

CONSTRUCTIVISM AND TEACHING DESIGN; In Search of an Appropriate Learning Process of Sharia Entrepreneurship for *Pesantren*-Based University

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Abstract: This study aims to designing constructive model of learning to disseminate and create a strong bones and practical type of sharia entrepreneurship in the milieu of Islamic boarding school (*Pesantren*) as it is reflected in the *Pesantren Darunnajah*. The research method is done through evaluative instrumental method of curriculum accompanied by critical review of learning process theories. It is done based on library research, qualitative approach as well as constructive model. It offers agenda setting of socio-educational reference and applicative model. The result be it is proven that constructive learning process can be an alternative for developing concept as well as practical model for *Pesantren*-based University.

Abstrak: Penelitian ini bertujuan untuk merancang model pembelajaran yang konstruktif untuk menyebarluaskan dan menciptakan tipe kewirausahaan syariah yang kuat dan praktis di lingkungan perguruan tinggi Islam (*Pesantren*) seperti yang terefleksikan dari *Pesantren Darunnajah*. Hasilnya terbukti bahwa proses pembelajaran yang konstruktif dapat menjadi alternatif untuk mengembangkan konsep maupun model praktis untuk universitas berbasis *Pesantren*.

Keywords: Constructivism, Design Model, *Pesantren*-based University, Sharia Entrepreneurship

Introduction

Constructionism, sharia entrepreneurship and learning process are interrelated in the context of discussing a model for teaching and learning in *pesantren*-based university, such as in the Pesantren Darunnajah, Ulujami, Jakarta. To create a proper constructive curriculum may lead to pave the way of disseminating and incorporating easy way of sharia entrepreneurship through applicable and simplest mode of class instruction process. Hence, sharia entrepreneurship could be easily understood, modified, contextualized practiced and even institutionalized.

The curriculum as one of the components in the teaching and learning process becomes an important instrument in directing the development of student competencies. While on the other hand curriculum development is carried out to answer challenges and follow existing developments. The implementation of the 2013 curriculum, which is one of the reasons for responding to future challenges related to advances in information technology and the convergence of science and technology, needs attention from all components in schools,

With a change in the curriculum, it will have an impact on a change in approach to learning. Currently the learning approach is shifting from behavioristic to constructivist and it also affects how a lecturer manages the class. In the constructivism approach, learning is understood as a human activity to build or create knowledge by giving meaning to knowledge according to experience. In the view of constructivism, knowledge is not facts, concepts, or rules that are ready to be taken or remembered, but rather to construct and give meaning to that knowledge. It can be strengthened through continuous practices and social adjustment based on social need and contextual challenge. Thus, the learning process is no longer centered on the learner or lecturer but centered on students (learners), involving students more actively, interactively, and meaningfully.¹

To see the position and distinction of this research, it is necessary to clarify in advance how the differences and similarities of this research are with previous studies. In the research done by Sharma et al. it is clear that there is a similarity in the theoretical concepts used with this study, namely that they both discuss the R2D2 model. In this study, researchers will discuss how the R2D2 model is integrated into the entrepreneurship learning model in a boarding school. The theoretical approach used in this research is not fixated on one theory, but integrates the theory of the R2D2 model, social theory

¹ Wanda Ramansyah, "Pengembangan Bahan Ajar Mata Kuliah Strategi Pembelajaran Untuk Mahasiswa Pendidikan Guru Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 1 (2013): 17–27, [http://download.garuda.kemdikbud.go.id/article.php?article=1763409&val=6207&title=Pengembangan Bahan Ajar Mata Kuliah Strategi Pembelajaran untuk Mahasiswa Pendidikan Guru Sekolah Dasar](http://download.garuda.kemdikbud.go.id/article.php?article=1763409&val=6207&title=Pengembangan+Bahan+Ajar+Mata+Kuliah+Strategi+Pembelajaran+untuk+Mahasiswa+Pendidikan+Guru+Sekolah+Dasar).

related to entrepreneurship and the typology of Islamic boarding schools in Indonesia.² Meanwhile, in research Sharma et al, discuss more about language theory, by analyzing and detecting the word sarcasm in English and Arabic.

Other differences can be seen in the aspects of research methods/objects/types and main data sources. In this study using a type of qualitative research conducted through the instrumental evaluative curriculum method accompanied by a critical study of the theory of the learning process. This study offers an agenda setting of socio-educational references and an applicable model. Meanwhile, in research Sharma et al. using library research with PLM applications to study semantic and syntactic features through training a large corpus of text. Findings from Sharma et al. showed that the detection of sarcasm is a difficult task for PLM, and there is room for further improvement, and can be carried out in further research in the field of PLM.

This research is also different from the research of Haifa FA Bin Mubayrik and Nadia MH Al-Mutairi. In this study the concept theory used is the R2D2 model and integrate it into the entrepreneurship learning model in a religious education institution such as a pesantren. Meanwhile, in the research of Haifa FA Bin Mubayrik and Nadia MH Al-Mutairi using only one theory, namely theory of the R2D2 model without being integrated with other theories such as pesantren or others.

Another aspect that makes the difference is the research method used. In this study using qualitative research with the type of library research by using social science approaches such as entrepreneurship and Islamic boarding schools. Meanwhile, in the research of Haifa and Al-Mutairi used Systemic Literature Review (SLR) research. The SLR model is used with several stages such as: searching for data through the platform, then filtering the data from the articles, reviewing the data and finally extracting the data.³ Meanwhile, in this study using qualitative research with the type of library research with a scientific approach, namely socio-educational and applicative models.

Similarities and differences in research can also be seen in research of Curtis J. Bonk which states if the model R2D2 is a new model that can be used in distance education, in particular, online learning. According to him, this kind of model is very important for addressing various online learning preferences because according to him it can help students gain knowledge through online reading, virtual exploration, and listening to

² Mayukh Sharma et al, "R2D2 at SemEval-2022 Task 6: Are Language Models Sarcastic Enough? Finetuning Pre-Trained Language Models to Identify Sarcasm," in *SemEval 2022 - 16th International Workshop on Semantic Evaluation, Proceedings of the Workshop, 2022*, 1018–24, https://api.elsevier.com/content/abstract/scopus_id/85137570417.

