

Islamic Education-Based Entrepreneurship as a Catalyst for Student Business Motivation

Saca Suhendi¹⁾, Ega Moh. Purnama²⁾

^{1), 2)} UIN Sunan Gunung Djati Bandung, Indonesia

¹⁾ Email: sacasuhendi@uinsgd.ac.id

²⁾ Email: egamohammad13@gmail.com

Abstract: One crucial factor in promoting entrepreneurship within a country is the role of universities through the implementation of entrepreneurship education. This form of education not only offers a theoretical foundation in entrepreneurial concepts but also shapes students' attitudes, mindsets, and perspectives towards starting businesses. This research seeks to understand the concept and implementation of entrepreneurship education in university courses aimed at fostering students' entrepreneurial interests, the factors that drive this interest, and the advantages of entrepreneurship education. Using qualitative methods with a phenomenological approach, the study gathered data from purposively selected participants through observations, interviews, and documentation. Data validity was ensured through triangulation techniques. Findings reveal that entrepreneurship education, effectively integrated into university courses, significantly boosts students' interest in entrepreneurship. Besides theoretical insights, students gain practical experiences that enhance essential skills, such as marketing, business management, and performance evaluation. Factors influencing entrepreneurial interest include personal ambition, supportive educational environments, and firsthand experiences in business activities. The benefits of these courses include increasing students' motivation, skills, and preparedness for the business world, along with contributing positively to the country's economic development by nurturing a new generation of entrepreneurs.

Keywords:

Entrepreneurship Education; Entrepreneurial Motivation; Students

Abstrak: Salah satu faktor penting dalam pertumbuhan kewirausahaan di suatu negara adalah peran perguruan tinggi melalui penyelenggaraan pendidikan kewirausahaan. Pendidikan kewirausahaan tidak hanya memberikan dasar teori tentang konsep wirausaha, tetapi juga berperan dalam membentuk pola pikir, sikap, dan pandangan mahasiswa terhadap wirausaha. Penelitian ini bertujuan untuk mengetahui konsep pendidikan kewirausahaan, implementasinya dalam perkuliahan guna untuk menumbuhkan minat berwirausaha pada mahasiswa, faktor-faktor yang mendorong minat berwirausaha, serta manfaat dari mata kuliah kewirausahaan bagi mahasiswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Subjek penelitian dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dan dianalisis menggunakan teknik triangulasi untuk menjamin keabsahan data. Hasil dari penelitian ini menunjukkan bahwa pendidikan kewirausahaan telah diintegrasikan secara efektif ke dalam mata kuliah kewirausahaan, yang berperan besar dalam meningkatkan minat mahasiswa terhadap dunia wirausaha. Mahasiswa tidak hanya mendapatkan pengetahuan teoretis, tetapi juga pengalaman praktis yang memperkuat keterampilan mereka dalam bisnis, seperti strategi pemasaran, pengelolaan usaha, dan evaluasi kinerja. Faktor-faktor yang memengaruhi minat berwirausaha meliputi keinginan pribadi, dukungan lingkungan pendidikan, serta pengalaman langsung dalam kegiatan bisnis. Manfaat dari perkuliahan ini antara lain peningkatan motivasi, keterampilan, dan kesiapan mahasiswa untuk menghadapi dunia usaha setelah lulus, serta kontribusi positif terhadap pengembangan perekonomian negara dengan munculnya wirausaha-wirausaha baru.

Kata Kunci:

Pendidikan Kewirausahaan; Motivasi Berwirausaha; Mahasiswa

DOI: <https://doi.org/10.15575/ath.v9i2.33437>

Received: 01, 2024. Accepted: 09, 2024. Published: 10, 2024.

INTRODUCTION

Indonesia is a developing country with significant economic potential, continually facing various challenges to achieve inclusive and sustainable economic growth (Kurniawan & Managi, 2018). A strong economy requires a workforce equipped with skills, innovation, and the ability to create new job opportunities. In this context, the role of entrepreneurship education serves as a crucial foundation in shaping individuals to become self-reliant, creative, and highly competitive (Turmuzi et al., 2022).

