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Evaluating the Emerging Field of Entrepreneurship Education and Islamic Business: A Bibliometric and Thematic Analysis

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ABSTRACT

Purpose – The main purpose of this study was to examine the emerging field of entrepreneurship education and Islamic business from perspective on the existing studies. The study evaluated publication trends, research gaps, major themes and focused on how entrepreneurship education with Islamic values and principles influences entrepreneurial activities and socio-economic development.
Design/methodology/approach – A PRISMA-driven screening process was used, and 19 final journal articles were identified by relying on Scopus-indexed articles published between 2019 and 2026.
A bibliometric and a thematic review approach was applied. The bibliometric analysis supported examining the scientific publication trends and conducting analysis based on Bradford's and Lotka's Law. MAXQDA software was used to perform thematic analysis, while the subcode-driven operational codebook supported identifying key themes based on article abstracts and key words.
Findings/Results – The key findings indicate that the research on entrepreneurship education and Islamic business publication increased after 2023 and the literature is spread across diverse journals suggesting a multi-disciplinary approach to the study. However, the field of study of entrepreneurship education and Islamic business is still developing. Thematic analysis has identified seven themes, out of which three themes such as entrepreneurial intention for Islamic business, sustainable and green Islamic entrepreneurship, and women in Islamic entrepreneurship can be considered emerging themes.
Originality/Value – The study contributes by proposing a conceptual framework associated with entrepreneurship education and entrepreneurial intention via Islamic entrepreneurial competences. This framework can be tested in the future based on both a quantitative and qualitative research approach. This would lead to positive impact on socio-economic and sustainable development.

ARTICLE INFO

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Entrepreneurship Education, Islamic Business, Entrepreneurial Intention, Ethical, Entrepreneurial Competences

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1. Introduction

Entrepreneurship education plays a vital role in economic development and supports entrepreneurial intentions and mindsets among students. Studies have shown that the readiness to create businesses or start-ups depends on the significant impact of entrepreneurship education, which is provided by the government through incubators, accelerators, and higher education institutions. While in the context of Islamic education, entrepreneurship education involves integrated knowledge of conducting business based on Islamic values with social responsibilities and community welfare (Wardi et al., 2019). Studies on the Islamic boarding school and higher education institutions have indicated that entrepreneurship education helps students to gain practical knowledge and business skills which strengthen them to develop moral and social responsibility as entrepreneurs (Rosa et al., 2025, Fadhlurrahman et al., 2025). This suggests that Islamic business provides a foundation for ethics in business. It encourages activities that are profit-oriented but also based on principles like fairness and societal benefits. Mariyono (2025) findings showed that business units like orchid and mushroom cultivation provide students with a practical experience and it is part of the entrepreneurial activity that strengthens social cohesion in Islamic boarding schools. The qualitative study indicated that entrepreneurship education in countries like Indonesia integrates and facilitates a curriculum that includes Islamic values and principles (Rosa et al., 2025). Islamic entrepreneurship education and values principles have a significant impact on students' business intentions that support shaping attitudes and creating a sense of awareness of responsible business (Wibowo et al., 2022, Ismail et al., 2025). This indicates that Islamic business education motivates people or students to engage in entrepreneurial activities supported by ethics and values principles.

Moreover, the integration of entrepreneurship education with Islamic business has a strong impact on socio-economic development and its mechanisms like access to waqf funds, sharia venture capital and crowdfunding enable community development (Fathonih et al., 2018; Khairuddin & Ishak, 2023; Ayub et al., 2024). Thus, it is inferred that access to finance and educational activities supports inclusive growth and opportunities for students, small-medium enterprises, and women. This study examines the association between entrepreneurship education and Islamic business through bibliometric and thematic analysis. It is based on data sets extracted from Scopus-indexed publications. The conceptual review is essential, as recent research has demonstrated that Islamic values play a vital role in promoting and developing green enterprises and addressing sustainable development goals (Kirby et al., 2022; Memon et al., 2024; Meishanti et al., 2025). Additionally, Islamic business is not limited to traditional entrepreneurial activities. It expands into sustainability, fintech, and social innovation aspects. It is evident that there is a need for a literature review study that explores themes that link entrepreneurship education and Islamic business.

The study outcomes help us learn how to combine entrepreneurship education and Islamic business to enhance ethical values, financial inclusion, and sustainable development. The value-based entrepreneurship model may support policy-makers, higher education institutions, and governments to develop responsible enterprises and broaden socio-economic progress towards sustainable business development. Henceforth, the study aims to develop a conceptual framework built on thematic analysis of entrepreneurial education and Islamic business. This may establish a foundation for empirical studies in the future. This study is structured into the following sections. Section 2 provides discussions on the research methods and materials adopted for this study. Section 3 covers key findings and discussion based on bibliometrics and thematic analysis. Section 4 provides a conceptual framework that emerged based on the key findings and future study directions. Finally, Section 5 covers this study's conclusions and limitations.

2. Literature Review & Hypothesis Development

For this study, the Scopus database was used to search for terms related to "entrepreneurship education" and "Islamic business". The selection process, like identification and screening of studies for bibliometric and a thematic review, is presented in the PRISMA flow diagram. Figure 1 shows the PRISMA flow diagram and at the identification stage, 40 records were retrieved from the Scopus database using search terms related to "Entrepreneurship Education" and "Islamic Business." The query results are TITLE-ABS-KEY (entrepreneurship AND education AND Islamic AND business) AND PUBYEAR > 2018 AND PUBYEAR < 2027 AND (LIMIT-TO (SRCTYPE, "j")) AND (LIMIT-TO (LANGUAGE, "English")). All 40 records were initially retained for screening. During the screening stage, a time-span filter was employed to limit the review to studies published between 2019 and 2026. This resulted in the exclusion of 8 records, leaving 32 records for further assessment. At the eligibility stage, a journal/article filter was applied to ensure only relevant article-type publications were included. This led to the exclusion of 13 records, reducing the dataset to 19 articles. A language filter was then applied, limiting the review to English-language publications. Since all the remaining 19 articles are in English, no records were excluded at this stage.

Figure 1. PRISMA Flow Diagram (Source: Developed by Researcher via Bibiloshiny Software)

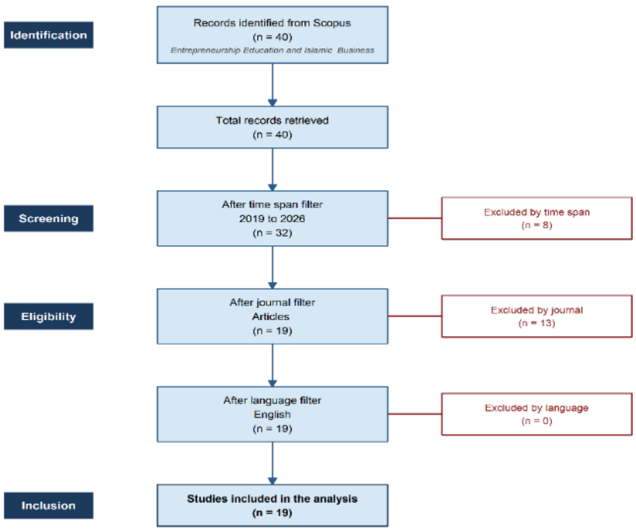


Figure 1 shows that the inclusion criteria were: records retrieved from Scopus-indexed publications, a publication span between 2019–2026, and only peer-reviewed journal articles written in English. Studies were explicitly selected if they were associated with entrepreneurship education and Islamic business. The exclusion criteria involved removing publications such as conference papers, book chapters, reviews, and other non-article formats. Ultimately, 19 studies were included in the final analysis. These studies formed the core dataset for the bibliometric review and thematic synthesis. The 19 studies retrieved after applying the inclusion and exclusion criteria were further scrutinized to strengthen the claim made in this study. For instance, each article was checked for explicit focus on entrepreneurship and Islamic business, and substantive relevance to the research objectives was assessed through full-text review. This process ensured that there was no duplication or overlap across the retrieved dataset.

