



Overcoming Intellectual Unemployment through Entrepreneurship Learning Transformation: A Case Study on Sharia Economic Law Study Program of Unismuh Makassar

Fakhrudin Mansyur¹, Jasri², Mowafg Masuwd³

Universitas Muhammadiyah Makassar^{1,2}, University of Zawia³

Correspondence Email: jasri@unismuh.ac.id

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Abstract

The number of job vacancies in Indonesia is still far less than the number of job seekers every year. This shows the inability of both the government and companies to create job opportunities for generation Z in Indonesia and at the same time emphasizes that educational institutions are not able to create an easy generation that is careful about entrepreneurship, even though the level of young entrepreneurs is one of the benchmarks of a developed country. The aim of this research is to find a formula for increasing the entrepreneurial spirit of Generation Z through effective entrepreneurship learning. The type of research used is field research with a quantitative approach. The object of this research is students and graduates of the Unismuh Makassar Sharia Economic Law Study Program. The results of this study indicate that of the two variables studied, namely human resources in this case are lecturers (X1) and entrepreneurship learning (X2) it is known that the variable X1 does not influence the growth of student entrepreneurial spirit while entrepreneurship learning has a positive and significant effect on growth. student entrepreneurial spirit. So, it can be concluded that to build and foster the entrepreneurial spirit of students there needs to be improvement and great attention to the entrepreneurship learning process which is capable of being a means of creating Generation Z who are fond of entrepreneurship.

Kata Kunci:

Pembelajaran Kewirausahaan; Jiwa Kewirausahaan; Pengangguran; Generasi Z; Mahasiswa

Abstrak

Jumlah lowongan pekerjaan di Indonesia masih jauh lebih sedikit dibandingkan dengan jumlah pencari kerja setiap tahunnya. Hal ini menunjukkan ketidakmampuan pemerintah maupun perusahaan dalam menciptakan lapangan pekerjaan bagi generasi Z di Indonesia dan sekaligus menegaskan bahwa institusi pendidikan belum mampu menciptakan generasi yang cermat dalam berwirausaha, padahal tingkat wirausahawan muda menjadi salah satu tolak ukur sebuah negara maju. Tujuan dari penelitian ini adalah untuk menemukan formula peningkatan jiwa kewirausahaan Generasi Z melalui pembelajaran kewirausahaan yang efektif. Jenis penelitian yang digunakan adalah penelitian lapangan dengan pendekatan kuantitatif. Objek dalam penelitian ini yaitu mahasiswa dan lulusan Program Studi Hukum Ekonomi Syari'ah (Mu'amalah) Unismuh Makassar. Hasil penelitian ini menunjukkan bahwa dari dua variabel yang diteliti yaitu sumber daya manusia dalam hal ini adalah dosen (X1) dan pembelajaran kewirausahaan (X2) diketahui bahwa variabel X1 tidak berpengaruh terhadap penumbuhan jiwa kewirausahaan mahasiswa sedangkan pembelajaran kewirausahaan berpengaruh positif dan signifikan terhadap penumbuhan jiwa kewirausahaan mahasiswa. Sehingga dapat disimpulkan bahwa untuk membangun dan menumbuhkan jiwa kewirausahaan mahasiswa perlu adanya perbaikan dan perhatian yang besar terhadap proses pembelajaran kewirausahaan yang mampu menjadi sarana untuk menciptakan Generasi Z yang gemar berwirausaha.

INTRODUCTION

Unemployment in Indonesia is still a problem that requires more attention. It is not only the responsibility of the government, but also the responsibility of higher education and all its members as a unity that is the gateway to creating the next generation of the nation's future. In fact, most of the unemployed in Indonesia are still dominated by generations with lower levels of education.¹ Therefore, the role of higher education becomes very important.

The problem of intellectual unemployment is even the big responsibility of universities as institutions that produce intellectuals. Based on data from the Central Statistics Agency (BPS) for 2022, the unemployment rate in Indonesia is 5.83% of the total working-age population.² Other data from the same source shows that intellectual unemployment is still dominated by SMA (Senior High School) or SMK (Vocational High School), diploma, and university graduates. Even university graduates donate a lot of unemployment. Based on daily data Kompas which stated that university graduates accounted for 9.77% or as many as 848,657 unemployed graduates.³ The data shows that unemployment, especially among university graduates, is a big problem that has good reason to find alternative solutions immediately.⁴ This fact places tertiary institutions in the spotlight for their ability to produce competent graduates as expected. This doubt at the same time gives the impression that higher education institutions are currently only able to produce undergraduate degree holders but in terms of output quality it is still low because it has not met the expectations of society and the world of work.

The low competence of graduates, failing to meet expectations, is often attributed to the prevailing trend where tertiary graduates lean towards seeking employment rather than creating job opportunities themselves.⁵ This phenomenon underscores a systemic issue within tertiary education, where the emphasis remains primarily on expediting graduation and securing employment, rather than equipping graduates with the skills necessary to tackle emerging challenges and become entrepreneurs.

One potential cause of this imbalance is the prevailing learning paradigm within tertiary institutions, which prioritizes fast-tracking students into the workforce over nurturing their entrepreneurial capabilities. The current system tends to overlook the importance of fostering an entrepreneurial mindset and providing students with the tools and resources needed to innovate and create employment opportunities. Consequently, graduates may lack the confidence and expertise required to navigate the complexities of entrepreneurship and contribute meaningfully to economic growth. Addressing this issue requires a shift in educational priorities towards fostering creativity, critical thinking, and entrepreneurial spirit

¹ Jasri Jasri, Sitti Walida Mustamin, and Sri Nurmayanti, "Analisis Pemberdayaan UMKM Dalam Perspektif Ekonomi Syariah Untuk Mencapai Kesejahteraan Masyarakat," *Jurnal Penelitian UPR* 3, no. 2 (2023): 47–54, <https://doi.org/10.52850/jptupr.v3i2.10729>.

