

THE USE OF CASE STUDIES IN GAINING ENTREPRENEURSHIP SKILLS: AN EXAMPLE OF RELIGIOUS EDUCATION CURRICULUM PRACTICE¹

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Abstract

This study was carried out with the aim of designing and implementing case studies in order to gain entrepreneurship skills in the Religious Culture and Moral Knowledge course and to determine the effectiveness of case studies while gaining entrepreneurship skills in religious education processes. In the research, the theoretical framework of entrepreneurship education was adapted according to the elements of religious education. One of the starting points of the study was the inadequacy of the studies for the development of “entrepreneurship” skills in line with the General Objectives and Basic Principles of Turkish National Education, which is one of the skills brought to the fore in the context of the updated teaching content within the scope of the Maarif education model and specified in the DKAB curriculum. In this context, in order to integrate entrepreneurship skills into religious education processes, interdisciplinary study method was adopted and case studies were prepared. Original case studies were applied at the determined grade level. With these practices, it was revealed in which ways the awareness, perception and skill levels of the students towards entrepreneurial activities were affected in the religious education process. In the study, the data were obtained by using the case study method, which is one of the qualitative research methods. While analyzing the data, observation, interview, document analysis and content analysis methods were used. The data before and after the application were recorded during the application and the study in line with these data; Findings and discussion, conclusion and recommendations sections were created.

Introduction

While education shapes the behavior of the individual, entrepreneurship education has been a process that contribute to the individuals gaining skills and culture in the social sense, acquiring new thoughts, creating a sense of self-confidence and gaining the ability to see opportunities as well as skills. In the ever evolving and changing world, it has been observed that social needs have diversified while technology is developing rapidly. As a result of the

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increase in interaction day by day and the change in social and social competition options, the need for entrepreneurship education has increased and the importance of gaining entrepreneurship skills has emerged.

The Turkish education system is moral and virtuous to contribute to the formation of a national personality above all ideologies and to create a society consisting of nationally conscious personalities; It aims at the nation and the wise generations who have adopted the ideal of doing what is good, right, useful and beautiful for humanity. In addition, critical thinking, problem solving, decision maker, responsibility and ideal; It is among the principles of our education system not only to adapt to civilization, but also to actively raise generations that are the founders and developers of civilization. In this direction, the Turkish Century Education Model observes the balance of matter-meaning, reason-emotion, self-conscience, human-society and time-space to raise sensible, heartfelt and tasteful generations, which are the basic concepts on which our civilization is built. Knowledge, skills, tendencies and values in the programs; It is handled by strengthening it with talent, interest, need and individual differences. It is aimed that the programs have a flexibility that is renewed, updated and simplified when necessary, and at the same time, they are implemented in line with our national, spiritual and human values.

All programs have gained the competencies expressed in the “Turkish Qualifications Framework”; It aims to ensure that students are ready for a profession, higher education and life in line with their interests and abilities. For example: Ontological Integrity: Soul and Body Integrity, Epistemological Integrity: Knowledge and Wisdom, Temporal Integrity: Education from the Past to the Future, Axiological Maturity: Moral Consciousness and Aesthetic Perspective.

When the education programs in our country are examined, it is seen that entrepreneurship education is handled in different approaches within the DKAB curriculum and although the concept of entrepreneurship is not specifically mentioned; In the context of the lives of the prophets, parables, exemplary behaviors and life stories of valuable Islamic scholars; critical thinking, empathy, decision-making, patriotism, respecting the past, loving one's nation, multiple intelligence theory skills, student-centered learning models have been observed to gain skills and values (DKAB, 2018). Considering that the program is handled with a holistic approach, the importance of religious education in giving character to the individual and forming the character of the person has attracted attention. In this context, in the DKAB curriculum; It has been understood that the competencies of decision-making, empathy, critical

thinking, patriotism, being loving and respectful, and being responsible are combined with entrepreneurship skills on a common ground (Binnetoğlu et al., 2023).

When the interdisciplinary use of entrepreneurship skills is examined, the fact that it is integrated into the DKAB curriculum and the use of the expressions ‘initiative and entrepreneurship’ as one of the seven competencies of the program, and the expression ‘raising entrepreneurial citizens’ in the objectives of the DKAB curriculum are clear examples of the interdisciplinary use of entrepreneurship skills. In this context, it is understood that this skill should be gained in the programs, and this deficiency should be eliminated. Within the framework of the programs determined by the Ministry of National Education, the DKAB curriculum has been prepared in the context of multiple intelligences, student-centered learning and skill-based learning approaches that support the constructivist learning model, which supports the student's assimilation, internalization, structuring in the mind. From this point of view, it is aimed to reach meaningful learning outcomes that prioritize the development level of the student, put the student at the center of learning, contribute to problem-solving skills, and mobilize prior knowledge, contrary to traditional methods and practices (MEB, 2005).

In order to have entrepreneurship skills among the skills aimed to be gained in religious education and to gain these skills to the students, it was desired to gain many general goals, skills, concepts and values with case examples in the context of raising individuals who are in the position of questioning the student, playing an active role in obtaining knowledge and discovering them. As a matter of fact, with these case study examples, it has been ensured that students can express themselves more easily and make learning fun. It is predicted that a learning process that continues in this way can be more efficient for students.

