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Cultivating Heritage Preservation and Entrepreneurial Mindset Among University Students

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Abstract: The Batik Tuah & Teja program is a creative effort that aims to engage university students in preserving Malaysia's intangible cultural heritage through batik-making while also developing entrepreneurial skills. The program combines traditional arts with business education to achieve the dual goals of cultural protection and youth empowerment. In conjunction with local artisans and industry experts, students were introduced to hands-on batik techniques like batik pelangi, as well as design and colouring workshops. An entrepreneurship module based on the Business Model Canvas (BMC) and mobile sales events provided practical experience with business development and marketing. This initiative aims to address the dual need for cultural preservation and youth empowerment by equipping students with knowledge of batik's historical significance and its potential in the modern entrepreneurial ecosystem. To analyze the program's impact, semi-structured interviews were performed with 40 participants' group leaders. The findings demonstrated that students had increased cultural awareness and respect for batik, as well as increased confidence in their business ability. The findings suggest that Batik Tuah & Teja effectively integrates cultural education with entrepreneurial development, offering a scalable model for youth-focused heritage preservation. Future implementations may benefit from expanded partnerships and the inclusion of digital tools to broaden impact. This study highlights the program's success in bridging tradition with innovation, supporting sustainable cultural engagement among the younger generation.

Keywords: *Cultural heritage, Batik, Entrepreneurship, Learn by doing, Project-based learning, SDG.*

1. Introduction

Preserving cultural heritage is not merely a nostalgic endeavor but a fundamental act essential to safeguarding the identity, history and continuity of societies, serving as a bridge between the past, present, and future. Cultural heritage serves as the bridge connecting generations, fostering a shared sense of belonging and continuity that enriches societal cohesion. Cultural heritage encompasses tangible elements like historical landmarks, artifacts, and traditional crafts, as well as intangible aspects such as languages, oral traditions, and customs. Its preservation ensures the transmission of values, knowledge, and identity across generations, fostering a sense of belonging and community. Recognizing its vital role in sustainable development, the United Nations Sustainable Development Goal (SDG) 11.4 underscores the necessity of intensifying efforts to protect and safeguard both cultural and natural heritage. This goal is pivotal for fostering sustainable urban development by ensuring that heritage conservation is integrated into urban planning, thus balancing modernization with the preservation of cultural landmarks, practices, and traditions (United Nations, 2015).

Aligned with this global vision, Malaysia's Dasar Kebudayaan Negara 2030 (National Cultural Policy 2030) reinforces cultural preservation as a cornerstone of national identity and economic resilience. The policy emphasizes that cultural heritage is not just a symbol of national pride but a dynamic resource that can drive socioeconomic growth through creative industries, tourism, and education (Kementerian Pelancongan, 2021). By leveraging its rich tapestry of traditions, crafts, and historical narratives, Malaysia aims to position itself as a global leader in cultural sustainability, ensuring that its diverse heritage contributes to the well-being of its people while remaining relevant in a rapidly evolving world.

Preservation efforts, therefore, go beyond mere conservation; they embody an investment in future generations. The National Entrepreneurship Policy 2030 (Dasar Keusahawanan Negara 2030, DKN 2030) sets a bold vision for Malaysia to become an entrepreneurial nation, fostering innovation, self-reliance, and sustainable economic growth (Kementerian Pembangunan Usahawan, 2019). A key focus of this policy is to integrate entrepreneurship into various sectors, emphasizing the preservation and promotion of cultural heritage as an essential pillar of national identity and economic potential. Through policies like Dasar

Keusahawanan Negara 2030 (DKN 2030) and initiatives aligned with SDG 11.4, Malaysia is crafting a narrative where cultural preservation and economic progress coexist harmoniously, ensuring that heritage continues to inspire and empower its people for decades to come.

This vision aligns seamlessly with efforts to instill entrepreneurial mindsets among university students by combining heritage preservation with modern business strategies. As future leaders and innovators, students can revitalize traditional crafts while applying entrepreneurial principles to create sustainable businesses. This article explores how universities can serve as incubators for nurturing this synergy, ensuring that Malaysia's rich cultural heritage is not only preserved but also transformed into a source of economic and social empowerment.

Within this context, fostering an entrepreneurial mindset among youth is pivotal to ensuring the sustainability of cultural heritage while simultaneously driving economic growth. This dual approach can be effectively cultivated within university settings, where students are at a formative stage of developing their skills, values, and aspirations (Ministry of Higher Education, 2021). Integrating cultural preservation with entrepreneurial education not only ensures the continuation of traditional crafts but also aligns with the vision of the "orange economy"—a creative economy where cultural assets become drivers of economic growth. Therefore, this research aims to assess the impacts of the Batik Tuah & Teja Program in cultivating preservation and entrepreneurial mindset among students.

