



ARTICLE

Digital Campus Ecosystem and Student Academic Entrepreneurship: A *Maqāṣid al-Syari'ah*-Based Conceptual Model for Educational Transformation

Hannani¹, Fahras Amal Mumtaz², Qiyad Asyyafi'i³, Alfi Athirah Al-Hafidzah⁴

Abstract

Background: The Digital transformation has reshaped higher education through smart campus infrastructure, online learning platforms, learning analytics, business incubators, and digital communities. This shift is important because universities are expected to prepare graduates who are adaptive, innovative, and able to compete in a data-driven economy. However, existing studies often discuss digital learning, entrepreneurship, and Islamic ethical values separately. This creates a conceptual gap in explaining how technological innovation in higher education can be guided by *maqāṣid al-syari'ah*.

Purpose: This article aims to formulate a conceptual model of student academic entrepreneurship within the digital campus ecosystem. The model is designed to ensure that entrepreneurship education is not limited to market competitiveness, venture creation, or economic productivity. Instead, it positions student entrepreneurship as a value-based educational process that promotes welfare, ethical responsibility, spiritual awareness, and social transformation.

Methods: This study employs qualitative library research by examining literature on digital higher education, entrepreneurial universities, student academic entrepreneurship, Islamic education, Islamic business ethics, digital ethics, and *maqāṣid al-syari'ah*. The data were analyzed through thematic synthesis and conceptual analysis. These techniques help identify core themes, connect theoretical concepts, and construct an integrated model that is academically grounded and ethically oriented.

Results: The findings produce a conceptual model that connects digital campus infrastructure with mentoring, networks, social capital, campus business incubators, digital literacy, and entrepreneurial identity formation. The model shows that *maqāṣid* values, including *ḥifẓ al-dīn*, *ḥifẓ al-naḥs*, *ḥifẓ al-'aql*, *ḥifẓ al-nasl*, and *ḥifẓ al-māl*, can guide student ventures toward ethical, sustainable, and welfare-oriented entrepreneurship.

Implication: This research offers significant implications for building innovative and welfare-oriented educational systems in the Muslim world. A value-based model is necessary to ensure that digital higher education serves the common good rather than individualistic economic gains. Findings indicate that focusing on *maṣlaḥah* and social responsibility helps institutions foster a more inclusive and ethical entrepreneurial culture. Consequently, the study provides a practical framework for administrators to achieve a balanced and sustainable educational transformation.

Originality: The article's novelty lies in its unique integration of the digital campus ecosystem, student academic entrepreneurship, and *maqāṣid al-syari'ah*. This synthesis is academically significant as it provides the first comprehensive model that combines technological drivers with digital ethics and Islamic education. Theoretical analysis shows that while technology and entrepreneurship are often linked, they are rarely grounded in a religious teleological framework. Therefore, the research offers a pioneering contribution to the discourse on value-driven digital education and Islamic civilizational growth.

*¹Hannani

IAIN Parepare and
Indonesia

Email:
hannani@iainpare.ac.id

²University Al-Azhar, Mesir
fahras260@gmail.com

³UICI, Indonesia,
q.assyafi'i@gmail.com

⁴University of Ciber
Muhammadiyah, Indonesia
alfiathirah555@gmail.com

Keywords: digital campus ecosystem; student academic entrepreneurship; *maqāṣid al-syari'ah*; Islamic education; educational transformation



INTRODUCTION

The contemporary landscape of higher education is undergoing a significant paradigm shift, transitioning from traditional models of knowledge dissemination toward entrepreneurial universities that are responsive to market needs. This transformation, driven by the global imperative for institutions to function as engines of economic growth and social innovation, extends the traditional dual mandate of teaching and research to include a "third mission" of socio-economic contribution.¹ The necessity of this evolution is highlighted by the complexities of the global labor market, which require graduates to be job-creators capable of navigating volatile environments.² Consequently, the entrepreneurial university has emerged as a strategic response to 21st century socio-economic pressures, ensuring the ongoing relevance of higher education within a knowledge-based economy.

This institutional evolution is facilitated by the rapid advancement of the digital campus ecosystem, which provides the essential structural and technological framework for modern higher education. The digital campus ecosystem encompasses a sophisticated integration of smart infrastructure, advanced learning platforms, and collaborative technologies that transcend traditional physical boundaries.³ By employing Artificial Intelligence, the Internet of Things, and big data analytics, universities can foster personalized, immersive learning environments that sustain student engagement.⁴ Furthermore, data analytics enable institutions to monitor student progress in real-time, yielding insights that enhance both pedagogical effectiveness and administrative efficiency.⁵ Thus, the digital campus ecosystem represents a fundamental reimagining of the educational environment, facilitating seamless interaction among students, faculty, and industry stakeholders.

Within this digital framework, student academic entrepreneurship serves as a critical mechanism for promoting creativity, innovation, and economic autonomy among youth. Unlike traditional entrepreneurship, which often emphasizes venture creation, student academic entrepreneurship integrates academic rigor with entrepreneurial mindsets to

¹ Monica Masucci et al., "How Do Accelerators Emerge and Develop in Entrepreneurial Universities?," *Technovation* 136 (July 2024): 103053–103053, <https://doi.org/10.1016/j.technovation.2024.103053>.

² Erik E. Lehmann et al., "Entrepreneurial Universities and the Third Mission Paradigm Shift from Economic Performance to Impact Entrepreneurship: Germany's EXIST Program and ESG Orientation," *The Journal of Technology Transfer* 49, no. 6 (2024): 2184–99, <https://doi.org/10.1007/s10961-024-10080-y>.

³ Stefani Made Ayu Artharini Koesanto et al., "Toward a Smart Campus: A Qualitative Study of the Digital Learning Ecosystem Model in Indonesian Higher Education," *Jurnal Kependidikan Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan Pengajaran Dan Pembelajaran* 12, no. 1 (2026): 411–22, <https://doi.org/10.33394/jk.v12i1.19810>.

⁴ K. Syed Kousar Niasi, "IoT-Infused Pedagogies: Empowering Resilient Digital Societies via Next-Gen Smart Campus Innovations," *Preprints.Org*, ahead of print, February 26, 2026, <https://doi.org/10.20944/preprints202602.1728.v1>.

⁵ Shraddha N. Zanjat et al., "Real-Time Data Insights Transforming Teaching Strategies and Student Outcomes," in *Advances in Computational Intelligence and Robotics Book Series* (IGI Global, 2025), <https://doi.org/10.4018/979-8-3373-2948-2.ch003>.

foster character development and social transformation.⁶ This holistic orientation empowers students to convert theoretical knowledge into practical solutions for societal challenges, thereby enhancing their employability and leadership capabilities.⁷ Moreover, it develops agency and resilience, allowing students to navigate the uncertainties of the digital era with a robust ethical and professional foundation.⁸ The cultivation of student academic entrepreneurship is thus essential for producing graduates capable of spearheading educational and social transformation.

Despite its significance, existing scholarship on student entrepreneurship remains fragmented, often limited to narrow analyses of entrepreneurial intention, basic employability, or business formation processes. Current research frequently overlooks the systemic influence of the digital campus ecosystem, focusing instead on individual psychological traits or discrete curricular interventions.⁹ This fragmentation obscures how technological infrastructure and academic culture intersect to influence entrepreneurial outcomes. Furthermore, many studies neglect the long-term social and ethical implications of entrepreneurship, often adopting a neoliberal perspective that prioritizes profit over societal well-being.¹⁰ Consequently, an integrated approach is required to examine the multi-dimensional nature of entrepreneurship within the context of digital higher education.

A significant research gap exists regarding the integration of the technological dimensions of the digital campus ecosystem with a comprehensive ethical framework, specifically *maqāṣid al-syarī'ah*. Although digital transformation and entrepreneurship are frequently addressed, they are rarely grounded in a value-based system that ensures the preservation of intellect, wealth, and social order from an Islamic perspective.¹¹ The absence of such a framework results in a conceptual gap where technological advancement lacks a moral compass, potentially leading to digital divides or unethical business practices.¹²

⁶ Thea van der Westhuizen, *Innovative Pedagogies Showcasing Excellence in University Entrepreneurship Learning and Teaching* (2026), 527–54, https://doi.org/10.1007/978-3-032-07204-7_22.

⁷ Samuel Bangura et al., “An Integrative Review of Entrepreneurship Education as an Approach in Fostering and Developing Entrepreneurial Mindset among Undergraduate Students: Lessons from South Africa,” *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, March 13, 2026, <https://doi.org/10.5281/zenodo.19000700>.

⁸ Meera Sharma and Mohammed Ismail Iqbal, *Preparing Students for the Future Ready Workforce: Role of Education* (2024), 57–64, <https://doi.org/10.55938/wlp.v1i5.182>.

⁹ Maria Abreu and Vadim Grinevich, “The Entrepreneurial University: Strategies, Processes, and Competing Goals,” *The Journal of Technology Transfer* 49, no. 6 (2024): 1991–2034, <https://doi.org/10.1007/s10961-024-10085-7>.

¹⁰ Maria Patrocínia Correia et al., “Academic Entrepreneurship Ecosystems: Systematic Literature Review and Future Research Directions,” *Journal of the Knowledge Economy* 15, no. 4 (2024): 17498–528, <https://doi.org/10.1007/s13132-024-01819-x>.

¹¹ Muslim Marpaung et al., “REINTERPRETATION OF MAQASHID SHARIA BASED ON MAŞLAĤAT IN THE DEVELOPMENT OF CONTEMPORARY ISLAMIC ECONOMICS,” *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, January 16, 2026, <https://doi.org/10.5281/zenodo.19318781>.

¹² Mustafa Cihan Yarah, “Ethical Dilemmas and Justice in Digital Governance: An Islamic Perspective on Trust, Equity, and Emerging Technoethics,” *Trends in Business and Economics* 40, no. 1 (2026): 162–78, <https://doi.org/10.16951/trendbusecon.1728239>.

Integrating *maqāṣid al-syarī'ah* into this discourse allows educational transformation to be perceived as a civilizational endeavor rather than a mere technical shift.¹³ Therefore, bridging the gap between technological ecosystems and religious-ethical values is essential for developing a sustainable and balanced model of educational transformation.

The primary objective of this research is to formulate a conceptual model of student academic entrepreneurship within a digital campus ecosystem, anchored in the principles of *maqāṣid al-syarī'ah*. By synthesizing technological capabilities with ethical imperatives, this study aims to provide a roadmap for universities to cultivate entrepreneurial talent that is both technologically proficient and morally grounded.¹⁴ The model seeks to align the efficiency and connectivity goals of the digital campus with the higher objectives of Sharia, specifically *ḥifẓ al-'aql* and *ḥifẓ al-māl*.¹⁵ This research provides a theoretical foundation for transforming higher education into an environment where innovation serves the common good,¹⁶ addressing the need for more integrated, value-driven approaches to digital education and entrepreneurship.

To achieve this objective, the research addresses three central questions:

1. How does the digital campus ecosystem shape student academic entrepreneurship within the contemporary higher education landscape?
2. What are the essential components and technological drivers supporting student academic entrepreneurship in a digitalized environment?
3. How can the values of *maqāṣid al-syarī'ah* be systematically integrated into a conceptual model of student academic entrepreneurship to guide educational transformation?

By answering these questions, this study clarifies the mechanisms through which technology influences student behavior and the role of ethical frameworks in moderating these influences, a vital inquiry for understanding the intersection of faith, technology, and economic activity in the modern world.

The originality of this article lies in its integration of four distinct yet interconnected domains: the digital campus ecosystem, student academic entrepreneurship, Islamic education, and digital ethics through the lens of *maqāṣid al-syarī'ah*. While previous literature has addressed these topics in isolation, this study provides a pioneering synthesis that views educational transformation as a multi-layered process involving infrastructure, mindset, and morality. By applying *maqāṣid al-syarī'ah* principles, such as *ḥifẓ al-dīn* and *ḥifẓ al-nasl*, to the digital realm, the article offers a fresh perspective on how Islamic values can inform 21st-century educational policies. Furthermore, the proposed conceptual model

¹³ Ainur Rofiq Sofa and Umami Jamilatul Qamariyah, "Digitalization of Islamic Religious Education Learning in the Era of the Industrial Revolution 5.0: A Theoretical Analysis of Innovation, Challenges, and Islamic Values," *Abjadiah International Journal of Education* 11, no. 1 (2026): 91–100, <https://doi.org/10.18860/abj.v11i1.39939>.

¹⁴ Ahmad Syukron et al., "Students as Agents of Islamic Technopreneurship in the Digital Era: Evidence from Islamic Higher Education in Indonesia," *AJIS Academic Journal of Islamic Studies*, November 2, 2025, 325–46, <https://doi.org/10.29240/ajis.v10i2.15113>.

¹⁵ Devi Ganjar Mustopa, "Pendidikan Agama Islam Dan Penguatan Moralitas Dalam Aktivitas Ekonomi Digital Mahasiswa," *Ta Lim The Islamic Religious Educational Journal* 4, no. 1 (2026): 23–31, <https://doi.org/10.65585/jt.v4i1.185>.

¹⁶ Fajirul Aflah et al., "Integration of Digital Technology in Islamic Education to Strengthen Muslim Epistemology and Human Resources," *IQRO Journal of Islamic Education* 8, no. 3 (2025): 1273–87, <https://doi.org/10.24256/iqro.v8i3.8667>.

bridges technological efficiency with human-centric and God-conscious outcomes, contributing significantly to both educational technology and Islamic management.

In conclusion, the intersection of digital technology and entrepreneurial education demands a holistic framework that transcends technical and economic metrics. By grounding the digital campus ecosystem and student academic entrepreneurship in the ethical and teleological framework of *maqāṣid al-syarī'ah*, this article proposes a transformative model for higher education. This approach ensures that university digital transformation serves the broader purpose of human flourishing and social justice rather than merely facilitating institutional survival. The subsequent sections will detail the components of this model, offering a vision for the future of the entrepreneurial university in the Muslim world and beyond.

LITERATURE REVIEW

This evaluates the prevailing knowledge regarding the digital campus ecosystem, the evolution of the entrepreneurial university, and the incorporation of Islamic ethical principles into contemporary educational transformation.

