

INTEGRATION OF TEACHER PRENEURSHIP, RELIGIOSITY, AND ENTERPRENEURIAL CULTURE INCREASING STUDENTS INTEREST ENTERPRENEURSHIP IN DIGITAL ERA

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Diterima: 02/06/2026; Direvisi: 21/06/2026; Diterbitkan: 22/07/2026

ABSTRAK

Perkembangan pesat era digital telah menciptakan peluang dan tantangan baru dalam pendidikan kewirausahaan, sehingga lembaga pendidikan dituntut untuk mempersiapkan peserta didik yang inovatif, adaptif, dan memiliki nilai-nilai kewirausahaan yang kuat. Dalam konteks ini, *teacherpreneurship*, religiositas, dan budaya kewirausahaan dipandang sebagai faktor penting dalam menumbuhkan minat berwirausaha peserta didik. Oleh karena itu, penelitian ini bertujuan untuk mengkaji secara sistematis integrasi *teacherpreneurship*, religiositas, dan budaya kewirausahaan dalam meningkatkan minat berwirausaha peserta didik di era digital. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan protokol PRISMA. Tahapan penelitian meliputi identifikasi, penyaringan, penilaian kelayakan, dan inklusi studi yang relevan. Sebanyak 187 artikel diperoleh dari basis data Google Scholar, Scopus, dan DOAJ yang diterbitkan pada tahun 2020–2025. Setelah melalui proses seleksi berdasarkan kriteria inklusi dan eksklusi, sebanyak 28 artikel dipilih dan dianalisis. Hasil penelitian menunjukkan bahwa: (1) *teacherpreneurship* secara signifikan meningkatkan motivasi, kreativitas, dan kompetensi kewirausahaan peserta didik; (2) religiositas, khususnya nilai-nilai Islam seperti amanah, ihsan, dan kerja keras, berpengaruh positif dalam membentuk karakter dan niat berwirausaha; (3) budaya kewirausahaan di sekolah menciptakan ekosistem yang mendukung pembelajaran kewirausahaan; dan (4) era digital memperkuat ketiga dimensi tersebut melalui literasi digital dan aktivitas kewirausahaan berbasis teknologi. Simpulannya, integrasi *teacherpreneurship*, religiositas, dan budaya kewirausahaan memiliki peran strategis dalam meningkatkan minat berwirausaha peserta didik. Temuan ini menegaskan pentingnya pengembangan model pendidikan kewirausahaan yang mengintegrasikan peran *teacherpreneur*, nilai-nilai religius, dan budaya sekolah berbasis digital untuk menghasilkan lulusan yang inovatif, beretika, dan berdaya saing.

Kata Kunci: *Teacherpreneurship, Religiusitas, Budaya Kewirausahaan, Minat Berwirausaha Siswa, Era Digital*

ABSTRACT

The rapid development of the digital era has created new opportunities and challenges in entrepreneurship education, requiring educational institutions to prepare students who are innovative, adaptive, and possess strong entrepreneurial values. In this context, *teacherpreneurship*, religiosity, and entrepreneurial culture are considered important factors in fostering students' entrepreneurial interest. Therefore, this study aims to systematically examine the integration of *teacherpreneurship*, religiosity, and entrepreneurial culture in enhancing students' entrepreneurial interest in the digital era. This study employed a Systematic Literature Review (SLR) method using the PRISMA protocol. The research stages included identification, screening, eligibility assessment, and inclusion of relevant studies. A total of 187



articles were retrieved from Google Scholar, Scopus, and DOAJ databases published between 2020 and 2025. After applying inclusion and exclusion criteria, 28 articles were selected and analyzed. The findings indicate that: (1) teacherpreneurship significantly enhances students' motivation, creativity, and entrepreneurial competence; (2) religiosity, particularly Islamic values such as amanah (trustworthiness), ihsan (excellence), and diligence, positively shapes entrepreneurial character and intention; (3) entrepreneurial culture in schools creates a supportive ecosystem for entrepreneurial learning; and (4) the digital era strengthens these dimensions through digital literacy and technology-based entrepreneurial activities. In conclusion, the integration of teacherpreneurship, religiosity, and entrepreneurial culture plays a strategic role in increasing students' entrepreneurial interest. These findings highlight the need for an entrepreneurship education model that combines teacherpreneur roles, religious values, and digital-based school culture to produce innovative, ethical, and competitive graduates.

