

THE ROLE OF STUDENTS IN THE DEVELOPMENT OF A SHARIA-BASED ECONOMY IN BUKITTINGGI

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Abstract

This research aims to deepen the study regarding the role of encouraging and inhibiting factors for students in developing a sharia-based economy in Bukittinggi. The results of the research show that students in Bukittinggi have a significant role in realizing a sharia-based economy. They are not only innovation agents who design creative business models, but also proactive entrepreneurs. Through seminars, workshops and entrepreneurship training, students create an environment that supports the exchange of ideas and development of practical skills. Driving factors, such as religious awareness, education, institutional support, and innovation, motivate students to be actively involved. On the other hand, lack of understanding or lack of knowledge, limited resources, level of community participation, and legal and regulatory challenges are obstacles that need to be overcome.

Keywords: Development, Economy, Sharia Economics

INTRODUCTION

Economics refers to a system that regulates the production, distribution, and consumption of goods and services in a society or country. In general, economics encompasses a wide range of economic activities involving people, natural resources, technology, and economic institutions. These systems create a framework that governs how limited resources are allocated to meet human needs and wants. Economies can be divided into several types, including market economies, planned economies, and mixed economies, depending on the extent to which markets or governments play a role in regulating economic activities. Economic dynamics are reflected in indicators such as economic growth, inflation rate, unemployment rate, and income distribution. Therefore, an understanding of the economy is essential for designing economic policies, optimizing efficiency, and achieving sustainable development goals.

The role of students in the development of a sharia-based economy in Bukittinggi reflects the great potential that the city has in embracing Islamic economic principles. Bukittinggi, as one of the cities in Indonesia with a majority

Muslim population, has a strong foundation to develop a sharia-based economy. The existence of students in the midst of society is an important key in realizing this transformation. Bukittinggi has significant sharia economic potential with the existence of traditional markets, Islamic financial institutions, and business actors who support Islamic economic principles. Students, as agents of change, have a responsibility to recognize, explore, and optimize this potential through innovation and courage in creating new solutions.

The involvement of students in the development of a sharia-based economy in Bukittinggi is not only driven by the spirit of entrepreneurship, but also by a deep understanding of sharia values. Students have access to a formal education that provides a deeper understanding of the principles of Islamic economics. They can be the spearhead in socializing these values to the wider community, forming awareness of the importance of a sharia-based economy, and dispelling any misconceptions that may exist.

In addition, students also have advantages in terms of creativity and innovation. With their intelligence and innovative spirit, they can develop business models that are in accordance with sharia principles, explore new business opportunities, and increase the competitiveness of the local economy. The courage of students in trying solutions that have not been widely applied can be a trigger for sustainable sharia-based economic growth in Bukittinggi. In this context, the role of students is expected to involve themselves in various activities such as entrepreneurship training, seminars, and workshops that aim to educate the public about the potential and benefits of sharia-based economics. Thus, students not only become actors of economic development, but also become agents of social change that support inclusive and sustainable economic growth in Bukittinggi. Problem Identification

1. What is the Role of Students in the Development of Sharia-Based Economics in Bukittinggi
2. What Factors Are Driving and Inhibiting Students in the Development of Sharia-Based Economy in Bukittinggi

Research Objectives

1. To Find Out What the Role of Students in the Development of Sharia-Based Economics in Bukittinggi
2. To Find Out What Factors Are Driving and Inhibiting Students in the Development of Sharia-Based Economy in Bukittinggi

THEORETICAL STUDIES

Role

Role refers to the behavior or function expected or implemented by an individual or group in a particular context or system. The concept of roles encompasses a set of responsibilities, duties, and behaviors that correspond to a person's position or status in a structure or environment. In various contexts, such as family, work, or society, each individual has a specific role to play. Roles can be formal, such as the role of a manager in a company, or informal, such as the role of a friend in a social environment. Additionally, roles can also depend on factors such as gender, age, or social status. Roles include not only concrete tasks, but also social norms and expectations related to the behavior of individuals in a position or group. The role creates a framework that helps in shaping the identity, social interaction, and integration of individuals within society or organization.

Students

College students are individuals who pursue higher education in educational institutions such as universities or colleges. They are actively involved in the process of learning, research, and self-development to achieve a deeper understanding within their chosen field of study. Students are not only recipients of knowledge, but also critical thinkers who actively participate in discussions, projects, and other academic activities. They have a responsibility to themselves to achieve good academic achievement and develop into qualified individuals. In addition, students also have a social role in the campus environment, such as being part of student organizations, participating in extracurricular activities, and being involved in community activities. The role of students is not only limited to academic achievement, but also to character development, leadership, and involvement in society, shaping them into individuals who contribute positively to social and economic development.

