

## Interest in Local Wisdom-Based Entrepreneurship among High School Students

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### ABSTRACT

Urban entrepreneurship education generally emphasizes generic commercial models that are irrelevant to students' cultural contexts. In Jakarta, Betawi cultural values and the local creative economy are underutilized to nurture entrepreneurial spirit, missing an opportunity to build true and sustainable business interest. This study intends to analyze the effectiveness of a program designed to strengthen entrepreneurial interest based on local wisdom among high school students in Jakarta by integrating Betawi cultural values and local creative economy practices. The research employed a quantitative approach with a quasi-experimental, pretest-posttest control group design. The sample consisted of 120 11th-grade students selected through cluster random sampling across Jakarta. Research instruments included a validated entrepreneurial interest questionnaire, structured observations of learning activities, and performance assessment sheets for local product-based projects. The findings indicated that the experimental group had a much higher level of interest in entrepreneurship than the control group ( $p < 0.05$ ). The findings reveal that integrating local wisdom enhances material relevance and significantly strengthens students' cultural identity and creativity in developing business ideas. When business concepts connected to their immediate cultural heritage, like Betawi traditions, students demonstrated increased engagement. This study provides an empirical framework for urban "Indigenous Entrepreneurship" in vocational and secondary education. Policymakers and educators should implement curricula based on local potential to increase entrepreneurial temperament and preserve cultural heritage among urban kids.

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### 1. INTRODUCTION

Entrepreneurial interest among high school students has become a crucial focus on Indonesia's human resource development agenda (Amalia & von Korflesch, 2021; Sherly et al., 2023). Amidst the dynamics of the national economy, the ability of the younger generation to create business opportunities, develop business creativity, and

build economic independence is crucial (Noor & Aditia, 2022). Jakarta, as Indonesia's largest metropolitan city, is not only the center of government and finance, but also a hub of trade, the creative industry, and innovation. This dynamic environment should provide ample opportunities for developing entrepreneurial interest among high school students. However, various studies report that student entrepreneurial interest remains relatively low.

Several factors have been identified as contributing to the low entrepreneurial interest among adolescents. First, high-risk perceptions often discourage students from developing business ideas (Aryani, 2019). Entrepreneurship is perceived as an activity full of uncertainty, demanding courage, and requiring significant capital. Many students prefer career paths perceived as safer and more stable, such as becoming civil servants or working in formal companies (Iwu et al., 2020; Si et al., 2022). Second, the lack of role models or role models who can inspire students to enter the world of business contributes to this low interest. In many cases, students only learn about successful entrepreneurs from the media, without the personal connection that can foster self-confidence. Third, the entrepreneurship learning process implemented in schools is generally theoretical, lacking contextualization, and lacking practical experience (Amalia & von Korflesch, 2021; Engeström & Käyhkö, 2021). This type of learning fails to provide authentic experiences that can shape mindsets and internal motivation for entrepreneurship.

To address these various problems, a learning approach that is more relevant to students' social, cultural, and economic environments is needed. One strategic potential that can be utilized is local wisdom. Local wisdom not only serves as a cultural identity but also serves as a source of values, knowledge, and social practices that can be integrated into entrepreneurship learning (Samsudin, 2024; Sherly et al., 2023). In Jakarta, Betawi culture is a local identity rich in positive values such as creativity, independence, hard work, and cooperation (Citrawali & Tjenreng, 2025; Muttaqin, 2025). These values align with the characteristics required in the world of entrepreneurship.

Betawi culture boasts a variety of cultural products that have the potential to inspire business idea development (Hanafi et al., 2024; Untari, 2019). For example, culinary specialties like kerak telor (egg crust), soto Betawi (Beer Pletok), and bir pletok (dried beer) have long been part of the community's collective memory. Furthermore, there are handicrafts like Betawi batik, traditional ornaments, and performing arts like lenong and gambang kromong (the traditional Javanese musical instrument). These products not only possess high cultural value but also possess significant economic potential if packaged creatively and innovatively. Therefore, integrating Betawi cultural products and values into entrepreneurship learning materials can provide a more meaningful and contextual learning experience for students.

The application of local wisdom in entrepreneurship learning offers several strategic benefits (Hanafi et al., 2024; Sukarno et al., 2025). First, the use of local culture in learning can increase the relevance of the material. Students will more easily understand and apply entrepreneurial concepts if the material is linked to things close to their lives.

