



ENTREPRENEURIAL MANAGEMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS: CONCEPTS, PRACTICES, AND FUTURE DIRECTIONS

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ABSTRACT

Entrepreneurial management has become a strategic issue for Islamic educational institutions as they are increasingly expected to strengthen student independence, institutional sustainability, ethical leadership, and community empowerment. This study aims to synthesize the concepts, practices, novelty, and future directions of entrepreneurial management in Islamic educational institutions. Using an integrative review design, this study examined peer-reviewed literature published between 2020 and 2025 and analyzed ten selected articles after a screening process from 154 initial records. The selected articles were reviewed through inclusion and exclusion criteria, full-text eligibility assessment, structured data extraction, and thematic synthesis. The findings reveal that entrepreneurial management in Islamic educational institutions consists of five interconnected dimensions: Islamic value-based governance, entrepreneurial leadership, practice-oriented entrepreneurship education, stakeholder-based institutional sustainability, and digital or startup-oriented development. The review shows that entrepreneurship in Islamic education is not merely an economic activity or business training program, but an institutional management strategy that integrates Islamic values, curriculum innovation, business-unit development, alumni involvement, and external collaboration. The novelty of this study lies in its integrative framework that distinguishes entrepreneurship education as a pedagogical process from entrepreneurial management as a broader institutional capacity.

ABSTRAK

Manajemen kewirausahaan menjadi isu strategis bagi lembaga pendidikan Islam karena lembaga tersebut semakin dituntut untuk memperkuat kemandirian peserta didik, keberlanjutan kelembagaan, kepemimpinan etis, dan pemberdayaan masyarakat. Penelitian ini bertujuan untuk menyintesis konsep, praktik, kebaruan, dan arah pengembangan manajemen kewirausahaan pada lembaga pendidikan Islam. Dengan menggunakan desain integrative review, penelitian ini menelaah literatur peer-reviewed yang diterbitkan pada rentang 2020–2025 dan menganalisis sepuluh artikel terpilih setelah melalui proses penyaringan dari 154 artikel awal. Artikel terpilih dikaji melalui kriteria inklusi dan eksklusi, penilaian kelayakan teks lengkap, ekstraksi data terstruktur, dan sintesis tematik. Hasil penelitian menunjukkan bahwa manajemen kewirausahaan pada lembaga pendidikan Islam terdiri atas lima dimensi yang saling terhubung, yaitu tata kelola berbasis nilai Islam, kepemimpinan kewirausahaan, pendidikan kewirausahaan berbasis praktik, keberlanjutan kelembagaan berbasis pemangku kepentingan, serta pengembangan digital atau startup. Kajian ini menegaskan bahwa kewirausahaan dalam pendidikan Islam bukan sekadar aktivitas ekonomi atau pelatihan bisnis, melainkan strategi manajemen kelembagaan yang mengintegrasikan nilai Islam, inovasi kurikulum, unit bisnis, keterlibatan alumni, dan kolaborasi eksternal. Kebaruan penelitian ini terletak pada kerangka integratif yang membedakan pendidikan kewirausahaan sebagai proses pedagogis dan manajemen kewirausahaan sebagai kapasitas kelembagaan yang lebih luas.

Kata kunci: Keberlanjutan kelembagaan, Kepemimpinan kewirausahaan, Lembaga pendidikan Islam, Manajemen kewirausahaan, Tata kelola berbasis nilai

INTRODUCTION

Entrepreneurial management has become an increasingly important discourse in Islamic educational institutions because contemporary schools, madrasahs, pesantren, and Islamic higher education institutions are required not only to transmit religious and academic knowledge but also to strengthen institutional sustainability, student independence, community empowerment, and adaptive innovation. In the broader field of entrepreneurship education, entrepreneurship is no longer understood merely as business creation, but as a pedagogical and managerial orientation that develops opportunity recognition, creativity, resource mobilization, value creation, and resilience in uncertain environments (Baggen et al., 2022; Walidayni et al., 2023; Wibowo et al., 2023). Within Islamic educational institutions, this orientation becomes more complex because entrepreneurial practices are embedded in religious values, moral accountability, social responsibility, and the historical role of Islamic education as a vehicle for community transformation (Anggadwita et al., 2021; Hasan & Yurista, 2025; Naimah et al., 2020). Therefore, entrepreneurial management in Islamic education should not be reduced to the establishment of school cooperatives, production units, or student business activities; rather, it should be viewed as an integrated managerial framework that connects leadership, curriculum innovation, institutional governance, economic independence, and Islamic ethical values (Junaidah et al., 2025; Kriswahyudi et al., 2024; Najihah et al., 2025).