³ HFA Bin Mubayrik, "Responding to the COVID-19 Pandemic with the R2D2 Teaching Model: An Organizing Aid for Online Higher Education Learners," *Education Research International, 2022*, <https://doi.org/10.1155/2022/6775052>.

online lectures and podcasts.⁴ Curtis J. Bonk's research focuses on the assessment of verbal and auditory learning. And what makes this research different is that Curtis J. Bonk uses the R2D2 model to only focus on reflective activities such as online blogs, reflective writing assignments, self-examination exams, and electronic portfolios. Meanwhile, in this study the researchers used the R2D2 model as a reinforcement in the theory of implementing entrepreneurial learning applied in religious education institutions such as Islamic boarding schools. Another difference is also evident in Curtis J. Bonk's measure of the R2D2 model by emphasizing what learners can do with content in hands-on activities including simulations, scenarios, and real-time cases.

Regarding the implementation of the R2D2 model in Eriyanti learning, it also shows that the R2D2 model can test teaching materials used by students in a tertiary institution. In his findings, it was stated that the material for teaching speaking skills required two types, namely material that is theoretical in nature as a provision to understand the basic concepts of speaking skills and material that is skillful which is categorized based on the context of the communication situation in informal, interpretive, formal, and dramatic situations.⁵ If seen in Eriyanti's research, it can be clarified that there are similarities in the theory of the R2D2 model used. Meanwhile, the point of difference is that Eriyanti's research wants to produce interactive speaking skills teaching materials by using the R2D2 model and combined with the Research and Development (R and D) model development research. Meanwhile, in this study researchers will use the R2D2 model by integrating with several disciplines such as pesantren-based entrepreneurship. Apart from that, there are clear differences in the research methods used. In Eriyanti's research, she used development research methods to test a teaching material product. Meanwhile, this study will use qualitative research based on the theory of the R2D2 model which is implemented in entrepreneurship learning in Islamic boarding schools.

Methodology

In carrying out this research, the researchers used a grounded research approach, namely referring to the existing institution of Pesantren Darunnajah, Ulujami, Jakarta, participating in some academic as well as daily activities, ranging from attending lectures in classes, having interviews and dialogue with some key persons (more than 23) from the head of Pesantren to students and administration staff. The information was also gathered from surrounding communities and business partners (customers) of Pesantren. This grounded activities last from the beginning of August to the end of November 2022.

⁴ CJ Bonk, "Introducing the R2D2 Model: Online Learning for the Diverse Learners of This World," *Distance Education*, 2006, <https://doi.org/10.1080/01587910600789670>.

⁵ Ribus Wahyu Eriyanti, "Pengembangan Bahan Ajar Keterampilan Berbicara Interaktif Bagi Mahasiswa," *Jurnal Kilmuan Bahasa, Sastra Dan Pengajarannya* 3, no. April (2017): 98–106, <https://ejournal.umm.ac.id/index.php/kembara/article/view/4381>.

Those steps were carried out to obtain primary data. Whereas the secondary data was equipped by library research. This research was categorized as qualitative in nature, because the target of this research is the process of learning and instruction.

The place of research is Pesantren Darunnajah, Ulujami, Jakarta. This research is an analytical descriptive analysis specification, which is intended to provide as accurate data as possible about a situation of learning process and instruction. While the nature of this research is descriptive, because the author intends to describe in detail and clearly about the subject matter under study. It is said to be descriptive because this research is expected to be able to provide a detailed, systematic, structured and comprehensive description of all matters relating to all process of learning and instruction where sharia entrepreneurship was taught.

This study uses field research (grounded) supported by literature. The first, field research (grounded research) by going directly to the field to find data sources that are related to the problem under study; process of learning and instruction, vision of teaching from lecturers and guidelines of Pesantren Darunnajah leaders as well as communal responses towards Pesantren social contribution. The second, Library research (library research) is by studying the literature on theories of education, effective learning, community development, fiqh, entrepreneurship, manuals of learning and its practices in classes and out of them, laws and regulations, as well as the writings of scholars who are closely related to the problem under study.⁶

The data analysis used is a qualitative method, which is collected from research in the field to produce descriptive data that is put together and processed in a systematic way, namely in more detail in each chapter in this study. Deductive data analysis is a procedure that originates from a general event, the truth of which is known and ends in a conclusion. So in this case, it is not permissible to isolate individuals or institutions into variables or hypotheses, but it is necessary to view them as part of a whole.⁷

Result and Discussion

Pesantren Darunnajah: Waqf-Based Islamic Boarding Schools and the Spirit of Entrepreneurship

Darunnajah Ulujami Jakarta is one of the Islamic boarding schools in Indonesia that is independent and has a mechanism for developing productive entrepreneurship and waqf potential. This waqf-based Islamic boarding school has established a university named Darunnajah University. Darunnajah's success in establishing a university cannot

⁶ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Sixth edition*, London & New York: Routledge, 2007

⁷ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Sixth edition*, London & New York: Routledge, 2007

be separated from good resource and financial management, which is at the same time driven by the use of waqf-based and entrepreneurial development methods.

The Darunnajah Islamic Boarding School Foundation has been established for 83 years in the period 1939-2022. During this period, Darunnajah has combined the Darussalam Gontor Modern Islamic Boarding School curriculum with the National Curriculum and the Salaf Islamic Boarding School.⁸

In 1974, Darunnajah formed a cooperative program called the Darunnajah Islamic Boarding School Cooperative, which was formally incorporated in 1989. The program aims to build pesantren independence as an educational institution entity. The program has continued to develop until now under the management of the Darunnajah Administration and Finance Bureau. Until now, Darunnajah has had a number of business entities of its own, namely: Public Kitchen, Student Shop, Canteen, Scout Shop, BMT (*Baitul Mâl wat Tamwil*), D'Mart (Darunnajah Syariah Multi Finance), Darunnajah Clinic, Laundry, Darunnajah Production House, Car Rental, Alfa Mart Darunnajah, SMS'sCo Mart Darunnajah Cooperative, Telecommunications Shop (*Wartel*), Photocopy, Palm Oil Plantation, Darunnajah Tour & Travel, Rental of parking lots and canteens in the parking area of the Abu Bakar Building, Darunnajah Property, and Andalusia Inn. The establishment of this business unit is inseparable from the values contained in the four pillars of Darunnajah and also the background in which it was founded.⁹

In the traces of its journey, the struggle for waqf through pesantren has one absolute requirement if its efforts are to last, namely donating land and its main assets, without it, the history of the *pesantren's* journey as an educational institution will fade and fall with the death of the founder or kyai. Endowing land and assets means surrendering ownership to Allah for the benefit of the people. Slowly but surely, Darunnajah has gone through a sufficient maturation process, including the implementation of a financial administration and management system that initially used a shop or stall financial management model, now has changed to a financial system that is accountable, measurable, structured, and most importantly, can be held accountable. In other matters, Darunnajah also maintains good foreign relations, even the British Prime Minister Tony Blair has visited Darunnajah. Thus, since the events of 9/11, many British people have wanted to know about Islam. So the opportunity for the visit was also used so that the British public would get to know the face of Islam that is developing in Indonesia and also to improve Darunnajah's human resources to make them better.¹⁰

