

The Emergence of Caring Economics-Based Entrepreneurship Learning Model in Islamic Higher Education

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Abstract. *To fulfill their needs, humans often exploit available resources without considering the values of fairness and concern for the surrounding environment. Hence, it is imperative to take tangible steps to promote more prudent practices in the management of resources. The purposes of the study are to identify the objective conditions of entrepreneurship learning in Islamic Religious Higher Education Institutions and emphasize the necessity of an entrepreneurship learning model based on caring economics. The study focuses on three Islamic Higher Education Institutions (PTKIs) in Indonesia that incorporate Islamic values into their courses, including Entrepreneurship. The informants consisted of 9 entrepreneurship course lecturers and 20 students enrolled in the course. Data were obtained through open surveys and in-depth interviews. This research reveals that entrepreneurship learning in PTKIs focuses solely on enhancing the quality and quantity of production, expanding product distribution, and attracting more consumers, ultimately leading to higher profits. There is an urgent need to develop an entrepreneurship learning model based on caring economics. This research recommends further studies to develop an entrepreneurship learning model based on caring economics.*

Keywords: *Caring economics, Entrepreneurship learning models, Environmental sustainability*

INTRODUCTION

Upon fulfilling their needs, humans often exhibit unfairness and indifference towards other humans and their environment. One form of this indifference is the large-scale exploitation of natural resources without regard for its consequences (Petrović & Fiket, 2022). In Indonesia, pursuing profit without considering the well-being of humans and the surrounding environment has led to numerous detrimental consequences. One of these is the deterioration of the natural environment, which can result in a range of catastrophic events (Nurdiantie, 2023). Unequal distribution of resources can lead to poverty in certain segments of society (Ilyasa, 2020), environmental degradation (Yunita, 2016), economic disparities among individuals (Tonny D. Parriela. Seminar et al., 2019), and various impacts on other social and economic aspects. Nevertheless, to attain the realization of a prosperous nation, it is crucial to ensure that the welfare of its people is fairly and comprehensively distributed (Todaro & Smith, 2015). Moreover, achieving such equitable prosperity requires human concern for others and the surrounding environment. Through education, caring for fellow humans and the surrounding environment can be achieved through various methods and strategies. One of which is by implementing caring economics in the implementation of learning.

The concept of *Caring Economics* originated from a conference held in Switzerland in 2010. The conference emphasized the significance of *altruism* (placing greater importance on prioritizing others over oneself) and *compassion* in the economic system. During the conference, experts from different fields came together to discuss a common question:

Around the world, young people and families, scholars and workers, activists and politicians are calling for a more caring, sustainable, equitable economy— one that does not accommodate the desires of a few elites but benefits the world's community through compassion and

humanitarianism, and offers longterm care for future generations and the fate of the biosphere. Is such a system possible? What would it look like, and how could it change our world?

There is still a lack of extensive research on *Caring* (Suchaina et al., 2023). However, there have been some findings in the field of health, as highlighted by Asniar (2006) and Nastiti et al. (2017). In the social field, the research conducted by Lumban Tobing et al. (2017) shed light on the inadequate development of *caring* among teenagers in the Parigi district, with a moderate percentage of *caring* observed. Thus, a program that can enhance the level of *caring* among teenagers is essential. Nurturing a *caring* mindset is crucial for shaping teenagers' identities in the long run. The conference led to the publication of a book called "*Caring Economics: Conversations on Altruism and Compassion, Between Scientists, Economists, and the Dalai Lama.*" (Singer & Ricard, 2015).

Caring economics is the concept of economic actions prioritizing cooperation and concern for humans and the natural or environmental aspects (Witjaksono, 2016). Divassini, P. Manjaree, H. M. S. (2018) state that *caring economics* has the potential to promote global well-being, extending its benefits to humans and other living beings. *Caring Economics* can be implemented in learners at school and university levels through learning activities (Wahyuni et al., 2021). At the university level, the principles of *caring economics* can be integrated into the curriculum that focuses on resource management. One such example is in the entrepreneurship course. Many universities have made entrepreneurship courses mandatory or elective to equip students with additional competencies (B. Maramis, Joubert, 2022).