The relevance of entrepreneurial management is particularly evident in pesantren and madrasahs, where educational institutions often operate within limited financial resources while simultaneously carrying broad religious, social, and economic responsibilities. Previous studies show that Islamic boarding schools have developed various entrepreneurial empowerment strategies, including waste-based creative products, sewing, cooperative management, local-product development, and business differentiation strategies to enhance students' independence and institutional resilience (Anggadwita et al., 2021; Hasan & Yurista, 2025; Naimah et al., 2020). Other studies further indicate that entrepreneurship programs in Islamic boarding schools are commonly integrated with religious education, leadership formation, job training centers, cooperatives, and community-based economic activities, thereby enabling students to acquire practical skills while maintaining spiritual and moral values (Junaidah et al., 2025; Supriyanto et al., 2022; Wibowo et al., 2022). These findings suggest that entrepreneurial management in Islamic educational institutions functions as both an educational strategy and an institutional development strategy, since it simultaneously supports student employability, institutional self-reliance, and social contribution (Abdi & Sabran, 2025; Hanif et al., 2023; Hasan & Yurista, 2025).

At the conceptual level, entrepreneurial management in Islamic educational institutions is shaped by the interaction between entrepreneurial orientation and Islamic value-based governance. Entrepreneurial orientation emphasizes innovation, proactiveness, calculated risk-taking, opportunity recognition, and resource optimization, while Islamic value-based governance emphasizes trustworthiness, honesty, justice, social benefit, discipline, halal orientation, and accountability before God and society (Supriyanto et al., 2022; Wibowo et al., 2023; Wibowo et al., 2022; Wibowo et al., 2022). Empirical studies on Islamic values and entrepreneurial intention demonstrate that Islamic values can influence entrepreneurial education, entrepreneurial mindset, inspiration, attitude, and intention among students in Islamic educational contexts (Baharuddin & Ab Rahman, 2021; Boubker, 2024; Rehan et al., 2019; Siswanto, 2024). In this regard, Islamic entrepreneurial management is not merely a technical process of organizing economic activities, but a moral and educational process

through which entrepreneurial competence is cultivated alongside spiritual responsibility and social ethics (Anggadwita et al., 2021; Junaidah et al., 2025; Supriyanto et al., 2022)).

The managerial dimension of entrepreneurship in Islamic educational institutions also requires strong leadership and institutional governance. Studies on madrasah and pesantren management indicate that institutional leaders play a decisive role in formulating entrepreneurial vision, organizing human and material resources, integrating entrepreneurship into educational programs, developing partnerships, and evaluating program outcomes (Kriswahyudi et al., 2024; Naimah et al., 2020; Najihah et al., 2025). In Islamic boarding schools, entrepreneurial leadership is often connected to the authority and vision of the kyai or institutional leader, whose role extends beyond religious instruction to include economic empowerment, institutional innovation, and stakeholder mobilization (Anggadwita et al., 2021; Hasan & Yurista, 2025; Junaidah et al., 2025). Meanwhile, in madrasah contexts, the head of madrasah is expected to transform entrepreneurial programs into structured educational management through planning, implementation, supervision, and evaluation (Apud et al., 2025; Devi & Subiyantoro, 2021; Nasirudin et al., 2023). Thus, entrepreneurial management requires more than individual creativity; it demands systematic governance that aligns institutional mission, entrepreneurial learning, financial sustainability, and Islamic ethical commitments.

