

Edupreneurship in Islamic Religious Education: An Innovative Strategy to Develop Students' Economic Independence

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ABSTRACT

This study aims to examine the integration of sharia values into Islamic Religious Education (PAI) learning with an entrepreneurship-based approach in formal educational settings. Using a descriptive qualitative approach, the research explores how sharia principles—such as honesty, trustworthiness, hard work, and social responsibility—can be applied in learning activities that foster students' entrepreneurial spirit. The results indicate that a PAI learning model integrated with sharia values and entrepreneurial contexts not only enhances students' religious understanding but also develops independent, ethical, and socially beneficial character traits. The findings recommend the development of a curriculum that integrates religious competence and life skills based on the sharia economic framework to prepare students for global challenges.

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Introduction

The increasingly complex dynamics of global development have brought significant consequences for the direction of education at various levels. Education is now expected not only to produce intellectually capable learners but also to cultivate a generation that is economically independent and able to respond to real-life challenges. In this context, the integration of education and entrepreneurship—commonly known as edupreneurship—has become a strategic necessity (Ananda et al., 2025, p. 10). Edupreneurship provides students with opportunities to develop innovative abilities, think critically, and creatively create economic opportunities for the future.

Islamic Religious Education (PAI), as an integral part of the national education system, holds great potential for instilling core values that support an entrepreneurial spirit. Values such as honesty, hard work, responsibility, and social awareness are fundamental Islamic teachings that align with entrepreneurial characteristics (Ningsih & Zalisman, 2024, p. 2). However, in practice, religious education often remains focused on theoretical and normative aspects, without touching the practical dimensions directly related to students' economic lives. As a result, the potential of PAI as a medium for fostering economic independence has not been fully realized.

The edupreneurship approach in PAI offers an innovative strategy that not only instills Islamic values but also develops entrepreneurial skills. Through contextual activities such as Islamic entrepreneurship projects, students can learn about production processes, financial

management, marketing, and social responsibility—all grounded in religious values (Al-Khair et al., 2025, p. 5). This strategy brings learning closer to the social and economic realities students face, while fostering a proactive attitude in responding to future challenges.

Beyond technical skills, edupreneurship within PAI also cultivates spiritual character, which serves as an ethical foundation for entrepreneurship. Character education integrated with productive activities creates a balance between worldly and spiritual orientations—between economic success and moral integrity. Students are guided not merely to pursue material gain, but to uphold the values of barakah (blessing), justice, and social responsibility in every economic activity (MANSAH, 2022, p. 15). This aligns with Islamic principles that place ethics at the core of economic muamalah (transactions).

Therefore, it is essential for curriculum developers and educators to design PAI learning models that are more practical and responsive to contemporary needs. Edupreneurship can serve as a bridge between religious learning and the development of students' economically independent and value-driven character. Such efforts will not only help create a generation of competent and self-reliant Muslims but also contribute to building a just, productive, and morally upright society (Arma & Iswatiningsih, 2025, p. 600). Further research is needed to identify the most effective strategies for comprehensively implementing edupreneurship within the context of PAI.

Method

This study employs a descriptive qualitative approach aimed at providing an in-depth depiction of the implementation of edupreneurship in Islamic Religious Education (PAI) as a strategy to foster students' economic independence (Inayati Robbani, 2024, p. 25). Data were collected through in-depth interviews, participatory observation, and documentation involving PAI teachers, school principals, and students engaged in entrepreneurship activities based on Islamic values. Informants were selected purposively—those considered to have relevant understanding and experience related to the research topic (Sumilih et al., 2025, p. 30). The data were then analyzed using thematic analysis techniques, which included data reduction, data presentation, and conclusion drawing. Data validity was strengthened through source and method triangulation techniques to ensure that the results obtained were objective and scientifically accountable.

Result and Discussion

a. Integration of Entrepreneurial Values in Islamic Religious Education (PAI) Learning

The incorporation of entrepreneurial values into Islamic Religious Education (PAI) learning is carried out by contextualizing religious teachings within sharia-based economic practices. In this process, PAI teachers not only deliver theoretical concepts of akhlaq and fiqh muamalah but also instill ethical values such as honesty (şidq), trustworthiness (amanah), hard work, and responsibility (Yusuf & Ali, 2025, p. 175). These values are explicitly integrated into the teaching materials, which are designed through contextual learning activities.