Firstly, a new economic system and actions are based on "*homo economicus as fundamentally pro-social being.*" The economic man remains a basic character, but the ultimate focus is on working towards the overall prosperity of society and its environment. Secondly, building an economy and society is based on "*caring for people as well as for the natural environment.*" This foundation of "*caring for people and nature*" (prioritizing humans and their natural environment) serves as a reference in building economic systems and actions. Lastly, shifting the economic thinking paradigm from "*homo economicus*" to "*caring for human beings*" is crucial. This shift in thinking paradigm towards "*caring for human beings*" necessitates fundamental changes in concepts and theories that have hitherto been based on neo-liberal economics.

In entrepreneurship education, empirical studies on *caring economics* through experimental research methods were conducted by Darmawan (2021). Based on his research, it was found that through *caring economics*, students' interest in entrepreneurship can be nurtured. Moreover, by incorporating caring into entrepreneurship education, the values of cooperation, mutual assistance, and consideration for others and the environment are enhanced. However, based on previous research reviews and empirical observations, there is still limited research on *caring economics*, especially in its application to education. Therefore, it is crucial to continue and expand efforts in promoting and advancing learning through *caring economic* activities.

Based on initial observations conducted in various Islamic religious higher education programs, it is evident that the entrepreneurship course places great emphasis on nurturing entrepreneurial qualities, developing products, devising marketing strategies, and securing financing. Each of these aspects aims to boost product sales and generate substantial profits. Explicitly, the learning substance of entrepreneurship that also considers the importance of caring and the interests of other individuals has yet to be found. Entrepreneurship education still needs materials that also inspire students to responsibly utilize natural resources and ensure the long-term sustainability. Nonetheless, Islamic higher education institutions should be at the forefront as pioneers in Islamic educational institutions contributing to environmental preservation and implementing the principles of caring economics (Irawan, 2022). Moreover, although their primary focus is Islamic education, awareness of responsibility towards the environment and the values of sustainable economics can be taught and applied in daily life (Masturin et al., 2022).

Given the existence of this gap, this study becomes urgent to conduct. The study focuses on two main areas of interest. Firstly, identifying the objective conditions of entrepreneurship learning in Islamic Religious Higher Education Institutions. Secondly, emphasizing the necessity

of an entrepreneurship learning model based on *caring economics*. By achieving these two objectives, the research result can serve as a basis for developing the needed *caring economics*-based learning model.

METHOD

The Islamic Religious Higher Education Institutions (PTKI) designated as the subjects of the study were those PTKIs that offered Entrepreneurship courses. As state and private PTKIs representatives, the chosen institutions were UIN Maulana Malik Ibrahim Malang, UIN Sayid Rahmatullah Tulungagung, and Institut Agama Islam Tazkiya Bogor. From these three higher education institutions, nine lecturers were selected as informants. Moreover, three lecturers representing each PTKI taught Entrepreneurship courses at either a master's or PhD.

The data collection instruments used were questionnaires with open-ended questions. Additionally, to obtain more detailed data, in-depth interviews and document studies were conducted. Data gathering occurred between January and May 2023, spanning five months. Besides gathering data from lecturers, information was also obtained from 20 students enrolled in entrepreneurship courses at three universities. Student data was collected using open-ended questionnaire surveys and in-depth interviews. Apart from obtaining data from informants, this study also utilized articles that examine the current entrepreneurship learning models implemented in various universities and the importance of *caring economics*.

The data obtained was further analyzed using an interactive descriptive analysis model (Miles et al., 2014). This model includes data collection, data condensation, data presentation, and conclusion drawing. The types of data, data sources, data collection techniques, data analysis techniques are described in the following Table 1.

