

**INTERNALIZATION OF ENTREPRENEURSHIP VALUES AMONG
STUDENTS OF FITK AT MAULANA MALIK IBRAHIM STATE
ISLAMIC UNIVERSITY MALANG**

THESIS

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**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

June, 2016

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THESIS

*Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree (S.
Pd) in Social Science Education Faculty at Tarbiyah and Teaching Training
Faculty Maulana Malik Ibrahim State Islamic University Malang*

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**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
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June, 2016

APPROVAL SHEET

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UNIVERSITY MALANG**

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**INTERNALIZATION OF ENTREPRENEURSHIP VALUES AMONG
STUDENTS OF FITK AT MAULANA MALIK IBRAHIM STATE
ISLAMIC UNIVERSITY MALANG**

THESIS

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Alfida Rian Hidayah (12130066)

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Appendixes : 4 (Fourth) exemplar

Dear,
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Malang

Assalamualaikum Wr Wb

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As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamualaikum Wr Wb

Advisor



Mokhammad Yahya, MA., Ph.D
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DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd) entitled "*Internalization of Entrepreneurship Values Among Students of FITK at Maulana Malik Ibrahim State Islamic University Malang*" is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis if there is any objection or claim from others.

Malang, 12th June 2016



Handwritten signature of Alfida Rian Hidayah.

Alfida Rian Hidayah

DEDICATION

Firstly I would like to thank unto Allah our God who always give me his mercies and blessings and also the opportunity to finish this thesis. I dedicate this thesis for the entire meaningful person in my life

For my beloved parents, my strong father Yohanes and my patient mother Susiati, that always give motivation and support in every time and averywhere, May Allah mercies them always. My little sister Robiatul Adawiyah that always make me smile in a sad feeling.

All of my close friends that I can't mention them, but all of you guys always stay in my heart till the end of my life, classmate ICP IPS' 12. Good luck and be a success person to all of you. Thank you for your great support.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ
هَدَاهُمُ اللَّهُ وَأُولَئِكَ هُمْ أُولُو الْأَلْبَابِ

Who listen to the word attentively and follow the best thereof. It
is they whom Allah has guided and it is they who possess
wisdom.

(Q.S. Az-Zumar: 18)

ACKNOWLEDGEMENTS



All praise be to Allah the all mighty, who has giving us mercies and blessing until I can finish this thesis on the title *“Internalization of Entrepreneurship Values Among Students of FITK at Maulana Malik Ibrahim State Islamic University Malang”* on time. Sholawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

The author never forget to thanks beloved parent that always give motivation to study hard until getting the bright future and some special persons in supporting and guiding me to finish this thesis. Those are:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si Rector of Maulana Malik Ibrahim State Islamic University of Malang
2. Dr. H. Nur Ali, M.Pd, Dean of Tarbiyah and Teaching Training Faculty
3. Dr. H. Abdul Basith, M.Si, the Chief of Social Science Education Department.
4. Mokhammad Yahya, MA.,Ph.D, the advisor who always guide and motivated to completed this thesis perfectly and on time.

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7. All of My Friend at Social Sciences Department 2012.

The last, author believe that there are so many mistakes in this thesis, so that I never forget to ask some suggestion. May Allah give us his mercies and blessing.

Malang, 12th June 2016

The Author

ARABIC - INDONESIAN TRANSLITERATION

Penulisan transliterasi Arab-Latin skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no 158 tahun 1987 dan no 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut

A. Huruf

| | | | | | |
|---|------|---|------|---|-----|
| ا | = a | ز | = z | ق | = q |
| ب | = b | س | = s | ك | = k |
| ت | = t | ش | = sy | ل | = l |
| ث | = ts | ص | = sh | م | = m |
| ج | = j | ذ | = dl | ن | = n |
| ح | = h | ط | = th | و | = w |
| خ | = kh | ظ | = zh | ه | = h |
| د | = d | ع | = ‘ | ع | = ‘ |
| ذ | = dz | غ | = gh | ي | = y |
| ر | = r | ف | = f | | |

B. Vokal Panjang

Vocal (a) panjang = a

Vocal (i) panjang = i

Vocal (u) panjang = u

C. Vokal Diphthong

| | |
|----|------|
| أو | = aw |
| آي | = ay |
| أو | = u |
| اي | = i |

ROMANIZATION OF ARABIC

Sometimes they call this system Romanization. The more you go further in our trip the more you will fully absorb it. Consider the Chart below for better and clear understanding:

| pronunciation | Transliterated | Isolated | Transcription | Pronunciation |
|---------------|----------------|----------|---------------|---|
| ألف | ālif | ا | Ā | Like A in Apple |
| باء | bā' | ب | B | Like B in Baby |
| تاء | tā' | ت | T | Like T in Tree |
| ثاء | thā' | ث | Th | Like the Th in Theory Sometimes like the G in Girl or like the J in Jar |
| جيم | Jim | ج | j | |
| حاء | hā' | ح | <u>h</u> | Like the h in he yet light in pronunciation |
| خاء | khā' | خ | kh | Like the Ch in the name Bach |
| دال | Dāl | د | d | Like the D in Dad |
| ذال | Zāl | ذ | <u>z</u> | Like the Th in The |
| راء | rā' | ر | r | Like the R in Ram |
| زاي | Zāy | ز | z | Like the Z in zoo |
| سين | Sin | س | s | Like the S in See |
| شين | Shin | ش | sh | Like the Sh in She |
| صاد | Sād | ص | <u>s</u> | Like the S in Sad yet heavy in pronunciation |
| ضاد | Dād | ض | <u>d</u> | Like the D in Dead yet heavy in pronunciation |
| طاء | tā' | ط | <u>t</u> | Like the T in Table yet heavy in pronunciation |
| ظاء | zā' | ظ | <u>z</u> | Like the Z in Zorro yet heavy in pronunciation |
| عين | ĕain | ع | ĕ | Has no real equivalent sometimes they replace its sound with the A sound like for example the name Ali for علي/ali/ |
| غين | Ghain | غ | gh | Like the Gh in Ghandi |
| فاء | fā' | ف | f | Like the F in Fool |
| قاف | Qāf | ق | q | Like the Q in Queen yet heavy velar sound in pronunciation |
| كاف | Kāf | ك | k | Like the K in Kate |
| لام | Lām | ل | l | Like the L in Love |
| ميم | Mim | م | m | Like the M in Moon |
| نون | Nun | ن | n | Like the N in Noon |
| هاء | hā' | ه | h | Like the H in He |
| واو | Wāw | , | W(aw, au, u) | Like the W in the reaction of astonishment saying: |

| | | | | |
|------|-------|-------------|---|--|
| ياء | yā' | ي ء | Y (ay, ai, ī) | WAW! Like the Y in you |
| همزة | Hamza | أ إ ؤ | Latter will be discussed separately | Seen latter because it differs according to case and context |

NOTE: Any transliterated word from now on will be written between two slashes in which a syllabus is written to form a word. Like for example the verb /ka/ + /ta/ + /ba/ {three syllabuses) means /kataba/ {one word} for the verb "to write".



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ABSTRAK

Rian Hidayah, Alfida. 2012. *Internalization of Entrepreneurship Values Among Students of FITK at Maulana Malik Ibrahim State Islamic University Malang* Thesis, Social Science Education Departement, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Mokhammad Yahya, MA. Ph.D.

Tarbiyah and Teaching Training Faculty (FITK) is one of the faculty who have the educational background. Which is students equipped with teacher values and religious values. But in the fact Tarbiyah and Teaching Training Faculty also internalize the values of entrepreneurship to students. Because in addition to producing professional educators, Tarbiyah and Teaching Training Faculty has the objective to shape them into entrepreneurs. It is necessary to support programs that facilitate students to implement the values of entrepreneurship, so that students are able to develop entrepreneurial skills and are ready to compete in the world of work.

The purpose of this research are: (1) To explain the philosophical background of entrepreneurship as a compulsory subject at FITK, (2) To explain the internalization of entrepreneurship values at FITK, (3) To describe the supporting and deterrent factors in the internalization of entrepreneurship values at FITK.

To achieve the objectives on this research use qualitative research approach with descriptive type. Data collection techniques used were observation, interviews, and documentation. Data was analyzed by reducing irrelevant, presented data and draw conclusions.

The result of this research show that: (1) The philosophical background of entrepreneurship as a compulsory subject at FITK, There are three perspectives: Government Perspective, Religious Perspective and Pragmatism Perspective. (2) The Internalization of entrepreneurship values at FITK, Internalization of entrepreneurship values given to students FITK through three stages, namely the value of transformation, transaction value, and value of trans-internalization. (3) The supporting and deterrent factors in the internalization of entrepreneurship values at FITK, The supporting factors of internalization entrepreneurship values are students enthusiastic in following the process of internalizing the values of entrepreneurship and also provide opportunities for students FITK to know and learn about the theory of entrepreneurship. While the deterrent factor is the internalization process that is provided to students FITK most still use the lecture method is limited to theory without practice.

Key word: Internalization, Entrepreneurship Value, Student.

مستخلص البحث

هداية، ألفدا ريان. 2016. تدخيل قيم العمل الحر في كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. البحث الجامعي، قسم التعليم الإجتماعي، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرف: الدكتور محمد يحيى الماجستير.

كلية علوم التربية والتعليم من إحدى الكليات لها الخلفية في مجال التربية. تزود الكلية الطلبة بقيم التربية والدينية. بجانب ذلك، تزود الطلبة بقيم العمل الحر لأن الكلية تريد أن تحقق المدرس المؤهل وكذلك منظم الأعمال في نفس الوقت. لتحقيق ذلك الهدف، الكلية تحتاج إلى البرنامج الذي يدعم قيم العمل الحر. في النهاية، يستعد الطلبة أن يطوروا عملهم الحر ويتنافسوا في العمل.

أهداف البحث: (1) شرح خلفية فلسفية من مادة العمل الحر في كلية علوم التربية والتعليم؛ (2) شرح تدخيل قيم العمل الحر في كلية علوم التربية والتعليم؛ (3) وصف عوامل التي تدعم وتعيق تدخيل قيم العمل الحر في كلية علوم التربية والتعليم.

لتحقيق الأهداف السابقة فالباحثة تستخدم مدخل البحث الكيفي بنوع البحث الوصفي. أسلوب جمع البيانات الملاحظة، والمقابلة، والوثائق. تحليل البيانات بتحديد الأشياء غير مناسب، وعرض البيانات، والاستنباط.

نتيجة البحث تشير إلى أن: (1) خلفية أساسية من مادة العمل الحر في كلية التربية والتعليم هي وجهة نظر الحكومية، والدين، وبراغماتية؛ (2) تدخيل قيم العمل الحر في كلية علوم التربية والتعليم بوسيلة قيمة التغيير، والمعاملة، ونقل التدخيل؛ (3) عوامل الدعم في تدخيل قيم العمل الحر الطلبة تهتم بمادة العمل الحر والمحاضر يعطى المناسبة إلى الطلبة لمعرفة نظرية العمل الحر وتعلمها. عوامل العائق في تدخيل قيم العمل الحر أكثر من عملية التدخيل إلى طلبة كلية علوم التربية والتعليم تستخدم طريقة المحاضرة التي تحدد في النظرية دون التطبيق.

كلمات أساسية: تدخيل قيم العمل الحر، طلبة كلية علوم التربية والتعليم

ABSTRAK

Hidayah, Alfida Rian. 2016. *Internalisasi Nilai-nilai Kewirausahaan Pada Mahasiswa FITK di Universitas Islam Negeri Maulana Malik Ibrhim Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrhim Malang. Pembimbing Skripsi: Mokhammad Yahya, MA. Ph.D.

Fakultas Ilmu Tarbiyah dan Keguruan (FITK) merupakan salah satu fakultas yang memiliki background kependidikan. Yakni mahasiswa dibekali dengan nilai-nilai keguruan dan nilai-nilai religi. Namun tidak menutup kemungkinan FITK juga menginternalisasikan nilai-nilai kewirausahaan kepada mahasiswa. Karena selain menghasilkan pendidik yang profesional, FITK memiliki tujuan untuk membentuk mereka menjadi wirausahawan. Maka diperlukan program-program yang mendukung dalam memfasilitasi mahasiswa untuk mengimplementasikan nilai-nilai kewirausahaan, sehingga mahasiswa mampu untuk mengembangkan keterampilan wirausahanya dan siap bersaing di dunia kerja.

Tujuan dalam penelitian ini yaitu: (1) Untuk menjelaskan latar belakang filosofi kewirausahaan sebagai mata kuliah wajib di FITK. (2) Untuk menjelaskan internalisasi nilai-nilai kewirausahaan di FITK. (3) Untuk mendeskripsikan faktor yang mendukung dan menghambat internalisasi nilai-nilai kewirausahaan di FITK.

Untuk mencapai tujuan di atas, di gunakan pendekatan penelitian kualitatif dengan jenis deskriptif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Data dianalisis dengan cara mereduksi yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) Apa latar belakang filosofi kewirausahaan sebagai mata kuliah wajib di FITK, ada tiga perspektif yaitu Perspektif Pemerintah, Perspektif Agama, dan Pragmatism Perspektif. (2) Bagaimana internalisasi nilai-nilai kewirausahaan di FITK. Internalisasi nilai-nilai kewirausahaan yang di diberikan kepada mahasiswa melalui tiga tahapan yaitu nilai transformasi, nilai transaksi, dan nilai trans-internalisasi. (3) Apa saja faktor yang mendukung dan menghambat internalisasi nilai-nilai kewirausahaan di FITK. Faktor yang mendukung internalisasi nilai-nilai kewirausahaan yaitu mahasiswa antusias dalam mengikuti proses internalisasi nilai-nilai kewirausahaan dan juga memberikan kesempatan kepada mahasiswa FITK untuk mengetahui dan mempelajari tentang teori kewirausahaan. Sedangkan faktor penghambat yaitu proses internalisasi yang di berikan kepada mahasiswa FITK sebagian besar masih menggunakan metode ceramah yaitu sebatas teori tanpa ada praktek.

Kata Kunci: Internalisasi nilai-nilai kewirausahaan, Mahasiswa FITK.

CHAPTER I

INTRODUCTION

A. Background of The Study

Currently, entrepreneurship has become a subject taught in schools and became a compulsory subject that is taught in most of state and private universities. Especially at FITK UIN Malang. Each department that is under the shade of the Tarbiyah and Teacher Training Faculty required to join entrepreneurship subject. They are equipped with the values of entrepreneurship. Related to the entrepreneurial character, the values were transformed into non-formal education, especially among others: honesty, discipline, values that are transformed in order to maintain, develop the entrepreneur spirit. As a characteristics contained within the entrepreneurial, automatically the values of entrepreneurial will shaped in own self.

Even though, if viewed in the context of scientific context, FITK is one of the faculty who have background education, they are have been equipped with the teacher values or teacher science who has a spiritual depth, grandeur morals, breadth of knowledge and maturity of the professionals, and crusader the advancement of society who are ready to compete in national and international level. FITK have some majors that is Islamic education (PAI), Social Science education (IPS), Islamic elementary teacher education (PGMI), Arabic language education (PBA), Islamic Kindergarten teacher education (PGRA), Islamic education management (MPI).

