

## SELIS Model: A Conceptual Framework for Sustainable Entrepreneurship in Social Studies

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### Abstract

This conceptual study aims to develop the SELIS Model (Sustainable Entrepreneurship and Local Insight in Social Studies) as a pedagogical framework that integrates local wisdom, environmental awareness, and entrepreneurial learning within the context of Social Studies education. The study was conducted using a qualitative conceptual approach through systematic library research. Various theoretical perspectives and previous studies were analyzed to construct an integrative model that promotes sustainability-based entrepreneurship education. The proposed model conceptualizes entrepreneurship learning as a cyclical and dynamic process consisting of four stages: contextual exploration, inquiry and design, project implementation, and reflection and evaluation. Each stage is designed to strengthen students' socio-economic competence, creativity, and ecological awareness. The integration of local cultural values, sustainability principles, and social studies competencies forms the foundation for meaningful and contextually relevant learning experiences. The results of the conceptual synthesis reveal that entrepreneurship education grounded in local wisdom and environmental insight can enhance students' ethical awareness, responsibility, and innovation capacity. The SELIS Model positions students as active agents of change who are able to translate local potential into environmentally friendly business ideas while maintaining social and ecological balance. This model also emphasizes continuous collaboration between schools, communities, industries, and the environment to ensure that entrepreneurial learning remains relevant to real-world challenges. In conclusion, the SELIS Model offers a comprehensive and sustainable framework for social studies teachers to foster eco-entrepreneurial character, critical thinking, and community-oriented innovation among students, ultimately contributing to the advancement of sustainable education practices.

**Keywords:** sustainable entrepreneurship, local wisdom, environmental education, social studies, learning model

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### Introduction

Entrepreneurship education plays a strategic role in shaping students' character, creativity, and independence in responding to the challenges of contemporary economic and social change. In recent discourse, entrepreneurial learning is no longer viewed solely as a means of job creation but also as a vehicle for fostering social responsibility and environmental awareness. Studies indicate that entrepreneurship education grounded in local potential enhances students' entrepreneurial motivation, as it aligns learning content with their socio-cultural realities and lived experiences (Kusumaningrum, 2022). This perspective reinforces the argument that entrepreneurial education must be contextually embedded to strengthen learners' agency and commitment to sustainable ventures, as entrepreneurial behavior is strongly influenced by values and contextual conditions (Fayolle & Linan, 2023; Munoz & Cohen, 2022).

Within the framework of Social Studies (IPS) education, entrepreneurship is inherently multidimensional, encompassing not only economic competence but also social, cultural, and moral

values. Social Studies provides a pedagogical space for cultivating civic responsibility and ethical awareness, which are essential foundations for developing entrepreneurs with integrity. Learning practices rooted in local wisdom such as Jagong Maton, a traditional form of communal dialogue, have been shown to foster cooperation, honesty, and social responsibility in students' entrepreneurial behavior (Puspitasari & Priatmoko, 2022). Embedding entrepreneurship learning within socio-cultural contexts also strengthens ethical sensitivity and community-based innovation (Ratten & Jones, 2021), while reinforcing value-driven entrepreneurship that aligns economic activity with social purpose (Munoz & Cohen, 2022).

Local wisdom functions as a strategic bridge connecting cultural traditions, economic activities, and environmental stewardship. Entrepreneurship projects that draw upon local wisdom enable students to learn directly from the ecological and social practices of their communities, thereby supporting the development of ethical entrepreneurial character (Hanafi et al., 2024). This orientation is consistent with the principles of education for sustainability, which emphasize the integration of economic viability, social equity, and ecological balance. Sustainability oriented education, therefore, requires learning designs that meaningfully connect socio cultural systems with environmental realities to ensure the long-term resilience of local economies (Sibbel, 2023).

At the same time, global challenges such as climate change and environmental degradation have intensified calls for entrepreneurship education that explicitly incorporates ecological perspectives. Developing a green entrepreneurial orientation in schools has become increasingly important for fostering awareness of sustainable production and consumption patterns (Soelaiman & Sariutami, 2024). Empirical studies demonstrate that green entrepreneurship education can significantly enhance students' environmental literacy, creativity, and innovation capacity (Koe & Majid, 2023), and positively influence students' intentions to engage in eco-friendly entrepreneurial activities (Nuringsih et al., 2023).

