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Collaboration Between Madrasahs and The Business Sector In Developing an Islamic Edupreneurship Ecosystem

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Abstract
This study examines the forms, mechanisms, and outcomes of collaboration between MAN 2 Kota Jambi and industry partners in developing an Islamic edupreneurship ecosystem. Using a qualitative case study design, the research explores partnership practices involving program planning, implementation, and evaluation. Data were collected through in-depth interviews, field observations, and document analysis, then analyzed using thematic procedures. The findings indicate that strategic partnerships with universities, government agencies, and business sectors significantly enhance students' technical competencies through laboratory practice, fisheries training, language development, and vocational skill programs. These collaborations also foster students' creativity, confidence, and Islamic work ethics—reflected in discipline, honesty, and responsibility during training activities. Shared motivations between the madrasah and industry—such as improving learning quality, addressing facility limitations, and fulfilling CSR commitments—create mutually beneficial relationships that strengthen the institutional reputation of MAN 2 Kota Jambi as an innovative Islamic school. Despite notable achievements, challenges remain, including sustaining partner commitment and harmonizing activity schedules. Overall, the study proposes a conceptual model of an Islamic edupreneurship ecosystem that integrates experiential learning, partnership governance, and sharia-based values as the foundation for ethical entrepreneurial development in madrasah education.

Keywords: *School–Industry Collaboration, Islamic Edupreneurship, Strategic Partnerships, Student Competencies, Sharia-Based Values.*

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Introduction
The rapid growth of the digital economy in Indonesia has encouraged educational institutions to strengthen students' entrepreneurial competencies, particularly within Islamic educational environments such as madrasahs. As the demand for market-oriented yet ethically grounded skills increases, collaboration between educational institutions and industry has become an important strategy for developing a sustainable learning ecosystem. MAN 2 Kota Jambi has begun introducing entrepreneurship-based programs rooted in Islamic values. However, the integration of madrasah learning practices with real business environments remains limited, especially in constructing an Islamic edupreneurship ecosystem that connects curriculum, business partnerships, and sharia-compliant practices (Kriswahyudi et al., 2024).

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Research on entrepreneurship in Islamic education often emphasizes curriculum development, teacher competence, and student skills (Hussin & Tamuri, 2019; Wibowo et al., 2022). However, limited investigation has been conducted on how institutional–industry collaboration shapes an Islamic edupreneurship ecosystem in practice. Interview results at MAN 2 Kota Jambi reveal strategic partnerships with institutions such as Universitas Jambi, the Provincial Fisheries Department, PLN, and the Language Center of UIN STS Jambi to address internal limitations in practical facilities. Nonetheless, many programs still operate as isolated initiatives, leaving a substantial gap between entrepreneurial learning and actual business exposure.

Recent studies highlight that school–industry collaborative models—such as vocational partnerships, experiential learning, and community-based enterprises—significantly enhance students' entrepreneurial intentions (Agung & Sutadji, 2023; Shahab et al., 2019). This is consistent with practices observed at MAN 2 Kota Jambi, where students engage in hands-on learning through partner laboratories and skill programs such as fashion design, electronics, computer networking, and fisheries training. These initiatives have strengthened students' creativity and confidence, particularly among those who do not plan to pursue higher education.

Although current literature recognizes the significance of Islamic entrepreneurship education, few studies offer a comprehensive model of madrasah–industry collaboration within an ecosystemic framework. Prior research tends to analyze isolated elements—curriculum, Islamic values, or business mentoring—without examining their systemic interaction. Interviews at MAN 2 Kota Jambi reveal the need for an integrative model, as practical training, language development, skill enhancement, and Islamic values operate in complementary ways but have not yet been structured as a unified ecosystem.

This study contributes novelty by proposing an Islamic edupreneurship ecosystem model integrating Islamic curriculum design, partnerships with halal-compliant businesses, organizational support, and entrepreneurship practices aligned with maqāṣid al-sharī'ah. Unlike previous studies focusing mainly on student outcomes, this research emphasizes collaboration mechanisms, governance structures, and institutional support necessary to sustain such an ecosystem.

