ENTREPRENEURSHIP EDUCATION BASED ON ISLAMIC VALUES IN INTEGRATED ISLAMIC SCHOOLS: A SYSTEMATIC LITERATURE REVIEW AND APPLICATIONAL DESIGN

Raihanah[1], Mahmoud Yusuf[2], Rahmah[3], Nayla Azieza[4]
[1,2] Universitas Islam Negeri Antasari Banjarmasin, Indonesia
[3] Politeknik Negeri Banjarmasin, Indonesia
[4] SMAIT Ukhuwah Banjarmasin, Indonesia
[1]raihanah@uin-antasari.ac.id, [2]mahmudyusuf@uin-antasari.ac.id,
[3]rahmahrumna@poliban.ac.id, [4]naylaazieza@gmail.com

Abstract

This study aims to map previous studies from reputable national and international journals related to Islamic value-based entrepreneurship education and to create an application design that can be applied in Integrated Islamic Schools. The method used in this study is a systematic literature review with data collection using Publish or Perish, assessment using https://www.scimagojr.com/ and https://sinta.kemdikbud.go.id/, and analysis using Chatbot Generative Pre-trained Transformer (Chat GPT). The results of this study indicate that since 2015-2025, at least 12 journal articles indexed by Scopus and Sinta 2 were found discussing Islamic value-based entrepreneurship education with details of 1 article indexed Q1, 2 articles indexed Q3, 1 article indexed Q4, and 8 articles indexed Sinta 2. By elaborating on the important points of the 12 journal articles, we created an application design for Islamic value-based entrepreneurship education in Integrated Islamic Schools, in the form of; 1) Stages consisting of elementary, junior high, and senior high levels, 2) Materials consisting of theory, soft skills, and hard skills, 3) Methods consisting of conventional learning, training, as well as project-based learning and experiential learning, 4) Facilities consisting of School Business Units and start-up partners/sharia companies, 5) The combination of all these designs is ultimately expected to be able to shape students into creative, innovative, optimistic Muslim entrepreneurs based on Islamic values.
Keywords: Islamic Education, Entrepreneurship, Integrated Islamic School, Systematic Literature Review, Application Design.

Abstrak

Penelitian ini bertujuan untuk memetakan penelitian-penelitian terdahulu dari jurnal nasional dan internasional bereputasi terkait pendidikan kewirausahaan berbasis nilai Islam serta menciptakan rancangan aplikatif yang dapat diterapkan di Sekolah Islam Terpadu. Metode yang digunakan dalam penelitian ini adalah kajian literatur sistematis dengan pengumpulan data menggunakan Publish or Perish, penilaian menggunakan https://www.scimagojr.com/ dan https://sinta.kemdikbud.go.id/, serta analisis menggunakan Chatbot Generative Pre-trained Transformer (Chat GPT). Hasil penelitian ini menunjukkan bahwa sejak tahun 2015-2025, setidaknya ditemukan 12 artikel jurnal yang terindeks Scopus dan Sinta 2 yang membahas pendidikan kewirausahaan berbasis nilai Islam dengan rincian 1 artikel terindeks Q1, 2 artikel terindeks Q3, 1 artikel terindeks Q4, dan 8 artikel terindeks Sinta 2. Dengan mengelaborasi poin-poin penting dari 12 artikel jurnal tersebut, kami menciptakan rancangan aplikatif bagi pendidikan kewirausahaan berbasis nilai Islam di Sekolah Islam Terpadu, berupa; 1) Tahapan yang terdiri dari jenjang dasar, menengah pertama, dan menengah atas, 2) Materi yang terdiri dari teori, soft skills, dan hard skills, 3) Metode yang terdiri dari pembelajaran konvensional, pelatihan, serta project based learning dan experiential learning, 4) Fasilitas yang terdiri dari Unit Usaha Sekolah dan mitra start up/perusahaan syariah, 5) Kombinasi dari semua rancangan tersebut pada akhirnya diharapkan mampu membentuk siswa menjadi wirausahawan Muslim yang kreatif, inovatif, optimis, dan berlandaskan nilai-nilai Islam.
Kata Kunci: Pendidikan Islam, Kewirausahaan, Sekolah Islam Terpadu, Kajian Literatur Sistematis, Rancangan Aplikatif.

Raihanah, Mahmoud Yusuf, Rahmah, Nayla Azieza: Entrepreneurship Education Based on Islamic Values in Integrated Islamic Schools: A Systematic Literature Review and Applicational Design

INTRODUCTION

Countries with a Muslim majority population generally prefer Islamic educational institutions rather than general educational institutions as a place to gain knowledge.[1]Therefore, in the last two decades, educational institutions in Indonesia have tended to marry secular (general) education with Islamic religious education, one of which is in the form of Integrated Islamic Schools.[2]By 2023, there will be at least 2,460 Integrated Islamic Schools at various levels of education spread across various regions in Indonesia.[3]

In simple terms, an Integrated Islamic School can be defined as a school that provides general subjects and Islamic subjects in its curriculum in a comprehensive manner.[4]Based on this, many researches and developments have been conducted in an effort to integrate general subjects with Islamic values in order to produce applicable findings that can be applied in Integrated Islamic Schools. Some of them are research from Nurjanah et al.[5]who studies biology learning integrated with Islamic values, Hanun[6]who studied the integration of ICT in Islamic Religious Learning (PAI), Suparjo et al.[7]who developed science teaching materials integrated with Islamic

---

[1] M. Fajar Sidik et al., "Conceptualization of the Integrated Islamic Religious Education Curriculum: A Literature Study at Imam Hatip Schools Turkey and MAN Insan Cendekia Indonesia," *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024): 112, https://doi.org/10.14421/jpai.v21i1.7617.

