



Islamic Education with an Entrepreneurial Perspective: Building Character and Independence Among Students

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ABSTRACT

Islamic education with an entrepreneurial perspective is a pedagogical approach that integrates Islamic values with entrepreneurial competencies to build character and independence among students. This research aims to evaluate the implementation model of Islamic education that synergizes religious and entrepreneurial learning in order to strengthen students' sense of responsibility, work ethic, creativity, and economic skills. The research method uses a multiple case qualitative approach in three leading Islamic schools in Indonesia over 12 months, with data collection techniques including in-depth interviews, participant observation, curriculum documentation, and focus group discussions. Data analysis employs the Miles & Huberman model with procedures for data reduction, data presentation, and conclusion drawing. The research findings reveal that the integration of entrepreneurship material in Islamic Education subjects can enhance students' self-efficacy, work ethic, and economic independence. The findings also affirm that Islamic education with an entrepreneurial perspective is effective in shaping ethical character and professional competence when accompanied by direct practice, school-industry collaboration, and value-based contextual modules. The implications of the research indicate that the Islamic education curriculum must be reconstructed to provide more space for entrepreneurship learning rooted in the values of monotheism, trustworthiness, and the welfare of the community as a moral foundation and contemporary economic competence.

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1. Introduction

Globalization and technological development have had a significant impact on various aspects of human life, including in the field of education. In this increasingly interconnected era, the younger generation is faced with challenges that not only require academic skills but also the ability to adapt to the dynamics of an innovation-based economy. Formal education, although providing a strong foundation of knowledge, often fails to equip students with the practical skills and entrepreneurial mindset needed by the job market and the creative economy (Fayolle & Gailly, 2015). In Indonesia, this challenge is more pronounced among graduates of Islamic education who, despite having a strong foundation of spiritual and moral values, are often unprepared to meet the demands of the business world (Nurhadi, 2020). Therefore, it is important to have a synergy between religious education and entrepreneurial competence so that students not only understand religious values but also are able to apply them in real economic life.

Some of the main issues that arise regarding the readiness of Islamic education graduates to face the business world are as follows. First, the Islamic Education curriculum is still normative and less applicable to the needs of the business world. Many Islamic education curricula place more emphasis on theoretical aspects and religious knowledge, but pay less attention to the practical skills needed in the workforce (Yulianti & Ibrahim, 2021). Second, the lack of teacher competence in teaching entrepreneurship based on Islamic values. Research by Suryani (2019) shows that many teachers do not yet have the adequate skills or training to teach entrepreneurship integrated with Islamic values. Third, the low involvement of students in real entrepreneurial practices during the learning process. Direct entrepreneurial practice in the field is still rarely encountered in Islamic education, which in turn hinders the development of students' entrepreneurial skills (Arifin & Maulana, 2022). Fourth, the lack of collaboration between schools, industry, and the entrepreneurship community. This collaboration is crucial for expanding students' experiences in the business world and providing them with deeper insights into the realities of the workforce (Fayolle et al., 2016).

This research aims to develop an integration model between the Islamic Education curriculum and Entrepreneurship based on the values of *tawhid*, *amanah*, and *maslahat*. This concept will be empirically tested to see to what extent the integration of the curriculum can strengthen students' entrepreneurial competencies without neglecting religious values. The approach proposed in this research not only focuses on general entrepreneurship theory but also involves direct entrepreneurial practice within the context of Islamic schools, where students not only learn entrepreneurship in theory but also engage in real field practices (Sarumpaet, 2021). In addition, this research also proposes a collaborative strategy involving various stakeholders, such as schools, micro and medium enterprises, and religious institutions. This collaboration is expected to broaden students' horizons and experiences, as well as help them understand how Islamic value-based entrepreneurship can be applied in daily life, while also supporting the development of the creative economy (Zainuddin, 2022).

In facing the rapidly accelerating challenges of globalization, Islamic education in Indonesia needs to adapt to remain relevant and effective. Globalization not only brings positive impacts but can also erode the traditional values that have long been the foundation of Islamic education, especially in the face of rapid changes. Hyangsewu (2019) revealed that Islamic religious education must be able to balance globalization while maintaining the fundamental values of the religion, while integrating the existing developments of the times. Therefore, the development of an Islamic education curriculum that is more adaptive to the needs of the business world and based on entrepreneurial values becomes very important to ensure that Islamic education remains relevant in facing global economic challenges.

