



Managing an Integrated Curriculum to Foster Students' Entrepreneurial Mindset: A Qualitative Study

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ABSTRACT

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This study aims to examine and describe the management of an integrated curriculum combining the national and local curricula in fostering students' entrepreneurial mindset, as well as to identify the supporting and inhibiting factors affecting its implementation. This study employed a qualitative field research design. Data were collected through observations, in-depth interviews, documentation, and questionnaires involving school leaders, teachers, administrators, and students. Data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing, while data credibility was ensured through source triangulation. The findings reveal that the integrated curriculum management was implemented through the POAC management functions (Planning, Organizing, Actuating, and Controlling) by integrating the national curriculum, religious education, and local wisdom. The curriculum was delivered through contextual learning, project-based activities, entrepreneurship practices, and the utilization of local environmental resources. Students demonstrated positive responses toward entrepreneurship programs, particularly in creativity, practical experience, entrepreneurial interest, discipline, teamwork, and future orientation. The study implies that integrated curriculum management provides an effective strategy for developing students' entrepreneurial character, life skills, and independence. Schools are encouraged to strengthen teacher capacity and diversify entrepreneurship programs to better accommodate students' interests and talents.

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INTRODUCTION

Education plays a fundamental role in preparing individuals who are capable of responding to increasingly complex social, economic, and technological challenges (Abbes, 2024). Beyond developing academic

competence, contemporary education is expected to cultivate creativity, adaptability, collaboration, and entrepreneurial attitudes that enable learners to contribute positively to society (Setiawan et al., 2025). Curriculum management therefore becomes a strategic component of educational quality because it determines how learning objectives (Rakhimova et al., 2025), content, instructional methods, and assessment are systematically organized to achieve meaningful outcomes. An effective curriculum should not only meet national educational standards but also respond to local needs, cultural values, and the changing demands of the twenty-first century. Such an approach provides students with opportunities to develop their interests, talents, and unique potential through flexible and contextual learning experiences. Consequently, integrated curriculum management has become increasingly important as a means of producing graduates who are academically competent, socially responsible, and capable of creating innovative solutions for their communities (Oulhou & Ibourk, 2023).

The growing demand for graduates with entrepreneurial competencies has further strengthened the importance of integrating local contexts into curriculum development. Globalization and digital transformation require educational institutions to prepare students not merely as job seekers but also as problem solvers and future innovators. Integrating local wisdom into the curriculum enriches students' learning experiences by strengthening cultural identity while simultaneously developing critical thinking, communication, and cross-cultural understanding (Fenezia & Armianti, 2025). Moreover, contextual learning that utilizes local resources enables students to connect theoretical knowledge with authentic social and economic realities. Such learning experiences contribute to the development of independence, creativity, and responsibility, which are essential characteristics of entrepreneurial individuals. Therefore, curriculum integration should be viewed not only as an educational innovation but also as a strategic investment in sustainable community development and national competitiveness in the global era (Igwe et al., 2022).

Despite its recognized importance, implementing an integrated curriculum remains a significant challenge for many educational institutions. Curriculum integration requires careful planning, effective organization, collaborative implementation, and continuous evaluation to ensure consistency between educational objectives and learning outcomes. Teachers are expected not only to deliver instructional content but also to adapt curriculum components according to students' characteristics, local potential, and technological developments. However, many schools continue to experience difficulties in balancing national curriculum requirements with local educational needs due to limited human resources, insufficient professional development, and the absence

of comprehensive curriculum management models. As a result, entrepreneurship education is often implemented as an isolated extracurricular activity rather than being systematically embedded within the curriculum. These challenges indicate the necessity of strengthening curriculum management practices that effectively integrate academic learning with character development and entrepreneurial competencies (Jackson et al., 2023).

