

Development of Entrepreneurial-Oriented Transformative Islamic Educational Institutions: A Global Perspective

Muh Ibnu Sholeh, Prim Masrokan Mutohar, Agus Eko Sujianto

¹*Sekolah Tinggi Agama Islam KH Muhammadiyah Ali Sodig Ngunt Tulungagung, Indonesia*

^{2,3}*Universitas Islam Negeri Sayyid Ali Rahmatulloh Tulungagung, Indonesia*

e-mail: indocellular@gmail.com, pmutohar@gmail.com, agusekosujianto@gmail.com

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ABSTRACT. This study examines the development of entrepreneurial-oriented transformational Islamic educational institutions from a global perspective to determine the best strategies to establish Islamic educational institutions capable of making an excellent contribution to society and the world. This study concentrates on establishing entrepreneurial-oriented Islamic educational institutions to develop successful entrepreneurs and empower communities by acquiring skills and knowledge during the learning process. The library research approach was employed in this study. Researchers research books, publications, and materials directly connected to establishing transformational Islamic educational institutions from an entrepreneurial standpoint globally. Data collecting through offline and online searches for sources such as books, journals, articles, reports, papers, other relevant information sources, and existing research. An interactive qualitative model was used to examine the data from the literature review. This data analysis paradigm includes data collection, reduction, display, and conclusion drafting. According to the findings of this study, numerous factors must be addressed in the creation of transformational Islamic educational institutions from an entrepreneurial standpoint: improving teaching and research quality, extend the institution's reach and reputation, providing study programs and curricula that address global demands, develop pupils' creative and imaginative skills, establish a network with industry and businesses, and increase international collaboration.

Keywords: *Institutional development, transformative Islamic education, entrepreneurship*



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INTRODUCTION

The development of entrepreneurial-oriented transformative Islamic educational institutions from a global perspective is the increasing demand for labor markets with entrepreneurial skills throughout the world (Suprihatiningsih, 2015). The business world is experiencing rapid development, marked by the increasing number of small and medium enterprises that have sprung up in various countries. Transformative Islamic education can be a solution to produce graduates who have solid entrepreneurial characteristics (Aminuddin, 2019). As an educational institution that promotes Islamic values, transformative Islamic educational institutions that are entrepreneurship-oriented can provide learning different from other educational institutions. Entrepreneurship is highly emphasized in Islam, and the business world increasingly needs today's global developments and entrepreneurial skills.

However, the development of entrepreneurial-oriented transformative Islamic educational institutions also has challenges (Aminuddin, 2019). Several internal and external factors must be

faced in developing transformative Islamic education institutions that are entrepreneurship-oriented from a global perspective. In developing transformative Islamic educational institutions with an entrepreneurial perspective, several internal and external factors need attention. Internal factors: Human Resources (HR), management system, learning system, infrastructure, vision, and mission are integrated into the curriculum. External factors: job market needs, government regulations, competition with other educational institutions, limited resources such as money and time, technology changes, and change in people's mindset.

Siregar states that entrepreneurship-oriented transformative Islamic education institutions must integrate entrepreneurship learning into the curriculum (Hartono et al., 2022). It can be done by providing entrepreneurship subjects, including business, management, marketing, and finance. In addition, educational institutions can also provide entrepreneurship training outside the curriculum to provide direct experience to students. Transformative Islamic education institutions that are entrepreneurship-oriented need to develop business incubation centers for students to develop their business ideas. Business incubation centers can provide the necessary facilities and resources to help students develop their business ideas, such as business mentors, technology facilities, and market access.

Entrepreneur-oriented transformative Islamic education institutions must forge partnerships with industry and government to provide students with practical experience and develop extensive business networks (An-Nahidl, 2018). Collaboration with industry can give students access to markets and resources needed to develop their business ideas. In contrast, collaboration with the government can provide support in developing educational institutions and developing entrepreneurship. Transformative Islamic education with an entrepreneurial perspective can produce successful entrepreneurs in the business world. It is because transformative Islamic education teaches theoretical knowledge and develops the skills and values needed to become a successful entrepreneur.

Islam highly emphasizes entrepreneurship as a productive and beneficial social activity (Bahri, 2018). Islam teaches that entrepreneurship is a way to improve human welfare and achieve noble goals in life. Therefore, transformative Islamic institutions with an entrepreneurial perspective can provide learning different from other educational institutions by prioritizing Islamic values in developing entrepreneurial skills. In today's global developments, entrepreneurial skills are increasingly needed by the business world. These skills include innovating, designing effective business strategies, managing finances, and building good cooperation networks with other parties. Graduates of entrepreneurial-oriented transformative Islamic educational institutions are expected to have these skills and be committed to developing businesses with principles that align with Islamic values.

In globalization, entrepreneurial skills can also help graduates of transformative Islamic educational institutions compete in the global labor market (Mashudi, 2019). Entrepreneurial skills allow them to open their jobs or join companies with a vision and mission that align with Islamic values. Thus, the development of transformative Islamic educational institutions with an entrepreneurial perspective is the right step in producing graduates who can compete in the global labor market while at the same time helping to improve human welfare through entrepreneurial activities following Islamic principles.

