

## Review Article

# Relation Between Education and Entrepreneurship

**Nur Lathifah Aini** \*<sup>1</sup>, **Holilur Rahman**<sup>2</sup>, **Ach. Nurholis Majid**<sup>2</sup>

<sup>1</sup> Magister Islamic Education Program, Faculty of Islamic Education, University of Al-Amien Prenduan, Madura, Indonesia

<sup>2</sup> Faculty of Economic and Education, University of Al-Amien Prenduan, Madura, Indonesia

\*Corresponding email: [ukhti.aini02@gmail.com](mailto:ukhti.aini02@gmail.com)

**Abstract:** Misinterpretation of the meaning of education and entrepreneurship has often occurred over the past few years, especially in academia. The practice has implications for the rampant cases of failure in the analysis process, which have an impact on the error of research results that develop in the community. Worse, cases of educational status that affect the profession obtained, cases of incompetent graduates, and cases of crime that increase due to unemployment also add to the existing problems, so that it demands a study of the relationship between the two is urgent to be carried out. This article restores the essence and describes the relationship between education and entrepreneurship simultaneously. This research used a type of literature study with a qualitative approach. The results of this study obtained three important points. First, the construction to describe the meaning that gives understanding and forms the correct paradigm. Second, analyze development patterns with three perspectives (psychological, functional, and situational) to give a clear direction of application to these two scientific disciplines. Third, the relationship between education and entrepreneurship forms relationships that fill each other's space so that their roles are integrated in one unity.

**Keywords:** development patterns, relationships, education, entrepreneurship

## INTRODUCTION

Refreshing the design with experimental research study methods in entrepreneurship education is urgent to be performed (Costa et al., 2024). This is because the academic world is faced with rampant cases of failure to analyze and assess the causality of the relationship between education and entrepreneurship, which results in misunderstandings of the existing scientific fields. As a consequence, it leads to erroneous research results for the wider community (Zubaidah, 2016). Which should be education and entrepreneurship help strengthen the link between theory and practice but lead to misinterpretation. In fact, education for entrepreneurship can be a medium that provides practical opportunities, internships, or real business projections so as to help students implement theory in the context of real business (Zotov et al., 2019). Also, build an entrepreneurial mentality by being proactive, having the courage to take risks, and facing challenges to form entrepreneurial.

In fact, education and entrepreneurship can be complementary or competitive investments for individuals (Ahn & Winters, 2023). Where formal education investment is usually concentrated early in life, while business creation is concentrated in adulthood.

However, it should also be realized that the fact of an imbalance of graduates in universities on the other hand also makes things worse. The reason is, there are fewer graduates who have the ability and skills according to the field of work that is much needed (Harahap, 2020). As a result, the number of unemployed increases dramatically every year graduation arrives (Ismail, 2021). This means that the problem is not only about the skills of graduates, but the usefulness of these graduates to society.

The level of education has a significant influence on the criminality that occurs in society. Low education always leads individuals to unemployment status, because it is difficult to find jobs that will accept them (Findianingsih et al., 2023). As a result, poverty rates and high economic pressure encourage the perpetrators to do work outside the norm or tend to be illegal (Saputra, 2023). It is poverty that destabilizes the environment both economically and socially. Thus, it is clear that the demands of entrepreneurship are increasingly becoming a requirement towards the status of developed and competitive countries, especially in the world of education globally. Yan (2018) stated that entrepreneurship education that forms students with competence and entrepreneurial thinking today. Until after completing the status of a high school student, students can already know what career they should pursue next (Asna et al., 2023). This implies that entrepreneurship in education have a significant effect even from the moment learners graduate from high school. This is especially true when they determine their future career between continuing their education or going directly into the world of work.

Even since 2012, it has been identified that in the discussion of education and entrepreneurship, researchers in the realm of web of science (WoS) have studied many issues related to the keyword's government, neoliberalism, universities, youth, design thinking, action research, active learning, lifelong learning, effectuation, and entrepreneurship education. For example, Matlay (2006) discussed the relationship between education and training. In addition, Shepherd (2004) is concerned with the link between the academy of management learning, education, and many more. The discussion of researchers in the realm of Scopus focuses on motivation, neoliberalism, youth, entrepreneurial intentions, pedagogy, active learning, teacher education, educational techniques, design, and recognition of opportunities. Gelderen (2008) discussed career development internationally, while Karlan and Valdivia (2011) reviewed economics and statistics. Even in the latest Scopus databases, the study is focused on neoliberalism, active learning, youth, and design thinking (de Pablo Valenciano et al., 2019; Tiberius & Weyland, 2023).

In order to answer challenges and prepare entrepreneurs who are superior and competitive, as well as to fill the gap of research, this study aims to provide clarity on the interpretation of the meaning of education and entrepreneurship in depth in various perspectives, especially to support the development of education and reorientation of both which have been misinterpreted. The main step starts with the rearrangement of the world of education. With educational activities, entrepreneurship can be integrated and internalized with the values in it. It is expected that superior generations who are creative and innovative will be born. Not only can they read opportunities, they can also create jobs for others. This can be a solution to social and economic problems in the general public. Thus, discussing the relationship between education and entrepreneurship is considered urgent to do. Because to reorganize the current education system with all its chaos, especially in the world of academia, a straight paradigm is needed in understanding the relationship between these two scientific disciplines simultaneously.

Therefore, this article tries to elaborate on the relationship between education and entrepreneurship clearly. The goal is to provide an overview of how the construction of education and entrepreneurship, the development pattern, and the relationship between the two can have an impact on the success of community development and empowerment. This article provides a complete understanding, both theoretically and practically, of education and entrepreneurship. That the relationship between the two is not only to produce an entrepreneurial figure but to lead to the discovery of something new and contribute more to society.

