

**TEACHING MODULE: BUSINESS IN SYNERGY WITH SOCIOLOGY
LEARNING SUBJECT: EFFORTS TO EMPOWER COMMUNITY CULTURE
IN THE WORLD OF EDUCATION**

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ABSTRACT

This study aims to analyze the potential synergy between business teaching modules and sociology subjects as an effort to empower community culture within the educational context. Traditionally, business education has been predominantly focused on rational economic aspects, neglecting the social and cultural dimensions inherent in society. Using a Systematic Literature Review (SLR) approach, this research reviewed 15 scholarly articles published between 2021 and 2025, applying the PRISMA framework for systematic identification and inclusion. The inclusion criteria involved studies discussing the integration of business learning with socio-cultural values within secondary and higher education contexts. The findings reveal that integrating business and sociology in educational settings plays a crucial role in nurturing social entrepreneurs grounded in cultural values and ethical awareness. Teaching modules designed through this interdisciplinary approach enhance students' social responsibility, ethical consciousness, and sensitivity to local wisdom. Furthermore, such integration strengthens the relevance of education to real-life community contexts and supports cultural preservation as part of the learning process. Therefore, the development of interdisciplinary teaching modules between business and sociology represents a strategic step toward fostering globally competitive, socially responsible, and culturally rooted young generations.

Keywords: Business Teaching Module; Sociology Education; Social Entrepreneurship; Local Wisdom; Cultural Empowerment; Contextual Learning.

INTRODUCTION

The demands placed on the world of education today are becoming increasingly complex: namely, to produce a generation that is not only intellectually superior but also possesses a high degree of adaptability to social volatility and dynamic cultural realities. For too long, business education at various school levels has tended to focus solely on pure economic aspects, such as managerial skills, market analysis, and profit maximization. While these

competencies are crucial, the socio-cultural dimension, particularly the utilization of business as a tool for empowerment and the preservation of local wisdom values, is often overlooked or integrated superficially. (Tang & Zhao, 2025) This narrow pedagogical orientation risks producing graduates who are economically smart but lack the social conscience necessary to address contemporary issues such as inequality, poverty, and threats to cultural heritage. Therefore, it is time for business

education to be repositioned as a strategic vehicle for reinforcing noble cultural values and promoting sustainable community empowerment.

The Sociology subject offers a robust theoretical foundation and analytical framework for understanding human behavior, social structures, and the cultural values that shape life order. By synergizing the Business Teaching Module with the Sociology curriculum, students are encouraged to understand the concept of business not merely from a rational-economic perspective, but also to interpret it within a comprehensive social and cultural context. (Samsudin, 2024) This integration aims to shape the character of a social entrepreneur—an individual oriented towards sustainability, ethical practices, and community empowerment as the core mission. Research indicates a significant implementation gap (research gap): there is still a lack of studies that explicitly design, test, and evaluate Business Teaching Modules that are methodologically fully synergistic with the conceptual framework of Sociology (such as theories of social structure or social change) as the main instrument for cultural empowerment. (Dikko et al., 24 C.E.) This gap lies in the unfulfilled transition from the discourse of curriculum integration to the detailed design of teaching modules that merge the three pillars (Business/Economics, Sociology/Social Structure, and Local Wisdom/Culture) into a single, ready-to-use learning unit in formal educational settings.

This research holds high urgency for two reasons: first, it aligns strongly with the spirit of the Kurikulum Merdeka (Independent Curriculum) to produce a Pancasila Student Profile that is self-reliant and socially conscious through contextual teaching modules; and second, it provides a crucial educational model

for cultivating socially rooted and ethical social entrepreneurs, ensuring business decisions are based on social impact analysis. Therefore, the novelty of this research lies in the effort to produce a Teaching Module design that is tested for validity and practicality as an innovative product. This module serves as a practical guide for teachers to teach business as a tool for community cultural empowerment, making it a concrete solution to the identified curriculum implementation gap. Through this Systematic Literature Review, we present a comprehensive map of the literature that affirms this multi-dimensional intersection, while clearly positioning the need for a practical Teaching Module in this domain. Consequently, this Systematic Literature Review (SLR) aims to critically analyze and synthesize current research at the intersection of these disciplines. The results will provide the theoretical and empirical foundation for designing a model for a Business Teaching Module in Synergy with the Sociology Subject as a concrete effort for Community Cultural Empowerment in the World of Education.

