



Spirit of Entrepreneurship in Islamic Higher Education

Hendrianto^{1*}, Mega Ilhamiwati², Fina Monica³, Ratna Lestari⁴

^{1,2,3,4}Institut Agama Islam Negeri Curup, Bengkulu, Indonesia

*Corresponding Author. E-mail: bendrianto@iaincurup.ac.id

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ABSTRACT

Purpose: This research aims to analyze the meaning, management, impact of implementation, and formulate ideas for developing entrepreneurship in the Sharia Economics Study Program at IAIN Curup.

Design/Method/Approach: This field research uses a qualitative descriptive approach. The primary data sources in this research are the chairman, secretary, Sharia Economics Study Program staff, and HMPS Sharia Economics students. The data collection techniques used is observation, interviews and documentation. Meanwhile, data analysis techniques go through the stages of reading all the data, compiling data, knowing general patterns of data, grouping data, conclusions, and triangulation.

Findings: The research results show that students see entrepreneurship as creating, developing and managing businesses for profit. Preparation for business, characteristics of entrepreneurs and ICT are also important. Meanwhile, success can be seen from profits, achieved goals, business development, customer satisfaction and product consistency. Students run the Nurulillah Shop entrepreneurial business with facilities and funding from the study program and HMPS, integrating ICT in promotions, and managing time and business management with group strategies. The application of entrepreneurship has an impact on increasing knowledge and skills, motivation, benchmarks for facing business challenges, financial independence, and developing relationships that support the development of entrepreneurship. The development idea formulated is called Entrepreneurial Prosperity, namely to achieve success in entrepreneurship through product development, science and technology, partners, support, awards and mentorship.

Originality/Values: contribution to this research is to see the spirit of Sharia Economics students in entrepreneurship in the IAIN Curup environment

INTRODUCTION

Entrepreneurship has an important role for students in forming independence, creativity, innovation, which in turn is able to create new jobs and reduce unemployment. Building student independence is building national independence. Because students are young people who will continue the leadership relay for the Indonesian nation. For this reason, it is very important to develop *entrepreneurship through* universities where students study.

Development *entrepreneurship* in higher education often becomes an anxiety that requires the right solution. It is not uncommon to find education entrepreneurship only able to coordinate job seeking alumni students, not job creators. This requires straightening out from an early age starting from the meaning entrepreneurship itself by the individual who will be involved in the activity entrepreneurship This.

The supply of knowledge requires entrepreneurship to change the paradigm of assessing the business world. Soul cultivation entrepreneurship among students makes their interest in entrepreneurship grow and develop.¹

Entrepreneurship are the personal skills and motivations that attract an individual to engage his or her abilities and efforts in the creation of new products and services, with business value provided through the ability to adapt to market demand.² *Entrepreneurship* includes innovation, creativity, and the ability to solve problems so that you can get the opportunity to improve your life for the better.³ Practice Entrepreneurship has always been important for economic development and plays an increasingly important role in many aspects of 21st century life.⁴

¹ Yulia Hafizah, "Entrepreneurship Lectures and Their Relevance to the Entrepreneurial Spirit of Students at the Faculty of Sharia and Islamic Economics, IAIN Antasari Banjarmasin," *At-Taradbi* 5, no. 2 (January 2015), <https://doi.org/10.18592/taradhi.v5i2.223>.

² F. Bellotti et al., "Designing a Course for Stimulating Entrepreneurship in Higher Education through Serious Games," in *Procedia Computer Science*, vol. 15 (Elsevier, 2012), 174–86, <https://doi.org/10.1016/j.procs.2012.10.069>.

³ Siti Nurjanah, "Entrepreneurship Education in Private Islamic Religious Universities (Case Study at STIT Makhdom Ibrahim Tuban)," *Al Hikmah: Journal of Islamic Studies* 9, no. 1 (May 2019): 93–100.

⁴ Sarah Robinson and Wesley Shumar, "Ethnographic Evaluation of Entrepreneurship Education in Higher Education; A Methodological Conceptualization," *International Journal of Management Education* 12, no. 3 (November 2014): 422–32, <https://doi.org/10.1016/j.ijme.2014.06.001>.

As also stated in many studies that education entrepreneurship become an important theme of world and scientific research.⁵ In recent years there has been an increase in the scientific community's interest in studying entrepreneurship. This is demonstrated by a significant increase in both the number of articles and citations related to this matter in recent years.⁶

The Curup State Islamic Institute as a Higher Education which has a Sharia Economics Study Program, demands development *entrepreneurship* inevitable. In fact, it is a driving force for developing entrepreneurship students to become even better. Currently, Sharia Economics Study Program students have implemented it entrepreneurship through the formation of a business managed by students under the guidance of the head of the Sharia Economics Study Program, namely Mrs. Mega Ilhamiwati M.A.

Based on initial observations, it was found that the student business was selling snacks at the front entrance to the Study Program Building. The operations of this business are still very far from the maximum and seem rudimentary, due to very inadequate facility support. There is no special room that can be used to run this business. Likewise, sales products that appear to be what they are do not maximize existing opportunities. Students run businesses not based on market needs analysis, namely the IAIN Curup academic community. Students have not taken advantage kill their entrepreneurship to the maximum in this case.

