

# Strategy of sharia entrepreneurship education for nature-based High School students across Lampung Province

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## Abstract

**Purpose:** The purpose of this research is to explore the strategies and challenges in implementing sharia entrepreneurship education in nature-based senior high schools (SMA Alam) across Lampung Province, aiming to develop students who are both entrepreneurially skilled and grounded in Islamic economic values.

**Methodology:** This study employed a qualitative approach, beginning with a literature review and needs analysis involving students, educators, and stakeholders. Data were collected through field observations and industry collaboration. The program's development followed a continuous cycle of monitoring and evaluation to refine implementation strategies based on feedback and outcomes.

**Results:** The research found that the implementation of a holistic sharia entrepreneurship education strategy—covering curriculum development, industry involvement, active learning, extracurricular activities, and ongoing evaluation—effectively promotes entrepreneurial competence and Islamic character among students. Despite facing challenges such as limited understanding, resource constraints, and resistance to change, these can be addressed through targeted training, improved infrastructure, and stakeholder collaboration.

**Keywords:** *Strategy, Sharia Entrepreneurship, Nature-Based School*

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## 1. Introduction

Sharia entrepreneurship education is an approach that emphasizes the principles of Islamic economics in the development and implementation of entrepreneurial activities. In facing the increasingly complex era of globalization, it is essential for society to have a profound understanding of entrepreneurship concepts aligned with sharia principles. Therefore, sharia entrepreneurship education strategies become increasingly relevant, given the need to integrate Islamic values into the business and entrepreneurial world. This education is not only intended to produce financially successful entrepreneurs but also those who uphold ethics and morality in every aspect of their business.

These strategies may include the introduction of sharia entrepreneurship concepts, the application of Islamic economic principles in business planning, and the provision of practical knowledge and skills required by future sharia entrepreneurs. Additionally, a holistic approach that incorporates spiritual, social, and economic aspects is also emphasized to develop competitive and responsible entrepreneurs.

In today's modern era, the phenomenon of hedonistic behavior and the desire to show off wealth remains a concerning issue, especially among students of nature-based high schools. This presents a challenge for schools in developing a sharia entrepreneurship model that aligns with student

characteristics. One solution is to implement a sharia entrepreneurship management concept that instills religious values in managing entrepreneurial activities within the school.

Sharia entrepreneurship education in nature-based senior high schools plays an important role in shaping a young generation that is not only business-competent but also aware of Islamic economic principles. To address global challenges, the strategy for sharia entrepreneurship education in nature-based high schools must be carefully designed to meet students' needs holistically.

Education in nature-based high schools provides a unique opportunity to integrate environmental, ecological, and Islamic values into entrepreneurship learning. By combining sustainability concepts with sharia principles, students are not only equipped with strong entrepreneurial skills but also become agents of change who uphold social and environmental justice.

This strategy involves strengthening students' understanding of Islamic financial principles, Islamic business ethics, and the practical application of sharia entrepreneurship concepts in daily life. Sharia entrepreneurship education in nature-based schools not only teaches how to create financially successful businesses but also emphasizes sustainability, social responsibility, and environmental awareness at every business stage. This strategy helps address issues by providing students with a better understanding of entrepreneurship as regulated by sharia, such as avoiding usury (riba), respecting human rights, and refraining from exploitative business practices. Through this model, students are guided to develop a responsible attitude and appreciation for shared values, thereby avoiding hedonistic behaviors and the desire to flaunt wealth.

However, implementing a sharia entrepreneurship strategy in senior high schools also requires support and collaboration from various parties, especially students' parents and teachers. Parents need to understand the importance of sharia entrepreneurship and how to apply it in daily life, while teachers must have sufficient skills and knowledge to teach these concepts effectively. With such cooperation, it is hoped that the development of sharia entrepreneurship management in schools can positively impact the behavior of students, particularly in addressing issues of hedonism and materialism among nature-based high school students today.

Sharia entrepreneurship activities in high schools can include various business types, such as selling halal and blessed food, halal catering services, selling halal products like cosmetics and Muslim clothing, and engaging in creative economic activities based on Islamic principles such as zakat, infaq, and sadaqah. A holistic approach is necessary in developing sharia entrepreneurship management, involving all school elements—teachers, school committees, and students—to build a strong and sustainable sharia entrepreneurship culture within the school environment.

