

Digital Marketing Education for Islamic Entrepreneurship: A Systematic Literature Review

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ABSTRACT

The rapid advancement of digital technology has transformed entrepreneurship education, making digital marketing competencies increasingly essential for entrepreneurs in the digital economy. Simultaneously, Islamic entrepreneurship has gained growing attention because of its emphasis on ethical business practices, social responsibility, and Sharia-compliant economic activities. However, studies integrating digital marketing education and Islamic entrepreneurship remain fragmented. Therefore, this study aims to systematically review the existing literature by identifying publication trends, dominant research themes, methodological characteristics, research contributions, and future research directions. A Systematic Literature Review (SLR) was conducted using the PRISMA 2020 framework. Literature was retrieved from Google Scholar through Publish or Perish, yielding 348 initial records. After the identification, screening, eligibility, and inclusion stages, 18 studies published between 2020 and 2025 were selected for analysis. Bibliometric mapping using VOSviewer and qualitative synthesis were employed to interpret the findings. The results indicate a steady increase in research interest, with digital marketing emerging as the central theme linking entrepreneurship education, business development, digital innovation, and Islamic values. Digital marketing education contributes to strengthening digital competencies, entrepreneurial capabilities, and the integration of Islamic ethical values while supporting business sustainability and competitiveness. Nevertheless, the literature remains limited in theoretical integration, methodological diversity, and educational contexts. This review offers theoretical and practical implications for researchers, educators, curriculum developers, and policymakers while providing directions for future research on sustainable Islamic entrepreneurship.

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Introduction

The rapid advancement of digital technology has fundamentally transformed the global business landscape, reshaping how organizations create value, communicate with consumers, and compete in increasingly dynamic markets. The

emergence of the digital economy has accelerated the adoption of online platforms, social media, e-commerce, artificial intelligence, and data-driven marketing strategies, making digital marketing an indispensable competency for entrepreneurs and business organizations.(Hendra et al., 2025). Unlike conventional marketing, digital marketing enables businesses to engage with broader audiences, personalize customer experiences, optimize promotional activities, and improve business performance through cost-effective digital channels. Consequently, digital marketing has evolved beyond a business strategy to become an essential educational competency that prepares future entrepreneurs to thrive in a technology-driven economy.(Mulyana et al., 2025)

The growing importance of digital competencies has also transformed entrepreneurship education worldwide. Higher education institutions, vocational training centers, and entrepreneurship development programs increasingly integrate digital marketing into their curricula to equip students and aspiring entrepreneurs with practical skills required in the digital marketplace. Digital marketing education is no longer limited to teaching technological tools; it also encompasses strategic thinking, digital communication, customer relationship management, data analytics, content creation, and innovation capabilities.(Halim et al., 2025). These competencies are widely recognized as essential for enhancing entrepreneurial intention, business sustainability, and competitiveness in the era of Industry 4.0 and Society 5.0. (Hidayatulloh & Abdullah, 2025).

Simultaneously, Islamic entrepreneurship has emerged as one of the fastest-growing research areas within entrepreneurship studies due to the rapid expansion of the global halal economy and the increasing participation of Muslim entrepreneurs in both local and international markets. Islamic entrepreneurship differs from conventional entrepreneurship by emphasizing ethical business conduct, social responsibility, justice, trustworthiness, and compliance with Sharia principles. (Masnama et al., 2025). Rather than pursuing profit maximization alone, Islamic entrepreneurs are expected to balance economic performance with spiritual values, environmental sustainability, and societal welfare. Consequently, entrepreneurial education within an Islamic framework requires not only managerial and technological competencies but also the integration of Islamic ethical values into entrepreneurial decision-making.(Aziz & Ilham, 2025).

Despite the increasing attention devoted to digital marketing and Islamic entrepreneurship, existing studies remain fragmented across different academic disciplines. Research on digital marketing primarily focuses on marketing strategies, consumer behavior, social media utilization, digital transformation, and business performance.(Rusdina et al., 2025). Meanwhile, studies on Islamic entrepreneurship generally examine entrepreneurial characteristics, Islamic business ethics, halal business development, entrepreneurial intention, and the application of Sharia principles in business practices. Although these two research domains have developed substantially over the past decade, relatively few studies explicitly examine how digital marketing competencies are developed through educational processes to support Islamic entrepreneurship. (Atmodjo et al., 2025).

Furthermore, previous studies have predominantly adopted empirical approaches within specific contexts, including small and medium-sized enterprises

(SMEs), university students, start-up businesses, or particular educational institutions. While these studies provide valuable insights into the relationships among digital marketing, entrepreneurship education, and Islamic business practices, they offer limited understanding of the overall development of this interdisciplinary research field.(Syukron et al., 2025). Existing literature lacks a comprehensive synthesis that maps publication trends, dominant research themes, methodological approaches, educational contexts, and emerging research directions concerning digital marketing education for Islamic entrepreneurship. Consequently, scholars and practitioners continue to face difficulties in identifying the current state of knowledge, conceptual relationships, and future research opportunities within this emerging field.(Yunita et al., 2025).

