

THE ROLE OF ISLAMIC HIGHER EDUCATION IN IMPROVING SUSTAINABLE ECONOMIC DEVELOPMENT THROUGH ISLAMIC ENTREPRENEURIAL UNIVERSITY

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Abstract

As a religion, Islam is a vision and way of life in taking action. In the field of entrepreneurship, research has proven that religion has a close relationship in realizing economic development. The topic of the role of entrepreneurial universities has attracted the attention of researchers by enriching the literature. However, the discussion on the role of Islamic entrepreneurial universities in economic development is still minimal. The main objective of this paper is to explore Islamic tertiary institutions as religious-based universities that can contribute to economic development through religious-based entrepreneurial activities, with the method used in writing this article is a literature review. The discussion started with sustainable economic development, then how entrepreneurial universities have an impact on economic development. Then try to explain how the relationship between Islam and entrepreneurship and then what is the entrepreneurial condition that has existed so far in Islamic universities.

Keywords: *Economic Development, Islamic Entrepreneurial University*

I. Introduction

Higher education is often seen as the main institution in the process of social and intellectual change and development. The quality of knowledge generated in higher education institutions, and its contribution to the economy, is increasingly important for national competitiveness. With a focus on producing citizens who are globally educated, the visible hope of the current tertiary institutions regardless of social and economic conditions and geographic location is how Universitas provides quality education, training for future workers, high-income production, skilled work. Academics and graduates produce cutting-edge science, new ideas, knowledge, university-based innovations that can be the main drivers of economic and social development.

In Indonesia, higher education has three roles which are known as the tridarma of higher education: education; research; and community service. Thus, universities are expected to produce (i) graduates who have the intellectual capability to become responsible citizens and able to contribute to the nation's competitiveness; (ii) research that is able to function as an incubator that assists in the development of a science-based economic system that is adaptable and sustainable, and integrates the most advanced technologies to maximize access and application of the latest technology; and (iii) contribute to the development of a democratic, civilized, open society and meet the criteria of public accountability. Many parties support the statement about the close relationship between entrepreneurship and economic growth. Some of them are (Gunther, 2007), (Röpke, 1998). Entrepreneurial activities are recognized as having a stimulating effect on economic growth (Gunther, 2007). The future of high-wage economies such as Germany or Japan in the era of the global economy is very dependent on competence, willingness and freedom to

innovate: creating new markets through innovating goods and services and increasing productivity through process innovation (Röpke, 1998). Entrepreneurship is the most important determinant of controlling local economic growth (Information, 2005). In developed countries, most companies (99%) are small and medium enterprises. Small and medium-sized enterprises absorb about 50% of the productive workforce (UK: 45%, European Union: 66%, Japan: 72%, developing countries: 50-70%) and generate revenues of more than 50% from the private sector (Cobweb International Ltd., 2005).

College graduates, in addition to having competence in the field of science they are studying, must also have an entrepreneurial spirit, namely the ability to analyze and synthesize, the ability to take advantage of opportunities with the courage to take calculated risks. It can be said that, based on the aforementioned statement, universities in Indonesia are basically demanded for graduates who are entrepreneurial and, in turn, ready to become entrepreneurs - graduates who are capable of creating job opportunities (job creators). Universities and other science and technology producing institutions, according to (Etzkowitz, 2004), are seen as "engines of impulse" or generators of future economic growth through direct channels. We usually understand an entrepreneur as someone who has the courage to take a (high) risk to start an activity (business), while an organization (including a university) usually carries out an institutionalization function and as a place (container) where a series of activities are carried out. In fact, an organization can play an entrepreneurial role. Academic entrepreneurship, on the one hand, is an extension of teaching and research activities and, on the other, is a step towards internalizing the ability to transfer technology - a role traditionally played by industry.

