

## **Integration of Islamic Religious Education and Entrepreneurship Education Subjects at SMK AL-Masturiyah Tipar Cibolang Kaler, Cisaat, Sukabumi**

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<b>Abstract (10 pt)</b>	<b>Article History</b>
<p>In the era of globalization, economic challenges demand that the younger generation not only be academically intelligent but also possess an ethical and sharia-based entrepreneurial spirit. Many studies discuss the integration of Islamic Religious Education (PAI) with science, but few specifically examine the collaboration between PAI and PKWU. In reality, these two subjects are still run separately. This research used a qualitative approach with a descriptive approach. Purposive sampling was used to determine respondents. The data analysis steps included data reduction, data display, and conclusion drawing.</p> <p>The principal stated that efforts to integrate the two subjects face obstacles and require strategies implemented within the curriculum. Several obstacles have been identified, including: a) teachers' lack of understanding of the subject matter; b) students' lack of understanding of the importance of ethics in business; and c) a lack of creative learning methods and limited practical resources. The principal suggested addressing these obstacles by: a) preparing facilities and infrastructure; b) improving teachers' understanding and professionalism; and c) developing an integrated curriculum for the related subjects.</p> <p>Various obstacles have been encountered in implementing the integration of the two subjects, such as teachers' understanding and the curriculum still running parallel, as well as limited practical resources.</p>	<p>Received: 1 October 2025 Revised: 10 October 2025 Accepted: 31 October 2025</p> <p><b>Keywords:</b> Education Entrepreneurship Integration Islamic Religious</p>

### **1. Introduction**

Education is a systematic process to prepare students for their future roles through guidance, teaching, and training (Indy et al., 2019). The existence of guidance has a high urgency, considering its strategic role in equipping students with the skills and

knowledge needed to enter the world of work with confidence and adequate competence (Fadillah, 2025). From an Islamic perspective, education aims not only to develop intellectual intelligence, but also to integrate faith, knowledge, and deeds as reflected in Q. S. Ar-Ra'd: 11:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ﴿١١﴾

“Indeed, Allah will not change the condition of a people until they change themselves”

This verse shows that in order to change the condition of society, we must begin by improving the education system. This can be done by combining religious values and practical skills in learning. Education is essentially a conscious effort to prepare students through activities, guidance, teaching, or training for their future roles (Government of Indonesia, 1989). From this perspective, the integration of Islamic Religious Education (PAI) and Entrepreneurship Education (PKWU) subjects is a necessity to create a generation of Muslims who are spiritually superior and economically independent, innovative, and economically self-sufficient. However, the teaching of these two subjects often takes place separately without synergistic integration, even though Islamic values such as honesty (shiddiq), responsibility (amanah), and the principles of halal and haram are highly relevant to entrepreneurial practices.

In the era of globalization, economic challenges demand that the younger generation not only be academically intelligent but also possess an ethical and sharia-based entrepreneurial spirit. Vocational high schools (SMK) as educational institutions should be able to combine these two aspects through an integrated learning approach. However, the reality on the ground shows that there are still few schools that systematically combine PAI (Islamic Education) with PKWU (Vocational Education) materials, both in the curriculum and in learning practices. Therefore, schools are educational institutions that play a role in organizing and improving the quality of education for students. In accordance with Government of Indonesia, No. 20 of 2003 concerning the National Education System, Chapter II Article 3 states that the goal of

national education is to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Many studies discuss the integration of PAI with science, but there are still few that specifically examine the collaboration between PAI and PKWU in Islamic boarding school-based vocational schools such as SMK AL-Masthuriyah. In this era of rapid development, the world of education is required to produce a generation that not only has a strong understanding of religion but also the practical skills to contribute to economic development. The PAI subject plays a strategic role in shaping the character and morals of students, while the PKWU subject aims to develop creative, innovative, and economic independence skills. The integration of these two subjects is very important in an effort to produce a generation that is not only religious but also competitive in the world of work. The importance of integrating entrepreneurial knowledge with strengthening students' character and self-confidence (Oktaviani et al., 2023).

