

ENTREPRENEURSHIP-BASED CURRICULUM DEVELOPMENT STRATEGY IN MADRASAH ALIYAH IN FACING GLOBAL CHALLENGES

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Abstract

This study aims to formulate an adaptive entrepreneurship-based curriculum development strategy to provide a strategic roadmap for transforming Madrasah Aliyah into an innovation center in the face of global challenges and digital economic disruption. The method used is a descriptive qualitative approach with data collection techniques through triangulation, combining participant observation, in-depth interviews with key informants (Headmaster, Vice Head of Curriculum, teachers, and students), and documentation studies. The results show that the curriculum development strategy is carried out through the integration of Islamic "Technopreneurship," which combines digital literacy with sharia business ethics, and the implementation of a cross-disciplinary Project-Based Learning (PjBL) approach. The utilization of modern infrastructure, such as virtual business laboratories and internal madrasah marketplaces, has proven effective in bridging the gap between theory and practice while reducing students' managerial risks. Furthermore, strategic collaboration through the "Triple Helix" model involving synergy between madrasah, industry, and government ensures that teaching materials remain relevant to global market dynamics. The contribution of this research lies in providing a holistic curriculum development model that not only creates financial independence and economic agility for graduates but also maintains moral integrity through the character of akhlakul karimah as a primary foundation in the digital era.

Keywords: Curriculum Development Strategy, Entrepreneurship Based Curriculum, Madrasah Aliyah, Global Challenges.

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INTRODUCTION

The phenomenon of the gap between the conventional curriculum in Madrasah Aliyah and the dynamics of the global job market today is a real social fact. This is triggered by the tendency of educational institutions that still focus on cognitive-theoretical achievements, so that they are less able to accommodate the needs of adaptive practical skills (Sujai, 2022). The proof can be seen from the number of graduates who find it difficult to compete in the modern industrial sector due to the lack of mastery soft skills and financial independence that should be honed through entrepreneurship education (Dahlan et al., 2022). Therefore, the integration of curriculum-based strategies Entrepreneurship It is an urgent need to align graduate competencies with the demands of the progressively changing global economy (Laili & Pradikto, 2025).

In addition, there is currently a shift in the sociological role of Madrasah which is now beginning to transform into an incubation center for economic independence for its

students(Sidik & Yaqin, 2024). This change is driven by the awareness that religious values must be able to synergize with economic agility so that graduates have not only spiritual depth but also material resilience(Solehudin, 2022). The reality on the ground shows that more and more Madrasas are starting to build internal business units and establish strategic partnerships with business actors as direct practice laboratories for students(Rain, 2023). This proves that the entrepreneurship curriculum strategy is an important instrument in reconstructing the identity of the Madrasah so that it remains relevant as an agent of social and economic change in the future(Fauzi et al., 2025).

The emergence of collective awareness to adopt a culture of innovation in the Madrasah environment has become a social fact that marks the readiness of institutions in the face of global disruption(Karyadi, 2025). The main reason is the demands of the times that require every individual to have a strong mentality of agility and risk management skills in order to win international competition(Safaruddin, 2022). This fact is supported by increasing systemic support from various parties, ranging from the policies of madrasah heads to the active involvement of parents in supporting students' creative programs such as entrepreneurship fairs and business competitions. Thus, the implementation of this curriculum strategy is clear evidence of collective adaptive steps to ensure that Madrasah Aliyah graduates are able to navigate the complexity of global challenges with confidence(Yanto et al., 2024).

Literature review on curriculum-based development strategies Entrepreneurship at Madrasah Aliyah shows the trend of integrating entrepreneurial values as a solution to the challenges of globalization and economic disruption(Ihdayatul et al., 2025). Previous research revealed that the internalization of the entrepreneurial spirit in madrasahs is carried out through curriculum modifications that combine religious materials with independent business practices to form student independence holistically. In the face of global challenges, several studies emphasize the importance of transforming instructional leadership that is adaptive to digital technology to support the effectiveness of school production units. In addition, there is a strong argument that entrepreneurship-based curriculum in Islamic educational institutions does not only focus on profit, but also on strengthening business ethical values which are competitive advantages in international competition(Annisa et al., 2025). Collectively, the literature confirms that systematic curriculum development, supported by industry partnerships and strengthening of innovation ecosystems, is a key strategy for Madrasah Aliyah to produce graduates who are not only spiritually superior but also competitive in the global job market(KEMALA, 2025).

