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# Analysis the Curriculum of Technology and Islamic Entrepreneurship Based on Local Potential

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**Abstract:** The objective of this research is to analyze and evaluate the implementation of the technology and Islamic entrepreneurship curriculum based on local potential in Vocational High Schools, as well as to identify the impact of this curriculum on the quality of education, student skills, and its relevance to the needs of industry and local communities. This study aims to assess how the integration of technology, Islamic entrepreneurship, and local potential in the curriculum affects students' technical and entrepreneurial skills. Data collection in this study used three techniques: in-depth interviews, participant observation and documentation study. The data analysis technique used is the interactive model which includes: data reduction, data presentation, and conclusion drawing. The research findings show that the curriculum of technology and Islamic entrepreneurship based on local potential in Vocational High Schools contributes significantly to the improvement of students' skills, strengthening the relationship between the education sector and industry, as well as enhancing the welfare of the surrounding community. However, to achieve optimal results, stronger support from the government and industry is required.

**Keywords:** Curriculum; Technology; Islamic Entrepreneurship; Local Potential

## 1. Introduction

One of the government's concrete efforts to improve the quality of education in Indonesia is the revitalization of Vocational High Schools. The revitalization aims to align the curriculum and the quality of education with the needs of the industry and the demands of the times. This effort is expected to produce graduates who are not only technically skilled but also possess the competencies relevant to global challenges and can compete in the labor market.

This revitalization has encouraged Vocational High Schools to continuously improve and produce graduates who can meet the human resource needs to support national and regional growth by incorporating entrepreneurial education and developing the "link and match" model with the business and industrial sectors. Schools need to adopt an approach that involves the business and industrial worlds in developing the planning, implementation, and evaluation of teaching programs, ensuring that Vocational High Schools graduates become competent workers [1]. However, the existence of Vocational High Schools, aimed at equipping students with specific skills to be applied in the workforce, tends to be contradictory because, in reality, the job market has not absorbed many graduates [2].

Vocational High Schools play a crucial role in preparing their graduates as potential workforce candidates in line with their areas of expertise, and to meet the labor demands in the industry.

High-quality, productive, and job-ready Vocational High Schools graduates are expected to improve the absorption rate of the workforce and compete effectively in the fast-evolving job market today [3]. The gap arises due to the mismatch between the number of job vacancies in the industry and the number of job seekers graduating from educational institutions [4]. The issue of job seekers and available employment opportunities has become a concern, especially for those seeking jobs with Vocational High School qualifications [5].

To address these issues, the learning model implemented in Vocational High Schools needs to be improved. One way to do this is by optimizing the implementation of Aceh Governor Regulation No. 66 of 2019 regarding the Curriculum for Technology-Based Education and Islamic Entrepreneurship in Vocational High Schools in Aceh. The advantage of this curriculum model is that it generates income for the school community and enhances the utilization of school resources, including machinery, human resources, and natural resources, all managed in an Islamic manner. Schools can build industries and collaborate with industries [6]. This serves as real-world training for students, teachers, and alumni in the fields of technology and entrepreneurship, enabling the industrial climate to be absorbed in practice and improving professionalism [7].

The analysis of a curriculum that integrates technology and Islamic entrepreneurship with local potential focuses on adapting education systems to local resources, culture, and needs. This curriculum aims to prepare students with the necessary skills and knowledge to contribute to economic development and address real-world challenges. The curriculum combines technological advancement with Islamic values and entrepreneurship, encouraging students to utilize local potential and resources.

The objective of this research is to analyze and evaluate the implementation of the technology and Islamic entrepreneurship curriculum based on local potential in Vocational High Schools, as well as to identify the impact of this curriculum on the quality of education, student skills, and its relevance to the needs of industry and local communities. This study aims to assess how the integration of technology, Islamic entrepreneurship, and local potential in the curriculum affects students' technical and entrepreneurial skills.

## 2. Materials and Methods

The type of research used is descriptive qualitative research. The research was conducted at Vocational High School in Lhokseumawe, which has already implemented the teaching factory model. The subjects of this research are the principal, vocational teachers, and students. The data and data sources in this study include both primary data and secondary data.

Data collection in this study used three techniques: in-depth interviews, participant observation and documentation study [8]. The data analysis technique used is the interactive model which includes: data reduction, data presentation, and conclusion drawing [9]. The validity of the data in this study was examined using triangulation techniques. Triangulation is a method of validating data by using something external to the data for verification or comparison purposes. This technique involves seeking other sources related to the focus of the study. To establish data validity, a verification technique is required. Implementation of the verification technique is based on four criteria: credibility, transferability, dependability, and confirmability [10].

## 3. Results and Discussion

The research results indicate that the implementation of the Islamic technology and entrepreneurship curriculum based on local potential in Vocational High Schools has a significant impact on improving the quality of education and students' skills. The following are the results and discussion of the implementation of this curriculum:

1. Improvement of Student Skills
   The implementation of a curriculum based on local potential provides students with opportunities to develop practical skills that are relevant to local industry conditions. Students learn not only about technology and entrepreneurship but also how to utilize natural resources and local wisdom as part of the production process. This enables students to be more prepared to face the challenges of the workforce and reduces the gap between education and industry.
2. Linkage with the Industrial World
   By incorporating elements of Islamic entrepreneurship and technology based on local potential, this curriculum brings students closer to the world of business and industry. Collaboration with local industries, both in providing learning materials and implementing industrial work practices, provides real-world experience for students. This supports efforts to link and match between SMK and the needs of businesses and industries, creating a workforce that is ready to be employed.
3. Empowerment of School Resources
   Schools that implement this curriculum based on local potential also optimize the use of school resources. Natural resources, machinery, and the expertise of educators and alumni are utilized in productive learning and production activities. This provides a dual benefit for the school: improving the quality of learning and generating economic potential from the products produced by students.
4. Strengthening Entrepreneurial Spirit
   The integration of Islamic entrepreneurship learning within this curriculum not only teaches students to become entrepreneurs but also to apply ethical principles in business according to Islamic teachings. This helps shape students' character to be not only skilled but also morally and ethically grounded in conducting business, which is highly needed in the workforce and society.
5. Challenges in Implementation
   Although the implementation of this curriculum has shown positive results, several challenges remain, such as a lack of intensive collaboration between schools and industries and limited facilities and infrastructure to support the optimal implementation of the curriculum. Furthermore, teacher training and student mentoring also require more attention to ensure the program runs smoothly and effectively.
6. Social and Economic Impact on the Community
   One of the positive impacts of implementing the curriculum based on local potential is its influence on the local community around the school. The community can utilize products or services produced by SMK students, which also contributes to increasing their skills through training provided by the school. This strengthens the relationship between the school and the community and opens up opportunities for local economic development.

Overall, the implementation of the Islamic technology and entrepreneurship curriculum based on local potential in SMK has a positive impact on preparing students with relevant skills, reducing the gap between education and industry, and improving the welfare of the surrounding community. However, for this program to run optimally, greater support from the government and industry stakeholders is needed.

The curriculum of Technology and Islamic Entrepreneurship Based on Local Potential plays a key role in preparing students with relevant skills, bridging educational gaps, and improving the well-being of surrounding communities. However, to achieve the best outcomes, stronger support from government and industry stakeholders is essential.

## 4. Conclusions

The research findings show that the curriculum of technology and Islamic entrepreneurship based on local potential in Vocational High Schools contributes significantly to the improvement of students' skills, strengthening the relationship between the education sector and industry, as well as enhancing the welfare of the surrounding community. However, to achieve optimal results, stronger support from the government and industry is required.

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