As part of the implementation, students are assigned to simulate buying and selling practices that adhere to principles of fairness and honesty in Islam, particularly when studying topics related to Islamic economics (Dewi, 2024, p. 727). Through these activities, students are encouraged to understand that Islamic business ethics are not merely theoretical concepts but practical guidelines that can be applied in daily life.

The integration of these values is also systematically embedded within teaching instruments, such as the Lesson Plan (Rencana Pelaksanaan Pembelajaran or RPP), which

includes learning objectives in both affective and psychomotor domains relevant to Islamic entrepreneurial attitudes. This indicates that the integration of entrepreneurial values is not conducted spontaneously but is part of a deliberate and structured curriculum design (Hamzah et al., 2025, pp. 238–239). Consequently, PAI learning goes beyond the transmission of normative values to also shape students' socio-economic character.

The internalization of entrepreneurial values is further reinforced through habituation and role modeling. Teachers serve as exemplary figures who demonstrate honesty and responsibility in their daily conduct. Meanwhile, students are encouraged to take initiative in managing small-scale business activities facilitated by the school, which gradually nurtures independence and accountability. Practical religious activities—such as Ramadan bazaars or charity programs linked to entrepreneurial efforts—serve as effective means of instilling Islamic economic ethics (Fathurrahman et al., 2025, pp. 275–276). In these activities, students are entrusted with managing the entire process, from planning to reporting, thereby developing critical thinking, problem-solving, and collaborative skills based on sharia principles.

Field data indicate that PAI learning integrated with edupreneurship increases students' engagement and learning motivation (Arma & Iswatiningsih, 2025, p. 609). They perceive a strong connection between Islamic teachings and real-life economic dynamics, making learning more relevant and contextual. This integration also enhances students' social and spiritual capacities (Muzakki, 2023, p. 60). During their entrepreneurial experiences, students are encouraged to allocate part of their profits for charity (*sadaqah* or *infāq*) and to uphold fairness in teamwork. As a result, PAI becomes a holistic medium for cultivating Islamic character.

Nevertheless, many teachers acknowledge the need for further training and guidance in designing edupreneurship-based learning (Arma & Iswatiningsih, 2025, p. 611). Limited mastery of entrepreneurial pedagogy and understanding of Islamic economics pose specific challenges to this integration process. Schools that have successfully implemented this concept generally benefit from strong policy support and collaboration among teachers across disciplines (Nurhaidah et al., 2024, p. 37). This highlights that the integration of entrepreneurial values in PAI requires a holistic, collaborative approach in curriculum development and instructional practice.

Overall, the application of Islamic entrepreneurial values in PAI learning holds great potential in shaping students (Ramdani et al., 2025, p. 32). Who are not only religiously grounded but also mentally prepared to become independent and economically productive individuals.

b. Strategy for Implementing Edupreneurship in the School Environment

The implementation of edupreneurship within the school environment is carried out through a practice-based approach, realized in various programs such as student business units, sharia mini markets, and Islamic entrepreneurship training (Fathi & Hidayat, 2025, p. 211). These programs are intentionally integrated into Islamic Education (PAI) learning, both in intracurricular and extracurricular activities.

The implementation begins with basic entrepreneurship training grounded in Islamic values, equipping students with an understanding of halal business principles, sharia financial management, and ethical conduct in transactions according to Islam (Yetti & Rizal, 2025, p. 456). In this process, Islamic Education teachers collaborate with local Muslim entrepreneurs as guest speakers to provide students with real-world insights.

Students are then organized into business teams responsible for specific products or services. The PAI teachers serve as mentors in matters of ethics and values, while entrepreneurship teachers focus on technical business aspects. This synergy creates a project-based learning approach rooted in Islamic values (Suryanto et al., 2025, p. 500). A concrete example of this strategy is the establishment of a student sharia cooperative, where students are trained to manage finances, develop business plans, design products, and prepare transparent and accountable financial reports (Yetti & Rizal, 2025, p. 459). This experience not only equips students with technical skills but also instills values of responsibility and honesty.

