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A Conceptual Model of Economics Learning Based on Local Wisdom: Integrating the Theories of Lev Vygotsky and John Dewey

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Abstract: The objective of economic education is to address economic issues within the students' community. Nonetheless, the actual situation remains significantly divergent from the anticipated objectives of economic education. Contemporary economic education remains conventional and theoretical, leading it to diverge from its primary objective of resolving the economic challenges faced by the local community. On the contrary, the community possesses cultural variety that ought to be used to enhance economic education through established local knowledge. A resolution is required to tackle the prevailing issues. An economic learning model grounded in local wisdom is a viable solution to address these challenges. Unfortunately, the locally derived wisdom-based economic learning model is constrained by insufficient knowledge. This study seeks to develop the learning model, simultaneously introducing a fresh aspect to the research. The theoretical frameworks of learning articulated by Lev Vygotsky and John Dewey support this conceptual investigation. The economic learning model built in local wisdom comprises five stages: reasoning, exploration, networking, discussion, and implementation. This learning method aims to enhance students' economic knowledge and abilities through relevant, meaningful learning that encourages social interaction, cultivates experiential learning, and incorporates local wisdom. The study suggests that this educational approach possesses significant potential for application in economic education. To guarantee the efficacy of this learning model, more measures are required, including field experiments and further development.

Keywords: Economic Learning Model, Local Wisdom, Lev Vygotsky, John Dewey

1. Introduction

Education constitutes the cornerstone of a nation's advancement. To establish a robust nation, it is essential that each individual attains an education. Education is pivotal in building national identity (Rizaq, 2022), upholding the laws and principles of the nation (Roza *et al.*, 2016), enhancing social welfare (Fägerlind & Saha, 2016), reducing poverty and improving economic welfare (Rindermann, 2008; Lynn & Vanhanen, 2012), cultivating a generation that is intelligent, quality-oriented, competitive, and proficient across various domains (Lynn & Vanhanen, 2012; Kayani et al., 2017), fostering innovation and technological progress (Zhou & Luo, 2018), and generating opportunities and challenges for adaptation to contemporary demands (Mian *et al.,* 2020). Consequently, education is a fundamental pillar in shaping the trajectory of change and civilization of the nation, both presently and in the future.

Every nation possesses distinct educational standards. In Indonesia, educational standards are governed by national education standards of eight components (Ministry of Education and Culture of the Republic of Indonesia, 2024). The standard process is a noteworthy subject for examination (Juliana, *et al.,* 2024). In the conventional framework, executing educational activities is an obligatory responsibility for educators. This encompasses both the planning and assessment of the learning process (Toharudin & Kurniawan, 2017). This applies to all disciplines offered in schools. Consequently, educators must provide instructional materials, media, strategies or models for learning, along with assessment tools (Toharudin & Kurniawan, 2017; Manaf *et al.,* 2023).

Economics is a mandatory subject in the national curriculum. The objective of the economics subject is to educate students in the effective and efficient management of resources (Blaug, 1966). The objective of economics education is to prepare students to prevent or resolve economic issues at both local and national scales. The economics curriculum at the junior high school (SMP) level is incorporated inside the social sciences subject (IPS), which includes geography, history, sociology, and economics content (Surjanti *et al.* 2023). At the senior high school (SMA) level, the economics subject is independent.

The pedagogical approach to economics at the junior high school level has thus far been conventional and theoretical (Vhalery, 2019a). The pedagogical method of economics is conventional, as it mostly relies on lectures and tasks for instruction (Vhalery, 2019b). This method may appear conventional, yet prolonged application might render students apathetic and disinterested in learning (Vhalery, 2019a). Moreover, the economics learning process is theoretical, as it is alone elucidated without being linked or applied to daily life. This contradicts the primary objective of economics education, which is to be pragmatic, cultivate critical thinking abilities, and develop a sense of concern and responsibility regarding economic activities within society (Ministry of Education and Culture of the Republic of Indonesia, 2018). Consequently, the economics educational process in the classroom requires reassessment to ensure alignment with its primary objectives.

The primary objective of studying economics is intricately connected to the economic challenges encountered by society. More research reveals the cultural variety of Indonesian society (Riany et al., 2017; Abbott, 2017). One should make use of this variety to improve the research on economics. Unfortunately, local culture is often neither studied nor appropriately included into the curriculum (Pornpimon et al., 2014), especially in relation to the economics instructional resources in classrooms. As such, the integration of the local economy into economic education has not been entirely fulfilled.

One possible approach to handle many current problems is the application of a local wisdom-based economic learning model (Nor *et al.*, 2022). The local wisdom-based economic learning model is an educational framework in economic studies that includes the values, norms, and cultural practices of the local community, therefore rendering economic education more contextual and relevant for students (Uge *et al.,* 2019). This educational model fosters respect of the cultural value inherent in the surroundings and fits the main objectives of economic education (Yetti, 2024).

