

# INTEGRATION OF ISLAMIC VALUES IN ENTREPRENEURSHIP CURRICULUM: MODEL ANALYSIS AND ITS IMPACT AT SMKIT KEMILAU BANGSA BATAM

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## Abstract

The development of an entrepreneurship curriculum that integrates Islamic values is a strategic stage to form a generation of entrepreneurs who are not only professionally competent but also have noble morals and in the increasingly complex era of globalization, entrepreneurial skills are a crucial aspect that must be possessed by vocational high school graduates. However, the main challenge in implementing an entrepreneurship program based on Islamic values lies in the degree of ensuring a balance between learning business skills and internalizing Islamic character. This study is targeted to analyze the model of integration of Islamic values in the entrepreneurship curriculum at SMKIT Kemilau Bangsa Batam and evaluate its impact on student competence and character. The research method currently implemented is based on a qualitative descriptive perspective, comprehensively exploring the degree of the concept of integration of Islamic values implemented in the planning, organization, implementation, and evaluation of entrepreneurship programs. Regardless of these conditions, this study is targeted to identify factors that influence the effectiveness of the program. It is hoped that this study will provide a perspective on the optimal strategy as an effort to linearize entrepreneurship learning supported by Islamic values, as well as provide policy recommendations to improve the effectiveness of the curriculum based on Islamic values. The output of this study is a model of an entrepreneurship curriculum based on Islamic values that can be a reference for other schools in developing innovative and sustainable Islamic entrepreneurship programs.

**Keywords :** *Islamic Values. Entrepreneurship. Model Analysis*

## 1. INTRODUCTION

The integration of Islamic values implemented in the entrepreneurship curriculum as an empirical basis for model analysis in entrepreneurship subjects is considered important to study in order to minimize the dichotomy of knowledge that has a significant impact on misunderstandings of students and society. The integration of this research focuses on the integration of Islamic values as the basis for model analysis based on the perspective of entrepreneurship subjects in detail and comprehensively. The linearity of the statement is based on Ahdli (2021), the existence of a dichotomy of knowledge causes public misunderstanding of the nature of knowledge in Islam. The logical consequence is that society's understanding is segmented linearly between Islam and science.

Comparative derivatives of research findings by (Anam, 2012), the majority of Muslim communities still categorize religious knowledge with worldly knowledge. Mahpudin (2021), there are a number of factors that cause the dichotomy of knowledge in the course of Islamic history. The first factor is the rapid development of science so that it forms a number of its derivatives. The second factor is due to the decline of Muslims and is followed by the third factor, namely that Islamic educational institutions are less able to fix and carry out renewal due to the complexity of life's problems.

Based on this phenomenon, integration between general science and religion is needed. Kardi et al., (2022), the idea of science integration in Islam was first put forward by Sayyid Husein Naser in 1976. The paradigm was

continued by Sheikh Muhammad Naib al-Attas. The concept of integration emerged due to the dualism or dichotomy of science between general science and religious science. It was concluded that the dichotomy or dualism of the education system is still felt today and during the teaching and learning process which is considered separate from general subjects (Binti Khalid & Putri, 2020). This condition has significant implications for the development of the dichotomy of science and has implications for the partial understanding between religion and general knowledge for students. Learning is a need for everyone and has a very broad definition. Learning is a process of effort carried out by individuals consciously to obtain certain behavioral changes, both those that can be observed directly as experience (practice) in interaction with the environment (Harahap, 2021).

The findings of this study are expected to provide elementary indicators related to the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for model analysis. Because the integration of Islamic values is a process of forming good morals in order to achieve double achievement in learning. An example of linear entrepreneurship is the social activity of students. Entrepreneurship learning at SMKIT Kemilau Bangsa always produces certain products or works by students and its manifestation is in class XI odd semester, students make traditional dishes and then market them through a marketing day program held on the independence day of the Republic of Indonesia.

Despite these conditions, all students from grades X, XI, and XII also held a traditional food bazaar which was carried out in class meeting activities after the final semester exams. The principles of financial management and the business world are studied by students in the entrepreneurship subject.

