

Islamic Education and the Development of an Entrepreneurial-Minded Generation through a Sociocultural Approach

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Abstract

In the quickly changing age of globalization and digitization, Islamic education faces several obstacles. A sociocultural approach is required to merge local culture, entrepreneurship, and religious beliefs in order to produce a generation of exceptional individuals who are globally competitive. Islamic education faces significant challenges in the rapidly evolving age of globalization and digitization. A sociocultural approach is necessary for a great generation that is globally competitive in order to integrate local culture, entrepreneurship, and religious convictions. This article examines how human resources (HR) can be developed through Islamic education with a sociocultural foundation to produce an independent, innovative, and enterprising generation. This study examines the suitability of Islamic education in addressing swift social, cultural, and technological changes using a qualitative methodology based on literature reviews. The sociocultural approach in Islamic education highlights how important it is to contextualize Islamic values through entrepreneurship and integration with local culture. By using this approach, students are not only transformed into religious individuals but also become change agents capable of overcoming the challenges presented by globalization.

Keywords: Islamic education faces, sociocultural approach, entrepreneurial-Minded Generation

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INTRODUCTION

There In the digital age, the subject of education, including Islamic education, has a lot of opportunities and challenges. Educational systems must constantly adjust to the rapid changes in the social, economic, and cultural domains. Islamic education is essential for shaping the next generation's character to be both devout and adaptable. However, issues brought about by globalization, such as unequal employment and the influence of foreign values, necessitate new approaches that satisfy the needs of the contemporary society. The development of human resources in Islamic educational institutions is crucial to creating exceptional generations in the digital age, which is full of opportunities and difficulties (Mathushan, 2020). This article describes methods for preparing Islamic educational institutions' human resources (HR) to meet the demands of the digital age. This study examines the different approaches and innovations employed by Islamic educational institutions to raise the caliber of HR, with an emphasis on



producing exceptional generations. In order to create curriculum that are current and responsive to industry expectations, the article emphasizes the value of incorporating technology, competency-based learning, professional development, and industry collaboration through literature reviews and case studies (Rahman et al., 2024).

These results highlight how crucial it is to adjust to changing conditions in order to develop leaders who can successfully negotiate global dynamics. Superior human resources are the most important and valuable resource. These resources require ongoing maintenance in order to guarantee continual development (Nadelson et al., 2018). Everyone in the education sector needs to be ready to change in order to advance their institutions and the people who work there, propelled by scientific and technological breakthroughs. This study uses a qualitative method in conjunction with a literature review strategy to further explore this topic (Ibrahim, 2019). According to literature review study, textual resources, physical artifacts, archives, and surveys can all be used as information sources in qualitative studies. Books, scholarly publications, and pertinent reports are great places to start while looking for literature. Principals, instructors, school security officers, and other staff members must all be involved in human resource development in educational institutions. The HR development process must also be founded on meticulous planning and a comprehensive needs analysis in order to support the accomplishment of educational institution goals (Suddahazai, 2021).

Building a youthful generation that is self-reliant, competitive, and upholds Islamic principles is a strategic function of Islamic education. Rapid social, economic, and cultural developments present serious challenges for the younger generation in the increasingly complicated context of globalization and the digital age. The global information flow and technology frequently introduce ideals that are at odds with Islamic precepts, which could jeopardize the Muslim community's economic independence (Abdullahi & Zainol, 2016). As a result, Islamic education needs to change to emphasize not just developing pious people but also producing generations of creative, adaptable people who can support socioeconomic advancement.

RESEARCH METHOD

In order to investigate human resource development techniques in Islamic education from a sociocultural perspective, this study combines a qualitative research methodology with a literature review approach. Through the analysis of textual resources, objects, and archival records, the qualitative approach enables a thorough comprehension of the subject. Because it uses a variety of sources, including scholarly publications, scientific journals, and pertinent reports, to create a thorough framework, the literature review approach is especially well-suited for this investigation.