² Badan Pusat Statistik, "Agustus 2022: Tingkat Pengangguran Terbuka (IPT) Sebesar 5,86 Persen Dan Rata-Rata Upah Buruh Sebesar 3,07 Juta Rupiah per Bulan," Badan Pusat Statistik, 2022.

³ Gianie, "Lulusan Perguruan Tinggi Mulai Diserap Pasar," *Harian Kompas*, 2022, <https://www.kompas.id/baca/telaah/2022/04/13/lulusan-perguruan-tinggi-mulai-diserap-pasar>.

⁴ Inayatul Ulya, "Implementasi Pengembangan Entrepreneurship Dalam Kurikulum Prodi Pgmi Institut Pesantren Mathali'Ul Falah Pati-Jawa Tengah," *Quality* 5, no. 2 (2017): 233–52, <https://doi.org/10.21043/quality.v5i2.3060>.

⁵ Jasri et al., "Penerapan Digital Marketing Dalam Upaya Peningkatan Pendapatan Usaha Mirko Kecil Dan Menengah," *Iltizam Journal of Shari'ah Economic Research* 6, no. 2 (2022): 212–24, <https://doi.org/https://doi.org/10.30631/iltizam.v6i2.1452>.

among students, thereby empowering them to become job creators rather than mere job seekers.

The most appropriate alternative solution to reduce the number of intellectual unemployment is by providing entrepreneurial skills to students. In addition to reducing unemployment, entrepreneurship can also have a major influence on economic growth and improvement of economic conditions, can create jobs, and improve quality of life, and people's welfare as in research Sanchaya Hendrawan and Sirine,⁶ Jasri, et al.,⁷ Jasri, Wahdah, et al.⁸ According to Amanda et.al.⁹, the higher the number of entrepreneurs owned by a country, the more prosperous the country will be. According to BPS data, in February 2024 there were around 56.56 million entrepreneurs in Indonesia, or 37.86% of the total national labor force of 149.38 million people. The majority of entrepreneurs in Indonesia are beginners, with 51.55 million people, or 34.51% of the total workforce.¹⁰ Research findings¹¹ revealed that the desire of students to become entrepreneurs is very high, it's just that a tool is needed that can develop these talents and desires. The increase in the number of students who want to be entrepreneurs and become entrepreneurs will have a huge impact on the image of the university and even the country. Because the growth in the number of entrepreneurs will increase the amount of labor to be absorbed, thus intellectual unemployment can be overcome. However, producing students who have an interest in entrepreneurship cannot be done instantly, but must go through a long and structured process, and with the right method.

One of the proper driving factors for giving birth to entrepreneurs is by increasing the role of colleges/universities in a given country.¹² Efforts that can be made to encourage the creation of entrepreneurship are through entrepreneurship education which can be applied to learning at universities,¹³ because entrepreneurship education can provide provisions, attitudes, and early preparation for students to become entrepreneurs.¹⁴ good

⁶ Josia Sanchaya Hendrawan and Hani Sirine, "Pengaruh Sikap Mandiri, Motivasi, Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha (Studi Kasus Pada Mahasiswa FEB UKSW Konsentrasi Kewirausahaan)," *AJIE-Asian Journal of Innovation and Entrepreneurship* 02, no. 03 (2017): 2477–3824, <https://journal.uin.ac.id/ajie/article/view/8971/7517>.

⁷ Jasri, Muhammad Wahdah, Andi Syarifah, Ridwan, and Abdul Malik, "Efektivitas Program Pembiayaan Mikrofinance Desa Oleh Baznas Dalam Mendorong Pengembangan Usaha Mikro Mustahik," *Jurnal Bina Bangsa Ekonomika* 16, no. 2 (2023): 556–63, <https://doi.org/https://doi.org/10.46306/jbbe.v16i2.409>.

⁸ Jasri, Andi Syarifah Wahdah, and Abdul Malik, "The Effectiveness Of Village Microfinance Financing Program By Baznas In Encouraging The Development Of Micro-Enterprises," *At-Tijaroh: Jurnal Ilmu Manajemen Dan Bisnis Islam* 9, no. 2 (2023): 205–15, <https://doi.org/https://doi.org/10.24952/tijaroh.v9i2.8812>.

⁹ Meisa Amanda, Suryandari Istiqomah, and Sarjiyanto Sarjiyanto, "Pengaruh Kepribadian Proaktif, Efikasi Diri Dan Anticipatory Entrepreneurial Cognitions Dalam Membentuk Niat Berwirausaha Mahasiswa," *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, August 31, 2020, 193, <https://doi.org/10.24843/MATRIK:JMBK.2020.v14.i02.p06>.

¹⁰ Adi Ahdiat, "Jumlah Wirausaha Di Indonesia Awal 2024, Mayoritas Pemula," *databoks.com*, 2024, <https://databoks.katadata.co.id/datapublish/2024/05/08/jumlah-wirausaha-di-indonesia-awal-2024-mayoritas-pemula#:~:text=Berdasarkan data BPS%2C pada Februari 2024 ada sekitar,51%2C55 juta orang %2834%2C51%25 dari total angkatan kerja%29>.

¹¹ Joyo Winoto and Wahibur Rokhman, "Motivasi Mahasiswa Menjadi Wirausaha Di Kabupaten Kudus : Studi Komparatif," *Equilibrium* 2, no. 2 (2014): 277, <https://doi.org/http://dx.doi.org/10.21043/equilibrium.v2i2.726>.