⁸ Abdul Qodir Haris & Irfanul Islam, "Sejarah Darunnajah ulujami jakarta Abad XXI 2000-2022," Jakarta, pondok pesantren darunnajah jakarta, 2022

⁹ Abdul Qodir Haris & Irfanul Islam, "Sejarah Darunnajah ulujami jakarta Abad XXI 1939-1999," Jakarta, pondok pesantren darunnajah jakarta, 2022

¹⁰ Sri Nanang Setiono, Ihwan Mahmudi, Abdul Haris Qodir, "Biografi K. H Abdul Manaf Mukhayyar: Darunnajah Ladang Perjuangan Bukan Ladang Penghidupan", Cetakan-1, Jakarta: Pondok Pesantren Darunnajah, 2014.

The long journey to start a Higher Education Institution in Darunnajah has finally materialized with the birth of Darunnajah University. Darunnajah University is prepared to develop the quality of human resources (HR) at the university level who are able to respond to global challenges in the information technology era, as well as the development of modern science and technology that adheres to the basic principles of religion. Darunnajah University has Study Programs such as Digital Business Studies, Entrepreneurship Study Programs, and Software Engineering Study Programs. Due to its central position in Jakarta, Darunnajah made every effort to update the strategy of learning and teaching in all levels, especially in its University. The campus had target to be centre for theoretical study of entrepreneurship, community development and digital improvement. This is not the end for Darunnajah as a pesantren that develops waqf and entrepreneurial spirit, Darunnajah still wants to establish 1000 more advanced Islamic Boarding Schools and University Developments in order to encourage superior human resources. Hence, Darunnajah is associated with the establishment of the university, devotion to the outside world and an emphasis on multiculturalism.

Implementation of Willis Model (R2d2/ Recursive, Reflective Design and Development Model by Practices and Exercises) In Constructive Model of Learning: Defining Process of Learning in Darunnajah

Seeing the practice of learning related to sharia entrepreneurship in the University of Darunnajah, one may remember the theory of constructive model of learning. It is also implemented in the Model of R2D2 (recursive, reflective, design and development model). The R2D2 instructional design model is a non-linear model based on constructivist learning theories and strategies that slightly adopt the instructional design model Von-Glaserfeld, 1989 and Willis, 1995. This model was developed which is based on Piaget's constructivist learning theory, 1967; Vygotsky, 1978. Reflective Recursive Design and Development Model has two general principles, namely recursion and reflection in the development process towards the creation of instructional products. The Reflective Recursive Model of Development and Design calls for the formation of a participatory team that actually creates the instructional materials for the product and participates at all levels of the design and development process.¹¹

The Recursive and Reflective Design and Development (R2D2) learning development model, is one of the first detailed approach models to create teaching materials based on constructivist theory. The development procedure in this study is based on three stages of

¹¹ Trudy Lynn Driskell, "The Design And Development of Helper, A Constructivist Lesson Plan Web Resource to Model Technology Integration For Teachers," University of Houston ProQuest Dissertations Publishing, 1999. <https://www.proquest.com/pagepdf/304504837/Record/F5539218DB4C74PQ/1?accountid=25704>.

R2D2, namely: (1) the definition stage, (2) the planning and development stage, and (3) the dissemination stage (through practices and exercises).¹²

The R2D2 model is a constructivist instructional design model and instructional design method developed by Willis. According to Willis defines the following characteristics of the constructivist-interpretivist instructional design model which include: recursive, non-linear, and sometimes irregular, planning is developmental, reflective, and collaborative. Instruction emphasizes learning in a meaningful context. And considers formative evaluation very important. Finally, subjective data is considered the most important.¹³ In contrast to many instructional systems design models, Willis claims specifically that objectives do not guide the development of lessons, but rather emerge during development. The main components of its development method are: define, design, develop and deploy.¹⁴

Botturi et al. summarizes the overarching principles of R2D2 as follows: Recursion: steps/elements are reviewed at different times and decisions can be made again. Reflection based on feedback and ideas from multiple sources, which is contrasted with the linear design rationality of the linear model. Non-linearity, focal points instead of steps (e.g. a bit like Kemp's design model. Participatory design: the whole idea behind this model is that the ID (implementation and development) process is not just a designer's job, it's teamwork, where different people collaborate. Communication and negotiation take a major role here.¹⁵

According to Driskel, the Recursive, Reflective Design and Development Model, often known as the (R2D2) model, provides the initial framework for a reflective, closed design process that focuses on the participatory team that forms and shapes the product. According to him, this model is also a suitable model to be used in the design for learning websites that use a constructivist approach to instructional design with this R2D2 model.¹⁶

¹² K. Zhang & CJ Bonk, (2006). *The R2D2 Model for Effective Online Teaching and Enjoyable Online Learning*. In T. Reeves & S. Yamashita (Eds.), *Proceedings of E-Learn 2006—World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1547-1553). Honolulu, Hawaii, USA: Association for the Advancement of Computing in Education (AACE).

¹³ J. Willis, A recursive, *Reflective instructional design model based on constructivist-interpretist theory*. *Educational Technology*, 35(6) (1995), 5-23<http://edutechwiki.unige.ch/en/R2D2>.

¹⁴ J. Willis, *A Recursive, Reflective Instructional Design Model Based on Constructivist-Interpretist Theory*. *Educational Technology*, 35(6) (1995), 5-23<http://edutechwiki.unige.ch/en/R2D2> (accessed April 12, 2022).

¹⁵ Botturi, L., Cantoni, L., Lepori, B. & Tardini, S., *Fast Prototyping as a Communication Catalyst for E-Learning Design*. In M. Bullen & D. Janes (eds), *Making the Transition to E-Learning: Strategies and Issues*. Hershey, PA: Idea Group, pp. (2007), 266-283.

¹⁶ Trudy Lynn Driskell, *The Design And Development of Helper, A Constructivist Lesson Plan Web Resource to Model Technology Integration For Teachers*. University of Houston ProQuest Dissertations Publishing, 1999. <https://www.proquest.com/pagepdf/304504837/Record/F5539218DB4C74PQ/1?accountid=25704>.