METHOD

The library research approach was employed in this study. Library-based research is a type of research in which literary works are studied (Sawarjuwono & Kadir, 2003). Researchers research books, publications, and materials directly connected to establishing transformational Islamic educational institutions from an entrepreneurial standpoint globally. Data collection uses offline and online sources such as books, journals, articles, reports, papers, other relevant information sources,

and existing research. The literature study data were evaluated using an interactive qualitative model. This data analysis paradigm includes data collection, reduction, display, and conclusion drafting.

RESULT AND DISCUSSION

Result

Concepts of transformative Islamic education

Transformative Islamic education is an educational approach that aims to transform or change the paradigm and practice of education that is usually carried out into more holistic education based on Islamic values and positively impacts the lives of individuals and society. The basic concept of transformative Islamic education includes three main aspects, namely:

Integration between Islamic knowledge and values

Transformative Islamic education integrates Islamic knowledge and values in all aspects of learning (Yumnah, 2020). The goal is that students not only master knowledge and skills but also have good morals and ethics. In the context of Transformative Islamic Education, learning is not only focused on academic aspects alone but also on the development of Islamic character and values instilled in students. Islamic values such as honesty, fairness, hard work, discipline, and tolerance are integrated into every aspect of learning so that students are academically intelligent, have noble characters, and benefit society. This approach aims to create a generation with knowledge and skills, a strong personality, and a noble character who can face changing times and global challenges while maintaining their Islamic identity. It is also in line with the principles of Islamic education, which emphasizes the importance of character and moral development in forming individuals with good personalities that benefit society.

Holistic learning

Transformative Islamic education emphasizes holistic learning that covers all aspects of life, physical, mental, spiritual, and social (Sulaiman et al., 2018). In this case, transformative Islamic education does not only teach academic knowledge but also social skills, character development, and spirituality. Holistic learning in transformative Islamic education aims to create students who have balance in various aspects of life so that they can make a positive contribution to society and the surrounding environment. Holistic learning also includes the development of social skills, such as the ability to communicate, collaborate and lead, which are very important in the world of work and social life. In transformative Islamic education, spirituality is also considered an integral part of holistic education. Students are encouraged to study spiritual values in Islam, such as obedience to Allah SWT, moral and ethical development, and worship skills. It aims to form students with integrity and noble character who can develop better relationships with God and fellow human beings. Transformative Islamic education employs a learning strategy focused on experience and reflection to attain comprehensive learning. Students are given a chance to learn via hands-on experience and then reflect on that experience in light of the Islamic ideals being taught. As a result, learning becomes more contextual and applicable in real life, forming students who can make sensible judgments and serve society.

Positive impact on individual and community life

Transformative Islamic education aims to positively impact the lives of individuals and society (Arif, 2012). This education not only produces academically intelligent students but also can develop their potential and contribute to building a better society. The positive impact on individual and community life is one of the main focuses of transformative Islamic Education. Through holistic learning, students are taught knowledge and skills, and Islamic values that can shape good character and morals. It is expected to create individuals who are responsible, have empathy and care for others, and can contribute to building a better and harmonious society. This positive impact is not only seen in individuals but also in society as a whole, which will benefit from having individuals who have good moral and ethical qualities. With this basic concept,

transformative Islamic education seeks to form a generation that has balanced intellectual, emotional, spiritual, and social intelligence and has good morals and ethics so that they can become agents of change in society.

Transformative Islamic entrepreneurship concept

Entrepreneurship is a concept that refers to a person's ability to identify opportunities, create new ideas, and develop innovations to start and develop successful businesses or businesses (Hijriah, 2016). The concept of entrepreneurship includes the ability to take risks, manage existing resources, and adapt to a rapidly changing business and technological environment. Entrepreneurship also involves product or service development skills, financial management, marketing management, and establishing good business relationships with customers and business partners. In the Islamic context, entrepreneurship is essential in creating added value for society and implementing business principles that follow Islamic ethics and values.

Entrepreneurship involves identifying and exploiting business opportunities and developing new products or services to meet evolving market needs (Aji et al., 2018). In addition, entrepreneurship also involves managing existing resources, be it human, financial, or other resources, to achieve the desired business goals. In today's rapidly changing business environment, adapting to changes in the business environment and technology is also the key to success in entrepreneurship. Therefore, an entrepreneur must be able to predict and anticipate changes in the business and technology environment and respond quickly and appropriately.

Successful entrepreneurs must also manage risk, make the right decisions, and lead teams effectively (Christianto et al., 2021). In a global context, entrepreneurship also involves adapting to diverse business environments and taking advantage of market opportunities on an international scale. The concept of entrepreneurship in Islam also concerns applying business principles that follow Islamic values, such as honesty, justice, togetherness, and social responsibility. In addition, entrepreneurship in Islam also emphasizes the importance of innovating and creating solutions that benefit society and protect the environment. In Islam, entrepreneurship is considered as part of a good deed or good deed which is beneficial to oneself and others and the environment.