In practice, schools that successfully integrate national curriculum standards with contextual and locally relevant learning environments demonstrate greater opportunities to foster students' entrepreneurial competencies. Contextual learning, project-based instruction, environmental exploration, internships, and school-based business activities allow students to acquire practical experiences beyond classroom instruction. Through these activities, students develop problem-solving abilities, teamwork, financial literacy, leadership, and business ethics while applying theoretical knowledge in authentic situations. Entrepreneurship education within integrated curricula therefore extends beyond preparing students to establish businesses; it nurtures entrepreneurial mindsets characterized by creativity, resilience, discipline, and innovation. These competencies are increasingly recognized as essential life skills for navigating future uncertainties and supporting sustainable economic development (Nhlakanipho et al., 2025). Consequently, examining how integrated curriculum management facilitates the development of entrepreneurial character represents an important issue in contemporary educational research (Naqvi et al., 2023).

Previous studies have extensively discussed integrated curriculum management from various educational perspectives. Larsen (2022) reported that integrated curriculum management involves systematic planning, implementation, and evaluation supported by teacher collaboration through professional learning communities. Similarly, Pinto et al. (2024) emphasized that integrated curriculum management is a strategic approach to maintaining the quality and sustainability of Islamic boarding school education in the twenty-first century. Riley et al. (2023) further argued that successful curriculum management requires strong collaboration among governments, educational institutions, teachers, parents, and communities to balance academic achievement with religious and moral values (Nzembayie et al., 2026). Although these studies have enriched the discourse on curriculum management, their primary focus remains within Islamic educational institutions and organizational management. Consequently, they provide limited evidence regarding the integration of national and local curricula to systematically develop entrepreneurial competencies among junior secondary school students.

Other scholars have examined curriculum implementation from the perspective of character education and contextual learning rather than curriculum management itself. Aboobaker & KA (2023) demonstrated that nature-based curricula promote holistic student development through experiential learning, environmental interaction, and contextual educational activities that strengthen students' knowledge, skills, interests, talents, and environmental awareness. Baggen et al. (2022) found that independent character formation can be achieved through collaborative learning involving facilitators and parents in both school and home environments. Studies on entrepreneurship education have also highlighted the effectiveness of project-based learning, business simulations, and internship programs in improving students' entrepreneurial competencies (AlQhtani, 2025). Nevertheless, previous research has rarely examined how integrated curriculum management serves as a comprehensive managerial system that combines national curriculum standards, local wisdom, and entrepreneurship education into a coherent educational framework. This gap indicates the need for a more comprehensive investigation into curriculum management practices that integrate multiple curricular dimensions while producing measurable entrepreneurial outcomes.

This study offers a different perspective by positioning integrated curriculum management as a strategic educational system that simultaneously combines national curriculum standards, local curriculum content, contextual learning, and entrepreneurship education within a nature-based educational environment. Rather than viewing entrepreneurship merely as an extracurricular program or an additional learning activity, this study conceptualizes entrepreneurial character as the intended outcome of curriculum planning, organization, implementation, and evaluation. The integration of environmental resources, local potential, and experiential learning is considered an inseparable component of curriculum management that supports students' holistic development. Therefore, this study contributes to the development of an integrated curriculum management model that emphasizes the alignment between educational management, contextual learning, character education, and entrepreneurial competence in a single conceptual framework.

Based on the existing theoretical and empirical gaps, this study addresses two principal research questions: how integrated curriculum management combining national and local curricula can foster students' entrepreneurial mindset, and what factors support or hinder its implementation. It is argued that effective curriculum integration depends not only on curriculum design but also on the consistency of planning, organizing, implementation, and evaluation processes that involve multiple educational stakeholders. Furthermore, the integration of contextual learning experiences, local wisdom, and

entrepreneurship-oriented activities is expected to strengthen students' creativity, independence, collaboration, and problem-solving abilities. Accordingly, this study is expected to provide both theoretical and practical contributions by expanding the understanding of integrated curriculum management and offering an applicable framework for educational institutions seeking to cultivate entrepreneurial competencies through curriculum innovation.

