

Soul Navigation for Entrepreneurs: Character Educations in Independent Curriculum Framework and Rahmatan Lil-Alamin Profile at Islamic High School

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Abstract

Facing the challenges of globalization and technological advancements, developing entrepreneurial character is vital in shaping innovative, proactive, socially and ethically responsible individuals. This study aims to analyze the implementation of entrepreneurial character education through the independent curriculum and the Rahmatan Lil Alamin profile in students of state Islamic high schools to develop character and ethical values that support professional success and positive contributions to society. To create young entrepreneurs with responsible and faithful character, education in schools plays an essential role in forming entrepreneurial character. This research is a qualitative descriptive study, with the subjects being one principal and 29 teachers at State Madrasah Aliyah Insan Cendekia Padang Pariaman. The data used consisted of primary data (observations and interviews) and secondary data (information from literature studies). The data analysis process underwent the stages of collection, processing, and presentation of results. This study reveals that State Madrasah Aliyah Insan Cendekia Padang Pariaman has successfully implemented entrepreneurial character education by integrating entrepreneurial values into the curriculum, supported by experiential learning approaches and social interactions. Therefore, the conclusion showed that the Rahmatan Lil Alamin Curriculum was sufficiently implemented at MAN Insan Cendekia Padang Pariama.

Keywords

Character Education; Entrepreneurship; Independent Curriculum; Innovation

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1. INTRODUCTION

The development of national character in Indonesia has become an imperative that must be considered, especially in the face of the complexities of globalization and technological advancements. Character education, therefore, becomes vital in shaping individuals who are not only academically intelligent but also morally and ethically strong, socially conscious, and able to contribute positively to society and the nation (Birhan et al., 2021). However, the journey towards forming an ideal character has its challenges. Like many other countries, Indonesia faces various social issues that impede national character development. For instance, according to data from Indonesia Corruption Watch (ICW), 579 corruption cases have been prosecuted in Indonesia throughout 2022. This number has increased by



8.63% compared to the previous year, which was 533 cases (Bayu et al., 2023). This phenomenon is exacerbated by the spread of inaccurate information via social media, giving rise to societal polarization and conflict (George et al., 2021). This moral crisis and shift in values require a comprehensive solution that can address the symptoms and root causes of these problems.

Character is applied as a primary value of behavior that becomes a reference for the value system of human interaction. This character education can be applied in various approaches, such as rational development and value clarification approaches. (Christanto Edy et al., 2023)

In facing these challenges, the entrepreneurial character becomes one of the crucial aspects that must be developed. Entrepreneurial character is not just about the ability to create new businesses or products but also about a proactive attitude, creativity, courage to take risks, and the ability to lead and cooperate (Kumar et al., 2021). In the context of character education, the development of entrepreneurial character is expected to direct the energy and creativity of the younger generation in a productive direction as well as being a preventive measure against negative impacts such as unemployment and the negative social impact of social media (Luigi et al. 2021). The entrepreneurial character also builds a foundation for developing soft skills and critical adaptability in this era of globalization (Ghafar, 2020). Applying Islamic education with the principle of *rahmatan lil 'alamin* (as a mercy for all nature) is important to emphasize in character education in Indonesia (Khosiin et al. 2023).

Character education is an important thing to instill in your generation. Parents, educators, religious institutions, and youth organizations are responsible for building the younger generation's character, values, and morals. Therefore, a conducive environment is essential to implement discipline character education in schools successfully. (Wuryandani et al., 2019). Character education in the national education system is a strategic opportunity to integrate Islamic values into the national education system (Kaimuddin, 2014). Building the character and character of the nation through education is necessary, it cannot even be delayed (Fahroji, 2020). Thus, if noble characters are embedded in students, noble morals will automatically be reflected in students' daily behavior. (Bahri, 2015).