Jushadi Arman Saz et al. say that this R2D2 model is known for its three basic components, namely: (1) definition, (2) design and development, and (3) dissemination (through practices and exercises contextually). At first glance this model has the same components as the 4D model of Thiagaraian, Semmel, and Semmel (1974). However, in a 4D model the components are generally considered to be sequential or linear. Most traditional instructional design models are based on a set of sequential stages or phases, which can be easily represented by a flowchart.¹⁷

The R2D2 (Reflective, Recursive, Design and Development) learning development design model was developed by Willis in 1995. According to Jushadi Arman Saz et al., this model can be developed in evaluation tools and research development designs in the world of education.¹⁸ In addition, the R2D2 learning development design model also has several characteristics, namely: 1) The development process is recursive, non-linear, sometimes irregular or chaotic; (2) Planning that is organic, developing, reflective, and collaborative; (3) Goals are not a guide for activities in the design and development process; (4) Does not require the general instructional design expert test. (5) There is an emphasis on learning in a meaningful context; (6) The result of formative evaluation is a critique of learning; (7) Qualitative data is the most valuable data.¹⁹ It may also be added that in the time of developing and disseminating, practices and exercises of learning-materials in the real model and context will enhance and deepen understanding as well as sharpening theories. Thus, practices and exercises are key components of its development.

Sri Wahyuni also stated that this Willis R2D2 (Reflective, Recursive Design and Development) Development Model is very relevant to be used to test a product development such as the development of an authentic assessment model in learning Indonesian language skills. This model uses several steps, namely (1) the formation of a collaborative team, (2) a preliminary study (focusing stage), (3) planning an assessment, designing and developing an assessment product, conducting product trials, revising the product (the planning and development stage), and (4) final packaging and distribution (dissemination stage). And this model can also be combined by using descriptive and quasi-experimental research designs for field tests.²⁰

¹⁷ Jushadi Arman Saz dkk., "Pengembangan Media Presentasi Interaktif Semi Laboratorium Virtual pada Pokok Bahasan Listrik Dinamis," *Jurnal Sainifik* 1, no. 1 (2015) <https://media.neliti.com/media/publications/240451-pengembangan-media-presentasi-interaktif-d748aaf7.pdf>.

¹⁸ Jushadi Arman Saz dkk., "Pengembangan Media Presentasi Interaktif Semi Laboratorium Virtual pada Pokok Bahasan Listrik Dinamis," *Jurnal Sainifik* 1, no. 1 (2015) <https://media.neliti.com/media/publications/240451-pengembangan-media-presentasi-interaktif-d748aaf7.pdf>.

¹⁹ Sri Wahyuni, *Pengembangan Model Asesmen Otentik dalam Pembelajaran Keterampilan Berbahasa Indonesia Lisan di SMA*. Disertasi (2010), <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/5826>

²⁰ Sri Wahyuni, *Pengembangan Model Asesmen Otentik dalam Pembelajaran Keterampilan Berbahasa Indonesia Lisan di SMA*. Disertasi (2010), <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/5826>

In addition, the R2D2 model is also effectively used by teachers and students in developing teaching materials for teachers and students. The development goal is to produce teaching materials for Economics and Entrepreneurship Education subjects with an effective R2D2 model that can be used by teachers and students. This model is used by the teacher as a teaching material which can help him in teaching. Meanwhile, for students, this model is useful as a complement to existing teaching materials, and can lead to finding students' understanding independently.²¹ The following is an overview of the stages of carrying out study/research on the development of the Wills R2D2 model.

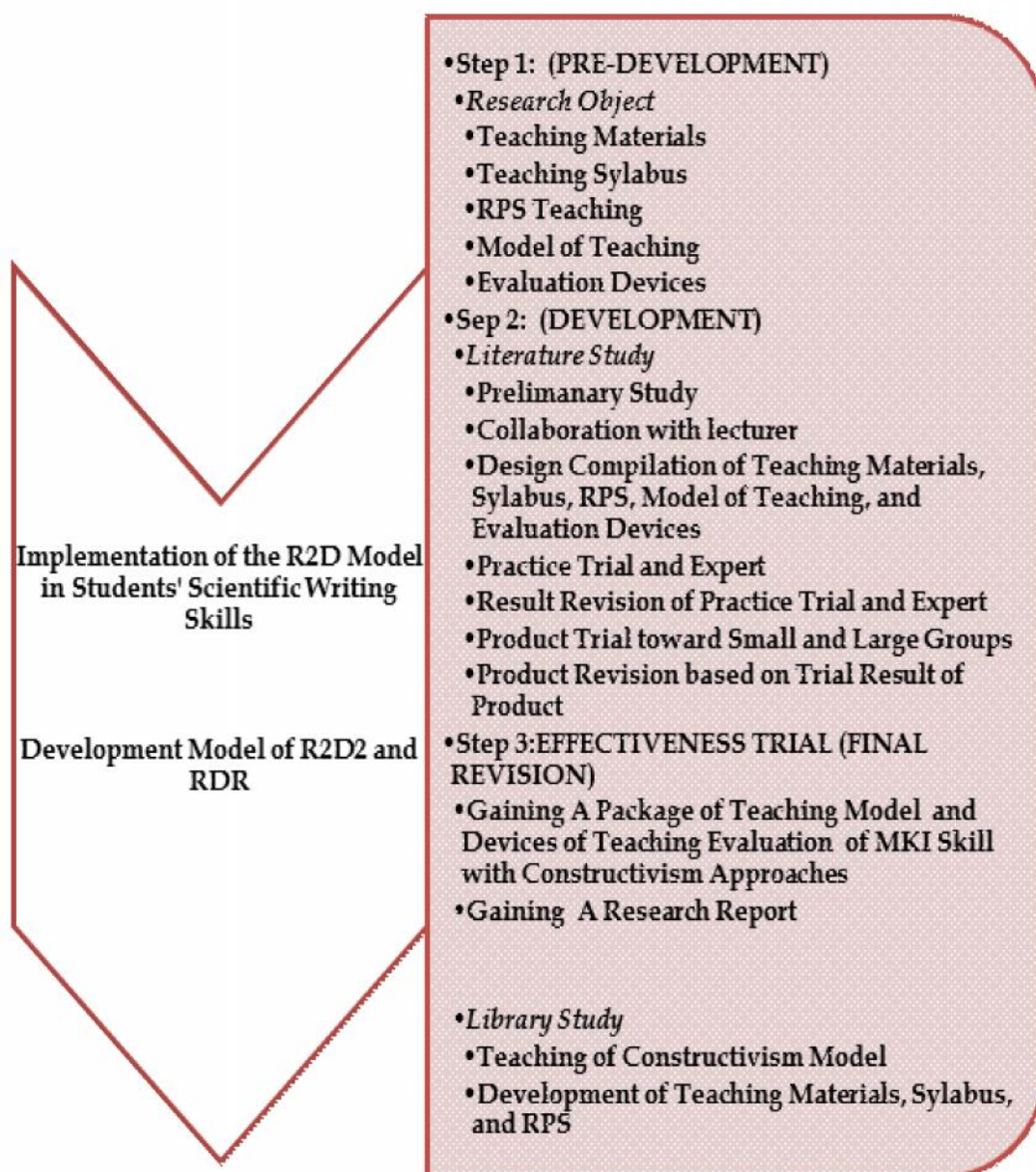
Through grounded and participating research, daily activities of lecturing in the University of Darunnajah may be summarized to be on such Wills R2D2 steps as follow:



Source: <https://docplayer.info/89898094-Bahan-ajar>

Figure 1. Flow and Stages of R2D2 Model Teaching Material Development as a summary of learning and lecturing process in Darunnajah University

²¹ Sri Yuni Hanifah, *Pengembangan Bahan Ajar Pendidikan Pancasila dan Kewarganegaraan Sebagai Suplemen dengan Model R2D2*. Proceeding: Seminar Nasional STKIP PGRI Bangkalan (2016). <http://stkipgri-bkl.ac.id/wp-content/uploads/2017/09/prosiding-seminar-nasional-2016.pdf>.



Source: <https://journal.uny.ac.id/index.php/litera/article/view/7210>

Figure Flowchart of the implementation of the R2D model in students' scientific writing skills as a summary of process of lecturing and learning in Darunnajah University

The development of teaching materials for Economics and Entrepreneurship Education with the R2D2 work pattern has several principles such as repetition, reflection, and participation. This repetition principle is implemented in the preparation of the draft product design for teaching materials at an early stage. The preparation of this draft is carried out repeatedly through a process of improvement or revision in order to obtain an adequate design of teaching materials. Furthermore, the revision of the product design draft is based on the results of reflections that take into account input and feedback from product user (customers or experts). This is an important part of the participatory

principle. Thus the involvement of experts and product users (customers, teachers or students) as an intensive way in every stage of the design and development process.²²

In addition, according to Sri Wahyuni, the R2D2 model of the development path can not be described linearly. In addition, the R2D2 model of the four components is placed at three focal points and the teacher or educator does not have to work sequentially, for example, must first focus on the defining component. According to him, this model is also repetitive, interactive, reflective and participatory. And that is no less important, namely in the aspect of design and development components, teachers or educators can be the focus of attention several times during the instructional design process. This is done so that instructional design compilers can actively reflect, analyze work and at the same time revise the two aspects that are being developed in the model that underlies its development.²³

In line with this statement, Sri Yuni Hanifah also revealed that the development of the R2D2 model is a non-linear and more constructive form of design. While other approaches such as mostly behavioristic in nature, such as the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), The Instructional Design Process, Dick and Carey model and the Systematic design model are linear and systematic models.²⁴

The use of Willis's Recursive, Reflective Design and Development (R2D2) model is implemented in a development research model that is applied in the development of teaching materials in the Islamic Jurisprudence (*fiqh*) course with the development stage, namely the first stage of defining in *fiqh* courses. The second stage, namely the design and development stage after stage one is carried out. And the last stage is the dissemination or dissemination of the results of the research findings (creating the formula to practice *fiqh* in the higher education process/University). Thus, according to him, developers have the flexibility in making decisions and can review the teaching materials developed if needed. Developers or educators are also free to choose the sequence of development activities.²⁵

In the sense that development can be started from any stage and does not have to be linearly sequential. In addition, this R2D2 model also has several principles that animate

²² Sri Yuni Hanifah, *Pengembangan Bahan Ajar Pendidikan Pancasila dan Kewarganegaraan Sebagai Suplemen dengan Model R2D2*. Proceeding: Seminar Nasional STKIP PGRI Bangkalan (2016). <http://stkipgri-bkl.ac.id/wp-content/uploads/2017/09/prosiding-seminar-nasional-2016.pdf>

²³ Sri Wahyuni, *Pengembangan Model Asesmen Otentik dalam Pembelajaran Keterampilan Berbahasa Indonesia Lisan di SMA*. Disertasi (2010), <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/5826>.

²⁴ Sri Yuni Hanifah, *Pengembangan Bahan Ajar Pendidikan Pancasila dan Kewarganegaraan Sebagai Suplemen dengan Model R2D2*. Proceeding: Seminar Nasional STKIP PGRI Bangkalan (2016). <http://stkipgri-bkl.ac.id/wp-content/uploads/2017/09/prosiding-seminar-nasional-2016.pdf>

²⁵ Ribus Wahyu Eriyanti, "Pengembangan Bahan Ajar Keterampilan Berbicara Interaktif Bagi Mahasiswa," *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya* 3, No. 1 April (2017) <http://ejournal.umm.ac.id/index.php>.

the development, namely recursive reflective and participatory. This learning package is expected to meet the needs of learners as users and can be used as alternative teaching materials in schools. The development of this English learning package uses the R2D2 model. This is because the R2D2 model involves the user directly in the preparation of teaching materials.

Jushadi Arman Saz et al. It also helps to prove that the R2D2 development model is very suitable for the development of teaching materials or teaching materials products in a course or a learning material. According to them, this model is used for development research and aims to achieve research objectives. The R2D2 model has three components, namely: 1) defining, 2) design and development, and 3) dissemination. In its application, according to Arman Saz et al, this model is almost similar to the 4D model of Thiagaraian, Semmel, and Semmel (1974). However, if it is seen that there are fundamental differences between the two models, such as in the component stages, the 4D model is linear (sequential) while the R2D2 model is non-linear.

In the sense that development can be started from any stage and does not have to be linearly sequential. In addition, this R2D2 model also has several principles that animate the development, namely recursive reflective and participatory. This learning package is expected to meet the needs of learners as users and can be used as alternative teaching materials in schools. The R2D2 model involves the user directly in the preparation of teaching materials as well as in practices and exercises.