The first part discusses the background, followed by methods used in the research. The third part presents the results and discussions related to the discussion based on the data analysis that has been carried out. The last section lays out the conclusions, implications, limitations and future direction of the research.

## **METHOD**

### **Research Design**

The approach in this study used library research (Hamzah, 2020). The approach was chosen because the researcher involves reading, recording, and reviewing various literature to obtain a conceptualization of the relationship based on the topic under study. The purpose is to facilitate deepening, studying, and identifying relevance between the two disciplines with impartial discussion. The meaning is that both education and entrepreneurship are combined to see the similarities and differences between the two. In order to understand relationships, comparisons are needed to create a comprehensive space for understanding.

### **Data Source and Collection**

The processing of data sources in this study went through six stages of research procedures. First, the literature collection according to the study topic was done manually using archiving. Second, classifying data by topic. In this stage, the literature is loaded into a table according to the existing categorization. Third, quoting data according to the topic. Fourth, cross-check the validity and reliability of the data from the data source obtained. Where researchers begin to confirm one source with another. Fifth, grouping data according to topic mapping. In this case the researcher re-categorizes the results of the data obtained based on the topic. Sixth, the matching of answers to the previous question formulation (Lockyer, 2008). The data is classified in the form of tables that contain identity and points (context, methods, results, concepts of understanding). Through state of the art, researchers try to sort and select primary and secondary data to be analyzed and draw conclusions.

The data collected and analyzed in this study came from research results published in international and national online journals, not literature review articles. Data were searched using databases with electronic searches on Scimedirect, Proquest, Google Scholar, and Pubmed. The search was limited to documents published from 2024 to 2019 that were available in Indonesian and English. Some terms or keywords were combined to obtain the right documents as a search strategy such as using the terms “education” + “entrepreneurship”, “edupreneurship” + “education”. The data used comes from literature review journals that contain the concept under study. The data collection process was carried out by filtering from 41 literature sources into 10 literatures based on the criteria determined by the author of each journal taken.

## Data Analysis

The analysis technique in this study uses text analysis techniques (Zed, 2008). Analysis in the form of re-reading books, articles according to the topic of study, identification of collected data, classifying data according to the discussion of the study, pouring the presentation of discussion data, and drawing conclusions based on the formulation of focus. Thus, the main data is focused on sources that contain the topic of education and entrepreneurship comprehensively, while secondary data is focused on sources that complement the main data sources in order to obtain a complete in-depth picture mapping. Therefore, data is recorded based on the results of the analysis. Then researchers collect, select, classify, synthesize, conclude and create indexes from the data. After that, categorization of the data found patterns and relationships to find results.

## RESULT

### Relevant Papers

Table 1 informs the most relevant source topic on education and entrepreneurship. In addition, this study found 10 most relevant papers to answer the research purposes. The results indicates that education and entrepreneurship are seen as investment (capital) of life. Education itself is considered as the main strength as well as a prerequisite that supports the progress of the nation because it positions humans as its main object. It is education that produces human resources that support economic growth both personally and in society (Solehudin, 2024). While entrepreneurship is considered as an alternative that guarantees more opportunities to get a job if at any time the field of education graduates who are studied do not find jobs in accordance with the profession that should be (Darmawan et al., 2022). Consciously, education and entrepreneurship actually complement each other as investments that play a role in the future in their respective spaces (Ahn & Winters, 2023). It can be seen also that both of them are united with their partners on the same goal, which is to try to produce graduates who are able to fill jobs and develop themselves to improve the quality of life through life skills-based education in the community.

As for the function between education and entrepreneurship. Education lays its role in the growth and development of students in three important domains including cognitive, affective and psychomotor. In fact, especially Islamic education also helps build the soul and heart of students (Majid et al., 2020). Therefore, the period of education is categorized as a continuous process or throughout life because it directs students to meaningful life values not only to God, individuals and others (Sujana, 2019). While entrepreneurship plays a role in cultivating a creative and innovative spirit and dare to take risks, especially when reading opportunities to create added value or change (Damayanti & Effane, 2022). All of them lead to the final results that are expected to form people with character, broad thinking, and skills as a whole as entrepreneurs (Nuraeni, 2022).

In the continued discussion between education and entrepreneurship, there are distinctive characteristics that characterize each. From it can be seen the differences and similarities between the two. Where education is always identified with guidance that is vertical to God and horizontal to beings as well as themselves so that they understand the meaning of the essence of life (Aini et al., 2023). Education is a medium that provides assistance to students in the form of provisions for life even from different backgrounds of socio-cultural, political, ideological, and religious (Solehudin, 2024). Entrepreneurship

tends to direct students to have a sense of responsibility, commitment, be moderate, confident, respectful, passionate, work hard, future-oriented, have organizational skills, and value achievements (Scarborough & Zimmerer, 1996).