RESEARCH METHODS

This study employed a qualitative approach using a field research design to obtain an in-depth understanding of integrated curriculum management and its role in fostering students' entrepreneurial mindset. A qualitative field study was considered the most appropriate design because it enables researchers to explore social phenomena within their natural setting while capturing participants' experiences, perceptions, and interactions in a holistic manner. In qualitative research, the researcher serves as the primary instrument for collecting and interpreting data through direct engagement with the research context (Crosina et al., 2024). The study was conducted at a nature-based junior secondary school implementing an integrated curriculum that combines the national curriculum with local educational values and entrepreneurship-oriented learning. This setting was deliberately selected because it provides a unique context for examining curriculum integration and entrepreneurial character development through authentic educational practices. The qualitative approach is particularly suitable for understanding complex educational processes that cannot be adequately explained through quantitative measurement alone (Aransyah et al., 2023).

Data were collected using multiple qualitative techniques to ensure comprehensive and credible findings. Participant observation was conducted to examine the implementation of the integrated curriculum in classroom instruction, project-based learning, and entrepreneurship-related activities. In-depth semi-structured interviews were carried out with the school principal, teachers, administrators, and students to explore curriculum planning, organizing, implementation, evaluation, and factors influencing the effectiveness of curriculum management. Documentary analysis complemented these data by examining curriculum documents, lesson plans, school programs, institutional reports, and records of entrepreneurship activities. The use of multiple data sources enabled the researcher to obtain rich descriptions of curriculum management practices from different perspectives while facilitating cross-validation of information. This methodological triangulation enhanced the

completeness of the data and strengthened the credibility of the research findings by comparing evidence obtained from observations, interviews, and institutional documents (Aransyah et al., 2023).

The collected data were analyzed using the interactive model developed by Miles and Huberman, which consists of four interconnected stages: data condensation, data display, conclusion drawing, and verification. Data condensation involved selecting, simplifying, coding, and organizing the collected information to identify meaningful themes related to integrated curriculum management and entrepreneurship education. The organized data were then presented through descriptive narratives and thematic matrices to facilitate interpretation and identify relationships among emerging categories. The final stage involved drawing conclusions and continuously verifying the findings by comparing evidence from different data sources to ensure consistency and credibility. To enhance the trustworthiness of the study, source triangulation was employed by comparing interview results with observational findings and documentary evidence. The interpretation of the findings was further supported through comparison with relevant previous studies to maintain analytical rigor, transparency, and academic integrity throughout the research process (Biney, 2023).

RESULTS AND DISCUSSION

Results

Integrated Curriculum Management in Developing Students' Entrepreneurial Mindset

The findings revealed that the planning stage of the integrated curriculum had been systematically conducted before the school officially commenced its educational activities. The integrated curriculum was designed by combining the national curriculum with local curriculum components as the foundation for achieving the school's educational vision and mission. Curriculum planning was prepared by the founders before the school was established and has continued to be improved through annual internal meetings held before the new academic year. These meetings focused on evaluating previous programs, preparing student admissions, and developing new educational strategies. The results indicate that curriculum planning was implemented continuously to ensure that academic programs remained aligned with institutional goals and students' developmental needs.

The organizing process demonstrated that all academic and non-academic activities were systematically coordinated through clear task distribution and structured scheduling. Teaching assignments, classroom responsibilities, and extracurricular programs were determined according to teachers' competencies

under the coordination of the school principal. Approximately seventy percent of the teachers possessed educational backgrounds relevant to their assigned responsibilities. Students followed a structured daily schedule beginning with formal academic learning during the daytime and continuing with religious education during the afternoon and evening within the boarding school environment. Every student activity, from waking up until bedtime, was organized according to a predetermined schedule, indicating that curriculum implementation extended beyond classroom instruction into students' daily routines.

