



RESEARCH ARTICLE

Entrepreneurship Education in the Merdeka Curriculum as a Solution to Becoming an Independent Person in the Economy in Marginalized Cities

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Entrepreneurship education in marginalized cities is key to unlocking untapped economic and social potential. Through developing and implementing the Merdeka Curriculum, this effort aims to equip youth with the skills, knowledge and courage to start entrepreneurial initiatives. This research explores various aspects of entrepreneurship education, including the influence of the family and social environment, professional development for educators, and integration of technology and e-learning in the curriculum, focusing on its application in marginalized cities. By utilizing current literature and case study analysis, this research reveals that the success of entrepreneurship education relies heavily on a holistic approach that integrates local wisdom, supports the active role of teachers, and utilizes technology to increase access and engagement. Supportive policies from the government and collaboration with non-government organizations (NGOs) were important components in building a strong entrepreneurship education ecosystem. This research also emphasizes the importance of preparing educational institutions and academic communities for adaptation to the Independent Curriculum, encouraging student involvement in experience-based learning, and designing learning activities relevant to students' socio-economic realities. By implementing the identified best practices and recommendations, entrepreneurship education can become a powerful tool for economic and social empowerment in marginalized cities, paving the way for empowered young people to lead the transformation of their communities towards sustainability and prosperity.

INTRODUCTION

In rapid global economic development, marginalized cities are often left behind regarding growth and opportunity. Residents of these areas face significant economic challenges, including high unemployment rates, limited access to quality education, and a lack of opportunities for economic advancement. In such situations, entrepreneurship education emerges as a valuable tool to overcome economic challenges and empower individuals to take control of their future. Based on the literature, integrating entrepreneurship education into the curriculum, especially in marginalized areas, can empower individuals to overcome economic obstacles sustainably and impactfully (Saputra et al., 2022).

Research has shown that entrepreneurship education has a significant positive impact on students' perceptions of entrepreneurship (Peterman & Kennedy, 2003), increase their entrepreneurial skills and motivation (Oosterbeek et al., 2010), and can lead to increased entrepreneurial career intentions (Wilson et al. al., 2007). Furthermore, entrepreneurship education influences students' entrepreneurial intentions Türker & Selcuk (2009) and increases their perceptions regarding the feasibility and desire for entrepreneurship (Peterman & Kennedy, 2003).

In marginalized settings, entrepreneurship education can be a means of empowerment. Experience-based learning approaches in poverty contexts can improve learning outcomes through empowerment (Santos et al., 2019). A model that focuses on community empowerment through non-formal entrepreneurship education emphasizes the importance of local cultural factors in fostering independence for micro, small and medium enterprises (Suryono et al., 2023). Furthermore, research shows that women's empowerment can be achieved through skills education and entrepreneurial development, which contribute to agency, resourcefulness, and achievement (Suryanarayanan & Ramswamy, 2022).

Task-driven entrepreneurship education curricula are crucial to ensuring the success of entrepreneurship education in marginalized populations (Zhu, 2022), evaluating the impact of entrepreneurship education outcomes (Mensah-Williams & Derera, 2023), and focusing on tailored core entrepreneurial competencies with the local context (Djubaedi et al., 2023). Furthermore, assessing the effectiveness of entrepreneurship education programs in higher education institutions is important for continuous improvement (Byun et al., 2018).

By integrating entrepreneurship education into the curriculum, this approach can become a powerful tool for empowerment and economic development in marginalized cities. Entrepreneurship education can effectively equip individuals with the skills, mindset, and resources necessary to overcome economic challenges and drive sustainable growth in marginalized areas through a focus on tailored curricula, experiential learning, and community-specific empowerment models. It offers a path to a brighter future, where everyone has the tools and opportunities to contribute to the local economy and build a better life for themselves and their communities.

