



The Edupreneurship Model in Strengthening Islamic Education Financing: A Case Study of Curriculum-Business Integration at Ma'had Aly Nurul Jadid

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Abstract

The issue of Islamic education financing has become an increasingly complex structural challenge alongside rising demands for academic quality, institutional sustainability, and the autonomy of Islamic higher education institutions. Dependence on conventional funding sources often constrains innovation and curriculum development. In this context, edupreneurship emerges as a strategic alternative with the potential to strengthen educational financing through the integration of academic activities and entrepreneurial practices. This study aims to examine and formulate an edupreneurship model for strengthening Islamic education financing through curriculum-business integration at Ma'had Aly Nurul Jadid. The research employs a qualitative approach using a case study design. Data were collected through in-depth interviews, participatory observation, and document analysis, while data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that the integration of curriculum and educational business practices forms an edupreneurship model with a dual function: strengthening institutional financing and serving as a contextual learning platform for students. Educational business units not only contribute to the financial sustainability of the institution but also function as a medium for internalizing Islamic-based entrepreneurial values. The implications of this study indicate that edupreneurship can be positioned as a structural approach to Islamic education financing rather than merely a pragmatic solution. Moreover, the proposed model offers a conceptual reference for the development of sustainable financing policies in Islamic higher education institutions.

INTRODUCTION

Islamic education today faces increasingly complex structural challenges, particularly in relation to the sustainability of educational financing amid growing demands for academic quality and institutional governance (Harbes et al., 2024). Islamic educational institutions are no longer expected merely to perform the function of transmitting knowledge and Islamic values but are also required to adapt to continuously changing socio-economic dynamics (Ali & Kawakip, 2025).

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A high dependence on conventional funding sources such as government assistance, student tuition fees, and community donations has placed many Islamic educational institutions in financially vulnerable conditions. When these funding sources become unstable, institutions often encounter limitations in curriculum development, faculty quality improvement, and the provision of adequate learning facilities and infrastructure (Rohaniyah & Mardiyah, 2025). This condition indicates that the issue of Islamic education financing cannot be understood partially but must be viewed as a strategic problem with direct implications for educational quality and institutional sustainability.

In this context, there is an increasing need for new approaches that are not solely oriented toward meeting budgetary needs but are also capable of creating financial independence and sustainability. One approach that has gained growing attention in educational management discourse is edupreneurship, which integrates entrepreneurial values, principles, and practices into the educational system (Rahman et al., 2025). Edupreneurship is considered relevant because it enables educational institutions to create economic value without neglecting their educational objectives and institutional values. Through edupreneurship, learning activities are not confined to theoretical classroom instruction but are connected to real-world practices that are economically productive (Arma & Iswatiningsih, 2025). From the perspective of Islamic education, this approach possesses strong normative legitimacy, as Islamic tradition emphasizes economic self-reliance, work ethics, and social benefit as fundamental educational values.

Nevertheless, the implementation of edupreneurship in Islamic educational institutions remains constrained in various ways. In many cases, educational entrepreneurial activities are conducted separately from the academic curriculum and are not integrated with learning objectives. Educational business units are often positioned merely as supplementary funding sources rather than as integral components of the educational system. As a result, the potential of edupreneurship as a strategy for strengthening educational financing while simultaneously developing students' competencies has not been optimally realized (Fadlil, 2024). This condition suggests that the primary problem lies not in the absence of entrepreneurial practices, but in the lack of a conceptual model capable of systematically integrating curriculum and educational business activities (Santoso, 2023).

Within the context of Islamic higher education, this issue becomes even more critical. Institutions such as Ma'had Aly carry a strong academic mandate to develop Islamic scholarship that is profound, critical, and contextually relevant. The demand for curriculum quality, faculty competence, research activities, and academic publications requires stable and sustainable financial support. At the same time, Ma'had Aly historically and culturally grows within the pesantren tradition, which possesses significant economic, social, and cultural potential. Ma'had Aly Nurul Jadid, as part of a large pesantren ecosystem, has begun to develop various forms of integration between academic activities and pesantren business units (Fathony et al., 2021). These practices include student involvement in entrepreneurial activities, the internalization of edupreneurship values in learning processes, and the utilization of educational business units as institutional funding sources. However, these practices remain fragmentary and have not yet been formulated into a comprehensive and systematic edupreneurship model.