The key to entrepreneurship education based on religious character is the curriculum. Curriculum is the spearhead of entrepreneurship education, but often, what is applied in the world of education today tends to be theoretical. This contributes to the unpreparedness of graduates for entrepreneurship because students are only prepared to become employees. One factor causing the high unemployment rate and low entrepreneurship in Indonesia is the lack of education and skills. (Wasisto, 2017). The existence of entrepreneurship can enrich themselves regarding entrepreneurial character in the future. Students have perfect entrepreneurial knowledge and character (Ismiyanti & Handoyo, 2021)

Exposure to entrepreneurship education and skills training should be provided to all students based on the needs of today's economy (Rasheed & Rasheed, 2003). Entrepreneurial character education is essential in shaping student character. Ethical values such as honesty, decency, and courage help students develop self-control, responsibility, and integrity skills. Thus, students can overcome negative temptations and face challenges with a strong mentality. (Santika, 2017). Schools play an essential role in shaping students' disciplinary attitudes. Positive things help encourage the formation of other good character values, such as responsibility, cooperation, honesty, etc. (Alfansyur et al., 2021). Character education has the same essence and meaning as moral and moral education. The goal is to shape the child's personality to become a good human being, a good citizen of society, and a good citizen of the country. (Maksum et al., 2005). Have high knowledge of entrepreneurship after being given exposure to the entrepreneurship model. (Elizar, 2018)

So that character education can be used by the younger generation later in improving character in entrepreneurship in the current situation. The freedom curriculum carries the spirit of independent learning, which includes lesson plans, objectives, content, and teaching materials. The development of the Pancasila student profile *rahmatan lil 'alamin* in students becomes the goal of the freedom curriculum. The understanding that has emerged is that independent learning is freedom of thinking.

This principle emphasizes the importance of tolerance, diversity, and social care, which are very relevant in the context of Indonesia's diverse society. The implementation of Islamic education rahmatan lil' alamin in the education curriculum is expected to help students understand and internalize religious values that support the formation of good character, as well as inspire them to contribute positively to an inclusive and harmonious society (Agus et al., 2022)

Based on several previous studies that have similarities related to entrepreneurial character education (Colombelli et al., 2022) show the importance of innovative learning approaches (Challenge-Based Learning) in developing entrepreneurial skills and mindset, similar to the focus on entrepreneurial character education in this study. (Rusdiana et al. 2020) Explore the relationship between entrepreneurial education and entrepreneurial intentions, which is also relevant to the objective of this study to analyze the implementation of entrepreneurial character education. (Martina et al. 2022) . highlights the use of Educational Escape Rooms as an experiential learning method that can enhance student motivation, similar to the approach of this study that integrates the freedom curriculum in character (Zulihni et al., 2023). discuss the incorporation of a pesantren-based curriculum to shape teenage character, which aligns with the focus on character education in this study's context of the freedom curriculum. Although there are several similarities, this study also shows significant differences from previous studies. Focus on the impact of Challenge-Based Learning on the entrepreneurial mindset without specifically highlighting the integration of character values. On the other hand, this study emphasizes entrepreneurial character education through the freedom curriculum. (Rusdiana et al. 2020) They analyze factors influencing entrepreneurial intentions without specializing in character education or a specific curriculum context. This study integrates specific educational character values into the curriculum. However, using innovative learning methods, Martina Göksen (2022) does not directly highlight entrepreneurial character education or the integration of specific values. This study specifically examines the implementation of these values in the curriculum. (Zulihni et al., 2023) focus on character development through the pesantren curriculum, which differs from the emphasis on integrating the freedom curriculum and the rahmatan lil alamin profile in the context of state Islamic senior high schools.

The novelty of this research lies in the unique combination of entrepreneurial character education with the implementation of the independent curriculum and the Rahmatan Lil Alamin profile in a state Islamic high school setting. This approach offers a new perspective in entrepreneurship education that focuses not only on developing business skills but also on forming character and ethical values appropriate to the context of Islamic education. This distinguishes this research from previous studies, focusing mainly on entrepreneurship education's technical and cognitive aspects without deeply integrating character values and ethics. Furthermore, this research highlights the importance of the independent curriculum and the Rahmatan Lil Alamin profile in Islamic education, paving a new way of thinking about how entrepreneurship education can be integrated with character education in a broader context.

Therefore, this research aims to analyze the implementation of entrepreneurial character education through the independent curriculum and the Rahmatan Lil Alamin profile among students of state Islamic high schools. Thus, this research significantly contributes to the understanding and practicing of character education in Indonesia, especially in Islamic education in state Islamic high schools. By integrating entrepreneurial character education through the independent curriculum and the Rahmatan Lil Alamin profile, this research offers a new and comprehensive perspective on developing character and ethical values in the younger generation. Focus on developing entrepreneurial character and instilling deep ethical values, tolerance, and social care that align with Islamic education principles. Consequently, the results of this research are expected to assist in formulating more effective education strategies and practices to shape individuals who are not only professionally successful but also positively contribute to society and the nation, demonstrating the importance of integrating character values and ethics in entrepreneurship education.