¹² Lisa Indriyani and Margunani Margunani, "Pengaruh Kepribadian, Pendidikan Kewirausahaan, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha," *Economic Education Analysis Journal* 7, no. 3 (2018): 848–62, <https://doi.org/https://doi.org/10.15294/eeaj.v7i3.28315>.

¹³ M Iswahyudi and Achmad Iqbal, "Minat Generasi Milenial Untuk Berwirausaha," *Assets: Jurnal Akuntansi Dan Pendidikan* 7, no. 2 (October 31, 2018): 95, <https://doi.org/10.25273/jap.v7i2.3320>.

¹⁴ Eksi Sekarini and Novi Marlana, "Pengaruh Pembelajaran Kewirausahaan Terhadap Minat Berwirausaha Yang Dimoderasi Oleh Efikasi Diri Pada Siswa Kelas Xi Bdp Smkn 2 Kediri," *Jurnal Pendidikan Tata Niaga (JPTN) ISSN* 08, no. 01 (2020): 674–80, <https://doi.org/https://doi.org/10.26740/jptn.v8n1.p%025p>.

entrepreneurship education will give birth to good entrepreneurship interest, conversely, if entrepreneurship education is not good then it will generate interest in entrepreneurship which is also not good.¹⁵ The importance of Entrepreneurship Education to foster interest in entrepreneurship must also be supported by good entrepreneurship learning. One of the right strategies to provide good entrepreneurship learning to students is through structured learning in tertiary institutions. So, it is very important to know how far the effectiveness of the transformation of entrepreneurship learning in tertiary institutions is to encourage the growth of student entrepreneurial spirit in order to prevent the growth of intellectual unemployment.

In connection with the importance of entrepreneurship education, after the 48th Muhammadiyah congress in Makassar, precisely on the Makassar Muhammadiyah University (UNISMUH) campus, it produced one of the Pillar III Muhammadiyah policies, namely Economics and Entrepreneurship. Then UNISMUH Makassar responded quickly to Pillar III by requiring entrepreneurship courses in all majors (study programs) in all faculties at the “blue campus” including the Sharia Economic Law Study Program (Mu'amalah) Faculty of Islamic Religion UNISMUH Makassar which also has Entrepreneurship courses. To support the realization of the above, UNISMUH Makassar through the Ministry of Education and Culture program implemented the Independent Entrepreneurial Program. The hope is that business experience from business practices carried out as part of the semester's learning can foster the entrepreneurial spirit of students of the Sharia Economic Law Study Program (Mu'amalah) of the Faculty of Islamic Religion. So that when they become alumni, students of the Sharia Economic Law Study Program (Mu'amalah) students of the Islamic Religion Faculty already have business capital to develop which in the long run will open up jobs. Thus, the problem of intellectual unemployment can be overcome in this country.

Based on the above problems, this study will measure and analyze the level of achievement of entrepreneurship learning transformation in the Shari'ah Economic Law (Mu'amalah) Study Program, Faculty of Islamic Religion, Muhammadiyah University of Makassar. In addition, through entrepreneurship learning in the Shari'ah Economic Law (Mu'amalah) Study Program, it is expected to give birth to entrepreneurs with character and noble character. Therefore, this research will also analyze the ethical aspects of the business. So that the results of this study will be one of the references for developing a better entrepreneurship learning curriculum, especially at the Faculty of Islamic Religion in the future.

RESEARCH METHODS

This study uses a quantitative approach. The population of this study was all students of the Syari'ah Economic Law Study Program, Muhammadiyah University of Makassar, totaling 410 students. The number of samples used in this study was 116 students using the probability sampling technique, and the type of method to be used in this study for sampling was

¹⁵ Mugiyatun M and M. Khafid, “Pengaruh Prakerin, Pendidikan Kewirausahaan, Dan Lingkungan Keluarga Dengan Self Efficacy Sebagai Variabel Intervening Terhadap Minat Berwirausaha,” *Economic Education Analysis Journal* 9, no. 1 (2020): 100–118, <https://doi.org/10.15294/eeaj.v9i1.37233>.

Proportionate Stratified Random Sampling. This sampling method is used because the population members are heterogeneous and consist of strata that are proportional to the population under study.¹⁶

The research focuses on two independent variables: lecturer qualification (X1) and entrepreneurship learning (X2), with the dependent variable being student entrepreneurial spirit (Y). To ensure the validity and reliability of the instruments used in this study, a series of comprehensive validity and reliability tests were conducted. The validity test aims to measure the extent to which the instrument is able to measure what it is supposed to measure, while the reliability test aims to assess the consistency of the results obtained from the instrument under various conditions and at different times.¹⁷ These tests are very important because they ensure that the data collected is accurate and consistent, so that the research results can be trusted and relied upon.¹⁸

Following the instrument tests, hypothesis testing is carried out using a correlation test,¹⁹ facilitated by SPSS version 26.00a. This statistical analysis allows researchers to explore the relationships between the independent variables (lecturer qualification and entrepreneurship learning) and the dependent variable (student entrepreneurial spirit). By examining the correlations, researchers can determine whether there are significant associations between these variables, providing valuable insights into the factors influencing student entrepreneurial spirit.

RESULTS AND DISCUSSION

Results of Research Data Analysis

Testing of the instruments in this study was carried out through validation and reliability tests. The results of the test can be seen in the following table:

Table 1 Instrument Validity Test Results

Variabel	Item	R _{count}	r _{table}	Description
Human Resources (Entrepreneurship Lecturer)	X1.1	0.735	0.1996	Valid
	X1.2	0.704		Valid
	X1.3	0.640		Valid
	X1.4	0.853		Valid
	X1.5	0.783		Valid
	X1.6	0.705		Valid
Entrepreneurship Learning	X2.1	0.777	0.1996	Valid
	X2.2	0.751		Valid
	X2.3	0.761		Valid
	X2.4	0.727		Valid
	X2.5	0.824		Valid
	X2.6	0.821		Valid
Student Entrepreneurial	Y1	0.780	0.1996	Valid
	Y2	0.872		Valid
	Y3	0.864		Valid

¹⁶ Ismail Pane et al., *Desain Penelitian Mixed Method*, ed. Nanda Saputra (Yayasan Penerbit Muhammad Zaini, 2021).