2.1 Research Methods

This study adopted a qualitative approach to examine recent research trends in entrepreneurship education and Islamic business using data retrieved from the Scopus database. Bibliometric analysis enables researchers to examine publication trends, source distribution, patterns of authorship contribution, and thematic development (Donthu et al., 2021). Moreover, there is no universally accepted minimum number of publications required for bibliometric analysis. The adequacy of a dataset depends on the purpose and nature of the study, as well as the bibliometric techniques employed. Existing methodological guidelines do not specify a minimum dataset size that applies uniformly to performance analysis, keyword analysis, and other bibliometric techniques (Donthu et al., 2021; Zupic & Čater, 2015). Therefore, bibliometric analysis was considered appropriate for this study.

The final dataset included 19 articles selected based on predefined search terms, database restrictions, screening procedures, and eligibility criteria. In this review, the articles were not treated as a statistical sample but as the relevant body of literature that met clearly defined conceptual and methodological boundaries. A small dataset may indicate that a narrowly defined field, such as entrepreneurship education and Islamic business, remains underdeveloped, fragmented, or insufficiently researched. Therefore, analyzing the entire eligible dataset was conducted and it provided a valuable insight into the current state of the field and helped identify important research gaps.

Moreover, With Bibliometrix R, the researcher was able to perform both descriptive and science-mapping analysis. Bibliographic collections were imported and described with no minimum number of records. It summarizes the number of documents, authors, sources, keywords, citations, and other publication characteristics within a defined dataset. A descriptive bibliometric analysis was conducted using Bibliometrix rather than an extensive or statistically robust science-mapping approach. The analysis examined annual scientific production and publication growth, the distribution of articles across journals and other sources; productive authors, thematic map, three-field plot and word cloud analysis. These indicators were considered appropriate because they describe the complete eligible dataset without requiring inferential statistical generalization. The analysis provides an overview of how the field has developed, where the research has been published, who has contributed to it, and which studies and concepts have received the greatest attention.

Moreover, to address the limitations associated with the small bibliometric dataset, a thematic analysis of all 19 articles was conducted. The publications were examined in terms of their research objectives, theoretical foundations, methodologies, findings, limitations, and recommendations. The literature was then coded and categorized, and broader themes were developed to identify recurring patterns across the studies. Thematic analysis enables researchers to identify and interpret meaningful patterns within textual data and is particularly useful when the number of articles is limited, as each study can be examined in greater detail (Braun & Clarke, 2006). Descriptive statistics were generated using Bibiloshiny and are presented in Table 2 in Section 3.1.

Kuckartz & Rädiker (2019) discuss that MAXQDA supports qualitative analysis and thematic description of data rather than theory development. Henceforth, Braun and Clarke's (2023) approach and MAXQDA software were used to explore thematic analysis related to entrepreneurship education and Islamic business. Braun and Clarke's approach (2023) was supported to examine the key focus of the selected study for a literature review and to develop coding cues. The 19 Scopus-indexed articles were considered qualitative source documents, and the main coding units were generated based on the abstracts and authors' keywords. The operational code book is summarized and presented in Table 1. The operational code book supported generating seven themes (sub-codes) and Section 3.3 represents this in Table 3 with discussions. Furthermore, each article was reviewed based on the seven focus themes that emerged from 52 code segments.

Thematic analysis was conducted by one researcher using MAXQDA. In this study, a single researcher performed the coding, as reflexivity procedures and an audit trail were maintained. Before assigning codes, the researcher reviewed each article's title, abstract, author keywords, and index keywords. Coding decisions, emerging interpretations, and possible overlaps between themes were documented using reflexive memos. An audit trail was maintained throughout the analysis, including the Scopus dataset, subcode statistics, theme frequency counts and notes. This process enhanced transparency, dependability, and credibility, even though intercoder reliability was not considered.

Table 1. Summary on Coding Process and Emerging Theme

Authors Key Focus	Code cues	Source	Emerging Theme
Studies examine entrepreneurship as a route for community development and welfare, inclusion, and economic growth.	Socio-Eco, Islamic_Bus	Ayub et al., 2024; Fadhlurrahman et al., 2025; Khairuddin & Ishak, 2023.	Socio-Economic Impact of Islamic Business (SEIB)
Studies examined the entrepreneurship of learning and education, where Islamic institutions played a vital role	Ent_edu, Islamic_school, HEIs.	Wardi et al., 2019; Rosa et al., 2025; Yunita et al., 2025; Fadhlurrahman et al., 2025.	Islamic Entrepreneurship Education (IEE)
Studies focused on Islamic ethics, halal values, value-based entrepreneurial practices.	Islamic value, Islamic ethics	Wibowo et al., 2022; Akmal & Usmani, 2024; Ismail et al., 2025	Islamic Value and Ethics in Business (IVEB)
Studies indicated that Islamic financial institutions provide access to finance for entrepreneurial development.	Crowd_fund, Waqf_fund, Sharia.	Fathonih et al., 2019; Khairuddin & Ishak, 2023; Ayub et al., 2024; Memon et al., 2024.	Finance and Funding for Islamic Entrepreneurship (FFIE)

Studies examined the impact of Islamic values on entrepreneurial intention, attitudes, mindsets, and awareness.	Ent_Intention, Ent_mindset, Isalmic_Bus_aware.	Wibowo et al., 2022; Sulistyowati et al., 2024; Ismail et al., 2025.	Entrepreneurial Intention for Islamic Business (EIIB)
Studies discussed the links between entrepreneurship and green/sustainability development and social entrepreneurial activities	Ent_green, Ent_social, Enviro_responsibility,	Kirby et al., 2022; Meishanti et al., 2025; Aljohani, 2026.	Sustainable and Green Islamic Entrepreneurship (SGIE)
Studies examined women empowerment through entrepreneurial activities and access to digital platforms	Women, gender, Islamic business.	Costa & Pita, 2021; Akmal & Usmani, 2024; Nakanwagi et al., 2025.	Women and Gender in Islamic Entrepreneurship (WGIE)

