

Holistic Student Development through *Murajaah* and Entrepreneurship at SMA Al-Falah Ketintang Surabaya

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Abstract: *The development of Islamic education in the modern era presents new challenges for schools to balance the strengthening of religious character with the cultivation of 21st-century life skills. SMA Al Falah Ketintang Surabaya is one of the institutions that integrates Qur'anic education, particularly through murajaah activities with project-based entrepreneurship programs to nurture students who are religious, creative, and independent. This study aims to describe how the integration of these two programs contributes to the holistic formation of learners. Employing a descriptive qualitative approach, data were collected through direct observation, informal interviews, and document review. The findings indicate that murajaah serves as a foundation for building spiritual character and discipline, while the entrepreneurship initiatives embedded in the Project Class enhance students' creativity, collaboration skills, communication abilities, and economic independence. The synergy of both programs creates an Islamic education model that is relevant to contemporary needs and equips students to navigate the challenges of the digital era.*

Abstrak

Perkembangan pendidikan Islam di era modern menghadirkan tantangan baru bagi sekolah untuk menyeimbangkan penguatan karakter religius dengan pengembangan keterampilan hidup abad ke-21. SMA Al Falah Ketintang Surabaya merupakan salah satu lembaga pendidikan yang mengintegrasikan pendidikan Al-Qur'an, khususnya melalui kegiatan *murajaah*, dengan program *entrepreneurship* berbasis proyek guna membentuk peserta didik yang religius, kreatif, dan mandiri. Penelitian ini bertujuan untuk mendeskripsikan bagaimana integrasi kedua program tersebut berkontribusi terhadap pembentukan peserta didik secara holistik. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi langsung, wawancara informal, dan telaah dokumen. Hasil penelitian menunjukkan bahwa *murajaah* berperan sebagai fondasi dalam membangun karakter spiritual dan kedisiplinan, sedangkan program *entrepreneurship* yang terintegrasi dalam *Project Class* mengembangkan kreativitas, kemampuan kolaborasi, keterampilan komunikasi, serta kemandirian ekonomi peserta didik. Sinergi kedua program tersebut membentuk model pendidikan Islam yang relevan dengan kebutuhan masa kini dan membekali siswa untuk menghadapi tantangan era digital.

Kata Kunci: *Murajaah, Entrepreneurship, Project Class, Pendidikan Islam, Siswa Holistik.*

INTRODUCTION

Education is a process aimed not only at developing intellectual abilities but also at fostering spirituality and discipline. Spirituality is not merely a religious aspect; it also refers to moral values, ethics, and character that contribute to the formation of a strong personality (Norhidayah, 2024). Islamic education plays a strategic role in shaping an outstanding generation, not only intellectually but also

spiritually and morally. Amid rapid technological advancement, economic globalization, and shifting perspectives among younger generations, educational institutions are increasingly required to adopt more progressive approaches. Schools must be able to integrate moral and religious values with practical competencies such as creativity, communication, collaboration, and innovation.

SMA Al Falah Ketintang Surabaya is one of the Islamic schools striving to respond to these evolving demands. The institution not only emphasizes spiritual development through programs such as *tahfidz*, *murajaah*, and various Qur'anic learning activities, but also implements a project-based entrepreneurship program designed in alignment with the 21st-century skills framework.

The holistic education model adopted by this school aligns with the idea that students should develop comprehensively in spiritual, academic, social, emotional, and essential life-skill dimensions. Holistic education refers to an approach that equips learners with an understanding of global issues such as human rights, social justice, multiculturalism, religion, and environmental challenges. Through this approach, students are expected to possess global awareness, strong character, and the ability to propose solutions to various humanitarian issues and efforts toward maintaining peace (Musfah, 2011). As an A-accredited institution, SMA Al Falah Ketintang continuously seeks to integrate Islamic values into contemporary educational practices, ensuring that educational outcomes remain relevant and responsive to the challenges of modern society.

RESEARCH METHODS

This study employed a descriptive qualitative approach, a method that seeks to explain a phenomenon in depth within its natural setting without manipulating any variables (Creswell, 2014). This approach was chosen because the research focuses on understanding the process of integrating the *murajaah* program and entrepreneurship activities in fostering students' holistic development. Therefore, descriptive data derived from direct experiences, actions, and dynamics occurring within the school environment were required.

The research design was based on the descriptive qualitative model (Merriam, 2009), which emphasizes understanding meaning from the perspective of the research subjects. This model was further adapted by incorporating institutional context analysis, considering that the programs examined are flagship initiatives integrating Islamic values and 21st-century skills. The study was conducted at SMA Al Falah Ketintang Surabaya, with informants selected through purposive sampling, including *murajaah* supervisors, project class mentors, curriculum coordinators, and students participating in the program. Data collection was carried out through observation, semi-structured interviews, and document analysis, while data analysis followed the model proposed by Miles (Matthew B. Miles., A. Miracle Huberman, 2014), with the addition of religiosity coding to identify spiritual elements within the research findings.

RESULTS AND DISCUSSION

A. *Murajaah* Program: Fostering Spirituality and Discipline

After obtaining an understanding of the school context and the research implementation patterns in the field, the next step was to describe the core program that became the focus of this study, namely *murajaah*. At SMA Al Falah Ketintang, *murajaah* is not merely an activity of reviewing memorized Qur'anic passages, but has evolved into a structured system of spiritual development. This activity is conducted every morning before formal learning begins, making it an initial routine that prepares students' psychological and emotional conditions. The routine includes the repetition of selected Qur'anic verses, recitation correction (*tashih*), collective prayers, the practice of *dhikr*, the performance of *Dhuha* prayer, and the delivery of moral advice by assigned teachers. Gradually, this series of activities directs students toward more stable and sustained spiritual habits (Musfah, 2011).