Management is considered an applied science that has a number of understandings, one of which explains the unique techniques and arts in managing all resources with strategies and objectives that have special characteristics. Apart from the understanding of management, there is a terminology as an effort or process related to organizing, planning, implementing or controlling which is carried out through empowering existing resources in order to achieve the expected targets together. This concept cannot be implemented easily without ongoing collaboration, especially when faced with increasingly complex challenges and obstacles. The linear target of this research is the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for model analysis. SMKIT Kemilau Bangsa is not only required to have competitive quality standards in order to become a favorite educational institution academically and popularly, but must also meet basic standards in meeting the needs for education projected in the era of digitalization 5.0.

The basic framework of education quality must be evaluated consistently and the assessment includes the design analysis of the development of a linear entrepreneurship curriculum development model integrating Islamic values and a continuous learning system. Related to this condition, it is explained that A common framework for a quality assurance model would provide consistent assessment of learning design, content, and pedagogy (Puzziferro & Shelton, 2008).

#### a. Background

Factual conditions at SMKIT Kemilau Bangsa which is determined as the sole locus of research indicate that the activities and implementation of entrepreneurship curriculum based on Islamic values cannot be easily achieved and enjoyed due to the nature of integration because education is a long-term investment and its acquisition must go through a tiered process. The definitive target of the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for the analysis of this research model is a fundamental basis and needs to be considered carefully in its preparation. The synergy of all related stakeholders contributes significantly positively to the journey of the process of achieving the target of integrating Islamic values in the entrepreneurship curriculum as an objective parameter of achievement.

#### b. Objective

The typical phenomenon that occurs in SMKIT Kemilau Bangsa Batam compared to the ideal conditions that are expected to give rise to the idea of conducting research related to the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for model analysis. Related to the introductory description of the research above, the author determines the linear theme, namely the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for model analysis.

A number of elementary problems in this research become the parameters for conducting discussion and analysis of the development of a linear entrepreneurship curriculum development model integrating Islamic values. The problems of this research become the differentiator and limitation of the problems that will be studied in the research and SMKIT Kemilau Bangsa as a single locus and the duration of the research is also different from previous similar research linear integration of Islamic values implemented in the entrepreneurship curriculum as the basis for the analysis of the model.

The findings of this study are expected to provide comprehensive information related to the integration of Islamic values implemented in the entrepreneurship curriculum as a basis for model analysis and analyzed during the study. The benefits of the study are divided into two expected aspects and theoretical and practical benefits are the expectations that researchers want to achieve from the research results obtained.

The implementation of muamalat law in entrepreneurship has a significant impact on business ethics and entrepreneurial character. Based on Yusuf and Ahmad (2023), entrepreneurs who follow the principles of muamalat tend to have high integrity, value honesty, and are responsible for the social impact of the business. The majority of small and medium enterprises (SMEs) in Indonesia have begun to implement muamalat principles, such as avoiding usury and ensuring that the products sold are halal. This study also indicates that sharia-based businesses tend to be more acceptable to the community, especially in areas with a Muslim majority, because they are considered more trustworthy and ethical.

Despite its significant benefits, the implementation of muamalat law in entrepreneurship also faces a number of challenges, one of which is the lack of understanding of the principles of muamalat by business actors. Based on Siregar and Nasution (2022), the majority of business actors still have difficulty implementing sharia principles due to the lack of Islamic financial literacy and access to sharia financial institutions. Apart from these conditions, regulatory and infrastructure challenges that do not fully support sharia business practices are also obstacles. This study suggests the need for more intensive education and socialization about muamalat to business actors, as well as government support in creating a sharia-friendly business ecosystem.

In order to improve the implementation of muamalat law in entrepreneurship, a number of strategic stages are needed. The first stage is that education and training on muamalat principles must be provided to business actors, especially at the SME level. The second stage is that the Government and Islamic financial institutions need to provide easier access to Islamic financing and linear financial products based on muamalat principles. The third stage is that definitive regulations are needed that support Islamic business practices, including halal certification and fair transaction standards. Based on Wahid and Hasyim (2023), these recommendations can help create a more inclusive and equitable business ecosystem, while encouraging sustainable economic growth.