**Table 1**  
*Relevant papers for analysis*

Title	Author	Source
Konsep entrepreneur dalam dunia pendidikan	A. Rama, G. Ganefri, Asmar Yulastri.	Jurnal EDUCATIO: Jurnal Pendidikan Indonesia
Peran pendidikan dalam pembentukan jiwa wirausaha: Pendidikan kewirausahaan	Y. A Nuraeni	Jurnal Ilmu Pendidikan (ILPEN)
Pendidikan entrepreneurship berbasis karakter religius menuju transformasi sosial berkemajuan	R. H. Solehudin	Inovasi Pendidikan dalam Multi Perspektif
Tiga pilar sukses: Perilaku kewirausahaan, etika bisnis, dan modal sosial untuk meningkatkan kinerja bisnis.	D. Darmawan, A. H. R. Fuady, R. Mardikaningsih, E. Retnowati	TIN: Terapan Informatika Nusantara
Does education enhance entrepreneurship?	K. Ahn and J. V. Winters	Small Business Economics
Analisis pemikiran pendidikan Islam Ibnu Khaldun perspektif modern	A. N. Majid, N. L. Aini, and F. Fathorrahman	Dirosat: Journal of Islamic Studies
Fungsi dan tujuan pendidikan Indonesia	I. Wayan Cong Sujana	Adi Widya: Jurnal Pendidikan Dasar
Fungsi kewirausahaan dalam pendidikan	S. D. Damayanti and A. Effane	Karimah Tauhid
Konstruksi sosial dan politik dalam perkembangan pendidikan Islam	N. L. Aini, N. Putra, and M. A. Mun'im	Indo-MathEdu Intellectuals Journal
Entrepreneurship and new venture formation	M. Norman. Scarborough and T. W. Zimmerer	Upper Saddle River, New Jersey: Prentice Hall Publishing Company

## DISCUSSION

### Educational Construction and Entrepreneurship

In general, the term entrepreneurship education is understood as the process of educating someone to know entrepreneurial theory or have skills like entrepreneurs, also encouraging someone with full confidence to choose an entrepreneurial profession (2009). This term actually consists of two words that stand firmly with their respective meanings. Namely the merger of the words “education” and “entrepreneurship”, which eventually formed its own understanding in the scientific discipline, namely entrepreneurship education (Athar et al., 2023).

As mentioned earlier, education appears in various senses by education experts. Dahlan (1987) defined education as an effort to grow humans who not only arrive at an instinctive life, but also to make a conscious and normative choice. While Langeveld (1965) defined education as a medium of spiritual guidance and assistance for those in need. Meanwhile, according to Hasan (2003), education is an effort to create social *takaful* (reciprocity) which is carried out consciously so that harmony is born that eliminates differences, fanaticism and social class clusters in it through internalization of cultural values. Thus, it was concluded that education creates a balance between individuals and society so as to eliminate individuality and collectivity through learning. Because the essence of education is to change the person for the better than before (Arif, 2020; Sulasmi et al., 2019).

On the other hand, to understand the meaning of entrepreneurship itself, Baron (2014) defines entrepreneurship as a field of business that seeks to understand how opportunities to create something new (e.g., new products or services, new markets, new production processes or raw materials, new ways of organizing existing technology) arise and are discovered or created by certain people, which then uses various means to exploit or develop it, resulting in far-reaching impact. That is, he prefers entrepreneurship is closer to phases or stages in the domain of management science. While previous study defined entrepreneurship as a process that involves discovering, evaluating, and exploiting opportunities to introduce products, services, processes, ways of organizing, or new markets (Baum et al., 2014). It can be seen that entrepreneurship seeks to explain the elements of why, when and how a person can find and exploit the opportunities he gets.

In the Islamic view, entrepreneurship is defined as a practice that creates goods or services accompanied by enthusiasm, creativity, innovation, management, communication skills in order to obtain new and different things and profits according to Islamic rules. Also, Islam advocates *halal* efforts or income (Utomo et al., 2021). As the Qur'an has hinted at a lot in its words such as QS. Al-Mulk verse 15 about entrepreneurship in all directions, QS. Al-Jumu'ah verse 10 about entrepreneurship by spreading anywhere, QS. Al-Isra' verse 30 about Allah Almighty who guarantees spaciousness for entrepreneurs, QS. An-Ankabut verse 69 about how Allah Almighty gives a way out for those who are entrepreneurial, and QS. Hud verse 6 about Allah Almighty who guarantees sustenance. Therefore, it can be understood in its conception that Islam has opened a business to become an entrepreneur without barriers as long as there is a will for the perpetrators.

Through the overall presentation of the definition above, the author concludes entrepreneurship education as a conscious effort made through learning to form mentality, competence and skills in running businesses and economic activities creatively and innovatively by reading opportunities and challenges. Hence, the impact can be felt by individuals and the community at large. Later came the term entrepreneurship society, meaning entrepreneurial society, which was then deliberately introduced into the education system since elementary school. Because entrepreneurship plays an important role in the development of attributes and skills needed to stimulate the innovation potential of students and can influence the process of socialization and adaptation to change (de Pablo Valenciano et al., 2019).

While in Islam, etymologically education itself is more often based on a few words such as *tarbiyah*, *ta'lim* and *ta'dib*. *Tarbiyah* comes from the word *rabba*, meaning to educate, nurture, or lead. *Ta'lim* comes from the word *'allama*, meaning to teach,

convey, or tell. *Ta'dib* comes from the word *addaba*, meaning the cultivation of moral (Daradjat et al., 2008). Epistemologically, Islamic education is a concept and idea related to the ideal goals that must be achieved by individuals, and also contains how, patterns and guidance achieve these goals (Mutahhari, 2020). This is in line with a prior study, the ideal Islamic education is defined as the formation of people devoted to Allah Almighty who are able to foster spiritual, emotional, and intellectual potential optimally and integrated which is displayed with the ability to logic well and socialize responsibly (Khumaimah, 2021).

