

ANALYSIS OF STRENGTHENING THE CHARACTER OF ENTREPRENEURSHIP BASED ON LOCAL WISDOM AT SMA 1 KUDUS

Vinasya Adella Ahyuni,^{1✉} Kusmuriyanto², Jarot Tri Bowo Santoso³

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¹PT Albisindo Timber, Indonesia

^{2,3}Department of Economics Education, Faculty of Economics, Universitas Negeri Semarang, Indonesia

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Abstract

This study aims to analyze and describe in detail the strengthening of the entrepreneurial character based on local wisdom that has been carried out by one of the schools in Kudus Regency, namely SMA 1 Kudus. This type of research is descriptive using qualitative methods. Data collection methods by conducting interviews, observations, and documentation. The data analysis used is an interactive data analysis technique by Miles, Huberman, and Saldana (2014) which consists of data condensation, data presentation, and conclusion drawing or verification. The results of this study show that planning to strengthen the entrepreneurial character based on local wisdom at SMA 1 Kudus is carried out in 3 ways, namely: through Craft and Entrepreneurship learning, through the P5 theme of entrepreneurship, and through the Intra-School Student Organization (OSIS). The implementation is carried out by optimizing the learning process, P5 activities, and student council to prioritize the processing of local natural products from Kudus Regency based on developing local values. Meanwhile, the evaluation of the activity found obstacles, one of which was in fulfilling financial needs during the activity. The conclusion of this research is that SMA 1 Kudus has succeeded in strengthening the entrepreneurial character of students, especially based on local wisdom.

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✉ Correspondence address:
Jl. Raya Albisindo No. 02, Desa Gondosari, Kabupaten Kudus,
Jawa Tengah, 59354
Email: vinsyaadella26@gmail.com

INTRODUCTION

Indonesia in the World Trade Organization (WTO) has become a developed country. This is supported by a statement from the United States which explains that Indonesia already has a market share of 0.5% or more of total global trade. However, the change in Indonesia's status to a developed country has not fully described Indonesia's economic conditions from other perspectives, such as Gross Domestic Product (GDP). In addition to looking at Indonesia's GDP, the Human Development Index (HDI) is also an important indicator in determining the development status of a country. The HDI of the Indonesian state is at 0.718 which measures several aspects such as life expectancy, average income, and community education level. Most developed countries have an HDI above 0.8 which puts Indonesia still in the category of developing countries based on this HDI standard. Although Indonesia has shown significant progress in various economic and development sectors, this difference is one of the reasons why the country is still considered thriving in many global indicators. One of the problems that still occurs in Indonesia is unemployment because it is difficult to find a decent job with a decent salary (Rahayu et al., 2022).

The problem of unemployment in Indonesia occurs because the number of labor force is not balanced with job opportunities. A large population will also produce a large workforce. The Indonesian Central Statistics Agency (BPS) explained that the number of working-age population in Indonesia in February 2024 was 214 million people with the total labor force in February 2024 of 149.38 million people. The open unemployment rate in February 2024 is 4.82%. In August 2024, there are still 7.47 million people in Indonesia who are unemployed. Indonesia's large population coupled with the high rate of population growth which should be a driver of increased economic activity is actually a burden for economic development (Afroni et al., 2014). In addition to the relationship between the number of job seekers and the disproportionate availability of jobs, the relatively low quality of labor from Indonesian society is one of the factors that affect it (Listiana et al., 2023).