The organization of halal bazaars or expos serves as a platform for developing soft skills such as communication and promotional abilities (FAQIH, 2024, p. 24). In these forums, students present their products to the public while explaining the sharia principles underlying their business processes. In the context of the digital era, this strategy also extends to online media (Sudirman et al., 2025, p. 12). Students are trained to create digital product catalogs and use social media for promotional activities, aligning learning with the characteristics of a tech-savvy younger generation.

The success of this strategy largely depends on the active involvement of PAI teachers in guiding students to understand aspects of muamalah (social and economic dealings) in Islam (Arifin et al., 2025, p. 17). In fact, some schools have established partnerships with local MSMEs as practical learning platforms. Nevertheless, challenges such as limited teaching time and the heavy administrative workload of teachers remain issues (Kristanti & Putra, 2025, p. 240). That must be addressed through managerial innovation and more efficient resource management.

Overall, students participating in this program show increased motivation, strong teamwork (Wuryandani, 2020, p. 110), and the growth of an entrepreneurial mindset grounded in moral and spiritual responsibility.

c. The Impact of Edupreneurship on Students' Economic Independence

The integration of edupreneurship into Islamic Education (PAI) learning has a positive impact on the development of students' economic awareness. They not only understand the concept of Islamic entrepreneurship but also begin to take the initiative to produce goods or services with market value (Arma & Iswatiningsih, 2025, p. 612). These activities directly enhance students' basic managerial skills, such as business planning, pricing, simple financial recording, and marketing strategies (Hendratni et al., n.d., p. 29). These competencies form a crucial foundation for building an independent entrepreneurial character.

Moreover, participation in entrepreneurial activities fosters discipline, responsibility, and problem-solving abilities through creative approaches. Students become more organized and capable of balancing academic activities with their business endeavors (Nuraeni, 2022, p. 46). The spiritual impact is also significant. Students demonstrate caution in transactions and are more selective in choosing types of businesses to ensure they remain within halal boundaries (Rani et al., 2025, p. 70). This indicates that Islamic values have been deeply internalized in their economic behavior.

The independence developed through this process also begins to affect family life. Some students are able to make small financial contributions to their parents. This success creates a domino effect, motivating other students to become actively involved as well (Suhartono et al., 2024, p. 241). However, this process does not occur instantly (Assyifa & Winario, 2025, p. 96). It requires long-term mentoring, systematic habituation, and support from all school stakeholders to enable students to develop entrepreneurial spirit sustainably.

Students who were initially passive in Islamic Education classes have also begun to show greater interest when lessons are connected to real business practices (Syahrowiyah, 2016, p. 10). This proves that the edupreneurship approach makes learning more meaningful and applicable (Walarif et al., 2025, p. 55). On the other hand, soft skills such as communication, leadership, and collaboration have also developed rapidly (Swandari & Jemani, 2023, p. 135). Students become accustomed to discussions, presenting business ideas, and delivering reports with confidence. All these experiences provide essential preparation for their future.

Thus, edupreneurship in Islamic Education plays a significant role in shaping a young generation that is religious (Al-Khair et al., 2025, p. 10), academically competent, and ready to become independent individuals capable of meeting economic challenges while remaining grounded in Islamic values.

Conclusion

Based on the discussion in this paper, it can be concluded that the integration of sharia values into entrepreneurship-based Islamic Education (PAI) learning is an innovative approach that strengthens students' religious character while simultaneously developing their entrepreneurial spirit. Through this approach, students not only understand Islamic teachings theoretically but are also able to apply them in entrepreneurial activities grounded in Islamic ethics, such as honesty, responsibility, hard work, and social awareness.

This learning model broadens the function of Islamic Education—not only as a means of nurturing noble character but also as a medium for fostering economic independence and a spirit of social contribution in accordance with sharia principles. Therefore, reinforcing sharia values within the context of entrepreneurship makes a significant contribution to the development of students who are ethical, productive, and prepared to face life's challenges in an Islamic way.

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