Entrepreneurship education has become a focal point in various studies, given its significant role in shaping the entrepreneurial attitudes and skills of the younger generation (Ratten & Usmanij, 2021). Through structured programs, entrepreneurship education not only introduces students to the fundamentals of starting and managing a business but also fosters critical thinking, problem-solving, and resilience (Hameed & Irfan, 2019). This type of education encourages students to explore opportunities, take calculated risks, and develop the perseverance necessary to succeed in competitive environments. Entrepreneurship education is defined as an educational program that not only equips students with business skills but also fosters an entrepreneurial mindset, enabling them to recognize opportunities amidst economic challenges (Herlina et al., 2024). This approach is crucial given Indonesia's economic challenges, such as unemployment and economic distribution inequality, which require innovative and sustainable Solutions. (Suryahani et al., 2024) This emphasizes that, although Indonesia has a diverse economic sector ranging from agriculture to industry, there are still significant challenges to be addressed in achieving a more equitable economic distribution.

Furthermore, in the context of globalization and the Industrial Revolution 4.0, entrepreneurship education is not only relevant, but also an important tool in preparing Indonesia's young generation to face rapid market and technological changes (Turmuzi et al., 2022). Entrepreneurship education plays a vital role in enabling young generations to explore opportunities in the digital era, including creating startups, developing small businesses, and understanding the global business ecosystem. However, there remains a theoretical gap in understanding entrepreneurial adaptation in the era of Industry 4.0. Many studies have yet to delve deeply into effective strategies for entrepreneurship education to address the evolving dynamics of technology and the digital market (Faludi & Gilbert, 2019).

In this regard, this research offers novelty by exploring an approach to entrepreneurship education that focuses on developing digital skills and adapting to the global digital business ecosystem. This research not only highlights the importance of entrepreneurship education in shaping entrepreneurial attitudes and skills, but also proposes a more adaptive education model to technological changes and global market dynamics (Mulyani, 2012).

Entrepreneurship education has become an integral part of shaping human resources capable of adapting to the dynamics of the times and contributing to economic development. The role of students as the next generation poses unique challenges in fostering entrepreneurial interest and

skills. Specifically, in the context of Islamic Education (PAI) students at Sunan Gunung Djati State Islamic University (UIN SGD) Bandung, these challenges are increasingly relevant. The role of entrepreneurship in this context extends beyond economic aspects to include ethics, morality, and Islamic values, making it essential to develop an entrepreneurial mindset that aligns with religious principles while addressing contemporary economic demands.

The implementation of entrepreneurship education in universities serves as an alternative effort to reduce unemployment (Byun et al., 2019). Entrepreneurship courses based on practical experience, known as entrepreneurship concepts and skills, form the backbone of equipping graduates with essential skills for achieving success. The teaching methods employed in entrepreneurship education are crucial for shaping individuals' mindsets and behaviors, fostering entrepreneurial interest and aspirations. Business Planning, as a mandatory subject in entrepreneurship education, equips students with the knowledge and experience necessary for self-development and business creation. This course emphasizes the practical application of entrepreneurial concepts, enabling students to develop strategic thinking, identify market opportunities, and build sustainable business models. By integrating theory with hands-on learning, entrepreneurship education prepares students not only to enter the workforce but also to create jobs, contributing to economic growth and reducing reliance on traditional employment sectors (Igwe et al., 2021).

Fostering an entrepreneurial spirit among university students is believed to be an alternative solution to reducing unemployment rates, as graduates are expected to become educated young entrepreneurs capable of starting their own businesses. In today's and future business world, success increasingly relies on knowledge and intellectual capital. (Adnyana & Purnami, 2016; Gultom, 2021). Besides that (Desi, 2022) This research discusses the importance of entrepreneurship education in higher education to face the challenges of the Fourth Industrial Revolution, focusing on the use of digital technology by students. The study emphasizes how students need to develop technology-based entrepreneurial skills in order to remain competitive in the global era.

The young generation or commonly called the millennial generation including students are considered as agents of development change. Students are part of a dynamic community group, meaning that students can follow the changes that occur in society both in terms of social, economic, technological, political, and so on which with their intellectual capacity students are able to develop themselves. Entrepreneurship is a fairly appropriate alternative choice for students to develop their potential, this is in line with (Hasan, 2020) The role of young entrepreneurs in reducing unemployment in Indonesia highlights that entrepreneurship education in higher education is a strategic step toward creating young entrepreneurs capable of starting their own businesses. This approach is considered effective in reducing graduates' dependence on formal employment opportunities. By equipping students with the necessary entrepreneurial skills, universities can help foster self-employment and encourage the development of small and medium-sized enterprises (SMEs), which play a significant role in driving economic growth and job creation.

