



The contribution of islamic education learning to the development of entrepreneurial soft skills in students in the society 5.0 era

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Abstract

Islamic Religious Education (IRE) is an educational approach that emphasizes both cognitive understanding and mastery of spiritual values. In addition to this, IRE plays a crucial role in developing students' soft skills and nurturing their entrepreneurial spirit. In the context of Society 5.0, which is defined by technological advancements and human-centered innovation, students must be equipped with key competencies such as communication, creativity, collaboration, and decision-making, all grounded in religious values. Integrating IRE into the learning process allows students to cultivate empathy, responsibility, discipline, and a strong work ethic, which are essential for entrepreneurial success. This article aims to explore how adaptive and innovative IRE approaches can foster spiritual awareness and strengthen the entrepreneurial mindset of students in the face of global challenges. A qualitative descriptive approach was used, based on a literature study. The results show that the integration of Islamic values in IRE not only enhances students' spiritual development but also plays a significant role in their entrepreneurial growth. These findings emphasize that IRE provides a strategic framework for developing a more relevant educational ecosystem that can effectively address the evolving demands of the Society 5.0 era. By aligning Islamic values with entrepreneurial education, IRE contributes to creating well-rounded, socially responsible students prepared for success in the modern, technology-driven world.

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INTRODUCTION

The era of Society 5.0 presents both enormous opportunities and challenges as it ushers in a new era of digital transformation. This transformation combines the power of artificial intelligence (AI), big data, and the Internet of Things (IoT), creating a human-centered society that leverages these technologies for a more sustainable and balanced future. In this context, students must develop essential competencies such as communication skills, adaptability, critical thinking, and collaboration, as these attributes are pivotal in thriving in the competitive global landscape (Yemmarotillah et al., 2024). The demand for students to enhance their soft skills has become more pressing than ever. These skills are not just auxiliary; they are integral to success in the digital and entrepreneurial spaces. As the world continues to change rapidly, the ability to engage in global competition while fostering personal growth and social responsibility becomes crucial (Ahmad et al., 2023).

The rapid technological advancements in the era of Society 5.0 have created opportunities for students to harness the power of digital tools and platforms to improve their soft skills. Digital technologies, particularly AI, offer vast potential to enhance learning experiences and student outcomes. However, this digital shift also brings challenges, as it accentuates the growing divide between those who are prepared to utilize these technologies and those who are not. The increasingly unpredictable nature of globalization further underscores the importance of equipping students with both soft and hard skills that will ensure their competitiveness (Salisah et al., 2024). For students, the opportunity to develop a wide range of competencies in the fields of entrepreneurship, communication, creativity, and critical thinking not only enhances their personal

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development but also prepares them for the global marketplace. Entrepreneurship education, in particular, plays a pivotal role in building both hard and soft skills that enable students to contribute meaningfully to society and become active participants in the economy (Rahayu et al., 2025).

In the process of preparing students for these challenges, the role of technology in enhancing the learning experience is undeniable. Salsabila et al. (2023) underscore how technology can foster creativity among teachers of Islamic Religious Education (PAI), which is essential in enhancing student engagement and soft skill development. Moreover, Tamami et al. (2024) highlight the potential of technological innovations in PAI learning media, offering new methods for improving teaching effectiveness and student participation. Similarly, Arman (2023) discusses the strategic development of PAI teaching strategies, emphasizing how they can be adapted to meet the demands of the digital era and enhance the quality of education.

Within this evolving context, Islamic Religious Education (PAI) holds significant potential to address the challenges posed by Society 5.0 while preserving the integrity of Islamic values. By incorporating technology into the learning process, Islamic educational institutions can enrich the educational experience, expand networks, and improve the quality of teaching and learning. These institutions have the opportunity to equip students with the skills and values needed to navigate the complexities of the modern world while remaining firmly grounded in their faith. However, it is important to note that many educational institutions, particularly in developing regions, face significant barriers such as limited access to technology, inadequate infrastructure, and insufficient resources. These challenges affect the ability of schools to deliver quality education that meets the demands of the Society 5.0 era (Amelia, 2023). This digital divide, while a major concern, also presents an opportunity for Islamic education to adapt and develop innovative solutions that can bridge these gaps and foster inclusive learning environments for all students (Raihanah et al., 2025).