Based on the literature review that has been presented, the novelty or novelty of this research lies in the effort to synergize business ethics based on Islamic values (sharia values) with digital entrepreneurship skills as an adaptive strategy specific to Madrasah Aliyah in the era of disruption. In contrast to previous research that tends to separate spiritual aspects and technical skills, this study offers a curriculum development model that integrates the character of morals as a foundation in dealing with the dynamics of a competitive global job market. The focus of this research does not only stop at economic independence, but also on how the curriculum is able to create an innovation ecosystem that utilizes digital technology to expand the reach of da'wah through economic channels. Thus, the novelty of this research provides a strategic framework for Madrasah Aliyah to transform into an educational institution that not only excels in religious literacy, but is also adaptive to global innovation standards without losing its religious identity.

The urgency of this research lies in the urgent need for Madrasah Aliyah to overcome the dual challenges in the form of high educated unemployment rates and digital economy disruption that threatens the relevance of graduates. By integrating Islamic business ethics and digital skills, this research is crucial to prevent moral degradation and

loss of institutional competitiveness in the midst of global competition. Without a systematic curriculum strategy, madrassas risk failing to produce a generation of Muslims who are economically independent and spiritually resilient. Therefore, this research aims to formulate an adaptive entrepreneurship-based curriculum development strategy to provide a strategic roadmap for the transformation of Madrasah into an innovation center. The results of this study are expected to make a significant contribution to strengthening a competitive Islamic education ecosystem without neglecting religious values, while ensuring graduates are able to navigate the complexity of global challenges proactively and ethically.

RESEARCH METHOD

This study uses a descriptive qualitative approach to explore the phenomenon of curriculum development strategies comprehensively in the natural context in Madrasah Aliyah. The main data sources consist of primary data obtained through key informants such as the Head of Madrasah, Curriculum Waka, craft teachers, and students, as well as secondary data that includes curriculum documents, syllabus, and production unit activity reports. The focus of this approach is to provide a factual picture of how the integration of Islamic values and digital skills is implemented as a solution to global challenges.

The data collection technique was carried out through a triangulation procedure that combined participatory observation of entrepreneurial activities in schools, in-depth interviews to explore strategic policies, and documentation studies to strengthen administrative evidence. The collected data is then processed using the Miles, Huberman, and Saldana model data analysis techniques. This stage of analysis includes data reduction to focus on findings, presentation of data in a systematic descriptive narrative, and drawing credible conclusions regarding the effectiveness of the curriculum.

In order to ensure the validity of the research results, a technique of checking the validity of the data is used through source triangulation and triangulation techniques. The researcher compared information from various informant perspectives and checked the consistency of the data between the interview results and physical evidence in the field. Through this strict inspection procedure, the research is expected to be able to produce objective and accountable findings in formulating a roadmap for the transformation of Madrasah Aliyah into a competitive innovation center.

RESEARCH RESULTS AND DISCUSSION

The Integration of Islamic "Technopreneurship" as a Competitive Advantage.

The curriculum development strategy at Madrasah Aliyah has now reached an innovative stage by marrying digital literacy and sharia business ethics. This phenomenon is a social fact of the transformation of Madrasah from a traditional institution to an incubation center Technopreneurship relevant to the global market (Gugus, 2024). The curriculum is systematically designed to equip students with building skills Startup digital that has a unique bargaining value (Fawaqi, 2022). In contrast to general education, the main focus lies in the creation of graduates who are able to operate the digital economy platform while still adhering to the principle of muamalah as a competitive advantage in the midst of international competition.

