

# Entrepreneurship Education: Fostering the Entrepreneurial Spirit of Higher Education Tarbiyah Faculty Students in Aceh

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## ABSTRACT

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Entrepreneurship education is oriented towards offering concepts to develop interest, train, and form business actors. Therefore, this study aims to identify the concept of entrepreneurship education developed in the Tarbiyah faculty of higher education in Aceh to describe the process of implementing entrepreneurship education in fostering the entrepreneurial spirit of higher education Tarbiyah faculty students at Aceh. This research uses a qualitative method where the researcher thoroughly examines the facts at the research location according to the focus of the problem, by researching directly at the research location, then the data from the analysis is presented, and a discussion of data collection techniques through observation, interviews, and documentation is given. The results of this study indicate that the concept of entrepreneurship education developed in Tarbiyah faculty colleges in Aceh is by providing entrepreneurship education materials and practices so that students have the spirit and additional skills needed after students graduate so that they are able to become entrepreneurs independently. The implementation of entrepreneurship education in lectures to foster an entrepreneurial spirit for Tarbiyah faculty students is carried out through a learning process of direction and example. Entrepreneurship learning is carried out by providing practical material so that students can have more experience and have a good entrepreneurial mentality. Practices include thinking about what to sell, making business products directly, selling and marketing products online or offline. The obstacle is the lack of funds and facilities available to support student practical activities.

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## 1. INTRODUCTION

Entrepreneurship education in universities has recently gained significant popularity, with nearly all higher education institutions in Indonesia now offering courses in this field. This trend indicates that entrepreneurship education in Indonesia is continuously evolving and expanding. The drive to implement entrepreneurship programs in universities stems from the recognition of the critical

importance of fostering independent living skills in individuals. Being able to live independently is a valuable quality that contributes to a person's dignity and self-worth. Therefore, it is only fitting for higher education institutions, including faculties like Tarbiyah, to provide students with entrepreneurial knowledge. This education helps cultivate a spirit of independence in students, equipping them with the skills and mindset needed to succeed after graduation and actively contribute to society (Aldianto et al., 2018). Ultimately, integrating entrepreneurship education into university curricula ensures that graduates are better prepared for the challenges of the real world and capable of contributing to economic growth through innovative ventures.

Entrepreneurship education can serve as a valuable approach for universities to cultivate a spirit of independence in students, enabling them to develop their potential without relying on others. Kasmir (2013) emphasizes that fostering an entrepreneurial mindset in individuals is best achieved through targeted education and training. By integrating entrepreneurship-focused learning, universities aim to equip students with essential life skills, preparing them to become graduates who are not merely job seekers but also creators of employment opportunities. This approach empowers students to think innovatively and take initiative in their professional lives.

However, many entrepreneurship researchers note that the current mindset of college graduates tends to be more focused on finding jobs rather than creating them (Siswoyo, 2009). This trend is particularly evident among graduates of Tarbiyah faculties, who often prioritize becoming civil servants over pursuing entrepreneurial ventures, even when public sector employment is not attainable. This situation raises concerns about the potential rise in unemployment rates, especially among future educators and graduates of teacher training programs. To address this challenge, higher education institutions must play a proactive role in providing robust entrepreneurship education. By doing so, they can better prepare their graduates to become independent entrepreneurs, reducing the reliance on traditional employment paths and contributing to economic resilience.

According to data from the Central Statistics Agency (BPS), the number of unemployed people in Aceh in 2020 was recorded at 136 thousand people, and the largest number were college graduates. The large number of unemployed people is caused by a mismatch between the skills of university graduates and the needs of employment opportunities, as well as the limited availability of employment opportunities. This is an indication that higher education institutions are currently unable to prepare graduates whose knowledge meets the needs of available employment opportunities and are also unable to produce alumni who are ready to be independent in work (Boden & Nedeva, 2010). Therefore, it is time for higher education institutions to make improvements so that the negative stigma of being unemployed can be avoided among university alumni.

