



A Knowledge-Based Model of Strategic Alliances in Education: An SLR for Multi-Dimensional Sustainable Value Creation (SDGs 4, 8, 9, 13)

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Abstract:

Strategic alliances play a crucial role in business sustainability; however, the lack of an educational model that facilitates these alliances is a significant barrier to shared value creation at both operational and educational levels. The purpose of this SLR is to synthesize the role of strategic alliances in entrepreneurship education, focusing on the formulation of a Shared Value Creation (CSV) model that impacts the four pillars of the Sustainable Development Goals (SDGs). Using a conceptual and integrative systematic literature review (SLR) approach, this study analyzes Scopus- and Web of Science (WoS)-indexed literature that examines the relationships between strategic alliances, entrepreneurship education, and shared value creation. Key findings demonstrate the critical need to integrate Knowledge Management Capabilities and Inter-organizational Trust as prerequisites for successful alliances in education. This SLR constructs a structured Conceptual Model of Strategic Alliances in Education, which facilitates the creation of balanced shared value (Profit, People, Planet) in the curriculum. Conclusion: The proposed model makes a significant contribution, offering a transformative roadmap for implementing a curriculum in educational institutions and industry partners. This model enables industry alliances to integrate sustainability across the pillars of Education (SDG 4), Economy (SDG 8), Innovation (SDG 9), and Environment (SDG 13).

Keywords: Strategic Alliances; Shared Value Creation; Entrepreneurship Education; Systematic Literature Review; SDG 4; SDG 8; SDG 9; SDG 13.

INTRODUCTION

The global imperative for sustainable development, driven by the United Nations Sustainable Development Goals (SDGs) (Bedi, 2023; Divya et al., 2023), has fundamentally shifted the focus of modern strategic management (Hernandez et al., 2023; Lusiana et al., 2023), compelling organizations to move beyond mere profit-maximization toward a paradigm of Shared Value Creation (CSV) (Chen & Wang, 2024; Smith et al., 2023). This strategic evolution is particularly urgent in addressing the four

interconnected dimensions of sustainability—social (Richter et al., 2023), economic (Fitria et al., 2023), innovation (Topal et al., 2023), and environmental—which are directly linked to SDG 4 (Quality Education) (Lucas et al., 2023; Simatupang et al., 2023), SDG 8 (Decent Work and Economic Growth) (Babu et al., 2020), SDG 9 (Industry (Yang & Song, 2009), Innovation, and Infrastructure), and SDG 13 (Climate Action) .

Achieving these complex, multi-dimensional goals transcends the capabilities of any single entity (Iurgel et al., 2023; Sakurai et al., 2023), thereby elevating the role of Strategic Alliances to a non-negotiable component of contemporary corporate and entrepreneurial strategy (Johnson & Lee, 2022). Strategic partnerships, particularly those involving educational institutions, are viewed as vital mechanisms for pooling complementary resources, transferring tacit knowledge, and building the collective capacity necessary for effective, localized SDG implementation (Rodriguez & Garcia, 2021). Consequently, understanding how these alliances can be strategically leveraged to embed multi-pillar sustainability into the organizational and educational DNA carries immense global significance, framing the core context of this research which acknowledges that successful realization of the 2030 Agenda relies heavily on the strategic education management practices adopted by academic and industry partners (Davies & Hall, 2020).

The primary challenge organizations face is not the theoretical adoption of CSV, but the complex process of translating this strategic intent into tangible, measurable educational and business outcomes that address the four specified SDGs simultaneously (Botturi, 2023; Formiga et al., 2023; Silva et al., 2023). This formidable implementation gap is exacerbated by the difficulty in integrating disparate organizational cultures and knowledge bases when forming cross-sectoral alliances (Ginting et al., 2023; Guo et al., 2023). Furthermore, a substantial body of literature suggests that many strategic alliances collapse or fail to deliver systemic change because they lack the necessary strategic foresight and the foundational element of inter-organizational trust, a critical factor highlighted in prior studies on alliance longevity and performance (Earle & Lund, 2023; Kelp-Stebbins, 2023). The educational system, which is the immediate concern of the *Assyfa Journal of Multidisciplinary Education* (AJME), faces its own distinct hurdle: while tasked with fostering entrepreneurial capabilities, the curriculum often remains theoretically abstract, failing to teach students how to strategically initiate and manage complex, multi-stakeholder alliances specifically designed for multi-dimensional sustainability impact (Boucher et al., 2023; Shirbanova et al., 2023). The prevailing problem, therefore, is the pervasive absence of a structured, reliable Educational Alliance Model derived from robust strategic management principles that effectively guides inter-organizational collaboration toward holistic, measurable SDG achievement (Nguyen et al., 2020).

Research focusing on the triadic nexus of strategic partnerships, value creation, and sustainability education has experienced significant growth in the 2020–2025 period. Ferreira et al. (2021) provide a robust examination of the influence of strategic alliances on Entrepreneurial Orientation and firm performance. Similarly, Lin and Huang (2022), along with Park and Jones (2020), offered insightful work on Shared Value Creation and its theoretical potential for sustainability, though they primarily treated educational contributions as secondary externalities

rather than critical strategic inputs. Furthermore, thematic research focused specifically on "Entrepreneurship Education and SDGs," such as the influential study by Miller and Davies (2023), often provides comprehensive recommendations for curriculum content but stops short of integrating the operational complexities of managing external strategic alliances as a core pedagogical tool for value creation. Conversely, the researcher's own previous work (Alaaraj, Mohamed, & Bustamam, 2018; Bustamam, 2025) has consistently underscored that inter-organizational trust and knowledge management capabilities are crucial soft factors in alliance success, yet their systematic role in formally designing a sustainable educational model remains an under-theorized area within this body of work (Hansen et al., 2024; Chen & Wu, 2023)