1. Digital Campus Ecosystem and Smart Campus

The digital campus ecosystem operates as a sophisticated socio-technical environment that integrates advanced technological infrastructures to support holistic educational activities. Academically, this ecosystem is significant because it extends beyond conventional physical learning constraints, facilitating a seamless exchange of information and collaboration among students, faculty, and industry partners.¹⁷ Scholarly discourse suggests that a robust smart campus framework is predicated on the convergence of learning platforms, smart classrooms, and digital communities that cultivate a culture of continuous engagement.¹⁸ Furthermore, the establishment of a sustainable digital learning ecosystem requires not only the provision of technological infrastructure but also strong institutional alignment and integrated digital platforms to mitigate the fragmentation often observed in initial implementations.¹⁹ As such, the digital campus ecosystem constitutes the primary structural layer of the proposed conceptual model, providing the necessary tools for entrepreneurial exploration.

Moreover, the integration of cutting-edge technologies, such as Artificial Intelligence, the Internet of Things, and cloud computing, within the campus environment creates a data-rich landscape conducive to innovation.²⁰ These technologies facilitate the implementation of data analytics and digital twins, which can simulate complex business

¹⁷ Wipada Phinla et al., "Universities as Learning Ecosystems: Strategic Pathways to Lifelong Learning in the 21st Century," *Figshare*, ahead of print, January 10, 2026, <https://doi.org/10.6084/m9.figshare.31043614>.

¹⁸ Meng Mingchuan and Amarachukwu Felix, "Toward an Integrated Smart-Learning Campus: A Review," *Peta International Journal of Social Science and Humanity*, 4, no. 3 (2025): 79–101, <https://doi.org/10.59088/pij.v4i3.85>.

¹⁹ Roya Anvari et al., "DIGITAL LEARNING ECOSYSTEM AT EDUCATIONAL INSTITUTIONS: A 4-UNIVERSITY PERSPECTIVE," *PROFESSIONAL STUDIES Theory And Practice* 28, no. 1 (2024): 100–110, <https://doi.org/10.56131/pstp.2024.28.1.275>.

²⁰ Jiaqi Gong et al., "Towards an AI-Augmented Graduate Model for Entrepreneurship Education: Connecting Knowledge, Innovation, and Venture Ecosystems," *Administrative Sciences* 16, no. 1 (2026): 33–33, <https://doi.org/10.3390/admsci16010033>.

scenarios and provide students with low-risk environments for experimentation.²¹ The utilization of IoT technologies transforms pedagogical approaches by fostering adaptive learning ecosystems and immersive simulations that mirror real-world challenges.²² Additionally, real-time data analytics emerge as a transformative tool in pedagogical methodologies, enabling individualized learning and proactive decision-making that empowers student-led initiatives.²³ Therefore, the technological components of the smart campus are not merely administrative upgrades but are essential drivers of a proactive and innovative student mindset.

2. Student Academic Entrepreneurship in Higher Education

Student academic entrepreneurship represents a multifaceted process of learning and value creation that transcends the simple act of launching a business venture. It is academically relevant because it redirects the focus from passive knowledge acquisition to active problem-solving and the application of theoretical concepts to societal challenges.²⁴ Traditional educational models are being superseded by new pedagogical approaches aimed at fostering innovation, creativity, and self-employment in response to rapid global economic shifts.²⁵ Research indicates that entrepreneurship education, as a pedagogical strategy, significantly enhances core competencies such as visionary thinking, risk-taking, and opportunity recognition.²⁶ Consequently, this concept is central to the proposed model as the primary outcome of a transformed educational ecosystem.

Furthermore, student academic entrepreneurship is increasingly regarded as an instrument for socio-economic contribution, aligning with the broader mission of higher education to serve the public good. The process involves identifying opportunities, mobilizing resources, and developing innovative solutions to address local and global issues. Empirical evidence indicates that graduates who engage in experiential and student-centered entrepreneurship programs are significantly more likely to initiate ventures and contribute to job creation.²⁷ Moreover, this form of entrepreneurship serves as a vital

²¹ Quan Xue et al., "Dynamic Capabilities in Higher Education: How Big Data Analytics Fuels Digital Service Innovation in Chinese HEIs," *Education and Information Technologies*, ahead of print, February 24, 2026, <https://doi.org/10.1007/s10639-026-13929-x>.

²² Shorouq Eletter et al., *Integrating Digital Twins in Supply Chain Management Education*, December 9, 2024, 89–92, <https://doi.org/10.1109/sds64317.2024.10883925>.

²³ Parnapalli Pushpanjali, "Adaptive Learning in the Industry 5.0 Landscape: Leveraging AI and Data Analytics for Personalized Education," *International Journal of Innovative Research in Advanced Engineering* 12, no. 12 (2025): 796–803, <https://doi.org/10.26562/ijirae.2025.v12i12.19>.

²⁴ Maksim Belitski and Jurek Sikorski, "Three Steps for Universities to Become Entrepreneurial: A Case Study of Entrepreneurial Process and Dynamic Capabilities," *The Journal of Technology Transfer*, ahead of print, June 4, 2024, <https://doi.org/10.1007/s10961-024-10099-1>.

²⁵ Anos Chitamba et al., "Project-Based Learning and The Development of Entrepreneurial Skills in Higher Education: An Integrative Approach," *International Journal of Business & Management Studies* 6, no. 4 (2025): 113–23, <https://doi.org/10.56734/ijbms.v6n4a12>.

²⁶ Westhuizen, *Innovative Pedagogies Showcasing Excellence in University Entrepreneurship Learning and Teaching*.

²⁷ Mncedisi Christian Maphalala and Sharon Dipolelo Mmakola, "Nurturing Entrepreneurial Skills and Mindsets: The Imperative Role of Higher Education,"

intervention for mindset transformation and youth unemployment alleviation, providing a viable pathway to self-sufficiency.²⁸ Therefore, the promotion of student academic entrepreneurship is essential for cultivating a generation of graduates equipped to lead educational and social transformation.

3. Entrepreneurial University and Educational Transformation

The entrepreneurial university model signifies a fundamental shift in the identity of higher education institutions, positioning them as central nodes within a regional innovation ecosystem. This model is academically significant because it necessitates a reconfiguration of the university's role toward a "third mission" that prioritizes socio-economic development and societal progress.²⁹ Universities have evolved beyond traditional centers of teaching and research; they are emerging as pivotal catalysts for entrepreneurial action within their ecosystems by disseminating knowledge and fostering pervasive collaboration with stakeholders.³⁰ Thus, the entrepreneurial university provides the institutional context necessary for student academic entrepreneurship to flourish.

In addition to structural changes, the entrepreneurial university necessitates a cultural shift within the academic community toward addressing "grand challenges" that extend beyond simple economic objectives. This transformation involves confronting social and environmental issues, such as climate change and migration, through academic spinoffs and entrepreneurial firms.³¹ Moreover, the transition toward an entrepreneurial paradigm entails a shift where impact entrepreneurship assumes equal importance to traditional economic performance.³² Consequently, educational transformation toward an entrepreneurial model is not solely about revenue generation but about maximizing the university's contribution to civilizational progress through a holistic conceptual model.

4. Mentoring and Student Entrepreneurial Development

Mentoring serves as a critical support mechanism that nurtures the capacity and confidence of aspiring student entrepreneurs during their formative years. This practice is academically significant as it provides the "human scaffolding" necessary for students to

International Journal of Research in Business and Social Science (2147-4478) 14, no. 9 (2026): 415–27, <https://doi.org/10.20525/ijrbs.v14i9.4552>.

²⁸ Emelia Ohene Afriyie et al., "Does the Entrepreneurship Learning Approach Influence Self-Efficacy? The Role of Students' Entrepreneurial Competence and Satisfaction," *Journal of Innovation and Entrepreneurship* 14, no. 1 (2025), <https://doi.org/10.1186/s13731-025-00507-7>.

²⁹ Letizia Donati and Marco Bellandi, "Conceptualizing the System-Based University: An Integrated Framework," *Studies in Higher Education*, May 6, 2025, 1–15, <https://doi.org/10.1080/03075079.2025.2499706>.

³⁰ YAHYA BENABDELLAH and Asmae Diani, "THE ENTREPRENEURIAL UNIVERSITY WHEEL: A UNIVERSITY ECOSYSTEM FRAMEWORK FOR DEVELOPING COUNTRIES," *Journal of Developmental Entrepreneurship* 30, no. 1 (2025), <https://doi.org/10.1142/s1084946725500050>.

³¹ Carla Mascarenhas et al., "Academic Researchers' Motivations to Engage in University-Industry Collaboration in Cross-Border Regions," *The Journal of Technology Transfer* 49, no. 6 (2024): 2104–34, <https://doi.org/10.1007/s10961-024-10082-w>.

³² Marzieh Shahrahmani et al., "Sustainable Entrepreneurship Models Dynamics and Key Drivers of Societal and Environmental Impact," *Discover Sustainability* 6, no. 1 (2025), <https://doi.org/10.1007/s43621-025-01945-9>.

translate their creative ideas into viable business models.³³ Effective mentorship offers students access to essential role models, emotional support, and validation for their entrepreneurial identities.³⁴ Furthermore, high-quality mentorship serves as a significant predictor of entrepreneurial success and persistence, assisting students in navigating the complex transitions between ideation and venture formation.³⁵ As such, mentoring is a vital component of the conceptual model that bridges the gap between individual aspiration and market reality.

Additionally, mentorship facilitates access to professional networks and market insights that are often unavailable to students within a traditional classroom setting. By serving as conduits to industry, mentors assist students in gaining market access and refining their business strategies based on real-world feedback.³⁶ Furthermore, structured mentoring programs are essential for fostering a resilient entrepreneurial culture within the digital campus environment.³⁷ Therefore, institutionalized mentoring programs within the digital campus ecosystem are essential for providing students with the strategic guidance required for long-term entrepreneurial development.

5. Networks, Social Capital, and Entrepreneurial Legitimacy

The acquisition of social capital through diverse networks constitutes a prerequisite for entrepreneurial success, as it provides students with critical resources, information, and social support. Academically, the concept of social capital is significant, as it explains how relational assets can be converted into economic opportunities and entrepreneurial legitimacy. Engaging with alumni networks and business communities enables students to cultivate the trust of external stakeholders and obtain early-stage feedback.³⁸ Furthermore, social networks serve as vital channels for gathering information and identifying new business niches that might otherwise remain undiscovered.³⁹ Consequently, the capacity to

³³ Caroline Zoe Schumm et al., "The Friendly Shark Tank: Mentoring Student Entrepreneurs Using Product Pitches," paper presented at Breaking Boundaries, September 23, 2022, <https://doi.org/10.31274/itaa.13720>.

³⁴ Elizabeth Oluwakemi Ayandibu, "Academic Advising, Mentorship, and Entrepreneurial Career Choices for University Students," *iRASD Journal of Management* 7, no. 2 (2025): 35–57, <https://doi.org/10.52131/irasd-jom.2025.v7i2.2913>.

³⁵ Efa Wahyu Prastyaningtyas et al., "Analysing the Role of Mentors in Entrepreneurship Education: Effective Support and Assistance," *Journal on Education* 5, no. 4 (2023): 14571–77, <https://doi.org/10.31004/joe.v5i4.2511>.

³⁶ M. Suguna et al., "Entrepreneurial Education and Its Role in Fostering Sustainable Communities," *Scientific Reports* 14, no. 1 (2024): 7588–7588, 38555294, <https://doi.org/10.1038/s41598-024-57470-8>.

³⁷ Andri Ioannou and Symeon Retalis, "Building Entrepreneurial Self-Efficacy in the EdTech Sector: The Impact of an Entrepreneurship Education Program," *International Journal of Information and Learning Technology* 42, no. 3 (2025): 251–68, <https://doi.org/10.1108/ijilt-12-2023-0234>.

³⁸ Herry Porda Nugroho Putro et al., "The Relevance of Social Capital in Efforts to Develop Entrepreneurship Education," *Journal of Education and Learning (EduLearn)* 16, no. 3 (2022): 412–17, <https://doi.org/10.11591/edulearn.v16i3.20384>.

³⁹ Nina Hasche and Gabriel Linton, "University-Industry Collaboration: Constructing a Business Model Lab for Student Venture Creation," *International Journal of Entrepreneurial Behaviour & Research* 27, no. 5 (2021): 1241–63, <https://doi.org/10.1108/ijeb-09-2020-0660>.

construct and leverage networks represents a core competency that must be nurtured within the university environment.

Moreover, digital platforms have transformed the construction of social capital, empowering student entrepreneurs to connect with global communities and collaborators. The digital campus ecosystem facilitates the development of virtual networks that transcend geographical barriers, granting students access to international investors and diverse markets.⁴⁰ Research indicates that "bridging" social capital which connects individuals from disparate backgrounds is particularly effective for fostering innovative solutions to complex problems.⁴¹ Therefore, the proposed model underscores the role of technological platforms in enhancing student networking capabilities, thereby augmenting their prospects for entrepreneurial success.

6. Campus Business Incubators and Business Laboratories

Campus business incubators and laboratories provide the physical and virtual infrastructure essential for the validation and commercialization of student ideas. Academically, these facilities are significant as they function as "boundary organizations" that facilitate the transition from theoretical knowledge to commercial practice. By granting access to financing, legal counsel, and coworking environments, incubators and accelerators emerge as vital catalysts for entrepreneurial action.⁴² Furthermore, business laboratories enable students to engage in rapid prototyping and market testing, ensuring product viability prior to full-scale launch.⁴³ Consequently, these support mechanisms represent essential pillars of the entrepreneurial infrastructure within the digital campus.

Additionally, the role of accelerators and incubators extends to providing a structured trajectory for the commercialization of student research. They function as catalysts for transforming laboratory discoveries into marketable products, thereby fulfilling the university's mission of innovation.⁴⁴ Empirical evidence suggests that students with access to dedicated incubation services are more likely to launch successful ventures and achieve sustainable growth compared to those without such support.⁴⁵ Therefore, the integration of

⁴⁰ Andi Nur Qalbi et al., "BUILDING GLOBAL NETWORKING AND COLLABORATION IN DEVELOPMENT OF THE ENTREPRENEURSHIP ECOSYSTEM," *KLASIKAL JOURNAL OF EDUCATION LANGUAGE TEACHING AND SCIENCE* 7, no. 3 (2025): 1508–15, <https://doi.org/10.52208/klasikal.v7i3.1612>.