LITERATURE REVIEW

Independent Curriculum and Entrepreneurship Education

The Merdeka Curriculum emerged as a significant educational innovation, offering an approach focusing on independence and freedom in learning. It becomes especially relevant in the context of entrepreneurship education, encouraging students to develop the skills, critical thinking and innovation required in the business world. Adapting the Merdeka Curriculum to meet the unique needs of marginalized cities requires a deep understanding of the social, economic and cultural conditions that influence the learning process.

Research by Indarta et al. (2022) highlighted the relevance of the Merdeka Curriculum to 21st-century learning models, especially in science and technology, showing that the Merdeka Curriculum can be integrated with modern learning models that meet the demands of the times. It shows the potential for adapting the curriculum to the latest technological developments, thus opening up new opportunities in entrepreneurship education. Implementing the Independent Curriculum in elementary schools in Garut Regency, as studied by Angga et al. (2022), marks a significant development in basic education in Indonesia, indicating curriculum progress that can support a strong foundation for future entrepreneurship education.

In facing the challenges of adapting the Merdeka Curriculum in marginalized cities, Safitri's (2023) research identified obstacles in the implementation process at SMA Negeri 1 Semarang, highlighting the challenges teachers might face in its implementation. Meanwhile, Rosadi's (2023) study on implementing the Merdeka Curriculum at SMA Negeri 1 Jambi City used a qualitative descriptive approach to emphasize the importance of an in-depth understanding of curriculum implementation to improve the quality of education.

The role of teachers in driving the Independent Curriculum is key, as discussed by Rasmani et al. (2023), which highlights the concept of independent learning as a response to the needs of the education system in the Industry 4.0 era. Mahmudah et al. (2023) also emphasized the need for teacher preparation and support in implementing the Independent Curriculum at MI Fathul Iman Palangka Raya, highlighting the importance of teacher readiness and adaptation to change.

Program adaptation strategies are very important in overcoming the challenges of adapting the Independent Curriculum in marginalized cities. Yunazar's (2024) research on P5 program adaptation strategies in shaping student character in Surakarta City highlights the importance of interactive models in overcoming this challenge. In addition, a study by Septiani & Rusdinal (2023), which examined teachers' perceptions of the technical competence of school administration staff based on

digital technology at Vocational High Schools in Padang Panjang City, emphasized the importance of teachers' understanding of technology to support the implementation of the Merdeka Curriculum.

Thus, the Merdeka Curriculum has great potential to develop entrepreneurship in marginalized cities through an adaptive, collaborative and innovative approach. By considering each region's unique challenges and needs, the Merdeka Curriculum can be an effective tool in preparing the younger generation to face existing economic and social challenges. By empowering students to become independent and innovative learners and increasing teacher capacity to support a dynamic and responsive learning process, entrepreneurship education within the Independent Curriculum framework can lay the foundation for sustainable economic growth and social development in marginalized cities.

Benefits of Entrepreneurship Education

In the face of global economic challenges and dynamic changes in the job market, entrepreneurship is emerging as a vital avenue for youth, especially in marginalized cities, to create economic opportunities for themselves and their communities. Entrepreneurship education is key in this process, providing youth with the tools and knowledge necessary to develop successful business initiatives. Based on the latest academic literature, it is clear that there are several significant benefits to be gained from entrepreneurship education, especially in economic independence and social empowerment (Saputra et al., 2023).

Research by Iswahyudi and Iqbal (2018) shows that entrepreneurship education significantly increases perceptions of business feasibility, strengthening the relationship between entrepreneurship education and interest in entrepreneurship. It means that through entrepreneurship education, individuals gain relevant knowledge and skills and develop greater confidence in their ability to succeed in their ventures. This confidence factor is important, as it is often the main driver behind starting a new business.

The benefits of entrepreneurship education are especially felt in marginalized cities, where youth often face significant barriers to economic success. The study by Mardiah et al. (2023) emphasizes that entrepreneurship education is a powerful strategic tool for regional development, paving the way for youth to take advantage of the economic opportunities around them. Through this education, youth in marginalized areas can learn about the technical aspects of running a business and how to identify market opportunities, manage risks, and utilize local resources to their advantage.