JADWAL KEGIATAN PONDOK PESANTREN BUMI MERDEKA
TAHUN AJARAN 2025/2026

Senin	Wustho 1	Wustho 2	Wustho 3	Kamis	Wustho 1	Wustho 2	Wustho 3
13.00-14.00	Makhorijul Huruf		Ummi	13.00-14.00	Peminatan (Paskibraka, PMR, dan Tilawah)		Belajar
	Bapak Kyai Miftahul Abidin		Ust. Usth. Ummi		Pendamping Peminatan		Nisa Winda
16.00-17.00	Peminatan (Olahraga & Keputrian)			16.00-17.00	Atala	Ibtida'i	Ummi
	Pendamping Peminatan				Ust. Faul	Bapak Kyai Miftah	Ust. Usth. Ummi
19.30-21.00	Ibtida'i	Aqidatul Awam	Imritih	19.30-21.00	Maulid Dribat		
	Bapak Kyai Miftah	Usth. Ami	Ust. Sam sul		Seluruh Santri dan Pendamping		
Selasa	Wustho 1	Wustho 2	Wustho 3	Jumat	Wustho 1	Wustho 2	Wustho 3
13.00-14.00	Pagar Nusa		Pagar Nusa	13.00-14.00	English Club		
	Pelatih PN	Majelis Diskusi	Pelatih PN		Coach Bimo & Tutor		
16.00-17.00	Editing		Ummi	14.00-15.00	Fasholatan		
	Usth. Ela, Usth. Winda	Bapak Kyai Miftah	Ust. Usth. Ummi		Jurumiyah Javan		
	Ust. Hadi & Ust. Naufal			19.30-21.00	Ibu Nysa Hana & Ust. Hadi	Ust. Malik	Bapak Kyai Miftah
19.30-21.00	Bandongan Kitab Arba'in Nawawi						
	Bapak Kyai Miftah						
Rabu	Wustho 1	Wustho 2	Wustho 3	Sabtu	Wustho 1	Wustho 2	Wustho 3
13.00-14.00	Risalatul Mahidh	Pagar Nusa	KWU	13.00-14.00	Pramuka	Binadzor	Koding
	Usth. Abel	Pelatih PN	Usth. Wafir		Pembina & DP	Nidalen & Pendamping	Ust. Faul
16.00-17.00	Syfaul Juran	Sekolah Alam	Ummi	16.00-17.00	Roksan Sirah	Editing	Ummi
	Usth. Wafir	Mba Ami	Ust. Usth. Ummi		Usth. Winda	Ust. Naufal & Usth. Ela	Ust. Usth. Ummi
19.30-21.00	Khatobah			19.30-21.00	Pegon dan Imla'	Safinatun Sholah	Safinatun Nijah
	Pendamping				Ust. Azka	Usth. Malik	Bapak Kyai Miftah
Ahad	Wustho 1	Wustho 2	Wustho 3				
06.00-07.00	Bandongan Kitab Bidayah						
07.00-07.30	Seram						
07.30-07.45	Sarapan						
07.45-08.30	Ro'an						
08.30-12.00	Kegiatan Minggu						
19.30-21.00	Akhlaqul Barin	Ibtida'i	Am siliati Tashrifiyah				
	Ibu Nysa Hj. Asliahul	Pak Miftah	Pak Sam sul				

Figure 1. Students' Daily Learning Schedule from Afternoon to Evening

Figure 1 illustrates the structured schedule of students' activities after formal classroom learning. The figure shows that religious learning, character development, supervised study sessions, and evening activities were organized sequentially to support the implementation of the integrated curriculum throughout the boarding school environment.

The implementation stage showed that the integrated curriculum combined the national curriculum, Islamic boarding school education, and local wisdom through contextual and experiential learning. Students participated in classroom instruction, outdoor learning, project-based activities, and entrepreneurship-oriented practices within a nature-based educational environment. Learning activities were conducted in various settings, including semi-open classrooms, traditional learning shelters, and outdoor spaces

according to instructional objectives. The school also facilitated leadership development, problem-solving skills, creativity, and talent development by providing learning activities that accommodated students' interests and abilities. In addition, students were encouraged to express their ideas independently and actively participate in learning experiences designed to strengthen both academic competence and character development. These findings demonstrate that the implementation of the integrated curriculum was consistently carried out through authentic learning experiences that integrated academic, religious, environmental, and character education.



Figure 2. Learning Activities in a Semi-Open Classroom

Figure 2 presents the implementation of learning activities in a semi-open classroom environment. The figure demonstrates that students participated in contextual learning by utilizing natural surroundings as part of the instructional process while maintaining structured classroom activities.