In addition to leadership and governance, curriculum innovation is an essential element of entrepreneurial management in Islamic educational institutions. Contemporary entrepreneurship education emphasizes experiential learning, project-based activities, value co-creation, digital entrepreneurship, and the development of entrepreneurial mindset rather than merely theoretical knowledge about business (Baggen et al., 2022; Walidayni et al., 2023; Wibowo et al., 2023). In Islamic educational settings, such pedagogical innovation becomes more meaningful when entrepreneurship is connected with religious values, community needs, environmental sustainability, and local economic potential. Studies also show that entrepreneurship education can support students' entrepreneurial intention when it is mediated by mindset, inspiration, attitude, alertness, and meaningful learning experiences (Ahmed et al., 2020; Mukhtar et al., 2021; Saptono et al., 2020). Therefore, entrepreneurial management should include curriculum planning, teacher competence, learning infrastructure, business incubation, digital literacy, and assessment systems that measure not only business outputs but also values, attitudes, skills, and long-term impact.

Although the literature on entrepreneurship in Islamic education has grown significantly, several limitations remain. First, many existing studies focus on single institutional cases, such as one pesantren, one madrasah, or one entrepreneurship program, making it difficult to formulate a broader conceptual model of entrepreneurial management across Islamic educational institutions. Second, previous research often discusses entrepreneurship education, Islamic work ethic, student entrepreneurial intention, social entrepreneurship, or institutional business units separately, while fewer studies synthesize these dimensions into an integrated framework of entrepreneurial management. Third, the emerging literature has not sufficiently connected Islamic entrepreneurial management with future-oriented issues such as digital entrepreneurship, sustainable institutional governance, value co-creation, partnership ecosystems, and measurable educational impact. This fragmentation indicates a clear research gap: there is still limited integrative scholarship that systematically explains how entrepreneurial management in Islamic educational institutions is conceptualized, how it is practiced in different institutional settings, and how it should be developed in response to future educational, economic, technological, and ethical challenges.

Based on this gap, the present study aims to synthesize the concepts, practices, and future directions of entrepreneurial management in Islamic educational institutions. Specifically, this article seeks to clarify the conceptual foundations of entrepreneurial management in Islamic education, identify key managerial and pedagogical practices implemented in pesantren and madrasah contexts, and propose future research directions for strengthening Islamic value-based entrepreneurial governance. By doing so, this study is expected to contribute to the development of a more coherent academic framework that positions entrepreneurial management not merely as an economic activity, but as a strategic, ethical, and transformative approach for enhancing innovation, independence, and sustainability in Islamic educational institutions.

METHOD

This study employed an integrative literature review design to synthesize existing scholarly works on entrepreneurial management in Islamic educational institutions. An integrative review was considered appropriate because the topic is conceptually interdisciplinary and methodologically heterogeneous, covering educational management, entrepreneurship education, Islamic institutional governance, pesantren-based economic empowerment, entrepreneurial leadership, and institutional sustainability. Unlike a conventional systematic review that generally focuses on narrowly defined empirical outcomes, an integrative review allows the inclusion of empirical, conceptual, and theoretical studies in order to generate a broader understanding of an emerging field (Dhollande et al., 2021; Lubbe et al., 2020; Snyder, 2019).

Therefore, this review was designed to identify, compare, and synthesize the main concepts, practices, and future research directions related to entrepreneurial management in Islamic educational institutions. The literature search was conducted through several academic databases and scholarly indexing platforms, including Scopus, Web of Science, Google Scholar, DOAJ, and accredited Indonesian journal portals, particularly journals indexed in SINTA 1 and SINTA 2. The search focused on articles published between 2020 and 2025 to ensure that the reviewed literature reflected recent scholarly developments and remained consistent with the final corpus of selected studies. The keywords were developed by combining terms related to entrepreneurship, management, and Islamic education, such as “entrepreneurial management,” “entrepreneurship education,” “Islamic educational institutions,” “Islamic boarding school entrepreneurship,” “pesantren entrepreneurship,” “madrasah entrepreneurship,” “Islamic work ethic,” “entrepreneurial leadership,” “social entrepreneurship,” and “institutional sustainability.” Boolean operators were used to refine the search process, including “entrepreneurship education” AND “Islamic boarding school,” “entrepreneurial management” AND “Islamic education,” and “pesantren” AND “social entrepreneurship.”