Several international studies indicate that educational entrepreneurship plays an important role in enhancing institutional sustainability. Hannon (2020) emphasizes that entrepreneurship education contributes to strengthening the capacity of educational institutions to cope with economic uncertainty (Royani, 2025), although the study focuses primarily on general education contexts and does not address Islamic education. Fayolle and Liñán (2021) develop the concept of entrepreneurial ecosystems in higher education, yet their research is oriented toward secular universities and does not link entrepreneurship to value-based educational financing. Meanwhile, within the context of Islamic education, Huda et al. (2020) examine pesantren entrepreneurship as a means of strengthening

institutional economic capacity; however, their focus remains on microeconomic aspects and does not integrate entrepreneurship with higher Islamic education curricula. Similarly, Alwi et al. (2022) highlight the importance of management innovation in Islamic education but do not specifically conceptualize edupreneurship as a financing model.

A critical review of these studies reveals a significant research gap. Most existing studies discuss educational entrepreneurship, curriculum, and educational financing as separate domains, without integrating them into a unified conceptual framework. To date, research that specifically examines an edupreneurship model based on curriculum–business integration within the context of Islamic higher education particularly in Ma'had Aly institutions remains limited. Yet such integration holds strong potential as a strategic solution to address the structural and sustainable financing challenges faced by Islamic education institutions.

Based on this condition, the present study offers conceptual novelty by developing an edupreneurship model that positions curriculum and educational business as a unified strategic system for strengthening Islamic education financing. The novelty of this research lies not only in its contextual focus but also in its integrative approach, which connects curriculum design, learning practices, business unit management, and institutional financial sustainability within a single model. Unlike previous studies that tend to be descriptive or partial, this research seeks to construct an edupreneurship model that is constructive, contextual, and applicable to the development of Islamic education.

In line with the identified problems and research gap, the primary objective of this study is to examine and formulate an edupreneurship model for strengthening Islamic education financing through curriculum and business integration at Ma'had Aly Nurul Jadid. This research focuses on one crucial issue: how the integration of curriculum and educational business can be systematically constructed as a sustainable financing strategy. Through a case study approach, this study is expected to generate a contextual edupreneurship model that is not only relevant to Ma'had Aly Nurul Jadid but can also serve as a conceptual reference for the development of Islamic education financing in other Islamic higher education institutions.

METHODS

This study employs a qualitative research design with a case study approach, aiming to develop an in-depth understanding of the edupreneurship model for strengthening Islamic education financing through curriculum–business integration (Zulfa et al., 2025). This approach was selected because the research focuses on processes, strategies, and the dynamics of edupreneurship implementation within a specific institutional context. The study was conducted at Ma'had Aly Nurul Jadid, located at Jalan KH. Zaini Mun'im, Karanganyar, Paiton, Probolinggo, 67291. Data were collected through in-depth interviews, participatory observation, and document analysis of curriculum materials, educational business unit reports, and relevant institutional policies. The collected data were then analyzed using an interactive qualitative data analysis technique consisting of data reduction, data display, and conclusion drawing/verification.

To obtain valid and comprehensive data, research informants were selected through purposive sampling, considering their direct involvement in curriculum management, educational business units, and financing policies at Ma'had Aly Nurul Jadid. The key informants included institutional leaders, managers of educational business units, lecturers, and students actively engaged in edupreneurship practices. Observations were conducted to directly examine the integration process between curriculum and educational business activities, while document analysis was used to assess the consistency between formal policies and their implementation in practice.

Data trustworthiness was ensured through triangulation techniques, including source, method, and time triangulation, to minimize bias and enhance the credibility of the findings. In addition, member checking was conducted by confirming preliminary findings

with key informants to ensure the accuracy of data interpretation. The data analysis process was carried out simultaneously from the data collection stage to the development of research findings, enabling the researcher to identify patterns, relationships, and the contextual construction of the edupreneurship model as it evolved at Ma'had Aly Nurul Jadid.

