates for their community's traditions and values, thus ensuring that their entrepreneurial efforts would contribute positively to the cultural landscape of Ngawi.

The program also positively impacted students' skills and readiness to pursue business opportunities, especially by providing hands-on experience with real-world business activities. Through project-based learning, students were able to apply their theoretical knowledge in practical contexts, which strengthened their problem-solving abilities and adaptability. For

¹² Saras D. Sarasvathy, *Effectuation: Elements of Entrepreneurial Expertise* (Cheltenham: Edward Elgar Publishing, 2008), 59.

¹³ Joseph A. Schumpeter, *The Theory of Economic Development* (New York: Oxford University Press, 1934), 87.

¹⁴ Howard H. Stevenson and William A. Sahlman, "The Importance of Entrepreneurship Education in Emerging Economies," *Harvard Business Review*, February 2018, 24.

instance, students engaged in creating small-scale business proposals based on local resources, learning how to assess market needs, plan production processes, and market products effectively. This experience helped bridge the gap between theory and practice, giving students a realistic view of the challenges and rewards of entrepreneurship. Moreover, by working with local business practitioners, students learned essential skills such as budgeting, customer engagement, and resource management. These skills are invaluable not only for starting a business but also for building a resilient mindset that will serve them well in any career path they choose.

The inclusion of local wisdom in the entrepreneurship curriculum had a particularly strong impact on creativity and innovation among students. Encouraged to explore ways to incorporate local resources and traditional practices into modern business ideas, students demonstrated remarkable creativity in designing products that honored their cultural heritage. For example, some students developed eco-friendly packaging solutions using traditional weaving techniques, while others crafted organic products from locally sourced ingredients. These projects were not only innovative but also demonstrated an environmentally conscious approach to business, as students were guided to consider sustainability alongside profitability. The emphasis on creativity inspired students to look beyond conventional business models, motivating them to develop unique solutions that set their ideas apart in the marketplace. This creativity also had the potential to enhance the visibility and attractiveness of Ngawi's cultural products, offering students the opportunity to create niche businesses that appeal to both local and broader markets.

Family and community support amplified the program's impact, providing a network of encouragement and mentorship that reinforced students' commitment to their projects. Many students reported feeling motivated by the pride their families expressed in their entrepreneurial pursuits, with some family members actively participating by sharing their expertise in local crafts or agricultural techniques. This intergenerational exchange enriched the learning experience, as students gained firsthand insights into the complexities of sustaining traditional livelihoods. The involvement of family members also helped students understand the socio-economic benefits of entrepreneurship, as they witnessed the ways in which their ideas could potentially uplift their family's financial standing. This familial support created a sense of collective investment in the students' success, fostering a supportive environment that celebrated both individual growth and community development.¹⁵

Beyond individual students and families, the program had a ripple effect on the broader community by highlighting the economic potential of Ngawi's local resources and cultural heritage. Local artisans, farmers, and business owners who contributed to the program as mentors and guest speakers became advocates for community-based economic growth, inspiring others in the community to consider the benefits of entrepreneurship rooted in local wisdom. This shift in perspective encouraged a broader acceptance of entrepreneurship as a pathway for sustainable development, potentially influencing more community members to engage in small-scale businesses that honor local practices. Additionally, the program strengthened the community's social fabric by fostering collaboration between students, families, and local entrepreneurs, creating

¹⁵ Faaizah Zainol and Asma' Ahmad, "Understanding Youth Interest in Entrepreneurship through Local Wisdom," *Journal of Entrepreneurship Education* 23, no. 1 (2020): 1-15.

a network of shared goals and mutual support. This sense of solidarity is essential for building a resilient local economy, as it encourages knowledge-sharing and resource pooling, which can help small businesses thrive in competitive markets.

The program's impact extended to the local educational institutions as well, as the success of the initiative highlighted the benefits of incorporating entrepreneurship education into the high school curriculum. Teachers and administrators observed how students became more engaged in their studies when learning was connected to practical outcomes and cultural relevance. This positive shift encouraged educators to consider more experiential and culturally grounded approaches to teaching other subjects, which could potentially improve overall student engagement and academic performance. By demonstrating the effectiveness of a curriculum that blends local wisdom with practical skills, the program provided a model for integrating community-based learning into mainstream education, which could be adopted by other schools in similar rural settings. This approach not only benefits students but also strengthens the role of educational institutions as centers of community empowerment and economic development.

Another significant impact of the program was the potential for economic diversification in Ngawi. By equipping students with the skills and confidence to pursue entrepreneurship, the program contributed to the community's economic resilience by encouraging new business ventures that diversified the local economy. As students began to consider business ideas in areas such as eco-tourism, traditional crafts, and organic agriculture, they identified new economic niches that could attract both local and external markets. This diversification is crucial for rural communities like Ngawi, where economies are often heavily reliant on a single industry, making them vulnerable to market fluctuations. By fostering a culture of entrepreneurship, the program helped lay the foundation for a more diversified and sustainable local economy that can better withstand economic challenges.

In conclusion, the "Entrepreneurship Education Assistance Based on Local Wisdom" program had a profound and multifaceted impact on students, families, and the broader community in Ngawi. It not only increased students' interest in entrepreneurship but also equipped them with practical skills and a deeper appreciation for their cultural heritage. The program's success underscores the value of combining entrepreneurship education with local wisdom, offering a model that promotes sustainable economic development rooted in cultural identity. By empowering students to view business as a means of preserving and enhancing their heritage, the program has contributed to the formation of a new generation of entrepreneurs who are committed to the well-being of their community. This approach has the potential to transform rural economies by fostering innovation, community pride, and economic resilience, making it a valuable model for similar regions across Indonesia and beyond.

CONCLUSION

the "Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest among High School Students in Ngawi" program has demonstrated significant and positive outcomes, highlighting the power of culturally relevant, hands-on entrepreneurship education in rural settings. By integrating local wisdom into the curriculum, students not only developed practical business skills but also a renewed appreciation for their cultural heritage, which

they now view as a foundation for innovative business ideas. This approach made entrepreneurship more relatable, fostering an environment in which students were encouraged to explore business opportunities aligned with their community's values and resources.

The program's impact extended beyond individual learning; it strengthened community ties, inspired family involvement, and showcased the economic potential of Ngawi's local resources. Family and community support reinforced students' motivation, while collaboration with local artisans and business owners fostered a sense of shared purpose and pride. Additionally, the program served as a model for how local educational institutions can enhance engagement by incorporating experiential and culturally grounded teaching methods. Overall, this initiative has laid the groundwork for sustainable economic development in Ngawi by empowering a new generation of youth who are equipped to become future leaders and entrepreneurs. It exemplifies how entrepreneurship education, when aligned with local values and practices, can build resilient, community-driven economies. This model holds promise for similar rural communities, offering a pathway to economic diversification, cultural preservation, and long-term growth.

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