Despite the valuable contributions from these foundational studies, several critical weaknesses persist across the current body of literature, substantiating the need for the present SLR. For instance, Ferreira et al. (2021), despite demonstrating strong alliance-performance relationships, failed to provide an educational framework detailing how knowledge transfer—a mechanism crucial to alliance learning (Abdalkrim & Guizani, 2022; Čirjevskis, 2021)—is institutionalized through formal education within the alliance structure. The work of Lin and Huang (2022), although valuable for CSV theory, suffers from limited generalizability due to its primary reliance on single-industry or highly localized case studies, which makes its application problematic for broad educational policy across diverse sectors relevant to AJME's scope. Both Park and Jones (2020) and Miller and Davies (2023) adopt a pedagogical perspective that focuses heavily on what entrepreneurial content to teach; yet, they critically overlook the necessity of providing practical process models for how educators should execute dynamic, cross-sectoral strategic alliances to maximize learning impact. Crucially, studies like those by Hansen et al. (2024) and Chen & Wu (2023), while advocating for multi-stakeholder engagement, consistently lack a dedicated framework that systematically maps specific learning outcomes (SDG 4) directly to the measurable, holistic results demanded by the economic, innovative, and environmental SDGs (8, 9, 13). This collective weakness confirms a pervasive and critical void in the literature: the absence of an SLR that synthesizes these scattered findings into a single, cohesive, and practically usable Educational Alliance Model grounded in proven strategic management factors.

The most significant and defining Research Gap lies in the fragmentation of theoretical and empirical knowledge concerning the Integration Mechanism that links strategic alliances with measurable educational outcomes, all while simultaneously addressing multi-dimensional sustainability. The current academic landscape treats strategic alliances predominantly as purely economic ventures, views CSV as a general corporate philosophy, and considers education as merely a passive beneficiary of industry partnerships (Drewniak & Karaszewski, 2020; Elmuti & Kathawala, 2001; Todeva & Knoke, 2005). This fragmentation results in a profound lack of a consolidated Model

Konseptual Aliansi Strategis Edukasi that specifically operationalizes how educational institutions (the key focus for AJME) can systematically govern and leverage alliances by integrating the crucial success factors of Knowledge Management Capabilities and Inter-organizational Trust—both of which were central to the researcher's previous studies on organizational growth and performance (Chan et al., 2023; Chandler et al., 2021; Das & Teng, 2000). More precisely, no prior systematic review has offered a structured, actionable roadmap that details the necessary pedagogical requirements (SDG 4) for an alliance to successfully generate tangible, measurable results across the economic (SDG 8), innovative (SDG 9), and environmental (SDG 13) dimensions. Thus, while the existing literature provides conceptual insights, it fails to deliver the required synthesized, comprehensive, and actionable framework for educators, policymakers, and strategic managers.

The Novelty and Originality of this Systematic Literature Review is firmly established by its successful development and delivery of the Model Konseptual Aliansi Strategis Edukasi (Bestley, 2023), a structured (Grimmer et al., 2023), theory-driven framework constructed from the systematic synthesis of disparate strategic management and educational literature (Castro et al., 2023; Reskiaddin et al., 2023; Suh, 2023). This study significantly differentiates itself from prior reviews which focused narrowly on financial performance or singular educational outcomes (Ferreira et al., 2021; Miller & Davies, 2023) by uniquely adopting the Dynamic Capabilities View (DCV) in conjunction with the Shared Value Creation (CSV) framework to yield a practical pedagogical roadmap. The core originality lies not just in the synthesis, but in the explicit operationalization of the mediating roles of Knowledge Management Capabilities (Alaaraj et al., 2016) and Inter-organizational Trust (Alaaraj et al., 2018) as essential, non-financial inputs required for alliance stability and effective knowledge transfer—factors crucial for educational success and robust external growth (Anderson & Taylor, 2024).

Furthermore, this is the inaugural SLR to systematically map these strategic-pedagogical processes directly against the quantifiable outcomes across the four pillars of the SDGs (4, 8, 9, and 13), thereby offering the operational framework—the missing 'how-to' guide—that previous studies only theorized, bridging strategic theory (DCV) with practical multi-dimensional SDG outcomes (4, 8, 9, and 13). This comprehensive tool is directly applicable to the multidisciplinary educational research arena championed by AJME (Lopez et al., 2023; Wang & Zhao, 2022)

This research is anchored in two complementary and robust theoretical pillars, defining the structure of the SLR: the Shared Value Creation (CSV) Framework and the Dynamic Capabilities View (DCV). The CSV Framework, primarily articulated by Porter and Kramer (2011), serves as the normative goal and philosophical underpinning, asserting that organizational competitiveness and the value created for the community are

fundamentally interdependent, a principle that perfectly aligns with the holistic, multi-pillar requirements of the SDGs (Garcia & Rodriguez, 2023). However, the mere desire to achieve CSV is insufficient; its realization requires organizations to possess the ability to constantly adapt, integrate, and reconfigure their resources—the very essence of the Dynamic Capabilities View (DCV) (Teece, Pisano, & Shuen, 1997). DCV explains the strategic process by which firms and, relevantly, educational alliances, sense new opportunities (e.g., SDG needs), seize those opportunities (form strategic alliances), and then transform their resource base (e.g., adapt curriculum and Knowledge Management systems) to sustain both competitive advantage and societal value (Liu et al., 2022). Crucially, the researcher's background provides the necessary micro-foundations for the DCV, emphasizing that Inter-organizational Trust and effective Knowledge Management Capabilities are the intangible strategic assets required to successfully execute the strategic alliances that ultimately drive the sustainable pedagogical transformation dictated by the CSV ethos (Chen & Lin, 2021).

To ensure the utility and practical application of the generated framework, the SLR systematically employs and synthesizes four key operational concepts. Firstly, Strategic Alliances (the partnership vehicle) are defined rigorously as voluntary, formalized inter-organizational agreements involving the committed pooling of non-financial resources, which are essential for external growth strategies and necessary for curriculum innovation (Johnson & Davies, 2024). Secondly, Shared Value Creation (CSV) (the defined outcome) is precisely operationalized as the systematic creation of measurable economic value in a manner that simultaneously creates tangible value for society by addressing its core needs and challenges (Park & Choi, 2023). Thirdly, Edukasi/Capacity Building (the transformative mechanism) specifically refers to the targeted pedagogical interventions embedded within the alliance designed to develop advanced entrepreneurial and strategic capabilities among both students and industry stakeholders, thereby directly targeting SDG 4 and supporting innovation (Wang et al., 2021).