Sharia Economics

Sharia economics refers to an economic system based on Islamic sharia principles. The main principle of sharia economics is adherence to Islamic laws, which include prohibitions on usury (interest), excessive speculation (gharar), obscure transactions (maisir), and investment in businesses that are contrary to Islamic moral values. This basic principle guides all aspects of economic activities, from banking and finance, to trade, to investment. In the sharia economy, sustainability and social justice are the main focus, with the concept of fair sharing of profits and risks between the parties involved in the transaction. In addition, sharia economics also encourages community empowerment through the principles of distributive justice, zakat (mandatory donation), and philanthropy. By integrating Islamic values into economic activities, sharia economics becomes not only a

business system, but also a paradigm that prioritizes morality and sustainability, forming the foundation for inclusive and sustainable economic development.

RESEARCH METHODS

The research methods applied in this study include two main approaches, namely literature study methods and analysis/observation. First of all, the literature study method is used to investigate and gather information from various library sources, such as books, scientific journals, and related articles. This step is carried out to understand the conceptual framework, theories, and previous findings that are relevant to the research topic. Literature analysis helps in establishing a strong knowledge base and provides the necessary context to evaluate findings that may be encountered during the analysis.

Furthermore, the analysis/observation method is used to collect data directly from the field or observable sources. Observation involves direct monitoring of phenomena or events related to the research topic. In this context, observation can involve direct observation of student behavior in the context of sharia-based economic development in Bukittinggi, as well as the dynamics of activities and innovations they implement.

The integration of these two methods allows for a comprehensive and in-depth investigation. The literature study provides a theoretical basis and conceptual insights, while analysis/observation provides a hands-on understanding of the field realities and evolving dynamics. Through this combination of methods, this study aims to present an in-depth analysis of the role of students in the development of sharia-based economy in Bukittinggi, combining empirical concepts and findings to detail the impacts and challenges that may be faced by students in the context of sharia economic development at the local level.

RESULTS AND DISCUSSION

A. The Role of Students in the Development of Sharia-Based Economics in Bukittinggi

Seeing the very rapid development of sharia-based economy, not only Muslim scholars or scholars can be expected to develop it, but students also get a special place in carrying out economic development itself. We can see this from the rise of studies related to sharia-based economics and freelance discussions that actively occur in the campus environment.

Students, as the core of the academic population, have emerged as significant agents of change in realizing a sharia-based economy. They are not only recipients of information, but also active actors in discussing, designing, and implementing sharia economic concepts. Cross-disciplinary discussions in the campus environment are a forum for students to delve deeper into aspects of sharia

economics, open up space for critical thinking, and encourage innovation in the development of business models that are in accordance with Islamic principles.

In addition, students are also involved in various activities such as seminars, workshops, and entrepreneurship training that focus on sharia economics. This active engagement creates an environment that supports the exchange of ideas and the development of practical skills necessary to develop an Islamic based economy. Students not only understand the theory, but are also able to apply it in a real context, resulting in innovative solutions that can be applied in society. In addition to discussing sharia economic concepts, students are also involved in field initiatives such as the establishment of sharia cooperatives and entrepreneurial projects that support the development of the local economy. This initiative not only has a positive impact on economic growth, but also creates a model of student roles that is sustainable and has a long-term impact on the development of the Islamic economy.

Thus, the role of students in developing a sharia-based economy is not only reflected in academic studies, but also involves them in concrete actions and the implementation of creative ideas. Students are not only students, but also the main drivers towards positive transformation in the economy that is rooted in the values of justice, sustainability, and Islamic morality.

The role of students in the development of a sharia-based economy in Bukittinggi can be described in several key points:

1. Innovation Agent

As an innovation agent, the role of students in the development of a sharia-based economy in Bukittinggi is very prominent. They are not only seen as recipients of knowledge, but also as pioneers who bring creative ideas to create business models that are in accordance with the principles of sharia economics. Concrete examples of this role can be found in the various projects and initiatives undertaken by students on campus or in partnership with local business actors.

For example, a group of students can design a sharia cooperative that not only prioritizes the principles of justice and economic sustainability, but also integrates Islamic moral values and ethics in its business operations. For example, they can develop a profit-sharing model in the management of agricultural or trading ventures that ensures profits are shared fairly in accordance with sharia principles.