METHOD

This study utilizes the Systematic Literature Review (SLR) approach to identify trends, findings, and research gaps relevant to the main theme: the integration of business, sociology, and culture in the world of education. The SLR approach was chosen to ensure the article search, selection, and synthesis processes are conducted systematically, transparently, and reproducibly, thereby yielding a robust literature map for the design of the Teaching Module. The process of article identification was carried out by searching major academic databases such as Google Scholar, with the publication period limited to between

2021 and 2025. The search keywords used to map the literature were: “modul ajar bisnis” (business teaching module), “pendidikan kewirausahaan sosial” (social entrepreneurship education), “integrasi sosiologi dalam pembelajaran” (integration of sociology in learning), “pemberdayaan budaya masyarakat” (community cultural empowerment), and “kearifan lokal dalam pendidikan” (local wisdom in education). Various logical combinations of these keywords were employed to maximize the coverage and relevance of the findings.

The article selection and eligibility process was conducted based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, which includes the stages of identification, screening, eligibility, and inclusion.

1. Inclusion Criteria applied were:
 - a. Articles written in Indonesian or English.
 - b. The main focus of the article discusses the integration of business learning and socio-cultural values.
 - c. The research context is within secondary or higher education environments.
2. Conversely, Exclusion Criteria were applied to articles that specifically only discuss digital business or aspects of pure economics without adequate socio-cultural context.

Articles that passed the eligibility stage were then synthesized thematically.

Data from the finalized articles (a total of 15 articles) are presented through a descriptive-analytical synthesis. The analysis was performed by grouping the findings based on major themes relevant to the research, such as: models of social entrepreneurship curriculum, the role of local wisdom in education, and the impact of cross-disciplinary integration on community empowerment. This was done to identify patterns, commonalities, and especially, the gaps that form the foundation for the novelty of this research.

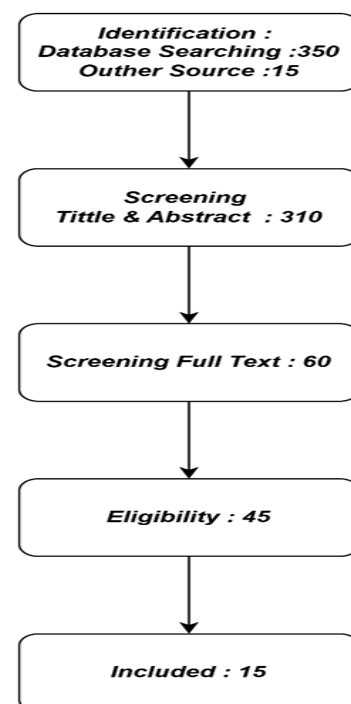


Figure 1. Identification Through Google Scholar Data.

Table 1. Relevant Research Articles.

No.	Lead Author and Co-authors	Year	Article Title	Main Focus / Brief Conclusion
1	I Wayan Suartana et al.	2021	Public Policy in Improving the Self-Learning Curriculum based on Social Entrepreneurship and Local Wisdom	Highlights the necessity of integrating Social Entrepreneurship and Local Wisdom (Tri Hita Karana) into the curriculum to promote

				sustainable social problem-solving.
2	Suherlan, Hizbul Khootimah Azzaakiyyah, Muh. Ihsan Said Ahmad	2024	The Role of Business Education in Promoting Social Entrepreneurship and Poverty Alleviation in Low-Income Communities	Business education significantly promotes social entrepreneurship and poverty alleviation. Recommends a holistic approach through the integration of social entrepreneurship principles into the curriculum.
3	Fantika Febry Puspitasari, Sigit Priatmoko	2022	Development of Integrated Entrepreneurship Education Based on Local Wisdom Through Jagong Maton	Develops local wisdom-based entrepreneurship education; showing the strong role of social capital in pesantren (Islamic boarding schools) in driving social change through entrepreneurship.
4	Shihao Tang, Hong Zhao	(Recent)	Analysis of the Current Situation, Problems and Countermeasures of Public Welfare Entrepreneurship Education in Liaoning Universities	Proposes refining a multidimensional "curriculum-competition-incubation" model for public welfare entrepreneurship education, emphasizing alignment with regional/local needs.
5	Andarweni Astuti et al.	2025	Integration of Religious Moderation in Social Studies Education for Strengthening Disaster Resilience and Sustainable Economic Development in Vulnerable Communities	Explains the strategic role of Social Studies Education in fostering social/cultural values and sustainable economic development in vulnerable communities.
6	Rizal et al.	2025	Integration of Kaili Local Culture in Learning the Theme of My Living Environment in Elementary Schools	Supports the model of integrating local cultural content (Kaili culture) as a learning resource, emphasizing its role in educational content analysis.
7	Samsul Arifin	2025	Blessings in Khidmah as the Entrepreneurial Ethic of Female Santri to Achieve Perfection and Meaning of Life	Discusses Khidmah (service) as an entrepreneurial ethic derived from religious/social values, connecting it to entrepreneurial mindset and character development.
8	Dyah Retno Pitasari	2025	Reconstruction Of Intellectual Property	Calls for IPR policy to be reconstructed to serve social