Local wisdom is the fundamental knowledge about the culture of society (Mungmachon, 2012), acquired through life experiences or inherited from generation to generation (Susanto *et al,* 2022). Hilman & Sunaedi (2016) define local wisdom as a cultural product formed to instill values, norms, and rules to serve as guidelines for action. This product has the potential to be developed into core competencies that can strategically drive competitive advantages (Mahrinasari *et al.*, 2024). Local wisdom can also be utilized to explore the characteristics of the community (Kartikawangi, 2017). In the context of education, local wisdom is used as an academic tool to support the learning process in line with local culture (Supriatna, 2016). The synergy between local wisdom and economic learning can create educational products based on beliefs, culture, language, and works of art that are relevant to economic learning. (Pujiharti *et al.,* 2021).

One might include many local wisdoms into the lessons on economics. This study uses the indigenous knowledge of the Adat Karuhun Urang (Akur) Sunda Wiwitan from Cigugur, West Java. The Akur Sunda Wiwitan local wisdom emphasizes the need of coexisting peacefully with nature and supporting cooperative relationships built in the values of "silih asih, silih asah, silih asuh," which define mutual care, reciprocal learning, and guidance (Miranti *et al.*, 2018). The close connection between the two elements allows them to be included into a learning model. Using this learning strategy might help to solve the expressed problems (Lyesmaya *et al.,* 2020).

The local wisdom-based economic learning model is a concept that helps teachers' management of the educational process and supports the learning challenges of students. This teaching model aims to provide a better awareness of social economic issues. This learning model can serve as a choice for enhancing learning opportunities and simultaneously monitoring local community economic activity. Concurrent with these unique cultural characteristics of Sundanese society—including mutual aid, consensus-building, environmental sustainability, and simplicity—local wisdom can improve economic capacities and competencies (Atahau, 2020). These values are essential to daily life and show a physical form of the economic customs that have been down through the years

(Prajanti *et al.,* 2025). Therefore, it is essential to create an economic learning model that stresses not only academic performance but also includes the social, cultural, and local values deeply rooted in the Akur Sunda Wiwitan society.

The theoretical foundations will help to strengthen the design of an economic learning model based in local wisdom. Based on the Sundanese Wiwitan framework, this study's local wisdom-based economic learning model uses John Dewey's and Lev Vygotsky's theories. While John Dewey's perspective stresses real experiences and contextual learning to gain meaningful learning experiences (Salmon, 1995), Lev Vygotsky's theory emphasizes the need for social and cultural contacts in cognitive growth, which is characterized by continuity and interactivity (Eldeeb, 2013). Emphasizing pertinent, contextual learning approaches while protecting social and cultural values, the design method strives to improve knowledge and economic capabilities by combining these two ideas. The deep connection will be further examined in the next section.

Aiming to introduce the development of an economic learning model based in the local wisdom of Akur Sunda Wiwitan, this study is conceptual. This study also shows a distinctiveness since designs for economic learning models based on local knowledge are still rare. Furthermore, educational models tailored for economic study materials predominantly rely on generic learning models. Consequently, the author intends to further investigate the economic learning model established in local wisdom.

This conceptual research comprises multiple sections. In the second part, it discusses the theoretical foundation of the local wisdom-based economic learning model and its relation to the theories of Lev Vygotsky and John Dewey. The third part explains the methodology of the conceptual study. The fourth part discusses the results of the conceptual study, which consists of: the design of the local wisdom-based economic learning model; the syntax of the local wisdom-based economic learning model inspired by Akur Sunda Wiwitan; the activities of teachers and students during the implementation of the local wisdom-based economic learning model inspired by Akur Sunda Wiwitan; the advantages and disadvantages of the local wisdom-based economic learning model inspired by Akur Sunda Wiwitan. In the final part, it concludes and provides recommendations for future research.

2. Theoretical Foundation

2.1 The Fundamental Concept of the Local Wisdom-Based Economic Learning Model

The local wisdom-based economic learning model integrates the economics curriculum with local wisdom. Joyce *et al.* (1980) elucidate that a learning model is a framework utilized as a reference in curriculum development (long-term programs), the design of educational resources, and the administration of the teaching and learning process, applicable in both classroom and alternative learning environments. Local wisdom encapsulates the cultural identity of a region and includes knowledge derived from the community, which is employed to promote societal harmony and merits preservation (Pornpimon *et al.,* 2014). This economic learning model incorporates the local wisdom of the Adat Karuhun (Akur) Sunda Wiwitan. The local wisdom-based economic learning model is an educational framework that incorporates local values, norms, traditions, and culture into the economic learning process via organized learning phases.

The local wisdom-based learning model comprises six primary components: the foundational philosophy, the competences to be attained, the learning syntax, the intended learning outcomes, long-term impacts, and instructional design (Ningrum, 2016; Ningrum & Sungkawa, 2018). Employing learning models that incorporate local wisdom can expand views and enrich the experiences of educators and learners during the educational process (Anggraini & Kusniarti, 2017). The local wisdom-based learning model helps students to develop their ecological consciousness, comprising knowledge, emotions, and ethical actions that support an attitude of integrity towards nature, preservation of the earth's carrying capacity, development of harmonic relationships with the environment, and grounding behavior in cultural awareness and moral responsibility for all actions (Ningrum & Sungkawa, 2018).