¹⁷ M. Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif* (Tangerang: Pascal Books, 2021).

¹⁸ Dominikus Dolet Unaradjan, *Metode Penelitian Kuantitatif* (Jakarta: Penerbit Unika Atma Jaya Jakarta, 2019).

¹⁹ Priadana and Sunarsi, *Metode Penelitian Kuantitatif*.

Spirit	Y4	0.858	Valid
	Y5	0.767	Valid
	Y6	0.798	Valid

Source: Data processed by the author using SPSS 26, (2024).

The results of the test can be concluded that all instrument statements used in this study have a positive correlation coefficient and are greater than r_{table} (0.1996) and are declared valid. While the results of reliability testing can be seen in the following table:

Table 2 Instrument Reliability Test Results

No.	Variabel	Cronbach's Alpha	Description
1	Human Resources (Entrepreneurship Lecturer)	0.786	Reliabel
2	Entrepreneurship Learning	0.794	Reliabel
3	Student Entrepreneurial Spirit	0.803	Reliabel

Source: Data processed by the author using SPSS 26, (2024).

Table 2 above shows that Cronbach's alpha value of all variables is more than 0.60. So that the instrument used can certainly explain human resource variables (lecturer in entrepreneurship courses) and entrepreneur learning variables.

Table 3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.612	2.806		2.713	.008
	Human Resources (Entrepreneurship Lecturer)	-.013	.129	-.010	-.098	.922
	Entrepreneurship Learning	.691	.127	.574	5.419	.000

Source: Data processed by the author using SPSS 26, (2024).

Table 4 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	286.566	2	143.283	26.708	.000 ^b
	Residual	606.219	113	5.365		
	Total	892.784	115			

Source: Data processed by the author using SPSS 26, (2024).

Based on the table above it can be seen that the human resource variable (lecturer) has a t_{count} value of -.098 which is smaller than the t_{table} value of 2.245 besides that its significance value is also greater than the alpha value (sig. 0.922 > α (0.05)), so **the first hypothesis is rejected**. Thus, the variable human resources (lecturers) does not affect the growth of student entrepreneurial spirit. Whereas for the entrepreneurship learning variable based on Table 3 and Table 4 above it is known that the residual value is 113. The t_{count} value is 5,419 which is greater than the t_{table} value of 2,245 and a significance of 0.000 which is smaller than the alpha value (0.05) so **the second hypothesis is accepted**. The data from this test shows

that there is a significant and positive effect of the entrepreneurship learning variable on increasing student entrepreneurial spirit.

Human Resources for Entrepreneurial Spirit

Six indicators are measured from the variable human resources for entrepreneurial spirit in this study, namely the qualifications of lecturers, the area of expertise of lecturers based on their academic level, the existence of a real business being run or as a business/entrepreneurial practitioner, activeness in business organizations, ability to socialize, and confident not influences on increasing the entrepreneurial spirit of students. These findings are different or not in line with the findings from the study Bayar, et.al,²⁰ Taufik²¹ dan Purwanto²² shows that human resources (lecturers) affect increasing the entrepreneurial spirit of students.

Based on these findings, study programs in a university do not have to recruit new lecturers to teach entrepreneurship courses. Entrepreneurship courses can be realized and taught by lecturers who have the same field of science in a university. The educational qualifications and strong character of lecturers teaching the course have no influence on the growth of the entrepreneurial spirit of students. The thing that needs to get great attention by a study program or college, namely the existence and completeness of all learning tools and ensuring that these learning tools are maximally realized.²³ Thus, the main focus should be placed on providing resources and a supportive learning environment, including relevant curricula and innovative teaching methods, to encourage the development of students entrepreneurial spirit. This emphasizes the importance of managing existing resources efficiently and utilizing them optimally to achieve the desired learning objectives.

Although the entrepreneurial experience of lecturers does not directly affect the improvement of students' entrepreneurial spirit, it does not mean that lecturers who have entrepreneurial skills and experience do not have any influence on the growth of students business spirit. The survey conducted shows a fairly high number, especially in the study program that is the object of research related to entrepreneurial experience as shown in the following diagram:

²⁰ Yilmaz Bayar et al., "The Impact of Entrepreneurial Education and Educational Attainment on Entrepreneurial Activity: Evidence From Selected High-Income Economies," *Journal of Business Economics and Management* 23, no. 6 (2022): 1257–79, <https://doi.org/10.3846/jbem.2022.17840>.

²¹ Taufik, 2019;

²² Purwanto, 2015)

²³ Ilham Pragosa Satyantoro, Endah Andayani, and Walipah, "Efikasi Diri, Pendidikan Kewirausahaan Dan Ekspektasi Pendapatan : Pengaruh Terhadap Minat Berwirausaha," *Jurnal Riset Pendidikan Ekonomi* 6, no. 1 (2021): 78–86, <https://doi.org/https://doi.org/10.21067/jrpe.v6i1.5324>.