2. METHODS

Following the focus of the research, this research is a qualitative research type of field research conducted in a natural setting with a focus on implementing entrepreneurial character education through an independent curriculum and Rahmatal Lil Alamin profile in Madrasah Aliyah Negeri students. The type of research used in this study is qualitative research that produces descriptive data in the form of written or spoken words from people and observed behavior.

Furthermore, to understand the implementation of entrepreneurial character education through an independent curriculum and the profile of Rahmatal Lil Alamin in State Aliyah Madrasah students more clearly, the form of research approach used is descriptive analysis, namely research conducted aims to successfully implement entrepreneurial character education by integrating entrepreneurial values into the curriculum, supported by an experiential learning approach and social interaction at Madrasah Aliyah Negeri Insan Cendekia Padang Pariama.

Researchers are present in the field in carrying out this research because they have received permission to conduct research by visiting the research location at scheduled times. In connection with research in the field, there are several activities carried out by researchers, namely: (a) conducting an initial survey, (b) further observation, (c) interviewing informants, such as one principal and 29 teachers at Madrasah Aliyah Negeri Insan Cendekia Padang Pariaman and (d) recording and collecting data related to the research topic.

Data and data sources in this research are divided into primary and secondary. In qualitative research, the term population is not used as the primary data source but uses the term informant. The determination of informants is based on several considerations from researchers, such as one principal and 29 teachers at Madrasah Aliyah Negeri Insan Cendekia Padang Pariaman. Meanwhile, secondary data sources are studies related to research problems or things that support the fulfillment of primary data from this research, such as research reports, journal articles, or mass media coverage.

3. FINDINGS AND DISCUSSIONS

The phenomenon of character education that has recently mushroomed and become a flagship in the world of Islamic education, both traditional and modern, has sparked researchers to try to present it (in the form of research) in the perspective of character education formulated by the 1945 Constitution, and Law No. 20 of 2003 concerning the National Education System. The contextualization of the theory can be seen from several aspects: Discipline, Religion, honesty, tolerance, hard work, creativity, and independence. The following is the contextualization of the theory.

Discipline Culture Towards Entrepreneurial Character Education Rahmatan Lil Alamin Curriculum

Discipline is a character value that is considered necessary for improving learning activities. According to (Lickona, 2013), student's character can be strengthened by discipline, not just by controlling their behavior. Discipline is an activity that shows submission and obedience due to awareness of self-drive towards rules and not breaking them (Yasin, 2018). According to (Ningrum, 2020), discipline is the behavior of a person's compliance with an applicable rule. It can be concluded that discipline is a person's attitude or behavior in complying with the values, norms, and rules that apply, both written and unwritten, in the family, school, and community environment.

Teachers with disciplinary behavior can be a practical example of instilling disciplinary values in students (Saputra et al., 2024).

A culture of discipline is implemented through various activities and strategies that can help students become disciplined and ethical entrepreneurs. (Usman dan Raharjo, 2012) The character of discipline in a person affects behaviors such as responsibility, awareness of obligations, an orderly and

regular life, and other positive behaviors (Azis & Saleh, 2023).

Disciplinary behavior is an illustration of an attitude of obedience and compliance with the rules that are enforced. The development of student character in schools must be done to realize a sound generation according to common hopes and ideals. The government, the school and the parents themselves carry out cooperation. The attitude value focused on is discipline ((Malaikosa & Lasarus, 2021), responsible and religious attitudes that will help students develop good mindset and behavior. (Sinta et al., 2022). Implementation of a disciplined culture of character education included essential entrepreneurial learning of entrepreneurship (Amiruddin et al., 2015). These values will be developed through habituation methods that become school routines, and educating students in the right ways to show religious attitudes, responsibility, and discipline are just a few ways. (Maisyaroh et al., 2022). This is where character education is needed to build a brilliant, intelligent, virtuous generation (Gani Irfan, 2012).

Based on the research that has been conducted information obtained with the principal of Madrasah Aliyah Negeri Insan Cendekia Padang Pariaman, they share insights on how their institution incorporates entrepreneurial character education into its curriculum. Here is a quote from the interview:

"At State Madrasah Aliyah Insan Cendekia Padang Pariaman, we recognize the importance of preparing students not only to be good workers but also resilient leaders and entrepreneurs. We implement this through various activities, such as entrepreneurship training, business case discussions, and assigning tasks encouraging students to think creatively and innovatively. We also organize industrial visits and invite successful entrepreneurs to share their experiences with our students." (R1.Q1)

Based on this quote, the school has integrated entrepreneurial character education into its curriculum by organizing entrepreneurship training, business case discussions, creative tasks, industrial visits, and sharing sessions with successful entrepreneurs. This demonstrates their commitment to preparing students as competent workers, innovative leaders, and entrepreneurs.

