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ISLAMIC PRINCIPLES FOR ACHIEVING EDUPRENEURSHIP SUCCESS

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Abstract :

The purpose of this research is to identify the principles and success criteria of edupreneurship from an Islamic perspective. The research method employed is qualitative-descriptive with a library research approach. The data collection technique used is documentation. The principles of edupreneurship in the Islamic view aim to optimize various potentials to produce both scientific and economic added value that is relevant to the field of Islamic education. Islamic edupreneurship fosters entrepreneurial habits among students, encouraging them to remain creative and innovative, such as writing books according to their interests and fields, or engaging in other activities that can provide economic added value. As a result, it will lead students to a transformation from being consumers to becoming producers. The findings of this research on the principles of edupreneurship from an Islamic perspective include self-confidence, energetic initiative, focus on tasks and results, forward-thinking, leadership qualities, risk-taking, calculated decision-making, communicativeness, reflectiveness, originality, innovation, creativity, flexibility, and wisdom in making policies and decisions.

Keywords : *Islamic Principles, Edupreneurship , Success*

Abstrak :

Tujuan dari penelitian ini adalah untuk mengetahui prinsip dan kriteria keberhasilan edupreneurship menurut perspektif Islam. Metode penelitian yang penulis lakukan ialah kualitatif-deskriptif dengan pendekatan library reserarch. Teknik pengumpulan data disini yaitu dokumentasi. bahwa prinsip-prinsip edupreneurship dalam pandangan Islam untuk mengoptimalkan berbagai potensi yang dimiliki demi menghasilkan nilai tambah ilmiah sekaligus nilai tambah ekonomis yang relevan dalam bidang pendidikan Islam. Edupreneurship Islam akan menumbuhkembangkan kebiasaan peserta didik dalam berwirausaha untuk tetap kreatif dan inovatif seperti menulis buku sesuai dengan minat dan bidang masing-masing, ataupun melakukan aktivitas lain yang dapat memberikan nilai tambah secara ekonomis. Alhasil akan membawa peserta didik pada perubahan yang awalnya sebagai pengguna kemudian beralih menjadi penghasil. Hasil penelitian dari prinsip edupreneurship menurut perspektif islam ini yaitu percaya diri, inisiatif dalam arti enerjik, fokus pada tugas dan hasil, berwawasan jauh ke depan, berjiwa kepemimpinan, berani mengambil resiko, penuh perhitungan, komunikatif, reflektif, keorisinalitas, inovatif, kreatif, fleksibel. bijaksana dalam mengambil kebijakan dan keputusan.

Kata kunci : *Prinsip Islam, Edupreneurship, Sukses*

INTRODUCTION

The Qur'an is the holy book of Islam, revealed by Allah subhanahu wa ta'ala to Prophet Muhammad shallallahu 'alaihi wa sallam as guidance, a source

of illumination in life, a distinction between right and wrong, a remedy for the heart, a source of information, and more. As a source of information, the Qur'an teaches various matters to Muslims, ranging from issues of faith, ethics, principles of worship and social interactions (muamalah), to knowledge in the field of Islamic edupreneurship (Bahri, 2018).

Islamic edupreneurship is a social dimension classified within muamalah, relating to the relationship between humans and Allah (hablumminallah) and between humans and others (hablumminannas). Today, the process of business development and interaction has begun to shift in values and objectives. Therefore, it is necessary to have appropriate solutions to address the development of Islamic edupreneurship. One effective way is to return to the teachings of Islam as practiced by Rasulullah shallallahu 'alaihi wa sallam in trading, such as being honest, fair, and never disappointing or causing complaints from customers (Hildani and Safitri, 2021). Entrepreneurs need to realize that relying solely on Allah and maintaining steadfastness (istiqamaah) and consistency in entrepreneurship will foster optimism that the business will succeed, while also being willing to take risks and not easily give up when facing challenges.

In Law No. 20 of 2003 concerning the national education system, Article 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Regarding the achievement of these national education goals, particularly those directed at character formation related to the development of entrepreneurial attitudes and behaviors, the extent of success is still uncertain. This is due to the fact that its measurement tends to be qualitative, and there are no national standards for its assessment. The implementation of the decentralization system has influenced the management of Islamic edupreneurship, which gives freedom to its management. This freedom in management is expected to find better management strategies, thereby producing quality educational outputs, both in terms of academic and non-academic quality. Academic quality refers to the quality of students in relation to their fields of knowledge, while non-academic quality pertains to their independence to work, whether in an office, school, or in starting their own business.