Entrepreneurship education empowers students to be innovative, resourceful, and proactive, enabling them to contribute to solving the unemployment issue and enhancing the national economy.

In 2023, the Government will increase the allocation of people's business loans (KUR) to IDR 450 trillion from the previous IDR 373 trillion. One of the things that is encouraged by the increase in credit allocation is the Super Micro KUR which is intended for millennial entrepreneurs, young MSMEs, or young people who are just starting a business. This step opens up the widest opportunities for the younger generation to pursue the path of becoming entrepreneurs. Moreover, the number of entrepreneurs or entrepreneurs in Indonesia is still relatively low. According to the Ministry of Cooperatives and SMEs, currently Indonesia has only reached an entrepreneurship ratio of 3.47% (Moerdijat, 2023).

The entrepreneurial ratio is a key prerequisite for Indonesia to become a developed country by 2045. Therefore, Indonesia needs to have a minimum entrepreneurial ratio of 4% of the total population. For comparison, Singapore's entrepreneurial ratio has already reached 8.6%, and Thailand's is above 4%.

Although research on entrepreneurship has been conducted for a long time, and factors influencing entrepreneurial interest have been identified, the role of entrepreneurship education is still widely debated. This includes the extent to which entrepreneurship education affects interest, motivation, and creativity in entrepreneurship, including student motivation to engage in entrepreneurship.

Based on the above discussion, the objective of this study is to explore and understand the concepts, characteristics, and implementation of entrepreneurship education in the classroom as an effort to increase entrepreneurial motivation among students at the Faculty of Tarbiyah and Teacher Training at UIN Sunan Gunung Djati Bandung. The novelty of this research lies in its specific focus on how entrepreneurship education within a religious higher education environment can play a role in shaping motivation and entrepreneurial mindset in students traditionally directed toward religious and pedagogical education.

This research provides significant benefits for higher education, particularly in the context of developing entrepreneurship curricula. It can serve as a foundation for universities to consider when designing and implementing more effective entrepreneurship programs, which not only focus on technical aspects but also aim to foster an entrepreneurial mindset. Furthermore, the findings of this study are expected to contribute to improving the quality of graduates, better preparing them for the business world, both locally and globally, as well as supporting efforts to reduce unemployment among graduates through the development of educated young entrepreneurs.

RESEARCH METHOD

This research aims to understand and describe how Entrepreneurship Education and its Implementation can enhance students' entrepreneurial motivation. In this context, the researcher seeks several references from e-articles, journals through

platforms such as Google Scholar, ATTHULAB: Islamic Religion Teaching & Learning Journal, and e-books.

This study employs a qualitative research approach. According do (Hardani, 2020), qualitative methodology is a research process that generates descriptive data concerning individual behaviors observed in written or spoken words. Qualitative research is typically conducted to investigate phenomena comprehensively and in-depth by collecting as much descriptive data as possible (Nassaji, 2020). Therefore, inductive analysis is extended to discover the true meaning of the phenomenon being studied. The objective of this study is to systematically organize descriptions, facts, characteristics, and relationships between the studied phenomena, based on expert knowledge, and by describing students' experiences in developing their interest in entrepreneurship. To investigate this phenomenon, the researcher asks several questions to the respondents, then collects their responses for analysis (Arseven, 2018). This discussion will further explore how the implementation of entrepreneurship education can improve entrepreneurial motivation among students at the Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

RESEARCH RESULT AND DISCUSSION

Entrepreneurship Education

The Faculty of Tarbiyah and Teacher Training at UIN Sunan Gunung Djati Bandung, through the Islamic Education program, offers an Entrepreneurship Education course to motivate and help students develop their interest and talent in entrepreneurship. This course not only provides theory but also practical experience, such as creating labels, packaging products, and developing business idea journals. These activities help students understand and prepare for the business world. Entrepreneurship education has also proven to increase students' interest in entrepreneurship by providing both knowledge and real-life experiences.

However, there are many debates that arise regarding entrepreneurship education provided as part of the learning process in formal educational institutions. This debate is mainly concerned with the application of terms such as entrepreneurship education versus corporate education. There is a conceptual difference between entrepreneurship education and corporate education. The concept of entrepreneurship education focuses on developing an attitude of independence, while corporate education aims to create individuals who are able to seek opportunities. But, (Pinontoan, 2021) argue that the two terms have the same concept but differ in their context. The United States and Canada are more likely to use the term entrepreneurship education, while the United Kingdom and Ireland emphasize the term corporate education more.

