

## Reconstructing Entrepreneurship Management in Islamic Educational Institutions through Digital and Experiential Learning Approaches

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### Abstract:

Entrepreneurship education has become increasingly important for Islamic educational institutions in responding to digital transformation, graduate employability challenges, and the demand for value-oriented human resources. However, entrepreneurship education is often implemented in a fragmented manner, with limited integration between management systems, digital technology, experiential learning, and Islamic values. This study aims to analyze existing entrepreneurship management practices and reconstruct a value-based entrepreneurship management model through digital and experiential learning approaches. The research employs a qualitative case study method, with data collected through in-depth interviews, participant observation, and document analysis involving school leaders, teachers, program coordinators, and students. The findings reveal that entrepreneurship management is fragmented across curricular and extracurricular programs, lacks systematic coordination, and is not positioned as a strategic institutional priority. Digital tools are mainly used for administrative purposes, while experiential learning activities are conducted without structured digital support or reflective evaluation. Furthermore, Islamic values are acknowledged normatively but are not operationalized as guiding principles in entrepreneurship planning, implementation, and assessment. As a result, entrepreneurship education functions more as an activity-based program rather than a holistic learning ecosystem. This study recommends the adoption of a value-based reconstruction model that integrates Islamic values, character building, experiential learning, and digital technology to enhance the effectiveness, coherence, and sustainability of entrepreneurship education in Islamic educational institutions.

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## INTRODUCTION

In recent decades, Islamic educational institutions have faced increasing pressure to respond to global economic transformation, digital disruption, and the growing demand for entrepreneurial competencies among graduates. Education is no longer expected solely to transmit religious and moral values, but also to equip learners with adaptive skills, creativity, and economic resilience (Ramadona & Amelia, 2025). In many Muslim societies, unemployment among graduates remains high, indicating a mismatch between educational outcomes and labor market needs (Fatmawati, 2026). Entrepreneurship education emerges as a strategic response to this challenge, particularly within Islamic institutions that emphasize self-reliance and community empowerment (Sari, Nurbaiti, & Mahardika, 2025). However, traditional models of entrepreneurship education in Islamic schools often remain normative, theoretical, and detached from real-world practices. This condition highlights the urgency of rethinking how entrepreneurship is conceptualized and operationalized within Islamic education to ensure relevance, sustainability, and alignment with contemporary socio-economic realities.

The field phenomenon observed at MA Nurul Jadid reflects these broader challenges and opportunities. As an Islamic senior secondary school under the pesantren system, MA Nurul Jadid integrates religious instruction with general education while promoting entrepreneurial values as part of its institutional vision. Despite having various entrepreneurship-related programs, such as student business units and extracurricular activities, their management remains fragmented and largely conventional. Digital tools are used minimally, and learning experiences often lack systematic experiential components that connect theory with practice. As a result, students' entrepreneurial skills, digital literacy, and business problem-solving abilities are not optimally developed. This situation indicates that entrepreneurship education at MA Nurul Jadid requires a more structured, innovative, and technology-oriented management approach that combines digital integration with experiential learning to maximize students' engagement and learning outcomes.

Previous studies have explored entrepreneurship education from various perspectives. First, research by Rouf, Syukur, & Maarif, (2024) highlights that entrepreneurship programs in Islamic schools significantly improve students' motivation but are limited by traditional teaching methods. Second, a study by Sitepu, (2025) emphasizes the effectiveness of experiential learning in enhancing entrepreneurial competence, yet it does not address its integration within Islamic educational contexts. Third, digital-based entrepreneurship education examined by Yusuf & Azieza, (2025) demonstrates improved innovation and market awareness among students, although the study focuses on higher education institutions rather than secondary Islamic schools. While these studies contribute valuable insights, they tend to examine entrepreneurship, digitalization, and experiential learning as separate elements, leaving limited understanding of how these dimensions can be systematically integrated within the management framework of Islamic educational institutions.