Many ideas for learning models based upon local wisdom have been presented. With seven phases—orienting, reading, questioning, investigating, reflecting, reviewing, and mind mapping—Ramdiah *et al.* (2020) created a learning paradigm placed on local wisdom. Three phases—analysis and exploration, design and building, evaluation and reflection—make up Lysmaya *et al.* (2020) local wisdom-based learning approach. Combining constructivist learning theory with experienced learning theory formsulates the design of the local wisdom-based learning model under development.

The constructivist theory put forward by Lev Vygotsky forms the basis of the learning model. At the same time, the experiential theory applied in the development of this learning model is the experiential learning theory expressed by John Dewey. The next part will go into great length on how different learning and teaching theories might be included into the learning paradigm.

2.2 Lev Vygotsky's Theory in Local Wisdom-Based Economic Learning Model

The economic learning model based in the local wisdom of Akur Sunda Wiwitan is formulated by using Lev Vygotsky's constructivist learning theory. The attributes of constructivist learning theory encompass several elements: learning is intended to be meaningful and collaborative; educators appreciate the perspectives, thoughts, and emotions of students; the teaching-learning process involves reciprocity between educators and learners; social interaction is prevalent in the classroom; and the curriculum and learning materials are tailored to the interests and culture of the students (Santrock, 2008b).

Vygotsky's theory points out the significance of the social environment in facilitating development and learning, which can augment cognitive abilities, develop self-regulation through the internalization of actions and mental processes, convey cultural tools (language, symbols, signs), and the concept of the zone of proximal development (ZPD) (Schunk, 2012). The Zone of Proximal Development (ZPD) proposed by Vygotsky is essentially a support framework. The ZPD comprises two boundaries: the bottom border and the upper boundary. The lower limit of the ZPD represents the skills that learners may do autonomously, whilst the upper limit signifies the level of progress achievable with assistance from a more proficient individual. (Santrock, 2008a).

The formulation of a learning model based in Vygotsky's viewpoint emphasizes the significance of social and cultural elements in the learning process (Chew, Jones, & Turner, 2008). The application of the model centered in Vygotsky's perspective can cultivate personality, develop creative potential, improve learning processes and activities, and elevate the quality of individual students (Davydov, 1995). Therefore, the development of an economics educational model based on the local wisdom of Akur Sunda Wiwitan, which combines Lev Vygotsky's learning theory, emphasizes the need of social interaction and meaningful learning inside the educational process. Social interaction within the learning model is a crucial component for promoting comprehension and enhancing students' social connections through activities such as dialogue, discussion, collaboration, and cooperation. The meaningful learning approach seeks to establish a learning process grounded in the pre-existing experiences and knowledge of students, enabling practical application in daily life.

2.3 John Dewey's Theory in Local Wisdom Based Economic Learning Model

The economic learning model based in the local wisdom of Akur Sunda Wiwitan is formulated by using John Dewey's idea of experiential learning. Dewey's experiential learning theory applies to experiences that are ongoing and participatory (Eldeeb, 2013). The relationship between humans and their environment is a communicative, historical, and cultural phenomenon (Hohr, 2013). Experiential learning is predicated on three primary assumptions: individuals learn more effectively when actively engaged in the learning process; knowledge becomes more significant and has the capacity to alter behavior when personally discovered; and an individual's commitment to learning is maximized when they can set their own learning objectives and possess the means to attain them (Smith, 1980; Ord, 2012).

The formulation of a learning model based in Dewey's philosophy can provide a basis for the creation of a versatile learning framework applicable in several contexts (Williams, 2017). The progression of the learning model informed by the thinking of Dewey is illustrated here.

This learning model highlights the significance of learning experiences (Ord, 2012), the development of knowledge, skills, and attitudes (Nguyen & Doan, 2021), and the critical role of reflection in enhancing the value of these experiences (Clark, Threeton, & Ewing, 2010). This type of learning can concentrate on students (Journell, 2007), facilitating empowerment and recognition of each student's individuality (Salinas, 2008). Examples of learning models derived from Dewey's perspectives include inquiry-based, problem-based, and experiential learning for knowledge acquisition (Dimova & Kamarska, 2015).

The economic learning model based in local wisdom, which incorporates John Dewey's learning theory, prioritizes experiential learning and reflection.

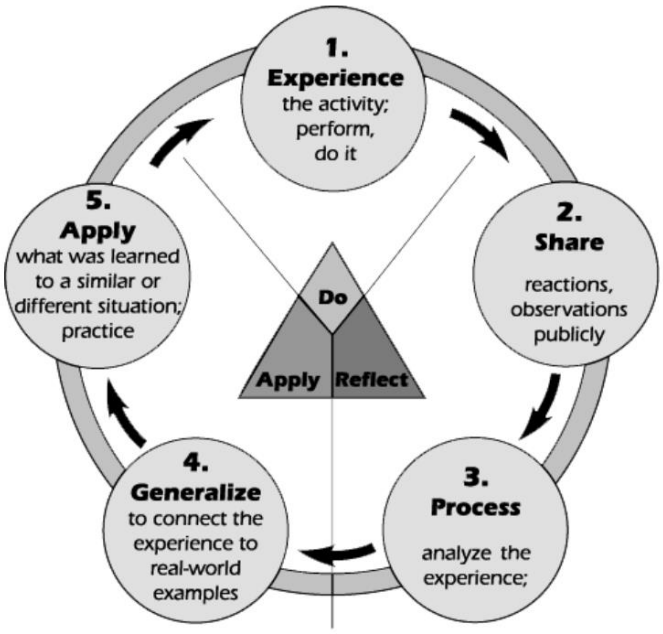

Figure 1. Learning Flow Based on John Dewey's Thought

Source: https://www.pedagogy4change.org/john-dewey/

The learning experiences within this model will significantly influence students' knowledge, abilities, and attitudes. Reflection within the learning model functions as a self-assessment mechanism that enables students to comprehend, analyze, and connect their learning experiences to the studied concepts.