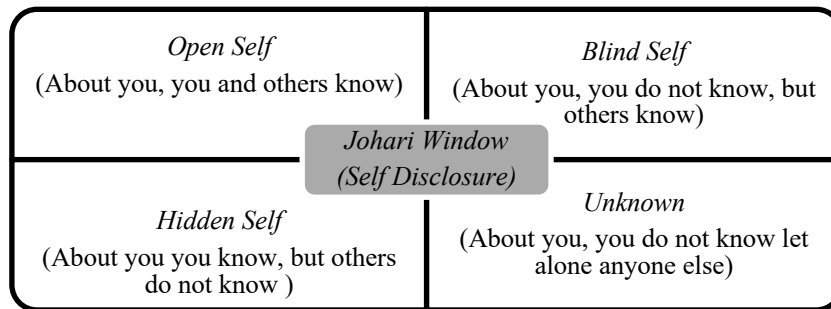
It is clear that the presentation of definitions leads to an understanding of the functions and roles of both education and entrepreneurship. If education leads to the development of abilities and shapes character and civilization by educating generations through the development of potential. The goal is to guide children to become complete human beings who have faith, piety, noble character, healthy, knowledgeable, capable, creative, independent, democratic and responsible (UU No. 20 Year 2003). While entrepreneurship is more inclined to utilize and combine existing economic resources in new innovative ways than before to create added value, new businesses and new opportunities (Amini Sedeh et al., 2022). The goal boils down to creating prosperity, leveling wealth and providing job opportunities to support economic growth (Utomo et al., 2021).

### **Analysis of Education and Entrepreneurship Development Patterns**

In the study of the pattern of educational development and entrepreneurship, the author classifies it into three points of view that unite the discussion of these two scientific disciplines, including: 1) psychological perspective; 2) functional perspective; and 3) situational perspective. In a psychological perspective, the author uses the theory of Johari Window or known as self-disclosure initiated by Joseph Luft and Harry Ingham as an analytical knife in judging. Usually this theory is useful for illustrating and increasing self-awareness with a group of individuals in a particular group (Izzati, 2011). However, it should be noted that this theory can also be used as a simple way of categorizing certain types of confidentiality and disclosure. Later, openness in the relationship created can be conceptualized with four quadrant windows belonging to the two characters, namely open, hidden, blind, and unknown (Farber, 2006). Therefore, the author tries this theory to study both disciplines in terms of economics.

With this theory, it is known that to surpass human capital (human capital) both education and entrepreneurship, these two scientific fields must take roles and fill each other's space. The four quadrants are illustrated in Figure 1. The analysis based on Sugiarti et al., (2022) is: (1) open-self. Through learning an entrepreneur or student recognizes his abilities and potential, it is easy for them to carry out entrepreneurial activities. Bringing them into be a typical person who is open, both their selves and others know their abilities and potentials; (2) hidden-self. Through learning an entrepreneur or student knows his potential and abilities, but they are not a typical who is easily open to the general public so that only a few know about it; (3) blind-self. Through learning others recognize the ability of the entrepreneur or student, even though he does not recognize it; and (4) unknown. Through entrepreneurial learning or students still do not lead to self-control or others so that special awareness (intense) is needed, so that they recognize themselves. Because this kind of typical person needs to be appointed more than the average person.

**Figure 1**  
*Johari window theory*



Therefore, it is concluded that to recognize the spirit or entrepreneurial character in students, it takes effort or a process of awareness by providing skills and understanding that opens individual paradigms to think critically and answer gaps and challenges. Thus, the learning handling process provided has different levels, even with the same material. More precisely, this is to achieve effectiveness in forming an entrepreneurial spirit or character that can acquire problems from the political, social, cultural and economic contexts that govern their own lives. From this, educational values are internalized theoretically (concepts) and practicalities to give birth to a new faceless life context.

From the explanation above, a prior study explained that someone who is educated and has skills when entering the workforce will generate higher income (Akhmad, 2021). Automatically, education increases one’s value and income. The consideration lies in the superiority of an educated person. They better understand and takes into account everything based on the science they have. Their skills include communication, opinion, reading, writing and others. Skills that are not possessed by people who do not go through the educational process first.

Thus, to achieve someone intended. It is necessary to reform the education system that can create creative and innovative people. Therefore, entrepreneurship emerged as a subject taught to bridge theoretical and practical knowledge related to economics, especially the business world in society. Drucker (1985) reinforced this situation by stating that the capacity for entrepreneurship is built by education. Education became a medium of development for it. With it, there is a reduction in poverty and unemployment rates through graduates who have had human capital before through entrepreneurship education. Because of the fact that entrepreneurial interest will grow over time. For this reason, education takes an early role in equipping entrepreneurship to students.

In a functional perspective, based on researcher analysis that education and entrepreneurship are studied simultaneously in terms of the social and economic context in the wider community. Because both equip the ability to read opportunities and imbue thoughts about business. Among others: (1) facilitate the investigation of human capital based on patented economic theories and skills or abilities based on research views; (2) receive compensation for human capital investments and try to maximize economic returns through time investment; (3) form a creator with sufficient abilities; and 4) direct one to be interested in the logical uniformity of the idea of replication, meaning to equate the steps taken by others (logical imitation).

According to Durkheim (1956), education is a means of preparing the younger generation both physically, intellectually and morally to face social life with the values adopted in it. Therefore, socializing between others is needed to build a network of relationships and communication, because individuals cannot achieve their own desires.

Likewise, every individual has a specification of working with the production of certain goods or services that others need. Without realizing it, every individual community carries out a barter process between each other (Latifah, 2022). Hence, between education and entrepreneurship there needs to be a realignment related to planning to provide long-term human capital. Education becomes an investment, while entrepreneurship becomes provision or capital, which then both are contained in one unit of entrepreneurship education.