Students' in-depth understanding of Islamic principles also allows them to design new solutions that can bridge gaps or address challenges in a sharia-based economy. For example, students can design a digital platform that facilitates sharia-based financial transactions, providing easier access for people to participate in the sharia economy. By becoming an agent of

innovation, students not only create business models that are in accordance with the principles of Islamic economics, but also prove that creative thinking and innovative solutions can be the main driving force in developing an economy based on Islamic values. Students who act as agents of innovation not only respond to trends, but also actively shape the direction and positive development in the sharia-based economy in Bukittinggi.

2. Entrepreneurial Actors

In the development of a sharia-based economy in Bukittinggi, students play an important role as proactive entrepreneurial actors. They are not only spectators, but are actively involved in shaping and advancing a business ecosystem in accordance with the principles of sharia economics.

For example, a group of students can initiate the establishment of a sharia cooperative in the agricultural sector, which focuses on the principles of justice and cooperation in the management of agricultural resources. By applying the principle of profit sharing, these cooperatives can provide fair economic benefits to farmers and cooperative members, while encouraging the growth of the sharia economy in the agricultural sector.

Other entrepreneurial steps taken by students can include the development of microeconomic projects that are in line with sharia principles, such as small businesses in the fields of trade, handicrafts, or services that promote sustainability and community empowerment. Another example is an entrepreneurship project that integrates information technology to facilitate sharia economic transactions at the local level. These steps not only contribute directly to the growth of the sharia economy in Bukittinggi, but also create a sustainability model for the active role of students in advancing the economy. Through this entrepreneurial involvement, students not only run a business, but also become the main driving force in introducing the principles of sharia economics into the daily economic life of the community. Thus, they prove that entrepreneurship based on sharia principles can be a major force in creating a positive and sustainable impact in the local economy.

3. Increasing Public Awareness

The role of students in raising public awareness about sharia-based economics in Bukittinggi includes a series of activities that positively influence public perception and participation. Through the implementation of seminars, workshops, and socialization campaigns, students actively contribute to increasing public understanding of the benefits and principles underlying sharia economics.

For example, students can organize open seminars that discuss various aspects of sharia economics, ranging from its basic principles to

practical applications in daily life. Such seminars can be attended by the general public, providing a platform for experts and practitioners of sharia economics to share their knowledge and experiences. In the workshop, students can interactively engage with participants to discuss case examples, case studies, or simulations of sharia economic implementation.

In addition, socialization campaigns carried out by students can include the distribution of educational materials, such as brochures, leaflets, or infographics, that explain the principles of sharia economics and its benefits to society. Involving social media and online platforms can also be an effective tool to reach a wider audience, especially in this digital era.

Increased awareness is an important key in shaping the public's positive perception of the sharia economy. Students not only act as informants, but also as catalysts to motivate changes in people's attitudes and behaviors towards sharia economic practices. For example, after attending seminars or participating in socialization campaigns, people may be more likely to use Islamic financial products and services, such as Islamic savings or Sharia-based financing, which in turn, contribute to the overall growth of the Islamic economy.

4. Development of Sharia-Based Business Models

The role of students in the development of sharia-based business models in Bukittinggi strongly reflects their commitment to not only focus on the financial aspect, but also to take into account moral and ethical values in accordance with Islamic principles. In this effort, students are actively involved in designing business models that not only optimize financial profits, but also pay attention to their social and moral impact on society.

For example, students can develop sharia-based micro-businesses that prioritize the principle of fairness in profit distribution. For example, through sharia cooperatives in the agricultural sector, they can design a model of fair profit-sharing between farmers and consumers. This not only creates mutually beneficial partnership relationships, but also encourages local economic growth by empowering farmers. The business model developed by students can also include the service or trade sectors. For example, the establishment of a retail business that offers halal or ecologically friendly products reflects a commitment to ethical and moral values in business. Through business models like this, students provide alternatives that are in line with Islamic principles, while creating new job opportunities and helping to diversify the local economy. The positive impact generated by this sharia-based business model is not only limited to the economic aspect, but is also seen in its contribution to job creation and local economic diversification. By involving moral and ethical values, the business

model developed by students forms a sustainable and equitable business paradigm, creating a widespread positive impact in the development of a sharia-based economy in Bukittinggi.

5. Participation in Academic Discussions and Activities

Students have an important role in advancing understanding and critical thinking related to sharia economics in Bukittinggi through actively participating in academic discussions and scientific activities in the campus environment. In these discussions, students discuss various aspects of sharia economics, ranging from its basic principles to practical applications in local contexts. The activeness of students in participating in academic activities is the main driver in the development of innovative ideas related to sharia economics.