Table 1. Types of data, sources of data, data collection techniques, data analysis techniques

| Types of data | Source of Data | Data Collection Techniques | Data analysis technique |
|---|---|--|--|
| The entrepreneurship learning model implemented by lecturers | Lecturers of the Entrepreneurship course | Interview Open-ended questionnaire | Descriptive analysis |
| | Students who have completed courses in entrepreneurship | Interview Open-ended questionnaire Documentation | |
| | Literature | | |
| The need for a <i>Caring Economics</i> -Based Entrepreneurship Learning Model | Lecturers of the Entrepreneurship course | Interview Open-ended questionnaire | Descriptive analysis and critical analysis |
| | Students who have completed courses in entrepreneurship | Interview Open-ended questionnaire Documentation | |
| | Literature | | |

Source: processed data, 2023

FINDINGS

Three important aspects describing the objective conditions of entrepreneurship learning at Islamic Higher Education Institutions are learning outcomes, learning substance, and learning models.

Entrepreneurship Course Learning Outcomes

The learning outcomes of the Entrepreneurship course in the curriculum of three Islamic religious higher education institutions have no significant differences. They are presented in different ways.

In general, the goal is to equip students with knowledge and skills regarding the concepts of entrepreneurship and entrepreneurial practices. The objectives of Entrepreneurship course are clearly defined in the Semester Lesson Plan (RPS). However, the objectives mentioned in the RPS do not reflect a focus on effective human resource management (Table 2).

Table 2. Learning outcomes of the Entrepreneurship Course

| University | Objectives of the Entrepreneurship Course |
|---------------------------------------|--|
| UIN Maulana Malik Ibrahim Malang | <ol style="list-style-type: none"> 1. Students possess knowledge and entrepreneurial skills, from crafting business plans to evaluating ventures that have been undertaken. 2. Students have critical thinking skills, innovativeness, and problem-solving skills in the development of entrepreneurial knowledge. |
| UIN Said Ali Rahamatullah Tulungagung | <ol style="list-style-type: none"> 1. Students are able to explain the scope of entrepreneurship. 2. Students are able to explain how to develop creative and innovative ideas. 3. Students are able to explain strategies for identifying business opportunities and strategies for achieving competitive advantages. 4. Students are able to explain leadership and decision-making. 5. Students are able to explain business ethics and entrepreneurship. 6. Students are able to explain entrepreneurship in a global context. |
| Institut Agama Islam Tazkiya Bogor | <ol style="list-style-type: none"> 1. Cognitive: students can have an understanding of entrepreneurship. 2. Psychomotor: students can engage in entrepreneurial practices. 3. Affective: students can possess the characteristics of entrepreneurs. |

Source: Processed data, 2023

Table 2 shows that there are no learning objectives focused on resource management in a wise manner, as also confirmed by the lecturers. Moreover, LF conveys resilient characteristics commonly possessed by successful entrepreneurs throughout the entrepreneurship curriculum, encouraging students to develop them.

“...In taking the Entrepreneurship course, through experiential learning methods, students acquire practical experience in entrepreneurship. Throughout this process, they cultivate characteristics like resilience, creativity, and innovation in business development...”

The respondent expressed that their entrepreneurship course focuses on equipping students with skills in managing small business enterprises. The entrepreneurship learning outcomes in Islamic Higher Education Institutions have failed to adequately address the significance of resource management, sustainability, and ensuring fairness.

Entrepreneurship is an activity that generates and develops ideas as validation (Prince et al., 2021). Entrepreneurship is also a social process focused on seizing opportunities in profit exchange (Martinez Dy, 2020). Meanwhile, entrepreneurship learning is a crucial process that involves delivering entrepreneurship content, exploring effective teaching methods, and developing strategies for teaching entrepreneurship (Hidayat et al., 2019). Furthermore, scholars define *entrepreneurship learning* as a process of realizing entrepreneurship, engaging in business development, and improving the entrepreneurial experience (Hariyanto et al., 2023). In essence, entrepreneurship learning involves the capacity to generate novel or alternative innovations by employing creative thinking and innovative actions (Pamungkas et al., 2019), as well as empowering individuals to turn ordinary items into valuable and economically beneficial goods (Rahmawati et al., 2023). Therefore, entrepreneurship learning entails a series of processes to develop practical skills and learning strategies in entrepreneurship.