In a situational perspective, it describes the actions or actions that must be taken by entrepreneurs. He understands when, how, and why to act the way and who should be involved. How situations provide opportunities and impact the meaning of organizing similar environments functions relationships between variables. Between creativity and character become human capital to answer challenges while surviving in the era of volatility, uncertainty, complexity, and ambiguity (VUCA). Education teaches about how to open business opportunities (work). Entrepreneurship forms the character of entrepreneurs who are creative, innovative, courageous, independent (independent), and responsible. That there will be efforts to meet needs that are displayed in attitudes and actions with abilities possessed by personality (Kusnadi et al., 2022). In behavioristic theory, it is explained that the educational stimulus provided by educators is aimed at helping them learn the subject matter. Thus, it is important to observe and measure as indicators in seeing changes in behavior in the form of learning process results (Surawan, 2020). It should be realized that observation and measurement are needed to measure the extent of achievement made from a process carried out.

The principles of innovation that can be followed even for disciplines with difficult studies, namely DOs, DON'Ts and Conditions. In DOs there are five classifications, namely (1) purposeful and systematic innovation by starting to analyze opportunities; (2) conceptual and perceptual innovation; (3) innovation must be simple and focused to be effective; (4) effective innovation starts small and not grandiose; and (5) successful leadership-oriented innovation. While in DON'Ts there are three classifications, including: 1) not trying to be smart; 2) do not diversify, do not break focus, and don not tries to do too many things at once; and 3) do not try to innovate for the future, but rather the present. For conditions there are also three classifications, namely: (1) innovation is work and requires knowledge. It often requires greater ingenuity. The art is, it must be ready in every situation, both squeezed and airy; (2) to succeed, it must have its own strengths. That is, under any conditions must have endurance and stable mentality. Not easily affected by any conditions; and (3) innovation must be close to market, market-focused and market-driven. Because innovation comes from economic and societal effects. That is, there will be a time of change in behavior in the profession of people in general. Changes that lead to a person's process of working and producing (Drucker, 1985).

### **Education and Entrepreneurship Relations**

This section discusses how the relationship between education and entrepreneurship. Therefore, to get the essence of the relationship between the two, the discussion will be focused on entrepreneurship education as a result of combining the two words. In other words, the pattern of educational development and entrepreneurship that has been previously discussed will find a definite meeting point. Because the discussion between the two is studied integrally not partially at the beginning of this discussion.

As the united nation agency (UN) or ILO-UNESCO quoted Bechard and Toulouse, entrepreneurship education is a form of training, education, providing information collected in formal teaching activities that aim to develop one’s interest in the socio-economic realm through the projects provided and trigger entrepreneurial awareness and creation in the business world both on a small and large scale. Clearly, with an instructional approach, formal teaching can be contained in classroom activities, business simulation activities, special events, the role of models and mentors, field studies, and networks (Asyari & Qadry, 2022). Consciously, the holding of meta-analyses of programs shows a positive relationship in entrepreneurship education. Entrepreneurship is learned through education. Education that helps achieve and improve prosperity as an entrepreneur.

**Table 2**  
*Three important approaches to entrepreneurship education of Martin Lackéus*

<b>Organization creation approach</b>	<b>Opportunity creation approach</b>	<b>Value creation approach</b>
The logic of starting a business	Making the theoretical foundation (definition) the main basis	Choose a definition that is more promising, patent, broader and learning-oriented
Creating a business	Identify and create opportunities	Oriented towards creating something new and valuable for others
Mini-business program as a new organization	Provide individual freedom to change, grow, develop, act and adapt	Learn and develop deeply from the efforts made
Duration of 1-2 semesters for students	Develop self-knowledge and <i>self-efficacy</i> in order to investigate, develop and act on ideas and opportunities	Practice is carried out continuously in all social sectors ( <i>everyday</i> )
Real-life	Focus on opportunities and implement ideas	Engage learners directly
Building a business market network after graduating from education	Linking two phenomena (profit opportunities and the presence of enterprising individuals)	Explore potential and competence for the present and future
		Understand value, try to create value, try to capture value, and criticize the efforts that have been made Value created in economic, social, ecological, mental, physical sectors and many more Adopt a ‘student as giver’ perspective

Partially, when examine efforts to develop entrepreneurship-based education, it is found that there is an insertion of entrepreneurial values into education. Based on the results of research at the Al-Mumtaz Islamic Boarding School by Shodiq et al. (2021) has been running specifically for the development of entrepreneurship-based Islamic

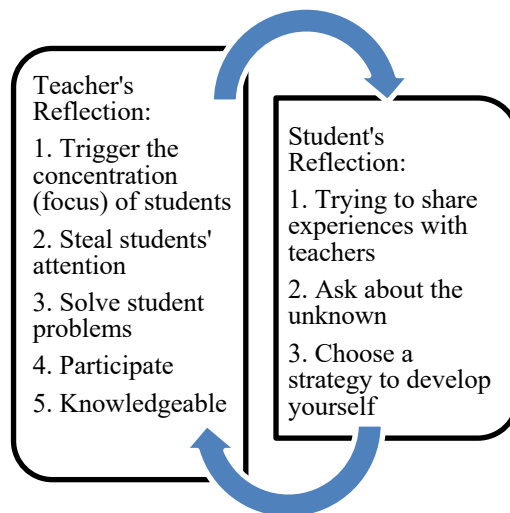
Religious Education with methods, including: (1) example; (2) formation of distinctive character; (3) the cultivation of Islamic values; and (4) hands-on practice. Therefore, the impact is on honing skills, growing entrepreneurial spirit, changing the paradigm of Sufism which is identified with poor, growing independent attitudes, and meeting needs.