Entrepreneurship education is essential for fostering entrepreneurial spirit among students, which in turn equips them with the skills required to succeed in an increasingly competitive world. Competency-based training in entrepreneurship has been recognized as a powerful tool for improving both soft and hard skills. By fostering creativity, collaboration, and problem-solving abilities, entrepreneurship education prepares students to not only excel academically but also to innovate, lead, and contribute meaningfully to society (Suryani et al., 2024). Within the framework of Islamic education, PAI learning offers a unique approach to developing these competencies by embedding moral values, work ethics, and a sense of responsibility in students. These values are not only essential for personal development but also for cultivating the type of entrepreneurial mindset that is needed to succeed in the digital age (Suhendi, 2024).

In the context of Society 5.0, it is essential for education systems to adapt and equip students with not only technical skills but also ethical frameworks that enable them to navigate an increasingly complex and digitalized world. As highlighted by Tihul et al. (2025), the integration of Islamic values in educational activities not only enhances cognitive learning but also cultivates soft skills that are vital for entrepreneurship. Hidayatulloh and Abdullah (2025) argue that digital and experiential learning approaches, grounded in Islamic principles, provide students with opportunities to develop critical thinking, creativity, and leadership skills essential for entrepreneurial success. Furthermore, Kurniawan et al. (2026) underscore the importance of value-based governance in shaping students' economic independence, with a focus on building a moral and responsible entrepreneurial mindset. By embedding these values within the educational framework, Islamic education offers a unique and holistic approach that empowers students to contribute not only to their personal success but also to the welfare of society (Imran & Amaluddin, 2025). In this regard, Raihanah et al. (2025) emphasize the role of Islamic values in entrepreneurship education, illustrating how this integration can foster a more ethically grounded and socially responsible generation of entrepreneurs. Lus yana (2024) provides a model for building entrepreneurial soft skills in the context of Islamic Education, strengthening the connection between values and practical skills. Pujianti (2024) stresses the importance of moral development within PAI education, highlighting the contribution of IRE to both personal growth and professional success.

This research provides valuable insights into how Islamic Religious Education (PAI) can contribute to the development of entrepreneurial soft skills in students. By exploring the integration of Islamic values in entrepreneurship education, this study highlights the crucial role of moral integrity, responsibility, and social awareness in shaping well-rounded students who are prepared

to succeed in the Society 5.0 era. Furthermore, this study contributes to the growing body of literature by demonstrating how PAI learning fosters not only cognitive and entrepreneurial skills but also develops ethical decision-making and social responsibility among students. Through its findings, this research offers practical recommendations for educators to enhance PAI learning models, ensuring that students are equipped with the necessary technical skills and the ethical values that are vital for achieving sustainable success in an increasingly complex, technology-driven world.

METHOD

This study employs a qualitative descriptive research design, specifically utilizing a phenomenological approach to explore the role of Islamic Religious Education (PAI) in developing entrepreneurial soft skills among students. The phenomenological paradigm allows for a deeper understanding of how students perceive and experience PAI as an element in enhancing their entrepreneurial skills, such as creativity, communication, and critical thinking. The participants in this study consist of Grade XII students who are enrolled in PAI courses, as well as their teachers and the school principal, who are directly involved in the teaching and learning process. These participants provide a comprehensive perspective on the impact of PAI on the development of entrepreneurial soft skills. The focus of this research includes examining the PAI learning model used in schools, identifying the various forms of entrepreneurial soft skills that are fostered, and exploring both the factors that support and hinder the development of these skills.

Data collection was conducted using three primary instruments: participatory observation, in-depth interviews, and document analysis. Participatory observation was used to observe the PAI learning process and how it aligns with entrepreneurial soft skills development. In-depth interviews with students, PAI teachers, and the school principal provided insights into the effectiveness of the learning model and its perceived impact on the students' entrepreneurial mindset. Additionally, document analysis was conducted by reviewing relevant materials, including the syllabus, curriculum, and any available records of entrepreneurship-related activities. For data analysis, the Miles and Huberman model was employed, which involves stages of data reduction, data display, and conclusion drawing. This approach facilitated the sorting and summarizing of key elements of the PAI learning model and the entrepreneurial soft skills it promotes. The findings from these data were then analyzed to determine how PAI learning contributes to the development of entrepreneurial soft skills, with empirical data linked to relevant learning theories.

