

Establishing Student Character through Eduprenurship in the Universal Program at SMP Islam Al-Azhar BSD

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ABSTRACT

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. In general, national education aims to develop students' potential to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable and creative, independent and become democratic and responsible citizens. Character development and character education are a necessity because education not only makes students intelligent, they also have good character and manners, so that their existence as members of society becomes meaningful both for themselves and others. This research aims to describe and obtain data in a clear picture regarding the formation of students' entrepreneurial character through the universal program at Al-Azhar Islamic Middle School BSD. This research uses a qualitative approach with a case study research design. The research results show; a) Characters developed through universal programs in the form of; independence, creativity, courage to take risks, performance oriented, leadership, hard work, understanding entrepreneurial concepts, entrepreneurial skills. b) universal to build students into human beings who have the ability to organize activities in the form of; preparation for making proposals and invitations, consultation and coordination, establishing communication and relationships with external parties or sponsors, meeting leadership, decision making, fundraising, implementation and closing. c) supporting factors in the success of universal implementation, among others; school committee, facilities and infrastructure, program activities, human resources, external parties involved include; sponsorship, partner companies, publishers, webinars in the field of entrepreneurship.

Keywords: *Eduprenurship, Education Education, Islamic Eduprenurship*

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INTRODUCTION

Currently, the Indonesian nation has a big enemy. Various social phenomena that are very worrying in various forms of cases; violence and riots as well as moral decadence that befell this nation. The character of the younger generation is at a very worrying point. The morality of this nation has been separated from norms, ethics, religion and noble culture. Moral damage among students and teenagers. This is marked by the rise of free sex, drug abuse, distribution of pornographic photos and videos, as well as brawls among students and teenagers. Based on the results of research conducted by the Institute for the Study of Love and Humanity and Business

and Humanities Training (LSCK PUSBIH), involving 1,666 respondents in big cities, for example; Medan, Jakarta, Bandung, Yogyakarta and Surabaya. Teenage respondents admitted that they had engaged in free sex at a very high rate, even exceeding 50%. In addition, based on data from the DKI Jakarta Social Disorder Control Center, 0.8% or around 1,318 students (1,645,835) were involved in brawls, and 3.9% were drug victims. And, what is even more surprising, for the city of Yogyakarta, around 97.05%, have free sex. This fact shows how ironic the condition of teenagers today is.

Inseparable from the above, Indonesia requires human resources in adequate quantity and quality as the main support for development. To fulfill these human resources, education has a very important role. This is in accordance with Law No. 20 of 2003 concerning the National Education System. Article 3 of the Law states that national education functions to develop abilities and shape dignified national character and civilization in order to make the nation's life more intelligent. In general, national education aims to develop students' potential to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable and creative, independent and become democratic and responsible citizens. Character development and character education are a necessity because education not only makes students intelligent, they also have good character and manners, so that their existence as members of society becomes meaningful both for themselves and others. The easiest character building to do is when children are still in elementary school. That is why the government prioritizes character education in elementary schools. This does not mean that other levels of education do not receive attention, but only the portions are different (Ministry of National Education, 2010).

The term "character", refers to basic moral values such as caring, honesty, justice, responsibility and respect for themselves and others (Character Education Partnership, 2003 cited in Heidari, Nowrozi, & Ahmadpoor, 2016). Character education applied in schools is not taught in special subjects. However, it is carried out through daily learning that is already running in schools along with existing school activity programs. This is in accordance with the opinion of Aristanto, et al (2023) that learning activities that activate students through projects or problem solving will provide space for students to develop character values. Apart from that, the planning and implementation of learning is directed at instilling character values related to the topic being taught, in this case management and creativity of educators are needed to make this happen instilling students' character values. Of course, it must also be supported by all stakeholders such as school principals, teachers, parents, the community and other stakeholders.