This limitation reveals several significant research gaps. First, there is a fragmentation gap, as studies on digital marketing, entrepreneurship education, and Islamic entrepreneurship have largely evolved independently, resulting in limited theoretical integration among these interconnected domains. Second, there is a synthesis gap, since current literature lacks a systematic review that comprehensively synthesizes research concerning digital marketing education within the context of Islamic entrepreneurship. Third, there is a methodological gap, because most previous studies rely on empirical investigations conducted within localized settings, providing insufficient evidence regarding broader research trends, methodological patterns, and conceptual developments across the literature. Finally, there is a practical gap, as limited evidence-based recommendations are available to guide universities, policymakers, curriculum developers, and entrepreneurship training institutions in designing digital marketing education that aligns with Islamic entrepreneurial values.(Ardiansyah et al., 2024)

Given these research gaps, conducting a Systematic Literature Review (SLR) is both timely and necessary. A systematic review provides a rigorous and transparent approach for identifying, evaluating, and synthesizing existing evidence while minimizing selection bias and enhancing the reliability of research findings. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework enables researchers to systematically identify relevant publications, evaluate their methodological characteristics, synthesize major findings, and identify unresolved issues requiring further investigation. Such a review is expected to provide a comprehensive understanding of how digital marketing education has evolved within the context of Islamic entrepreneurship and to establish a clearer research agenda for future studies.(Syahida et al., 2025)

The novelty of this study lies in integrating digital marketing, entrepreneurship education, and Islamic entrepreneurship through a systematic PRISMA 2020-based review, addressing three research domains that have largely been examined separately. (Setiawan et al., 2025) This study systematically maps publication trends, research themes, methodological characteristics, research gaps, and future directions to develop a more integrated understanding of digital marketing education within Islamic entrepreneurship. The findings contribute to both academic knowledge and practical recommendations for educators, curriculum developers, policymakers, and entrepreneurship support institutions in designing

digital marketing education that strengthens digital competencies while upholding Islamic ethical values. (Azmi & Nawawi, 2024).

Method

The literature selection process was conducted systematically following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines. The search was performed on 29 July 2026 using Google Scholar as the primary database because of its extensive multidisciplinary coverage of peer-reviewed publications in business, marketing, education, entrepreneurship, and Islamic studies. Bibliographic metadata were retrieved using Publish or Perish (PoP) version 8, which facilitates the extraction and management of scholarly records from Google Scholar. The search employed the Boolean query "digital marketing" AND "education" AND "Islamic entrepreneurship", yielding 348 initial records. To ensure that the review reflected recent developments in the field, the publication period was limited to 2020–2025, resulting in 231 records for further evaluation. The subsequent identification, screening, eligibility assessment, and inclusion procedures were conducted according to the PRISMA 2020 protocol, as illustrated in Figure 1.