## **2. Literature Review**

### ***2.1 Sharia Entrepreneurship Strategy***

The term 'strategy' originates from the Greek word 'Strategos' (stratos = army and ag = to lead), which means 'generalship' or what war generals do to devise plans for winning a war. In Bahasa Indonesia, 'strategi' refers to a well-thought-out plan regarding activities to achieve specific goals. According to the Oxford Pocket Dictionary, strategy is defined as the art of war, particularly the planning of troop movements, ships, etc., toward advantageous positions; it also refers to action plans or policies in business, politics, and so forth.

Strategy is a process of evaluating an organization's strengths and weaknesses in comparison with external opportunities and threats, then deciding on product-market strategies that align the organization's capabilities with environmental opportunities.

### ***2.2 Entrepreneurship***

The term 'entrepreneurship' is the equivalent of 'entrepreneurship' in English. The word itself is derived from the French word 'entreprende,' meaning adventurer, creator, and business organizer. It was first introduced by Richard Cantillon in 1755, and later popularized by economist J.B. Say in 1803 to

describe individuals capable of transferring economic resources from lower to higher productivity levels, thus producing more value.

According to Kasmir, entrepreneurship is the ability to create business activities. This ability requires continuous creativity and innovation to discover something different from what already exists. Ultimately, such creativity and innovation contribute positively to the broader community.

### **2.3 Strategy of Sharia Entrepreneurship Education**

The strategy of sharia entrepreneurship education is a holistic approach that integrates the principles of sharia entrepreneurship into all aspects of education and business practice. Its objective is to produce business actors who not only achieve financial success but also uphold ethical and moral values in their businesses.

This strategy is also supported by active learning concepts, business simulations, and an emphasis on developing soft skills such as leadership, communication, and values-based leadership. This approach reflects a commitment to producing graduates who are not only competent in managing businesses according to sharia principles but who also possess integrity and social responsibility.

## **3. Methodology**

The research method used to develop the sharia entrepreneurship program at Nature-Based Senior High Schools (SMA Alam) in Bandar Lampung involved a systematic series of steps. First, a literature review was conducted to identify key concepts and best practices in sharia entrepreneurship education. Next, a needs analysis and initial understanding of students, educators, and stakeholders was carried out to determine essential components for curriculum development.

A qualitative approach was employed to gain in-depth insights into students' and the school community's responses to program innovations. Data collection also included direct observations of field practice experiences and collaboration with industry actors. Monitoring and evaluation systems were continuously refined in an iterative process based on assessment results and current developments, with active participation from all stakeholders.

This research method is expected to provide a solid foundation for developing a relevant, effective, and sustainable sharia entrepreneurship program in Nature-Based Senior High Schools in Bandar Lampung.

## **4. Results and Discussion**

### **4.1 Sharia Entrepreneurship Education Strategy for Nature-Based High School Students Across Lampung Province**

Nature-based senior high schools (SMA Alam) in Lampung Province have embarked on an educational innovation journey by developing sharia entrepreneurship programs. The first step taken was formulating a strong vision and mission, committed to shaping students not only as skilled business practitioners but also individuals with integrity and awareness of Islamic values. A thorough understanding of local conditions and student characteristics served as the foundation in designing a relevant curriculum.

#### **Relevant Curriculum Development**

Curriculum development focuses on aligning sharia entrepreneurship concepts with local needs and student characteristics in Lampung Province. This process involves identifying relevant entrepreneurial aspects based on local business realities and ensuring the curriculum offers both a strong theoretical foundation and practical relevance. The development of sharia entrepreneurship-oriented learning modules includes Islamic business ethics, sharia financial management, and the application of sharia principles in business strategies.

According to Ismail, aligning the curriculum with local needs and realities is crucial to ensuring the

relevance and effectiveness of learning. This theory supports the idea that curriculum development must consider the business characteristics and student profiles specific to Lampung Province.

Additionally, this approach reflects constructivist principles in education. By focusing on developing sharia entrepreneurship-based learning modules, students are encouraged to build their understanding through practical experiences. This aligns with the constructivist theory which views learning as an active process where students construct knowledge through engagement with the material.

Identified sharia entrepreneurship aspects to be strengthened in the curriculum include Islamic business ethics, sharia financial management, and the implementation of sharia principles in business strategies. These concepts not only provide a strong theoretical base but also help students relate them to real-world situations in Lampung Province.

#### Implementation of Active Learning Methods

The use of active learning methods, particularly problem-based projects, serves as a strategic step in shaping students into qualified sharia entrepreneurs. In this context, problem-based projects are not only learning tools but also platforms for students to engage directly with the complexities of the sharia business world.