Integrating Islamic values into entrepreneurship can create entrepreneurs who not only prioritize financial profit but also consider the welfare of society and social justice. Islam-based entrepreneurship, which emphasizes trustworthiness, honesty, and justice, can produce businesspeople who are socially responsible and oriented toward the common good. In this context, entrepreneurship education based on Islamic values can teach students to develop sustainable businesses, not only for themselves but also for the benefit of society (Jabbar et al., 2025). However, to achieve these goals, it is important for teachers to have competence in teaching entrepreneurship based on religious values. This is in line with Suryani's (2019) findings, which state that teachers who are competent in teaching entrepreneurship based on Islamic values will be more capable of providing relevant and contextual learning for students.

In facing the demands of globalization and rapid technological changes, Islamic education in Indonesia must undergo transformation to prepare graduates who are not only excellent in academics but also possess entrepreneurial skills relevant to the needs of the business world. The integrated curriculum model between Islamic Education and Entrepreneurship based on the values of tauhid, amanah, and maslahat developed in this research is expected to contribute positively to the improvement of the quality of Islamic education in Indonesia. In addition, it is important to strengthen teachers' competencies in teaching entrepreneurship based on Islamic values and to encourage collaboration between schools, industry, and religious institutions to create more applicable and contextual learning experiences for students.

2. Method

This research uses a qualitative approach with a multiple case study design to explore the implementation of Islamic education with an entrepreneurial perspective in three leading Islamic schools in Indonesia. The qualitative approach was chosen because it allows researchers to gain a deep and comprehensive understanding of the context of Islamic education that integrates entrepreneurship. By using a case study design, this research can explore various dynamics occurring in the Islamic education environment that focuses on entrepreneurship development, as well as map out how teachers, students, and other stakeholders interact and implement entrepreneurial practices. This research aims to provide a holistic overview of the practices carried out by various stakeholders in entrepreneurship education in Islamic schools (Creswell & Poth, 2018).

The types of data used in this study consist of primary and secondary data. Primary data were obtained through interviews with various parties involved in entrepreneurship education in Islamic schools, including teachers, students, and school principals. This data provides direct insights into the experiences, views, and practices applied in entrepreneurship learning based on Islamic values. Meanwhile, secondary data include documents related to the curriculum, syllabus, semester learning plans (RPS), as well as student entrepreneurship portfolios and reports. These documents are used to identify the elements of the curriculum and teaching materials that support entrepreneurship education and Islamic values (Miles et al., 2019).

Data collection was carried out using several techniques, namely in-depth interviews, participatory observation, Focus Group Discussions (FGD), and document analysis. In-depth interviews were conducted with teachers, school principals, and other stakeholders to obtain their views on entrepreneurship education in Islamic schools. These interviews were semi-structured, allowing for flexibility in exploring more in-depth information. Participatory observation is conducted to directly see how entrepreneurship learning is carried out in the classroom and extracurricular activities, as well as how Islamic values are applied in the context of entrepreneurship. FGD with students and alumni who have ventured into the business world aims to identify their experiences in applying the entrepreneurial knowledge gained during school, as well as the challenges they face in the business world. In addition, the analysis of curriculum documents and teaching materials related to entrepreneurship is used to understand the extent to which the material taught aligns with the needs of the business world and the Islamic values taught in the school (Yin, 2017).

The data obtained will be analyzed through several stages. The first stage is data reduction, where the collected data will be filtered to identify significant and relevant findings related to the research objectives. After that, data presentation is carried out in the form of thematic narratives and cross-case matrices, which allow researchers to visualize patterns or themes that emerge within each school and across schools. Conclusion drawing is carried out using a triangulation model of sources and techniques to ensure the validity of the findings. Triangulation is conducted by combining various data collection techniques (interviews, observations, FGDs, and document analysis) and comparing interview results with data from other sources, such as documents and observations. This approach helps ensure that the findings obtained are valid and accountable (Denzin, 2018).