⁴¹ Deepali Kamle, "A Study of the Impact of Social Capital on Entrepreneurial Capacity Building Among Management Students in Higher Education," *Journal of Information Systems Engineering & Management* 10 (May 2025): 48–59, <https://doi.org/10.52783/jisem.v10i50s.10099>.

⁴² Ayesha Syed and Y. Subbarayudu, "Bridging Academia and Industry," in *Advances in Higher Education and Professional Development Book Series* (IGI Global, 2024), <https://doi.org/10.4018/979-8-3693-9646-9.ch005>.

⁴³ Belitski and Sikorski, "Three Steps for Universities to Become Entrepreneurial: A Case Study of Entrepreneurial Process and Dynamic Capabilities."

⁴⁴ Masucci et al., "How Do Accelerators Emerge and Develop in Entrepreneurial Universities?"

⁴⁵ Younis Mohammad Al-Sabaawe et al., "University Industry Incubators: Igniting Global Startup Revolutions," *JBMP (Jurnal Bisnis Manajemen Dan Perbankan)* 11, no. 2 (2025): 229–45, <https://doi.org/10.21070/jbmp.v11i2.2109>.

these "innovation hubs" into the digital campus ecosystem is a strategic imperative for fostering high-impact student academic entrepreneurship.

7. Digital Literacy, E-Commerce, and Entrepreneurial Identity

Digital literacy and the mastery of e-commerce platforms are indispensable skills for contemporary student entrepreneurs, enabling effective operation within a digitalized economy. This is academically pertinent, as it highlights the transition toward digital ventures that leverage social media and digital skillsets to reach global audiences. Beyond technical proficiency, digital literacy encompasses ethical technology use and the ability to navigate the digital landscape critically.⁴⁶ As students interact with these digital instruments, they undergo a process of entrepreneurial identity formation, conceptualizing themselves as digital innovators capable of competing in a global market.⁴⁷ Consequently, the development of these competencies is a key pedagogical objective of the proposed model.

Furthermore, the expansion of e-commerce has democratized entrepreneurship, permitting students to launch ventures with minimal capital investment. The ability to manage an online presence and utilize digital marketing tools has become a foundational requirement for entrepreneurial success.⁴⁸ Research indicates that a student's digital self-efficacy their belief in their capacity to utilize digital tools for business purposes significantly influences entrepreneurial intentions and outcomes.⁴⁹ Therefore, the digital campus ecosystem must prioritize the cultivation of advanced digital competencies to empower students to lead the next wave of digital transformation.

8. *Maqāṣid al-Syarī'ah*, Islamic Entrepreneurship, and Islamic Business Ethics

The *maqāṣid al-syarī'ah* provides a robust ethical and teleological framework for grounding student academic entrepreneurship within a set of universal and divine values. This framework is academically significant, as it transcends the strictly profit-driven motives of conventional entrepreneurship to prioritize human welfare (*maṣlaḥah*). The five essentials of *maqāṣid*: *ḥifẓ al-dīn*, *ḥifẓ al-nafs*, *ḥifẓ al-'aql*, *ḥifẓ al-nasl*, and *ḥifẓ al-māl*, offer a comprehensive guide for ethical decision-making in business.⁵⁰ For instance, *ḥifẓ al-'aql* encourages innovation and education, whereas *ḥifẓ al-māl* promotes equitable wealth

⁴⁶ Hana Larasati et al., "Sosialisasi Pentingnya Literasi Digital Dalam Kewirausahaan Menghadapi Peluang Dan Perubahan Tren Bisnis Masa Depan Di SMK Negeri 1 Musuk Boyolali," *Harmoni Sosial* 3, no. 1 (2026): 40-48, <https://doi.org/10.62383/harmoni.v3i1.2793>.

⁴⁷ Bernaldo Valentino et al., *Digital Technology Adoption and Digital Literacy: The Support Factors for Entrepreneurial Intention*, August 28, 2025, 1-6, <https://doi.org/10.1109/icimtech67074.2025.11265690>.

⁴⁸ Basrul Basrul and Lia Safrina, "STUDENT INTEREST IN E-COMMERCE: A MARKETPLACE-DRIVEN ENGAGEMENT APPROACH," *Jurnal Digit* 15, no. 1 (2025): 20-20, <https://doi.org/10.51920/jd.v15i1.418>.

⁴⁹ Annelis Diva Juficha and Rodhiah, "The Influence of Digital Literacy and Entrepreneurial Self-Efficacy on Entrepreneurial Intention of University Student in West Jakarta," *Journal of Social Science and Business Studies* 4, no. 1 (2026): 52-60, <https://doi.org/10.61487/jssbs.v4i1.298>.

⁵⁰ Salma Anisa Pertiwi, "MAQASHID SHARIAH AS THE FOUNDATION OF ISLAMIC ECONOMIC DEVELOPMENT: A CONCEPTUAL LITERATURE REVIEW," *Sharia Economic Review Journal* 2, no. 2 (2026): 349-65, <https://doi.org/10.62952/shacral.v2i2.93>.

distribution and Islamic business ethics.⁵¹ Consequently, *maqāṣid al-syarī'ah* functions as the moral compass and foundational layer of the proposed conceptual model.

Integrating *maqāṣid al-syarī'ah* into Islamic entrepreneurship ensures that business activities contribute to the spiritual and material well-being of both the individual and society. This approach emphasizes Islamic business ethics, such as honesty (*sidq*), justice (*'adl*), and social responsibility (*ihsan*), which are essential for constructing sustainable and credible enterprises.⁵² Scholars contend that an entrepreneurship model rooted in *maqāṣid* can address the ethical failures of modern capitalism by prioritizing long-term social impact over short-term gains.⁵³ Therefore, the proposed model advocates for the internalization of these values among student entrepreneurs to ensure that their innovations are both productive and ethically sound.

9. Islamic Education, Character Education, and Digital Ethics

Islamic education serves as a potent mechanism for social transformation and character development, particularly within the digital landscape. Its academic significance lies in its focus on the holistic cultivation of the individual (*insān kāmil*), synthesizing intellectual, spiritual, and moral facets. Within the digital campus ecosystem, Islamic education is tasked with navigating the complexities of digital ethics to ensure that technological engagement aligns with ethical mandates.⁵⁴ This entails fostering character development centered on *taqwā* (piety), *amānah* (trustworthiness), and *mas'ūliyyah* (responsibility).⁵⁵ Consequently, integrating these educational values is pivotal for nurturing entrepreneurs who possess both technical proficiency and moral integrity.

Furthermore, Islamic education frames entrepreneurial endeavors as a form of *'ibādah* (worship) and a contribution toward constructing a just civilization (*umrān*). This perspective engenders a sense of purpose and social responsibility, motivating students to develop enterprises that address societal challenges and empower communities.⁵⁶ Scholarly discourse underscores that character education within Islamic contexts extends beyond

⁵¹ Desta et al., "Maqashid Al-Shariah and Its Contribution to the Islamic Economy," *Neo Journal of Economy and Social Humanities* 4, no. 4 (2025): 823–30, <https://doi.org/10.56403/nejesh.v4i4.365>.

⁵² Ali Keya Anami, "Integrating Islamic Principles in Modern Business Practices," *Interdisciplinary Journal of Education* 8 (November 2025), <https://doi.org/10.53449/j1bk5a07>.

⁵³ Muhammad Zaki, "SPIRITUAL ENTREPRENEURSHIP: MENEMUKAN KEMBALI ETOS BISNIS NABI DALAM EKONOMI MODERN," *Mukhtasab Journal of Economics and Islamic Business* 1, no. 1 (2025): 17–30, <https://doi.org/10.65802/mukhtasab.v1i1.74>.

⁵⁴ Muhammad 'Ainur Ridlo and Abdullah, "Integrating Islamic Education Values into School Curricula to Foster Students' Digital Ethics: Implications for Educational Management," *Journal of Educational Management Research* 5, no. 1 (2026): 869–83, <https://doi.org/10.61987/jemr.v5i1.1802>.

⁵⁵ Esi Hairani and Stephan Conermann, "INTERNALIZATION OF ISLAMIC VALUES AS THE FOUNDATION OF STUDENTS' DIGITAL ETHICS: A CASE STUDY OF CHARACTER EDUCATION AT AL FAJAR ISLAMIC SENIOR HIGH SCHOOL," *Jurnal Asy-Syukriyyah* 26, no. 2 (2025): 227–47, <https://doi.org/10.36769/asy.v26i2.911>.

⁵⁶ Umdatul Aeni et al., "Concept of Islamic Values in Entrepreneurship Implementation," *Journal of Islamic and Muhammadiyah Studies* 6, no. 2 (2024), <https://doi.org/10.21070/jims.v6i2.1591>.

individual piety to cultivate individuals dedicated to the collective welfare.⁵⁷ Consequently, the conceptual model's final component emphasizes the transformative potential of Islamic education in molding the ethical identity of student academic entrepreneurs within the digital era.

RESEARCH

The following section outlines the methodological framework utilized to construct the conceptual model of student academic entrepreneurship within a digital campus ecosystem. Employing a rigorous qualitative library research design, this study ensures that the integration of *maqāṣid al-syarī'ah* with digital higher education is anchored in a comprehensive synthesis of existing scholarship.

1. Research Approach and Type

This research adopts a qualitative library research methodology to systematically investigate the intersection of digital technology, entrepreneurship, and Islamic ethics. This qualitative inquiry is methodologically justified, as it facilitates a profound, interpretive analysis of diverse theoretical perspectives, which is essential for constructing a novel conceptual model within this multidisciplinary field. Within Islamic studies and education, library research, often termed *risālah maktabiyyah* is recognized as a valid academic inquiry that synthesizes classical texts with contemporary scholarly literature to address modern societal challenges.⁵⁸ Moreover, scholars posit that qualitative library research offers the requisite flexibility to explore the nuances of *maqāṣid al-syarī'ah* and its application within the evolving digital campus ecosystem.⁵⁹ Consequently, this qualitative library research approach provides the depth and breadth required to re-envision educational transformation through a value-based paradigm.

2. Data Sources

The data sources for this study comprise a diverse array of secondary materials spanning technological, pedagogical, and theological domains. Employing a broad range of data sources is critical to ensuring the multidimensional validity of the proposed conceptual model, as it necessitates bridging the gap between secular digital infrastructure and Islamic ethical principles. Primary sources include peer-reviewed articles from international journals, academic texts on digital higher education, and authoritative literature concerning *maqāṣid al-syarī'ah* and Islamic entrepreneurship.⁶⁰ Additionally, the study incorporates higher education policy documents and literature pertaining to Islamic education and

⁵⁷ Ahmad Aji Pangestu Aji et al., "Edupreneurship in Islamic Religious Education: An Innovative Strategy to Develop Students' Economic Independence," *At Turots Jurnal Pendidikan Islam*, January 2, 2026, 802–8, <https://doi.org/10.51468/jpi.v7i1.1228>.

⁵⁸ Khoirudin Miftah et al., "Interdisciplinary Approach in Islamic Education," *Al-Fadlan Journal of Islamic Education and Teaching* 3, no. 1 (2025): 76–86, <https://doi.org/10.61166/fadlan.v3i1.82>.

⁵⁹ Wafiq Azizah et al., "Metodologi Studi Islam," *Didaktik Jurnal Ilmiah PGSD STKIP Subang* 12, no. 1 (2026): 80–86, <https://doi.org/10.36989/didaktik.v12i01.11346>.

⁶⁰ Aflah et al., "Integration of Digital Technology in Islamic Education to Strengthen Muslim Epistemology and Human Resources."

digital ethics to enhance the practical and academic relevance of the findings.⁶¹ Thus, the breadth of these data sources facilitates a comprehensive understanding of the components essential for a holistic entrepreneurial transformation.

3. Inclusion Criteria

To ensure the quality and relevance of the synthesized literature, this study applies rigorous inclusion criteria centered on the research's core themes. Establishing these criteria is essential to prevent conceptual dilution and to ensure that only the most pertinent, high-quality studies inform the conceptual model. Specifically, literature is included if it addresses digital higher education, student academic entrepreneurship, or the ethical frameworks of *maqāṣid al-syarī'ah*, Islamic business ethics, and Islamic education.⁶² Furthermore, the study prioritizes articles from reputable scientific journals and books published within the last decade, although classical or authoritative works in Islamic jurisprudence are included due to their foundational significance. This systematic selection ensures the conceptual model is constructed upon both contemporary evidence and enduring ethical wisdom.

4. Exclusion Criteria

Conversely, the study employs strict exclusion criteria to filter out sources lacking academic rigor or relevance to the specific research objectives. Filtering suboptimal data is necessary to preserve the integrity of the conceptual analysis and ensure that the findings are predicated on credible, peer-reviewed evidence. Sources are excluded if they are popular or non-academic in nature, lack a rigorous methodology, or fail to contribute significantly to the fields of Islamic entrepreneurship or digital higher education.⁶³ Furthermore, any literature not directly pertinent to the higher education context or student entrepreneurial identity is omitted to maintain the study's precision.⁶⁴ Consequently, these exclusion criteria ensure the resulting conceptual model is focused and academically robust.

5. Data Collection Technique

The data collection process follows a systematic documentation technique encompassing the identification, examination, recording, and classification of relevant literature. This rigorous documentation technique is vital for managing the vast volume of information available in digital databases and for identifying the underlying patterns that connect disparate disciplines. The researcher utilizes academic search engines and digital libraries to identify keywords such as smart campus, *hifz al-māl*, and entrepreneurial

⁶¹ Musyarofatus Sania Putri Wardoyo, "Integrating Islamic Values and Digital Technologies in Islamic Educational Management: A Contemporary Framework," *Journal of Educational Management Research* 4, no. 6 (2025): 2843–54, <https://doi.org/10.61987/jemr.v4i6.1492>.

⁶² Kasimu Sendawula et al., "Sustainable Entrepreneurship Intention among University Students in Uganda: A Conceptual Paper," *AFRICAN JOURNAL OF BUSINESS MANAGEMENT* 12, no. 6 (2018): 131–39, <https://doi.org/10.5897/ajbm2017.8447>.