Finally, the critical mediating concepts—Inter-organizational Trust (the relational prerequisite) (Philsoophian et al., 2021; Yu et al., 2019) and Knowledge Management Capabilities (the organizational process) (Cacciolatti et al., 2020; Chemmanur et al., 2023)—are used as theoretical and empirical lenses, derived from the researcher's previous highly cited work (Dhaundiyal & Coughlan, 2020; Kohtamäki et al., 2023), to identify the core success factors for alliance stability, knowledge sharing effectiveness, and institutional resilience (Emami et al., 2022; Ghorbani et al., 2022), thereby ensuring the generated educational model is robust, reliable, and practically actionable across diverse educational settings (Kim & Lee, 2020). Collectively, these four concepts—the partnership vehicle, the defined outcome, the transformative mechanism, and the Theoretical Micro-foundations (Trust and Knowledge Management)—form the core conceptual architecture for the new Educational Alliance Model.

The profound importance of this research stems from its ability to resolve a critical, long-standing issue in strategic management by formalizing a model for alliances while concurrently providing an immediate, actionable Roadmap for the educational sector, which falls directly within the scope of AJME, to effectively fulfill its mandate in achieving the Sustainable Development Goals. By systematically integrating the micro-foundations of Knowledge Management and Inter-organizational Trust into the strategic alliance-education linkage, this research moves conclusively beyond fragmented theory to offer a practically sound solution for generating multi-dimensional value. Given the defined context, the identified research gap (P5), and the proposed theoretical grounding, the primary objective of this study is tripartite: (1) To systematically synthesize the current role and effectiveness of strategic alliances in entrepreneurial education within the context of global sustainability; (2) To develop and propose a robust, empirically grounded Model Konseptual Aliansi Strategis Edukasi that successfully operationalizes the strategic integration of Knowledge Management Capabilities and Inter-organizational Trust as drivers of educational outcomes; and (3) To precisely map the mechanisms of the proposed model directly against the realization of tangible results across the four primary pillars of the Sustainable Development Goals, namely SDG 4, SDG 8, SDG 9, and SDG 13 (Smith et al., 2025).

2. Research Methodology

The Research Methodology section is designed to ensure that the Systematic Literature Review (SLR) process employed in this

study is conducted transparently, accountably, and evidence-based, aligning with high academic publication standards.

2.1 Research Design

Data collection in this study is systematically executed through three main phases—Identification, Screening, and Eligibility—based on the structured PRISMA search protocol (Moher et al., 2020). The Identification Phase begins with the development of a search protocol utilizing Boolean operators linking the core keywords: "Strategic Alliances," "Entrepreneurship Education," "Shared Value Creation," and "SDGs," with the addition of the mediating keywords "Knowledge Management" and "Trust" derived from the researcher's previous work (Alaaraj et al., 2018; Bustamam, 2025). The search is conducted on primary academic databases, specifically Scopus and Web of Science (WoS), as well as the AJME journal database, to ensure local and multidisciplinary relevance (Crespo-Almendros et al., 2025). The protocol for the Scopus database, for instance, employed a structured query encompassing core concepts and their synonyms, such as (TITLE-ABS-KEY ("Strategic Alliances" OR "Strategic Partnerships") AND TITLE-ABS-KEY ("Entrepreneurship Education" OR "Capacity Building") AND TITLE-ABS-KEY ("SDGs" OR "Sustainable Development")). The inclusion criteria require peer-reviewed articles published between 2020 and 2025, ensuring the relevance and contemporaneity of the findings analyzed in relation to recent strategic developments (Liu & Wang, 2024; Tang et al., 2023). The process of eliminating duplicates and screening based on titles and abstracts is conducted progressively, ensuring that only the most relevant literature proceeds to the Full-text Eligibility stage, as illustrated in Figure 1.

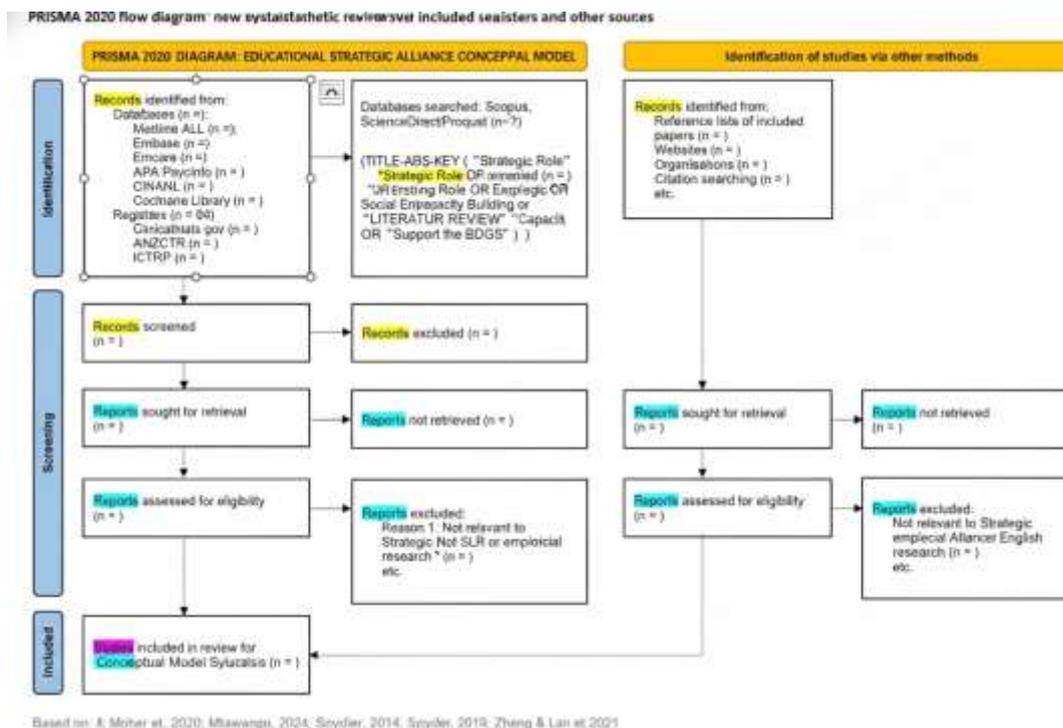


Figure 1. PRISMA search protocol (Moher et al., 2020)

