

STRENGTHENING ECONOMICS LESSON PLANNING THROUGH LOCAL WISDOM INTEGRATION AND INTERACTIVE MEDIA FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract. This community service program aimed to strengthen the competence of economics teachers and to improve student engagement in learning through training in lesson planning based on local wisdom and the use of interactive learning media at SMAK Syuradikara. The program adopted a participatory approach through needs analysis, workshop activities, guided practice, classroom implementation, and evaluation. The participants were economics teachers and selected students involved in trial implementation. The activities focused on the development of contextual lesson plans by integrating local economic practices, social values, and community-based examples into learning materials. The workshop also introduced simple interactive media such as digital modules, interactive presentations, and smartbook-style materials that could be used offline or online according to school conditions. The evaluation showed an improvement in teachers' understanding of lesson planning, better quality of lesson plans, and higher student participation during trial lessons. The program produced several local-wisdom-based lesson plans, learning media drafts, and a practical guide for teachers. The results indicate that contextual and interactive learning design can strengthen the relevance, attractiveness, and effectiveness of economics learning in senior high school.

Keywords: economics education, interactive learning media, lesson planning, local wisdom

Abstrak. Kegiatan pengabdian ini bertujuan untuk memperkuat kompetensi guru ekonomi dan meningkatkan keterlibatan siswa dalam pembelajaran melalui pelatihan perencanaan pembelajaran berbasis kearifan lokal dan penggunaan media pembelajaran interaktif di SMA Katolik Syuradikara. Program dilaksanakan dengan pendekatan partisipatif melalui analisis kebutuhan workshop, praktik terarah, implementasi kelas, dan evaluasi. Peserta kegiatan adalah guru ekonomi dan siswa terpilih yang terlibat dalam uji coba pembelajaran. Kegiatan difokuskan pada pengembangan RPP yang kontekstual melalui integrasi praktik ekonomi lokal, nilai sosial, dan contoh berbasis masyarakat ke dalam materi pembelajaran. Workshop juga memperkenalkan media interaktif sederhana seperti modul digital, presentasi interaktif, dan bahan ajar berbasis smartbook yang dapat digunakan secara luring maupun daring sesuai kondisi sekolah. Hasil evaluasi menunjukkan adanya peningkatan pemahaman guru terhadap perencanaan pembelajaran, kualitas RPP yang lebih baik, serta partisipasi siswa yang lebih tinggi selama uji coba pembelajaran. Kegiatan ini menghasilkan beberapa RPP berbasis kearifan lokal, rancangan media pembelajaran, dan panduan praktik untuk guru. Hasil tersebut menunjukkan bahwa desain pembelajaran yang kontekstual dan interaktif dapat memperkuat relevansi, daya tarik, dan efektivitas pembelajaran ekonomi di SMA.

Kata Kunci: kearifan lokal, media pembelajaran interaktif, pendidikan ekonomi, perencanaan pembelajaran

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INTRODUCTION

Economic education at the senior high school level requires careful and systematic instructional planning to ensure that abstract economic concepts can be understood meaningfully and applied within students' real-life contexts (Andriani et al., 2025). Effective lesson planning not only serves as a guide for teachers in organizing learning activities but also determines the quality of students' learning experiences. Well-designed learning plans encourage active participation, critical thinking, problem-solving skills, and meaningful engagement with economic issues that students encounter in their daily lives (Kyambade et al., 2025). However, in practice, many economics teachers continue to face challenges in developing instructional plans that are innovative, contextual, and responsive to students' characteristics and learning needs. As a result, economics instruction often remains theoretical, teacher-centered, and disconnected from the socio-economic realities surrounding students, limiting

opportunities for learners to construct knowledge through authentic experiences (Abbas et al., 2025).

One of the most promising approaches to addressing these challenges is the integration of local wisdom into instructional planning. Local wisdom represents the cultural values, traditions, economic practices, and indigenous knowledge that have developed within a community over generations (Abas et al., 2022). Incorporating these local resources into economics education enables teachers to connect theoretical concepts with authentic examples from students' own environments, making learning more relevant, meaningful, and engaging. In the context of economics, local wisdom can be explored through various community-based economic activities such as traditional markets, local cooperatives, family-owned businesses, agricultural production, small and medium enterprises, local handicraft industries, community saving systems, and household consumption patterns (Deb et al., 2026). These authentic contexts provide valuable learning resources that help students understand economic principles while simultaneously strengthening their appreciation of local culture and community development (Sakti et al., 2024).