For example, when students are asked to develop a business idea based on Betawi cuisine, their creative thinking will occur more naturally because they are already familiar with the product in their daily lives. Second, integrating local culture can foster a sense of belonging and pride in cultural identity. This sense of pride in regional culture can serve as an intrinsic motivation to preserve and develop local potential through business innovation. Third, culture-based learning can enhance students' creativity because they are encouraged to combine traditional values with modern concepts in product creation (Patras et al., 2023).

Despite its significant potential, empirical studies on the effectiveness of integrating local wisdom into entrepreneurship learning at the secondary school level, particularly in the Jakarta area, remain limited (Parihala et al., 2019). Many previous studies have focused solely on improving entrepreneurial knowledge or learning motivation (Aboobaker & KA, 2023; Yang et al., 2022) but have not specifically examined how local culture can strengthen entrepreneurial interest. Therefore, this research is crucial to fill this gap and provide data-based recommendations for developing entrepreneurship curricula in schools.

Entrepreneurship education at the secondary school level plays a strategic role in shaping a creative, independent generation that is ready to face future economic challenges (Mahmudin, 2023; Suswanto et al., 2019). The primary goal of entrepreneurship education is not only to impart technical knowledge about business but also to develop an entrepreneurial mindset (Pal'ová et al., 2020). This mindset encompasses a perspective on opportunities, the courage to take risks, adaptability, and a tendency to create innovative solutions to problems. By developing this mindset, students are not only prepared to become entrepreneurs but also productive individuals who can contribute to various aspects of life. Rusdiyana and Joharudin (2020) emphasize that the entrepreneurship learning process must be designed around direct experience. This means that learning is not sufficient if delivered solely through lectures or theoretical explanations; it must involve activities that hone critical thinking, creativity, and practical skills. Some recommended approaches include problem-based learning, real-life case studies, business simulations, and field practice (Cho & Brown, 2013; Magnuson & Good, 2017). Through these approaches, students can concretely understand how a business idea is developed, tested, and evaluated based on market needs.

In the high school context, the entrepreneurship curriculum is directed at developing several important competencies (Kirkley, 2017; Rusdiyana & Joharudin, 2020). First, the ability to identify business opportunities. Students are encouraged to be sensitive to the needs and problems around them, then process this information into potential business opportunities. Second, creative and innovative thinking. Creativity is a crucial element in entrepreneurship, as unique ideas or product repackaging can provide added value that differentiates a business from competitors. Third, the ability to plan a business. This includes developing business proposals, marketing strategies, capital calculations, and profit projections. Fourth, the ability to make decisions and manage risks. The business world is full of uncertainty, so students need to be trained to analyze

potential risks and determine anticipatory measures. Fifth, the ability to work in a team. Many business processes require collaboration, making cooperation a skill that must be honed. Finally, an understanding of market dynamics. Students need to understand how demand, supply, consumer trends, and competition affect business operations.

Although the curriculum accommodates these various competencies, its implementation still faces various obstacles. Many schools still teach entrepreneurship theoretically, emphasizing basic concepts without practical activities (Saroghi et al., 2019). This lacks contextualization and fails to provide the authentic experiences students need. For example, some schools only require students to write business reports without ever testing products or observing real-world market responses. This prevents students from fully experiencing the entrepreneurial process, thus hindering optimal entrepreneurial interest. Effective entrepreneurship education should involve activities such as creating product prototypes, conducting simple market research, analyzing competitors, and developing realistic business models (Boldureanu et al., 2020; Sari et al., 2023). The lack of this kind of practice is one of the causes of the low interest in entrepreneurship among high school students.

One approach that can strengthen entrepreneurship learning is the integration of local wisdom (Purnomo et al., 2023). Local wisdom refers to the knowledge, values, traditions, and cultural practices that develop within a community and are passed down from generation to generation (Arfida et al., 2024). Local wisdom not only contains aesthetic or historical value, but also demonstrates how communities understand life, solve problems, cooperate, and maintain social harmony. In education, local wisdom serves as a source of values, inspiration, and a learning context that can enrich students' meaning. The integration of local wisdom into learning offers several advantages that are highly relevant to today's education world (Purnomo et al., 2023). First, it increases the relevance of learning. When subject matter is linked to the surrounding culture and environment, students will more easily understand and feel the connection to their lives. For example, in entrepreneurship learning, students can be encouraged to develop business ideas based on Betawi cultural products such as traditional foods, Betawi batik cloth, or traditional crafts. This way, the learning process becomes more concrete and closer to students' social realities.

