

STRENGTHENING STUDENT ENTREPRENEURSHIP MENTALITY THROUGH ISLAMIC RELIGIOUS EDUCATION AND ETHICS AT SMK NEGERI 4 MALANG AND SMK PGRI 3 MALANG

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ABSTRACT

This research aims to strengthen students' entrepreneurial mentality through Islamic Religious Education and Ethics (PAI-BP) at SMK Negeri 4 Malang and SMK PGRI 3 Malang. Strengthening the entrepreneurial mentality is very important considering the competency demands of vocational school graduates who must be able to compete in the era of digital technology and global competition. This study uses a qualitative approach with a multi-site case study design. Data collection is carried out through in-depth interviews, observations, and documentation. The study results show that strengthening the entrepreneurial mentality is carried out by preparing PAI-BP learning tools based on vision, mission, and collaborative projects and developing religious culture and Islamic extracurricular activities. Implementing the entrepreneurship mentality strengthening program includes innovative learning of PAI-BP inside and outside the classroom, spiritual and cultural activities, and collaboration with Islamic extracurricular activities. The conclusion of this study shows that strengthening students' entrepreneurial mentality through PAI-BP positively impacts students' attitudes, skills, and entrepreneurial mentality, including creativity, cooperation, confidence, and independence.

Keywords: Entrepreneurial Mentality, Students, Islamic Religious Education and Ethics, SMK Negeri 4 Malang, SMK PGRI 3 Malang.

Introduction

Entrepreneurship education around the world today faces significant challenges, especially in an era of increasingly competitive globalization. In many countries, including Indonesia, educators and policymakers face pressure to create a generation that has technical skills and is capable of creative and innovative thinking (World Economic Forum, n.d.). In this context, entrepreneurship is essential to the education system because it can foster critical thinking, creativity, and problem-solving skills necessary to face global economic challenges (Chen, 2022). However, the effective implementation of entrepreneurship education at the secondary school level, especially in vocational schools, still needs to be solved. Many schools in Indonesia still rely on traditional learning methods that tend to emphasize memorization and repetition rather than innovation and creativity (Li, 2021). In Indonesia, entrepreneurship

education has unique challenges, especially in integrating with Islamic values that underlie many schools' Islamic Religious Education and Ethics (PAI-BP) curriculum (Rahmawati, 2023). The PAI-BP curriculum designed to shape students' character often needs to be aligned with the concept of entrepreneurship, which demands the courage to take risks and innovate. This leads to a mismatch between religious education and the need to equip students with relevant entrepreneurial skills (Fadhillah, 2021). In addition, there are still limitations in the pedagogical approach that can combine Islamic values with entrepreneurial skills in vocational schools. This causes students to need more preparation to face the challenges of the dynamic and competitive world of work, both in terms of technical skills and entrepreneurial attitudes (Karim, 2022).

The urgency of this research lies in the urgent need to create a more holistic and relevant educational model in Indonesia's vocational high schools. According to data from the (Ministry of Education and Culture, 2023), the youth unemployment rate in Indonesia remains high despite various efforts to improve the quality of education. One of the leading causes is the lack of entrepreneurial skills among vocational high school graduates, which leads to an over-reliance on a limited number of formal jobs (Putri, 2023). In addition, the challenge of integrating Islamic values in entrepreneurship education is becoming increasingly important, given the vital role of religion in social and cultural life in Indonesia. Therefore, this research is urgently needed to find new ways to strengthen students' entrepreneurial mentality through relevant and practical PAI-BP (Rizal, 2023). This research offers novelty by combining two approaches often considered different: Islamic religious education and entrepreneurship education. Although several studies have explored either of these two approaches separately, few studies still examine the integration of these two approaches in the context of vocational education in Indonesia (Syamsuddin, 2023). This study uses a multi-site case study approach, which allows researchers to examine and evaluate the concepts, implementation, and implications of strengthening students' entrepreneurial mentality through PAI-BP at SMK Negeri 4 Malang and SMK PGRI 3 Malang. By focusing on two schools with different cultural and socioeconomic backgrounds, this study provides new insights into how this integrated education strategy can be adapted and implemented effectively (Fajar, 2024).