The conceptual and contextual debates between entrepreneurship education and business education are quite extensive, requiring a more precise definition of entrepreneurship to be provided to the younger generation in their formal educational process. According to Lubis (2020), entrepreneurship education is defined as the process of equipping individuals with the ability to

recognize commercial opportunities and insights, self-esteem, knowledge, and skills to act based on their own thinking.

Many business experts use the term entrepreneurship education by focusing on the principles of activities involved. According to (Hasan, 2020), an entrepreneur has the character of an innovator. Meanwhile, according to (Zulhimma, 2018) An entrepreneur is a creator of wealth and someone who is willing to take on challenges. With these definitions of entrepreneurship, it is necessary for entrepreneurship education to have a curriculum and teaching materials that focus on studying sources of opportunities and the process of discovery (Hasan, 2020), where individuals are directed to build creativity, take risks, and turn their ideas into tangible actions. (Fajriani Azis, 2022).

Entrepreneurship education, is a training process for students to face an uncertain future by equipping them with the ability to create businesses (Wardhani & Nastiti, 2023a). Therefore, it is essential to align entrepreneurship education conceptually with its recipients, considering aspects such as curriculum, teaching materials, and teaching methodology. According to (Mulyani, 2011), the main focus in the entrepreneurship education curriculum is on teaching materials that can encourage entrepreneurial attitudes, develop skills, and provide managerial training.

Thus, entrepreneurship education, through various types of educational processes and training, aims to influence the attitudes, behaviors, values, or intentions of individuals toward the concept of independent business as a viable career in society. An entrepreneur refers to an individual who has the ability to turn ideas into real actions. This involves creativity, innovation, risk-taking, as well as the ability to plan and manage projects to achieve goals. In line with this, entrepreneurship education can be defined as the process of applying knowledge, forming attitudes, and developing skills and competencies in a professional manner.

Entrepreneurship education aims to teach students how to become independent business owners (Wahyudiono, 2016). In addition, it is also about creating and maintaining a learning environment by promoting entrepreneurial traits and behaviors, such as being creative and independent thinkers, risk-takers, responsible, and respecting diversity (Putri, 2017).

Characteristics of Entrepreneurship Education

The six characteristics and traits of entrepreneurship include: 1) Confident and optimistic, having strong self-confidence, not dependent on others, and individualistic. 2) Task- and result-oriented, need to achieve, profit-oriented, have a strong drive, energetic, diligent and steadfast, determined to work, and initiative. 3) Dare to take risks and love challenges. Able to take reasonable risks. 4) Leadership, leadership spirit, adaptable to others, and open to suggestions and criticism. 5) Originality, innovative, creative and flexible. 6) Future-oriented, have a vision and perspective on the future (Mahdani, 2019).

Entrepreneurship education essentially focuses on cultivating an entrepreneurial culture. Its goal is to assist aspiring entrepreneurs in identifying and pursuing opportunities, not just limited to increasing start-ups, innovative

businesses, and creating new job opportunities. Through entrepreneurship education offered in higher education institutions, the younger generation will be supported in preparing themselves to become more creative and confident in undertaking various activities. This process aims to instill a mindset that embraces innovation, risk-taking, and resilience – key qualities for thriving in an ever-evolving business landscape. (Damayanti, 2012).

As a field of study, entrepreneurship education must have the capacity to instill skills in students, enabling them to develop themselves and serve as catalysts for socio-economic change within society. This will empower the creation of a prosperous future society, not only for the students themselves but also for the surrounding community. By equipping students with the necessary entrepreneurial mindset and practical skills, education in entrepreneurship can contribute to fostering innovation, job creation, and community development, ultimately enhancing both individual and collective well-being.

Implementation of Entrepreneurship Education in Increasing Student Entrepreneurial Motivation

Entrepreneurship education has been integrated into entrepreneurship courses that aim to introduce students to the world of entrepreneurship (Arum & Anasrulloh, 2024). With this course, it is hoped that students can be motivated and develop their interests and skills so that they are able to be entrepreneurs after graduation.