Not only teacher values are given a lesson to the student, there are a much values are given to student that is religion, teacher values, and in the fact FITK also equipped with the values of entrepreneurship. Even though according to John J. Kao Entrepreneurship is the attempt to create value through recognition of business opportunity, the management of risk-taking appropriate to the opportunity, and through the communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition.¹

Internalization is a process to grow a certain attitude in a person. In a large dictionary Indonesian (KBBI) the meaning of Internalization is appreciation, the appreciation of a doctrine, or a value that is the confidence and awareness of the truth of doctrine or values shaped in attitudes and behavior. In this case the researchers discuss the internalization of entrepreneurial given to students FITK. The process of internalization of entrepreneurship provided through entrepreneurship courses for one semester in FITK can influence entrepreneurial attitudes in students who already have values entrepreneurship. So that the student can apply or practice the theories and values of entrepreneurship that has been learned.

But in the process of internalizing the values of entrepreneurship is not yet sufficiently realized to the maximum, because infrastructure is inadequate. So that students can not develop skills as an essential

¹ Leonardua Saiman, *kewirausahaan teori, praktik, dan kasus-kasus*, (Jakarta: Selemba Empat, 2009), hlm, 41.

knowledge as the provision of a future life. Thus the researchers have several solutions, namely: a) developing entrepreneurial values to students, b) developing entrepreneurial skills, c) grow a culture of entrepreneurship. So that students not only get a theory but students can practice. On the other hand most people are still a lot oriented job seekers, not on thinking how to create jobs for themselves and others.

Many people are select to be entrepreneurship. Although, basically they work not as an entrepreneur. There are so many we encountered people who have a small business or a large scale. Those who have different capabilities, but in essence each an individual was ingrained an entrepreneurial values, depending on each individual who developed these values. So it is not wonder if we now see a lot of entrepreneurs.

As the Prophet was also a merchant or entrepreneur. Prophet has taught us about entrepreneurship, because entrepreneurship is not simply embed an entrepreneurial attitude, but the attitude of honesty, self-reliance, resilience, patience and creativity. In a hadith Asim bin Ubaidullah about the love of God to the people who work:

عن عاصم بن عبد الله ، عن سالم ، عن أبيه ، قال : قال رسول الله صلى الله عليه وسلم : { إن الله يحب المؤمن المحترف } وفي رواية ابن عبدان : { الشاب المحترف } (أخرجه البيهقي)

Dari Ashim bin Ubaidillah, dari Salim, dari bapaknya, dia berkata, Rasulullah SAW. telah bersabda “sesungguhnya Allah mencintai seorang mukmin yang berkarya/ bekerja keras.” Dan di

dalam riwayat Ibnu Abdan, “pemuda yang berkarya/ bekerja keras.” (H.R. Baihaqy)²

The contents of the first hadith explains that Allah SWT. Like or more loving servants were roused for hard work. It can be inferred from the first hadith about the work that in entrepreneurship, one must have the spirit to work, and usually they have the characteristics of entrepreneurship that is attached to him. As the characteristics of people who are self-employed have the creativity, people who work should have the creativity so that it can develop and modify a product.

In another hadith described Miqdam bin Ma'dikariba about nabi daud ate of his own business:

عَنْ الْمُقْدَامِ بْنِ مَعْدِيكَرِبَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ ، وَإِنَّ نَبِيَّ اللَّهِ دَاوُدَ عَلَيْهِ السَّلَامُ كَانَ يَأْكُلُ مِنْ عَمَلِ يَدِهِ. (رواه البخاري)

Dari Al-Miqdam bin Ma'dikarib RA. : Nabi SAW. bersabda, “tidak ada makanan yang lebih baik dari seseorang kecuali makanan yang ia peroleh dari uang hasil keringatnya sendiri. Nabi Allah, Daud AS. makan dari hasil keringatnya sendiri.” (H.R. Al Bukhori)³

In this hadith explained that a person eats with their own efforts and not always depend on others. Entrepreneurial teaches us to be independent and not depend on others. Therefore, what is student FITK can apply the entrepreneur value that has become of compulsory subject in Tarbiyah and teacher trianing faculty? In my opinion intreprenuer subject exactly will

² <http://multazam-einstein.blogspot.co.id/2013/01/hadis-nabi-tentang-wirausaha.html>, accessed 20 December 2016

³ *Ibid.*

help us to develop the skill that exist within each student. Because essentially entrepreneurship is not the subject that static in own self, but an entrepreneurial spirit can be trained and developed. So that FITK not only get immediate theories about entrepreneurship but can practice.

Meanwhile, preference that is taught in every department in this FITK is about scientific and practice concerned with each department. And the core discussion of this study is, what is the background FITK to make entrepreneurship as one of the subjects with the above background, researchers interested in conducting research with the title Internalization of Entrepreneurship Values Among Students of FITK at Maulana Malik Ibrahim State Islamic University Malang.

B. Research Questions

1. What is the philosophical background of entrepreneurship as a compulsory subject at FITK?
2. How is the internalization of entrepreneurship values at FITK?
3. What are the supporting and deterrent factors in the internalization of entrepreneurship values at FITK?

C. Objectives of The Study

1. To explain the philosophical background of entrepreneurship as a compulsory subject at FITK
2. To explain the internalization of entrepreneurship values at FITK
3. To describe the supporting and deterrent factors in the internalization of entrepreneurship values at FITK

D. Significance of The Study

The advantage from this research that is, the first Internalization values of entrepreneurship can help the student to be a good entrepreneur and create a good character within human beings. Then the results of research will be carried out can be used as documentation in Tarbiyah and Teaching Training Faculty.

Therefore FITK students may be able to apply any values contained in education and teacher training, and can apply the values of entrepreneurship. And the last as for the research related to the implementation of this study, researchers can add insight or knowledge of a broad and could be critical in solving a problem.

E. Previous of The Studies

This research originality presented the similarities and differentiations of previous study that is related to this research with this research. This research originality is explained to prevent the repetition and plagiarism of the similar object. Therefore, researcher summarized as what was explained in the table:

Table 1.1 Previous of The Studies

| No | Research Identity | Similarity | Deferentiation | Research Originality |
|----|--|--|--|--|
| 1 | Nama: Muhammad Tri Santoso Judul: Internalisasi nilai-nilai kewirausahaan dalam membentk sikap wirausaha siswa Di smk negeri 2 malang | The similarity of this research is discuss about Internalization of Entrepreneurship Values and have a similarity of | Object research, this research conduct in SMK Negeri 2 Malang. | Internalization entrepreneurship values to FITK students at maulana malik ibrahim state islamic university |

| | | | | |
|---|---|--|---|---|
| | Bentuk: Skripsi Penerbit: Tahun: | objective to construct entrepreneur spirit | | malang |
| 2 | Nama: Farida Judul: Perwujudan karakter wirausahawan dalam mencapai keberhasilan usaha Bentuk: Skripsi Penerbit: UIN Malang Tahun: 2012 | Actualization of entrepreneur value | In this research explain about Internalization entrepreneurship values to FITK students to shape the entrepreneur spirit within own self | Internalization entrepreneurship values to FITK students at maulana malik ibrahim state islamic university malang |
| 3 | Nama: Siti Aniqoh Judul: Internalisasi nilai- nilai kewirausahaan melalui pendidikan kewirausahaan pada mahasiswa progam studi pendidikan ilmu pengetahuan sosial universitas islam negeri maulana malik ibrahim malang Bentuk: Skripsi Penerbit:UIN Malang Tahun: 2015 | Internalization entrepreneurship values through entrepreneur education | Scope of research | Internalization entrepreneurship values to FITK students at maulana malik ibrahim state islamic university malang |

F. Operational Definition

- a. The Internalization of entrepreneurship values among students of FITK at Maulana Malik Ibrahim State Islamic University Malang.
Internalization is a growing of entrepreneur values through

entrepreneur subject on every student. In addition they get the values of teacher training, they are also supplied with the values of entrepreneurship.

- b. The entrepreneur subject is one of compulsory subject that is must followed by each FITK student. Therefore, all student besides equipped with the values of their teacher also get the values of entrepreneurship. Because basically entrepreneurship are the values of life. Each in a person have an entrepreneurial spirit, who should be trained and developed through the internalization of the values of entrepreneurship courses.
- c. Currently, Tarbiyah and Teaching Trianing Faculty at Maulana Malik Ibrahim State Islamic University Malang, have five departement that is Islamic Education (PAI), Social Science Education (P.IPS), Islamic Elementary Teacher Education (PGMI), Arabic Language Education (PBA), Islamic Kindergarten Teacher Education (PGRA), Islamic Education Management (MPI). Therefor, Arabic Language Education, Islamic Kindergarten Teacher Education, Islamic Education Management departement are new departement that was added by FITK. So thus are departement still not obtain about entrepreneurship subject.

G. Structure of The Thesis

To obtain a clear description and complete discussion of this content design, then globally can be seen in the systematic study below:

Chapter 1 discussed on the introduction, are contained within a background of the problem, research questions, the purpose and usefulness of the research, the scope, involvement research and operational definitions.

Chapter II describe about the study of literature, The Meaning and Stages Internalization, Entrepreneurship, Entrepreneurship Values, Supporting and Defendants Factor in Entrepreneurship. Thus explain about the topic on the research.

Chapter III discuss on the research methodology, types and approaches used, the presence of researchers, data sources, technical data collection, data analysis, checking credibility of the research, the stages of research. The process of collecting till finishing validity of data.

Chapter IV, in this chapter will be posted exposure data that is explain about the Philosophical Background of Entrepreneurship as a Compulsory Subject at FITK, the Internalization of Entrepreneurship Values at FITK, the Supporting and deterrent Factors in The Internalization of Entrepreneurship Values at FITK.

Chapter V discussion of the results of research and analysis, a limitation of the findings was associated with the existing theory.

Chapter VI the last chapter contains a cover, includes conclusions and suggestions.

CHAPTER II

LITERATURE RIVIEW

A. The Meaning and Stages of Internalization

1. The Meaning of Internalization

Internalization is the unifying value in a person, or in the language of psychology is adjustment of beliefs, values, attitudes, practices, and standards within human being.⁴ According Fuad Ihsan, internalization interpret as attempts are made to enter values into the mind so that it becomes hers.⁵ And according Ahmad Tafsir, distinguish between internalization and personalities, but both of process must be run together and become a unified whole. Internalization is an attempt to include knowing and doing from the external to the internal, is said to be personality because the effort to make the knowledge and skills integrated with the person.⁶

In relation of the value, some definition according by some experts that basically has the same meaning. Thus the researchers conclude that the internalization as a value investment process into soul of a person, so that the value reflected in the attitudes and behavior are revealed in daily life. A value that has been internalized in a person is can be determined through the characteristics of behavior.

⁴ Rohmat mulyana, *Mengartikulasikan Pendidikan Nilai*, (Bandung: Alfabeta CV, 2004), hlm, 21.

⁵ Fuad Ihsan, *Dasar-dasar Kependidikan*, (Jakarta: PT. Rineka Cipta, 1997), hlm. 155.

⁶ Ahmad Tafsir, *Filsafat Pendidikan Islam, Integrasi Jasmani, Rohani dan Kalbu Memanusiakan Manusia* (Bandung: PT. Remaja Rosda Karya, 2006), hlm. 229.

2. The Stages of Internalization

Implementation values of education through several phases, as well as the formation of the internalization, the internalization process associated with the construction of learners. There are three stages of the process of internalization⁷:

a) Stage of value transformation

This stage is a process conducted by teachers in informing of the good and bad value. At this stage occurs only verbal communication between teacher and students. The transformation of this value it is only the transfer of knowledge from teacher and students. The values given are still on the cognitive area, the students and this knowledge is possible lost if one's memory is not strong.

b) Stage of value transaction

On this stage the value of education is done through two way of communication that is between students with teachers who have reciprocal so that happened in a process of interaction.⁸ Thus the stage of transaction value, teachers can influence the student through the sample values that have students carry out. On the other side the students will determine the appropriate value to own self.

⁷ Muhaimin, dkk. *Strategi Belajar Mengajar*, (Surabaya: Citra Media, 2011), hlm, 153.

⁸ *Ibid*, hlm

c) Stage of trans-internalization

This stage is much more profound than translation stage. On this stage not only done with verbal communication but also the mental attitude and personality⁹. So this stage the teachers must truly pay attention of attitude and behavior in order to not contradictory with the teachers provide to students. This was caused by student tendency to emulate what the attitude, mental, and teacher personality.

Thus internalization is a process of value investment into human being through coaching, guidance, and so on. So reflected one of these values within the attitudes and behavior which is with the standards expected.

B. Entrepreneurship

1. An explanation of an entrepreneur meaning

In daily life, there are many people who believe that entrepreneurship is identical to what is owned and carried out by an entrepreneur or self-employed. This view is not appropriate because the entrepreneurial spirit and attitude is not only owned by a businessman, but also by any person acting innovative and creative thinking, for example, farmers, employees, government officials, students, teachers, and partly project leader. Indeed, at first entrepreneurial encountered in the business world, but lately

⁹ *Ibid.*

developed in various aspects of life, and often is used as one of the requirements to become the leader of an organization.

Robert D. Hisrich *et al.* most of complete to define entrepreneurship based on economist, psychologist, and businessman approach¹⁰:

- a) To an economist, an entrepreneurship is one of brings resources, labor, materials, and other assets into combination that make their value greater than before, and also one who introduces changes, innovations, and a new order.
- b) To an psychologist, such a person is typically driven by certain forces the need to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others.
- c) To one businessman, an entrepreneur appears as a threat, an aggressive competitor, whereas to another businessman the same entrepreneur may be an ally, a source of supply, a customer, or someone who create wealth for others, as well as find better ways to utilize resources, reduce waste, and produce jobs others are glad to get.

Entrepreneurship is a person who have a creative spirit, that is capable think is not what other people think and create employment

¹⁰ Leonardus Saiman, *op.cit.*, hlm. 42

opportunities for themselves and others. Realizing it is the function of creativity as innovative processes in business is very important. "There are two important aspects in creativity that is: processes and people"¹¹ The process-oriented to a goal, which is designed to achieve a solution to a problem. While humans are resources that define the solution.

On entrepreneurship creative and innovative is required by an entrepreneur. Due to creative and innovative only done by people who have an entrepreneurial personality or attitude. The characteristics of person who has the personality of entrepreneur that is: (1) Confidence that is optimist, committed, discipline, and responsible. (2) Have the initiative that is full of energy, nimble in action, and active. (3) Has the achievement motive is oriented on results and insights into the future. (4) Have a spirit of leadership that dared to be different, trustworthy, and resilient in the act. (5) Took a risk by calculating.¹² In an entrepreneurial, the person must have characteristics as already described above, so it will be easier to achieve the goal that was on target in a business.

According to Mas'ud Machfoedz and Mahmud Machfoedz
"Express personal profiles of entrepreneurs as follows: the pursuit of

¹¹ Mas'ud Machfoedz dan Mahmud Mahfoedz, *Kewirausahaan Metode, Manajemen, dan Implementasi* (Yogyakarta: BPFE-YOGYAKARTA, 2005), hlm, 4.