This study explores the concept, implementation, and implications of strengthening students' entrepreneurial mentality through PAI-BP at SMK Negeri 4 Malang and SMK PGRI 3 Malang. This study specifically aims to examine how the concept of enhancing entrepreneurial mentality is developed and applied through the PAI-BP program in two vocational schools, Assess the effectiveness of pedagogical strategies used in PAI-BP to improve entrepreneurial skills among students, Evaluate the implications of the integration of Islamic values with entrepreneurship education on students' attitudes, skills, and future career prospects (Lestari, 2022). This research is expected to make a significant contribution in several ways. Academically, this research will enrich the literature on entrepreneurship education with a more holistic approach, which combines religious values with entrepreneurial skills (Hanifa, 2024). In practical terms, the findings from this study will provide insight for policymakers, educators, and school managers on effective strategies for integrating entrepreneurship education into the PAI-BP curriculum. In addition, this research is expected to assist vocational schools in Indonesia in preparing students to face the demands

of the increasingly complex and dynamic global workforce by equipping them with technical skills and a resilient entrepreneurial mindset based on Islamic ethical values (Arifin, 2023). Through this research, vocational schools can adopt a more dynamic and relevant approach to education, improving students' technical abilities and preparing them to become ethical and innovative future leaders (Yusuf, 2021). This research can also be a model for other educational institutions in developing a curriculum that is more in line with the needs of the 21st century, where entrepreneurial skills and moral values are more important than ever (Azizah et al., 2023).

Research Methods

This study uses a qualitative approach with a descriptive method to explore in depth how strengthening students' entrepreneurial mentality can be achieved through Islamic Religious and Ethical Education (PAI-BP) in vocational high schools. This approach was chosen because it allows researchers to get a comprehensive overview of the concept, implementation, and implications of learning strategies that integrate Islamic values with entrepreneurial skills, thereby solving the problem of low entrepreneurial readiness among vocational high school students. This research was conducted in two locations that have different educational contexts, namely SMK Negeri 4 Malang and SMK PGRI 3 Malang because the two schools represent various cultural, social, and economic backgrounds that have the potential to affect the learning process and the development of students' entrepreneurial mentality. The selection of this location is also based on the characteristics of the school that implements the PAI-BP curriculum intensively and has a vision and mission to prepare students to become a competent and highly competitive workforce in the global market.

This research covers several important aspects related to strengthening students' entrepreneurial mentality, including (1) the concept of strengthening entrepreneurial mentality through PAI-BP, (2) the implementation of PAI-BP learning strategies that support the development of entrepreneurial skills, and (3) the implications of the integration of Islamic values with entrepreneurship education on students' attitudes, skills, and career prospects. This research focuses on how the educational strategies implemented in the two schools can overcome the problem of low interest and entrepreneurial skills among students. The population in this study is all students at SMK Negeri 4 Malang and SMK PGRI 3 Malang who are involved in the PAI-BP program. The research sample was selected purposively, namely a total of 50 students from each school who have participated in the PAI-BP program for at least one year. The selection of this sample aims to ensure that participants have sufficient experience participating in the PAI-BP program so that the data obtained can describe actual conditions in the field.

The research instruments used in this study include in-depth interviews, participatory observations, and document analysis. In-depth interviews were conducted with students, PAI-BP teachers, and school management to obtain rich information about their perceptions, experiences, and views on the entrepreneurial mentality strengthening program through PAI-BP. Participatory observation is carried out to directly observe the learning process and activities related to developing entrepreneurial skills, such as class discussion, group work,

collaborative projects, and Islamic extracurricular activities oriented to entrepreneurship. In addition, document analysis is used to review various related documents, such as the PAI-BP curriculum, lesson plans, teaching modules, evaluation reports, and documents related to school policies and visions. The data from the analysis of this document were used to understand the context and formal structure of the learning programs implemented in both schools, as well as to identify the various strategies teachers and school management used in integrating Islamic values with entrepreneurship education.