A study of entrepreneurship in world higher education has been studied by several previous researchers from various aspects. However, there are still many things that need to be studied in more depth with different aspects, so that they become different for each entrepreneur which exists. Among several related studies entrepreneurship which has been carried out previously in world higher education, namely as follows:

Ganefri et al s research entitled “*The Need Analysis of the Production Based Entrepreneurship Training Model: Learning Entrepreneurship in Higher Education*” concluded that production-based entrepreneurship training activities are an

⁵ Zahra Arasti, Mansoreh Kiani Falavarjani, and Narges Imanipour, “A Study of Teaching Methods in Entrepreneurship Education for Graduate Students,” *Higher Education Studies* 2, no. 1 (March 2012): 2–10, <https://doi.org/10.5539/hes.v2n1p2>.

⁶ Amador Durán-Sánchez et al., “Mapping of Scientific Coverage on Education for Entrepreneurship in Higher Education,” *Journal of Enterprising Communities* 13, no. 1–2 (June 2019): 84–104, <https://doi.org/10.1108/JEC-10-2018-0072/FULL/XML>.

alternative in forming entrepreneurial learning that allows students to develop thinking, skills and cooperation.⁷

Hoppe et al s research entitled "*Educational Approaches to Entrepreneurship in Higher Education: A View from the Swedish Horizon*" shows that the for/in/through/about (FITA) taxonomy is presented and used to develop three models of entrepreneurship approaches in higher education depending on the objectives.⁸

Research by Boldureanu et al "*Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institution*" states that entrepreneurship education based on successful entrepreneurial role models in higher education can positively influence students' entrepreneurial attitudes and intentions, and can lead to a higher orientation of students' perceptions towards the social benefits of entrepreneurship (new jobs) compared to financial ones (high income).⁹

Almeida and Buzády's research entitled "*Learning Entrepreneurship in Higher Education through Flow Theory and FLIGBY Game*" revealed that FLIGBY is suitable for use in entrepreneurship classes at universities. Students emphasized the game's potential to be applied for management skills training, recognition of leadership skills, and exploration of new approaches to management challenges. The benefits offered by FLIGBY are experienced differently by students with professional experience in IT and management.¹⁰

Hidayah's research entitled "Initiating Entrepreneurship-oriented Education in Islamic Higher Education: Case Study of the Faculty of Sharia and Islamic Economics IAIN (SMH) Banten 2014-2015" revealed that the curriculum in study programs at FSEI is not yet fully insightful *entrepreneurship*. In general, students tend to be predominantly equipped with competencies as

⁷ Ganefri Ganefri et al., "The Need Analysis of the Production Based Entrepreneurship Training Model: Learning Entrepreneurship in Higher Education," *COUNS-EDU: The International Journal of Counseling and Education* 5, no. 3 (2020): 58–63, <https://doi.org/10.23916/0020200528530>.

⁸ Magnus Hoppe, Mats Westerberg, and Eva Leffler, "Educational Approaches to Entrepreneurship in Higher Education: A View from the Swedish Horizon," *Education and Training* 59, no. 7–8 (2017): 751–67, <https://doi.org/10.1108/ET-12-2016-0177>.

⁹ Gabriela Boldureanu et al., "Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions," *Sustainability (Switzerland)* 12, no. 3 (February 2020): 1267, <https://doi.org/10.3390/su12031267>.

¹⁰ Fernando Almeida and Zoltán Buzády, "Learning Entrepreneurship in Higher Education through Flow Theory and FLIGBY Game," *International Journal of Virtual and Personal Learning Environments* 9, no. 1 (January 2019): 1–15, <https://doi.org/10.4018/IJVPLE.2019010101>.

Sharia economics alumni who will become managers, lecturers, researchers, Sharia Supervisory Boards (DPS), and so on, rather than as entrepreneurs who have the competence to start a business from scratch.¹¹

Lehmann and Stockinger's research entitled "*Entrepreneurship in Higher Education: The impact of competition-based policy programmes exemplified by the German Excellence Initiative*" is based on 73 German universities observed from 2004 to 2011. Using difference-in-difference estimates, it is found that the Initiative creates benefits for all of Germany while being an Excellent University has no impact on academic entrepreneurship with respect to patenting activities. However, it was found that the Matthew effect regarding rewards in industrial collaboration. This initiative has a positive effect for the system and partly also for the winners of the competition.¹²

Fenton and Barry's research entitled "*Breathing Space – Graduate Entrepreneurs' Perspectives of Entrepreneurship Education in Higher Education*" aims to examine the entrepreneurial perspective of education graduates entrepreneurship in Higher Education institutions in their formation as entrepreneurs. The results show that there is more education provision entrepreneurship at the undergraduate level will produce more entrepreneurial graduates. This is because universities focus more on preparing students for work; the academic nature of undergraduate education entrepreneurship; and approach "*one size fits all*" for education entrepreneurship fails to recognize the heterogeneity of learner needs. However, the findings show that graduate entrepreneurs believe that education entrepreneurship at the Higher Education level provides "*breathing space*" which is welcomed to expand their business.¹³

Castro et al s research entitled "*The Impact of Higher Education on Entrepreneurship and the Innovation Ecosystem: A Case Study in Mexico*" found that 1.4% of higher education graduates became entrepreneurs five years after leaving education. Italy, Portugal, the Czech Republic and Austria show the highest propensity for entrepreneurship among higher education graduates.

¹¹ Hidayah Nur, "Initiating Entrepreneurship-oriented Education in Islamic Universities: Case Study of the Faculty of Sharia and Islamic Economics IAIN 'SMH' Banten 2014-2015," *ISLAMIC ECONOMIC: Journal of Islamic Economics* 7, no. 1 (March 2016): 2014–15, <https://doi.org/10.32678/ijei.v7i1.36>.

¹² Erik E. Lehmann and Sarah A.E. Stockinger, "Entrepreneurship in Higher Education: The Impact of Competition-Based Policy Programmes Exemplified by the German Excellence Initiative," *Higher Education Quarterly* 73, no. 1 (January 2019): 70–84, <https://doi.org/10.1111/hequ.12188>.