Source: Own development based on MAXQDA

2.2 Scope of the Study and Unit of Analysis

The study adopted a systematic scoping review design with thematic analysis to explore the emerging field associated with Islamic entrepreneurship development. The entrepreneurship education is considered as mechanism through which the Islamic entrepreneurial values, knowledge, intention, attitudes, and competences are developed. Henceforth, the study identifies that Islamic entrepreneurial development does not occur withing the formal entrepreneurship education settings. There is a need for Islamic business ecosystem that includes digital and gender inclusion, value formation, financial support and other business sustainability-oriented practices. For this reason, the unit of analysis is limited to those Scopus-indexed publications that have directly or indirectly contributed towards Islamic entrepreneurship development. From the extracted Scopus-indexed dataset it was found that direct studies related to examination of entrepreneurship education in the context of Islamic schools (including boarding schools) and Islamic higher education institutions. While the indirect studies include discussion on financial, digital and gender-based aspects that enables Islamic entrepreneurship to develop and grow. This broader unit of analysis enables the study to capture both the educational formation of entrepreneurs and enable a support system that may impact the entrepreneurial activities with Islamic contexts. Thus, the suggested conceptual framework was established that interconnect the three key elements that is entrepreneurship education, Islamic entrepreneurial competency and entrepreneurial intention. The aspects of cyber-risk takaful, women participation and institutional waqf models are included as they enable to understand the condition of Islamic entrepreneurship.

3. Results and Discussions

The study applied a bibliometric analysis using Bibiloshiny software, complemented by a thematic analysis based on Braun and Clarke's (2023) approach. The findings and discussion are organized into two sections; section 3.1 presents descriptive statistics; 3.2 the bibliometric analysis and section 3.3 provide the thematic analysis.

3.1 Descriptive Statistics

The descriptive bibliometric analysis (Table 2) indicates that the reviewed field is relatively small but has grown considerably in recent years. A total of 19 publications were identified between 2019 and 2026. Annual publication activity remained limited from 2019 to 2023, with only one or two articles published each year. However, five and seven articles were published in 2024 and 2025, respectively. Together, these two years accounted for 12 of the 19 publications, representing approximately 63% of the total. These findings suggest that scholarly interest in the topic has expanded rapidly and that the field is still emerging. Table 2 shows that the Journal of Islamic Accounting and Business Research was the most relevant source, with two publications. Although it published more articles than any other individual source, its contribution represented only a small proportion of the total dataset. This finding indicates that the literature is dispersed across several journals rather than concentrated in a single publication outlet.

Table 2 also indicated that the authorship results also indicate that the research community is relatively dispersed. Mariyono was the most productive author, with two publications published between 2024 and 2025. The fact that the most prolific author contributed only two articles suggests that the field has not yet developed a stable group of highly productive scholars. Moreover, institutional production was concentrated among Southeast European University, Telkom University, and Universitas Islam Negeri Sunan Gunung Djati, each of which recorded seven contributions. This finding suggests that the advancement of the literature has been driven by a relatively small number of institutions. Additionally, Indonesia was the most prominent country across several bibliometric indicators, recording the highest number of corresponding-author publications, the greatest scientific production, and the highest total citation count. Indonesia recorded 21 author-level contributions, while Indonesian corresponding authors accounted for seven publications. The country's large Muslim population and growing academic interest in Islamic entrepreneurship, business, and socioeconomic development may help explain its prominent contribution to the field. Overall, research was concentrated in Muslim-majority developing economies, particularly Indonesia and Pakistan. Although the United Kingdom, Portugal, and North Macedonia also contributed to the literature, other geographical regions remained underrepresented.

Table 2 indicates that citation analysis was used to assess country-level scholarly influence. Indonesia recorded the highest total citation count, with 74 citations and an average of 10.6 citations per publication. Pakistan received 37 citations, with an average of 12.3 citations per publication. While, Malaysia recorded 11 citations, with an average of 11 citations per publication. Indonesia demonstrates the strongest international collaboration network, while research from Pakistan and Malaysia remains primarily domestic. Expanding cross-country collaboration could strengthen the quality, diversity, and global influence of future research.

Table 2. Descriptive Statistics

Category	Factors	Frequency	Comments
	2019	2	Sum total 19

Publication Production Overtime	2021	1	
	2022	2	
	2023	1	
	2024	5	
	2025	7	
	2026	1	
Most Relevant Source	Journal of Islamic Accounting and Business Research	2	
Collaboration Network	Indonesia	4	United Kingdom, Uganda, Macedonia, North Macedonia
Author Production	Mariyono D	2	2024-2025
Affiliation	Southeast European University	7	2019 to 2026
	Telkom University	7	
	Universitas Islam Negeri Sunan Gunung Djati	7	
Most Relevant Country By Corresponding Author	Indonesia	7	
	Pakistan	3	
	Malaysia	1	
	Portugal	1	
Most Citied Country	Indonesia	74	
	Pakistan	37	
	Portugal	16	
	Malaysia	11	
Country Production	Indonesia	21	
	Pakistan	5	
	Tanzania	2	
	Uganda	2	
	Uk	2	
Most Citied Country	Indonesia	74	10.6
	Pakistan	37	12.3
	Portugal	16	16
	Malaysia	11	11
Most Relevant Country by Corresponding Author	Indonesia	7	SCP= 4; MCP= 3
	Pakistan	3	SCP= 3
	Malaysia	1	SCP= 1

Source: Own development based on Bibiloshiny Analysis

The descriptive results shown in Table 2, indicate that the field is young and rapidly expanding, with Indonesia dominating both publication output and total citation influence. Despite the sharp increase in publications in 2024 and 2025, the limited number of prolific authors, specialized journals, and international collaborations suggests that the intellectual structure of the field remains underdeveloped. Future studies should encourage broader geographical representation, stronger cross-country collaboration, and greater participation from institutions outside the currently dominant national contexts. Such developments would support the maturation of the field and enhance the applicability of its findings across diverse economic, educational, and cultural contexts.

3.2. Bibliometric Analysis

Terms like entrepreneurship, education, and Islamic business were used to extract datasets from Scopus-indexed online databases. The generated CSV file was imported into Bibiloshiny software, and the following are key findings and discussions based on the results.

3.2.1 Annual Scientific Production

The annual scientific production was examined, and Figure 2 shows a summary of average article citations per year based on 19 selected datasets.