RESULT AND DISCUSSION

Results

Curriculum–Edupreneurship Integration as a Strategy for Strengthening Educational Financing

The findings indicate that the strengthening of Islamic education financing at Ma'had Aly Nurul Jadid is not pursued through a purely financial approach, but rather through an integrative strategy that connects the academic curriculum with edupreneurship practices. This integration is reflected in learning designs that are not solely oriented toward theoretical mastery of Islamic sciences, but are also directed toward developing entrepreneurial competencies grounded in pesantren values. Based on observational data, the Ma'had Aly curriculum has gradually undergone adjustments by incorporating applied components related to the management of educational enterprises, pesantren-based economic activities, and sharia-compliant business practices.

This orientation was emphasized by one of the institutional leaders, who stated, *“We do not want the Ma'had Aly curriculum to stop at the mastery of classical texts and theory. Students must also understand the realities of institutional management, including how this institution can achieve financial independence.”* This statement reflects institutional awareness that the sustainability of Islamic education requires integration between academic and economic dimensions. Another interview with a lecturer responsible for related courses further reinforced this finding: *“Our curriculum is being directed so that students are not unfamiliar with the pesantren business world. There is continuity between what they study and the practices they engage in.”*

Interpretation of these findings suggests that curriculum–edupreneurship integration is positioned as a long-term strategy for building financial independence. The curriculum functions not only as an academic instrument, but also as a medium for internalizing entrepreneurial values that are relevant to the context of Islamic education. Consequently, educational financing is not perceived merely as an administrative concern, but as an integral part of the educational process itself (Nover et al., 2025).

The Role of Educational Business Units in Supporting Financial Sustainability

Further findings reveal that educational business units within the Ma'had Aly Nurul Jadid environment play a strategic role in supporting the sustainability of educational financing. Institutional documentation shows that pesantren business units are not only utilized as supplementary income sources, but also function as learning laboratories for students. These business units include service enterprises, trading activities, and other productive economic sectors managed according to sharia principles and pesantren values.

A manager of an educational business unit explained, *“These business units are not merely profit-oriented; they also serve as direct learning platforms for students in management, responsibility, and business ethics.”* Another interview with a student involved in these business units stated, *“We learn how to run a business in real terms, not just theory. The results are also channeled back to support educational activities at Ma'had Aly.”*

Interpretation of these interview excerpts indicates that educational business units serve a dual function: as sources of financing and as platforms for contextual learning. Student involvement in business unit management creates a reciprocal relationship between education and economic activity, whereby business practices strengthen financing while educational processes enhance business management quality. This model demonstrates that Islamic education financing can be strengthened through an integrated and sustainable edupreneurship approach (Chasanah et al., 2025).

Internalization of Edupreneurship Values in the Learning Process

Observational and interview data show that edupreneurship is not only manifested through business units, but is also internalized within daily learning processes. Values such as independence, creativity, responsibility, and social benefit are consistently embedded in both academic and non-academic activities. Lecturers do not merely function as instructors, but also act as facilitators who connect learning materials with the realities of institutional management and the pesantren business environment.

One lecturer stated, *"We always emphasize that the knowledge being studied must generate tangible benefits. Edupreneurship becomes the bridge between knowledge and that benefit."* This view was reinforced by a student who remarked, *"Learning at Ma'had Aly makes us realize that being knowledgeable does not mean distancing oneself from economic realities, but rather being capable of managing them in accordance with Islamic values."*

Interpretation of these findings indicates that the internalization of edupreneurship fosters a new paradigm in Islamic education, where learning is directed toward producing graduates who are not only intellectually competent but also economically adaptive and independent. Edupreneurship values become part of the academic culture that indirectly supports the strengthening of educational financing through enhanced human resource capacity (Ratnawati et al., 2025).

The Edupreneurship Model as a Conceptual Construction for Strengthening Financing

Based on a synthesis of interview, observation, and documentation data, this study finds that edupreneurship practices at Ma'had Aly Nurul Jadid form a conceptual model for strengthening Islamic education financing. This model is characterized by interconnectedness among curriculum design, student involvement, business unit management, and institutional policy. These four elements mutually reinforce one another in creating a sustainable financing system aligned with the objectives of Islamic education.