¹³ Mary Fenton and Almar Barry, "Breathing Space – Graduate Entrepreneurs' Perspectives of Entrepreneurship Education in Higher Education," *Education and Training* 56, no. 8/9 (November 2014): 733–44, <https://doi.org/10.1108/ET-05-2014-0051>.

Personal factors such as gender, age and values and attitudes towards work significantly model entrepreneurial behavior. The educational profile of graduates influences the chances of becoming an entrepreneur, especially the use of special teaching methods at the faculty, the number of years of education and the abilities acquired.¹⁴

Ghulam Nabi et al's research entitled "*The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda*" reviewed empirical evidence on the impact of entrepreneurship education in Higher Education on a range of entrepreneurial outcomes, analyzing 159 articles published from 2004 to 2016. It found that research into the impact of entrepreneurship education still focuses on short-term and subjective outcome measures and tends to greatly underestimate the actual pedagogy being tested.¹⁵

Research entrepreneurship in Higher Education which has previously been carried out with a varied perspective, emphasizing 1) offering new alternatives that can be applied in educational development entrepreneurship in Higher Education, either by using production-based training, FITA taxonomy, character base, or using FLIGBY. 2) a review of the Higher Education curriculum on entrepreneurship. 3) the impact of entrepreneurship education.

Overall, this research focuses more on entrepreneurship in higher education from the aspect of applied entrepreneurship education. Meanwhile, researchers will study entrepreneurship in higher education, especially the Sharia Economics Study Program at IAIN Curup, with a different perspective, namely revealing the spirit of entrepreneurship in Higher Education starting from their meaning of entrepreneurship which will influence the methods and steps taken in implementing entrepreneurship students, and what impacts result from this application, and through in-depth analysis researchers recommend development entrepreneurship in the Sharia Economics Study Program at IAIN Curup.

Knowing about spirit entrepreneurship It is important to know what is in the Sharia Economics Study Program in order to analyze the extent of student independence and creativity in entrepreneurial practice by implementing the knowledge gained through lectures. By knowing this, it becomes a reference

¹⁴ Ana-Maria Zamfir, Eliza-Olivia Lungu, and Cristina Mocanu, "Entrepreneurship among Higher Education Graduates in 13 European Countries," *Theoretical and Applied Economics*, vol. XX, 2013.

¹⁵ Ghulam Nabi et al., "The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda," *Academy of Management Learning and Education* (Academy of Management Briarcliff Manor, NY, April 2017), <https://doi.org/10.5465/amle.2015.0026>.

for IAIN Curup, especially the Sharia Economics Study Program, in formulating policies regarding entrepreneurship students.

Through this research, researchers want to look in more depth about entrepreneurship in the Sharia Economics Study Program at IAIN Curup. So that the realization can be revealed more clearly about entrepreneurship, what has been implemented and what impact it has had. Then find development steps by maximizing various aspects through development recommendations entrepreneurship given.

To analyze the meaning of entrepreneurship, management, impact of implementation entrepreneurship, and offer development ideas entrepreneurship in the Sharia Economics Study Program. With this research, it is hoped that it can contribute thoughts to theoretical discussions about entrepreneurship students at universities, as a consideration for IAIN Curup, especially the Sharia Economics Study Program, in formulating policies regarding entrepreneurship students, as a reference and basis for lecturer entrepreneurship in determining the direction and learning outcomes in lectures. With an overview regarding implementation entrepreneurship these students can motivate Sharia Economics students to prepare skills best in developing entrepreneurship.

RESEARCH METHOD

Field Research (*field research*) is qualitative research that uses a case study approach. The researcher intends to try to describe and describe in detail about spirit entrepreneurship Sharia Economics Study Program IAIN Curup. Researchers approach the research object to dig up the information needed through interviews and observations. Researchers will interpret the expressed and implied meaning of the results of interview interactions and field observations.

The primary data sources in this research are the chairman, secretary, Sharia Economics Study Program staff, and HMPS Sharia Economics students. Secondary data comes from relevant documents such as guidelines for implementing student entrepreneurship. Researchers also utilize various data and information obtained through national and scientific journal articles International.

The data collection techniques used in this research is: (1) Observations in this research are used to see the implementation entrepreneurship in the Sharia Economics Study Program at IAIN Curup. (2) Researchers used interviews in this research to collect data regarding management and impact entrepreneurship which is carried out at the Sharia Economics Study Program at

IAIN Curup. (3) Documentation is used by researchers to obtain written data about entrepreneurship for Sharia Economics Study Program students. Documentation is also carried out by studying archives or documents, photos, books related to the research object.

The data analysis technique used in this research refers to the concept expressed by Rahardjo¹⁶, namely: (1) Data Collection, (2) Data Refinement, (3) Data Processing, and Conclusion of Research Results.

After the data in the form of transcripts from interviews and observations, as well as pictures, photos, subject diaries and so on are considered complete and perfect; the researcher carries out data analysis. Analysis Case study data and qualitative research in general can only be carried out by researchers themselves, not by supervisors, friends, or through the services of other people. Because, as a key instrument, only the researcher himself knows in depth all the problems being studied. The stages in this data analysis are:

- a. Read the entire transcript for general information.
- b. These general messages are compiled to retrieve specific messages.
- c. From specific messages, general patterns of data are known. Next, they are grouped based on the sequence of events, categories and typology. Case Study data analysis begins when the researcher is in the field, when collecting data and when all the data has been collected.