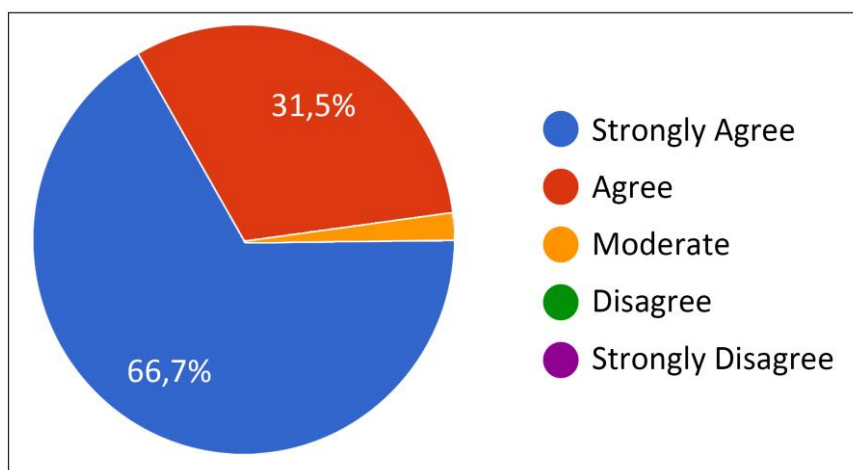


Figure 1 Survey Results on the Role of Lecturers on Student Entrepreneurship Motivation

Source: Data processed by the author, (2024).

This confirms that although lecturers' entrepreneurial experience does not have a direct correlation with increasing students' entrepreneurial spirit, the presence of lecturers who have such experience can provide students with inspiration, practical knowledge, and valuable insights. Lecturers who share direct experience in the entrepreneurial world can provide real examples of the challenges and opportunities that future entrepreneurs may face. Therefore, the role of lecturers with entrepreneurial experience remains important in shaping students' entrepreneurial spirit, although the impact may not be immediately measurable.

In addition, the trend of students' entrepreneurial spirit from experienced lecturers is in a fairly good category, so this cannot be ignored. Lecturers who have experience in the entrepreneurial world may have developed communication skills, risk-taking courage, and an unyielding attitude that can inspire and motivate students to pursue dreams and face challenges in the business world. Their presence as real examples of success in the business world can shape a positive mindset and attitude towards entrepreneurship in students.

In addition, the findings of Purwanto,²⁴ Taufik,²⁵ and Bayar et al.²⁶ prove that the entrepreneurial experience of lecturers has a significant influence on the growth of students' entrepreneurial spirit. Lecturers who have gone through their own entrepreneurial journey can serve as valuable mentors, guiding students in honing entrepreneurial skills and providing insights into best practices in the business world. Thus, recognizing and utilizing lecturers' entrepreneurial experience as a source of inspiration and knowledge for students can help enrich their educational experience and enhance their perspective on the business world.

²⁴ Purwanto, "Pengaruh Kompetensi Dosen Dan Sikap Mahasiswa Pada Mata Kuliah Kewirausahaan Terhadap Tumbuhnya Jiwa Enterpernuer Mahasiswa Dalam Penerapan Project Based Learning."

²⁵ Taufik, "Peran Dosen Pengampu Mata Kuliah Entrepreneurship Terhadap Minat Mahasiswa Membuka Usaha Di Politeknik LP3I Bandung."

²⁶ Bayar et al., "The Impact of Entrepreneurial Education and Educational Attainment on Entrepreneurial Activity: Evidence From Selected High-Income Economies."

Entrepreneurship Learning on Entrepreneurial Spirit

Whereas for the entrepreneurship learning on entrepreneurial spirit variable based on Table 3 and Table 4 above it is known that the residual value is 113. The t_{count} value is 5,419 which is greater than the t_{table} value of 2,245 and a significance of 0.000 which is smaller than the alpha value (0.05) so **the second hypothesis is accepted**. The data from this test shows that there is a significant and positive effect of the entrepreneurship learning variable on increasing student entrepreneurial spirit.

The entrepreneurship learning on entrepreneurial spirit variable is measured by six indicators in this study. Variable indicators (X2) in this study, namely entrepreneurial motivation, the main goal of entrepreneurship, field studies to companies, field studies to MSME offices, business practices, and preparation of business financial reports have a positive and significant effect on increasing student entrepreneurial spirit. The findings in this study are in line with the research findings of Pham et al.²⁷, Duong et al.²⁸, Irwansyah & Tripalupi,²⁹ Fahmi & Amanda,³⁰ Prawiranegara et al.³¹, and Ayuni & Kustini³² shows that entrepreneurship learning has a positive effect on the growth of student entrepreneurial spirit.

In research findings of Rahmawaty³³ and Mustaqim,³⁴ it is stated that self-efficacy has a positive and significant effect on students' interest in entrepreneurship. This suggests that when students believe in their own abilities to succeed in entrepreneurial endeavors, they are more likely to be motivated to pursue entrepreneurial activities. Besides that, it is also emphasized that emotional intelligence and entrepreneurial attitudes greatly influence the development of self-efficacy. Students who possess high emotional intelligence are better equipped to manage stress, communicate effectively, and navigate social situations, all of which are essential skills for successful entrepreneurship. Additionally, having a positive entrepreneurial attitude, such as being proactive, resilient, and adaptable, can enhance students' belief in their own capabilities.

While emotional intelligence and entrepreneurial attitudes are crucial components, they can be built and developed through good entrepreneurship learning. This highlights the

²⁷ Minh Pham, Bao Quoc Lam, and Vi Phuong Tran Le, "The E-Entrepreneurial Intention of Students: The Role of Self-Efficacy and Education," *Entrepreneurial Business and Economics Review* 11, no. 1 (2023): 127–43, <https://doi.org/10.15678/EBER.2023.110107>.

²⁸ Cong Doanh Duong et al., "Entrepreneurial Education, Government Policies and Programmes, and Entrepreneurial Behaviour: A Serial Moderated Mediation Model," *Entrepreneurial Business and Economics Review* 10, no. 4 (2022): 37–54, <https://doi.org/10.15678/EBER.2022.100403>.