Empirically, MAN 2 Kota Jambi has established partnerships with government agencies, universities, and the business sector. Concrete activities include MIPA laboratory practice with UNJA, fisheries training, global English classes, tahfiz programs, and skill training for 12th-grade students. However, challenges remain, including sustaining partner commitment, scheduling alignment, and ensuring Islamic values are maintained outside the madrasah environment.

Based on these considerations, this study aims to analyze how MAN 2 Kota Jambi collaborates with industry to develop an Islamic edupreneurship ecosystem, identify enabling and inhibiting factors, and propose a conceptual model replicable by other madrasahs. The study is expected to provide theoretical contributions to Islamic entrepreneurship education discourse and practical insights for sustainable, sharia-compliant collaborative models.

Methodology

This study employed a qualitative case study design to explore the collaborative model between MAN 2 Kota Jambi and the business sector in developing an Islamic edupreneurship ecosystem. A case study approach enables researchers to investigate a phenomenon within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2018). The choice of this method aligns with the study's objective to understand authentic collaboration practices, governance mechanisms, and contextual factors shaping the partnership ecosystem. MAN 2 Kota Jambi was selected as the research site due to its active partnerships with various institutions, including universities, government

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agencies, and industry actors, as shown in the interview results. Participants consisted of school leaders, program coordinators, teachers involved in entrepreneurship learning, and external partners who collaborated with the madrasah. Purposive sampling was used to ensure that only informants with direct involvement in the collaborative initiatives were included, consistent with qualitative sampling principles (Palinkas et al., 2015).

The data consisted of primary qualitative data obtained through semi-structured interviews, field observations, and documentation review. Interviews were conducted to capture stakeholders' perspectives on planning, implementation, and evaluation of collaborative programs. Observations focused on learning activities, practical training, and interactions between students and partner institutions. Documentation included MoUs, program reports, curriculum guides, and activity records. The combination of these data sources enables triangulation to enhance research credibility (Creswell & Poth, 2018).

Data collection followed three systematic steps. First, preliminary visits were conducted to understand the operational structure of MAN 2 Kota Jambi and to identify potential participants. Second, interviews were carried out using flexible protocols that allowed probing for deeper insights into partnership dynamics. Third, field observations were conducted during skill training, laboratory practice, and language development programs to record authentic activities and behavioral patterns. All interviews were audio-recorded with participant consent and transcribed verbatim for analysis.

The study used thematic analysis following Braun and Clarke's six-phase procedure: familiarization, coding, theme search, theme review, theme definition, and reporting (Braun & Clarke, 2019). This method allows the identification of patterned meanings across data, making it suitable for exploring complex institutional collaboration processes. Codes were generated inductively from interview transcripts and observation notes, then grouped into broader themes such as partnership planning, implementation challenges, sharia integration, and ecosystem sustainability.

To ensure trustworthiness, the study applied credibility, dependability, and confirmability strategies recommended in qualitative research (Nowell et al., 2017). Credibility was strengthened through data triangulation involving interviews, observations, and documents. Member checking was conducted by returning summaries of interpretations to participants for confirmation. Dependability was ensured through detailed documentation of analytic decisions, while confirmability was enhanced by maintaining an audit trail of notes and memos throughout the analysis process.

Ethical procedures were followed throughout the research process. Participants were informed about the study's purpose, the voluntary nature of their participation, and confidentiality measures to protect their identities. Permission was obtained from the leadership of MAN 2 Kota Jambi before conducting interviews and observations. Ethical conduct was maintained to ensure that the research respected Islamic values and institutional regulations, especially when interacting with students and external partners.

Results and Discussion

Results

Forms and Purpose of Strategic Partnerships

The study found that collaboration between MAN 2 Kota Jambi and industry partners takes the form of strategic partnerships with institutions such as Universitas Jambi, the Provincial Fisheries Department, PLN, and the Language Center of UIN STS Jambi. These partnerships aim to address limitations in the madrasah's practical facilities and enhance student competencies through direct exposure to professional practice environments. Observations of MIPA laboratory sessions and skill training activities show that students benefit from better equipment and learning conditions than those available on-site. These findings align with interview statements emphasizing that the primary goal of collaboration

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is to strengthen instructional quality and build an Islamic edupreneurship ecosystem that fosters competitive graduates.