To check the validity of the data, researchers used triangulation techniques so that the research was not considered biased. Researchers triangulate findings or confirm ability, namely with report research findings to interviewed informants.¹⁷ Researchers also test data obtained from one source and then compare it with data from other sources. In this way researchers can explain the problem being studied more fully comprehensively. Researchers do triangulation Data sources from interviews, documents and libraries.

RESULT AND DISCUSSION

Meaning *Entrepreneurship* in the Sharia Economics Study Program at IAIN Curup

Meaning of entrepreneurship needs to be studied first before moving on to management, impact analysis, or offering ideas related to entrepreneurship in the IAIN Curup Sharia Economics study program. By knowing how to interpret

¹⁶ Mudjia Raharjo, *Case Studies in Qualitative Research: Concepts and Procedures* (Malang: UIN Maliki, 2017).

¹⁷ Raharjo.

it entrepreneurship this among students as people who carry out entrepreneurial activities, can create Foundation who is strong in determining the direction and goals of the entrepreneurship carried out.

From a student perspective, entrepreneurship is defined as an activity that creates, develops and manages a business with the main aim of making a profit. The role of business actors is very important in determining the goals and direction of a business. They are people who have the intuitive ability to see and manage every existing opportunity, namely business opportunities that can be utilized to gain profits towards success and achieve long-term business sustainability. This concept emphasizes aspects of creation and innovation in identifying business opportunities, developing business models, and managing businesses efficiently. It is through this meaning that students seek opportunities and face challenges in the business world. This understanding also reflects the main goal of entrepreneurship, namely gaining profits which can later be used for business development, product development, or to achieve personal financial goals. This understanding is consistent with explained by Hijriah that business actors have the intuitive ability to see and manage every existing opportunity, namely business opportunities that can be used to gain profits towards success and achieve long-term business sustainability.¹⁸

Strong understanding of entrepreneurship provides a general view of how students view the entrepreneurial activities they carry out, and this can be a basis for designing strategies, learning and development entrepreneurship in the Sharia Economics Study Program at IAIN Curup. With this understanding, the study program can better support and guide students in developing entrepreneurial skills, understanding relevant business practices, and contributing to the development of entrepreneurship in accordance with sharia economic values.

Students should engage in entrepreneurial activities because entrepreneurship opens up opportunities for tremendous personal and professional growth. Involvement in entrepreneurial activities can provide many valuable benefits for students, both in developing knowledge, skills and preparation for career their future.

So, students who engage in entrepreneurial activities gain valuable experience that not only enriches their knowledge and skills, but also helps them become individuals who are better prepared to face challenges in the business

¹⁸ Hanifiyah Yuliatul Hijriah, "Islamic Spirituality in Entrepreneurship," *TAXAFAH* 12, no. 1 (May 2016): 187, <https://doi.org/10.21111/tsaqafah.v12i1.374>.

world and build a successful and meaningful future. In other words, students will be able to respond to various existing phenomena.¹⁹

Students have a strong belief that entrepreneurship is a promising way to create better job opportunities than looking for work in the formal sector. This is because entrepreneurship gives them the opportunity to start and develop their own business. In this modern era, finding a job easily is not a simple task. High levels of competition, limited job opportunities, and constant changes in job market demands have made finding work increasingly difficult. Therefore, many students see entrepreneurship as an attractive alternative.

The importance of integrating Information and Communication Technology (ICT) in entrepreneurial activities, according to students, reflects a fundamental transformation in the way business is conducted. The presence of ICT has opened the door to opportunities and conveniences that have never existed before in the world of entrepreneurship. Students realize that ICT is not only a tool, but also Foundation underlying various aspects of entrepreneurship.

According to students, integrating ICT is no longer an option, but a necessity in the world of modern entrepreneurship. Students who understand the importance of ICT in business will be better prepared to face challenges and compete in an ever-changing environment. The integration not only promotes and develops their businesses, but also increases competitiveness and sustainability in the long term.

Students stated that students should start entrepreneurship as soon as possible, with certain conditions. Students should have strong readiness and sincere intentions to enter the world of entrepreneurship. Passion and determination to start a business need to be the main driving force. This readiness includes strong motivation, a desire to learn, and a commitment to facing challenges and failures that may occur.

Apart from enthusiasm and intention, students should also consider capital, skills and mental factors. Capital here can mean money or other resources needed to start a business. Students need to ensure that they have access or enough funds to start the business they are interested in. Skills are also important, both those related to the business itself and management and communication skills. The ability to design strategies, understand the market, and manage business finances is the key to success.

¹⁹ Rahayu Mardikaningsih and Arif Rachman Putra, "Students' Entrepreneurial Interests Judging from Self-Concept," *Journal of Ideas: Education, Social and Cultural* 7, no. 3 (2021): 173–78, <https://doi.org/10.32884/ideas.v7i3.423>.

Mental strength is also an important factor. Entrepreneurship often involves stress, uncertainty, and risk. Students need to have mental resilience, the courage to take risks, and the ability to learn from every failure. A positive and creative mentality will help them overcome obstacles and continue to grow.

Students also stated that currently there are opportunities for students to start businesses with limited or even no capital. Skills in utilizing technology, especially in marketing and product distribution, can be the key to success. By utilizing social media and online platforms, students can start their business on a limited budget.

However, even though there is an opportunity to start a business without large capital, students still need to undergo a good preparation and understanding process before stepping into the world of entrepreneurship. Readiness, skills, mental strength, and understanding of markets and products are the keys for students to start their own business, either as soon as possible or when they feel ready.