Examining how Islamic beliefs, regional culture, and entrepreneurial ideas are incorporated into educational procedures is the main goal of the study. This study aims to find practical ways to modify Islamic education to meet the demands of the digital age and globalization by examining previous research and theoretical frameworks.

Important components examined include:

1. Curriculum Design: Examining the ways in which Islamic education might integrate entrepreneurial concepts, competency-based learning, and sociocultural values.
2. Professional development: Examining how institutional preparedness and teacher preparation contribute to the development of creative and flexible educators.
3. Technological Integration: Evaluating how technology is used to enhance students' comprehension of Islamic entrepreneurship and assist socioculturally oriented learning.
4. Community Involvement: Assessing how local cultural customs and societal contributions influence education that is suited to practical uses.

The role of Islamic education in producing a generation that is both entrepreneurial and grounded in Islamic ethical values may be examined holistically thanks to this methodological framework (Wibowo et al., 2022). This study attempts to offer practical suggestions for improving the efficacy of Islamic education in tackling current socioeconomic challenges by combining the results of earlier studies.

RESEARCH RESULTS AND DISCUSSION

Islamic education must quickly adjust to developments as it stands at the intersection of globalization. In his book *The World Is Flat*, Friedman (2005) explains how globalization has changed the landscape of global competition and forced people and organizations to be more creative and adaptable (Pennetta et al., 2024). Islamic education must produce a generation that is capable of both understanding religious doctrine and adjusting to a world that is changing all the time.

Addressing Globalization Challenges

Paul The economic, social, and cultural landscapes of the globe have changed dramatically as a result of globalization, which presents serious difficulties for educational systems, especially Islamic education. The growing disparity between the supply of traditional career prospects and the growing number of graduates is one of the most urgent problems. According to Fedulova (Doyle, 1985), technological developments have transformed work procedures and rendered many traditional employment obsolete. This situation necessitates a change in educational priorities, especially in Islamic education, in order to provide students the abilities and perspective they need to succeed in a fiercely competitive global marketplace (Suyadi & Widodo, 2019).

Islamic education must concentrate on fostering entrepreneurial skills that are consistent with Islamic principles in order to overcome these issues. Fostering abilities like creativity, critical thinking, and problem-solving is part of this, as these are crucial for adjusting to new sectors influenced by digital revolution. Integrating entrepreneurship into the curriculum guarantees that students are not only prepared to look for work, but also have the ability to generate opportunities (Sulisno & Abdullah, 2019). For example, teaching students sustainable entrepreneurship and using sharia-compliant business techniques can provide them a competitive edge while upholding Islamic ideals.

Addressing the economic problems posed by globalization requires an attitude of self-reliance. This can be fostered in Islamic education by teaching pupils to be trustworthy (*amanah*) and to strive for perfection (*ijtihad*). Students may help

lower unemployment and foster economic resilience in their communities by learning how to start and run their own enterprises (Sulisno & Danang Dwi Prasetyo, 2022). Project-based learning, internships with Islamic financial institutions, and school-based cooperative company models are examples of practical programs that can expose pupils to the real world while encouraging independence.

Rapid technology advancement has fostered globalization and is still changing economies and sectors. Islamic education needs to change by including technology proficiency and digital literacy into its curriculum. This can involve instructing students on how to use technology to grow sharia-compliant companies, engage in online sales, or develop creative solutions for international markets. For instance, students can learn how to reach the expanding worldwide Muslim consumer market by using digital platforms to sell halal goods and services. Students can manage the digital economy while adhering to ethical standards by integrating technology abilities with Islamic ideals (Tinggi et al., 2023).