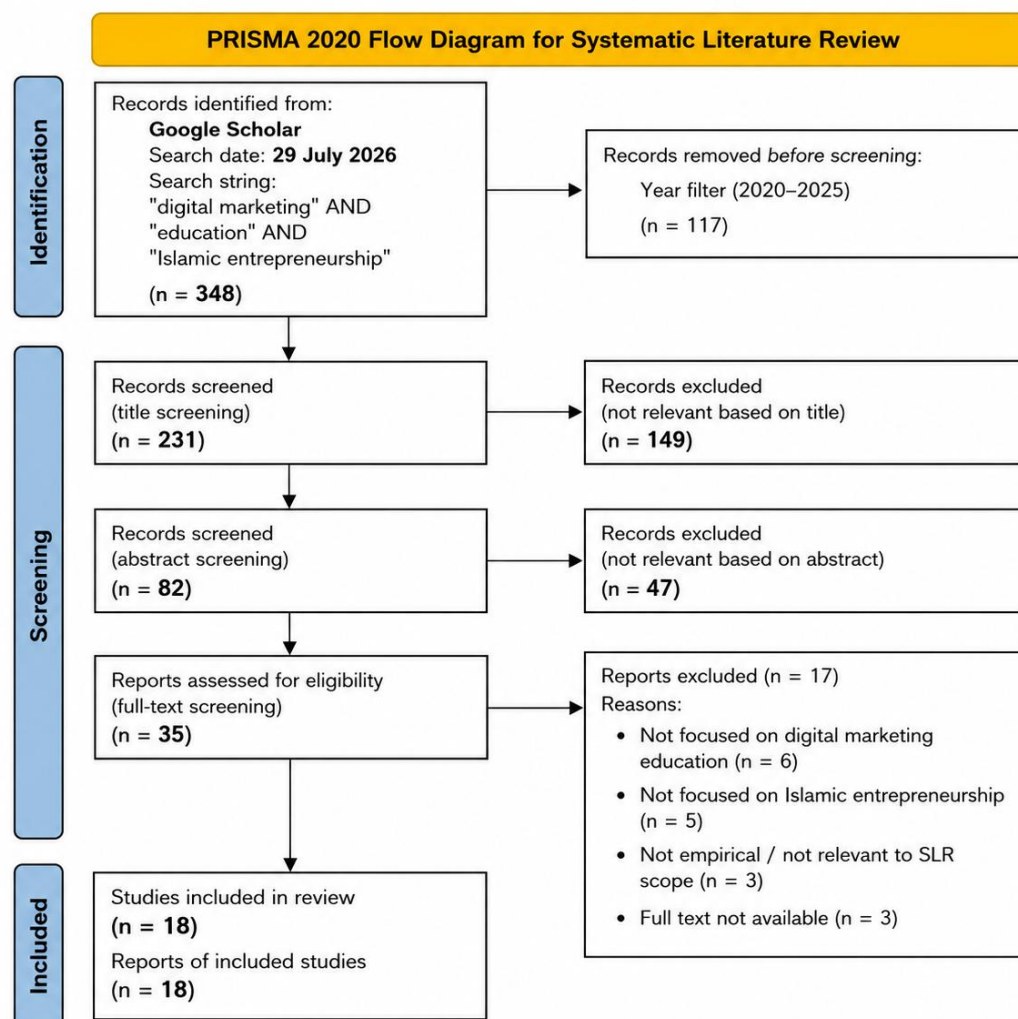


Figure 1. PRISMA 2020 Flow Diagram of the Literature Selection Process

As illustrated in Figure 1, the systematic literature selection process consisted of four sequential stages: identification, screening, eligibility, and inclusion. During the identification stage, 348 records were retrieved from Google Scholar, of which 117 publications published outside the predetermined period (2020–2025) were excluded, leaving 231 records for the screening stage. The title screening resulted in the exclusion of 149 articles that did not align with the scope of digital marketing education and Islamic entrepreneurship, leaving 82 articles for abstract assessment. Subsequently, the abstracts were evaluated against the predefined inclusion and exclusion criteria, resulting in the exclusion of 47 studies due to insufficient relevance to the objectives of this review. Consequently, 35 articles proceeded to the full-text eligibility assessment. During this stage, 17 articles were excluded because they did not directly address digital marketing education ($n = 6$), did not focus on Islamic entrepreneurship ($n = 5$), were non-empirical or outside the scope of this review ($n = 3$), or were unavailable in full-text form ($n = 3$). Ultimately, 18 studies met all inclusion criteria and were included in the qualitative synthesis and bibliometric analysis.

Following the PRISMA selection process, the bibliographic metadata of the included studies were exported from Publish or Perish in RIS format and imported into VOSviewer version 1.6.20 for bibliometric analysis. VOSviewer was used to visualize the intellectual structure of the selected literature through keyword co-occurrence, citation, co-authorship, and thematic cluster analyses. These analyses enabled the identification of dominant research themes, relationships among keywords, collaboration patterns among authors, and emerging research trends in digital marketing education for Islamic entrepreneurship. Furthermore, a qualitative descriptive synthesis was conducted to systematically examine publication trends, research methodologies, educational contexts, digital marketing competencies, dimensions of Islamic entrepreneurship, major findings, research gaps, and future research directions.

To provide a structured analysis, this review was guided by the following research questions: (RQ1) *How has research on digital marketing education for Islamic entrepreneurship evolved during the period 2020–2025?* (RQ2) *What are the dominant research themes and intellectual structures identified through bibliometric analysis?* (RQ3) *What methodological approaches, educational contexts, and participant characteristics are most frequently employed in the selected studies?* (RQ4) *What contributions does digital marketing education make to the development of Islamic entrepreneurship?* and (RQ5) *What research gaps and future research directions emerge from the existing literature?* These research questions served as the analytical framework for organizing the results and discussion, ensuring that the synthesis addressed both the quantitative bibliometric findings and the qualitative evidence obtained from the selected studies.

Results and Discussion

1. Research Trends in Digital Marketing Education for Islamic Entrepreneurship

This section addresses Research Question 1 (RQ1): How has research on digital marketing education for Islamic entrepreneurship evolved during the period 2020–2025? To answer this question, publication trends were analyzed using the 18 studies that satisfied the inclusion criteria following the PRISMA 2020 screening process. The analysis focuses on the temporal distribution of publications, the evolution of research interests, and the overall development of the field.

The analysis indicates that research on digital marketing education for Islamic entrepreneurship has experienced a gradual upward trajectory between 2020 and 2025. Although the total number of eligible studies remains relatively limited, the increasing number of publications in the later years, particularly in 2024 and 2025, demonstrates growing scholarly attention to the integration of digital marketing competencies with entrepreneurship education grounded in Islamic principles. This upward trend reflects the increasing importance of digital transformation in entrepreneurial ecosystems and the recognition that digital competencies have become essential for preparing entrepreneurs to compete effectively in the contemporary digital economy.

The selected publications reveal that the research field has progressively expanded from traditional entrepreneurship education toward broader discussions involving digital innovation, technology adoption, online business development, digital literacy, and entrepreneurial competence within Islamic contexts. Earlier studies predominantly emphasized entrepreneurship education in Islamic higher education institutions and pesantren-based entrepreneurship programs. More recent studies increasingly investigate the utilization of digital technologies, social media platforms, digital business ecosystems, and technology-enhanced entrepreneurial learning as mechanisms for strengthening entrepreneurial capabilities among Muslim entrepreneurs. This evolution suggests a transition from conventional entrepreneurship education toward more digitally oriented educational models that respond to rapid technological advancement and changing market demands.

Another notable finding is the multidisciplinary nature of the selected publications. The reviewed studies were published in journals covering business and management, entrepreneurship, education, Islamic studies, economics, and community development. This disciplinary diversity indicates that digital marketing education for Islamic entrepreneurship is no longer viewed solely as a business-related topic but has developed into an interdisciplinary research area that integrates educational theory, digital technology, entrepreneurial development, and Islamic ethical values. Such interdisciplinary growth reflects increasing collaboration across academic fields

to address the challenges and opportunities created by digital transformation within Islamic entrepreneurial ecosystems.