Several things must be prepared by someone when starting a business: knowledge, experience, mentality, capital, skills, time, energy, place. Knowledge and experience in the chosen industry or business field will provide an edge. It is certain that a deep understanding of the market, competitors and consumers will make it easier to design effective business strategies.

This preparation is a very important initial stage in starting a business. Success in entrepreneurship often depends on the extent to which a person has prepared these factors. A good combination of mental factors, capital, skills, time, energy, place, knowledge and experience will be a strong foundation for building a successful business.

In carrying out entrepreneurial activities, of course, obstacles and obstacles in entrepreneurship are often encountered by business actors deficiency capital, businesses that are running in place, lack of innovation, lack of consumer interest due to lack of understanding of the market, and many competitors.

Lack of capital is often a serious obstacle for many business people, especially those who are just starting a business. Sufficient capital is needed to drive and develop a business, keep up with technological developments, and market products or services to consumers. Apart from capital problems, research also shows that some businesses tend to experience stagnation or have difficulty developing. This may be due to a lack of innovation in the products or business strategies they use. Innovation is an important element in the world of

business, and an inability to continually adapt and innovate can cause a business to stagnate.

Lack of consumer interest is also a serious problem. Some business actors may fail to understand the market and consumer needs well. In this context, in-depth knowledge of consumer behavior and market trends is essential. If you don't read the market properly, your business will have difficulty attracting consumer interest and maintaining market share. Apart from that, increasingly tight business competition is another obstacle faced by business actors. The presence of many competitors can make the market more competitive, and businesses need to develop effective strategies to compete with their competitors.

The solution that can be done to resolve these obstacles and constraints is that before starting an entrepreneurship, you must first analyze what will be the problem (*trouble*) by making a SWOT, frequently taking part in training, and asking lots of questions from more experienced people.

SWOT analysis (*Strengths, Weaknesses, Opportunities, Threats*) is a very useful tool in understanding business conditions. By identifying strengths, weaknesses, opportunities, and threats they may face, they can plan better strategies to deal with situations that may arise. By better understanding their business position, students can avoid or minimize problems that may arise.

Apart from that, it is also important to continue to improve their knowledge and skills in entrepreneurship. Attending training and seminars related to entrepreneurship can help students understand various aspects of business, from management to marketing. Learning from the experiences of more experienced people is also a very good solution. Students can look for mentors or business consultants who can provide valuable guidance and advice on how to overcome obstacles that may arise.

Asking more experienced people is a good way to learn from other people's experiences. Discussions with successful business people can provide valuable insight into how to manage a business well. By taking these steps, students can improve their preparation before entering the world of entrepreneurship and reduce potential problems and obstacles they may encounter. With a wise approach, they can be better prepared to overcome various challenges in their entrepreneurial journey.

The main characteristics of a person entrepreneur namely discipline, honesty, creativity, courage to take risks, thrifty, good at managing money, responsibility, perseverance and tenacity. Discipline is a crucial characteristic because entrepreneurs need to run various aspects of their business in an orderly

and consistent manner. Discipline helps them manage time, resources, and daily tasks well.

The measure of success in entrepreneurship can be seen from increasing profits, achieving goals, developing business, customer satisfaction, if the business being run does not expire from year to year, and being consistent in selling products.

Management *Entrepreneurship* in the Sharia Economics Study Program at IAIN Curup

The facilities prepared by the Sharia Economics Study Program at IAIN Curup for students who carry out entrepreneurial activities are in the form of a place to sell. The size is no more than 3x2m. With a size that is not very large, students have succeeded in running a business selling food. The students named the business "*Nurulillah Shop*".

Not only that, the Sharia Economics Study Program also facilitates students in gaining knowledge and knowledge about tips for building a business, either through lectures with entrepreneurship courses, or seminars with the theme "*Building Entrepreneurship Muslim with the Rejang Lebong cooperative service.*"

Running a business not only requires knowledge, but also capital to drive and develop the business. To build a business, students use cash from the Sharia Economics Study Program Student Association (HMPS-ES).

Meanwhile, for the products sold, students do this by accepting other people's products, namely from IAIN Curup students and students. Apart from that, students also sell their own merchandise in the form of snacks.

Students collaborate with other parties outside HMPS to obtain products. The party provides food and drinks for sale. Students admitted that they already understood consumer needs for food such as fried foods and drinks, snacks.

The important role of products in running a business makes students have to be smart to get around product availability, so that the business continues to run normally. For this reason, students have to rack their brains when it comes to products that experience scarcity. Students are looking for other products that are also popular with consumers, especially the campus community.

To increase the variety of products, students do this by looking for other students who have business products and collaborate to entrust them to the *Nurullah Shop*.

The Sharia Economics Study Program is also involved in providing products for students to sell with a capital retention system, namely if they make a profit from selling the product, the profit will be given to the students, while the capital goes back to the product being sold. Students do not receive financial support from outside the study program.

Running a business while also holding student status is certainly not easy. There are obligations that must be fulfilled as a student, such as attending lectures, completing assignments, guidance, and participating in other activities required for students. To divide their time between studying and entrepreneurship, students do this by making a picket schedule. The picket schedule is adjusted to students' empty schedules or no lecture activities. When a student has lecture hours, another student will replace him.

Even though it has been arranged in such a way, college and entrepreneurship go together. Entrepreneurial activities do not interfere with the lecture schedule. However, there are still problems, where there are lecture schedules that are suddenly changed or do not match the initial schedule. This kind of thing makes the entrepreneurship picket schedule irregular. Students are looking for a solution by replacing students who are currently studying with other students who do not have a lecture schedule.