These strategic partnerships were implemented through concrete activities such as MIPA laboratory practica at partner facilities, hands-on fisheries training, vocational skills programs for Grade XII, and periodic language proficiency assessments. Research observations indicate that these activities improved learning quality by allowing students to practice using more advanced and professional equipment. Additionally, collaborations with external institutions strengthened educational innovation through global English classes and tahfiz programs, offering competence-based and value-driven learning experiences.

The impact of these strategic partnerships is evident in the enhancement of students' technical abilities, creativity, and work ethics. Students became more prepared for industry settings and the job market due to frequent exposure to professional environments. Moreover, these partnerships boosted the institutional image of MAN 2 Kota Jambi as a progressive madrasah open to innovation and cross-sector collaboration. The trust shown by partners such as PLN—who planned to provide facility support—demonstrates that the partnerships not only improved learning quality but also strengthened the madrasah's position as a center for developing Islamic edupreneurship.

Motivation of the Madrasah for Collaboration

The findings indicate that the madrasah's primary motivation for establishing collaboration is to provide students with real-world learning experiences, particularly for those who may not pursue higher education. The madrasah believes that practical, skill-based learning enhances students' readiness for the workforce. Thus, collaboration with external institutions is considered a strategic effort to overcome internal facility limitations and enrich student learning experiences.

Meanwhile, industry partners are motivated by their interest in human resource development through contributions in training, facilities, and internship opportunities. Their participation is also driven by their commitment to corporate social responsibility (CSR). Through such partnerships, businesses can actively contribute to improving educational quality while strengthening their public reputation. Documentation of the partnership proposal with PLN indicates a planned financial contribution of nearly 200 million rupiah to support skill laboratories at the madrasah. This proposed contribution reflects strong institutional trust in MAN 2 Kota Jambi as a credible and promising educational institution. Financial support from strategic partners such as PLN shows that the collaboration extends beyond academic involvement and has a significant impact on enhancing learning facilities.

These field findings reinforce interview narratives describing mutual benefits shared between the madrasah and its industry partners. The madrasah gains access to facilities, training, and educational support, while industry partners benefit from opportunities to fulfill social programs, build a positive reputation, and contribute to human resource development. This mutually beneficial relationship forms a critical foundation for establishing a sustainable collaborative ecosystem.

Collaboration Planning and Needs Assessment

The findings show that collaboration planning at MAN 2 Kota Jambi is carried out through needs assessment and analysis of facility limitations. The madrasah systematically identifies gaps in practical facilities and entrepreneurial learning resources. This approach ensures that the chosen form of collaboration aligns with students' competency development needs and serves as a foundational step toward establishing effective partnerships. Observation during internal meetings revealed active discussions among skill instructors and school leadership when determining relevant development programs. Decision-making is conducted collaboratively, taking into account teacher readiness, student needs, and available collaboration opportunities with external partners. These findings highlight a structured and

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open communication culture within the madrasah when designing Islamic edupreneurship programs.

Implementation includes practical activities at partner laboratories, language enrichment programs, and skill-based training in fashion design, electronics, and computer networking. These programs provide hands-on learning experiences that enhance students' technical abilities and increase the relevance of learning to industrial settings. The variety of implemented activities demonstrates the madrasah's strategic use of collaboration to expand learning opportunities and strengthen its Islamic entrepreneurship ecosystem.

Evaluations are conducted regularly through language competency tests, practical performance assessments, and joint review meetings with partners. This structured evaluation mechanism ensures that each program is continuously improved and aligned with student needs and industry standards. These findings confirm interview data indicating that the madrasah consistently applies an evaluative approach to maintaining the quality of its collaborative programs.

Diverse Practical Learning Outcomes

The study indicates that collaboration at MAN 2 Kota Jambi has produced concrete outcomes such as MIPA laboratory practice, fisheries training, language proficiency tests, skill programs for Grade XII, and global classes for tahfiz and English language. This diversity of activities reflects an expanded learning environment for students and demonstrates that collaboration is not merely conceptual but meaningfully implemented in daily learning practices. Documentation of activity schedules and weekly reports shows an increased frequency of practical activities over the last two years. This indicates that the madrasah is becoming more consistent in utilizing partner facilities and support to strengthen skill-based learning. The growing intensity of practical work also reflects a shift from theory-oriented instruction to more applied and industry-relevant learning aligned with 21st-century needs.