An institutional leader stated, *"We view edupreneurship not as an additional program, but as part of the Ma'had Aly educational system."* Another statement emphasized, *"If curriculum, business, and policy operate independently, the outcomes will not be optimal."*

Interpretation of these findings suggests that the core strength of the edupreneurship model lies in its integration. Rather than separating academic and economic activities, the model unifies them within a single framework of Islamic education management. Thus, edupreneurship functions as a structural solution for strengthening Islamic education financing, rather than merely a short-term pragmatic response (Hasanah et al., 2024).

Summary of Curriculum and Educational Business Integration Findings

To reinforce the qualitative findings, a summary of research results derived from multiple data sources is presented below.

Table 1. Curriculum and Business Integration in the Edupreneurship Model at Ma'had Aly Nurul Jadid

Integration Aspect	Form of Implementation	Contribution to Financing
Academic Curriculum	Entrepreneurial content and sharia business practices	Enhances relevance and graduate competencies
Educational Business Units	Pesantren-based enterprises grounded in Islamic values	Serves as a sustainable funding source
Student Involvement	Direct participation in business management	Improves management efficiency and contextual learning
Institutional Policy	Regulatory and managerial support	Ensures sustainability of the edupreneurship model

The table illustrates that systematic integration between curriculum and educational business not only impacts learning processes but also directly contributes to strengthening Islamic education financing. Such integration enables institutions to reduce dependence on external funding sources and enhance institutional autonomy.

Overall, the findings indicate that the edupreneurship model at Ma'had Aly Nurul Jadid represents an innovative and contextual strategy for strengthening Islamic education financing. Curriculum and educational business integration forms a mutually reinforcing system between academic and economic dimensions. These findings affirm that the sustainability of Islamic education financing can be achieved through an integrative approach grounded in institutional values, practices, and context (Arifin, 2025).

Discussion

The findings of this study demonstrate that the edupreneurship model at Ma'had Aly Nurul Jadid does not merely function as an additional entrepreneurial activity, but is constructed as a structural strategy for strengthening Islamic education financing through curriculum–business integration. This finding reinforces the view that institutional financial sustainability cannot be separated from academic design and learning governance (Yusrawati & Januar, 2024). In this context, edupreneurship serves as a bridge connecting pedagogical and economic dimensions within a mutually reinforcing institutional system.

These findings align with Hannon (2020), who emphasizes that entrepreneurship education plays a strategic role in enhancing institutional adaptive capacity amid economic pressures and environmental uncertainty (Christiani, 2025). However, unlike Hannon's focus on general education institutions, this study extends the framework by demonstrating that edupreneurship within Islamic education is not solely oriented toward institutional efficiency, but is also deeply rooted in Islamic normative values such as independence, social benefit, and responsibility. Consequently, edupreneurship at Ma'had Aly Nurul Jadid exhibits a stronger value-based and contextual character compared to secular models of educational entrepreneurship.

Furthermore, the integration between curriculum and educational business identified in this study reinforces the findings of Fayolle and Liñán (2021) regarding the importance of entrepreneurial ecosystems in higher education. While Fayolle and Liñán emphasize the interconnectedness of curriculum, academic actors, and real-world practice, this study confirms their argument with a different emphasis: such integration not only develops student competencies, but also directly contributes to strengthening educational financing (Nasir, 2025). In the context of Ma'had Aly Nurul Jadid, the curriculum functions not merely as a knowledge transmission instrument, but as a strategic medium for generating economic value that sustains institutional viability.

At the same time, this study reveals important distinctions from prior research on entrepreneurship in Islamic education. For instance, Huda et al. (2020) focus on pesantren entrepreneurship as a means of strengthening institutional economic capacity (Muktiirrahman et al., 2025), primarily from a microeconomic and community empowerment perspective. This study goes beyond that approach by positioning entrepreneurship as an integral component of the Islamic higher education system, rather than as a supporting economic activity external to the academic structure. In other words, edupreneurship at Ma'had Aly Nurul Jadid operates within the curricular and pedagogical logic of the institution.