			Rights Protection Policy In Indonesia From A Progressive Law Perspective	justice and be responsive to local needs, specifically emphasizing the empowerment of indigenous communities and MSMEs.
9	Gregorius Antariksa Berybe et al.	2025	Community-Based Business Transformation in Rural Destination: Strategic Planning for Sustainable Tourism	Focuses on Community-Based Tourism (CBT), emphasizing the necessity of local engagement and contextualization to the village's social and economic dynamics in business planning.
10	Fetria Eka Yudiana, Sari Famularsih et al.	2024	Integrative Entrepreneurship Learning Design: A Study on Islamic Higher Education Institutions in Indonesia	Explores competency needs and develops an integrative learning design for entrepreneurship in Higher Education, which links academic competency with practical application.
11	Samsudin	2024	Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest Among High School Students	Demonstrates that integrating local wisdom into entrepreneurship education not only enhances business skills but also strengthens students' understanding of their cultural heritage.
12	Romi Kurniadi, Suratno	2024	Key Success Factors in Social Enterprise Proposals: Insights from Social Entrepreneurship Projects in Education	Emphasizes that successful social enterprise proposals from students must prioritize community benefits (job creation, income generation) and be generated through project-based learning.
13	WANG Wanxi, JIA Dehua	2025	Research on the Training Mode of the Master of Landscape Architecture Based on Community Participatory Design	Develops an educational model centered on community participatory design to enhance social participation competencies and community empowerment, moving beyond traditional frameworks.
14	Adrian Bagas Damarsha, Dwikoranto et al.	2024	The Importance of Entrepreneurship Education in Physics Education Study Program: Reviewed	Supports the concept of edupreneurship to strengthen quality education (SDG 4), demonstrating the relevance of entrepreneurial spirit across all academic fields.

			from Students' Perspectives	
15	Fitria Nur Masithoh, Dahlia Fernandez et al.	2025	Fostering Environmental Awareness among Santri through Religious Leadership and Local Cultural Wisdom: A Study in the Context of Pesantren Education	Examines the role of cultural values and local wisdom in developing green economic education within the Pesantren context.

The analysis of the 15 articles gathered through this Systematic Literature Review (SLR) provides a theoretical foundation and strong justification for the development of a Business Teaching Module in Synergy with the Sociology Subject as an effort to empower community culture in the world of education. Literature findings consistently indicate a paradigm shift from conventional business education towards value-oriented Social Entrepreneurship. Research confirms that business education must play a significant role in addressing social challenges such as poverty alleviation and inequality, provided its primary focus is on generating community benefit (e.g., through job creation and income generation) rather than merely profit. The demand for ethics and values in business, such as the concept of *Khidmah* (service) rooted in religious/social values, proves that entrepreneurial success cannot be separated from in-depth social analysis—a core competency of the Sociology subject. Thus, this synergy is crucial for shaping entrepreneurial character that is not only economically intelligent but also possesses a social conscience. The justification for the Community Cultural Empowerment aspect in this research is reinforced by findings that consistently highlight the strategic role of Local Wisdom and culture as primary resources in education

and sustainable economic development. Articles examining entrepreneurship models and social entrepreneurship education (such as those based on Tri Hita Karana or Jagong Maton) show that integrating local wisdom is effective in enhancing business skills while strengthening students' understanding of their cultural heritage. Even in broader contexts, such as the strategic planning of Community-Based Tourism or the protection of Intellectual Property Rights (IPR), the literature emphasizes the necessity for businesses to be responsive to socio-economic dynamics and the needs of local communities. Sociology, as a subject that analyzes social structure and culture, becomes the key to contextualizing business principles, ensuring that students' entrepreneurial projects do not destroy, but rather preserve and empower local culture. Despite strong theoretical support and the urgent need for cross-disciplinary entrepreneurship education even extending to study programs like Physics and Landscape Architecture this review identifies a crucial implementation gap (research gap). Existing literature is still minimal in presenting a Teaching Module that systematically, explicitly, and operationally links Business competency structure with the Sociology analytical framework in a ready-to-use format for teachers. Most studies remain at the stage of curriculum models or case studies, leaving a void for practical

products. Therefore, the Novelty of this research lies in the effort to fill this gap. The proposed Teaching Module will be an innovative product that operationally translates the Business-Sociology synergy into a step-by-step guide, facilitating teachers to train students in designing socially analyzed and Community Cultural Empowerment oriented ventures.