#### *Experiential Learning*

Active learning methods like problem-based projects create deep learning experiences. According to Dewey, the most effective learning occurs when students are involved in real-life situations that require critical thinking and reflective action. Through sharia entrepreneurship projects, students not only learn theoretical concepts but also experience the dynamics of business directly by dealing with real-world challenges.

#### *Applying Theory in Practice*

Problem-based projects allow students to apply sharia entrepreneurship theories in practical contexts. According to Kolb, effective learning involves a cycle of observation, reflection, conceptualization, and experimentation. In every stage of the project, students go beyond understanding theory—they test and develop it in real situations, enhancing their grasp of sharia entrepreneurship.

#### *Creative and Innovative Problem Solving*

Problem-based projects challenge students to face real-world issues and develop creative and innovative solutions. This aligns with the entrepreneurial concept emphasizing the ability to overcome obstacles and discover unique solutions. Through these projects, students sharpen their entrepreneurial skills, learn to think outside the box, and respond to business situations with courage and intelligence.

#### *Strengthening Independence and Responsibility*

Throughout each project phase, students are empowered to take initiative, manage time, and work independently or in teams. This approach promotes the development of independence and responsibility. By designing and executing their own projects, students evolve from passive information recipients to active participants in their learning journey.

By adopting active learning methods like problem-based projects, sharia entrepreneurship education in nature-based high schools across Lampung becomes not just theoretical—but a practical adventure that prepares students to become competent and ethical sharia business leaders.

#### Collaboration with Industry and Practitioners

Involving industry and sharia entrepreneurship practitioners in the learning process at nature-based senior high schools in Lampung Province has a profound impact on student development as future qualified sharia entrepreneurs. This collaboration not only contextualizes learning but also gives students the opportunity to actively engage in the actual business ecosystem.

#### *Direct Exposure to Industry Realities*

Industry collaboration allows students to experience the realities of the sharia business world firsthand. By inviting experienced practitioners as guest speakers or mentors, students gain insights into real-world dynamics, challenges faced, and opportunities available in sharia business.

#### *Keeping Up with Market Trends and Best Practices*

Through this collaboration, students stay updated on the latest developments in the sharia entrepreneurship industry. By gaining insight into market trends and best practices, students develop relevant perspectives that enhance their decision-making in business.

#### *Applying Knowledge in Problem-Based Projects*

Industry practitioners can provide real challenges and cases for students to solve in problem-based projects. This adds significant value by enabling students to apply theoretical concepts in actual business contexts.

#### *Receiving Feedback from Field Experts*

Collaboration creates opportunities for students to receive direct feedback from industry experts. The input and advice from experienced practitioners serve as valuable guidance as students design their own business strategies.

#### *Networking and Career Opportunities*

Working with industry helps students build their professional networks. Connections with sharia entrepreneurship practitioners may open doors to future internships, job opportunities, or business partnerships. This aligns with the concept of education focused on skill development and career readiness.

Through synergistic collaboration between schools and the sharia entrepreneurship industry, nature-based high schools in Lampung Province can provide more contextual and relevant education, preparing students for real-world business challenges.

#### *Extracurricular Activities, Seminars, and Workshops*

The approach involving extracurricular activities, seminars, and workshops serves as a vital foundation in shaping students to deeply understand sharia entrepreneurship. These activities provide not only supplementary knowledge but also an environment where students can immerse themselves in the entrepreneurial culture.

#### *Enrichment Through Extracurricular Activities*

Extracurricular programs, such as sharia entrepreneurship clubs, offer students the opportunity to engage in discussions, research, and practical projects not covered in the regular curriculum. This setting supports the development of students' interests and talents in entrepreneurship at a deeper level.

#### *Insights from Industry Seminars*

Seminars involving sharia entrepreneurship experts broaden students' understanding of real-world business practices. Students gain firsthand exposure to practitioners' experiences, current thinking, and market trends, enhancing their theoretical learning in class.

#### *Enlightening Panel Discussions*

Panel discussions with industry actors and practitioners foster the exchange of ideas and perspectives. Interactive discussions allow students to ask questions, gain practical insights, and understand the complexities of real life in the entrepreneurship world.

### *Skill-Strengthening Workshops*

Hands-on workshops offer students the chance to directly develop their entrepreneurial skills. Through simulation-based activities, strategic planning, and decision-making scenarios, students apply the concepts learned in class to real-world business challenges.

### *Integration of Theory and Practice*

Altogether, extracurricular activities, seminars, and workshops act as crucial bridges between theory and practice in sharia entrepreneurship education. Students gain not only theoretical understanding but also real-world experience in applying these concepts.