Despite the growing body of research on entrepreneurship education, local wisdom based learning, and green entrepreneurship, most existing studies tend to address these dimensions separately. Previous models of entrepreneurship learning in schools often emphasize either economic skills, local cultural values, or environmental awareness in isolation. Moreover, within the context of Social Studies education, entrepreneurship is frequently positioned as a complementary topic rather than being developed through an integrated and systematic learning model. As a result, there remains a limited number of pedagogical models that explicitly integrate local wisdom and environmental insight within a coherent Social Studies based entrepreneurship framework, particularly at the secondary education level.

In addition, earlier entrepreneurship learning models have not sufficiently articulated how socio-cultural values, green entrepreneurial orientation, and Social Studies competencies can be operationalized simultaneously in classroom practice. This gap indicates the need for a learning model that not only combines these elements conceptually but also provides a clear instructional structure that is context-sensitive and sustainability oriented, especially in shaping value based and environmentally responsible entrepreneurial behavior (Munoz & Cohen, 2022; Nuringsih et al., 2023).

Responding to this gap, the present study focuses on developing an entrepreneurship learning model that integrates local wisdom and environmental insight within Social Studies education. The proposed model offers a novel contribution by systematically combining cultural values, green entrepreneurship principles, and Social Studies learning objectives into a unified pedagogical framework. Unlike existing models, this approach positions Social Studies as the central medium for cultivating socio-ecological entrepreneurship, emphasizing ethical commitment, community engagement, and environmental responsibility alongside economic competence.

To clarify its novelty, this study compares the proposed model with existing entrepreneurship learning models in terms of orientation, core values, learning integration, and sustainability focus. Through this comparative perspective, the study aims to demonstrate how the developed model extends prior approaches by offering a more holistic and contextually grounded framework. Ultimately, the model is intended to support teachers in designing meaningful and sustainable entrepreneurship learning, while strengthening the linkage among schools, local communities, industries, and the environment in nurturing future entrepreneurs who are adaptive, ethical, and committed to sustainable development.

## Method

This study employed a qualitative approach with a conceptual research design grounded in systematic library research. The primary objective was to theoretically construct the Sustainable Entrepreneurship and Local Insight in Social Studies (SELIS) model by integrating concepts of entrepreneurship education, local wisdom, and environmental awareness within the framework of Social Studies education. A conceptual approach was considered appropriate because the study aimed to develop a learning model through critical synthesis of existing theories and research findings rather than through empirical field data collection, in line with qualitative research principles that emphasize meaning-making and theoretical development (Creswell, 2014).

### 1. Literature Search and Selection

The literature was collected through a structured search of reputable academic databases, including Scopus-indexed journals, Google Scholar, and nationally accredited journals relevant to Social Studies and entrepreneurship education. Keywords used in the search process included entrepreneurship education, local wisdom, green entrepreneurship, sustainability education, and Social Studies learning models. Library research was employed to construct systematic and critical understanding by examining authoritative written sources, as commonly applied in qualitative and conceptual studies (Sugiyono, 2019). To ensure relevance and quality, the selection of literature followed explicit inclusion and exclusion criteria.

The inclusion criteria were: (1) peer-reviewed journal articles, books, and scholarly reports; (2) publications that explicitly discuss entrepreneurship education, local wisdom, sustainability, or Social Studies pedagogy; (3) studies presenting either empirical findings or theoretical/conceptual frameworks; and (4) publications released between 2014 and 2024 to ensure theoretical relevance and contemporary perspectives.

The exclusion criteria included: (1) non-academic sources such as opinion articles or unpublished manuscripts; (2) studies lacking clear relevance to educational contexts; and (3) publications with limited methodological or theoretical rigor.

### 2. Types of Literature

The selected literature consisted of both empirical studies (qualitative, quantitative, and mixed-methods research) and theoretical or conceptual papers. Empirical studies were used to identify practical trends and validated findings, while theoretical works provided conceptual foundations for model construction. This combination is consistent with conceptual qualitative research, which seeks to integrate empirical evidence and theoretical reasoning to generate new frameworks and interpretations (Creswell, 2014).