Figure 2. Average Citations Per Year (Source: Generated Via Bibiloshiny)

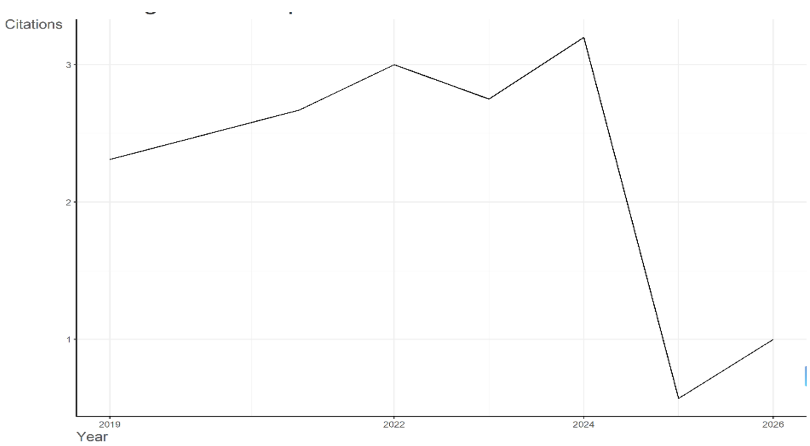


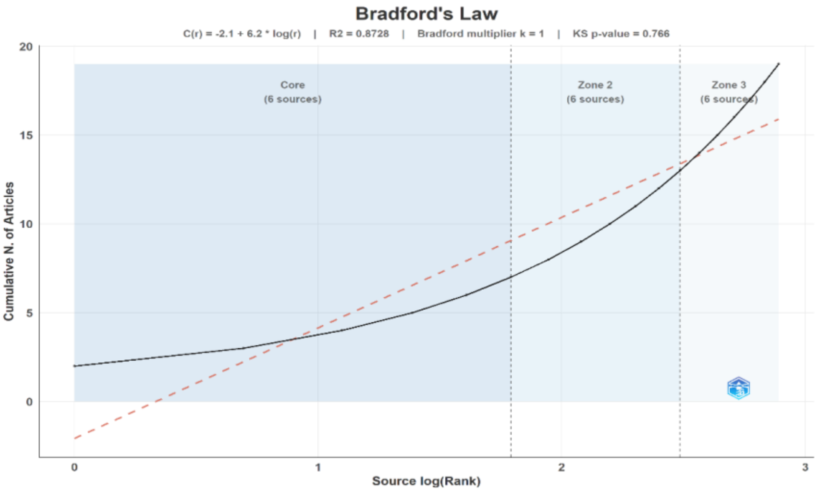
Figure 2 indicates that citations per year increased moderately between 2019 and 2022. Article citations declined during 2023 but reached a peak in 2024. The citations in 2026 show less; this is due to citation time-lag because newly published articles usually require more time to accumulate citations.

3.2.2 Distribution Across Sources

Bradford's law analysis supports arranging scientific journals in descending order of productivity (number of articles published in a specific order). Each zone represents the geometric projection, where zone 1 shows a small number of highly productive specialized journals, zone 2 represents a moderate number of journals with moderate publication, and zone 3 indicates a highly dispersed group of peripheral journals. Figure 3 provides a summary of Bradford's law findings based on the 19 Scopus dataset. The Bradford multiplier value of k=1 suggests almost an even distribution of publications across three zones. The key journals in Zone 1 are the Journal of Islamic Accounting and Business Research, Academy of Entrepreneurship Journal, The Bottom Line, Emerald Emerging Markets Case Studies, F1000Research, and the International Journal of Applied Economics, Finance and Accounting.

These journals are ranked from 1 to 6 and collectively published seven articles. Of these, two articles were published in the Journal of Islamic Accounting and Business Research. The journals in Zone 2 are the International Research Journal of Multidisciplinary Scope, Journal of Cleaner Production, Journal of Enterprising Communities: People and Places in the Global Economy, Journal Pendidikan. IPA Indones, Journal of Management and Sustainability, and MILRev: Metro Islamic Law Review. These journals are ranked from 7 to 12 and collectively published six articles. The journals in Zone 3 are the Multidisciplinary Science Journal, Nazhruna: Jurnal Pendidikan Islam, Perspektivy Nauki i Obrazovania, Qualitative Research in Financial Markets, Quality Education for All, and Social Sciences & Humanities Open. These journals are ranked from 13 to 18 and collectively published six articles. The model results generated in Bibiloshiny show that the model is good-fit with an R-square value of 0.8728 and the KS p-value of 0.766. This implies that the observed source distribution is consistent with Bradford's Law. Overall, the results indicate that entrepreneurship education and Islamic business are emerging and multi-disciplinary research areas and their publications are spread across different journals.

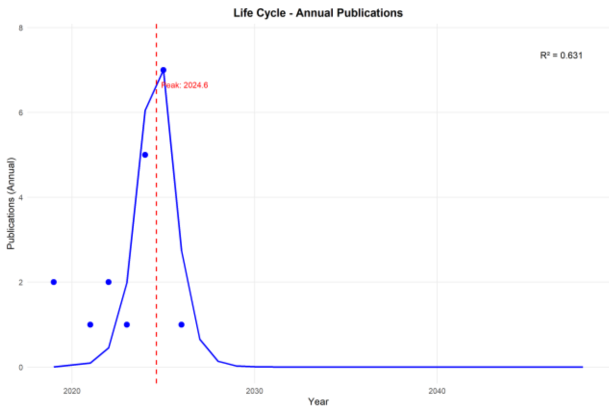
Figure 3. Summary of Analysis based on Bradford's Law (Source: Generated Via Bibiloshiny)



Further analysis was conducted to evaluate the disciplinary coverage of the topics represented in each zone. For this purpose, the journals were classified according to their primary aims and scopes. Eight journals (Journal of Islamic Accounting and Business Research (two articles), Academy of Entrepreneurship Journal, The Bottom Line, Emerald Emerging Markets Case Studies, International Journal of Applied Economics, Finance and Accounting, Journal of Enterprising Communities: People and Places in the Global Economy, Journal of Management and Sustainability, and Qualitative Research in Financial Markets) can be classified within the disciplines of business, management, entrepreneurship, Islamic business, economics, accounting, and finance. Four journals (Journal Pendidikan. IPA Indones, Nazhruna: Journal Pendidikan Islam, Perspektivy Nauki i Obrazovania, and Quality Education for All) can be categorised within the fields of Islamic education, educational management, educational research, and inclusive education. In addition, four journals (F1000Research, International Research Journal of Multidisciplinary Scope, Multidisciplinary Science Journal, and Social Sciences & Humanities Open) can be classified as broad multidisciplinary or general social science journals. These journals explicitly publish research across multiple disciplines, including diverse areas of science and technology, the social sciences, and the humanities. This classification indicates that the selected literature is distributed across several disciplinary domains rather than being concentrated within a single subject area.

Figure 4 shows the life-cycle of production associated with 19 articles selected for bibliometric analysis. As a result of a life-cycle analysis, it is evident that research production on entrepreneurship education and Islamic business developed slowly from 2019 to 2022, resulting in only a small number of publications per year. It reaches its peak production around 2024–2025, where the annual publication curve peaks at approximately 2024.6. It indicates that scholarly activity on the topic has increased recently. By 2023–2024, around 50% of total output was produced by the field, and by 2025, nearly 90% was produced by the field. This rapid growth stage is followed by a flattening of the curve, indicating that the dataset has reached a temporary saturation point. There is, however, a need to interpret the apparent decline after the peak carefully, as indexing delays and incomplete citations or publications may have affected the last few years. The life cycle pattern suggests that this is an emerging area of research that has experienced rapid growth in recent years. It has potential to expand further as new studies are published.