²⁹ M. Rudi Irwansyah and Lulup Endah Tripalupi, "Menguji Pengaruh Pendidikan Kewirausahaan Dalam Pembentukan Jiwa Wirausaha Di Kalangan Mahasiswa," *International Journal of Social Science and Business* 2, no. 4 (2018): 251, <https://doi.org/10.23887/ijssb.v2i4.16340>.

³⁰ Reza Fahmi and T R I Amanda, "Pengaruh Pembelajaran Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa," *Jurnal Ekonomi Dan Bisnis Islam* 2, no. 1 (2017), <https://doi.org/http://dx.doi.org/10.15548/jebi.v2i1.65>.

³¹ M R Prawiranegara, B. Lena Nuryanti, and Hari Mulyadi, "Pengaruh Pembelajaran Kewirausahaan Terhadap Motivasi Berwirausaha," *Strategic: Jurnal Pendidikan Manajemen Bisnis* 18, no. 1 (2019): 1, <https://doi.org/10.17509/strategic.v18i1.17583>.

³² Annesya Dhyta Ayuni and - Kustini, "Kontribusi Pendidikan Kewirausahaan Dan Internal Locus Of Control Terhadap Intensi Kewirausahaan (Studi Pada Mahasiswa Fakultas Ekonomi Dan Bisnis Di Universitas Pembangunan Nasional 'Veteran' Jawa Timur)," *Jurnal Studi Manajemen Dan Bisnis* 7, no. 2 (2020): 152–60, <https://doi.org/10.21107/jsmb.v7i2.9140>.

³³ Anita Rahmawaty, "Model Empiris Minat Entrepreneurship Dengan Pendekatan Theory of Planned Behavior," *Equilibrium: Jurnal Ekonomi Syariah* 7, no. 1 (2019): 64, <https://doi.org/10.21043/equilibrium.v7i1.4644>.

³⁴ Muhamad Mustaqim, "Building Student Entrepreneurial Intentions: Study on MBS and ES STAIN Kudus Study Program Students," *EQUILIBRIUM: Sharia Economics Journal* 5, no. 1 (2018): 134–49, <https://doi.org/http://dx.doi.org/10.21043/equilibrium.v5i1.2101>.

importance of incorporating comprehensive entrepreneurship education programs that not only focus on imparting technical knowledge but also nurture students' emotional intelligence and foster positive entrepreneurial mindsets. By providing students with opportunities to engage in experiential learning, collaborate on real-world projects, and receive mentorship from seasoned entrepreneurs, educational institutions can play a pivotal role in cultivating the self-efficacy, emotional intelligence, and entrepreneurial attitudes necessary for students to thrive in the entrepreneurial landscape.

The findings in this study provide an illustration that student mindsets can be developed and directed from a worker mindset to an entrepreneur mindset. However, to make it happen, entrepreneurship learning needs to get great attention, especially in the preparation and improvement of the learning curriculum.³⁵ Not only on a certain tertiary scale, but also on a national scale by the government as a form of responsibility in shaping the entrepreneurial character of students.³⁶ Even the government's direct role in efforts to build a young generation who likes entrepreneurship will provide great encouragement to start a business.³⁷ So that it can be said that the acceleration of improvement in efforts to shape the entrepreneurial character of students needs synergy between government agencies and universities. Especially in compiling the curriculum as the operational basis of the learning process in a tertiary institution.

Based on this study's main indicators on entrepreneurship learning—motivation, field studies, and business practices—which garnered positive responses from students, it's clear these aspects are crucial for fostering entrepreneurial skills and mindset. Therefore, study program leaders should prioritize and emphasize these elements in curriculum development. Motivation is essential for entrepreneurial pursuits, driving engagement, creativity, and persistence. Designing activities that cultivate intrinsic motivation, such as showcasing success stories and offering hands-on projects, is vital for inspiring students to pursue entrepreneurship with enthusiasm and resilience.

Field studies provide practical insights into the entrepreneurial landscape, helping students understand market dynamics, consumer behavior, and industry trends. Integrating field studies into the curriculum bridges the theory-practice gap, allowing students to apply theoretical knowledge in real-world contexts and refine their entrepreneurial skills through experiential learning. By experiencing the challenges and opportunities faced by entrepreneurs firsthand, students can develop a deeper understanding of the complexities involved in running a business and become better prepared to navigate the entrepreneurial ecosystem.

Furthermore, integrating business practices equips students with essential competencies like business planning, financial management, and marketing strategies.

³⁵ Dita Maharani Suwardi, Amir Machmud, and Iswanti Iswanti, "Peran Pendidikan Kewirausahaan Terhadap Inovasi Mahasiswa Yang Dimediasi Pengenalan Peluang Wirausaha," *Edunomic Jurnal Pendidikan Ekonomi* 9, no. 1 (2021): 69, <https://doi.org/10.33603/ejpe.v9i1.4595>.

³⁶ Bayar et al., "The Impact of Entrepreneurial Education and Educational Attainment on Entrepreneurial Activity: Evidence From Selected High-Income Economies."

³⁷ Duong et al., "Entrepreneurial Education, Government Policies and Programmes, and Entrepreneurial Behaviour: A Serial Moderated Mediation Model."

Exposure to real-life business scenarios empowers students to develop a comprehensive skill set necessary for entrepreneurial success. By providing hands-on experiences and mentorship, educational institutions prepare students to launch and manage ventures effectively, contributing to innovation and economic growth. These practical experiences not only enhance students' technical skills but also build their confidence and ability to think critically and solve problems, which are vital for thriving in the competitive business world.

