



## Developing the Spirit of Islamic Entrepreneurship in Schools through Professional Cooperative Management

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### Abstract

This article examines the strategy to foster Islamic entrepreneurship spirit in school environment through professional management of school cooperatives. In the context of modern education, educational institutions are not only required to produce graduates who excel academically but also have economic independence and entrepreneurial spirit. School cooperatives can be an effective laboratory for Islamic entrepreneurship education, facilitating students to practice the principles of Islamic economics directly. Through a qualitative approach based on literature review and best practice studies, this article explores the concept of entrepreneurship in Islam, the urgency of Islamic entrepreneurship education in schools, strategies for managing school cooperatives based on Islamic values, and their impact on the formation of Islamic entrepreneurial character in students. The results of the study show that professional management of school cooperatives by implementing Islamic values such as honesty (shiddiq), trustworthiness, communication (tabligh), and professionalism (fathanah) contributes significantly to improving Islamic economic literacy, developing Islamic entrepreneurial character, improving practical business skills, and inspiring students to start their own businesses. This article recommends the need for support from all school stakeholders in optimizing the function of school cooperatives as an effective means of Islamic entrepreneurship education.

**Keywords:** Islamic Entrepreneurship, School Cooperatives, Islamic Economics, Entrepreneurship Education, Professional Management

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### 1. Introduction

In the era of globalization and increasingly tight economic competition, educational institutions are not only required to produce graduates who are academically intelligent, but also have adequate life skills, especially in the fields of economics and entrepreneurship. Developing an entrepreneurial spirit in the younger generation is a necessity that cannot be postponed any longer considering the relatively high level of educated unemployment. Data from the Central Statistics Agency shows that the number of unemployed people from secondary and higher education graduates still reaches a significant number <sup>[1]</sup>.

Islam as a comprehensive religion (syumul) provides clear guidance on economic and entrepreneurial activities. The Prophet Muhammad himself has set an example as a successful entrepreneur before he was appointed as a prophet. In addition, many of the Prophet's companions were also known as successful traders and entrepreneurs such as Abdurrahman bin Auf, Utsman bin Affan, and Khadijah binti Khuwailid <sup>[2]</sup>. This historical fact shows that Islam strongly encourages its followers to become strong and ethical entrepreneurs. Educational institutions, especially schools, have a strategic role in fostering the spirit of Islamic entrepreneurship among the younger generation.

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<sup>1</sup> Central Bureau of Statistics, Official Statistics News: Condition of Indonesian Employment (Jakarta: BPS, 2023).

<sup>2</sup> Muhammad Syafi'i Antonio, Encyclopedia of Leadership & Management Muhammad SAW: The Super Leader Super Manager (Jakarta: Tazkia Publishing, 2010).

One effective approach that can be applied is through professional management of school cooperatives based on Islamic values. School cooperatives not only function as a means of fulfilling the needs of school residents, but also become a laboratory for entrepreneurship education based on Islamic values for students.

Through active involvement in the management of school cooperatives, students can learn directly about the principles of Islamic economics, business management, and ethics in business. This practical experience is expected to be a valuable provision that will shape the character of Islamic entrepreneurs in students, so that in the future they can become Muslim entrepreneurs who contribute positively to the economy of the nation and the people.

This article aims to explore further how to foster the spirit of Islamic entrepreneurship in schools through professional cooperative management, starting from the concept of entrepreneurship in Islam, the urgency of Islamic entrepreneurship education in schools, strategies for managing school cooperatives based on Islamic values, to their impact on the development of entrepreneurial spirit among students.

## 2. Methods

This article is the result of library research, namely a study used to collect information and data through the library <sup>[3]</sup>. Mestika Zed defines library research as a series of research activities carried out by utilizing library sources to obtain data and then processing the research materials until research results are obtained <sup>[4]</sup>. Literature research is identical to an event in the form of an act or writing that is studied to obtain accurate facts by finding the origin, the real cause. According to Arikunto, literature studies include processing research materials by reading and recording and collecting information from various sources. Then according to Sari, the data collection technique in the form of verbal symbolic is collecting manuscripts that will be analyzed.

The approach taken in this study is a qualitative approach where the research data is presented verbally rather than through statistical tests in its data analysis. A series of actions related to reading and recording the required data, processing research materials and collecting data from the library are literature study methods with a qualitative approach. According to Hartanto in the study, researchers conducted a literature review study where the main objective was to build a theoretical basis that could be achieved by collecting references consisting of several stages then combined to make decisions.