Entrepreneurship education is oriented towards offering concepts to develop interest, train, and form business actors (Muhammad Shaleh Assingily, Nur Rohman, 2019). Thus, entrepreneurship education courses, it is expected to produce quality college graduates and become graduates who are able to become entrepreneurs independently in accordance with their fields. The existence of learning about entrepreneurship education in higher education is one alternative in overcoming the problems that have occurred in college graduates.. (Imam Machali, 2014) Entrepreneurship learning aims to produce superior, independent, creative people who have an entrepreneurial mentality and not an employee mentality (Imam Machali, 2012)

The learning process for entrepreneurship education courses is at the Tarbiyah faculty at PTKIN Aceh. Because almost all Tarbiyah faculties at PTKIN Aceh have implemented entrepreneurship education courses. This course has the concept of entrepreneurship in the field of education. The concept offered in this course is around the theory of entrepreneurship, the aim of which is to produce graduates who have an entrepreneurial spirit. In the learning process of entrepreneurship education, the concept offered cannot be separated from the principles of entrepreneurship that must be understood by students.

Courses related to entrepreneurship are a breakthrough promoted by the Tarbiyah faculty at PTKIN Aceh to equip students to have competency in entrepreneurship. Moreover, in the current situation, the opportunity to become a civil servant is very small for all college graduates. Therefore, it

is very important to equip college graduates with entrepreneurship knowledge so that the knowledge gained during lectures can be another alternative as a way out of existing problems.

Research on entrepreneurship education at the Tarbiyah Faculty at PTKIN Aceh is interesting to research, because the study of entrepreneurship courses certainly has a depth of material that is interesting to study. Because of that, of course, there is a question about how the concepts are offered and how they are implemented in the learning process to achieve the expected goals. This is the reason for the importance of conducting research to examine how the development of entrepreneurship education courses is implemented in the Tarbiyah faculty of PTKIN Aceh.

## 2. METHODS

This study employs a qualitative research approach, a method chosen to explore the condition of natural settings where the key instrument is the researcher. Through this approach, the research aims to closely observe and understand the phenomena as they naturally occur. A qualitative descriptive analysis model is used, allowing the researchers to describe the reality of the research subject as it is, capturing the complexity and authenticity of the lived experiences within the context of entrepreneurship education.

A phenomenological approach is particularly suitable for this research, as it aims to uncover the meaning behind individual experiences. This approach enables researchers to delve deeply into the reality of entrepreneurship education courses, especially in their role in fostering an entrepreneurial mindset among students of the Tarbiyah faculty at PTKIN Aceh. By focusing on the subjective experiences of those involved, this approach provides a deeper understanding of how entrepreneurship education influences the attitudes and aspirations of students toward becoming self-reliant and innovative.

Data collection for this study involves several techniques to ensure a comprehensive understanding of the subject matter. Observations are conducted to closely monitor the activities related to entrepreneurship education within the Tarbiyah faculty at PTKIN Aceh, providing firsthand insights into the learning processes and interactions. Interviews are also employed to gather detailed information regarding the concepts, implementation strategies, and challenges faced in promoting an entrepreneurial spirit among students. Additionally, Focus Group Discussions (FGDs) are used to foster dialogue among participants, allowing for a broader perspective on shared experiences. Lastly, documentation reviews, including relevant books, newspapers, and magazines, offer supplementary context and depth to the study, enriching the analysis with secondary data sources. These varied data collection methods ensure a well-rounded understanding of the phenomenon under investigation.

After conducting the research and completing data collection, the researcher analyzed the data through a systematic process. The validity of the collected information was carefully checked, and the data was verified to ensure accuracy. Following this, the data was organized, sorted, and grouped based on its relevance and importance to the study's objectives. This process allowed the researcher to focus on key findings, which were then presented in a narrative format for clarity and coherence. The study was conducted across three Tarbiyah faculties at PTKIN Aceh, each implementing entrepreneurship education programs. The sampling was strategically divided into zones, covering the Southwest region of Aceh, the central area of Banda Aceh, and the Northern region of Aceh Province. This regional division provided a broader perspective on how entrepreneurship education is practiced and perceived across different parts of Aceh, offering insights into regional variations and common challenges. By employing this approach, the research aims to provide a comprehensive understanding of the implementation of entrepreneurship education in these diverse contexts.