2. Literature Review

Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) represent a universal call to action to address the world's most pressing challenges, including poverty, inequality, environmental degradation, and climate change, while promoting peace and prosperity for all. Adopted by the United Nations General Assembly in 2015, the 17 interconnected goals form the 2030 Agenda for Sustainable Development, a comprehensive framework that seeks to create a better and more equitable future. At the heart of the SDGs lies the principle of inclusivity, ensuring that no one is left behind. The goals are designed to balance the three dimensions of sustainable development: economic growth, social inclusion, and environmental protection. Spanning issues such as quality education, gender equality, clean energy, sustainable cities, and climate action, the SDGs recognize the interdependence of these aspects and encourage collaborative efforts across nations, sectors, and communities.

The SDGs also emphasize the importance of localizing global objectives to align with the unique contexts and challenges of individual nations. By fostering innovation, resource efficiency, and partnerships, the agenda serves as a roadmap for governments, businesses, and civil society to address systemic issues while achieving measurable outcomes that benefit people and the planet. As a shared blueprint for global progress, the SDGs highlight the collective responsibility to act with urgency and commitment, ensuring that humanity thrives within the limits of the Earth's resources and capabilities. Their success depends on the active participation of all stakeholders, making them a powerful tool for shaping a sustainable and inclusive future.

In SDG 11.4, the target is to underscore the necessity of safeguarding cultural heritage as a component of sustainable urbanization. Preserving intangible cultural assets, such as traditional arts and crafts, requires proactive measures to engage younger generations. As cultural traditions face threats from globalization and modernization, initiatives that integrate heritage into educational frameworks are increasingly recognized as effective tools for preservation. Programs that integrate cultural education with entrepreneurial training directly support this goal by ensuring that traditional crafts remain viable and valued within modern economies (United Nations, 2015). Meanwhile, SDG 8 focuses on promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Referring to target 8.9, Entrepreneurship education, particularly when linked with cultural industries, has the potential to create employment opportunities and stimulate economic activity. By training students in both the artistic and business aspects of traditional crafts, programs can contribute to the development of the creative economy, thereby supporting the objectives of SDG 8.9.

Dasar Kebudayaan Negara 2030 (DKN 2030) and Entrepreneurship Action Plan for Higher Education Institutions (EAP-HEIs) 2021-2025

DKN 2030 envisions a Malaysia where cultural heritage is preserved and leveraged for social cohesion and economic development. A key component of the policy is fostering an entrepreneurial mindset that empowers individuals to transform cultural practices into viable economic ventures. This aligns with the global emphasis on the orange economy, where creative industries contribute significantly to GDP and employment. Meanwhile, the Entrepreneurship Action Plan for Higher Education Institutions (EAP-HEIs) 2021-2025 serves as a strategic framework to cultivate entrepreneurial mindsets among students and produce competitive graduate entrepreneurs in Malaysia. Initiated by the Ministry of Higher Education, this plan aligns with the National Entrepreneurship Policy 2030 and the Malaysia Education Blueprint 2015-2025**,** emphasizing the transformation of students from job seekers into job creators.

EAP-HEIs is built on three core thrusts: fostering a synergistic entrepreneurial ecosystem, promoting impactful collaborations between academia, industry, government, and communities, and leveraging innovation and technology to drive entrepreneurship. By integrating entrepreneurship into curricula and providing robust support systems, the action plan aims to produce holistic, sustainable, and globally competitive entrepreneurs who contribute to Malaysia's socio-economic growth and its vision of becoming an entrepreneurial nation by 2030.

Both of the policies share a vision of cultural preservation and economic empowerment as integral components of national development. While DAKEN emphasizes cultural heritage as the foundation of national identity and societal cohesion, EAP-HEIs focus on fostering entrepreneurial mindsets and producing entrepreneurial graduates who contribute to Malaysia's economic sustainability. DAKEN underlines the importance of cultural preservation as a means to sustain Malaysia's diverse heritage and promote national unity. Similarly, EAP-HEIs highlight the role of entrepreneurship in converting cultural assets into innovative business opportunities, thereby ensuring the viability and relevance of traditional crafts and practices.