Furthermore, research by Fatonnah et al. (2022) revealed that entrepreneurship education can change individuals' mindsets and attitudes towards entrepreneurial careers. It suggests that entrepreneurship education equips youth with practical skills and influences their intrinsic motivation and perception of entrepreneurship as a viable career option. As a result, this education can trigger significant change in local communities by promoting a strong entrepreneurial culture that drives innovation and economic growth (Saputra & Paranoan, 2024).

The benefits of extended entrepreneurship education go far beyond individual economic independence. By introducing youth in marginalized cities to the world of entrepreneurship, this education also contributes to broader social development, creating job opportunities, reducing poverty, and improving the community's overall well-being. Entrepreneurship education instils a sense of social responsibility, encouraging youth to seek profits and contribute to solutions to social problems in their communities.

Thus, the importance of entrepreneurship education in the context of marginalized cities must be considered. Through developing entrepreneurial competencies, youth can be empowered to overcome economic obstacles, paving the way for sustainable economic opportunities. Through this empowerment, entrepreneurship education catalyzes socio-economic transformation, enabling youth in marginalized cities to build a brighter future for themselves and their communities. As a result, investment in entrepreneurship education is not only an investment in individuals but also marginalized cities' social and economic well-being.

Challenges and Solutions in Entrepreneurship Education

Entrepreneurship education in remote cities faces unique challenges that may hinder efforts to encourage and support entrepreneurial aspirations among youth. These challenges include limited access to resources, inadequate educational infrastructure, lack of awareness about the importance

of entrepreneurship, and a lack of skills and knowledge necessary to start a business. Research by Chen (2022) states the importance of building student-centred training models to produce innovative and entrepreneurial graduates, suggesting that a student-focused approach can help overcome these challenges.

The Merdeka Curriculum emerged as an innovative solution to help navigate and overcome these obstacles. Research by Lv et al. (2022) emphasizes that education for innovation and entrepreneurship in engineering universities in China requires a sustainable framework. Implementing the Merdeka Curriculum, which prioritizes the development of entrepreneurial skills, provides students with essential knowledge and skills to overcome the challenges of starting their business.

Furthermore, Zeng (2023) highlights the increasing emphasis on entrepreneurship education in recent years to support the development of innovative and entrepreneurial talent. By adopting the Merdeka Curriculum to the unique needs of remote towns, the program can be designed to integrate elements that enable students to develop entrepreneurial skills relevant to their local context.

In order to overcome these barriers, a multifaceted strategy comprising the following is required:

1. **Enhanced Access to Resources:** We propose to forge partnerships with higher education institutions, non-governmental organizations, and the private sector, leveraging their expertise and resources to provide educational materials, mentors, and business capital.
2. **Improving Educational Infrastructure:** Using digital technology and online learning platforms to expand the reach of entrepreneurship education, overcoming geographic and physical infrastructure barriers.
3. **Build Awareness about the Importance of Entrepreneurship:** Implement awareness campaigns to highlight the potential of entrepreneurship as a career and showcase local success stories for inspiration.
4. **Skills and Knowledge Development:** Design a curriculum that develops entrepreneurial practices, such as critical thinking, problem-solving, financial management, and marketing strategies adapted to the local context.

The Merdeka Curriculum offers a flexible and adaptive framework that can be adapted to meet the specific needs of remote cities. Its student-centred implementation enables action-oriented learning, where students can engage in real projects and entrepreneurial initiatives that apply theory into practice.

1. **Integration with Local Context:** The curriculum should be designed considering local socio-economic and cultural contexts, ensuring that students acquire relevant and applicable skills to address the specific challenges of their communities.
2. **Project-Based Learning Model:** This model encourages students to work on real entrepreneurial projects, which allows them to apply what they learn in a realistic setting, increasing their understanding of what it takes to be successful in entrepreneurship.
3. **Mentorship and Support Network:** Building a network of mentors and professional support who can provide guidance, advice, and access to a wider network is critical to helping students on their entrepreneurial journey.