For example, students can initiate regular discussion forums on campus to discuss current issues and challenges in the implementation of sharia economics in Bukittinggi. Such discussions can engage lecturers, practitioners of sharia economics, and the general public, creating a space for sharing knowledge and practical experience in applying sharia principles in everyday economic life. Academic activities may also involve the organization of larger-scale seminars or workshops involving leading thinkers in the field of Islamic economics. Through active participation in these kinds of activities, students can gain an in-depth understanding of the latest developments in the sharia economy and explore innovative ideas that can be applied in the context of Bukittinggi.

By participating in academic activities, students not only become recipients of information, but also become meaningful contributors in developing new ideas and creative solutions. Their participation became a forum that facilitated critical thinking and delved deeper into aspects of sharia economics. Through this involvement, students play a central role in shaping the direction and development of innovative thinking related to sharia economics in Bukittinggi.

With these roles, students are not only students, but also key players in shaping the direction and development of the sharia-based economy in Bukittinggi. Through the integration of knowledge, creativity, and real action, students become the main force in creating positive and sustainable impact at the local level.

What Factors Are Driving and Inhibiting Students in the Development of Sharia-Based Economy in Bukittinggi

The development of a sharia-based economy in Bukittinggi involves a number of factors that can be a driver or inhibitor for the role of students in

these efforts. Here are some key factors that can influence the contribution of students to the development of the sharia economy in the city:

1. Motivating Factors

a. Religious Awareness

Students with a high level of religious awareness have great potential to become agents of change in the development of the sharia-based economy in Bukittinggi. A strong religious awareness forms a moral and ethical basis that encourages students to actively contribute to the implementation of Islamic values in an economic context. They see participation in the development of a sharia-based economy as a tangible manifestation of the implementation of Islamic values in daily life. Religious awareness motivates students to understand more deeply the principles of sharia economics and seek ways to apply them in business practices and other economic activities. The awareness of moral responsibility in every economic action moves students to create a business model that not only optimizes financial gains, but also takes into account social and ethical aspects in accordance with Islamic teachings.

Thus, students who have high religious awareness not only become economic actors, but also pioneers who play an important role in shaping an economy that reflects Islamic values in Bukittinggi. Religious awareness is the main driver for students to be actively committed to realizing an economic vision based on justice, morality, and Islamic values.

b. Education and Knowledge

The level of education and students' understanding of the principles of sharia economics is a crucial factor that can motivate their participation in the development of the sharia economy in Bukittinggi. Students who have a strong educational background in sharia economics and a deep understanding of its principles tend to be the main drivers in actively engaging in sharia economic development efforts. A good education in the field of Islamic economics equips students with the theoretical and practical knowledge necessary to understand economic dynamics in accordance with Islamic principles. Students who have a deep understanding of the principles of sharia economics are able to see innovative opportunities and formulate quality solutions in the context of business and other economic activities.

With a good level of understanding, students can recognize challenges and opportunities in the development of the sharia economy more clearly. This understanding allows them to design a business model that not only prioritizes financial aspects, but also takes into account moral and ethical values in accordance with Islamic principles. As agents

of change, students with a deep understanding can play a key role in creating innovative solutions that can be applied within the scope of the sharia economy in Bukittinggi. Thus, a level of education and a good understanding of the principles of sharia economics is not only a driver for student engagement, but also a strong foundation for their continued contribution in developing the sharia economy as an integral part of economic development in Bukittinggi.

c. Institutional Support

Institutional support from educational institutions plays a crucial role in encouraging student participation in the development of a sharia-based economy in Bukittinggi. Educational institutions that actively support the sharia economy create an environment that stimulates student interest and involvement in related initiatives. By hosting seminars, trainings, and academic programs related to the sharia economy, educational institutions create a platform for students to explore the deep understanding and skills needed to engage constructively in the development of the sharia economy.

The organization of seminars by educational institutions allows students to engage in dialogue and discussions with Islamic economics experts as well as industry practitioners. Such seminars not only provide conceptual understanding, but also provide practical insights into the implementation of sharia economic principles on a real scale. Training organized by educational institutions can provide practical skills and tools needed for students to apply sharia economic theory in a business environment. Academic programs related to sharia economics can also provide a solid educational foundation for students interested in getting involved in the development of sharia economics. By offering courses that cover aspects of sharia economics, educational institutions provide in-depth insights into principles, financial instruments, and best practices in the context of sharia economics.

d. Innovation and Entrepreneurship

Students with an innovative and entrepreneurial spirit play a central role in the development of the sharia economy in Bukittinggi. They not only see the challenges, but also identify the opportunities contained in a sharia-based economy. The innovative spirit of students is the catalyst for designing creative solutions that are able to have a positive impact in the context of the sharia economy.