Second, the integration of local wisdom can develop students' character. Betawi cultural values such as cooperation, hard work, creativity, and independence are essential traits in the world of entrepreneurship. By making these values part of the learning process, schools not only teach business skills but also shape ethical and competitive entrepreneurial personalities. Third, local wisdom-based learning contributes to cultural preservation. When students are involved in developing products inspired by regional culture, they not only learn about business but also play a role in preserving and promoting local cultural values. This is crucial considering that globalization often causes people, especially young people, to forget their cultural identity. Fourth, the integration of local culture can foster creativity. Combining traditional cultural elements with modern business concepts requires students to think innovatively. For example, how to repackage traditional foods in a way that is more

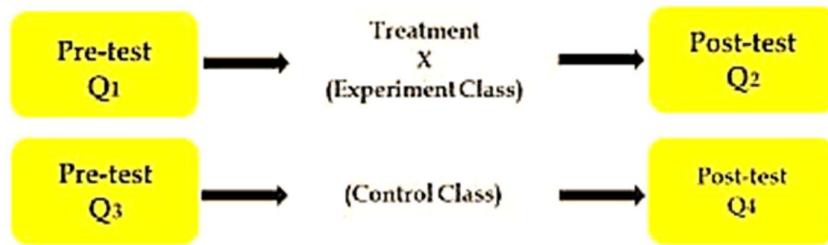
appealing to the younger generation, or how to market Betawi crafts through digital platforms. This process not only trains creative thinking skills but also fosters confidence in generating new ideas. [Sherly et al. \(2023\)](#) stated that local wisdom-based learning provides a more authentic and meaningful learning experience, thus positively impacting student motivation and engagement. When students feel that what they are learning is directly relevant to their lives, their motivation to learn and participate significantly increases.

In the context of entrepreneurship learning in Jakarta, the integration of local wisdom, particularly Betawi culture, has strong relevance ([Citrawali & Tjenreng, 2025](#); [Nur et al., 2025](#)). Jakarta is not only the center of the national economy but also a growing urban cultural hub. The existence of Betawi culture as a local identity needs to be highlighted and contextualized in education, including in entrepreneurship learning ([Hermawan & Delvy, 2021](#); [Reza et al., 2024](#)). When students learn about entrepreneurship through their own cultural perspective, they not only learn how to run a business but also understand their identity as part of Jakarta society. The urgency of research into the effectiveness of integrating local wisdom in entrepreneurship learning is further strengthened by the limited empirical evidence examining it, particularly in Jakarta. While several studies have addressed entrepreneurship education in general, studies examining the relationship between local wisdom and entrepreneurial interest in high school students are still limited. Therefore, this research is important to determine to what extent local culture-based learning can increase students' interest in entrepreneurship.

The research findings are expected to provide theoretical contributions to the development of culture-based entrepreneurship education concepts. Practically, this research can serve as a reference for schools, educators, and local governments in designing more contextual, relevant, and effective entrepreneurship curricula. By integrating Betawi culture into learning, it is hoped that Jakarta's young generation will not only possess entrepreneurial skills but also a strong cultural identity and the ability to innovate in line with current developments.

## 2. METHOD

This study employed a quantitative approach with a quasi-experimental pretest–posttest control group design. This design was chosen because it allowed researchers to directly compare the effectiveness of treatments between the experimental and control groups, even though they lacked full control over the randomization process. This design model is relevant for formal educational contexts, where class assignments cannot be freely changed. In this study, the experimental group received entrepreneurship learning based on Betawi local wisdom, while the control group continued to use conventional learning methods based on lectures, general discussions, and practice exercises without integrating cultural context.



**Figure 1.** Quasi-Experimental Pretest–Posttest Control Group Design

The research procedure began with a pretest administered to both groups to gauge students' initial entrepreneurial interest. Afterward, the experimental group underwent a series of learning sessions specifically designed to integrate Betawi local economic values, potential, and practices, while the control group underwent standard learning as implemented in the regular curriculum. After the treatment, both groups were given another posttest to assess changes in their levels of entrepreneurial interest comparatively. The difference in improvement between the two groups served as the basis for analyzing the effectiveness of the local wisdom-based learning model.