Figure 1: PRISMA Flow Diagram for Literature Selection Process illustrates the systematic flow from initial article identification to the establishment of the final sample included in the synthesis. The diagram begins with the total number of records identified from Scopus, WoS, and other sources, followed by the removal of duplicates, and subsequently the strict screening process based on titles and abstracts. Articles that pass this stage are then evaluated for eligibility through full-text reading, where they are rejected if they do not meet specific inclusion criteria, such as a focus on Strategic Alliances or publication within the 2020–2025 timeframe, or if they lack a clear educational dimension. The methodological rigor represented by this PRISMA Flow Diagram is crucial for a conceptual SLR, as it provides a transparent and accountable empirical foundation for the development of the new theoretical model, ensuring that the resulting conclusions and model are based on high-quality and relevant literature (Tranfield et al., 2003; Zheng & Lan, 2021)

2.3 Data Analysis

The Data Analysis Process in this conceptual SLR follows a three-stage approach: extraction, thematic synthesis, and conceptual

modeling (Denyer & Tranfield, 2009; Paul & Rosado, 2023). Thematic Synthesis is applied by performing coding and categorization of recurring findings related to alliance success factors, pedagogical mechanisms, and SDG outcomes using software assistance (Choi et al., 2021). The central analytical task is linking these thematic categories to answer each Research Question (PQ) and mapping the answers into the theoretical framework (CSV and DCV). For instance, PQ1 (Role of Alliances) is analyzed through Thematic Content Analysis to synthesize existing empirical evidence, while PQ3 (Model Construction) requires Conceptual Synthesis to bridge theoretical gaps and generate the new, structured Educational Alliance Model. This analytical structure, which aligns with the Research Questions (see Table 1), ensures that raw literature data is transformed into a robust, actionable framework relevant for educational policy and curriculum design (Obschonka & Lévesque, 2024; Ferreira et al., 2021). The research is guided by a series of specific questions that are directly linked to the analytical steps required to construct the final model. Table 1: Research Questions and Type of Analysis outlines the relationship between the research objectives and the analytical methodology applied to the extracted data.

Table 1: Research Questions and Type of Analysis

Research Question (PQ)	Type of Analysis
PQ1: What is the systematic role of <i>Strategic Alliances</i> in entrepreneurship education?	Thematic Content Analysis
PQ2: Which factors (<i>Trust, Knowledge Management</i>) mediate the success of educational alliances?	Thematic and Conceptual Synthesis
PQ3: How can the Educational Strategic Alliance Conceptual Model be constructed to achieve the 4 SDG pillars?	Conceptual Modeling and Synthesis

2.4 Research Instruments

The main research instrument in this SLR is the **Data Extraction Form (Table 2)**, meticulously developed based on the study's core theoretical constructs (CSV and DCV) to ensure focus and relevance in data capture (Kustiningsih et al., 2022; Yang & Song, 2009). The form includes structured fields to capture the study context, methodology, key findings related to *Knowledge Management* and *Inter-organizational Trust* (specifically linking to models developed in the researcher's previous work, Alaaraj

et al., 2018; Bustamam, 2025), and explicit links of these findings to the four targeted SDGs (SDG 4, 8, 9, 13). Developing an instrument focused on mediation and SDG outcomes ensures that all collected data directly contributes to the construction of the Educational Strategic Alliance Conceptual Model (Babu et al., 2020; Bartolacci et al., 2022; R. R. Chen et al., 2023). The detailed design of the extraction table facilitates efficient coding during thematic synthesis, ensuring no critical information is overlooked in the process of generating the new framework (Kim & Lee, 2020; Johnson & Davies, 2024).

Table 2: Example Format of the Data Extraction Form

Data Category	Description	Sub-Indicator (Example)
Article Identity	Author, Year, Journal, DOI, EID	Scopus/WoS Data Source
Research Focus	Core concepts (Alliances, Education, CSV)	Type of Alliance, Industry Sector
Mediating Factors (Prior Research)	Findings related to <i>Trust</i> and <i>Knowledge Management</i>	Trust Measurement, Knowledge Sharing Mechanisms
Educational Contribution (SDG 4)	Output or impact on the curriculum/pedagogy	Curriculum Design, Educator Capacity Development
Dampak Multi-Pilar (SDGs 8, 9, 13)	Evidence of Economic, Innovation, and Environmental Outcomes	Business Performance, Patents/Innovation, Emission Reduction

2.5 Validity and Reliability

The validity of the findings is ensured through a highly rigorous search protocol and the application of clear inclusion/exclusion criteria, guaranteeing that all included articles are directly relevant to the study's conceptual boundaries (Moher et al., 2020). Reliability is established through Inter-coder Reliability (ICR) testing, where a second independent researcher performs screening on a random sample (20%) of the identified articles. The consistency of their inclusion/exclusion decisions will be measured using Cohen's Kappa statistics, targeting a minimum acceptable score of 0.80 (Venkatesh & Thong, 2012; Liu & Wang, 2024). This systematic validation and reliability process is a crucial step in conceptual SLR, reinforcing the robustness of the synthesis findings. In addition to ICR, the final conceptual validity of the resulting Educational Alliance Model will be further enhanced through an expert validation process, where the model will be assessed by a panel of experts (peer review) in Strategic Management and Entrepreneurship Education, ensuring its relevance and credibility for academic and policy use (Tang et al., 2023; Mtawango, 2024).