The relationship between transformative Islamic education and entrepreneurship

Transformative Islamic education and entrepreneurship are closely related to producing graduates with academic knowledge and skills, strong entrepreneurial skills, and good business ethics. Transformative Islamic education emphasizes holistic learning that covers all aspects of life, including character development and spirituality (Jatmiko, 2021). Meanwhile, entrepreneurship involves managing resources, adapting to changes in the business environment, and creating added value for society with sound business principles. In the context of transformative Islamic education, entrepreneurship can be taught as part of the curriculum to develop entrepreneurial skills in students. In addition, Islamic values such as honesty, responsibility, and hard work can also be integrated into entrepreneurship learning. Conversely, the entrepreneurial skills mastered by students can also help them develop their potential and contribute to building a better society, in line with the goals of transformative Islamic education (Sholeh et al., 2022).

In the context of transformative Islamic education, entrepreneurship learning can help students develop entrepreneurial abilities that are in accordance with Islamic values, such as fair and environmentally sound business management and providing benefits to society (Nata, 2016). Entrepreneurship courses also help students understand the importance of innovation in creating added value and teach financial and marketing management skills to manage a successful business. Therefore, integrating transformative Islamic Education and entrepreneurship learning can greatly benefit students and society. In this case, transformative Islamic education can be a solution to produce graduates with solid entrepreneurial character and good business ethics. That way, graduates can become agents of change in building a better, more sustainable economy in line with Islamic principles.

The Role of Islamic Education in Building Entrepreneurial Character

Islamic education can play an essential role in shaping individual entrepreneurial character. In Islamic education, values such as honesty, integrity, responsibility, perseverance, and hard work are taught as principles that must be upheld by a Muslim (Agussalim & Umam, 2020). These values are highly relevant to the characteristics of a successful entrepreneur, such as the courage to take risks, the ability to work hard and be dedicated, and integrity and responsibility in running a business. In addition, Islamic education also teaches the importance of providing benefits to society, or in other words creating added value for others. It follows healthy and sustainable business objectives, emphasizing meeting community needs through quality and valuable products or services.

In entrepreneurship learning, Islamic education can provide a solid ethical foundation based on Islamic values (Susandi, 2020). Students are taught to create added value for society, not just for profit, and run a business with sound moral and ethical principles. Islamic values such as honesty, trustworthiness, hard work, and providing benefits to society are fundamental in shaping the character of a successful entrepreneur (Sholeh, 2023). Islamic education also teaches the importance of thinking creatively and innovatively in solving problems and producing better products or services. In addition, the concept of zakat and alms in Islam also teaches the importance of sharing and giving to others.

In addition, Islamic education also teaches concepts such as social responsibility, honesty, integrity, and justice, which can shape the character of students as entrepreneurs who are responsible and with integrity. In addition, understanding Islamic concepts such as treatises, monotheism, and the hereafter can provide a different perspective on managing a business and holistically creating added value to society. Thus, Islamic education can help build strong, qualified, ethical entrepreneurial character when facing business and life challenges. These values help students develop entrepreneurial character with integrity, responsibility, and concern for the community's needs. Islamic education can shape individual entrepreneurial character in line with Islamic principles, which will ultimately help in building a better and sustainable society.

Model of Entrepreneurship-Oriented Transformative Islamic Educational Institutions

There are several models of entrepreneurial-oriented transformative Islamic educational institutions, including:

Islamic Entrepreneurship School

The Islamic Entrepreneurship School (IES) is a model of a transformative Islamic education institution that is oriented towards entrepreneurship (Prasetyo & Anwar, 2021). This model combines transformative Islamic education and entrepreneurship concepts to produce graduates with strong entrepreneurial skills based on Islamic ethics. IES provides holistic learning that includes character development, academic skills, social skills, and entrepreneurial skills. One Islamic educational institution implementing the Islamic Entrepreneurship School (IES) model is the Institute of Economic Science of Pembangunan Kebumen (IES of Pembangunan Kebumen). This IES of Pembangunan Kebumen implements the IES program intending to produce graduates who are ready to become entrepreneurs and have a positive impact on society. In the IES program, IES of Pembangunan Kebumen provides special classes that teach entrepreneurial skills, such as business management, marketing, and finance.

In addition, this institution also opens opportunities for students to develop their businesses through the business incubator provided by IES of Pembangunan Kebumen. The forms of business activities carried out by IES students at IES of Pembangunan Kebumen include producing and selling creative and innovative products, such as food and beverages, fashion items, and others. In addition, students also learn to market their products through social media and online platforms to increase the visibility and sales of their products. The IES program at IES of Pembangunan Kebumen has proven successful in producing young entrepreneurs who are independent and creative and have a positive impact on the surrounding community. As an example, for readers, this institution

can inspire other Islamic education institutions to develop effective entrepreneurship programs that can benefit graduates and the community.