In other words, graduates of education programs are expected to have strong entrepreneurial character and behavior. Therefore, graduates are required to have strong independence to face challenges, threats, and obstacles that arise from change. However, in this current era, the quality of students' independence is increasingly diminishing. This crisis is multidimensional, resulting in the fading of national culture, such as the degradation of moral and spiritual values, weakening work ethic, diminishing creativity, and a trend towards negative behavior. Through comprehensive student development, it is hoped that

students will become more creative and innovative. The tendency for change is inevitable for individuals, communities, nations, and states, which demands a focus on strategic planning with a forward-looking vision to be ready to face any changes. The reality is that many education graduates are unable to fill job vacancies due to a mismatch between the skills they possess and those required by the job market. Moreover, the absorption of labor by government and private institutions is very limited, resulting in an increasing number of unemployed people every year (Mulyani, Endang, 2012).

Islamic edupreneurship is seen as one alternative to solving unemployment problems, where students are guided to develop an independent mindset, to think outside the box about the current situation, and to take steps in creating job opportunities, thereby stimulating economic growth in the country. Whether realized or not, students actually have a strategic role and function in accelerating development (Fridarti, 2020).

Efforts to cultivate an entrepreneurial spirit should ideally begin when a person is young, even from childhood. However, in practice today, the focus is more on preparing students for the next level of education. This can be seen in the emphasis on literacy and numeracy skills, while character formation is equally important, and parents play a significant role in shaping their children's character, including instilling an entrepreneurial spirit from an early age. Character can develop if it is instilled from a young age. Unfortunately, parents often delegate this responsibility to educational institutions due to a lack of time or knowledge about family education. However, if it is made a habit, it will become a tradition that is easy for children to remember.

Ciputra observes that not everyone who owns a business can be considered an entrepreneur. An entrepreneur is definitely a businessman, but not every businessman can be called an entrepreneur. An entrepreneur is someone who senses opportunities, pursues opportunities that are a good fit for them, and believes that success is achievable. An entrepreneur does not engage in every field of business but chooses a field that aligns with their abilities and interests. They study, observe closely, gather the necessary information, and then act on that knowledge to build a business. Entrepreneurs do not give up easily because they believe they will succeed in their chosen field. Entrepreneurs also innovate and take risks, both mental and financial. If a person meets these characteristics, they can be called an entrepreneur.

The entrepreneurial spirit is crucial to possess. Here are some important reasons to cultivate an entrepreneurial spirit: 1) the increasing number of job opportunities, 2) the growing variety of job types, 3) reducing unemployment, 4) decreasing social problems in society, 5) improving economic well-being, 6) increasing economic stability in specific regions, and 7) enhancing Indonesia's economic stability.

The growth of entrepreneurs in various sectors continues to rise rapidly. According to the Central Statistics Agency (BPS), there was an increase of 4 million entrepreneurs over the past 10 years as of 2016. One of the fastest-growing sectors is digital startups. The Indonesian Fintech Association recorded around 140 fintech startups in 2016 alone (Suara.com, 18/03/2017). The growth

of entrepreneurs can drive the growth of Indonesia's economy (Margahana1 and Triyanto, 2019). Based on the above explanation, the author is interested in conducting research titled "Principles of Edupreneurship According to Islamic Perspective."

RESEARCH METHOD

In this research, the author employs a qualitative research method, which is based on postpositivist philosophy, used to investigate the natural conditions of an object where the researcher acts as the key instrument. Data collection techniques involve combined triangulation, and data analysis is inductive/qualitative, with research findings emphasizing meaning rather than generalization (Nurdin and Hartati, 2019). This study utilizes a library research approach, drawing from books and journals that discuss the principles of edupreneurship from an Islamic perspective. The data collection technique used is documentation, which involves gathering data by selecting and sorting through materials related to the research topic, whether from books, journals, or other sources (Wayan, 2018).

Relevant research related to the topic includes a study by Hilyati Mila titled "Entrepreneurship Education: Concept, Characteristics, and Implications in Empowering the Young Generation" (Hilyati Mila, n.d.); a study by Subagio T and Trihastuti M titled "The Role of Citizenship Education in Building the Concept of Law Enforcement in the Young Generation" (Subagio T, n.d.); and a study by Kognisi P, Risiko Pjenis D et al. titled "The Application of Good Governance Principles in the Management of Zakat in BAZNAS Banyumas" (Kognisi P Risiko Pjenis D et al., n.d.); as well as a study by Indah Pangesti titled "Policy and Implementation of Entrepreneurship Education Models for Elementary Schools" (Pangesti, n.d.).