In the latest interview, an innovative educator shared their approach to teaching, focusing on developing values such as initiative, hard work, and resilience among their students. The interview quote is as follows:

"In every lesson, I instill values such as initiative, hard work, and resilience. I provide projects that allow students to explore new ideas and work in teams. This helps them learn the subject matter and develops leadership and collaboration skills, which are important in the entrepreneurial world." (R2.Q2)

Furthermore, the educator emphasized the importance of learning through practice, as illustrated in an economics lesson where a business simulation was held. Here is a further quote from the interview:

"I emphasize learning through practice. For example, in economics lessons, we hold business simulations. This helps students understand market, demand, and supply concepts and the importance of innovation and marketing." (R3.Q2)

The pedagogical approach applied by this educator is based on providing students with hands-on experience through collaborative activities and simulations, facilitating a deep understanding of economic concepts and honing key competencies such as leadership and resilience. This shows a commitment to developing students' analytical and social abilities, which is essential in preparing them for challenges in professional and entrepreneurial environments. Furthermore, character education is crucial in shaping students' attitudes and behaviors, especially in the entrepreneurial context. Here is the opinion of an education practitioner regarding their approach to integrating values of discipline and tolerance:

"Discipline and tolerance are strong foundations for entrepreneurial character education. We

apply them through daily activities at school. For example, in the Tadarus Al-Quran activities, we teach students to appreciate time and discipline in learning. This directly relates to the work ethic required in entrepreneurship. We also encourage students to value and accept differences in class discussions and group activities, preparing them to be inclusive and tolerant leaders in the future." (R4.Q3)

Educators also integrate practical educative approaches to strengthen national values and tolerance among students. The interview is as follows:

"We also implement entrepreneurial activities in campaigns for tolerance and love of the homeland. For example, students are tasked with designing business projects that can help the local community or promote local products. This sharpens their entrepreneurial skills and instills a sense of love and responsibility towards the environment and the country." (R5.Q3)

Thus, implementing entrepreneurial character education at State Madrasah Aliyah Insan Cendekia Padang Pariaman strategically blends theory and practice through pedagogical initiatives to facilitate the development of student's analytical abilities, creativity, and leadership skills. This curricular innovation demonstrates a holistic approach to forming attitudes and skills essential for character building, emphasizing values such as discipline, tolerance, and love for the environment and nation.

In the era of globalization and rapidly advancing technology, education focuses on academic achievements and individual character development. Educational institutions play a crucial role in preparing the younger generation, who are intellectually competent and possess a solid entrepreneurial spirit grounded in moral and ethical values. The interview is as follows:

"Our vision is to shape students who are not only academically excellent but also have a strong entrepreneurial character, in line with the Islamic principle of *Rahmatan lil Alamin*. We believe that entrepreneurial education can equip students with the skills and attitudes necessary to succeed in this digital era while maintaining human values, tolerance, and cooperation." (R1.04)

Education at State Madrasah Aliyah Insan Cendekia Padang Pariaman adopts a boarding school system to provide a conducive learning environment and integrate Islamic values into students' daily lives. Through this system, the school strives to form academically excellent students with a strong entrepreneurial spirit. One of the teachers explained:

"The boarding school system allows us to organize various learning programs and activities that support the development of entrepreneurial character, such as independence, discipline, and responsibility. The 24-hour camaraderie between students and teachers also strengthens the learning of these values." (R6.Q5)

This is supported by observation results showing that 24-hour companionship with teachers positively impacts students' behavior because they are directly supervised by the teachers, ensuring that discipline is consistently instilled. A profoundly ingrained emphasis at State Madrasah Aliyah Insan Cendekia Padang Pariaman is on character issues, so students are expected to have good character. Through the arranged programs, such as starting activities at 04:00 WIB for performing the tahajjud prayer/murojaah, then continuing with the Fajr prayer in congregation, then getting ready for the morning assembly and school teaching activities from 07:00-15:30 WIB. Then, in the evening, at 17:00, boarding activities begin until 21:00 WIB. Monitors supervise all activities from morning to evening to observe the students' character, an advantage that public schools cannot do. Teachers are responsible for night duty, rotating schedules to monitor student activities and assisting trainers in monitoring student activities in Boarding. Especially in the implementation of the *Rahmatan Lilalamin* character education for students of State Madrasah Aliyah Insan Cendekia Padang Pariaman, it is evident from the programs carried out, such as the obligation for students to participate in congregational prayers at the mosque that the application of good morals can be easily implemented,

from congregational prayers, because of the importance of congregational prayers much has been taught.