### 3. Data Analysis and Synthesis

The analysis was conducted through qualitative content and thematic analysis. First, the selected literature was reviewed to identify key concepts related to entrepreneurship education, local wisdom integration, environmental orientation, and Social Studies learning objectives. Second, recurring themes and theoretical relationships were mapped and compared across studies. Third, these themes were synthesized through conceptual integration to construct the core dimensions, learning principles, and instructional stages of the SELIS model. This analytical process reflects the qualitative emphasis on interpretation and synthesis rather than statistical generalization (Creswell, 2014).

Comparative analysis was also employed to examine similarities and differences among existing entrepreneurship learning models, particularly in terms of value orientation, sustainability focus, and integration with Social Studies content. This process enabled the identification of conceptual gaps and informed the positioning of SELIS as a distinct and integrative learning model.

#### 4. Model Development Procedure

The development of the SELIS model followed three main stages: (1) identification of core theoretical constructs derived from the literature; (2) integration of these constructs into a coherent instructional framework aligned with Social Studies competencies; and (3) conceptual validation through cross-referencing with sustainability education principles and green entrepreneurship frameworks.

To enhance methodological transparency, the literature selection process and stages of conceptual synthesis are summarized in a literature selection table and a model development diagram, which illustrate the flow from literature identification to model formulation, as recommended in systematic qualitative research reporting (Sugiyono, 2019).

Accordingly, this study does not claim empirical generalization but offers a theoretically grounded and contextually relevant instructional model. The resulting SELIS framework provides a structured conceptual contribution that can guide future empirical testing and instructional innovation in Social Studies-based entrepreneurship education.

### Results and Discussion

#### Result/Findings

Based on a systematic analysis of the selected literature, this study identified several recurring patterns and thematic convergences that form the conceptual basis for entrepreneurship learning grounded in local wisdom and environmental awareness within Social Studies education. Rather than merely summarizing prior studies, the analysis synthesized their findings to generate an integrated understanding of how socio-cultural and ecological dimensions can be operationalized in entrepreneurship learning.

##### 1. Identified Patterns in the Literature

Across the reviewed studies, a consistent pattern emerged indicating that entrepreneurship education becomes more meaningful and effective when it is contextualized within students' local socio-cultural and environmental realities. The literature repeatedly demonstrates that learning models incorporating local wisdom shift students' understanding of entrepreneurship from a purely profit-oriented activity toward a value-based practice emphasizing ethics, responsibility, and sustainability.

Another prominent pattern is the alignment between entrepreneurship education and character formation. Many studies highlight that entrepreneurial learning rooted in local values such as mutual cooperation (*gotong royong*), work ethic, and collective responsibility contributes to the internalization of social norms and ethical behavior. This pattern suggests that entrepreneurship education in Social Studies is not only instrumental but also formative in nature.

##### 2. Major Themes Generated from the Synthesis

Through thematic content analysis, four major themes were synthesized from the literature:

- a. **Local Wisdom as a Pedagogical Foundation:** Local wisdom functions not merely as contextual content but as a guiding pedagogical principle. Practices such as community-based resource management and culturally embedded economic activities provide authentic learning experiences that connect entrepreneurship concepts to students' lived environments.
- b. **Integration of Ecological Awareness through Ecopedagogy :** The literature converges on the importance of ecopedagogy in entrepreneurship education. Environmental awareness is embedded across the stages of production, distribution, and consumption, encouraging students to critically reflect on the ecological consequences of economic activities.
- c. **Formation of Sustainable Entrepreneurial Character:** Sustainable entrepreneurial character emerges as a central outcome, characterized by innovation, social sensitivity, and environmental responsibility. This theme reflects a shift from skill acquisition toward the cultivation of long-term ethical dispositions.
- d. **Strengthening the Relevance of Social Studies Learning:** Entrepreneurship learning grounded in local wisdom and environmental insight enhances the relevance of Social Studies by linking abstract concepts to concrete social and economic practices. This integration positions Social Studies as a strategic medium for sustainability-oriented education.