Time management in the context of entrepreneurship is the practice of managing and allocating time effectively and efficiently to support various aspects of business and entrepreneurial activities. This practice is especially important because entrepreneurs and students involved in entrepreneurial activities must face a variety of tasks and responsibilities, such as attending lectures, managing their businesses, developing marketing strategies, and running day-to-day operations. Therefore, effective time management is necessary to maintain a balance between various commitments. Time management strategies that entrepreneurs and aspiring entrepreneurs can use to optimize the use of their time in running a business and fulfilling other commitments.²⁰ Student time management in entrepreneurship can be influenced by motivation and discipline towards the time they have.²¹

In the context of development entrepreneurship At the Sharia Economics Study Program at IAIN Curup, time management is important because students must be able to manage their time wisely so they can run their

²⁰ N.M. Scarborough and J.R. Cornwall, *Essentials of Entrepreneurship and Small Business Management*, vol. 9, 2016.

²¹ Nufaila Fahmayanti, "Motivation and Time Management in Entrepreneurial Students," *Psychoborneo: Scientific Journal of Psychology* 4, no. 4 (2016): 586–95, <https://doi.org/10.30872/psikoborneo.v4i4.4247>.

business while still carrying out their obligations as students. They have to make a schedule, plan time for lectures, organize work time *Nurulillah Shop*, and engage in other entrepreneurial activities.

Students integrate information and communication technology into entrepreneurship by promoting products on social media in the form of WhatsApp and Instagram. Apart from that, there are also promotions offline namely setting up a stand in front of the study program.

The business development strategy is carried out by dividing groups. Division entrepreneurship under the auspices of HMPS-ES is responsible for managing this entrepreneurial activity.

Implementation Impact *Entrepreneurship* in the Sharia Economics Study Program at IAIN Curup

Entrepreneurial activities carried out by students at the Sharia Economics Study Program at IAIN Curup provide several impacts as follows:

First, entrepreneurial activities have provided additional knowledge and skills to students. They not only learn theory, but also practice business concepts in real situations. It has trained them in various aspects of entrepreneurship, including business planning, operational management, marketing strategy, and finance. In this way, students not only understand business theory, but are also able to apply it in practical situations. This gives them a competitive advantage in the real world.

Through entrepreneurial activities, students gain additional knowledge and skills. Experience in running a business has trained students how to run and develop a business.

Experience-Based Learning Theory, as proposed by David A. Kolb, highlights the importance of learning through practical experiences and reflection on those experiences as an effective way to develop deep understanding and skills. This theory suggests that experience is the main foundation in the learning process, and to achieve a strong understanding, a person must absorb and reflect on the experiences they have had.²²

In the context of student entrepreneurial activities in the Sharia Economics Study Program at IAIN Curup, this theory is very relevant. Students involved in the "Nurulillah Shop" business really face real experiences in business. They design, launch and manage their own businesses, which allows

²² Alice Y. Kolb and David A. Kolb, "Experiential Learning Theory as a Guide for Experiential Educators in Higher Education," *Experiential Learning and Teaching in Higher Education* 1, no. 1 (September 2022): 38, <https://doi.org/10.46787/elthe.v1i1.3362>.

them to experience business processes first-hand. It covers various aspects, such as business planning, daily operational management, marketing strategies, interactions with customers, dealing with problems, and managing business finances.

Experience-Based Learning Theory emphasizes that deep learning occurs when a person reflects on their practical experiences. This is referred to as the reflection process. Students involved in entrepreneurial ventures can utilize their business experiences as material for reflection. They can think about what worked, what didn't work, and why, as well as how they can improve their business in the future. This kind of reflection allows them to link theory to practice, which is the essence of experience-based learning.

Second, experience in running a business has given students high motivation to run their own business in the future. They have felt enthusiastic about the world of entrepreneurship and feel motivated to get involved in various entrepreneurial initiatives further. The experience they have gained while running Nurulillah Shop has created an emotional connection and a strong entrepreneurial spirit between them. This motivation may be the main driver for moving forward in pursuing entrepreneurship as a career.

The business that is run motivates students to run their own business. Apart from the love of the world of entrepreneurship, it is also due to the experience gained while running the business Nurullah *Shop*.

Motivation can be an impact of achievement, referring to the close relationship between success in running a business and individual motivation. When someone feels success in the business or business they are running, it can be a strong source of motivation to continue working in the field of entrepreneurship. Success creates a positive cycle where individuals feel motivated to try harder, pursue bigger goals, and continually improve themselves.²³

In the context of students who successfully run a business Nurullah *Shop*, achievement-based motivation may be an important factor that encourages them to strive further. Achievement-based motivation often involves a drive to achieve success, setting ambitious targets, and working hard to achieve those achievements. Students who see success in running their businesses may feel

²³ J. Robert Baum, Michael Frese, and Robert A. Baron, *The Psychology of Entrepreneurship, The Psychology of Entrepreneurship* (Taylor and Francis, 2014), <https://doi.org/10.4324/9781315750989>.

motivated to pursue greater entrepreneurial goals and achieve greater heights in the future.²⁴

The concept of achievement-based motivation in more depth and provides insight into how such motivation can influence individual achievement.²⁵

In the context of students who run *Nurulillah Shop*, high achievement-based motivation may have encouraged them to pursue greater entrepreneurial opportunities and strive for higher achievements in the world of entrepreneurship. This encouragement could be one of the key factors in their success and in maintaining their motivation to engage further in entrepreneurial ventures.

Third, businesses run on campus have become a benchmark for students in facing business challenges. They have faced gain and loss situations, encountered obstacles, and found creative solutions. This experience has given them valuable knowledge that can be applied in other businesses in the future. In the ever-changing business world, the ability to adapt and find creative solutions is an invaluable quality.