The Substance of Entrepreneurship Courses

The substance of entrepreneurship courses in Islamic religious higher education institutions is structured based on predetermined *learning outcomes* and objectives. All materials are covered within a semester to achieve learning objectives. The substance of the entrepreneurship course materials in Islamic Religious Higher Education Institutions is listed in the semester lesson plan. The entrepreneurship courses offered by the three Islamic religious higher education institutions cover various subjects, including: 1) basic concepts of entrepreneurship education, 2) motivation and mindset in entrepreneurship, 3) business idea generation, 4) business plan development, 5) production of goods/services, 6) product marketing, 7) financial management, and 8) business evaluation. (Table 3)

Table 3. The Entrepreneurship Course Material at Islamic Religious Higher Education Institutions

| <i>Basic Competencies</i> | <i>Learning Materials</i> |
|---|---|
| Students are able to explain the basic concepts of entrepreneurship education. | <ol style="list-style-type: none"> 1. The differences between entrepreneurship, enterprise, and entrepreneurs. 2. The urgency of entrepreneurship in the era of 5.0 |
| Students are able to analyze entrepreneurial motivations and mindsets | <ol style="list-style-type: none"> 1. Entrepreneurial mindset 2. Entrepreneurial motivation 3. Identifying entrepreneurial mindsets 4. Explaining how to change mindsets |
| Students are able to generate creative ideas | <ol style="list-style-type: none"> 1. Creative entrepreneurial ideas 2. Identifying sources of creative ideas 3. Developing creative ideas to seize business opportunities 4. Deciding on creative ideas to pursue as business projects |
| Students are able to create proposals/business plans | Drafting a business plan based on the criteria of a good business proposal |
| Students are able to design and produce goods/services. | <ol style="list-style-type: none"> 1. Identifying the needs of production factors 2. Making production decisions based on selected criteria 3. Designing the production process 4. Producing goods/services |
| Students are able to analyze marketing management in companies | <ol style="list-style-type: none"> 1. Marketing mix 2. Marketing mix strategies 3. Selected marketing tactics |
| Students are able to analyze personal, family, and company financial management | <ol style="list-style-type: none"> 1. Identification of financial reporting needs required by entrepreneurs 2. Simple business/venture financial reports 3. Application of business/venture financial reports |
| Students are able to evaluate business/enterprise development | <ol style="list-style-type: none"> 1. Business evaluation concepts 2. Identifying steps in evaluating business/venture activities 3. Performing evaluation of business/venture activities |

Source: processed data, 2023

The learning plan documents for entrepreneurship courses at Islamic Religious Higher Education Institutions do not explicitly reflect the presence of *caring economics* or environmentally conscious behavior. A student supported this observation by mentioning that...

"...during our *Entrepreneurship* course, we were guided to recognize entrepreneurship concepts, propose business ideas, develop business plans, create products, prepare financial reports, and evaluate the practiced business."

The student's statement reinforces the learning plan documents from the three Islamic religious higher education institutions under study.

Entrepreneurship learning aims to equip graduates of higher education with the essential skills needed to thrive and excel in the current era of digitalization and to navigate the complexities of the country's economic issues (Ganefri et al., 2020). In Islam, learning entrepreneurship is a way to achieve balance in life, encompassing both material and *ukhrawi* (Fathonih et al., 2019). In higher education, entrepreneurship learning emphasizes practice and action (Kujala et al., 2022). Practice-based entrepreneurship learning relies more on interpretation and instinct (Higgins et al., 2019; Warhuus et al., 2018). On the other hand, action-based entrepreneurship learning places greater emphasis on individuals who learn entrepreneurship independently rather than being *teacher-led* (Haneberg et al., 2022; Jones, 2019). Thus, it is essential to prioritize entrepreneurship learning in the digital age, focusing on practical application and hands-on experience.