¹² Suryana, *op.cit.*, hlm. 3.

achievement, risk-taking, is able to solve problems, humble, passionate and confident”¹³

According to Thomas W. Zimmerer and Norman M. Scarborough profile entrepreneurs are: responsibility, prefers medium risk, confidence in the ability to achieve success, the desire to directly obtain feedback, high energy level, the orientation of the future¹⁴

Courage to take risks is the main characteristic that must be owned by an entrepreneur, therefore, an entrepreneur must be prepared to accept the failure and success in entrepreneurship. An entrepreneur will fail in his attempt, it is certainly the case in entrepreneurship. Thus if an entrepreneur has the characteristic are mentioned by W. Zimmerer and Norman M. Scarborough and Mas'ud Machfoedz and Mahmud Machfoedz then automatically an entrepreneur would be wise in making decisions and always confident when facing a failure to promptly rise achieve the planned objectives.

2. The Goal and Advantage of Entrepreneurship

The advantage being intrepeneur according Brand Sugar (Founder of Action International) said “Business just a game, so learn the rules, play smart, and have fun”¹⁵ Entrepreneurship is a game, to understand and learn the correct rules of the game so that it can run efforts are clever and can get to enjoy the benefits. Therefore, the benefits and purpose of being an entrepreneur is:

¹³ Mas'ud Machfoedz, *op.cit.*, hlm. 2.

¹⁴ Thomas W. Zimmerer dan Norman M. Scarborough, *Essentials of Entrepreneurship and Small Business Management* (Jakarta: PT. PENEBAR SWADAYA, 2005), hlm. 4.

¹⁵ Suharyadi, dkk. *Kewirausahaan Membangun Usaha Sukses Sejak Usia Muda* (Jakarta: Selemba Empat, 2008), hlm. 8.

a) The benefits of entrepreneurship according to Thomas W. Zimmerer as follows¹⁶:

1) Opportunities to control your own destiny

Freedom is something very valuable for an entrepreneur. Entrepreneur gives freedom to everyone to define their own goals. Have the freedom to carry their own business and achieve their own goals. They can decide for themselves the target achievement of business they want, freedom on use of the resources, and not rely on others.

2) Opportunity to make changes

In the entrepreneurship change is needed in a company as innovation. Therefore, an entrepreneur must have a creativity, because it could develop an entrepreneurial efforts are underway. The entrepreneurs realized that the limits to their success is anything that is determined by the creativity, enthusiasm, and their own vision.

According to Mas'ud Machfoedz and Mahmud Machfoedz an entrepreneur is always trying to innovate to improve a situation. In searching of new things that an entrepreneur always pay attention to effectiveness and efficiency, as well as cooperation with other parties mutually beneficial.

3) Opportunities to achieve its full potential

Being an entrepreneur will have the freedom to determine its own profits on their investment. Although money is not

¹⁶ *Ibid*, hlm. 6.

everything, the profit of the business is an important motivating factor in developing new business.

4) Opportunity for profit without limits

Employment opportunities, there are benefits that prides itself as able to provide jobs to others, helping those who can not afford, and obtain considerable profits so that they can enjoy a better life.

5) Opportunity to participate in society and obtain recognition for your efforts

With the establishing a business, means that entrepreneurs provide benefits to society to obtain employment opportunities and helps the citizen in obtaining goods or services that can meet their needs and desires.

6) Opportunities to do something that you like and have fun in working

Entrepreneurs frequently get a strategic role in the social life in the environment, they are respected, trusted, even those are highly valued because of their results of its operations are a great benefit for society or the environment.

b) The Goal of entrepreneurship

- 1) Increase the number of quality of entrepreneurship
- 2) Realize the ability and advancement of entrepreneurship to generate progress and prosperity

- 3) Cultivate the spirit, attitude, behavior, and entrepreneurial abilities among the public is capable, reliable, and superior
- 4) Cultivate awareness and entrepreneurial orientation are resilient and strong.¹⁷

3. Supporting and Deterrent Factor of Entrepreneurship

As for the points will discuss all of the factors that supporting and deterrent in an entrepreneurial.

1. The success of an entrepreneur is determined by several factors, namely¹⁸:

- a) Ability and willingness. People who do not have the willingness and ability but a lot of people who have the will but does not have the capability, they will not be a successful entrepreneur. For example, a kiosk owner who has the will to sell daily necessities, but does not have the ability to develop, then the kiosk has not been changed and evolved. Conversely, someone who has the ability, both science and salesmanship but do not have the will and even lazy, would never trade.
- b) The strong determination and hard work. People who do not have a strong determination but willing to work hard and people who like to work hard but do not have a strong

¹⁷ Winarno, *pengembangan sikap entrepreneurship dan intrapreneurship*, (Jakarta: PT. Indeks, 2011), hlm. 61.

¹⁸ Suryana, *op.cit.*, hlm, 67.

embroidery, they are not going to be a successful entrepreneur.

- c) Know the existing opportunities and tried to grab her when the opportunity arises.

2. The cause of the failure of self-employment

As has been pointed out before, the success and failures of entrepreneurship is highly dependent on the ability of private entrepreneurs. Zimmerer suggests several factors that lead to entrepreneurial failure in running his new business, namely¹⁹:

- a) Incompetent in managerial terms. Incompetent or do not have the ability and knowledge to manage the business is the main factor that makes the company less successful.
- b) Less experienced, well within the capability of engineering, business visualize, coordinate, manage human resources, and integrate the operations of companies.
- c) Lack of financial control. So that companies can work well, the most important factor in finances is to maintain cash flow, manage expenditures and receipts carefully. Defects in maintaining cash flow cash flow will megambat company's operations and resulted in the company is not smooth.

¹⁹ *Ibid*, hlm, 68

As for the factors driving and inhibiting someone in entrepreneurship is influenced by the personal ability in own self. Modernization thory and “modern man” as society moves through these stages, changes besides thos in skill education and literacy take place.

The values of the population and attitudes toword education and development also change, according to Alex Inkeles and David Smith’s functional perspective of the modernization process. A society that puts emphasis on economic development needs what they call “modern man.”

Modern man has those personal qualities which are likely to be inculcated by participation in large-scale modern productive enterprises such as the factory if the factory is to operate efficiently and effectively. These personal qualities are²⁰:

- a) Openness to new experience
- b) Readiness for social change
- c) Growth of opinion, disposition to hold or form opinions, awareness of diversity of opinions, and the placing of positive value on variations in opinion
- d) Interest in acquiring facts and information

²⁰ Jeanne H. Ballantine, *The Sociology of Education a Systematic Analysis*, (USA: Prentice-Hall, 1993), hlm, 339.

- e) Acceptance of fixed schedules, punctuality, present-time-orientation
- f) Belief that man can exert control over his environment, advance his goals
- g) Long-term planning in public affairs and private life
- h) Calculability or trust in world and others
- i) Valuing technical skill
- j) Educational and occupational aspirations
- k) Awareness of and respect for the dignity of others, and
- l) Understanding of production and decision-making process.

C. Entrepreneurship Values

1. The Meaning of Value

Before explain on the entrepreneurship value, I would like to clarification about the meaning of value. To make easier a reader to understand about the entrepreneurship value.

Generally the values are divided into two groups namely value of being and value of giving. Value of being is the values that exist in human who developed into the behavior and the way how we treat others. Included on value of being that is honesty, courage, peace-loving, self-reliability, potential, discipline. While value of giving is a value that needs to be practiced or given which will then be accepted

as a given. Included in value of giving that is loyal, trustworthy, respect, love, justice, and compassion.

Understanding the value have two domains which both of them have a sense of meaning and purpose are different. In the context of entrepreneurship, both of meaning are same as the value used. The first value of being, the value that characterize an entrepreneur. So also with the understanding that the second value is value of giving, the value that needs to be practiced as a trustworthy, friendly, and fair. An entrepreneur also needs to have value of giving in own self.

2. Entrepreneur Values

Integrating entrepreneurship subjects should emphasize the formation of entrepreneurial attitudes contained in teaching materials that are being discussed, so the teacher does not need to search for special material for the formation of an entrepreneurial spirit in the subjects taught. In entrepreneurial learning, the role of the teacher is very important and determining. Methodologically difficult to explain, but the creativity of the teacher is the best model for the students. Inviting students to practice entrepreneurial values, is a concrete example for a teacher in implementing the values of entrepreneurship in everyday life.²¹

An entrepreneur teacher should be able to transfer entrepreneurial attitude and the ability to build characteristics student personality are

²¹ Leonardua Saiman, *op.cit.*, hlm. 44.

consistent with the objectives of entrepreneurship itself. Entrepreneurial learning not only the absorption of information but over that. Entrepreneurial learning must be balanced with experience and practice in the field so that learners are able to apply or practice the values of entrepreneurship through the internalization of the values of entrepreneur subject.

Objects entrepreneurial studies include values and ability are realized in the development of forms of behavior, which in this case include:

- a) The ability to formulate Life Purpose or Trying. In this context needs to be contemplation, corrections and then repeatedly read and observed to be able to understand what the will.
- b) Ability to Motivate Yourself. Needed to give birth to a determination willingness blazing.
- c) Ability to Initiate. The ability carry out something good without waiting for orders another party, who conducted repeated air so that it becomes a habit initiative.
- d) Ability to Innovate. Which becomes creativity, than after repeated habit will be a motivation. This innovative habit is insistence in a person to always look for new possibilities or new combinations of what can be used as a tool in presenting the goods and services for the welfare of society.

- e) Ability to Establish Capital (Goods and Money).
- f) Ability to Manage Time and Familiarize Yourself to always on time in all actions through customs is always not delay the work.
- g) Mental of ability which is based on religion.
- h) The ability to familiarize themselves in taking lessons from experiences both good and painful.

As stated by Andreas A. Danandjaja, Andreas Budihardjo, and Sidharta poespadibrata, the value system manager there are two groups of values, namely: (1) Personal value system, (2) The value systems of groups or organization, In a personal value system, there are four types of value systems, namely: (a) The primary value pragmatics, (b) The primary value moralistic, (c) The value of primary affective, and (d) The value mix. In the primary grades pragmatic system contained several elements, including planning, achievement, productivity, ability, aptitude, creativity, cooperation and opportunities. While the moralistic values contained elements of confidence, assurance, personal dignity, honor, and obedience.²²

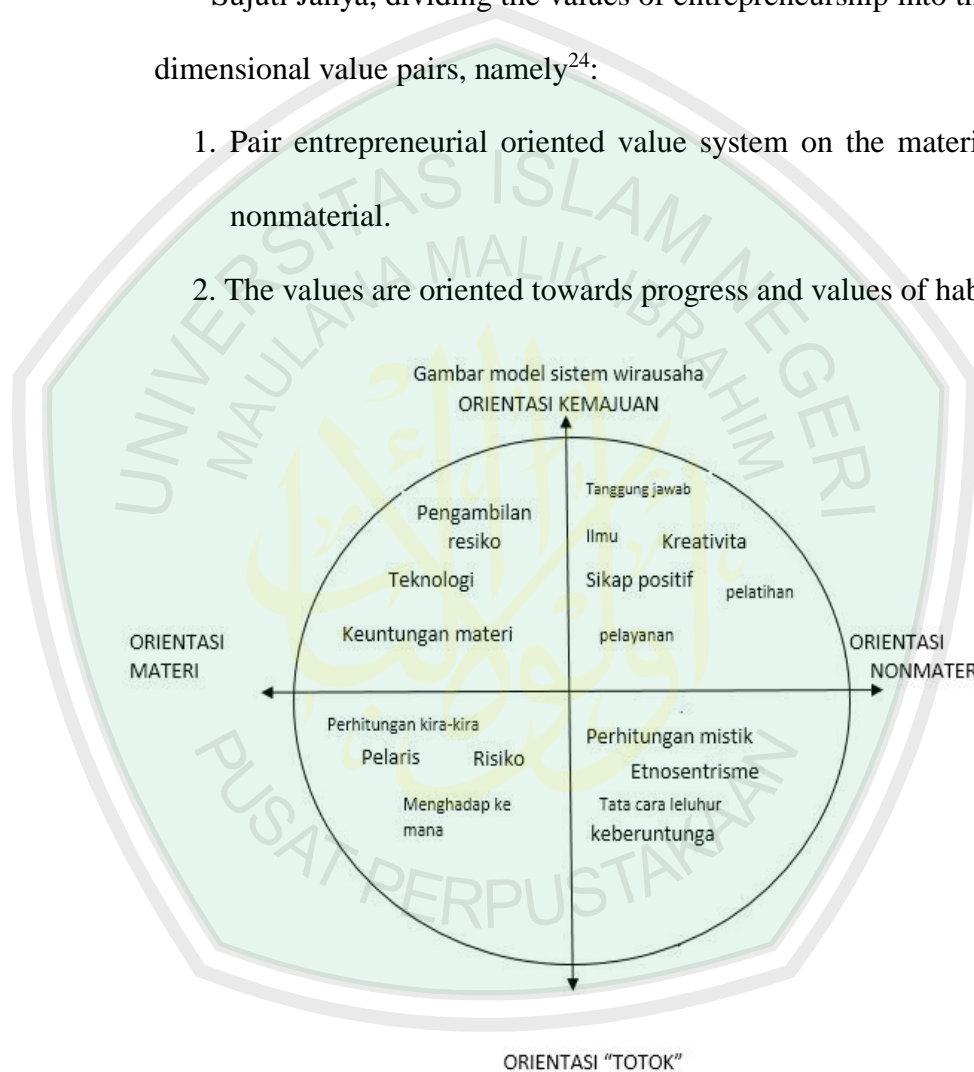
In entrepreneurship, pragmatic primary value system can be seen from the character, spirit, and behavior, for example, always working hard, firm, prioritizing achievement, courage to take risks, productivity, creativity, innovation, quality of work, commitment, and

²² Suryana, *op.cit.*, hlm, 37.

ability to find opportunities. Furthermore, moralistic values include the belief or the confidence, respect, trust, cooperation, honesty, exemplary, and virtue.²³

Sujuti Jahya, dividing the values of entrepreneurship into the two-dimensional value pairs, namely²⁴:

1. Pair entrepreneurial oriented value system on the material and nonmaterial.
2. The values are oriented towards progress and values of habit.



Picture 2.1 characteristics entrepreneur

On the picture above, there are four grades with orientation and characteristics of each as follows:

²³ *Ibid.*

²⁴ *Ibid.*, hlm. 38

1. Entrepreneurial oriented progress to obtain the material, its characteristics are risk-taking, open to technology, and prioritize the material.
2. Entrepreneurial oriented progress, but not to pursue the matter. Entrepreneurial only want to create a sense of responsibility, service, positive attitude, and creativity.
3. Entrepreneurial oriented material to be based on the existing customs, such effort with *fengshui* calculation in order to succeed.
4. Entrepreneurial oriented nonmaterial by working habits. These entrepreneurs usually depend on experience, taking into account the mystical things, ethnocentric, and obey the ordinances ancestors.

D. Supporting and Deterrent Factor in Internalization of Entrepreneurship Values

Internalizing values of entrepreneurship will be accomplished in accordance with the expectations of society if it is supported by several factors, such as the curriculum, dean of management, quality of teachers, facilities and infrastructure, methods or learning strategies, evaluation systems, and so on. Among the contributing factors, there are four factors which are central in driving the success of education, namely the social environment, curriculum, quality of teachers and government policies.