However, the reality in the field shows that the teaching approaches for these two subjects are still separate. Teachers tend to focus on each subject without any effort to connect religious values with entrepreneurial skills. This makes it difficult for students to internalize religious principles in economic or entrepreneurial activities. Furthermore, the majority of learning is still theoretical without providing real experiences for students to apply religious values in entrepreneurial practice. This gap shows the need for an integrative approach to learning, so that students not only understand religious values cognitively, but are also able to use them as a foundation for entrepreneurship. Therefore, the integration of PAI and PKWU subjects is a strategic step towards producing graduates with high morality and practical competencies relevant to the challenges of the times..

## **2. Material and Methods**

This research was conducted from December 2024 to May 2025 at SMK AL-Masthuriyah Tipar, Cibolang Kaler Village, Cisaat District, Sukabumi, West Java. The location was selected using purposive sampling, considering that the school had data and information sources relevant to the research needs. This facilitated the researcher in the data collection process and allowed for time efficiency. The type of research used was qualitative research with a descriptive approach. This study aimed to describe the actual conditions of subject integration at SMK AL-Masthuriyah Tipar. The collected data was then classified or grouped based on type, nature, and condition to facilitate the data analysis process.

Respondents were selected using purposive sampling, which is the selection of respondents based on certain considerations relevant to the research objectives. Respondents involved in the study included the principal, the curriculum homeroom teacher, two Islamic education teachers, two PKWU teachers, and 25 students. Data collection was carried out through observation, interviews, and documentation. These three techniques were used to obtain accurate data on subject integration at SMK AL-Masthuriyah Tipar. Data analysis in this qualitative study was descriptive and inductive, which is an analysis compiled based on data obtained from the three data collection techniques to produce a systematic picture. Furthermore, certain patterns of relationships were developed. The collected data was analyzed to find certain patterns or relationships. These patterns were then summarized to produce findings that were valid and easy to understand by both researchers and readers. This study uses interactive data analysis adopted from Mena et al., (2016) including data reduction, data display, and conclusion drawing/verification.

### **3. Results**

#### **3.1. Integration of PAI and PKWU Subjects at SMK AL-Masthuriyah**

Based on the results of an interview with the Principal, he explained that: "I think the integration of PAI and PKWU subjects is very important because it can shape individuals who not only have a strong understanding of religion with values of honesty,

hard work, and perseverance, but are also able to create jobs and contribute to the economic development of a region. However, a specific program has not yet been implemented. It is only important to encourage PAI teachers in their teaching practices to instill the values of honesty, hard work, and perseverance, which are crucial in supporting success in entrepreneurship". He emphasized that: "The goal of integrating PAI and PKWU subjects at SMK AL-Masthuriyah must be realized because the two subjects are interrelated and can shape individuals who not only have a strong understanding of religion with values of honesty, hard work, perseverance, but are also capable of creating jobs and contributing to the economic development of a region".

In an effort to realize this integration, there are several obstacles and strategies need to be implemented by the curriculum. Deputy Head of Curriculum Affairs, Mr. Farhan Zayyid SE., MM said: "There are several obstacles in integrating the two subjects, namely obstacles in the understanding of subject teachers who do not fully understand how to carry out the integration. To overcome these obstacles, several strategies need to be implemented, including preparing representative learning facilities and infrastructure; improving teachers' understanding and professionalism in teaching by holding workshops or in-house training to enhance teacher professionalism; and preparing an integrated curriculum between PAI and PKWU subjects in carrying out practical tasks".

### **3.2. Barriers and Solutions to Integrating PAI and PKWU Subjects at SMK AL-Masthuriyah**

Based on the results of the study, there are several barriers to integrating PAI and PKWU subjects at SMK AL-Masthuriyah. These obstacles include: a) Teachers' lack of understanding of how to carry out the integration; b) Some students still do not understand the importance of ethics in business; and c) Lack of creative teaching methods and limited practical facilities. From the perspective of Principal H. Ade Yusuf Syamsul Fuad, these obstacles are not only technical but also structural. He explained: "Subject teachers do not fully understand how to carry out this integration, the separate

curricula of PAI and PKWU are still running in parallel, and differences in perceptions about learning priorities and assessment systems are still separate, making it difficult to measure the achievement of integrative competencies”.