Globalization frequently promotes beliefs and practices that are in opposition to Islamic ideals, even as it makes it easier for cultures and ideas to be shared. Islamic education is essential for preparing pupils to recognize and deal with these effects. Students will stay rooted in their religion while engaging in the global economy if their knowledge of Islamic ethics—such as justice (*adl*), trust (*amanah*), and social duty (*masalahah*)—is strengthened. Students can develop into global citizens who uphold Islamic principles and make constructive contributions to the world by placing a strong emphasis on making moral decisions (Muttaqin, 2020).

Rural or small populations have frequently been marginalized by globalization, which has disproportionately benefited bigger, urbanized places. By enabling students to develop locally relevant solutions that advance social and economic well-being, Islamic education can help close this gap. In addition to generating economic opportunities, encouraging students to use their entrepreneurial abilities to meet the particular needs of their communities also improves social cohesiveness (Mathushan, 2020). Students might, for example, create sustainable tourist projects or halal agricultural models that include Islamic principles and local culture, guaranteeing that the advantages of globalization are felt at all societal levels. By establishing alliances with foreign businesses, organizations, and academic institutions, Islamic educational institutions can also take advantage of the opportunities presented by globalization (Harahap & Syarif, 2022). While preserving a strong Islamic identity, these partnerships can give students access to international markets, information, and resources. Initiatives like international Islamic entrepreneurship competitions, virtual partnerships with Islamic companies throughout the globe, and student exchanges can introduce students to best practices from around the world and encourage them to come up with new ideas.

Islamic education must place a high priority on producing leaders who are not only capable but also have a solid ethical foundation in order to successfully handle the difficulties posed by globalization. These leaders need to be able to defend Islamic principles while handling complicated international concerns. Islamic education can equip students to lead in a variety of contexts, including

business, technology, social media, and politics, by cultivating transformational leadership traits like vision, integrity, and flexibility.

Strengthening Islamic Values Amid Global Influence

Many of the varied cultural beliefs and lifestyles brought about by globalization contradict the core tenets of Islam. The swift dissemination of information via media, technology, and international networks may erode Muslim youth's cultural identity and moral character. Islamic education must serve as a safeguard, maintaining the integrity of Islamic teachings while empowering students to deal with the challenges of a worldwide society, as noted by Al-Attas(Jannah, 2018). For the younger generation to be able to maintain their faith while interacting with the larger global world, it is imperative that Islamic values be strengthened.

Islamic education must transcend theoretical instruction and incorporate Islamic principles into students' everyday lives. This can be accomplished by placing lessons in contexts that relate religious ideas to actual situations. For example, managing a small-scale sharia-compliant entrepreneurial initiative can be one of the practical exercises used to educate students the notion of amanah (trustworthiness) in business. Similarly, to emphasize the value of equity and fairness in all facets of life, conversations about adl (justice) might be incorporated into social studies or volunteer activities. Promoting cultural literacy that is consistent with Islamic principles is one approach to uphold Islamic ideals. Critical analysis of foreign cultural influences and the ability to discern between acts that are useful and those that go against Islamic principles should be taught to students(Huda et al., 2021). Students can cultivate a strong sense of identity and pride by comprehending their own rich cultural background and how it aligns with Islamic ideals. They may interact with the international world with confidence thanks to this cultural foundation without feeling compelled to adhere to incompatible standards.

Students are continuously exposed to a range of media in the digital era, some of which may contain ideals that are at odds with Islamic teachings. By encouraging critical media literacy, Islamic education can help with this. The ability to assess media content via an Islamic perspective and determine what is consistent with or inconsistent with their beliefs should be given to students. Lessons might, for instance, focus on how Islamic principles dictate ethical use of news, entertainment, and social media, stressing the value of honesty (sidq) and modesty (haya)(Raudlotul & Mohd, 2013). Active involvement in local communities, where students can put Islamic teachings into practice in a real-world setting, is another way to strengthen Islamic principles. Students can use values like ihsan (excellence) and maslahah (public benefit) through community service projects including planning charity drives, working at nearby mosques, or starting environmental conservation initiatives. These encounters help students develop empathy and a sense of responsibility by reaffirming the applicability of Islamic principles in tackling societal issues.