Both policies recognize the importance of education as a vehicle for achieving their objectives. DAKEN identifies educational institutions as key players in embedding cultural appreciation and values among the youth, aligning this with the aim of EAP-HEIs to embed entrepreneurial skills in curricula to develop holistic graduates. These alignments suggest an opportunity for universities to integrate cultural elements into entrepreneurship training, fostering a dual focus on innovation and heritage preservation.

Despite their shared aspirations, both frameworks face challenges such as resource constraints, limited collaboration between stakeholders, and insufficient public awareness. However, their respective implementation strategies, including fostering impactful collaborations, offer complementary pathways to overcome these obstacles. The intersection of DAKEN and EAP-HEIs provides a promising avenue for Malaysia to harness its cultural wealth as a driver of entrepreneurial innovation. By aligning the goals of heritage preservation with entrepreneurship, Malaysia can build a resilient, culturally enriched economy that supports both national identity and sustainable growth.

Batik Literacy Among Youth

Batik, a traditional textile art form with deep roots in Malaysian culture, presents a unique opportunity to engage youth in heritage preservation. However, limited literacy among the younger generation about the art, history, and significance of batik highlights the need for innovative educational approaches (Sukadari & Huda, 2021). Despite its rich history, batik's significance is often overlooked by younger generations. Limited exposure to the art form and its cultural context has contributed to declining interest among youth ((Ahfas et al., 2024; Zhang et al., 2024). Efforts to revive batik literacy must go beyond awareness campaigns to include hands-on engagement and opportunities to explore its entrepreneurial potential (Sukadari & Huda, 2021). The marketing strategies and efforts for the batik industry required an innovation to attract younger generations who value the sentiments (Saiprawat et al., 2024).

The Orange Economy refers to the segment of the economy that is driven by creative industries, encompassing activities that involve the production, distribution, and commercialization of goods and services that have cultural, artistic, and intellectual value (Silva et al., 2024). This includes a broad range of sectors such as the

arts, design, music, film, fashion, publishing, architecture, advertising, software development, and digital content creation, among others. The concept of the Orange Economy highlights the role of creativity and innovation as key drivers of economic growth and job creation (Oktavilia et al., 2024). It recognizes that creativity can generate not only cultural enrichment but also significant economic value, contributing to the diversification of a country's economic base and fostering social inclusion. As industries within the Orange Economy are often closely linked to local cultures, they can serve as catalysts for cultural exchange, tourism, and community development (Oyekunle, 2017). Governments and businesses are increasingly acknowledging the economic potential of creative industries, as they offer opportunities for both traditional and digital entrepreneurs. The rise of the digital economy has also expanded the reach of creative industries, enabling creators to access global markets through platforms such as streaming services, social media, and e-commerce (Bujor & Avsilcai, 2016). In essence, the Orange Economy reflects the intersection of culture, technology, and commerce, demonstrating how cultural expression can be leveraged as a powerful economic engine. It also emphasizes the importance of fostering an environment conducive to creativity, innovation, and the protection of intellectual property, ensuring that artists and creators can thrive in an ever-evolving global economy.

The orange economy represents the intersection of culture, creativity, and commerce. Traditional crafts like batik hold significant potential within this framework, offering pathways for innovation and value creation. Empowering youth to participate in the orange economy requires education systems that integrate cultural and entrepreneurial competencies.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is a transformative educational methodology that immerses students in real-world projects, fostering critical thinking, collaboration, and problem-solving skills through practical, interdisciplinary tasks. Thomas (2000) highlights that PBL not only enhances cognitive engagement but also equips students with life skills essential for navigating today's complex professional landscape. In addressing global challenges, such as cultural preservation and economic sustainability, PBL offers an innovative framework for integrating traditional knowledge with modern solutions.

PBL is a student-centered approach that emphasizes experiential learning through real-world projects. By engaging students in meaningful tasks, PBL fosters critical thinking, creativity, and collaboration (Donoso et al., 2025). When applied to cultural and entrepreneurial education, PBL can provide students with a platform to explore heritage preservation while developing business acumen (Suharsono et al., 2025). PBL is recognized for its effectiveness in engaging students through real-world challenges, enhancing critical thinking, and fostering collaborative skills. In addition, PBL promotes deeper understanding by allowing learners to apply knowledge in practical contexts (Thomas, 2000). When applied to cultural heritage education, PBL enables students to immerse themselves in traditional arts, facilitating both skill acquisition and cultural appreciation. For instance, initiatives that involve students in batik-making workshops not only teach the technical aspects of the craft but also instill an understanding of its cultural significance. Such experiential learning approaches are instrumental in preserving intangible cultural heritage, as they encourage active participation and intergenerational transmission of knowledge.