The study was limited to the data obtained from the DKAB curriculum, Religious Culture and Moral Knowledge course, Entrepreneurship Education and Entrepreneurship Skills, and the 5-C class students of Bolu Imam Hatip Secondary School. The introductory information of the students in the study group is given in Table 1.

Table 1: Introductory information of the students in the study group.

Code	Father's Profession	Mother's Profession	Success State	Explanation
S1	Guard	Housewife	Good	Attendance in class is good. When given the right to speak, he tries to answer the question asked, even if he has shortcomings.
S2	Construction Worker	Housewife	Bad	He does not attend class and has difficulty fulfilling his responsibilities. Since the interest in the course is low, the success of the course is also low.

S3	Glass Worker	Housewife	Bad	He tries to fulfill his responsibilities. He has low interest in the class and is not willing to participate in the class.
S4	Retired	Housewife	Good	Although there are deficiencies in his responsibilities, his participation in classes is moderate.
S5	Carpenter	Housewife	Good	Although there are deficiencies in his responsibilities, his status in the courses is moderate.
S6	Factory Worker	Housewife	Very good	Although he is a very active student in the course, his interest in the course is very high. He is a charming and talkative student during class.
S7	Martyr	Housewife	Good	He is an active student in the lesson, diligent in fulfilling his responsibilities and interested in the lesson but abstaining outside the classroom.
S8	Machine Worker	Housewife	Bad	It is a student who has little effort in fulfilling his responsibilities, avoids being active and interested in the lessons, and is not happy to attend the class and study.
S9	Factory Worker	Housewife	Good	Although he is very active in the lesson, his abstention negatively affects the success of the course.
S10	Butcher	Waiter	Bad	It is an inclusion student who has low perception and difficulty in understanding the subject being taught.
S11	Nonoperating	Housewife	Bad	It is a student who has difficulty in fulfilling his responsibilities and does not have sufficient interest in the lesson.
S12	Electrician	Housewife	Good	Although he is aware of his responsibilities, his interest in the course is quite high. He is a student who likes to take the floor and talk during the lesson and to actively participate in the lesson.
S13	Retired Police	Housewife	Very good	He is an intelligent and conscious student, who comes prepared for his lessons, gives correct answers to the questions asked to him, is excited, and has high curiosity and interest. He is successful in the student selection exams in Turkey. He is the hardest working student in the class.
S14	Factory Worker	Textile Worker	Good	Although there are deficiencies in his responsibilities, his status in the courses is moderate. He is cheerful and talkative.
S15	Retired	Market Employee	Very good	He is a very active student in the course and aware of his responsibilities. He is the most self-sacrificing student of the class in the activities and practices. He is a student who diligently performs the assigned tasks.

S16	Trucker	Canteen Attendant	Very good	He is hardworking and knows his responsibilities. His success in the course is at a very good level. He is a student who is loved by his friends with a high level of harmony with the class.
S17	Scribe	Public Relations Specialist	Middle	He is a student who has various ideas on many subjects, but often these ideas are not correct and likes to be praised. Course success is normal. Although he fails, he works hard. He is a responsible and active student in class.
S18	Industrial Master	Housewife	Very good	He is a student who is highly attentive in the classroom and has a lot of interest in the lesson. He is an active student who takes on the role of managing the group in teamwork in harmony with his friends.
S19	Iron Worker	Housewife	Very good	He is active and talkative in classes. He is very diligent to fulfill his responsibilities.
S20	Factory Worker	Housewife	Bad	He is a passive student who has a very low interest in the lesson, is reluctant to participate in the lesson.
S21	Self-employment	Housewife	Bad	She is an inclusion student who is passive and silent in classes.
S22	Self-employment	Third	Bad	In addition to being a quiet and diligent student, he is a student whose interest in life has decreased in general.
S23	Municipal Worker	Housewife	Good	Although he has difficulty in fulfilling his responsibilities, he does not exhibit behaviors that will disrupt the flow of the lesson. When interest is shown, the student is a student who achieves success in the course.
S24	Truck Driver	Housewife	Bad	In the absence of teacher control, they tend to boil the lesson and have not developed a sense of responsibility. He is a student who has a high interest outside the classroom but little interest in the lesson.
S25	Factory Worker	Worker	Good	He is a very active, interested, hardworking student.

It was thought that more efficient outputs would be obtained from 5th grade students compared to other education levels, and for this reason, 5th grade students were the subject of the research. For the study, the literature in the literature was examined, and in the context of the information obtained and the data obtained from the original case studies samples, the following questions were tried to be answered:

1. How can the knowledge, skills and values of the business idea dimension of entrepreneurship skills be gained through the case analysis method in the Religious Education process?

2. How can the knowledge, skills and values of the financing dimension of entrepreneurship skills be gained through the case analysis method in the Religious Education process?
3. How can the knowledge, skills and values of the product design and production dimension of entrepreneurship skills be gained through the case analysis method in the Religious Education process?
4. How can the knowledge, skills and values of the promotion and marketing dimension of entrepreneurship skills be gained by case analysis method in the Religious Education process?
5. How can the knowledge, skills and values of the investment and sustainability dimension of entrepreneurship skills be gained through the case analysis method in the Religious Education process?

Method

The data obtained in this study were obtained by case analysis method, which is one of the qualitative research methods. In the analysis of the data obtained, observation, interview, document analysis and content analysis methods were used (Fayolle and Klandt, 2006).