In this context, the boarding school system offers a unique environment for developing discipline and independence, which play a vital role in entrepreneurial success. An educator explains this:

"The boarding school system is highly effective in building students' discipline and independence. Through dormitory life, students are taught to manage their time, be responsible for their activities, and be independent, which are important values in entrepreneurship." (R7.Q5)

Additionally, its learning process prepares students to be innovative individuals ready to face future challenges. One effective strategy for achieving this goal is integrating entrepreneurial values into the learning curriculum. This is explained by a teacher as follows:

"We integrate entrepreneurial values into every lesson, not just theory but practice. For example, in economics lessons, we give real projects like business plan creation, teaching students about innovation, risk-taking, and teamwork." (R8.Q6)

Another educator further emphasizes this by explaining that Students design, create, and sell their products or services. Examples include creating calligraphy for handicrafts and then selling. Thus, this not only introduces them to the practical aspects of business but also teaches the importance of work ethic, teamwork, and social responsibility, as well as reflecting the values of Pancasila and Rahmatan Lil Alamin. (R9.Q6)

Integrating entrepreneurship concepts into students' curriculum and daily activities is crucial in building entrepreneurial skills and mentality among the young generation. However, this effort often encounters various obstacles that take work to overcome. As explained by an educator on April 23, 2024:

"The main obstacle we face is time constraints. The already dense curriculum makes it difficult to add entrepreneurship material effectively. Another challenge is the lack of resources in terms of facilities and teaching staff with special expertise in entrepreneurship. We also face challenges in making students understand the concept of entrepreneurship that is not just theory but also real practice." (R10.Q7)

Facing various challenges in developing entrepreneurial spirit among students, we have formulated several specific strategies. This involves a series of activities designed to provide practical knowledge and real opportunities in entrepreneurship. As explained by an educator:

"To overcome these obstacles, we start to follow special teacher workshops and training by trying to build cooperation with external parties, such as local SMEs, to provide students with exposure and real experience. In addition, we integrate entrepreneurship projects into other subjects so students can apply entrepreneurial concepts in a multidisciplinary manner." (R1.Q8)

This is also emphasized by the principal explaining that:

Focus on teacher training to enhance their digital skills and conduct workshops on entrepreneurship education that integrate the values of Rahmatan Lil Alamin. We also create more space for students to explore entrepreneurship independently or in groups, with support and guidance from teachers. Additionally, we enhance cooperation with local industry and business communities to provide real experience to students. (R11.Q8)

Rahmatan Lil Alamin students at Madrasah Aliyah Negeri Insan Cendekia Padang Pariaman have placed character education and entrepreneurship at the core of the learning process. Adopting a dormitory system creates a learning environment conducive to integrating Islamic values and entrepreneurial principles into students' daily lives. The program focuses on academic development

and entrepreneurial character building through practical activities, such as genuine business projects educating students about innovation, teamwork, and social responsibility.

Discussion

The implementation of entrepreneurial character education in this institution reflects a systematic effort to integrate entrepreneurial values into the learning process, emphasizing the formation of students' characters who are academically excellent and possess a solid entrepreneurial spirit grounded in Islam's moral and ethical values. Character education and entrepreneurship can play a significant role in shaping the attitudes and behaviors of students to be more innovative, independent, and responsible. This aligns with Vygotsky's constructivist learning theory, which emphasizes learning through direct experience and social interaction, enabling students to build their knowledge and skills based on experience and relevant social contexts (Suhendi et al., 2021). The implementation at State Madrasah Aliyah Insan Cendekia Padang Pariaman, through activities such as entrepreneurship training, business case discussions, industry visits, and honest business projects, provides opportunities for students to learn in an authentic context, encouraging them to apply theoretical concepts in real practical situations.