### 3. Points of Convergence among the Literature

The synthesis reveals a strong convergence among studies in emphasizing that effective entrepreneurship education requires the simultaneous integration of economic, social, and ecological dimensions. While previous research varies in context and educational level, there is agreement that local wisdom and environmental awareness function as complementary elements rather than separate components. This convergence supports the conceptual assumption that sustainable entrepreneurship learning must be holistic and value-driven.

Importantly, this study extends existing literature by conceptually integrating these convergent themes into a unified framework tailored to Social Studies education. Rather than treating local wisdom, environmental education, and entrepreneurship as parallel approaches, the synthesis demonstrates their interdependence in fostering character development, social responsibility, and economic sustainability.

To enhance transparency and demonstrate the consistency of these findings, the identified patterns, themes, and points of convergence are summarized in a thematic synthesis table, which maps key literature sources against core conceptual dimensions. This visual representation clarifies how individual studies collectively inform the development of the proposed Sustainable Entrepreneurship and Local Insight in Social Studies (SELIS) model.

## Discussion

### 1. Theoretical Discussion: Integrating Local Wisdom, Entrepreneurship, and Environmental Insight in Social Studies

Entrepreneurship learning that integrates local wisdom and environmental insight within the context of Social Studies represents an integrative pedagogical orientation that connects cultural values, entrepreneurial competence, and ecological consciousness as interconnected dimensions of learning. From a theoretical perspective, this integration responds to critiques of conventional entrepreneurship education, which often prioritizes economic productivity while marginalizing ethical, social, and ecological considerations.

Social Studies, by its nature, provides a multidisciplinary framework that links economic activities with social structures, cultural traditions, and moral values. When entrepreneurship learning is embedded within this framework, economic competence is no longer treated as a value-neutral skill but as a socially and ethically situated practice. The incorporation of local wisdom reinforces this orientation by grounding entrepreneurial activities in culturally embedded knowledge systems that have historically balanced economic needs with social cohesion and environmental stewardship.

However, existing theories of entrepreneurship education tend to approach local wisdom and environmental awareness as supplementary or contextual elements rather than as core pedagogical foundations. Many green entrepreneurship models, for example, emphasize innovation and environmental impact but often remain detached from local socio-cultural realities. Conversely, models grounded in local wisdom frequently focus on cultural preservation without sufficiently addressing entrepreneurial innovation and market dynamics. This theoretical fragmentation limits the potential of entrepreneurship education to function as a transformative and sustainability-oriented learning process.

From a critical standpoint, the integration of local wisdom and environmental insight must avoid romanticizing traditional practices or treating sustainability as a static concept. Not all local economic activities are inherently sustainable, and not all traditional practices are adaptable to contemporary socio-economic challenges. Therefore, entrepreneurship education within Social Studies should adopt a reflective and critical stance, encouraging students to evaluate local practices through ethical, ecological, and economic lenses. This critical engagement allows learners to preserve valuable local knowledge while simultaneously innovating in response to modern environmental and market demands.

Thus, a theoretically robust entrepreneurship learning model must position students as critical agents who can negotiate between tradition and innovation, local identity and global sustainability imperatives. This theoretical stance provides the foundation for the development of the SELIS Model as a structured and reflective learning framework.

## 2. The Developed Learning Model: The SELIS Model

Building upon the theoretical synthesis and critical reflection above, this study proposes the SELIS Model (Sustainable Entrepreneurship and Local Insight in Social Studies) as a conceptual and instructional framework for entrepreneurship learning in Social Studies education. The model is designed as a cyclical and dynamic system, emphasizing continuous learning, reflection, and improvement rather than linear knowledge transmission.

### a. Conceptual Structure of the SELIS Model

The SELIS Model consists of three interrelated components: input, process, and output, all of which are embedded within a continuous feedback cycle. The input component comprises three foundational elements: (1) local wisdom, which provides cultural grounding and social relevance; (2) environmental values, which foster ecological awareness and sustainability orientation; and (3) Social Studies competencies, which offer the academic framework for analyzing socio-economic dynamics.