Integration of Culture and Entrepreneurship Through PBL – Batik Tuah & Teja

Integrating cultural heritage and entrepreneurship within a PBL framework offers a holistic approach to education. Students can learn about the history and techniques of batik while designing business models that promote its production and sale. This dual focus ensures that students not only appreciate the cultural value of batik but also recognize its potential as a source of livelihood.

The convergence of PBL, cultural heritage education, and entrepreneurship training presents a holistic approach to addressing the challenges of heritage preservation and economic development. Studies have demonstrated that such integrated programs can lead to increased cultural awareness, enhanced entrepreneurial intentions, and the development of skills pertinent to the creative industries. For example, a program implemented in Indonesia engaged youth in heritage sites, promoting entrepreneurship while raising awareness about cultural and natural heritage. This initiative not only provided economic opportunities for participants but also contributed to the preservation of cultural heritage, illustrating the multifaceted benefits of such programs.

The implementation of PBL programs requires carefully designed sessions that balance theoretical knowledge with practical application. Evaluating the impacts of such programs involves assessing changes in students' cultural awareness, entrepreneurial skills, and overall mindset. Metrics such as project outcomes, student feedback, and community engagement can provide valuable insights into program effectiveness.

This paper examines how project-based learning (PBL) can serve as a dynamic pedagogical approach to bridge cultural and entrepreneurial education. By designing and implementing a program centered on batik literacy and entrepreneurship, this study aims to evaluate the impacts of such integration on heritage preservation and the development of an entrepreneurial mindset among university students. The Batik Tuah & Teja program, initiated by business-related faculty at one of the TVET higher learning institutions, exemplifies the potential of PBL in bridging traditional knowledge with modern entrepreneurial practices. By aligning with SDGs 11.4 and 8.9, it demonstrates a holistic approach to education that addresses cultural, social, and economic dimensions of sustainability. This paper provides a detailed analysis of the program's implementation, methods, and outcomes, emphasizing its role as a model for integrating education, cultural preservation, and economic empowerment. Through initiatives like Batik Tuah & Teja program, we can ensure that intangible heritage continues to thrive in contemporary society, contributing to the resilience and vibrancy of communities worldwide.

The Batik Tuah & Teja program is a prime example of applying PBL principles in higher education. Designed to educate university students about the art of batik-making, this initiative bridges the gap between cultural preservation and entrepreneurial skill development. Batik, an integral component of Malaysia's intangible heritage, embodies centuries of artistic and cultural expression. Through immersive workshops, students are trained in the traditional batik-making technique-batik pelangi, while concurrently being introduced to the Business Model Canvas framework (Osterwalder & Pigneur, 2010). This dual approach equips participants with both the technical expertise to preserve cultural heritage and the entrepreneurial mindset to leverage it within the contemporary creative economy.

Cultivating an entrepreneurial mindset is crucial for empowering youth in today's dynamic economic landscape. Programs like Batik Tuah & Teja encourage students to think critically, embrace innovation, and proactively identify opportunities within the creative industries. Research underscores the importance of entrepreneurial education in fostering creativity, resilience, and adaptability, which are indispensable for sustainable economic growth. By integrating entrepreneurial training with cultural education, Batik Tuah & Teja prepares students to become agents of change, capable of driving innovation while preserving Malaysia's rich cultural legacy.

3. Methodology

The methodology adopted for the Batik Tuah & Teja program reflects a comprehensive and interdisciplinary approach aimed at achieving the dual goals of cultural preservation and entrepreneurial education. This section outlines the program's design, implementation, and evaluation processes.

The Batik Tuah & Teja program was structured as a series of workshops and practical sessions to engage university students in hands-on learning experiences. The program was designed using the principles of Project-Based Learning and incorporated key components of cultural education and entrepreneurial training. The curriculum included batik-making workshops and entrepreneurial training. The workshop involved industry collaboration and the local batik artisans facilitated these sessions, ensuring the authenticity of the techniques taught. Meanwhile, under the entrepreneurial training segment, the Business Model Canvas (Osterwalder & Pigneur, 2010) was utilized to teach students how to conceptualize and develop viable business models for batik products. In addition, a series of mobile events were arranged to market their products.