The implementation of entrepreneurship education is aimed at developing entrepreneurial attitudes through the material presented to students, which can be integrated with the curriculum at the university. The content developed for students includes learning encouragement related to entrepreneurship within the campus environment. This approach not only provides students with theoretical knowledge but also fosters a practical mindset, encouraging them to identify opportunities, take calculated risks, and engage in innovative thinking that will help them become successful entrepreneurs in the future. (Wardhani & Nastiti, 2023b). To develop an entrepreneurial attitude through entrepreneurship education, planning involving lecturers, employees, students, and the surrounding environment needs to be carried out to identify relevant developments. Entrepreneurial attitudes have an important role in the entrepreneurial spirit, skills, and collaboration in creating opportunities from existing challenges. According to the Ministry of Education, the purpose of entrepreneurship education is to form individuals as a whole, who in addition to having human traits also have an understanding and skills in entrepreneurship (Prihantoro & Hadi, 2016).

The Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung strives to facilitate the education of its students. The Islamic Religious Education Study Program at the Faculty of Teacher Training is also one of the study programs that requires Entrepreneurship Education courses with one of the goals being to motivate and assist students in developing their interests and talents in entrepreneurship. The education and learning process aims to enable

students to receive as much information as possible so that persistence, skills, intelligence and intelligence are the main focus.

"Alhamdulillah, with the availability of the entrepreneurship education course and the materials presented, we have gained knowledge about the world of entrepreneurship. We are also motivated; what once seemed uncertain to try, we now feel ready and confident to start and manage a business. In addition, we were equipped with practical entrepreneurial skills that provided us with important experiences in entrepreneurship. We even had the opportunity to create labels, packaging for products/services we would develop, and for the final assessment, we created a journal based on our business ideas."

The results of the interview suggest that the learning system can trigger creative ideas, provide the necessary infrastructure for entrepreneurship on campus, and present examples of successful entrepreneurship within the campus environment, all of which can enhance student motivation to become entrepreneurs. In addition to teaching students the concepts of entrepreneurship, professors also assign practical entrepreneurship tasks so that students can directly experience what it takes to be an entrepreneur.

There is empirical evidence showing that entrepreneurship education has a positive impact on entrepreneurial interest. It is undeniable that entrepreneurship courses play a crucial role in sparking students' interest in becoming entrepreneurs. Entrepreneurship learning allows collaboration with various parties involved in the process. Furthermore, this learning provides students with new experiences. Students do not only grow intellectually but also develop the skills needed to face real-life challenges. With entrepreneurship skills gained through education, learning, and training within an academic environment, students are better prepared to face life confidently.

Entrepreneurial values can be instilled in students through various teaching and learning activities (Kusuma, 2017). Lecturers with knowledge and understanding of entrepreneurship can guide students in establishing and developing businesses, thus accelerating the growth of new entrepreneurs. Universities are expected to be more active in fostering an entrepreneurial spirit on campus by providing adequate infrastructure and resources, as well as creating a conducive environment that shapes students' mindset toward entrepreneurship (Hidayat, 2019).

The positive thing in the form of learning or entrepreneurship courses is when students are motivated to try to get out of their comfort zone and start managing their own business. Entrepreneurship education has a great influence on students' interest in entrepreneurship (Sonia, 2023). Therefore, it is important to enhance entrepreneurship education so that students can change their mindset toward entrepreneurial motivation. The material taught in entrepreneurship courses should contain information and knowledge derived from entrepreneurship theories taught by lecturers. Thus, the information received can guide students to manage businesses effectively and transform their attitudes and behaviors. Furthermore, entrepreneurship can help tackle poverty and improve the well-being of the people. It provides opportunities for individuals to start their own businesses, create job opportunities, reduce unemployment,

and increase per capita income, which will ultimately drive economic growth in the country.

Through a structured and applicable approach, entrepreneurship education can instill values of innovation, risk-taking, and adaptability to change. This is crucial in facing the dynamics of the continuously evolving global market. By optimizing entrepreneurship education, universities can produce graduates who are not only ready to face the workforce but also possess an innovative spirit that can drive the national economy through the emergence of new, competent, and highly ethical entrepreneurs.

Motivation is an invisible capital. Students undoubtedly have a passion to improve their family's economy, aspire to become wealthy, and so on. These are all aspects of entrepreneurial motivation. The desire to have more can drive an individual to become an outstanding and good person. Entrepreneurial behavior is in line with the behavior of those who are motivated to achieve high performance (Arni et al., 2022). Motivation in entrepreneurship is a driving factor that encourages students to engage in entrepreneurial activities. Motivation can be likened to a force that drives someone to take action. Entrepreneurial motivation consists of various reasons that encourage students to participate in entrepreneurial endeavors. This motivation may stem from a desire to improve their economic situation, gain independence, or pursue personal ambitions, all of which play a critical role in shaping an individual's involvement in entrepreneurship.