Students who run these businesses have faced various situations, including success, failure, obstacles, and searching for creative solutions. They use this experience as a benchmark which provides valuable insight into how to face business challenges. In an ever-changing business world, the ability to adapt and find creative solutions is an invaluable quality, and benchmarking helps students measure their achievements and understand how far they have come to meet the standards they set.

By using concepts benchmarking, students can analyze the differences between their business performance and benchmark they set and identify opportunities for improvement. This allows them to continue to develop and improve their entrepreneurial abilities in the future.²⁶

Fourth, entrepreneurial activities have also had a positive impact on student finances. For those involved in business, the income earned can be used for personal purposes, including education costs, personal development, or

²⁴ Andrew F. Hayes, "Handbook of Competence and Motivation 2nd Ed: Theory and Application," 2013.

²⁵ Mikko Aro, "Reading in Arabic Orthography: Characteristics, Research Findings, and Assessment," ed. R Malatesha Joshi and P.G. Aaron, *Handbook of Orthography and Literacy*, May 2013, 335–52, <https://doi.org/10.4324/9780203824719-26>.

²⁶ Robert C. Camp, "Benchmarking: The Search for Industry Best Practices That Lead to Superior Performance," *Quality Progress* 22, no. 5 (1989): 66–68, <https://doi.org/10.5860/choice.27-2173>.

other investments. This means that students not only benefit in terms of skills development, but also in terms of financial independence. They learn how to manage their income wisely, which is an indispensable skill in everyday life.

The theory that supports the concept of sustainable personal financial management is “*Sustainable Finance Theory*”. This theory emphasizes the importance of allocating financial resources in a way that supports economic, social, and environmental sustainability. In the context of your research results, students who run entrepreneurial businesses, such as *Nurullah Shop*, can leverage their earnings to achieve sustainable, long-term financial goals.

The concept of sustainable personal financial management with a focus on *Environmental, Social, and Governance (ESG) strategies*. The ESG concept in investment emphasizes the importance of investing in entities that pay attention to environmental, social impacts and good corporate governance.²⁷ Students running entrepreneurial ventures can allocate their earnings to investments that support sustainable values and achieve broader financial goals.

With a sustainable finance approach, students can learn about the importance of managing their finances in a way that supports sustainability, achieves long-term financial goals, and ethically considers the social and environmental impacts of their financial decisions. This reflects their commitment to sustainable personal finance and social responsibility.

The business activities carried out also have an impact on student finances. What is obtained can be used for the benefit of the students themselves. Because this business activity is not carried out by all students, the benefits are not felt by all students, only those involved in running and developing it. *Nurulillah Shop* just.

Fifth, the impact on relationship development is also a positive result of entrepreneurial activity. Through collaboration with other parties, students have built valuable networks in the business world. The relationships they form while running the business not only increase their experience and understanding of entrepreneurship, but also open up opportunities for collaboration and business development in the future. These relationships can be crucial social capital for success in careers and future endeavors.

The impact on relationship development is also felt by students. By entrepreneurship, students collaborate with other parties, besides only increasing their experience and understanding of entrepreneurship.

²⁷ H Chen, *Sustainable Personal Finance and Investing: Achieving Your Financial Goals Using ESG Strategies* (Wiley, 2018).

Networks and social relationships play an important role in various aspects of business, including information sharing, support, collaboration, and promotion. Borgatti and Halgin explain the concepts and analysis of social network theory. This theory includes the study of how individuals and organizations are connected to each other through their social networks, and how these relationships work influence various aspects of business.²⁸

Students, who run businesses, such as *Nurullah Shop*, may have leveraged their social networks to support their business. They can interact with customers, business partners, or other parties outside the university to promote their products. This social network may include peers, faculty, HMPS-ES members, and even loyal customers. Through these relationships, they can get support, advice, collaboration opportunities, and business promotions.

Social network theory supports the concept that strong social relationships can be a valuable asset in the business world. Students who run businesses and build their social networks can leverage these relationships to grow their businesses and achieve greater success. Additionally, understanding this theory can help them understand how to establish more effective social relationships in their future businesses.

The results of this research show that entrepreneurial activities in the Sharia Economics Study Program at IAIN Curup have provided significant benefits for students. By increasing knowledge, skills, motivation, financial independence, and developing relationships, the entrepreneurship program is in line with the goals of developing entrepreneurship in the study program and provides a strong basis for continuing to develop entrepreneurship programs in the future. Thus, entrepreneurial activities at IAIN Curup not only equip students with academic knowledge, but also the skills and experience needed to succeed in the real world.

Development Ideas *Entrepreneurship* in the Sharia Economics Study Program

Based on the results of research on Spirit *Entrepreneurship* in the Sharia Economics Study Program at IAIN Curup, researchers formulate ideas for development entrepreneurship.

Development Entrepreneurship is everyone's desire, so various innovations are carried out to achieve success in entrepreneurship. Likewise, students of the Sharia Economics study program should be able to develop entrepreneurship by implementing the ideas below:

²⁸ S. P. Borgatti, *Social Network Theory and Analysis: A Handbook* (Sage Publication, 2019).