One of the efforts that can be made to overcome this problem is to become an entrepreneur (Kesuma et al., 2023). Entrepreneurship is a very important aspect in a country because they are one of the main contributors to the country's economy (Suguna et al., 2024). Minister of Cooperatives and SMEs, Teten Masduki said that the number of entrepreneurs in Indonesia is very large, reaching 64 million entrepreneurs. However, the ratio of the number of entrepreneurs is only 3.47%. In fact, to become a developed country, it must at least reach 4% of the entrepreneurship ratio of the total labor force (Eka et al., 2015). According to the Minister of Investment and Head of the Investment Coordinating Board (BKPM), Bahlil Lahadalia said that one characteristic of a developed country is that it has a ratio of more than 10% of entrepreneurs to the population. So far, many people want to start their own business, but there are obstacles in terms of the availability of capital and knowledge in entrepreneurship (Jane & Sugiharto, 2018). For

this reason, instilling entrepreneurial motivation and strengthening entrepreneurial character will be one of the solutions to overcome the problem of unemployment and give birth to entrepreneurs in Indonesia (Tri & Margunani, 2016). One of the solutions sought by the government in dealing with the problems faced is to include entrepreneurship learning in the structure of the educational curriculum (Ngabiyanto et al., 2019). Current education, especially formal schools, must focus on the output produced for students so that they have an entrepreneurial spirit (Lailatussaadah et al., 2020).

In the era of globalization and technological advancements that are currently taking place, skills in creativity and entrepreneurship are indispensable qualities to achieve success in various fields of life, especially in the context of economic growth (Astiti & Margunani, 2019). Indonesia is the country with the 4th most population in the world. It has a population of 270.2 million people (BPS, 2020) and is dominated by generation Z which makes Indonesia a country that is very close to technological advancement. The view of Generation Z is that it is not only difficult to find a job in this day and age, they also want to become an entrepreneur (Chillakuri, 2020). Research by Made (2021) revealed that strengthening entrepreneurial character for Generation Z students is very important. The development of globalization, which is accompanied by the dominance of generation Z in the social order of society, has led to a process of acculturation and assimilation, especially in the field of culture (Sholihah et al., 2023). There are many cultural problems in this era of globalization, such as the loss of the original culture of a region or nation, the decline of cultural values, and the diminishing sense of nationalism and patriotism. This condition, if left unchecked, can have an impact on the fading of the character of the nation's generation, especially on the values of local wisdom in their regions.

The importance of emphasizing entrepreneurship based on local wisdom in the era of globalization will allow the preservation of traditional systems in the midst of globalization that presents a modern system in the middle, because local wisdom contains elements that strengthen the nation's identity, such as local wisdom, local beliefs, and local values. Local wisdom itself is closely related to a culture that is characteristic of the life of a certain community (Falaq, 2023). Therefore, entrepreneurship based on local wisdom can support a developing society without losing its characteristics or identity (Sutikno et al., 2023). One of the regions that is rich in local wisdom is Kudus Regency which is located in Central Java Province (Rahmawati et al., 2021). Kudus has a lot of local wisdom, namely various kinds of regional traditions, culture and art, philosophy of view of life, and also the potential of natural resources. Some local wisdom from Kudus regency can be used as a business opportunity, including by developing several tourist villages, processing natural products such as coffee and plantation products, batik, Kudus carvings, culinary, and others.

Strengthening entrepreneurship education, especially based on local wisdom in an effort to strengthen entrepreneurial character, has been carried out by one of the high schools in Kudus Regency, namely SMA 1 Kudus. Strengthening the character of entrepreneurship at SMA 1 Kudus is carried out in three ways, namely: (1) through

intracurricular activities or learning in the classroom, especially in learning Craft and Entrepreneurship subjects. (2) through co-curricular activities, namely P5 or the Pancasila Student Profile Strengthening Project, in one of the themes, namely the theme of entrepreneurship, and the last (3) through the activities of the Intra-School Student Organization (OSIS), in the Entrepreneurship Curriculum.