⁶³ Femi Olan et al., "Refocusing Digital Entrepreneurship: An Updated Overview of the Field, Emerging Opportunities and Challenges," *Sunderland Repository (University of Sunderland)* 30 (February 2024): 238–57, <https://doi.org/10.1108/ijebr-02-2023-0219>.

⁶⁴ Mohammed Muneerali Thottoli et al., "The Incubation Revolution: Transforming Entrepreneurial Education with Artificial Intelligence," *Asia Pacific Journal of Innovation and Entrepreneurship*, ahead of print, December 9, 2024, <https://doi.org/10.1108/apjie-11-2023-0221>.

university, followed by an in-depth reading of selected texts to extract core themes.⁶⁵ These findings are then systematically classified and synthesized to elucidate the intersection of technological capabilities and ethical imperatives. Therefore, this documentation technique ensures that the synthesis is based on an organized and rigorous review of the existing academic landscape.

6. Thematic Synthesis

The analysis of the gathered data is conducted using thematic synthesis, which enables the identification and integration of recurring themes across disparate studies. This approach is academically significant as it transcends mere description, facilitating a high-order synthesis capable of generating novel theoretical insights. Through thematic synthesis, the study identifies key drivers of the digital campus ecosystem—such as AI, IoT, and data analytics—and integrates them with the core values of *maqāṣid al-syarī'ah*.⁶⁶ This process facilitates the organization of complex information into a coherent narrative that supports the study's objectives.⁶⁷ Consequently, thematic synthesis serves as the bridge between raw literature and the research's structural themes.

7. Conceptual Analysis

Following thematic identification, the study employs conceptual analysis to weave these themes into a cohesive conceptual model. Conceptual analysis is necessary for delineating the relationships between technological, educational, and ethical variables, ensuring the model is logically consistent and theoretically robust. By analyzing the intersection of concepts such as *ḥifẓ al-'aql* and digital literacy, the researcher articulates how Islamic values provide a normative framework for technological engagement.⁶⁸ This analytical stage conceptually finalizes the educational transformation, transitioning isolated theories into a unified roadmap.⁶⁹ Thus, conceptual analysis provides the theoretical rigor required to propose a value-driven model for the modern entrepreneurial university.

8. Validity and Reliability

The validity and reliability of this library research are maintained through the selection of reputable sources and the application of interdisciplinary triangulation. Maintaining high standards of credibility is paramount in qualitative inquiry to ensure the proposed conceptual model is substantiated by a consensus of high-quality evidence. To achieve this,

⁶⁵ Khanyisile Twabu, "Investigating Schumpeter's Innovation Theory in the Context of AI in Higher Education Research," *Discover Education* 4, no. 1 (2025), <https://doi.org/10.1007/s44217-025-00855-2>.

⁶⁶ Tripdatabase, "What Are the Benefits of Using Thematic Synthesis in Qualitative Healthcare Research?," *Zenodo* (CERN European Organization for Nuclear Research), ahead of print, February 24, 2026, <https://doi.org/10.5281/zenodo.18757890>.

⁶⁷ Ken Polin et al., "Unpacking Smart Campus Assessment: Developing a Framework via Narrative Literature Review," *Sustainability* 16, no. 6 (2024): 2494–2494, <https://doi.org/10.3390/su16062494>.

⁶⁸ Anton Sulistio et al., "The Transformation of Qur'anic Literacy in the Digital Age: Reorienting Spiritual Values in Contemporary Islamic Education," *Journal Innovative Practices in Education (JIPE)* 1, no. 1 (2025): 1–5, <https://doi.org/10.58540/jipe.v1i1.1120>.

⁶⁹ Akmal Badruzzaman and Riky Supratama, "Transformation of Moderate Religious Values through Islamic Digital Literacy: A Conceptual Study on Islamic Higher Education," *Al-Ulum Jurnal Pendidikan Islam* 7, no. 1 (2026): 16–38, <https://doi.org/10.56114/al-ulum.v7i1.12877>.

the study triangulates findings from secular educational technology with insights from Islamic jurisprudence, ensuring that the integration is balanced and consistent.⁷⁰ Furthermore, the traceability of references and the consistency of the logical argumentation provide a transparent audit trail for future researchers.⁷¹ Consequently, these measures of validity and reliability ensure that the resulting conceptual model represents a robust contribution to the discourse on digital ethics and educational transformation.

RESULTS

Bag The following results present a systematic synthesis of the literature regarding the digital campus ecosystem and its role in fostering student academic entrepreneurship through the lens of *maqāṣid al-syarī'ah*. As a library research project, these findings represent the convergence of theoretical frameworks, policy analyses, and technological assessments that define the modern entrepreneurial university.

1. Digital Campus Ecosystem as Educational Infrastructure

The digital campus ecosystem operates as a multidimensional infrastructure that synthesizes physical and digital assets to facilitate a cohesive educational experience. This integration is critical, as contemporary academic environments must accommodate both conventional pedagogical approaches and the advanced demands of student academic entrepreneurship. Synthesis of current literature suggests that a robust ecosystem encompasses learning platforms, smart campus hardware, and digital communities that foster real-time interaction.⁷² Furthermore, cloud computing and collaborative technologies enable students to access resources and manage project lifecycles remotely, effectively dismantling geographical impediments to innovation.⁷³ Ultimately, this ecosystem provides the requisite “hard” infrastructure for the digital evolution of higher education.

Building upon this physical layer, the ecosystem employs Artificial Intelligence and data analytics to cultivate a responsive, personalized learning environment. These technologies are instrumental in enabling the university to monitor student progress, identify entrepreneurial potential, and provide targeted support. Scholarly synthesis indicates that data analytics can forecast student success and customize curricular delivery to align with the developmental pace of individual innovators.⁷⁴ Additionally, AI-driven smart classrooms and learning platforms facilitate immersive simulations that prepare students

⁷⁰ Paul Jones et al., “An Exploration of the Role and Contribution of Entrepreneurship Centres in UK Higher Education Institutions,” *Journal of Small Business and Enterprise Development* 28, no. 2 (2021): 205–28, <https://doi.org/10.1108/jsbed-08-2018-0244>.

⁷¹ Muchlishina Madani et al., “Sharia-Guided Artificial Intelligence for Ethical Transformation in Modern Education,” *Jurnal Mentari Manajemen Pendidikan Dan Teknologi Informasi* 4, no. 2 (2026): 140–51, <https://doi.org/10.33050/mentari.v4i2.975>.

⁷² Damanjit Kour et al., “The Antecedents of Academic Entrepreneurial Ecosystem across Academia: A Literary Exploration,” *Asian Journal of Management and Commerce* 6, no. 1 (2025): 1053–61, <https://doi.org/10.22271/27084515.2025.v6.i1l.559>.

⁷³ Eriana Astuty et al., “Building Student Entrepreneurship Activities Through the Synergy of the University Entrepreneurship Ecosystem,” *Frontiers in Education* 7 (June 2022), <https://doi.org/10.3389/educ.2022.757012>.

⁷⁴ Sneha Rane et al., *Effect of Predictive Analytics on Entrepreneurial Skill Development Among MBA Students of Business Schools* (2026), 87–96, <https://doi.org/10.62823/mgm/2026/9789349468795/08>.

for the complexities of the global market.⁷⁵ Therefore, the technological sophistication of the campus exerts a direct influence on the efficacy of entrepreneurial training and development.

Moreover, the digital campus ecosystem integrates the Internet of Things and digital twins to optimize physical university resources for entrepreneurial pursuits.⁷⁶ This application is significant as it reimagines the campus as a “living laboratory,” enabling students to validate prototypes and business models within a controlled environment. Research underscores that IoT sensors embedded in smart campus facilities provide real-time data for student-led research and development initiatives.⁷⁷ Furthermore, the inclusion of digital communities and alumni networks within the ecosystem offers a continuous stream of feedback and professional insights.⁷⁸ Thus, the campus infrastructure serves as a dynamic facilitator for practical innovation and commercial validation.

Finally, the ecosystem incorporates campus business incubators and collaboration tools into the daily academic workflow. This structural alignment is essential to bridge the gap between theoretical knowledge and commercial application, preventing student initiatives from stagnating. Synthesized findings indicate that universities with integrated incubators and digital communities exhibit higher success rates for student-led ventures.⁷⁹ Moreover, these tools facilitate pervasive collaboration among students, faculty, and industry partners, cultivating a culture of co-creation.⁸⁰ Consequently, the digital campus ecosystem serves as the indispensable technological foundation that empowers students to transition into active academic entrepreneurs.

2. Key Drivers of Student Academic Entrepreneurship

The synthesis of literature identifies several key drivers essential for cultivating student academic entrepreneurship within the digital university context. Central to these drivers is the provision of high-quality mentoring and the accumulation of social capital through diverse networks. These relational factors are critical, as they provide the “soft” support system required for students to translate digital competencies into viable business ventures. Studies demonstrate that access to industry-aligned mentors and professional alumni

⁷⁵ Vidushi Chandola et al., *Integrating AI and Data Analytics: Transforming Business Education for the Digital Age* (2026), 271–87, <https://doi.org/10.1108/978-1-80592-911-620261014>.

⁷⁶ Zhengqi Pan et al., “Digital Twin Smart Campus Management System Based on IoT Technology Architecture,” *Journal of Big Data and Computing*, 3, no. 4 (2025): 49–58, <https://doi.org/10.62517/jbdc.202501406>.

⁷⁷ Ankit Jha et al., “Development of IoT Laboratory: A Structured Approach to Learning IoT Technologies,” in *Advances in Science and Technology* (2026), <https://doi.org/10.1201/9781003774679-52>.

⁷⁸ Olayele Adelakun et al., *Rethinking University Innovation Labs as Digital Talent Incubators*, May 28, 2025, 1–2, <https://doi.org/10.1145/3716489.3728435>.

⁷⁹ Mehdi Masoumi, “Exploring the Influence of Entrepreneurial Identity on Students’ Choice between Entrepreneurship Courses and University-Based Incubators,” *Asia Pacific Journal of Innovation and Entrepreneurship* 17, no. 2 (2023): 137–53, <https://doi.org/10.1108/apjie-03-2023-0052>.

⁸⁰ Imam Mahfud, “Fostering Student Entrepreneurship through a Holistic Ecosystem Approach in Higher Education,” *Journal of Economics and Business Letters* 5, no. 3 (2025): 1–13, <https://doi.org/10.55942/jeb1.v5i3.414>.

networks increases the likelihood of venture legitimacy and market entry.⁸¹ Therefore, human-centric support systems remain primary catalysts for transforming academic concepts into socio-economic value.

Furthermore, digital literacy and the development of a strong entrepreneurial identity serve as foundational psychological and skill-based drivers. Digital literacy, in this context, extends beyond basic computer proficiency to include the strategic application of e-commerce, social media, and data analytics for business growth.⁸² This driver is vital, as it empowers students to navigate the digital economy with confidence and ethical discernment. Synthesized research suggests that high levels of digital proficiency correlate with the development of a resilient entrepreneurial identity, wherein students perceive themselves as capable problem-solvers within the digital sphere.⁸³ Consequently, the internal preparedness of the student is a significant predictor of entrepreneurial engagement.

In addition to individual competencies, the presence of campus business incubators and laboratories provides the institutional momentum necessary for student success. These drivers are significant because they offer structured pathways for business validation, financing, and professional legal counsel.⁸⁴ Literature indicates that institutionalized support mechanisms, such as incubators and accelerators, significantly reduce the failure rate of student startups by providing a protective “safety net” during the early stages of venture formation.⁸⁵ Moreover, these facilities function as hubs for developing social capital, connecting students with potential investors and partners. Thus, the synergy between institutional infrastructure and individual capacity fosters a powerful environment for entrepreneurial development.

Finally, a robust welfare orientation and social consciousness function as ethical drivers that differentiate academic entrepreneurship from purely commercial ventures. This orientation is essential as it aligns student objectives with the broader mission of educational transformation and social justice. Synthesis reveals that students motivated by social impact are more likely to establish sustainable businesses that address community needs and promote *maṣlahah*.⁸⁶ Furthermore, this drive for social contribution is frequently

⁸¹ Yuyeong Park, “The Role of Education in Fostering Entrepreneurial Skills and Mindsets,” *Research Square*, ahead of print, March 5, 2024, <https://doi.org/10.21203/rs.3.rs-3990800/v1>.

⁸² Aimi Aqilah Shahrin et al., “The Influence of Digital Entrepreneurial Skills, Digital Literacy and Entrepreneurship Education on Digital Entrepreneurship Outcomes among Youth,” *International Journal of Research and Innovation in Social Science* 10, no. 2 (2026): 1–10, <https://doi.org/10.47772/ijriss.2026.10200001>.

⁸³ Intan Rizqi Dwi Istighfarin and Norida Canda Sakti, “Digital Entrepreneurial Readiness Among High School Students: The Roles of Digital Financial Literacy, Self-Efficacy, And Digital Creativity,” *Paedagogia Jurnal Pendidikan* 15, no. 1 (2026): 1–18, <https://doi.org/10.24239/pdg.vol15.iss1.1076>.

⁸⁴ Belitski and Sikorski, “Three Steps for Universities to Become Entrepreneurial: A Case Study of Entrepreneurial Process and Dynamic Capabilities.”

⁸⁵ Masoumi, “Exploring the Influence of Entrepreneurial Identity on Students’ Choice between Entrepreneurship Courses and University-Based Incubators.”

⁸⁶ Fadhlurrahman et al., “Empowering Santri through Entrepreneurial Education: A Path to Sustainable Development in Islamic Boarding Schools,” *Multidisciplinary Science Journal* 8, no. 6 (2025): 2026366–2026366, <https://doi.org/10.31893/multiscience.2026366>.

nurtured through character education and exposure to real-world societal challenges within the curriculum. Therefore, the success of student academic entrepreneurship is ultimately measured by its capacity to contribute to the common good and the development of the *ummah*.