This research strategy is designed to generate rich and in-depth data that can provide a comprehensive picture of how the PAI-BP program can strengthen students' entrepreneurial mentality. To ensure the validity and reliability of the data, the researcher used data triangulation by combining the results of interviews, observations, and document analysis. This is done to compare and verify information from various sources, thereby increasing the accuracy and credibility of research findings. The data analysis process in this study is carried out iteratively using a thematic analysis approach. The data obtained from various instruments were analyzed through several stages, namely organizing the data, coding the data, identifying the main themes, and interpreting the meaning of the findings. This process allows researchers to identify patterns, relationships, and factors that influence the success or failure of entrepreneurship mentality-strengthening programs through PAI-BP. This research is expected to significantly contribute to overcoming the problem of low interest and entrepreneurial skills among vocational high school students in Indonesia. Through a deep understanding of the concepts, implementation, and implications of learning strategies that integrate Islamic values with entrepreneurship education, this research aims to identify best practices and educational models that other schools with similar characteristics can adopt.

Results and Discussion

The Concept of Strengthening Student Entrepreneurship Through Islamic Religious Education and Ethics (PAI-BP)

The concept of strengthening students' entrepreneurial mentality in schools is developed by referring to the school's vision and mission outlined in the PAI-BP learning tool. The preparation of learning tools includes teaching modules containing learning steps and assessments. Entrepreneurial values in the school's vision and mission are a reference for developing the PAI-BP learning program. The vision translated into the mission is an essential description of the future entrepreneurial value development program. This is relevant to Pramitha's research results, which show that the mission contains goals, products, services, values, and ideals for the future. Entrepreneurial values in the vision and mission of SMK are a foothold to take steps, determine innovative strategies and policies, and develop relevant PAI-BP education and learning programs. Strengthening the entrepreneurial mentality of students through PAI-BP in vocational schools needs to be carried out through efforts to foster a competitive spirit, which is then implemented in quality policies to develop the potential of students to become a competent workforce in their fields or be able to be entrepreneurial or continue to a higher level. The vision as a reference and foundation for the development of vocational schools needs to be implemented through innovative and contextual learning programs by looking at opportunities and challenges in the future. This is relevant to Faruq's

research results, which state that the future vision is always shaped by the opportunities and challenges that are expected to occur. Therefore, institutional institutions need to consider future education development and the challenges in determining.

Preparing the PAI-BP project-based learning model is powerfully relevant to strengthening the entrepreneurial mentality in schools. The ability of students to apply academic (theoretical) knowledge into practice, express ideas clearly, create quality (valuable) products, and construct assignments ranks highest in the sense that all project-based learning model configurations consciously assign these skills to learning objectives. The preparation of the PAI-BP learning model also needs to emphasize strengthening PAI-BP materials related to entrepreneurship, such as Sharia economics materials and noble moral materials about the command to compete in goodness and work ethic. PAI-BP learning in the context of the independent curriculum must be able to foster students' enthusiasm and interest in exploring knowledge and skill maturation, so GPAI-BP needs to develop a relevant and contextual learning model. Strengthening students' entrepreneurial mentality through PAI-BP in vocational schools requires collaborative project-based learning models and designs to prepare superior, creative, independent human resources and graduates. The entrepreneurial mentality in the context of 21st-century learning does need to be ready because graduates will be faced with unlimited competition as a characteristic of globalization. Facing the challenges of the 21st century, the government has prepared several programs, namely the 4C program (Critical Thinking, Communication, Collaboration, Creativity) and literacy developed with multiliteracy and the four pillars of education, namely (learning to know, learning to do, learning to be, learning to live together). Through the Ministry of Education and Culture, the government promotes a participatory and gradual GLS (School et al.) program by considering the readiness of schools, the preparedness of school residents, and other support systems.

Preparation and Development of Religious Culture, Discipline and Habituation

Strengthening students' entrepreneurial mentality through PAI-BP at vocational schools will be better by compiling and developing relevant programs, namely religious culture, discipline, and habituation. These programs have a positive relevance to the learning process of PAI-BP, so GPAI-BP needs to make reasonable efforts to plan and regulate religious and cultural activities, discipline, and habituation. Studying in the classroom is not enough. Students need to be familiar with the culture and positive behaviours in the school's program. According to Muhaimin, educators or, in this context, GPAI-BP must have character. First, a commitment to professionalism and developing a learning environment. Second, they are competent in knowledge and can create it and explain its function. Explain the theoretical and practical dimensions, and be able to internalize and implement science and technology. Third, the ability to educate creative students and their creativity benefits themselves and the community. They were fourth, giving an example in society. Fifth, they had sensitivity to science and intelligence and could read social dynamics and changing times. Vocational schools are essential in educating the talented young generation with a conscientious spirit. In addition to providing technical skills, it is also necessary to instil moral education and solid religious values. Cultural formation, spiritual discipline, and habituation are essential to prepare students for future challenges.