3. Methods

A conceptual study of the local wisdom-based economic learning model of the Akur Sunda Wiwitan is using a narrative review literature study approach. The preparation of this literature review adopts the stages proposed by Tranfield et al. (2003) and Snyder (2019). The first stage is to determine the research topic based on the main focus keywords consisting of 'economic learning model' and 'Akur Sunda Wiwitan local wisdom'. Based on the results of internal team discussions and expert recommendations from the conceptual review team, the research topic is linked to the theories of 'Lev Vygotsky' and 'John Dewey' as it aligns with the values of Akur Sunda Wiwitan local wisdom. The second step is to search for and collect literature relevant to the research topic and keywords from various sources (such as books, journals, proceedings, etc.). The third step is to analyze and evaluate the sources of literature that have been obtained and then create a report of the study results.

4. Results and Discussion

4.1 Design of Economics Learning Model Based on Local Wisdom

The conclusive design of the economic learning model, grounded in the local wisdom of Akur Sunda Wiwitan and including Lev Vygotsky's constructivist, learning theory alongside John Dewey's experiential learning theory, is explained as follows.

The local wisdom-based economic learning model of Akur Sunda Wiwitan comprises five primary components. The five components include reasoning, exploration, networking, discussion, and implementation. Additional elucidations concerning each component can be articulated as follows.

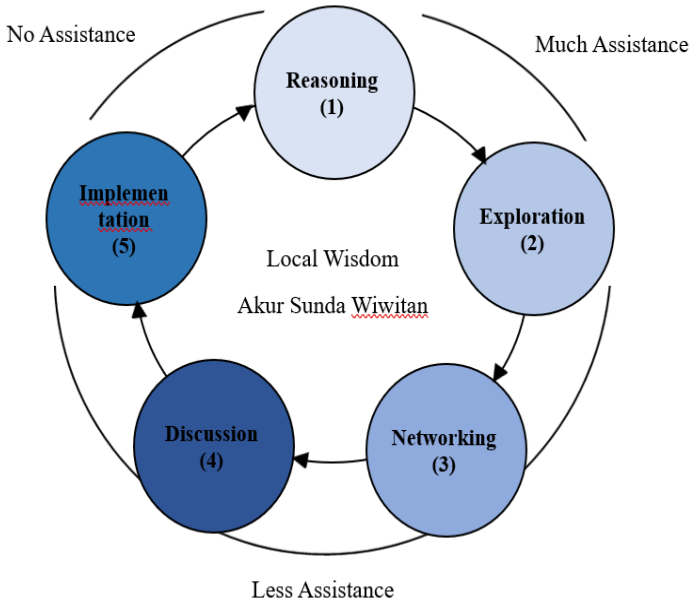

Figure 2. Design of Local Wisdom-Based Economic Learning Model (source: designed by the author (2025)

4.1.1 Reasoning

Reasoning is the first component in the formulation of the local wisdom-oriented economic learning model of Akur Sunda Wiwatan. According to Rips (1990), reasoning is the cognitive activity meant to produce logical conclusions from already known facts or premises. This procedure covers the ability to evaluate the accuracy of an argument via deductive, inductive, or analogical approaches, investigate logical coherence, and combine several data. Furthermore, Johnson-Laird & Kremlani (2013) underline the need of thinking skills for dealing with many challenges faced in daily life. The absence of reasoning capabilities would render the continuation of daily social interactions exceedingly difficult to conceive.

The reasoning within the local wisdom-based economic learning model of Akur Sunda Wiwitan serves as a basis for teachers to enhance students' comprehension. Initially, teachers employ reasoning to stimulate students' comprehension of economic subjects by connecting their real-life experiences with the principles of local wisdom from Akur Sunda Wiwitan, thereby enhancing the significance of learning and rendering it more pertinent to them. Offering questions or introducing events, case studies, or real-world problems present active means of encouraging student understanding. Active student participation in expressing their answers or ideas to the prompting questions indicates the effectiveness of reason.

4.1.2 Exploration

The second component in the design of the local wisdom-based economic learning model of Akur Sunda Wiwitan is exploration. Heldanita (2018) defines exploration as the activity of directly observing the surrounding environment through the processes of seeing, understanding, feeling, and drawing conclusions that can generate creative ideas. The purpose of exploration activities is to investigate and uncover facts (Susisusanti *et al.,* 2021), as well as to provide valuable experiences to students (Sari *et al.,* 2022), because exploration activities are one of the approaches developed based on constructivist theory (Susilawati *et al.,* 2017).