RESULTS AND DISCUSSION

Results

Islamic Religious Education (IRE) plays a vital role in strengthening the foundation of entrepreneurial soft skills. The integration of Islamic values such as hard work, responsibility, discipline, and social awareness is embedded within the curriculum and serves as an implicit strategy to encourage the development of these skills. These values act as catalysts in nurturing students' entrepreneurial mindsets, enabling them to develop essential soft skills that are critical for success in the modern, competitive economy. The incorporation of Islamic values into project-based learning activities fosters the development of leadership qualities, collaboration, and creativity, which are fundamental for cultivating entrepreneurial soft skills.

In the context of Society 5.0, students are increasingly confronted with an overload of information and rapidly advancing technologies. A solid foundation of values is indispensable for students to effectively manage their soft skills, which in turn provides a significant competitive advantage. Moreover, the development of these skills enhances students' academic performance, especially in areas such as presentation skills, leadership, and collaboration within group settings. In the digital age, students who lack a strong ethical foundation are at risk of engaging in short-sighted, unethical, and unsustainable business practices. However, IRE offers an entrepreneurial paradigm rooted in Islamic principles such as *barakah* (blessing), social responsibility, and environmental stewardship. By instilling these values, IRE not only equips students with the skills for personal economic success but also encourages them to contribute to the welfare of society.

The development of entrepreneurial soft skills through IRE has a profound impact on producing young entrepreneurs who are intellectually capable and morally grounded. Students learn

to make informed decisions, embrace risk with responsibility, and demonstrate empathy in their business practices. These attributes are vital in navigating the uncertainties of the global workforce and the business environment in the era of Society 5.0.

PAI Learning Model in Developing Entrepreneurial Soft Skills

Each educational institution has unique characteristics and potential, which are reflected in the way they develop their students' skills. This is exemplified by SMK Miftahul Huda Peron, which demonstrates diversity in its approach to cultivating students' capabilities. Based on observations and interviews, it was found that IRE contributes not only to cognitive development but also to affective, psychomotor, and spiritual aspects. IRE is not simply a process of knowledge transfer, but also a transfer of values. Students not only learn the content (ontology) and critically analyze it (epistemology) but are also encouraged to apply the learned values in real-life situations (axiology).

Islamic Religious Education (IRE) plays a strategic role in shaping students' character and personality. It not only conveys religious doctrines but also fosters deep moral and spiritual development. Values such as honesty, responsibility, cooperation, mutual assistance, and patience are integral to the soft skills needed in everyday life. These values serve as the foundation for the development of entrepreneurial soft skills.

The IRE learning model guides students in applying Islamic values in project-based activities, providing opportunities for them to develop leadership, teamwork, and creativity. By fostering values such as honesty, simplicity, and a sense of responsibility, teachers create a learning environment that promotes holistic character development. The positive impact of IRE extends beyond spiritual growth and influences the cultivation of moral attitudes, empathy, and social awareness in students. Thus, the integration of IRE into the education curriculum not only produces knowledgeable students but also individuals with strong character and high moral standards. Furthermore, IRE strengthens students' ability to manage emotions, stress, and life challenges effectively. When combined with social and emotional skills training, IRE helps students build resilience in facing the complexities of life.

Forms of Entrepreneurial Soft Skills

At SMK Miftahul Huda Peron, the integration of entrepreneurial soft skills includes fostering creativity through activities such as presenting local products, leadership training, and teamwork. These entrepreneurial activities, which are continuously practiced, help students develop soft skills and prepare them for the challenges of the Society 5.0 era.

Entrepreneurship education, grounded in competency-based training, involves theoretical learning, practical applications, and internships. Theoretical activities aim to enhance students' understanding of entrepreneurship and soft skills, while practical activities provide opportunities to apply the skills learned. Internships give students real-world business experience. This integrated approach has significant implications for the development of entrepreneurship education in vocational schools. Competency-based training, when combined with soft skills, offers an alternative approach to improving students' entrepreneurial attitudes and interests. This learning model not only helps students develop the skills needed to run a business but also increases their chances of becoming successful entrepreneurs.