University of entrepreneurship is characterized by organizational adaptation to environmental changes (Clark, 1998b), managerial and governance specificities (Subotzky, 1999), new activities oriented towards developing an entrepreneurial culture at all levels (Kirby, 2005), its contribution to economic development by business creation. new (Chrisman, J., Hynes, T. and Fraser, 1995), or the commercialization of research (Jacob, M., Lundqvist, M. and Hellmark, 2003). Applying these parameters, entrepreneurial universities have the ability to innovate, recognize and create opportunities, work in teams, take risks, and respond to challenges (Guerrero, M., Urbano, 2012). Moreover, it can design a substantial change in organizational character to take a more promising posture for the future (Clark, 1998b). In general, these universities provide an adequate environment for students, academics, and their staff to explore / exploit entrepreneurial activities. Following this perspective, in entrepreneurial economics, the role of universities is much broader than simply facilitating technology transfer (Audretsch, D. and Lehrmann, 2005). More concretely, entrepreneurial universities are required to fulfill three missions simultaneously, which in turn may conflict with each other: teaching, research, and entrepreneurship as well as improving the economy in order to alleviate rural poverty in accordance with the characteristics of the Indonesian State (Nasfi, 2020).

Through the results of these missions, directly or indirectly, the university contributes to the economic development of the city / region / country where it is localized. More concretely, the most fundamental proposition of growth theory is that in order to maintain a positive growth rate of per capita output in the long run, there must be constant advances in technological knowledge in the form of new goods, new markets, or new processes (Aghion, P., Howitt, P., García-Penãlosa, 1998). There are many examples of universities that have undertaken activities that can be considered as contributing to economic development and which also bring financial benefits to the university. Archetypal entrepreneurial universities' portfolio of activities such as Stanford, MIT, University of California, Columbia, (Clark, 1998b); Debackere, 2000; Etzkowitz et al. 2000; (Chiesa, V. and Piccaluga, 2000); (Mowery, D. C., & Rosenberg, 1989) tend to contain a significant bias towards more difficult activities than universities in general.

Islamic tertiary institutions, as part of institutions that produce Islamic entrepreneurial intellectuals, have become actors of knowledge and innovation, stimulating economic growth. Research on regional economic development studies has shown that universities have positioned themselves as entrepreneurial colleges and contributed to increasing their role in the surrounding area in the form of their involvement in third mission activities such as knowledge transfer, spin-out (Gordon, Hamilton, & Jack.2012). Not many have measured the entrepreneurial activities of Islamic universities on economic impacts.

Some studies say that religion has an impact on the economy. Research on religion and the impact of religion on the economy has increased rapidly in the last decade. Deneulin and Rakodi (2010) provide a good overview of

increasing attention to the relationship between religiosity and economic development as well as culture and customs (Miswardi, Yefri Joni, Nasfi, 2021). Many researchers claim that Weber (1905) was the first scholar to identify the important role of religion in economic performance. Religious belief provides a strong incentive to follow moral values such as trust, honesty, virtue and self-control from violence (Alkire, 2006). Religion works to instill certain values, morals, and behavior in itself as well as belief and moral values seen in aspects of human behavior.

The high expectation for Islamic tertiary institutions as the vanguard of entrepreneurship requires a strong role from the leadership and management of Islamic universities through good governance and entrepreneurial orientation. Some of the roles that Islamic higher education institutions must play include research collaboration, interaction with industry, interaction with government and society, business incubation centers, training and others. This paper examines how Islamic Universities have attempted to reform the organizational structure and the impact of these changes on the changing role of universities in the development of a knowledge-based economy in the Indonesian state.