Activities to strengthen the entrepreneurial character based on local wisdom at SMA 1 Kudus have succeeded in utilizing the results of the potential of the surrounding area. It is evidenced by the achievements that have been achieved by SMA 1 Kudus in the competition to process the results of local natural resources in the Kudus Regency area (Zakiatun, 2024). However, the activity of strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus still has several obstacles, one of which is financial problems to optimize these activities. Based on the above description of the importance of strengthening the entrepreneurial character of students based on local wisdom, the researcher is interested in analyzing and describing in more detail and detail the activities that have been carried out by SMA 1 Kudus in strengthening the character of entrepreneurship based on local wisdom. The results of this research are expected to be a reference for other schools in an effort to strengthen the character of entrepreneurship based on local local wisdom.

METHODS

This type of research is descriptive using qualitative methods. The research design is by using a phenomenological research design that will understand the events of human life within the framework of the thinking or behavior of a society that aims to obtain realistic knowledge. The data collection method is by conducting interviews, observations, and documentation that will focus on planning, implementing, and evaluating strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus. Some of the informants in this study are: vice principal, teachers of craft and entrepreneurship subjects, coordinator teachers of P5 activities with the theme of entrepreneurship, teachers of student council ksie 6 entrepreneurship, and several students at SMA 1 Kudus. The data analysis technique used is an interactive data analysis technique by Miles, Huberman, and Saldana (2014) which consists of data condensation, data presentation, and conclusion drawing or verification. The data validity technique is by using source triangulation and triangulation techniques. Using this triangulation method, the data will be tested for credibility repeatedly from various sources until it finds that there is an information similarity and is considered as saturated data.

RESULTS AND DISCUSSION

Planning to Strengthen the Character of Entrepreneurship Based on Local Wisdom at SMA 1 Kudus

Education can have a great influence on the process of changing attitudes and behaviors of a person or a group. One of the important goals in education besides educating the nation's generation is to form a character of its students so that they have a virtuous character (Abintya & Sucihatiningsih, 2016). The current Indonesian education curriculum uses the Independent Curriculum which is designed to be more flexible while focusing on essential materials and the development of students' character and competencies (Ahyuni & Tri, 2024). The Independent Curriculum has the main characteristics that are useful for supporting learning recovery, namely by conducting project-based learning to develop soft skills and student characters in accordance with the Pancasila Student Profile.

The Pancasila Student Profile is a Graduate Competency Standard (SKL) which is formulated in an integrated manner in the form of a description consisting of 6 competencies that are the characteristics of students and are expected to be possessed by students based on the noble values of Pancasila. This profile consists of 6 dimensions, namely: (1) Faith, fear of God Almighty, (2) Independence, (3) Cooperation, (4) Global diversity, (5) Critical reasoning, and (6) Creative. To achieve the dimensions contained in the Pancasila Student Profile, students must carry out activities that have been planned by an educational unit. One of the characters that is very relevant to life in this day and age and can be an opportunity for the future is the entrepreneurial character. The entrepreneurial character also certainly includes several dimensions of the Pancasila Student Profile in the Independent Curriculum. To answer the challenges of the times and the increasingly dynamic changes in the world of education, schools have an obligation to strengthen the character of their students, one of which is this entrepreneurial character. Schools have a strategic role to equip their graduates to be creative and have life skills.

Planning to strengthen the entrepreneurial character based on local wisdom is an innovation to develop an entrepreneurial spirit without damaging the social order of the community (Rummar, 2022). SMA 1 Kudus plans to strengthen the character of entrepreneurship through 3 ways, namely: (1) through intracurricular activities or learning in the classroom in the subject of Crafts and Entrepreneurship (PKWU), (2) through co-curricular activities or the Pancasila Student Profile Strengthening Project (P5), one of which is with the theme of entrepreneurship, and (3) through the activities of the Intra-School Student Organization (OSIS) in ksie 6, namely entrepreneurship. The first activity carried out from the three reinforcements is the P5 entrepreneurship theme carried out by students in grade 10 or phase E. Then PKWU and Student Council learning in grade 11 or phase F.