Under the local wisdom-based economic learning model of Akur Sunda Wiwitan, exploration aims to improve understanding of issues, hone critical and creative thinking skills, and inspire students' curiosity and drive for knowledge among others. Using the learning model, students participate as active explorers while the teacher serves as guide and facilitator during the exploration activities (Susilawati *et al.,* 2017). Two approaches can be used for the exploratory activities included into the learning model. The first approach is exploration, in which case direct knowledge from real-world field situations is obtained by observing the surroundings or the activities of surrounding entrepreneurs. The second strategy, exploration involves assessing diverse learning resources prepared by the

educator. The application of a certain method is customized to the educational content, as not all economic materials can be effectively examined using a singular approach.

4.1.3 Networking

The third component in the construction of the local wisdom-based economic learning model of Akur Sunda Wiwitan is networking or building a network. A network can be analyzed from multiple viewpoints. From a social standpoint, the network serves as a crucial connector that enables individuals to access information via established ties (Siemens & Weller, 2011). A primary component for building a network is the interpersonal interactions, which can be enhanced by aspects including motivation, emotions, experiences, cognitive processes, and reasoning (Siemens, 2005). Connectivism believes that knowledge is not isolated but rather disseminated via an extensive network. Consequently, the search process is perceived as an endeavor to construct and enhance this network to identify and comprehend the patterns that arise inside it (Siemens, 2008). From an educational standpoint, networks can be categorized into two types: social networks and online/internet networks. Social networks are the connections or links established between individuals, between individuals and groups, or between groups and other groups (Azizah & Sodik, 2018). Online networks are employed to fulfill diverse educational requirements (Houstis *et al.,* 1996)

Networking in the local wisdom-based economic learning model of Akur Sunda Wiwitan helps to create a collaborative learning environment. This effort can be realized through the formation of groups that allow students to share perspectives and ideas with one another. In addition to encouraging interaction among students, networking also functions to expand access to various learning resources that support the learning process. Learning resources can be accessed online or by inviting resource persons to share their experiences or knowledge related to the learning material being studied.

4.1.4 Discussion

The discussion present the fourth element of the local wisdom-based economic learning model of Akur Sunda Wiwitan. Parker & Hess (2021) argue that although it is a difficult but important learning tool since it advances educational goals in building a strong learning community and promotes social values including democracy and togetherness. Ellis et al. (2004) also claim that conversation improves understanding of the topic, analyzes it from many sides fully, and encourages reflective thinking that affects academic relevance in addition to answering questions or fulfilling job responsibilities. Parker & Hess (2021) believe that learning through discussion activities is highly helpful for enhancing comprehension of content and addressing topic-related difficulties.

The discussion surrounding the local wisdom-based economic learning model of Akur Sunda Wiwitan seeks to enhance students' comprehension of the educational content and foster social values. Discussion activities within the learning paradigm are held openly in the classroom. The process commences with group conversations among members, subsequently leading to the presentation of the discussion outcomes in class. The presentation outcomes from one group are subsequently deliberated with other groups to obtain insights from diverse viewpoints. This practice enhances comprehension of the content, cultivates critical thinking skills, improves communication abilities, fosters teamwork, and boosts students' self-confidence.

4.1.5 Implementation

The final component in the design of the local wisdom-based economic learning model of Akur Sunda Wiwitan is implementation. This aligns with Linton's (2002) assertion that implementation constitutes the final phase in the innovation process of a model. Implementation denotes a sequence of actions centered on the tangible execution of a program that can be performed concretely (Wholey *et al.,* 2004). In the area of education, implementation refers to the practical application in the field, aligned with the previously studied theoretical learning process. The implementation of learning might occur either immediately or incrementally. Implementation is crucial in the educational reform process as it embodies the continuous learning that requires continuing formative evaluation rather than solely relying on summative assessment. This process requires continuous feedback and sustained support to effectively align theory with practice (Hall *et al.,* 2011). Support for the implementation process must be

incorporated into school policies to guarantee sustainability. In the absence of a meticulously crafted and methodical execution strategy, innovation will merely remain rhetoric, failing to produce significant transformation.

The implementation of the economic learning model based in the local wisdom of Akur Sunda Wiwitan functions as both an evaluative tool and a direct manifestation of theoretical concepts acquired in class, applied to practical scenarios in the field. Assessment is performed to ascertain the degree of students' comprehension of the theory prior to its application in everyday life. Should the evaluation results be considered adequate, the teacher may instruct students to implement it in their daily lives. If the evaluation findings remain inadequate, pupils must undergo additional treatment until the desired competences are attained. The implementation of theoretical concepts acquired in class to students' living environments seeks to improve cognitive and emotional competencies, fortify the link between theory and reality to render learning pertinent and significant, augment the educational experience, and evaluate the effectiveness of learning development.

4.2 Syntactic Model of Economic Learning Based on Local Wisdom

The syntax of the local wisdom-based economic learning model consists of reasoning, exploration, networking, discussion, and implementation.

4.2.1 Step 1: Reasoning

At this point, the teacher presents stimuli through inquiries, local economic challenges, or global economic events to foster student's critical and logical thinking abilities in addressing these concerns.