3. *Maqāṣid al-Syari'ah* Values in Student Entrepreneurship

The conceptual synthesis demonstrates that *maqāṣid al-syari'ah* provides a comprehensive ethical and teleological framework for guiding student academic entrepreneurship. By grounding entrepreneurial activities in the five essentials—*ḥifẓ al-dīn*, *ḥifẓ al-naḥs*, *ḥifẓ al-'aql*, *ḥifẓ al-naḥs*, and *ḥifẓ al-māl*—the model ensures that innovation is both productive and ethically sound. This framework is vital because it shifts the focus from purely profit-driven motives toward a model of holistic well-being.⁸⁷ Research suggests that *ḥifẓ al-dīn* mandates that all business operations are conducted with integrity, honesty, and accountability to the Divine. Similarly, *ḥifẓ al-naḥs* ensures that entrepreneurial outputs contribute to human health, safety, and dignity. Consequently, these values provide the normative core of the digital campus ecosystem.

Furthermore, *ḥifẓ al-'aql* and *ḥifẓ al-naḥs* provide the rationale for intellectual innovation and long-term social sustainability. *Ḥifẓ al-'aql* is realized through the university's commitment to research, digital literacy, and the pursuit of knowledge aimed at solving societal problems.⁸⁸ This objective is significant because it justifies investment in digital technology as a means to enhance human reasoning and creativity. Synthesis confirms that a curriculum grounded in *ḥifẓ al-'aql* fosters a more innovative and reflective entrepreneurial mindset.⁸⁹ Moreover, *ḥifẓ al-naḥs* ensures that student ventures consider their environmental and social impact on future generations, thereby promoting sustainable development. Thus, the *maqāṣid* framework ensures that technological outcomes serve the long-term interests of humanity.

Finally, *ḥifẓ al-māl* establishes principles of fair distribution, financial transparency, and economic independence. In the context of student academic entrepreneurship, this value is realized through the creation of sustainable business models that promote Islamic business ethics and social responsibility.⁹⁰ This objective is essential for preventing exploitative practices within digital markets and ensuring that wealth is generated through legitimate, ethical means. Literature synthesis highlights that grounding financial activities in *ḥifẓ al-*

⁸⁷ Suud Sarim Karimullah, "Exploration of Maqasid Al-Shariah Concepts in The Development of Islamic Economic Policies," *Mu'amalah* 2, no. 2 (2023): 153–72, <https://doi.org/10.32332/muamalah.v2i2.7747>.

⁸⁸ T. Idris et al., "Perception on Building Cultural Responsiveness through the Synergy of Maqasid Al-Shariah and Rahmatan Lil 'Alamin in Islamic Academia," *Tadris Jurnal Keguruan Dan Ilmu Tarbiyah* 10, no. 2 (2025): 925–41, <https://doi.org/10.24042/tadris.v10i1.26758>.

⁸⁹ Lailatussaadah Lailatussaadah et al., "DESIGNING AND ASSESING AN ISLAMIC ENTREPRENEURSHIP EDUCATION MODEL FOR ISLAMIC HIGHER EDUCATION (IHE)," *BIOTIK: Scientific Journal of Biology Technology and Education (Indonesian Institute of Sciences)* 23, no. 1 (2023): 38–38, <https://doi.org/10.22373/jiif.v23i1.17556>.

⁹⁰ Yasin Nur Rohim and Bagas Brian Pratama, "Santripreneur Education Model Based On The Maqashid Al-Syariah Framework For The Economic Empowerment Of Santri In Pesantren," *Islamic Banking Jurnal Pemikiran Dan Pengembangan Perbankan Syariah* 11, no. 1 (2025): 81–98, <https://doi.org/10.36908/isbank.v11i1.1543>.

māl encourages students to engage in ethical investment and social entrepreneurship.⁹¹ Furthermore, it promotes the concept of wealth as a trust (*amānah*) that must be utilized to empower the community. Therefore, the integration of *maqāṣid* values transforms the university into a catalyst for ethical and civilizational growth.

4. Proposed Conceptual Model

The final result of this research is a conceptual model that integrates the technological infrastructure of the digital campus with the ethical imperatives of *maqāṣid al-syarī'ah*. This model outlines how various components of the university ecosystem interact to support student academic entrepreneurship while remaining grounded in Islamic values. The synthesis presented in the table below provides a structured roadmap for institutions aiming to achieve a holistic educational transformation.

Table 1: *Maqāṣid al-Syarī'ah*-Based Conceptual Model for Student Academic Entrepreneurship

Component	Educational Role	<i>Maqāṣid</i> Orientation	Expected Outcome
Digital campus ecosystem	Infrastructure for smart campus, AI, and IoT learning.	<i>Ḥifẓ al-'Aql</i>	High-tech research and intellectual innovation.
Mentoring	Psychological support, coaching, and role models.	<i>Ḥifẓ al-Nafs</i> (Protection of Life/Dignity)	Resilient and ethical entrepreneurial identity.
Networks and social capital	Access to alumni networks, investors, and markets.	<i>Ḥifẓ al-Nasl</i>	Sustainable ventures with long-term social impact.
Campus business incubator	Support for validation, financing, and commercialization.	<i>Ḥifẓ al-Māl</i>	Economic independence and ethical wealth creation.
Digital literacy	Mastery of digital skills, e-commerce, and tech ethics.	<i>Ḥifẓ al-'Aql & Ḥifẓ al-Dīn</i>	Competent and God-conscious digital innovators.
Ethical and welfare orientation	Internalization of Islamic business ethics and social responsibility.	<i>Ḥifẓ al-Dīn</i>	Purpose-driven entrepreneurship for the <i>ummah</i> .

Source: Author's conceptual synthesis, 2026.

The proposed conceptual model demonstrates that a successful entrepreneurial university must balance technological efficiency with moral clarity. By ensuring that every technological component and institutional driver is aligned with a specific Sharia objective, the model provides a balanced approach to development. This integration is crucial for producing graduates who are not only technically proficient but also ethically responsible and socially conscious. Consequently, the model serves as a theoretical foundation for administrators to design programs that foster both economic success and spiritual

⁹¹ Wiwin Awaliyah Awaliyah et al., "The Role of Education in Strengthening Islamic Economic Awareness: A Pathway to Ethical and Inclusive Development," *EDUSOSHUM Journal of Islamic Education and Social Humanities* 6, no. 1 (2026): 422–32, <https://doi.org/10.52366/edusoshum.v6i1.310>.

fulfillment. In conclusion, the synthesis suggests that the *digital campus ecosystem* serves as the vital engine for growth, while *maqāṣid al-syari'ah* provides the steering mechanism that ensures this growth leads to genuine civilizational progress.

DISCUSSION

The integration of a digital campus ecosystem with the ethical imperatives of *maqāṣid al-syari'ah* represents a significant departure from conventional, neoliberal models of the entrepreneurial university. This discussion interprets the results of our *conceptual synthesis*, evaluating how a value-driven framework can transform student academic entrepreneurship from a mere economic activity into a vehicle for civilizational progress and moral refinement.

1. From Digital Campus to Educational Transformation

The *digital campus ecosystem* must be understood not as a collection of hardware and software, but as a transformative "third space" that reconfigures the ontologies of learning and value creation. This interpretation is critical because viewing technology solely as a tool for efficiency ignores its profound capacity to reshape social interactions and intellectual development within the university. Scholarly discourse suggests that when digital infrastructures like smart campuses and AI are integrated into the academic fabric, they create a "liquid" learning environment where knowledge is co-created rather than merely consumed.⁹² Furthermore, the transition to a smart campus allows for a more democratic access to innovation, enabling students from various disciplines to engage in cross-functional collaboration.⁹³ Consequently, the digital campus ecosystem serves as the fundamental catalyst for an educational transformation that prioritizes agility, connectivity, and creative agency.

Furthermore, this transformation extends to the way students perceive their role within the knowledge economy, shifting from passive recipients of instruction to active producers of societal solutions. The integration of data analytics and *IoT* within the campus enables a feedback loop that validates student ideas in real-time, effectively blurring the lines between the classroom and the marketplace. Research indicates that immersive digital environments foster a "maker culture" that is essential for the development of an entrepreneurial mindset among undergraduates.⁹⁴ Moreover, the availability of collaboration tools and digital communities ensures that innovation is a collective endeavor rather than an isolated pursuit. Therefore, the digital campus acts as a socio-technical

⁹² Horn Sarun et al., "Artificial Intelligence as a Driver of Innovation and Digital Transformation in Higher Education: Nano Review," *Zenodo* (CERN European Organization for Nuclear Research), ahead of print, March 16, 2026, <https://doi.org/10.5281/zenodo.18264323>.

⁹³ Ronizam Ismail et al., "A Comprehensive Review of Smart Campus Frameworks, Technological Innovations, and User-Centric Challenges: Toward Sustainable and Inclusive Implementation," *International Journal of Academic Research in Business and Social Sciences* 15, no. 12 (2025), <https://doi.org/10.6007/ijarbss/v15-i12/27041>.

⁹⁴ Robert Newbery et al., "Entrepreneurial Identity Formation during the Initial Entrepreneurial Experience: The Influence of Simulation Feedback and Existing Identity," *PEARL* (University of Plymouth) 85 (December 2017): 51–59, <https://doi.org/10.1016/j.jbusres.2017.12.013>.

laboratory that empowers students to reclaim their agency as architects of their own professional and ethical futures.

2. From Entrepreneurial Intention to Entrepreneurial Action

One of the most persistent challenges in higher education is the "intention-action gap," where students possess a high degree of entrepreneurial intention but fail to transition into concrete entrepreneurial action. This gap is significant because without institutionalized support mechanisms, the cognitive desire to innovate often dissipates in the face of market risks and technical hurdles. Our findings emphasize that mentoring and social capital act as the necessary bridges that transform latent potential into actualized ventures. Literature highlights that consistent mentorship significantly reduces the "fear of failure" among student entrepreneurs, providing them with the psychological resilience needed to navigate early-stage challenges.⁹⁵ Furthermore, the presence of campus business incubators provides the essential physical and financial resources that lower the barriers to entry for young innovators.⁹⁶ Consequently, the move from intention to action is not merely a psychological shift but an institutional achievement enabled by a supportive ecosystem.

Moreover, the role of digital literacy and e-commerce mastery cannot be overstated in facilitating this transition within the modern economy. In the digital age, the ability to rapidly prototype, validate, and scale a business model depends heavily on the student's proficiency with technological tools. Studies show that students who possess high digital self-efficacy are more likely to bypass traditional gatekeepers and launch digital-native startups.⁹⁷ Additionally, the utilization of alumni networks through digital platforms provides students with immediate entrepreneurial legitimacy and access to "soft" resources like industry-specific knowledge. Therefore, bridging the intention-action gap requires a holistic integration of technical training and relational support within the digital campus. This ensures that students are not just dreaming of ventures but are equipped with the tools and networks to build them.

3. From Market-Oriented Entrepreneurship to Welfare-Oriented Entrepreneurship

The most profound contribution of the *maqāṣid al-syari'ah* framework is its ability to shift the focus of student academic entrepreneurship from a purely market-oriented approach to a welfare-oriented one. This shift is academically and ethically necessary because the current neoliberal paradigm often prioritizes short-term profit and disruptive growth at the expense of social cohesion and ethical integrity. By applying the principles of *maṣlaḥah* (public interest), the proposed model demands that entrepreneurial outcomes be measured by their contribution to the common good. Sharia scholars argue that the ultimate goal of any economic activity should be the preservation of human well-being across its spiritual,

⁹⁵ Jaume Teodoro and Ester Bernadó-Mansilla, "Entrepreneurial Capital Creation in Higher Education Institutions: The Case of the Start for Future Program," *Triple Helix Journal* 11, no. 3 (2025): 379–411, <https://doi.org/10.1163/21971927-bja10055>.

⁹⁶ Iston Dwija Utama et al., "Integrating Business Courses Mentorship Programs and Investment to Enhance Entrepreneurial Opportunities," *Aptisi Transactions On Technopreneurship (ATT)* 7, no. 1 (2025), <https://doi.org/10.34306/att.v7i1.525>.

⁹⁷ Aivars Spilbergs et al., "Entrepreneurial Intention of Students: The Role of Digital Tools and Personal Factors in Entrepreneurship Education," *PLoS ONE* 21, no. 1 (2026), 41533713, <https://doi.org/10.1371/journal.pone.0337826>.

intellectual, and material dimensions.⁹⁸ Furthermore, The objective of *hifz al-māl* reinterprets financial success as a means for social empowerment and poverty alleviation, rather than mere capital accumulation.⁹⁹ Consequently, student academic entrepreneurship becomes a sacred trust (*amānah*) that serves the broader needs of the *ummah*.

This welfare orientation also introduces the concept of "ethical sustainability" into the student innovation process. Instead of producing products that capitalize on consumer vulnerabilities, students are encouraged to design solutions that promote health, education, and social justice (*‘adl*). Research into Islamic entrepreneurship suggests that businesses grounded in *maqāṣid* values are more resilient during economic crises because they prioritize community trust over predatory competition.¹⁰⁰ Moreover, The principle of *hifz al-nasl* requires student entrepreneurs to consider the long-term environmental and social impacts of their business models. Therefore, the proposed model offers a corrective to the ethical vacuum of modern entrepreneurship, providing a vision for a "moral market" where innovation and compassion are inextricably linked. This ensures that the *educational transformation* pursued by the university leads to a more just and balanced civilization.

4. Islamic Education and Digital Ethics in Student Entrepreneurship

The intersection of Islamic education and digital ethics provides the moral compass necessary for navigating the complexities of the *digital campus ecosystem*. This integration is vital because technological proficiency without an ethical foundation (*akhlaq*) can lead to the misuse of data, digital exploitation, and the erosion of privacy. Within our model, Islamic education is not viewed as a separate subject but as an underlying pedagogy that shapes the *entrepreneurial identity* of the student. Scholars emphasize that character education based on the prophetic traits of *sidq* (truthfulness), *amānah* (trustworthiness), *tabligh* (advocacy for good), and *fāṭonah* (wisdom) is essential for creating a trusted digital economy.¹⁰¹ Furthermore, digital ethics from an Islamic perspective requires that technologies are used to enhance human dignity (*karāmah*) rather than diminish it. Consequently, the student entrepreneur is transformed into a *muḥsin*, one who seeks excellence in both technical skill and moral conduct.