Based on preliminary study regarding the comparison of the impact of three experiential entrepreneurship approaches in education, namely (1) pedagogy of idea and artifact creation (IACP) based on the identification and creation of opportunities; (2) value creation pedagogy (VaCP) based on value creation; and (3) pedagogy of enterprise creation (VeCP) based on organizational creation. They tried to study entrepreneurship in education with a pedagogical approach. In terms of domain, in the narrow sense they call it 'entrepreneurship education' and in the broad sense they call it 'enterprise education' (Lackéus, 2020). The result is provided in Table 2.

Through the three approaches above, it can be seen that the study of both disciplines results in the development of entrepreneurial competence, teaching in scientific subjects, skills, involvement and motivation specifically intended for students. In an in-depth discussion related to the impact that comes later in the relatively long term, Van Praag et al. explained the findings related to human capital owned by entrepreneurs are higher than ordinary paid employees. In addition, theoretically job opportunities in traditional ways tend not to be taken into account in human capital. A prior study emphasized that even college graduates are easy to find jobs due to networking mechanisms and aspects such as intelligence, endurance and analytical skills, which automatically also increase credibility to get better jobs and salaries (Bhaskarabhatla, 202). That the opportunity for an entrepreneur is more open and promising in the future. Because they are able to process into a potential that is useful and competitive.

## Figure 2

*Implications of education for entrepreneurship or vice versa*



The relationship of education for entrepreneurship is as a medium. Through teachers as mediators and facilitators who provide guidance, teachers organize student activities, supervise learning activities, course, and help with all difficulties in learning. Teachers also provide feedback and correct student mistakes. Therefore, a teacher must be innovative, dynamic, communicative, critical, exploratory, and widely experienced.

These traits simulate the development of critical thinking, reflecting creativity and curiosity to learn. The teacher becomes a tutor who explains to students about the real economic situation both the process and how to create the situation as it is in real life (Janowski et al., 2023). The following are the results of the impact analysis provided by education (see Figure 2). It can be seen that education has a significant influence on the existing topology. It is undeniable that the two are reinforce each other or fill each other's space. In terms of value, it is known that there are distinctive similarities in character formed from the relationship between education and entrepreneurship.

If education forms characters such as honest, responsible, disciplined, hard work, confident, independent, curious, entrepreneurial, logical thinking, critical, creative, innovative, aware of rights and obligations, obeying social rules, respecting the work and achievements of others, democratic, tolerant, friendly, and respecting diversity. While education in forming entrepreneurship includes honesty, responsibility, discipline, hard work, dare to take risks, independence, curiosity, strong motivation to succeed, creative, innovative, leadership, committed, action-oriented, cooperative, never give up, realistic, and communicative (Wardi, 2023). Therefore, entrepreneurship guides students to recognize their own potential to ignite a sense of responsibility, creativity, innovation, skills and others (Scarborough & Zimmerer, 1996)

## CONCLUSION

Education and entrepreneurship are identified with more than just learning or effort. Now, the understanding of both is widening and expanding with the times. Entrepreneurship not only creates an entrepreneurial figure, but provides skills to master oneself, then provides benefits to others through the environment he creates with bright ideas. Ideas are the result of creativity and innovation that eventually lead someone to find something new. Meanwhile, education is always the most important part because scientific insight is the basis and foundation of the stepping stone that becomes a benchmark before taking a step. A knowledgeable person will have different attitudes, actions, and speech. The essence of education is to transform a person into a complete person intellectually, morally, and spiritually.

The affective aspect is also used as a reflection that indicates a knowledgeable person with actual knowledge and can contribute to the wider community. Together with three points of view that include psychological, situational, and functional. These three points of view provide a sharp analysis of the steps that must be taken to find and position education and entrepreneurship clearly. With a clear picture, there are also foundation findings in looking at the relationship between these disciplines. As is known, both the success of community development and empowerment through education and entrepreneurship, as a whole, shape character while managing all the potentials possessed in a mature, creative, and innovative manner.

## Implication

This study provides an understanding that the relationship between education and entrepreneurship can be a way out of dilemmas for problems such as poverty alleviation, unemployment, and many more. Because the understanding of both has been caught between two partial definitions and marginal practices that are widely applied. For practitioners, the relationship between education and entrepreneurship can open up space for development and empowerment with a clear and directed direction through research,

especially experimental ones. Through various considerations, academics can provide in-depth research results so as to encourage effectiveness and efficiency both in theory and practice.

### Limitation and Future Direction

This research has several limitations that can be studied for future research. First, research focuses on the relationship between education and entrepreneurship based on literature studies so that it can be developed into empirically tested theories later. After all, education can be categorized as a long-term investment, while entrepreneurship is related to time specifically because its focus boils down to behavior and results. Second, the data presented only focuses on relationships. Therefore, future research can study it with development from various different angles.