4.2.2 Step 2: Exploration

At this point, teachers can conduct two types of exploration activities: those within the classroom and those outside the school (observation). Classroom exploration activities can be facilitated by supplying current learning resources pertinent to the subject matter for student analysis. The educational materials that the instructor may offer encompass books, newspapers, journals, case studies, videos, or the inclusion of guest speakers in the classroom. Simultaneously, extracurricular exploration activities enable students to perform direct field observations to acquire authentic knowledge through observational tasks or interviews with economic students, under the guidance of the teacher.

4.2.3 Step 3: Networking

At this stage, the teacher splits the students into study groups. Subsequently, the implementation of networking activities is modified to align with the previously conducted exploration framework. If the exploration activity occurs in the classroom, the networking activity is executed through talks among group members to deliberate on their respective analytical findings. When exploration activities occur outside the classroom, networking is achieved by direct engagement with economic participants to encourage social relationships from an early age.

4.2.4 Discussion

At this stage, the teacher facilitates a discussion for students to analyze the outcomes of the exploration and networking activities they have undertaken. Students may confer about their discoveries with both their group members and other groups. In the course of discussion, a teacher serves as a facilitator, directing the discussion in order to maintain alignment with the learning objectives.

4.2.5 Implementation

At this stage, the teacher instructs students to implement the principles they have acquired in their daily lives by correlating them with pertinent local wisdom values. Students through reports or notes reflecting their experiences may document this application.

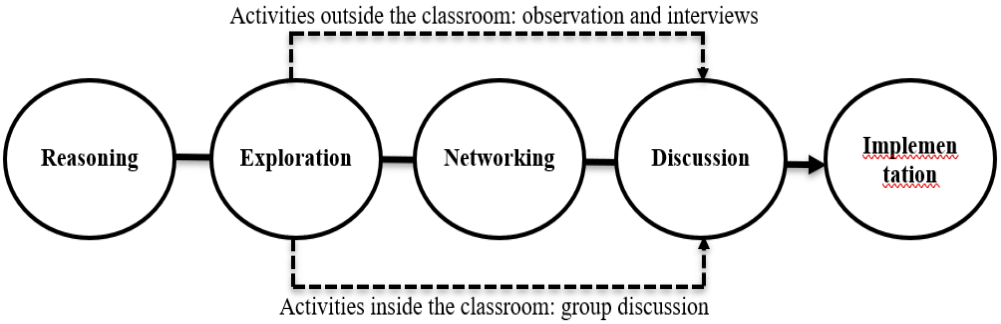

Figure 3. RENDI (source: designed by the author (2025).

4.3 Teachers' and Students' Activities

The five syntax in the local wisdom-based economic learning model that have been outlined in the previous section can be detailed into activities carried out by teachers and students as follows. (Table 1).

Table 1. Activities of Teachers and Students in the Local Wisdom-Based Economic Learning Model of Sundanese Wiwitan

Model Syntax	Description	Teacher Activities	Student Activities
Phase 1: *Reasoning*	1. Explaining learning outcomes 2. Building an understanding of the topic of economic learning and linking it with students' experiences and the values of Akur Sunda Wiwitan local wisdom.	1. Ensuring students understand the learning outcomes 2.1. Presenting phenomena, cases, or real problems related to economics learning materials. 2.2. Asking questions to test students' initial understanding. 2.3. Connecting the topic of economic learning with the values of local wisdom of Akur Sunda Wiwitan	1. Listening to the teacher's explanation 2.1. Observing phenomena, cases, or issues that are presented 2.2. Providing answers or opinions based on initial understanding. 2.3. Listening to the topic of economic learning connected with the values of local wisdom of Akur Sunda Wiwitan.
Phase 2: *Exploration*	Conducting in-depth exploratory activities on economic material through available learning resources or through direct observation in the school/community environment.	1. Provide relevant learning resources (books, newspapers, journals, videos, case study examples, or resource persons). 2. Guiding students to observe from the available learning sources, or 3. Guiding students to seek information through direct observation in the school/community environment.	1. Receiving the learning resources provided by the teacher. 2.1. Collecting and recording information from the results of observations through existing learning resources. 2.2. Collecting and recording information from direct observations in the school/community environment.
Phase 3: *Networking*	1. Formation of groups 2.1. Students collaborate or teach each other to deepen their	1. Dividing students into several groups 2.1. Monitoring group learning activities in class, or	1. Formation of groups 2.1. Doing group study activities in the classroom, or

	understanding of economic learning materials, or 2.2. The group of students made a direct visit to observe and interview local business operators.	2.2. Monitoring/assisting students during direct visits to observe and interview local entrepreneurs.	2.2. Conducting direct visits to observe and interview local entrepreneurs.
Phase 4: *Discussion*	Discussing the findings of exploration and networking, formulating arguments, and presenting them.	1. Facilitating group discussion sessions to discuss exploration findings and networking. 2. Providing feedback on students' arguments and opinions. 3. Directing the discussion towards problem-solving or conclusions in economic learning.	Organizing, presenting, and concluding the results of exploration and networking from various perspectives to deepen the understanding of economic learning concepts.
Phase 5: *Implementation*	Applying the concepts learned into daily life in accordance with the values of local wisdom.	1. Directing students to apply the economic learning concepts they have learned into daily life in accordance with the values of local wisdom. 2. Analyzing the successes and challenges in implementation.	1. Implementing the teacher's guidance to practice the economic learning concepts that have been learned in daily life in accordance with local wisdom values. 2. Recording the results of the activities that have been carried out.