The entrepreneurship curriculum in Vocational High Schools in Indonesia is designed to prepare students to enter the workforce or start their own businesses. However, the main challenge faced is the degree of integration of Islamic values into the curriculum without sacrificing students' technical competence. Based on research by Hidayat and Aziz (2021), the majority of vocational schools in Indonesia still focus on developing technical skills, while aspects of character and Islamic values are often neglected. In contrast to this condition, the integration of Islamic values can provide a strong moral foundation for students in running a business. This condition is factually linear during the initial observation of the study which indicates that SMKIT Kemilau Bangsa Batam has succeeded in integrating Islamic values into the entrepreneurship curriculum, thus producing graduates who are not only competent but also have noble character.

## **2. METHOD**

The research location is a location related to the target of the research problem and is also one type of data source that can be utilized by researchers. The selection of the location or site selection is based on Sukmadinata's opinion of linear determination of units, parts, groups, and places involved in activities or events to be studied. The location of this research is determined at SMKIT Kemilau Bangsa Batam. Considerations for determining the location of the research are based on indicators of the integration of Islamic values implemented in the entrepreneurship curriculum as the basis for analyzing models that support research data, so that it is expected to give rise to comprehensive discussions and analyses.

The duration of the research is set at the interval of January to March 2025 and the determination of the duration of the research takes into account that the type of research currently being carried out is mini research that is not supported by procedural data that requires waiting for its acquisition over a long period of time.

There are two types of research data, namely linear quantitative data quantity and linear qualitative data quality. While the research currently being carried out is a category of research and development that focuses on the meaning of quality data supported by qualitative analysis and still considers quantity data as a phenomenon to support qualitative analysis for strengthening meaning as the final findings of the research. The primary data of this research is in the form of documentation and research location supported by school profiles, a brief history of the school, data on educators and education including facilities and infrastructure owned by SMKIT Kemilau Bangsa Batam.

Supporting research data is the implementation of the author's interview stage with two research informants, namely the Principal of SMKIT Kemilau Bangsa Batam and the comparative informant, namely the

entrepreneurship subject teacher at SMKIT Kemilau Bangsa Batam. Other supporting data sources are in the form of events, objects, images, recordings and documents obtained at SMKIT Kemilau Bangsa Batam as the research location.

### **3. RESULT AND DISCUSSION**

Schools are formal educational institutions that play a vital role in the progressiveness of the quality of learning output progressively and planned, so that collaborative cooperation of schools is needed in the model implemented. The planning function runs well and is more focused and the organizational management function is carried out as an effort to divide tasks and authority in the form of job description arrangements for each school member.

The Principal assisted by the Vice Principal makes movements in the organizational structure and is expected to have linear organizational targets. Although the progressiveness of SMKIT Kemilau Bangsa linear integration of Islamic values implemented in the entrepreneurship curriculum as the basis for the analysis of the model focuses on the obstacles of time constraints and parallel school activities and heterogeneous students' family backgrounds, overall the analysis of the development of the linear entrepreneurship curriculum development model integration of Islamic values as a school program has been set is expected to meet the achievement of its targets at the end of the school year with comprehensive management.

Schools progressively collaborate with other parties who have a vision and mission linear with school policies, including comparative studies and feasibility studies which are important indicators and variables in ISO and quality assurance in education. The series of school activities are useful in the progressiveness of human resource capabilities so that school services in achieving educational program targets can increase progressively.

The substance of achieving school targets effectively and efficiently greatly supports school performance to the maximum and efficiency can be met if the management of limited resources achieves a margin above the target simultaneously and effectiveness towards the balance of planning and achievement can only be exceeded if there is significant positive collaboration towards the school community. Related to school performance which must always be consistent cannot be separated from the discussion of the assessment system or measurement of effective school performance indicators. Thus, it is considered important to test the performance of the school by making relevant and linear comparisons with similar schools.

There are a number of performance indicators that are specific to the flow, namely that the system has a continuous stage to be assessed and measured both qualitatively and quantitatively. The outcomes achieved have flexibility to the development and changes in policies and fluctuating social conditions. The flexibility of the results must be supported by data that can be processed, analyzed and collected efficiently, practically and economically.

Entrepreneurship teachers can encourage students to process and market linear Islamic food. This condition can be started from supervising students starting from preparation, food processing, halal ingredients and processing techniques, as well as linear marketing of Islamic economic principles and practices.