Islamic-Based Entrepreneurship College (IBEC)

Islamic-Based Entrepreneurship College (IBEC) is a pilot university combining entrepreneurship and Islam. IBEC emphasizes the development of technology-based and innovation-based entrepreneurial skills and provides a solid ethical foundation based on Islamic values. IBEC also opens business development opportunities through business incubators owned by educational institutions. One example of a tertiary institution implementing an Islamic-Based Entrepreneurship College (IBEC) is UII Yogyakarta which has a Center for Entrepreneurship and Development Studies (CEDS) program that integrates the concepts of entrepreneurship and Islam in business education. This program includes learning about Islamic business principles and business management and providing training and support for students who wish to start an independent Islamic-based business (Prasetyo & Anwar, 2021).

Islamic Entrepreneurship Program in Vocational High Schools

The Islamic Entrepreneurship Program in Vocational High Schools is a model of entrepreneurship-oriented educational institutions with an Islamic approach. The output is in the form of professional maturity and broad general academic knowledge, and the output is in the form of abilities in non-academic or soft skills (Chamorro-Premuzic et al., 2010). This program provides entrepreneurial learning integrated with Islamic values such as honesty, hard work, and responsibility. In addition, students are also trained to develop products or services that benefit society and meet market needs.

Entrepreneurial Madrasah

Entrepreneurial Madrasah is a model of an Islamic educational institution that emphasizes the development of entrepreneurial skills and Islamic values (Wahyuni & Hidayati, 2017). This Madrasah provides holistic learning, character development, and academic and entrepreneurial skills. In addition, this madrasa also provides opportunities for students to develop businesses through a business incubator owned by the madrasa. In all models of entrepreneurship-oriented transformative Islamic educational institutions, it is essential to emphasize Islamic values and good business ethics as a foundation for entrepreneurship learning. It helps produce graduates who not only have strong entrepreneurial skills but also have good character and morals.

Entrepreneurial School

This model was developed to integrate religious education with entrepreneurship learning—an entrepreneurial Islamic Boarding School (Ali, 2020). Emphasizes entrepreneurship learning as essential to the curriculum so students have strong entrepreneurial skills. Educational institutions aim to increase economic activity, including: 1) encouraging the independence of educational institutions, only sometimes depending on the center of the government budget. 2) develop various potentials and managers of educational institutions independently. 3) make school residents feel satisfied with existing facilities. 4) improved the welfare of the school community. 5) develop education managers' ability to improve education quality. 6) utilizing resources for entrepreneurship.

Internal and external challenges in the development of entrepreneurship-oriented transformative Islamic educational institutions in a global perspective

The development of transformative Islamic educational institutions with an entrepreneurial perspective faces various challenges from a global perspective, including:

Global competition

The main challenge in developing entrepreneurial-oriented transformative Islamic educational institutions is increasingly fierce global competition (Hassan, A., 2020). Transformative Islamic educational institutions must be able to compete with institutions from all over the world in providing quality educational services following the needs of the world of work. In the era of

globalization and increasingly advanced information technology, competition between educational institutions is getting tougher. Transformative Islamic educational institutions must be able to compete with institutions from all over the world in providing quality educational services following the needs of the world of work. Transformational Islamic educational institutions must be able to provide new programs and curricula that meet the needs of the global market in order to compete internationally. In addition, educational institutions must be able to utilize information technology and social media for advertising and branding in order to attract prospective students from various nations. The ability of educational institutions to collaborate with educational institutions and industries abroad is also an essential factor in facing global competition (Hartanto et al., 2019).

Collaboration with educational institutions and industries abroad can allow transformative Islamic educational institutions to expand their network, access better resources, and enhance their reputation. In facing global competition, transformative Islamic educational institutions must also be able to provide educational services that align with the needs of the global world of work. Educational institutions need to pay attention to business trends and technological developments in various countries so that their graduates can compete in the international job market. That way, transformative Islamic educational institutions with an entrepreneurial perspective can help produce competent and qualified human resources to meet the demands of the global market.

Changing technology and business trends

Technological changes and fast business trends also challenge the developing entrepreneurial-oriented transformative Islamic educational institutions. Educational institutions must be able to keep up with the latest technological developments and business trends and provide training and education according to market needs. Technological changes are very fast affecting various aspects of life, including the world of education. Transformative Islamic educational institutions must keep abreast of the latest technological developments and utilize them in learning. In this case, educational institutions can develop an online learning system or e-learning that allows students to study flexibly and independently from anywhere (Yusuf et al., 2013).

Educational institutions must pay attention to the latest business trends and provide training and education according to market needs. In this case, educational institutions can strengthen entrepreneurship programs that can help students develop business and innovation skills needed in the world of work. Transformative Islamic educational institutions must also pay attention to future industrial developments, such as the financial, information technology, and creative industries. With changing technology and business trends, educational institutions must prepare students to become innovators and entrepreneurs who can create new jobs and develop a creative economy. Thus, the development of transformative Islamic educational institutions with an entrepreneurial perspective must keep up with the latest technological developments and business trends so that graduates can compete in an increasingly competitive job market.