Teaching morality to children at an early age has great importance for life. Research found that children who learn moral values of their society at an early age were found to exhibit harmonious social interactions throughout life and those children who have not learned morality were characterized by (Amollo & Lilian, 2017). Character education that is encouraged by the government to be implemented in schools will not burden teachers and students. This is because the values contained in character education already exist in the curriculum, but so far they have not been put forward and taught explicitly. In addition, character education can also be integrated into school culture. So, character education that is to be implemented nationally does not burden the current curriculum. Character education that is developed is one that can build national insights and encourage student innovation and creation. In addition, the values that need to be built in the nation's next generation are honesty, hard work,

respect for differences, cooperation, tolerance, and discipline. Schools are free to choose and apply the values to be built in students.

At Al-Azhar BSD Islamic Middle School there is an activity called the United Festival of Education, Art, and Sport by Al-Azhar BSD (Universal) which is held once a year and this activity is closely related to student character education. Universal is a form of school activity program which is used as an implementation of character education in shaping the character of students, because this program trains students to have the character of hard work, discipline, cooperation, respect for differences, tolerance and honesty. However, this activity will be successful if all school parties support and contribute. This is in accordance with the opinion of Lie (2010) who said that to implement character education, all school members must have an agreement about the character values that will be developed in their school.

METHODS

This research uses a qualitative approach with a case study research design which aims to describe and obtain data in a clear picture regarding the formation of students' entrepreneurial character through the universal program at Al-Azhar Islamic Middle School BSD. The location of this research was carried out at Al Azhar Islamic Middle School BSD which is located in Puspita Loka Sector III.2. Bumi Serpong Damai, South Tangerang. The data collection techniques used were observation, interviews and literacy studies. With a sample of fourteen students, who are members of the universal core membership of Al-Azhar BSD Islamic Middle School. The data analysis technique involves carrying out several steps, namely: data collection, data condensation, data presentation and data verification. Furthermore, to test the validity of the data obtained in the field, this study used a triangulation test, namely by conducting source triangulation and technical triangulation.

RESULT AND DISCUSSION

Character Education of Students in Schools

According to Thomas Lickona as quoted by Budiningsih (2004) character education is education to "shape a person's personality through character education, the results of which are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work etc. In character education goodness is often summarized in a series of good qualities. Character education is an effort to guide human behavior towards standard standards. This effort also provides a way to appreciate the perception of personal values displayed in schools. The focus of character education is on ethical goals, but its practice involves strengthening important skills that encompass the social development of students. Character education not only teaches what is right and what is wrong, but more than that instills good habits (habituation) so that students understand, are able to feel, and want to do it. Character is a person's character which is directly driven by the brain.

The implementation of character education in schools put forward by character education experts put forward various ways or methods, namely that first, using the midwifery method. Socrates in Ratna Megawangi suggests the need for a 4 M formula in character education, namely: knowing (knowing the good), loving (loving the good), wanting (desiring the good), and doing (acting the good) goodness simultaneously and continuously. This method shows that character is something that is done based on complete awareness. Meanwhile, complete awareness is something that is consciously known, loved and desired. From this complete awareness, then actions can produce a

complete character. The teaching process begins with giving students knowledge about goodness, leading or conditioning so that students love the goodness, then awakening students to want the character being taught, and finally conditioning students to do good voluntarily, simultaneously and continuously. Second, the method or habituation method. Habituation is an educational tool. In habituation, students are lured to be aware of certain characters that have been determined, only then the characters that have been realized and desired are habituated in everyday life. Habituation begins with establishing a good attitude or behavior or character which is then trained and familiarized to students. In a process, the exercises carried out when followed by awareness and introspection, over time will blend in with the personality of the learner and it becomes character. These habits must be preserved so that they become personal or integrated into the lives of students. At Al-Azhar BSD Islamic Middle School, character education through the Universal program can be identified through the attainment of criteria from the student's point of view, including;

First, have high independence. Universal is a forum for entrepreneurship education to enable students, through Universal, students to have attitudes and behavior that are not easily dependent on other people and are able to solve problems and make appropriate decisions in everyday life. This is in accordance with Steinberg's opinion (in Patriana, 2007: 20) explaining that independence is an individual's ability to act independently and adolescent independence can be seen in the correct attitude of adolescents based on their own principles so that they act according to their wishes, make their own decisions, and is able to take responsibility for his behavior in completing tasks.