A Review of Shari'ah Aspects in Entrepreneurship Learning Transformation

1. Sharia-based Entrepreneurship Learning in Sharia Economic Law Study Program, University of Muhammadiyah Makassar

Sharia-based Entrepreneurship Learning in the Sharia Economic Law Study Program at the University of Muhammadiyah Makassar has been carefully designed in the curriculum owned by the study program. This is a serious effort in realizing human resources who have entrepreneurial skills based on the principles of sharia entrepreneurship. This study program places sharia entrepreneurship as one of its main profiles, which is then formulated as “Sharia Preneur.”

Preneur Shariah as intended in this curriculum is the birth of young entrepreneurs from graduates of the Sharia Economic Law Study Program at the University of Muhammadiyah Makassar who are able to apply the values of Islamic law in every aspect of the business they run. Through this approach, graduates are expected not only to become financially successful entrepreneurs, but also ethical, fair, and responsible in accordance with Islamic teachings, these three aspects are the spirit of Islamic principles in running a business.³⁸ The program is designed to equip students with the knowledge and skills necessary to start and grow a business that is not only competitive in the market, but also provides benefits to the wider community in accordance with sharia principles.

2. Overview of Sharia Aspects in Entrepreneurship Learning

The transformation process of entrepreneurship-based learning in higher education has become very urgent.³⁹ To realize this, there are two main factors that play a major role, namely human resources and learning curriculum. Human resources in this context refer to educators or lecturers, while the curriculum is a learning design that aims to create a learning atmosphere that encourages students' desire for entrepreneurship. In the resource-based approach, there are four fundamental aspects that must be developed in an entrepreneur, namely the ability to motivate, the ability to organize, professionalism by applying Islamic values, and the example set by the Prophet. Furthermore, in the knowledge-based approach, it is important to understand economic literacy based on Islamic values sourced from the

³⁸ Rena Yolanda Firdausa, Titin Suprihatin, and Akhmad Yusup, “Tinjauan Etika Bisnis Islam Terhadap Praktik Jual Beli Rejected Bumbu Mie Instant,” *Jurnal Riset Ekonomi Syariaab* 1, no. 2 (2021): 89–93, <https://doi.org/10.29313/jres.v1i2.441>.

³⁹ Prisca Regina Putri Novia Rani et al., “Kurikulum Merdeka: Transformasi Pembelajaran Yang Relevan, Sederhana, Dan Fleksibel,” *Journal of Information Systems and Management (JISMA)* 2, no. 6 (2023): 78–84, <https://doi.org/https://doi.org/10.4444/jisma.v2i6.736>.

Al-Quran and hadith.⁴⁰

Producing graduates who are capable of entrepreneurship in the digitalization era like today is easier than before the digitalization era.⁴¹ In other words, creating graduates who have the desire and ability to be entrepreneurs is not too difficult. However, the challenge that arises then is how to create graduates who not only have entrepreneurial skills but also have noble morals in running their business, by realizing the values of shari'a in every action.⁴² To create graduates with these qualifications, a large role of human resources (lecturers) and the accuracy of the entrepreneurship curriculum used are needed.

To realize graduates with the qualifications as mentioned above, the Sharia Economic Law Study Program at the University of Muhammadiyah Makassar has recruited lecturers with qualifications in entrepreneurial skills and has a professional personality and exemplary in realizing Islamic values in the real business being run. So that the ability of lecturers as a figure in transferring entrepreneurship knowledge is also believed to have the ability to transfer Islamic values in the science of entrepreneurship taught. In this regard, Al-Hafidz Hasan Al-Mas'udi in the book *taysir al-khalaq* said that:

املعمل دليل التلميذ ابل مايكون به كامل مناملعلوم واملعارف فيشترط ان يكون منذوى
الاصاف احملمودة, ان روح التلميذ ضعيفة ابلنس به ابل روحه, فاذا اتصفاملعمل
ابوصاف الكامل اكن التلميذ املوفقكذاكل.

*"The teacher is a guide for students to achieve perfection of knowledge and knowledge, therefore, teachers are required to have good qualities. This is because the soul of the student is weak, compared to the soul of the teacher. When the teacher has perfect traits, the student will follow the teacher's traits."*⁴³

Based on Al-Mas'udi's statement above, the role of a teacher is very important. Teachers or lecturers in research have a great influence on students, especially in the process of acquiring knowledge well. In addition, the nature and character of the teacher tends to be easily followed by students. In this context, entrepreneurship lecturers in the Sharia Economic Law (Mu'amalah) Study Program at Universitas Muhammadiyah Makassar have met the criteria as exemplary lecturers who can be used as examples by students. The characteristics of Islamic economic entrepreneurship lecturers are formed from their scientific background and the community they are in, namely from Islamic study programs and universities as well as involvement in Muslim entrepreneurial communities such as *Saudagar Muhammadiyah*.

⁴⁰ Nurhayani et al., "Kewirausahaan Ditengah Revolusi Industri 4.0 : Teori Dan Konsep Tinjauan Ekonomi Islam," *Jurnal Adz-Dzabah: Jurnal Ekonomi Dan Bisnis Islam* 6, no. 1 (May 28, 2021): 13–24, <https://doi.org/10.47435/adz-dzabah.v6i1.586>.

⁴¹ Nafisah Yuliani et al., "Analisis Penerapan Strategi Business Model Canvas (BMC) Pada Komunitas Kuliner STII-OK OCE Untuk Tumbuh Dan Bangkit Lebih Kuat Di Era Digitalisasi," *Ikraith-Ekonomika* 5, no. 3 (2022): 148–60, <https://doi.org/https://doi.org/10.37817/ikraith-ekonomika.v5i3.2450>.

⁴² Dhoya Safira Tresna Lestari, Muhammad Hamdan Ainulyaqin, and Sarwo Edy, "Peran Wirausaha Berjamaah Dan Individu Berkarakter Dalam Penguatan Industri Halal Di Indonesia," *Jurnal Ilmiah Ekonomi Islam* 9, no. 1 (2023): 325–38, <https://doi.org/http://dx.doi.org/10.29040/jiei.v9i1.7899>.