Furthermore, the pedagogical approach applied at State Madrasah Aliyah Insan Cendekia Padang Pariaman also incorporates elements of Bandura's social learning theory, where role models from successful entrepreneurs and educators are significant in motivating students to adopt entrepreneurial behavior (Adesola et al., 2019). The existence of a boarding school system strengthens this aspect by creating a conducive learning environment where values such as discipline, independence, and responsibility are developed through daily life and interactions between students and teachers. However, this research also acknowledges the challenges in implementing entrepreneurial character education, such as time and resource limitations and difficulty integrating entrepreneurship practices effectively into an already dense curriculum. This indicates the need for innovative and flexible strategies in education, as exemplified by the efforts of State Madrasah Aliyah Insan Cendekia Padang Pariaman in holding teacher workshops, cooperating with local SMEs, and integrating entrepreneurship projects into other subjects to ensure that students can understand and apply entrepreneurial concepts in a multidisciplinary manner.

Thus, this research offers a new and comprehensive perspective on entrepreneurial character education, emphasizing the integration of a free curriculum and the Rahmatan Lil Alamin student profile, distinguishing it significantly from previous studies. Unlike the research by (Colombelli et al., 2022), which focuses on the impact of Challenge-Based Learning on the entrepreneurial mindset without highlighting the integration of character values, and (Rusdiana et al. 2020) that examines the relationship between entrepreneurship education and entrepreneurial intentions without specificity in character education, this research integrates explicitly character education values into the free curriculum. While Martina & Göksen (2022) explore the use of Educational Escape Rooms without directly relating to entrepreneurial character education, and (Zulihi et al., 2023) focus on character development through the pesantren curriculum, this study is unique in adopting a holistic approach that combines theory and practice to form young entrepreneurs who are not only innovative and independent but also ethical and responsible, through the boarding school system and extracurricular activities that support the development of character and entrepreneurship. Thus, this study presents a more integrated and focused approach to entrepreneurial character education, demonstrating a significant difference from previous studies in preparing young generations who are resilient and ethical in an era of globalization and technology.

Despite this research providing valuable insights into the implementation of entrepreneurial character education at State Madrasah Aliyah Insan Cendekia Padang Pariaman, several limitations need to be considered. A major limitation is its specific focus on one educational institution, State Madrasah Aliyah Insan Cendekia Padang Pariaman, which may not fully represent the diversity of

educational contexts in Indonesia. This approach limits the generalization of findings to other institutions with different characteristics, such as resource differences, students' socio-economic backgrounds, and local educational policies. Additionally, this research tends to prioritize the perspectives of educators and principals in assessing the effectiveness of entrepreneurial character education implementation, with a lack of deep exploration into students' perceptions, who are the direct recipients of the educational program.

However, the implications of this research on educational practice and policy development are highly significant, particularly in formulating educational strategies that integrate entrepreneurial values within the framework of character education. Firstly, the findings of this research emphasize the importance of creating a learning environment that supports hands-on experiences and social interaction, in line with constructivism theory, to develop entrepreneurial skills and character values in students. This suggests that educational institutions, especially in Indonesia, must be more proactive in designing and implementing a curriculum that focuses on academic aspects and enriches students with practical entrepreneurial experiences and project-based learning. Secondly, this research encourages innovative pedagogical approaches, such as collaboration with local SMEs and integrating entrepreneurial projects into other subjects, which can help overcome the challenges of resources and time in implementing entrepreneurial character education. Finally, this research reinforces the concept of holistic education that integrates Islamic values with entrepreneurship to develop graduates who are not only academically intelligent and skilled. This demands more flexible and adaptive education policies, supporting school initiatives in implementing a comprehensive and multidisciplinary learning approach.

4. CONCLUSION

In addition, schools have the same goal in implementing character education, which is to form good character in each student. Schools have a significant role in internalizing religious values to be reflected in student behavior. As done by MAN IC Padang Pariaman by using the Rahmatan Lil Alamin curriculum at school. This study indicates that implementing entrepreneurial character education at State Madrasah Aliyah Insan Cendekia Padang Pariaman has successfully integrated entrepreneurial values into the learning process, emphasizing the formation of innovative, independent, and responsible student characters. Through an approach to learning based on direct experience and social interaction, by constructivism theory and social learning, students are equipped with the entrepreneurial skills and attitudes needed to succeed in the digital era. However, challenges such as limited time and resources and the effective integration of entrepreneurial concepts into a dense curriculum require innovative and flexible strategies. For future research, it is suggested to explore students' perceptions of the effectiveness of entrepreneurial character education and to examine the implementation of similar approaches in other educational institutions with diverse characteristics to enhance the generalizability of findings and enrich the understanding of best practices in entrepreneurial character education.

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