The publication trends further demonstrate a gradual shift in research priorities. While earlier studies primarily explored entrepreneurial intention, entrepreneurial education, and Islamic business ethics, more recent publications have increasingly examined digital competence, digital entrepreneurship, technology-based business innovation, digital platforms, and sustainable entrepreneurial development. This shift illustrates the growing awareness that entrepreneurship education should extend beyond developing business knowledge to include digital capabilities, innovation skills, and ethical decision-making aligned with Islamic values. Consequently, digital marketing education has emerged as a strategic component of entrepreneurship education that supports both economic competitiveness and value-based entrepreneurial practices.

Despite this encouraging development, the relatively small number of studies identified through the PRISMA selection process indicates that research on digital marketing education for Islamic entrepreneurship remains in an emerging stage. Compared with the broader literature on digital marketing or entrepreneurship education, studies explicitly integrating digital marketing education with Islamic entrepreneurship are still scarce. This finding highlights considerable opportunities for future research to develop more comprehensive conceptual frameworks, evaluate educational interventions, and investigate the effectiveness of digital marketing education in fostering entrepreneurial competencies while preserving Islamic ethical principles.

Overall, the publication trends demonstrate that digital marketing education for Islamic entrepreneurship has attracted increasing scholarly interest during the last five years. The evolution of research topics from conventional entrepreneurship education toward digitally enabled entrepreneurial learning reflects the changing needs of contemporary society and the growing significance of digital competencies in supporting sustainable and ethically grounded entrepreneurship. These findings provide a foundation for the subsequent bibliometric analysis, which explores the dominant research themes and intellectual structure of the field through VOSviewer.

2. Dominant Research Themes and Intellectual Structure

To address Research Question 2 (RQ2): What are the dominant research themes and intellectual structures identified through bibliometric analysis?, a bibliometric mapping analysis was conducted using VOSviewer. The analysis was based on the keywords extracted from the 18 selected studies included in the systematic literature review. Two visualization techniques were employed, namely Network Visualization and Overlay Visualization, to identify the relationships among research topics and to examine the evolution of research trends over time. The network visualization illustrates the co-occurrence

patterns of keywords, whereas the overlay visualization reveals the temporal development of research themes, enabling the identification of emerging topics within the field of digital marketing education for Islamic entrepreneurship.

Keyword Co-occurrence Analysis

Keyword co-occurrence analysis was performed to identify the most frequently occurring keywords and to examine the conceptual relationships among research topics. In VOSviewer, keywords that frequently appear together in the same publication are connected through links, forming thematic clusters that represent the intellectual structure of the research field. The size of each node reflects the frequency of keyword occurrence, while the thickness of the connecting lines indicates the strength of the relationship between two keywords.

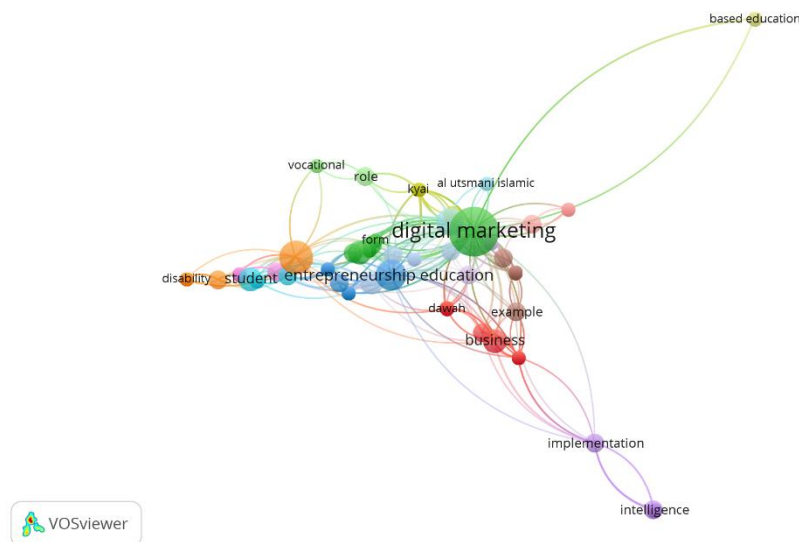


Figure 2. Network Visualization of Keyword Co-occurrence Generated Using VOSviewer

As illustrated in Figure 2, digital marketing appears as the largest and most central keyword in the network, indicating that it constitutes the primary focus of the reviewed studies. The keyword exhibits strong connections with several other important concepts, including entrepreneurship education, business, student, implementation, Islamic, role, and vocational, suggesting that research on digital marketing is closely integrated with entrepreneurship education, business development, and Islamic educational practices.

The network also reveals several interconnected thematic areas. One group of keywords is associated with entrepreneurship education, emphasizing the development of entrepreneurial competencies among students. Another group highlights business implementation and practical applications of digital

marketing within entrepreneurial activities. Additional keywords such as Islamic, kyai, dawah, and Al Utsmani Islamic indicate that several studies specifically investigate entrepreneurship education within Islamic educational institutions, particularly pesantren and Islamic universities. Furthermore, the presence of keywords such as artificial intelligence, implementation, and based education demonstrates that recent research has begun incorporating digital technologies and innovative educational approaches into entrepreneurship education.

Overall, the keyword co-occurrence network illustrates that digital marketing education for Islamic entrepreneurship is an interdisciplinary research area that integrates entrepreneurship, digital technology, business education, and Islamic values. The strong interconnections among these keywords indicate that researchers increasingly view digital marketing not merely as a business tool but also as an educational strategy for developing entrepreneurial competencies within Islamic contexts.