[2] Marwazi Marwazi and M. Husnul Abid, "Traditional Madrasah, State Policies And The Rise Of Integrated Islamic Schools In Jambi," Journal of Indonesian Islam 15, no. 1 (June 1, 2021): 75–76, https://doi.org/10.15642/JIIS.2021.15.1.75-102.

[3] Feri Rustandi, Nova Ismawati, and Gozali, "Peluang Dan Tantangan Pengelolaan Sekolah Islam Terpadu: Perspektif Total Quality Management," *JEMSI (Jurnal Ekonomi, Manajemen, Dan Akuntansi)* 9, no. 5 (October 1, 2023): 2220, https://doi.org/10.35870/jemsi.v9i5.1587.

[4] Ayesha Latif Shaikh and Syed Hasnain Alam Kazmi, "Exploring Marketing Orientation in Integrated Islamic Schools," Journal of Islamic Marketing 13, no. 8 (June 24, 2022): 1609–38, https://doi.org/10.1108/JIMA-11-2019-0241.

[5] E Nurjanah, YH Adisendjaja, and MN Kusumastuti, "The Observation of Biology Implemented by Integrated Religion Values in Integrated Islamic School (Descriptive Study in X Integrated Senior High School Tasikmalaya)," Journal of Physics: Conference Series 1013 (May 2018): 012022, https://doi.org/10.1088/1742-6596/1013/1/012022.

[6] Farida Hanun, "The Use of ICT In Islamic Education (PAI) Learning at School: A Case Study on Integrated Islamic High School (SMA-IT) Ummul Quro Bogor," January 28, 2020, https://doi.org/10.31227/osf.io/34bgy.

[7] Suparjo, Muh. Hanif, and Dimas Indianto S, "Developing Islamic Science Based Integrated Teaching Materials for Islamic Religious Education in Islamic High Schools," Pegem Journal of Education and Instruction 11, no. 4 (October 1, 2021), https://doi.org/10.47750/pegegog.11.04.27.

education, Astuti et al.[8] which develops e-mathematics modules with a scientific approach integrated with Islamic values, and so on.

Thus, it appears that the integration of Islamic values is being and has been developed in various subjects in Integrated Islamic Schools such as Biology, Information and Communication Technology, Science, and Mathematics. However, as far as our research has been conducted, there has been no research that examines the integration of Islamic values in entrepreneurship learning to be applied in Integrated Islamic Schools. In fact, entrepreneurship education has an important role in economic growth and sustainability. Especially considering that Indonesia currently needs at least 4 million entrepreneurs from the total population to maximize the demographic bonus[9], then the development of entrepreneurship education based on Islamic values is something that is absolutely necessary, one of which is in Integrated Islamic Schools in Indonesia. Therefore, this study was conducted in order to fill the gap, where by conducting a systematic literature review, this study aims to map previous studies related to entrepreneurship education integrated with Islamic values, then conceptualization and integration are carried out in order to produce main findings in the form of an application design for entrepreneurship education based on Islamic values that are relevant and ready to be implemented in Integrated Islamic Schools.

RESEARCH METHODS

This research is a type of library research using a systematic literature review method, namely a research method carried out by collecting, evaluating, and integrating findings from various previous studies related to a particular topic.[10] In this case, the topic in question is Islamic value-based entrepreneurship education.

The research materials used in this study are journal articles and conference papers, both national and international, with reputations published since 2015-present. This time span was chosen to ensure the novelty of the journal articles used. The national journals used in this study are limited to national journals indexed by Sinta 1-2. Sinta (Science and Technology Index) is a journal indexer managed by the Ministry of Education, Culture, Research, and Technology of the

---

[8] Yunisa Astuti et al., "Development of Mathematics E-Module Using Scientific Approach Integrated Islamic Values for Integrated Islamic Junior High School" (THE PHYSICS OF SURFACES: Aspects of the Kinetics and Dynamics of Surface Reaction, San Diego, California (USA), 2023), 060003, https://doi.org/10.1063/5.0122559.

[9] Lailatussaadah Lailatussaadah, Asyraf Isyraqi Bin Jamil, and Fakhrul Adabi Bin Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)," Jurnal Ilmiah Islam Futura 23, no. 1 (February 20, 2023): 39–40, https://doi.org/10.22373/jiif.v23i1.17556.

[10] Debajyoti Pati and Lesa N. Lorusso, "How to Write a Systematic Review of the Literature," HERD: Health Environments Research & Design Journal 11, no. 1 (January 2018): 15–30, https://doi.org/10.1177/1937586717747384.

Republic of Indonesia which contains all journals in Indonesia.[11]*Sinta*was chosen because it is considered capable of presenting important findings related to Islamic value-based entrepreneurship education from reputable national journals. Meanwhile, the international journals used in this study are limited to international journals indexed by Scopus. Scopus is a database that has been the main source for citations to date. In addition, the interdisciplinary study of this database has significant strength for the study and comparison of different scientific fields.[12]*Scopus*was chosen because it was considered capable of presenting the latest and significant findings related to Islamic value-based entrepreneurship education from reputable international journals.

The instruments used in this study include Publish or Perish (PoP), which is an easy-to-use search engine that is useful for assessing the impact of citation-based journals in many fields of study.[13]*Publish or Perish (PoP)*used in terms of data collection. The title word used is "Islamic Entrepreneurship Education" from the database*Scopus*And*Google Scholar*with a time span of 2015-present.

Then the website is also used https://www.scimagojr.com/ And https://sinta.kemdikbud.go.id/ in terms of assessing the quality of journals and conference papers. Scimago is used to ensure that journal articles and conference papers used are indeed indexed by Scopus at the time of publication. While Sinta is used to ensure that journal articles and conference papers used are indeed indexed by Sinta 1 or Sinta 2 at the time of publication.