Furthermore, this strategy integrates the mission of da'wah and social solutions through the concept of Social Entrepreneurship. Madrasah builds an ecosystem where technological innovation is directed to solve community problems, such as digital donation platforms or Marketplace halal products (Kusumah & Ridwan, 2024). This reflects a shift in the dynamic culture of the school, where mastery of high-level technology is synchronized with character Akhlakul Karimah (Kusumah & Ridwan, 2024). This strategy

is a real answer to the challenges of globalization, ensuring that graduates have solid competitiveness while becoming pioneers of the sharia economy with integrity in the fast-paced digital era (Priatna, 2025).

Based on the interview, Waka Kurikulum stated that the curriculum structure has been overhauled with local content of sharia-based digital business. He emphasized,

"Grade XII students are required to design a social startup project whose technical aspects are monitored by IT teachers and sharia legality by Fiqh teachers."

Observations in computer labs show that students are actively developing application prototypes, supported by curriculum documents that contain mentoring allocations for industry practitioners. These findings confirm that the strategy is effective in creating a new identity for graduates as young technopreneurs who have economic independence as well as high moral integrity.

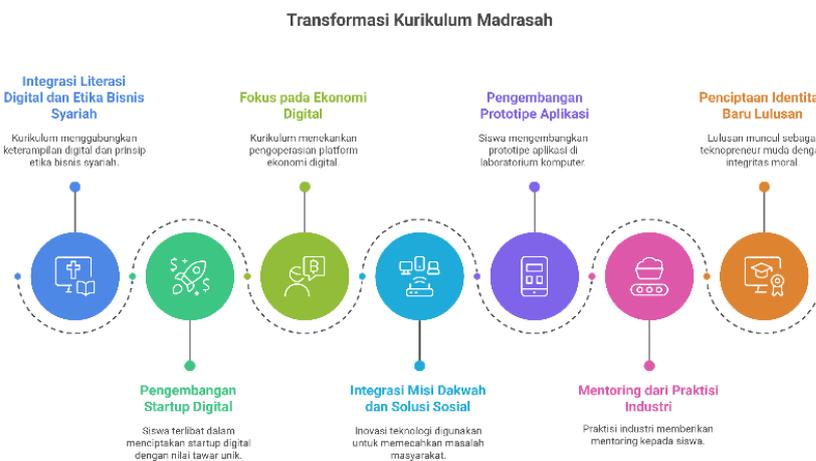


Figure 1. Madrasah-Based Curriculum Transformation

The interpretation from figure 1 above shows that this curriculum transformation shows that there is an effort to synchronize between cognitive, technological, and spiritual aspects that form the flow of holistic competency development for Madrasah Aliyah students (Al Kautsary, 2024). Visually and narratively, this process starts from the integration of digital literacy with sharia business ethics, which is then actualized through the development of *Startup* digitally oriented global economy. The social fact that emerged is the shift in the role of madrasahs to an incubation center that not only pursues profits, but also integrates da'wah missions and social solutions through the concept of *Social Entrepreneurship*. Presence of industry practitioners in the session *Mentoring* and the creation of application prototypes in computer laboratories is tangible evidence of the implementation of an adaptive curriculum. Substantively, this strategy succeeds in reconstructing the identity of graduates into young technopreneurs who have economic agility (*Agility*) without losing moral integrity (*Akhlakul Karimah*). Thus, this educational model provides a strategic roadmap for Islamic educational institutions to remain relevant and competitive in the face of technological disruption and global economic challenges in the future.

Curriculum Transformation Based on Cross-Disciplinary "Project-Based Learning" (PjBL).

The curriculum development strategy at Madrasah Aliyah is now transforming holistically by applying a cross-disciplinary *Project-Based Learning* (PjBL) approach to answer global challenges. This phenomenon is a social fact that shows the synchronization between the cognitive aspects of religion and practical skills, where the subject is no longer

taught partially. The curriculum systematically combines the disciplines of Fiqh Muamalah, mathematics, economics, and foreign languages into one real entrepreneurial project. This creates a cross-sectoral learning ecosystem, where business success is not only measured by financial profitability, but also sharia compliance and international communication capabilities as new competency standards.