Network Visualization Analysis

Network visualization provides a more comprehensive understanding of the intellectual structure of the selected studies by illustrating how keywords are organized into interconnected thematic groups. Unlike the keyword co-occurrence analysis, which focuses on keyword frequency, the network visualization emphasizes the relationships among research themes and their relative importance within the literature.

The visualization demonstrates that digital marketing functions as the central hub connecting nearly all major research themes. This central position indicates that digital marketing serves as the primary concept through which entrepreneurship education, business development, Islamic values, vocational education, and technological innovation are interconnected. The relatively large node size and numerous connecting links further confirm the dominant role of digital marketing in shaping the intellectual structure of this research field.

The network also suggests that entrepreneurship education serves as the second major thematic component, linking educational concepts with entrepreneurial practices and digital competencies. Similarly, business-related keywords maintain close relationships with implementation, innovation, and practical entrepreneurial activities, reflecting the applied nature of digital marketing education. The presence of several smaller peripheral nodes indicates that emerging topics such as artificial intelligence, disability inclusion, vocational education, and technology-based education have begun to receive scholarly attention, although they remain less extensively explored than the core themes.

Taken together, the network visualization demonstrates that the intellectual structure of digital marketing education for Islamic entrepreneurship is

characterized by a highly interconnected network centered on digital marketing and entrepreneurship education. These findings indicate that future research is likely to continue expanding toward digital innovation, technology-enhanced learning, and the integration of Islamic ethical values into entrepreneurial education.

Overlay Visualization Analysis

To complement the network analysis, an overlay visualization was generated to examine the temporal evolution of research themes. Unlike the network visualization, which identifies thematic relationships, the overlay visualization illustrates when particular keywords became prominent within the literature. In this visualization, node colors represent the average publication year of the studies in which each keyword appears, with darker colors indicating earlier research and brighter yellow colors representing more recent research trends.

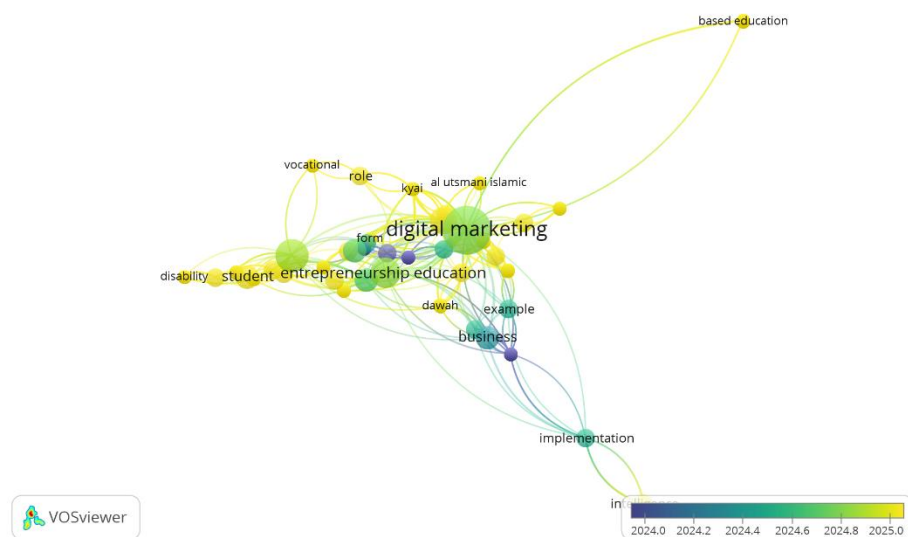


Figure 3. Overlay Visualization of Research Themes Generated Using VOSviewer

As shown in Figure 4, earlier studies were primarily associated with keywords such as business, implementation, and entrepreneurship education, reflecting an initial emphasis on entrepreneurship development and the practical implementation of entrepreneurial learning. In contrast, more recent studies increasingly focus on digital marketing, student, Islamic, vocational, based education, and artificial intelligence, indicating a gradual shift toward digitally oriented entrepreneurship education supported by emerging technologies.

The overlay visualization also reveals that digital marketing has become the dominant emerging topic, connecting traditional entrepreneurship education with digital innovation and Islamic educational practices. The appearance of technology-oriented keywords suggests that recent research has expanded beyond conventional entrepreneurial training toward developing digital competencies that are increasingly required in the contemporary business environment. Furthermore, the emergence of artificial intelligence and technology-based education reflects growing scholarly interest in integrating advanced digital technologies into entrepreneurship education while maintaining Islamic ethical principles.

Overall, the overlay visualization demonstrates a clear evolution of research themes from conventional entrepreneurship education toward digitally enabled entrepreneurial learning. This finding confirms that digital marketing education for Islamic entrepreneurship is a rapidly developing research area and highlights several emerging themes that offer promising opportunities for future investigation.

3. Methodological Characteristics of the Selected Studies

This section addresses Research Question 3 (RQ3): What methodological approaches, educational contexts, and participant characteristics are most frequently employed in the selected studies? Analyzing the methodological characteristics of the selected literature provides a comprehensive understanding of how previous researchers have investigated digital marketing education for Islamic entrepreneurship. The analysis encompasses three key dimensions: research approaches, educational contexts, and participant characteristics. By examining these aspects, this review identifies methodological patterns, highlights the dominant research settings, and reveals the populations that have received the greatest scholarly attention within the existing literature.