Through innovative approaches such as the Merdeka Curriculum, challenges in providing entrepreneurship education in remote cities can be overcome. By focusing on developing relevant entrepreneurial skills and raising awareness about the importance of entrepreneurship, the Merdeka Curriculum can be an effective solution for preparing youth in remote cities to face economic challenges and start their businesses.

Experience-Based Learning Approach in Entrepreneurship Education

Experience-based learning, which has become an important theoretical foundation in entrepreneurship education, emphasizes the importance of direct experience in the learning process. By drawing on the theoretical contributions of educational figures such as John Dewey, Jerome Bruner, Carl Rogers, and Kurt Lewin, this approach facilitates the development of critical skills essential in the entrepreneurial context. In an ever-changing environment, where innovation and adaptability are the keys to success, applying experience-based learning methods such as Problem-Based Learning (PBL) and Project Based Learning (PBL) is becoming increasingly relevant.

Research by Mayasari et al. (2016) underscores the effectiveness of experiential learning models in training 21st-century skills, which are vital in entrepreneurship. Implementing this theory in

entrepreneurship education has shown encouraging results, especially in marginalized cities. For example, Hasan et al. (2023) found that applying local culture-based experiential learning through the traditional game congklak can develop entrepreneurial character in children. It shows that learning focusing on direct and practical experience can effectively shape entrepreneurial attitudes and skills.

Furthermore, the implementation of project-based learning models has also shown success in the context of marginalized cities. For example, research by Prihantini et al. (2022) regarding the use of simple stamped batik based on natural dyes as a project medium in Sukabumi Regency highlights that project learning provides direct experience to students, allowing them to learn from the practice carried out. It indicates that experience-based learning can be integrated with local wisdom to create meaningful and relevant learning experiences for students.

Integrating local wisdom in experience-based learning enriches learning by instilling cultural values and connecting students with their community roots. It helps build a sense of ownership and identity and offers a unique opportunity to identify and utilize local resources in entrepreneurship. This approach allows students to explore innovative solutions to local problems, driving sustainable economic development from within.

Experience-based learning allows students to engage in real situations that challenge them to apply theory into practice, developing problem-solving skills, creativity, and managerial abilities. Through this process, students gain a deeper understanding of the dynamics of entrepreneurship and learn how to overcome real challenges they may face as entrepreneurs.

Experiential learning often involves group work, promoting collaboration and communication between students. It creates a supportive learning environment where students can share ideas, give and receive feedback, and learn from each other. The reflective process integrated into experiential learning also encourages students to reflect on their experiences, identify lessons learned, and formulate strategies for future improvement.

Thus, experiential learning approaches offer a powerful and effective avenue in entrepreneurship education, especially in marginalized cities. Through hands-on experience, integration with local wisdom, and application of reflective and collaborative practices, students gain the skills necessary for success in entrepreneurship and develop a deep understanding of their value and potential as agents of change in their communities. It sets the foundation for an empowered generation of young people to face economic challenges with creativity, courage and innovation.

Technology and E-Learning in Entrepreneurship Education

In the current digital era, technology and e-learning have become key components in supporting entrepreneurship education. Technology provides access to a wide range of learning resources, facilitates distance learning, and provides a platform for business simulations and practical skills development. As part of technology, e-learning allows students to study independently, access learning materials anytime and anywhere, and interact with instructors and peers via digital platforms.

Technology can optimize learning in the context of the Independent Curriculum in marginalized areas. Research by Zhang (2022) highlights the influence of technological convenience in online learning platforms on students' entrepreneurial behaviour at engineering and technology universities. This study shows that online learning interactions can moderate the positive effect of technological convenience on entrepreneurial behaviour, demonstrating the potential of technology in increasing student engagement and motivation in an entrepreneurial context.