Keywords: *Teacherpreneurship, Religiosity, Entrepreneurial Culture, Students' Entrepreneurial Interest, Digital Era*

INTRODUCTION

Entrepreneurship has become an essential competency for the younger generation in the 21st century, especially in the face of technological disruption and increasingly complex job market dynamics. In Indonesia, the challenge of educated unemployment remains a serious issue that requires structural solutions, one of which is strengthening entrepreneurship education at the school level to foster students' entrepreneurial intentions (Kusumojanto et al., 2021). However, entrepreneurship education cannot simply be presented as a formal subject; it requires a supportive ecosystem, strong character, and the active role of teachers as agents of change. Mukhtar et al. (2021) emphasized that entrepreneurship education and entrepreneurial culture within educational institutions contribute significantly to students' entrepreneurial intentions by strengthening entrepreneurial mindsets. Therefore, developing an entrepreneurial ecosystem in schools requires not only curriculum implementation but also cultural transformation that encourages creativity, innovation, and entrepreneurial attitudes among learners.

The concept of teacherpreneurship emerged in response to the need for teachers who not only teach but also innovate, inspire, and model entrepreneurship for their students. Teacherpreneurship combines the role of a teacher with an entrepreneurial spirit and capacity, emphasizing the ability of educators to demonstrate innovative characteristics, identify opportunities, and transform learning cultures to become more dynamic and responsive to real-world needs (Ndofirepi, 2020). Recent studies characterize teacherpreneurs as educators who exhibit entrepreneurial behaviours, particularly innovativeness and risk-taking, while designing learning experiences that encourage students to develop entrepreneurial competencies. Rather than merely transmitting knowledge, teacherpreneurs cultivate an entrepreneurial learning culture through innovative pedagogical practices (Joensuu-Salo et al., 2021). This concept aligns with Vygotsky's constructivist educational theory, which emphasizes the role of teachers as mediators in constructing students' knowledge, while extending this perspective by incorporating entrepreneurial dimensions into the learning process.

In the context of Indonesian education, the role of entrepreneurial teachers is increasingly relevant, as educational reforms encourage teachers to adopt innovative pedagogical practices and create contextual learning experiences that foster entrepreneurial competencies among students (Machali et al., 2021). Hardie et al. (2023) highlighted that teachers' attitudes, values, and perceptions toward entrepreneurship education influence how



entrepreneurial learning is implemented in schools, reinforcing the importance of teachers as key actors in developing entrepreneurial competencies. Similarly, Ilonen (2021) explained that educators play an essential role in creating entrepreneurial learning environments through innovative teaching approaches and student-centered learning experiences. Teachers with an entrepreneurial spirit tend to use project-based learning methods, problem-based learning, and business simulations, which have been proved effective in increasing students' entrepreneurial interest and competency.

On the other hand, in the context of Islamic education, religiosity plays an essential role in shaping ethical and responsible entrepreneurial behaviour. Islamic values such as trustworthiness, *ihsan* (excellence), *tawakkal* (reliance on God), *tauhid* (monotheism), *khalifah* (vicegerency), *adl* (justice), *halal* (lawful conduct), and *ukhuwwah* (social responsibility) provide moral foundations that support entrepreneurial attitudes and practices. Religiosity in Islam encompasses the understanding and implementation of religious teachings in various aspects of life, including economic activities, where principles of honesty, hard work, and responsibility are emphasized (Quran, At-Taubah: 105; Al-Jumu'ah: 10). Previous studies indicate that religiosity and Islamic values are positively associated with entrepreneurial intentions among Muslim students (Hendratmi et al., 2026; Siswanto, 2024). Using the PLS-SEM approach, Hendratmi et al. (2026) found that religiosity significantly influences Islamic entrepreneurial intentions through entrepreneurial inspiration, attitude, and self-efficacy. Similarly, Wibowo et al. (2022) demonstrated that integrating Islamic values into entrepreneurship education strengthens students' entrepreneurial intentions by fostering entrepreneurial inspiration and positive attitudes. Furthermore, Boubker (2024) confirmed that religious values influence entrepreneurial intentions by shaping attitudes, perceived behavioural control, and entrepreneurial motivation.