Limited resources

Limited resources in finance, human resources, and infrastructure are a challenge in developing entrepreneurial-oriented transformative Islamic educational institutions (Misnan & Barizki, 2021). Educational institutions must be able to find creative solutions to overcome these limitations, among others, by forming partnerships with parties who have sufficient resources. Educational institutions must pay attention to the availability of adequate resources, such as finance, human resources, and adequate infrastructure, to support a quality learning process. Limited financial resources can be an obstacle to the development of educational institutions. To overcome these limitations, educational institutions can look for alternative funding sources, such as establishing partnerships with companies or organizations with Corporate Social Responsibility (CSR) programs or other funding sources. Limited human resources can also be an obstacle to the development of educational institutions.

Educational institutions need to have qualified educators with competence in accordance with their fields. In this case, educational institutions can seek creative solutions by opening opportunities for collaboration with experts or practitioners in related fields. Infrastructure limitations can also be an obstacle to the development of educational institutions. Educational institutions need adequate facilities, such as classrooms, libraries, laboratories, and sports facilities. In this case, educational institutions can find creative solutions by establishing partnerships with parties that have adequate facilities. By overcoming limited resources, transformative Islamic educational institutions that are entrepreneurship-oriented can improve the quality of education provided to students. In the long run, educational institutions can build a good reputation and increase competitiveness in the job market.

Community acceptance

Another challenge is community acceptance of entrepreneurial-oriented transformative Islamic educational institutions. Sometimes people still think that Islamic educational institutions only teach about religion and pay little attention to business skills and competencies. Therefore, transformative Islamic educational institutions need proper socialization and promotion to increase public acceptance (Ikhwan, 2016). Some steps that educational institutions can take to increase public acceptance are as follows:

- a. Provide transparent information. Educational institutions must provide transparent and accurate information about the programs and services. It can be done through websites, brochures, or meetings with the community. With clear information, it will be easier for the public to understand the programs and services offered by educational institutions.
- b. Improving the quality of educational programs. Educational institutions need to improve the quality of educational programs and pay attention to aspects of business skills and competencies in their curriculum. It can help increase public acceptance of transformative Islamic education institutions that are entrepreneurship oriented.
- c. Doing social activities. Educational institutions need to carry out social activities that can increase community involvement in educational activities. It can strengthen the relationship between educational institutions and the community and increase acceptance of educational institutions.

Based on these steps, entrepreneurial-oriented transformative Islamic educational institutions can increase public acceptance and strengthen their position in the education market.

Program and curriculum development

The final challenge is the development of programs and curricula that align with global needs and demands (Mariati, 2021). Transformative Islamic educational institutions that are entrepreneurship-oriented must be able to develop programs and curricula relevant to the global market's needs so that graduates can compete in the international job market. In developing programs and curricula, transformative Islamic educational institutions that are entrepreneurship-oriented must also be able to develop creative and innovative abilities in their students and provide practical experience in dealing with complex and dynamic business situations. It can be done by developing courses focusing on practical skills like product development, business management, and marketing. In addition, educational institutions can also provide opportunities for students to take part in internships or work practices in companies or industries related to their field of study so that they can gain hands-on experience in the world of business and industry.

Developing creative and innovative abilities in students can also be carried out through a more active and problem-based learning approach. In addition, educational institutions can encourage students to be involved in extracurricular activities that can enhance their creative and innovative abilities, such as business and entrepreneurship competitions, start-up development, and social activities. It can help students develop the creative and innovative thinking skills needed to face complex and dynamic business and industrial challenges. In facing these challenges, entrepreneurial-oriented transformative Islamic educational institutions must adapt quickly and

continue improving the quality of educational services to compete with educational institutions worldwide. In addition, collaboration and partnerships with various parties are also crucial in overcoming the challenges of developing entrepreneurial-oriented transformative Islamic educational institutions.

Internal Challenges

Entrepreneurial-oriented transformative Islamic education is also faced with internal challenges. The following are some of the internal challenges that transformative Islamic educational institutions can face:

1. Business continuity. The first challenge is ensuring the business continuity of educational institutions. In this context, educational institutions must develop appropriate business strategies to maintain operational and financial continuity (Zamroji, 2019). It includes developing educational products and services following market needs and demands, effective and efficient management of resources, and developing strong networks and partnerships with related parties.
2. Human Resource Management. The second challenge is the management of human resources (Muliawaty, 2019). Transformative Islamic educational institutions must be able to attract and retain high-quality staff and teaching staff and provide ongoing training and development to improve the quality of teaching and education services. In addition, educational institutions must also be able to create a conducive work environment and motivate staff and lecturers to give their best in carrying out their duties and responsibilities.
3. Development of an entrepreneurial culture. The third challenge is the development of an entrepreneurial culture in educational institutions (Suharsono & others, 2015). It includes developing and promoting entrepreneurial values and innovation and assisting students and staff in developing a proactive and innovative entrepreneurial attitude. A robust entrepreneurial culture can help increase the innovation and adaptability of educational institutions in facing complex and dynamic business and industrial challenges.
4. Improved quality and reputation. The fourth challenge is improving the quality and reputation of educational institutions (Mukhsin, 2019). It can be done by developing relevant and quality programs and curricula, implementing an effective quality management system, developing a solid network and partnerships with related parties, and properly promoting and branding. Improving the quality and reputation of educational institutions can increase the attractiveness and public trust in educational institutions to strengthen the position of educational institutions in the education market.