Furthermore, a study by Widjaja et al. (2022) explored the factors that influence entrepreneurship education and entrepreneurial intentions among Indonesian students, emphasizing the role of e-learning in shaping entrepreneurship education, entrepreneurial self-efficacy, and students' intentions towards entrepreneurship. The findings show that e-learning can effectively improve students' skills and motivation to engage in entrepreneurship.

Technology and e-learning allow students from various backgrounds, including those in marginalized areas, to access high-quality entrepreneurship education. The e-learning platform removes geographic and physical boundaries, allowing students to learn from experts worldwide

and gain insight into global business practices and the latest industry trends.

Technology provides tools and applications that can mimic real business environments, allowing students to practice and refine entrepreneurial skills in a safe setting. Business simulations, virtual project management, and interactive case studies reinforce learning with practical experiences that prepare students for real-world challenges.

E-learning encourages independent learning while also facilitating collaboration between students. Online learning platforms offer discussion forums, collaborative workspaces, and group projects that allow students to share ideas, get feedback, and work together on entrepreneurial projects. It helps build a dynamic learning community where students can develop professional networks.

In the context of the Independent Curriculum in marginalized areas, technology and e-learning can be integrated to support flexible and relevant learning approaches. Learning materials can be adapted to reflect local needs and challenges, allowing students to apply what they learn in the context of their communities. It increases the relevance of entrepreneurship education and encourages students to become agents of change in their communities.

The use of technology and e-learning in entrepreneurship education offers unprecedented opportunities to expand access, increase engagement, and enrich the learning experience for students. In the context of the Merdeka Curriculum in marginalized areas, the strategic application of technology can be the key to optimizing learning, facilitating the development of entrepreneurial skills, and increasing entrepreneurial interest and intentions among young people. By combining digital resources with a student-centred learning approach, technology and e-learning can form a strong foundation for a new generation of innovative, adaptable entrepreneurs who impact their communities.

RESEARCH METHODOLOGY

In this research, researchers used a qualitative approach with a case study type of research and is descriptive in nature. A qualitative approach is an important approach to understanding a social phenomenon and the perspective of the individual being studied. A qualitative approach is also one where the research procedure produces descriptive data in the form of written or spoken words from the behavior of the people being observed. Case studies are an intensive, detailed and in-depth approach to certain symptoms. The emphasis of case studies is to maximize understanding of the case being studied and not to obtain generalizations, the cases can be complex or simple and the time to study can be short or long, depending on the time to concentrate.

The design used is a single case design, namely a case study research that emphasizes research on only one case unit. So researchers focus on one particular object studying it as a case. Case study data can be obtained from all parties concerned, in other words, this study was collected from several sources. The main research objective does not lie in generalizing the results, but rather in the success of a treatment at a certain time.

To collect the necessary data, researchers used observation, interviews and documentation methods. In this research, the researcher used non-participant observation, the researcher was not directly involved in the lives of the people being observed, and separately acted as an observer. Observation in this case is a structured observation, because the observed aspects of the activity are relevant to the problem and research objectives by first determining In general, what behavior you want to observe so that the selected problem can be solved. Interviews were conducted in a structured form because the researcher used an interview guide that had been arranged systematically and completely to collect the data. The guidelines used are only an outline of the problems that will be asked. Document study is a complement to the use of observation and interview methods. It will be more credible and trustworthy if supported by written documents, pictures and audio-visual recordings. Activities in analyzing qualitative data are carried out interactively and continuously, data analysis activities are: Data reduction, data presentation, and verification.

In this research to obtain the validity of the data was carried out with triangulation. Triangulation itself is defined as a data collection technique that combines several existing data collection techniques and sources. Triangulation techniques mean that researchers use different data collection

techniques to obtain data from the same source. The interviews were conducted using source triangulation, which means the researcher obtained data from different sources using the same technique. Triangulation with sources carried out in this research was: comparing the results of interviews with the contents of related documents. Triangulation can be used to check the correctness of data or to enrich data.