Last but not least, Chat GPT is also used. Chatbot Generative Pre-trained Transformer (Chat GPT) is a technology that simulates human conversations supported by advanced AI with a Generative Pre-trained Transformer (GPT) model that has extraordinary capabilities for text mining, information retrieval, natural language processing, responding to commands logically, forming hypotheses, conducting literature reviews, and analyzing large data sets.[14]It is important to underline that the use of*GPT Chat*here only as a supporter.*GPT Chat*instructed to conduct analysis and explain the concept of Islamic value-based entrepreneurship education in journal articles and*conference paper*that have been collected previously. The results of the analysis will

---

[11] Anas Ahmadi, "The Use of SINTA (Science and Technology Index) Database to Map the Development of Literature Study in Indonesia," International Journal of Mechanical Engineering and Technology 10, no. 2 (2019): 918, http://www.iaeme.com/IJMET/issues.asp?JType=IJMET&VType=10&IType=02.

[12] Philippe Mongeon and Adèle Paul-Hus, "The Journal Coverage of Web of Science and Scopus: A Comparative Analysis," Scientometrics 106, no. 1 (January 2016): 213, https://doi.org/10.1007/s11192-015-1765-5; Mahmud Yusuf, Muhamad Rahmani Abduh, and Hafiez Sofyani, "Islamic Bank Spin-off: A Systematic Literature Review," Journal of Accounting and Investment 24, no. 2 (February 13, 2023): 359, https://doi.org/10.18196/jai.v24i2.17736.

[13] Yusuf, Abduh, and Sofyani, "Islamic Bank Spin-Off," 359.

[14] Omar Ibrahim Obaid, Ahmed Hussein Ali, and Mohanad Ghazi Yaseen, "Impact of Chat GPT on Scientific Research: Opportunities, Risks, Limitations, and Ethical Issues," Iraqi Journal for Computer Science and Mathematics, September 21, 2023, 13, https://doi.org/10.52866/ijcsm.2023.04.04.002.

then be verified and integrated to produce the main findings in the form ofapplication design of entrepreneurship education based on relevant Islamic values that are ready to be implemented in Integrated Islamic Schools. In more detail, the systematic literature review used in this study can be seen in Table 1.

Table 1.

Systematic Literature Review of Islamic Entrepreneurship Education

Criteria	Description
Collection	
Data Collection Devices	*Publish or Perish*
Database	*Scopus & Google Scholar*
Title Word	"Islamic Entrepreneurship Education"
Time span	2015- January 2025
Evaluation	
Type	*Journal articles; conference papers*
Topics	Islamic entrepreneurship education
*Website*Assessor	https://www.scimagojr.com/,https://sinta.kemdikbud.go.id/
Scopus Quartile	Q1-Q4
Indexed Syntax	1-2
Analysis	
Devices	*Generative Pre-trained Transformer Chatbot*(GPT Chat)
	Manual verification

RESULTS AND DISCUSSION

Mapping of Islamic Value-Based Entrepreneurship Education Studies

Based on the search results using the Publish or Perish (PoP) tool with the title word "Islamic Entrepreneurship Education" from the Scopus and Google Scholar databases with a time span of 2015-present, a total of 114 results were found with details of 6 from the Scopus database and 108 from the Google Scholar database.

After an assessment was carried out using https://www.scimagojr.com/ and https://sinta.kemdikbud.go.id/ it turns out that only 12 journal articles meet the criteria in this study, with details of 1 article indexed Q1, 2 articles indexed Q3, 1 article indexed Q4, and 8

articles indexed Sinta 2. The rest do not meet the criteria either because they are not in the form of journal articles or conference papers, are not indexed by Scopus or Sinta 1 and 2, are indexed by Scopus but discontinued when published, to documents that cannot be accessed. Then, we conducted an analysis using the Chatbot Generative Pre-trained Transformer (Chat GPT) and verified it manually to ensure the truth of the important points generated regarding Islamic value-based entrepreneurship education. In more detail, it can be seen in Table 2.

Table 2

Mapping of Islamic Value-Based Entrepreneurship Education Studies

Writer	Index	Key Points Regarding Islamic Value-Based Entrepreneurship Education
Al Idrus et al.[15]	Q3	Entrepreneurship learning at Islamic Colleges in East Java has been proven to increase students' interest in becoming entrepreneurs.
Purwanto et al.[16]	Q4	The form of the Litangsongo Islamic Boarding School Entrepreneurship Program is as follows: • Agriculture: Land management to support the daily needs of students. • Convection: Sewing training and convection business management to create business opportunities. • Home Industry: Production of laundry soap and other household products sold to the public. • Fisheries and Forestry: Training in fish farming techniques and forest resource management.
Sonita et al.[17]	Q3	• Curriculum Integration: Courses covering fiqh muamalah, sharia economics, and business management based on Islamic values. Emphasis on the importance of ethics in business management and orientation towards social benefits. • Educational Methods and Strategies Experiential Learning

---

[15] Salim Al Idrus, Muhammad Djakfar, and Abdussakir Abdussakir, "Contribution of Entrepreneurship Learning on Self-Employment Intention among Students: A Case Study at State Higher Education of Islamic Religion in East Java," Academy of Entrepreneurship Journal 25, no. 1 (2019): 1–11, https://www.abacademies.org/articles/Contribution-of-entrepreneurship-learning-on-self-employment-intention-among-students-1528-2686-25-1-209.pdf.

[16] Muhammad Roy Purwanto, Supriadi, and Rahmani Timorita Yulianti, "The Use of Entrepreneurship Education in Community Empowerment at Lintangsongo Islamic Boarding School of Yogyakarta," International Journal of Engineering and Advanced Technology 9, no. 2 (December 30, 2019): 796–800, https://doi.org/10.35940/ijeat.B3740.129219.