Second, have high creativity. Another success that can be obtained from the existence of universals at Al-Azhar Islamic Middle School is that students become creative individuals, meaning that through universal activities students can create new combinations, new associations based on existing materials, information, data or elements. previously into things that are meaningful and useful. Through universals, we can give birth to effective new ideas, processes, methods or products, and effective integration in various fields of life, one of which is the field of entrepreneurship.

Third, dare to take risks. The attitude and ability to take risks is a very important thing that an entrepreneur must have. An entrepreneur is a person who has the courage to take risks to open a business on various occasions. Having the courage to take risks means having an independent mentality and daring to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions. Through Universal, students have the instinct to see opportunities, have the enthusiasm, ability and mind to conquer slow thinking

Fourth, performance oriented. Through universal students have been accustomed to focusing on the perspective of action or performance. Performance is a very important thing and must be paid attention to by all management or everyone involved in Universal. all parts of the universal must work together and coordinate with each other to build ideas, ideas, and translate them into useful and useful actions or performance for the achievement and success of universal.

Fifth, have high leadership character. Based on interviews conducted with universal school principals to build and develop student leadership. Through universal learning, students are accustomed to influencing other people. High leadership ability in universals is a process of influencing others to support and support, as well as facilitating the achievement of goals and the success of implementing universals.

Sixth, have the character of hard work and hard work. universal as a place to form the character of working hard and smart can be interpreted as attitudes and behavior that show serious efforts in overcoming various obstacles in order to complete tasks and achieve the best possible results or work in realizing the achievement and success of universal implementation. Meanwhile, the character of working intelligently is manifested in optimizing knowledge and thinking skills in the form of ideas, notions and opinions in achieving universal achievement and success. However, in realizing the success of universal implementation, one must also consider the context of the situation, where situational intelligence requires mental preparation or practice, requires self-confidence in one's own ability to change behavior, and requires adjustments in attitudes and behavior to new situations and conditions.

Seventh, understand the concepts of entrepreneurship. Universal as entrepreneurship education or eduprenurship provides knowledge, understanding, awareness of entrepreneurship as a guide or main capital in realizing entrepreneurial behavior. This is in accordance with the opinion of Kuntowicaksono (2012) regarding entrepreneurial literacy which is defined as a person's understanding of entrepreneurs with various positive, creative and innovative characters in developing business opportunities into business opportunities that benefit themselves and the community or consumers.

Eighth, have entrepreneurial skills. Skills can be interpreted as the ability to use reason, thoughts and ideas and creativity in working on, changing or making something more meaningful so as to produce value from the results of the work. Meanwhile, entrepreneurial skills/skills can briefly be defined as the ability to express ideas, thoughts, ideas into an action to change or make something meaningful and valuable through products or services. Universal as a forum for entrepreneurial education has accustomed students to offering their competencies, talents and abilities in the form of services or products that they have into something valuable and valuable, and useful for life. Of course this is supported and based on good entrepreneurial literacy.

Eduprenurship Through The Universal Program

The United Festival of Art, Education and Sports by Al Azhar or commonly known as Universal, is an annual competition event initiated by the Al Azhar BSD Islamic Middle School OSIS. Various national level competitions were held to hone the abilities of students (the younger generation). The competition held by Universal is intended for participants from the elementary school (SD) and junior high school (SMP) levels. The activities in the competition in universal include; MHQ, Science competition (KSN), story telling, solo vocal, and e-sport. Based on the results of observations that have been made by researchers that Universal activities at SMP Islam Al Azhar BSD have succeeded in contributing to entrepreneurship education, where students are able to carry out their duties and responsibilities according to the proposals they make. Based on the documentation that has been obtained, and supported by the results of interviews with the vice principal of student affairs, it is stated that universally builds students into human beings who have the ability to organize activities in the form of; preparation for making proposals and invitations, consultation and coordination, establishing communication and relationships with external parties or sponsors, meeting leadership, decision making, fundraising, implementation and closing.