FINDINGS AND DISCUSSION

Edupreneurship is a combination of the words "education" and "entrepreneurship." Etymologically, edupreneurship can be defined as entrepreneurship education (Sriyanti and Zanki, 2021). The focus here is on Islamic-based entrepreneurship education. In other words, edupreneurship applies the concept within the field of education based on Islam. Education in Islam is often understood as a process of self-maturation combined with entrepreneurship. In French, it refers to an adventurer, risk-taker, and entrepreneur. Edupreneurship, in this context, is not just about being an entrepreneur; it must include added value and something different (Indrawan, Wijoyo, and Usada, 2020).

Every human being is endowed with entrepreneurial traits from birth, as they are born with courage, creativity, and initiative to learn from their surroundings. However, as they grow, not all children are equipped to live dynamically and creatively. As a result, the growth of personality and self-confidence may not reach its optimal potential. Entrepreneurship is not only needed for business, but also in almost every field, as it is essential for both job success and organizational success.

Entrepreneurial spirit should be cultivated across various sectors,

including government, academic institutions, and private organizations. The current demand for entrepreneurs is urgent. With the prospect of free trade in the coming years, there is a need for a large number of high-quality entrepreneurs to counter the influence of foreign businesses and industries. Moreover, entrepreneurship can have a positive impact on economic development. The more entrepreneurs there are, the stronger the resilience to economic crises. Entrepreneurs can provide a viable alternative to reduce, if not eliminate, unemployment. Economic resilience can be supported by entrepreneurs who are able to create jobs within a company. As the number of entrepreneurs increases, the hope is that economic resilience will continue to improve. Nagel (2016) notes that in developed countries like the United States and Europe, for example, the percentage of entrepreneurs relative to the total population is almost certainly far above the 2% minimum ideal quantity required for a country to be self-sufficient. Even neighboring countries like Malaysia have reached 5% entrepreneurship among their total population, and Singapore has reached 7% (Margahana and Triyanto, 2019).

Islamic edupreneurship is a unique aspect of entrepreneurship within the educational world, characterized by creativity, innovation, opportunity creation, and the realization of these opportunities into tangible forms that add value economically, socially, and otherwise (National and Pillars, 2020). Islamic edupreneurship is a key component in education for achieving independence. There are four types of independence that can be developed through Islamic edupreneurship: emotional control, economic independence in managing needs, intellectual independence in solving life problems, and independence in socializing and interacting well with society (Sriyanti and Zanki, 2021).

The concept of Islamic edupreneurship is still evolving. It is characterized by an attitude, spirit, and ability to create something new that is valuable and useful to others. Islamic edupreneurship represents an active, creative, and resourceful mindset, always striving to increase income through business activities. Individuals with this character are never satisfied with what they have achieved and are skilled at taking advantage of opportunities to grow their businesses and improve their lives.

Entrepreneurs are individuals who can identify and assess business opportunities, gather the necessary resources to take appropriate action, and possess the qualities, character, and willingness to bring innovative ideas into reality creatively in order to achieve success or increase income. In this context, we refer to Islamic-based entrepreneurship (Mulyani, 2012). Entrepreneurship in Islamic edupreneurship offers new opportunities for students to advance their education. This edupreneurship refers to Islamic entrepreneurship education, which focuses on both theoretical and practical Islamic entrepreneurship learning (Badrut Tamam, 2019).

Islamic edupreneurship involves activities that include teaching and learning to develop students' knowledge, skills, attitudes, and character according to their age and developmental stage. Wibowo and Pramudana define Islamic edupreneurship as an effort to cultivate an entrepreneurial spirit and mentality among students through educational institutions such as training

centers and others (Aprilda and Anti, 2019). In Islamic edupreneurship, there needs to be motivation to encourage and drive students to engage in various activities that can generate energy to meet their needs, provide personal satisfaction, and reduce the likelihood of imbalance when starting a business or creating job opportunities (Sisilia, 2017).

Motivation, according to the Indonesian Dictionary (KBBI), is a strong stimulus that arises in students, either consciously or unconsciously, to take action with a specific goal. Gemima et al. (2016) state that business motivation is the willingness to strive to the best of one's ability to achieve prioritized goals, which has an impact on the ability to meet some of the students' needs. Motivation is a strong internal drive to start actualizing one's potential by thinking creatively and innovatively in creating new products that add value for the common good (Effendy et al., 2021). Factors that influence entrepreneurial motivation, according to Tuskeroh (2013), include: (1) self-confidence; (2) innovation; (3) leadership spirit; (4) effectiveness and efficiency; and (5) future orientation.