Theoretically, existing literature reveals a significant gap in the integration of digital approaches and experiential learning within entrepreneurship management in

Islamic educational institutions. Most entrepreneurship management models are derived from secular or corporate contexts, emphasizing efficiency and profit orientation while overlooking Islamic educational values and pedagogical characteristics (Asror & Santosa, 2022). Conversely, Islamic education studies often focus on moral formation and religious instruction without sufficiently engaging with contemporary management and learning theories (Yuanda, 2024). This separation results in a fragmented theoretical framework that fails to explain how entrepreneurship management can be reconstructed to align with Islamic values while embracing digital transformation and experiential pedagogy (Rahmayanti & Ikawati, 2023). Therefore, a comprehensive theoretical synthesis is needed to bridge educational management theory, digital learning, experiential learning, and Islamic educational philosophy into a coherent and context-sensitive framework.

This study offers novelty by proposing a reconstructed model of entrepreneurship management in Islamic educational institutions through the integration of digital approaches and experiential learning. Unlike previous studies, this research positions entrepreneurship not merely as a subject or extracurricular activity, but as a managed learning ecosystem supported by digital platforms and real-world experiential processes. The novelty lies in contextualizing this reconstruction within MA Nurul Jadid, a pesantren-based institution, thereby grounding theoretical innovation in empirical practice. Additionally, the study introduces a value-based digital-experiential management framework that harmonizes Islamic principles, technological utilization, and student-centered learning experiences (Sanafiri & Hasanah, 2023). This approach contributes new insights to the discourse on Islamic educational management by demonstrating how tradition and innovation can coexist productively.

The primary objective of this study is to analyze and reconstruct entrepreneurship management in Islamic educational institutions through digital and experiential learning approaches, with MA Nurul Jadid as the research context. Specifically, the study aims to identify existing management practices, examine their limitations, and formulate a reconstructed model that enhances students' entrepreneurial competence, digital literacy, and experiential engagement. The central argument of this research is that effective entrepreneurship education in Islamic institutions requires a paradigm shift from conventional, fragmented management toward an integrated digital-experiential framework (Hamdi, Musafa'ah, & Hasanah, 2025; Hidayat et al., 2024). Such reconstruction is essential not only to improve learning effectiveness but also to ensure that Islamic education remains responsive, competitive, and socially relevant in the digital era while maintaining its core spiritual and ethical foundations.

## RESEARCH METHOD

This study employs a qualitative research approach using a case study design to explore and reconstruct entrepreneurship management in Islamic educational institutions through digital and experiential learning approaches (Assyakurrohim, Ikhram, Sirodj, & Afgani, 2022). The qualitative approach is chosen to capture in-depth understanding of managerial practices, learning processes, and institutional values that

shape entrepreneurship education. The research was conducted at Madrasah Aliyah (MA) Nurul Jadid, a pesantren-based Islamic senior secondary school. MA Nurul Jadid was selected due to its explicit commitment to integrating entrepreneurship into its educational vision while operating within a traditional Islamic learning environment. The coexistence of religious values, emerging digital initiatives, and experiential programs makes this institution a relevant and strategic site for examining how entrepreneurship management can be reconstructed to respond to contemporary educational and technological challenges.

Research informants were selected through purposive to ensure the relevance and richness of data. They included the school principal, vice principals, entrepreneurship teachers, program coordinators, pesantren administrators, and students actively involved in entrepreneurship activities. These informants were chosen based on their direct roles in planning, implementing, and experiencing entrepreneurship education at MA Nurul Jadid. Data were collected using in-depth semi-structured interviews, participant observation, and document analysis. Interviews focused on management practices, digital utilization, and experiential learning strategies. Observations were conducted during entrepreneurship learning activities and student business projects, while documents such as curricula, institutional policies, and program reports were analyzed. The combination of these techniques enabled data triangulation and strengthened the credibility of the findings.