A school's entrepreneurial culture refers to a set of values, norms, and practices that encourage creativity, innovation, and an entrepreneurial spirit within an educational institution. This culture is manifested through supportive school policies, extracurricular entrepreneurship programmes, and partnerships with the business world. Rosniawati and Yunizar (2025) found that school support and entrepreneurial education significantly contribute to the development of entrepreneurial intentions among vocational high school students. These findings highlight the importance of a supportive entrepreneurial school environment in fostering students' readiness and interest in entrepreneurship. The development of entrepreneurial culture is also increasingly connected with digital transformation, as digital literacy becomes an essential competency for students to identify opportunities and create innovative business solutions. Ratnaningtyas et al. (2025) revealed that digital literacy and learning environments influence students' entrepreneurial intentions through the development of self-efficacy in the digital creative economy.

Furthermore, Aysi et al. (2024), through a systematic literature review, identified digital entrepreneurship learning as an emerging trend that integrates technology, innovation, and entrepreneurial competence development in educational settings. Likewise, schools that create entrepreneurial ecosystems through market day programmes, student companies, or creative incubators have been shown to significantly increase students' self-efficacy and interest in entrepreneurship. At the same time, the acceleration of the digital era has expanded entrepreneurial opportunities through e-commerce, social media, and various technology-based business platforms. However, although previous studies have highlighted the importance of teacherpreneurship, religiosity, entrepreneurial culture, and digital entrepreneurship, these factors have largely been examined separately. Limited studies have systematically synthesized

how teacherpreneurship, religiosity, and entrepreneurial culture interact and complement one another in fostering students' entrepreneurial interest within the context of the digital era. Therefore, the synergistic relationship among these dimensions remains an important area for further investigation through a comprehensive and systematic review.

The digital era is fundamentally transforming the entrepreneurial landscape. Nambisan (2017) identified that digital entrepreneurship, based on digital technology, has unique characteristics: platform-based, collaborative networks, and rapid scaling capabilities. In the educational context, Kusumojanto et al. (2021) argued that entrepreneurship education supported by an appropriate learning environment plays a significant role in fostering students' entrepreneurial intentions, which are essential for preparing young people to thrive in the digital economy. Based on this background, this study formulates two research questions: (1) What is the role of teacherpreneurship in increasing students' entrepreneurial interest in the digital era? and (2) How does religiosity contribute to the formation of students' entrepreneurial character and interest? Using the Systematic Literature Review (SLR) approach based on the PRISMA protocol, this study aims to synthesize the latest findings and formulate an integrative framework that can serve as a reference for the development of value-based entrepreneurship education in Indonesia.

METHOD

This study used the Systematic Literature Review (SLR) method, guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. SLR was chosen for its ability to identify, evaluate, and synthesize scientific evidence in a transparent and replicable manner from multiple primary sources (Xiao & Watson, 2019). The search was conducted on three main databases: Google Scholar, Scopus, and DOAJ, using the keyword combination: ("teacherpreneurship" OR "teacher entrepreneur") AND ("religiosity" OR "Islamic values" OR "religiosity") AND ("entrepreneurial intention" OR "entrepreneurial interest") AND ("digital era" OR "digital entrepreneurship"). The search timeframe was limited to the period 2020–2025 to ensure the relevance and novelty of the findings. Inclusion criteria included the following: (a) articles published in reputable journals (Scopus, SINTA 1-3, or DOAJ); (b) topics relevant to teacherpreneurship, religiosity, entrepreneurial culture, or entrepreneurial interest; (c) published in Indonesian or English; and (d) full text available. Exclusion criteria included duplicate articles, unclear methodology, and contexts outside of education.