[17] Era Sonita et al., "The Role of Historical Perspectives in Promoting the Development of Entrepreneurship Education in Islamic Higher Education," Baltic Journal of Law & Politics 15, no. 2 (2022): 439–59, https://doi.org/10.2478/bjlp-2022-001026.

		Approach: Teaching entrepreneurship through hands-on practices such as business projects and internships in sharia-based companies. Encouraging students to identify business opportunities with a positive impact on society.
		• Islamic Business Incubator and Competition: Business incubator facility for students who have sharia-based business ideas. Islamic business plan competition as a means of developing creativity and innovation.
		• Soft Skills Training: Training on leadership, communication, and teamwork with an Islamic perspective. Focus on building strong character and tolerance for uncertainty.
Lailatus-Saadah et al.[18]	Q1	• Intra-curricular: Activities that occur in the classroom, such as learning Islamic entrepreneurship theory.
		• Co-curricular: Supporting activities such as entrepreneurship training, competitions, and business incubation.
		• Extracurricular: Extracurricular activities such as Islamic business communities and community service.
		• Learning Objectives: To produce Muslim entrepreneurs who are creative, innovative, and adhere to Islamic values.
		• Learning Material: Focuses on the theory and practice of entrepreneurship based on Islamic morals, monotheism, and sharia.
		• Learning Methods: Using practical methods such as internships, business simulations, and community-based projects.
		• Evaluation: Assessing students' entrepreneurial competencies, including moral and social aspects.
Cahyani et al.[19]	Synta 2	*Mindset*Entrepreneurship:
		• Develop critical thinking, creativity and innovation.
		• Increase tolerance for uncertainty and courage to take risks.
		• Instilling optimism and orientation towards business opportunities.

---

[18] Lailatussaadah, Jamil, and Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)."

[19] Utari Evy Cahyani, Siswanto Masruri, and Syafiq Mahmadah Hanafi, "Does Entrepreneurship Education Matter For Islamic Higher Education Students' Entrepreneurial Readiness?," *Jurnal Ekonomi Bisnis Dan Kewirausahaan* 11, no. 2 (August 31, 2022): 258, https://doi.org/10.26418/jebik.v11i2.55092.

		Entrepreneurship Skills:
		• Covers management, marketing, finance and business strategy skills.
		• Emphasizes the importance of balance between theory and practice through hands-on experiences, such as business simulations and internships.
Supriyanto et al.[20]	Synta 2	Main Pillars in the Implementation of Entrepreneurship Education The implementation of Islamic work ethic is carried out through:
		• Maintaining Product Quality: Using the best materials to produce products such as bed sheets, pillow cases, and mats. Training and guidance are provided to craftsmen to improve product competitiveness.
		• Pricing Based on Market Analysis: Product prices are determined according to raw material and market prices, without raising prices unreasonably. The principle of fairness in buying and selling is upheld.
		• Effective Promotion: Using banners, social media, and local exhibitions to market products. Local governments assist through marketing training and entrepreneurship exhibitions.
		• Good Service: Serving customers with friendliness, smiles, and patience. Treating customers as "kings" according to Islamic values in respecting guests.
Ghafar[21]	Synta 2	Learning model:
		• Responsible Learning: Students are given mental training from the beginning with structured pocket money management, such as using a voucher system to educate personal financial management. Encouraging simplicity and togetherness as the basis for independent living.
		• Introduction to Business Units: Students are introduced to the pesantren's business units, such as agriculture, animal husbandry,

[20] Supriyanto Supriyanto et al., "Entrepreneurship Education Based on Islamic Work Ethic: Educational Management Review," AL-TANZIM: Jurnal Manajemen Pendidikan Islam 6, no. 1 (February 9, 2022): 132–45, https://doi.org/10.33650/al-tanzim.v6i1.3297.

[21] Muhammad Ghafar, "Islamic Boarding Schools and Community Entrepreneurship: A New Model of Islamic Education Based on Entrepreneurship in Indonesia," TADRIS: Jurnal Pendidikan Islam 18, no. 1 (2023): 133–47, https://doi.org/10.19105/tjpi.v18i1.6890.

and cooperatives. They are invited to actively participate in the management process from production to distribution.

- Internship System (On the Job Training): Students are given direct experience working in the pesantren business unit under the supervision of a mentor. The main objective is to strengthen students' practical understanding of business operations.

- Mentoring by Experts: This program involves experts in the field of entrepreneurship to provide technical guidance and consultation in managing a business. Increase the professional network of students and provide strategic knowledge about business development.

- Implementation Stages: Initial stage: Instilling an entrepreneurial mindset through financial simplicity and responsibility training. Intermediate stage: Direct experience through business unit management and internship programs. Advanced stage: Mentoring to strengthen technical skills and business networks.

Efianti et al.[22]	Synta 2	• Caring Economics-Based Entrepreneurship Education Concept Definition of Caring Economics: Prioritizing cooperation, concern for others, and the environment in the economic system. Aiming to create global welfare, involving elements of altruism and compassion in economic actions. Principles of Caring Economics: Maintaining a balance between human relations and the environment. Emphasizing real action for environmental sustainability, not just discussions. Recognizing the importance of long-term investment for resource sustainability. Prioritizing collective welfare over individual profit.
		• Curriculum Development: Incorporating Caring Economics values into every stage of entrepreneurship learning. Emphasizing real actions that reflect concern for the environment and society.
		• Collaboration: Inviting collaboration between universities, communities, and government to support the implementation of Caring Economics. Engaging local businesses to provide

---

[22] Alfiana Yuli Efiyanti, Luthfiya Fathi Pusposari, and Ulfi Andrian Sari, "The Emergence of Caring Economics-Based Entrepreneurship Learning Model in Islamic Higher Education," *Tarbawi: Jurnal Ilmu Pendidikan* 20, no. 2 (2024): 139–50, https://doi.org/10.32939/tarbawi.v20i2.4319.