External Challenges

Following are some of the external challenges in the development of entrepreneurial-oriented transformative Islamic educational institutions:

1. Competition with other educational institutions. Competition with other educational institutions with similar programs and curricula is also an external challenge for transformative Islamic educational institutions that are entrepreneurship-oriented (Syahrul, 2015). To overcome this, educational institutions must show their superiority and uniqueness and provide students with a better and more effective learning experience.
2. Changes in government policy. Changes in government policies related to education can also be an external challenge for entrepreneurial-oriented transformative Islamic educational institutions (Haris, 2019). Educational institutions must be able to adapt to these changes and maintain the quality of education produced according to predetermined standards. Favourable government policies related to entrepreneurial-oriented transformative Islamic education: a). Government programs that provide support and incentives for Islamic education institutions that encourage innovation, creativity, and entrepreneurship so that transformative Islamic education institutions can more easily develop entrepreneurship-oriented curricula. b). Government policies that support training and development of entrepreneurial skills for

students and teachers in transformative Islamic education institutions so that they can be better prepared to face external challenges and adapt to changes in government policies. Furthermore, examples of adverse government policies related to entrepreneurial-oriented transformative Islamic education: a). Government policies that limit the access of transformative Islamic educational institutions to government resources and support so that the lack of support from the government can be an obstacle in developing an entrepreneurship-oriented curriculum. b). Government policies that limit the freedom of transformative Islamic education institutions to develop curricula with an entrepreneurial perspective so that the curriculum of transformative Islamic education is not necessarily follow the needs of society and the market. c). Changes in government policy that do not pay attention to the interests of transformative Islamic educational institutions in developing entrepreneurship, so that changes in government policy can become an external challenge for entrepreneurship-oriented transformative Islamic educational institutions.

3. Economic and political developments. A country's economic and political development can also impact the development of entrepreneurial-oriented transformative Islamic educational institutions (Perdana & Pakili, 2020). If economic and political conditions are unstable, it will impact people's interest in investing in education, so educational institutions must find the right strategy to maintain a stable number of students. There is a synchronization between political stability and student stability in a country. When a country's political condition is stable and orderly, security and public order can be maintained. It can positively impact student stability because they can focus on academic activities and self-development without worrying about security issues. On the other hand, if the politics in a country is unstable, conflicts, riots, and chaos can occur in society. It can harm student stability because they cannot carry out their academic activities calmly and are disturbed by unstable political situations. Furthermore, political stability can also impact educational policies and programs that can affect students directly. When politics is stable, educational policies and programs that support student development can run smoothly and sustainably. Thus, political stability and student stability can be synchronized by fulfilling stable political conditions to create a conducive environment for students to learn, develop, and contribute to society.
4. Technological development. The rapid development of technology is also an external challenge for entrepreneurial-oriented transformative Islamic educational institutions (Maharani & Abidini, 2022). Educational institutions must be able to keep up with the latest technological developments and use them to improve the quality of education they produce.
5. Labour market needs. Job market needs changes are also an external challenge for entrepreneurial-oriented transformative Islamic educational institutions (Maharani & Abidini, 2022). Educational institutions must be able to keep up with developments in the needs of the job market and prepare graduates to be ready to compete in an increasingly competitive job market.

Discussion

Strategy for development of entrepreneurship-oriented transformative Islamic education institutions in a global perspective

Open communication is essential in strengthening the position of Islamic entrepreneurship education institutions on a global scale. In this case, educational institutions need to carry out effective branding and promotion to show the Islamic values that are adhered to in their application. It can be done through various means, such as publication on social media, institutional websites, and participation in international events and exhibitions. In addition, strengthening international cooperation can also be an effective tool in strengthening the image and reputation of institutions in the global arena. In strengthening its position in the global market, Islamic entrepreneurship educational institutions must also pay attention to the development of internationally qualified teaching staff and researchers. It can be done by providing opportunities to study and work abroad,

expanding networks with international teaching and research staff, and improving the quality of internationally accredited publications and research. In this regard, investment in research and development can also be a critical factor in developing innovative products and services that can compete in the global market.

Overall, effective communication, proper branding, and promotion, as well as strengthening international cooperation and developing international quality human resources, can be an effective strategy in strengthening the position of Islamic entrepreneurship education institutions globally. In its application, educational institutions must demonstrate compatibility between Islamic values and entrepreneurial principles, which can become a unique attraction in the global market. The following are several strategies for developing entrepreneurial-oriented transformative Islamic educational institutions from a global perspective:

Strengthen international cooperation

Entrepreneur-oriented transformative Islamic educational institutions must be able to strengthen international cooperation with universities and educational institutions in other countries (Syahrul, 2015). It can be done through exchanges of teachers, students and joint research programs. By strengthening international cooperation, educational institutions can expand their networks, improve the quality of education provided, and provide broader experiences for students facing global challenges. The exchange of faculty, students, and joint research programs can benefit both parties significantly. Teacher exchanges can enrich teachers' teaching experiences and introduce new teaching methods, while student exchanges can provide broader and deeper experiences in understanding the culture and traditions of other countries. In addition, joint research programs can help develop more advanced science and technology.