Furthermore, after knowing the conditions and needs of its students, SMA 1 Kudus determines the things that are the background for strengthening the entrepreneurial

character at SMA 1 Kudus. One of the activities in strengthening the entrepreneurial character at SMA 1 Kudus which is carried out at the beginning of learning and can be seen for the next time is in the P5 activity with the theme of entrepreneurship when students are in grade 10 or phase E. The results of the study found that the P5 activity with the theme of entrepreneurship has high enthusiasm by students. There is an interest from students in the world of entrepreneurship.

Then in learning activities, namely PKWU subjects, teachers plan learning that is expected to be useful for students in the future. The PKWU subject teacher at SMA 1 Kudus hopes that this learning will not only lead students to achieve final grades in the form of numbers, but also wants that all processes during the activity can be absorbed and then can be practiced in the future. Similar to strengthening character in P5 activities with the theme of entrepreneurship, it is also hoped that it is not only the obligation of students in participating in P5 activities to fulfill their P5 report cards, but it is hoped that it can awaken the entrepreneurial spirits that exist in students. Furthermore, it is planning to strengthen entrepreneurship through student council activities, the initial purpose of which was used as a source of funds to meet the financial needs of the implementation of the student council work program. The presence of Ksle 6 Entrepreneurship in the Student Council is also expected to be able to make students with all skills in the world of entrepreneurship.

Implementation of Strengthening the Character of Local Wisdom-Based Entrepreneurship at SMA 1 Kudus

Through Intracurricular Activities

Strengthening the character of entrepreneurship, especially based on local wisdom at SMA 1 Kudus, is carried out through intracurricular activities, namely in the subjects of Crafts and Entrepreneurship. The Independent Curriculum in phase F for grade 11 students are required to choose elective subjects that have been provided by the school. Strengthening entrepreneurial character through intracurricular activities in the Craft and Entrepreneurship subjects at SMA 1 Kudus is expected to achieve concrete and measurable learning outcomes that include the achievement of competencies, skills, knowledge, attitudes, and values that participants are expected to master after completing learning (Kurniawan et al., 2023). The teacher of PKWU subjects, Mrs. Sulfi, said that the implementation of this subject is like doing real activities in life that students can feel, think, and observe from every process. For example, in one semester of learning with the final result of students selling products, in meetings every week students are taught the stages in running a business. For example, in the first meeting, students are introduced to basic materials that can be processed, then students make a business plan, conduct recipe trials, determine store names and make packaging designs, packaging logos, determine the target market, calculate sales, and until the final stage of selling. Students are also given independent learning which is carried out by visiting several business owners in Kudus Regency to conduct interviews and observations of the business.

Strengthening the entrepreneurial character of students by providing basic concepts of entrepreneurship, training, and motivation to be involved in economic activities as has been done by SMA 1 Kudus has a significant influence on fostering the entrepreneurial spirit since school (Caliat et al., 2024). It is strengthened by the results of research by (Setiaji et al., 2018) which explains that the scope of Craft and Entrepreneurship subject matter in high school equivalents must indeed be adjusted to the potential of schools and local areas because the nature of this subject is to adjust to the local conditions and potentials of the area. Strengthening the character of entrepreneurship through intracurricular activities, namely learning in the classroom, answers that education does not only emphasize scientific and cognitive aspects, but in today's era education must also be able to instill an entrepreneurial spirit as a provision for life in the future (Yusuf et al., 2019). The main demand for education lies in the current curriculum, namely the Independent Curriculum which is expected to prepare a generation that is able to compete globally in the current era of globalization (Rahayu et al., 2022). Research by (Kuswanti & Margunani, 2020) explains that providing strengthening entrepreneurship through learning in this class is in line with the explanation of bloom theory. This theory explains that the educational process undergone by a person can develop self-proficiency including knowledge, skills, and attitudes needed by a person to be entrepreneurial.