1. Supporting Factor in Internalization of Entrepreneurship Values
 - a) Support the social environment

Currently, students face the powerful challenges of a social environment . They face a variety of prolonged crisis, economic and social inequalities, rising violence and solidistis committed by adults, decreasing the level of public trust in government, and the tendency of people to be more concerned with personal gain material, so bring a psychological influence greatly to students like the despair and sense of helplessness to do anything. Sense and the experience could undermine confidence and the ability of students to help each other.

b) Curriculum

One of the variables affecting the educational system is the curriculum. Therefore, the curriculum should be able to follow the dynamics that exist in society. The curriculum should be able to answer the needs of the wider community in dealing with problems faced life. It is fitting that the curriculum should be updated in line with reality, changes, and challenges of education in equipping students to become people who are ready to live in a variety of conditions.

The curriculum is all the experiences and influences the character of education obtained by the students in the school. The curriculum includes knowledge, skills, habits, attitudes, appreciation, ideals, norms, private teachers, principals, and all school personnel (Alice Miel in Kunandar, 2007: 101). According

to William B. Ragan in his book *Modern Elementary Curriculum* (1965: 23) that the curriculum covers the whole program and life in the school, that all students experience under the responsibility of the school. The curriculum includes not only material, but also covers the whole life in the classroom, including social relationships between teachers and students, teaching methods, and how to evaluate.

In the curriculum should include knowledge, skills, and experience of students, personality and ability of teachers, teaching methods, teaching materials, and how to evaluate. The curriculum should be designed in order to further develop all the existing potential in students. Therefore, not to burdening curriculum students. The curriculum will be applied should be adapted to the article 36 paragraph (3) outlines that the curriculum prepared in accordance with the level of education within the framework of NKRI with respect to:

- 1) Improvement of faith and piety
- 2) Improvement of ethic character
- 3) Increasing the potential, intelligence, and interests of students
- 4) The diversity of the area and environmental potential
- 5) The demands of national and regional development
- 6) The demands of the working world

- 7) The development of science, technology and art
- 8) Religion
- 9) The dynamics of global development, and
- 10) National unity and national values

c) Quality of Teachers

Teaching jobs in schools is a job that requires special expertise. As activities related to the development of potential students who are experiencing growth, then a teacher should really experts in their duties. In the other, the soul and spirit of a teacher whose expertise prioritize devotion to the values of humanity through learning in school.

So teachers are needed here are teachers who meets the professional criteria, ie teachers who have the personality, mastering science is taught, and have a strategy or creative teaching methods and innovative.

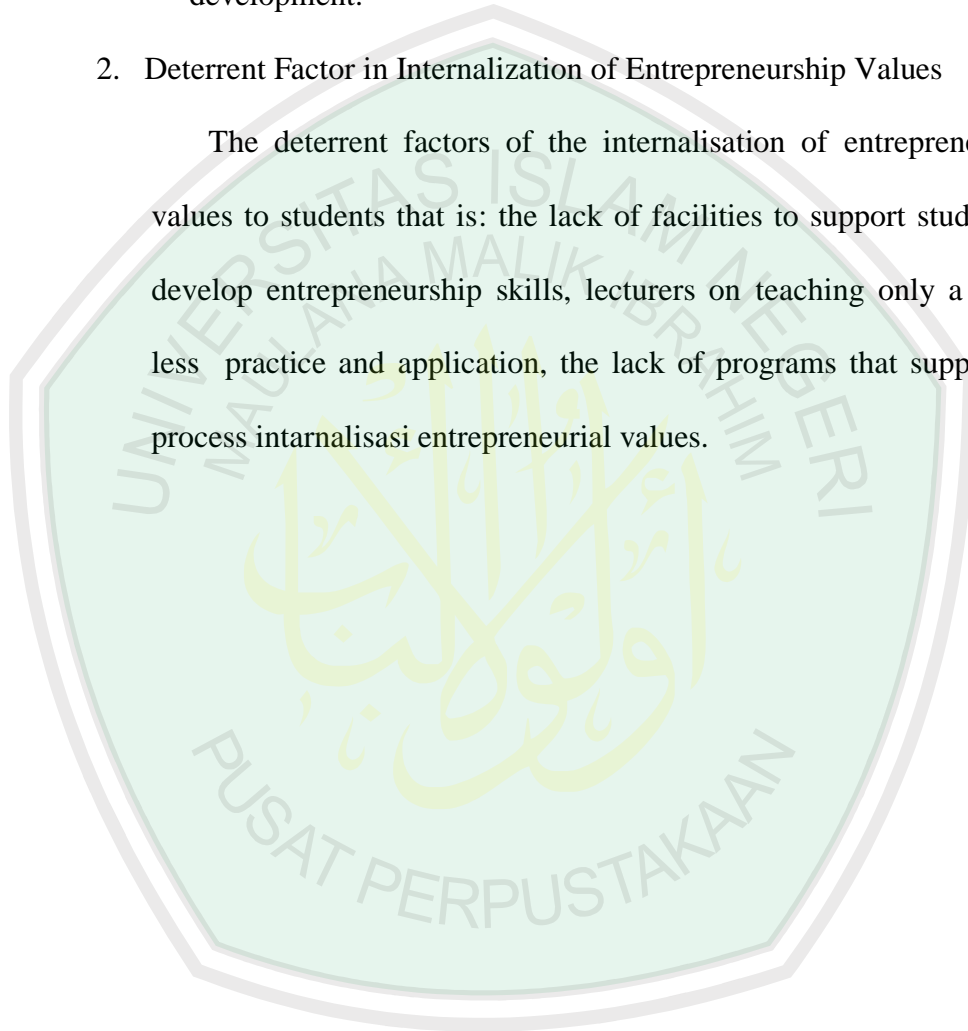
d) Government Policy

Political decisions that take place at least once in five years our country has spawned a variety of policies in the areas construction, including education development policies. Political decisions in the field of higher education's most influential and long-term is the birth of a law such as Law No. 2 of 1989 which was amended by Law No. 2 of 2003 on National Education System.

While the political decisions that occur periodically and influential medium term is birth. Outlines of State Policy once every five years that is there in contained direction of education development.

2. Deterrent Factor in Internalization of Entrepreneurship Values

The deterrent factors of the internalisation of entrepreneurship values to students that is: the lack of facilities to support students to develop entrepreneurship skills, lecturers on teaching only a theory less practice and application, the lack of programs that support the process internalisasi entrepreneurial values.



CHAPTER III

RESEARCH METHOD

Research methodology become important aspect in the research, because it can be known that the research can be done by using this methodology even in collecting data and also in explaining it.

A. The Approach and Type of Research

The theoretical and empirical activity in this research were classified into descriptive qualitative method. Because researchers will report the results of research on the background of the internalization of the values of entrepreneurship, then describe and integrate with existing theoretical conceptions. So the approach of this research is the survey, namely data collection, information or direct information about things that are widely anything to do with internalization of the values of entrepreneurship.

Design in this thesis is using a qualitative approach. The data in the form of the written word, oral, or behavior that can be observed through interviews, observation and documentation, the researcher analyzed by means of qualitative methods.

Qualitative research is the research that aims to understand the phenomenon of what is experienced by the subject of the study such as a behavior, perception, motivation, action, and more holistically, and by way of description in the form of words and language, in a specific context in which the natural and by utilizing a variety of natural methods.²⁵

²⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007), hlm. 6

B. The attendance of Researcher

In this research, researcher with the help of other human is the main data collection tool. This was done because, if utilizing a tool that nonhuman and prepare itself in advance as is commonly used in classical studies, it is not possible to make some adjustment to the realities on the ground.

In addition are human as a tools only you can relate to the respondent or other objects, and only humans are able to understand the link realities on the ground. Therefore, when collecting data in the field, researchers participate in the study site and follow actively the activities in the field.²⁶

The researchers in qualitative research is complex. Researchers are planners, implementers of data collection, analysis, interpret of data and finally researchers as rapporteur result.

C. Site of Research

Place of research used in conducting research to obtain the desired data. This study took place in Tarbiyah and Teaching Training Faculty (FITK) at Maulana Malik Ibrahim State Islamic University Malang. The researcher choose this this place because Tarbiyah and Teaching Training Faculty have one of compulsory subject such as entrepreneurship. So this research conduct to student of FITK who have gotten entrepreneur subject.

²⁶ *Ibid.*, hlm. 9

D. The Source of Data

Source of data in this research is a subject from which the data can be obtained. The main data source in qualitative research is that words and actions, the rest is additional data such as documents and others.²⁷ So that multiple data sources are utilized in this study include:

- 1) The main data sources (primary) that is the source of the data in the capture of researchers through interviews and observations.
- 2) Sources of additional data (secondary), which is the source of the data beyond the words and actions of the source data is written.

E. Data Collection

Data collection method used in this research are as follows:

- 1) Method of observation

Observation method is the method of collecting data by observing the place of research, time of research and person who will be examined as a resource on internalization of entrepreneurship values among students of FITK at Maulana Malik Ibrahim State Islamic University Malang.

Furthermore, observation method to look for the data about the philosophical background of entrepreneurship as a compulsory subject at FITK. Then observation method used to know the person who will be examined as a resource of this research, those are PAI, P.IPS, and PGMI students who is regular and ICP class.

²⁷ *Ibid.*, hlm. 157

The informant chosen by researcher base on students who have join the entrepreneurship subject in Tarbiyah and Teaching Training Faculty. They are from regular and ICP which is different departement, that is Islamic education Departement (PAI) the students have gotten entrepreneurship subject on seventh semester, and Islamic Elementary Teacher Education Departement (PGMI) also have gotten entrepreneurship subject on seventh semester, then Social Science Education Departement have gotten entrepreneurship subject on fourth semester. Because P.IPS is one of the departement which is study about social science, automatically P.IPS get entrepreneurship subject on fourth semester.

2) Method of documentation

Method of documentation is looking for data on things or variables such as notes or transcripts, books, etc, that exist in the faculty tarbiyah and teaching training.²⁸ Method of documentation was long time to used as data resource within documen as data resource used to examine, interpret, and also to predict and then useful as evidence to a trial.²⁹

This method used to know the history, vision and mission, and goal of FITK as the location of research. Documentation method used to get data about the internalization of entrepreneurship values

²⁸ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung:PT. Remaja Rosdakarya, 2007), hlm. 221

²⁹ Lexy J. Moleong, *op.cit.*, hlm. 217

at FITK, that is through the activity of students such as attend the entrepreneur place and bazaar.

3) Method of Interview

The interview is a conversation with a purpose. The interview was used as data collection techniques if researchers conduct preliminary studies to find problems that must be investigated, and if researchers want to know things of respondents more in-depth and the number of respondents a little bit.³⁰

This method is used to collect data through interviews with chief advisor, the lecture of entrepreneurship subject and students who have followed internalization of entrepreneurship values at FITK. This interview did to look for data about the philosophical background of entrepreneurship as a compulsory subject at FITK, the internalization of entrepreneurship values at FITK, and the supporting and deterrent factors in the internalization of entrepreneurship values at FITK. As for the more detailed questions to the interviewer can be seen in the appendix.

Interview selection process conducted in Tarbiyah and Teaching Training Faculty includes seventeen informants, i.e fourteen students and three lecture. That is as entrepreneurship lecture and head of departement. Fourteen students were five students from regular classes and eight students from icp class. Fourteen students were

³⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: ALFABETA, cv. 2011), hlm. 137.

selected with random and most of these students are already involved in the business. While seventeen informants have summarized in a table:

Tabel 3.1 Table Informant

| NO | Name | Departement | Semester |
|-----|----------------------------|-------------------------------------|----------|
| 1. | Dr. H. Abdul Bashith, M.Si | As Head of Departement | |
| 2. | Evi Effendi, MM | As the lecture of entrepereneurship | |
| 3. | Drs. Muh. Yunus, M.Si | As the lecture of entrepereneurship | |
| 4. | Fathun Nikmah | IPS-ICP | 8 |
| 5. | Robitatul Islamiyah | IPS-ICP | 8 |
| 6. | Nanang Fauzi | IPS-ICP | 8 |
| 7. | Dewi Fajariyah | IPS-Reguler | 8 |
| 8. | Heny Agung | IPS-Reguler | 8 |
| 9. | M. Ali Mahcrus | PGMI-ICP | 8 |
| 10. | Ilzatun Nafsi | PGMI-ICP | 8 |
| 11. | Azkiya Vitahunnisa Afiani | PGMI-ICP | 8 |
| 12. | Sunantina Ana Ningsih | PGMI-Reguler | 8 |
| 13. | Siti Rohima Avisina | PAI-Reguler | 8 |
| 14. | Arin | PAI-Reguler | 8 |
| 15. | M. Khoirul Fahmi | PAI-ICP | 8 |
| 16. | Khusnil Mubarak | PAI-ICP | 8 |
| 17. | Dirga | PAI-ICP | 8 |

F. Data Analysis

After the various data collected, the techniques used to analyze the descriptive analysis, meaning that researchers attempt to redefine the data collected on internalization of entrepreneurship values among students of FITK at Maulana Malik Ibrahim State Islamic University Malang.

As mentioned by Moleong in his book that the data analysis is the process of organize and sort data in a pattern, category and unit basic outline that can be found the theme and spirit can be formulated working hypotheses suggested by the data. The process of data analysis conducted by researchers is through the stages as follows:

- 1) Data collection, starting from various sources, namely from several informants, and direct observations that have been written in the field notes, interview transcripts, and documentation. Having read and studied and analyzed the next step data reduction is done by making abstractions. Abstraction will make a summary of the core.
- 2) The selection process, which in turn make up in the unit which is then integrated in the next step, by making the coding. Coding symbols and abbreviations are defined at a group of words that could be similar sentence or paragraph of notes in the field.
- 3) The last stage is an examination of the validity of the data.³¹

³¹ Miles Matthew B dan Micahael Huberman, *Analisis Data Kualitatif*, terj., Tjejep R. R (Jakarta: UI Press, 1992), hlm. 87.

G. Checking Credibility of Data

Checking the validity of data in this research is using triangulation technique. Triangulation is technique of checking the validity of data that utilizes something else. Outside of data for the purpose of checking or as a comparison of the data.³² Triangulation technique most commonly used is the examination of other sources. That is by checking and comparing the degree of confidence behind the information obtained through time and different tools.

Checking the validity of data done by some stage those are: comparing observation result data with interview result data and comparing observation result with related documents.

H. Stage of Research

There are 3 stage of research here and will add with the last stage that is writing the result of research. The three stage are:

- 1) Pre-field stage, which include drafting of research, chooshing field of research, manage permission, asses situation of field, choose the informant and preparing the research tools.
- 2) Fieldwork stage, including self preparation before going to the field and gaining the data.
- 3) Data analysis stage which is done after fieldwork.
- 4) Writing the result of research.

³² Lexy J. Moleong, *op. cit.*, hlm. 330

CHAPTER IV

RESEARCH FINDINGS

A. Description of Research Site

1. History of FITK

Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang stands based on Regulation of the Religion Minister of the Republic Indonesia Number 8 Year 2013 concerning Organization and Work Procedure Maulana Malik Ibrahim State Islamic University Malang. Previously, this faculty was named Faculty of Tarbiyah. The Faculty is a forerunner to the birth of Maulana Malik Ibrahim State Islamic University Malang

Initially, Tarbiyah Faculty which is the faculty branches of IAIN Sunan Ampel Surabaya were established in 1961, then in 1997 turned into *Sekolah Tinggi Agama Islam Negeri* (STAIN) Malang, 2002 to the Islamic University of Indonesia, Sudan (UIIS) in Malang, and on dated October 8th 2004 inaugurated a State Islamic University of Malang by the President of the Republic Indonesia, represented by the Minister, Prof. RI ad interim HA. Malik Fajar, M.Sc. and witnessed by the Minister of Religious Affairs Prof. Dr. H. Said Agil Husin al-Munawwar, MA.