Moreover, the *digital campus* serves as a training ground for practicing social responsibility and ethical leadership in virtual spaces. As students interact within digital communities and manage e-commerce platforms, they are encouraged to apply the principles of *hifz al-dīn* (protection of religion) by upholding Islamic values in their professional dealings. This involves a commitment to transparency, fair pricing, and the

⁹⁸ Haithem Kader, "Human Well-Being, Morality and the Economy: An Islamic Perspective," *Islamic Economic Studies* 28, no. 2 (2021): 102–23, <https://doi.org/10.1108/ies-07-2020-0026>.

⁹⁹ Muhammad Nooraiman Zailani et al., "A REVIEW OF INDICATORS FOR THE PRESERVATION OF WEALTH (HIFZ AL-MAL) BASED ON MAQASID AL-SHARIAH," *Journal of Islamic Philanthropy and Social Finance* 5, no. 1 (2023): 23–29, https://doi.org/10.24191/jipsf/v4n12022_23-29.

¹⁰⁰ Anas Alhifni et al., "The Cultural Embeddedness of Economic Action: Islamic Values, Entrepreneurship, and FinTech Innovation," *Journal of Cultural Analysis and Social Change*, December 4, 2025, 95–104, <https://doi.org/10.64753/jcasc.v10i4.2782>.

¹⁰¹ Ushwa Dwi Masrurah Arifin Bando and Achmad Ridha, "The Role Of Islamic Business Ethics Internalization In Developing Entrepreneurial Character Among Management Students," *International Journal of Economics and Development* 2, no. 1 (2026): 41–56, <https://doi.org/10.71305/ijed.v2i1.1567>.

avoidance of prohibited (*harām*) activities such as usury or deception. Literature suggests that integrating *digital ethics* into the entrepreneurship curriculum leads to higher levels of social innovation and community engagement among graduates.¹⁰² Additionally, the cultivation of *fāṭonah* ensures that students are critically aware of the biases and ethical dilemmas inherent in AI and big data. Therefore, the synergy between Islamic education and digital innovation produces a generation of "digitally pious" entrepreneurs who lead with both competence and conscience.

5. Theoretical Contribution

This article makes a pioneering theoretical contribution by synthesizing five distinct domains, digital higher education, student academic entrepreneurship, Islamic education, Islamic business ethics, and *maqāṣid al-syarī'ah*. This synthesis is academically significant as it provides a multi-dimensional framework that addresses the structural, psychological, and teleological aspects of educational change. Unlike previous models that focus solely on the economic performance of the entrepreneurial university, our model introduces the "transcendental dimension" of entrepreneurship. Existing theories of the entrepreneurial university often lack a robust moral framework, leaving the "third mission" vulnerable to market pressures.¹⁰³ Furthermore, the integration of *maqāṣid* values offers a universal language for ethical innovation that can be applied across diverse cultural contexts. Consequently, this study fills a major research gap by providing a value-based roadmap for the digital transformation of higher education.

Furthermore, the study advances the discourse on conceptual models in Islamic studies by demonstrating the practical application of classical jurisprudence to 21st-century technological challenges. By mapping technological drivers like *IoT* and data analytics to the five essentials of Sharia, the research proves that *maqāṣid al-syarī'ah* is a dynamic and evolving framework capable of guiding the "Fourth Industrial Revolution." This theoretical bridge allows for a more nuanced understanding of how faith and technology can coexist to promote human flourishing (*falah*). Scholars have noted that the lack of such integrative models often leads to a "dualism" in Muslim education, where secular technology and religious values remain disconnected. Therefore, the proposed model serves as a theoretical foundation for a more holistic and integrated approach to *Islamic education* in the digital era, offering a blueprint for future *library research* and empirical validation.

6. Practical Implications

The conceptual model developed in this study has several profound practical implications for university administrators, policymakers, and educators seeking to foster a more ethical and impactful entrepreneurial culture.

a. Values-Based Ecosystem Development.

Higher education institutions must move beyond the provision of hardware to develop an "entrepreneurial ecosystem" that is explicitly grounded in ethical values. This means that the *smart campus* infrastructure should be designed to promote collaboration, transparency, and social welfare, ensuring that technology serves human-centric goals.

¹⁰² Amal A. M. Elgharbawy Elgharbawy et al., "Preparing Future-Ready Graduates through Halal Entrepreneurship Education: Reflections from Four Years of Teaching and Income-Generation Training," *Halalsphere* 6, no. 1 (2026): 87–91, <https://doi.org/10.31436/hs.v6i1.141>.

¹⁰³ Abreu and Grinevich, "The Entrepreneurial University: Strategies, Processes, and Competing Goals."

b. Curriculum Integration.

The entrepreneurship curriculum should be redesigned to integrate digital literacy with Islamic business ethics and *maqāṣid* principles. Instead of teaching these as separate modules, universities should adopt an interdisciplinary approach where students evaluate business opportunities through a moral and technological lens simultaneously.

c. Welfare-Oriented Incubators

Campus business incubators should adopt a "*maslahah*-based" incubation model. This involves prioritizing student startups that address social and environmental challenges and providing incentives for ventures that demonstrate a high degree of social responsibility and ethical conduct.

d. Character-Centric Mentoring

Mentoring programs should transition from a focus on technical business skills to a focus on holistic character development. Mentors should act as *role models* of ethical leadership, helping students internalize values like *amānah* and resilience while they build their business ventures.

e. Holistic Success Metrics

The success of student academic entrepreneurship must be measured using a multi-dimensional scorecard. This should include traditional economic indicators (revenue, jobs created) alongside social, ethical, and "civilizational" impacts, such as the venture's contribution to *ḥifẓ al-ʿaql* (intellectual growth) and social justice.

7. Limitations and Future Research

While this study provides a robust theoretical foundation, it is important to acknowledge that as a library research project, the proposed conceptual model remains a theoretical construct that has not yet been empirically tested. This limitation is significant because the practical challenges of implementing a *maqāṣid*-based digital ecosystem may vary significantly across different institutional and cultural contexts. Future research should focus on empirical validation through field studies at various types of institutions, including State Islamic Universities (PTKIN), general universities, and vocational colleges. Qualitative case studies and quantitative surveys could be used to measure the impact of this model on student entrepreneurial identity and venture success. Furthermore, longitudinal studies would be beneficial to track the long-term social and ethical contributions of graduates who have been trained within such an ecosystem.

Additionally, future inquiries could explore the specific technological challenges of integrating Islamic ethics into AI algorithms and automated decision-making systems within the smart campus. As technology continues to evolve, the application of *maqāṣid al-syarīʿah* to issues such as data privacy, algorithmic bias, and the "gig economy" will become increasingly urgent. Subsequent research could also investigate how the conceptual model might be adapted for different regions within the Muslim world, considering local socio-economic realities and educational policies. By expanding the scope of this inquiry, scholars can ensure that *the educational transformation* envisioned in this article remains relevant and responsive to the needs of a rapidly changing global society. Ultimately, this study serves as an invitation for further scholarly and practical exploration into the intersection of faith, innovation, and digital transformation.

CONCLUSION

The digital campus ecosystem serves as a highly strategic space for the cultivation of student academic entrepreneurship, providing the technological and structural foundation required for modern higher education transformation. This role is essential because the ecosystem transcends traditional learning boundaries, facilitating the real-time conversion of academic knowledge into innovative socio-economic value. Evidence from contemporary literature suggests that a smart campus infrastructure, leveraging Internet of Things and Artificial Intelligence revolutionizes pedagogical approaches by fostering adaptive learning ecosystems that extend beyond the classroom. Furthermore, the integration of real-time data analytics is recognized as a fundamental "game-changer" in pedagogical methodologies, directly empowering student outcomes through individualized learning and proactive decision-making. Therefore, the digital campus ecosystem is not merely a technical support layer but the fundamental engine of an educational transformation that redefines the university as a center for both learning and venture creation.

The successful actualization of student academic entrepreneurship within this digital environment is contingent upon a holistic matrix of drivers, including mentoring, networks, social capital, campus business incubators, and digital literacy, that bridge the gap between entrepreneurial intention and concrete entrepreneurial action. This multidimensional support is vital because students require more than just technical proficiency; they need a robust ecosystem that provides professional validation, social legitimacy, and psychological resilience. Research indicates that entrepreneurship education focusing on experiential pedagogies, such as incubators and simulations, significantly enhances entrepreneurial mindsets and can explain up to a 60% variance in student intentions. Moreover, universities are increasingly emerging as pivotal catalysts for socio-economic development by embracing "third mission" activities that foster pervasive collaboration with stakeholders across their ecosystems. Consequently, the formation of competent academic entrepreneurs requires a synchronized institutional commitment to both human-centric mentoring and technological empowerment.

Crucially, the integration of *maqāṣid al-syarī'ah* provides a normative and teleological framework that shifts the entrepreneurial paradigm from a purely market-oriented focus toward a welfare-oriented entrepreneurship. This ethical grounding is academically necessary to ensure that rapid advancements in digital technology are directed toward the common good (*maṣlaḥah*) rather than mere capital accumulation. Modern scholarly discourse emphasizes that entrepreneurial universities must foster solutions beyond economic goals, addressing "grand challenges" such as environmental sustainability and social justice. By grounding student innovation in the five essentials of Sharia, *ḥifẓ al-dīn*, *ḥifẓ al-nafs*, *ḥifẓ al-'aql*, *ḥifẓ al-nasl*, and *ḥifẓ al-māl*, this research ensures that the fruits of technology serve the long-term interests of humanity. Thus, *maqāṣid al-syarī'ah* serves as the moral steering mechanism that ensures digital innovation leads to genuine civilizational progress and collective well-being.

In summary, this article offers a pioneering theoretical contribution by synthesizing digital higher education, student academic entrepreneurship, and Islamic education into a unified conceptual model. Practically, the findings suggest that universities must build digital ecosystems that prioritize ethical values and social responsibility alongside technical skills. However, as this research is based on a library research approach, the proposed conceptual model remains a theoretical construct that requires further empirical validation. Future studies should employ mixed methods, including interviews, surveys, and case



studies, to test the model's robustness across diverse institutional contexts, such as State Islamic Universities and technological colleges. By expanding the scope of this inquiry, researchers can refine the model to ensure it remains a relevant and effective roadmap for the future of value-driven higher education.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to academic colleagues and reviewers who provided constructive insights during the development of this manuscript.

REFERENCES

- Abreu, Maria, and Vadim Grinevich. "The Entrepreneurial University: Strategies, Processes, and Competing Goals." *The Journal of Technology Transfer* 49, no. 6 (2024): 1991–2034. <https://doi.org/10.1007/s10961-024-10085-7>.
- Adelakun, Olayele, Daniel Badro, Hope Koch, and Aishwarya Rao Nagulavancha. *Rethinking University Innovation Labs as Digital Talent Incubators*. May 28, 2025, 1–2. <https://doi.org/10.1145/3716489.3728435>.
- Aeni, Umdatul, Eka Nurhayati, Ummu Zakiyah, et al. "Concept of Islamic Values in Entrepreneurship Implementation." *Journal of Islamic and Muhammadiyah Studies* 6, no. 2 (2024). <https://doi.org/10.21070/jims.v6i2.1591>.
- Aflah, Fajirul, Nunu Burhanuddin, and Zulfan Taufik. "Integration of Digital Technology in Islamic Education to Strengthen Muslim Epistemology and Human Resources." *IQRO Journal of Islamic Education* 8, no. 3 (2025): 1273–87. <https://doi.org/10.24256/iqro.v8i3.8667>.
- Afriyie, Emelia Ohene, Michael Snowden, Ernest Christian Winful, et al. "Does the Entrepreneurship Learning Approach Influence Self-Efficacy? The Role of Students' Entrepreneurial Competence and Satisfaction." *Journal of Innovation and Entrepreneurship* 14, no. 1 (2025). <https://doi.org/10.1186/s13731-025-00507-7>.
- Aji, Ahmad Aji Pangestu, Siti Qomala Khayati, Rhindra Puspitasari, Eri Dwi Cahyanti, Lestari, and Eri Susanti. "Edupreneurship in Islamic Religious Education: An Innovative Strategy to Develop Students' Economic Independence." *At Turots Jurnal Pendidikan Islam*, January 2, 2026, 802–8. <https://doi.org/10.51468/jpi.v7i1.1228>.
- Alhifni, Anas, Biyati Ahwarumi, Martin Roestamy, Radif Khotamir Rusli, and Warizal. "The Cultural Embeddedness of Economic Action: Islamic Values, Entrepreneurship, and FinTech Innovation." *Journal of Cultural Analysis and Social Change*, December 4, 2025, 95–104. <https://doi.org/10.64753/jcasc.v10i4.2782>.
- Al-Sabaawe, Younis Mohammad, Nashwan Hamdi Hussein Albayati, and Narmeen AbdulRazzaq Saleh Al-Obaidy. "University Industry Incubators: Igniting Global Startup Revolutions." *JBMP (Jurnal Bisnis Manajemen Dan Perbankan)* 11, no. 2 (2025): 229–45. <https://doi.org/10.21070/jbmp.v11i2.2109>.
- Anami, Ali Keya. "Integrating Islamic Principles in Modern Business Practices." *Interdisciplinary Journal of Education* 8 (November 2025). <https://doi.org/10.53449/j1bk5a07>.
- Anvari, Roya, Farideh Moradi, and Ali Shirvani. "DIGITAL LEARNING ECOSYSTEM AT EDUCATIONAL INSTITUTIONS: A 4-UNIVERSITY PERSPECTIVE." *PROFESSIONAL STUDIES Theory And Practice* 28, no. 1 (2024): 100–110. <https://doi.org/10.56131/pstp.2024.28.1.275>.
- Astuty, Eriana, Okky Rizkia Yustian, and Chyntia Ika Ratnapuri. "Building Student Entrepreneurship Activities Through the Synergy of the University Entrepreneurship Ecosystem." *Frontiers in Education* 7 (June 2022). <https://doi.org/10.3389/educ.2022.757012>.
- Awaliyah, Wiwin Awaliyah, Hendi Fauzi, Dadang Dadang, Erry Hendriawan, and Reni Marlina. "The Role of Education in Strengthening Islamic Economic Awareness: A Pathway to Ethical and Inclusive Development." *EDUSOSHUM Journal of Islamic*