The search was also expanded through backward and forward citation tracking to identify additional relevant articles closely related to the research focus. The initial search identified 154 records published between 2020 and 2025 from the selected databases and indexing platforms. After removing 29 duplicate records, 125 articles remained for title and abstract screening. At this stage, 71 articles were excluded because they discussed entrepreneurship in general business contexts, lacked a clear connection to Islamic educational institutions, or did not address management, governance, leadership, curriculum innovation, or institutional sustainability. The remaining 54 articles were then assessed through full-text eligibility screening. From this stage, 44 articles were excluded for several reasons: 15 articles did not

specifically examine Islamic educational institutions, 11 articles did not provide an accessible DOI, 8 articles were not published in Scopus, Web of Science, or SINTA 1/SINTA 2 journals, 6 articles lacked sufficient methodological clarity, and 4 articles were excluded because their focus and methodological approach substantially overlapped with other selected studies. Finally, 10 articles were selected as the final corpus for synthesis.

The inclusion criteria were established to ensure the academic quality and relevance of the reviewed literature. Articles were included if they were published between 2020 and 2025; written in English or Indonesian; published in peer-reviewed journals indexed in Scopus, Web of Science, or accredited national journals at least SINTA 1 or SINTA 2; directly related to entrepreneurial management, entrepreneurship education, entrepreneurial leadership, Islamic work ethic, social entrepreneurship, business-unit development, or institutional sustainability in Islamic educational contexts; and accompanied by an accessible DOI. Studies were excluded if they discussed entrepreneurship only in general business contexts without a clear connection to Islamic education, lacked sufficient methodological explanation, were not published in peer-reviewed outlets, did not provide an accessible DOI, or focused merely on religious education without addressing entrepreneurship, management, institutional innovation, or economic empowerment. Data extraction was conducted using a structured review matrix consisting of author and year of publication, article title, journal name, DOI, institutional context, research objectives, theoretical orientation, research method, key findings, and relevance to entrepreneurial management in Islamic educational institutions.

The extracted data were analyzed thematically to identify recurring patterns, conceptual relationships, institutional practices, and research gaps. The thematic synthesis focused on four major analytical dimensions: conceptual foundations of entrepreneurial management, practical implementation in Islamic educational institutions, the role of Islamic values and leadership, and future research directions. To enhance the trustworthiness of the review, this study used explicit inclusion and exclusion criteria, assessed publication quality and DOI accessibility, compared similarities and differences across studies, and continuously linked the interpretation of findings to the central focus of entrepreneurial management in Islamic educational institutions. Since the reviewed articles varied in design, context, and analytical focus, this study did not conduct statistical meta-analysis. Instead, it employed thematic and conceptual synthesis to generate an integrative framework explaining the relationship among Islamic values, entrepreneurial leadership, educational innovation, institutional sustainability, and future-oriented entrepreneurial governance.

RESULT AND DISCUSSION

Results

The final corpus of this review consisted of ten articles published between 2020 and 2025. The selected studies examined entrepreneurial management in various Islamic educational contexts, including Islamic schools, integrated Islamic schools, Islamic boarding schools, state Islamic senior high schools, Madrasah Aliyah, and Islamic educational startups. Methodologically, the articles represented diverse approaches, including qualitative case study, descriptive qualitative research, phenomenological study, conceptual analysis, and literature review. This variation indicates that entrepreneurial management in Islamic educational institutions has been discussed from pedagogical, managerial, ethical, institutional, and sustainability-oriented perspectives.