Based on the Decree of the President of the Republic Indonesia Number 50 of 2004 dated June 21th 2004, STAIN Malang which could be turned into a UIIS Islamic University of Malang, known as UIN Malang. President of the Republic Indonesia, Dr. H. Susilo Bambang

Yudhoyono, on January 27th 2009 gave the name of the Maulana Malik Ibrahim State Islamic University of Malang or commonly abbreviated as UIN Maliki.

2. Condition of FITK

Tarbiyah and Teacher Training Faculty conducting a superior education to produce educators in the school environment or boarding schools, and the community outside the school. Tarbiyah and teacher training faculty have several departments namely:

- Islamic Education Departement
- Social Science Education Departement
- Islamic Elementary School Education Departement
- Arabic Language Education
- Islamic Management Education
- Islamic kindergarten Teacher Education

Tarbiyah and Teacher Training Faculty not only learn about the values of education, but also the values of religion and social especially entrepreneurship. So the Tarbiyah and teacher training faculty are able to produce graduates who are professionals in various fields, i.e. religious, social, education, and Economics.

3. Vision and Mission of FITK

a) Vision

Become Tarbiyah and Teaching Training Faculty prominent in organizing tri dharma universities to produce graduates in

Education and teacher who has a spiritual depth, grandeur character, breadth of knowledge, and maturity of a professional, and drives the advancement of people who are ready to compete at national and international levels.

b) Mission

- 1) Providing a superior education to produce environmental educators in schools, boarding schools, and the community outside the school;
- 2) Preparing qualified graduates who have a depth of spiritual, moral grandeur, breadth of knowledge, and professional maturity;
- 3) Develop a conducive management in the management of education and competency development teacher;
- 4) Undertake and support research and development programs that are beneficial to the development in the field of education and or contribute to the development of science;
- 5) Holding a community service program on an ongoing basis with full responsibility.

4. Goal of FITK

- 1) Realization of graduates who have the competence: (a) pedagogic, (b) personality, (c) professional, (d) social, and (e) leadership;

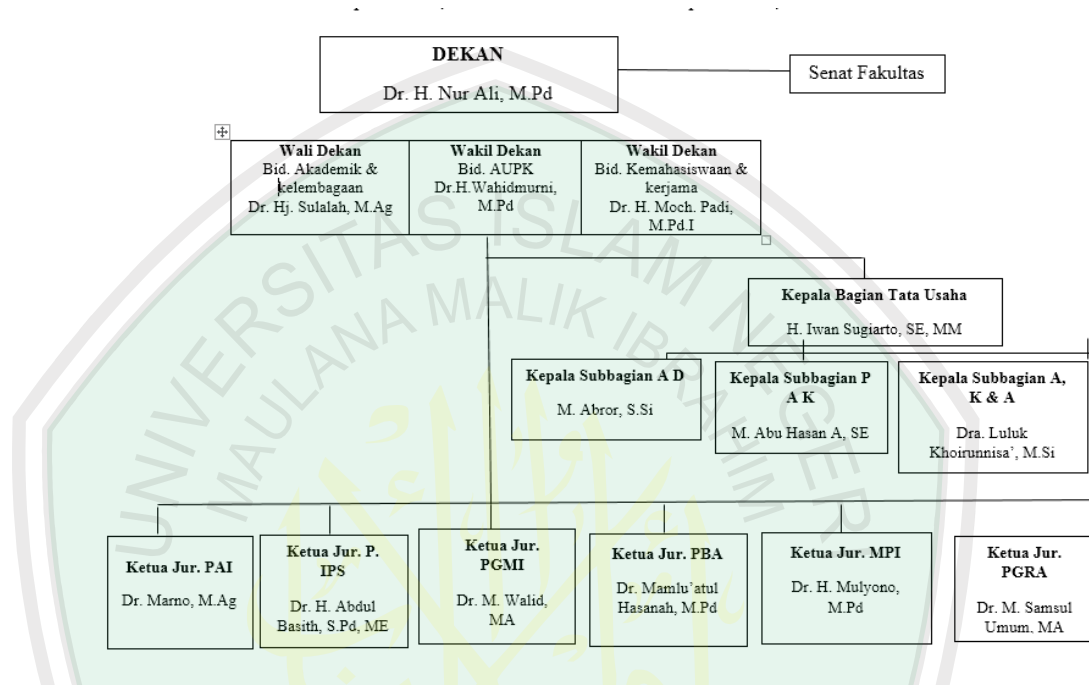
- 2) Realization of graduates who have the ability to develop innovations in education and learning both national and international levels;
- 3) The realization of graduates who have the competence integrally religion;
- 4) The creation of an atmosphere conducive to the implementation of tri dharma college in the Faculty of Tarbiyah and Teaching Training;
- 5) The creation of faculty governance that is transparent, equitable and integrated to support the effectiveness and efficiency of resource utilization;
- 6) Realization of research results are used as a reference for the development of science education;
- 7) Realization of research results in the practices of learning at the school;
- 8) The realization of its cooperation with the community in the development of educational programs at the school;
- 9) The realization of its cooperation with the community in order to develop a program of religious, social, economic, and cultural.

5. Structure Organization of FITK

On the organization of Tarbiyah and teacher training faculty have a organization structure headed by Dr. H. Nur Ali, M.Pd as dean of Tarbiyah and teacher training faculty. Therefore, tarbiyah and teacher

training faculty have six department, that is: Islamic education department, Social science education department.

Picture 4.1 Structure of Faculty



B. The Philosophical Background of Entrepreneurship as a Compulsory Subject at FITK

Entrepreneurship subjects is one of the compulsory subjects in the Faculty of Tarbiyah and teacher training. Initially, subjects of entrepreneurship only being subjects of selection and then developed into compulsory subjects. As the opinion of the head of the Department social sciences education, the background of tarbiyah and teaching training faculty made as compulsory entrepreneurship subjects.

Because it departs from the vision and mission of the department in addition to producing a professional educator who is also an intention to shape them into entrepreneurs, regardless of their efforts was a sideline or even some were later expert profession not to be educators but to be entrepreneurs. There is also a super became educator and he

also entrepreneurial. So the civil service teachers as well but he had a business, now is precisely the position as business manager could manage and not interfere with his time. The proof is his success in teaching, academic career, career education. Well he did through the trust, through eee ... the system that he could shape the way, but keep coming back to each person which is more cultivated.³³

Reinforced with the aim of the courses of entrepreneurship it self that:

The ultimate goal is to equip students to be ready to take what he happens people like it, will be able to compete especially in this era of competition right now the high life with entrepreneurship courses that will form a strong mental attitude to compete.³⁴

Competency achievement standards related to educational science of graduation tarbiyah and teacher training faculty. Entrepreneurial subjects initially just being subjects of choice in every department, then with the development of Science Faculty of tarbiyah and teacher training, making entrepreneurship courses become one of the compulsory subjects. Following the exposure of data on achievement the standards of competence of graduation according to Mr. Bashith:

There is SKL with competency standards and of SKL revealed to be the standard of competence, the student learners. Later demoted again become the standard of competence majors, then entered the competency standards subjects and later entered core competencies basic competence. Indeed designnya birth of subjects that standard derived from the core competencies of graduates later became what it started, when it macros so a student who was later ulul albab no depth of spiritual, moral grandeur, breadth of knowledge, professional maturity. What professional in P.IPS related to education, but he is

³³ Interview with Dr. H. Abdul Bashith, M.Si, As Head Departement of Social Science Education, Date 04 Mei 2016.

³⁴ *Ibid.*

also the great moral matured extensive knowledge in his profession as an educator at IPS.³⁵

Then the existence of entrepreneurial courses must be implemented by the program that supports the entrepreneurial courses. The implementation can through with training and practice of entrepreneurship. as spoken by Mr. Bashith, as follows:

Many programs that support, such as training apprentices for practical entrepreneurship that bring practitioners later that there is an entrepreneurial practice. Then the subjects were also supported by lecturers invited to the locations of businesses, they are invited directly to the business location of business mentoring is usually like that. Indeed, in the early days they were in support of the new theory later theorists have mantab then invited spaciousness. If he semesters beginning that he sometimes directly invited to the spaciousness of it then do not learn so lo, he was so shocked by cultur to the actual theory that later can be given simultaneously complicated. Well sometimes the constraints of students wanted to have their own practice space more courses to be too costly. Mr. dues again pity the students.³⁶

But in the fact, internalization process of entrepreneurship values. As opinion by Mr. Evi Effendi, MM, one of the lecture in Tarbiyah and Teaching Training Faculty.

And I see entrepreneurship courses have different colors, while you have a learn theory, the theory that in fact it sometimes difficult to reach. But if that is if I say it's entrepreneurship should the behavioral science can see on the ground is like that, so I think there is an enthusiastic new students from the values of entrepreneurship.³⁷

³⁵ *Ibid.*

³⁶ *Ibid.*

³⁷ Interview with Mr. Evi Effendi, MM. As lecture in Social Science Education Departement, Date 09 Mei 2016

Supporting with the opinion by Nanang Fauzi student from ICP

Social Science Education

Particularly in terms of practice for entrepreneurs that need practice facilities on campus also still lacking. I think if there is entrepreneurship courses especially in the majors P. IPS should have whether it's practice for their land in order to promote their production of goods and others were still missing. But in terms of lecturers in theory is good practice just to stay alone. The method used ee .. still use the lecture method and also the method of discussion limited to that alone.³⁸

C. The Internalization of Entrepreneurship Values at FITK

The process of internalization is the effort on growing of certain values in the soul of a person. In this case the process of internalization of the value they provide to students that values entrepreneurship. Internalization of the entrepreneurial values given by each lecturer to students that is diverse. Here is an exposure of some lecturer Faculty of tarbiyah and teacher training about internalizing values of entrepreneurship as follows:

The value of entrepreneurship there are 18, honest, disciplined, and others. If I see that it is owned by anyone I'm sure when he self-employed will not be confused, in fact this soul should not be owned by an entrepreneur. An employee, all human beings must have to survive Isha Allah. If it's a self-employed person does not can be governed others not himself, if I had the discipline was possessed souls I sure can, the value of the process can be anyone. Survive in Indonesia that has this spirit I can confidently.³⁹

In addition to the above values, there are more principled than the values of entrepreneurship which should have a good relationship that

³⁸ Interview with Nanang Fauzi, As Student of Social Science Education Departement, Date 03 Mei 2016

³⁹ Interview with Mr. Evi Effendi, MM. *Op.cit.*,

will facilitate in developing the business being undertaken. And also must be able to communicate well. As mentioned by Mr. Evi Effendi, MM, as following:

If I prefer to discussion, practice, give examples of facts on the ground like what? The self-employed person should be a good human relationnya, communication should be good.⁴⁰

There is similar conception with Mr. Drs. Muh. Yunus, M.Si, that in internalize the values of entrepreneurship by means of discussion and take the case:

Cultivation value through learning in the classroom and through tasks, tasks related to the restructuring of the subjects of discussion during the learning process, for example, take the case then discussed appropriate topics presented. If the task of restructuring beyond the task of supporting a variety of appropriate occasions, such as graduations a year earlier when the children asked to create a product. Sometimes there are roads, streets it into entrepreneurial example for instance to place the meatballs smack man who already has a branch in Indonesia until there Batam. So the value transfer after contact with entrepreneurs, the student to interact directly with actors such as direct interviews.⁴¹

According to students about the process of internalizing the values of entrepreneurship. Encompassing of students, P. IPS, PAI, and PGMI as follows:

Theoretically good but there are some things lacking, particularly in terms of practice for entrepreneurs that need practice facilities on campus also still lacking. I think if there is entrepreneurship courses especially in the majors P. IPS should have whether it's practice for their land in order to promote their production of goods and others were still missing. But in terms of lecturers in theory is good practice

⁴⁰ *Ibid.*

⁴¹ Interview with Mr. Drs. Muh. Yunus, M.Si. As lecture in Social Science Education Departement, Date 11 Mei 2016

just to stay alone. The method used ee .. still use the lecture method and also the method of discussion limited to that alone.⁴²

So is the opinion of some students who have followed the entrepreneurship courses, that is the internalization process is carried out only limited theory.

Not good, he only gives limited to theory without practice. Method used the discussion, as he taught sociology.⁴³

There is a similar perception with Dewi Fajariyah student from regular Social Science Education Departement about the process of internalization of values entrepreneurship, that is:

Lecturers already good, but it's just a way of teaching and learning methods are less practical and application very substantially less. The method used by discussion until the end of the semester there are not other methods.⁴⁴

Supporting by Azkiya Vitahunnisa Afiani student from ICP Islamic Elementary Teacher Education Departement.

If in terms of his profile base on experience is good, theoretically capable and give us motivation knowledges theoretically, that is the action we also ee .. equipped with direct experience we work directly with existing businesses in the poor. The method used in the classroom lecture used presentation.⁴⁵

⁴² Interview with Nanang Fauzi, *op.cit.*,

⁴³ Interview with Heny Agung, As Student of Social Science Education Departement, Date 04 Mei 2016

⁴⁴ Interview with Dewi Fajariyah, As Student of Social Science Education Departement, Date 04 Mei 2016

⁴⁵ Interview with Azkiya Vitahunnisa Afiani, As Student of Islamic Elementary School Education Departement, Date 04 Mei 2016

There is a similar perception with Sunantina Ana Ningsih student from regular Islamic Elementary Teacher Education Departement about the process of internalization of velues entrepreneurship, that is:

That of a lecturer, he was a great person for an average maybe I know a lecturer of entrepreneurship else it just explain but if from my lecturer himself, he was invited students sharing together even what is owned businesses by students is not just what's in the book but in reality are discussed.⁴⁶

There is different opinion from Fahmi as student of ICP Islamic Religion Education Departement, stating that:

No maximum in teaching, methods used in lecture series.⁴⁷

Include with Siti Rohima Avisina from Regular Islamic Religion Education Departement, that is:

Do not really like because many rules, lecture presentation only continue to practice.⁴⁸

There is different perception from Khusnil Mubarak as student ICP Islamic Religion Education Departemen, that is:

The lecturers is easy, no work, usually only collect duties and no uts well. But the values of entrepreneurship is embedded with either because he was loud in class, when someone denies him questions there should be essentially.⁴⁹

⁴⁶ Interview with Sunantina Ana Ningsih, As Student of Islamic Elementary School Education Departement, Date 09 Mei 2016

⁴⁷ Interview with M. Khoirul Fahmi, As Student of Islamic Education Deprtemen, Date 03 Mei 2016

⁴⁸ Interview with Siti Rohima Avisina, As Student of Islamic Education Deprtemen, Date 03 Mei 2016

⁴⁹ Interview with Khusnil Mubarak, As Student of Islamic Education Deprtemen, Date 03 Mei 2016

There is also the opinion of Arin student of Islamic religious education as follows:

He looks scary anyway but tasty, from the shape he teach it is like businessmen, from the way he entered the classroom discipline. The method used presentation, after the chapter was completed in the end of the last practice before the test in practice there are intriguing. So right when we can we must put into practice the theory.⁵⁰

The process of internalization entrepreneurship values in Tarbiyah and Teaching Training Faculty are diversity. As lecture and student have given opinion about the Internalization of entrepreneurship values.