Observation of an electronics training session revealed that students were able to assemble basic circuits independently after receiving guidance from partner instructors. This finding demonstrates that hands-on learning significantly improves students' technical competencies. The students' success in completing technical tasks reinforces the effectiveness of a collaborative model that blends school instruction with industry-based training. The findings reveal that Islamic values serve as the foundational framework for all collaborative activities. Field observations show that students are encouraged to maintain punctual prayer, discipline, trustworthiness, and proper manners even when participating in external training. This ensures that practical activities focus not only on developing technical skills but also on strengthening Islamic character.

Teachers and instructors consistently ensure that every practical activity reflects Islamic work ethics such as honesty, responsibility, and avoidance of fraudulent behavior. This integration aligns with interview statements emphasizing that the edupreneurship approach at MAN 2 Kota Jambi focuses not only on vocational skills but also on character development. Therefore, the collaboration fosters both technical competence and a strong moral foundation among students.

Enhancement of Students' Skills and Creativity

The research findings reveal that the collaboration has significantly enhanced students' skills and creativity. Observations of student products in fashion and electronics training demonstrate notable improvements in neatness, innovation, and adherence to basic industry standards. Real-world practice enables students to develop technical abilities while fostering creativity in completing tasks. Interviews indicate that students' confidence has increased due to regular exposure to real work environments. Direct interaction with professional instructors and industrial facilities allows students to become more familiar with workplace expectations. This enhances their mental and professional readiness for employment or entrepreneurship.

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The daily integration of Islamic values significantly strengthens students' work ethics. Habits such as punctuality, honesty, responsibility, and respectful conduct prepare students for work environments grounded in sharia principles. This ensures that technical competencies develop alongside the Islamic character required for sharia-compliant careers or entrepreneurial ventures. Collaboration has also enhanced the institutional image of MAN 2 Kota Jambi as an innovative and partnership-friendly madrasah. Documentation of partner visits over the past two years indicates growing interest from external institutions. This strengthens the madrasah's position as a trusted educational institution capable of building extensive and long-term collaborative networks.

Despite the positive outcomes, challenges remain, including scheduling constraints, sustaining long-term partner commitment, and ensuring student discipline during off-campus activities. Strengthening strategies include formalizing MoUs, maintaining routine communication with partners, and further developing Islamic value-based skill curricula. These approaches are expected to support the sustainability and quality of future collaboration.

Discussion

The findings reveal that collaboration between MAN 2 Kota Jambi and industry partners aligns with the global trend emphasizing school–industry integration to enrich learning quality and reduce skill gaps. International studies show that partnership-based learning environments improve student readiness for the labor market and enhance institutional competitiveness (Yoto et al., 2024). The strategic partnerships developed—such as laboratories, fisheries training, and language enrichment programs—demonstrate that the madrasah is adopting innovative approaches to build an Islamic edupreneurship ecosystem grounded in real-world experience.

The mutual motivations identified—enhancing student competencies and supporting community development through CSR—mirror findings in recent studies indicating that sustainable collaboration requires shared vision and institutional commitment (Höffken & Lazendic-Galloway, 2024). MAN 2's readiness to adapt its programs, as reflected in interview results, demonstrates strong institutional responsiveness needed to sustain partnerships. The structured planning, implementation, and evaluation processes observed reflect what scholars describe as effective governance in educational partnerships, where clarity of roles and continuous monitoring are essential (Farahani, 2024). MAN 2's practice of periodic evaluation—language tests, skills performance assessments, and partner review meetings—illustrates adherence to evidence-based governance principles.