In addition to contextualizing learning through local wisdom, the integration of interactive learning media has become increasingly important in contemporary education. Advances in digital technology have transformed the way students access information and interact with learning materials (Apdelmi et al., 2025). Interactive media, including digital presentations, educational videos, online quizzes, simulations, animation-based learning resources, and collaborative digital platforms, can enhance students' motivation, improve conceptual understanding, and create more engaging classroom environments (Hellín et al., 2023). Such media facilitate visual and experiential learning, allowing abstract economic concepts such as supply and demand, market mechanisms, production, distribution, and financial management to be presented in ways that are easier for students to comprehend (Al-Shammari, 2022). Furthermore, interactive media support student-centred learning by encouraging collaboration, discussion, exploration, and independent learning.

Preliminary observations conducted at SMAK Syuradikara revealed that economics teachers require further assistance in designing contextual lesson plans that effectively integrate local wisdom into classroom instruction. Although teachers possess strong subject knowledge, many have limited experience in translating local economic potential into structured learning activities aligned with curriculum objectives. Additionally, teachers expressed the need for professional guidance in selecting and developing interactive learning media that correspond with current technological developments and students' digital literacy (Lähdesmäki & Maunula, 2023). Existing lesson plans tend to emphasize content delivery rather than inquiry-based and contextual learning experiences, while the use of digital instructional media remains relatively limited (Aumann et al., 2024). Consequently, students often perceive economics as an abstract subject that is difficult to relate to their everyday lives, reducing classroom engagement and opportunities for active participation.

From the students' perspective, there is a growing need for learning experiences that are more interactive, communicative, and closely connected to their social and economic environments. Students learn more effectively when instructional materials reflect familiar situations and encourage them to analyze economic phenomena that occur within their own communities (Strakos et al., 2023). By integrating local wisdom into economics instruction, students are expected not only to strengthen their conceptual understanding but also to develop critical thinking, problem-solving abilities, collaboration skills, and awareness of the importance of preserving local economic values in the era of globalization (Tafner & Casper, 2022). Such an approach also contributes to strengthening students' sense of identity and social responsibility as members of their local communities.

Based on these needs, this community service program was designed to strengthen the professional competence of economics teachers in developing instructional planning based on local wisdom and supported by interactive learning media. The program emphasizes practical mentoring, collaborative lesson planning, and the development of innovative teaching resources that can be directly implemented in classroom practice (Ebillo-Canalita & Jugar, 2025). Through

workshops, guided discussions, collaborative design sessions, and classroom implementation, participating teachers are expected to acquire practical skills in preparing contextual lesson plans, selecting appropriate instructional strategies, and utilizing interactive media effectively (Cober et al., 2015).

Specifically, this community service program aims to: (1) enhance economics teachers' understanding of contextual, innovative, and student-centered instructional planning; (2) assist teachers in developing economics lesson plans and learning materials that integrate local wisdom as meaningful learning resources; (3) improve teachers' competence in designing and utilizing interactive learning media that support effective classroom instruction; and (4) increase students' engagement, participation, and meaningful learning experiences in economics through the implementation of locally contextualized instructional plans and interactive learning resources. Ultimately, the program is expected to contribute to improving the quality of economics education by promoting contextual learning practices that bridge theoretical knowledge with authentic socio-economic experiences within the local community.

METHOD

This community service program employed a participatory approach combined with needs-based mentoring. The activity was conducted at SMAK Syuradikara, with economics teachers as the primary participants and selected students involved in the classroom implementation. The program was carried out in several stages: needs analysis, workshop, mentoring, implementation, and evaluation. The first stage involved preliminary observations and discussions with the school principal and economics teachers to identify the needs for instructional materials, students' characteristics, and the potential of local wisdom that could be integrated into the learning process.

The next stage involved individual and group mentoring in developing lesson plans, selecting instructional materials, and designing learning media such as interactive presentation slides, digital modules, and smartbook-based teaching materials. The third stage consisted of implementing the developed instructional materials in selected classrooms to evaluate their feasibility and to observe students' responses. The final stage involved evaluation through teacher pre-tests and post-tests, classroom observations, analysis of the developed lesson plans, and participant response questionnaires. The indicators of success included improved teachers' understanding of instructional planning, the development of feasible lesson plans, the availability of interactive learning media, and increased student participation during classroom instruction. The collected data were analyzed using descriptive qualitative methods and simple quantitative analysis to examine changes before and after the implementation of the program.

