



Integrative Entrepreneurship Learning Design: A Study on Islamic Higher Education Institutions in Indonesia

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ABSTRACT

Objective: This research aims to explore entrepreneurship courses' challenges and competency needs at Islamic Higher Education Institutions (IHEI) and develop a compatible learning design for these courses. **Method:** Using a qualitative approach, data was collected through interviews with entrepreneurship lecturers to identify challenges and department heads to understand supporting policies and curriculum development. Additionally, Semester Learning Plans (RPS) content analysis was conducted to examine course content, competencies, and teaching methods. **Results:** The findings revealed inconsistencies in the entrepreneurship course designs across IHEI. Most courses focus on providing entrepreneurial insights and shifting students' mindsets, with limited practical experiences like essential product sales. Non-classroom entrepreneurship activities vary significantly depending on the lecturers' initiative and departmental coordination. Some departments did not prioritize these activities due to unclear guidance. **Novelty:** The novelty of this research lies in its proposed integrative learning design, which emphasizes knowledge internalization, skill-building, and attitude formation. The design includes four stages: mindset-building, business experience, start-up business, and business development, offering a structured approach to enhance entrepreneurial competencies in IHEI.

INTRODUCTION

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The role of higher education institutions is significantly correlated with a country's economic and social development. Universities are responsible for assisting governments in enhancing economic and social growth through entrepreneurship education. Such education is expected to stimulate the development of students' entrepreneurial skills and character (Boldureanu et al., 2020). Islamic higher education institutions (IHEI) play a crucial role in producing graduates equipped with Islamic competence and character, enabling them to thrive in the era of Industry 4.0 and rapid technological advancement (Bauman et al., 2021; Shahzad et al., 2021; Bazkiaei et al., 2020; Ghafar et al., 2020).

In this context, IHEI encourages students to learn, promotes actionable skills, facilitates coexistence, and prepares students for life beyond academia. They must cultivate graduates who are job seekers and resilient job creators. Building an Islamic entrepreneurial character is vital for addressing the significant issue. There is an increasing rate of educated unemployment in Indonesia (Badawi et al., 2024; Machmud et al., 2020). The increasing rates of both open and disguised educated unemployment can be attributed to the massification of higher education, changes in

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