CONCLUSION

The research findings indicate that entrepreneurship education has been integrated into the curriculum at the Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung. The goal is to equip students with the entrepreneurial spirit and skills needed for success after graduation, as well as to support the economy. The learning process includes both theory and practice, where students learn how to market products, serve customers, and evaluate sales results.

Internal factors such as personal needs and external factors such as education and the entrepreneurial environment can influence entrepreneurial interest. Common barriers faced include a lack of capital and experience, as well as fear of failure. Overall, this course has a positive impact by enhancing students' knowledge, skills, and motivation in entrepreneurship. Students gain practical business knowledge, which is expected to be beneficial both during their studies and after graduation.

REFERENCES

- Adnyana, I. G. L. A., & Purnami, N. M. (2016). Pengaruh Pendidikan Kewirausahaan, Self Efficacy Dan Locus of Control pada Niat Berwirausaha. *E-Jurnal Manajemen Unud*, 5(2), 1160-8912.
- Arni, Y., Siswandari, S., Akhyar, M., & Asrowi, A. (2022). *Pendidikan Kewirausahaan* (D. Winarni (ed.)). Eureka Media Aksara.
- Arseven, I. (2018). The Use of Qualitative Case Studies as an Experiential

- Teaching Method in the Training of Pre-Service Teachers. *International Journal of Higher Education*, 7(1), 111–125.
- Arum, R., & Anasrulloh, M. (2024). PERAN PENDIDIKAN KEWIRAUSAHAAN DALAM MENUMBUHKAN MINAT WIRAUSAHA MAHASISWA PROGRAM STUDI PENDIDIKAN EKONOMI UNIVERSITAS BHINNEKA PGRI. *Jurnal PenKoMi: Kajian Pendidikan Dan Ekonomi*, 7(2), 319–326.
- Byun, C.-G., Sung, C. S., Park, J. Y., & Choi, D. S. (2019). A Study on the Effectiveness of Entrepreneurship Education Programs in Higher Education Institutions: A Case Study of Korean Graduate Programs. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(3), 26. <https://doi.org/https://doi.org/10.3390/joitmc4030026>
- Damayanti, M. . (2012). Women and Cyberspace in the View of Cyberfeminism; A Case Study of a Website Labeled “IBU.” *A National Conference By The English Department, Petra Christian University*, 7(2), 51–56.
- Desi, P. (2022). *Analisis Pengembangan Kewirausahaan dalam Menghadapi Revolusi Industri 4.0 Menurut Perspektif Ekonomi Islam (Studi Pada Pelaku Usaha Keripik Pisang Di Jalan Pagar Alam Kota Bandar Lampung)*. UIN RADEN INTAN LAMPUNG.
- Fajriani Azis, M. H. (2022). *Pendidikan Kewirausahaan*. CV TAHTA MEDIA GROUP.
- Faludi, J., & Gilbert, C. (2019). Best practices for teaching green invention: Interviews on design, engineering, and business education. *Journal of Cleaner Production*, 234, 1246–1261. <https://doi.org/https://doi.org/10.1016/j.jclepro.2019.06.246>
- Gultom, E. (2021). Pengaruh e-commerce, pengetahuan kewirausahaan dan lingkungan keluarga terhadap minat berwirausaha mahasiswa (Studi pada mahasiswa Program S1 Manajemen Sekolah Tinggi Ilmu Ekonomi Riau Pekanbaru). *Journal of Business and Economics Research (JBE)*, 2(2), 40–46. <https://doi.org/https://doi.org/10.47065/jbe.v2i2.788>
- Hameed, I., & Irfan, Z. (2019). Entrepreneurship education: a review of challenges, characteristics and opportunities. *Entrepreneurship Education*, 2(3), 135–148. <https://doi.org/https://doi.org/10.1007/s41959-019-00018-z>
- Hardani. (2020). *Metodologi Penelitian Kualitatif dan Kuantitatif*. Pustaka Mulya.
- Hasan, H. A. (2020). Pendidikan kewirausahaan: Konsep, karakteristik dan Implikasi dalam Memandirikan generasi Muda. *Pilar*, 11(1).
- Herlina, C., Sujaya, K., & Yusuf, I. (2024). Peran Pendidikan Kewirausahaan Terhadap Kesiapan Berwirausaha pada Peserta Didik SMKN Sukaresik. *El-Mal: Jurnal Kajian Ekonomi & Bisnis Islam*, 5(8), 4162–4173. <https://doi.org/https://doi.org/10.47467/elmal.v5i8.4736>
- Hidayat. (2019). Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga terhadap motivasi berwirausaha mahasiswa HIPMI PT Telokm. *Buletin of Management and Business*, 2(1), 14–44.
- Igwe, P. A., Okolie, U. C., & Nwokoro, C. V. (2021). Towards a responsible entrepreneurship education and the future of the workforce. *The International Journal of Management Education*, 19(1), 100300. <https://doi.org/https://doi.org/10.1016/j.ijme.2019.05.001>