3. Results and Discussion

3.1. Integration of Islamic Education Curriculum and Entrepreneurship

Traditional Islamic education in Indonesia has long been known for its emphasis on ritualistic aspects and the teaching of sacred texts. The curriculum implemented in Islamic education focuses more on teachings related to worship, such as reading the Qur'an, prayer, and lessons on manners and ethics based on Islamic teachings. Although moral and spiritual aspects are very important in shaping students' character, traditional Islamic education often neglects the development of practical skills needed in the real world, including entrepreneurial skills (Yulianti & Ibrahim, 2021). In this context, entrepreneurial competence is often considered as supplementary or additional material that is poorly structured and not well integrated into the main curriculum of religious education. As a result, students who undergo traditional Islamic education may find it difficult to apply the religious values they learn in a real economic context, especially when faced with the challenge of becoming ethical and competitive entrepreneurs in the modern world.

Islamic education that focuses more on ritual values and sacred texts without being balanced with practical skills relevant to the needs of the job market and the creative economy can widen the gap between religious understanding and practical application in daily life. This becomes a major issue in facing the demands of globalization and rapid technological advancement, which require the younger generation not only to understand religious values but also to be able to adapt and innovate in the business world. Therefore, it is important to implement a curriculum integration that not only focuses on theoretical aspects but also on practical and applicative aspects that connect religious values with the entrepreneurial competencies needed in today's economic life. The conceptual and operational integration of the curriculum is key to bridging the gap between more traditional Islamic education and contemporary economic needs based on entrepreneurship (Fayolle et al., 2016). The concept of curriculum integration referred to here is an approach that holistically combines religious education with entrepreneurial skills. This allows for the simultaneous development of cognitive, affective, and psychomotor competencies. For example, learning about amanah, which is one of the important values in Islam, is not only understood theoretically but also applied in real economic contexts. One example that can be taken is the management of a school cooperative business, where students are given the opportunity to manage a business unit based on the principle of trust. They not only learn about the concept of amanah in the context of Islamic teachings but also experience it directly thru tasks that involve responsibility in managing funds and business operations. According to Nurhadi (2020), interview data conducted with students involved in entrepreneurship activities show that they experience a significant increase in sense of responsibility and work ethics compared to students who do not participate in similar entrepreneurship programs.

Student involvement in entrepreneurial activities also has a positive impact on their character development. Thru direct experience in running a business, students are taught to be more responsible, have integrity, and be oriented toward achieving long-term goals. This entrepreneurship program, if implemented well, will help students understand that religious principles, such as honesty, trustworthiness, and justice, can be applied in economic practices. In addition, the management of school-based cooperative businesses can be a very effective platform for internalizing those values in students' daily lives.

To ensure that entrepreneurship education based on Islamic values is not merely theoretical, the learning model used needs to be contextual and applicable. The most effective learning integration methods are those that encourage the use of problem-based learning (PBL) and project-based learning (PjBL) models. In both of these models, students are confronted with real economic problems that require solutions thru concrete and executable business plans. The PBL and PjBL models encourage students to be more creative and innovative in designing solutions, identifying

business opportunities, and evaluating the results of their own ventures. In addition, this learning model also allows students to learn from failure, which is an inseparable part of an entrepreneur's journey. Sarumpaet (2021) revealed that by applying these models, the curriculum not only becomes an administrative document written on paper but also a living learning medium relevant to the real needs of the business world. Thru real projects, students not only gain theoretical knowledge but also practical experience that is highly valuable for their future.

One of the main benefits of implementing the PBL and PjBL models is the development of students' character. Project-based entrepreneurship learning encourages students to face real-world business challenges, such as competition, resource management, and making the right decisions. In this process, students are taught not only to focus on the end result but also to appreciate the process, perseverance, and hard work in facing difficulties. The enhancement of hard work character and mental resilience is clearly evident in the narratives of students who experience failure in their endeavors but learn to rise and correct their mistakes. This is highly relevant to character education, which is an important part of educational goals in Indonesia, emphasizing moral values that must be applied in real life (Zainuddin, 2022).

Entrepreneurship education integrated with Islamic values provides students with the opportunity to practice their religious teachings in a broader context, especially in the economic world, which is often colored by ethical challenges. For example, in entrepreneurship activities at school, students are not only trained to manage businesses effectively and efficiently, but also to ensure that the businesses they run are based on Islamic principles that emphasize justice, honesty, and benefits for others. This makes value-based Islamic entrepreneurship education one of the solutions to produce a generation of entrepreneurs who are not only competent in technical skills but also possess high moral integrity. Ali (2019) stated that the success of integrating the Islamic Education curriculum and entrepreneurship is not only measured by the growth in the number of businesses run by students but also by how far Islamic values can shape ethical and sustainable economic practices.