		examples of responsible entrepreneurial practices.
Nasirudin et al.[23]	Synta 2	Entrepreneurship Education Framework • Age Cluster Division: Children Cluster (5–11 years): Focus on character education such as honesty, cooperation, and leadership. Learning methods include Islamic stories and creative entrepreneurship competitions. Teenagers Cluster (12–18 years): Students are taught practical skills such as raw material selection, production techniques, and product marketing. Utilization of local potential such as agricultural raw materials for business products. Adults Cluster (19 years and above): Focus on marketing strategies and business development, including packaging design training, photography, and digital marketing. • Learning Model: Curriculum Integration: Entrepreneurship education does not stand alone, but is integrated into an Islamic value-based curriculum. Direct Practice: Students are involved in the production and marketing of products such as cassava chips, banana chips, and other local products. Technical Training: Training in process technology, graphic design, and business management to support students' businesses. • Stage-Based Approach: Initial Stage: Formation of entrepreneurial character through simple activities such as cleaning duty and educational stories. Intermediate Stage: Technical training in production and marketing at the internal level of the Islamic boarding school. Advanced Stage: Focus on digital marketing, packaging design, and independent business management.
Nugraheni & Inayati[24]	Synta 2	• Islamic-Based Entrepreneurship Education Concept Islamic Values Approach in Education: Islamic values such as rahmatan lil alamin are applied to shape students' character with the profile of Pancasila students that are relevant to religious teachings.

---

[23]Nasirudin Nasirudin et al., "Entrepreneurship Education Strategy at Salaf Islamic Boarding School: Case Study at Pesantren Darul Muttaqien Kendal," Ta'dib 26, no. 1 (June 24, 2023): 53, https://doi.org/10.31958/jt.v26i1.9199.

[24] Aisah Dian Nugraheni and Nurul Latifatul Inayati, "Innovation of Entrepreneurship Projects on The Quality of Islamic Education The Independent Learning (Merdeka Belajar) Curriculum: Case Study at SMKN 1 Pedan," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 02 (2023), https://doi.org/10.30868/ei.v12i02.4109.

Integrating the teachings of the Qur'an and hadith to build an Islamic work ethic, such as competition in goodness and prohibition of negative behavior. Independent Curriculum in Islamic Perspective: This curriculum gives freedom to teachers and students to determine learning methods and materials. The teacher acts as a facilitator, creating a fun learning atmosphere based on direct experience. Project-Based Learning (PBL): Directing students to work on projects based on the themes of entrepreneurship, local wisdom, and sustainable development. This project aims to develop students' potential through collaboration, creativity, and innovation.

- Entrepreneurship Education Framework Learning Stages: Initial Diagnostics: Identifying students' talents, interests, and abilities before starting learning. Training and Projects: Main themes: Entrepreneurship, local wisdom, and sustainable development. Students are directed to make products according to the theme, such as handicrafts or locally based products. Formative and Summative Evaluation: Formative evaluation is conducted to monitor progress during the learning process. Summative evaluation assesses the final results of the project and student competencies. Integration of Islamic Values and Entrepreneurship: Students learn about Islamic business ethics, such as honesty, social responsibility, and concern for the environment. Learning fiqh muamalah, including Islamic banking and cooperatives, to provide a relevant theoretical basis. Teacher's Role: Teachers encourage student literacy and collaboration in completing projects. Building creativity by encouraging students to think critically and produce innovation.

Rouf et al.[25]	Synta 2	Al-Mawadah Honggo Suco Kudus Islamic Boarding School has four excellent programs to support the entrepreneurial abilities of students: Digital Training and Workshops: - Focusing on skills such as programming, graphic design, and

---

[25] Abdur Rouf, Fatah Syukur, and Samsul Maarif, "Entrepreneurship in Islamic Education Institutions: Pesantren Strategy in Responding to the Industrial Revolution 4.0," *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 2 (April 6, 2024): 250–65, https://doi.org/10.31538/tijie.v5i2.1115.

		social media management, the training strengthens students' ability to utilize digital platforms in promotions and interactions with customers.
		• Technology-Based Education: Integrating curriculum that is in line with the Industrial Revolution 4.0, such as artificial intelligence (AI), data analysis, and the Internet of Things (IoT). Enhance creativity, innovation, and critical thinking skills.
		• Collaboration with Related Companies and Institutions: Facilitating access to industry to understand current market needs. Building business networks that are beneficial to students and Islamic boarding schools.
		• Experiential Learning Approach: Providing students with hands-on experience through practical activities such as agrotourism, entrepreneurship training, and business incubation programs. Sharpening adaptive thinking skills and solving problems in real contexts.
Yudiana et al.[26]	Synta 2	• Learning Stages: Mindset Building: Instilling an Islamic entrepreneurial mindset through the study of the Qur'an, Hadith, and Islamic business ethics. Business Experience: Providing hands-on experience in the form of internships, business projects, or training in business incubators. Start-Up Business: Guiding students to start a sharia-based business. Business Development: Developing a business through a business growth strategy that is in accordance with Islamic principles.
		• Learning Methods: Blended Learning: Combining face-to-face learning with technology-based e-learning. Student-Centered Learning (SCL): Giving students an active role in the learning process through group discussions, simulations, and problem-based projects. Experiential Learning: Encouraging students to learn through direct experience, such as selling halal products or managing a small business.
		• Curriculum and Supporting Activities: Compulsory courses on

---

[26] Fetria Eka Yudiana et al., "Integrative Entrepreneurship Learning Design: A Study on Islamic Higher Education Institutions in Indonesia," *IJORER : International Journal of Recent Educational Research* 5, no. 6 (December 7, 2024): 1433–47, https://doi.org/10.46245/ijorer.v5i6.709.