International cooperation can also assist educational institutions in expanding their network and improving the quality of education provided. By partnering with leading universities and educational institutions in other countries, educational institutions can access more resources, including human resources, research funding, and the latest technology. In addition, educational institutions can also gain greater international recognition and improve their reputation in the eyes of the international community. In facing global challenges, international experience can provide significant benefits for students. By experiencing different cultures and traditions, students can gain broader insights and learn to respect differences. In addition, international experience can help students expand their network and open up wider career opportunities in the future. Examples of cooperation in the academic field to strengthen international cooperation are as follows: a). Student exchange programs between countries include the Erasmus+ program in Europe or the ASEAN International Mobility for Students (AIMS) program in Southeast Asia. This program allows students from various countries to study at universities in other countries for one or two semesters. B). Cooperation between universities in technology research and development. An example is the collaboration between the Bandung Institute of Technology (ITB) and the University of Cambridge in information and communication technology. C). Collaboration between institutions to develop study programs more relevant to global needs, such as study programs focusing on developing renewable energy or global public health. D). Collaboration between institutions to hold international conferences and other academic meetings, which academics and practitioners from various countries attend.

The institution that is trying to provide real action in strengthening international cooperation is Gadjah Mada University (UGM) in Indonesia. UGM has many international collaborations with universities worldwide, such as the University of Tokyo in Japan, the University of Melbourne in Australia, and the University of California in the United States. UGM also has student exchange programs and research collaborations with these universities. Apart from that, UGM also frequently holds international conferences and other academic meetings to strengthen international cooperation. Strengthening international cooperation with universities and educational institutions in other countries is essential for entrepreneurial-oriented transformative Islamic educational

institutions. By carrying out this collaboration, educational institutions can benefit significantly by improving the quality of education, expanding networks, and assisting students in facing global challenges.

Build a network with industry and companies

Transformative Islamic education institutions that are entrepreneurship-oriented must be able to build networks with industry and companies, both at home and abroad (Haris, 2019). By collaborating with industry and companies, educational institutions can understand the needs and demands of the global labour market, as well as gain access to the latest technology and other resources that can support the development of programs and curricula relevant to the world's needs of the work labour market. Building networks with industry and companies is crucial for entrepreneurial-oriented transformative Islamic educational institutions. It can help educational institutions understand the needs and demands of the global labour market and access the latest technology and other resources that can support the development of programs and curricula relevant to labour market needs. By identifying the needs and demands of the global job market, educational institutions can prepare their graduates with the skills and abilities needed by industry and companies. It can help graduates of educational institutions more easily find jobs that suit their expertise. In addition, cooperation with industry and companies can provide access to the latest technology and other resources that can support the development of programs relevant to the labour market's needs. By accessing the latest technology and other resources, educational institutions can develop more innovative and quality programs and help increase the competitiveness of educational institution graduates in the global job market.

Providing study programs and curricula that are relevant to global needs

Transformative Islamic educational institutions that are entrepreneurship-oriented must be able to provide study programs and curricula relevant to the needs of the global job market (Tohari, 2020). It can be done by paying attention to the latest business and technology trends and integrating religious and business scientific aspects into the curriculum. In addition, educational institutions must continue to evaluate and develop programs and curricula relevant to developments in the world of work and global needs. In developing study programs and curricula, educational institutions must pay attention to the needs of the global job market so that graduates can compete in an increasingly competitive job market. Therefore, educational institutions must constantly evaluate and develop programs and curricula to be relevant to developments in the world of work and global needs. In addition, educational institutions must also be able to develop entrepreneurial skills in their students. These skills are essential in dealing with global competition and preparing students to become successful entrepreneurs. In order to create successful and quality educational institutions, these institutions need to continue to conduct research and innovation in the fields of education and business. Thus, educational institutions will be able to provide the best education for students and prepare them to face future challenges.

Strengthen students' creative and innovative abilities

Transformative Islamic educational institutions that are entrepreneurial-oriented must strengthen their students' creative and innovative abilities through a more active and problem-based learning approach (Nata, 2020). In addition, educational institutions can also encourage students to be involved in extracurricular activities that can enhance their creative and innovative abilities, such as business and entrepreneurship competitions, start-up development, and social activities. A more active and problem-based learning approach can strengthen students' creative and innovative abilities. In this approach, students are invited to be active in solving complex business and entrepreneurial problems, so students will learn more effectively and think more critically. In addition, educational institutions can also provide learning programs that focus on developing creative and innovative abilities, such as creativity, design thinking, and business innovation. Extracurricular activities such as business and entrepreneurship competitions, start-up development, and social activities can also enhance students' creative and innovative abilities. This activity will

teach students to develop innovative business ideas, solve complex problems, and build valuable networks and connections for future careers and businesses. Thus, transformative Islamic educational institutions with an entrepreneurial perspective must be able to create a creative and innovative learning environment and provide opportunities for students to increase their creative and innovative abilities through various relevant activities and programs.