Entrepreneurship Learning Model

Most of the instructors teaching entrepreneurship courses prefer to utilize project-based learning models. During project-based learning, instructors typically schedule face-to-face meetings with students at the beginning of the semester. During the initial meeting, lecturers discuss course objectives, project plans, execution plans, and evaluation plans for project-based learning. Next, students are asked to design and execute an entrepreneurship project. Throughout the project execution process, students consistently submit reports. By the end of the semester, students present the overall results of the project they have worked on.

Certain instructors incorporate *experiential learning model* alongside project-based learning model into their teaching methods. In this learning model, students can acquire practical entrepreneurship experience directly related to the subjects they are studying. Some instructors offer students the opportunity to gain real-world entrepreneurship experiences by connecting them with business practitioners. In contrast, others take a more hands-on approach and guide students in running their businesses. From these experiences, students can gain valuable insights into their entrepreneurship education.

Furthermore, some instructors also use the case study model. Students examine real-life cases applicable to the subjects taught in the entrepreneurship course. By examining these cases, students can gain valuable insights from the achievements and mistakes of experienced business professionals. The concept of caring economics actually can be integrated in the learning models above. This integration is achieved by ensuring that the indicators of caring economics are systematically aligned with and elaborated upon within the intended learning objectives.

The need for caring economics in Entrepreneurship Education

Up to this point, Entrepreneurship Education taught in Islamic Religious Higher Education Institutions in Indonesia has yet to show signs of incorporating *caring economics*. However, given the growing depletion of resources and concerning human behaviors, all respondents emphasized the urgent need to implement entrepreneurship education rooted in the principles of *caring economics*. The respondents have conveyed the importance of incorporating *caring economics* into entrepreneurship education. It can be seen from the data presented in Table 3, which highlights the fact that entrepreneurship courses primarily emphasize resource management.

Tabel 3. The importance of entrepreneurship education based on *Caring Economics*

| Indicator of <i>Caring Economics</i> | Reasons for the importance of <i>caring economics</i> in entrepreneurship education |
|---|--|
| Concern for the Environment | <ol style="list-style-type: none"> 1. Environmental damage caused by production processes in the economic chain deserves attention. 2. Maintaining balance between human relationships and the environment is crucial in economic activities. 3. Environmental sustainability needs to be preserved for the sake of future generations. |
| Realization of Environmental Concerns Through Tangible Actions | <ol style="list-style-type: none"> 1. Concrete actions should be instilled from the learning stage to cultivate practical habits. 2. Environmental concern should go beyond mere discourse and be manifested psychomotorically and affectively by students. |
| Early Learning as an Investment for the Future | <ol style="list-style-type: none"> 1. Students should be convinced that environmental concern will have long-term impacts on future generations and resource management sustainability. 2. Students should realize that investment is not solely monetary but also involves broader aspects. |
| Collective Well-being is Prioritized Over Individual Well-being | <ol style="list-style-type: none"> 1. To prevent individuals from solely prioritizing self-interest. 2. Students need to realize that collective well-being is essential for achieving macroeconomic prosperity. |

Source: processed data, 2023

Based on the table, there are compelling reasons to incorporate four indicators of caring economics into entrepreneurship education. Thus, it is crucial to discover an appropriate entrepreneurship learning model that aligns with the principles of caring economics and fulfills the requirements. Caring in the realm of economics encompasses dual meanings. Firstly, it refers to the activities involved in effectively managing resources to foster prosperity. Secondly, it pertains to the specific actions undertaken within the professional job sector (Witjaksono, 2016). Furthermore, he further conceptualized the more specific term of *caring economics* into three basic concepts.

DISCUSSION

In his work, (Schildberg, 2014) explains that *caring economics* goes beyond pursuing personal gain and instead focuses on preserving and revitalizing communities for future generations. Entrepreneurship education can incorporate four key pillars from the development of *caring economics* (Suchaina et al., 2023). These pillars include: 1) recognizing and addressing environmental concerns, 2) enhancing the value and feasibility of caring jobs, 3) investing in early learning development, and 4) redefining the measures of economic well-being.