### REFERENCES

- Ahn, K., & Winters, J. V. (2023). Does education enhance entrepreneurship? *Small Business Economics*, *61*(2), 717–743. <https://doi.org/10.1007/s11187-022-00701-x>
- Aini, N. L., Putra, N., & Mun'im, M. A. (2023). Konstruksi sosial dan politik dalam perkembangan Pendidikan Islam. *Indo-MathEdu Intellectuals Journal*, *4*(3), Article 3. <https://doi.org/10.54373/imeij.v4i3.357>
- Akhmad, K. A. (2021). Peran pendidikan kewirausahaan untuk mengatasi kemiskinan. *Jurnal Ekonomi, Sosial & Humaniora*, *2*(06), 173–181.
- Amini Sedeh, A., Pezeshkan, A., & Caiazza, R. (2022). Innovative entrepreneurship in emerging and developing economies: The effects of entrepreneurial competencies and institutional voids. *The Journal of Technology Transfer*, *47*(4), 1198–1223. <https://doi.org/10.1007/s10961-021-09874-1>
- Amir Hamzah, M. (2020). Metode penelitian kepustakaan (library research). *Malang: CV. Literasi Nusantara Abadi*.
- Arif, D. B. (2020). Reorientasi pendidikan kebangsaan berbasis adab: konsep dan problematikanya. *PKn Progresif: Jurnal Pemikiran dan Penelitian Kewarganegaraan*, *15*(1), 14–38.
- Asna, N., Alfiana, N., & Asiyah, B. N. (2023). Urgensi edupreneurship sebagai upaya dalam mempersiapkan Indonesian golden era. *Jurnal Pendidikan Tambusai*, *7*(1), 4019–4025.
- Asyari, S., & Qadry, I. K. (2022). Pengantar kewirausahaan (entrepreneurship) untuk mahasiswa. *Jurnal Abdimas Indonesia*, *2*(3), 391–403.
- Athar, G. A., Bantali, A., Caniago, A. S., & Olivia, H. (2023). Pelatihan dan pendampingan untuk meningkatkan minat wirausaha mahasiswa. *JPM: Jurnal Pengabdian Masyarakat*, *4*(1), Article 1. <https://doi.org/10.47065/jpm.v4i1.1007>
- Baum, J. R., Frese, M., & Baron, R. A. (2014). *The Psychology of Entrepreneurship*. Psychology Press.
- Bhaskarabhatla, A. A. (2021). *The relationship between education and entrepreneurship*. Retrieved December 29, 2023, from <https://thesis.eur.nl/pub/59948/Thesis.pdf>
- Ciputra. (2009). *Ciputra Quantum Leap*. Elex Media Komputindo.
- Costa, S., Tegtmeier, S., Santos, S. C., & Schenkel, M. T. (2024). Special issue guest editorial: The challenges of experimental designs in entrepreneurship education

- research - An interview with Thomas D. Cook. *Entrepreneurship Education and Pedagogy*, 7(1), 3–21. <https://doi.org/10.1177/25151274231207726>
- Dahlan, M. D. (1987). *Dasar-dasar konseptual penanganan masalah-masalah bimbingan dan konseling Islami di bidang pendidikan*. Yogyakarta: UII Press.
- Damayanti, S. D., & Effane, A. (2022). Fungsi kewirausahaan dalam pendidikan. *Karimah Tauhid*, 1(1), 1. <https://doi.org/10.30997/karimahtauhid.v1i1.7711>
- Daradjat dan dkk, Z. (2008). *Ilmu Pendidikan Islam*. Bumi Aksara.
- Darmawan, D., Fuady, A. H. R., Mardikaningsih, R., & Retnowati, E. (2022). Tiga pilar sukses: perilaku kewirausahaan, etika bisnis, dan modal sosial untuk meningkatkan kinerja bisnis. *TIN: Terapan Informatika Nusantara*, 3(5), Article 5. <https://doi.org/10.47065/tin.v3i5.4112>
- de Pablo Valenciano, J., Uribe-Toril, J., & Ruiz-Real, J. L. (2019). Entrepreneurship and education in the 21st century: Analysis and trends in research. *Journal of Entrepreneurship Education*, 22(4), 1–20.
- Depdiknas. (2003). *Undang-Undang RI No. 20 Tahun 2003 tentang sistem pendidikan nasional*.
- Drucker, P. F. (1985). *Innovation and entrepreneurship practice and principles*. Harper & Row Publisher Inc.
- Durkheim, É. (1956). *Education and sociology*. Simon and Schuster.
- Farber, B. A. (2006). *Self-disclosure in Psychotherapy*. Guilford Press.
- Findianingsih, A., Sulasih, S., Shafrani, Y. S., & Novandari, W. (2023). Pengangguran, pendidikan, inflasi dan kemiskinan di Indonesia Periode Tahun 2014-2020. *Miftah: Jurnal Ekonomi dan Bisnis Islam*, 1(2), 2. <https://doi.org/10.61231/miftah.v1i2.79>
- Harahap, M. (2020). *Analisis relevansi lulusan perguruan tinggi dengan dunia kerja (Studi kasus Prodi Ekonomi Islam FEBI UINSU Medan)* [Skripsi, Universitas Islam Negeri Sumatera Utara]. <http://repository.uinsu.ac.id/9603/>
- Ismail, M. A. M. (2021). Impak pembelajaran kursus pengajian di ACIS terhadap keyakinan pelajar dalam bidang keusahawanan: The impact of learning courses acis towards students confidence in entrepreneurship. *Sains Insani*, 6(3), 5.
- Izzati, U. A. (2011). Penerapan johari window untuk meningkatkan rasa percaya diri remaja di panti asuhan uswah Surabaya. *Personifikasi: Jurnal Ilmu Psikologi* 2(2), 77-89.
- Janowski, A., Gonchar, O., & Yakovyshyn, R. (2023). Education vs. entrepreneurship – between theory and practice: the case of SMES in Poland. *E+M Ekonomie a Management*, 26(1), 111–125. <https://doi.org/10.15240/tul/001/2023-1-007>
- Karlan, D., & Valdivia, M. (2011). Teaching entrepreneurship: Impact of business training on microfinance clients and institutions. *Review of Economics and Statistics*, 93(2), 510–527.
- Khumaimah, R. (2021). Pendidikan Islam Pada masa awal kemerdekaan Indonesia (Kontestasi ideologi dan gagasan). *Al Hikmah: Jurnal Studi Keislaman*, 11(2), 183–191.
- Kusnadi, O., Rugaiyah, R., & Madhakomala, R. (2022). Entrepreneurship education as a movement. *Intelektium*, 3(1), 120–126.
- Lackéus, M. (2020). Comparing the impact of three different experiential approaches to entrepreneurship in education. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 937–971.
- Langeveld, M. J. (1965). *Pengantar pedagogik teoretis*. Bandung: Bapemsi.