Concrete outputs from the collaboration—laboratory practice, fisheries training, skill development—reinforce theories on experiential learning, which emphasize the importance of hands-on engagement for deeper conceptual understanding (Below, 2024). Students' improved creativity and technical capability affirm the transformative impact of such methods. Islamic values play a central role in shaping entrepreneurial ethics among students. Recent literature on Islamic entrepreneurship highlights the necessity of embedding spiritual values alongside entrepreneurial competencies to ensure ethical economic behavior (Sadri et al., 2020). MAN 2's integration of discipline, honesty, responsibility, and prayer routines aligns with these findings. The increased confidence and creativity among students reflect what recent research describes as empowerment-driven entrepreneurship education, where students develop agency and self-efficacy through authentic learning experiences (Nabi et al., 2017). MAN 2's skill programs demonstrate the practical application of this pedagogical model.

The collaboration enhances MAN 2's institutional reputation as a progressive Islamic school, consistent with evidence showing that schools engaging in external partnerships gain credibility and expanded networks (Carrillo-Durán & García García, 2020). The growing interest from external partners supports this upward institutional trajectory. Despite its

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success, the collaboration faces challenges such as ensuring sharia compliance in off-campus activities and maintaining partner commitment. Literature emphasizes that sustaining educational–industrial partnerships requires strong communication, regulatory clarity, and adaptive strategies (Aithal & Maiya, 2023). These elements must continue to be strengthened in MAN 2's ecosystem.

The findings point to promising opportunities for expanding the ecosystem, particularly through digital-based partnerships and the establishment of student-led micro-enterprises. Studies highlight the importance of digital skills and innovation literacy for future entrepreneurs (Sitaridis & Kitsios, 2024), indicating that MAN 2 could further enhance its curriculum in these areas. The collaboration model developed at MAN 2 Kota Jambi demonstrates strong potential for replication in other Islamic schools. Research literature suggests that scalable partnership models require shared values, contextual adaptability, and institutional leadership (Harrison & Roomi, 2018). MAN 2's experience reinforces these principles and offers a blueprint for building sustainable Islamic edupreneurship ecosystems nationwide. A comprehensive conceptual flowchart illustrating these interconnected components is included in the appendix to provide enhanced visual clarity of the model.

This study contributes significantly to the literature on Islamic entrepreneurship education by providing an empirically grounded model of school–industry collaboration that integrates experiential learning, value-based pedagogy, and institutional governance within a madrasah context. Unlike previous studies that examine these elements separately, this research demonstrates how strategic partnerships, shared motivations, and structured management processes collectively strengthen students' technical competencies, creativity, ethical behavior, and entrepreneurial readiness. The findings also advance theoretical understanding by showing that Islamic values can be systematically embedded into collaboration frameworks, ensuring both industry relevance and spiritual integrity. Practically, the model developed at MAN 2 Kota Jambi offers a replicable blueprint for other Islamic educational institutions seeking to establish sustainable edupreneurship ecosystems, particularly through digital innovation and micro-enterprise development aligned with sharia principles.

Conclusion

The study concludes that collaboration between MAN 2 Kota Jambi and the business sector effectively contributes to the development of an Islamic edupreneurship ecosystem by integrating practical learning, industry engagement, and Islamic ethical values. This ecosystem strengthens students' technical competencies, entrepreneurial awareness, and character formation, reflecting the strategic role of partnerships in enhancing the quality and relevance of Islamic education. The collaboration's effectiveness demonstrates that madrasahs can overcome internal limitations through well-managed partnerships that are aligned with institutional goals and sharia principles.

These findings imply that Islamic educational institutions can enhance their entrepreneurial education programs by adopting structured collaboration models that incorporate experiential learning and value-based instruction. MAN 2 Kota Jambi's experience demonstrates that successful collaboration relies on clear governance, shared motivation, and consistent alignment with Islamic ethical frameworks. The study provides evidence that such partnerships not only improve student outcomes but also elevate the institution's reputation and open pathways for broader economic empowerment within the community.

Future efforts should focus on strengthening the sustainability of partnerships by expanding digital-based collaboration, formalizing long-term agreements, and developing student-led micro-enterprises that reflect Islamic economic values. Further research is recommended to explore comparative models across different madrasahs, assess long-term impacts on graduate employability, and examine the integration of Islamic entrepreneurship within national education policies. Such steps will support the continuous refinement of

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Islamic edupreneurship ecosystems and ensure their relevance in the evolving digital economy.

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