## 3. FINDINGS AND DISCUSSION

Before presenting the findings on the implementation of entrepreneurship education, it is essential to understand the broader context and rationale behind this educational approach. Entrepreneurship education has become an integral part of university curricula, aiming to equip students with the skills

and mindset necessary for independent business ventures. This form of education is particularly important as it shifts the mindset of students from being job seekers to becoming job creators, empowering them to develop their own businesses and navigate the challenges of the real world. As Nova and Nurnida (2017) note, the goal of such programs is not only to impart theoretical knowledge but also to foster practical skills that enable students to devise and execute their business plans independently.

Moreover, cultivating interest and enthusiasm for entrepreneurship among students is crucial, as individual interest varies widely. This enthusiasm often arises from internal motivations, such as a desire for self-reliance, as well as external influences like family, social environment, and educational support. Researchers like Meredith (2002) and Soemanto (2002) emphasize that entrepreneurship is more than a set of skills; it is a mindset characterized by resilience, risk-taking, and the ability to learn from failures. Educators play a pivotal role in nurturing this mindset, integrating entrepreneurial values into the curriculum, and guiding students through both theoretical and practical learning experiences. In this context, the findings of this research offer insights into how entrepreneurship education is implemented across different Tarbiyah faculties at PTKIN Aceh, highlighting the methods, challenges, and outcomes of these programs.

### **3.1 Implementation of Entrepreneurship Education**

Entrepreneurship education needs to be used as special learning so that students get used to intensively carrying out entrepreneurial activities. Because one of the important factors for achieving educational goals is the learning process carried out, while one of the important factors for learning effectiveness is the evaluation factor of both the learning process and outcomes. Based on the aim of the Entrepreneurship course, namely changing the student's mindset from job seeker to job creator and it is hoped that students will be able to make a business plan independently. (Nova dan Ida Nurnida, 2017).

The interest that a person has in learning certainly differs from one person to another, as does the interest of students in entrepreneurship. Interest is a tendency to do something because of feelings of pleasure, desire, and attention that arise from within oneself as well as other factors that influence it such as the environment and experience. Meanwhile, entrepreneurship is an activity of hard work or a strong will to open up opportunities with the skills and confidence you have without fear of taking risks and being able to learn from failure. (Geoffrey Meredith, 2002).

Wasty Soemanto said: "The only struggle or way to create people who have morals, attitudes and entrepreneurial skills is through education." Through education or learning, interest will grow in behaving like what is learned. Entrepreneurship education will also foster students' interest in entrepreneurship. (Soemanto, Wasty, 2002)

The education and learning process is oriented to provide maximum knowledge for students so that aspects of intelligence and intelligence become the main focus (Vesper & Gartner, 1997). However, it turns out that this is the biggest mistake in the education and learning process in this country (Mohammad Saroni, 2012).

Entrepreneurship education allows for a process of collaboration between many related parties in the process. In the end, the education and learning process provides positive conditions for students. Students are not only intellectually capable, but also have the ability to carry out life activities. They can face life only with the entrepreneurial skills provided in the education and learning process and training in the educational environment (Soemanto, Wasty, 2002).

When it is decided to pursue entrepreneurial activities as an applicable activity in life, starting from the education and learning process, everything is prepared as well as possible. Meanwhile in my heart there is a constant feeling and desire to do this. Every moment we pump the will within us so that the will continues to burn. With this burning desire, the implementation of activities will be encouraged so that they can reach the best level (Banihashem et al., 2023).