The findings regarding the role of educational business units as both financing sources and contextual learning platforms further enrich the discourse on Islamic education management. Alwi (2022) emphasize the importance of leadership and institutional innovation in enhancing the competitiveness of Islamic educational institutions (Alwi, 2022). This study supports that argument by demonstrating that institutional innovation must extend beyond managerial aspects to include integrative designs linking curriculum

and business units. At Ma'had Aly Nurul Jadid, educational business units function not only as income generators but also as experiential learning spaces that holistically develop student competencies.

Moreover, the internalization of edupreneurship values in learning processes reveals that strengthening Islamic education financing does not always require direct financial mechanisms. Enhancing human resource capacity, reshaping student paradigms regarding the relationship between knowledge and economics, and cultivating a value-based entrepreneurial culture constitute long-term capital that contributes to institutional sustainability. This finding complements the work of Nabi et al. (2021), who highlight the long-term impact of entrepreneurship education on students' mindsets, attitudes, and behavioral orientations (Firdaus & Rush, 2023). This study adds a new dimension by demonstrating that such paradigm shifts also have implications for institutional financing, particularly within the context of Islamic education.

The primary distinction of this study from previous research lies in its construction of an integrative and contextual edupreneurship model. While most prior studies treat educational entrepreneurship, financing, and curriculum as separate variables, this study demonstrates that these elements are interdependent and can only function optimally when positioned within a unified conceptual framework. The edupreneurship model at Ma'had Aly Nurul Jadid illustrates that Islamic education financing can be strengthened through systematic integration of curriculum design, learning practices, business unit management, and institutional policy.

In conclusion, this discussion affirms that edupreneurship is not merely an alternative strategy, but a structural and contextually relevant approach to strengthening Islamic education financing (Sutantina et al., 2025). The findings not only confirm aspects of previous research, but also extend and deepen the discourse by offering an integrative perspective that remains underexplored, particularly within the context of pesantren-based Islamic higher education institutions.

CONCLUSIONS

This study offers an important insight that strengthening Islamic education financing cannot be separated from the design of the educational system itself. The main findings demonstrate that the edupreneurship model at Ma'had Aly Nurul Jadid functions as a structural strategy for reinforcing Islamic education financing through curriculum-business integration. Such integration not only provides financial support for institutional sustainability but also creates a contextual and applied learning ecosystem grounded in Islamic values. The key lesson derived from this study is that sustainable financial independence in Islamic education can be achieved when academic activities, entrepreneurial practices, and institutional policies are designed as a unified and mutually reinforcing system.

From a scholarly perspective, this study contributes to the field of Islamic education financing by advancing edupreneurship as a strategic variable that is integrated both curricularly and institutionally. The strength of this research lies in the development of a contextual edupreneurship model that not only describes educational entrepreneurial practices but also conceptualizes them as a framework for strengthening Islamic education financing. Methodologically, the use of a case study approach enables an in-depth exploration of meanings, processes, and interrelationships among key components, resulting in a more comprehensive understanding of curriculum and educational business integration within the context of Islamic higher education.

Nevertheless, this study has several limitations that warrant careful consideration. The findings are limited to a single case, namely Ma'had Aly Nurul Jadid, and the qualitative case study approach is not intended for statistical generalization. These limitations in scope and method open opportunities for future research employing comparative designs across institutions, broader research contexts, and mixed-method

approaches to generate more comprehensive insights. Such future studies are expected to produce broader findings that can serve as a stronger empirical basis for more targeted and sustainable Islamic education financing policies.

Based on the findings and limitations of this study, it is recommended that Islamic higher education institutions seriously examine the potential of edupreneurship as an integral component of their educational and financing systems. The development of edupreneurship models should be supported by strong institutional policies, enhanced human resource capacity, and consistent integration between curricula and educational business units. Furthermore, future researchers are encouraged to extend this study through multi-case or mixed-method approaches to provide broader empirical foundations for strategic policymaking in strengthening Islamic education financing at the national level.

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