In qualitative research, since a phenomenon or event can be understood by examining it in depth, it is considered important to describe the events and phenomena by examining them in their natural environment. With the observation and interview method, it becomes easier to record the data, and the data is processed in a practical way. In this respect, observation and interview methods have been among the most preferred methods in terms of usefulness (Binnetoğlu and Tarhan, 2024).

Document analysis, also known as document review; It is also called the method of understanding the document, analyzing it and using data. With this method, written documents are analyzed, all printed and electronic documents are examined and evaluated. In document analysis, like other qualitative research methods, it is necessary to create an understanding of the subject, to develop knowledge and to examine the data (Binnetoğlu and Tarhan, 2025).

Case analysis, also called Case Study; It is also called case study, case study, case study method, case study and case study (Aytaçlı, 2012). While comprehensive analyzes are made with this method; It was understood that descriptive, heuristic and critical analyzes were also made. Case analysis is a detailed/in-depth examination of a specific event, situation or individuals/groups (Fayolle and Klandt, 2006).

Sammur Bonnici and Mc.Gee (2014) state that case analysis is a research method that included the history and comprehensive analysis of any document related to the case; In the studies carried out at the University of Florida (2012), it was reported that different definitions were made for case analysis as "descriptive, heuristic, critical, program implementation, program effects, probabilistic, holistic, narrative and medical". Tellis (1997) stated that the analyses determined for the research questions in the case study can be through the individual, society, institutions or policies. Dooley (2002), on the other hand, mentioned that descriptive case analysis methods are widely used in academic research. In this type of analysis, researchers tried to analyze the case by paying special attention to the case and observing the case. The case examples used in the study were prepared according to the directive specified in Table 2, practiced and evaluated at the relevant grade level.

Table 2. Practice sample plan.

Targeted Learning Type	Individual Specifications	Plan ✓	Practice ✓	Thought ✓
Name of the Practice	I'm Creating My Business Idea.			
Purpose of the Application	Regarding Belief in God; To realize the effect of faith in Allah (SWT) on human behavior, to create a business idea based on the gain.			
Time	40 min.			
Learning Process	Self-Study			
Teaching Process	The teacher is in the role of guide (moderator).			
Learning Outcome	A discussion is held on the business idea, and the business idea is created by evaluating the opinions.			
Basic Tools and Equipment and Materials	Worksheet			

Associate with the elements of entrepreneurship education	Qualifications		Performance Indicator
	Dimension	Business Idea	
	Information (Subject)	Creating a Business Idea by Determining the Needs of the Society, Creating the business idea in line with our individual skills (Needs Analysis)	
	Skill	Ability to see opportunities, business plan skill, estimation ability, innovative thinking skill, problem solving skill.	
	Value	Be hardworking, be responsible, act together, be patient.	

DKAB	Religious Culture and Moral Knowledge Curriculum				
Lesson	Religious Culture and Moral Knowledge				
Learning Area	5.1. Belief in God				
Gains	5.1.5. Realize the effect of faith in Allah (SWT) on human behavior				
Teaching Strategy, Methods and Techniques	Cooperative Learning	Invention-Research Review	Discussion-Argumentation	Reflection	Setting up a Problem
	Problem Solving	Metacognition	Show and Get Done	Brainstorming	Decision making
	✓			✓	✓
	Entrepreneur Quotes Technique	Futuristic Thinking Technique	Entrepreneurship Fair Technique	Entrepreneur Letters Technique	Entrepreneurial Games Technique
		✓			

Findings

Practice examples have been prepared in the context of gaining entrepreneurship skills in religious education with the method of uniquely designed case studies. In the preparation of the practice examples, the class size, the material, the suitability of the selected cases for the student level, the physical suitability of the classroom for the practice, the opinions of teachers from different branches and teachers who are experts in their fields were used. In the preparation process of these case studies, first, the research topics were determined, and then the theme, skills and values of the practice were created by using the book “Elements of Entrepreneurship Education” by Tarhan (2019). After the themes and sub-themes were determined, original practice examples were prepared within the scope of the knowledge, skills and values aimed to be gained. In the case examples prepared, the simplicity and clarity of the language, clarity in the concepts, suitability to the subject area and compliance with the knowledge, skills and values aimed to be gained were taken into consideration.

The suitability of the concepts to be used in the practice to the grade level and the student level was examined and checked comparatively with the class course teacher before the practices were made. In the plan prepared for practice examples; The title of the practice, the subject of the practice, the duration of the practice, achievements and sub-achievements, skills and values, practice processes and learning outcomes were determined. In this context, the achievements and learning areas that can be used to gain entrepreneurship skills in the Religious Culture and Moral Knowledge course are given in Table 3.

Table 3. Learning areas and outcomes that can be used to gain entrepreneurship skills within the scope of the DKAB curriculum.

Grade Level	Learning Area	Gains
Grade 5	5.1. Belief in God	5.1.5. Realize the effect of faith in Allah on human behavior.
Grade 5	5.3. Etiquette and Courtesy	5.3.4. Topics such as halal earnings and halal bites are briefly touched upon.
Grade 5	5.5. Around Us Traces of Religion	5.5.4. Recognizes the religious elements in our customs and traditions.
Grade 5	5.3. Etiquette and Courtesy	5.3.3. Behaves in accordance with communication and speech etiquette. Internet and social media etiquette are also mentioned in terms of communication etiquette.
Grade 5	5.3. Etiquette and Courtesy	5.3.5. He takes care to reflect the advice of Hazrat Luqman (a.s) in his life.