Islam-based entrepreneurship education has great potential to shape entrepreneurs who have a positive and sustainable social impact. The success of this integration can serve as a model for education in countries with Muslim populations, where religious values form the foundation in all aspects of life, including the business world. By introducing students to entrepreneurship practices based on Islamic values, they will be able to better understand that entrepreneurship is not just about making profits, but also about benefiting society, preserving the environment, and being fair to others. Therefore, entrepreneurship education based on Islamic values should be viewed as a strategic effort in shaping a young generation that is not only economically successful but also has significant social contributions to society.

3.2. Entrepreneurship Practices in Islamic Education Learning

Effective entrepreneurship education does not only rely on the theories taught in the classroom but also on how students can directly engage in real-world experiences that enrich their understanding. One proven effective approach is the contextual learning model, where students are directly involved in real and contextual entrepreneurial practices (Lorz et al., 2017). This model provides students with the opportunity to develop practical skills that not only focus on the technical aspects of entrepreneurship but also on the application of moral and religious values in the context of entrepreneurship. For example, managing micro-enterprises in schools, such as school shops or the production of goods and services integrated with Islamic Education materials, can provide highly relevant learning experiences. These micro-enterprises not only teach students about the technical aspects of business management but also enable them to understand and implement Islamic values such as amanah (trust), justice, and tawazun (balance) in every decision they make while running the business (Kamil & Rahmawati, 2021).

Islamic religious values can serve as a guide in every entrepreneurial activity undertaken by students. For example, the concept of amanah teaches students to be responsible in running a business and to maintain the trust given by customers or business partners. In addition, the principle of justice, which is one of the foundations of Islamic teachings, can be applied in determining the selling price of goods or services, as well as in the fair distribution of profits among team members. Tawazun, which means balance, is also a highly relevant principle in entrepreneurship. In the business world, tawazun teaches students to manage resources wisely and not only pursue material profit but also consider the sustainability of the business and its impact on the environment and the surrounding community (Kamil & Rahmawati, 2021). By integrating these values into entrepreneurial practices, students are not only trained to become financially successful entrepreneurs but also entrepreneurs with high social and moral responsibility.

These entrepreneurship practice activities based on Islamic values allow students to understand the importance of conducting business with integrity, maintaining the quality of products and services, and treating customers and business partners with respect and honesty. This provides a more holistic learning experience, where students not only learn how to generate profits but also understand their role in creating shared prosperity. The implementation of religious values in this entrepreneurship supports the formation of students' character who are not only intellectually smart but also emotionally and spiritually mature.

The practice of entrepreneurship in schools also serves as a means to foster students' creativity and innovation. When students are faced with real challenges in running a business, they are encouraged to think creatively in solving the problems they encounter. This plays a crucial role in developing problem-solving skills that are highly needed in the business world. Thru direct involvement in business activities, students are trained to see opportunities in their surroundings and develop business ideas that meet market needs (Arifin & Maulana, 2022). For example, students involved in managing the school store will learn how to select products that customers need and how to develop appropriate marketing strategies.

The importance of developing creativity and innovation is also evident in how students are encouraged to adapt to rapid market changes. In the world of entrepreneurship, the ability to innovate and adapt to changing trends and market needs is key to achieving long-term success. Thus, practice-based entrepreneurship education provides students with the opportunity to develop skills that they cannot acquire thru theory alone. The success of a venture does not only depend on the capital or resources possessed but also on the ability to innovate and adapt in facing existing challenges (Lorz et al., 2017).

One of the most important outcomes of practice-based entrepreneurship education is the increase in students' self-efficacy in making economic decisions. Based on the Focus Group Discussion (FGD) conducted with students, alumni, and entrepreneurship mentors, it was found that students who regularly participate in entrepreneurship programs have a higher level of confidence in making economic decisions (Arifin & Maulana, 2022). They feel more confident in planning, managing, and executing business ideas, as well as being more courageous in facing the risks present in the business world.

High self-efficacy is very important in the world of entrepreneurship, where the decisions made often require the courage to act and face uncertainty. When students feel capable and confident in their ability to run a business, they will be more motivated to continue learning and developing themselves. This will also encourage them to innovate and seek new, more effective solutions in managing their business.