Through its consistent and structured implementation, the *murajaah* program not only strengthens students' religiosity but also serves as a medium for internalizing values of discipline, punctuality, and learning readiness. This demonstrates that *murajaah* functions as an essential foundation for shaping students' core character before they engage in other school activities.

B. The Function of *Murajaah* in Students' Character Development

After describing the implementation mechanism of *murajaah*, it is important to understand how this program influences students' character formation. Data obtained from observations and interviews indicate that *murajaah* has a significant impact on shaping students' behavior, attitudes, and mindsets. Many students demonstrate improvements in emotional stability, concentration, and academic readiness when *murajaah* activities are conducted optimally. These regularly practiced spiritual activities strengthen students' emotional regulation, enabling them to better cope with the dynamics of daily learning (Norhidayah, 2024).

In addition, *murajaah* trains students to take responsibility for the memorization they must maintain and review every day. This discipline is reflected in their willingness to prepare themselves before the activities begin. Teachers also serve as role models by guiding students through moral advice linked to the verses being recited, allowing values such as honesty, trustworthiness, and social ethics to be internalized naturally. The positive character traits developed through *murajaah* subsequently play an important role when students participate in learning activities that require more complex skills, including project-based entrepreneurship programs.

C. Implementation of the Project-Based Entrepreneurship Program

If *murajaah* serves as the spiritual and moral foundation for students, the entrepreneurship program functions as an applied platform for developing practical competencies relevant to the demands of the 21st century. This entrepreneurship initiative, known as the *Project Class*, is designed to train students in creativity, collaboration, innovation, critical thinking, and problem-solving skills related to the business world. Through a *Project-Based Learning* approach, students are directly involved in systematically designing, producing, and marketing specific products (Bell, 2010; Thomas, 2000).

In each project, students are encouraged to identify business opportunities, develop work plans, organize task distribution, determine capital requirements, and evaluate their sales outcomes. These activities provide authentic experiences of business dynamics and encourage students to learn directly through practice (*learning by doing*). Several studies have shown that project-based entrepreneurship learning can enhance self-confidence, creativity, and teamwork skills (Hidayat, R., Prasetyo, 2021; Lackeus, 2015). However, entrepreneurship programs cannot function effectively without strong character and moral values. Therefore, it is important to examine how the integration of *murajaah* and entrepreneurship complements one another.

D. Integration of *Murajaah* and Entrepreneurship

The integration of these two programs demonstrates that SMA Al Falah Ketintang implements an educational model that does not merely focus on Qur'anic memorization or solely on improving business skills, but rather combines both within a holistic educational framework. *Murajaah* provides a strong moral and spiritual foundation, while entrepreneurship offers students opportunities to apply these values in real-life situations. Values such as trustworthiness (*amanah*), perseverance, honesty, hard work, and social responsibility cultivated through *murajaah* have proven to support ethical entrepreneurial practices grounded in Islamic values (Hasan, A. & Ali, 2015; Nucci, L. & Narvaes, 2014).

Project Class mentors also emphasized that students who consistently participate in *murajaah* tend to demonstrate a stronger work ethic, better conflict management within groups, and greater caution in making business decisions. These findings reinforce the view that spirituality and character can serve as ethical capital in developing responsible entrepreneurial mindsets (Beekun, RI & Badawi, 2005). Thus, the integration of *murajaah* and entrepreneurship represents a practical example of holistic Islamic education that emphasizes the integrated development of students' spiritual, intellectual, social, and life-skill dimensions (Zarnuji, 2018).

Through this integration, the school has succeeded in creating a learning environment that not only shapes students with strong religious character but

also equips them with practical skills necessary to adapt to the modern era. In other words, *murajaah* and entrepreneurship mutually reinforce one another in forming holistic learners who are prepared to face future challenges.

CONCLUSION

This study demonstrates that the integration of the *murajaah* program and project-based entrepreneurship activities at SMA Al Falah Ketintang Surabaya contributes to the holistic development of students through the strengthening of spiritual, character, and 21st-century competencies. As a spiritual development program, *murajaah* functions not only as a means of reinforcing Qur'anic memorization but also as a habituation process that fosters emotional stability, discipline, and responsibility. Its consistent implementation each morning establishes *murajaah* as a fundamental character-building practice that influences students' mental readiness for learning and other school activities.

Meanwhile, the project-based entrepreneurship program provides students with opportunities to develop skills such as creativity, innovation, communication, collaboration, problem-solving, and decision-making. Through activities involving planning, production, and product marketing, students gain contextual learning experiences that are relevant to the demands of the modern workforce and the social dynamics of the 21st century. This learning model not only enhances practical competencies but also strengthens students' self-confidence and independence in dealing with real-world situations.

The integration of *murajaah* and entrepreneurship has proven to create a strong synergy in shaping well-rounded student profiles. The spiritual and moral values cultivated through *murajaah* serve as ethical capital in carrying out entrepreneurial projects, enabling students to become not only technically competent but also morally grounded in their entrepreneurial practices. This integration illustrates that Islamic education can be implemented in an adaptive and progressive manner without neglecting its religious values. Furthermore, it demonstrates that learning approaches combining spiritual, intellectual, social, and emotional dimensions can produce students who are better prepared to compete and contribute positively to society.

Overall, the integration of these two programs represents a relevant model of holistic education for Islamic schools in the modern era. SMA Al Falah Ketintang Surabaya has successfully implemented a balanced educational approach that combines the strengthening of religious character with the development of essential life skills, producing students who are religious, creative, independent, and prepared to face future challenges. This study is expected to serve as a reference for other educational institutions in developing integrative educational models that combine spiritual values with practical competencies required in the digital era.

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