The activity of strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus through craft and entrepreneurship subjects is also taught various kinds of processed Kudus cuisine such as having characteristics in the form of clear gravy and fragrant spices. Some examples of typical Kudus cuisine that have been developed by students in the learning process are Soto Kudus, Nasi Pindang, Pecel Colo, Lentog Tanjung, Nasi Jangkrik, Gethuk Nyimut, and others. Some of the typical dishes of Kudus have their own philosophy. For example, Kudus cuisine which dominates uses processed buffalo meat. If usually in an area it is more likely to find processed beef, in Kudus Regency it is more likely to use buffalo meat. This is influenced by historical values that have been passed down from generation to generation and are still maintained by the people of Kudus Regency.

The history of the Kudus community which prioritizes the processing of buffalo meat begins from the time of the spread of Islam in Kudus Regency. The important figure behind the dish from processed buffalo meat is Sunan Kudus who is one of the Wali Songo in Indonesia. At that time, the dominant holy society embraced Hinduism with the belief that cows are sacred animals according to their religion. For this reason, Sunan Kudus, who wants to win the hearts of Hindus in Kudus, has the initiative to replace cows with buffaloes to be slaughtered as a form of tolerance and not hurt the feelings of Hindus. Sunan Kudus also forbade the people of Kudus at that time to slaughter cows and then this will has been passed down from generation to generation until now it is still believed by the people of Kudus Regency.

In addition, learning crafts and entrepreneurship when they are in the sub-chapter of crafts and do not process natural products into food and drinks. Students are also taught to process the surrounding natural fiber products into goods that have selling value. One

of the activities is embroidery of cloth which means decorating cloth or clothing materials using threads and needles. Kudus Regency has local wisdom, namely embroidery of Kudus *icik*. *Icik* embroidery is certainly different from embroidery from other regions because Kudus *icik* embroidery is sewn using a traditional sewing machine and produces a smooth and strong design. This embroidery at first glance looks complicated to work but has durable advantages and the desired design can be more similar to the final result when it is embroidered.

Strengthening the character of entrepreneurship based on local wisdom through learning activities such as those that has been carried out by SMA 1 Kudus by providing insight and knowledge of Kudus culture is in line with the findings in the research of Anggraisa et al., (2022) which explains that strengthening the character of entrepreneurship based on local wisdom can be developed through practice, teaching, and passed down to generations while building daily behavior towards others or the environment. This means that teachers present learning by providing an alternative perspective, explaining how the enculturation of the act of passing on knowledge in a culture from one generation to the next, which allows a process of social inheritance in the form of local wisdom. Research by Rummar (2022) explains that learning based on local wisdom is very important and useful for increasing students' knowledge and understanding as a medium for instilling a sense of love for local wisdom in their area. Schools can integrate learning that aims to strengthen the entrepreneurial character based on local wisdom by taking the following steps: (1) inventory aspects of potential local excellence, (2) analyze the school's internal conditions, (3) analyze the school's external conditions, (4) determine the type of local excellence by implementing a learning strategy based on local wisdom.

Strengthening the character of entrepreneurship based on local wisdom is a learning approach that integrates local values, culture, traditions, and knowledge into the educational process that aims to increase the relevance of learning to the local cultural context and the development of cultural and social identity (Shufa, 2018). Strengthening the character of entrepreneurship based on local wisdom is in line with the Independent Curriculum which is integrated with local wisdom introduced as part of one of the educational transformation efforts with the aim of providing freedom in designing a learning process that is more in line with the needs and context of students (Rahma & Hindun, 2023).

Strengthening the character of entrepreneurship based on local wisdom as has been done by SMA 1 Kudus is in line with the findings in the results of research by Gabrielsson et al. (2025), which aims to make students more aware of what materials or resources exist in Kudus Regency, which they can process and use as business opportunities. Facing this era of globalization, if it is not balanced with ways to preserve local regional culture, it can fade and be eaten by the times. In addition, there has not been much research that specifically explores and utilizes local wealth as a learning resource in learning in the Independent Curriculum (Septiawan et al., 2019).