Jushadi Arman Saz et al also clearly stated that the R2D2 model, the development path does not have to be applied linearly. In the R2D2 model, the four components are placed in three focus components. Researchers or development do not have to work sequentially in these three components. Jushadi Arman Saz et al., as an example, first of all, research/development must focus on the defining component. This model is also recursive or iterative as well as reflective and participatory. Then on aspects of design and development components, for example, can be the focus of attention several times during the instructional design process. Of course, this is expected so that instructional design compilers actively reflect and analyze work and regularly revise both aspects that are being developed and the model that underlies its development.²⁶

Thus, it can be clearly stated that Willis's R2D2 development model design adheres to a constructivist approach with the view that a person has power within himself, and that individuals have a connection between the old and the new and continue to develop in accordance with the individual's own thought process. The R2D2 model can be applied as in the development of teaching materials for the development of syllabus and cause in accordance with the objectives expected by the developer. It may be expanded to the preparation of exercise and practical model.

²⁶ Saz et al., *Pengembangan Media Presentasi Interaktif Semi Laboratorium Virtual Pada Pokok Bahasan Listrik Dinamis*.

Sharia Entrepreneurship Economy: Theoretical Basis in Darunnajah Curriculum

To summarize, from the interviews with some lecturers, students and administrative staffs, held in Darunnajah, between August until November 2022, a theoretical basis of their understanding on sharia entrepreneurship can be described here.

Along with the development of the industrial revolution 4.0 which is heading towards 5.0 which should also be followed by the development of the quality of its human resources. The World Economic Forum (2018) states that human resources (HR) must have the top three abilities to deal with the pace of science and technology development, namely solving complex problems, critical thinking, and creative. Currently entrepreneurship has become an important focus because entrepreneurship can help increase the socio-economic growth of a country. In this case entrepreneurship can appear in providing so many job opportunities, and can foster prosperity and the level of business competition in a country.²⁷

Currently, social entrepreneurship social activities are considered to be an alternative in solving social economic problems. The growth of social entrepreneurship that has begun to expand, through the development of Islamic economics is also present by bringing views on information about the relationship between Social Entrepreneurship and Islamic Sharia Values. Social entrepreneurship activities in their implementation have almost the same role as the goals of Islamic economics itself in an effort to increase economic growth and welfare.²⁸

The role of entrepreneurship for the state is to open up new types of businesses and new job opportunities. Entrepreneurship is a process to make improvements, developments, and also bring forward vision in life. In this case, entrepreneurship has an important role with the ability to create and provide products that have added value through the courage to take risks, creativity and innovation in business as well as being able to organize well in finding and reading opportunities that exist in the market.²⁹

Associated with entrepreneurship in Islam in the academic world has become a standard term in the study of economics religion studies on one's belief in Allah SWT in its influence on business success.³⁰ Related to the theory of entrepreneurship which is

²⁷ Muhammad Isnain Nurfaqih & Rizqi Anfanni Fahmi, "Social Entrepreneurship (Kewirausahaan Sosial) Dalam Perspektif Ekonomi Islam" 1, no. 8 (2018): 1–15, [https://dspace.uin.ac.id/bitstream/handle/123456789/9780/Social Entrepreneurship dalam Perspektif Ekonomi Islam.pdf?sequence=1&isAllowed=y](https://dspace.uin.ac.id/bitstream/handle/123456789/9780/Social%20Entrepreneurship%20dalam%20Perspektif%20Ekonomi%20Islam.pdf?sequence=1&isAllowed=y).

²⁸ Muhammad Isnain Nurfaqih, "Social Entrepreneurship (Kewirausahaan Sosial) Dalam Perspektif Ekonomi Islam".

²⁹ Ari Prayoga dkk., "Karakteristik Program Kurikulum Pondok Pesantren," *Al-Mau'izhoh* 2, no. 1 (2020): 77–86, <https://doi.org/10.31949/am.v2i1.2078>.

³⁰ Yunus Mustaqim, "Membangun Entrepreneurship Dalam Perspektif Ekonomi Syariah," *Business Management Analysis Journal (BMAJ)* 2, no. 2 (2019): 58–78, <https://jurnal.umk.ac.id/index.php/bmaj/article/view/3906>.

applied in the Islamic context, it generally means that entrepreneurship is committed or based on divine principles, and the principles of the values of the Qur'an.³¹

Reza Hanafi Lubis stated in his findings that Entrepreneurship Education and student creativity have a significant role in increasing students' interest in entrepreneurship. Meanwhile, according to him, entrepreneurship experience, entrepreneurial motivation and income expectations have no influence on students' entrepreneurial intentions.³²

Model of Contemporary Sharia Contract; Strategy of Partnership in the University of Darunnajah

In the Qur'an, terms related to the concept of agreement or known as *akad*, are the words *al-'aqdu* (contract) and *al-'ahdu* (agreement). The term *al-'aqdu* or contract is contained in the letter al-Maidah verse 11 which has the meaning of the occurrence of two or more agreements. This means that if someone makes a promise and then someone else agrees to the promise, and also states a promise related to the first promise, then there is an engagement of two promises from two people who have a relationship with one another.³³

The Islamic view of the contract actually does not have a strict limit on how the agreement is formed. Some of the limitations that exist in classical *fiqh* books are basically the scope of several forms of agreement that existed at the time the *fiqh* book was compiled. However, many *fiqh* books limit the discussion of the contract by discussing certain forms of the contract itself. There are several forms of contracts mentioned by the jurists based on the contracts that were generally valid at that time. In this case, with the development of the times, it is possible to develop other forms of contracts.³⁴

According to Rachmat, the contract is divided into several types, and each type contains the intent and purpose of the contract. There are several types of contracts, namely: *First*, contracts based on the fulfillment of the requirements and pillars, which aim to make a contract valid or invalid. *Second*, contracts based on whether *syara'* has given a name or not, contracts that have been named *syara' akads* of this type include buying and selling, grants, pawns and others. Meanwhile, the contract that has not been named *syara'*, but adapted to the times. *Third*, the contract based on the goods delivered or not, (read: substance), either in the form of tangible objects (*al-'ain*) or intangible (*ghair al-'ain*).³⁵ Meanwhile, related to the type of transaction or contract in Islam, there

³¹ Mustaqim, "Membangun Entrepreneurship Dalam Perspektif Ekonomi Syariah."

³² Muhammad Isnan Nurfaqih., *Soc. Entrep. (Kewirausahaan Sos. Dalam Perspekt. Ekon. Islam.*

³³ F Fatorina, *Konsep Akad Dan Multi Akad Dalam Fikih*, Tesis, 2017, 57, [http://repository.iainpurwokerto.ac.id/3272/8/BAB II.pdf](http://repository.iainpurwokerto.ac.id/3272/8/BAB%20II.pdf).