The process component is organized into four interconnected stages: (1) Contextual Exploration: Students identify local socio-economic potentials, cultural practices, and environmental issues within their surroundings; (2) Inquiry and Design : Learners analyze identified potentials and collaboratively develop environmentally responsible entrepreneurial ideas grounded in local resources; (3) Project Implementation: Students engage in hands-on entrepreneurial activities such as production, marketing, or resource management, applying sustainability principles and social studies concepts in real contexts; (4) Reflection and Evaluation: This stage emphasizes critical reflection on both the learning process and outcomes, enabling students to assess ethical, social, and environmental implications of their entrepreneurial activities.

The output component of the model includes three primary outcomes: (1) enhanced socio-economic competencies; (2) environmentally friendly products or solutions, and (3) the development of ethical and character-based entrepreneurial attitudes.

### b. Pedagogical Implications and Practical Function

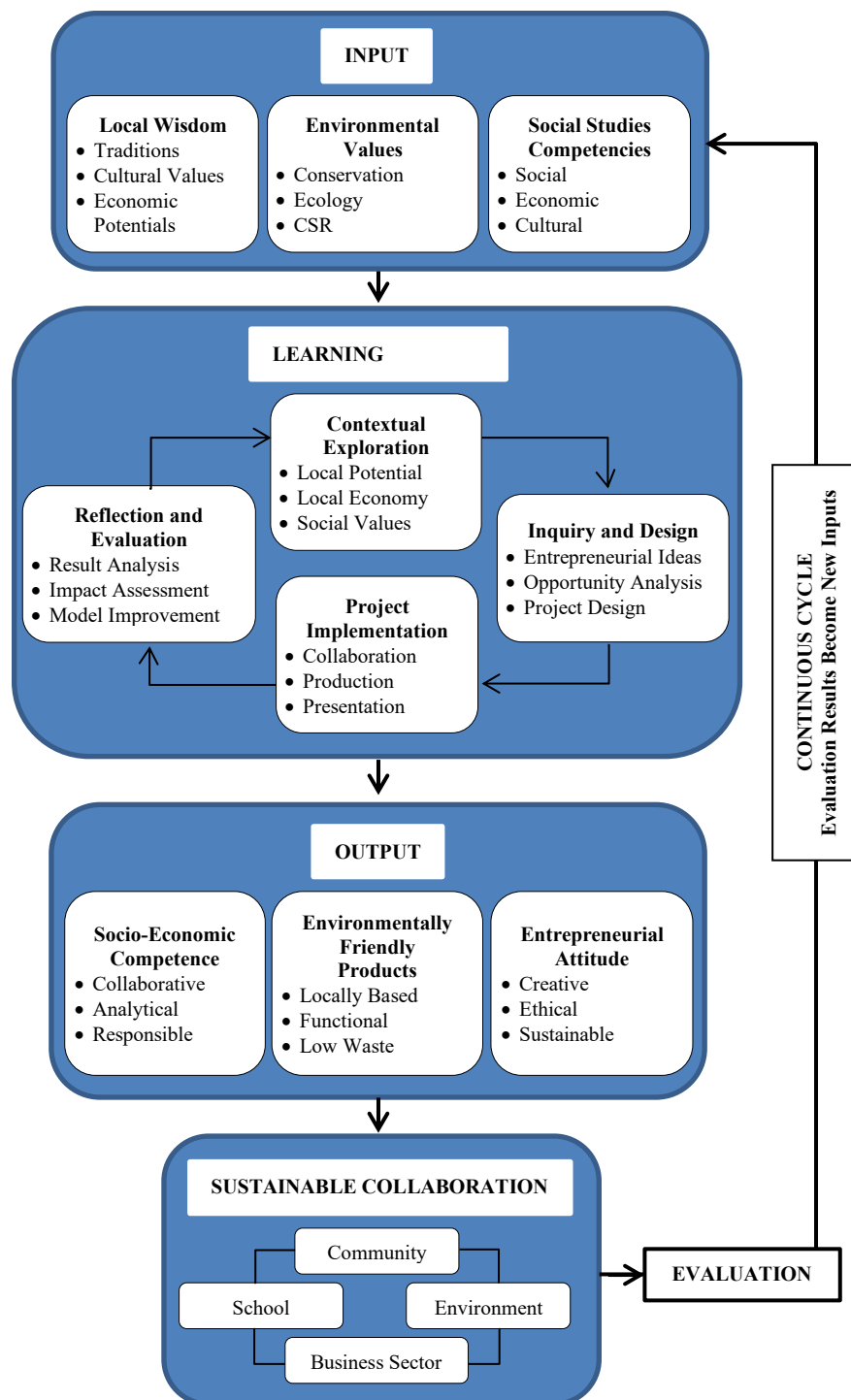
The SELIS Model functions not only as a theoretical construct but also as a practical guide for Social Studies teachers in implementing project-based, contextual, and participatory learning. It repositions teachers as facilitators and mediators who guide students in translating local knowledge into entrepreneurial competence. Assessment within this model extends beyond cognitive achievement to include entrepreneurial attitudes, collaboration skills, and environmental responsibility.