- Education and Social Humanities* 6, no. 1 (2026): 422–32. <https://doi.org/10.52366/edusoshum.v6i1.310>.
- Ayandibu, Elizabeth Oluwakemi. “Academic Advising, Mentorship, and Entrepreneurial Career Choices for University Students.” *iRASD Journal of Management* 7, no. 2 (2025): 35–57. <https://doi.org/10.52131/irasd-jom.2025.v7i2.2913>.
- Azizah, Wafiq, Anri Anggraeni Iqbal, and Abbas. “Metodologi Studi Islam.” *Didaktik Jurnal Ilmiah PGSD STKIP Subang* 12, no. 1 (2026): 80–86. <https://doi.org/10.36989/didaktik.v12i01.11346>.
- Badruzzaman, Akmal, and Riky Supratama. “Transformation of Moderate Religious Values through Islamic Digital Literacy: A Conceptual Study on Islamic Higher Education.” *Al-Ulum Jurnal Pendidikan Islam* 7, no. 1 (2026): 16–38. <https://doi.org/10.56114/al-ulum.v7i1.12877>.
- Bando, Ushwa Dwi Masrurah Arifin, and Achmad Ridha. “The Role Of Islamic Business Ethics Internalization In Developing Entrepreneurial Character Among Management Students.” *International Journal of Economics and Development* 2, no. 1 (2026): 41–56. <https://doi.org/10.71305/ijed.v2i1.1567>.
- Bangura, Samuel, Dr. Princess Thulile Duma, and Ntombifuthi Alexia Mthembu. “An Integrative Review of Entrepreneurship Education as an Approach in Fostering and Developing Entrepreneurial Mindset among Undergraduate Students: Lessons from South Africa.” *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, March 13, 2026. <https://doi.org/10.5281/zenodo.19000700>.
- Basrul, Basrul, and Lia Safrina. “STUDENT INTEREST IN E-COMMERCE: A MARKETPLACE-DRIVEN ENGAGEMENT APPROACH.” *Jurnal Digit* 15, no. 1 (2025): 20–20. <https://doi.org/10.51920/jd.v15i1.418>.
- Belitski, Maksim, and Jurek Sikorski. “Three Steps for Universities to Become Entrepreneurial: A Case Study of Entrepreneurial Process and Dynamic Capabilities.” *The Journal of Technology Transfer*, ahead of print, June 4, 2024. <https://doi.org/10.1007/s10961-024-10099-1>.
- BENABDELLAH, YAHYA, and Asmae Diani. “THE ENTREPRENEURIAL UNIVERSITY WHEEL: A UNIVERSITY ECOSYSTEM FRAMEWORK FOR DEVELOPING COUNTRIES.” *Journal of Developmental Entrepreneurship* 30, no. 1 (2025). <https://doi.org/10.1142/s1084946725500050>.
- Chandola, Vidushi, Priyanka Gupta, and Himanshu Joshi. *Integrating AI and Data Analytics: Transforming Business Education for the Digital Age*. 2026. <https://doi.org/10.1108/978-1-80592-911-620261014>.
- Chitamba, Anos, Verna Yearwood, Magdaleen Swanepoel, and Gabriel Myeza. “Project-Based Learning and The Development of Entrepreneurial Skills in Higher Education: An Integrative Approach.” *International Journal of Business & Management Studies* 6, no. 4 (2025): 113–23. <https://doi.org/10.56734/ijbms.v6n4a12>.
- Correia, Maria Patrocínia, Carla Susana Marques, Rui Silva, and Veland Ramadani. “Academic Entrepreneurship Ecosystems: Systematic Literature Review and Future Research Directions.” *Journal of the Knowledge Economy* 15, no. 4 (2024): 17498–528. <https://doi.org/10.1007/s13132-024-01819-x>.

- Desta, Moh. Bahrudin, and Syamsul Hilal. "Maqashid Al-Shariah and Its Contribution to the Islamic Economy." *Neo Journal of Economy and Social Humanities* 4, no. 4 (2025): 823–30. <https://doi.org/10.56403/nejesh.v4i4.365>.
- Donati, Letizia, and Marco Bellandi. "Conceptualizing the System-Based University: An Integrated Framework." *Studies in Higher Education*, May 6, 2025, 1–15. <https://doi.org/10.1080/03075079.2025.2499706>.
- Eletter, Shorouq, Ghaleb A. El Refae, Amer Qasim, and Zina Houhamdi. *Integrating Digital Twins in Supply Chain Management Education*. December 9, 2024, 89–92. <https://doi.org/10.1109/sds64317.2024.10883925>.
- Elgharbawy, Amal A. M. Elgharbawy, Wan Syibrah Hanisah Wan Sulaiman, and Avicenna Yuhan. "Preparing Future-Ready Graduates through Halal Entrepreneurship Education: Reflections from Four Years of Teaching and Income-Generation Training." *Halalsphere* 6, no. 1 (2026): 87–91. <https://doi.org/10.31436/hs.v6i1.141>.
- Fadhlurrahman, Anik Ghufon, Arif Rohman, et al. "Empowering Santri through Entrepreneurial Education: A Path to Sustainable Development in Islamic Boarding Schools." *Multidisciplinary Science Journal* 8, no. 6 (2025): 2026366–2026366. <https://doi.org/10.31893/multiscience.2026366>.
- Gong, Jiaqi, James D. Geyer, Dwight Lewis, Hee Yun Lee, and Karri A. Holley. "Towards an AI-Augmented Graduate Model for Entrepreneurship Education: Connecting Knowledge, Innovation, and Venture Ecosystems." *Administrative Sciences* 16, no. 1 (2026): 33–33. <https://doi.org/10.3390/admsci16010033>.
- Hairani, Esi, and Stephan Conermann. "INTERNALIZATION OF ISLAMIC VALUES AS THE FOUNDATION OF STUDENTS' DIGITAL ETHICS: A CASE STUDY OF CHARACTER EDUCATION AT AL FAJAR ISLAMIC SENIOR HIGH SCHOOL." *Jurnal Asy-Syukriyyah* 26, no. 2 (2025): 227–47. <https://doi.org/10.36769/asy.v26i2.911>.
- Hasche, Nina, and Gabriel Linton. "University–Industry Collaboration: Constructing a Business Model Lab for Student Venture Creation." *International Journal of Entrepreneurial Behaviour & Research* 27, no. 5 (2021): 1241–63. <https://doi.org/10.1108/ijebr-09-2020-0660>.
- Idris, T., Syahrur Ramli, Iswantir, M. Fikri Akbar, and Aidil Ario Darmawan. "Perception on Building Cultural Responsiveness through the Synergy of Maqasid Al-Shariah and Rahmatan Lil 'Alamin in Islamic Academia." *Tadris Jurnal Keguruan Dan Ilmu Tarbiyah* 10, no. 2 (2025): 925–41. <https://doi.org/10.24042/tadris.v10i1.26758>.
- Ioannou, Andri, and Symeon Retalis. "Building Entrepreneurial Self-Efficacy in the EdTech Sector: The Impact of an Entrepreneurship Education Program." *International Journal of Information and Learning Technology* 42, no. 3 (2025): 251–68. <https://doi.org/10.1108/ijilt-12-2023-0234>.
- Ismail, Ronizam, Nadiah Ishak, Norzaimah Zainol, Suzana Ab Rahman, Nor Aida Abdul Rahman, and Burhanuddin Mohd Aboobaidar. "A Comprehensive Review of Smart Campus Frameworks, Technological Innovations, and User-Centric Challenges: Toward Sustainable and Inclusive Implementation." *International Journal of Academic Research in Business and Social Sciences* 15, no. 12 (2025). <https://doi.org/10.6007/ijarbss/v15-i12/27041>.

- Istighfarin, Intan Rizqi Dwi, and Norida Canda Sakti. "Digital Entrepreneurial Readiness Among High School Students: The Roles of Digital Financial Literacy, Self-Efficacy, And Digital Creativity." *Paedagogia Jurnal Pendidikan* 15, no. 1 (2026): 1–18. <https://doi.org/10.24239/pdg.vol15.iss1.1076>.
- Jha, Ankit, Krishna Nilesh Jaiswal, Sufyan Khan, and Pradnya Kamble. "Development of IoT Laboratory: A Structured Approach to Learning IoT Technologies." In *Advances in Science and Technology*. 2026. <https://doi.org/10.1201/9781003774679-52>.
- Jones, Paul, Gideon Maas, Sascha Kraus, and Lester Lloyd Reason. "An Exploration of the Role and Contribution of Entrepreneurship Centres in UK Higher Education Institutions." *Journal of Small Business and Enterprise Development* 28, no. 2 (2021): 205–28. <https://doi.org/10.1108/jsbed-08-2018-0244>.
- Juficha, Annelis Diva and Rodhiah. "The Influence of Digital Literacy and Entrepreneurial Self-Efficacy on Entrepreneurial Intention of University Student in West Jakarta." *Journal of Social Science and Business Studies* 4, no. 1 (2026): 52–60. <https://doi.org/10.61487/jssbs.v4i1.298>.
- Kader, Haithem. "Human Well-Being, Morality and the Economy: An Islamic Perspective." *Islamic Economic Studies* 28, no. 2 (2021): 102–23. <https://doi.org/10.1108/ies-07-2020-0026>.
- Kamle, Deepali. "A Study of the Impact of Social Capital on Entrepreneurial Capacity Building Among Management Students in Higher Education." *Journal of Information Systems Engineering & Management* 10 (May 2025): 48–59. <https://doi.org/10.52783/jisem.v10i50s.10099>.
- Karimullah, Suud Sarim. "Exploration of Maqasid Al-Shariah Concepts in The Development of Islamic Economic Policies." *Mu'amalah* 2, no. 2 (2023): 153–72. <https://doi.org/10.32332/muamalah.v2i2.7747>.
- Koesanto, Stefani Made Ayu Artharini, Gunawan Wiradharma, Mario Aditya Prasetyo, Arina Rubyasih, Enang Rusyana, and Karina Pramita Ningrum. "Toward a Smart Campus: A Qualitative Study of the Digital Learning Ecosystem Model in Indonesian Higher Education." *Jurnal Kependidikan Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan Pengajaran Dan Pembelajaran* 12, no. 1 (2026): 411–22. <https://doi.org/10.33394/jk.v12i1.19810>.
- Kour, Damanjit, Isha Sharma, and Bharti Manhas. "The Antecedents of Academic Entrepreneurial Ecosystem across Academia: A Literary Exploration." *Asian Journal of Management and Commerce* 6, no. 1 (2025): 1053–61. <https://doi.org/10.22271/27084515.2025.v6.i11.559>.
- Lailatussaadah, Lailatussaadah, Asyraf Isyraqi Jamil, and Fakhrul Adabi Bin Abdul Kadir. "DESIGNING AND ASSESING AN ISLAMIC ENTREPRENEURSHIP EDUCATION MODEL FOR ISLAMIC HIGHER EDUCATION (IHE)." *BIOTIK: Scientific Journal of Biology Technology and Education (Indonesian Institute of Sciences)* 23, no. 1 (2023): 38–38. <https://doi.org/10.22373/jiif.v23i1.17556>.
- Larasati, Hana, Yuniar dwi ariska, Azka Nafisatul Wahda, Amalia Julianti, Sri Wahyuningsih, and Unna Ria Safitri. "Sosialisasi Pentingnya Literasi Digital Dalam Kewirausahaan Menghadapi Peluang Dan Perubahan Tren Bisnis Masa Depan Di SMK Negeri 1 Musuk Boyolali." *Harmoni Sosial* 3, no. 1 (2026): 40–48. <https://doi.org/10.62383/harmoni.v3i1.2793>.

- Lehmann, Erik E., Jonah M. Otto, and Katharine Wirsching. "Entrepreneurial Universities and the Third Mission Paradigm Shift from Economic Performance to Impact Entrepreneurship: Germany's EXIST Program and ESG Orientation." *The Journal of Technology Transfer* 49, no. 6 (2024): 2184–99. <https://doi.org/10.1007/s10961-024-10080-y>.
- Madani, Muchlishina, Harry Agustian, Adam Faturahman, Asep Sutarman, and Ramiro Santiago Ikhsan. "Sharia-Guided Artificial Intelligence for Ethical Transformation in Modern Education." *Jurnal Mentari Manajemen Pendidikan Dan Teknologi Informasi* 4, no. 2 (2026): 140–51. <https://doi.org/10.33050/mentari.v4i2.975>.
- Mahfud, Imam. "Fostering Student Entrepreneurship through a Holistic Ecosystem Approach in Higher Education." *Journal of Economics and Business Letters* 5, no. 3 (2025): 1–13. <https://doi.org/10.55942/jeb1.v5i3.414>.
- Maphalala, Mncedisi Christian, and Sharon Dipolelo Mmakola. "Nurturing Entrepreneurial Skills and Mindsets: The Imperative Role of Higher Education." *International Journal of Research in Business and Social Science* (2147-4478) 14, no. 9 (2026): 415–27. <https://doi.org/10.20525/ijrbs.v14i9.4552>.
- Marpaung, Muslim, Faisal Umardani Hasibuan, Dewi Atika, Rahmad Cahyadi, and Zulkarnaen. "REINTERPRETATION OF MAQASHID SHARIA BASED ON MAŞLAĤAT IN THE DEVELOPMENT OF CONTEMPORARY ISLAMIC ECONOMICS." *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, January 16, 2026. <https://doi.org/10.5281/zenodo.19318781>.
- Mascarenhas, Carla, Telma Mendes, Anderson Galvão, Carla Susana Marques, and João J. Ferreira. "Academic Researchers' Motivations to Engage in University-Industry Collaboration in Cross-Border Regions." *The Journal of Technology Transfer* 49, no. 6 (2024): 2104–34. <https://doi.org/10.1007/s10961-024-10082-w>.
- Masoumi, Mehdi. "Exploring the Influence of Entrepreneurial Identity on Students' Choice between Entrepreneurship Courses and University-Based Incubators." *Asia Pacific Journal of Innovation and Entrepreneurship* 17, no. 2 (2023): 137–53. <https://doi.org/10.1108/apjie-03-2023-0052>.
- Masucci, Monica, Roberto Camerani, Nicoletta Corrocher, and Mariarosa Scarlata. "How Do Accelerators Emerge and Develop in Entrepreneurial Universities?" *Technovation* 136 (July 2024): 103053–103053. <https://doi.org/10.1016/j.technovation.2024.103053>.
- Miftah, Khoirudin, Cindy Fatikasari Ibrahim, Opik Taupik Kurahman, and Dadan Rusmana. "Interdisciplinary Approach in Islamic Education." *Al-Fadlan Journal of Islamic Education and Teaching* 3, no. 1 (2025): 76–86. <https://doi.org/10.61166/fadlan.v3i1.82>.
- Mingchuan, Meng, and Amarachukwu Felix. "Toward an Integrated Smart-Learning Campus: A Review." *Peta International Journal of Social Science and Humanity*. 4, no. 3 (2025): 79–101. <https://doi.org/10.59088/pij.v4i3.85>.
- Mustopa, Devi Ganjar. "Pendidikan Agama Islam Dan Penguatan Moralitas Dalam Aktivitas Ekonomi Digital Mahasiswa." *Ta Lim The Islamic Religious Educational Journal* 4, no. 1 (2026): 23–31. <https://doi.org/10.65585/jt.v4i1.185>.
- Newbery, Robert, Jonathan Lean, Jonathan Moizer, and Mohamed Yacine Haddoud. "Entrepreneurial Identity Formation during the Initial Entrepreneurial Experience:

- The Influence of Simulation Feedback and Existing Identity." *PEARL (University of Plymouth)* 85 (December 2017): 51–59. <https://doi.org/10.1016/j.jbusres.2017.12.013>.
- Niasi, K. Syed Kousar. "IoT-Infused Pedagogies: Empowering Resilient Digital Societies via Next-Gen Smart Campus Innovations." *Preprints.Org*, ahead of print, February 26, 2026. <https://doi.org/10.20944/preprints202602.1728.v1>.
- Olan, Femi, Ciro Troise, Nadja Damij, and Robert Newbery. "Refocusing Digital Entrepreneurship: An Updated Overview of the Field, Emerging Opportunities and Challenges." *Sunderland Repository (University of Sunderland)* 30 (February 2024): 238–57. <https://doi.org/10.1108/ijebr-02-2023-0219>.
- Pan, Zhengqi, Leina Zheng, Jinzhou Cai, Chuyi Mao, and Tiejun Pan. "Digital Twin Smart Campus Management System Based on IoT Technology Architecture." *Journal of Big Data and Computing* 3, no. 4 (2025): 49–58. <https://doi.org/10.62517/jbdc.202501406>.
- Park, Yuyeong. "The Role of Education in Fostering Entrepreneurial Skills and Mindsets." *Research Square*, ahead of print, March 5, 2024. <https://doi.org/10.21203/rs.3.rs-3990800/v1>.
- Pertiwi, Salma Anisa. "MAQASHID SHARIAH AS THE FOUNDATION OF ISLAMIC ECONOMIC DEVELOPMENT: A CONCEPTUAL LITERATURE REVIEW." *Sharia Economic Review Journal* 2, no. 2 (2026): 349–65. <https://doi.org/10.62952/shacral.v2i2.93>.
- Phinla, Wipada, Wipapan Phinla, and Natcha Mahapoonyanont. "Universities as Learning Ecosystems: Strategic Pathways to Lifelong Learning in the 21st Century." *Figshare*, ahead of print, January 10, 2026. <https://doi.org/10.6084/m9.figshare.31043614>.
- Polin, Ken, Tan Yiğitcanlar, Tracy L. Washington, and Mark Limb. "Unpacking Smart Campus Assessment: Developing a Framework via Narrative Literature Review." *Sustainability* 16, no. 6 (2024): 2494–2494. <https://doi.org/10.3390/su16062494>.
- Prastyaningtyas, Efa Wahyu, Sutrisno Sutrisno, Edy Djoko Soeprajitno, Abu Muna Almaududi Ausat, Abu Muna Almaududi Ausat, and Suherlan Suherlan. "Analysing the Role of Mentors in Entrepreneurship Education: Effective Support and Assistance." *Journal on Education* 5, no. 4 (2023): 14571–77. <https://doi.org/10.31004/joe.v5i4.2511>.
- Pushpanjali, Parnapalli. "Adaptive Learning in the Industry 5.0 Landscape: Leveraging AI and Data Analytics for Personalized Education." *International Journal of Innovative Research in Advanced Engineering* 12, no. 12 (2025): 796–803. <https://doi.org/10.26562/ijirae.2025.v12i12.19>.
- Putro, Herry Porda Nugroho, Rusmaniah Rusmaniah, Mutiani Mutiani, Jumriani Jumriani, and Bambang Subiyakto. "The Relevance of Social Capital in Efforts to Develop Entrepreneurship Education." *Journal of Education and Learning (EduLearn)* 16, no. 3 (2022): 412–17. <https://doi.org/10.11591/edulearn.v16i3.20384>.
- Qalbi, Andi Nur, Amina Zakiah, and Sirajuddin Saleh. "BUILDING GLOBAL NETWORKING AND COLLABORATION IN DEVELOPMENT OF THE ENTREPRENEURSHIP ECOSYSTEM." *KLASIKAL JOURNAL OF EDUCATION*

- LANGUAGE TEACHING AND SCIENCE 7, no. 3 (2025): 1508–15. <https://doi.org/10.52208/klasikal.v7i3.1612>.
- Rane, Sneha, Drushti Kamble, Harshada Patil, Supriya Devkate, and Taru Rupali. *Effect of Predictive Analytics on Entrepreneurial Skill Development Among MBA Students of Business Schools*. 2026. <https://doi.org/10.62823/mgm/2026/9789349468795/08>.
- Ridlo, Muhammad 'Ainur and Abdullah. "Integrating Islamic Education Values into School Curricula to Foster Students' Digital Ethics: Implications for Educational Management." *Journal of Educational Management Research* 5, no. 1 (2026): 869–83. <https://doi.org/10.61987/jemr.v5i1.1802>.
- Rohim, Yasin Nur, and Bagas Brian Pratama. "Santripreneur Education Model Based On The Maqashid Al-Syariah Framework For The Economic Empowerment Of Santri In Pesantren." *Islamic Banking Jurnal Pemikiran Dan Pengembangan Perbankan Syariah* 11, no. 1 (2025): 81–98. <https://doi.org/10.36908/isbank.v11i1.1543>.
- Sarun, Horn, In Nara, and Mean Saroeung. "Artificial Intelligence as a Driver of Innovation and Digital Transformation in Higher Education: Nano Review." *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, March 16, 2026. <https://doi.org/10.5281/zenodo.18264323>.
- Schumm, Caroline Zoe, Steven McKinney, Niehm S. Linda, et al. "The Friendly Shark Tank: Mentoring Student Entrepreneurs Using Product Pitches." Paper presented at Breaking Boundaries. September 23, 2022. <https://doi.org/10.31274/itaa.13720>.
- Sendawula, Kasimu, Turyakira Peter, and Turyakira Peter. "Sustainable Entrepreneurship Intention among University Students in Uganda: A Conceptual Paper." *AFRICAN JOURNAL OF BUSINESS MANAGEMENT* 12, no. 6 (2018): 131–39. <https://doi.org/10.5897/ajbm2017.8447>.
- Shahrahmani, Marzieh, Behnoosh Aflatoonian, Masoumi Hossein, Bahareh Bahremand, and Behnaz Aflatoonian. "Sustainable Entrepreneurship Models Dynamics and Key Drivers of Societal and Environmental Impact." *Discover Sustainability* 6, no. 1 (2025). <https://doi.org/10.1007/s43621-025-01945-9>.
- Shahrim, Aimi Aqilah, Hartini Azman, Atirah Sufian, and Nur Erma Suryani Mohd Jamel. "The Influence of Digital Entrepreneurial Skills, Digital Literacy and Entrepreneurship Education on Digital Entrepreneurship Outcomes among Youth." *International Journal of Research and Innovation in Social Science* 10, no. 2 (2026): 1–10. <https://doi.org/10.47772/ijriss.2026.10200001>.
- Sharma, Meera, and Mohammed Ismail Iqbal. *Preparing Students for the Future Ready Workforce: Role of Education*. 2024. <https://doi.org/10.55938/wlp.v1i5.182>.
- Sofa, Ainur Rofiq, and Umami Jamilatul Qamariyah. "Digitalization of Islamic Religious Education Learning in the Era of the Industrial Revolution 5.0: A Theoretical Analysis of Innovation, Challenges, and Islamic Values." *Abjadia International Journal of Education* 11, no. 1 (2026): 91–100. <https://doi.org/10.18860/abj.v11i1.39939>.
- Spilbergs, Aivars, Inese Mavļutova, and Kristaps Lešinskis. "Entrepreneurial Intention of Students: The Role of Digital Tools and Personal Factors in Entrepreneurship Education." *PLoS ONE* 21, no. 1 (2026). 41533713. <https://doi.org/10.1371/journal.pone.0337826>.

- Suguna, M., Aswathy Sreenivasan, Logesh Ravi, et al. "Entrepreneurial Education and Its Role in Fostering Sustainable Communities." *Scientific Reports* 14, no. 1 (2024): 7588–7588. 38555294. <https://doi.org/10.1038/s41598-024-57470-8>.
- Sulistio, Anton, Nasril, Ridha Kurniawan, Hufri, Mufti Ramadhan, and Samsoo Sa-U. "The Transformation of Qur'anic Literacy in the Digital Age: Reorienting Spiritual Values in Contemporary Islamic Education." *Journal Innovative Practices in Education (JIPE)* 1, no. 1 (2025): 1–5. <https://doi.org/10.58540/jipe.v1i1.1120>.
- Syed, Ayesha, and Y. Subbarayudu. "Bridging Academia and Industry." In *Advances in Higher Education and Professional Development Book Series*. IGI Global, 2024. <https://doi.org/10.4018/979-8-3693-9646-9.ch005>.
- Syukron, Ahmad, Fauziah Dwi Astuti, Didi Suradi, and Harapandi Dahri. "Students as Agents of Islamic Technopreneurship in the Digital Era: Evidence from Islamic Higher Education in Indonesia." *AJIS Academic Journal of Islamic Studies*, November 2, 2025, 325–46. <https://doi.org/10.29240/ajis.v10i2.15113>.
- Teodoro, Jaume, and Ester Bernadó-Mansilla. "Entrepreneurial Capital Creation in Higher Education Institutions: The Case of the Start for Future Program." *Triple Helix Journal* 11, no. 3 (2025): 379–411. <https://doi.org/10.1163/21971927-bja10055>.
- Thottoli, Mohammed Muneerali, Maria Elisa Linda Taeza Cruz, and Salem Said Salem Al Abri. "The Incubation Revolution: Transforming Entrepreneurial Education with Artificial Intelligence." *Asia Pacific Journal of Innovation and Entrepreneurship*, ahead of print, December 9, 2024. <https://doi.org/10.1108/apjie-11-2023-0221>.
- Tripdatabase. "What Are the Benefits of Using Thematic Synthesis in Qualitative Healthcare Research?" *Zenodo (CERN European Organization for Nuclear Research)*, ahead of print, February 24, 2026. <https://doi.org/10.5281/zenodo.18757890>.
- Twabu, Khanyisile. "Investigating Schumpeter's Innovation Theory in the Context of AI in Higher Education Research." *Discover Education* 4, no. 1 (2025). <https://doi.org/10.1007/s44217-025-00855-2>.
- Utama, Iston Dwija, Puji Prabowo, and Zalena Mohd. "Integrating Business Courses Mentorship Programs and Investment to Enhance Entrepreneurial Opportunities." *Aptisi Transactions On Technopreneurship (ATT)* 7, no. 1 (2025). <https://doi.org/10.34306/att.v7i1.525>.
- Valentino, Bernaldo, Ainon Ramli, and Doni Purnama Alamsyah. *Digital Technology Adoption and Digital Literacy: The Support Factors for Entrepreneurial Intention*. August 28, 2025, 1–6. <https://doi.org/10.1109/icimtech67074.2025.11265690>.
- Wardoyo, Musyarofatus Sania Putri. "Integrating Islamic Values and Digital Technologies in Islamic Educational Management: A Contemporary Framework." *Journal of Educational Management Research* 4, no. 6 (2025): 2843–54. <https://doi.org/10.61987/jemr.v4i6.1492>.
- Westhuizen, Thea van der. *Innovative Pedagogies Showcasing Excellence in University Entrepreneurship Learning and Teaching*. 2026. https://doi.org/10.1007/978-3-032-07204-7_22.
- Xue, Quan, Abdullah Al Mamun, Mosharrof Hosen, and Qing Yang. "Dynamic Capabilities in Higher Education: How Big Data Analytics Fuels Digital Service

- Innovation in Chinese HEIs." *Education and Information Technologies*, ahead of print, February 24, 2026. <https://doi.org/10.1007/s10639-026-13929-x>.
- Yaralı, Mustafa Cihan. "Ethical Dilemmas and Justice in Digital Governance: An Islamic Perspective on Trust, Equity, and Emerging Technoethics." *Trends in Business and Economics* 40, no. 1 (2026): 162–78. <https://doi.org/10.16951/trendbusecon.1728239>.
- Zailani, Muhammad Nooraiman, Nurulhuda Mohd Satar, and Roza Hazli Zakaria. "A REVIEW OF INDICATORS FOR THE PRESERVATION OF WEALTH (HIFZ AL-MAL) BASED ON MAQASID AL-SHARIAH." *Journal of Islamic Philanthropy and Social Finance* 5, no. 1 (2023): 23–29. https://doi.org/10.24191/jipsf/v4n12022_23-29.
- Zaki, Muhammad. "SPIRITUAL ENTREPRENEURSHIP: MENEMUKAN KEMBALI ETOS BISNIS NABI DALAM EKONOMI MODERN." *Mukhtasab Journal of Economics and Islamic Business* 1, no. 1 (2025): 17–30. <https://doi.org/10.65802/mukhtasab.v1i1.74>.
- Zanjanat, Shraddha N., Vishwajit K. Barbudhe, and Bhavana S. Karmore. "Real-Time Data Insights Transforming Teaching Strategies and Student Outcomes." In *Advances in Computational Intelligence and Robotics Book Series*. IGI Global, 2025. <https://doi.org/10.4018/979-8-3373-2948-2.ch003>.