The methodological analysis demonstrates that the selected studies employed diverse research approaches, reflecting the interdisciplinary nature of digital marketing education for Islamic entrepreneurship. Qualitative research emerged as one of the most frequently applied approaches, particularly in studies exploring the integration of Islamic values into entrepreneurship education, the implementation of entrepreneurial learning programs, and the experiences of educators and entrepreneurs in adopting digital technologies. These studies commonly utilized interviews, observations, case studies, and document analysis to obtain an in-depth understanding of educational processes and entrepreneurial practices within Islamic contexts. The qualitative approach enabled researchers to examine complex social and educational phenomena that cannot be adequately explained through numerical data alone.

In addition to qualitative studies, several articles adopted quantitative research designs to examine relationships among digital competencies, entrepreneurial intentions, technology adoption, and business performance. Most quantitative studies collected data through structured questionnaires and analyzed the findings using statistical techniques to evaluate the influence of digital marketing education on entrepreneurial outcomes. A limited number of studies also implemented mixed-methods approaches by integrating qualitative and quantitative data to provide a more comprehensive understanding of entrepreneurship education in the digital era. Overall, the methodological diversity indicates that researchers have attempted to investigate digital marketing education from multiple perspectives, although empirical qualitative and quantitative studies remain considerably more prevalent than mixed-methods research.

The reviewed studies were conducted across various educational and entrepreneurial settings, illustrating the broad application of digital marketing education within Islamic entrepreneurship. Higher education institutions constituted the most dominant research context, particularly universities that incorporate entrepreneurship courses, digital business education, and innovation-based learning into their curricula. Several studies specifically focused on Islamic universities and pesantren, emphasizing their strategic role in fostering entrepreneurial mindsets while simultaneously promoting Islamic ethical values in business activities. These findings indicate that higher education institutions are increasingly recognized as important environments for cultivating digitally competent entrepreneurs capable of responding to the demands of the modern digital economy.

Beyond formal educational institutions, several studies examined community-based entrepreneurship programs, entrepreneurship training initiatives, business incubation programs, and capacity-building activities involving micro, small, and medium-sized enterprises (MSMEs). These studies highlight that digital marketing education extends beyond classroom-based instruction and increasingly incorporates experiential learning, mentoring, practical business development, and community empowerment. Such educational diversity reflects the growing understanding that entrepreneurial competencies can be developed through both formal and non-formal educational environments, particularly when supported by digital technologies and collaborative learning experiences.

The analysis further reveals that the selected studies involved participants representing multiple stakeholder groups within the entrepreneurial ecosystem. University students constituted the largest proportion of research participants, reflecting the increasing emphasis on entrepreneurship education as an essential component of higher education. Most student-focused studies examined entrepreneurial intentions, digital literacy, digital competencies,

innovation capabilities, and readiness to utilize digital marketing technologies for future business activities. This finding suggests that students are regarded as a primary target group for developing entrepreneurial competencies that align with the requirements of the digital economy.

In addition to students, several studies involved entrepreneurs, owners of micro, small, and medium-sized enterprises (MSMEs), educators, business mentors, community leaders, and participants in entrepreneurship development programs. These participants contributed valuable insights into the implementation of digital marketing practices, entrepreneurial capability development, and the integration of Islamic values into business activities. The diversity of participant groups demonstrates that research on digital marketing education for Islamic entrepreneurship has expanded beyond educational institutions to encompass broader entrepreneurial communities. Nevertheless, the predominance of student-based research indicates that future studies should involve a wider range of stakeholders, including policymakers, industry practitioners, entrepreneurship support organizations, and digital business professionals, in order to generate a more comprehensive understanding of the effectiveness and practical implementation of digital marketing education within Islamic entrepreneurial ecosystems.

Overall, the methodological characteristics identified in this review demonstrate that research on digital marketing education for Islamic entrepreneurship is methodologically diverse and contextually rich. However, the concentration of studies in higher education settings and the predominance of student participants suggest that the field remains in an early stage of development. Expanding future research into different educational contexts, entrepreneurial sectors, and participant groups would provide broader empirical evidence and strengthen the theoretical and practical foundations of digital marketing education for Islamic entrepreneurship.

Discussion

1. Contributions of Digital Marketing Education to Islamic Entrepreneurship

The findings of this systematic literature review demonstrate that digital marketing education plays a significant role in strengthening the development of Islamic entrepreneurship by enhancing digital competencies, improving entrepreneurial capabilities, integrating Islamic values into entrepreneurship education, and supporting long-term business sustainability. The publication trend analysis indicates that scholarly interest in this topic has increased during the period of 2020–2025, reflecting the growing recognition that entrepreneurship education must adapt to the rapid transformation of the digital economy. This development is further supported by the bibliometric analysis, in which digital marketing emerged as the most prominent and highly connected keyword within the VOSviewer network visualization. Its central

position illustrates that digital marketing has become the core concept linking entrepreneurship education, business development, technology adoption, and Islamic educational practices, thereby confirming its strategic role in contemporary entrepreneurship education.

The reviewed studies consistently highlight that digital marketing education contributes substantially to the development of digital competencies required by entrepreneurs in today's competitive business environment. Rather than merely introducing promotional techniques, digital marketing education equips learners with practical abilities in digital communication, social media management, online branding, content creation, customer engagement, e-commerce, and the effective use of digital platforms to support entrepreneurial activities. These competencies enable entrepreneurs to identify market opportunities, respond to changing consumer behaviour, and utilise digital technologies to improve business performance. The overlay visualization further demonstrates that digital marketing has become one of the most recent and rapidly developing research themes, indicating that digital competencies are increasingly recognised as essential components of entrepreneurship education rather than supplementary technical skills.