The procedures carried out in this case study are 1) planning to recognize symptoms or conditions in the field, making a case description, studying further aspects or problem areas that might be found in the description, then determining the type of problem, the types of problems that have been grouped it is explained by developing ideas or concepts in detail to make it easier to understand the problem, estimating the possible sources of causes of the problem, knowing the type of information to be collected, the sources of information that need to be collected, and the techniques or tools used to collect the information, 2) data collection, there are several techniques, but those that are often used in case studies are observation, interviews, and documentation, 3) data use and processing, is a data processing effort to summarize, classify and relate the data obtained in data collection, 4) Data synthesis and interpretation After processing the data, the case study data is then interpreted using a case conference involving special officers who study each case from individuals with problems. This formulation is carried out by drawing logical conclusions, 5) making a plan for implementing relief (treatment), and 6) evaluating and following up (follow up) this activity is carried out after carrying out treatment or carrying out assistance.

RESULTS AND DISCUSSION

Implementing the Merdeka Curriculum and entrepreneurship education in marginalized cities provides valuable lessons for educational institutions, governments and communities. Rahayu et al.'s (2022) in-depth case study analysis of leading schools offers insight into how innovative educational approaches can be successfully implemented.

Implementing the Merdeka Curriculum in superior schools shows that an innovative curriculum can be successfully adopted with the right strategy. These schools have succeeded in overcoming challenges such as limited resources and infrastructure with creative and adaptive strategies, such as using e-learning technology, academic community involvement, and strengthening teacher skills. The experience of these schools can be a model for educational institutions in marginalized cities, showing that obstacles can be overcome with innovation and collaboration.

Research by Sintiawati et al. (2022) revealed that the academic community's involvement is a key factor in the successful implementation of the Independent Curriculum. Teachers, students, and other stakeholders' active participation in the learning process helps create a supportive learning environment, which is critical in developing entrepreneurial skills. This collaboration strengthens the curriculum by integrating diverse perspectives, increasing student engagement, and facilitating richer learning experiences.

The study by Soedjono et al. (2023) highlights the importance of educational institutions' readiness to implement the Independent Curriculum. Thorough preparation, including school potential assessment, teacher readiness evaluation, and facility support, is a prerequisite for successful implementation. These steps ensure schools have the resources, knowledge, and infrastructure necessary to support innovative curricula and entrepreneurship education. This lesson is especially relevant for schools in marginalized cities, where resources may be more limited.

From the case study analysis of the implementation of the Merdeka Curriculum and entrepreneurship education, several key conclusions can be drawn:

1. **Leading School Model:** Leading schools, pioneers in implementing the Independent Curriculum, present a replicable model for marginalized cities. Their success is rooted in innovation, adaptability, and collaborative efforts from all stakeholders.
2. **Academic Community Engagement**:** Active involvement of the entire academic community, including teachers, students, and parents, enriches the learning process and supports the development of entrepreneurial skills.
3. **Readiness and Preparation:** Successful implementation depends on thorough readiness and preparation by educational institutions. It includes evaluating infrastructure, developing teacher capacity, and adapting curricula to meet local needs.

By utilizing insights from this case study, educational institutions in marginalized cities can improve their approaches to implementing innovative curricula and entrepreneurship education. It will ultimately facilitate the development of entrepreneurial skills and empower youth in these cities to face economic challenges with innovation, creativity and entrepreneurial spirit.

Policy and Support Framework

Entrepreneurship education has been recognized as an important catalyst for innovation and economic growth, especially in marginalized cities. A thorough analysis of related studies provides important insights into the impact of supporting policies for entrepreneurship education and the role of governments and non-governmental organizations (NGOs) in supporting these initiatives.