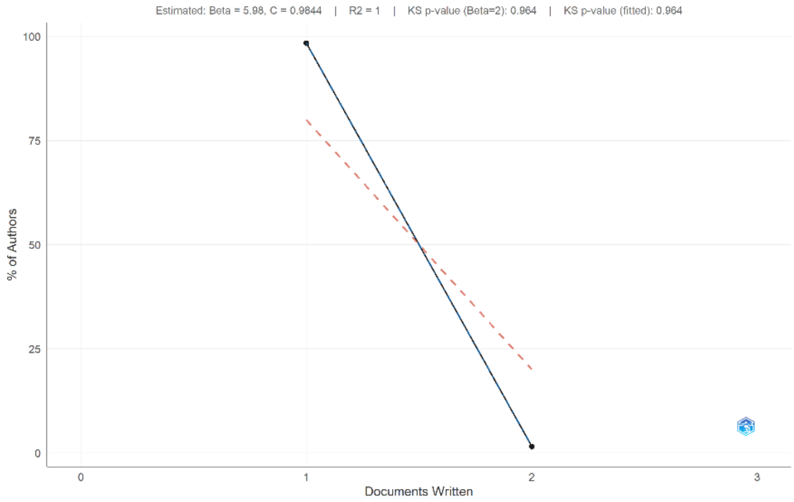
Figure 1: Life-Cyle of Production (Source: Generated via Bibiloshiny)



3.2.3 Authors Productivity Analysis

Lotka's law analysis was conducted to examine the authors' productivity in the Scopus dataset. Figure 5 provides a summary of Lotka's Law graph generated from the Bibiloshiny. Figure 5 shows that author productivity (63 authors appeared in 19 selected articles) is highly concentrated among one-time contributors. This means that most of the authors contributed only one document, while a small proportion authored two documents. Indicating that the field of entrepreneurship education and Islamic business is emerging and has not yet fully developed among the group of highly productive or continuous research contributions by authors. The estimated beta value of 5.98 demonstrates a steep decline in author productivity with an increase in the number of publications. This means that multi-publication authors are rarely found in this dataset. Moreover, the R2 value of 1 and KS p-value of 0.964 shows that the observed distribution good-fit with Lotka's law. The overall results appearing in Figure 4 suggests that research in the field of entrepreneurship education in the context of Islamic business is fragmented, with limited author continuity and no dominant group of prolific scholars.

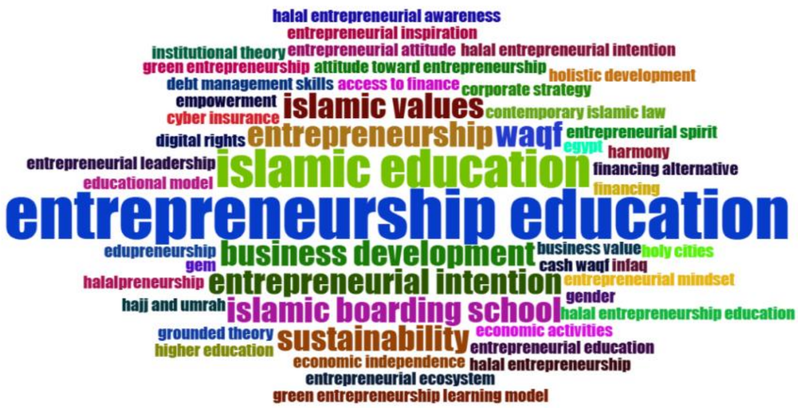
Figure 5. Lotka's Law (Source: Generated Via Bibiloshiny)



3.2.4 Word Cloud Analysis

A word cloud was generated based on all keywords used by the authors of the 19 selected articles and is presented in Figure 6. Figure 6 indicates that entrepreneurship education and Islamic education dominate the word cloud, signalling the core focus of this study. Moreover, the figure demonstrates that the key research focus is on integrating entrepreneurial learning with Islamic values and frameworks. The main outcome emerging from the word cloud is that terms such as sustainability and business development reflect how Islamic principles guide ethical growth and long-term resilience. Terms such as waqf, Islamic values, infaq, and cash waqf indicate the religious and cultural foundations of entrepreneurship in Islamic contexts. These concepts emphasise philanthropy and community welfare as integral parts of business practice. Figure 6 also shows that terms such as entrepreneurial intention, mindset, and leadership suggest a strong focus on personal development and motivation. The appearance of terms such as attitude toward entrepreneurship and inspiration highlights the psychological and behavioural dimensions of the research. Emerging terms such as green entrepreneurship, cyber insurance, and sustainability demonstrate the alignment of Islamic entrepreneurship research with global priorities. In addition, concepts such as halalpreneurship and edupreneurship indicate innovative niches that combine ethics, education, and enterprise. These contemporary themes suggest an attempt to balance Islamic tradition with modern technological advancement and sustainable development.

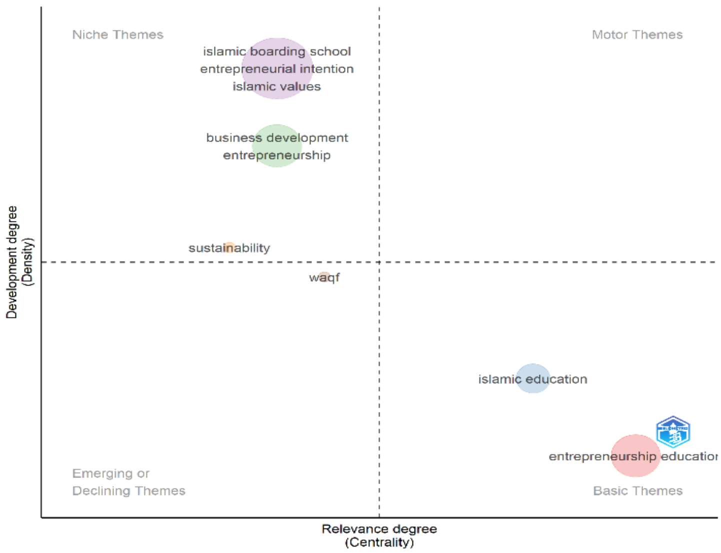
Figure 6. Word Cloud (Source: Generated Via Bibiloshiny)



3.2.5 Thematic Map

Thematic map was generated from Bibiloshiny based on the selected Scopus database and presented in Figure 7. The thematic map supports the organisation of research themes in entrepreneurship and Islamic education across four quadrants, each representing a different stage of development and relevance. Figure 7 shows that niche themes, which are highly developed but have low centrality, represent specialised research areas that are less connected to the broader field. For example, entrepreneurship education in Islamic boarding schools and entrepreneurial intention appear as clustered but relatively isolated themes. This implies that these themes are specific to institutional and cultural contexts but require broader integration into the mainstream of Islamic business studies. The motor themes, which are highly developed and have high centrality, indicate well-established and relevant driving forces in the field of entrepreneurship and Islamic business.

Figure 7. Word Cloud (Source: Generated Via Bibiloshiny)



The motor-theme quadrant in Figure 7 indicates the core intellectual mechanism, where Islamic ethics and business models shape the entrepreneurial framework. This implies that research in this area defines the strategic direction of the field of Islamic business and is strongly influenced by policy, education, and sustainable development. The declining or emerging themes represent low development and low centrality. Figure 7 shows that factors such as waqf and Islamic education are underdeveloped areas of study. These themes may gain traction over time but currently remain conceptually fragmented from key economic driving factors. This implies that deeper integration into entrepreneurship frameworks may evolve over time and could emerge as a new growth area, particularly from the perspectives of social enterprise and ethical finance. In contrast, basic themes demonstrate low development but high centrality. These themes are fundamental and can serve as building blocks in the field of Islamic business and entrepreneurship education. This implies that the themes are conceptually important, but empirical studies remain limited. Hence, there is a need for cross-disciplinary studies on entrepreneurship education to enhance coherence with Islamic business principles.