The research was conducted at three public high schools in Jakarta, selected based on similar characteristics, such as accreditation, student background, and availability of entrepreneurship courses. A total of 120 students participated, divided equally into two groups: 60 students in the experimental group and 60 students in the control group. The sampling technique used cluster random sampling, which involves selecting samples based on group units (classes) rather than individuals. This technique was chosen to facilitate research in a school environment without disrupting the regular learning process.

The research instrument consisted of three main components. First, the Entrepreneurship Interest questionnaire, constructed using a 1–5 Likert scale, measured cognitive, affective, and conative aspects related to entrepreneurial interest. This instrument had high reliability, with a Cronbach's Alpha coefficient of 0.87, making it consistent and suitable for use in experimental research. Second, a learning activity observation sheet was used to monitor student engagement during the learning process. This observation covered several indicators such as attention span, participation in discussions, initiative in developing business ideas, and ability to work in groups. Third, a local business project assessment sheet was used to assess the quality of the business plan and Betawi culture-based product prototype developed by the experimental group students. Assessment criteria include product creativity, alignment with Betawi cultural values, market potential, and financial feasibility.

The Betawi local wisdom-based learning process consists of six structured and interconnected stages. In the first stage, students are invited to explore Betawi cultural values, including traditions, cuisine, arts, and crafts. The teacher facilitates the identification of the economic potential inherent in this culture, for example, business opportunities for typical culinary delights (kerak telor, bir pletok), handicrafts, or artistic products. The second stage focuses on identifying business opportunities, where

students analyze market needs and local business trends in Jakarta. This helps students understand how local culture can be positioned as an added value in modern entrepreneurship.

The third stage is product design and market analysis. In this stage, students work in groups to formulate product concepts, identify consumer segments, and analyze the competitive advantages of culturally based products. The fourth stage involves prototype production, which involves creating an initial model of the product to be offered. The fifth stage is a business plan presentation, where students present their analysis and business plan to the teacher and their peers as a simulated pitching process. Finally, the sixth stage is reflection and evaluation, which aims to help students understand the learning process and analyze the strengths and weaknesses of the projects they have developed.

To analyze the effectiveness of the treatment, this study used an independent t-test. This test is appropriate because it aims to compare the difference in average posttest scores between two unrelated groups. Before conducting the t-test, the data were first tested using prerequisite tests such as normality and homogeneity to ensure that the data met parametric statistical assumptions. The t-test results will then indicate whether there is a statistically significant difference between the experimental and control groups in terms of increasing entrepreneurial interest. If the p-value is less than 0.05, it can be concluded that learning based on Betawi local wisdom is significantly more effective than conventional learning.

### 3. RESULTS AND DISCUSSION

#### Results

##### Prerequisite Analysis Test

Before testing the hypotheses, prerequisite tests were conducted to ensure that the data met the assumptions of parametric statistics:

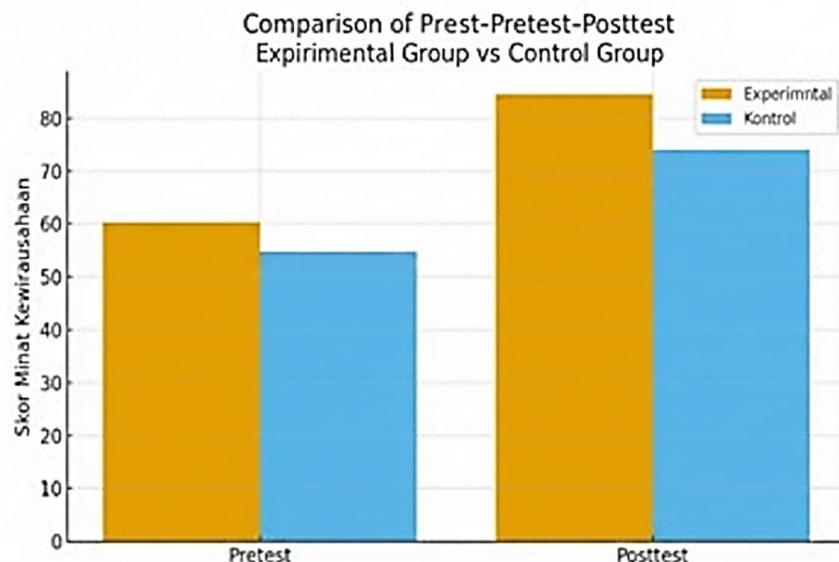
- Normality Test: Based on the analysis of data distribution, the entrepreneurial interest scores in the experimental and control groups showed a normal distribution.
- Homogeneity Test: The results of the variance test indicated that the data from both groups were homogeneous, thus meeting the requirements for testing the difference in means using parametric statistics.