Table 1. Overview of the Selected Articles

No.	Article	Context	Main Focus
1	Building Sustainable Islamic Education	Islamic schools	Innovative entrepreneurship education for institutional sustainability
2	Integrating Entrepreneurship Education in Islamic Boarding Schools	Pesantren	Entrepreneurship education and students' entrepreneurial spirit
3	Entrepreneurship Education Based on Islamic Work Ethic	Islamic education/community context	Islamic work ethic in entrepreneurship education
4	Entrepreneurship Empowerment Strategy in Islamic Boarding Schools	Pesantren	Entrepreneurship empowerment and economic independence
5	Entrepreneurship Education Based on Islamic Values in Integrated Islamic Schools	Integrated Islamic schools	Islamic value-based entrepreneurship education design
6	Entrepreneurship Education Management in State Islamic Senior High Schools	State Islamic senior high schools	Planning, implementation, and evaluation of entrepreneurship education
7	Leadership and Entrepreneurial Ethics in Islamic Education	Islamic educational institutions	Islamic leadership and entrepreneurial ethics
8	Entrepreneurship Management of Islamic Boarding School Students Based on Alumni Empowerment	Pesantren	Alumni-based entrepreneurship management
9	Management of the Head of Madrasah Aliyah in Entrepreneurship Development	Madrasah Aliyah	Leadership role in entrepreneurship development
10	Educational Startup Business Model in Islamic Perspective	Islamic educational startup	Islamic values in educational startup business models

Table 1 shows that the reviewed studies were dominated by pesantren and madrasah contexts. Most articles positioned entrepreneurship not merely as business training, but as a strategy to strengthen student independence, institutional sustainability, Islamic character formation, and community empowerment. The selected studies also show that entrepreneurial management in Islamic education is not limited to classroom-based entrepreneurship education, but includes leadership practices, business-unit development, alumni involvement, ethical governance, and institutional innovation.

The thematic synthesis identified five main patterns: value-based entrepreneurial governance, entrepreneurial leadership, practice-oriented entrepreneurship education, business-unit and stakeholder-based sustainability, and digital or startup-oriented development. These themes indicate that entrepreneurial management in Islamic educational institutions is multidimensional and cannot be reduced to economic activities alone.

Table 2. Thematic Findings of the Review

Theme	Supporting Articles	Key Findings
Value-based entrepreneurial	Huda & Zaahiya, (2025); Raihanah et al., (2025);	Islamic values such as amanah, honesty, justice, responsibility, transparency, and

Theme	Supporting Articles	Key Findings
governance	Supriyanto et al., (2022); Yulianto et al. (2025)	social benefit shape entrepreneurship practices.
Entrepreneurial leadership	Huda & Zaahiya (2025); Junaidah et al. (2025); Kriswahyudi et al, (2024); Najihah et al., (2025)	Leaders play a central role in formulating vision, organizing resources, building partnerships, and integrating entrepreneurship into institutional programs.
Practice-oriented entrepreneurship education	Junaidah et al. (2025); Raihanah et al. (2025); Sandi Rosa et al. (2025); Supriyanto et al. (2022)	Entrepreneurship education is implemented through projects, cooperatives, training centers, experiential learning, and real business practices.
Business-unit and stakeholder-based sustainability	Husni et al. (2025; Naimah et al. (2020b); Najihah et al. (2025)	Business units, alumni networks, cooperatives, halal canteens, and external partnerships support institutional independence.
Digital and startup-oriented development	Huda & Zaahiya (2025); Raihanah et al. (2025); Supriyanto et al. (2022); Yulianto et al. (2025)	Islamic entrepreneurship needs to move toward digital business models, educational startups, and future-oriented entrepreneurial ecosystems.

As shown in Table 2, Islamic values emerged as the most fundamental foundation of entrepreneurial management. The reviewed studies consistently emphasize that entrepreneurship in Islamic educational institutions is shaped by values such as amanah, honesty, justice, discipline, responsibility, transparency, and social benefit. Supriyanto et al. (2022) show that Islamic work ethic can be implemented through product quality, pricing, promotion, and customer service. Raihanah et al. (2025) emphasize the integration of Islamic values into entrepreneurship education design, while Huda & Zaahiya (2025) highlight the importance of entrepreneurial ethics in Islamic leadership. Yulianto et al. (2025) further show that Islamic values are also relevant in the development of educational startup business models. These findings indicate that entrepreneurial management in Islamic education is not primarily profit-oriented, but ethically and socially oriented.