Similar obstacles were also conveyed by PAI and PKWU teachers. Mrs. Eli Lisdah and Mrs. Ani explained that: "There are major obstacles faced when teaching in this integrated concept, including the lack of interest of some students in business topics, especially in implementing the values of honesty, hard work, leadership, Islamic business ethics, and the concept of sharia muamalah. Limited practical resources are also one of the obstacles in realizing this integration".

The solution to integrating PAI and PKWU subjects at SMK AL-Masthuriyah can be done through a contextual approach, Islamic values, and sharia-based entrepreneurial practices. Education at vocational schools aims not only to produce graduates who are skilled in technical fields, but also to shape individuals with noble character, independence, and the ability to contribute positively to society. Therefore, there needs to be a solution to integrate these two subjects in order to create competent Muslim entrepreneurs based on sharia. The principal also provided a number of strategies that can be taken to realize the integration of PAI and PKWU, namely: "a) preparing representative learning facilities and infrastructure; b) increasing teachers' understanding and professionalism in teaching by holding workshops or in-house training to improve teacher professionalism; and c) preparing an integrated curriculum between PAI and PKWU subjects in carrying out practical tasks”.

### **3.3. Efforts to Overcome Barriers to the Integration of PAI and PKWU Subjects at SMK AL-Masthuriyah**

The integration of PAI and PKWU at SMK AL-Masthuriyah is a strategic step to develop students who are not only skilled in entrepreneurship but also grounded in Islamic values. However, in practice, various obstacles are often encountered, such as teachers' lack of understanding of the concept of integration, limited teaching methods, and minimal collaboration between subjects. Therefore, systematic efforts are needed

to overcome these challenges so that learning becomes more meaningful. Good integration will help students easily understand that entrepreneurship is not just about seeking profit, but must also be in line with the principles of halal-haram, justice, trustworthiness, and responsibility in Islam.

According to the principal, there are efforts that can be made to overcome the obstacles in these two subjects. He stated, "There are several efforts to overcome integration obstacles, namely continuing to monitor, conducting training, and involving the teachers concerned in the Subject Teacher Working Group (MGMP) activities for these subjects. As well as providing a special schedule for the PAI and PKWU practical exams".

## **4. Discussion**

### **4.1. Integration of PAI and PKWU Subjects at SMK AL-Masthuriyah**

The integration of PAI and PKWU at SMK AL-Masthuriyah has great potential in shaping students who not only have a strong religious foundation but also entrepreneurial skills in accordance with sharia principles. According to Rasyidi, (2024), Islam strongly encourages entrepreneurship in both goods and services production, provided that there are elements of halal, and that the goods must have value in terms of benefit and usefulness. However, currently, this integration has not been implemented systematically and is still partial, where PAI and PKWU teachers teach separately with efforts to insert Islamic values into entrepreneurship material. Basically, Islamic religious education values should be the foundation of all sciences (Andani & Fadriati, 2023).

The principal realizes the importance of this integration in shaping students' characters to be noble, honest, and resilient, as well as capable of creating jobs that contribute to the economy. However, the main obstacles lie in teachers' lack of understanding of how to integrate the two subjects, the absence of an integrated curriculum, and limited supporting facilities and infrastructure. In order to achieve more

effective integration, strategic steps are needed, such as the development of an integrated curriculum, teacher training through workshops, and the development of sharia-based entrepreneurship projects as practical applications. In line with the research by Asri et al., (2025), the strategy for integrating character education and entrepreneurship requires teacher training, resource allocation, and continuous evaluation. Therefore, SMK AL-Masthuriyah is expected to produce graduates who not only master religious knowledge but also have an entrepreneurial spirit based on Islamic values, so that they are able to compete in the world of work while contributing to a fair economy.