Entrepreneurial activity is an activity that requires courage to pursue it armed with a strong will. This will is actually the biggest source of energy in entrepreneurial success. Every person with high will can organize or carry out life activities effectively. They handle aspects of the activity with such

will that they have enormous motivational power. Motivation that comes from within yourself is the best form of motivation. Entrepreneurial activities are related to the intention in carrying them out. If we have high intentions in carrying out activities, the implementation of the activities can be carried out optimally and successfully (García-castanedo & Corrales-garay, 2024).

The main thing that must be done in the context of education and learning is to prepare students in such a way that their inner motivation grows and develops optimally. We must foster the willingness or interest of students to carry out these entrepreneurial activities. Every time we have to provide an injection of motivation or interest so that students are interested in taking part in this entrepreneurial activity. This desire is within the students. Therefore, a teacher must be able to trigger and spur the enthusiasm of students so that their participation in entrepreneurial activities is not just joining in. Heart and soul are nothing but a strong will to carry out activities (Soemanto, Wasty, 2002).

In the education and learning process, fostering students' enthusiasm and willingness to engage in entrepreneurial activities is crucial. Educators must find innovative ways to nurture this interest, as a student's readiness to participate in entrepreneurial endeavors often serves as the foundation upon which other skills and knowledge are built. The development of this interest is essential, as it helps prepare students to become resilient and independent individuals capable of taking on challenges in their future careers (Donkoh et al., 2023; Orland-Barak & Yinon, 2007).

According to Saroni, effective entrepreneurship education goes beyond simply imparting theoretical knowledge or concepts. It requires providing students with practical training that directly applies to real-life entrepreneurial situations. This hands-on experience is vital for students to understand the practical aspects of starting and managing a business, making them better equipped to translate their knowledge into action (Nova & Ida Nurnida, 2017).

The application of entrepreneurship education to form an entrepreneurial attitude given to students can be integrated with learning material at college. The material that needs to be developed for students is instilling learning related to entrepreneurship from an early age, both intra and extra learning. So that students can develop their entrepreneurial abilities on campus. To form an entrepreneurial attitude by learning entrepreneurship education, planning needs to be carried out involving lecturers or related people such as staff and so on, students and the environment to identify the development of relevant entrepreneurial attitudes. An entrepreneurial attitude plays an important role in the entrepreneurial spirit, with skills and cooperation it will produce an entrepreneurial spirit that will turn challenges into opportunities. According to the Ministry of National Education, entrepreneurship education aims to form a complete human being, namely, apart from being a person who has character, he also has understanding and skills as an entrepreneur. (Agus Wibowo, 2017).

Adhitama also stated that the family environment positively influences interest in entrepreneurship. This means that the more supportive the family environment, the more interest in entrepreneurship will increase. However, these findings are slightly different from Putra who stated that family factors have the greatest eigenvalue or are the most influential in fostering entrepreneurial interest in students. Not only family as the smallest and closest environment for students, but also friends as a social and social environment (Esti Dwi & Linda Herawati, 2017).

Kadarsih et al., in their research stated that apart from parental figures who work as entrepreneurs, friend figures who work as entrepreneurs also influence interest in entrepreneurship. Friends who are successful in carrying out their profession as entrepreneurs will have a positive influence on starting entrepreneurship because they believe that they are also able to succeed like their friends. What is interesting is the involvement of lecturers. Even though the frequency of interactions with students is not as frequent as between students and friends, lecturers also have an influence in generating interest in entrepreneurship in students. This can happen through the learning process in class and the lecturer's willingness to consult and accompany students during practical activities. It can be said that lecturers are the main pillars in developing entrepreneurship in higher education.

Entrepreneurial values can be transferred to students through various teaching and learning activities. Lecturers who have knowledge and understanding of entrepreneurship will be able to guide students in initiating and developing their businesses so that the process of accelerating the growth of

new entrepreneurs occurs. In another aspect, the courage to form entrepreneurship is encouraged by school teachers, schools that provide practical and interesting entrepreneurship subjects can arouse students' interest in entrepreneurship (Nova dan Ida Nurnida, 2017).