Leadership also emerged as a central factor in transforming entrepreneurship into an institutional management system. Junaidah et al. (2025) explain that pesantren leaders support entrepreneurship through job training centers, cooperatives, and economic sectors. Kriswahyudi et al. (2024) show that heads of Madrasah Aliyah contribute through planning, partnership development, curriculum integration, and entrepreneurship training. Najihah et al. (2025) also emphasize the importance of innovative leadership and external collaboration in building sustainable Islamic education. These findings suggest that entrepreneurial leadership is needed to ensure that entrepreneurship programs are not incidental or temporary, but integrated into institutional vision, governance, and long-term development strategy.

The reviewed studies further reveal that entrepreneurship education in Islamic educational institutions is mostly practice-oriented. Entrepreneurship is implemented through project-based learning, vocational training, cooperatives, production activities, market practice, and experiential learning. Junaidah et al. (2025) and Sandi Rosa et al. (2025) show that practical entrepreneurship programs help students develop independence and business skills. Raihanah et al. (2025) emphasize the need to combine theory, soft skills, hard skills, training, and direct practice, while Supriyanto et al. (2022) show that entrepreneurial learning becomes stronger when connected with Islamic work ethic. Therefore, entrepreneurship education in

Islamic institutions functions not only as knowledge transfer, but also as character formation, skill development, and preparation for socio-economic participation.

Another important result is that entrepreneurial management contributes to institutional sustainability through business units and stakeholder collaboration. Naimah et al. (2020b) show that pesantren entrepreneurship can support job creation and poverty alleviation through cost leadership, differentiation, and focus strategies. Husni et al. (2025) demonstrate that alumni can support entrepreneurship through mentoring, training, cooperative management, and business-unit development. Kriswahyudi et al. (2024) highlight halal canteens, partnerships, and entrepreneurship training as part of madrasah development. These findings suggest that entrepreneurship strengthens Islamic educational institutions when it is supported by productive units, alumni engagement, and external partnerships.

The final pattern relates to digital and startup-oriented development. Yulianto et al. (2025) discuss educational startup business models from an Islamic perspective, while Raihanah et al. (2025) mention the relevance of startup and sharia-based partnerships in entrepreneurship education. However, most reviewed studies still focus on conventional entrepreneurship activities, such as cooperatives, local products, canteens, vocational skills, and institutional business units. This indicates that digital entrepreneurship, halal digital business, educational technology, and startup incubation remain underdeveloped areas in the literature on entrepreneurial management in Islamic educational institutions.

Overall, the results show that entrepreneurial management in Islamic educational institutions consists of five interconnected dimensions: Islamic value-based governance, entrepreneurial leadership, practice-oriented entrepreneurship education, stakeholder-based sustainability, and digital-oriented development. The selected studies consistently indicate that entrepreneurship in Islamic education is not merely an economic activity, but a strategic approach to strengthen student independence, institutional sustainability, ethical leadership, and community empowerment. However, the literature remains dominated by pesantren and madrasah contexts, while studies on digital entrepreneurship and Islamic educational startups are still limited.

Discussion

The findings of this review indicate that entrepreneurial management in Islamic educational institutions is a multidimensional construct that integrates Islamic values, leadership, practice-oriented learning, business-unit development, stakeholder collaboration, and institutional sustainability. This finding extends the study of Najihah et al. (2025), which emphasizes that innovative entrepreneurship education management can strengthen sustainable Islamic education through the integration of curriculum, environmental awareness, local resources, and external collaboration. However, the present review goes beyond institutional sustainability by showing that entrepreneurial management should also be understood as a value-based governance system that connects educational mission, economic independence, ethical leadership, and community empowerment. This is consistent with Junaidah et al. (2025), who found that entrepreneurship education in Islamic boarding schools can empower students' entrepreneurial spirit through cooperatives, job training centers, and pesantren-based economic activities. Together, these findings suggest that entrepreneurship in Islamic education is not merely a pedagogical program, but a strategic institutional mechanism for strengthening educational relevance and long-term resilience.