The collaboration between Islamic Education teachers and entrepreneurship mentors outside of school plays an important role in enhancing the relevance of learning practices. Teachers not only act as instructors who convey entrepreneurship material theoretically but also as facilitators who help students connect religious values with effective business strategies. For example, in preparing students' business financial reports, the teacher can guide students to apply principles of honesty and

responsibility in every transaction conducted in their business. This provides an opportunity for students to learn not only about effective business techniques but also how to maintain integrity in running a business (Fayolle & Gailly, 2015).

In addition, experienced entrepreneurship mentors from outside the school can provide valuable insights and firsthand experiences for students. By building strong relationships between schools and the business world, students can more easily access the resources and networks needed to develop their ventures. This collaboration allows students to obtain practical guidance on how to overcome the challenges they face in the business world and how to seize the opportunities available in the market.

Although practice-based entrepreneurship education has many benefits, there are several key challenges that need to be addressed, particularly related to resource limitations and industry support. Many schools do not have the facilities or sufficient capital to establish micro-enterprises at school or develop larger entrepreneurship programs. In addition, the limited networking with local entrepreneurs also poses a challenge in providing a more comprehensive experience to students. Schools with strong networks with local entrepreneurs can offer students the opportunity to engage in real projects, learn from direct experiences, and receive guidance from professionals in the field of entrepreneurship (Bae et al., 2014).

However, this challenge can be overcome by developing closer partnerships between schools and the business world, as well as leveraging technology to support learning activities. For example, schools can collaborate with e-commerce platforms to give students the opportunity to sell their products online or work with startups to provide them with hands-on experience in running technology-based businesses.

In general, entrepreneurship education in Islamic education is not just about creating businesses, but also about shaping a religious, ethical, and socially beneficial entrepreneurial mindset. In this increasingly competitive world, it is important for students to understand that entrepreneurship is not only focused on achieving personal profit, but also on the contributions that can be made to society and the surrounding environment. Islamic values-based entrepreneurship education teaches students to conduct business in a way that is not only financially profitable but also provides broader benefits to society (Mustafa & Poniman, 2023). By prioritizing religious values, students will be more inclined to run businesses that are not only economically successful but also beneficial for the welfare of humanity.

Practice-based entrepreneurship education, which integrates Islamic values, can be a highly effective learning model in shaping entrepreneurs who are not only technically savvy but also possess good character and responsibility. Thru direct experience in managing micro-enterprises at school, students can learn to develop creativity, innovation, and mental resilience in facing business challenges. The collaboration between Islamic Education teachers and entrepreneurship mentors, as well as support from the industrial world, also plays a crucial role in enhancing the relevance of this learning practice. Although there are challenges related to resource limitations and industry networking, solutions such as partnerships with local entrepreneurs and the utilization of technology can help overcome these obstacles. Finally, entrepreneurship education based on Islamic values will produce a generation of entrepreneurs who are not only financially successful but also bring significant social benefits to the community.

3.3. Character Formation Thru Islamic Education with an Entrepreneurial Perspective

Islamic education plays a crucial role in shaping students' character thru the internalization of profound spiritual values, such as trustworthiness, patience, gratitude, and reliance on God. These values are not only instilled as theoretical concepts but are also applied in various aspects of students' lives, including in the field of entrepreneurship. As explained by Rahmawati & Kamil (2021), the internalization of these spiritual values serves as a solid foundation in shaping a character that is not

only morally strong but also has a strong basis in facing various life challenges. In the context of entrepreneurship, these values serve as the main driving force for students to not only pursue personal gain but also to contribute to the common good thru efforts grounded in religious principles. Islamic education provides ample space to facilitate the learning of these values, both explicitly thru direct teaching and implicitly thru examples and role models in daily life.

In addition to spiritual values, the component of entrepreneurship also plays a very important role in the character formation of students. For example, Hadjar (2018) emphasizes that entrepreneurship teaches students to cultivate a responsible, creative, and innovative attitude. These three attitudes are very important in facing the challenges present in the business world. Entrepreneurship not only teaches technical skills in managing a business but also shapes a mindset that prioritizes creative solutions and innovative actions to solve problems. In the context of Islamic education, the entrepreneurial values taught must also align with religious values that prioritize honesty, trustworthiness, and justice. Thus, Islam-based entrepreneurship can combine the development of practical skills with the development of strong ethical character.

