



# Integrating Entrepreneurship Education into the Islamic Educational Management Curriculum: Challenges and Implementation Strategies

Hafizh Taufiq Fadlur Rahman<sup>1</sup>, Okta Iwan Setiawan<sup>1</sup>, Yetri<sup>1</sup>, Badarudin<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Raden Intan Lampung, Indonesia

✉ [apisfadhilah@gmail.com](mailto:apisfadhilah@gmail.com) \*

## Abstract

Entrepreneurship development in Islamic higher education, particularly within Islamic Educational Management study programs, has become a strategic necessity in responding to the demands of the Fourth Industrial Revolution and the dynamics of the global economy. This study aims to analyze the challenges and identify implementation strategies for integrating entrepreneurship education into the Islamic Educational Management curriculum. The study employed a qualitative approach using content analysis of scholarly literature, educational policy documents, and relevant research findings on entrepreneurship development in Islamic higher education. The data were analyzed through the processes of data reduction, categorization, interpretation, and conclusion drawing to identify key themes related to implementation challenges and strategies. The findings reveal that the major challenges include the limited availability of human resources with entrepreneurial competencies, inadequate infrastructural support, weak partnerships with business and industrial sectors, and institutional cultures that remain oriented toward conventional academic paradigms. Furthermore, the study identifies several effective implementation strategies, including the development of an entrepreneurship-based curriculum, the application of project-based learning and experiential learning approaches, the strengthening of digital competencies, and the integration of Islamic business ethics into the learning process. The findings underscore that the successful integration of entrepreneurship education requires strong institutional policies, multi-stakeholder collaboration, and visionary leadership to establish a sustainable entrepreneurial ecosystem within Islamic higher education. This study contributes to the development of an implementation framework for entrepreneurship education within the Islamic Educational Management curriculum.

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## INTRODUCTION

Technological advancement, global economic transformation, and the demands of the Fourth Industrial Revolution and Society 5.0 have significantly

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reshaped the competencies required in the contemporary workforce (Fang et al., 2021; Muradian et al., 2023; Sumiyati et al., 2025). The labor market no longer emphasizes academic knowledge alone but also requires adaptability, innovation, problem-solving abilities, and the capacity to create economic opportunities independently. In this context, entrepreneurship education has emerged as a strategic approach to preparing graduates who are capable of addressing labor market uncertainties while contributing to economic and social development (Galvão et al., 2018; Sulisno & Prasetyo, 2022; Sumiati et al., 2024). Consequently, the integration of entrepreneurship education into higher education curricula has become an important agenda receiving increasing attention worldwide (De Villiers, 2024; Hakim et al., 2019).

In Indonesia, Islamic education plays a significant role in human resource development. The growing number of Islamic educational institutions, ranging from primary and secondary schools to higher education institutions, demonstrates the increasing contribution of Islamic education to the national education system. However, quantitative growth has not always been accompanied by improvements in graduate quality capable of responding to contemporary social and economic challenges (Nowiński et al., 2019; Nur Isnaini et al., 2019). Islamic education is expected not only to produce graduates with strong religious knowledge but also to cultivate individuals who are productive, innovative, and capable of generating economic value based on Islamic principles.

Previous studies have demonstrated that entrepreneurship education positively influences the development of entrepreneurial competencies, entrepreneurial intentions, and innovative capacities among students. Existing research also indicates that the integration of entrepreneurship education into curricula enhances graduates' readiness to enter the labor market and create employment opportunities independently (Bodolica et al., 2021; Munawaroh et al., 2025). Furthermore, project-based learning, experiential learning, and the strengthening of digital literacy have been identified as effective approaches for fostering entrepreneurial competencies in higher education. Nevertheless, most studies have focused on entrepreneurship education in general contexts, while limited attention has been devoted to its implementation within Islamic higher education (Kassymova et al., 2025; Tadol et al., 2025).

On the other hand, Islamic Educational Management programs possess distinctive characteristics because they integrate management knowledge, educational leadership, and Islamic values. This unique position provides opportunities for developing entrepreneurship education models that emphasize not only economic gains but also ethical values, social responsibility, and community welfare (Effendy et al., 2021). Despite this potential, various challenges remain in integrating entrepreneurship education into the Islamic Educational Management curriculum, including the limited availability of human resources with entrepreneurial expertise, inadequate infrastructural support, weak partnerships with business and industrial sectors, and institutional cultures that continue to be oriented toward conventional academic paradigms.

Although research on entrepreneurship education has expanded considerably in recent years, studies specifically examining the integration of entrepreneurship education into the Islamic Educational Management curriculum remain limited. Existing studies predominantly focus on entrepreneurial intentions among students or the effectiveness of entrepreneurship training programs, whereas investigations into curriculum integration, implementation challenges, and institutional strategies within Islamic higher education have received insufficient attention (Munawaroh et al., 2025; Patrício & Ferreira, 2024). This limitation indicates a significant research gap that warrants further investigation to provide a more comprehensive

understanding of entrepreneurship education development in Islamic educational settings.