The finding that Islamic values function as the ethical foundation of entrepreneurial management is also supported by Supriyanto et al. (2022), who show that Islamic work ethic

can be operationalized through product quality, pricing, promotion, and customer service. This confirms that Islamic entrepreneurship is not limited to abstract moral discourse, but can be translated into concrete managerial practices. Similarly, Raihanah et al. (2025) argue that entrepreneurship education in integrated Islamic schools should be developed through Islamic values, learning stages, teaching methods, and institutional facilities. Huda & Zaahiya (2025) further strengthen this point by emphasizing that leadership and entrepreneurial ethics in Islamic education must be based on amanah, justice, responsibility, and exemplary conduct. Compared with these studies, the present review highlights a broader conceptual synthesis: Islamic values are not only inserted into entrepreneurship education, but also shape institutional governance, leadership decision-making, stakeholder relationships, and the moral orientation of business-unit development.

The role of leadership emerged as another important finding in this review. Kriswahyudi et al. (2024) show that heads of Madrasah Aliyah play a strategic role in entrepreneurship development through planning, partnership building, curriculum integration, halal canteen management, and entrepreneurship training. This finding is aligned Junaidah et al. (2025), who demonstrate that pesantren leaders support entrepreneurship through the integration of religious education and economic activities. It also resonates with Najihah et al. (2025), who emphasize the importance of innovative leadership and collaboration in building sustainable Islamic schools. The present review adds that entrepreneurial leadership in Islamic educational institutions operates at three levels: strategic, operational, and ethical. At the strategic level, leaders formulate entrepreneurial vision; at the operational level, they organize resources and programs; and at the ethical level, they ensure that entrepreneurial practices remain aligned with Islamic values. This confirms that leadership is the main driver that transforms entrepreneurship from a temporary activity into an integrated institutional management system.

The findings also reveal that entrepreneurship education in Islamic educational institutions is generally practice-oriented. Sandi Rosa et al. (2025) show that entrepreneurship education management in state Islamic senior high schools involves planning, implementation, evaluation, and follow-up through practical student projects. This supports Raihanah et al. (2025), who emphasize the need to combine theory, soft skills, hard skills, training, and experiential learning in Islamic value-based entrepreneurship education. Junaidah et al. (2025) similarly demonstrate that practical entrepreneurship programs in pesantren help students develop independence and entrepreneurial spirit. Compared with these studies, the present review identifies that practice-oriented entrepreneurship education becomes more meaningful when it is linked to Islamic work ethic, institutional business units, and real market experience. Therefore, entrepreneurship education in Islamic institutions should not be designed only as classroom instruction, but as a lived educational process that develops knowledge, character, creativity, responsibility, and socio-economic readiness.

Another important finding is that business units, alumni networks, and external partnerships contribute significantly to institutional sustainability. Naimah et al. (2020b) show that entrepreneurship empowerment in Islamic boarding schools can support job creation and poverty alleviation through cost leadership, differentiation, and focus strategies. Husni et al. (2025) further demonstrate that alumni empowerment can strengthen pesantren entrepreneurship through mentoring, training, cooperative management, and business-unit development. Kriswahyudi et al. (2024) also highlight the contribution of halal canteens, institutional partnerships, and entrepreneurship training to madrasah development. These studies are consistent with the present review, which finds that institutional sustainability in

Islamic education is not achieved only through financial resources, but also through productive collaboration among leaders, teachers, students, alumni, communities, and external partners. This suggests that entrepreneurial management should be developed as an ecosystem rather than as a single institutional program.

The review further shows that digital and startup-oriented entrepreneurship remains underdeveloped in the literature. Yulianto et al. (2025) have begun to address this issue by examining educational startup business models from an Islamic perspective, emphasizing the importance of justice, transparency, inclusivity, and social benefit in startup sustainability. Raihanah et al. (2025) also mention the relevance of startup and sharia-based partnerships in entrepreneurship education design. However, compared with the strong attention given to cooperatives, vocational skills, canteens, local products, and pesantren-based business units, studies on digital entrepreneurship, halal digital business, educational technology, platform-based learning, and startup incubation are still limited. This finding indicates that Islamic educational institutions need to move beyond conventional entrepreneurship models and begin developing digital entrepreneurial ecosystems that are consistent with Islamic values and future educational demands.