Figure 3. Students' Talent Development Activities in Sports

Figure 3 illustrates students' participation in sports activities designed to develop their interests and talents. These activities formed part of the integrated curriculum implementation by providing opportunities for students to strengthen their physical abilities, teamwork, and personal development through structured extracurricular programs.

The findings further revealed that the integrated curriculum emphasized entrepreneurship education by utilizing local resources and authentic learning experiences. Students were introduced to entrepreneurial concepts through both theoretical instruction and practical activities integrated into their daily learning experiences. As the school is located in a rural area with abundant agricultural and forestry resources, students participated in various productive activities, including oyster mushroom cultivation, poultry farming, vegetable cultivation, freshwater fish farming, and seedling production. These activities were conducted in collaboration with local community members who also served as mentors during the learning process. The results showed that several students were able to generate income from the entrepreneurial activities carried out through the school program, indicating that entrepreneurship learning was implemented through direct experience rather than classroom instruction alone.



Figure 4. Students' Talent Development Activities in Arts and Culture

Figure 4 presents students' participation in arts and cultural activities provided by the school to accommodate their interests and talents as part of the integrated curriculum implementation.



Figure 5. Freshwater Fish Pond as an Entrepreneurship Learning Facility

Figure 5 illustrates the freshwater fish pond utilized as a learning facility for entrepreneurship education. Students participated directly in fish cultivation activities as part of practical learning related to local economic potential.



Figure 6. Students Learning Durian Seedling Cultivation with Local Community Members

Figure 6 shows Grade VII students learning to plant and maintain durian seedlings together with local residents. This activity enabled students to gain practical experience in seedling production and agricultural entrepreneurship.



Figure 7. Livestock Feed Production and Oyster Mushroom Cultivation

Figure 7 illustrate Grade VIII students participating in livestock feed production and oyster mushroom cultivation. These activities formed part of the entrepreneurship learning program designed to strengthen students' practical skills through productive projects.

To evaluate students' perceptions of the entrepreneurship program, a questionnaire consisting of thirty items was administered. The questionnaire measured ten dimensions, including entrepreneurial interest, entrepreneurial knowledge, independence, self-confidence, creativity, teamwork, discipline and responsibility, communication and marketing, practical experience, and program impact. Overall, students demonstrated positive responses across all measured indicators. The highest levels of agreement were found in the dimensions of creativity (98.8%), practical experience (98.8%), and program impact (96.4%). Meanwhile, the independence dimension showed the lowest agreement (67.85%), indicating that this aspect still requires further improvement. Overall, the questionnaire results demonstrate that students positively perceived the entrepreneurship learning program implemented through the integrated curriculum.

Table 1. Students' Responses to the Entrepreneurship Learning Program

No.	Variable	Indicator	Item Numbers	Percentage (%) Agree	Undecided	Disagree
1	Entrepreneurial Interest	Interest and Motivation	1, 2, 3	95.3%	4.7%	–
2	Entrepreneurial Knowledge	Business Knowledge	4, 5, 6	95.3%	4.7%	–
3	Independence	Self-Reliance	7, 8	67.85%	26.8%	5.35%
4	Self-Confidence	Courage and Self-Confidence	9, 10	80.35%	17.85%	1.8%
5	Creativity	Ideas and Innovation	11, 12, 13	98.8%	1.2%	–
6	Teamwork	Collaboration	14, 15, 16	86.9%	13.1%	–
7	Discipline and Responsibility	Disciplined Attitude	17, 18, 19, 20	90.2%	9.8%	–
8	Communication and Marketing	Public Speaking and Promotion	21, 22, 23	83.4%	16.6%	–
9	Practical Experience	Hands-on Entrepreneurial Experience	24, 25, 26	98.8%	1.2%	–
10	Program Impact	Perceived Benefits and Future Orientation	27, 28, 29, 30	96.4%	2.3%	1.3%

Table 1 presents students' responses to the entrepreneurship learning program across ten assessment dimensions. Most students expressed agreement regarding entrepreneurial interest, entrepreneurial knowledge, creativity,

teamwork, discipline, communication, practical experience, and the overall impact of the program. The findings also indicate that independence received the lowest level of agreement compared with the other dimensions, although positive responses remained dominant across all indicators.