³⁴ Binti Mutafarida, *Macam-Macam Resiko Pada Bank Syariah*, 2018, www.bi.go.id.

³⁵ Syafe'i Rachmat, *Fiqh Muamalah* (Bandung, Faithful Library, 2006), 63.

are several types of sharia contracts that are applied in the Islamic financial institution industry, namely: first, *Murâbahah* is a transaction contract in which the seller declares the purchase price of the product to the buyer and the buyer buys at a higher price as the seller's profit. Second, *Mudhârabah* is a sharia contract in the form of business cooperation between the capital owner and the capital manager with a certain agreement. Third, *Mudhârabah Muqayyadah* is a cooperation agreement between the owner of the fund and the manager.³⁶

Furthermore, the type of *Wadiah* asset is a transaction contract with a goods/money deposit scheme between the first party and the second party. So that the first party as the owner of the funds/goods has entrusted its assets to the second party as the custodian of the assets. Therefore, the second party (Islamic financial institution) must keep customer deposits safe, secure, and intact. *Musyârahah* is a contract in the form of cooperation between businesses in which each party deposits funds as capital with a portion according to the agreement. In this case, the capital from various parties is put together to run a business.³⁷

Then, *Musyârahah Mutanâqishah* contract namely a cooperation agreement between parties to buy a product or asset. Later, one party will buy the product in full by making gradual payments to the other party. Another type is the *salam* contract. This contract is oriented to transactions where the buyer orders the product and makes payment to the buyer in advance, then the buyer will process the product according to the buyer's request with certain terms and periods of time. *Istitsna'* is the sale and purchase of products with a pre-order system to the seller based on certain terms and criteria, then the new seller performs the manufacturing process.³⁸

Furthermore, the types of *Ijarah* contracts are: financing with a lease system between the two parties is referred to as an *ijarah* contract. Another type, namely *Ijârah Muntahiya bi al-Tamlîk*, is a type of sharia contract where the tenant pays a certain amount of funds to obtain benefits from the product, but on the other hand, the lessee can take the option of transferring the ownership of the product at the end of the transaction.³⁹ The type of *Wakalah* contract is a sharia contract with an intermediary or representative system between one party to another. This contract is applied to many purchases of foreign or imported goods to prepare a Letter of Credit or forward a buyer's request.⁴⁰

³⁶ Detwati, *Aplikasi Wadhi'ah Dalam Perbankan Syariah*, 2020, 1–8, <https://www.pa-pekanbaru.go.id/images/stories2017/berkas2017/ARTIKEL-DETWATI-WADIAH.pdf>.

³⁷ Ulil Amri Syah, *Macam-Macam Akad Dan Penerapannya Dalam Lembaga Keuangan Syariah*, 2019, 5–10, http://repositori.uin-alauddin.ac.id/15717/1/REVISI_MAKALAH_HES_ULIL%281%29.pdf.

³⁸ Detwati, *Aplikasi Wadhi'ah Dalam Perbankan Syariah*.

³⁹ Harun Santoso and Anik Anik, "Analisis Pembiayaan Ijarah Pada Perbankan Syariah," *Jurnal Ilmiah Ekonomi Islam* 1, no. 02 (2017): 106–16, <https://doi.org/10.29040/jiei.v1i02.33>.

⁴⁰ Syah, *Macam-Macam Akad Dan Penerapannya Dalam Lembaga Keuangan Syariah*.

Next, the type of sharia contract is *Kafâlah*. *Kafâlah* contract is a guarantee of one party to another party. This contract is usually applied to the purchase of the product along with the warranty. In the service sector, this contract is used in preparing guarantees for a project, advance payment bonds, and participation in tenders. According to Hanif, this contract is studied more in terms of benefit, at least the benefit must correlate to *maqâshid al-syarî'ah al-khamsah*: 1) *hifzh al-dîn*, 2) *hifzh al-nafs*, 3) *hifzh al-nasl*, 4) *hifzh al-'aql*, and 5) *hifzh al-mâl*. A benefit will be achieved if *the maqaâshid al-syarî'ah al-kâffah* becomes the main guide in taking a benefit.⁴¹

While the type of contract *Eve* is a form of agreement for the transfer of debts from one party to another. For example, in this contract, such as the Post Dated Check service in Islamic banking. The Islamic financial institution provides an opportunity for customers to sell their products to other buyers with guaranteed payment in the form of a giro backwards. Furthermore, the type of *Rahn* contract is an agreement in pawning an item or asset from one party to another. The last type of *Qardh* contract, is in the form of sharia transactions where the customer borrows the required bailout funds immediately in a short period. in this transaction the money will be returned as soon as possible to the bank.⁴²

Hiwâlah also mentioned by Cahyani can be divided into two types, namely: 1) *Hiwâlah muthlaqah*, is when someone transfers his debt to someone else and does not relate it to the debt that is on someone else. In addition, this contract also does not relate to debts that exist in other people. 2) *Hiwâlah muqayyadah*, which is someone who transfers debt and relates it to the receivables that exist in the person who transfers the debt.⁴³ Those practices of sharia contracts are legal patterns which are taught in the University of Darunnajah.

In search of a Model of Learning Process for Pesantren-Based University and Sharia-Entrepreneurship Curriculum: A Grounded Observation of Darunnajah

In all typologies of *pesantren*, the subject matter of Islamic law (*fiqh*) is the main material. These economic contracts are taught thematically and are part of the compulsory subjects in the curriculum. Although the intensity and systematization of learning that

⁴¹ Abdul Hanif, "Akad Kafalah Dalam Perspektif Filsafat Ditinjau Dari Asas Kemaslahatan," *Tahkim* 15, no. 1 Juni (2019): 88–97, <https://jurnal.iainambon.ac.id/index.php/THK/article/view/906>.

⁴² Yutisa Tri Cahyani, "Konsep Fee Based Services Dalam Perbankan Syariah," *El Barka: Journal of Islamic Economics and Business* 01, no. 02 (2018): 235–50, <https://jurnal.iainponorogo.ac.id/index.php/elbarka/article/view/1397>.

⁴³ Yutisa Tri Cahyani, "Konsep Fee Based Services Dalam Perbankan Syariah," *El Barka: Journal of Islamic Economics and Business* 01, no. 02 (2018): 235–50, <https://jurnal.iainponorogo.ac.id/index.php/elbarka/article/view/1397>.

takes place can vary between *pesantren*, the substance of the problems and economic themes discussed lead to points and points of similarity. This means, economic vocabulary is not new in the learning process. There is already knowledge about it in the minds of students and it has been introduced. Thus, the learning process at the tertiary level is actually a continuation of past knowledge and its development more extensively.