Apart from that, through the universal program, students were able to present participants from various schools throughout Indonesia, both from the elementary and

junior high school levels. Based on the interview results, the Chair of Universal said that universal had been attended by approximately 300 schools, both at the elementary and junior high school levels throughout Indonesia. Furthermore, universal also received the Indonesian Muri record award through the activity of writing a slogan program which was attended by three hundred and fifty thousand participants according to the information obtained from the chairman of universal.

Through universal learning, it is hoped that students can develop their interests and talents through preparation, implementation and closing activities. Students' talents and interests can be developed and perfected. This ability is the basis or main capital in building entrepreneurship education or edupreneurship. Based on the findings of the research conducted, it shows that to build edupreneurs through the Universal program, the strategy made by the school principal and his staff is to create an entrepreneurial work program that really attracts students' interest in entrepreneurship, namely through the Universal program where students are able to plan work programs properly through proposals that have been made. Creativity and product-service sales value are built and developed through the development of solo vocal interests and talents (music industry), MHQ, as well as the ability to gather participants-the ability to promote works.

Entrepreneurial innovation; e-sports and programming students create and achieve through the use of games, establishing relationships with external parties - collaborating with other schools in building entrepreneurship education, as well as influencing participants/other parties to realize the importance of entrepreneurship skills through school programs. Al-Azhar BSD Islamic Middle School in the strategy of providing entrepreneurial values involves many parties, from the principal to the staff. In this case, according to the statement by Hatten and Hatten, quoted by Salusu (2015), they provide several instructions on how to make a strategy clearly so that it can be successful, here are the instructions: (1) The strategy must be consistent with the environment, and not go against the flow. The flow of development in society, in an environment that provides opportunities to move forward, needs to be captured. (2) Organizations that make more than one strategy, one strategy must be consistent with the other strategies and not conflict with each other and should be harmonized. (3) An effective strategy should focus and unite all resources and not scatter one another. Unhealthy competition that occurs between various work units in an organization must be avoided. (4) Strategy should focus on what is its strengths and not on points that are actually weaknesses. (5) Resources are critical. Considering that strategy is possible, resources must be made feasible and implementable. (6) The strategy should take into account risks that are not too large. Therefore, strategy must always be controlled. (7) The strategy should be prepared on the basis of the success that has been achieved. (8) Signs of the success of the strategy are shown by the support from the parties involved and especially from executives, namely from all work unit leaders in the organization.

Furthermore, this is reinforced by the opinion of Stephen Robbins and Mary Coulter quoted by Sagala (2013), strategy should be able to support the achievement of the mission and goals of the organization. In its implementation, they must apply it at various levels in the organization and choose a variety of strategies well. The following are three levels of strategy that can be found in organizations: corporate strategy, business strategy and functional strategy. In addition, it can be strengthened by what was stated by Akdon (2007), as has been stated that strategic management is a process, so of course it is bound or consists of a series of stages, along with the details; Strategy

formulation, implementation or implementation of strategy, evaluation or control of strategy.

Supporting Factors for Edupreneurship in Universal Programs

Universal is one of the activities carried out every year at Al-Azhar BSD Islamic Middle School at national level which of course requires support in its implementation. Based on the research findings that have been carried out, it shows that the school principal also monitors the progress of the formation of the Universal program from the proposal making process to the peak of the event that has been carried out.

Some of the findings regarding the supporting factors in the success of Universal's annual implementation include; First, the school committee or the support of the head of the foundation, the head of daily operations, the head of the unit, and all school members. Second, facilities and infrastructure such as; cooperatives, school canteens or cafes, wifi and LAN internet networks, music studios, Third, funding, Fourth, school activity programs such as; entrepreneur day which includes product exhibitions and marketing, Fifth, social media or digital world (makes it easier for students to share or publish their work), Sixth, human resources which includes; Universal chairperson and OSIS deputy chairperson, IT staff, all school members involved, and Seventh, external parties involved include; sponsorship, partner companies, publisher (airlangga), webinars in the field of entrepreneurship.