In the context of the elements in Table 1, the targeted learning areas and achievements in gaining entrepreneurship skills are expressed. When the expressed learning areas and achievements were examined, it was understood that the learning areas related to morality and kindness corresponded to the part of the values desired to be gained in entrepreneurship skills. When the specified achievements were examined, it was seen that it was possible to gain the characteristics desired to be gained by the individual in line with skills such as commercial, moral, intellectual and producing solutions to problems. In the context of these achievements, "It is aimed to develop skills such as being tolerant, being courageous, being honest, being respectful and loving, being reliable, being hardworking, being balanced in their behavior, being respectful to different thoughts, loving sharing and helping each other. In this direction, the information on the knowledge, skills and values that can be gained within the scope of entrepreneurship education elements in the DKAB curriculum was created by using Tarhan's book Entrepreneurship Education (2018). In this context, the entrepreneurship education process is discussed in five dimensions under the headings of "Business Idea, Financing, Product Design and Production, Promotion and Marketing, Investment and Sustainability". The exemplary achievements of the Religious Culture and Moral Knowledge course and the elements to be gained in the learning areas are given in detail.

In line with all this information, case study examples have been created for the acquisition and development of entrepreneurship skills to the student, based on the learning

areas and achievements in the DKAB curriculum. In this context, while preparing case studies, entrepreneurship education elements were integrated into the relevant program. Throughout the process, care has been taken to create a student-centered evaluation process along with methods and techniques that will allow students to be more active in the classroom, and it is important to gain and develop 21st century skills in students through case studies. In the process of preparing the case studies, the studies in the Interdisciplinary Entrepreneurship Education Activities Book published by the Board of Education (2020) were used. The findings obtained because of these studies:

- Findings and Discussion on the Business Idea Dimension
- Findings and Discussion on the Financing Dimension
- Findings and Discussion on Product Design and Production Dimension
- Findings and Discussion on the Promotion and Marketing Dimension
- Findings and Discussion on the Investment and Sustainability Dimension, titles it is expressed below.

1.1. Evaluation of Practice Contents for Business Idea Dimension with Case Studies

In the religious education process, there should be an ideation stage to obtain an active output within the scope of the practice and findings of the case study example for the realization of the business idea dimension of entrepreneurship skills. In other words, the business idea should reveal a mental infrastructure that prepares the ground for the emergence of the entrepreneurship process. Because a business idea is defined as the idea or set of ideas that entrepreneurial individuals decide to implement in achieving their goals. In summary, the business idea is expressed as the process of brainstorming in line with the goals that individuals want to achieve (Birley, 1993). An example of a case study related to the business idea dimension of the entrepreneurial skill is given in Table 4.

Table 4: Case example of the business idea dimension of entrepreneurship education within the scope of the DKAB curriculum. (See appendix 1 for the worksheet)

Reasons for Choosing a Job Before Application		Reasons for Choosing a Job After Application	
	f		f
I don't want to start a business	1	I don't want to start a business	-
No reason given	6	No reason given	2
Attracting sympathy/attention	4	Attracting sympathy/attention	3
Financial gain	10	Halal earnings	14
Talent	6	Talent	2
Aesthetic concerns	4	Aesthetic concerns	4
To be useful to people	2	To be useful to people	6

Family influence	1	Family interaction	1
Willingness to do better	1	Willingness to do better	3
Livelihood	5	Livelihood	8
		Self-confidence	3
		Recognition	5
		Planning	5
		Don't be a hard worker	3
		Interest and desire	2
		Making more profit	11
		Willingness to come up with new ideas	7
Sum	40	Sum	79

Examples of the answers given by the students to some of the questions because of the application:

S4: “I wanted to open a halal cafe myself, then I took money out of the bank and started my business and started working.”

S12: “Yes, I can. I will open a boutique that sells shawls according to religion.”

S14: “First, I do studies. Later, I would tell the tutorials what I was curious about, what I wanted to learn from, and ask. That's how I used to improve myself. I used to sell halal cosmetics.”

S17: “I can start a business myself. I open a shop that sells food according to our religion. Like a cake, if it screws me up or makes me work, I'll go on with my work because I trust in God.”

S25: “I open a hijab boutique and try to introduce it to everyone.”

Based on the discussion they made on the subject and business ideas of the students, it was observed that the learning outcomes were positive based on the fact that they created their business ideas by taking into account the information about the characteristics that should/should not be present in the person who will start a business and what should be considered when creating a business idea. Students' answers such as ‘Paying attention to the halal earnings’, ‘Being friendly to the customer’, ‘Being reliable’, ‘Doing your job happily’, ‘Self-confidence’, ‘Being loving, warm-blooded’, ‘Trusting in Allah’, ‘Being useful to people’ were considered important in terms of the success of the targeted value gains (See appendix 1 for an example of the application made).

2.1. Evaluation of Practice Contents for the Financing Dimension with Case Studies

Entrepreneurial individuals who want to bring a business idea to life need sources of financing, which is the primary stage of starting a business. Sources of funding; It can be expressed as the whole of all financial resources necessary for the establishment, sustainability and growth of the business. An example of a case study that contributes to the acquisition of entrepreneurship skills related to the financing dimension is given in Table 5.