- Langgulung, H. (2003). *Pendidikan Islam dalam abad ke 21*. Jakarta: Pustaka Al-Husna Baru.
- Latifah, N. (2022). Pendidikan dalam teori sosiologi. *Jurnal Elkatarie: Jurnal Ilmu Pendidikan dan Sosial*, 5(2), 2.
- Lockyer, S. (2008). *Textual analysis qualitative research methods*. A Sage Reference Publication.
- Majid, A. N., Aini, N. L., & Fathorrahman, F. (2020). Analisis pemikiran pendidikan Islam Ibnu Khaldun perspektif modern. *Dirosat: Journal of Islamic Studies*, 5(1), 83–100.
- Matlay, H. (2006). Researching entrepreneurship and education: Part 2: what is entrepreneurship education and does it matter? *Education + Training*, 48(8/9), 704–718. <https://doi.org/10.1108/00400910610710119>
- Mutahhari, M. (2020). *The unschooled prophet*. Islamic Propagation Organization.
- Nuraeni, Y. A. (2022). Peran pendidikan dalam pembentukan jiwa wirausaha: Pendidikan kewirausahaan. *Jurnal Ilmu Pendidikan (ILPEN)*, 1(2), 2. <https://doi.org/10.3709/ilpen.v1i2.18>
- Rama, A., Ganefri, G., & Yulastri, A. (2022). Konsep entrepreneur dalam dunia pendidikan. *Jurnal Educatio: Jurnal Pendidikan Indonesia*, 8(1), Article 1. <https://doi.org/10.29210/1202222264>
- Saputra, R. (2023). Analisis Tingkat pendidikan, kemiskinan dan pengangguran terhadap kriminalitas di Bekasi. *Jurnal Ilmu Hukum, Humaniora dan Politik*, 3(4), 159–163.
- Scarborough, N. M., & Zimmerer, T. W. (1996). *Entrepreneurship and new venture formation*. Upper Saddle River, New Jersey: Prentice Hall Publishing Company.
- Shepherd, D. A. (2004). Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning & Education*, 3(3), 274–287. <https://doi.org/10.5465/amle.2004.14242217>
- Shodiq, F., Khusaini, N., Ikhsan, B. M. N., Sa'diyah, S. H., & Himma, A. F. (2021). Pengembangan pendidikan Islam berbasis entrepreneur pada pondok pesantren Al Mumtaz Patuk. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 4320–4328.
- Solehudin, R. H. (2024). Pendidikan entrepreneurship berbasis karakter religius menuju transformasi sosial berkemajuan. *Inovasi Pendidikan Dalam Multi Perspektif*, 182.
- Sugiarti, R., Erlangga, E., & Widyawati, S. (2022). Peningkatan pemahaman konsep diri dalam mengembangkan kompetensi sosial siswa cerdas istimewa. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, 1(10), 10. <https://doi.org/10.53625/jabdi.v1i10.1602>
- Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 1. <https://doi.org/10.25078/aw.v4i1.927>
- Sulasmi, E., Akrim, A., & Gunawan, G. (2019). Konsep pendidikan humanis dalam pengelolaan pendidikan di Indonesia. *Kumpulan Buku Dosen*, 1(1). <http://publikasiilmiah.umsu.ac.id/index.php/publikasiilmiah/article/download/896/820>
- Surawan, S. (2020). *Dinamika dalam belajar (Sebuah kajian psikologi pendidikan)*. K-Media.
- Tiberius, V., & Weyland, M. (2023). Entrepreneurship education or entrepreneurship education? A bibliometric analysis. *Journal of Further and Higher Education*, 47(1), 134–149. <https://doi.org/10.1080/0309877X.2022.2100692>

- 
- Utomo, K. W., Aji, R. H. S., & Aravik, H. (2021). *Islamic Entrepreneurship: Konsep Berwirausaha Ilahiyah*. Edu Pustaka.
- Van Gelderen, M., Brand, M., Van Praag, M., Bodewes, W., Poutsma, E., & Van Gils, A. (2008). Explaining entrepreneurial intentions by means of the theory of planned behaviour. *Career Development International*, 13(6), 538–559. <https://doi.org/10.1108/13620430810901688>
- Wardi, M. (2023). *Pendidikan Islam berbasis entrepreneurship*. Penerbit Keraton.
- Yan, M.-R. (2018). Improving entrepreneurial knowledge and business innovations by simulation-based strategic decision support system. *Knowledge Management Research & Practice*, 16(2), 173–182. <https://doi.org/10.1080/14778238.2018.1442994>
- Zed, M. (2008). *Metode penelitian kepustakaan*. Yayasan Pustaka Obor Indonesia.
- Zotov, V. B., Koniagina, M. N., Shapkina, E. A., Pikalova, E. A., & Stepanova, D. I. (2019). Experience in implementing student business incubator in entrepreneurship education. *Journal of Entrepreneurship Education*, 22(4), 1–13.
- Zubaidah, S. (2016, December). Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran. *In Seminar Nasional Pendidikan* (Vol. 2, No. 2, pp. 1-17).