If students have a strong desire or interest to open a business, they will look for other factors that can encourage them to achieve their desire, namely in the form of an educational environment related to entrepreneurial learning and an educator who instills an interest in entrepreneurship and values. entrepreneurship education.

As per the impact of the entrepreneurship education lectures, the researchers concluded that the form of learning or courses given to foster students' interest in entrepreneurship had many positive effects so that students were interested in running their own business. Entrepreneurship education is a factor that influences students' entrepreneurial interest. Therefore, entrepreneurship education needs to be improved to change knowledge from mindset to interest in entrepreneurship.

### ***3.2 Entrepreneurship Education at the Tarbiyah Faculty of first PTKIN research***

The research results show that entrepreneurship education at the Tarbiyah Faculty of first PTKIN research is one of the mandatory courses and is implemented by five study programs, namely the PAI, PGMI, PBA, PBI and MPI study programs. The concept of entrepreneurship education developed at the tarbiyah faculty is to introduce and equip students with knowledge related to the business world, so that after completing college students can be entrepreneurs, at least able to manage finances in the family.

Entrepreneurship education is also aimed at fostering an entrepreneurial spirit in students with the hope that students will be able to become entrepreneurs after graduating from the tarbiyah faculty. The development of entrepreneurship education at the Tarbiyah Faculty is also contained in the vision and mission of the department, especially the Arabic Language Education study program, namely preparing translators, editors, and other Arabic language practitioners who have an entrepreneurial spirit.

The vision and mission carried out by the department is an effort to foster an entrepreneurial spirit in students. Where students are not only directed to become teachers, but are also given the skills to become entrepreneurs. This is done in accordance with the current condition of university graduates, not necessarily all tarbiyah faculty graduates work as teachers, but some also work in the business world.

The concept of entrepreneurship education applied by lecturers is to provide material about entrepreneurship and after that practice is carried out. Before providing the material, the lecturer first prepares a questionnaire to determine students' interest in the business world. The practice is by giving practical assignments in groups and then each group presents the results of their practice starting from planning, process, results, and evaluation.

The implementation of entrepreneurship education to foster the entrepreneurial spirit of tarbiyah faculty students is carried out through the learning process in the classroom and direct practice in the field. The teaching and learning process provided by lecturers in cultivating an entrepreneurial spirit in students really determines the student's entrepreneurial spirit attitude in the future. In the learning process at the Tarbiyah Faculty, lecturers who teach entrepreneurship education to cultivate students' entrepreneurial spirit place greater emphasis on providing examples and direction regarding entrepreneurial education insights by integrating them into the learning process. In entrepreneurship learning, the lecturer will design activities for students to carry out while the lecturer functions as a facilitator. Lecturers teach according to the RPS that have been prepared and there is also direct practice in the field regarding the business world.

Lecturers who teach entrepreneurship education at the Tarbiyah Faculty have business ventures, so lecturers not only understand theory, but also understand how to practice it. The lecturer's way of teaching was initially to provide materials. The material is related to entrepreneurship, HR management, strategy, serving customers well, and so on. Then at the end of the meeting after UTS students are asked to practice selling directly. In this case, students also sell the lecturer's clothes and

the proceeds are distributed to the students. Currently, at the Tarbiyah Faculty, especially the Arabic Language Education study program, some alumni are capable of entrepreneurship, such as selling meatballs and clothing online.

The obstacles faced in implementing entrepreneurship education at the Tarbiyah Faculty are the lack of capital from students to carry out practice and the campus does not have a special budget to support student practical activities.

### ***3.3 Entrepreneurship Education at the Tarbiyah Faculty of second PTKIN research***

The research results show that the concept of entrepreneurship education at the Tarbiyah Faculty of second PTKIN research is implemented through the provision of materials and practice. The material provided is about understanding entrepreneurship, how to set up or open a business, competitor analysis, managing human resources, and marketing strategies. The practice consists of creating business ideas, product promotion, and then product evaluation.