Islamic entrepreneurship, including modules on fiqh muamalah and Islamic economic principles. Extracurricular activities such as Islamic business plan competitions and entrepreneurship seminars.

- Role of Lecturers and Institutions: Lecturers: Serve as facilitators, motivators, and role models who instill a new paradigm in Islamic entrepreneurship. Institutions: Provide a supportive ecosystem, such as business incubators, collaboration with the halal industry, and entrepreneurship centers.

Application Design of Entrepreneurship Education Based on Islamic Values in Integrated Islamic Schools

Based on the mapping that has been done previously, it appears that the average study related to Islamic value-based entrepreneurship education is conducted in Islamic Colleges and Islamic Boarding Schools, not in Integrated Islamic Schools. However, basically both Islamic Colleges, Islamic Boarding Schools, and Integrated Islamic Schools are all educational institutions that combine general subjects with Islamic subjects. Therefore, the application design that we propose is certainly still relevant, and even has the potential to develop entrepreneurship education in Integrated Islamic Schools to be of higher quality because it refers to Islamic Colleges and Islamic Boarding Schools. The application design that we propose is as follows.

1. **Design Objectives**

   The main objective of Islamic value-based entrepreneurship education at Integrated Islamic Schools is to foster interest and develop students into creative, innovative, optimistic Muslim entrepreneurs based on Islamic values.[27]

2. **Stage Design**

   The design of stages of entrepreneurship education based on Islamic values in Integrated Islamic Schools is divided based on educational level,[28]including:

   a. Elementary education level, focuses on character education such as honesty, cooperation, simplicity, independence,[29]and environmental concern.[30]Learning

---

[27] Lailatussaadah, Jamil, and Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)"; Cahyani, Masruri, and Hanafi, "Does Entrepreneurship Education Matter For Islamic Higher Education Students' Entrepreneurial Readiness?"; Al Idrus, Djakfar, and Abdussakir, "Contribution of Entrepreneurship Learning on Self-Employment Intention among Students: A Case Study at State Higher Education of Islamic Religion in East Java."

[28] Nasirudin et al., "Entrepreneurship Education Strategy at Salaf Islamic Boarding School."

[29] Ghafar, "Islamic Boarding Schools and Community Entrepreneurship: A New Model of Islamic Education Based on Entrepreneurship in Indonesia"; Nasirudin et al., "Entrepreneurship Education Strategy at Salaf Islamic Boarding School."

methods include Islamic stories and creative entrepreneurial competitions to foster an interest in entrepreneurship in the future.[31]

b. Junior high school level, focuses on basic theories related to Islamic entrepreneurship,[32]Islamic work ethics,[33]Islamic business ethics,[34]and sharia business,[35]in order to grow the mindset of a Muslim entrepreneur[36]and also taught soft skills,

c. Upper secondary level, advanced theories are taught such as muamalah jurisprudence and sharia economics.[37]and focus on practical skills or hard skills.[38]

3. Material Design

The design of learning materials in Islamic value-based entrepreneurship education that can be applied in Integrated Islamic Schools includes:

a. Theories related to Islamic entrepreneurship,[39]Islamic work ethics (such as maintaining product quality, pricing based on market analysis, effective promotion, and good service),[40]sharia business,[41]

b. *Soft skills*such as leadership, communication, collaboration, and marketing,[42]

c. *Hard skills*in the form of practical skills that are useful in the business world such as land management, fish farming, sewing, home industry, and digital industry.

4. Design Method

The design of learning methods in entrepreneurship education based on Islamic values that can be applied in Integrated Islamic Schools include:

---

[30] Efiyanti, Pusposari, and Sari, "The Emergence of Caring Economics-Based Entrepreneurship Learning Model in Islamic Higher Education."

[31] Al Idrus, Djakfar, and Abdussakir, "Contribution of Entrepreneurship Learning on Self-Employment Intention among Students: A Case Study at State Higher Education of Islamic Religion in East Java."

[32] Lailatussaadah, Jamil, and Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)."

[33] Supriyanto et al., "Entrepreneurship Education Based on Islamic Work Ethics."

[34] Nugraheni and Inayati, "Innovation of Entrepreneurship Projects on the Quality of Islamic Education The Independent Learning (Merdeka Belajar) Curriculum: Case Study at SMKN 1 Pedan."

[35] Sonita et al., "The Role of Historical Perspectives in Promoting the Development of Entrepreneurship Education in Islamic Higher Education."

[36] Yudiana et al., "Integrative Entrepreneurship Learning Design"; Cahyani, Masruri, and Hanafi, "Does Entrepreneurship Education Matter For Islamic Higher Education Students' Entrepreneurial Readiness?"

[37] Yudiana et al., "Integrative Entrepreneurship Learning Design."

[38] Nasirudin et al., "Entrepreneurship Education Strategy at Salaf Islamic Boarding School."

[39] Lailatussaadah, Jamil, and Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)."

[40] Supriyanto et al., "Entrepreneurship Education Based on Islamic Work Ethics."

[41] Sonita et al., "The Role of Historical Perspectives in Promoting the Development of Entrepreneurship Education in Islamic Higher Education."