- Kurniawan, R., & Managi, S. (2018). Economic Growth and Sustainable Development in Indonesia: An Assessment. *Bulletin of Indonesian Economic Studies*, 54(3), 339–361. <https://doi.org/https://doi.org/10.1080/00074918.2018.1450962>
- Kusuma, A. I. (2017). Strategi manajemen sekolah dasar dalam menumbuhkan jiwa kewirausahaan. *Jurnal Pendidikan Sekolah Dasar Ahmad Dahlan*, 4(2), 77–86.
- Mahdani, D. (2019). Pendidikan Kewirausahaan Dalam Pandangan Islam. *An-Nahdhah | Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 12(1), 53–82.
- Moerdijat, L. (2023). *Butuh Konsistensi Cetak Wirausaha Muda untuk Wujudkan Indonesia sebagai Negara Maju*.
- Mulyani, E. (2011). Model pendidikan kewirausahaan di pendidikan dasar dan menengah. *Jurnal Ekonomi Dan Pendidikan*, 8(1).
- Mulyani, E. (2012). Model Pendidikan Kewirausahaan di Pendidikan Dasar dan Menengah. *Jurnal Ekonomi Dan Pendidikan*, 8(1), 1–18. <https://doi.org/10.21831/jep.v8i1.705>
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427–431. <https://doi.org/https://doi.org/10.1177/1362168820941288>
- Pinontoan, M. (2021). *Teori dan Praktik Pendidikan Kewirausahaan*. Penerbit NEM.
- Prihantoro, W. S. G., & Hadi, S. (2016). Pengaruh Pendidikan Kewirausahaan, Motivasi Berwirausaha dan Lingkungan Keluarga Terhadap Sikap Mental Kewirausahaan. *Economic Education Analysis Journal*, 5(2), 705–717.
- Putri, N. L. W. W. (2017). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 9(1), 137. <https://doi.org/10.23887/jjpe.v9i1.19998>
- Ratten, V., & Usmanij, P. (2021). Entrepreneurship education: Time for a change in research direction? *The International Journal of Management Education*, 19(1), 100367. <https://doi.org/https://doi.org/10.1016/j.ijme.2020.100367>
- Sonia, D. (2023). *Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Ekonomi Syariah yang Telah Melaksanakan Kegiatan Kewirausahaan di Tembilahan*. STAI Auliaurasyidin Tembilahan.
- Suryahani, I., Nurhayati, N., & Gunawan, E. R. S. (2024). *Buku Referensi Dinamika Global Perekonomian Indonesia*. PT. Sonpedia Publishing Indonesia.
- Turmuzi, M., Sudiarta, I. G. P., & Sutajaya, I. M. (2022). Menumbuhkan jiwa kewirausahaan melalui pembelajaran matematika materi aritmatika sosial berorientasi higher order thinking skills (HOTS). *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(2), 1978–1994. <https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1419>
- Wahyudiono, A. (2016). Pengaruh pendidikan kewirausahaan, pengalaman berwirausaha, dan jenis kelamin terhadap sikap berwirausaha pada mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 4(1), 76–91.
- Wardhani, P. S. N., & Nastiti, D. (2023a). Implementasi pendidikan kewirausahaan dalam menumbuhkan minat berwirausaha mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 177–191.

<https://doi.org/https://doi.org/10.37478/jpm.v4i2.2622>

- Wardhani, P. S. N., & Nastiti, D. (2023b). Implementasi pendidikan kewirausahaan dalam menumbuhkan minat berwirausaha mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 177-191.
- Zulhimma, H. J. (2018). Upaya Kewirausahaan dalam Meningkatkan Kemandirian Ekonomi Lembaga Pendidikan Islam. *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 4(2), 313-328.