Beyond improving digital capabilities, the findings also suggest that digital marketing education enhances broader entrepreneurial competencies. The selected studies reveal that entrepreneurship education increasingly emphasises innovation, opportunity recognition, strategic thinking, problem-solving, creativity, and business decision-making alongside digital skills. Such competencies prepare learners not only to establish new businesses but also to adapt to dynamic market conditions and sustain entrepreneurial growth in highly competitive environments. The close relationship between the keywords digital marketing, entrepreneurship education, and business, as identified in the network visualization, indicates that entrepreneurial competence is developed through the integration of technological knowledge and practical entrepreneurial experience. This finding reinforces the view that entrepreneurship education should provide experiential learning opportunities that enable students and aspiring entrepreneurs to apply digital marketing strategies in authentic business contexts.

Another important contribution identified in this review is the integration of Islamic values within entrepreneurship education. Several studies emphasise that entrepreneurship education in Islamic educational institutions extends beyond the development of business knowledge by incorporating ethical principles rooted in Islamic teachings. The presence of keywords such as Islamic, kyai, dawah, and Islamic educational institutions within the bibliometric network demonstrates that entrepreneurship education is closely associated with values such as honesty (sidq), trustworthiness (amanah), justice ('adl), responsibility, and social welfare (maslahah). These ethical principles

provide a moral foundation for the implementation of digital marketing strategies, ensuring that technological innovation is accompanied by responsible and ethical business conduct. Consequently, digital marketing education within Islamic contexts contributes not only to producing digitally competent entrepreneurs but also to developing individuals who are capable of balancing business success with ethical responsibility and social benefit.(Fadila & Maretta, 2025)

Furthermore, the findings indicate that digital marketing education has important implications for business sustainability and long-term competitiveness. Entrepreneurs equipped with digital competencies are better prepared to expand market access, strengthen customer relationships, improve brand visibility, and respond effectively to rapid technological changes and evolving consumer preferences.(Ngulum et al., 2024). The adoption of digital marketing strategies enables businesses to innovate continuously while maintaining competitiveness in increasingly digitalised markets. At the same time, the integration of Islamic ethical values encourages sustainable business practices based on transparency, accountability, fairness, and social responsibility. These principles contribute to building customer trust and fostering long-term business resilience. The emergence of technology-oriented keywords in the overlay visualization, including artificial intelligence and technology-based education, further suggests that future entrepreneurial competitiveness will depend on the ability of entrepreneurs to integrate digital innovation with ethical leadership and sustainable business strategies.(Sholihah & Jannah, 2025).

Overall, the findings of this review demonstrate that digital marketing education has evolved into a strategic component of Islamic entrepreneurship education. Its contribution extends beyond the development of technical marketing skills by fostering entrepreneurial competence, encouraging innovation, strengthening digital literacy, promoting Islamic ethical values, and supporting sustainable business development. The integration of these dimensions provides a comprehensive foundation for preparing entrepreneurs who are technologically adaptive, ethically responsible, and capable of competing in an increasingly digital and globalised economy. These findings also reinforce the importance of designing entrepreneurship education programmes that integrate digital marketing competencies with Islamic values in order to develop resilient entrepreneurial ecosystems capable of addressing future economic and technological challenges. (Raihanah et al., 2025).

2. Research Gaps and Future Research Directions

The systematic literature review and bibliometric analysis provide a comprehensive overview of the current state of research on digital marketing education for Islamic entrepreneurship while simultaneously revealing several important research gaps that warrant further investigation. Although scholarly

interest in this field has increased considerably during the 2020–2025 period, the findings demonstrate that the existing body of literature remains fragmented and concentrated on a limited number of themes.(Atmodjo et al., 2025). The analyses of publication trends, methodological characteristics, and keyword relationships indicate that research has predominantly focused on entrepreneurship education, digital marketing practices, and the integration of Islamic values, whereas several emerging issues have received comparatively little academic attention. These findings suggest that the field is still evolving and presents substantial opportunities for theoretical development, methodological refinement, and practical innovation.(Syukron et al., 2025).

Identified Research Gaps

The first research gap identified in this review concerns the limited integration between digital marketing education and Islamic entrepreneurship. Although many studies discuss entrepreneurship education within Islamic educational institutions or examine the application of digital marketing in business activities, relatively few explicitly investigate how digital marketing competencies can be systematically incorporated into Islamic entrepreneurship education. Consequently, there remains insufficient empirical evidence regarding effective pedagogical models that combine digital marketing skills with Islamic ethical principles in developing entrepreneurial competencies.

The second gap relates to the methodological characteristics of previous studies. As demonstrated in the methodological analysis, most existing research relies on qualitative case studies or cross-sectional survey designs conducted within higher education institutions. While these approaches provide valuable contextual insights, they offer limited evidence regarding the long-term effectiveness of digital marketing education. Longitudinal research, quasi-experimental studies, intervention-based research, and mixed-methods approaches remain relatively scarce, limiting the ability of researchers to evaluate educational outcomes and establish causal relationships between digital marketing education and entrepreneurial development.