Table 5: Case example of the financing dimension of entrepreneurship education within the scope of the DKAB curriculum. (See appendix 2 for the worksheet)

My Pre-Implementation Funding Sources	f	My Post-Implementation Funding Sources	f
I don't know/No reason specified	1	I don't know/ No reason specified	-
By doing any work	10	By doing any work	11
Equity	3	Equity	2
My Family and Relatives	8	My Family and Relatives	11
Liability	8	Liability	6
Gold	1	Gold	1
Banks	3	Banks	1
Trade	2	Trade	5
Money earned in the halal way	6	Money earned in the halal way	14
Credit support	3	Credit support	-
Investment	2	Investment	1
		Promotion/Advertising	2
		Earned on a planned basis	2
		Accumulation	4
		Money earned through advantage	1
Sum	47	Sum	61

Examples of the answers given by the students to some of the questions because of the application:

S12: “I want to open a bag shop, so I will buy gold with the eleven thousand TL I have and when the gold prices start to rise, I will exchange that gold and open a bag shop, and I will share my shop and gain customers by decorating the inside of it.”

S14: “I do research on the job I'm going to deal with. I get information. I sell or rent out items that my family members don't use.”

S15: “I would ask my father for some money. I would open a small shop and try to make a living.”

S19: “I open a shop, develop it, grow it and make my profits.”

S25: “When I grew up, I opened a boutique and financed my boutique with books that I sold or rented.”

Considering the findings obtained, it is seen that students who do not have an idea/knowledge about the financing dimension, which is determined as a sub-skill of entrepreneurship skills, can gain knowledge/skills and develop and transform existing ones; As a result of these findings, it shows that the targeted gain in the context of the financing process of the practice related to the acquisition of ‘realizes their needs related to financing’ has been realized (See appendix 2 for an example of the application made).

3.1. Evaluation of Practice Contents for Product Design and Production Dimension with Case Studies

The purpose of this practice; It is determined as developing the skills of the students such as thinking and designing products to implement their business ideas for the business ideas they have determined. In the sub-themes aimed to be gained in the application, skills, values and achievements such as ‘product design skills’, ‘being sensitive’, ‘designing the product to be produced in line with the business idea’, ‘expressing the features of the product to be produced in its design’ were determined. The practice time was determined as 40 minutes, and the selection of the questions and the suitability of the case sample to the student level were considered. The findings obtained because of the practice are explained in the context of the achievements aimed to be gained.

Table 6: Case example of product design and production dimension of entrepreneurship education within the scope of DKAB curriculum. (See appendix 3 for the worksheet)

Pre-Application Product Specifications	f	Post-Application Product Features	f
I don't know	12	I don't know	3
Functionality	1	Functionality	2
Recognized	1	Recognized	1
Simply	1	Simply	1
Available for purchase	1	Affordable	1
Colorful/engaging	1	Colorful/engaging	2
Regular drawings	1	Regular drawings	2
Flashy	1	Flashy	2
Aesthetics	1	Aesthetics	5
		Easy to use	3
		Cost-effective	3
		Guaranteed	2
		Light	1
		Easy to carry	1

		Local/cultural	4
		Different	2
		Halal certified	2
		Religious	2
		Comply with production standards	1
Sum	20	Sum	40

Examples of the various answers given by the students about these explanations and product design features are stated below:

S3: “I make sure that it is functional, aesthetic, easy to use, cost-effective, and whether it has a warranty or not.”

S5: “If I produce it, I make sure that it is not heavy, that it can be easily transported anywhere, and that it is guaranteed.”

S10: “The necklace and clasp should be according to our religion; they should be useful and aesthetic.”

S12: “It has to cost less, it has to be beautiful, and the photos I take have to be meticulous.”

S14: “I make sure to sew the bracelets in patterns and make them a bracelet according to the wishes of colored threads.”

As a result of the findings obtained, it is possible to state that the students’ knowledge and skills related to design increased because of the application and that they were able to express the product features by making correct explanations about their designs (See appendix 3 for an example of the application made).

4.1. Evaluation of Practice Content for Promotion and Marketing Dimension with Case Studies

Entrepreneurial individuals develop appropriate promotion and marketing strategies to effectively promote their products or services by analyzing their target audiences correctly. An example of a case study for the promotion and marketing dimension is given in Table 7.

Table 7: Case example of the promotion and marketing dimension of entrepreneurship education within the scope of DKAB curriculum. (See appendix 4 for the worksheet)

Distinctive Features of the Pre-Event Product	f	Distinctive Features of the Product After the Event	f
I don’t know	8	I don’t know	4
Affordable price	1	Affordable price	1

Manual labor	1	Manual labor	1
To love	1	To love	2
Something that can be sold	1	Something that can be sold	1
Personalized	2	Personalized	1
Fresh	3	Fresh	2
Quality	2	Quality	4
Aesthetically packaged	1	Aesthetically packaged	4
Convenient	1	Convenient	4
Remarkable	2	Remarkable	6
		Simple packaging	1
		Flashy packaging	1
		Halal certified	5
		Functional	1
		Custom-made	1
		Make happy	1
		Local	3
Sum	23	Sum	43

In practice, some of the students' statements about the 'distinctive features of the product' are as follows:

S1: "I pay attention to the packaging of the product, to make it flashy and attractive."