Addressing this research gap, the present study aims to analyze the challenges associated with integrating entrepreneurship education into the Islamic Educational Management curriculum and to identify effective implementation strategies within the context of Islamic higher education in Indonesia. Specifically, this study seeks to examine the structural and cultural barriers affecting the implementation of entrepreneurship education, analyze various curriculum development strategies, and formulate recommendations that may serve as references for Islamic educational institutions in establishing a sustainable entrepreneurial ecosystem.

This study contributes theoretically by enriching the scholarly discourse on the relationship between entrepreneurship education, curriculum development, and Islamic values within the framework of Islamic Educational Management. Practically, the findings provide recommendations for higher education administrators, curriculum developers, and policymakers in designing entrepreneurship education integration strategies that are responsive to societal needs and contemporary developments.

## **METHODS**

This study employed a qualitative approach using content analysis as the primary research method. The data were collected through a document-based review of relevant literature, including scholarly journal articles, academic books, educational policy documents, and publications addressing entrepreneurship education, curriculum development, and Islamic Educational Management. The selected literature was determined based on its relevance to the research focus and its contribution to the discussion of entrepreneurship education integration within the Islamic Educational Management curriculum (Bengtsson, 2016; Biancone et al., 2020; Engkizar et al., 2025; Langputeh et al., 2023).

Data analysis was conducted through several stages, namely data collection, data reduction, coding, categorization, theme identification, and interpretation. During the coding stage, information related to the challenges and implementation strategies of entrepreneurship education was classified into major thematic categories. Subsequently, the data were systematically analyzed to identify patterns, conceptual relationships, and emerging trends within the literature (Assarroudi et al., 2018; Engkizar et al., 2025; Kyngäs, 2020; Roller, 2019). Content analysis was employed because it enables an in-depth understanding of the various perspectives, challenges, and strategies associated with the integration of entrepreneurship education into the Islamic Educational Management curriculum (Engkizar et al., 2026; Gergen, 2020; Pohontsch, 2019; Selvi, 2019). The findings were then synthesized to develop a conceptual framework that may serve as a foundation for implementing entrepreneurship education within Islamic educational institutions.

## **RESULT AND DISCUSSION**

### **Challenges in the Implementation of Entrepreneurship Education in Islamic Educational Institutions**

The findings indicate that the implementation of entrepreneurship education within the Islamic Educational Management curriculum faces various multidimensional and interconnected challenges. These challenges encompass human resources, infrastructure, institutional culture, as well as access to financial resources and partnerships.

#### **Human Resource and Professional Competency Challenges**

The limited availability of human resources possessing entrepreneurial competencies constitutes one of the primary obstacles to the implementation of

entrepreneurship education. Many educators possess expertise in Islamic studies but lack practical experience in business management and industry. Conversely, business practitioners with entrepreneurial experience often have limited pedagogical competencies and insufficient understanding of Islamic education (Roundy & Burke-Smalley, 2022). As a result, entrepreneurship education tends to emphasize theoretical knowledge rather than practical application. Furthermore, existing studies indicate that professional development programs aimed at strengthening entrepreneurial competencies among educators in Islamic higher education institutions remain relatively limited. Recruitment systems for academic staff that prioritize scientific publication productivity over entrepreneurial experience further reinforce this challenge.

### **Infrastructure and Technological Limitations**

Inadequate infrastructure and technological resources also represent significant barriers to the implementation of entrepreneurship education. Several Islamic educational institutions, particularly those located in resource-constrained areas, lack supporting facilities such as business incubation centers, entrepreneurship laboratories, digital technology facilities, and reliable internet access. The findings reveal a considerable technological gap between Islamic educational institutions in urban and rural areas. In addition, many institutions have not yet established integrated digital learning management systems, thereby limiting the implementation of entrepreneurship education that is responsive to technological advancement (Dana, 2021; Yulastri et al., 2018).

### **Cultural and Structural Barriers**

Institutional culture and organizational structures also influence the implementation of entrepreneurship education. Some Islamic educational institutions continue to operate within hierarchical and bureaucratic organizational frameworks, limiting opportunities for curriculum innovation and entrepreneurship program development (Mubarak et al., 2021; Tunçalp, 2025). Moreover, there is a cultural tendency to prioritize certain professions, such as civil servants, teachers, or religious educators, rather than encouraging independent business ventures. Such perceptions may reduce students' interest in pursuing entrepreneurship as a career option (Guslianto et al., 2020; Hearne & Neary, 2021; Pickering & Byrne, 2014). Therefore, a paradigm shift involving institutional policies, organizational culture development, and transformation of educational practices is required to support entrepreneurship education effectively.

### **Access to Financial Resources and Partnerships**

Another challenge identified in this study is the limited access to financial resources and partnership networks. Students and graduates of Islamic educational institutions frequently encounter difficulties in obtaining financial support to establish new business ventures. In addition, partnerships with business and industrial sectors remain relatively limited, restricting opportunities for mentorship, internships, and market access. The findings suggest that strengthening collaboration among Islamic educational institutions, business sectors, Islamic financial institutions, and community organizations is essential for supporting the successful implementation of entrepreneurship education.