The loss of cultural and religious identity is one of the main problems brought about by globalization. Students who receive Islamic education must develop resilience so they can uphold their beliefs and morals in a variety of settings. Programs that prioritize introspection, moral judgment, and zikr

(remembering Allah) in day-to-day activities can help achieve this. Islamic education helps students maintain their convictions and withstand outside influences by firmly establishing them in their faith (Marzuki et al., 2020). Islamic education can use globalization as a chance to spread Islamic ideals over the world, rather than just as a problem. Students can represent Islam in the international society by demonstrating the universal relevance of Islamic values like justice, sustainability, and compassion (rahmah) (Makmur, 2020). Initiatives like as cross-cultural discussions, worldwide debates on ethical entrepreneurship, or involvement in international humanitarian projects can give students a stage on which to illustrate how Islamic teachings are applicable to solving global problems. Integrating Islamic principles into contemporary fields like science, technology, and economics is a crucial tactic for enhancing them. For instance, examining the halal and tayyib principles in sustainable food production or educating the ethical implications of artificial intelligence from an Islamic perspective are two examples of how Islamic values can direct modern developments. This method encourages students to create while upholding moral standards while also reaffirming the applicability of Islamic beliefs.

Developing Future Leaders Through Sociocultural Approaches

Islamic education now places a high premium on preparing the next generation of leaders in a world that is changing quickly. These leaders are supposed to stay firmly rooted in Islamic principles while navigating the challenges of globalization. Islamic education may create people who are not only adaptable and visionary but also firmly anchored in their culture and religious identity by incorporating sociocultural techniques into leadership development. In the age of globalization, effective leadership necessitates a profound comprehension of social and cultural settings in addition to technical proficiency. Successful leaders motivate good change by establishing an emotional and cultural connection with their communities, according to Bass's (1990) transformational leadership theory. By encouraging leadership traits like honesty (amanah), fairness (adl), and compassion (rahmah), Islamic education may make the most of this idea. These qualities offer a moral compass for negotiating difficult global issues and are consistent with Islamic beliefs (Putri & Putri, 2022) (Negueruela-Azarola & García, 2016).

Vygotsky's sociocultural approach emphasizes the significance of social interaction and cultural context in influencing personal growth. This method provides a framework for integrating Islamic principles with the reality of daily life in Islamic education (Ghaedi & Gholami, 2015). To make sure that students comprehend the significance of their cultural history in forming their leadership style, leadership development programs can integrate cultural traditions, community involvement, and collaborative learning. Students can, for instance, work on neighborhood-based projects that tackle issues like social welfare or environmental preservation. Students can apply Islamic values like *ihsan* (excellence) and *maslahah* (public benefit) through these activities, which also teach them the importance of cooperating with others in their sociocultural setting (Rahmatirad, 2020).

Assisting future leaders in fusing Islamic principles with the sociocultural realities of their communities is a crucial part of their preparation. Through this integration, leaders are able to tackle global issues while maintaining a connection to their heritage. For example, students can be empowered to promote sustainable development in their communities by learning how to apply sharia-compliant economic principles in local business environments. Additionally, students' sense of pride and identity can be strengthened by integrating regional cultural customs into leadership training. For instance, in Indonesia, principles like solidarity and gotong royong (mutual collaboration) are highly compatible with Islamic teachings and offer a solid basis for moral leadership. Future leaders can close the gap between regional customs and international needs by adopting these values (Cardenas Claros, 2011).

The sociocultural approach also highlights how crucial group learning is to developing leaders. Through cross-cultural conversations, mentorship programs, and peer-led discussions, students can be exposed to a variety of viewpoints and approaches to problem-solving. Their critical thinking abilities are improved by these encounters, which also equip them to lead in multicultural and international environments. For instance, cooperative initiatives involving students from various religious and cultural backgrounds might aid in the development of empathy and intercultural communication abilities in future leaders. These kinds of programs promote inclusivity and respect for one another, which is in line with the Islamic concept of *ukhuwwah Islamiyah*, or Islamic brotherhood (Siegel, 2010).