[42] Sonita et al.

a. Conventional learning (meaning learning in the classroom as usual), namely teaching character education and Islamic entrepreneurship theories as a foundation for forming Muslim entrepreneurs,

b. Soft skills training, namely teaching entrepreneurship by providing soft skills training needed in the business world such as leadership, communication, cooperation and marketing,[43]

c. Hard skills training, namely teaching entrepreneurship by providing hard skills training that is practically useful in certain business sectors such as:

   1) Agriculture, teaches the basics of land management,

   2) Convection, sewing training is carried out,

   3) Fisheries and Forestry, training in fish farming techniques and forest resource management was conducted,[44]

   4) Home Industry, simple training is provided to make household products that can be sold to the public, for example cassava chips,[45]

   5) Digital Industry, computer training, photography and cinematography, to the use of Artificial Intelligence.[46]

d. *Project Based Learning* and Experiential learning, namely teaching entrepreneurship through practice and direct experience in the School Business Unit and internships in companies,[47]

5. Facility Design

The design of school facilities in Islamic value-based entrepreneurship education at Integrated Islamic Schools includes:

a. School Business Unit, as a place for students to learn to carry out business practices in the school environment such as computer labs, agricultural, fisheries, livestock and cooperative businesses,[48]

b. MitraStart up and local sharia companies as a place for students to do internships.[49]

---

[43] Sonita et al.

[44] Purwanto, Supriadi, and Yulianti, "The Use of Entrepreneurship Education in Community Empowerment at Lintangsongo Islamic Boarding School of Yogyakarta."

[45] Nasirudin et al., "Entrepreneurship Education Strategy at Salaf Islamic Boarding School."

[46] Rouf, Syukur, and Maarif, "Entrepreneurship in Islamic Educational Institutions."

[47] Sonita et al., "The Role of Historical Perspectives in Promoting the Development of Entrepreneurship Education in Islamic Higher Education"; Cahyani, Masruri, and Hanafi, "Does Entrepreneurship Education Matter For Islamic Higher Education Students' Entrepreneurial Readiness?"

[48] Ghafar, "Islamic Boarding Schools and Community Entrepreneurship: A New Model of Islamic Education Based on Entrepreneurship in Indonesia."

[49] Lailatussaadah, Jamil, and Abdul Kadir, "Designing And Assessing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)."

CONCLUSION

Since 2015-2025, at least 12 journal articles indexed by Scopus and Sinta 2 have been found discussing Islamic value-based entrepreneurship education. By elaborating on the important points of the 12 journal articles, we created an application design for Islamic value-based entrepreneurship education in Integrated Islamic Schools, in the form of; 1) Stages consisting of elementary, junior high, and high school levels, 2) Materials consisting of theory, soft skills, and hard skills, 3) Methods consisting of conventional learning, training, and project-based learning and experiential learning, 4) Facilities consisting of School Business Units and start-up partners/sharia companies, 5) The combination of all these designs is ultimately expected to be able to shape students into creative, innovative, optimistic, and Islamic-value-based Muslim entrepreneurs.

SUGGESTIONS AND RECOMMENDATIONS

The design we found certainly still has shortcomings and has not been tested in the field. Therefore, we expect further research that tries to implement this applicative design in one of the Integrated Islamic Schools in Indonesia.

BIBLIOGRAPHY

Ahmadi, Anas. "The Use of SINTA (Science and Technology Index) Database to Map the Development of Literature Study in Indonesia." *International Journal of Mechanical Engineering and Technology* 10, no. 2 (2019): 918–23. http://www.iaeme.com/IJMET/issues.asp?JType=IJMET&VType=10&IType=02.

Al Idrus, Salim, Muhammad Djakfar, and Abdussakir Abdussakir. "Contribution of Entrepreneurship Learning on Self-Employment Intention among Students: A Case Study at State Higher Education of Islamic Religion in East Java." *Academy of Entrepreneurship Journal* 25, no. 1 (2019): 1–11. https://www.abacademies.org/articles/Contribution-of-entrepreneurship-learning-on-self-employment-intention-among-students-1528-2686-25-1-209.pdf.

Astuti, Yunisa, Ali Asmar, Edwin Musdi, and Yerizon. "Development of Mathematics E-Module Using Scientific Approach Integrated Islamic Values for Integrated Islamic Junior High School," 060003. San Diego, California (USA), 2023. https://doi.org/10.1063/5.0122559.

Cahyani, Utari Evy, Siswanto Masruri, and Syafiq Mahmadah Hanafi. "Does Entrepreneurship Education Matter For Islamic Higher Education Students' Entrepreneurial Readiness?" *Jurnal Ekonomi Bisnis Dan Kewirausahaan* 11, no. 2 (August 31, 2022): 258. https://doi.org/10.26418/jebik.v11i2.55092.

Efiyanti, Alfiana Yuli, Luthfiya Fathi Pusposari, and Ulfi Andrian Sari. "The Emergence of Caring Economics-Based Entrepreneurship Learning Model in Islamic Higher Education." *Tarbawi: Jurnal Ilmu Pendidikan* 20, no. 2 (2024): 139–50. https://doi.org/10.32939/tarbawi.v20i2.4319.

Ghafar, Muhammad. "Islamic Boarding Schools and Community Entrepreneurship: A New Model Of Islamic Education Based on Entrepreneurship In Indonesia." *TADRIS: Jurnal Pendidikan Islam* 18, no. 1 (2023): 133–47. https://doi.org/10.19105/tjpi.v18i1.6890.

Hanun, Farida. "The Use of ICT In Islamic Education (PAI) Learning at School: A Case Study on Integrated Islamic High School (SMA-IT) Ummul Quro Bogor," January 28, 2020. https://doi.org/10.31227/osf.io/34bgy.

Lailatussaadah, Lailatussaadah, Asyraf Isyraqi Bin Jamil, and Fakhrul Adabi Bin Abdul Kadir. "Designing And Assesing An Islamic Entrepreneurship Education Model For Islamic Higher Education (IHE)." *Jurnal Ilmiah Islam Futura* 23, no. 1 (February 20, 2023): 38. https://doi.org/10.22373/jiif.v23i1.17556.