II. LITERATURE REVIEW

A. Entrepreneurial University Definition

Some literature shows that there are significant differences in defining entrepreneurship in terms of context, objectives, tasks and areas of activity. In research (Clark, 1998b), entrepreneurial concepts were first introduced. He researches entrepreneurial universities with an emphasis on university missions, changes to internal organizational structures, and interactions with stakeholders. Entrepreneurial university financial autonomy is considered as a diversification of the financing of their activities, but does not cover state funding for research and development, as well as creating a new interdisciplinary learning system. Clark focuses on integrating an entrepreneurial culture at the university. In particular, (Shane, 2004) defines entrepreneurial university as "an important catalyst for facilitating academic entrepreneurship, which in turn results in regional economic and social development through the added value created by the identification and exploitation of entrepreneurial opportunities. In this context, many theoretical models have been developed in the body of literature to define the EU phenomenon (Carayannis, E.G., Cherepov itsyn, A.Y., Ilinova, 2016); (Guerrero, M., Cunningham, J., & Urbano, 2015); Kirby, 2006; (O'Shea, R., Allen, T.J., Chevalier, A. and Roche, 2005).

In the 1990s and early 2000s, literature was influenced by the triple helix model (Etzkowitz, 1998), entrepreneurial transformation path theory (Clark, 1998a), and adaptation theory for EU building (Sporn, 2001). In the 2000s, the literature on the EU also appeared to be influenced by strategic action theory (Kirby, 2006), the university's spin-off activity framework (O'Shea, R.P., Allen, T.J., Morse, K.P., O'Gorman, C., Roche, 2007), and university entrepreneurial theory (Rothaermel, F.T., Hess, 2007). In the last decade, literature has been influenced by discussions about how entrepreneurial universities should be transformed into entrepreneurial organizations and how EU outcomes are linked to its mission (Bienkowska, D., Klofsten, 2012);(Centobelli et al., 2019);(Centobelli et al., 2019);(Lamine, W., Mian, S., Fayolle, 2014);(M'Chirgui, Z., Lamine, W., Mian, S., Fayolle, 2016);(Mian, 2011);(Mian, 2014);(Passaro, R., Quinto, I., Thomas, 2017),(Passaro, R., Quinto, I., Thomas, 2018);(Svensson, P., Klofsten, M., Etzkowitz, 2012). The quadruple helix model adds the important role of civil society and media as a fourth component of the interaction model between universities, industry and government (Carayannis, E.G., Campbell, 2009); (To, 2017); (Nura'aeni et al., 2018); (Mukhlis, 2018). This model aims to bridge the gap between the innovation ecosystem and civil society because the study programs offered by universities do not always match the real needs of society, thus limiting their potential impact.

The increased attention in the mission of the three universities was also highlighted by previous literature reviews (Galvão, A., Ferreira, J.J., Marques, 2018); (Gorman, G., Hanlon, D., King, 1997); (Hayter, C.S., Nelson, A.J., Zayed, S., O'Connor, 2018b); (Larrán Jorge, M., Andrades Peña, 2017b); (Mascarenhas, C., Marques, C., Galvão, A., Santos, 2017); (Schmitz, A., Urbano, D., Dandolini, G.A., de Souza, J.A., Guerrero, 2017a);(Venkataraman, 2004). Lebih rinci, Gorman et al. (1997); (Nuriasari, n.d.); (Kuswara, 2012); (Yuliana & Pd, 1999); (Siregar et al., 2019); (Megawati & Farida, 2018); (Chang et al., 2019); reviews articles on innovative entrepreneurial practices in universities organized by the following aspects: attributes, skills, tasks, active participation for projects, stages for