This is in accordance with the opinion expressed by Bumbungan (2013), found that supporting factors are things that help schools in implementing entrepreneurship training. The supporting factors are as follows: (1) With the help of investment foundations, namely foundation assistance for schools as capital; (2) Coordination of each skill competency will be something that supports the implementation of entrepreneurship; (3) Having partners in entrepreneurial activities will help schools in carrying out entrepreneurial activities; (4) A clear market for carrying out entrepreneurial activities is very supportive. This opinion is also supported by Amran (2015) who said that the leadership of the school principal, school committee, quality of teachers and students greatly influences the success of management in the implementation of education. Through universal student entrepreneurial abilities and skills that are continuously honed and trained, the Universal program is carried out consistently once a year with a different atmosphere or theme each year. This aims to provide impressions and new achievement targets that must be achieved. One of Universal's achievements is being able to attract participants or participants with a national scope, besides that Universal has also received an award or MURI record.

Based on interviews conducted with the Deputy Head of Student Affairs regarding the follow-up of future program activities, namely Universal as a forum for innovation and creativity of national students can bring Indonesia's name to the international scene and become an activity that inspires school activities in the world. Furthermore, based on interviews conducted with the Chairperson of the Committee, information can be obtained that the future follow-up in the Universal program is to receive an Award from the MURI Record in the virtual slogan Most throughout Indonesia. Therefore, the ultimate goal of building edupreneurship is the success of graduates' lives. The orientation of vocational education graduates is work or entrepreneurship. Whatever the type of work, vocational education graduates are expected to have the ability to adapt to the demands of competence needed by society, the world of work, professional development and knowledge. Adaptability is important because technological change occurs very quickly. Almost all jobs in the

future use technology, therefore graduates are needed who are able to adapt to new technology.

The main findings in this research are that through universal students are formed and developed into a character that has high independence, has high creativity, dares to take risks, is performance oriented, has high leadership character, has a hardworking and hard working character, understands the concept of entrepreneurship concept, having entrepreneurial skills. When compared with previous research that discussed the same thing, these findings have the following differences. First, Faruq and Sofyan (2017) found that the implementation of edupreneurship at various levels of education cannot be separated from the character values proclaimed by the government. The existence of edupreneurship is expected to be able to develop students' characters, especially creative and independent characters, of course without ignoring other characters. Creative and independent character is considered very close to edupreneurship when students are given entrepreneurship theory so that an entrepreneurial mentality will be embedded and grow in students. Second, Nurhilaliati (2017) stated that edupreneurship is a paradigm in the world of education which is focused on forming creative and innovative ways of thinking, behaving and behaving, so as to produce people who are intelligent in capturing and creating "entrepreneurship" opportunities.

Third, Budiono, Risky Dwiprabowo (2021) in the results of their research found that the formation of edupreneur character in the field of education is the ability to be creative, innovative and dare to take risks. Fourth, Afifandasari and Subiyantoro (2022), found that the development of the edupreneurship spirit through democratic leadership in educational institutions was running well and in balance, seeing that students who studied edupreneurship underwent edupreneurship steps so that students could have the edupreneur spirit through teaching learning factory and can foster an edupreneurial and entrepreneurial spirit through a business learning center which is led directly by a school principal or teacher who has a democratic edupreneurship spirit, namely a leader who is responsible, dares to take risks, is firm but embraces his subordinates. Fifth, Raudah Nuri (2022) in his research stated that the principles of edupreneurship in an Islamic perspective are to optimize various potentials in order to produce scientific added value as well as relevant economic added value in the field of Islamic education. Islamic Edupreneurship will develop students' entrepreneurial habits to remain creative and innovative, such as writing books according to their respective interests and fields, or carrying out other activities that can provide added value economically. Sixth, Soetrisno, et al (2022) stated that entrepreneurship education is very important. This can develop students to become independent, creative, innovative and good at taking opportunities.