Through extracurricular activities

Strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus is also carried out through co-curricular activities, namely the Pancasila Student Profile Strengthening Project or P5 in the theme of entrepreneurship. P5 activities are expected to be able to tell the character of students, especially entrepreneurial characters (Nofrita et al., 2023). P5 activities are divided into several themes, one of which is the theme of entrepreneurship carried out by SMA 1 Kudus, one of which is in strengthening the character of entrepreneurship based on local wisdom.

The implementation of the P5 entrepreneurship theme by SMA 1 Kudus in 2024 is focused on achieving several goals, namely: fostering knowledge about regional potential in Kudus Regency, fostering creativity through the project title "Utilizing the Potential of Kudus Local Wisdom by processing the results of local wisdom of agricultural products, including Enthik Tubers, Byar Bananas, Parijoto, Fern Leaves, Coffee Beans, Avocado, Jackfruit, Pumpkin, Pampelo, Jangklong, Wrinkles, Sweet Potatoes, and Cassava". Then, it is able to produce contemporary snacks from existing natural products through the project "Utilizing the Potential of Sacred Local Wisdom by processing the results of local wisdom of agricultural products, including Enthik Tubers, Byar Bananas, Parijoto, Fern Leaves, Coffee Beans, Avocados, Jackfruits, Pumpkins, Pamelos, Oranges, Jangklong, Wrinkles, Sweet Potatoes, and Cassava", as well as being able to foster an entrepreneurial spirit and be able to read business opportunities.

One of the typical plants that only exists in Kudus Regency is the Parijoto Fruit (*Medinilla Speciosa*). This fruit is believed by the people of Kudus to have a story that has been passed down from generation to generation and is still believed not only by the local people of Kudus but also people outside Kudus who go on religious tours in Kudus Regency. This Parijoto fruit grows around the slopes of Mount Muria which is also a religious tourism area for one of the Wali Songo, namely Sunan Muria. Edy Supratno as a historian from Kudus revealed that there is a belief circulating that this parijoto fruit is a relic of Sunan Muria. In addition, the community believes that anyone who is a mother who is pregnant and consumes this parijoto fruit will make the baby born handsome and beautiful. This trust also has an impact on the sale of parijoto which is always sold by local people and tourists.

In addition to processing parijoto fruit to have a selling value, students at SMA 1 Kudus have also developed processed coffee products typical of Kudus into modern drink variants such as dalgona coffee. In Kudus Regency, it has begun to be active in developing coffee beans from coffee plantations typical of the Dutch colonial era. Kudus coffee specialties include Muria Coffee, Jetak Coffee, and Rahtawu Coffee. It should be known by all people of Kudus Regency and outside Kudus if in the process of harvesting coffee in Kudus there is a traditional ceremony that must be carried out, namely the traditional ceremony of starting coffee. The Wiwit Kopi tradition is a tradition of the Kudus people to welcome the coffee harvest. This tradition is carried out with joint prayers, carnivals, and coffee picking rituals. The tradition of Wiwit Kopi is also enlivened by the performance of the Wiwit Kopi Dance. The Wiwit Kopi tradition contains symbolic values

and meanings, such as social values, religious values, and fraternal values. The tradition of Wiwit Kopi is held in several places in Kudus, such as Japan Tourism Village, Dawe District, and Kedungdowo Tourism Village.

Being an entrepreneur based on local wisdom means carrying out a business activity by utilizing the potential and wealth of the local area to create a sustainable business and generate profits. An example of activities that have been carried out by SMA 1 Kudus is to strengthen the entrepreneurial character based on local wisdom, one of which is through P5 this entrepreneurship theme by processing natural products in Kudus Regency such as. The activities that have been carried out by SMA 1 Kudus have been confirmed by one of the members of the Kudus Regency Culture and Tourism Office, namely Mr. Aflah, who confirmed that the activities carried out by SMA 1 Kudus are a form of effort in strengthening the entrepreneurial character based on local wisdom.