⁴³ Hafidz Hasan Al-Mas'udi, *Kitab Taisirul Khallaq*, trans. Abi Medan (Samalanga: Karya Aneuk Gampong, 2011).

The transformation of entrepreneurship-based learning becomes very necessary in order to create a more competitive generation. That way the condition of this ummah can be improved. This includes reducing unemployment and poverty. So as to create a society or generation that is materially strong and of course will be stronger in faith. In relation to this, the Prophet said:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ

“A strong believer is better and more beloved by Allah than a weak believer.”⁴⁴

The above Hadith explains the importance of being a strong person. The meaning of strong in the Hadith mainly refers to the strength of faith. However, one's financial condition can also affect the level of faith and piety. Therefore, financial strength is equally important to support one's faith. In this regard, Allah Swt even emphasizes in the Qur'an for His people to hasten to seek sustenance on earth after praying, as explained in QS. Al-Jumu'ah: 10:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

“When the prayer (Friday) has been performed, scatter you over the earth, seek the bounty of Allah, and remember Allah much that you may be fortunate..”⁴⁵

This verse further emphasizes the importance for a person to increase their economic power. Allah Himself has commanded His people to seek His bounty after praying. This shows that efforts to seek sustenance and improve economic conditions are part of the recommended worship. In fact, in the interpretation of Ibn Kathir, it is mentioned that the efforts made after praying will be blessed by Allah SWT. as much as seventy times.⁴⁶ Thus, working and striving are not only of worldly value but also have a high spiritual dimension, integrating the obligations of worship with worldly responsibilities. This shows how much Allah appreciates human efforts in earning a living and improving their living conditions, as long as these efforts are carried out in a halal manner and in accordance with His teachings.

This emphasis shows that in Islam, the balance between worship and worldly endeavors is very important.⁴⁷ By having financial strength, a Muslim can more easily fulfill his needs, support his family, and even contribute to society in a better way. All of this in turn can strengthen his faith and piety, as he is able to better carry out Allah's commands, including in terms of giving zakat and charity.⁴⁸ Therefore, the pursuit of financial stability is not just a worldly endeavor, but also a way to strengthen and maintain faith. In the Islamic view, a strong Muslim is one who is able to integrate the power of faith and financial strength,⁴⁹ so that they can live a balanced and harmonious life in accordance with religious teachings.

⁴⁴ Quran Tazkia, “Hadits - Jual Beli (Bai),” quran.tazkia.ac.id, 2024.

⁴⁵ Al-Qur'an Kemenag Online, “Qur'an Dan Terjemahan” (Kementrian Agama Indonesia, 2024), <https://quran.kemenag.go.id/>.

⁴⁶ Tafsir Ibnu Katsir, “Tafsir Surat Al-Jumu'ah, Ayat 9-10,” Tafsir Ibnu Katsir, 2015, <http://www.ibnukatsironline.com/2015/10/tafsir-surat-al-jumuah-ayat-9-10.html>.

⁴⁷ Wawan Wahyuddin et al., *Kaidah Fiqih Ekonomi Syariah* (PT. Sonpedia Publishing Indonesia, 2023).

⁴⁸ Jasri et al., *Ekonomi Syariah* (Padang: Get Press Indonesia, 2023).

⁴⁹ Yenni Wiranti, “Penerapan Gugatan Sederhana Dalam Penyelesaian Sengketa Ekonomi Syariah,” *Hukum Islam* 20, no. 2 (2021): 151–66, <https://doi.org/http://dx.doi.org/10.24014/jhi.v20i2.11495>.

To realize the above, one of the supporting aspects must start from human resources, in this case teachers or lecturers, whose role is to provide assistance and teaching to students. Teachers or lecturers have a great responsibility in guiding students, not only in academic aspects but also in the development of entrepreneurial character and skills. Intensive and quality assistance from lecturers is very important to instill entrepreneurial values in accordance with Islamic law.

In addition, the correctness and accuracy of the curriculum used is certainly a tool that greatly supports human resources (lecturers) in transferring the expected knowledge. The curriculum must be designed in such a way as to be relevant to the times and industry needs, but still based on Islamic values. The right curriculum will help lecturers in delivering material effectively and thoroughly, covering the theoretical and practical aspects needed by students to become successful and noble entrepreneurs.

With a combination of mentoring from competent lecturers and the right curriculum, the learning process in higher education will be optimized. Students will get adequate provision both in terms of knowledge and morals, so that they are able to face the challenges of the world of work and business with strong faith and high professional abilities. Thus, universities can produce graduates who are not only ready to compete in the digitalization era but are also able to become role models in practicing Islamic values in every aspect of their lives.

CONCLUSION

Based on the results of the research and discussion in this study, it can be concluded that this study examined human resources (lecturers) as variable X1 and entrepreneurship learning as variable X2, and increasing student entrepreneurial spirit (Y). Based on the results of the research and discussion, it is known that the human resource variable, in this case, the lecturer in the entrepreneurship course, does not affect the growth of the entrepreneurial spirit of students. Meanwhile, the entrepreneurship learning variable has a significant and positive effect on the growth of student entrepreneurial spirit.

The findings in this study can be findings that are taken into consideration in developing a learning tool to build the growth of students' entrepreneurial spirit. What needs to be done is to improve the learning system at an institution or college. The design of the learning system which is the reference for the learning process will greatly affect the quality of students or students at the end. In compiling a good learning system, it is necessary to emphasize the necessity of providing motivation, field studies, and business practices during the learning process. Because these aspects will make a major contribution to the growth of student entrepreneurial spirit.

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