The integration of this curriculum has succeeded in forming students' collective awareness of the importance of halal standardization in the global business supply chain. The madrasah now serves as an incubation space for students to develop a competitive international business plan using Arabic or English as an introduction to professional communication. The implementation of cross-disciplinary PjBL reflects an adaptive strategy in equipping graduates with *a strong global mindset*. By marrying financial literacy and religious integrity, Madrasah proves that an entrepreneurship-based curriculum can be a bridge for students to navigate the global market without losing the identity of moderate and professional Islamic values.

The findings show that the implementation of cross-disciplinary PjBL is effective in improving students' strategic competencies in designing a comprehensive business model. Through the observation of the project exhibition, it was found that the work was in the form of a business plan for the export of local products equipped with an economic feasibility analysis and documentation of international halal certification procedures. This data is reinforced by evidence of a lesson plan that shows real collaboration between language, mathematics, and religion teachers in guiding the same project. The results reveal the fact that students are not only able to theorize, but are also practically able to formulate global standard business strategies that remain within the corridor of accountable Islamic business ethics.

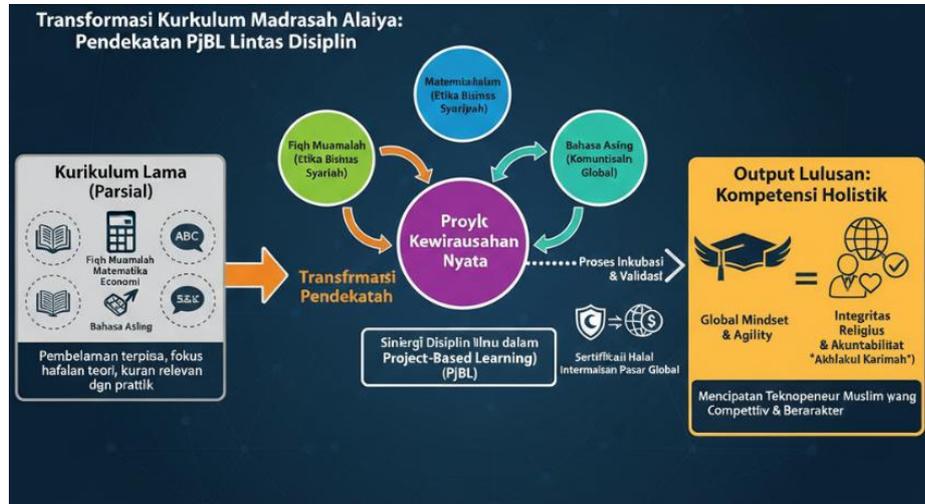


Figure 2. Madrasah-Based Curriculum Transformation With PjBL Approach

The interpretation of figure 2 above is that the transformation of the Madrasah Aliyah curriculum shows a fundamental evolution from a partial learning system to a holistic *Project-Based Learning* (PjBL) integration model. The picture illustrates how the old curriculum that tends to be rigid and based on theoretical memorization is deconstructed into a more dynamic approach by synergizing three main pillars: Fiqh Muamalah, Economic Mathematics, and Foreign Languages in one forum for real entrepreneurial projects. This transformation process is not just a change in method, but a strategic incubation that validates students' ability to prepare international business plans with global halal certification standards. The focus on the digital economy ensures that technology does

not stand alone, but is guided by Islamic business ethics to prevent moral degradation. Substantively, the flow in the image confirms that the end result of this curriculum strategy is the creation of a new identity of graduates as young technopreneurs who have a *global mindset* and market agility. This integration ensures that graduates of Madrasah Aliyah are not only professionally competitive on the world stage, but also maintain strong religious accountability through the character of *the moral character of karimah* which is the main foundation in facing the complexity of global challenges.

Utilization of "Virtual Business Laboratory" and Madrasah Marketplace.