S5: "I design the packaging of the product well and make halal products."

S13: "I pay attention to the fact that the product has a halal certificate, aesthetic packaging and marketing."

S14: "Everyone started to buy our useful products, which attracted everyone's attention."

S20: "The products should be halal, versatile and remarkable."

With these answers, the students tried to explain the distinctive features of their products. Some examples of the answers given by the students to determine the marketing strategies in the case study are stated below:

S5: "If I were a greengrocer, I would introduce them as come and be a citizen."

S8: "In this case, we started to have more customers, and we decided to sell through a web application."

S13: "I used to use big shopping malls, crowded parts of the city and billboards for marketing."

S22: "I used to do it politely and paying attention to the words that came out of my mouth."

S24: “I go from city to city and introduce it with a poster.”

Considering the findings obtained with the applied case study, the positive outputs of the study can be considered as an indication of success with the application in the process of gaining the knowledge, skills and values aimed to be gained by the students (See appendix 4 for an example of the application made).

5.1. Evaluation of Practice Contents for Investment and Sustainability Dimension with Case Studies

For entrepreneurial individuals, investment and sustainability are of critical importance to achieve the success of their entrepreneurial activity. Some of the important elements here are Capital provision can be expressed as managing resources correctly, knowing risk management and creating value. As a matter of fact, when creating an entrepreneurship idea, it is necessary not only to put forward a good idea, but also to manage the investment relations necessary for this idea. For this reason, investment and sustainability are considered very important to realize the business idea and to achieve the success of this skill. An example of a case study on investment and sustainability is given in Table 8.

Table 8: Case example of the investment and sustainability dimension of entrepreneurship education within the scope of the DKAB curriculum. (See appendix 5 for the worksheet)

Reasons for Investment Idea Before Practice	f	Reasons for Investment Idea Before Practice	f
I don't know/He didn't give an opinion	1	I don't know/He didn't give an opinion	-
Profitable	1	Profitable	4
Useful to people	1	Useful to people	5
Convenient	1	Convenient	3
Halal	2	Halal	15
With advantages	1	With advantages	3
Can be scaled up	1	Can be scaled up	3
		Interesting	2
		Can be improved	5
		People have basic needs	8
		Having a regular income	1
		Suitable for all ages	1
		Be safe	1
		Advertiseability	1
		Quickly recognizable	1
		Can also be sold abroad	1
		Branchable	5
Sum	8	Sum	59

Some examples of the answers given by the students to express the investment idea in the case study are stated below:

S12: “I would make things like a bracelet jacket for all ages and make it affordable. It's a very big, very beautiful place, and because we set up shops, playgrounds, cinemas, photo booths, car sales shops, everyone came, and we made very good money and made people happy.”

S14: “We had very good sales, and when we saw that everyone was satisfied, we brought the best-selling products.”

S17: “Not without the sweat of our brow, and I do group advertising for the business and keep the business going. Things worked abroad and our business grew. Because of these jobs, we have received job offers from many countries and now our name has been heard everywhere in every country.”

S23: “Yes, I can develop investments, I will open a store and open other stores if my clothes are doing very well. I follow a clean path from halal. This business has made us a lot of profit and has benefited us economically. Because we did this job so that the idea would benefit people.”

S25: “I used to hire workers regularly; I did my job in the best way possible. We could have invested better abroad, the money we collected there was literally five times that of other countries.”

With the example of the case study applied, we can say that the process of gaining the knowledge, skills and values aimed to be gained by the students has resulted in positive results, and the data obtained can be considered as positive outputs for the practice (See appendix 5 for an example of the application made).

Conclusion and Discussion

The knowledge, skills and values of the case study examples prepared through the data obtained within the scope of the study were determined in relation to the DKAB curriculum. Determined knowledge, skills and values, business idea, financing, product design and production, promotion and marketing, investment and sustainability. Each case study example has been prepared in the context of knowledge, skills, values, sub-achievements and learning outcomes in each dimension. The results obtained for the business idea dimension of entrepreneurship skills, which are aimed to be gained through case studies within the scope of the DKAB curriculum, are as follows:

Case study example: Creating a business idea by determining the needs of the society has been prepared in line with the sub-achievements of creating a business idea in line with individual skills. Since the application was in two stages, first, the case study sample was distributed to the class without giving a lecture to the students on the subject, then the lesson was taught in line with the relevant achievement determined in the DKAB curriculum and the application examples were redistributed to the class. With this application, in addition to seeing opportunities, creating a business plan, estimating and innovative thinking skills; The values of being hardworking, being responsible, acting together and being patient were also wanted to be gained. As a result of the findings obtained, the high rate of realization of the knowledge, skills and values aimed to be gained revealed that successful results were obtained from the study.