3.2.6 Sankey Diagram (Three-field Plot)

The Sankey diagram helps visualise the relationship between authors' countries (AU_CO), authors (AU), and keywords (KW_Merged) used in the research domain of entrepreneurship education and Islamic business. The Sankey diagram, also known as a three-field plot, was generated using Biblioshiny and is presented in Figure 8. Figure 8 shows that Indonesia dominates in terms of research output and author connectivity. This implies that Indonesian authors are significantly engaged in research on Islamic entrepreneurship education, particularly in the context of Islamic boarding schools and higher education institutions. The contributions of authors from Pakistan and Uganda provide emerging perspectives, focusing on entrepreneurial intention and Islamic education. North Macedonia and Macedonia appear as smaller nodes, suggesting cross-cultural collaborations or comparative studies in Islamic business ethics. Moreover, Figure 8 indicates that authors such as Anggadwita and Mariyono are central connectors, linking Indonesian studies with keywords such as entrepreneurship education, business development, and sustainability. Ayub et al. (2024) study is linked to Islamic education and entrepreneurial intention, indicating a focus on the behavioural and motivational aspects of entrepreneurship. While Aljohani (2026) and Rosa et al. (2025) studies have contributed to Islamic and waqf-based entrepreneurship, demonstrating growing interest in faith-driven economic models.

Figure 8. Sankey Diagram (Three-field Plot) (Source: Generated Via Bibiloshiny)

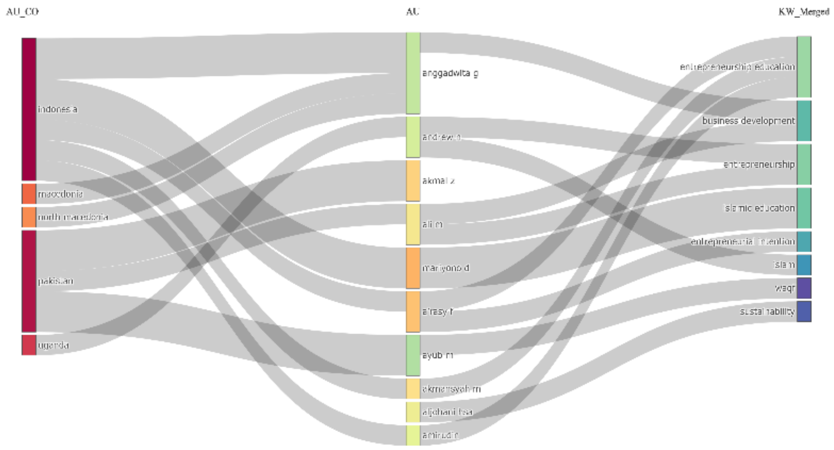


Figure 8 indicates that entrepreneurship education and business development are the most connected keywords, forming the conceptual foundation of the field. Terms such as Islamic education and entrepreneurial intention bridge the behavioural and institutional dimensions of the research. The ethical and social responsibility aspects of Islamic entrepreneurship are linked to waqf and sustainability-related activities. This implies that the presence of Islam as a keyword across multiple authors and countries underscores its integrative role in connecting faith, education, and enterprise. From a strategic perspective, Figure 8 indicates that Islamic entrepreneurship education is evolving into a globally networked discipline, with Indonesia emerging as a major research hub while other countries contribute contextual depth. However, there is a need to strengthen cross-country collaboration to enhance comparative insights and policy relevance in Islamic business education.

3.3. Thematic Analysis

MAXQDA software was used to synthesise the themes, and Table 3 presents the subcode statistics generated from the study abstracts. Table 3 shows that the most dominant theme emerging from the authors' abstracts is the socio-economic impact of Islamic business (SEIB), representing 25% of all coded segments. This implies that the reviewed studies often present Islamic entrepreneurship as a means of promoting social welfare, community development, and inclusive economic growth. This is evident in studies where authors discuss waqf, women-owned businesses, and crowdfunding as part of socio-economic development (Ayub et al., 2024; Fadhlurrahman et al., 2025; Khairuddin & Ishak, 2023; Nakanwagi et al., 2025). Themes such as Islamic Entrepreneurship Education (IEE) and Islamic Values and Ethics in Business (IVEB) account for around 21% of the coded segments. This suggests that the reviewed studies show a significant connection between entrepreneurship development and Islamic educational institutions, values, moral formation, halal awareness, and ethical business behaviour. These studies focus on aspects such as Islamic boarding schools, higher education institutions, and students' entrepreneurial intentions (Wardi et al., 2019; Wibowo et al., 2022; Rosa et al., 2025; Yunita et al., 2025; Ismail et al., 2025).

Table 3. Subcode Statistics

Theme No	Theme Name	Segments	Percentage	Interpretation
1	Socio-Economic Impact of Islamic Business (SEIB)	13	25	Dominant
2	Islamic Entrepreneurship Education (IEE)	11	21	Dominant
3	Islamic Value and Ethics in Business (IVEB)	11	21	Dominant
4	Finance and Funding for Islamic Entrepreneurship (FFIE)	6	11	Moderate but established theme
5	Entrepreneurial Intention for Islamic Business (EIIB)	4	8	Developing theme
6	Sustainable and Green Islamic Entrepreneurship (SGIE)	4	8	Emerging growing theme
7	Women and Gender in Islamic Entrepreneurship (WGIE)	3	6	Nascent but growing theme
	Total	52	100	

* Subcode Statistics generated based on 19 articles abstracts

Table 3 indicates that Financing and Funding for Islamic Entrepreneurship (FFIE) appears as a moderate theme but established theme. This theme covers aspects such as Islamic crowdfunding, waqf, sharia venture capital, access to finance, and takaful. This implies that Islamic financial mechanisms are essential factors that support entrepreneurship development and enhance Islamic business. Even though its coded frequency is lower than the dominant themes, it has significant conceptual support. Studies on have discussed share venture capital, waqf and Islamic crowdfunding and discussed the aspects associated to access to finance and socio-economic development (Fathonih et al., 2019; Khairuddin & Ishak, 2023; Ayub et al., 2024; Memon et al., 2024). Moreover, discussed that Islamic Finance as stable and essential elements within Islamic entrepreneurship research (Nakanwagi et al., 2025). Based on recent studies (Meishanti et al., 2025; Fadhlurrahman et al., 2025; Aljohani, 2026), Sustainable and Green Islamic Entrepreneurship (SGIE) can be classified as an emerging growth theme. Studies have indicated that the conceptualize Islamic entrepreneurship and green entrepreneurship can form as institutional work that shapes moral-economic logic, Islamic environmental ethics and stabilizes value-laden practices, and enhances the legitimacy of educational institutions in contested environments where market rationality and sustainability imperatives overlap (Fadhlurrahman et al., 2025; Aljohani, 2026). However, to achieve regional and global significance for green practices among entrepreneurs there a need for alignment among institutional, public education and entrepreneurial outreach. This implies established of management lenses on institutional entrepreneurship and institutional change to connect the sustainable and green Islamic entrepreneurship with the management domain. The reviewed studies indicate that sustainability is represented through green entrepreneurship, SDGs, and environmental responsibility (Kirby et al., 2022; Meishanti et al., 2025; Aljohani, 2026).