A further gap emerges from the educational contexts represented in the selected studies. The majority of research has been conducted in universities and Islamic higher education institutions, with comparatively limited attention given to vocational education, pesantren, community-based entrepreneurship programs, micro, small, and medium-sized enterprises (MSMEs), and informal entrepreneurial learning environments. This imbalance suggests that the current literature does not yet fully represent the diverse educational settings in which digital marketing education can contribute to Islamic entrepreneurship development. (Ardiansyah et al., 2024).

The bibliometric analysis also reveals thematic gaps within the existing literature. The network visualization demonstrates that research remains

strongly concentrated around keywords such as digital marketing, entrepreneurship education, and business, whereas several emerging themes appear only as peripheral nodes with relatively weak connections. Similarly, the overlay visualization indicates that topics including artificial intelligence, technology-enhanced learning, digital competence, vocational education, and innovative educational models have only recently begun to attract scholarly attention. Their relatively recent emergence suggests that these areas remain underexplored and provide significant opportunities for future investigation.

Finally, another important research gap concerns the lack of comprehensive theoretical frameworks that integrate digital transformation, entrepreneurship education, and Islamic values into a unified educational model. Most previous studies examine these concepts independently, resulting in fragmented theoretical perspectives that do not adequately explain how digital competencies, entrepreneurial capability, and Islamic ethical principles interact to support sustainable entrepreneurial development. Addressing this theoretical fragmentation represents an important direction for advancing the academic maturity of this research field.

Future Research Agenda

Based on the research gaps identified in this review, several directions for future research can be proposed to strengthen the development of digital marketing education for Islamic entrepreneurship. First, future studies should focus on developing comprehensive educational frameworks that integrate digital marketing competencies, entrepreneurial capability, and Islamic ethical values into coherent curriculum models. Such frameworks would provide stronger theoretical foundations for designing entrepreneurship education that is responsive to both technological advancement and Islamic principles.

Second, researchers are encouraged to employ more diverse methodological approaches, including longitudinal studies, experimental research, design-based research, action research, and mixed-methods designs. These approaches would generate more robust empirical evidence regarding the effectiveness of digital marketing education in improving entrepreneurial competencies, digital literacy, innovation capability, and sustainable business performance. Comparative studies across different educational institutions and cultural contexts would also contribute to a broader understanding of the implementation of digital marketing education within Islamic entrepreneurship.

Third, future research should expand its focus beyond universities by investigating vocational schools, pesantren, entrepreneurship training centers, business incubators, MSMEs, and community-based entrepreneurial programs. Examining these diverse educational environments would provide a more comprehensive understanding of how digital marketing education can support

entrepreneurial development across different learning contexts and socioeconomic settings.

In addition, emerging technologies deserve greater scholarly attention in future studies. The increasing adoption of artificial intelligence, big data analytics, digital content creation, social commerce, virtual learning environments, and intelligent educational technologies offers new opportunities to transform entrepreneurship education. Investigating how these technologies can be effectively integrated into Islamic entrepreneurship education represents an important research priority for the coming years.

Finally, future research should place greater emphasis on evaluating educational outcomes that extend beyond entrepreneurial intention. Researchers should investigate the long-term impact of digital marketing education on entrepreneurial competence, business sustainability, digital innovation, ethical decision-making, social responsibility, and the creation of halal digital business ecosystems. Such investigations would not only strengthen theoretical understanding but also provide practical recommendations for educators, policymakers, and entrepreneurship development institutions seeking to prepare entrepreneurs who are digitally competent, ethically responsible, and capable of competing in the rapidly evolving global digital economy.

Overall, the future research agenda proposed in this review reflects the need for more integrated, interdisciplinary, and evidence-based studies that bridge digital technology, entrepreneurship education, and Islamic values. By addressing the identified research gaps, future studies can contribute to the development of innovative educational models that promote sustainable entrepreneurial ecosystems while preserving the ethical and social foundations of Islamic entrepreneurship. These directions also provide a roadmap for researchers, educators, and policymakers to advance both the theory and practice of digital marketing education within the context of Islamic entrepreneurship.

Conclusion

This systematic literature review examined the development of digital marketing education for Islamic entrepreneurship based on 18 studies published between 2020 and 2025 using the PRISMA 2020 framework. The findings indicate that research in this field has shown steady growth, with digital marketing emerging as the central research theme connecting entrepreneurship education, business development, digital innovation, and Islamic values. The bibliometric analysis also reveals a gradual shift from conventional entrepreneurship education toward digitally oriented learning supported by emerging technologies.

The review further demonstrates that digital marketing education contributes significantly to the development of Islamic entrepreneurship by strengthening digital competencies, enhancing entrepreneurial capabilities, integrating Islamic

ethical values into entrepreneurship education, and supporting business sustainability and competitiveness. These findings suggest that digital marketing education has become more than a technical business skill, serving instead as a strategic educational approach for preparing entrepreneurs to compete in the digital economy while maintaining Islamic ethical principles.

Despite these contributions, the existing literature remains fragmented and is primarily concentrated in higher education settings, with limited theoretical integration and methodological diversity. Future research should therefore develop more comprehensive educational frameworks, adopt more rigorous research designs, and expand investigations into diverse educational and entrepreneurial contexts. Overall, this review provides valuable theoretical and practical insights for researchers, educators, and policymakers seeking to advance digital marketing education as a foundation for sustainable and ethically grounded Islamic entrepreneurship.

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