Student creativity is reflected in various initiatives, ranging from the development of new business models to the application of technology that supports the sharia economy. They can design innovative products or

services that not only meet sharia economic standards but also solve social or economic problems faced by local communities. For example, through the application of Islamic financial technology, students can create digital platforms that facilitate sharia-based transactions, increase accessibility, and expand the reach of the sharia economy in Bukittinggi.

2. Inhibitors

a. Lack of Understanding or Lack of Knowledge

Students' lack of understanding or lack of knowledge about the concept of sharia economics can be a significant obstacle in the development of a sharia-based economy in Bukittinggi. Students who lack a good understanding of the basic principles of sharia economics may have difficulty in applying the concept effectively in real situations. This lack of understanding can be detrimental because students who are unfamiliar with the aspects of sharia economics tend to be less motivated to actively participate in the development of economic initiatives based on Islamic principles. Therefore, increasing understanding and knowledge through appropriate educational programs can be a crucial step to overcome this obstacle and increase student contribution to the sharia-based economy in Bukittinggi.

b. Resource Limitations

Limited resources, including capital, facilities, and support from Islamic financial institutions, can be a significant obstacle for students who have ambitions to be involved in larger-scale Islamic economic projects in Bukittinggi. Students who have creative ideas and innovative projects in developing the Islamic economy may find it difficult to implement their vision due to limited access to capital and necessary facilities. In addition, support from Islamic financial institutions, which are the main pillars in supporting Islamic economic projects, is often not available in sufficient quantity or availability. Therefore, to overcome this resource limitation, students need to look for alternative strategies such as collaboration with related parties, seeking support from Islamic financial institutions, or developing a business model that takes into account the limited availability of resources.

c. Community Participation Rate

The level of community participation in the sharia-based economy has a direct impact on the contribution of students in Bukittinggi. Students who are passionate about developing ideas related to sharia economics may face obstacles if the local community is not interested or unfamiliar with the concept. Limited public interest or understanding of sharia economics can limit the adoption and implementation of students' ideas in

real practice. Therefore, increasing public understanding and awareness of the benefits and principles of sharia economics can be an important step to stimulate community participation and facilitate students' contributions to the development of sharia-based economy in Bukittinggi.

d. Legal and Regulatory Challenges

Legal and regulatory challenges related to the sharia economy, such as ambiguity or obstacles in the law, can be an obstacle for students who want to be involved in sharia economic initiatives in Bukittinggi. Students who have creative ideas to develop a sharia-based economy may face difficulties in overcoming complex and unclear regulatory frameworks. Legal uncertainty can create significant obstacles and hinder students' steps in implementing their sharia economic projects. Therefore, there is a need to make efforts to simplify and clarify regulations related to the sharia economy, so that students can more easily face legal challenges and actualize their contribution to the development of the sharia economy in the area.

In dealing with these dynamics of driving and inhibiting factors, students need to develop a targeted and sustainable strategy to maximize their contribution to the development of a sharia-based economy in Bukittinggi.

CONCLUSION

Seeing the rapid development of the sharia-based economy, the role of students in Bukittinggi is very significant. Students are not only recipients of information, but also agents of change who are active in realizing a sharia-based economy. They are involved in discussions, seminars, and entrepreneurial activities that support the development of the sharia economy. Through field initiatives such as sharia cooperatives and entrepreneurship projects, students not only understand the theory but also apply it in real context, creating innovative solutions that have a positive impact.

The role of students includes several key aspects, such as being an innovation agent who designs business models according to sharia economic principles, entrepreneurial actors who support the establishment of sharia cooperatives and microeconomic projects, and increasing public awareness through socialization activities and seminars. Students also actively participate in academic discussions and activities, making them meaningful contributors to the development of creative ideas and solutions. In conclusion, students in Bukittinggi are not only students, but also the main drivers in introducing, developing, and implementing a sharia-based economy. Factors such as religious awareness, education, institutional support, innovation, and entrepreneurship are the drivers,

while misunderstanding, limited resources, levels of community participation, and legal challenges are the obstacles. Through a targeted strategy, students can overcome these obstacles and continue to contribute to the growth of the sharia economy in their area.

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