Table 1. Article Selection Process (PRISMA Protocol)

PRISMA level	Criteria/Details	Number of Article
Identification	Pencarian di Google Scholar, Scopus, DOAJ (2020-2025): teacherpreneurship, religiosity entrepreneurship, digital entrepreneurship education.	N = 187
Identification	The result of the duplication is removed.	N = 34
Screening	Articles were screened based on title and abstract.	N = 153
Screening	Excluded: not relevant to topic, not Indonesian/English.	N = 72
Eligibility	Full text articles studied in more depth.	N = 81

Eligibility	Excluded: does not meet inclusion criteria (methodology unclear, outside educational context).	N = 53
Inclusion (Included)	Final article used in SLR synthesis.	N = 28

Data analysis was conducted through content analysis of 28 selected articles, identifying key themes, research methods, and major findings related to teacherpreneurship, religiosity, entrepreneurial culture, and students' entrepreneurial interest. The analysis process involved categorizing and comparing the findings of each study to identify recurring patterns and emerging trends across different educational contexts. Synthesis was conducted using narrative analysis to integrate findings from various contexts and perspectives. This approach enabled the researchers to develop a comprehensive understanding of the relationships among the reviewed variables and to formulate an integrative framework for entrepreneurship education in the digital era.

RESULT AND DISCUSSION

Result

Research Trends on Teacherpreneurship, Religiosity, and Entrepreneurial Culture (2020–2025)

Based on an analysis of 28 selected articles, several research trends emerged between 2020 and 2025 regarding teacherpreneurship, religiosity, entrepreneurial culture, and students' entrepreneurial interest. The reviewed articles indicate that entrepreneurship education research during 2020-2025 focused on entrepreneurial competencies, character development, and digital transformation in educational settings. Studies published during this period increasingly emphasized the role of teachers as entrepreneurial agents, the contribution of religious values to entrepreneurial intentions, and the importance of supportive school environments in fostering entrepreneurship. In addition, the rapid advancement of digital technologies has become a prominent theme, highlighting the need for entrepreneurship education models that are adaptive to the demands of the digital era. Table 2 presents a representative sample of these research trends.

Table 2. Research Trends on Teacherpreneurship, Religiosity, and Entrepreneurial Culture (2020–2025)

No	Title/Focus Topic	Author & Year	Method	Theme Trends
1.	Entrepreneurial teachers and entrepreneurial learning.	Joensuu-Salo et al. (2021).	Quantitative Survey	Teacherpreneurship
2.	Modeling Entrepreneurial Intentions Among Vocational High School Students: The Roles of Education, Family, and School Support	Rosniawati & Yunizar (2025)	Quantitative	Entrepreneurial Culture
3.	Religiosity and Islamic Entrepreneurial Intention: The Mediating Role of	Khoiriyah & Ridlwan (2025)	PLS-SEM	Religiosity



Islamic Entrepreneurial Motivation in Muslim Students				
4.	Linking Entrepreneurship Education to Entrepreneurial Intentions: A Social Cognitive and Resource-Based Perspective	Ginting & Azizurrohman (2025)	SEM, MGA	Entrepreneurship Education, Entrepreneurial Self-Efficacy, Creativity, Resilience, Entrepreneurial Intention
5.	Entrepreneurship Education Context Islamic Perspective: Concepts, Characteristics, Processes, and Their Values	Yuanda (2024)	Library Research (Conceptual Study)	Religiosity
6.	From Teachers to Students' Creativity? The Mediating Role of Entrepreneurial Education	Machali et al. (2021)	Quantitative	Teacherpreneurship
7.	Do Entrepreneurship Education and Environment Promote Students' Entrepreneurial Intention? The Role of Entrepreneurial Attitude	Kusumojanto et al. (2021)	Quantitative	Entrepreneurial Intention.
8.	The influence of religiosity and subjective norms on students' entrepreneurial intentions	Azim & Islam (2022)	Quantitative (survey)	Religiosity, social factors, subjective norms, entrepreneurial intention
9.	Integration of Islamic values in Islamic boarding school entrepreneurship curriculum	Sulistyowati et al. (2025)	Qualitative	Islamic values-based entrepreneurship education, Islamic values, entrepreneurial outcomes
10.	Teacher entrepreneurship and teacherpreneurship development	Keyhani & Kim (2021)	SLR	Teacherpreneurship

Source: Results of the author's analysis from various sources (2026)

Table 2 shows that research trends are dominated by three major themes: religiosity (35%), teacherpreneurship (30%), and the digital era (20%), with the remainder examining entrepreneurial culture independently. Quantitative methods remain dominant (45%), followed by qualitative (30%) and SLR (25%). Temporarily, research on digital entrepreneurship has experienced a significant increase following the COVID-19 pandemic (2021–2023), while studies on the integration of Islamic values and entrepreneurship have shown stable consistency.