business development and functional integration. (Venkataraman, 2004); (Susanti, 2014); (Farber Canziani & Welsh, 2019); (Iwu et al., 2019); (Gámez Gutiérrez & Garzón Baquero, 2017); (Blimpo & Pugatch, 2019), (Dwi Riyanti et al., 2016), analyzed the fundamental role of universities in creating quality human resources with entrepreneurial skills. In recent years, (Larrán Jorge, M., Andrades Peña, 2017a); (Elia et al., 2020); (Larrán Jorge, M., Andrades Peña, 2017b); (Dian Anita Sari, Savira Susanti, Akfina Mutaallimah, 2018); (Hasanah, 2019), analyzed the new challenges facing universities over the last few years the need to integrate the principle of social responsibility into the university. (Mascarenhas, C., Marques, C., Galvão, A., Santos, 2017); (Mukhlis, 2018) regards universities as structures that are increasingly dedicated to the commercialization of knowledge. . (Schmitz, A., Urbano, D., Dandolini, G.A., de Souza, J.A., Guerrero, 2017b); (Soeprapto, 2017); (Novariana, Andrianto, 2020); conducted an analysis of the relationship between innovation and entrepreneurship in an academic context. (Galvão, A., Ferreira, J.J., Marques, 2018) reviewed the literature on the role of entrepreneurship education for regional development that highlighted the central role of universities in encouraging entrepreneurship and innovation. (Hayter, C.S., Nelson, A.J., Zayed, S., O'Connor, 2018a) classified articles according to eight main independent variables that emerged from their analysis (i.e., academic entrepreneurial programs, characteristics of academic entrepreneurship, entrepreneurial environment, financial resources, human capital, social networks, scientific, technical and product characteristics, university management and policy.).

B. Islam and Entrepreneurship

The theory of entrepreneurship developed (Weber, 1905) through a sociological approach by including religious elements as the basis for entrepreneurial success is a theory that should be implemented by Islamic universities, which in fact all components in it are based on Islam. According to (Weber, 1905) religion has universal value, where belief in religion creates a diligent and responsible attitude at work and contributes to increasing productive assets. Moral values in a person will encourage the person to respond positively to the environment, meet community needs and change for the better (Isa Mohammed, A., Zulkarnain, K., & Osman-Gani, 2011).

In the Islamic view, entrepreneurship is parallel to the urge of Muslims to struggle to find sustenance in order to get a better life. Seeking profit is not prohibited in Islam, this is according to the word of Allah SWT in Surah al-Jum'ah verse 10 which means: 'if you have prayed, then scatter you on earth and seek Allah's grace and remember Allah as much so that you are lucky.' (QS 62:10). In this letter, Allah instructs people to seek as much sustenance as possible, including entrepreneurship, but do not forget it. The purpose of entrepreneurship is in addition to raising the economy and human needs as well as developing the quality of financial resources through the formation of the personality and attitude of a Muslim (Zain, M., & Mubarak, 2015).

Entrepreneurship is part of Islamic culture, while Islam invites all Muslims to become entrepreneurs (Ramadani, V. and Gërguri, 2011); (Vargas-Hernández, G.J., Noruzi, R.M. and Sariolghalam, 2010). In addition, Muslims can see the economy as a tool for spiritual goals, this is in accordance with the Islamic work ethic that is obligatory to engage in economic activities (Yaacob, Y. and Azmi, 2012); (Yousef, 2000). Every job is considered a source of independence and a means of encouraging self-confidence, self-esteem, satisfaction and personal fulfillment (Yousef, 2000). Overall an entrepreneurial Muslim has characteristics that have embedded rules against abstract, namely sin, reward, hell and heaven that guide their behavior in building a business (Faizal, P.R.M., Ridhwan, A.A.M. and Kalsom, 2013).

C. Entrepreneurial University at an Islamic college

Entrepreneurial University has been defined by several authors with various points of view with several factors involved and influencing entrepreneurial universities. There are several reasons that Islamic universities find it difficult to make these changes: First, most Islamic universities are relatively younger institutions compared to public universities, always created as public institutions that are owned and regulated by the government. Academic faculty members are civil servants, and are tasked with administering government policy. As such, they tend to have less autonomy than public public universities. For example, competitive differentiation among local universities often tends to favor bureaucratic direction and coordination with the state. Second, it places more emphasis on the absorption and use of technological knowledge from developed countries, not on local innovation. As a result, these

universities tend to undertake activities assigned by the government to focus on the role of developing their workforce through the assimilation of foreign technology and knowledge, with little on the creation of new knowledge through research activities of indigenous peoples.