Data analysis was conducted using an interactive qualitative analysis model involving data reduction, data display, and conclusion drawing (Malahati, B, Jannati, Qathrunnada, & Shaleh, 2023). Initially, all collected data from interviews, observations, and documents were transcribed and coded thematically to identify key patterns related to entrepreneurship management, digital learning, and experiential approaches. The reduced data were then organized into thematic categories and displayed in narrative and matrix forms to facilitate interpretation. The analysis process was iterative, allowing continuous comparison between empirical findings and relevant theoretical frameworks. Conclusions were drawn by synthesizing the findings to formulate a reconstructed model of entrepreneurship management that aligns Islamic educational values with digital innovation and experiential learning principles. This analytical process ensured that the reconstruction model was empirically grounded and theoretically robust.

## **RESULT AND DISCUSSION**

### **Fragmented Entrepreneurship Management Practices**

The findings indicate that entrepreneurship management at MA Nurul Jadid is implemented in a fragmented manner across different institutional units. Entrepreneurship activities are distributed among formal subjects, extracurricular programs, and student business initiatives; however, these components operate independently without a unified management framework. There is no clear integration between curriculum planning, program execution, and evaluation mechanisms. As a result, entrepreneurship education functions more as a complementary activity rather than a core institutional strategy (Shunhaji, 2023). This fragmentation weakens

coherence in learning objectives and limits the accumulation of students' entrepreneurial competencies over time.

From a managerial perspective, the absence of a centralized entrepreneurship management system results in overlapping roles and unclear responsibilities among stakeholders. Teachers focus on subject completion, while extracurricular coordinators emphasize activity execution without shared performance indicators. Pedagogically, learning experiences become inconsistent, as students engage in entrepreneurial activities without structured reflection, mentoring, or long-term development pathways (Hasanah, 2025). This condition reflects a management-oriented problem rather than a lack of entrepreneurial intention, indicating that institutional readiness exists but is not supported by systematic planning and coordination (Setiawan, 2024).

The study also reveals that digital tools and experiential learning activities are not strategically aligned within entrepreneurship management. Digital platforms are primarily used for documentation and communication, not as learning ecosystems supporting business simulations, digital marketing, or reflective evaluation. Experiential learning, such as student-run businesses, occurs sporadically and depends heavily on individual initiatives (Nisa', Mundiri, Manshur, & Munir, 2024). The lack of integration between digital tools and experiential practices further reinforces fragmentation, preventing entrepreneurship education from responding effectively to contemporary digital economic contexts.

Theoretically, these findings confirm that fragmented management limits the effectiveness of entrepreneurship education in Islamic institutions. Educational management theory emphasizes coherence, integration, and sustainability as key determinants of program success (Hasanah, 2024). When entrepreneurship is not positioned as an integrated system, its potential to develop entrepreneurial mindset, ethical awareness, and digital competence remains underutilized (Anjum, 2021). Therefore, fragmentation becomes a structural barrier that necessitates reconstruction toward an integrated, value-based, and digitally supported entrepreneurship management model aligned with Islamic educational principles.

Table 1. Interview Results on Fragmented Entrepreneurship Management Practices

Informant	Statement	Code
School Principal	"Entrepreneurship programs already exist, but each unit runs them independently without a unified coordination system."	Lack of centralized management
Entrepreneurship Teacher	"I teach entrepreneurship as a subject, but it is not connected to students' business between curriculum activities outside the classroom."	Disconnection and practice
Vice Principal (Curriculum)	"Entrepreneurship is not yet included as a strategic institutional program with clear evaluation indicators."	Absence of strategic planning
Program Coordinator	"Digital tools are mostly used for reporting, not for managing learning or business utilization"	Limited digital utilization

Informant	Statement	Code
	simulations."	
Student	"We run small businesses, but there is no long-term guidance or integration with lessons."	Inconsistent experiential learning