In order to bridge intercultural divides and equip upcoming leaders for the digital era, technology is essential. Digital platforms can be used in Islamic education to give students access to international networks, opportunities, and resources. For example, online partnerships with global Islamic organizations, webinars on ethical entrepreneurship, or virtual leadership workshops can introduce students to best practices while keeping an emphasis on Islamic principles. Students can also learn how to approach world issues from an Islamic perspective by using technology. For instance, students can investigate the moral ramifications of AI or climate change remedies based on Islamic values like sustainability and stewardship (*khalifah*) (Xu & Xie, 2021).

Leaders must be flexible and resilient in the face of globalization. By encouraging future leaders to embrace change while adhering to their principles, sociocultural approaches in Islamic education can aid in the development of these traits. Case studies, role-playing, and simulations of real-world problems are a few examples of activities that might equip students to deal with complexity and uncertainty with poise and moral clarity. Students could examine case studies of prosperous Islamic leaders who have successfully negotiated cultural and international obstacles, for example, and gain important insights into their integrity and flexibility. These encounters may motivate students to become leaders who strike a balance between creativity and a strong adherence to Islamic principles (Raudlotul & Mohd, 2013). The ultimate objective of Islamic education's leadership development program is to enable students to positively influence their communities. Islamic education can create leaders who are capable of effectively addressing the particular needs of their communities by fusing sociocultural perspectives with leadership training. These leaders can be change makers who

uphold the values of rahmatan lil'alamin (a mercy to all creations), whether through social entrepreneurship, policy lobbying, or community development).

Developing Socially Conscious Graduates Through Strengthened Identity and Social Cohesion

In Islamic education plays a crucial role in creating graduates who are socially conscious and deeply anchored in their cultural and religious identity in a world that is becoming more linked and globalized. Islamic education may produce a generation that not only achieves academic success but also makes significant contributions to their communities and the larger global society by fusing efforts to promote a strong sense of self-awareness with programs that strengthen social cohesiveness. The ability to identify and respond to society issues with empathy and responsibility is a component of social consciousness. Islamic education places a strong emphasis on principles that are inherently consistent with the idea of social responsibility, such as *maslahah* (public benefit), *amanah* (trust), and *ukhuwwah Islamiyah* (Islamic brotherhood)(Shah et al., 2015). Islamic education equips students to actively and morally interact with their communities by instilling these ideals in them. Participation in community service initiatives, such as helping impoverished organizations or supporting environmental preservation initiatives, can be promoted among students. Through these exercises, students can put Islamic principles into practice while developing a feeling of responsibility for both the environment and their fellow humans.

Graduates must have a strong sense of self in order to boldly negotiate the complexity of contemporary society. By fusing Islamic principles with cultural heritage, Islamic education can be extremely important in enhancing this identity. Students are better prepared to interact with the outside world while maintaining their own identities when they comprehend and value their cultural heritage within the context of Islam. Islamic values of solidarity and cooperation are strongly aligned with cultural customs like Indonesia's *gotong royong* (mutual cooperation). Students can better understand the balance between their religious beliefs and local customs by incorporating such activities into the curriculum. They are able to contribute to society with confidence and integrity because of this integration, which also strengthens their sense of belonging and instills pride in their ancestry(Tri Na'imah & Ahmad Muhibbin, 2020).

In order to promote harmony and unity among varied communities, social cohesiveness is essential. Islamic education can encourage this by placing a strong emphasis on group projects and cooperative learning. Students benefit from programs that promote cooperation, communication, and cooperative problem-solving across social and cultural barriers. Project-based learning, for example, can be created to solve societal issues like planning charitable events or creating long-term economic plans for nearby areas. Students are encouraged to collaborate, use Islamic ethical concepts, and develop solutions that benefit society at large through these initiatives.