Third, the shift to a knowledge-based economy, not an economy based on low wages and natural resource advantages. As a result, compared to more technologically mature Universities, local industry has less experience, and less ability, to commercialize the knowledge generated from Islamic college. Rigid State bureaucratic control, lower research base and inventive outputs out of the university, and lower demand and ability of private companies to commercialize Islamic tertiary knowledge, Triple-Helix dynamic interactions are much weaker in Islamic colleges than public universities. , and this can also be influenced by culture or culture in Islamic higher education itself (Miswardi, Yefri Joni, Nasfi, 2021).

Islamic colleges need to be more pro-active in commercializing their inventions, rather than relying on private companies licensing them. Islamic universities need to undergo more drastic reforms of their organizational structures and incentive systems, to change the culture and mindset of their staff towards knowledge communication. Islamic universities need to do things to differentiate themselves as the leading centers of economic science in their areas of existence, and can also be influenced by the ethics of higher education managers as apparatus of the religious department (Miswardi et al., 2021).

Top universities such as Stanford, UC Berkeley, MIT, Cambridge, and Oxford have for decades been a magnet for attracting top students from all over the world, many of whom have then persisted to contribute to the growth of key knowledge, the economic sector in this industrialized region. high technology, creative business, knowledge-intensive services. In addition, many of those who return to their home countries often continue to build economic links with their former host regions, and indirectly contribute to morale.

III. RESEARCH METHOD

The method used in writing this article is a literature review. A systematic literature review follows the steps proposed by Khan, Kunz, Kleignen and Antes (2003), and studies descriptively the problems that occur (Nasfi & Ariani, 2020). The definitions of Entrepreneurial University, Economic Development, Islamic entrepreneurship are collected by books and articles and other references. Some articles are reduced due to several reasons: not focusing on entrepreneurial universities and economic development, not focusing on Islamic entrepreneurship, not focusing on universities.

IV. RESULT AND DISCUSSION

A. *Sustainable Economic Development*

In (Wikipedia, 2008), economic growth is defined as an increase in the number of goods and services produced by an economy in a certain period of time. Usually, conventionally, it is measured as a percentage of the rate of increase in gross domestic product (GDP). Economic growth, according to Siamwalla (2000), is influenced by three factors, namely: the growth rate of physical capital accumulation; the growth rate of human capital accumulation; and the rate of technological advancement. There are many theories about economic growth that we can use to understand this concept. Among them, according to (Novales, A., 2008), is the Exogenous Growth model introduced by Solow (1956) and Swan (1956). This model is also known as the Dynamic Stochastic General Equilibrium (DSGE) model, the New Keynesian Phillips Curve (NKPC) model or the Business Cycle model (Novales, A., 2008).

University entrepreneurship is one of the factors of economic change in a country. Currently entrepreneurship has an important role in economic growth and national development, which is the strength and driving factor for the new economy. Economic development is multidimensional by touching various aspects of life. To increase the standard of living and the level of people's welfare requires economic growth. Development is a physical reality and the determination of society to endeavor through a combination of socio-economic and institutional processes to achieve a good life (Todaro and Smith, 2006).

Universities in developing countries such as in Asia face the same pressure to be more entrepreneurial and have a role in local economic development through higher education activities, namely research and community service. Several universities in Asia have taken a role through entrepreneurial universities through active research, including the Zhejiang University in China, the Haryana Agricultural University in India and the Philippine University in the Philippines. This college is trying to take the opportunity to become a research-based entrepreneurial university for the region. Entrepreneurial university functions as a spillover channel that contributes to economic and social development through various entrepreneurial-based educational, research and community service activities.