The findings of this study indicate that entrepreneurship management at MA Nurul Jadid is characterized by fragmented implementation across institutional units, resulting in limited coherence and effectiveness. Entrepreneurship-related activities are conducted through formal subjects, extracurricular programs, and student business initiatives; however, these components operate independently without an integrated managerial framework. Curriculum planning, program execution, and evaluation are not systematically connected, causing entrepreneurship education to function as a supplementary activity rather than a strategic institutional priority. Digital tools are used mainly for administrative purposes, while experiential learning activities depend largely on individual initiatives and lack structured mentoring and reflection. This fragmentation weakens the continuity of students' entrepreneurial learning experiences and restricts the development of entrepreneurial competence, digital literacy, and problem-solving skills. Consequently, entrepreneurship education has not yet reached its potential as a holistic and sustainable learning ecosystem within the institution.

### **Limited Integration of Digital and Experiential Learning**

The findings reveal that the integration of digital technology and experiential learning in entrepreneurship education at MA Nurul Jadid remains limited and unsystematic. Digital tools and experiential activities exist, yet they function independently rather than as a unified learning system. Digital platforms are mainly used for communication, documentation, and assignment submission, while experiential learning takes the form of small-scale student business activities. This separation results in learning experiences that are fragmented and less responsive to contemporary entrepreneurial practices (Larasdiputra, 2025). Consequently, students are not optimally exposed to digital business processes that could enhance their entrepreneurial competence.

Based on classroom and program observations, entrepreneurship learning activities rarely utilize digital platforms to support experiential processes. For example, student business practices are conducted offline without integration into digital marketing, online transactions, or digital performance tracking. Reflection and evaluation sessions are also conducted verbally without digital documentation or analytics. Observations indicate that learning activities focus more on task completion than on process-based learning supported by technology. This condition demonstrates that digital tools are not yet positioned as pedagogical instruments that enhance experiential learning, but rather as supplementary administrative tools.

Pedagogically, the limited integration weakens the continuity between learning

experience, reflection, and skill development. Experiential learning theory emphasizes the importance of reflective cycles supported by tools that enable feedback and evaluation. However, at MA Nurul Jadid, experiential activities are rarely followed by structured digital reflection or mentoring. As a result, students gain practical exposure but lack systematic learning reinforcement. This condition limits the transformation of experience into entrepreneurial knowledge and digital competence, reducing the long-term impact of entrepreneurship education.

From a digital learning perspective, the absence of integrated platforms restricts opportunities for innovation and scalability. Digital environments can support simulations, online marketing practice, and data-driven evaluation, yet these potentials remain underutilized (Hasanah, Munawwaroh, Azizah, & Mundiri, 2024). The observed learning model reflects partial digital adoption rather than digital integration. This confirms that digitalization without experiential alignment does not significantly enhance learning quality. Therefore, digital and experiential components must be designed as interdependent elements within entrepreneurship management to produce meaningful learning outcomes.

Theoretically, this finding supports the argument that limited digital experiential integration represents a structural weakness in entrepreneurship education management. Learning theories highlight that effective entrepreneurship education requires authentic experiences supported by digital ecosystems. When integration is weak, learning becomes episodic and less transformative. This condition reinforces the need for reconstructing entrepreneurship management toward an integrated digital-experiential framework that aligns Islamic educational values with contemporary learning and business practices.