D. The Supporting and deterrent Factors in The Internalization of Entrepreneurship Values at FITK

As the opinion interviews with students FITK about the supporting and deterrent factors internalization of entrepreneurship values, through entrepreneurship subject as one of the compulsory subjects in the Tarbiyah and Teaching Training Faculty. From each department, P. IPS, PAI, and PGMI provide a response as a student who had attended entrepreneurship subject.

The first of Student Social Science Education Departement. Consists of five people, three women and two men. Both of students ICP and Regular, following their response on entrepreneurship courses as a compulsory subject at the Faculty of Tarbiyah and Teaching Training.

⁵⁰ Interview with Arin, As Student of Islamic Education Deprtement, Date 14 Mei 2016

I think the subjects of entrepreneurship is very important because of what? Because how does the student can apply and can give values that are positive about entrepreneurship that entrepreneurship was easy to be applied is not difficult to apply depends on us to give you the spirit of it and if we already have the values of entrepreneurship or the attitude of the functions of our entrepreneurial will be easy to implement in the midst of society.⁵¹

So the opinion Fatkhun Nikmah students from ICP Social science Education Departement, that entrepreneurship courses that it is very important to be applied. Because if the values of entrepreneurship is already owned by someone it will be easier to apply when it plunged within society. Then Fatkhun Nikmah supported by the opinion of the importance of entrepreneurship courses applied in the faculty of Tarbiyah and Teaching Training. The opinion as follows:

Very important because of what? If there is no eee student entrepreneurship subjects will not be independent. If it is applied entrepreneurship subjects in compulsory subjects is very important because of what? The student needs to be given knowledge about entrepreneurship continue to be given the spirit of entrepreneurship is given about what things are positive about entrepreneurship, examples of entrepreneurship that entrepreneurship is easy to apply especially if you've held the money or see that money has value when we are in such entrepreneurship.⁵²

Supported with the perception by Nanang Fauzi studen from social science education departement, that is:

I think that entrepreneurship courses is a subject that is very important due ee eee .. this time .. entrepreneurs it is needed at all and a lot of people who are interested to become an entrepreneur like it.⁵³

⁵¹ Interview with Fatkhun Nikmah, As Student of ICP Social Science Education Deprtement, Date 03 Mei 2016

⁵² *Ibid.*

⁵³ Interview with Nanang Fauzi, *op.cit.*,

Then Nanang Fauzi add the opinion

Should not only in tarbiyah e .. even if it could be the entire student needs to get entrepreneurship subject because ee ... not be an important entrepreneurial values in subjects such as dare to risk then a creative, innovative, it is indispensable not FITK only for students but I think it's necessary for all students at all.⁵⁴

With the existence of entrepreneurship courses according to Nanang Fauzi as student from ICP Social Science Education Department is entrepreneurship needed by many people today. And in the Faculty of Tarbiyah and Teaching Training has been facilitated by the presence of entrepreneurship courses.

Therefore, supported with the opinion by Robitotul Islamiah as student from ICP Social Science Education Departement.

Because in addition we are educated to be a teacher ee .. we also have to be able to do something else even though it was the Social Sciences, majoring PBA, PGMI, ee .. PAI. That we are required to become a teacher but should be able to do something else for example of entrepreneurship, the entrepreneurs now can be done anywhere in the home for example home industry or we can also ee .. entrepreneurship by online.⁵⁵

Then Robitotul Islamiah add the opinion about entrepreneurship became compulsory subject in Tarbiyah and Teaching Training Faculty,

Very important, the reason to learn the new sciences that we have not got on the subject of teacher training itself.⁵⁶

⁵⁴ *Ibid.*

⁵⁵ Interview with Robitotul Islamiah. As student of ICP Social Science Education Departement.
Date 03 Mei 2016

⁵⁶ *Ibid.*

Entrepreneurship subject to get a good response, but Dewi Fajiriyah of Ragular Social Science Education Departement to give a little criticism about the implementation of entrepreneurship subject, as follows:

My opinion was, ee .. shows that FITK was committed to the vision and mission that is already registered in the academic guidance department that their goal is to make P.IPS that are not only experts in the field of education, then can only deepen social science studies. But also how to break the country's economy so that later graduation majors P.IPS it but can educate also have the independence to be an entrepreneur.⁵⁷

Dewi Fajariyah add the opinion about the entrepreneurship subject

Important fact I just got a little criticism towards entrepreneurship courses ee .. why because they are only equipped with a theory of how the tips, how to build a business is only a theory. Actually if it applies entrepreneurship should start from the first meeting it already has its own teaching methods. be divided into several groups may be, they just tell each group has ee .. what business works that will be sold will be marketed to the public. Well then at the end of the semester can be formed and then how the financial reports increase in profits. So that's just a theory there should be no subjects I think simply read a book a book that some of the pages that may already represent one half of it. So the importance of direct application is not too much theory.⁵⁸

Supported the opinion by Heny Agung of Regular Social Science Education Departement

His opinion is quite good anyway, where ee .. in the IPS, not all orientations lead teacher at least there is more to entrepreneurship so that in IPS there is enough support entrepreneurship courses for every ability students who want to continue as a entrepereneur.⁵⁹

⁵⁷ Interview with Dewi Fajiriyah, As Student of Ragular Social Science Education Departement, Date 04 Mei 2016

⁵⁸ *Ibid.*

⁵⁹ Interview with Heny Agung, As Student of Ragular Social Science Education Departement, Date 04 Mei 2016

Then Heny Agung added his opinion on the importance of entrepreneurship subject are required in the faculty of Tarbiyah and Teaching Training as follows:

Yes can say important, and also can say not important. Ee .. if we see the importance in this context is whether entrepreneurship if we are given only one semester or the semester given some meaning in the sense not only as a formality whereby when entrepreneurship that's a right ee..praktis practical course requires skill when ee .. only given once a semester. After the next semester there is no development so be it, so much better given for at least four years, four semesters or 3 meter provided with courses that essentially almost the same leads to entrepreneurship. not only once, if at all lacking sufficient.⁶⁰

The second of students of Islamic Elementary school Education Departement. Consists of four people, three women and one men. Both of students ICP and Regular, following their response on entrepreneurship as a compulsory subject at the Faculty of Tarbiyah and Teaching Training.

If compulsory subjects I feel is important, because as a prospective teacher or resident faculty tarbiyah it's also need insight although could not plunge into the world of entrepreneurship but at least he had an insight into the world of entrepreneurship, he knew about entrepreneurship that's what, so what started self-employment, tips self-employment and entrepreneurship so that for example it or not that's their choice. Select become entrepreneurs or so educators can also be self-employed or not so educators even so the entrepreneur of their choice. Clearly science is important for the compulsory subjects in FITK.⁶¹

Education is not only examines the values of teacher training and not only learn about the profession, but the tarbiyah and teaching training

⁶⁰ *Ibid.*

⁶¹ Interview with M. Ali Mahcrus, As Student of ICP Islamic Elementary School Education Departement, Date 03 Mei 2016

faculty equip with a variety of educational values such as entrepreneurship subject. Which is already in the mentioned by M. Ali Mahcrus as student of islamic elementary school education departement.

Then, the opinion by M. Ali Mahcrus as student of Islamic Elementary School Education Departement.

The first to equip students ee .. about how we start a business, how the heck the first motivation, motivation as a student to be able to provide opportunities open up job opportunities. And of course, as a provision essential to a student before they graduate.⁶²

Supported by Azkiya Vitahunnisa Afiani opinion about the importance of entrepreneurship courses in applied in Tarbiyah and Teaching Training Faculty, as for his presentation as follows:

Important anyway, because we are here also social creatures surely we will find a variety of circumstances such as that which allows us to open a business to start if we're equipped and we already know the pace of the first was supposed to be like this like this so, although perhaps it is as the long-term we will far we've had lunch.⁶³

Similarly, according to Filzatun Nafsi as students of Islamic Elementary School Education Departement as follows:

Very nice the first because we are equipped to engage in the community that the economic sector of the latter may be in the field of education we also need entrepreneurial skill or ee .. we have will get a more useful to support the economy for example for example ee..kita has keahliah in eg stationery business sectors right now we can divide it in to the school or schools may apply.⁶⁴

⁶² *Ibid.*

⁶³ Interview with Azkiya Vitahunnisa Afiani, *op.cit.*,

⁶⁴ Interview with Filzatun Nafsi, As Student of ICP Islamic Elementary School Education Departement, Date 04 Mei 2016

Supported the opinion by Filzatun Nafsi about the importance of entrepreneurship subject applied in Tarbiyah and Teaching Training Faculty, as for his presentation as follows:

Really important because it is basic or foundation main we will know procedures like this that we should have entrepreneurship was minimal this way, if for example we plunge into our society does not have the field of entrepreneurship continues to direct practice but we do not know the science truth in what continues stepnya What to do. Well in order to better know the science must first continue after that practiced it would be great.⁶⁵

Supported the opinion by Sunantina Ana Ningsih about entrepreneurship subject as a basis when plunged in the society, especially in the aspect of economy.

Entrepreneurship that means we learn to be an entrepreneur. Yes it's true indeed our faculty in teacher education will be taught but the fate of the people there do not know well. Also said the lecturer kept me anyway if current teachers' salaries are not too many like that, so the addition we can also teach us a sideline as entrepreneurial as it was so made to add. Well, I think is important anyway because that's the name of science, if his name could have entered any science so what's wrong.⁶⁶

The third by students of Islamic Education Departement. Consists of five people, three women and two men. Both of students ICP and Regular, following their response on entrepreneurship as a compulsory subject at the Faculty of Tarbiyah and Teaching Training.

Yes is important because there will be later ee .. creative students to be independent and will not depend on fate, on the country, to parents, and to the people around.⁶⁷

⁶⁵ *Ibid.*

⁶⁶ Interview with Sunantina Ana Ningsih, *op.cit.*,

⁶⁷ Interview with M. Khoirul Fahmi, *op.cit.*,

According to Fahmi as student of Islamic education department learned entrepreneurship is important, because we can be independent and not dependent on luck.

Therefore, the opinion by Dirga about entrepreneurship subject, that not everyone is an expert in entrepreneurship so that entrepreneurship subject are enjoined in the faculty of tarbiyah and teaching training petrified students to develop entrepreneurship skills.

If the problem in my opinion totally agree, because not all students are smart entrepreneurship PAI example like me hehe, and therefore I fully agree that entrepreneurship is the compulsory subjects in FITK.⁶⁸

Therefore, according to Siti Rohima Avisina that the existence of entrepreneurship subject, the students understood how to be an entrepreneur

ee....pretty good, because the presence of entrepreneurship courses we came to know How The ways an entrepreneur who really like it⁶⁹

Then Siti Rohima Avisina respond about entrepreneurship as a compulsory subject in the faculty of tarbiyah and teaching training, as follows:

Somewhat important anyway, because we're basically education, if entrepreneurs can still be made later if our side is already teach. We must have the automatic right sideline not only just teaching, then teach it if only automatically monotony.⁷⁰

⁶⁸ Interview with Dirga, *op.cit.*,

⁶⁹ Interview with Siti Rohima Avisina, *op.cit.*,

⁷⁰ *Ibid.*

Supported the opinion by Arin as student of Islamic education departement as follows:

I think if there entrepreneurship courses at FITK agreed it was good I agree, because yes we're also weve tarbiyah prospective teacher education, but we also need the development of thinking about their business like what is the future that we want to be teachers teach only monotonous.⁷¹

Then reinforced with opinion by Arin on the importance of entrepreneurship as a compulsory subject in the faculty of tarbiyah and teaching training, as follows:

In my opinion anyway if weve thought glance it is entrepreneurship that create what is students PAI learning entrepreneurship courses as not connect, but if I think it's actually something that should be, there should be because if only monoton religious instruction only make stifled also, So the teacher was right to be broad knowledge of science is also a lot more, so yes I think is nice. Weve first it was rather not suitable as something strange, but if weve endured even more perfect it seems to me.⁷²

The similar with the opinion by Khusnil Mubarak as students of islamic education departement, as follows:

I think it's an entrepreneurship education courses that really do not support his point in the profession of education term. that's when we see that the faculty guidance includes additional courses that it was called, the existing courses that support the profession continues to exist courses that explore the term profession. For example it's science education for the teaching profession if to deepen the example of jurisprudence was not, if PAI steeped in jurisprudence that the economy may IPS. Then if education is the alternative term, meaning ee .. lots of choice but it was actually possible education entrepreneurship education so forth⁷³...

⁷¹ Interview with Arin, *op.cit.*,

⁷² *Ibid.*

⁷³ Interview with Khusnil Mubarak, *op.cit.*,

The results of interviews that have been conducted by the researchers that of fourteen informants were encountered in the field, they respond that very good entrepreneurship subject applied in tarbiyah and teaching training faculty. Because an educator does not just go into the profession, but also an educator must have a breadth of knowledge practices such as entrepreneurship subject which become compulsory for every department.

The values of entrepreneurship that have been internalized within the student have diversity. In accordance of experiences and the problems they face. The following statements from some students that I encountered in the field.

All the values of entrepreneurship has been internalized in me, because of my seventh semester already tried how the entrepreneur, how it suffered a failure already. My entrepreneurial activity that is being run only the first two were selling hijab, the second I made a brooch entrepreneurship yes it is the seventh semester. For the eighth semester've tried to keep stall selling rice means capital money of our own and I feel there ranging from the rise and fall I was there, built it from the beginning to ahir kept my courage to sell merchandise to the children how I have tried all and I take a lesson from it is only one of courage, without the courage of entrepreneurship that will not run smoothly.⁷⁴

Include with opinion by M. Ali Mahcrus as student of islamic elementary school education departement, that is:

I dare to take the risk, in social activities in any activity within yourself I dare to take risks.⁷⁵

⁷⁴Interview with Fatkhun Nikmah, *op.cit.*,

⁷⁵Interview with M. Ali Mahcrus, *op.cit.*,

The statement Fatkhun Nikmah and M. Ali Mahcrus eighth semester as student of social science education and islamic elementary school education departement, that the first capital of entrepreneurship is means the courage to take risks, without the courage of entrepreneurship it will not run smoothly. On the other side according to prof. Dr. Mas'ud Machfoedz, MBA and Mahmud Machfoedz explain some characteristics of an entrepreneur is also indicated as a personal profile as follows:

Dare to take risks, the entrepreneur is not afraid to do the work that accompanied the risks taking into account the size of the risk. On each occasion the entrepreneur always avoid high risk. They realize that the greater achievement is only possible if they are willing to accept the risk as a consequence of the realization of objectives.⁷⁶

Capital in entrepreneurship is not always related with money. In entrepreneurship, capital is not always synonymous with the intangible tangible such as money and goods, but also intangible such as intellectual capital, social capital, moral capital, and the mental capital which is based on religion. Generally, the entrepreneurial capital can be divided into four types, namely intellectual capital, social and moral capital, mental capital and material capital.⁷⁷

According to Nanang Fauzi about the values intreprenurship is already applied within his self

⁷⁶ Mas'ud Machfoedz dan Mahmud Machfoedz, *kewirausahaan satu pendekatan kontemporer* (Yogyakarta: UNIT PENERBIT DAN PERCETAKAN, 2004), hlm. 2.

⁷⁷ Suryana, *op.cit.*, hlm, 5.