Expand the reach and reputation of the institution

Educational institutions must be able to expand their reach and reputation globally (Nulhaqim et al., 2016). It can be done by increasing international cooperation, improving the quality of education, and increasing public acceptance of educational institutions. A good reputation will make educational institutions more recognized in society and industry, making graduates more readily accepted in the international job market. Increasing international cooperation can help educational institutions expand their reach globally. Collaboration with educational institutions and organizations abroad can help institutions develop international programs and enhance their reputation. In addition, international cooperation can also help educational institutions to expand their network of alums abroad, which can be an essential source for graduates in developing careers and businesses in the future.

Improving the quality of education is the key to improving the reputation of educational institutions. Entrepreneur-oriented transformative Islamic educational institutions must ensure that their curricula and programs are always relevant to the needs of business and industry in the era of globalization. In addition, educational institutions must ensure that their teachers and staff are of good quality and can provide students with the necessary support and guidance. Increasing public acceptance of educational institutions is also an essential factor in expanding the reach and reputation of institutions. Educational institutions must be open to feedback from society and industry and make the necessary changes and adjustments to improve the quality and relevance of their programs. By expanding the reach and reputation of the institution, graduates of transformative Islamic educational institutions who are entrepreneurship-oriented will be more readily accepted in the international job market. It will open new opportunities and opportunities for graduates to develop careers and businesses in the era of globalization.

Improving the quality of teaching and research

Educational institutions must improve the quality of their teaching and research (Tanjung et al., 2022). It can be done by recruiting quality lecturers and teaching staff, developing research programs focusing on global issues, and strengthening educational facilities and infrastructure supporting teaching and research. Improving the quality of teaching and research is one thing that is very important for educational institutions. It is done so that educational institutions can provide quality education and training to students and conduct research beneficial to society and the industrial world. To improve the quality of teaching, educational institutions can recruit quality lecturers and teaching staff, both from within the country and from abroad, who have good teaching skills and experience in the field they teach. In addition, educational institutions can also develop teaching programs that focus more on global issues and use more innovative learning methods, such as blended learning or problem-based learning.

Meanwhile, to improve the quality of research, educational institutions must develop research programs focusing on global issues and open access for researchers to access resources and facilities supporting their research. Educational institutions must also strengthen educational infrastructure and facilities that support teaching and research, such as modern and integrated laboratories, libraries, and information technology facilities. These efforts are expected to assist educational institutions in improving the quality of their teaching and research so that they can make a more significant contribution to society and industry. By implementing the above strategies, entrepreneurial-oriented transformative Islamic educational institutions can develop themselves in a global perspective and prepare their graduates to compete in the international job market.

As an analogy with a real example, a Tempe company in Indonesia, namely PT Sari Tempe Indonesia, can take concrete actions to strengthen international cooperation by building networks with foreign industries and companies, such as Japan and the United States, to market their *Tempe* products. PT Sari Tempe Indonesia can provide study programs and curricula relevant to global needs, such as teaching modern tempeh manufacturing technology and efficient production management. It can be done by cooperating with universities and related educational institutions at home and abroad. PT Sari Tempe Indonesia can also strengthen students' creative and innovative abilities by opening an internship program for students and providing training and workshops for workers to improve their skills and knowledge about Tempe production. To expand the reach and reputation of the institution, PT Sari Tempe Indonesia can utilize digital platforms to promote its products and activities and participate in industry exhibitions and events at home and abroad.

Finally, PT Sari Tempe Indonesia can improve the quality of teaching and research by conducting research and developing more innovative and environmentally friendly tempeh products, as well as providing training and education on food safety and public health. So that it can be concluded that the strengthening of international cooperation includes cooperation between PT Sari Tempe Indonesia and foreign companies and participation in global electronic trading platforms; through these actions, PT Sari Tempe Indonesia can develop more innovative and attractive tempeh products for global consumers and increase its competitiveness in the global market. In the case of transformative Islamic educational institutions with an entrepreneurial perspective, a real example can be made by strengthening international cooperation with educational institutions and companies abroad and providing study programs and curricula relevant to global needs so that students can have skills and abilities, knowledge relevant to global and increasingly complex markets.

CONCLUSION

From a global perspective, in addition to various internal and external challenges in developing entrepreneurship-oriented transformative educational institutions, it is also essential to improve the quality of education and prepare students to become ethical and quality global leaders. Some aspects that need attention in developing these educational institutions include improving the quality of teaching and research. Expand the reach and reputation of the institution. It provides study programs and curricula that are relevant to global needs. Strengthen students' creative and innovative abilities. Build a network with industry and companies. Strengthen international cooperation. In developing transformative Islamic educational institutions with an entrepreneurial perspective, a collaboration between educational institutions, industry, government, and the community is needed to create a conducive and supportive educational environment.

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