Religion or religiosity can be manifested in various aspects of human life. Religious activities occur when a person performs ritual behavior (worship), and other activities are motivated by supernatural forces. It refers to visible and invisible activities in one's soul and mind; therefore, one's religiosity encompasses various aspects and dimensions. Vocational schools will find it easier to strengthen the entrepreneurial mentality by preparing school religious culture programs. Religious and cultural preparation is emphasized in all school Islamic religious activities, daily, weekly, and PHBI activities. Dhuha prayer activities, duhur prayer, and asar in congregation. This activity provides a cheerful colour for forming a religious school environment. To strengthen the entrepreneurial mentality, efforts to create an atmosphere thick with religious obedience have positive relevance for students' spiritual and mental strengthening. Friday prayer activities are also a critical program oriented to encourage students to be aware of religious obligations and obedience, including all PHBI activities, which are sought to become a significant medium and learning experience for forming students' religious and mental character.

Religious cultural programs must be strengthened by efforts to familiarize students (habits). A good program needs to be strengthened with the support of all parties and improve its sustainability. Religious culture needs to be made a habit for students so that there is a dynamic spiritual experience for students. GPAI needs to prepare religious programs that are strengthened by habituation itself. A good program about religious culture is closely related to the effort to get used to it. This can be achieved through the involvement and commitment of school residents. Habituation activities play an essential role in the development of student character. Habituation programs at vocational schools must be directed at forming positive habits such as honesty, perseverance, cooperation, independence, and responsibility. According to Umu Kulsum, some values need to be developed and become a culture in the school environment, including leadership, friendliness, tolerance, hard work, discipline, social concern, environmental concern, sense of nationality, and responsibility.

Preparation and Development of Islamic Religious Extracurriculars

The existence of Islamic extracurricular religion in vocational schools has a vital role and function in strengthening the entrepreneurial mentality of students. Enhancing student entrepreneurship mentality through PAI-BP needs to be carried out by organizing Islamic religious extracurricular activities that can stimulate the development of student potential, interests, and talents and provide a dynamic experience for student character development. The existence of Islamic religious extracurricular functions to strengthen attitudes, knowledge, and skills related to students' values and character. In education, the teacher's task is to teach and support the development of student's potential in the school's development program through the extracurricular activities of Islam. As extracurricular coaches, teachers must creatively formulate activities and models to strengthen student skills. This is relevant to Muhaimain's opinion that teachers must have intellectual and information sensitivity, continuously update their knowledge and expertise, strive to educate their students, eradicate ignorance, and train skills according to their talents, interests, and abilities.

Implementation of Strengthening Student Entrepreneurial Mentality through PAI-BP

PAI-BP has a very strategic position to strengthen the mental health of students. The content and elements of PAI-BP are loaded with values, attitudes, and ethics. The approach and learning model of PAI-BP must adapt to the conditions and developments of the times. Learning models considered classic and monotonous must be transformed into innovative, fun and learning models. In the context of an independent curriculum, PAI-BP learning must be student-based or make students as learning subjects. Teachers must encourage students to explore learning resources through literacy to the maximum. Teachers must be creative and innovative when practising the learning model. The demands of 21st-century learning require teachers to be creative and innovative in practising learning models that can build their students' knowledge. PAI-BP teachers can conduct an exemplary study of the Prophet PBUH, a reliable entrepreneur in Islamic history with a solid mentality to strengthen the entrepreneurial mentality. Examples of the history of the Prophet PBUH about entrepreneurship need to be introduced to students so they can emulate how to do business well, politely, and with Islamic ethics. The title of superior and formidable entrepreneurship in the Prophet PBUH is not an exaggeration; on the contrary, it is a fact that needs to be studied and studied, another fact that the Prophet PBUH has become an inspiration for the next generation in the context of entrepreneurship. Through extensive and continuous education and learning efforts, students' mentality can be strengthened through PAI-BP. Efforts to approach and model learning as a form of enhancing students' mentality through PAI-BP can be carried out through learning programs, including:

PAI-BP learning at vocational schools needs to pay attention to the school's vision and mission, which aims to form students with entrepreneurial and competitive characteristics. The learning strategies and methods carried out by GPAI must be relevant to the vision, mission, and goals of the school; in addition to learning must be relevant to the 21st-century learning model, honing skills through self-habituation and meeting the needs of life in various knowledge-based problems. 21st-century learning is expected to open up wider job opportunities and expand job opportunities for the people of Indonesia as quality and superior human resources. PAI-BP's learning approaches and methods that are interesting to students are relevant in strengthening students' entrepreneurial mentality and reflecting innovative learning methods. One of the learning methods that GPAI-BP can use is project-based learning (PBL). If referring to the elements of PAI-BP, many problems in religion can be studied by GPAI-BP through a contextual project-based learning model. Students need to be invited to think and solve problems that are currently happening. 21st-century learning must not only transfer knowledge with classical methods such as lectures and questions and answers. Students must be given a problem project to study and analyze with a collaborative model. The importance of learning skills in the 21st century as a demand for human resource development can be made by updating the quality and concept of learning.

Strengthening religious culture, discipline, and student habituation in the context of learning is very important. Many strategies and methods can be used to improve students' culture, discipline, and religious habituation. These activities are related to attitudes and values that must be student guidelines. Good behaviour will be embedded in students by cultivating and getting used to positive attitudes. Habituation is behaviour carried out

continuously and repeatedly with the self-awareness to make the behaviour daily. Strengthening religious culture and habituation activities at vocational schools needs to be carried out through activities with positive values and characters, primarily through various religious activities in schools. This activity is intended so that students can develop positive character and mentality. In values and character education, strengthening culture and religious habituation in schools has a strategic role in realizing students' mental maturity.

GPAl-BP's efforts to familiarize students with prayer and dhikr activities significantly and positively impact students' mental maturity. This is important because students must have a religious commitment as capital to become competent and competent graduates. Congregational prayer and regular religious education are the first steps to increase students' religious awareness. Schools need to provide time and facilities for congregational prayers. This activity strengthens students' religious practices and offers the opportunity to deepen Islamic teachings. As mentioned above, Strengthening religious culture and habituation activities can create an environment that supports the development of students' character and religious awareness. The program benefits students' personal growth and contributes positively to the development of students' character, morals, religion, and spirituality. This is relevant to Zubaedi's opinion that the environment contributes to forming a person's mindset, attitude, and behaviour. An effective school always creates a safe, comfortable, and orderly climate by seeking factors that can drive this climate.

Strengthening religious culture needs to be accompanied by strengthening the culture of discipline as a characteristic of a school environment committed to ensuring the quality of graduates. Both need to be made into a culture or behaviour of students (habits). Teachers apply the habituation method to accustom students to do good things with commendable quality so that the activities can be recorded positively. Habituation is very important because a person will act and behave based on his habits. From this opinion, habit formation aims to train a person to do good and make it a habit so that the habit can be acquired and everyone can do it. This habituation is a very effective and efficient way to develop positive character in students. Strengthening religious culture, discipline culture, and habituation activities are essential to education and learning. With habituation, the educational process becomes more optimal because continuous efforts related to good behaviour are needed to become a guideline for students. Although there are some technical differences in strengthening religious culture and habituation activities in public and private vocational schools, both have programs and commitments that strengthening religious culture, discipline culture, and habituation activities can make and shape students' character as necessary capital that will support students' careers in the business and industrial world as well as entrepreneurship. Each student has their potential and ability. Its potential will be developed through education in schools. School is a miniature society where children practice socializing with others.

The existence of Islamic extracurricular religion has an important function and role in supporting Islamic religious learning. This activity is an essential forum for students to develop interests and talents related to Islam. In addition, the Islamic extracurricular religion also functions as a self-development activity that hones independence, creativity, courage, and cooperation—the development of related student potential to form a character who can interact with the environment through experience. The focus of education is on students.

Islamic extracurricular religion must be dynamic and have a good work program so that there is a productive routine as a medium to hone knowledge and skills. Implementing exciting and challenging experiences through Islamic extracurricular activities in schools has a strategic meaning and significance in maintaining the student body, which is always positive and productive. Social media's solid dynamics and negative impact on the younger generation must be balanced with positive and valuable activities. Students need to be given positive activities so that their mentality and attitude are always directed to use time and opportunities to do good and benefit others. According to Amin, students who come to school do not carry status like empty bottles but carry content in the form of goals, skills, pride, doctrines, etc. That is where teachers need to strengthen through coaching related to students' expectations and potential.