Most certainly innovative because it is not only in the workplace, in college ever we need berinovatif innovation to create new ideas so be it work or school we become more attractive again. Entrepreneurial activity: I've tried a lot of effort from opening printing services to many of our tried on the little things. Entrepreneurship courses influential when I run a business because the theory is important, so we can know how to see the willingness of the person, how can see the willingness of the market as to what was obtained in the science of self-employment.⁷⁸

Likewise with Robithotul Islamiah give a statement about the values of entrepreneurship that has been internalized in him self:

The values are internalized in my opinion it is more to the innovative and creative as it relates to development problems and are also vying with others not only we have self-employment but other people also have so we can compete to become the best with the values of entrepreneurship is honest, creative, innovative and able to develop creativities that we have. Entrepreneurial activity: I never attended one of the online business is like Oriflame, selling pulses continue afterwards if it was my home selling in children the Koran was like snacks so that cost five hundred and it sells mbk. I run it after getting entrepreneurship entrepreneurship courses.⁷⁹

Include with opinion by Dewi Fajariyah about the values of entrepreneurship that has been internalized in him self:

I think that has been internalized is how to innovate a prodak such as I want to sell prodak A but it prodak A already many who sell means have many who are manufacturers or sellers of prodak A. Well how do I design prodak A such that later on people prodak I saw it provides its own uniqueness. It was one of the internalization which has entered into myself. Entrepreneurial activities undertaken first online business both offline businesses, ranging from prodak hijab, ranging from prodak clothing nuslim fashion present the hijab style after it was over to fesion me if such drugs food was also been when dipondok

⁷⁸ Interview with Nanang Fauzi, *op.cit.*,

⁷⁹ Interview with Robitotul Islamiah, *op.cit.*,

that, did I think huge opportunities in the cottage yes because there is no cooperative.⁸⁰

There is similar perception with M. Khoirul Fahmi as student of islamic education departement, who stated the values of intreprenurship that has been internalized in him self is creativity. As for the presentation, as follows:

The most important value is the value of creativity that does not always exist in a person, so it is not dependent on capital and so forth, but I rely on the creativity that is within my self, that is where I am ready and confident.⁸¹

Why worry about being innovative in your approach? Consider the ease with which you can get data over the internet on industries and markets, such as your competion, and Howe small Business reseacrh and how to articles are at your fingertips with many journals and magazines available Love the Web. Of course, everybody else who is thinking about strarting a business a business similar to yours has the same information at his or her fingertips also.

There are, however, some very creative method you can use to help you generate ideas and opportunities that take you beyond what everybody esle already knows. This is what can give you the innovative edge in business ownership, whether you are looking for ideas that are just a littel bit different from the comparition, or a world apart from what everybody else is doing or not even doing yet.⁸²

⁸⁰ Interview with Dewi Fajariyah, *op.cit.*,

⁸¹ Interview with M. Khoirul Fahmi, *op.cit.*,

⁸² Jerome A, KATZ and Richard P. GREEN, *Entrepreneurial Small Business*. (New York: McGraw-Hill/Irwin, 2007), hlm. 85

According to Thomas W. Zimmerer (1996: 51) Entrepreneurship is applying creativity and innovation to solve the problema and to exploit opportunities that people face every day.⁸³ Entrepreneurship is a combination of creativity, innovation, and courage to face the risks carried out by way of hard work to establish and nurture new businesses.

According Filzatun Nafsi about the values of entrepreneurship that has been internalized in him self:

The value of entrepreneurship that I was confident then internalized motivation.⁸⁴

Similar opinion with Dirga as students of Islamic education departement, as follows:

The values of the first confident, as confident that people can be brave. Then I want to plant on my self the nimble and resilient.⁸⁵

An entrepreneur is people who have self-confidence is very high and do not doubt the skill and ability. They think that their actions will be able to change events and believe that they are a leader for themselves. Those against the notion that other events may affect urge for achievement and success.⁸⁶

As with the opinion by Arin as students of islamic education departement, as follows:

The first confidence then sincere, honest and disciplined.⁸⁷

⁸³ Suryana, *op.cit.*, hlm, 14.

⁸⁴ Interview with, Filzatun Nafsi, *op.cit.*,

⁸⁵ Interview with, Dirga, *op.cit.*,

⁸⁶ Mas'ud Machfoedz dan Mahmud Machfoedz, *op.cit.*, hlm. 3.

⁸⁷ Interview with Arin, *op.cit.*,

Supported by a statement Siti Rohima Avisina as students of Islamic religious education departement, as follows:

Honestly anyway, we have to be honest. I've been selling and selling hoods can honestly honestly still a little profit but the we do not ever give up⁸⁸

Different from the opinion by Khusnil Mubarak as students of Islamic education departement. explaining entrepreneurship values that have been internalized in him. As for the statement as follows:

When applying the values of entrepreneurship seems applicable. Entrepreneurial activity is carried out is actually a lot anyway, my family background entrepreneurs. At home there is a small shop like a store so big there too, so it was taught from small entrepreneurs. The first right we are to serve buyers and large already taught to calculate the term. When it SMA dtingkatkan another example told to buy the place of the goods. Yes it might be limited to that alone, so that's where I embedded traits of entrepreneurship and entrepreneurial learning⁸⁹

While there are some students do not internalize the values of entrepreneurship. Because they have not had the courage to start self-employment.

No, because I still do not dare to internalize, perhaps after this. Not to entrepreneurship but plans are⁹⁰

There is a similar opinion with Sunantina Ana Ningsih as stdent of islamic elementary school education departement

It seems less a soul animates less and less practiced well anyway⁹¹

⁸⁸ Interview with Siti Rohima Avisina, *op.cit.*,

⁸⁹ Interview with, Khusnil Mubarak, *op.cit.*,

⁹⁰ Interview with, Heny Agung, *op.cit.*,

⁹¹ Interview with, Sunantina Ana Ningsih, *op.cit*

As with the opinion by Azkiya Vitahunnisa Afiani as students of islamic elementary school education departement, that there is no entrepreneurial values internalized in him self. As for the statement as follows:

I do not think so internalized in me, because the first was as an entrepreneur that dare to try, be patient and keep trying it if I dare to try new stage and for the next stage is still not.⁹²

Three informants stated that, there is still no values are internalized in the entrepreneurial spirit of students. Because, there are several factors that they face is lack of confidence, did not dare to try, and the lack of implementation of the values of entrepreneurship. As entrepreneurship is the science of behavior, which means students should be able to practice or apply the values of entrepreneurship that has been internalized through a learning process in the classroom.

⁹² Interview with, Azkiya Vitahunnisa Afiani, *op.cit.*,

CHAPTER V

DISCUSSION

A. The Philosophical Background of Entrepreneurship as a Compulsory Subject at FITK

Based on the results of research on the philosophical background of entrepreneurship as a compulsory subject at FITK. Data showed there are several factors behind entrepreneurship courses at FITK, these factor are:

1. Government Perspective

Tarbiyah and teaching training faculty make entrepreneurship as one of the compulsory subjects. It is very supportive of developing the ability of students to doing bussiness . As the perception by Mr. Basith that students are not only provided with the values of professionalism, but rather students provided with the knowladge of entrepreneurship. Because it is not denied that, being an educator or teacher is very possible to be entrepreneurial.

Based on RUU (rancangan undang-undang) about National Entrepreneurship, which is printed on chapter 5, part three “*pendidikan kewirausahaan pasal 19*”, that is:

- a) Entrepreneurship education can be contained in the educational curriculum includes compulsory charge component substance, local content and self-development on the path to formal and informal education as well as other types of special education that focuses on entrepreneurship.

- b) Entrepreneurship education as specified in paragraph (1) consists of three charges of cognitive, affective, and psychomotor implemented in an integrated and contextual in accordance with the provisions of the legislation.
- c) Entrepreneurship education is implemented from early childhood to higher education.
- d) Entrepreneurship education in place since early childhood to higher education.

As the goal of entrepreneurship subject at the Faculty of tarbiyah and teaching training is to equip students within society, so that they are ready to compete. With the development of the era, rapidly increasing competition. So the graduate of faculty tarbiyah and teaching training expect be able to compete.

Remember: Pasal 20, Pasal 27 ayat (2), dan Pasal 33 Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.

- a) That in order to improve national competitiveness in the era of globalization need is grown spirit of entrepreneurship through the creation of new entrepreneurs with programs driven by a strong national entrepreneurial, independent, creative, and professional;

- b) That the national entrepreneurship is an effort to create a way of working, combined with efficient use of technology aimed at obtaining greater profits;
- c) That the arrangements concerning entrepreneurship are still scattered in various legislation and have not been regulated in an integrated and comprehensive;
- d) That based on considerations set forth in paragraphs a, b, and c, it is necessary to form the Law on National Entrepreneurship;

2. Religion Perspective

Based on religion perspective, Tarbiyah and Teaching Training Faculty to educate as it has been taught by the Prophet Muhammad saw, that entrepreneurship results were is much more blessed because a person get a benefit from the results of their own efforts. So Tarbiyah and Teaching Training Faculty teach to students that in addition to being a teacher also learn about how to become an entrepreneur through entrepreneurship courses at FITK.

Tarbiyah and teaching training faculty in applying entrepreneurship subject to equip students within society. In a hadith of Al-Miqdam radhiyaallahu ‘anhu, bahwa Rasulullah shallallahu alaihi wasallam:

مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ ، وَإِنَّ نَبِيَّ اللَّهِ دَاوُدَ –
عَلَيْهِ السَّلَامُ – كَانَ يَأْكُلُ مِنْ عَمَلِ يَدِهِ

“Tidaklah seseorang mengkonsumsi makanan yang lebih baik dari makanan yang dihasilkan dari jerih payah tangannya sendiri. Dan sesungguhnya nabi Daud ‘alaihissalam dahulu senantiasa makan dari jerih payahnya sendiri.” (HR. Bukhari, Kitab al-Buyu’, Bab Kasbir Rojuli wa ‘Amalihi Biyadihi II/730 no.2072).

From the Hadith it was clear that work with the results of their own business it is much more blessings. As it is already taught by Rasullallah saw, he was also a merchant. Regardless of the profession of being a teacher, employee, and dignitary. So with entrepreneurship results are more a blessing. Because with entrepreneurship, someone more independent and not depend on others people.

3. Pragmatism Perspective

Based on the results of the research conducted in the field by using the method of interview with Mr. Bashith as head of Departement of social science education. He reveals that entrepreneurship subject besides producing professional educators, and also to to shape them into entrepreneurs. Regardless of the background Tarbiyah and Teaching Training Faculty, not only to make the graduate of tarbiyah and teaching training faculty become an educational. But also scored graduates who have potential in various fields, including in the field of entrepreneurship.

As the goal of Tarbiyah and Teaching Training Faculty that The realization of its cooperation with the community in order to

develop a program of religious, social, economic, and cultural. A graduate student of FITK in economics aspect, FITK able to create jobs for many people, and survive to compete within society.

Bring forth educator entrepreneur is a huge task, not only because of the entrepreneurial spirit that is not easily formed, but the facility is the mentoring is learning activities that are not easily used by teachers. Winarno found that the average teacher more entrepreneurial function as teachers 'knowledge' rather than forming the soul learners. In fact, as also proposed Hansemark The main purpose of entrepreneurship education is to develop the skills, knowledge, and the creation of new characters that are important for entrepreneurial activity.

Then the existence of entrepreneurial courses must be implemented by the program that supports the entrepreneurial courses. The implementation can through with training and practice of entrepreneurship.

B. The Internalization of Entrepreneurship Values at FITK

Processes that are used to internalize the values of entrepreneurship in the classroom through discussion, provide examples of entrepreneurial people stories that is already a success, and also with the streets to the place of entrepreneurship so that, transfer value after contact with businesses. Various methods are already conveyed by each teacher of the entrepreneurship.

Based on the results of research in the field that students given opinion, a lecturer on internalize the values of entrepreneurship is still only a theory. While entrepreneurship is the science of behavior, that is through the process with a direct view of spaciousness. So that students can know the process significantly a self-employment takes place. Likewise with direct practice, the students create a product and then the students also learn the results of selling products that have been created. With such a student will be easier to internalize the values of entrepreneurship into itself.

According to Muhaimin there is three stage of internalization values. Implementation values of education through several phases, as well as the formation of the internalization, the internalization process associated with the construction of learners. There are three stages of the process of internalization:

- 1) Stage of value transformation

This stage is a process conducted by teachers in informing of the good and bad value. At this stage occurs only verbal communication between teacher and students. The transformation of this value it is only the transfer of knowledge from teacher and students. The values given are still on the cognitive area, the students and this knowledge is possible lost if one's memory is not strong.

This first process of internalization that is frequently used by lecturers in internalize the values of entrepreneurship. Such discussions, presentations and question and answer. Lecturer more emphasis on theory, i.e., learning that is use the cognitive of the students.

2) Stage of value transaction

On this stage the value of education is done through two way of communication that is between students with teachers who have reciprocal so that happened in a process of interaction. Thus the stage of transaction value, teachers can influence the student through the sample values that have students carry out. On the other side the students will determine the appropriate value to own self.

The process of transaction value as already done by some students of Islamic Elementary School Education Departement. Lecturers invited students to visit the place of entrepreneurship, so students can interact directly with the businessmen and students could be done through in-depth interviews.

Then, values of entrepreneurship that has been internalized within the students, as has been done by some students of Islamic education departement. Students make the bazaar or marketplace and sell various products. Thus, the direct practice students can

train their mental when doing business. Is not only, students have the confidence and independence.

3) Stage of trans-internalization

This stage is much more profound than translation stage. On this stage not only done with verbal communication but also the mental attitude and personality. So this stage the teachers must truly pay attention of attitude and behavior in order to not contradictory with the teachers provide to students. This was caused by Students tendency to emulate what the attitude, mental, and teacher personality.

The third process of trans-Internalization is the practice of entrepreneurship. In this process not only done with verbal communication but also the mental attitude and personality. Students are trained to apply from theories that already given by the lecturer.

Some students have internalized about entrepreneurship values within own self. The student have been conducting business by online and offline business. On the research data show the most important within to do business that is creativity and inovative. The students who have business by online and offline such as offline: travel agent, seller veil, seller clothes, printing invitation include invitation design and by online marketing make up.

Development of social media make a some one increase they are creativity. Some student use social media as media to business. Student should know how to create the product that did not other people think. And on this stage student should have a mental attitude and good personality such as honest, discipline, and responsibility.

However the entrepreneurial process begins with the axiom, that is existence of the challenge. The challenge arises from the idea, desire, and encouragement for the initiative. Which is a creative thinking and innovative action, so that the initial challenge was resolved. No challenge no creative. All challenges must have a risk, ie the probability of successful or unsuccessful. Therefore, entrepreneurs are people who dare to risk and like the challenge.

The process of creating new something and different, that is called the entrepreneurial stage. Phase innovation is influenced by various factors, both from the private and the environment. Personal factors which triggered entrepreneurship is achievement motivation, commitment, personal values, education, and experience. While the trigger factor that comes from the environment at the stage of innovation are opportunities, role models, and the activity.

The factors that encourage a person to commit an entrepreneurial i.e

a) Environmental factors, such as opportunities, experience, and creativity.

b) The triggering factors:

- Not satisfied with the work undertaken now
- Termination of employment or not get a new job
- Interest in business because a parent or sibling also has businesses

A factor that encourage someone to do entrepreneur already obvious. Of the environmental factors, for example the opportunity for entrepreneurship is large, based on the experience that he had to be able to read the condition of opportunities for self-employment. Not only limited for that, but the value of creativity and innovation is also highly needed by an entrepreneur.