The use of virtual business laboratories and internal marketplaces of madrasahs is a social fact that marks a new era of digitization of Islamic education in responding to global economic disruptions. This strategy is implemented to provide a digital infrastructure that allows students to simulate economic transactions in *real-time*, thereby bridging the gap between conventional theory and modern business practice. Through the adoption of the latest technology, Madrasah transforms itself into an innovation center that equips graduates with the agility to navigate the digital ecosystem professionally and adaptively.

The facility serves as a safe experimentation space to hone risk management skills without the pressure of real financial losses. In an *internal marketplace ecosystem*, every transaction is overseen by Islamic business ethics standards, thus creating a culture of competition that remains based on religious values. This pattern not only builds a resilient entrepreneurial mentality, but also ensures that the transition process of students from the school environment to the global world of work takes place smoothly, systematically, and with minimal risk of technical and managerial failures.

The integration of virtual labs and *marketplaces* significantly improves job readiness through hands-on practice in a credible digital environment. Observations on the internal platform reveal the existence of active transaction data that is managed independently by students, ranging from inventory management to after-sales service. The results of the interview with the supervisor confirmed that this simulation was able to substantially reduce the potential for students' managerial errors. This proves that the strategy is effective in converting technical skills into strategic competencies that are ready to compete in the international job market.

Table 1. Strategies and Findings for the Utilization of Business Technology in Madrasah

Categories Analysis	Descriptive Explanation & Research Findings
Implementation Strategy	The adoption of the latest digital infrastructure in the form of virtual business laboratories and <i>internal marketplaces</i> to facilitate real-time <i>simulation of economic transactions</i> to answer global economic disruptions.
Sociological Function	Bridging the gap between conventional theory and modern practice and transforming Madrasah into an innovation center that equips graduates with the agility to navigate the digital ecosystem.

Categories Analysis	Descriptive Explanation & Research Findings
Monitoring Mechanism	The application of Islamic business ethics standards to every transaction in the <i>marketplace</i> ecosystem, thereby creating a culture of competition that remains based on religious values.
Practical Benefits	Providing a safe experimentation space to hone in on risk management without the pressure of real financial losses, while ensuring that students' transition to the global workforce is systematic.
Field Findings (Observation)	It was detected that there was active transaction data that was managed independently by students comprehensively, covering aspects of inventory management to digital after-sales service on internal platforms.
Field Findings (Interviews)	The results of the interviews revealed that this simulation proved to be effective in substantially reducing the potential for students' managerial mistakes and converting technical skills into ready-to-use strategic competencies.

The interpretation of table 1 shows that the use of virtual business laboratories and internal *marketplaces* is a transformative strategy of Madrasah Aliyah in aligning Islamic education with the demands of the global digital economy. Through this infrastructure, Madrasah has succeeded in creating a "safe space" ecosystem that combines conventional theory with *real-time* transaction practices that are accountable in sharia. The findings of the study prove that this simulation method is not just a technical tool, but a strategic instrument that is able to substantially reduce the risk of managerial errors of students through independent inventory management and after-sales service. Sociologically, this technology integration converts students' technical abilities into competitive strategic competencies, ensuring graduates have *agility* in navigating the international job market. Thus, the synchronization between Islamic business ethics and digital literacy in this virtual laboratory is the main key in minimizing obstacles to the transition of graduates from the world of education to the complex global industrial reality.

Strategic Collaboration through the "Triple Helix" of Islamic Education

The curriculum development strategy through the "Triple Helix" collaboration model is an innovative approach that integrates the role of educational institutions, the industrial sector, and government authorities to create a robust entrepreneurial ecosystem in Madrasah Aliyah. This phenomenon reflects the social fact of the collective awareness that global challenges cannot be faced partially, but rather requires cross-sectoral synergy to keep the curriculum relevant and up-to-date. In this model, the industry plays a role as a supporter of competency standards, the government as an umbrella provider of regulations and programs, while Madrasah as an operational implementer. This collaboration ensures that teaching materials are no longer static, but dynamic according to the latest industry needs and international macroeconomic developments.