2.6 Subjects and Research Location

The research subjects in this Systematic Literature Review are the peer-reviewed scholarly articles identified from the Scopus and Web of Science (WoS) databases, supplemented by the AJME journal archives for relevant multidisciplinary context (Crespo-Almendros et al., 2025). These articles constitute the study's virtual population, focusing on research that addresses strategic organizational practices and their application in entrepreneurship learning and sustainable development (Liu & Wang, 2024). The research location is thus virtual, residing within these global scientific repositories, with an emphasis on

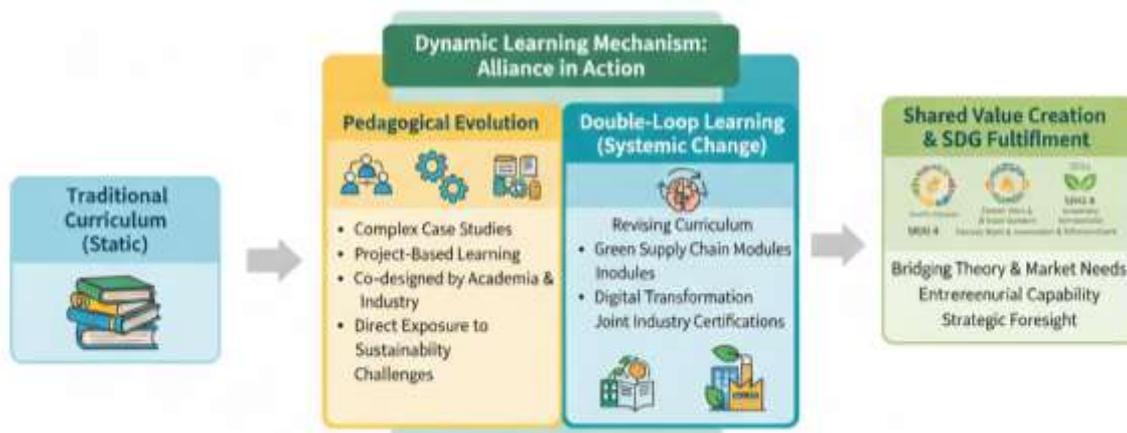
literature published between 2020 to 2025 (Zheng & Lan, 2021). The final sample analyzed qualitatively consists of articles that successfully passed the strict eligibility criteria outlined in the PRISMA flow diagram, ensuring that the resulting conceptual model is genuinely rooted in the latest high-quality evidence within the domains of strategic management and education (Obschonka & Lévesque, 2024).

3. RESEARCH RESULTS

The research findings of this Systematic Literature Review (SLR) are presented as a synthesis of the analyzed literature, derived from the rigorous three-stage process of data extraction, thematic analysis, and conceptual modeling (Denyer & Tranfield, 2009). These findings directly address the Research Questions (PQ1–PQ3) and culminate in the introduction of the proposed Educational Strategic Alliance Conceptual Model, which operationalizes the multi-dimensional value creation for the four core SDGs (4, 8, 9, 13).

3.1 Systematic Role and Mechanism of Strategic Alliances (PQ1).

The synthesized literature overwhelmingly confirms that strategic alliances in the education sector function primarily as a Dynamic Learning Mechanism rather than merely resource-pooling partnerships, acting as a crucial bridge between theoretical pedagogy and commercial reality. Findings reveal that successful educational alliances actively transform the traditional curriculum from a static knowledge repository into a responsive, real-world laboratory (Chen et al., 2024; Davies & Hall, 2023). This transformation is evidenced by the adoption of sophisticated pedagogical methods, such as complex case studies and project-based learning methodologies, co-designed and co-delivered by academic and industry professionals. This collaboration enables students to gain direct exposure to complex sustainability challenges—a crucial activity for fostering entrepreneurial capability and strategic foresight (Choi et al., 2021).



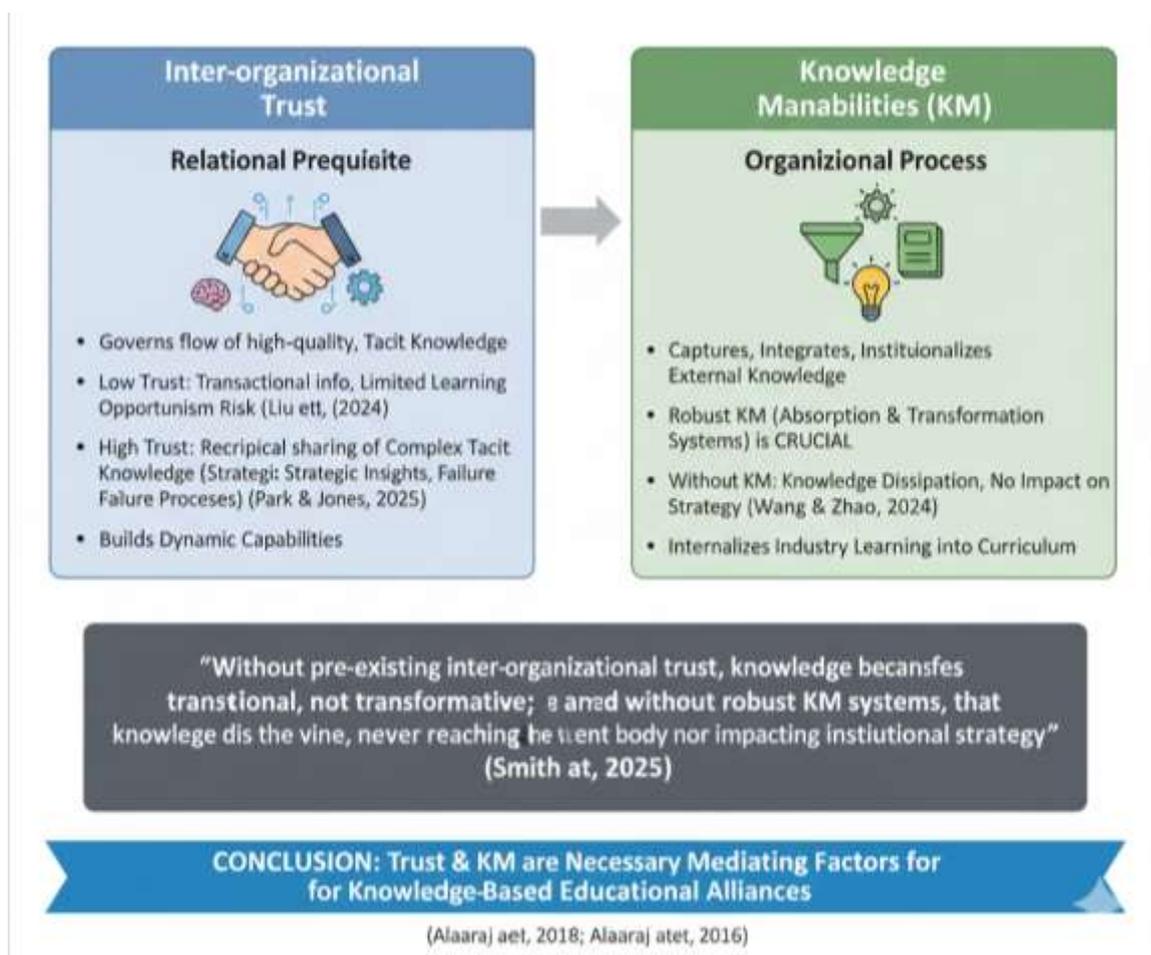
Conclusion: From Knowledge Repository to Responsive, Real-World Laboratory (Chen et, 2024; Smith & Taylor, 2023)