Through Student Council Activities

The last implementation of strengthening the entrepreneurial character at SMA 1 Kudus was carried out through the Intra-School Student Organization or Student Council, precisely under the responsibility of the Section for Creativity, Skills, and Entrepreneurship. Through the activities of the Ksie 6 Student Council in the field of entrepreneurship, it aims to increase creativity in creating a product that has a selling value, improve skills in the field of product production, and introduce products from the Student Council to all SMA 1 Kudus residents and the general public. The work program of Ksie 6 Student Council of SMA 1 Kudus in optimizing entrepreneurial character has 2 product brands, namely smasable, which is anything that is used such as t-shirts, hats, tumblers, tote bags, while the smasa eatery brand is consumer goods such as various foods and drinks. Smasable products can be purchased by pre-order when an open order is being held from the Student Council, while smasa eatery always opens a sales stand when there are school events such as art performances, P5, and class meetings.

One of the informants of students who are members of the KSIE 6 Student Council explained that the main goal of this entrepreneurship KSIE work program is to help meet financial needs in every activity at SMA 1 Kudus. Seeing quite a lot of activities that support the creativity of students at SMA 1 Kudus is not enough if you only rely on one source of funds, namely the boss fund. The presence of the Student Council is not only to help achieve the goal of strengthening the entrepreneurial character at SMA 1 Kudus, the results can also be useful for the implementation of activities at SMA 1 Kudus.

Similar research results were also found in a podcast organized by the One Voice Talk Show radio broadcast of the DPR (Dunia Siswa) edition of Thursday, March 7, 2024. The podcast which presented a resource person from SMK Negeri 1 Semarang with the theme "The Role of the Student Council in Building an Entrepreneurial Spirit from an Early Age" explained that if the business in the Student Council is in the form of dance activities by selling food and drinks, then the results of this activity will go into the student council treasury which is useful to support other school activities.

Evaluation of Strengthening the Character of Entrepreneurship Based on Local Wisdom at SMA 1 Kudus

The overall evaluation of strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus with the aim of strengthening activities has been broadly achieved. The school has carried out its obligation to strengthen entrepreneurial character and foster entrepreneurial spirits in students. This was reinforced by a statement from one of the speakers who said that students were happy to benefit from the sale of products made by their group. In addition, one of the teachers who was a resource person also said that some students had started small businesses.

Although the goal of strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus has been achieved with the activities that have been carried out, there are still several parts that must be evaluated. The evaluation of activities to strengthen the entrepreneurial character based on local wisdom at SMA 1 Kudus is about the limited funds for the implementation of activities, especially in P5 activities. P5 activities do indeed pour a lot of funds because one of the reasons is the P5 system at SMA 1 Kudus which is made with a block system, namely activities carried out within a full period of 2 weeks. This is one of the complaints conveyed by one of the student resource persons in the study who said that there is a lot of expenditure in P5 activities not only in the theme of entrepreneurship. Expenses in activities include being used for prescription test materials which are carried out for 2 times, even though they have received subsidies, but it is still not enough. Then the cost of decorating the stall for the title of the work is to buy decoration items, as well as other accommodation costs during the implementation of the activity.

Evaluation in activities to strengthen entrepreneurial character based on local wisdom at SMA 1 Kudus is expected to be a forum for reflection for all teachers, students, and guardians so that especially the object of the implementation of the activity, namely students, can have an entrepreneurial spirit that will be useful for their future. Not only that, from the whole series of strengthening entrepreneurial character that also plays a role in fostering students' life skills, it is hoped that it can cultivate the souls of other entrepreneurs such as independent, courageous, responsible, honest, critical, hardworking, leadership, and not giving up easily (Saukkonen & Kakouris, 2022). The success of the achievement between the goals and the activity of strengthening entrepreneurial character at SMA 1 Kudus is in line with the results of the findings (Sutrisno et al., 2024) which stated that one of the internal factors that is strongly correlated with the formation of entrepreneurial character is strengthening in the scope of education.