Based on the results of the interview, the Head of the Madrasah revealed that this collaboration has resulted in an active memorandum of understanding (MoU) with various MSMEs and national companies to provide direct practitioner mentors for students. He explained, "Through collaboration with industry practitioners and the support of the Ministry of Religion, our students gain real insights into the dynamics of the global market that are not found in conventional textbooks." These unique findings show that the

involvement of external parties in curriculum development is very effective in updating students' perspectives on the world of work. The results of the interviews confirmed that the "Triple Helix" synergy succeeded in creating an inclusive education ecosystem, where students receive direct guidance from experts to improve their competitiveness at the national and international levels.

Mengungkap Kekuatan Kolaborasi Triple Helix

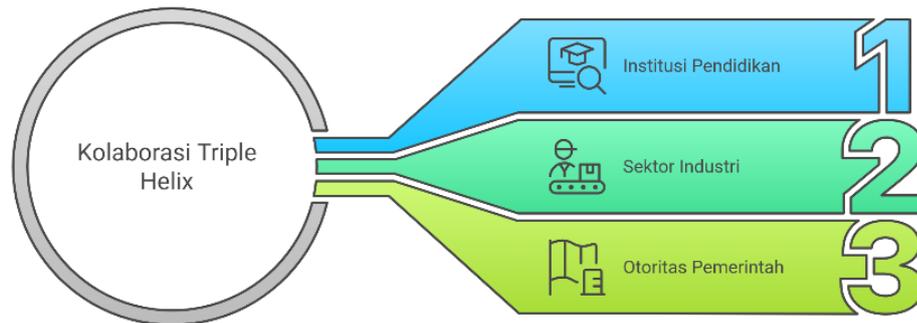


Figure 3. Triple Helix Model Curriculum Formation

The interpretation of figure 3 of the curriculum transformation flow and the *Triple Helix model* shows that there is a strategic synchronization between prophetic values and digital technological advancements. Analysis based on the theory of Economic Sociology confirms that the involvement of Educational Institutions, the Industrial Sector, and Government Authorities creates social capital that accelerates the diffusion of innovation in Madrasahs. The stages from the integration of sharia business ethics to the creation of graduate identities reflect the process of curriculum reconstruction that not only focuses on profit, but also on the mission of da'wah and social solutions. This is in line with previous studies on *Entrepreneurial Education* which emphasized that cross-sectoral collaboration is effective in minimizing the competency gap of graduates to the demands of the global job market. Thus, the presence of industry practitioners as mentors and government regulations are a pillar of support for Madrasah to produce young technopreneurs who have digital agility as well as solid moral integrity in the face of global disruption.

Internalizing the "Entrepreneurial Mindset" as a School Culture (Hidden Curriculum).

The curriculum development strategy at Madrasah Aliyah has gone beyond formal instructional boundaries by integrating an *entrepreneurial mindset* into the school culture through a *hidden curriculum mechanism*. This phenomenon is a social fact where entrepreneurial values are no longer just memorization material, but become the breath in every interaction and decision-making structure in the educational environment. Through this hidden curriculum, madrasahs create an ecosystem that naturally shapes the character of students to be innovative, financially independent, and dare to take measurable risks. This transformation changed the face of the madrasah from a rigid institution to a nursery room for an entrepreneurial mentality that is adaptive to the dynamics of the global market.

Based on the results of interviews with stakeholders, there is real evidence of the shift in school culture from a conventional pattern to a pattern of entrepreneurial autonomy. These findings detail how unit-production is managed directly by students as a laboratory of a business mentality.

Table 2. School Culture Comparison: Conventional vs Entrepreneurial Mindset

Cultural Dimension	Conventional School Culture	Culture of Entrepreneurial Mindset (Hidden Curriculum)
Decision Making	It is top-down and instructional from the teacher/leader.	Encourage student initiative with measurable risk.
Production Unit	Managed by staff/cooperatives for consumptive needs.	It is managed autonomously by the student organization as a profit center.
Independence Orientation	Depends on the budget allocation of the institution.	Financially independent through student business unit innovation.
Graduate Character	Comply with administrative (bureaucratic) procedures.	It is innovative, adaptive, and has high moral integrity.