### **Curriculum and Institutional Implementation Strategies**

The findings indicate that the successful integration of entrepreneurship education into the Islamic Educational Management curriculum requires strategies that encompass curriculum development, learning innovation, strengthening digital competencies, and transforming leadership and institutional governance. These four aspects are interrelated in building a sustainable entrepreneurial ecosystem within Islamic educational institutions.

### **Integrated Curriculum Based on Islamic Values**

The findings show that entrepreneurship education is more effective when integrated across various courses rather than being positioned as a standalone subject. Such integration enables the systematic and continuous development of entrepreneurial competencies. Within the context of Islamic Educational Management, Islamic values such as trustworthiness, responsibility, commitment, honesty, and social benefit can be internalized as ethical foundations in entrepreneurial activities. In this way, entrepreneurship education is not only oriented toward economic achievement but also toward moral and social responsibility (Fahmi & Hapzi Ali, 2022; R, 2025).

### **Strengthening Experiential Learning Approaches**

The analysis also indicates that experience-based learning approaches make a significant contribution to the development of entrepreneurial competencies. Project-based learning, experiential learning, field practice, and internship activities provide opportunities for students to develop critical thinking skills, problem-solving abilities, creativity, and decision-making skills. Various studies show that active learning models improve students' readiness to face the challenges of the labor market and dynamic business environments.

### **Development of Digital Competencies**

The findings indicate that digital competence is a crucial element in the implementation of entrepreneurship education in the era of digital transformation. Mastery of information technology, digital marketing, data analysis, and the use of artificial intelligence in educational management are increasingly essential. Therefore, curriculum development needs to accommodate various digital competencies relevant to developments in the modern business and entrepreneurial world.

### **Leadership Transformation and Strengthening Institutional Governance**

The findings show that leadership plays a strategic role in the successful implementation of entrepreneurship education. Leaders of Islamic educational institutions need to develop a vision that supports innovation, collaboration, and business development based on Islamic values. In addition, adaptive and responsive institutional governance is an important factor in supporting entrepreneurship program development. The findings also indicate that the Islamic Higher Education Institutions, namely Perguruan Tinggi Keagamaan Islam, including Universitas Islam Negeri, Institut Agama Islam Negeri, and Sekolah Tinggi Agama Islam Negeri, can strengthen sustainability through the development of socially oriented entrepreneurship models based on philanthropy, which emphasize the productive management of resources for community welfare.

Comparative analysis indicates that there are significant disparities in the implementation of entrepreneurship education across various Islamic Higher Education Institutions. Universitas Islam Negeri Sunan Kalijaga Yogyakarta, which has established a business incubator program, demonstrates a more advanced level of development compared to private higher education institutions that still face limitations in funding and supporting facilities. Meanwhile, universities abroad such as International Islamic University Malaysia and Sabancı University in Türkiye have earlier developed the integration of entrepreneurship education through strengthened career centers and more structured entrepreneurial ecosystems.

However, the analysis also reveals a limitation in empirical evidence regarding the long-term success of entrepreneurship programs in Islamic education in Indonesia, where most studies remain descriptive and based on preliminary surveys. This condition highlights the need for longitudinal research to assess the actual impact of entrepreneurship education on graduate success within five to ten years after graduation. Follow-up studies also indicate that only around fifteen percent of graduates from Islamic Higher Education Institutions succeed in establishing businesses within the first five years after graduation, suggesting that the

effectiveness of entrepreneurship education implementation still requires substantial improvement.

## CONCLUSION

This study concludes that the integration of entrepreneurship education into the Islamic Educational Management curriculum in Indonesia faces multidimensional challenges, including limited entrepreneurial competencies among educators, inadequate infrastructure and technological support, institutional cultural barriers, and restricted access to funding and professional networks. These findings indicate that entrepreneurship education cannot be implemented through partial curriculum adjustments alone, but requires a systemic transformation that involves curriculum redesign, human resource development, and institutional culture reform.

The study also finds that effective implementation requires an integrated curricular approach in which entrepreneurship education is embedded across subjects rather than treated as a standalone course. Such integration should be grounded in Islamic ethical values to ensure that entrepreneurial competencies are aligned with moral and social responsibility. In addition, active learning strategies such as project-based learning and experiential learning are identified as more effective in developing entrepreneurial competencies compared to conventional instructional methods. Furthermore, digital competence and adaptation to technological transformation are essential components in supporting the successful implementation of entrepreneurship education in Islamic higher education.

Moreover, the findings highlight the critical role of transformational leadership in driving institutional change and fostering innovation within Islamic educational institutions. Comparative insights indicate that Islamic higher education institutions in Indonesia still face gaps in infrastructure, curriculum integration, and industry collaboration when compared to institutions in Malaysia and Türkiye. Nevertheless, Indonesia possesses strong potential for developing entrepreneurship education through its large Muslim population and the growing Islamic finance ecosystem. Overall, this study emphasizes that entrepreneurship education is a strategic necessity in Islamic higher education to respond to global economic transformation. Future research is recommended to employ empirical or longitudinal approaches to evaluate the long-term impact of entrepreneurship education on graduate outcomes.

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