Through this comprehensive approach, nature-based high schools in Lampung Province encourage students to become not only knowledgeable about sharia entrepreneurship concepts but also skilled and capable in navigating the dynamic world of Islamic business.

### *Sustainable Monitoring and Evaluation*

Implementing a thorough monitoring and evaluation system is a key component in ensuring the effectiveness of sharia entrepreneurship education strategies in nature-based senior high schools across Lampung Province. This approach enables a deeper understanding of student progress and allows continuous improvement in curriculum delivery and instructional strategies.

### *Student Progress Monitoring*

An integrated monitoring system involves continuous observation of student progress. This includes evaluating various aspects such as theoretical understanding, project application, and overall student development. Regular data collection helps educators recognize trends and respond promptly to individual needs.

### *Evaluation of Conceptual Understanding and Application*

Evaluation goes beyond written tests and includes assessment of student projects and practical activities. This aligns with formative evaluation principles that emphasize contextual understanding and practical application of sharia entrepreneurship concepts.

### *Development of Entrepreneurial Skills*

Evaluations also focus on the development of entrepreneurial skills such as creativity, problem solving, and business communication. These assessments help track students' capabilities in applying sharia entrepreneurship principles in real-world settings.

### *Basis for Curriculum Improvement*

Evaluation results not only measure student success but also serve as a basis for continuous curriculum refinement. The data provide insight into areas needing additional focus or adjustments, enabling the curriculum to evolve for better effectiveness.

### *Implementation of Sustainable Learning Strategies*

Ongoing monitoring and evaluation provide the foundation for implementing sustainable instructional strategies. Evaluation data inform refinements in teaching methods, curriculum content, and overall educational practices to meet student needs.

## **4.2 Challenges in Implementing Sharia Entrepreneurship Education Strategies**

The implementation of sharia entrepreneurship education strategies in nature-based high schools across Lampung Province faces several challenges that must be addressed to ensure successful outcomes. These challenges span from student understanding to resource limitations and community response.

### *Lack of Initial Student Understanding and Skills*

One major challenge is the lack of foundational understanding and skills among students regarding sharia entrepreneurship. This necessitates comprehensive learning approaches to establish a strong knowledge and skills base from the outset.

### Challenges in Integrating Islamic Values into the Curriculum

Integrating Islamic values into the curriculum requires a balance between academic aspects and Islamic principles. Maintaining this integration demands ongoing refinement and close monitoring of the curriculum content.

#### Limited Resources

The lack of trained educators and adequate learning facilities presents a significant obstacle. Efforts must be made to enhance teacher qualifications through continuous professional development and to improve infrastructure.

#### Student and Community Response to Innovation

Resistance or slow adaptation to program innovation by students and the school community can hinder implementation. Effective communication and careful monitoring are required to ensure successful adoption and active participation.

### **4.3 Strategic Efforts to Overcome Challenges**

#### Intensive Training

Conduct intensive training for students and educators to ensure a deep understanding of sharia entrepreneurship concepts. These training sessions should include both theoretical and practical aspects of sharia business, along with the integration of Islamic values in business practices.

#### Resource Support

Allocate adequate resources, including qualified educators and proper learning facilities. This involves investment in teacher development programs and improving school infrastructure to support effective learning.

#### Effective Communication

Enhance communication among all stakeholders including students, educators, and the school community. Clear explanations of the benefits and objectives of sharia entrepreneurship programs can reduce resistance and increase active participation.

#### Continuous Monitoring and Evaluation

Implement ongoing monitoring and evaluation systems to track student development, responses, and overall program effectiveness. Evaluation results should inform continuous improvements to teaching strategies and curriculum design.

## **5. Conclusion**

In summary, the sharia entrepreneurship education strategy at nature-based senior high schools in Lampung Province employs a holistic approach that includes curriculum development, industry involvement, active learning methods, extracurricular activities, and sustainable monitoring and evaluation systems. This strategy aims to create an educational environment that blends Islamic values with entrepreneurial concepts, provides practical experience, and shapes student character.

However, obstacles such as limited initial understanding among students, challenges in integrating Islamic values into the curriculum, limited resources, and resistance to innovation must be addressed through strategic efforts including intensive training, resource allocation, and effective communication. Nature-based high schools in Lampung Province have a strong foundation in implementing sharia entrepreneurship education, but ongoing efforts are necessary to ensure sustainability and success in strategy implementation.

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