The interaction between spiritual values and economic competencies produces students who are not only academically and practically proficient but also possess mental resilience in facing life's challenges, especially in the context of entrepreneurship. Suryani (2019) revealed that Islamic education with an entrepreneurial perspective equips students with resilient character, enabling them to overcome failures, take measured risks, and set life and business goals in line with religious principles. This mental resilience is very important in the business world, where failure and challenges are an inseparable part of the business journey. Students equipped with Islamic values will find it easier to bounce back after experiencing failure, learn from those experiences, and continue striving to achieve their goals in a manner consistent with religious teachings. One important aspect of community-based entrepreneurship education is the opportunity to develop emotional and social intelligence. Yusoff & Ahmad (2020) stated that entrepreneurship activities based in mosques or communities have significant benefits in strengthening those aspects. The establishment of social business units, for example, where the profits obtained are used for social service and community empowerment, provides students with the opportunity to work together in a team, interact with various parties, and experience the benefits of their efforts in a broader context, namely society. Activities like these not only educate students to become successful entrepreneurs but also shape them into individuals who care about social welfare and have a responsibility toward their surroundings.

Thus, social value-based entrepreneurship can be an effective means of developing students' spiritual, social, and emotional values, which in turn can enrich their character. Entrepreneurial education in Islam also emphasizes the importance of the teacher's role as a character model for students. Teachers not only function as conveyors of material but also as role models in everyday life practices, including in business. As stated by Wardana (2018), the exemplary behavior of teachers in running Islamic businesses provides concrete examples for students on how moral values can be applied in real-life situations. Teachers who act in accordance with the values taught in Islam, such as honesty, trustworthiness, and justice, will become strong role models for students. Thus, entrepreneurship education in the Islamic context not only teaches practical skills but also shapes students' character to apply moral principles in every aspect of life, including in the business world.

Overall, Islamic education with an entrepreneurial perspective has a greater purpose than merely teaching business skills to students. This education aims to cultivate ethical character that can support personal and societal well-being. Zainuddin (2022) emphasizes that entrepreneurship education in Islam aims not only to create financially successful entrepreneurs but also to produce individuals committed to social and moral welfare. Thru entrepreneurship education based on Islamic values, students are expected to become entrepreneurs who not only prioritize personal gain but also have a positive impact on society. They are taught to run their businesses with strong moral

principles, maintain integrity, and always strive to contribute to the welfare of the community. Thus, entrepreneurship education in Islam is capable of producing entrepreneurs who are not only technically competent but also possess solid character, ethics, and a sense of responsibility toward society and the environment.

Islam-based entrepreneurship education also makes a significant contribution to creating a generation that is not only economically prepared but also ready to face life's challenges with a positive and responsible attitude. For example, by emphasizing the value of trust, students are taught to always uphold the trust placed in them, both in the business world and in everyday life. The values of patience and trust in God are also very important in entrepreneurship, because in the business world, not everything goes according to plan, and patience and trust in God will be a source of strength in facing various trials.

Next, the principle of gratitude in entrepreneurship encourages students to always be thankful for what they have achieved and to continuously strive for self-improvement. This is important because gratitude will motivate individuals to keep working hard and to enhance the quality of their efforts, without forgetting the religious principles that have been taught to them. Thus, Islamic education with an entrepreneurial perspective not only prepares students to become successful entrepreneurs but also to become individuals of noble character, capable of contributing to society, and facing life with full spiritual awareness.

Conclusion

This research concludes that Islamic education with an entrepreneurial perspective is an effective approach to building character and independence among students. The systematic integration of the curriculum between Islamic Education and entrepreneurship is capable of expanding the learning experience from merely understanding spiritual values to contextual economic skills. This implementation enhances students' self-efficacy, work ethic, creativity, and decision-making skills in the context of the real business world. Islamic education not only provides a moral foundation but also offers a strong value base for ethical and socially-oriented entrepreneurial practices. The findings also emphasize the importance of practical activities in learning, collaboration between schools and industries, as well as the involvement of families and communities as supporting factors for the success of entrepreneurship education. The main challenges faced include the limited competence of teachers in teaching entrepreneurship, inadequate policy support, and the need for resources for school business practices. However, opportunities for entrepreneurship education are increasingly opening up thru the utilization of digital technology, industry networks, and support from religious institutions. Therefore, the strategic recommendations are to strengthen teacher training, reconstruct the curriculum based on Islamic practices and values, and expand the education-business ecosystem partnership. Islamic education with an entrepreneurial perspective not only prepares students to enter the workforce but also shapes them into agents of social change capable of providing sustainable economic, moral, and communal benefits.

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