##### Description of Entrepreneurial Interest Data

The results of the study showed a striking difference in improvement between the two treatment groups. The comparison of average scores is presented in Table 1 below.

**Table 1.** Results of the Entrepreneurial Interest Data Analysis

Group	Pretest Average	Posttest Average	Gain
Experimental (Local Wisdom)	68.2	84.5	16,3 poin
Control (Conventional)	67.9	74.1	6,2 poin



**Figure 2.** Comparison of Pretest and Posttest scores

### Hypothesis Testing (Independent T-Test)

To determine the effectiveness of the model, a t-test was conducted on the difference in gain between the experimental and control groups:

- Significance Value: The analysis results show a p-value < 0.05.
- Statistical Conclusion: Since  $p < 0.05$ , there is a significant difference in entrepreneurial interest between the two groups. This proves that learning based on Betawi local wisdom is much more effective than conventional models.

### Qualitative Analysis and Observations

The increase in interest in the experimental group is supported by observational findings during the learning process:

- Contextual Relevance: The integration of Betawi culture (traditional food, arts, and crafts) makes the material more concrete and relevant to students' daily lives.
- Product Creativity: Students generated innovative ideas such as modernizing kerak telor (egg crust), packaging for bir pletok (spicy beer), and redesigning Betawi batik to suit the modern market.
- Active Engagement: Students demonstrated greater enthusiasm in group discussions, prototyping, and business plan presentations compared to the control group, which tended to be passive.

### Impact on Cultural Identity

This learning has a multidimensional impact, with students feeling prouder of their regional cultural identity after realizing the economic value behind that culture. This awareness helped strengthen students' emotional connection to local heritage amidst the tide of globalization.

The results of the study indicate that Betawi local wisdom-based entrepreneurship learning significantly increased entrepreneurial interest among high school students in Jakarta. Pretest and posttest data revealed a significant change in scores between the two groups. In the experimental group, the average entrepreneurial interest increased from 68.2 before treatment to 84.5 after treatment, representing a 16.3-point increase. Meanwhile, in the control group, which did not receive local wisdom-based learning, the increase only increased from 67.9 to 74.1, or 6.2 points.

The difference in improvement between the two groups was then tested using an independent t-test. The analysis showed a significant value of  $p < 0.05$ , indicating that the difference was statistically significant. Therefore, it can be concluded that learning based on Betawi local wisdom is more effective than conventional learning models in increasing students' interest in entrepreneurship.

The increase in entrepreneurial interest in the experimental group can be explained by several aspects. First, the local cultural context presented in the learning made the material more relevant and closer to students' daily lives. Betawi cultural products such as traditional foods, traditional arts, and handicrafts are already familiar to most students, making the learning more concrete. When students see that real economic potential can emerge from a culture familiar to them, this fosters confidence that entrepreneurship is something they can pursue with a significant chance of success.

Second, the project-based learning process, which requires students to design products based on local culture, provides practical experience that stimulates intrinsic motivation. By engaging in design, prototyping, and developing business plans, students experience firsthand the creative and analytical processes of entrepreneurship. This experience was far more influential than purely theoretical learning, as it provided a concrete illustration of how a business can be designed and developed.

Third, the integration of cultural values into learning created a more meaningful learning environment. A sense of emotional closeness to local culture contributed to increased interest in developing a business based on that culture. Thus, the local wisdom approach not only taught entrepreneurial knowledge but also encouraged the formation of positive value orientation toward business activities.

In addition to increased entrepreneurial interest, observation data showed that student engagement in the learning process increased significantly in the experimental group. This engagement was evident in various classroom activities, such as group discussions, exploration of business ideas, product-making experiments, and business plan presentations. Students appeared significantly more enthusiastic when learning about local cultural products than when learning using conventional approaches.