Seventh, Suhartini, et al (2022) found that the development of edupreneurship in four vocational schools in Bantul has generally been implemented well, this is supported by human resources who have commitment and a high work ethic, think creatively and innovatively, and have complete school infrastructure. , and support from the business world and industry who care about education. The entrepreneurial competency of school principals is very effective for implementing and developing edupreneurship in vocational schools. The dominant factors in the entrepreneurial competency indicators of school principals that contribute to the implementation of edupreneurship in vocational schools are: creating something new and innovative that is useful for school development, having strong motivation to succeed in carrying out their main duties and functions as a school principal, working hard, never giving up

and always looking for the best solution in dealing with problems faced by the school to achieve school success, and has an entrepreneurial instinct in managing production/service activities, as a learning resource for students.

Eighth, Wildan and Subiyantoro (2022) stated that the impact of eduprenurship on the quality of entrepreneurial independence includes, among others; provide insight and knowledge in the business sector to provide future provisions when you graduate, train you to be more productive in using your free time as an entrepreneur, and use it as an entrepreneurial skill.

Ninth, Asna, et al (2023) stated that providing eduprenurship can be done in various ways. For example, through education based on games and experiences. Apart from that, educational institutions organize events such as bazaars, creative product exhibitions and market days. Entrepreneurship education can be integrated into *mulok*, where students are able to capture the local potential of their region as an opportunity to manage products to create added value which is ultimately expected to be able to compete globally. Tenth, Sulistia (2023) states that the leadership policy in the principles of eduprenurship based on Islamic views is to optimize various potentials in order to produce scientific added value as well as relevant economic added value in the field of Islamic education. Islamic Eduprenurship will develop students' entrepreneurial habits to remain creative and innovative, such as writing books according to their respective interests and fields, or carrying out other activities that can provide added value economically. As a result, students will change from starting as users then turning into producers.

Based on the researcher's direct experience in this research process, there are several limitations experienced and there can be several factors that future researchers can pay more attention to in further perfecting their research because this research itself certainly has shortcomings that need to be continuously improved in research. - future research. Several limitations in this research include;

Limited research time which cannot be adjusted to specific conditions in the field. The number of respondents was only 14 students who were members of the universal P14. In the process of collecting data, the information provided by respondents through questionnaires sometimes does not show the respondents' true opinions, this happens because sometimes there are differences in thoughts, assumptions and different understandings for each respondent, as well as other factors such as the honesty factor in filling in respondents' opinions in answering questions.

CONCLUSION

Character education applied in schools is not taught in special subjects. However, it is carried out through daily learning that is already running in schools along with existing school activity programs. Character education that is developed is one that can build national insights and encourage student innovation and creation. In addition, the values that need to be built in the nation's next generation are honesty, hard work, respect for differences, cooperation, tolerance, and discipline. Schools are free to choose and apply the values to be built in students. Characters that are grown through universal programs are; have high independence, have high creativity, dare to take risks, are performance oriented, have high leadership character, have a hardworking and hard working character, understand entrepreneurial concepts, have entrepreneurial skills. Universal builds students to become human beings who have the ability to organize activities in the form of; preparation for making proposals and invitations, consultation and coordination, establishing communication and

relationships with external parties or sponsors, meeting leadership, decision making, fundraising, implementation and closing. The supporting factors in the success of universal implementation include; a) the school committee or the support of the head of the foundation, the head of the daily executive, the head of the unit, and all members of the school community; b) facilities and infrastructure such as cooperatives, school canteens or cafes, wifi and LAN internet networks, music studios and funding; c) school activity programs such as; entrepreneur day which includes exhibitions and product marketing; d) social media or digital world (make it easy for students to share or publish their work); e) human resources which include; committee, student council, IT personnel, all school members involved; f) external parties involved include; sponsorship, partner companies, publishers, webinars in the field of entrepreneurship.

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