In mental strengthening, Islamic extracurricular religion has a strategic role in efforts to mature students' mental character to understand religion broadly. Islamic extracurricular activities are held with the aim that students' needs, talents, potentials, and interests can be developed. This is relevant to the Regulation of the Minister of Education and Culture number 62 of 2014, which states that implementing extracurricular activities optimally improves students' talents, interests, potentials, personalities, abilities, and independence to achieve national education. Strengthening students' entrepreneurial mentality requires accurate and contextual learning strategies and programs. Islamic extracurriculars own this program. More than understanding religion as a whole is necessary just by learning in the classroom; it must be strengthened through accurate learning models such as Islamic extracurricular activities. To accommodate students' interests and talents related to the development of Islam, it is relevant if vocational schools in Islamic extracurricular activities provide training programs such as Islamic studies, hadrah and prayer, calligraphy, tartar and qiblah, and public speaking.

Several Islamic extracurricular activities and programs are intended to explore and stimulate the potential and talents of students to develop maturely through regular mentoring and training activities. Islamic religious activities support and strengthen the intracurricular learning process carried out by GPAI-BP. Strengthening students' entrepreneurial mentality through Islamic extracurricular activities at vocational schools can also be carried out innovatively, oriented towards strengthening aqidah, morals, fiqh, and history. Islamic extracurricular religion, in this context, must benefit from strengthening cooperation and creativity. The preparation of the curriculum at vocational schools must pay attention to the needs of students and the community related to enhancing students' values and mental character. This fact is relevant to Muhaimin's opinion that the curriculum elaborates on idealism, ideals, community demands, or specific needs. The direction of education, educational alternatives, educational functions, and educational outcomes are highly dependent on the curriculum format.

To strengthen students' entrepreneurial mentality, Islamic extracurricular activities in schools, which are integral to the subjects and ethics of Islamic religious education, PAI-BP must be able to strengthen students' entrepreneurial mentality. Eight characteristics of entrepreneurship have relevance in the context of maintaining the entrepreneurial mentality, namely:

1. Desire for responsibility is a sense of responsibility for one's efforts. A person who has responsibility will always be self-aware.
2. He prefers medium risk, which means he always avoids too low or too high risks.
3. Belief in their ability to succeed is belief in their ability to succeed.
4. The desire for immediate feedback, i.e., always wanting immediate feedback, wanting to succeed quickly
5. Enthusiasm and hard work (high level of energy), having the spirit and hard work to realize their desire for a promising future.
6. Future-oriented, which is future-oriented and has a far-sighted perspective and insight
7. Have organizational skills (skill at organizing), i.e., have skills in managing resources to create added value.
8. Valuing achievement (value of achievement over money) values achievements more than money.

Implications of Strengthening Student Entrepreneurial Mentality Through Islamic Religious Education and Ethics at SMK Negeri 4 Malang and SMK PGRI 3 Malang

Strengthening students' entrepreneurial mentality through PAI-BP in vocational schools has positive implications for students' entrepreneurial skills, attitudes, and mentality. The efforts of schools through various innovative programs and policies supported by teachers' efforts in the learning process of PAI-BP have implications for strengthening the mindset in the form of creativity, cooperation, confidence, and independence. Learning using varied and dynamic methods influences students' creativity, collaboration, and courage. Many methods can be chosen and carried out by teachers to strengthen students' mentality. Teachers need to see and determine what methods are relevant to the learning objectives contained in the lesson plan. Approaches, models, and learning methods relevant to exemplary implementation by the recommendations of learning stages can create quality learning situations and atmospheres. Selecting the fitting process with effective management can produce positive mental values for students. The student's mentality related to cooperation, creativity, and courage results from good planning, process, and teacher evaluation when carrying out the learning process. This is relevant to the results of Wahidmurni's research, which shows that the recommended learning model if applied consistently, will be able to optimally internalize the values of attitudes, knowledge, and entrepreneurial skills in students. Applying the recommended learning model allows students to be skilled in working together to seek understanding by experiencing everything from observation to communicating knowledge and handicraft products produced by other parties.