Graevenitz et al. (2010) highlight the effects of entrepreneurship education in encouraging individuals to start businesses, which underscores the importance of entrepreneurship education policies in achieving positive entrepreneurial outcomes. Policies designed to support entrepreneurship education can play a key role in increasing the number of individuals who become entrepreneurs.

Hannon (2006) explored the development needs for entrepreneurship educators, providing strength to higher education institutions in introducing effective education. This forces the need for policies that support the professional development of educators to ensure that they are equipped with the skills and knowledge necessary to teach entrepreneurship effectively.

Jones (2012) examines gender discourses in entrepreneurship in UK higher education, emphasizing policy changes affecting entrepreneurship education. This research highlights the need for inclusive and sustainable policies to accommodate students' diverse entrepreneurial needs and aspirations.

Cheng et al. (2009) evaluated the effectiveness of entrepreneurship education in Malaysia, providing insight into teaching methodologies to improve entrepreneurship education programs. It indicates that policies that support the implementation of innovative and experience-based teaching methodologies can increase the effectiveness of entrepreneurship education.

Hussain et al. (2023) examine the role of NGOs in promoting social entrepreneurship, offering a valuable perspective on their contribution to entrepreneurship education. This study shows that governments and NGOs can collaborate to provide resources, training and support for aspiring entrepreneurs, especially in marginalized cities.

Based on insights from these studies, several policy recommendations can be formulated to support entrepreneurship education in marginalized cities:

1. **Capacity Building:** The government and educational institutions must collaborate in developing the capacity of entrepreneurship educators through professional training and development programs.
2. **Innovation in Teaching:** Policies should support the implementation of innovative and experience-based teaching methodologies to increase student engagement and learning.
3. **Support Resources:** Governments and NGOs must provide resources, such as funding, mentorship, and access to professional networks, to support students and educators in entrepreneurship programs.
4. **Inclusive Policy Framework:** Policies should be inclusive and designed to meet the needs of diverse groups of students, including considering gender, socioeconomic and cultural factors.
5. **Strategic Partnerships:** Encourage partnerships between government, private sector, educational institutions and NGOs to create a strong entrepreneurship education ecosystem.

With strategic policy implementation and active support from government and NGOs, entrepreneurship education can become a powerful empowerment tool in marginalized cities, encouraging economic growth, innovation and social development. Well-designed policies and programs will open up new opportunities for youth to harness their full potential as entrepreneurs, strengthening their communities from within.

Best Practices and Recommendations

Developing an effective Merdeka curriculum in the context of marginalized cities and designing and implementing entrepreneurship education programs requires a comprehensive understanding of

the factors that influence entrepreneurship education and interest in entrepreneurship. Through a comprehensive literature review from studies such as Bahri & Trisnawati (2021), Indriyani & Margunani (2019), Daga (2021), Safitri et al. (2022), and Ekawarna et al. (2022), several best practices and recommendations can be synthesized to support this initiative.

Research by Bahri & Trisnawati (2021) and Indriyani & Margunani (2019) shows the significant influence of the family and social environment and entrepreneurship education on interest in entrepreneurship among students. Therefore, it is important to:

1. Integrate Entrepreneurship Lessons with Everyday Life**: Programs must design learning activities relevant to student experiences, utilizing examples from family and community environments to illustrate entrepreneurial concepts.
2. Building Partnerships with Families and Communities: Encouraging the involvement of parents and communities in entrepreneurship education, enriching learning with real insights and experiences.

As Daga (2021) discussed, the teacher's role is very important in facilitating independent learning. Teachers must be empowered through the following:

1. Continuous Professional Development: Provide regular training and resources for teachers to improve their abilities in teaching entrepreneurship and implementing innovative learning methods.
2. Supports Teaching Freedom: This policy encourages teachers to experiment with innovative teaching approaches and provides a platform for them to share best practices.