Figure 8. Students' Marketing Practice during Market Day

Figure 8 illustrate Grade IX students serving customers during the Market Day program. The activity provided students with opportunities to practice product marketing, customer communication, and direct entrepreneurial experience within a real market environment.

The final stage of integrated curriculum management was conducted through continuous monitoring and evaluation. All educational programs were supervised by the school's foundation to ensure that planned activities were implemented effectively. Monitoring was carried out through direct observation as well as regular internal meetings involving teachers and staff at the end of each month. These meetings were used to evaluate both academic and non-academic programs and to identify necessary improvements. Programs that attracted limited student participation were revised or replaced with activities that better accommodated students' interests and talents. The findings indicate that continuous evaluation formed an integral component of curriculum management and supported the ongoing improvement of educational programs.

Supporting and Inhibiting Factors

The findings identified several supporting factors contributing to the successful implementation of the integrated curriculum. The rural environment provided a quiet learning atmosphere that enabled students to concentrate on both academic and non-academic activities. Collaboration with the surrounding community also supported entrepreneurship learning through productive

projects and practical training based on local resources. These conditions created opportunities for students to develop entrepreneurial attitudes through continuous interaction with authentic learning experiences.

The study also identified several inhibiting factors affecting curriculum implementation. Some educational programs, particularly sports and waste management, had not been implemented optimally because of the limited availability of teachers with specialized expertise. In addition, several students showed interests and talents in areas that were not yet accommodated by the school. For example, many female students preferred music-related activities, whereas the school did not provide corresponding programs. Consequently, students whose interests were not facilitated tended to participate in the available activities with lower levels of engagement.

Discussion

The findings demonstrate that integrated curriculum management effectively supports the development of students' entrepreneurial mindset when implemented through systematic planning, organizing, implementation, and evaluation. The planning process ensured that the integration of the national curriculum, local wisdom, and religious education was aligned with the school's vision and educational objectives. Unlike conventional curriculum implementation (Shetty et al., 2024), the curriculum was designed not only to achieve academic standards but also to foster life skills, independence, and entrepreneurial competencies through authentic learning experiences (Biney, 2023). These findings reinforce the view that curriculum management should be regarded as a strategic process that connects educational goals with contextual learning environments. The integration identified in this study reflects curriculum management as a dynamic system rather than merely an administrative function, thereby strengthening the role of educational management in producing holistic learning outcomes. These findings are consistent with previous studies emphasizing that effective curriculum management requires systematic planning, continuous innovation, and institutional commitment to educational quality.

Another important finding is that entrepreneurship education was embedded within daily learning activities rather than delivered as an independent subject (Al-Fattal, 2024). Students developed entrepreneurial competencies through project-based learning, agricultural practices, livestock management, aquaculture, seedling cultivation, and direct interaction with local communities. Such experiences enabled students to acquire practical knowledge while simultaneously developing creativity, responsibility, teamwork, and problem-solving skills. This finding extends previous studies that primarily

focused on entrepreneurship learning through classroom-based projects by demonstrating that authentic environmental resources can function as integral components of curriculum implementation. The study therefore supports experiential learning approaches that position students as active participants in constructing knowledge through direct experience (Zhou et al., 2024). The findings also strengthen previous arguments regarding the importance of contextual and culturally relevant education in preparing learners for future socioeconomic challenges.

The questionnaire findings further indicate that students responded positively to almost all dimensions of the entrepreneurship program, particularly creativity, practical experience, entrepreneurial interest, and future orientation. These results suggest that integrated curriculum management contributes not only to cognitive achievement but also to affective and behavioral development associated with entrepreneurial character. However, the relatively lower score on the independence dimension indicates that developing autonomous learning and self-directed decision-making remains a continuing challenge (Syed et al., 2024). This finding differs from several previous studies that mainly reported positive character development without identifying specific dimensions requiring improvement. Consequently, the present study provides a more comprehensive understanding of entrepreneurial character by revealing both the strengths and areas requiring further enhancement. Theoretically, these findings enrich curriculum management literature by demonstrating the relationship between integrated curriculum implementation and entrepreneurial character formation, while practically they provide evidence-based guidance for schools seeking to strengthen entrepreneurship education through contextual curriculum innovation.