Marwazi, Marwazi, and M. Husnul Abid. "Traditional Madrasah, State Policies And The Rise Of Integrated Islamic Schools In Jambi." *Journal of Indonesian Islam* 15, no. 1 (June 1, 2021): 75. https://doi.org/10.15642/JIIS.2021.15.1.75-102.

Mongeon, Philippe, and Adèle Paul-Hus. "The Journal Coverage of Web of Science and Scopus: A Comparative Analysis." *Scientometrics* 106, no. 1 (January 2016): 213–28. https://doi.org/10.1007/s11192-015-1765-5.

Nasirudin, Nasirudin, Mustopa Mustopa, Nasikhin Nasikhin, Abdul Razak Abdulraya, and Farhah Binti Saefudin. "Entrepreneurship Education Strategy at Salaf Islamic Boarding School: Case Study at Pesantren Darul Muttaqien Kendal." *Ta'dib* 26, no. 1 (June 24, 2023): 53. https://doi.org/10.31958/jt.v26i1.9199.

Nugraheni, Aisah Dian, and Nurul Latifatul Inayati. "Innovation of Entrepreneurship Projects on The Quality of Islamic Education The Independent Learning (Merdeka Belajar) Curriculum: Case Study at SMKN 1 Pedan." *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 02 (2023). https://doi.org/10.30868/ei.v12i02.4109.

Nurjanah, E, Y H Adisendjaja, and M N Kusumastuti. "The Observation of Biology Implemented by Integrated Religion Values in Integrated Islamic School (Decriptive Study in X Integrated Senior Hight School Tasikmalaya)." *Journal of Physics: Conference Series* 1013 (May 2018): 012022. https://doi.org/10.1088/1742-6596/1013/1/012022.

Obaid, Omar Ibrahim, Ahmed Hussein Ali, and Mohanad Ghazi Yaseen. "Impact of Chat GPT on Scientific Research: Opportunities, Risks, Limitations, and Ethical Issues." *Iraqi Journal for Computer Science and Mathematics*, September 21, 2023, 13–17. https://doi.org/10.52866/ijcsm.2023.04.04.002.

Pati, Debajyoti, and Lesa N. Lorusso. "How to Write a Systematic Review of the Literature." *HERD: Health Environments Research & Design Journal* 11, no. 1 (January 2018): 15–30. https://doi.org/10.1177/1937586717747384.

Purwanto, Muhammad Roy, Supriadi, and Rahmani Timorita Yulianti. "The Use of Entrepreneurship Education in Community Empowerment at Lintangsongo Islamic Boarding School of Yogyakarta." *International Journal of Engineering and Advanced Technology* 9, no. 2 (December 30, 2019): 796–800. https://doi.org/10.35940/ijeat.B3740.129219.

Rouf, Abdur, Fatah Syukur, and Samsul Maarif. "Entrepreneurship in Islamic Education Institutions: Pesantren Strategy in Responding to the Industrial Revolution 4.0." *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 2 (April 6, 2024): 250–65. https://doi.org/10.31538/tijie.v5i2.1115.

Rustandi, Feri, Nova Ismawati, and Gozali. "Peluang Dan Tantangan Pengelolaan Sekolah Islam Terpadu: Perspektif Total Quality Management." *JEMSI (Jurnal Ekonomi, Manajemen,*

Dan Akuntansi) 9, no. 5 (October 1, 2023): 2219–27. https://doi.org/10.35870/jemsi.v9i5.1587.

Shaikh, Ayesha Latif, and Syed Hasnain Alam Kazmi. "Exploring Marketing Orientation in Integrated Islamic Schools." *Journal of Islamic Marketing* 13, no. 8 (June 24, 2022): 1609–38. https://doi.org/10.1108/JIMA-11-2019-0241.

Sidik, M. Fajar, Vrisko Putra Vachruddin, Evi Fatimatur Rusydiyah, Ani Setya Pertiwi, and Mugthi Alintya Darmawan. "Conceptualization of the Integrated Islamic Religious Education Curriculum: A Literature Study at Imam Hatip Schools Turkey and MAN Insan Cendekia Indonesia." *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024): 111–30. https://doi.org/10.14421/jpai.v21i1.7617.

Sonita, Era, Helmi, Henmaidi, and Nofialdi. "The Role of Historical Perspectives in Promoting the Development of Entrepreneurship Education in Islamic Higher Education." *Baltic Journal of Law & Politics* 15, no. 2 (2022): 439–59. https://doi.org/10.2478/bjlp-2022-001026.

Suparjo, Muh. Hanif, and Dimas Indianto S. "Developing Islamic Science Based Integrated Teaching Materials for Islamic Religious Education in Islamic High Schools." *Pegem Journal of Education and Instruction* 11, no. 4 (October 1, 2021). https://doi.org/10.47750/pegegog.11.04.27.

Supriyanto, Supriyanto, M. Bahri Ghazali, Fitri Yanti, and Fauzi Fauzi. "Entrepreneurship Education Based on Islamic Work Ethic: Educational Management Review." *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (February 9, 2022): 132–45. https://doi.org/10.33650/al-tanzim.v6i1.3297.

Yudiana, Fetria Eka, Sari Famularsih, Alfin Rosyidha, Binti Muflikah, and Ahmad Ulliyadhi Satria Raharja. "Integrative Entrepreneurship Learning Design: A Study on Islamic Higher Education Institutions in Indonesia." *IJORER : International Journal of Recent Educational Research* 5, no. 6 (December 7, 2024): 1433–47. https://doi.org/10.46245/ijorer.v5i6.709.

Yusuf, Mahmud, Muhamad Rahmani Abduh, and Hafiez Sofyani. "Islamic Bank Spin-off: A Systematic Literature Review." *Journal of Accounting and Investment* 24, no. 2 (February 13, 2023): 355–84. https://doi.org/10.18196/jai.v24i2.17736.