During the discussion sessions, students proposed many creative business ideas inspired by Betawi culture, such as the innovation of the traditional food kerak telor (egg crust) in modern packaging, ready-to-drink beer pletok (pletok beer), the redesign of Betawi batik motifs with a modern style, and the marketing of Betawi souvenirs as tourism merchandise. These creative activities demonstrate that integrating local culture can spark innovative ideas that students had not previously considered.

Observations also indicate that local wisdom-based learning provides a more active learning experience. Students directly interact with materials, tools, and information sources related to cultural products. For example, when creating traditional food prototypes, students experiment to determine the right flavor and attractive packaging strategies. When designing Betawi batik products, they explore motifs, colors, and design combinations that appeal to the youth market.

These activities not only enhance creativity but also hone critical thinking and problem-solving skills. Students must be able to conduct market analysis, consider product strengths and weaknesses, and find solutions to obstacles that arise during the prototype production process. Thus, local wisdom-based learning provides comprehensive stimulation for student engagement and creativity.

Compared to the control group, which only participated in conventional learning, students in the experimental group demonstrated greater engagement and a tendency to engage in more in-depth discussions. In conventional learning, student activity is relatively passive, dominated by teacher-led presentations and minimal hands-on practice. As a result, creativity is not optimally developed. This finding strengthens the argument that contextual learning involving local culture is more effective in fostering creativity and engagement.

One interesting finding in this study is the positive impact of local wisdom-based learning on students' cultural identity. Based on reflections and brief interview notes, many students stated that the learning made them more familiar with Betawi culture, even those who had previously been less interested. Students reported feeling prouder of their region's rich culture after learning about its economic value. The realization that local culture can be developed into high-value business products helped students understand that cultural preservation is not only achieved through arts activities or festivals but can also be realized through creative business innovation.

Local wisdom-based learning also helps strengthen identity and a sense of belonging to Betawi culture. When students learn about Betawi batik motifs, the history of traditional foods, or the symbolic meaning of local crafts, they not only gain new knowledge but also feel a stronger emotional connection to that culture. This is crucial for shaping the character of the younger generation, especially amidst the tides of modernization and globalization that often lead young people to distance themselves from their local culture.

Furthermore, several students stated that they were motivated to develop businesses that could contribute to the preservation of Betawi culture. This motivation arose because they saw that local culture has significant market potential, particularly in the tourism and creative industries sectors. Thus, learning based on local wisdom not only increases entrepreneurial interest but also fosters cultural awareness that can contribute to sustainable development at the local level.

Overall, these findings indicate that integrating local wisdom into entrepreneurship learning has multidimensional impacts: increased entrepreneurial interest, higher engagement and creativity, and strengthened cultural identity. In other words, this approach is not only effective from a pedagogical perspective but also relevant in the

context of character building and cultural preservation. Learning that values local wisdom can be a powerful model for developing a superior generation that is both innovative and rooted in regional cultural values.

## **Discussion**

This study confirms that integrating local wisdom into entrepreneurship learning has significant effectiveness in increasing entrepreneurial interest among high school students in Jakarta. These findings further reinforce the view that entrepreneurship education is not simply a process of transferring technical knowledge, but rather a process of shaping mindsets through meaningful learning experiences. In this context, Betawi local wisdom serves as a relevant, concrete, and life-affirming learning resource for students, thus facilitating a more effective learning process.

Theoretically, these findings align with the main principle of constructivism theory, which states that students construct knowledge through experience and interaction with their socio-cultural environment (Suswanto et al., 2019; Zajda, 2021). When learning is linked to real-life contexts, students more easily grasp abstract concepts, including business opportunities, innovation, and business processes. The integration of Betawi cultural elements such as traditional foods, handicrafts, and local batik motifs enables students to see the real economic potential around them. Thus, they not only learn entrepreneurial theory but also gain a concrete understanding of how an idea can be transformed into a valuable business.

These findings are also consistent with the explanation (Motta & Galina, 2023; Rupavijetra et al., 2022), which emphasizes that entrepreneurship education will be more effective when using an authentic, experiential approach. Learning involving projects, exploratory discussions, and product experiments allows students to simulate the role of entrepreneurs. In this study, activities such as designing Betawi culture-based products, conducting market opportunity analysis, and presenting business plans provided students with opportunities for active learning through practice. This type of learning has been shown to increase entrepreneurial interest because students experience firsthand how business processes are carried out and the real challenges faced by entrepreneurs.