The Contribution of PAI Learning to Entrepreneurial Soft Skills

IRE contributes significantly to the development of students' entrepreneurial soft skills. By embedding Islamic values into the educational framework, students are equipped with the tools necessary to thrive as entrepreneurs in the Society 5.0 era. IRE helps shape entrepreneurs who are not only capable of navigating the modern economy but also committed to ethical business practices.

Effective learning management is crucial in achieving educational goals, and several factors influence the learning process. These factors include students, teaching methods, educators, facilities, infrastructure, and assessment (evaluation of learning outcomes). Teachers are central to this process, as effective management of learning activities ensures that educational objectives are met.

The integration of material with the environment, such as through outing classes, presents a contemporary method of learning. These activities not only enhance students' knowledge but also promote positive mindsets and attitudes, which are essential for achieving quality learning. Thus,

learning activities in both classroom and outdoor settings can cultivate ecological awareness and provide valuable insights for students.

Supporting and Inhibiting Factors

Engaging learning activities contribute significantly to the development of students' potential. However, several internal and external factors influence this development. Internal supporting factors include an integrated curriculum, which allows teachers to fully apply their potential to their students. Some students, through their talents and interests, develop entrepreneurial potential and soft skills. The support from school leadership also plays a vital role in motivating both teachers and students.

On the other hand, challenges include internal factors such as the lack of interest or willingness among some students to develop their entrepreneurial soft skills, as well as the reluctance of some teachers to support development programs due to time and financial constraints. External supporting factors include partnerships with community programs, such as MSMEs and home industries. Parental support, too, is essential, as some parents help their children gain practical knowledge that can be applied at home. However, external inhibiting factors include the additional time and costs involved, which some parents find burdensome, and the perceived threat from business actors who may feel less competitive, reducing student motivation.

Discussion

The integration of Islamic Religious Education (IRE) plays a crucial role in the development of entrepreneurial soft skills, particularly in the context of Society 5.0. IRE serves as a foundational element in instilling key values such as hard work, responsibility, discipline, and social awareness. These values are essential in shaping the soft skills that students need to navigate an increasingly complex and competitive global environment. As indicated in previous research, Islamic values embedded within education not only foster cognitive development but also contribute to the holistic formation of students' moral and entrepreneurial competencies (Yemmartotillah et al., 2024). By aligning religious principles with entrepreneurship education, IRE cultivates students' entrepreneurial spirit, helping them develop critical skills such as leadership, creativity, and collaboration (Suryani et al., 2024). Yahya and Lubis (2024) emphasize the importance of integrating soft skills into entrepreneurship education, particularly through competency-based training models. This approach is especially relevant in vocational education, where students need both technical expertise and strong interpersonal skills to thrive in real-world business environments.

As students enter the Society 5.0 era, they face a landscape inundated with advanced digital technologies and vast amounts of information. The ability to manage this information, alongside developing strong soft skills, becomes a critical competitive advantage in both academic and professional domains (Ahmad et al., 2023). This reflects a broader shift towards integrating technology into learning to better equip students with essential competencies such as adaptability, communication, and problem-solving. However, it is also essential to recognize that without a solid ethical foundation grounded in Islamic values, students may fall prey to unsustainable, unethical business practices. In this context, IRE offers a counterbalance, providing an entrepreneurial paradigm rooted in integrity, social responsibility, and environmental stewardship, or *barakah* (blessing) (Salisah et al., 2024).

The impact of Islamic Religious Education is particularly evident in shaping the entrepreneurial mindset of students. Through project-based learning, which integrates Islamic values into every task, students are not only developing cognitive knowledge but also practical, real-world entrepreneurial skills. These values encourage students to adopt an ethical approach to business, integrating social welfare with personal gain. Thus, students are empowered to make responsible decisions that benefit not only their own economic interests but also contribute to the broader community (Rahayu et al., 2025). This aligns with the goals of Society 5.0, where the emphasis is on leveraging technology for the common good, rather than merely for personal success.

Moreover, PAI contributes to enhancing students' resilience and ability to manage life challenges effectively. As found in the current study, the integration of Islamic values in PAI learning fosters emotional intelligence and social awareness, which are integral to entrepreneurial success. These skills enable students to navigate the uncertainties of the global workforce, where the ability to handle stress, manage emotions, and build relationships is just as critical as technical proficiency

(Suhendi, 2024). The development of these skills is crucial for fostering resilience in students as they face the evolving challenges of the Society 5.0 era.