By providing material about entrepreneurship and doing practice, students can understand how to build a business. The concept of entrepreneurship education is carried out in the form of several face-to-face meetings to provide material, internships are carried out for two days, and direct practice is also carried out for three days. Not only material students are also directed to carry out direct practice through internships that last for two days in business places such as cafes and supermarkets to find out firsthand how to manage cafes and supermarkets. Apart from that, students were also divided into several groups to make products in the form of shoe storage/bags. By using this method, it is hoped that students will be able to understand how to become entrepreneurs.

The program carried out by the Tarbiyah Faculty related to the development of entrepreneurship education can foster an entrepreneurial spirit in students, because students are not only taught theory but are also accompanied by direct practical activities in the field which can make students motivated to become entrepreneurs. The obstacles faced are the limited budget and facilities available to support student practical activities.

### ***3.4 Entrepreneurship Education at the Tarbiyah Faculty of third PTKIN study***

The results of the research show that entrepreneurship education at the Tarbiyah Faculty of third PTKIN study is a mandatory subject in the PGMI Study Program, English Language Study Program, MPI, and is an elective course in the MTK and Indonesian Language Study Programs.

To minimize the unemployment among university alumni, especially Tarbiyah faculty graduates. Entrepreneurship education at the Tarbiyah Faculty is aimed at preparing Tarbiyah faculty graduates who are productive, not only looking for work but also able to create their jobs without being completely dependent on other people.

The concept of entrepreneurship education implemented is by providing material about entrepreneurship at the beginning of the semester and then continuing with practice at the end of the semester. To foster an entrepreneurial spirit in students, lecturers also motivate students to have life skills to support themselves without depending on other people. In this case, lecturers equip students with various kinds of work skills. Job skills are not just about being a laborer or worker employed by someone else, such as working in a company or becoming a civil servant, but are expected to be able to earn a good living by, the educational results that have been achieved independently.

Lecturers in teaching entrepreneurship education never stop motivating students to have an entrepreneurial spirit so that when they become graduates they are ready with the vision, ethos, and skills in entrepreneurship. Lecturers also support students, competencies related to entrepreneurial knowledge, attitudes, and skills, including the ability to take advantage of opportunities, take risks, make investments, think critically, creatively, behave, be independent, as well as create business opportunities and work on them. This aims to prepare students to become responsible and entrepreneurial individuals who will become entrepreneurs capable of developing the people's economy.

Entrepreneurship education provided at the Tarbiyah Faculty of refers to the concept of entrepreneurship to face challenges and take advantage of existing opportunities, namely, the spirit of achievement, looking for opportunities, thinking big and whole, brave and ready to take risks, tolerant of ambiguity, optimistic and immediate. 'get up' when you fall, make decisions quickly, and be motivated to be more 'prosperous'. Entrepreneurship education is also directed at starting a business and managing it well.

The learning process for entrepreneurship education at the Tarbiyah Faculty of is carried out by providing material at eight meetings, then continued with a mid-semester exam where the questions are about entrepreneurship education material as stated in the syllabus. Apart from that, the lecturer also gave students the task of preparing an entrepreneurial proposal, which was used as an additional assignment to complete the midtest score. From the ninth meeting to the end of the semester, students are directed to carry out direct practice by creating forms of work such as logos and other works that can be marketed at student graduation events. The obstacles encountered were the lack of facilities and budget available as capital for students to practice in the field.

#### 4. CONCLUSION

This research concludes that the entrepreneurship education program at the Tarbiyah faculty of PTKIN Aceh focuses on providing both theoretical knowledge and practical experiences, aiming to equip students with the skills and entrepreneurial mindset necessary for independent ventures after graduation. The program emphasizes hands-on learning, encouraging students to engage in activities such as product development, online and offline sales, and marketing, which helps build their entrepreneurial skills and confidence. However, a significant limitation of this study is the lack of funding and inadequate facilities, which hinder the effectiveness of practical training for students. Future research should address these limitations, focusing on securing better financial resources and improving educational facilities to enhance the quality of entrepreneurship education and ensure more comprehensive support for students' entrepreneurial development.

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