According to Moch. Kohar Mudzakar, the success of an Islamic entrepreneur can be described as a condition where their status is equal or on par with others. In another understanding, entrepreneurial success is the ability to exert both physical and mental efforts towards positive changes and advancements in both qualitative and quantitative terms, in line with the initial goals set. Suryana (2009) identifies indicators of entrepreneurial success as: (1) capital; (2) income; (3) sales volume; (4) production output; and (5) workforce. Furthermore, Suryana (2013) points out three factors contributing to entrepreneurial success: (1) ability and willingness; (2) determination and hard work; and (3) opportunities and chances (Faisal and Anthoni, 2020).

Opening job opportunities requires creative and innovative processes. To carry out these processes, at least an entrepreneur must have the following attitudes and spirits:

1. Self-confidence, which includes conviction, optimism, and commitment.
2. Initiative, meaning energetic and self-assured.
3. Achievement motive, oriented towards results and having a forward-looking vision.
4. Leadership spirit, characterized by the courage to stand out.
5. Risk-taking and calculated decision-making.
6. Communication and reflection.
7. Wisdom in making policies and decisions (Elliyana and Sulistiyan, n.d.).

Meanwhile, Isroh's research article titled "Entrepreneurship Education for Teachers in Increasing Competitiveness in the ASEAN Economic Community Era" outlines six entrepreneurial behaviors as follows: a. Confidence, independence, and individualism. b. Task and result orientation, meaning perseverance, determination, hard work, and a strong drive. c. Risk-taking and challenge-seeking. d. Leadership, with the ability to socialize, respond to targets and criticism positively. e. Originality, innovation, creativity, and flexibility. f. Future-oriented outlook (Ngundiati and Fitrayati, 2020).

From an Islamic perspective, the principles of edupreneurship include:

1. The principle of Tawhid (Oneness). This principle emphasizes the oneness of Allah in His divinity, lordship, names, and attributes. It encompasses faith, life, intellect, posterity, and wealth. This concept explains that the Islamic business system begins with faith and ends with property, aiming to avoid economic disparity or behavior that contradicts Islamic economic principles.
2. The principle of Khilafah. Humans are Allah's representatives on Earth, endowed with mental, spiritual, and material characteristics to fulfill their mission effectively. As leaders or stewards, they have the freedom to think and reason, choose between right and wrong, and act with integrity in their mission. This concept implies universal brotherhood, stewardship of natural resources, simplicity, and human freedom (Maghfur, 2016).
3. The principle of Adalah (Justice). Islam highly values justice, and its establishment is one of the primary missions of the prophets. Justice is a form of piety to Allah. Muslims are committed to universal brotherhood and fairness, recognizing that resources are entrusted by Allah and must be used in accordance with Sharia. Justice in business requires fair distribution, consumption, and production, considering the needs of the less fortunate. Injustice is equated with tyranny, and Islam demands justice for oneself and others, the rich and the poor, and the rights of both buyers and sellers (Lindiawatie, 2017).
4. The principle of Amar Ma'ruf Nahi Munkar. This principle emphasizes promoting good and preventing evil, where Islamic law guides towards beneficial and righteous goals.
5. The principle of Al-Hurriyah (Freedom). This principle advocates for freedom in transactions without coercion, such as in marriage, where individuals are free to choose their partners.
6. The principle of Al-Musawah (Equality). In the Qur'an, Surah Al-Hujurat verse 13 is addressed to all humanity, advocating for equality without discrimination, including in economic transactions.
7. The principle of Al-Ta'awun (Mutual Assistance). This principle encourages helping one another in transactions, such as in buying and selling, lending, or other dealings.
8. The principle of Tasamuh (Tolerance). Islamic tolerance ensures that the rights of Islam and Muslims are not violated. Islamic law requires Muslims to live in harmony and peace on Earth, regardless of race or color (Maghfur, 2016).

CONCLUSION

Based on the explanation above, it can be concluded that the principles of edupreneurship from an Islamic perspective are aimed at optimizing various potentials to generate both scholarly and economic value, particularly within the field of Islamic education. Islamic edupreneurship fosters the habit of entrepreneurship among students, encouraging them to remain creative and innovative, whether by writing books aligned with their interests and fields of study or engaging in other activities that offer economic value. As a result, this approach can lead students from being mere consumers to becoming producers.

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