The program was implemented over six months and involved collaboration with local artisans, university faculty, and industry professionals. Key activities included hands-on sessions where **s**tudents actively participated in the creation of batik products, gaining practical skills and an appreciation for the craft; mentorship from experienced entrepreneurs and artisans, who provided guidance on developing and marketing batik-based business ideas. Apart from that, the program also involves community engagement,

where participants engage with local communities to understand the socio-economic context of batik production by disability groups.

The study was conducted at the end of the program. The epistemology for this research is interpretivism due to the nature of this study, which focuses on understanding the subjective meanings and interpretations individuals attach to their experiences. This study applied an inductive approach using a qualitative method.

Data Collection and Analysis

Data were collected through qualitative methods to evaluate the program's effectiveness and impacts. A semi-structured interview with four group leaders from 40 participants was conducted after the program ended. A cross-sectional time horizon was applied for this study. The program's success was measured against skill acquisition, entrepreneurial competence, cultural awareness and sustainability impacts. The collected data were analyzed through thematic analysis to derive comprehensive insights into the program's outcomes. The qualitative data from semi-structured interviews and observations were coded and thematically analyzed to capture nuanced perspectives.

4. Findings and Results

The recorded interviews were transcribed verbatim. The transcripts were reviewed multiple times to gain a comprehensive understanding of participant responses. A coding process was applied to highlight significant statements, categorizing data into emerging themes relevant to the research objectives. Codes were grouped into overarching themes reflecting key aspects of the program's impact, including skill development, entrepreneurial insights, cultural appreciation, community impact, and sustainability awareness. Next, the identified themes were analyzed about existing literature and program objectives to ensure consistency and validity in the findings. Based on interviews conducted with 4 group leaders, the Batik Tuah Teja program demonstrated significant effectiveness and impact in several key areas:

Skill Development Majority of the participants reported acquiring valuable hands-on skills in traditional batik-making techniques. They noted that the workshops provided a rare opportunity to learn directly from experienced artisans, enhancing their technical proficiency and confidence in applying these skills.

Entrepreneurial Insights: Most of the interviewees highlighted the value of integrating the Business Model Canvas framework into the program. They found this approach instrumental in understanding how to transform cultural heritage into viable business opportunities, with several participants expressing intentions to start their batik-related ventures. Furthermore, they learn based on their own experience in handling the whole ecosystem of entrepreneurship. The PBL approach, in which they collaborate in groups, enhances further in networking and teamwork.

Cultural Appreciation and Pride. Many participants expressed a newfound appreciation for Malaysia's cultural heritage. They emphasized how engaging with batik as an art form deepened their sense of identity and pride in preserving and promoting traditional crafts.

Community Impact The program's collaboration with local artisans was widely praised. Participants observed that these partnerships not only enriched their learning experience but also provided economic benefits and increased recognition for the artisans within their communities. Furthermore, involvement with the disability group related to batik products opens the eyes to social entrepreneurship.

Sustainability Awareness The integration of SDG-related discussions heightened participants' awareness of sustainability issues. Several interviewees noted that the program helped them connect the dots between cultural preservation, economic growth, and sustainable practices.

Challenges and Recommendations. While the feedback was overwhelmingly positive, some participants suggested extending the duration of the program to allow for more in-depth exploration of advanced techniques and entrepreneurial concepts. Others recommended increasing outreach efforts to involve a more diverse group of students and stakeholders.

Discussion

The findings from the Batik Tuah & Teja program highlight the significant impact of integrating cultural preservation with entrepreneurial education among university students. The outcomes suggest that such programs not only enhance students' appreciation for traditional heritage but also equip them with the necessary skills to transform these traditions into viable business ventures.

One of the most prominent outcomes of the program was the heightened cultural awareness among participants. The hands-on experience of batik-making allowed students to develop a deep appreciation for the art form, its historical significance, and its role in Malaysian heritage. This aligns with previous research emphasizing the importance of experiential learning in fostering cultural appreciation (Sukadari & Huda, 2021). Participants expressed a newfound sense of pride in their national heritage, suggesting that educational programs incorporating traditional arts can effectively counter the declining interest in cultural practices among younger generations.