Strengthening the entrepreneurial mentality by encouraging self-skills through PAI-BP learning so that the spirit and confidence related to entrepreneurial character grow is very relevant and strategic to be done. This is relevant to Albert Bandura's theory that a supportive and solid personal network coupled with high entrepreneurial self-efficacy increases the likelihood of entrepreneurial intention. Strengthening the entrepreneurial mentality through a comprehensive teaching process involves aspects and learning potentials with dynamic experiences that can foster confidence and self-ability as entrepreneurial capital. Collaborative learning makes students learn to support each other, share ideas, and work together to achieve

common goals while deepening their understanding of the teachings of the Islamic religion. This is relevant to the function of collaborative learning excellence. There are several advantages of cooperative learning, including (1) making students' learning achievement better, (2) students' understanding more mature, (3) developing leadership skills and spirit, (5) increasing positive attitudes, (6) increasing students' self-esteem, (7) learning openly, (8) feeling that they belong to each other, and (9) developing better future skills. GPAI-BP's efforts in innovating learning programs in the framework of vocational schools about mental strengthening have strong relevance with various learning programs, including the development and implementation of independent teaching, which impacts increasing students' willingness and interest in learning. As a characteristic of 21st-century learning, student involvement in PAI-BP learning can realize student values, achievements, and works, both academically and non-academically. Teachers must be creative and innovative when practising the learning model. The demands of 21st-century learning require teachers to be creative and innovative in practising learning models that can build their students' knowledge.

The implications of strengthening the entrepreneurial mentality in vocational schools lead to the realization of a religious culture and a culture of discipline. Religious culture is formed through efforts to make schools a religious environment even though institutionally, it is a general educational institution. GPAI-BP's commitment as a driver of school religious movements has implications for realizing a school environment and atmosphere thick with religious activities. To strengthen the entrepreneurial mentality and efforts of GPAI-BP, it is necessary to get support and reinforcement from all school residents because a program in an educational institution will run well when all school residents have a joint commitment. The realization of religious culture is an optimal form of education because the educational process must be accompanied by positively strengthening the environment and surrounding culture and encouraging change for the better. In the process, an example of an educator is needed because examples are the determinants of the success of a program. Strengthening the entrepreneurial mentality of students through PAI-BP has implications for interest and exposure to entrepreneurship in the industrial world. Strengthening the entrepreneurial mentality can be understood as an educational and learning process that shows how students have mature cooperation, creativity, and courage. In a broader context, entrepreneurship can also be understood as applying creativity and innovation to solve and find opportunities for problems in daily life. The learning process of PAI-BP in the context of strengthening the entrepreneurial mentality does not necessarily mean that students graduate from school to become entrepreneurs, but how to make students have resilience in facing life in the community to remain productive and provide benefits for themselves, their families, and society. According to Abudinata, Islamic education means instilling noble morals in children's souls during growth and development to realize the values of kindness, virtue, and love work for the country's benefit.

Conclusion

The concept of strengthening students' entrepreneurial mentality at SMKN 4 Malang and SMK PGRI 3 Malang is carried out through (1) the preparation of learning tools for Islamic Religious Education and Ethics (PAI-BP) based on collaborative project learning, vision and mission, school goals and school motto, (2) the preparation of religious culture, discipline culture and habituation (3) the preparation of Islamic extracurricular activities. The implementation of strengthening the entrepreneurial mentality of students at SMKN 4 Malang and SMK PGRI 3 Malang is carried out through (1) innovative PAI-BP learning through collaborative projects, both in the classroom and outside the classroom (2) the implementation of religious culture, culture of discipline and habituation (3) collaboration with Islamic extracurriculars, The implications of strengthening the entrepreneurial mentality of students at SMKN 4 Malang and SMK PGRI 3 Malang include (1) the development of an entrepreneurial mentality which includes creativity, cooperation, confidence, competitiveness and independence (2) increasing students' values, achievements and learning works (3) realizing religious culture, discipline culture and habituation (4) increasing the character of creativity, courage, independence and cooperation in the field of Islamic arts (5) increasing the prosperity of school mosques (6) increasing entrepreneurial interest and absorption in the business and industrial world.

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