Nuraini (2021), offers a suitable learning strategy and technique in learning crafts and entrepreneurship called market place activity. Market place activity is a learning strategy or technique that duplicates activities as if students were in a market and could carry out a number of knowledge buying and selling transactions. Education experts often refer to this strategy as a window shopping learning technique. Situru (Nuraini, 2021), the market place activity learning strategy has been proven to be able to shape students' character directly, exemplified by the character of being responsible in creating and maintaining work, building independence and self-confidence, group skills, as well as cooperation and receiving feedback in groups.

Wati (2018), crafts and entrepreneurship are new subjects in the 2013 curriculum which are included in general subjects. This condition means that entrepreneurship is a compulsory subject studied in all departments. Entrepreneurship is designed to prepare students with the target of making, finding, redesigning and developing products in the form of engineering, crafts, processing and cultivation through the process of identifying, problem solving, designing, making, using, testing, evaluating and developing products that are useful for the lives of students. The linearity of entrepreneurship subjects is targeted to increase entrepreneurship and creativity of students who continue to develop (Syafrinando et al., 2021). Thus, it is appropriate if entrepreneurship learning is packaged with Islamic values. Another target is that there are no misunderstandings and deviations when students implement their knowledge. For example, when basic competency 4.2 in the processing syllabus is about making regional specialty food processing from plant and animal food ingredients which includes business ideas and opportunities through product marketing based on the carrying capacity of the local area. KD 4.2 is very relevant

to the principles and practices of economics in Islam. These conditions are integrated into entrepreneurship lessons by providing examples and applications.

SMKIT Kemilau Bangsa Batam has developed an entrepreneurship curriculum model that systematically integrates Islamic values. The model includes planning, implementation, and linear evaluation of sharia principles. Based on Al-Qaradawi (2019), an Islamic value-based curriculum must be designed to shape the character of students who are not only skilled in business, but also have high moral integrity. Conditional linear at SMKIT Kemilau Bangsa, students are taught to manage a business based on the principles of honesty, justice, and the importance of zakat and alms in economic activities. Research by Hidayat and Aziz (2021), the curriculum model is effective in increasing students' understanding of Islamic business ethics and encouraging them to implement it.

### **The Impact of Integration of Islamic Values on Students' Competence and Character**

The integration of Islamic values in the entrepreneurship curriculum at SMKIT Kemilau Bangsa has had a significant positive impact on students' competence and character. Students not only master technical skills in entrepreneurship, but also develop strong characters and noble morals. Based on Yusuf and Ahmad (2023), students who are exposed to a curriculum based on Islamic values show progressiveness in critical thinking skills, creativity, and managerial skills and are identified at SMKIT Kemilau Bangsa, students are also taught to value cooperation, honesty, and responsibility, which are reflected in a number of entrepreneurial projects implemented. This study also identified that a supportive school environment and active parental participation helped strengthen the effectiveness of the program.

### **Factors Influencing the Success of Integration of Islamic Values at SMKIT Kemilau Bangsa**

The success of the integration of Islamic values in the entrepreneurship curriculum at SMKIT Kemilau Bangsa is significantly influenced by a number of dominant factors. The first factor is the teacher's commitment to teaching Islamic values consistently in every entrepreneurship subject. The second factor is support from the school environment that creates a conducive learning atmosphere for the internalization of Islamic values. Based on Siregar and Nasution (2022), factors such as teacher training, availability of resources, and support from stakeholders are very important in determining the success of the integration of Islamic values and factual conditions at SMKIT Kemilau Bangsa, collaboration between schools, parents, and the community has created an ecosystem that supports the implementation of Islamic values in entrepreneurship.

### **Islamic Values in Entrepreneurship**

Islamic values in entrepreneurship are an important foundation in shaping the character and ethics of linear business principles of sharia. Islam teaches values such as honesty, justice, responsibility, and trustworthiness, all of which can be implemented in entrepreneurial practices. Based on Abdullah (2020), Islamic values in entrepreneurship are not only targeted to achieve material gain, but also to create a balance between worldly and hereafter interests. This condition is linear to the concept of "al-falah" which emphasizes holistic success, both in the world and in the hereafter. Recent research by Rahman et al. (2022), the integration of Islamic values in entrepreneurship can increase consumer trust and create sustainable businesses.