In the era of digitalization, technology provides effective means of promoting identity and social consciousness. Digital platforms can be used in Islamic education to introduce pupils to international projects and materials that

encourage social responsibility. Online courses on global concerns like poverty alleviation or climate change, as well as virtual forums and interfaith discussions, can provide students a wider perspective while highlighting their Islamic ethical foundation. Additionally, using innovative means like digital storytelling, multimedia projects, or social media campaigns that emphasize Islamic principles, technology can assist students in discovering and recording their cultural and religious identities. Through these activities, they can meaningfully interact with the global world while fortifying their links to their heritage(Ermawati, 2018).

Islamic education seeks to generate graduates who are capable of effectively addressing social challenges in addition to being aware of them. Students can acquire practical skills in addition to their ethical foundation by incorporating project-based learning and real-world applications into the curriculum. For instance, a curriculum that blends community development with Islamic entrepreneurship might equip students to launch companies that uphold Islamic values while addressing regional economic issues. Graduates of these schools are probably going to be active members of their communities and social change agents. These graduates exemplify the idea of rahmatan lil ‘alamin (a mercy to all creation), whether it be via promoting social justice, generating employment opportunities, or promoting environmental sustainability(Abdybekova & Ryspaeva, 2023).

It is both difficult and essential to preserve cultural and religious identity in a world where global influences predominate. While maintaining a strong religious foundation, Islamic education must equip students with the skills necessary to evaluate outside influences objectively. Teaching children to see the positive effects of globalization and modify it for their local and Islamic settings is part of this. For example, explanations of the Islamic viewpoint on moral finance and wealth distribution might be incorporated into teachings on global economic systems. Students might also investigate how regional customs, such traditional arts and crafts, can be promoted internationally while preserving its cultural and Islamic authenticity.

In addition to being an educational goal, social cohesion also serves as a driving force behind community development. Graduates who place a high importance on cooperation and solidarity are more inclined to take part in projects that improve ties within the community and deal with shared issues. By emphasizing the Quranic values of cooperation and mutual assistance, Islamic education may highlight this and inspire students to strive for the benefit of their communities. Cooperative endeavors, such neighborhood-based farming projects or educational programs, can show how teamwork based on Islamic principles can result in major social and financial advantages. Students learn the value of humility and teamwork from these experiences as well, two qualities that are crucial for promoting social harmony.

CONCLUSION

With the speed at which globalization and digitalization are developing, Islamic education is essential to producing a generation that is both entrepreneurial and rooted in Islamic principles. Islamic education offers a comprehensive framework for creating students who are not only pious but also equipped to handle

difficult global issues by fusing religious beliefs, regional cultural customs, and entrepreneurial abilities. Islamic teachings can be effectively contextualized and made relevant to the demands of contemporary society by using the sociocultural approach. This approach preserves students' cultural and religious identities while enabling them to apply moral concepts to real-world issues.

The study emphasizes how crucial innovation is to Islamic education in order to meet the changing needs of the contemporary world. Islamic schools can improve the caliber of their human resources by integrating competency-based learning, technology, and community service into the curriculum. Additionally, socioculturally grounded leadership development programs equip students to become transformative leaders capable of igniting good change both inside and outside of their communities. These initiatives guarantee that Islamic education will always be an effective means of developing robust, flexible people who can support socioeconomic advancement.

The results highlight the necessity of ongoing cooperation between communities, educators, and legislators in order to enhance the function of Islamic education in the digital age. Islamic education may effectively tackle urgent issues like globalization-induced ethical quandaries, cultural deterioration, and unemployment through thoughtful preparation and execution. Islamic education can have a beneficial effect on the local and global levels by producing a generation that upholds the values of rahmatan lil 'alamin (a mercy to all creation), guaranteeing that students not only succeed personally but also make significant contributions to society.

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