Women and Gender in Islamic Entrepreneurship (WGIE) can be described as a nascent but growing theme. Although the evidence base remains limited, the literature shows a conceptual movement from gender and Islamic economics to digital rights, women's empowerment, and access to finance (Costa & Pita, 2021; Akmal & Usmani, 2024; Nakanwagi et al., 2025). Akmal and Usmani (2024) discussed how women's empowerment through digital rights can be guided by Islamic principles that emphasise justice, privacy, dignity, and knowledge-seeking. A few studies discuss women's empowerment in Islamic business, which appears less frequently but remains important, particularly in the context of digital rights and gender in Islamic economics (Costa & Pita, 2021; Akmal & Usmani, 2024; Nakanwagi et al., 2025). Moreover, Nakanwagi et al. (2025) showed that Muslim women-owned MSEs require integrated financial literacy training, including debt management, budgeting, and Sharia-compliant financing, along with improved access to affordable and gender-sensitive financial products. These forms of support can help bridge the capability–resource gap and promote sustainable business growth. Studies also show that women use digital platforms to engage in entrepreneurship and achieve economic empowerment (Akmal & Usmani, 2024). From an Islamic perspective, ethical dimensions should be considered when addressing the challenges and opportunities associated with entrepreneurship and entrepreneurial activities.

Entrepreneurial Intention for Islamic Business (EIIB) can be classified as developing theme and it can be developed through education, Islamic values, halal awareness, and business motivation (Wibowo et al., 2022; Sulistyowati et al., 2024; Ismail et al., 2025). Although the coded frequency of Entrepreneurial Intentions in Islamic Business (EIIB) is relatively low, the theme demonstrates theoretical relevance within the broader field of entrepreneurship education. Sulistyowati et al. (2024) discussed the need to establish policies that foster an entrepreneurial culture and address systemic barriers that may shape entrepreneurial intentions. Ismail et al. (2025) also highlighted the importance of halal entrepreneurship education, entrepreneurial awareness, and entrepreneurial intention. This implies that the intersection of entrepreneurship and Islamic business can support a deeper understanding of the complex dynamics that shape entrepreneurial intention. Based on the results in Table 3, it can be implied that the literature significantly emphasises the education–values–community development axis. Islamic entrepreneurship education can support value-based educational development and promote socio-economic progress. However, access to finance, sustainability, and green entrepreneurial activities remain essential but less developed areas in research on Islamic business and economic development.

4. Conceptual Framework and Future Study Directions

Based on the bibliometric and thematic analyses, a cluster was developed to support the construction of a conceptual framework that can be empirically tested in future studies. Figure 9 outlines a conceptual framework that positions Islamic entrepreneurship education as the primary catalyst for developing ethical business practices. By integrating Islamic values, practical training, and halal awareness into the curriculum, educational institutions can help build specific entrepreneurial competencies among students. These competencies, such as ethical orientation and self-efficacy, serve as a bridge that transforms academic learning into strong entrepreneurial intention guided by Islamic principles. The framework suggests that Islamic-based entrepreneurship education does not merely teach business skills but also fosters social responsibility and sustainability. Ultimately, the model proposes that these educational efforts lead to significant socio-economic contributions and the growth of the Islamic business sector. Future empirical studies are encouraged to validate these relationships and measure their broader impact on community empowerment. Figure 9 presents the proposed framework for Islamic entrepreneurship education as a driver of business development and socio-economic growth. The core components are as follows:

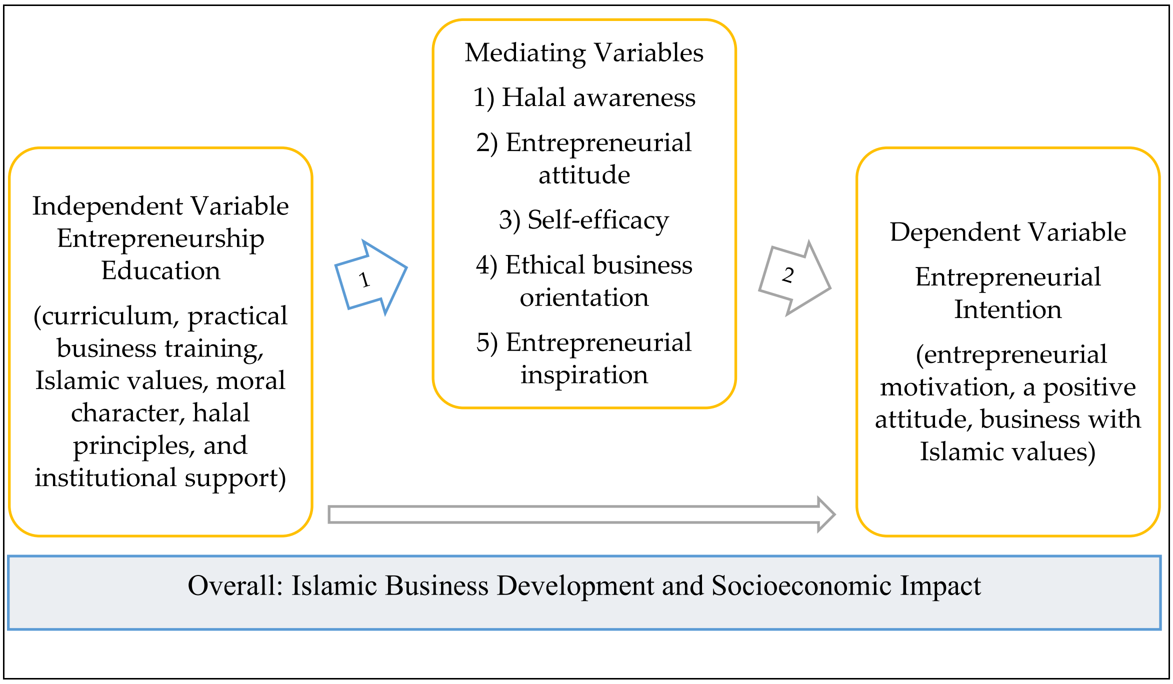
a. Islamic Entrepreneurship Education: Identified as the primary starting point, this component involves more than just business skills. It encompasses curriculum design, practical business training, Islamic values, moral character, halal principles, and institutional support. It can be designed and implemented across various educational levels, such as Islamic boarding schools and higher education institutions, to foster self-reliance and business learning. The thematic analysis and literature review indicated that Islamic entrepreneurship education appears to be a key aspect associated with Islamic educational institutions and entrepreneurship learning. In this context, curriculum, practical business training, Islamic values, moral character, halal principles, and institutional support are factors that may influence entrepreneurial intention (Wardi et al., 2019; Wibowo et al., 2022; Rosa et al., 2025; Yunita et al., 2025; Fadhlurrahman et al., 2025).
b. Mediating Variables: The key mediating variables, such as halal awareness, entrepreneurial attitude, self-efficacy, Islamic ethical orientation, and entrepreneurial inspiration, can be examined separately. However, together, they provide an overview of the entrepreneurial competencies developed through Islamic entrepreneurship education. Wibowo et al. (2022) and Sulistyowati et al. (2024) indicate that Islamic values shape entrepreneurial intention, while Akmal and Usmani (2024) emphasise Islamic principles such as justice, dignity, privacy, and empowerment in the context of digital rights. Additionally, Yunita et al. (2025) argues that entrepreneurship education should incorporate Islamic values and Ismail et al. (2025) found that halal entrepreneurship education influences halal entrepreneurial awareness and intention. Halal awareness is developed by educating students about halal business principles, Sharia-compliant opportunities, and ethical market participation. Therefore, the mediating variables can facilitate the relationship between Islamic entrepreneurship education and entrepreneurial intention. Moreover, these factors can refer to the values, skills, awareness, motivation,