Furthermore, the research findings also support the findings (Agustina et al., 2020; Riyanto et al., 2024), which state that culture-based learning can improve students' character and motivation. In this study, students not only developed business creativity but also developed a sense of pride in their regional cultural identity. When students explored Betawi cultural elements as business inspiration, they realized that local culture has high economic value and can be developed into modern products relevant to market needs. This awareness not only strengthened motivation for entrepreneurship but also fostered a positive value orientation toward cultural preservation.

From a creative economic perspective, these findings have important implications. Indonesia boasts a rich cultural diversity, and each region possesses creative economic potential that can be developed by the younger generation. This research demonstrates that utilizing local culture in entrepreneurship learning can be an effective strategy for

fostering innovative business ideas. During the learning activities, students demonstrated greater critical thinking skills and creativity when asked to develop culture-based products. For example, several groups designed innovative Betawi food packages with modern styles, developed contemporary Betawi batik designs, and designed regional souvenirs suited to the current tourism market. This type of creativity is a key foundation for developing the creative industry.

In addition to cognitive and skill aspects, this research also uncovered an important affective dimension. Many students reported that they became more familiar with Betawi culture and appreciated local values after participating in the learning. This sense of pride contributed to increased motivation to preserve the culture through business innovation. This demonstrates that learning based on local wisdom not only impacts academic ability and entrepreneurial skills but also contributes to the formation of character and cultural identity (Dartini et al., 2025; Sakti et al., 2024; Samsudin, 2024). In the long term, this approach can help schools and local governments maintain the sustainability of local culture through education.

On the other hand, this study illustrates that conventional learning, still widely used in schools, is less able to optimally facilitate entrepreneurial interest. Students in the control group experienced a lower increase in interest because the learning was theoretical and not linked to real-world experiences. These results emphasize the importance of pedagogical transformation in entrepreneurship education, from a focus on lectures and theory to active, project-based learning and local contexts (Hermann et al., 2022; Rodrigues, 2023).

These findings also provide practical contributions for teachers, schools, and policymakers. Teachers can utilize local culture as a rich and relevant learning resource, while schools can develop more contextualized entrepreneurship curricula tailored to their respective regional characteristics. For local governments, this research demonstrates that integrating local culture into education can support the development of creative economy and youth empowerment. Overall, this study demonstrates that entrepreneurship learning based on Betawi local wisdom not only increases entrepreneurial interest but also fosters creativity, learning engagement, cultural character, and critical thinking skills. The link between constructivist theory, experiential entrepreneurship education, and local cultural values underpins the effectiveness of this learning model. These findings confirm that education based on sociocultural context is not only more relevant but also has a more comprehensive impact on students' development as future entrepreneurs.

#### 4. CONCLUSION

Local wisdom-based entrepreneurship learning has been proven to have a significant impact on increasing entrepreneurial interest among high school students in Jakarta. The effectiveness of this program is particularly evident in how the material taught is contextualized within the local culture, which is close to students' lives. In the Jakarta context, Betawi cultural values and products serve as authentic learning resources, enabling students to more easily grasp entrepreneurial concepts in a practical, rather

than theoretical, way. This close context makes learning more relevant, meaningful, and enjoyable. In addition to increasing entrepreneurial interest, local wisdom-based learning also strengthens entrepreneurial dispositions such as independence, creativity, risk-taking, and the ability to recognize opportunities. The learning process, which encourages students to observe, analyze, and develop business ideas based on local culture, indirectly fosters self-confidence and problem-solving skills. Students not only learn to recognize market potential but also evaluate unique cultural values as a competitive advantage for products. From a cultural strengthening perspective, this program helps students rediscover local identities that are often overlooked in urban areas like Jakarta. Through exploration of Betawi cuisine, arts, and crafts, students not only understand cultural values but also see the potential for creative economic development. This is crucial because modern entrepreneurship demands the ability to combine creativity with local uniqueness to produce value-added products.

As suggestion, the integration of local wisdom-based learning is recommended as part of the high school entrepreneurship curriculum, especially in urban areas with heterogeneous communities. This approach is not only relevant to the needs of 21st-century education but also helps foster a creative, cultured, and entrepreneurially minded young generation.

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