While Küçük (2015) stated that it would be more accurate for entrepreneurial individuals to develop their business ideas themselves, it was observed that students resorted to imitation and simulation while creating business ideas. Tutar et al. (2014) found that while students attribute their ability to be a successful entrepreneur to their talent and mastery levels, they feel the lack of students in practice and create business ideas according to their family professions and needs. While Kawasaki (2007) expresses the financing needs of the entrepreneur with elements such as (angel investors, venture capital), when the data obtained as a result of the application are examined, it is understood that the students expand their financial resources starting from the immediate environment and state that they can provide financing resources through institutions such as family, relatives, banks, etc. Deveci (2015) expresses the characteristics of entrepreneurial students and states that they are productive, questioning, creative and imaginative. As a matter of fact, he states that entrepreneurial students should design the products, ideas or things they want to produce or develop themselves and that they should be unique. In this context, Deveci (2015) recommended that the skills and values should be gained uniquely to the students in associating the subjects of the courses with entrepreneurship skills, and that in-class and extracurricular activities and practices should be carried out by using the creative imagination of the students. In this context, it has been proven by the data obtained that the Religious Culture and Moral Knowledge course can be used to gain entrepreneurship skills.

Belen and Demirkaya (2012) stated that entrepreneurial individuals have entrepreneurial spirit, entrepreneurial passion and entrepreneurial skills. So much so that if we examine the subject within the scope of the promotion and marketing dimension of the application, it is understood that the students approach the events with an entrepreneurial spirit, unlike other people in promoting their products with the answers they have given. Doğaner (2014) stated

that thanks to entrepreneurial passion, the desire to cope with various difficulties and reach the goal despite everything is strengthened. So much so that when the results of the application were examined, the expressions used by the students in promoting and marketing their products and the ideas they created supported these statements of Doğaner.

Demirel and Tikici (2004) stated that individuals with high entrepreneurial skills adopt learning by doing and experiencing, reject rote understanding and do not want to be passive. So much so that when the results of the application were examined, the answers given by the students in the dimension of investment to create new thoughts in the sustainability of their ideas, not to be satisfied with the existing and to be active in the process supported these statements. As a matter of fact, Alparslan (2013) emphasized characteristics such as being innovative, taking risks, being change-oriented, having sensory intelligence, being able to focus on opportunities and being creative while defining entrepreneurial individuals.

Suggestions

As a result of the examinations, it was understood that entrepreneurship skills were handled within sub-skills and themes. In line with the findings obtained, it is understood that entrepreneurship education should be handled comprehensively and added to a new learning area and curriculum in order to gain entrepreneurship skills, the number of entrepreneurship courses should be increased on a weekly basis at the primary and secondary school level, and entrepreneurship education should be taught at least two hours a week.

According to the results of the case studies, it has been determined that family influence, cultural interactions and environmental impact are among the important areas of entrepreneurship in entrepreneurship education. In this context, it has been determined that carrying out relevant studies is important in terms of achieving the purpose of entrepreneurship education. Considering that the age of technology use is quite high in the developing and changing world, it has been seen that the applications and studies to be carried out on digital platforms at the point of gaining entrepreneurship skills are very important and necessary in terms of achieving the purpose of entrepreneurship education gains and realizing them faster/more practically.

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Atch 5: Practice Contents for Investment and Sustainability Dimension with Case Studies.

Vaka Orneği

BİZE HER ŞEYİ KRİZLER ÖĞRETTİ...

1967'de Eskişehir'de doğdum. İlk orta lise eğitimimi Eskişehir'de tamamladım. Orta Doğu Teknik Üniversitesi Elektrik elektronik mühendisliği bölümünü bitirdim. 1996'nın sonlarına doğru çeşitli şirketlerde çalışmaya başladım. Çalıştığım işler genellikle elektrik ve elektronik ile ilgiliydi. Ardından ESTAP(Elektrik Elektronik ve Bilgisayar Sistemleri) firmasına ortak oldum. 1998 yılında elektrik sektöründen çıkarak IT(bilgisayar teknolojileri) bölümüne geçiş yaptık. 2001 yılında Dudullu'da beş bin metrekarelik bir alana kendi fabrikamızı kurduk. 2005 yılında fabrika bize yetmemeye başladı için yatırımlarımızı Eskişehir'e göttirmeye karar verdik. Orada on bin metrekarelik bir alanda fabrikamızı kurduktan sonra ekstra olarak on bin metrekarelik bir alana daha yatırım yaptık.

Bize her şeyi krizler öğretti. İhracat nedir bilmiyorduk. 2001 yılında Türkiye'de kriz olunca yapacak bir şey olmadı için yurt dışına ürün satmaya karar verdik. Bu kararımız doğrultusunda araştırmalara başladık. Dünyanın dört bir yanını gezdik. Katılmadığımız fuar kalmadı diyebiliriz. Dolayısıyla 2001 krizinden şirketimiz büyüyerek çıktı. İhracatımız çok fazla arttı için yapılan yatırımlarımız bizleri 2008 yılına kadar kolayca göttirdi. Çünkü kriz varken biz makine yatırımları yapıyorduk.

2008 yılında şirket Fransızlara satık. Şirketi sattıktan sonra üç sene yasal zorunluluk gereği genel müdür olarak görevime devam ettim. 2011 yılında oradan emekli oldum. Yıllar sonra büyüttüğümüz bir şirketi satıp, ardından da oradan emekli olmak değişik bir duygu olsa gerek...