Nevertheless, the implementation of the SELIS Model is not without challenges. Limitations such as unequal school resources, varying levels of teacher readiness, and constrained instructional time may affect its effectiveness. These challenges highlight the importance of professional development, cross-sector collaboration, and supportive educational policies to ensure meaningful and sustainable implementation.

## 3. Theoretical Contribution and Critical Reflection

From a theoretical perspective, the SELIS Model contributes to the field by bridging three previously fragmented domains: entrepreneurship education, local wisdom-based learning, and sustainability education within Social Studies. Unlike existing models that treat these elements separately, SELIS conceptualizes them as mutually reinforcing components of a single learning system.

Critically, this model does not claim universal applicability. Its effectiveness is context-dependent and requires adaptation to local socio-cultural and environmental conditions. Future empirical studies are therefore necessary to test and refine the model across diverse educational settings. By acknowledging these limitations, the SELIS Model positions itself not as a final solution, but as a theoretically grounded and critically informed framework that invites further scholarly examination and practical innovation.



**Figure 1.** The SELIS Model (Sustainable Entrepreneurship and Local Insight in Social Studies).

## Conclusion

This conceptual study demonstrates that entrepreneurship learning grounded in local wisdom and environmental insight, when systematically embedded within Social Studies education, offers a coherent pathway for developing sustainable entrepreneurial character among students. Rather than reinforcing a profit-centered orientation, the synthesized findings indicate that entrepreneurship education can be reconceptualized as a socio-ecological practice that integrates cultural values, ethical reasoning, and environmental responsibility into economic learning.

A key contribution of this study lies in its theoretical integration of three domains that are often treated separately in prior research: entrepreneurship education, local wisdom-based learning, and sustainability education. Through this integration, the proposed SELIS Model provides a structured pedagogical logic that clarifies how local cultural values and environmental awareness can be operationalized within entrepreneurship learning, not merely as contextual examples but as foundational components of instructional design. The cyclical structure of exploration, design, implementation, and reflection further emphasizes learning as a continuous and reflective process, aligning entrepreneurship education with the principles of Social Studies and education for sustainable development.

By positioning students as critical and active participants who engage with real socio-economic and environmental contexts, the SELIS Model strengthens the relevance of Social Studies learning while fostering entrepreneurial mindsets oriented toward innovation, social responsibility, and ecological stewardship. In this respect, the model contributes conceptually to the advancement of sustainability-oriented entrepreneurship education, particularly within the context of Social Studies at the primary and secondary education levels.

### Limitations and Future Research Directions

Despite its conceptual contributions, this study has several limitations that should be acknowledged. First, the research is based solely on theoretical synthesis and library analysis; therefore, it does not provide empirical evidence regarding the practical effectiveness of the SELIS Model in classroom settings. Second, the literature reviewed primarily reflects perspectives from formal education contexts, which may limit the applicability of the model to non-formal or community-based learning environments. Third, the conceptual nature of the model requires adaptation to local curricular structures, teacher capacities, and resource availability, which were not empirically examined in this study.

Future research is therefore recommended to empirically test the SELIS Model through classroom-based implementation, design-based research, or action research approaches across diverse educational contexts. Further studies could also explore the adaptability of the model across different subject areas or educational levels, as well as its long-term impact on students' entrepreneurial behavior, environmental literacy, and community engagement. Addressing these limitations will be essential for refining the model and strengthening its contribution to sustainable education practices that bridge theory and practice, school and society, and economic development with ecological responsibility.

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