### **Model of Integration of Islamic Values in Entrepreneurship Curriculum**

The model of integrating Islamic values in the entrepreneurship curriculum requires a comprehensive and structured approach and is based on Al-Qaradawi (2019), the integration must include aspects of planning, organizing, implementing, and evaluating linear Islamic principles and in the context of education, the model can be implemented through the development of learning materials that integrate Islamic values with entrepreneurial skills. Research by Hidayat and Aziz (2021), the model of integrating Islamic values in the entrepreneurship curriculum can improve students' understanding of Islamic business ethics and encourage them to implement them in business practices. Despite these conditions, the model can also help students develop strong and noble characters.

### **The Impact of Integration of Islamic Values on Students' Competence and Character**

The integration of Islamic values in the entrepreneurship curriculum has a significant impact on students' competence and character. Based on research by Yusuf and Ahmad (2023), students who are exposed to an entrepreneurship curriculum based on Islamic values show progress in critical thinking skills, creativity, and managerial skills. Apart from these conditions, students also experience progress in aspects of character such as honesty, responsibility, and social concern. In these conditions, the integration of Islamic values not only improves

students' technical competence but also forms a linear character of Islamic values. This study also identified that factors such as support from teachers, school environment, and parental participation play an important role in the effectiveness of this program.

### **Factors Influencing the Effectiveness of Integration of Islamic Values in Entrepreneurship**

The effectiveness of integrating Islamic values into entrepreneurship is significantly influenced by a number of factors, both internal and external. Internal factors include teacher commitment and competence in integrating Islamic values into the curriculum. While external factors include support from the school environment and the community. Based on research by Siregar and Nasution (2022), factors such as teacher training, availability of resources, and support from stakeholders are very important in determining the success of integrating Islamic values into entrepreneurship. Despite these conditions, this study also emphasizes the importance of ongoing evaluation to ensure that the program remains relevant and effective in achieving its goals.

### **Policy Recommendations to Improve the Effectiveness of Integration of Islamic Values in Entrepreneurship**

Based on the research findings, a number of policy recommendations can be put forward to improve the effectiveness of the integration of Islamic values in entrepreneurship. The first recommendation is that educational institutions need to provide adequate training for teachers to integrate Islamic values into the entrepreneurship curriculum. The second recommendation is that there needs to be collaboration between schools, parents, and the community to create an environment that supports the implementation of Islamic values in entrepreneurship. The third recommendation is that continuous evaluation must be carried out to ensure that the program remains relevant and effective. Based on research by Wahid and Hasyim (2023), these recommendations can help Islamic schools in developing entrepreneurship programs that not only produce graduates who are professionally competent but also have an Islamic character.

Factually identified in SMKIT Kemilau Bangsa Batam and other Islamic schools in Indonesia have implemented recommendations to improve the effectiveness of Islamic education. First, schools must improve teacher capacity through training and workshops that focus on the integration of Islam in Islamic education. Second, it is important to involve parents and the community in Islamic education programs, such as mentoring or business training. Third, evaluation must be carried out to ensure that education is relevant to the development of Islam without limiting its meaning. Based on Wahid and Hasyim (2023), these recommendations can help Islamic schools such as SMKIT Kemilau Bangsa to develop not only professional skills but also Islamic character. Thus, these recommendations can help Islamic schools such as SMKIT Kemilau Bangsa to develop strong Islamic character.

## **V. Conclusion and Recommendations**

Entrepreneurship education at the Integrated Islamic Vocational High School (SMK IT) Kemilau Bangsa Batam plays a strategic role in forming a generation of entrepreneurs who are not only professionally competent but also based on Islamic values. In the increasingly complex era of globalization, entrepreneurial skills are a crucial aspect that must be possessed by vocational high school graduates. However, the main challenge in implementing an Islamic value-based entrepreneurship program lies in the degree of ensuring a balance between learning business skills and internalizing Islamic character (Abdullah, 2020). This study focuses on the analysis of the integration model of Islamic values in the entrepreneurship curriculum at SMKIT Kemilau Bangsa focused on evaluating its impact on student competence and character.

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