RESULT AND DISCUSSION

The literature firmly establishes the role of entrepreneurship education as a tool for achieving sociological goals, validating the "Business in Synergy with Sociology" approach. Several studies, including *The Role of Business Education in Promoting Social Entrepreneurship and Poverty Alleviation in Low-Income Communities* and *Public Policy in Improving the Self-Learning Curriculum based on Social Entrepreneurship and Local Wisdom*, emphasize the imperative to integrate social entrepreneurship principles into the curriculum specifically for sustainable social problem-solving and poverty alleviation. This moves the function of business education beyond mere profit generation and towards creating measurable community benefits a concept reinforced by *Key Success Factors in Social Enterprise Proposals*, which dictates that student social enterprise projects must prioritize job creation and income generation. The findings from *Analysis of the Current Situation, Problems and Countermeasures of Public Welfare Entrepreneurship Education in Liaoning Universities* further support this by advocating for a holistic "curriculum-competition-incubation" model, suggesting a robust framework for the proposed teaching module to bridge theory and practical community action.

Crucially, the success of these entrepreneurial efforts is shown to be intrinsically linked to the sociological context specifically local wisdom and community culture. Articles such as *Development of Integrated Entrepreneurship Education Based on Local Wisdom Through Jagong Maton and Integration of Kaili Local Culture in Learning the Theme of My Living Environment in Elementary Schools* demonstrate that incorporating local cultural content is not just an educational add-on but a foundational resource for curriculum development and strengthening cultural identity alongside business acumen. Furthermore, the findings in *Community-Based Business Transformation in Rural Destination* underscore that business strategies must be highly contextualized and require deep local engagement to align with the community's social and economic dynamics. This aligns perfectly with the module's goal to empower community culture, ensuring that entrepreneurial ventures are culturally sensitive and socially responsible. *Reconstruction Of Intellectual Property Rights Protection Policy in Indonesia From A Progressive Law Perspective* also connects this by calling for legal frameworks to be responsive to local needs, emphasizing the empowerment of indigenous communities and MSMEs through socially-just policy.

Collectively, the studies endorse a module design that is contextually relevant and pedagogically active. *Entrepreneurship Education Assistance Based on Local Wisdom to Increase Business Interest Among High School Students* shows that integrating local culture successfully enhances business interest, while *Research on the Training Mode of the Master of Landscape Architecture Based on Community Participatory Design* advocates for

educational models centered on community participatory design to enhance social competence. The concept of edupreneurship, as supported by The Importance of Entrepreneurship Education in Physics Education Study Program, further validates the module's cross-disciplinary approach by demonstrating the relevance of an entrepreneurial spirit across all fields, including non-business subjects like Sociology. Therefore, the evidence confirms that the proposed module by strategically combining entrepreneurial competence with deep sociological understanding will successfully foster skills needed for sustainable development, ethical behavior, and genuine community empowerment, as envisioned by studies such as Integration of Religious Moderation in Social Studies Education and Fostering Environmental Awareness among Santri.

CONCLUSION

Based on the results of the Systematic Literature Review (SLR) conducted, it can be concluded that the development of a business teaching module synergized with the sociology subject has great potential in strengthening community cultural empowerment through the world of education. The integration between these two fields creates a learning approach that is not only oriented toward pure economic aspects but is also founded on social values, ethics, and local culture that thrive within the community. This synergy allows students to understand business not merely as a profit-seeking activity, but also as a means to contribute to social welfare and the preservation of cultural values. By understanding the social context and structure of society, students can develop business models that are just, ethical, and supportive of community interests.

The review findings also indicate that this integration encourages the emergence of social entrepreneurs who are oriented towards cultural and humanitarian values. Students are trained not only to be competitive economic actors but also individuals who possess social concern and ethical responsibility toward their environment. Furthermore, learning that connects business concepts with social reality is capable of increasing the relevance of education to the real lives of communities. Students become better able to link theory with social practice, understand the dynamics of community life, and identify business opportunities based on local potential. Thus, the development of an interdisciplinary teaching module between business and sociology is a strategic step in forming a younger generation that is globally competitive yet deeply rooted in national cultural values. This aligns with the spirit of Merdeka Belajar (Independent Learning), which emphasizes contextual, collaborative education oriented toward character building.

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