Today in almost all universities, Islamic economics is studied. In fact, this is no exception at universities such as the University of Indonesia. A university that has an unquestionable reputation and academic excellence. Because the ranking and academic level have been measured concretely from several national and international standards. This means that the socialization momentum about sharia economy is no longer a big obstacle and problem.

The increasing popularity of Islamic economics material is something that cannot be ignored by higher education institutions within the scope of Islamic boarding schools. That means, higher education can be actively involved and become part of the perpetrators of learning and socialization through a series of curriculum and learning processes that it makes. The thing that must be remembered is that along with the increasing momentum of interest and tradition of learning Islamic economics, Islamic boarding schools are required to seek new innovations and creations in curriculum development and learning processes.

Creation and innovation can be done by creating a curriculum and doing constructive learning patterns. This means that learning about Islamic economics can be focused on its contextual environment and linkage and matching is done with practices, dissemination and models that allow for “real learning and experimenting”. The manifestation of this is that the main material in the chapter on Islamic economics can be used as a trigger to foster an entrepreneurial spirit, as well as the spirit to build a structured Islamic economic system and paradigm in concrete patterns (workable). Then, it is combined with the purpose and existence of *pesantren* which are always contributive and integrative (unified) with the community.

In other words, innovation and creation of Islamic economic learning materials in Islamic boarding schools are carried out by unifying the vision and mission of entrepreneurship (economic independence), and community service in the form of studies, learning and lectures carried out in class (indoor). Then, students are given the opportunity to make and choose and develop forms of sharia economic creation based on conventional contracts to be used as field practice materials (outdoor). By continuing to provide academic assistance and maturation, students then continue to carry out community service in the format of developing the chosen concept and model with direct practice through community institutions (mosque, prayer room, *ta'lim* assembly or others).⁴⁴

⁴⁴ C. Konopka, M. Adaime, and P. Mosele, “Active Teaching and Learning Methodologies: Some Considerations,” *Creative Education*, 6 (2015): 1536-1545. doi: 10.4236/ce.2015.614154.

As usual in a learning process, the implementation of the curriculum pattern and its constructive development and practice continue to be evaluated regularly and regularly.⁴⁵ Lectures conducted indoors are really the starting point for creating concept patterns, while the practice in the field (outdoor) is a real test of the validity and applicability of the concept. All of them are inseparable as a form of teaching and learning which is systemized in the Lecturer Workload (BKD) and Semester Credit System (SKS).

With such a pattern and implemented consistently, *pesantren*-based universities will be at the forefront of innovation and creation of Islamic economic learning. This constructive learning pattern is very conducive to be implemented in *pesantren*-based universities. This is because: a. Islamic boarding schools have a strong tradition and are rooted in the community as an institution that relies on the independence and strength of the community. Therefore, the interaction between the community and *pesantren*-based universities will run more easily and reciprocity will take place in a participatory manner. This facilitates the process of institutional communication, fund raising, and monitoring and evaluation; b. because learning in Islamic boarding schools is used to being done on a full day basis, it can even be said within 24 hours, then universities in Islamic boarding schools should also be able to function optimally. Not limited to the hours and atmosphere of class formalities which are sometimes completely limited in terms of time and learning routines; c. So far, social and cultural capital in the experience of managing internal *pesantren* economic institutions has actually existed and been practiced to support their sustainability. So if it must be integrated into the curriculum in college lectures, it is hoped that it will not experience significant obstacles. If there are still obstacles, then the university will find solutions and enrichment points. Because, there will meet between theorists and practitioners, designers and actors of sharia entrepreneurship, academic capital and social cultural capital; d. Recruitment of students in Islamic boarding schools is usually not too difficult. Many Islamic boarding schools get student input from their own alumni. This means that the level of competence of the student has been known and measured with certainty and the specialization made to choose a major related to Islamic economics has also gone through a maturation process.

However, it is possible that there will be obstacles. One of them, and which must be addressed immediately, is how to develop patterns and constructive learning processes in the form of curriculum and syllabus derivatives that can find a balance between theory and practice and are a manifestation of continued learning at the previous education unit level. Because curriculum and learning materials at the pre-university level are usually still very elementary, *pesantren*-based higher education is expected to be able to

⁴⁵ M.J. Prince and R.M. Felder, "Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases", *Journal of Engineering Education*, 95 (2006): 123-138. <https://doi.org/10.1002/j.2168-9830.2006.tb00884.x> and see to Adhitya, Ginanjar, "Entrepreneurship education and entrepreneurial intention on entrepreneurship behavior: a case study," *2016 Global Conference on Business, Management and Entrepreneurship*. Atlantis Press, 2016.

avoid curriculum and syllabus and learning processes that are purely repetitive, normative or doctrinal. However, it boils down to and relies on development that aims at the mission of community reconstruction and offers concrete patterns and models for practice.

Conclusion

As it is found in the instruction process in Darunnajah, some conclusions may be drawn is, namely the constructive model curriculum which can be implemented as the Recursive, Reflective Design and Development (R2D2) Learning Design Model is very relevant to be used for the development of teaching materials such as Sharia Economics and Entrepreneurship subject matter in *pesantren*-based university. In its development, this model has three main focuses, namely: first, the definition focus design (define focus design). Second, focus on development (development focus, by creating model and patterns of practices and exercises). The third focus is publicity or dissemination (dissemination focus). It may be institutionalized in public services and community development. These three aspects are non-standard stages in the development of learning materials (can be out of box approaches). It is wider than ordinary learning and teaching process.

Cultural as well as historical entrepreneurship growth has long been carried out by Islamic boarding schools or known as Santripreneurship. For example, the kyai and his students work on the fields or fields owned by the *kiai*, so that the students learn about farming procedures. In addition, there are students who look after and take care of the *kiai's* livestock, or ustaz. Santripreneurship is also interpreted as an independent business for students, or students who dare to open independent productive activities. Students who have this kind of courage can take advantage of opportunities in creating new businesses and can face the challenges of competition in the era of globalization.

Thus, it can be underlined that entrepreneurship and the tradition of *pesantren* economic independence can be implemented in various types of businesses, both from micro and macro businesses such as small businesses. It can also be cultural capital to formulate sharia-entrepreneurship materials and instructions at the *pesantren*-based university (high-level learning process). In addition, this also shows that entrepreneurship education and its practice are very relevant to be integrated, implemented and institutionalized in line to the communal services to enhance the progress and benefit of the Indonesian nation.

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