#### **4.2. Barriers and Solutions to the Integration of PAI and PKWU Subjects at SMK AL-Masthuriyah**

Efforts to integrate PAI and PKWU at SMK AL-Masthuriyah face multidimensional challenges that are interrelated. Many studies in Indonesia have mentioned that since its initial implementation, integrated learning has not run smoothly (Nuraini & Abidin, 2020). On the one hand, teachers experience difficulties in designing integrated learning due to limited conceptual understanding and the absence of a clear curriculum between the two subjects. In line with the research by Supriani et al., (2025), insufficient support from regulations and policies also poses a significant challenge in implementing entrepreneurial management insights in schools.

On the other hand, students' uneven interest in learning about Islamic business ethics further complicates this integration process. In creating a good entrepreneurial spirit, the internalization process begins when children enter school age but continues as they develop (Iskandar et al., 2025). The limited availability of adequate practical facilities is also one of the obstacles in supporting Sharia-based entrepreneurship learning. In fact, the availability of adequate facilities is essential to achieve effective and contextual learning. These obstacles are interrelated, creating a series of challenges that need to be solved systematically.

However, this study also found promising potential solutions. Developing teacher capacity through intensive training, developing an integrated curriculum, and providing adequate practical facilities can be the starting point for transformation. A contextual learning approach that involves sharia business practitioners can also bridge the gap between theory and practice. Ultimately, the success of this integration does not depend solely on partial efforts, but requires the collective commitment of all stakeholders in the school. With good synergy, the integration of PAI and PKWU can become a holistic education model, producing graduates who are not only skilled in entrepreneurship but also have Islamic character in every aspect of their business life.

#### **4.3. Efforts to Overcome Barriers to the Integration of PAI and PKWU Subjects at SMK AL-Masthuriyah**

The integration of PAI and PKWU at SMK AL-Masthuriyah is a strategic step to develop students who are not only competent in entrepreneurship but also have a strong foundation in Islamic values. Without a strategic plan for entrepreneurship development in schools, it will be difficult to produce graduates who are resilient, independent, and professional entrepreneurs (Hakim, 2010). This integration effort is very important because it not only aims to produce students who are skilled in business, but also instills awareness that entrepreneurship in Islam must be based on the principles of halal, justice, trustworthiness, and social responsibility. Lestari et al., (2024) concluded that it is important to integrate Islamic values into entrepreneurship in order to create businesses that not only prioritize material profits, but also focus on blessings and mutual prosperity.

Thus, it is hoped that graduates of SMK AL-Masthuriyah will not only become materially successful entrepreneurs, but also be able to run their businesses in accordance with Islamic values. Although there are still various challenges, the findings of this study indicate that integrating PAI and PKWU has great potential for further development. The material in PAI subjects is easy to integrate and interconnect with general subjects (Siregar et al., 2019). This is because this material has examples that

are close to real life and relate to human interaction. Its success greatly depends on the joint commitment of teachers, schools, and all stakeholders in creating a more integrated and meaningful learning system.

## **5. Conclusion**

The integration of PAI and PKWU subjects at SMK AL-Masthuriyah is an important effort to create collaborative learning that combines Islamic values with sharia-based entrepreneurial principles. The main objective is to develop students who not only have business and management skills, but also noble character with values of honesty, hard work, and perseverance. However, in practice, there are still various obstacles, such as teachers' lack of understanding of how to integrate these two subjects, the curriculum still running in parallel, and limited practical facilities.

To overcome these obstacles, the school has planned several solutions, including organizing teacher training workshops, developing an integrated curriculum, and preparing more adequate learning facilities. Although the special integration program has not been fully realized, teachers are currently trying to incorporate Islamic values into entrepreneurship education. In the future, a shared commitment from all parties is needed to achieve more comprehensive integration, so that graduates are not only skilled in entrepreneurship but also have a strong religious foundation in accordance with sharia principles. This integration process does take time and continuous effort, but it has great potential to create a generation of Muslims who are competent in business while adhering to Islamic values in every aspect of entrepreneurial life.

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