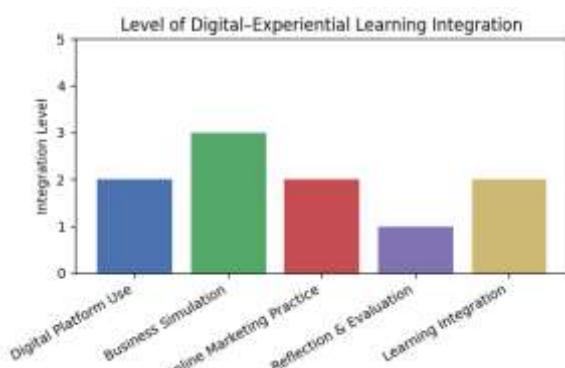


Figure 1. Level of Digital-Experiential Learning Integration

Figure 1. illustrates that the level of digital-experiential learning integration in entrepreneurship education remains relatively low and uneven across learning components. Business simulation shows a moderate level of integration, indicating that experiential activities exist but are not fully supported by digital systems. Digital platform use, online marketing practice, and overall learning integration are positioned at a low level, suggesting that technology is applied in a limited and functional manner rather than as a pedagogical strategy. Reflection and evaluation demonstrate the weakest integration, highlighting the absence of structured digital reflection that is essential in experiential learning cycles. This pattern confirms that digital tools and experiential activities operate separately instead of reinforcing one another.

Consequently, entrepreneurship learning has not yet formed a cohesive digital experiential ecosystem capable of enhancing students' entrepreneurial competence, reflective skills, and readiness for contemporary digital business environments.

### **Need for a Value-Based Reconstruction Model**

The findings indicate a strong need for a value-based reconstruction model of entrepreneurship management at MA Nurul Jadid. Existing entrepreneurship programs focus primarily on activities and outputs, while underlying Islamic values such as ethical business conduct, social responsibility, and spiritual intention (*niyyah*) are not systematically embedded in management and learning design. Observations show that entrepreneurial activities are treated as skill-oriented practices rather than holistic character-building processes. This condition suggests that entrepreneurship education has not yet been positioned as an integral part of Islamic educational objectives. Consequently, students develop basic business skills but lack structured guidance on how entrepreneurship aligns with Islamic moral and spiritual values. These findings highlight that reconstruction is required not merely at the technical level, but at the philosophical and managerial levels of entrepreneurship education.

Interview data reinforce the need for a value-based reconstruction model. A school leader stated, "*Entrepreneurship is important, but we have not yet formulated how Islamic values should guide business learning systematically.*" Similarly, an entrepreneurship teacher explained that value integration depends largely on individual interpretation rather than institutional guidelines. From the student perspective, one participant noted, "*We learn how to sell products, but discussions about ethics and Islamic principles are informal and not part of the assessment.*" These statements indicate that while Islamic values are acknowledged, they are not operationalized within entrepreneurship management. The absence of formal value-based indicators leads to inconsistent implementation across programs, confirming the necessity of a reconstructed model that explicitly integrates Islamic values into planning, implementation, and evaluation processes.

Field observations further reveal that entrepreneurial activities emphasize economic outcomes over value formation. Student business projects focus on product sales, pricing, and profit calculation, while ethical reflection and social impact analysis are rarely conducted. Digital tools, when used, support transactional processes rather than value-based learning (Riskika, Sokarina, Akuntansi, & Mataram, 2025). For instance, online promotion activities do not include discussions on truthful advertising or ethical digital behavior. Reflection sessions are limited and mostly verbal, without structured evaluation of students' moral reasoning or spiritual awareness. These observations demonstrate that experiential learning lacks a value-oriented reflective cycle. As a result, entrepreneurship education risks becoming a purely technical exercise, detached from the broader mission of Islamic education. This condition strengthens the argument for a reconstruction model that embeds values into experiential and digital learning stages.

From a management perspective, the lack of a value-based framework leads to fragmented decision-making and program inconsistency. Entrepreneurship initiatives

are managed pragmatically without a shared philosophical foundation guiding program design. Interviews with program coordinators reveal that success indicators are based on participation and activity completion rather than ethical development or social contribution. This managerial orientation limits the sustainability and educational depth of entrepreneurship programs (Sakharov, 2025). Educational management theory emphasizes that institutional values should function as strategic drivers rather than symbolic statements. Therefore, a reconstructed entrepreneurship management model must position Islamic values as core managerial principles that inform policy, curriculum integration, digital platform design, and experiential learning evaluation.