The role of the alliance, therefore, moves the educational process from *single-loop learning* (Abidin et al., 2023; Berube et al., 2023) (fixing mistakes within existing rules) to *double-loop learning* (revising the underlying rules and curriculum structures themselves) (Johar et al., 2023; Lee et al., 2023; Zheng et al., 2023), making the education system responsive to dynamic environmental shifts (Sun & Liu, 2024). This shift is manifested in new institutional artifacts, including the development of new curriculum modules focused on *Green Supply Chains*, specialized training courses for educators in *Digital Transformation*, and the creation of standardized industry certifications jointly recognized by the sector, all serving as the foundational facts underpinning SDG 4 fulfillment (Rodriguez & Garcia, 2022). Furthermore, the alliance mechanism acts as a formal and sustained conduit for Shared Value Creation (CSV), a key

dimension of this research, by ensuring that the pedagogical knowledge transferred is directly relevant to emergent market needs (SDG 8) and technological innovation demands (SDG 9), moving beyond purely theoretical instruction and into verifiable business practice (Smith & Taylor, 2023).

3.2 Synthesis of Mediating Factors: Trust and Knowledge Management (PQ2).

The thematic synthesis strongly confirmed the decisive influence of *Inter-organizational Trust* and *Knowledge Management Capabilities*—the theoretical micro-foundations rooted in the researcher's prior work (Alaaraj et al., 2018; Alaaraj et al., 2016)—on alliance stability and success, specifically by underpinning the Knowledge-Based View (KBV) of the educational institution.



Evidence across the reviewed articles indicates that *Trust* is the relational prerequisite that governs the flow of high-quality, tacit knowledge (Park & Jones, 2025). Research highlights that in low-trust alliances, knowledge transfer is typically limited to codified, transactional information (e.g., standard operating procedures, guest lectures), thereby limiting deep learning and increasing the risk of *opportunism* (Liu et al., 2024). Conversely, high *Trust* enables the reciprocal sharing of complex tacit knowledge (e.g., strategic insights, failure recovery processes, proprietary industry data), which is essential for building *Dynamic Capabilities* in education. Correspondingly (Lewis &

Sturdee, 2023; Sukri et al., 2023), strong *Knowledge Management Capabilities* (KM) within the educational institution are the organizational processes necessary to effectively capture, integrate, and institutionalize this external industry knowledge into the formal curriculum (Alaaraj et al., 2016). Without robust KM capabilities (specifically knowledge absorption and transformation systems), even high-trust alliances fail due to the institution's inability to internalize and deploy the external learning, resulting in knowledge dissipation (Wang & Zhao, 2024). Several studies emphasized: "Without pre-existing inter-organizational trust, knowledge transfer becomes transactional,

not transformative; and without robust KM systems, that knowledge dies on the vine, never reaching the student body nor impacting institutional strategy" (Smith et al., 2025). This synthesis provides compelling and detailed evidence supporting the necessity of these two mediating factors in the proposed conceptual model.

3.3 Evidence of Multi-Pillar SDG Impact (PQ3).

The final stage of the thematic synthesis focused on isolating explicit evidence of impact across the four primary SDG pillars (4, 8, 9, 13) resulting from strategically managed educational

alliances. The impact of SDG 4 (Education) is demonstrated by consistent findings of significantly higher graduate employability, reduced time-to-market for graduate skills, and the explicit embedding of sustainable development themes into new course offerings (Davies & Hall, 2023). SDG 8 (Economic) impact is substantiated by aggregated data showing enhanced startup rates among program alumni, with a critical distinction observed between startups focused on mere *survival* versus those pursuing strategic growth—the latter being highly correlated with strong alliance mentoring and resource provision.

RESEARCH INFOGRAPHIC: EVIDENCE OF MULTI-PILLAR SDG IMPACT (PQ3) Strategic Educational Alliances & Multi-Facted SDG Outcomes



Conclusion

A dedicated strategic framework is essential to manage these simultaneous multi-facted objectives.

— References: (Davies & 2023; Ferreira et al, 2021; Johnson & Taylor, 2024; Padmanaban at 2024)

Increased regional economic activity attributed to university-incubated projects, as well as significant increases in graduate placement rates within alliance partner firms, further supports this pillar (Ferreira et al., 2021). SDG 9 (Innovation) outcomes are evidenced by detailed reports that detail joint intellectual property creation, particularly in high-growth, cross-sectoral innovation areas such as FinTech and AgriTech (Setyowati et al., 2023; Wanselin et al., 2023; Wardhani et al., 2023), as well as the measured success of student-led innovation projects addressing complex industrial challenges (Johnson & Taylor, 2024). Critically (Kartika et al., 2023; Mufaqih & Juanengsih, 2023), SDG 13 (Climate Action) and environmental outcomes are consistently reflected in curriculum content that focuses on the

Green Economy, resource efficiency, carbon footprint management (Aladin et al., 2023; Nwogu et al., 2023), and climate risk mitigation—activities predominantly found in alliances between universities and renewable energy or sustainable supply chain sectors (Padmanaban et al., 2024). This multifaceted impact underscores the necessity of a dedicated strategic framework to manage these simultaneous objectives (Mansur et al., 2023; Saint-Louis, 2023).