5. Advantages and Disadvantages of the Model

5.1 Model Advantages

The local wisdom-based economic learning model has numerous advantages, as evidenced by the theoretical research done (Selasih *et al.,* 2018; Fathurohman *et al.,* 2019; Uge *et al,* 2019; Sumartias *et al.,* 2020; Wardoyo *et al.*, 2021; Atahau *et al.,* 2022; Rahayu & Zutiasari, 2022; Dwijayanti *et al.,* 2023; Nuryana *et al.,* 2024; Sakti *et al.,* 2024; Yoda *et al.,* 2024; Zaki *et al.,* 2024; Ariyanti & Rahayu, 2025; Nurazizah & Rahayu, 2025):

5.1.1 Developing hard skills

This learning model can enhance students' hard skills, particularly in economics, including their comprehension of economic principles, economic competencies, and decision-making abilities in economic contexts. Hard skills are beneficial in supporting the academic abilities of students. Students who possess hard skills can act professionally because they have a deep understanding of their field, particularly in economics. In economic learning, hard skills are developed through the learning process.

5.1.2 Developing soft skills

This learning model can develop students' soft skills due to the interaction process, analysis process, decision-making process, and group presentation. Soft skills are useful for shaping personality and students' readiness to face social and economic challenges in life. Students with soft skills can adapt more easily to various situations. In economics learning, soft skills are developed through interactions or actions outside of the academic process. Soft skills play a crucial role in supporting success in both the business world and the workforce. In the era

of digital economy and a competitive job market, hard skills alone are not enough without being supported by soft skills. Therefore, soft skills are very important and have high market value. In fact, many values of local wisdom from Akur Sunda Wiwitan align with the development of soft skills.

5.1.3 Making students active

This learning model engages students in every aspect, positioning them at the core of the learning experience. This may serve as an incentive, encouraging people to persist in their educational pursuits. Learning engagement shows that students want to contribute to the learning process physically, mentally, and emotionally. In economic learning, students who actively engage will find it easier to understand economic concepts than those who are passive.

5.1.4 Enhancing Learning Motivation

This learning model is diverse and may be implemented both indoors and outdoors, rendering the learning experience engaging. Varied learning can increase student motivation. Learning motivation is beneficial for enhancing interest, attention, and perseverance in the learning process. Students with high motivation will be more active in seeking information, will not easily give up when facing difficulties, and will be able to manage their study time effectively. In the context of economic learning, learning motivation encourages students to develop skills and economic knowledge that can be applied in everyday life.

5.1.5 Encouraging student autonomy in learning

This learning model enables students to actively engage in the learning process, encouraging independence in problem identification and solution discovery without teacher intervention. Self-directed learning is very beneficial for the development of students' character and intellect. Students who are independent in learning tend to be more responsible, disciplined, and motivated to achieve optimal learning outcomes. Self-directed learning will cultivate reflective study habits. In economic learning, self-directed learning shapes students' personalities to be more active and productive. Additionally, this independence aligns with the values of local wisdom, specifically Akur Sunda Wiwitan.

5.1.6 Creating meaningful learning

This learning model facilitates significant learning by enabling students to connect the curriculum to their personal experiences. Meaningful learning has a positive impact on students because they do not just memorize economic concepts, but understand, process, and apply them in their lives. In the context of economic learning, meaningful learning helps them absorb information, build a deep understanding, and enhance their economic competencies so that they can solve problems and make rational economic decisions. Meaningful learning also makes them aware of the importance of sustainable economics based on the values of local wisdom of Akur Sunda Wiwitan in supporting life.

5.1.7 Building a learning experience

This learning model provides students with a learning experience. The learning experience is beneficial for acquiring knowledge and economic skills directly through active student involvement in the learning process. The learning experience not only helps students understand the material theoretically but can also be through practical activities such as field practice, case studies, group discussions, or economic simulations. This can help them in developing a strong, reflective, and adaptive character towards change. In the context of economic learning, the learning experience allows them to create opportunities and recognize local economic activities that can have an impact both locally and internationally.

5.1.8 Enhancing the function of teachers as facilitators

This learning model offers ample autonomy for students, with the teacher serving mostly as a facilitator. The teacher only facilitates and controls the learning process, enabling students to construct their own information. The role of the teacher as a facilitator in learning provides significant benefits for students because it encourages them to be more active, independent, and responsible in the learning process. As a facilitator, the teacher is no longer the sole source of information, but instead guides students in exploring knowledge, thinking critically, solving problems, and making decisions through exploration and discussion. In the context of economic learning, teachers can support the development of students' economic abilities and skills both theoretically and practically, in accordance with the values of local wisdom, particularly in Akur Sunda Wiwitan.