RESULT AND DISCUSSION

The results of the community service program indicate that economics teachers gained a better understanding of how to design lesson plans that include clearly defined learning objectives, structured learning activities, and more focused assessment strategies. Before the implementation of the program, the instructional materials and lesson plans used by teachers tended to be general in nature and rarely connected economic concepts to local contexts. Following the workshop and mentoring sessions, teachers demonstrated an improved ability to develop lesson plans that incorporated real-life examples from the surrounding community, such as traditional market activities, cooperatives, micro-enterprises, local production systems, and household consumption behaviour (Riera et al., 2023). This shift enabled teachers to present economic concepts in ways that were more relevant and meaningful to students' daily experiences (Tafner & Casper, 2022). Moreover, teachers became more confident in designing contextual learning activities that encouraged students to analyze economic issues within their own communities and apply theoretical knowledge to authentic situations (Jasper-Abowei & Victor-Ishikaku, 2023). The mentoring process also promoted collaborative lesson planning and

the exchange of best practices among teachers, contributing to the development of more innovative and student-centered instructional strategies (Bhardwaj et al., 2025).



Figure 1. *Introduction to the community service program and interactive economics learning activities.*

One of the most significant outcomes of the program was the successful development of several local wisdom-based lesson plans that linked economic theories with the social and economic realities of students' environments (Anderson, 2024). These lesson plans integrated examples and case studies drawn from local community practices, allowing students to understand better how economic principles operate in real-life situations (Sujatha & Vinayakan, 2023). Such a contextual approach made learning materials easier to comprehend because students could observe direct connections between theoretical concepts and practical applications (Fantinelli et al., 2024). In economics education, contextual learning plays a crucial role in helping students construct meaningful understanding rather than simply memorizing concepts (Jasper-Abowei & Victor-Ishikaku, 2023). These findings are consistent with previous studies suggesting that local wisdom-based learning and contextual instructional approaches enhance students' engagement and strengthen the relevance of learning experiences (Firmansyah et al., 2025).



Figure 2. *Classroom implementation of a local wisdom-based economics lesson*

Beyond lesson planning, teachers also began incorporating simple interactive media into their classroom instruction (Bell et al., 2013). The learning media developed during the program included interactive presentations, digital teaching materials, and technology-supported learning resources designed to be accessible through both school facilities and students' smartphones (Mardiantiningsih et al., 2024). The integration of these media enriched classroom activities by making learning more dynamic, visually appealing, and student-centred. During classroom implementation, students showed increased enthusiasm for learning, actively participated in discussions, asked questions more frequently, and responded more confidently to teacher prompts (Guo et al., 2025). Group learning activities also became more interactive, indicating that the use of interactive media contributed positively to student participation and classroom engagement (Muir et al., 2022). These observations suggest that interactive learning

media can create a more stimulating learning environment and support the development of active learning practices.



Figure 3. *Student participation during interactive economics learning activities*

From an implementation perspective, the program demonstrated several strengths. The approach was relatively flexible and could be adapted to the specific conditions, resources, and local potential of the school (Karatas et al., 2025). The integration of local wisdom made economic learning more closely connected to students' everyday lives, while interactive media provided teachers with practical tools to present learning materials in engaging ways (Fadhilah & Sumarni, 2025). Nevertheless, several challenges were identified during the program. Some teachers experienced difficulties in allocating sufficient time to independently develop learning materials, while variations in technological proficiency among participants affected the pace of implementation (Akram et al., 2022). To address these challenges, mentoring activities were conducted gradually, and sample lesson plans and instructional media templates were provided so that teachers could modify and adapt them according to their individual classroom needs (Hunskaar & Gudmundsdottir, 2023).



Figure 4. *Group photo with participating teachers, facilitators, and students after the learning session*

Overall, the findings demonstrate that strengthening economics instructional planning through the integration of local wisdom and interactive learning media can improve the quality of teaching materials while simultaneously enhancing student engagement in the learning process (Fadhilah & Sumarni, 2025). The program not only provided practical benefits for teachers by improving their pedagogical competencies but also contributed to the creation of more meaningful, contextual, and relevant economics learning experiences (Ganendra et al., 2025). As a result, students were better positioned to connect classroom knowledge with real-

world economic phenomena, thereby supporting deeper understanding and more active participation in learning activities (Sujatha & Vinayakan, 2023).

CONCLUSION

This community service program successfully improved the ability of economics teachers at SMAK Syuradikara to develop instructional plans that integrate local wisdom and utilize interactive learning media. The program enhanced teachers' understanding of designing contextual lesson plans, selecting appropriate learning strategies, and developing interactive teaching materials that support meaningful classroom instruction. The results also demonstrated improvements in the quality of instructional materials, as evidenced by the development of feasible local wisdom-based lesson plans and interactive learning media that could be implemented effectively in economics classes. Furthermore, students showed greater participation and engagement during the learning process, indicating that the contextual and interactive approach contributed to a more active and meaningful learning environment. Overall, the program proved to be beneficial for both teachers and students. Therefore, it is recommended that similar activities be continued through ongoing mentoring, continuous professional development, and the wider development and implementation of contextual teaching materials to further improve the quality of economics education.

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