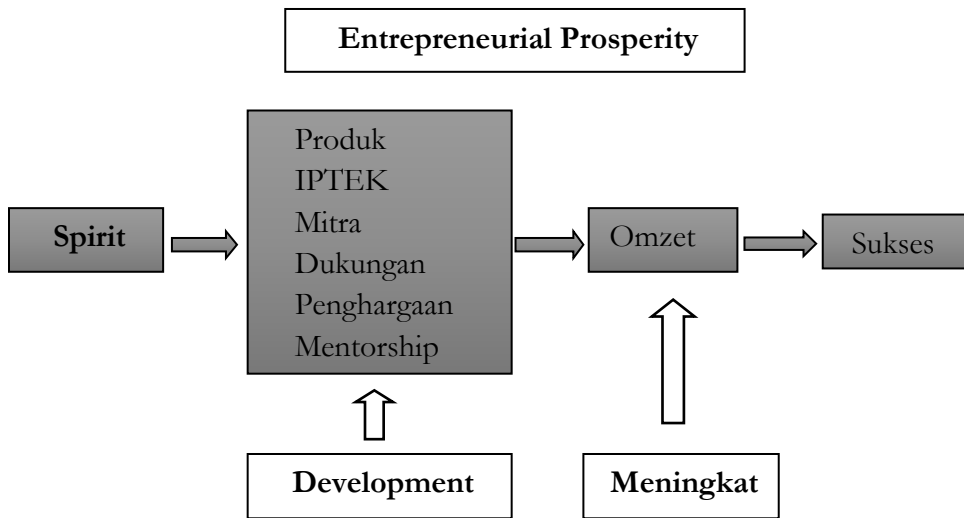


Figure 4.1 Development Ideas *Entrepreneurship*

1. Student Spirit

Student enthusiasm is the first step for an entrepreneur running his business. Even though students have skill If someone is good in the field of entrepreneurship, but the enthusiasm within themselves is not there, it will become an obstacle and can even result in failure. On the other hand, when enthusiasm is possessed, the obstacles that come can be overcome and the work can be achieved as intended dreamed-of-he said.

2. Development

a. Product Development

The Sharia Economics Study Program can support students in developing more types of products or services in *Nalillah Shop*. This could include sharia economic products that comply with Islamic business policies and ethics.

b. Use of Information Technology and Social Media

Integrating information technology and social media in entrepreneurship is a smart move. IAIN Curup Sharia Economics Study Program can provide training on how to utilize social media platforms and instant messaging applications such as Facebook, WhatsApp and Instagram to promote student products and businesses. Additionally, students can be taught how to use technology to manage inventory, track sales, and manage payments.

Apart from that, building an online platform that connects students who run businesses with potential customers. This will help them expand their market reach and utilize technology in promoting their products and services. Students can be encouraged to make further use of technology, such as creating applications for food ordering and delivery, which can increase efficiency and appeal to customers.

c. Partnership Development

Developing partnerships with external parties, including local businesses, suppliers, entrepreneurial communities, and alumni members of the Sharia Economics Study Program, can expand the reach of student businesses. IAIN Curup Sharia Economics Study Program can collaborate with these parties to provide more products and business opportunities for students. These partnerships can also provide access to additional resources and support, collaboration opportunities, and more that may support the development of their business.

d. Increasing Support and Facilities

It is important to ensure that students have access to sufficient facilities and support to run their businesses. It may be necessary to improve or expand the available sales space or business premises. Apart from that, study programs can provide support in terms of access to business capital, business licensing, and regulatory compliance.

By implementing the ideas offered above, the Sharia Economics Study Program at IAIN Curup can develop entrepreneurship programs that are stronger and provide real benefits for students in developing their entrepreneurial skills. Thus, this program will provide a strong foundation for students to succeed in the real world after graduating.

e. Student Entrepreneurship Award

Create an annual award or recognition program for students who have achieved success in running their businesses. This will motivate and provide an inspiring example for other students.

f. *Mentorship* by Lecturers and Alumni

Establishing a mentorship program where lecturers and alumni of the Sharia Economics Study Program can guide and provide advice to students who want to develop their businesses. This mentorship will help students avoid common mistakes in entrepreneurship and provide practical guidance.

All of these ideas can be integrated in further efforts to strengthen entrepreneurship in the Sharia Economics Study Program. This will provide students with better opportunities to develop their entrepreneurial skills, motivate them to create business opportunities, and support economic growth in their communities.

3. Increased turnover

Entrepreneur You don't want your business to be stagnant or not develop, but how can your business continue to improve from previous results? To achieve better turnover, students can develop both in terms of products and technology, expand their network of collaboration with other people, obtain support from study program managers, give awards to students whose efforts are good, and what is no less important is mentorship by lecturers and alumni.

4. Success

To achieve success, a business needs to be planned. Then the plan is implemented appropriately. Accuracy in running a business must have spirit. So that the businesses run by students do not only provide basic products but are creative and innovate according to consumer needs.

CONCLUSION

Based on the research that has been carried out, it can be concluded that *entrepreneurship* in the IAIN Sharia Economics Study Program is interpreted by students as an activity of creating, developing and managing a business for profit. Preparation for running a business, characteristics of entrepreneurs, and use of ICT are important. Indicators of success in entrepreneurship can be seen from the profits obtained, goals achieved, developments in business, satisfaction felt by customers, and product consistency. Management Entrepreneurship in the Sharia Economics Study Program at IAIN Curup carried out by establishing an entrepreneurial venture *Nurullah Shop* with facilities and funding from study programs and HMPS, integrating ICT in promotions, and managing time and business management with group strategies. Application Entrepreneurship has an impact on increasing knowledge and skills, motivation, benchmarks for facing business challenges, financial independence, and developing relationships that support development entrepreneurship. Then the formulated development idea is named *Entrepreneurial Prosperity*, namely to achieve success in entrepreneurship carried out through product development, science and technology, partners, support, awards, and mentorship. It is hoped that this research will open up opportunities for future researchers to look further into the development of entrepreneurship with certain theories.

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