While the trigger factor for someone to do entrepreneurship that is not satisfied with the work undertaken. For example become teacher who has an income that is less in the earning his living, then an educator has chosen to undertake a bussiness. As a faculty tarbiyah and teaching training who has been equipping students with entrepreneurship subject.

On this result of research the researcher will describe internalization of entrepreneurship values to students of Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang related with Muhaimin, dkk theory. Researcher summarized as what was explained in the table, to make easier reader understand:

Table 5.1 Process of Internalization

| No | Internalization | In Class | Out Class | Practice |
|----|-----------------|--|---|----------|
| 1. | Transformation | The lecture just transformation about knowledge Such discussions, presentations and question and answer. Lecturer more emphasis on theory, i.e., learning that is use the cognitive of the students. | | |
| 2. | Transaction | | Teacher can influence the student through the sample values that have students carry out. Lecturers invited students to visit the place of entrepreneurship, so students can interact directly with the businessmen and students could be done through in-depth interviews. And Students make the bazaar or marketplace and sell various products. Thus, the direct practice students can train their | |

| | | | | |
|----|-----------------------|--|------------------------------|--|
| | | | mental when doing bussiness. | |
| 3. | Trans-Internalization | | | On this stage not only done with verbal communication but also the mental attitude and personality. The third process of trans-Internalization is the practice of entrepreneurship, some students have been conducting business such as offline: travel agent, seller veil, seller clothes, printing invitation include invitation design and by online marketing make up. |

C. The Supporting and Deterrent Factors in The Internalization of Entrepreneurship Values at FITK

1. The supporting factor of internalization entrepreneurship values at FITK

The courage of someone to establish their own business is often compelled by the motivation of teachers or lecturers who give subject about entrepreneurship that is practical and attractive, so that it can raise interest of students to begin try entrepreneurship.

Internalizing values of entrepreneurship will be accomplished in accordance with the expectations of society. Among the contributing factors, there are four factors which are central in driving the success of education, namely the social environment, curriculum, quality of teachers and government policies.

Based on the research that researcher have done within the faculty of Tarbiyah and teaching Training, the factor of sopporting internalization entrepreneurship values to students of Tarbiyah and Teaching Training Departement. Data showed after they are join entrepreneurship subject and give rensone that they are agree and enthusiastic with the existance of entrepreneurship subject.

The existance of entrepreneurship subject at the faculty of tarbiyah and teaching training, gives students an opportunity to discover and learn about the basics of entrepreneurship theory. The lecture very good on explain about theory of entrepreneurship and then give examples of the ways about how to be good entrepreneurship, and instill the values of entrepreneurship as independent attitude. As Suryana have opinion about the characteristics of entrepreneurs, one of which has a lack of independence or dependence on others people, namely:

An independent person is a person who does not like to rely on others people, but instead optimize all resources and efforts of its own.

The point is cleverness in exploiting their potential without having to be set by others people.

To become an independent entrepreneur, should have different types of capital. There are three main types of capital which is required:

- 1) Internal resources prospective entrepreneurs, such as intelligence, skills, ability to analyze and calculate the risks, as well as the courage or vision far ahead.
 - 2) External resources, such as money sufficient to finance the business capital and capital expenditures, social networks and track requests or offers, and so on.
 - 3) A factor X, for example the opportunity and luck.
2. The deterrent factor of internalization entrepreneurship values at FITK

On the other side, the results of research about response student of the lecturer entrepreneurship subject. The student give opinion that quite well within internalize values of entrepreneurship. But the students also give argue that during the process of entrepreneurial learning is still a theory. In fact students are very enthusiastic if entrepreneurial learning was offset by the practice.

So that the students significantly understand and develop the creativity that exists within the student. Basically entrepreneurship is a behavioral science, which is supposed to be a learning process that is

given by lecturers that involving students directly on entrepreneurial behavior.

According to Winarno that the role of educators in entrepreneurship education internalize namely, success in entrepreneurship education is strongly influenced by the role of the teacher. Teacher of entrepreneurship is required to instill entrepreneurial attitude and character of the learners (Winarno, A, 2010). At the World Economic Forum (2009) emphasized that the success of entrepreneurial education as well as select and promote teachers who are able to encourage their students to get the full experience of the corresponding activity.

But the reality in faculty of tarbiyah and teaching training, a lecture who teach entrepreneurship is not maximized. According to the research data show that, not all lecturers of entrepreneurship to encourage the students to conduct entrepreneurial and shape the attitudes of students. The opinion of the student, entrepreneurship subject is still limited to theory. Lecturer on internalize the values of entrepreneurship through discussion and question and answer. There are also students give argue that lecturers who taught entrepreneurship subject is not a field owned, so that a lecturer on internalize the values of entrepreneurship to students less than optimal.

So the opinion one of the lecturers of entrepreneurship subject that, the lack of response from students when lecturers asked the

students to do business. Unpreparedness of students within implementing the values of entrepreneurship that has been provided by lecturers. While the lecturers was ready to facilitate and guide students to create a product and then marketed.



CHAPTER VI

CONCLUSION

A. Conclusion

Based on findings, the internalization of entrepreneurship values at the Tarbiyah and Teaching Training Faculty can be drawn the following conclusions:

1. The Philosophical Background of Entrepreneurship as a Compulsory Subject at FITK

There is three poin on the philosophical background of entrepreneurship as a ompulsory Subject at FITK, these are goverment perspective, religion perspective, and pragmatism perspective. Those have a same destination that is to provide the students about the entrepreneurship values such as how to be good entrepreneur and tarbiyah and teaching training faculty to produce the graduate which is they are ready to compete.

2. The Internalization of Entrepreneurship Values at FITK

The internalization of entrepreneurship values have diversity. In accordance with the methods applied by lecturer. But the most dominant method used by discussion and questioning. The process of internalizing entrepreneurship values on this reaserch there is three stage, that is Stage of value transformation, Stage of value transaction, and Stage of trans-internalization.

a) Stage of transformation

The lecture just transformation about knowledge. Such discussions, presentations and question and answer. Lecturer more emphasis on theory, i.e., learning that is use the cognitive of the students.

b) Stage of transaction

Teacher can influence the student through the sample values that have students carry out. Lecturers invited students to visit the place of entrepreneurship, so students can interact directly with the businessmen and students could be done through in-depth interviews. And Students make the bazaar or marketplace and sell various products. Thus, the direct practice students can train their mental when doing bussiness.

c) Stage of trans-internalization

The third process of trans-Internalization is the practice of entrepreneurship, some students have been conducting business such as offline: travel agent, seller veil, seller clothes, printing invitation include invitation design and by online marketing make up.

3. The Supporting and deterrent Factors in The Internalization of Entrepreneurship Values at FITK

a) The support of internalization of entrepreneurship values

The existence of entrepreneurship subject at the faculty of tarbiyah and teaching training, gives students an opportunity to discover and learn about the basics of entrepreneurship theory. Then give examples of the ways about how to be good entrepreneurship, and instill the values of entrepreneurship as independent attitude.

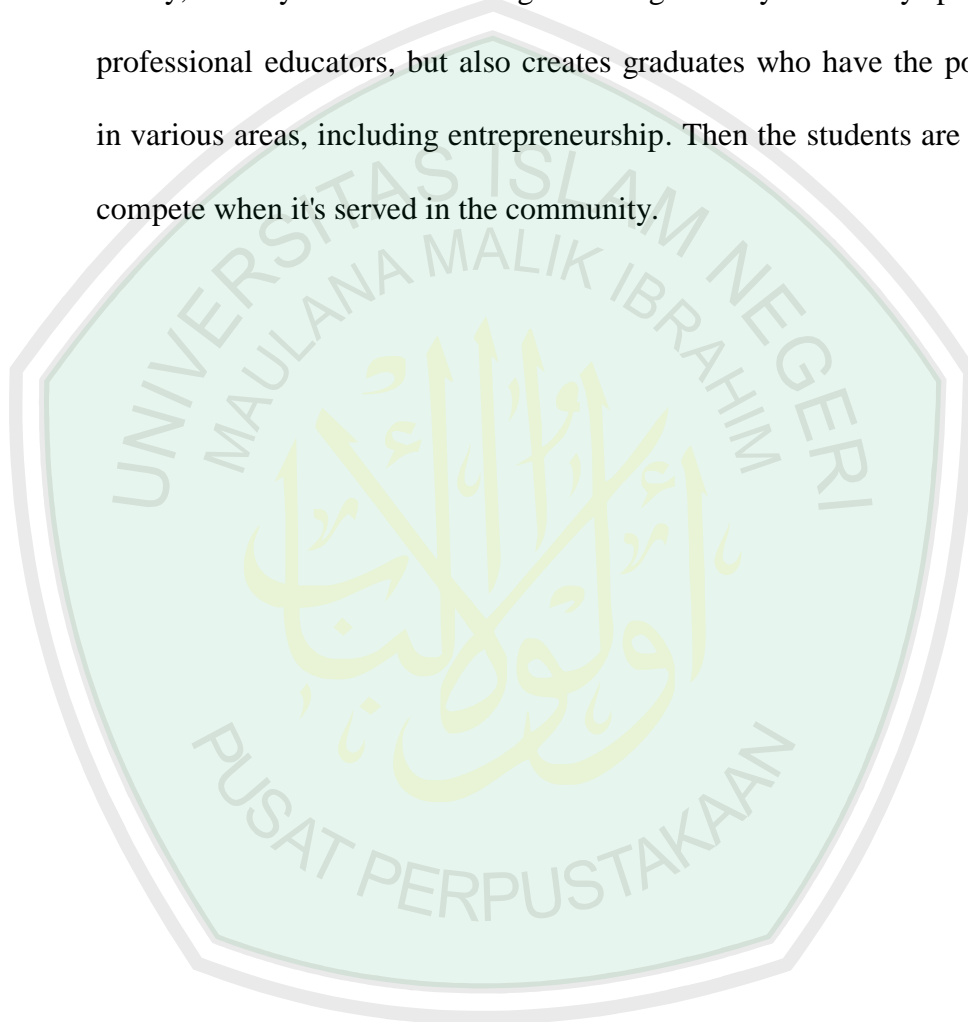
b) The defendants of internalization of entrepreneurship values

The role of educators in entrepreneurship education internalize namely, success in entrepreneurship education is strongly influenced by the role of the teacher. Teacher of entrepreneurship is required to instill entrepreneurial attitude and character of the learners. But the reality in faculty of tarbiyah and teaching training, a lecture who teach entrepreneurship is not maximized. The opinion of the student, entrepreneurship subject is still limited to theory.

B. Recommendation

The advice from researchers, entrepreneurship courses has been very good applied on Tarbiyah and Teaching Training faculty. However, the process of internalization entrepreneurship values need evaluation. Lecture should be optimize the learning process, because only as theoretical course so far. Students will be more enthusiastic when entrepreneurship courses implemented by practices. So that students find it easier to understand the values that exist in entrepreneurship.

Advice for Tarbiyah and Teaching Training faculty to develop and always innovated this programs. It can be reflected on repair and expand learning facilities, to enhance creativity and ability of students. And finally, Tarbiyah and Teaching Training faculty not only print the professional educators, but also creates graduates who have the potential in various areas, including entrepreneurship. Then the students are able to compete when it's served in the community.



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2016



The logo is a light green shield with a white border. It contains the text "UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM" at the top and "PUSAT PERPUSTAKAAN" at the bottom. In the center, there is a stylized yellow calligraphic emblem.

APPENDIXES

Question of research

Question for Dean

1. Kenapa mata kuliah kewirausahaan menjadi salah satu mata kuliah yang diwajibkan di FITK?
2. Apa latar belakang yang mendorong FITK menjadikan kewirausahaan menjadi salah satu mata kuliah wajib?
3. Apa tujuan utama FITK menjadikan kewirausahaan menjadi salah satu mata kuliah wajib?
4. Seberapa penting mata kuliah kewirausahaan diwajibkan di FITK?
5. Apakah mata kuliah kewirausahaan merupakan kurikulum dalam FITK?
6. Apakah mata kuliah kewirausahaan sudah memenuhi standar pencapaian standart kompetensi?
7. Apakah ada progam yang mendukung mata kuliah kewirausahaan?
8. Pernahkah mahasiswa memberikan ide tentang progam yang berkaitan dengan kewirausahaan?
9. Pernahkan mahasiswa komplain tentang mata kuliah kewirausahaan?
10. Bagaimana pendapat Bpk tentang background pendidikan, sedangkan fakultas memiliki visi dan misi terwujudnya lulusan yang memiliki kompetensi kewirausahaan?

Question for Lecture of Entrepreneurship subject

1. Bagaimana proses internalisasi nilai-nilai kewirausahaan?
2. Bagaimana respon mahasiswa dalam mengikuti internalisasi nilai-nilai kewirausahaan?
3. Metode apakah yang digunakan untuk menginternalisasikan nilai-nilai kewirausahaan?
4. Apakah silabus yang digunakan sudah mencakup dalam konten pembelajaran?
5. Apa yang anda persiapkan ketika hendak mengajar kewirausahaan?
6. Apakah ada suatu progam yang mendukung dalam internalisasi nilai-nilai kewirausahaan?
7. Pengalaman apa yang sudah di berikan dalam internalisasi nilai-nilai kewirausahaan?
8. Apakah mahasiswa antusias dalam proses internalisasi nilai-nilai kewirausahaan?

9. Pernahkah mahasiswa konsultasi mengenai kewirausahaan?
10. Nilai-nilai kewirausahaan seperti apakah yang anda internalisasikan kepada internalisasi nilai-nilai kewirausahaan mahasiswa?
11. Bagaimana pendapat anda tentang background pendidikan, sedangkan fakultas memiliki visi dan misi terwujudnya lulusan yang memiliki kompetensi kewirausahaan?

Question for students

1. Apa pendapat anda tentang mata kuliah kewirausahaan sebagai mata kuliah wajib di FITK?
2. Pentingkah mata kuliah kewirausahaan menurut anda?
3. Nilai-nilai kewirausahaan apa yang sudah anda internalisasikan dalam diri anda?
4. Kegiatan wirausaha apa yang sudah anda jalankan?
5. Bagaimana tanggapan anda tentang dosen kewirausahaannya anda?
6. Apakah dosen dalam menyampaikan materi sudah jelas?
7. Apakah materi yang diajarkan sudah membangun sikap sebagai wirausaha?
8. Bagaimana tentang metode yang di gunakan dalam menginternalisasikan nilai-nilai kewirausahaan?
9. Pengalaman apa yang sudah diberikan oleh dosen tentang wirausaha?

DOCUMENTATION



Interview with Mr. Basith



Interview with Mr. Evi



Interview with Mr. Yunus



Interview with Mahcrus-PGMI



Interview with Dirga-PAI



Interview with Khusnil-PAI



Interview with Dewi-P.IPS



Interview with Hima-PAI



Interview with Vita-PGMI



Interview with Agung-P.IPS



Interview with Tina-PGMI



Practice Entrepreneur in Cak Man



Fahmi Business



PAI-C Bazaar



PAI-D Bazaar



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Hal : **Izin Penelitian**

25 April 2016

Kepada
Yth. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maliki Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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