Results of the Integrative Study

The integrative analysis of the 28 selected articles revealed several interconnected themes related to teacherpreneurship, religiosity, entrepreneurial culture, and students' entrepreneurial interest. The findings demonstrate that these variables collectively contribute to the development of entrepreneurial attitudes, intentions, and competencies among students. Furthermore, the reviewed studies highlight the importance of creating educational environments that integrate entrepreneurial learning, character values, and digital competencies. To provide a comprehensive overview of the findings, Table 3 presents an integrative synthesis of the reviewed studies, organized according to key variables and their educational implications.

Table 3. Results of the SLR Integrative Study

No	Variables/Themes	Main Source	Key Findings	Education Implications
1	Teacherpreneurship	Joensuu-Salo et al. (2021); Ndofirepi (2020); Machali et al. (2021)	Entrepreneurial teachers significantly increase students' motivation and creativity.	There is a need for teacher training based on entrepreneurship and pedagogical innovation.
2	Religiosity and Entrepreneurial Interest	Khoiriyah & Ridlwan (2025); Yuanda (2024); Azim & Islam (2022); Sulistyowati et al. (2025)	Religiosity has a positive and significant influence on entrepreneurial intentions through the formation of values and ethics.	Integration of Islamic values (amanah, ihsan, qana'ah) in the entrepreneurship curriculum in Islamic madrasas/schools
3	School Entrepreneurial Culture	Rosniawati & Yunizar (2025); Kusumojanto et al. (2021)	A school culture that is supportive of entrepreneurship increases students' self-efficacy and interest.	There is a need to create an entrepreneurial ecosystem in the school environment (student company, market day, etc.)
4	Digital Era & Entrepreneurship	Ginting & Azizurrohman (2025);	Digital literacy strengthens students'	Integration of technology (e-commerce, social

		Kusumojanto et al. (2021)	entrepreneurial interests and abilities in the disruptive era.	media, AI) in project-based entrepreneurship learning
5	Integration of Three Variables	Synthesis of 28 selected articles	The integration of teacherpreneurship, religiosity, and entrepreneurial culture synergistically forms a holistic and character-based entrepreneurial interest.	An entrepreneurship education model based on Islamic values with the active role of teachers as teacherpreneurs in the digital era.

Source: Synthesis of 28 selected articles (2026)

The synthesis of Table 3 reveals that the integration of the three variables teacherpreneurship, religiosity, and entrepreneurial culture is not additive, but rather synergistic and transformative. Teachers, as teacherpreneurs who also possess a strong religious commitment, can transfer not only entrepreneurial competencies but also character values that form the foundation of entrepreneurs with integrity. An entrepreneurial school culture then serves as a medium and ecosystem in which this integration can occur organically and sustainably. In the context of the digital era, these three dimensions receive additional reinforcement. Digitally literate teacherpreneurs can facilitate students' exploration of digital entrepreneurship opportunities; Islamic values such as al-musawah (equality) and taawun (cooperation) are relevant in digital platform business models; and school culture can be enriched with digital entrepreneurship literacy programmes.