The concept and basic tenets of *caring economics* introduce a new economic framework that contrasts neoliberal economics and explores its influence on economic education (Witjaksono, 2016). In order to foster a more *caring economic* system, it is crucial to advocate for the incorporation of *caring economics* principles and practices in universities. It includes offering academic programs dedicated to studying *caring economics* and developing educational models prioritizing *caring economics*. Moreover, close collaboration between universities, schools, communities, and local governments is necessary to achieve this goal (Witjaksono, 2016). It implies the significance of acknowledging the economic worth of caring for human beings and the environment. It also proposes further actions to establish a *caring economy* as the foundation for a more compassionate and sustainable future (Eisler, 2017). According to Hawk, the development of a *caring economy* in post-industrial societies relies on two essential assets: human capital and environmental capital, both of which are vital for sustaining life (Hawk, 2011). The "*new caring economy*" recognizes and values the wide range of economic activities. It encompasses everything from essential household chores that sustain life

to the important work of caregiving and community engagement that enrich life to the natural processes that support and sustain life itself (Fischler, 2011). Therefore, the concept and principles of a *caring economy* lay the foundation for educating and enhancing human economic development. In the field of Entrepreneurship, *Caring Economics* is closely connected to the idea of a *caring economy*, which promotes mutual cooperation and a sense of togetherness (Darmawan et al., 2021). Entrepreneurship learning focused on *caring economics* strongly emphasize the growth of social entrepreneurship, highlighting aspects of caring for both humanity and the environment (Darmawan et al., 2021). In practicing *caring economics*, individuals empower themselves to uncover their potential and nurture a sense of care for others and the environment through cooperation and mutual assistance (Darmawan, 2021b). It highlights the significance of empathy and compassion as crucial aspects of a partnership society. In contrast, certain interviewed scholars emphasize cooperation, trust, solidarity, and effective institutions as crucial components (Hedenigg, 2021). Furthermore, caring economics demonstrates that individuals can collaborate, especially in the context of trust (Hedenigg, 2019). Therefore, caring economics is cooperation in entrepreneurship through trust in a group.

Not only the points highlighted earlier, but Islamic educational institutions also contribute to environmental conservation, Islamic knowledge spread and interpretation, and they significantly impact Islamic discourse and thought (Wakhidah & Erman, 2022). Additionally, Islamic educational institutions contribute to environmental preservation and the application of caring economic principles (Irawan, 2022). While their main emphasis lies in Islamic education, they also recognize the importance of instilling environmental responsibility and promoting sustainable economics in everyday life (Masturin et al., 2022). Islamic Higher Education Institutions incorporate curriculum or environmental education programs highlighting the significance of preserving and nurturing the environment (Agus & Ali, 2022). The curriculum covers a range of important subjects, such as natural resource management, renewable energy, waste reduction, afforestation, and sustainable practices that align with Islamic principles (Wakhidah & Erman, 2022). Therefore, Islamic higher education institutions play an important role in integrating Islamic values with socially and environmentally responsible economic principles, along with considering the existence and needs of other creatures.

Islamic Higher Education encompasses a comprehensive educational framework focusing on Islamic studies and related disciplines at the post-secondary level after high school (Suyadi et al., 2022). Islamic Higher Education strives to offer students a comprehensive understanding of Islam, encompassing its principles, history, law, theology, philosophy, and other related disciplines (Nurjaman, 2022). Islamic Higher Education institutions are present in numerous countries with substantial Muslim populations, including Saudi Arabia, Egypt, Pakistan, Malaysia, and Indonesia. They vary widely in their curriculum, teaching methodology, and the degrees they offer (Tambak et al., 2022). They significantly impact society by nurturing scholars, imams, preachers, and individuals who become leaders within the Muslim community (M. Baihaqi. Ma, 2022). However, these institutions should consider reevaluating their paradigms and educational management to foster progress within the institution, society, and the country (Ismail et al., 2022). They also need to incorporate contemporary educational policy concepts, including autonomy, accountability, and professionalism (Fitria, 2022).