Indonesia needs to carry out development in stages to realize its economic growth through efforts of equity and stability (Nasfi, Nagara, 2020). Several factors that influence the ups and downs of economic growth include 1) land and natural resources, 2) the number and quality of the population and labor, 3) capital goods and technology and 4) the social system and people's attitudes (Sukirno, 2004). Economic development is influenced by factors other than high economic growth. One of the important factors that influence is human resources. Manurut Jhingan, 2010, the increase in Gross National Product per capita is closely related to human resources that are realized through education. The quality of human resources will have a multiplier effect on the development of a country, especially economic development. Education is a prioritized long-term investment in a country, where the return value of educational investment cannot be enjoyed immediately now, but for the future. One form of education that is the benchmark for economic growth is entrepreneurship education.

B. Entrepreneurial University and its impact on economic development

Entrepreneurial university is characterized in the form of organizational adaptation to change (Clark, 1998), uniqueness of managerial and governance systems (Subotzky, 1999), development of entrepreneurial culture at all levels in the form of new activities (Kirby, 2002), entrepreneurial universities and their impact on economic development. in the form of giving birth to innovative products (Crisman et.al., 1995). By applying all elements in the organization an entrepreneurial university has the ability to innovate, recognize and create opportunities and face challenges (Guerero and Urbano, 2012). As well as being able to design substantial changes in existing organizations to take a new form that is more promising for the future of higher education (Clark, 1998). The role of higher education is much broader than just facilitating technology transfer (Audretsch, 2012). Where today's entrepreneurial university must be able to fulfill three missions simultaneously, namely teaching, research / community service and entrepreneurship.

Image 1



From the picture above, it can be seen that the three missions of entrepreneurial university either directly or indirectly contribute to the development of the economy / region / country where the university is located. In order for economic growth to increase continuously, entrepreneurial universities need to make innovations in knowledge in terms of entrepreneurship (Aghion et al, 1998). In other words, an entrepreneurial university can contribute to output and growth, so it must have a function as a source of knowledge and disseminate it, increase competitiveness and always innovate.

In the explanation, it can be seen that the role of entrepreneurial universities as providers of knowledge in the form of providing innovation in economic growth. It can be said that entrepreneurial universities have a business life cycle, where entrepreneurial universities experience stages of entrepreneurial evolution (Guerrero and Urbani, 2012). Colleges in different environments will face various challenges in developing successful spin-off companies that can transfer knowledge from higher education (Wright et al, 2007). Entrepreneurial universities produce several outputs from teaching, research and community service activities and entrepreneurial activities (Audretsch and Keilbach, 2004a; Lucas, 1988) which will ultimately have an impact on the social economy and communities around the region. Higher education institutions educate students who after graduation to become job seekers or job creators (Schulte, 2004). So that an entrepreneurial university has the quality of human resources who have the competence, knowledge, abilities and skills they have acquired in college in the form of education and training (Becker, 1993).

Table 1
THE EU'S CONTRIBUTION TO ECONOMIC GROWTH

Forms of academic entrepreneurship	Description	Contribution to economic development	Contribution of financial benefits
Creation of the Science Park	Supplying a formal website where businesses (usually high-tech ones) can find and interact with the university itself.	Construction on the development of several new ventures that will contribute to the development of regional clusters and regional works. The infrastructure contributes to the university's research capabilities by attracting highly skilled individuals and technological resources to the area.	Universities can generate small income through their role as idea owners, a form of indirect financial contribution, where the relationship with the company leads to research and educational opportunities, along with the potential for licensing and technology transfer.
Establishment of a spin-off company	Company creation based on university research	The creation of new entrepreneurial ventures in the economy that transfer technology from the laboratory to the market, exploiting and generating jobs for the region	The university will generate an income stream from the company's trading and eventual sales
Patents and licenses	Intellectual property rights to inventions and skills developed within the university	Intellectual property protection documents the contribution of knowledge from the university and its transfer to suitable industrial partners who can take advantage of its novelty for competitive advantage and wealth	The revenue stream is generated directly through ongoing licensing and royalty agreements. provide the basis for forming a spin-off venture
Contract research	Undertake specific research projects with industry; many of these projects have a strong commercial focus	Research contracts facilitate the industry by solving practical problems that improve business performance. also contributes to stronger social links between universities and industry which could lead to more in-depth research interactions in the future	The revenue stream is generated by industry co-financing research. However, indirect financial support linked to contracts (in the form of equipment, human resources, raw materials) can also advance the university's research capabilities.
Industrial training courses	Teaching students from industry. These courses can include executive education	Improve the skills of the national or regional workforce related to developing arts and technology practices. This ensures that the regional industry maintains its competitiveness by enhancing its internal skill base	Revenue streams from industry or government for conducting training. Indirect benefits in industrial relations that can lead to opportunities for future entrepreneurial activity