Discussion

The Role of Teacherpreneurship in Increasing Students' Interest in Entrepreneurship

A synthesis of 28 articles confirmed that teacherpreneurship plays a multidimensional role in increasing students' entrepreneurial interest. Four mechanisms of influence were identified: (1) Modelling and Inspiration: Teachers who demonstrate entrepreneurial behaviours such as innovating in learning, developing side businesses, or creating creative solutions serve as strong role models for students. Joensuu-Salo et al. (2021) suggested that entrepreneurial teachers create learning environments that encourage the development of students' entrepreneurial competencies, which are considered an important foundation for strengthening entrepreneurial intentions. (2) Creating Innovative Learning Environments: Teacherpreneurs tend to design project-based learning and business simulations that provide hands-on entrepreneurial experiences. San-Martín et al. (2022) documented that teacherpreneurs are characterized by high levels of creativity, innovativeness, and a willingness to embrace challenges, enabling them to serve as effective entrepreneurial role models for their students. This finding is consistent with Fuad et al. (2022), who argued that fostering an innovation culture in education encourages creativity, collaboration, problem-solving, and continuous improvement, thereby creating learning environments that support entrepreneurial competencies among students. (3) Mentoring and Coaching: Entrepreneurial teachers act as



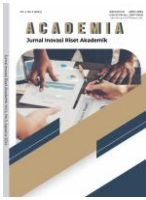
mentors who guide students in developing business ideas, analyzing market opportunities, and building resilience in the face of failure-critical competencies in entrepreneurship (Ndofirepi, 2020). (4) Digital Technology Integration: In the digital era, entrepreneurship education integrates digital learning environments to foster entrepreneurial intentions and prepare students with competencies relevant to the evolving digital economy (Kusumojanto et al., 2021).

This finding is strengthened by Hu et al. (2025), who revealed that digital entrepreneurship education significantly contributes to vocational students' digital entrepreneurial intentions through the development of digital entrepreneurial knowledge and skills. Similarly, Amalia and von Korflesch (2021) emphasized that entrepreneurship education in Indonesian higher education has increasingly shifted toward experiential, innovation-oriented, and ecosystem-based learning approaches, highlighting the strategic role of educators in cultivating entrepreneurial mindsets and intentions. This indicates that teacherpreneurship in the digital era requires not only entrepreneurial attitudes but also technological competence to facilitate meaningful digital entrepreneurship learning experiences. These findings align with Bandura's (1997) social learning theory, which emphasizes the importance of observational learning from competent models. In the context of entrepreneurship, teachers as teacherpreneurs fulfil all the criteria for effective models: credible, accessible, and relatable to students.

The Contribution of Religiosity to the Formation of Character and Interest in Entrepreneurship

An analysis of articles examining the relationship between religiosity and entrepreneurship reveals a multi-layered and meaningful contribution. Religiosity not only directly influences entrepreneurial intentions but also forms the foundation of character that supports long-term entrepreneurial success. First, Islamic values provide a transcendental motivation for entrepreneurship. In the Islamic perspective, entrepreneurship is closely associated with the concept of *rizq* (lawful sustenance) earned through honest effort and the principle of *khalifah*, which encourages humans to manage resources responsibly and contribute to social welfare. These values provide an ethical foundation for entrepreneurship education in Islam (Yuanda, 2024). This transcendental motivation provides greater resilience than purely material motivation when facing failure; Muslim entrepreneurs tend to view it as a test and learning opportunity, rather than a defeat. Second, religiosity fosters strong business ethics. The values of *amanah* (trustworthiness), *sidq* (honesty), and *adl* (justice) serve as a moral compass in every business decision. Sulistyowati et al. (2025) found that Islamic values-based entrepreneurship education in Islamic boarding schools strengthens students' ethical orientation and entrepreneurial practices through the integration of Islamic values into learning activities. Third, religiosity influences the subjective norms of social pressure individuals feel toward entrepreneurship. Azim and Islam (2022) demonstrated that religiosity, social factors, and perceived subjective norms play important roles in shaping students' entrepreneurial intentions.

These findings are consistent with Sukoco et al. (2021), who demonstrated that religiosity and spirituality significantly influence entrepreneurial intentions among business students in Indonesia. Furthermore, Susanti et al. (2025) confirmed that religiosity, together with entrepreneurship education and peer influence, contributes significantly to students' entrepreneurial intentions at the secondary education level. These studies indicate that religiosity functions not only as a personal belief system but also as a contextual factor that



shapes entrepreneurial motivation, attitudes, and decision-making. In addition, Pusparini et al. (2025) highlighted that religiosity influences entrepreneurial intention by encouraging individuals to integrate ethical considerations and social responsibility into entrepreneurial activities. This perspective reinforces the idea that Islamic entrepreneurship is not solely oriented toward economic achievement but also toward creating value that benefits society.