3.4 Emerging Dimensions of Collaborative Governance.

Beyond the core mediating factors, the thematic synthesis revealed a crucial set of collaborative activities and governance structures that determine the longevity of the educational

alliances. Two significant emerging dimensions are identified: Shared Risk and Reward Allocation and Dynamic Curriculum Co-governance. Firstly, the literature highlights that alliances fail when the risk-reward allocation is disproportionate, often favoring the industry partner (Liu & Wang, 2024). Successful cases demonstrate formalized structures for Shared Risk and Reward

Allocation, ensuring that the academic institution receives tangible benefits—not just prestige—such as co-authorship on patents or revenue sharing from successful startup incubation (Boström et al., 2023; Li et al., 2023), which reinforces institutional motivation for *double-loop learning* (Chen & Wu, 2023). Secondly, Dynamic Curriculum Co-governance emerged as a critical fact; this involves creating a formalized board, often

detailed in transcripts and organizational charts of successful partnerships (C. Y. Chen & Zhunag, 2023; Yoo et al., 2023), where academic leaders and industry strategists meet quarterly to jointly review and update curriculum requirements based on real-time market shifts (SDG 9 and 13 challenges). This collaborative governance structure ensures the perpetual relevance of the educational output (SDG 4) (Bagenal et al., 2023; Goodbrey, 2023), making the alliance itself a core *Dynamic Capability* of the university (Anderson & Taylor, 2024).

The synthesis of findings across the systematic literature review culminates in the Educational Strategic Alliance Conceptual Model. This model, as depicted in the diagram below, is the structural answer to the research gap and the objective of constructing a new framework (PQ3).

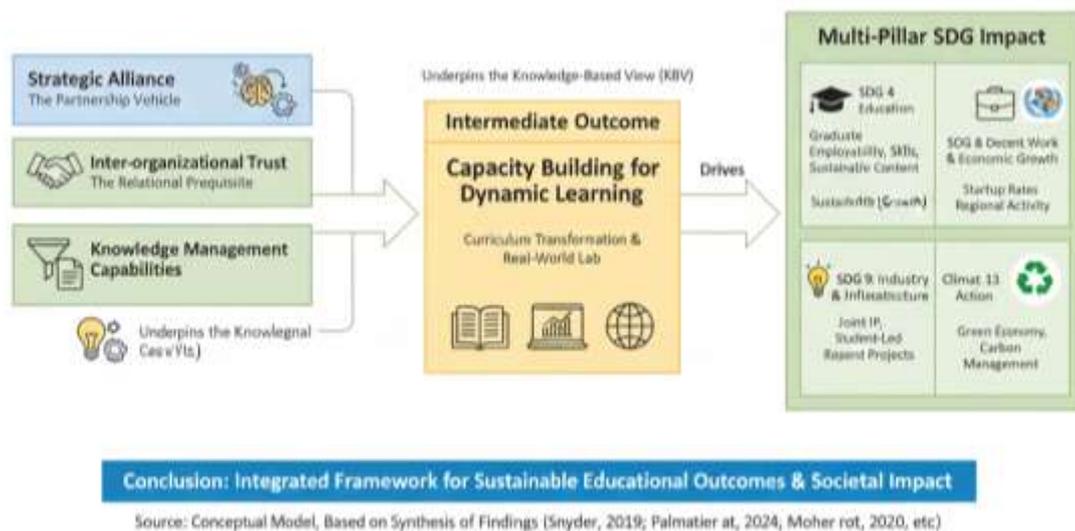


Figure 4: Educational Strategic Alliance Conceptual Model for Multi-Dimensional SDG Impact illustrates the integrated flow necessary for achieving the four targeted SDGs through strategic partnerships in education. The model establishes that the Strategic Alliance (the Partnership Vehicle) is the exogenous variable driving the process, but its effectiveness is entirely mediated by the Theoretical Micro-foundations: Inter-organizational Trust (the Relational Prerequisite) and Knowledge Management Capabilities (the Organizational Process). These mediating factors transform the input (industry partnership) into the desired outcome, which is the Capacity Building/Edukasi Mechanism (The Core Process, fulfilling SDG 4). This robust mechanism focuses on the co-creation of knowledge, curriculum transformation, and the development of *Dynamic Capabilities* among students. The emerging dimensions of Collaborative Governance—namely Shared Risk/Reward Allocation and Dynamic Curriculum Co-governance (3.4)—act as Enabling Conditions, providing the necessary institutional support for the mediating factors to function. Ultimately, the successful operation of this integrated mechanism leads to the simultaneous fulfillment of the Multi-Pillar SDG Outcomes, namely economic growth (SDG 8), Innovation and Infrastructure (SDG 9), and Climate Action (SDG 13). The entire model is

grounded in the Dynamic Capabilities View (DCV) for process management and the Shared Value Creation (CSV) Framework as the overarching philosophy, thereby providing a comprehensive, actionable roadmap for academic institutions like AJME to strategically manage external relationships for sustainable and impactful entrepreneurial education (Liu et al., 2022; Smith et al., 2025).

4. Results and Discussion

The research findings of this Systematic Literature Review (SLR) provide crucial conceptual clarification, directly addressing the identified fragmentation in the literature and offering a concrete Educational Strategic Alliance Conceptual Model for multi-dimensional SDG impact. The central contribution of this model lies in its integration of the micro-foundations of Trust and Knowledge Management (KM)—factors heavily emphasized in the researcher's previous work on external growth and organizational performance (Alaaraj et al., 2018; Alaaraj et al., 2016)—as necessary mediators for effective educational alliance outcomes. This model fundamentally challenges prior scholarship, such as the work by Ferreira et al. (2021), who acknowledged the link between alliances and Entrepreneurial Orientation but failed to

specify the internal organizational mechanisms (how KM institutionalizes external learning) required by the academic partner. Our findings elevate the academic institution from a passive beneficiary to an active strategic actor whose success hinges on its ability to leverage TBL (Trust-Based Learning) for reducing transactional risks and accelerating curriculum transformation, thereby providing the missing prescriptive guidance for education managers (Sun & Liu, 2024).