5.1.9 Strengthening cultural identity

This learning model gives students the opportunity to strengthen their cultural identity. Recognizing cultural identity provides many important benefits for students. In economic learning, understanding and deepening cultural identity has great potential to be developed into productive economic resources. Cultural heritage of Akur Sunda Wiwitan such as traditional Sundanese crafts (like Paseban batik, bamboo crafts, etc.), regional arts (music and dance), and local traditions can be turned into high-value commodities if managed creatively and sustainably. Through the introduction of local culture, students can be motivated to create culture-based products that can compete in both local and global markets. This can open up entrepreneurial opportunities that not only provide economic benefits but also preserve and maintain local culture. Furthermore, the development of culture-based creative economy can strengthen the regional economy and create jobs, while also shaping students into individuals who are creative, innovative, and concerned about the preservation of Akur Sunda Wiwitan culture.

5.1.10 comprehending the surrounding environment

This learning model offers students the opportunity to comprehend and analyze their daily environment thoroughly. Understanding the environment provides many benefits for students, both in terms of economic learning and character development. By understanding the social, cultural, and economic conditions around them, students gain contextual insights that make the learning process more meaningful. This makes them more sensitive to various issues in their surroundings (such as poverty, unemployment, and local economic phenomena), thus motivating them to seek solutions. Interaction with the environment can also help instill the values of local wisdom.

5.2 Model Disadvantages

The local wisdom-based economic learning model exhibits certain weaknesses as identified in the theoretical studies done (Slavin, 2005; Prince & Felder, 2006; Bell, 2010; Arends, 2012; Darling-Hammond, 2015):

5.2.1 Requires more time

This learning model involves distinct stages, each necessitating considerable time investment, particularly for extracurricular learning activities, to achieve optimal outcomes. This process cannot be done instantly, as it requires active involvement from students, field observations, and sometimes collaboration with external parties such as community leaders or local economic actors. In an education system that is still oriented towards the national curriculum, time limitations become a serious obstacle. Teachers may struggle to balance the needs for meaningful learning with the demands of completing the curriculum materials. As a result, the effectiveness of implementing this model could decrease if there is no proper time management.

5.2.2 Dependence on the group

The learning process in the discussion phase does not exclude the probability of students dependent on their group. Although group learning can enhance social skills and cooperation, in practice, not all students have the same commitment or ability. Often, the workload is not evenly distributed, leading to only a few students being active, while others tend to be passive or rely on their group mates.

5.2.3 Inapplicable to classes with a large number of students

This learning model cannot be effectively used in courses with numerous students, particularly for outdoor learning activities due to challenges in management. In such conditions, teachers will struggle to facilitate discussions, monitor student engagement, and their overall development. Therefore, in large classes, this learning model requires additional strategies, such as using technological aids or involving teaching assistants to minimize its weaknesses.

5.3 Challenges in the Development of an Economic Learning Model Based on Akur Sunda Wiwitan Local Wisdom

The development of a conceptual model for economy learning based on local wisdom of Akur Sunda Wiwitan faces several challenges that need to be addressed. First, the reference sources in searching for the values of local wisdom of Akur Sunda Wiwitan have limited information and are not systematically documented, so researchers need to go to the field to gather additional information. Second, the economics teachers in the relevant schools do not come from Akur Sunda Wiwitan community, which requires additional time to train the competencies of these teachers. Third, the development of evaluation instruments for economics learning needs to be aligned with the national curriculum to be consistent with educational goals.

6. Findings of the Research and Suggestions

The economic learning model based in local wisdom, consisting Reasoning, Exploration, Networking, Discussion, and Implementation, aims to enhance students' economic knowledge and skills through their active participation in the learning process. This learning model underlines the significance of meaningful learning that pertains to the surrounding environment, social interactions, experiential learning, and local wisdom. This model of learning possesses significant potential to improve both technical and interpersonal skills, encouraging student engagement, autonomy, and motivation, thereby facilitating meaningful learning experiences, enhancing pedagogical roles as facilitators, reinforcing cultural identity, deepening environmental comprehension, and establishing a robust foundation for integration into daily educational practices.

The local wisdom-based economic learning model effectively enhances the quality of learning, as well as the individual, social, cultural, and economic competencies of students. To guarantee the efficacy of this learning approach, subsequent field-testing are necessary.

7. Recommendations for future researchers

Following the findings of the conceptual study on the local wisdom-based economic learning model, it is recommended that future research focus on empirical testing and further development to evaluate the model's usefulness and its influence on economic learning. To attain optimal outcomes, data gathering must be improved via direct observation and comprehensive interviews with educators and learners.

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Authors' Contributions

Rendika Vhalery: Conceptualization, methodology, data collection & analysis, writing the original draft. Cipto Wardoyo: conceptualization, formal analysis, review & editing. Etty Soesilowati: conceptualization, formal analysis, review & editing. Wening Patmi Rahayu: conceptualization, formal analysis, review & editing. All authors have read and approved the final version of the manuscript.

Does this article screen for similarity?

Yes

Conflict of Interest

The authors have no conflicts of interest to declare. There is also no financial interest to report. The author certifies that the submission is original work and is not under review at any other publication.

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