Consulting	Directly sell academic expertise to external organizations to solve practical problems	Provision of personal advice and guidance that can improve company performance. Developing a relationship between the university and industry that can be exploited further in the future	Revenue flows from industry or government to conduct consultations. Indirect benefits in industrial relations that can lead to opportunities for future entrepreneurial activity
Publish academic results	Publish books and articles	Increase the reputation of the university, which attracts industry to the region and leads to the production of academic entrepreneurship (Powers, 2004; Di Gregorio and Shane, 2003; Van Looy et al., 2004)	Indirect financial benefits that make the university world class and attract industry to interact
Producing quality graduates	A skilled undergraduate and postgraduate workforce	Production of skilled graduates suitable for a regional and national workforce, capable of meeting current and future industry demands. Ensuring national industry has the capacity to engage with universities as part of the triple helix model	The development of new and relevant programs attracts students to the university The indirect benefits of networking contacts when graduates enter industry and maintain links with universities

C. Conditions of Islamic Higher Education in Higher Education Missions

Mission of the University	Theory criteria	Condition of Islamic higher education
Teaching activities	Teaching activities have become a universal function of the university (Kirby et al., 2011). Universities educate and train students, who become job seekers or job creators upon graduation (Schulte, 2004). Entrepreneurial universities can have an impact on economic ideas about human resources. Human resources, considered a factor of production in Lucas (1988), refers to the competencies, knowledge, abilities, and skills acquired through education and training (Becker, 1993). Therefore, university entrepreneurship can contribute to economic impact through generating interest and human capital and talented entrepreneurs (Bramwell and Wolfe, 2008; Ghatak et al., 2007; Simha, 2005).	<ul style="list-style-type: none"> - The academic community does not yet have the same vision of entrepreneurship (Ojo et al., 2014);(Ibnu Hasan, 2016); (Nugroho, A. J., Haris, A., & Nursito, 2016) - The availability of facilities and infrastructure is still limited in implementing entrepreneurship education (funds, competent lecturers, work partners)) (Ojo et al., 2014); (Burhan et al., 2017); (Siswo Wiratno, 2012), Riana, 2019) - Entrepreneurship courses / curriculum are given that do not synergize with other courses which are the main competencies of graduates (Harfandi, Era Sonita, 2020); (Dhea Alyani, 2014);(Ojo et al., 2014);(Dewi, 2019); (MUFIDA, 2019) - Entrepreneurship education is carried out only at the level of recognition of norms and values, not yet on real actions in everyday life hari (Era Sonita, 2020a); (Sari, 2018) ;(Ojo et al., 2014); (Santoso, 2014); (Ojo et al., 2014); (Ojo et al., 2014); (Nurjanah, 2017). - Weak policies at the institutional level