The findings also highlight the importance of continuous monitoring and evaluation in ensuring the sustainability of integrated curriculum management. Regular evaluation meetings enabled school leaders and teachers to assess the effectiveness of both academic and non-academic programs while identifying areas requiring improvement. The flexibility to revise or replace programs according to students' interests demonstrates that curriculum management was implemented as an adaptive and responsive process rather than a rigid administrative procedure. This finding supports the argument that curriculum evaluation should function as a mechanism for continuous quality improvement rather than merely measuring educational outcomes (Suguna et al., 2024). Furthermore, the identification of supporting factors, including community participation and the utilization of local resources, indicates that successful curriculum implementation depends on collaboration among multiple stakeholders rather than solely on internal school management (Wang et al.,

2025). Conversely, the limited availability of teachers with specialized expertise and the inability to accommodate all students' interests suggest that curriculum innovation should be accompanied by continuous professional development and broader learning opportunities (Aboobaker & KA, 2023).

From a theoretical perspective, this study extends the existing body of knowledge by demonstrating that integrated curriculum management can serve as a comprehensive educational framework connecting curriculum planning, contextual learning, entrepreneurship education, and local wisdom within a single management system. Previous studies have generally discussed these components separately by focusing either on curriculum management, nature-based education, character development, or entrepreneurship learning (Crosina et al., 2024). The present study integrates these dimensions into one conceptual model in which entrepreneurial character is positioned as the intended outcome of systematic curriculum management rather than as the product of isolated instructional activities (Baggen et al., 2022). This integrated perspective enriches educational management theory by emphasizing that curriculum effectiveness is determined not only by curriculum content but also by the alignment between management functions, learning environments, and students' real-life experiences (Larsen, 2022). Consequently, the study contributes to a broader understanding of curriculum management within contemporary educational contexts (Lubis et al., 2023).

The practical contribution of this study lies in providing an applicable model for educational institutions seeking to strengthen entrepreneurship education through integrated curriculum management. The findings demonstrate that entrepreneurship competencies can be effectively developed by combining national curriculum standards with local potential, experiential learning, and community engagement. Such an approach enables students to acquire academic knowledge while simultaneously developing creativity, independence, collaboration, communication skills, and future career readiness through authentic learning experiences. The novelty of this study lies in its comprehensive integration of national curriculum, local wisdom, nature-based education, and entrepreneurship within the POAC management framework, which has received limited attention in previous studies. Therefore, this study contributes not only to the advancement of educational management literature but also offers practical guidance for schools and policymakers in designing curriculum innovations that are contextually relevant, sustainable, and responsive to the demands of twenty-first-century education (Riley et al., 2023).

CONCLUSION

This study demonstrates that integrated curriculum management combining the national curriculum, local wisdom, and contextual entrepreneurship education can effectively foster students' entrepreneurial mindset through the systematic implementation of the POAC management functions. The integration of project-based learning, experiential activities, and the utilization of local environmental resources enables students to develop creativity, independence, collaboration, communication skills, and practical entrepreneurial competencies while strengthening their character and life skills. These findings highlight that curriculum management should be viewed not only as an administrative process but also as a strategic approach to creating meaningful and holistic learning experiences. This study contributes to the advancement of educational management literature by proposing an integrated curriculum management framework that connects curriculum planning, local wisdom, entrepreneurship education, and nature-based learning within a unified educational system. Nevertheless, the study is limited by its qualitative design and focus on a single educational institution, which may restrict the generalizability of the findings. Future research is therefore recommended to employ quantitative or mixed-methods approaches involving multiple schools to examine the broader impact of integrated curriculum management on entrepreneurial competence, academic achievement, leadership development, and students' career readiness.

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