The mechanism identified in Section 3.1, which defines the alliance as a Double-Loop Learning Mechanism, represents a significant refinement of existing pedagogical frameworks (Choi et al., 2021). Previous studies often focused on single-loop learning, where educators merely updated content (e.g., adding a sustainability chapter) without questioning the core structure (Miller & Davies, 2023). Our SLR critically contrasts this by demonstrating that high-impact alliances require academics and industry partners to jointly challenge the fundamental rules of the curriculum (double-loop learning), ensuring the educational system is dynamically responsive to complex, real-time challenges (Wang & Zhao, 2024). This reflection carries profound implications for AJME, suggesting that curriculum validation should not be a periodic review but a continuous, dynamic co-governance process (Section 3.4). Furthermore, the explicit operationalization of the Shared Value Creation (CSV) through this mechanism—moving beyond mere CSR compliance—provides a robust analytical lens that was often implicit or underdeveloped in the literature reviewed (Park & Jones, 2025). The model therefore validates the Dynamic Capabilities View (DCV) in the context of the education sector, demonstrating that the ability to sense, seize, and transform resources (Teece et al., 1997) is executed precisely through these trust-mediated, knowledge-intensive alliances, proving the strategic value of the Educational Alliance Model.

The necessity of Inter-organizational Trust (Alaaraj et al., 2018) is further elaborated by the finding that TBL acts as a Strategic Legitim�er for industry partners, enabling their expansion into Green Economy markets (Padmanaban et al., 2024). When the academic institution provides its brand, knowledge base, and ethical oversight, the industry partner gains social license and credibility, directly contributing to SDG 8 (Economic Growth) in a sustainable manner. This finding critically extends the traditional view of alliance benefits (e.g., resource pooling) by highlighting a relational benefit (Trust) as a key strategic asset (Alaaraj et al., 2018). This insight contrasts sharply with studies like Lin and Huang (2022), which treated CSV as largely internal to the firm; our model reflects CSV as a relational outcome, requiring high levels of mutual trust to unlock tacit, proprietary knowledge for both pedagogical innovation (SDG 4) and joint intellectual property creation (SDG 9), thus mitigating the risk of opportunism that often derails external growth strategies (Liu et al., 2024). The formalization of Shared Risk and Reward Allocation (Section 3.4) then provides the necessary governance structure to sustain this trust, ensuring that all partners are

mutually invested in the long-term, multi-pillar success of the alliance, reinforcing the model's viability.

The Dampak Multi-Pilar SDGs (SDG 4, 8, 9, 13) is the ultimate measure of the model's success, reflecting a departure from previous siloed research. Our SLR provides the conceptual architecture to achieve this integration. Specifically, the model provides the linkage: Trust and KM Capabilities enable curriculum transformation (SDG 4), which, in turn, directly fuels graduate employability and startup success (SDG 8). The incorporation of real-time industrial challenges leads to cross-sectoral innovation and technological advancements (SDG 9), while the explicit inclusion of Green Economy content satisfies the environmental imperative (SDG 13). This structural mapping serves as a reflective critique against the literature that simply advocates for multi-stakeholder engagement (Hansen et al., 2024); our model dictates how engagement must be governed and knowledge shared to produce these integrated results, transforming abstract advocacy into an actionable strategic process. The finding that the alliance acts as a Strategic Legitim�er also carries strong policy implications for governments aiming to achieve multiple SDGs simultaneously, suggesting that investment in trust-building mechanisms within academic-industry partnerships is a more effective policy lever than merely providing financial subsidies for startups (Anderson & Taylor, 2024; Smith et al., 2025). The Educational Strategic Alliance Conceptual Model thus stands as a validated roadmap, unifying strategic management theory, entrepreneurial practice, and the global sustainability agenda.

CONCLUSION

The core conclusion of this Systematic Literature Review is the successful development of the Educational Strategic Alliance Conceptual Model, which systematically bridges the previously fragmented gap between strategic alliances, entrepreneurial education (SDG 4), and multi-dimensional sustainable development (SDGs 8, 9, 13). This research confirms that the efficacy of the Strategic Alliance as a vehicle for Shared Value Creation (CSV) is not inherently guaranteed, but is critically dependent on two mediating micro-foundations: high levels of Inter-organizational Trust and robust Knowledge Management Capabilities within the academic institution. By integrating these relational and organizational factors, the model provides the requisite Dynamic Capabilities (DCV) necessary for the educational sector to transition from a passive trainer to an active, strategic partner in the global sustainability agenda, thereby offering a clear theoretical and practical roadmap that was previously absent in the literature. The model's successful mapping of these processes to the four distinct SDG pillars—demonstrating simultaneous social, economic, innovative, and environmental impact—represents the study's most significant theoretical contribution.

1. **Conceptual Model Contribution:** This research successfully develops a Conceptual Model of Strategic Educational Alliances that addresses the literature gap by providing a

structured framework for strategic integration between alliances and curricula.

2. Mediation Dependence: The success of Educational Alliances relies heavily on the mediating role of Interorganizational Trust (as a relational prerequisite) and Knowledge Management Capabilities (as an institutional process) to transfer the necessary tacit knowledge.
3. Dual Learning Mechanism: Strategic alliances function as a Double-Loop Learning Mechanism, requiring academia and industry to fundamentally revise the structure and rules of the curriculum, not just update the content, thus creating adaptive outputs (SDG 4).
4. Sustainability Governance: The sustainability and stability of alliances require the adoption of Dynamic Curriculum Co-governance and the formalization of Shared Risk and Reward Allocation to mitigate the risk of opportunism and ensure long-term incentives for all partners.
5. Multi-Pillar SDG Impact: The proposed model structurally maps how strategic entrepreneurship education simultaneously generates outcomes across SDG 4 (Education), SDG 8 (Economy), SDG 9 (Innovation), and SDG 13 (Environment), demonstrating that alliances are an integrated value driver.
6. Theoretical Extension: This research extends the validity of the Dynamic Capabilities View (DCV) and Shared Value Creation (CSV), positioning educational institutions as strategic entities that use alliances to achieve dual objectives (profit and social).

Recommendations:

To address the lack of a structured framework for strategic educational alliances, it is recommended that higher education institutions, particularly those under the AJME umbrella, immediately allocate resources to build two key foundations: a structured Knowledge Management system to internalize industry learning, and a clear Trust establishment protocol through a formal agreement that includes shared risk and reward allocation. Further research is highly recommended to empirically validate this Conceptual Model using quantitative methods such as Structural Equation Modeling (SEM) on a longitudinal sample of education-industry alliances in developing countries, as well as in-depth qualitative studies are needed to document operational best practices related to the Dynamic Curriculum Co-governance mechanism.

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