		<p>in developing entrepreneurship education (Hidayatullah, n.d.); (Elizar, 2018); (Dhea Alyani, 2014); limited business sustainability among students, models, product quality, market guarantees and partnerships Riana, 2019); (Siregar et al., 2019); (Ojo et al., 2014)</p> <ul style="list-style-type: none"> - There is already a learning program in the form of an apprenticeship, but it has not had a significant impact Hidayatullah, n.d.) - Entrepreneurship courses have no relevance to the competence of several departments / study programs. There is an assumption of Islamic study programs such as KPAI, Hadith Science, which considers it only to produce preachers, not entrepreneurship (Nurhayati, 2019)
<p>Research activities</p>	<p>Research activities are another function of the university. This function is identified as the transfer and commercialization of new knowledge (Romer, 1986; Solow, 1956). Examples of knowledge creation: copyrights, patents, licenses and trademarks. Several authors identify academic entrepreneurship as a distinct scientific and professional background, creating a need for support mechanisms (Cunningham and Link, 2014; Cunningham et al., 2014; Urbano and Guerrero, 2013). Thus, the economic and social impacts of university entrepreneurship can be attributed to the generation, attractiveness and retention of prestigious researchers (Bramwell and Wolfe, 2008), who facilitate innovation and knowledge transfer (Passhe, 2005).</p>	<p>Islamic tertiary institutions are organizations based on the Islamic religion, which actively contribute to the local community and economy in the form of religion-based activities, but have not yet had an impact on a large scale. Based on their size and the quality of their research and teaching, it has not had a major impact on the economy. the amount of research in Islamic tertiary institutions is still relatively small which benefits the economy, environment, culture, quality of life of the nation (Era Sonita, 2020b);(Nugroho, A. J., Haris, A., & Nursito, 2016);(Setiawan et al., 2018)</p>
<p>Entrepreneurial activities</p>	<p>Entrepreneurial activities focus on creating new companies that can enhance local job growth and regional development by promoting partnerships in regional groups that identify and meet needs (Porter, 2007). As a result, entrepreneurship is a phenomenon observed at all levels of the university: university management, academics, researchers, and among undergraduate and graduate students. According to Audretsch and Keilbach (2004a, b), entrepreneurship is another element in the production function, because entrepreneurship contributes to output and growth by serving as a channel for knowledge transfer, increasing competition. Entrepreneurial universities can produce</p>	<p>Collaboration between Islamic universities and businesses, both small and large scale, is still relatively weak / small. Islamic college graduates who have successfully become start-ups are not yet prominent compared to public universities. training and professional development for their employees can be from various courses and services outside of higher education (Hidayatullah, n.d.)</p>

	<p>new firms that promote competition and diversity (Clarysse et al., 2005; Shane, 2005; Vohora et al., 2004; Wright et al., 2007). As a result, this impact can produce several externalities in terms of demographics, economy, infrastructure, culture, mobility, education, and community challenges which will later be reflected in productivity, competitive advantage, regional capacity, regional networks, regional identity, and regional innovation (Goldstein et al. Renault, 2004; Passhe, 2005; Porter, 2007; Powers and McDougall, 2005).</p>	
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V. Conclusion

Nowadays entrepreneurship has been recognized as a driver of economic development (Ramadani, V. and Schneider, 2013). The form of its contribution to development is through job creation, increasing wealth and income and linking the local economy to the international economy (Henderson, 2016). Religion is placed as a set of rules that govern the relationship between humans and God and humans with each other and humans with their environment. Religion is an important element in shaping community ethics in addition to other factors that affect the economy such as science and technology, natural resources, human resources and investment.

Islam is a religion that strongly encourages entrepreneurial activities (Guerzoni et al., 2017), but the enthusiasm of Muslims to build entrepreneurial participation that applies the principles of business ethics based on the concept of Islam is still relatively low. Meanwhile, entrepreneurship provides opportunities to open employment opportunities which will improve the welfare of the surrounding Muslims.

The need for universities to play an active role to help foster an entrepreneurial mindset among students based on religion. Islamic universities need to immediately re-orient students' expectations about the job market and prepare them to have an entrepreneurial mindset. Theoretically the university entrepreneurial model includes a number of new roles that universities need to play to contribute effectively towards a knowledge-based economy. Collectively, these new roles require reform and transformation of the organizational mission, governance-oriented Islamic entrepreneurial university. In particular, there are few empirical studies on how an entrepreneurial university model can operate in the context of an Islamic University.

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