The study by Safitri et al. (2022) highlighted the importance of the Pancasila Student Profile project in building student character. It emphasizes the need to:

1. Integrating Pancasila Values in Entrepreneurship Learning: Ensuring that values like cooperation, integrity and independence are embedded in every aspect of entrepreneurship education.
2. Community-Based Projects: Design projects encouraging students to solve real community problems, promoting social entrepreneurship.

Ekawarna et al. (2022) provide insight into the influence of entrepreneurship education, self-efficacy, and entrepreneurial motivation on entrepreneurial intentions. It leads to recommendations to:

1. Comprehensive Entrepreneurship Course: Develop a curriculum that covers all aspects of entrepreneurship, from idea development to business execution, with a focus on building self-efficacy and motivation.
2. Leverage Technology and E-Learning: Leverage digital platforms to provide additional resources, enable independent learning, and facilitate networking between students and mentors.

Developing effective entrepreneurship education in marginalized cities requires a holistic approach that considers environmental factors, strengthening the role of teachers, integrating Pancasila values, and utilizing technology. By focusing on these best practices and implementing the recommendations offered, entrepreneurship education can create a generation of young people who are innovative, independent, and ready to overcome the economic challenges in their communities. Carefully designed policies and programs will pave the way for inclusive and sustainable economic growth, empowering individuals and uplifting marginalized communities.

CONCLUSION

We can draw several important conclusions through a comprehensive analysis of literature and case studies related to implementing the Merdeka Curriculum and entrepreneurship education in marginalized cities. Entrepreneurship education is a tool for economic empowerment and a catalyst for social development and innovation. Effective implementation of innovative curricula and student-centred learning approaches offers a path to sustainable economic and social transformation.

Entrepreneurship education plays a key role in activating individual potential to face economic challenges with innovation and creativity. Through developing entrepreneurial skills, individuals in marginalized cities are empowered to identify opportunities, navigate risks, and utilize resources in sustainable ways. The effect of entrepreneurship education has been proven to be significant in increasing interest in entrepreneurship, growing self-efficacy, and encouraging entrepreneurial intentions among students.

The Merdeka Curriculum offers a flexible and adaptive framework critical to supporting entrepreneurship education in a diverse and changing environment. Its successful implementation in top schools provides a model for educational institutions in marginalized cities to adapt learning approaches that focus on students, encourage independent learning, and facilitate the development of entrepreneurial skills.

Technology and e-learning are recognized as an important factor in increasing access to entrepreneurship education and enriching students' learning experiences. Technology provides a platform for business simulations, distance learning, and practical skills development, while e-learning allows flexibility in learning and the ability to reach students in remote locations.

The success of entrepreneurship education also depends on supportive policies and collaboration between government, the private sector, educational institutions and NGOs. Carefully designed policies and adequate resource support are key to effectively implementing entrepreneurship education programs. Strategic partnerships can strengthen the entrepreneurship education ecosystem and ensure that students in marginalized cities can access rich and meaningful learning opportunities.

Finally, implementing entrepreneurship education and the Merdeka Curriculum in marginalized cities holds promise not only for individual economic empowerment but also for community revitalization. With a focus on skills development, technology integration, and strong policy support, entrepreneurship education can pave the way for a young generation that is innovative, independent, and ready to contribute to inclusive and sustainable economic growth.

On this journey toward transformation, it is important to continue to innovate, evaluate, and adapt approaches to meet the evolving needs of students and their communities. Entrepreneurship education is about creating more entrepreneurs and nurturing critical-thinking, creative, and responsible citizens who can bring positive change.

AUTHOR CONTRIBUTION

NPESV conceived the idea, designed the study, and wrote the manuscript. IMC performed the data analysis, contributed to the methodology, and validated the findings. IGR participated in the design of the study, provided critical input during data interpretation, and assisted in writing the manuscript. NKW supervised the research process, reviewed the manuscript for intellectual content, and contributed to finalizing the document. All authors read and approved the final manuscript.

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