and confidence that students develop through entrepreneurship education in the context of Islamic business.

c. Entrepreneurial Intention: This is considered the immediate outcome of Islamic entrepreneurship education. Students who engage with the framework are expected to develop stronger motivation, a positive attitude, and a clear willingness to start a business that aligns with halal awareness and Islamic values.

d. Islamic Business Development and Socioeconomic Impact: The final component focuses on the broader outcomes of producing value-based entrepreneurs. These include social welfare, sustainability, community development, and financial inclusion. It also addresses specific areas such as green entrepreneurship, women's participation, and local economic development.

Figure 9. Conceptual Framework for Future Research (Source: Own Development)



Along with individual outcomes (at student/entrepreneur) such as halal awareness, ethical orientation, self-efficacy, inspiration, and entrepreneurial attitude. The Islamic entrepreneurship education may result in social outcomes, where a broader effect is assumed based on the nascent and developing theme, where the Islamic business development, socio-economic development, women's empowerment, community well-being, and financial inclusion may appear. These outcomes are influenced by business creation, access to finance, institutional support, market conditions, and community-level structures. Thus, this framework can be tested through empirical studies using both qualitative and quantitative methods to measure its actual impact on the various components shown in Figure 9.

5. Conclusion, Limitations and Suggestions

Based on the findings from the bibliometric and thematic analyses, it can be summarised that studies associated with entrepreneurship education and Islamic business focus on how cultural values and ethical principles are integrated through various institutions. The key findings from the bibliometric analysis indicate that studies on entrepreneurship education and Islamic business have developed since 2019, with noticeable growth appearing from 2023 onwards. However, the number of publications in Scopus-indexed journals remains limited, with only 19 articles published between 2019 and 2026. This implies that academic interest in entrepreneurship education in the context of Islamic values and business has increased, but there remains significant scope for future studies. Bradford's Law analysis suggests that the articles are distributed across different journals and are not concentrated in a few core journal sources. Additionally, Lotka's Law analysis demonstrates that most authors contributed only one publication. This shows that Islamic business and entrepreneurship education is a multidisciplinary field of study. However, it has not yet fully developed in terms of publication volume. The key areas attracting researchers globally appear to be ethical values and responsible business, green and social enterprises, community development, and social welfare.

The bibliometric and thematic findings complement each other by demonstrating how the content and structure of the existing literature are associated with factors related to entrepreneurship education and Islamic business. The bibliometric analysis indicates that this field of study is multidisciplinary and fragmented, while the thematic analysis reveals the key intellectual directions shaping Islamic entrepreneurship education. Together, the findings suggest that studies on Islamic entrepreneurship are growing and revolve around three key areas: 1) Islamic entrepreneurship education, 2) businesses based on Islamic principles, values, and ethics, and 3) socio-economic influence and community development. Scopus dataset indicates a growth pattern that is consistent with the thematic findings, as recent studies have significantly focused on halal entrepreneurial intention, women's empowerment in the digital era, green entrepreneurship, and Islamic crowdfunding. For instance, Ismail et al. (2025) discuss halal entrepreneurship education and the need to create awareness of halal entrepreneurial activities. Similarly, Meishanti et al. (2025) and Aljohani (2026) advocate green entrepreneurship and sustainability. This implies that the field of entrepreneurship education is moving toward more specialised themes, particularly Islamic business and its benefits for community development.

Additionally, the cited studies in the dataset are significantly connected to the dominant themes examined in this study. For instance, the findings of Fathonih et al. (2019) are relevant because the study focuses on sharia venture capital as a source of financing for entrepreneurs who aim to develop businesses based on Islamic principles and values. On the other hand, Wibowo et al. (2022) show a significant association between Islamic values and entrepreneurial intention among students, while Ayub et al. (2024) focus on how a waqf-based business model can contribute to socio-economic development. These study findings correspond the MAXQDA coding related to Islamic values and ethics, finance and funds, and socio-economic aspects. Thus, it can be implied that the students that connected to Islamic business with practical entrepreneurial support enable businesses to have significance influence on community development and scope for ethical formation.

Bradford's Law analysis indicates that the Journal of Islamic Accounting and Business Research is one of the key publication sources in the dataset, although it accounts for only a small number of publications. The thematic findings help explain why this journal dispersion occurs, as the reviewed studies cover diverse topics, including entrepreneurship education, Islamic finance, gender, and digital development. For instance, Rosa et al. (2025) and Yunita et al. (2025) focus on educational aspects, while Khairuddin & Ishak (2023) and Ayub et al. (2024) concentrate on financial aspects. Similarly, Akmal and Usmani (2024) focus on digital rights and women's empowerment. This dispersed journal pattern suggests that research on entrepreneurship education and Islamic business is multidisciplinary, rather than being concentrated within a single specialized publication outlet. However, the dataset suggests that business model based on Islamic entrepreneurial principles would contribute to socio-economic development that can enhance community development.

The thematic analysis and structure generated from the existing literature indicate that Islamic entrepreneurship education and Islamic values and ethics are dominant aspects, particularly in relation to their impact on socio-economic and community development. Moreover, themes such as green and sustainable entrepreneurship and women's entrepreneurial development in the context of Islamic business values fall under the ground of emerging growing theme and nascent but growing theme. Entrepreneurial intention and mindset can be developed through Islamic business education and related activities.

The key limitations of this study are associated with the scope of the study and the research methods used. The scope of the study is limited to Scopus-indexed data. Future studies can expand the scope by including other online indexed databases, such as Web of Science and Dimensions. Using multiple databases would support comparative analysis at the country level and help investigate underdeveloped themes such as fintech, green entrepreneurship, digital entrepreneurship, and women's enterprises from Islamic business and education perspectives. Another key limitation of this study concerns the qualitative approach used as the research method for analysing the existing literature. The key findings of this study are based on bibliometric and thematic approaches; therefore, the findings cannot be easily generalised. Expanding the literature review by including multiple online databases can support future researchers in developing more generalisable findings and recommendations regarding the need for Islamic entrepreneurship across social and cultural boundaries. Ethical values, sustainable development principles, and responsible business practices can be adopted for economic and social development through the lens of welfare economics.

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