The interpretation of table 2 above is the reconstruction of organizational culture in Madrasah Aliyah through the internalization of *the hidden curriculum* that has transformed the rigid bureaucratic-instructional system into a dynamic autonomous entrepreneurial ecosystem. This paradigm shift shifts decision-making patterns from conventional *top-down models* towards the development of student initiatives in managing measurable business risks through self-production units. The Head of the Madrasah emphasized that empirical experience in dealing with the dynamics of failure and real success in school is much more valuable than just mastery of textual theory. This strategy has substantively succeeded in building students' financial independence and managerial responsibility, which ultimately reconstructs the identity of graduates to become innovative young technopreneurs with solid moral integrity in the midst of the disruption of the digital era.

Discussion

The discussion of this research reveals that the transformation of Madrasah Aliyah into an innovation center is driven by the integration of "Islamic Technopreneurship," which successfully marries digital literacy with Sharia business ethics to create a unique competitive advantage in the global market. This strategic shift is supported by a transition from theoretical, partial learning to a cross-disciplinary Project-Based Learning (PjBL) approach that integrates Fiqh Muamalah, economic mathematics, and foreign languages into real-world business projects. To bridge the gap between theory and practice, the madrasah utilizes modern infrastructure such as virtual business laboratories and internal marketplaces, providing a "safe space" for students to simulate real-time transactions and reduce managerial risks. Furthermore, the implementation of the "Triple Helix" model ensures curriculum relevance through active synergy between the madrasah, industry practitioners, and government authorities. Ultimately, this development strategy extends beyond formal instruction by internalizing an "Entrepreneurial Mindset" into the school's hidden curriculum, shifting the institutional culture toward student autonomy and innovation. This holistic model ensures that graduates possess the economic agility and digital competence required for the modern era while maintaining their moral integrity through the foundation of *akhlakul karimah*.

CONCLUSION

The entrepreneurship-based curriculum development strategy at Madrasah Aliyah is a systematic adaptive step to answer global challenges through the integration of digital literacy and sharia business ethics. The implementation of this curriculum transformed from a rigid theoretical system to a cross-disciplinary Project-Based Learning (PjBL) approach that brings together the knowledge of Fiqh Muamalah, economic mathematics, and foreign languages into real entrepreneurial projects. The use of modern infrastructure such as virtual business labs and internal marketplaces has proven to be effective in bridging the gap between theory and practice, as well as reducing managerial risk through real-time transaction simulation. The success of this model is also supported by the "Triple Helix" strategic collaboration which involves synergy between madrasas, industry practitioners, and the government to ensure that teaching materials remain relevant to market dynamics. Furthermore, the internalization of the entrepreneurial mindset as a school culture (hidden curriculum) succeeded in reconstructing the identity of graduates to become young technopreneurs who have economic agility (agility) but still hold fast to moral integrity or morals as the main foundation. Thus, this holistic education model not only creates financial independence for students, but also transforms madrasas into a competitive and adaptive sharia economic incubation center for global disruption.

SUGGESTIONS/RECOMMENDATIONS

Based on the research findings, it is recommended that Madrasah Aliyah institutions continue to strengthen their "Triple Helix" collaborations by expanding formal partnerships with global-scale industries and digital startups to ensure that the "Islamic Technopreneurship" curriculum remains adaptive to the rapid pace of digital disruption. Madrasahs should also prioritize the continuous professional development of teachers, specifically in integrating Sharia business ethics with advanced digital tools, to effectively facilitate cross-disciplinary Project-Based Learning (PjBL) and manage virtual business laboratories. Furthermore, policy makers should provide systemic support for the scaling of internal marketplaces as legitimate incubation centers, allowing the "hidden curriculum" of entrepreneurial culture to be fully institutionalized across all levels of Islamic education. Finally, future research could explore the long-term impact of this holistic model on the career sustainability of graduates to further validate its effectiveness in creating economically agile and morally grounded professionals in the international market.

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