Islamic Religious Higher Education Institutions in Indonesia have yet to widely implement the entrepreneurship learning model based on *caring economics* (Suchaina et al., 2023). The documentation of learning planning and other data has also confirmed this. Nonetheless, Entrepreneurship Education is a course that offers a wealth of knowledge on resource management (Prawinugraha et al., 2021). Meanwhile, resource management has become a national issue that needs attention, given the widespread instances of overexploitation and the resulting detrimental effects. A potential solution to tackle the issue of unregulated resource exploitation and its adverse effects on the environment and society is to embrace a *caring economics* model that underscores the significance of education and comprehension (Witjaksono, 2016).

Research has shown that incorporating a caring approach into entrepreneurship education is important for developing a mindset that values entrepreneurial intentions and the well-being of others and the environment (Darmawan, 2021a). Entrepreneurship is vital for stimulating economic growth and generating employment opportunities (Leatemia et al., 2023). In other words, *caring economics* can also be viewed from a broader perspective, where concern extends beyond the natural environment to include the social environment as well.

In the realm of Islamic Religious Higher Education Institutions, the concept of *caring economics* encompasses more than just adhering to ethical business practices rooted in religious teachings. It also recognizes entrepreneurship as a vehicle for promoting moral and social values. Moreover, education empowers students with practical business management skills and instills in them a sense of responsibility to positively impact their communities (Satiawan & Sidik, 2021).

Suppose an entrepreneurship learning model based on *Caring Economics* is discovered and implemented. In that case, Islamic Religious Higher Education Institutions have the potential to greatly impact the development of a new generation of entrepreneurs who would not only be economically successful but also prioritize environmental sustainability and social welfare. Entrepreneurship education, based on Caring Economics, not only addresses the present requirements in the business world, but also resonates with the values and principles imparted by Islamic Religious Higher Education Institutions in Indonesia. This learning model emphasizes that entrepreneurship goes beyond pursuing financial gain and encompasses making a meaningful impact on society and the environment. Therefore, a more holistic educational goal can be achieved.

The *caring economics* approach emphasizes the importance of considering the social and environmental impacts of business activities. Students are encouraged not only to strive for financial success, but also to be mindful of their impact on the environment and to actively contribute to the well-being of their communities. It brings a more profound ethical aspect to the process of developing entrepreneurship.

The importance of this learning model can also be seen in its contribution to the overall economy of Indonesia. Islamic Religious Higher Education Institutions can pioneer in creating a larger positive impact by generating entrepreneurs who care about society and the environment. It highlights the importance of incorporating entrepreneurship education focused on caring economics as a vital tool in cultivating a moral, sustainable, and socially and economically progressive generation of entrepreneurs.

Future studies could explore the practical implementation of entrepreneurship education in relation to the needs of caring economics within Islamic religious higher education institutions. For instance, research could explore effective pedagogical strategies and curriculum designs that emphasize caring economics while addressing local socio-economic challenges. Additionally, it would be valuable to investigate the long-term impact of graduates who have undergone such education on their communities and the broader economy.

CONCLUSION

Fulfilling human needs without considering the surrounding environment has tremendous adverse effects on the sustainability of nature and its contents. However, intervening in the implementation of education can still prevent this. Hence, utilizing the entrepreneurship learning model based on *Caring Economics* can be one of the most effective approaches to rectifying the disparity between environmental and social aspects of life. Moreover, research results indicate that an entrepreneurship learning model based on caring economics is highly necessary. Furthermore, this research carries significant implications for motivating lecturers and researchers to develop entrepreneurship learning models rooted in the principles of caring economics. It also recommends that further research should explore in greater depth the development of learning models and curricula that integrate caring economics into entrepreneurship education.

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