Synergy Between Teacherpreneurship, Religiosity, and Entrepreneurial Culture in the Digital Era

The integration of teacherpreneurship, religiosity, and entrepreneurial culture represents a holistic approach to entrepreneurship education. The findings suggest that these three dimensions do not operate independently but create a synergistic educational ecosystem. Teachers who possess entrepreneurial competencies and strong ethical values can transfer both practical entrepreneurial skills and character-based values to students. An entrepreneurial school culture strengthens this process by providing supportive environments where students can explore entrepreneurial ideas through activities such as student companies, market days, and entrepreneurship projects. This finding is supported by Ebabu Engidaw (2021), who explained that entrepreneurial culture is shaped by socio-cultural determinants that encourage individuals to develop entrepreneurial values, creativity, self-confidence, and proactive behaviour. Such a culture provides an enabling environment where entrepreneurial intentions can grow sustainably through continuous interaction between educational institutions and the surrounding community. In this context, schools function not only as learning institutions but also as entrepreneurial ecosystems that encourage creativity, innovation, and independence. Furthermore, Amalia and von Korfflesch (2021) argued that entrepreneurship education is most effective when embedded within a supportive institutional ecosystem that integrates entrepreneurial culture, innovation, and collaboration among educational stakeholders. The development of such an ecosystem is also supported by digital literacy, which has become an essential component of contemporary entrepreneurial learning. Maudina et al. (2022) found that digital literacy and entrepreneurship learning positively influence students' entrepreneurial intentions, indicating that technological competence strengthens students' readiness to engage in entrepreneurial activities.

The digital era further expands the role of these dimensions by creating new opportunities for entrepreneurship education. Digitally competent teacherpreneurs can introduce students to digital business models, e-commerce platforms, and technology-based entrepreneurship opportunities. At the same time, Islamic values such as *al-musawah* (equality) and *ta'awun* (cooperation) remain relevant in guiding ethical interactions within digital entrepreneurship environments. In addition, Fuad et al. (2022) emphasized that cultivating an innovation culture within educational institutions supports the adoption of digital technologies, collaborative learning, and continuous adaptation, all of which are fundamental for preparing students to thrive in the digital entrepreneurial ecosystem. The integration of digital literacy and entrepreneurship education is therefore essential because students require both technological skills and entrepreneurial values to navigate digital economic opportunities responsibly. Therefore, an entrepreneurship education model integrating teacherpreneurship, religiosity, and digital literacy is considered relevant for preparing students to become innovative and ethical entrepreneurs in the contemporary era.

CONCLUSION

Based on a Systematic Literature Review of 28 selected articles published between 2020 and 2025, this study concludes that the integration of teacherpreneurship, religiosity, and entrepreneurial culture represents an important framework for strengthening students' entrepreneurial interest in the digital era. The findings indicate that teacherpreneurship functions not only as a pedagogical approach but also as a mechanism for building entrepreneurial learning ecosystems through role modelling, innovative learning practices, mentoring, and digital technology integration. Meanwhile, religiosity, particularly Islamic values such as *amanah*, *ihsan*, responsibility, and ethical conduct, provides a moral foundation that shapes students' entrepreneurial character and encourages the development of responsible and sustainable entrepreneurial intentions.

Furthermore, the synthesis demonstrates that teacherpreneurship, religiosity, and entrepreneurial culture do not operate as separate dimensions but interact synergistically in creating a holistic entrepreneurship education model. Entrepreneurial school culture provides an environment that supports creativity, innovation, and experiential learning, while digital transformation expands opportunities for students to develop technology-based entrepreneurial competencies. The implications of this study suggest that educational institutions should develop entrepreneurship programmes that integrate teacher capacity development, character-based values, and digital literacy to prepare students as innovative and ethical entrepreneurs. Future studies are recommended to develop validated measurement models for the integration of these three dimensions and conduct empirical investigations across diverse educational contexts, particularly Islamic schools in Indonesia, to examine their effectiveness in enhancing students' entrepreneurial interest.

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