The novelty of this study lies in its integrative conceptualization of entrepreneurial management in Islamic educational institutions. Previous studies have generally examined entrepreneurship education, Islamic work ethic, pesantren empowerment, madrasah leadership, alumni-based entrepreneurship, or educational startups separately. This review integrates those fragmented discussions into a more comprehensive framework by positioning entrepreneurial management as a value-based, leadership-driven, practice-oriented, sustainability-focused, and future-oriented institutional system. The main contribution of this study is that it clarifies the distinction between entrepreneurship education and entrepreneurial management. Entrepreneurship education focuses mainly on developing students' knowledge, skills, attitudes, and entrepreneurial spirit, while entrepreneurial management refers to a broader institutional capacity that includes leadership, governance, curriculum innovation, resource mobilization, stakeholder collaboration, business-unit management, and ethical accountability.

The implications of this study are both theoretical and practical. Theoretically, this review contributes to the development of Islamic educational management by proposing entrepreneurial management as a distinct conceptual field that combines entrepreneurship theory, Islamic values, educational leadership, and sustainability-oriented governance. Practically, the findings imply that Islamic educational institutions should not treat entrepreneurship as an additional extracurricular activity, but as part of strategic institutional planning. Madrasahs, pesantren, integrated Islamic schools, and Islamic higher education institutions need to strengthen entrepreneurship curriculum, teacher capacity, student business incubation, alumni networks, cooperative management, halal business units, digital entrepreneurship programs, and transparent financial governance. For policymakers, the findings suggest the importance of supporting Islamic educational institutions through entrepreneurship-based funding schemes, halal business incubation, vocational partnerships, digital training, and quality assurance instruments that measure not only financial outcomes but also educational, ethical, and social impacts.

Despite its contributions, this review has several limitations. First, the study was limited to ten selected articles published between 2020 and 2025, so it may not represent the entire body of literature on entrepreneurship and Islamic education. Second, most of the reviewed studies were conducted in the Indonesian context, particularly in pesantren, madrasah, and

integrated Islamic schools, which limits the transferability of the findings to Islamic educational institutions in other countries. Third, the selected articles used diverse research designs, including qualitative studies, conceptual studies, descriptive research, and literature reviews, making it difficult to compare findings using a single evaluative standard. Fourth, this study did not conduct statistical meta-analysis because the reviewed studies were methodologically heterogeneous. Finally, although this review identifies digital entrepreneurship as an important future direction, the available literature on Islamic educational startups, halal digital business, and technology-based entrepreneurial management remains limited. Future research should therefore conduct broader comparative studies, mixed-methods investigations, bibliometric mapping, and longitudinal evaluations to examine how entrepreneurial management influences student outcomes, institutional sustainability, graduate employability,

CONCLUSION

This integrative review concludes that entrepreneurial management in Islamic educational institutions is a multidimensional and value-based institutional framework that extends beyond entrepreneurship education or income-generating activities. The synthesis of ten selected articles published between 2020 and 2025 shows that entrepreneurial management in Islamic schools, pesantren, madrasahs, and Islamic educational startups is shaped by five interconnected dimensions: Islamic value-based governance, entrepreneurial leadership, practice-oriented entrepreneurship education, stakeholder-based sustainability, and digital-oriented future development. The findings indicate that Islamic values such as amanah, honesty, justice, responsibility, transparency, and social benefit serve as the ethical foundation for entrepreneurial practices, while leadership plays a central role in integrating entrepreneurship into institutional vision, curriculum, business units, partnerships, and long-term development strategies. This study contributes to the literature by clarifying the distinction between entrepreneurship education as a pedagogical process and entrepreneurial management as a broader institutional capacity that connects values, governance, innovation, resource mobilization, and sustainability. The novelty of this review lies in its integrative framework, which positions entrepreneurial management as a strategic approach for strengthening student independence, institutional resilience, ethical leadership, and community empowerment in Islamic educational settings.

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