## 3. Results and Discussion

### a. The Concept of Entrepreneurship in Islam

Islam views entrepreneurship as a noble and beneficial activity. The Prophet Muhammad himself was a successful entrepreneur before carrying out the prophetic message <sup>[5]</sup>. Entrepreneurship in Islam is not only oriented towards

achieving material profit, but is also oriented towards blessings (falah) and benefits for the wider community (maslahah) <sup>[6]</sup>. The principles of Islamic entrepreneurship such as honesty (shiddiq), trustworthiness, communication (tabligh), and professionalism (fathanah) are the ethical foundations that differentiate it from conventional business practices <sup>[7]</sup>.

According to Khursid Ahmad, economic activities in Islam are directed towards achieving individual and social welfare while still considering spiritual and moral aspects <sup>[8]</sup>. Islamic entrepreneurship emphasizes a balance between worldly and spiritual achievements based on Qur'anic values.

### b. The Urgency of Islamic Entrepreneurship Education in Schools

Islamic entrepreneurship education in schools is very important in the context of preparing the younger generation to face the challenges of the global economy. Islamic entrepreneurship education not only teaches business skills, but also business ethics based on Islamic values. Through Islamic entrepreneurship education, students are directed to have an entrepreneurial mindset that is oriented towards benefits and blessings, not merely achieving profit.

Muhammad Syafi'i Antonio emphasized that Islamic entrepreneurship education is one solution to overcome the problems of unemployment and poverty in Muslim countries <sup>[9]</sup>. By equipping the younger generation with Islamic entrepreneurial knowledge and skills, it is hoped that strong Muslim entrepreneurs will emerge who will contribute positively to the nation's economy.

### c. School Cooperatives as Islamic Entrepreneurship Laboratory

School cooperatives are a strategic means to implement Islamic entrepreneurship education. School cooperatives as joint business entities managed by school residents reflect the values of mutual cooperation and cooperation that are in line with the principles of ta'awun in Islam <sup>[10]</sup>. Through school cooperatives, students can learn directly how to manage a business professionally while still upholding Islamic values. According to Yusuf Qardhawi, economic activities in Islam must be based on the values of divinity (rabbaniyah), ethics (akhlaqiyah), humanity (insaniyah), and balance (wasathiyah). These values can be implemented in the management of school cooperatives, for example by implementing transparency in financial management, honesty in transactions, and distributing part of the profits for social activities.

### d. Management Strategy of Professional School Cooperatives Based on Islamic Values

**1. Implementation of Professional Management System**  
Professional management of school cooperatives is the key to success in fostering the spirit of Islamic entrepreneurship in schools. Some aspects of

<sup>3</sup> Mirzaqon T and Budi Purwoko, "History of Literature Regarding the Theoretical Basis and Practice of Expressive Writing Counseling," Jurnal BK Unesa 8, no. 1 (2017): 45.

<sup>4</sup> Zed, Literature Research Methods (Jakarta: Obor Foundation, 2008).

<sup>5</sup> Afzalurrahman, Muhammad as a Trader, translated by Dewi Nurjulianti (Jakarta: Swarna Bhumi Foundation, nd).

<sup>6</sup> Muhammad Syafi'i Antonio, Islamic Banking: From Theory to Practice (Jakarta: Gema Insani Press, 2001).

<sup>7</sup> Veithzal Rivai and Arviyan Arifin, Islamic Leadership: Building Superleadership Through Spiritual Intelligence (Jakarta: Bumi Aksara, 2009).

<sup>8</sup> Khursid Ahmad, "Economic Development in an Islamic Framework," in Studies in Islamic Economics, Ed. Khursid Ahmad (Leicester: The Islamic Foundation, 2019).

<sup>9</sup> Muhammad Syafi'i Antonio, Encyclopedia of Leadership & Management Muhammad SAW: The Super Leader Super Manager.

<sup>10</sup> Adiwarman A. Karim, Islamic Microeconomics, Rajagrafindo Persada (Jakarta: Rajagrafindo Persada, 2015).

**management that need to be considered include:**

- Thorough planning, including the preparation of a clear and realistic vision, mission and work program.
- Effective organizing with clear division of tasks and responsibilities.
- Implementing (actuating) the program with discipline and high commitment.
- Systematic monitoring (controlling) to ensure conformity between plans and implementation <sup>[11]</sup>.

Ahmad Ibrahim Abu Sin emphasized that management in Islam must be based on the values of monotheism, which makes organizational managers not only responsible to humans, but also to Allah SWT.

**2. Halal Product and Service Development**

School cooperatives must ensure that the products and services offered meet halal criteria, both in terms of substance, process, and impact. Halal products and services not only guarantee legality from a sharia perspective, but also quality and safety for consumers.

Muhammad Akram Khan stated that economic activities in Islam must pay attention to halal-haram aspects, not only in terms of products, but also in the production and distribution processes <sup>[12]</sup>. This principle can be applied in school cooperatives, for example by providing halal and nutritious food and drinks, quality books and stationery, and useful services.