Theoretically, these findings align with value-based management and Islamic education perspectives, which argue that effective education integrates competence development with moral and spiritual formation. Experiential learning theory highlights reflection as a critical phase, yet reflection without value orientation remains incomplete. Similarly, digital learning environments require ethical frameworks to guide behavior and decision-making. The absence of a value-based reconstruction model results in a gap between learning experience and character development. This study demonstrates that entrepreneurship education in Islamic institutions must go beyond functional integration of digital and experiential components by embedding values as guiding principles. Such reconstruction bridges management theory, experiential pedagogy, and Islamic educational philosophy.

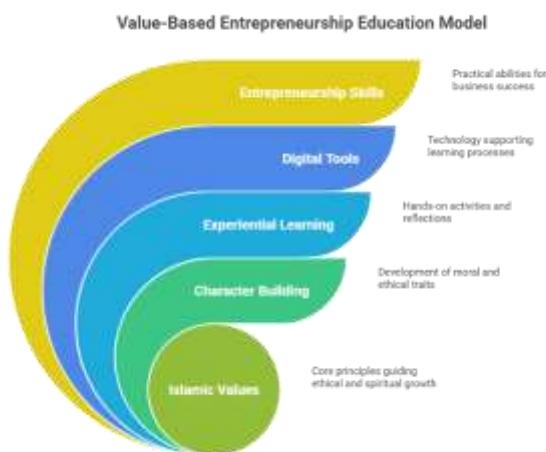


Figure 2. Value-Based Entrepreneurship Education Model

Figure 2. illustrates a value-based entrepreneurship education model that positions Islamic values as the foundational core guiding the entire learning ecosystem. At the deepest level, Islamic values function as the ethical and spiritual principles that shape attitudes, intentions, and decision-making processes in entrepreneurial activities. Building upon this foundation, character building emphasizes the development of moral integrity, responsibility, and ethical awareness as essential outcomes of entrepreneurship education. Experiential learning forms the next layer, highlighting hands-on activities, real business practices, and reflective processes that enable students to transform experience into meaningful learning. Digital tools support this experiential process by facilitating learning access, business simulations, communication, and digital market engagement. At the outermost layer, entrepreneurship skills represent the practical competencies required for business

success. The layered structure indicates that entrepreneurial skills should not stand alone, but emerge from an integrated process rooted in values, character formation, experiential engagement, and digitally supported learning.

## **CONCLUSION**

This study concludes that entrepreneurship management in Islamic educational institutions, as examined at MA Nurul Jadid, remains fragmented and insufficiently integrated with digital and experiential learning approaches. The most important findings reveal three core issues: the absence of an integrated entrepreneurship management framework, limited synergy between digital tools and experiential learning, and the lack of a value-based orientation grounded in Islamic principles. These conditions reduce entrepreneurship education to activity-based practices rather than a holistic learning ecosystem. Theoretically, this study contributes by proposing a value-based reconstruction model that synthesizes educational management theory, experiential learning theory, digital pedagogy, and Islamic educational philosophy. By positioning Islamic values as the foundational layer that informs character building, experiential processes, and digital utilization, the study expands existing entrepreneurship education frameworks, particularly within Islamic contexts. This reconstruction offers a new theoretical lens for understanding how entrepreneurship education can remain ethically grounded while adapting to digital transformation.

In practical terms, the findings imply that Islamic educational institutions should shift from fragmented program implementation toward integrated entrepreneurship management supported by digital platforms and experiential learning cycles. Policymakers and school leaders are encouraged to embed Islamic values explicitly into entrepreneurship planning, learning design, and evaluation systems to ensure coherence and sustainability. However, this study has several limitations. First, it focuses on a single case study, which limits the generalizability of the findings to other institutional contexts. Second, the qualitative approach relies on participant perspectives and observations, which may be influenced by subjectivity. Third, the study does not quantitatively measure the impact of the reconstructed model on students' entrepreneurial outcomes. Future research is recommended to test the proposed model across diverse Islamic educational settings using mixed-methods approaches to strengthen empirical validation.

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