Biz bu süreçte tekrardan bir arayış içine girdik. Öyle bir şey yapalım ki emeklilik hayatımızda gezmeye ve eğlenmeye vakti ayırsalım, çalışmasızım düşünceğine kapıldık fakat işler pekte öyle olmuyormuş. İmalat insanı dinç tutuyormuş bunu fark ettik. Bu duruma üzmemek bize göre değilmiş. Tüm bu düşüncelerimiz neticesinde yeni bir alana yönelmeye karar verdik. Bu araştırmalar sonucunda döküm işi bize mantıklı geldi. Türkiye'de bu işi ciddiye alıp pek fazla yapan olmadı fark ettik. Kâr oranlarına baktık ve geliştirebilir mi gelişemez mi ? Bir dünya markası olabilir mi diye düşündük. Nihayetinde Lava markası doğmuş oldu. Biz kurduğumuz şirketlerin finansal olarak satılması fikrini önermediğimiz için çok önemli yatırımlar yaptık. Yatırımlarımıza 2010 yılında başladık 2011 yılı Mayıs ayında fatura kesmeye başladık.

Şu anda züccaciye sektöründe daha fazla üretimimiz var. Yılda toplam dört milyon adet ızgara üretimi yapılabiliyoruz. Biz bu tesisi kurarken öümüzdeki üç yıla dönük olarak yatırımlarımızı yaptık. Büyüdükçe yatırım yapalım mantığıyla hareket etmedik. Başlangıç planımızı iyi yaptık ve projeksiyonu çizdik. Biz firmalar ile daha çok partner olarak çalışıyoruz. Son kullanıcılara ulaşıp kendi markamızı güçlendirmek istiyoruz. Elliye yakın referans üretimimiz var. 2012'nin sonlarında yüz çeşit ürün oldu. Kendimize stratejik bir yol çizdik. Özellikle Rusya, Türki Cumhuriyetler, İran, Ortadoğu, Kuzey Afrika'nın bir kısmı ve Doğu Avrupa hedef pazarlarımız arasında. Avrupa'nın ve dünyanın pek çok önemli züccaciye fuarında da yer alıyoruz ve almaya da devam edeceğiz.

(Gerçek bir yaşam öyküsünden uyarlanmıştır.)

Tüm bu bilgiler ışığında aşağıdaki sorulara cevap veriniz :

1- Örnek olayda kişi yatırım fikrini nasıl geliştirmiştir?
Çeşitli şirketlerde çalışıp geliştirmiştir. Çalıştığı işler genellikle elektrik ve elektronik ile ilgiliydi.

2- Siz de örnek bir yatırım fikri geliştirebilir misiniz? Lütfen yazınız.
Bir şirket açarım ve karanlık pazarları geliştiririm.

Açıklama (Avantaj, dezavantaj, fırsat tehdit)

3- Örnek olayda karakterimiz yatırım fikrini geliştirirken nasıl bir yol izlemiştir?
Yurt dışına ürün satarak yol izlemiştir.

4- Siz yatırım fikrinizi neleri dikkate alarak geliştirdiniz?
Pazarlı olarak işi alırdım ismini en güzel şekilde

Açıklama (Avantaj, dezavantaj, fırsat tehdit)

Atch 6: Practice case plan for the business idea dimension.

21ST CENTURY / HIGHER-ORDER THINKING SKILLS TARGETED IN PRACTICE

✓	Communication Skills		Leadership		Financial Literacy Skill		Information Media Literacy
	Cooperative Work	✓	Critical Thought	✓	Social Responsibility		Innovative Thinking
✓	Entrepreneurship	✓	Analytical Thought	✓	Decision	✓	Scientific Process Skills

ASSESSMENT AND EVALUATION TOOLS

	Checklist	Observation	Mirroring	Worksheets	Survey
		✓		✓	
Assessment Tools	Individual (Self) Assessment	Peer Review	Group Assessment	Rubric	Diagnostic Branched Tree
	✓	✓			
	Concept Map	Mind Map	Word Association Test (KIT)	Structured Grid	Question Technique (True-False) Matching

APPLICATION PROCESS

	The Role of the Teacher	Student's Role
Curiosity Arouse	The teacher gives a general explanation to the students about the effect of faith in Allah (SWT) on human behavior and asks the students, "What kind of work do you want to do in the future?"	Students are expected to listen carefully to the lecture on the effect of faith in Allah (SWT) on human behavior and to answer the question asked by the teacher.
1	After the teacher receives answers from the students about the question he asked, he asks the students to fill in the worksheet he has prepared. Students are given a general information about the worksheet.	Students are asked to answer the questions on the worksheet in a clear, understandable manner. In addition, they are expected to record the answers.
2	Students are given a predetermined amount of time to complete the worksheet. After the answering process is finished, students are asked to share their business ideas on the worksheet with their classmates. Opinions about shared business ideas are discussed in the classroom environment and ideas are exchanged.	Students are asked to share their business ideas and on their business ideas; They are expected to state which needs of the society the business idea is aimed at, and to express their opinions about its positive and negative aspects.
3	The teacher redistributes the worksheet to the students. Students are asked to review their business ideas and note the points they find important, taking into account the information about the characteristics that should / should not be present in the person who will start a business and what should be considered when creating a business idea, based on the discussion they have on the subject and business ideas. The teacher gives guidance at the point of gaining the values in the application form.	Students are expected to organize the business ideas on the worksheet by considering the opinions they consider important because of the discussion and to note the points they find important. In this way, they are enabled to review their business ideas.
Assessment	After redistributing the worksheet to the students, the teacher makes a general summary and emphasizes the important points, drawing attention to the points he deems necessary. Uses the assessment tools in the application form.	In this section, students are asked to listen carefully to their teachers and take notes on the parts they deem important.