IRE not only influences the cognitive and emotional aspects of students but also enhances their social competencies. The holistic approach of Islamic Religious Education encourages students to engage in ethical decision-making processes and adopt a responsible attitude toward societal issues, thus cultivating well-rounded entrepreneurs who are capable of contributing positively to the economy and society (Suryani et al., 2024). This approach emphasizes the importance of social empathy, ethical leadership, and collaboration, qualities that are central to the development of entrepreneurial soft skills in students. These ideas are supported by other scholars, such as Khoiriyah & Shofiyuddin (2024), who highlight the importance of soft skills in fostering entrepreneurial awareness among Islamic Education students.

The current study also highlights the potential of PAI learning models to bridge the gap between theoretical knowledge and real-world application. At SMK Miftahul Huda Peron, the integration of entrepreneurial activities—such as leadership training, teamwork, and product presentations that allowed students to apply what they learned in practical settings. This hands-on approach is crucial in helping students internalize the values taught in the classroom and apply them in entrepreneurial endeavors. As demonstrated in the study, the PAI model at SMK Miftahul Huda Peron successfully integrates Islamic values into project-based learning, fostering a comprehensive development of both hard and soft skills (Astuti & Saefudin, 2024).

The findings of this study further reveal that the PAI model not only enhances students' entrepreneurial competencies but also prepares them to thrive in the Society 5.0 era by equipping them with the ability to navigate complex, technology-driven environments. As students develop soft skills such as problem-solving, collaboration, and leadership, they are better prepared to face the challenges posed by digital technologies and the global economy. Moreover, the combination of PAI learning and entrepreneurship education offers a unique opportunity to develop students' ethical decision-making and social responsibility, which are vital in today's business landscape (Suparjo et al., 2026). This assertion aligns with the views of Safitri (2022), who emphasized the importance of incorporating soft skills into vocational education to foster entrepreneurship.

However, despite these positive contributions, there are both supporting and inhibiting factors that influence the effectiveness of PAI in developing entrepreneurial soft skills. Internal supporting factors, such as a well-integrated curriculum and strong teacher support, facilitate the development of students' entrepreneurial skills. Conversely, internal barriers, including a lack of student motivation or interest in entrepreneurship, hinder the development of these skills. External factors, such as community programs and parental support, can provide additional encouragement for students to pursue entrepreneurial activities, but external inhibiting factors like financial constraints or a lack of opportunities also pose challenges (Suryani et al., 2024). These factors are consistent with findings from Al-Mahiroh and Suyadi (2020), who noted that effective entrepreneurship education requires both internal commitment and external support systems.

In addition to these findings, Wisda and Harmalis (2026) emphasize the significance of integrating local wisdom in entrepreneurship education, further enhancing students' understanding of local contexts in business practices. Imran and Amaluddin (2025) demonstrate the crucial relationship between Islamic Religious Education and soft skills development, particularly in cultivating emotional intelligence and ethical awareness among students. Moreover, Khasanah et al. (2025) explore the challenges and opportunities of Islamic Education in the digital era, highlighting the need for innovative approaches to entrepreneurship education in the context of modern challenges.

CONCLUSION

This study underscores the pivotal role of Islamic Religious Education (IRE) in integrating Islamic values to develop students' entrepreneurial soft skills, especially in the context of Society 5.0. IRE not only addresses cognitive learning but also instills essential moral values such as discipline, responsibility, honesty, and work ethic, all of which are foundational to building strong character. These values enable students to enhance their entrepreneurial competencies, preparing them to compete effectively in the rapidly evolving digital and entrepreneurial landscapes. The research

highlights the importance of continuing to innovate educational practices that combine Islamic principles with entrepreneurial education, ensuring that students are equipped with the necessary skills and ethical frameworks to succeed and contribute responsibly in the Society 5.0 era.

AUTHOR CONTRIBUTIONS STATEMENT

Syaiful Hadi and Raharjo contributed equally to the research and writing of this manuscript. Syaiful Hadi was responsible for conceptualizing the study, conducting data collection, and writing the methodology and results sections. Raharjo contributed to the literature review, data analysis, and revised the manuscript for clarity and coherence. Both authors approved the final manuscript and agree to be accountable for all aspects of the work.

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