The integration of entrepreneurial training, particularly through the Business Model Canvas (BMC), and handling mobile events proved to be instrumental in cultivating business acumen among students. Participants reported increased confidence in developing business strategies and expressed intentions to explore entrepreneurship within the creative economy. This aligns with the objectives of the National Entrepreneurship Policy 2030 (DKN 2030) and the Entrepreneurship Action Plan for Higher Education Institutions (EAP-HEIs) 2021-2025, which emphasize the need for entrepreneurial education in fostering job creators rather than job seekers (Ministry of Higher Education, 2021). The program's hands-on approach enabled students to navigate the entire entrepreneurial ecosystem, from product creation to marketing and sales, providing them with practical, real-world experience. Another unique aspect of the Batik Tuah & Teja program was its engagement with local artisans and individuals from marginalized communities, including persons with disabilities (OKU). This collaboration not only enriched students' learning experiences but also underscored the potential of social entrepreneurship in heritage preservation. By working closely with artisans, students gained insights into the socio-economic challenges faced by traditional craftsmen and explored ways to sustain and modernize batik businesses. This aligns with Sustainable Development Goal (SDG) 8.9, which emphasizes promoting sustainable tourism and local culture as a means of economic development.

Despite the program's success, several challenges were identified. One key issue was the limited duration of the program, which some participants felt restricted their ability to explore advanced batik-making techniques and refine their business strategies. Extending the program duration or offering follow-up mentorship could address this concern. Additionally, while the program successfully engaged a group of 40 students, broader outreach efforts could be made to involve a more diverse pool of participants from various disciplines and backgrounds. Another challenge was the accessibility of batik materials and tools for students who wished to continue their practice post-program. Establishing partnerships with industry stakeholders to provide subsidized materials or access to shared creative spaces could support students in sustaining their engagement with Batik beyond the program.

5. Conclusion and Recommendations

In conclusion, the data analysis and findings illustrate the multifaceted impact of the Batik Tuah & Teja program, highlighting its effectiveness in combining cultural preservation with entrepreneurial education. These outcomes demonstrate the viability of replicating similar initiatives to promote sustainable development through education and heritage conservation. This initiative aligns closely with Sustainable Development Goal (SDG) 11.4, which emphasizes strengthening efforts to protect and safeguard the world's cultural and natural heritage. UNESCO (2015) underscores the role of cultural heritage in fostering sustainable cities and communities, noting that heritage preservation contributes to social cohesion and a shared sense of identity. The Batik Tuah Teja program addresses this imperative by ensuring the continuity of batik-making traditions through educational engagement. Students not only learn about the artistic and historical significance of batik but also develop the skills to integrate these traditions into viable business models, ensuring their relevance in modern contexts.

Furthermore, the program supports SDG 8, which advocates for sustained, inclusive, and sustainable economic growth, productive employment, and decent work for all. By equipping students with entrepreneurial skills and fostering partnerships with local artisans, Batik Tuah & Teja creates pathways for decent work within the creative industries. The cultural economy, often undervalued, has significant potential to generate economic opportunities while promoting heritage. This initiative demonstrates how integrating entrepreneurship with cultural preservation can simultaneously address issues of unemployment and the erosion of traditional crafts. The importance of such programs cannot be overstated. In an era of rapid globalization, where traditional art forms face the risk of obsolescence, initiatives like Batik Tuah & Teja serve as vital interventions. They ensure that cultural heritage remains a living, dynamic part of society rather than being relegated to history. By engaging young minds and fostering a sense of ownership and innovation, the program not only safeguards Malaysia's batik traditions but also empowers a new generation to contribute meaningfully to sustainable development.

Moreover, the interdisciplinary nature of Batik Tuah & Teja—blending cultural education, technical training, and business acumen—offers a replicable model for addressing similar challenges globally. The program's emphasis on experiential learning ensures that students acquire practical skills while internalizing the value of cultural preservation. The use of the Business Model Canvas framework further ensures that students are well-prepared to navigate the competitive landscape of the creative economy, transforming heritage into a sustainable resource.

Future Direction

To enhance the impact of future iterations of the Batik Tuah & Teja program, incorporating digital tools and e-commerce training could be beneficial. In today's digital era, the ability to market and sell cultural products online is crucial for business sustainability. By integrating digital marketing and e-commerce modules, students could learn how to expand their reach and create sustainable business models that leverage modern technologies. Additionally, fostering collaborations with international organizations and institutions could provide students with broader exposure to global markets and cultural exchange opportunities. This would not only enhance their entrepreneurial outlook but also position Malaysian batik as a valuable heritage product on a global scale. The Batik Tuah & Teja program successfully demonstrated how cultural heritage education and entrepreneurship training can be synergized to empower youth. The positive outcomes in cultural appreciation, entrepreneurial competence, and social entrepreneurship highlight the program's potential as a model for future initiatives. By addressing identified challenges and leveraging digital innovations, similar programs can be expanded and refined to ensure the continued preservation and economic viability of Malaysia's intangible heritage.

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