**3. Implementation of Islamic Financial System**

The financial management of school cooperatives should apply sharia financial principles, including:

- Avoiding usury or interest practices in financial transactions.
- Implementing a profit-sharing system in the distribution of Net Operating Surplus (SHU).
- Allocating part of the profits to social activities (corporate social responsibility).
- Implementing transparency and accountability in financial management.

Monzer Kahf emphasized that the Islamic financial system aims to create social justice and avoid exploitation in economic transactions <sup>[13]</sup>. The implementation of the sharia financial system in school cooperatives can be a learning experience for students about alternative economic systems that are fairer and more dignified.

**4. Active Involvement of Students in Cooperative Management**

One effective strategy to foster the spirit of Islamic entrepreneurship in schools is to actively involve students in the management of cooperatives. Student involvement can be done through:

- Formation of a cooperative organizational structure involving student representatives.
- Giving responsibility to students in the daily operations

of the school cooperative.

- Involvement of students in strategic cooperative decision making.
- Providing opportunities for students to develop innovative products or services.

Adiwarman Karim stated that Islamic entrepreneurship education must emphasize practical aspects, not just theory <sup>[14]</sup>. The active involvement of students in the management of school cooperatives provides them with valuable practical experience in developing an entrepreneurial spirit.

**5. Development of Integrated Entrepreneurship Education Program**

To maximize the function of school cooperatives as Islamic entrepreneurship laboratories, it is necessary to develop integrated entrepreneurship education programs, including:

- Integration of Islamic entrepreneurial values into the learning curriculum.
- Organizing entrepreneurship training and workshops periodically.
- Procurement of internship activities at school cooperatives or other business units.
- Holding entrepreneurship competitions that encourage creativity and innovation <sup>[15]</sup>.

Muhammad Nejatullah Siddiqi emphasized the importance of integration between religious education and economic education in forming competent and ethical Muslim entrepreneurs. The integrated entrepreneurship education program helps students understand the concept of Islamic entrepreneurship comprehensively, both from theoretical and practical aspects.

**e. The Impact of Professional School Cooperative Management on the Spirit of Islamic Entrepreneurship**

Professional management of school cooperatives based on Islamic values has a positive impact on the entrepreneurial spirit among students, including:

**1. Improving Sharia Economic Literacy**

The involvement of students in the management of school cooperatives based on Islamic values increases their understanding of Islamic economics. They become more familiar with Islamic economic concepts such as usury, gharar, profit sharing, zakat, and waqf.

**2. Development of Islamic Entrepreneurial Character**

School cooperatives that are managed professionally by implementing Islamic values help shape Islamic entrepreneurial character in students, such as honesty, hard work, responsibility, independence, and social concern.

**3. Practical Business Skills Enhancement**

Involvement in the management of a school cooperative provides an opportunity for students to develop practical

<sup>11</sup> Ahmad Ibrahim Abu Sin, *Sharia Management: A Historical and Contemporary Study*, translated by Dimyauddin Djuwaini (Jakarta: Rajagrafindo Persada, 2006).

<sup>12</sup> Muhammad Hashim Kamali, *The Parameters of Halal and Haram in Shariah and the Halal Industry* (Kuala Lumpur: IIIT, 2013).

<sup>13</sup> Mervin K. Lewis and Latifa M. Algaoud, *Islamic Banking: Principles, Practices, and Prospects*, translated by Burhan Wirasubrata (Jakarta: Serambi, 2005).

<sup>14</sup> A. Djazuli and Yadi Janwar, *Economic Institutions of the People* (Jakarta: Rajagrafindo Persada, 2002).

<sup>15</sup> Muhammad Djakfar, *Business Ethics in an Islamic Perspective* (Malang: UIN Malang Press, 2007).

business skills, such as business planning, financial management, marketing, and customer service.

#### 4. Inspiration to Start Your Own Business

Positive experiences in managing school cooperatives can inspire students to start their own businesses in the future. They see real examples that entrepreneurship based on Islamic values not only brings material benefits, but also blessings and social benefits <sup>[16]</sup>.

#### 4. Conclusion

Professional management of school cooperatives based on Islamic values is an effective strategy to foster the spirit of Islamic entrepreneurship among students. Through school cooperatives, students not only learn about the concepts and principles of Islamic entrepreneurship theoretically, but also implement them in real business practices.

To maximize the role of school cooperatives as Islamic entrepreneurship laboratories, commitment and support from all school stakeholders are needed, including principals, teachers, staff, students, and parents. With professional management based on Islamic values, school cooperatives can be one solution to prepare a young generation that has a strong, innovative, and blessing-oriented Islamic entrepreneurship spirit.

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