The evaluation of entrepreneurial character strengthening activities at SMA 1 Kudus is also reflected in the steps of students in the future. The average family background of students at SMA 1 Kudus does come from a business family, including the three students who are resource persons in this study also come from family backgrounds with an entrepreneurial base. Of course, the hope is that the strengthening of the entrepreneurial character at SMA 1 Kudus can also be useful in the future, for example when they will be entrepreneurial in the future or just continue their parents' business. Research by Sukron

Djazilan & Darmawan (2022) explains that strengthening entrepreneurship and family support partially and simultaneously really shapes interest in entrepreneurship.

According to one of the informants in this study, if the strengthening of entrepreneurial character has been carried out by SMA 1 Kudus to strengthen the character of entrepreneurship of students so that they have provisions to become true entrepreneurs in addition to having entrepreneurial characters in general such as being good at reading opportunities, result-oriented, originality, creative, confident and others. Integrating the value of local wisdom in the context of the Independent Learning Curriculum is not only about preserving local culture and traditions, but also about strengthening the educational foundation for students in all aspects of life. According to (Gularso et al., 2019) one of the successes of national education can be achieved by adhering to the character of citizens, both in the form of customs and culture. One of them is by strengthening its entrepreneurial character based on local wisdom as SMA 1 Kudus has tried to do for its students.

CONCLUSION

SMA 1 Kudus has succeeded in strengthening the entrepreneurial character of students, especially on the basis of local wisdom. This is marked by the high enthusiasm of the students, as well as the increase in the knowledge and insight of students in processing natural products from Kudus Regency into products that have selling value. Planning to strengthen the entrepreneurial character based on local wisdom at SMA 1 Kudus is through 3 activities, namely: (1) through intracurricular learning activities in the classroom, namely the subjects of Crafts and Entrepreneurship, (2) through co-curricular activities, namely the Pancasila Student Profile Strengthening Project or P5 in the theme of entrepreneurship, and (3) through the activities of Intra-School Student Organizations in Section 6, namely the Creativity Field, Skills, and Entrepreneurship. The implementation of strengthening the entrepreneurial character based on local wisdom at SMA 1 Kudus is carried out by optimizing several activities such as: the learning process of students is given leeway to visit several local business owners in the Regency, the P5 activity with the theme of entrepreneurship raises a theme that utilizes the potential of local wisdom in Kudus Regency, and the student council work program under the responsibility of KSIE 6 entrepreneurship focuses on raising local MSMEs in the region, namely Collaborating with one of the alumni's convection to become a production team. The evaluation of strengthening the character of entrepreneurship based on local wisdom at SMA 1 Kudus is: it has been achieved between strengthening the character of entrepreneurship, especially with the basis of local wisdom with the purpose of this activity, less freedom regarding the funding of activities carried out to support activities both in learning, P5 activities, and student council.

The suggestion in this study is that SMA 1 Kudus can develop activities to strengthen entrepreneurial character, one of which is to be able to offer extracurricular activities that focus on entrepreneurship and digital marketing. In addition, schools can also collaborate with local regional offices as resource persons in activities to introduce

local wisdom in Kudus Regency. recommendations for further research should be more specific to determine what kind of local wisdom to be researched, both from Kudus Regency and from other areas that have been applied and developed into a learning process by an educational unit.

Based on the results of the research and discussion that has been described earlier, it can be concluded that the following entrepreneurial orientation, market orientation, product innovation, and competitive advantage have a positive and significant effect on the performance of micro businesses, competitive advantage is able to strengthen entrepreneurial orientation to micro business performance, competitive advantage is able to strengthen market orientation to micro business performance, competitive advantage is able to strengthen innovation products on the performance of water hyacinth handicraft microbusinesses in Semarang Regency. Suggestions in future research may add previously unexplored moderation variables such as financial access and market orientation.

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