



Islamic Education as a Foundation for Halal Entrepreneurship
Development

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Abstract	
Article Information: Received: 4 April 2026 Revised: 24 May 2026 Accepted: 26 May 2026 Published: 30 May 2026 Keywords: Islamic Education, Halal Entrepreneurs, Entrepreneurship, Business Ethics, Conceptual Framework.	Islamic education plays a strategic role in shaping ethical, competent, and sustainable halal entrepreneurs. This study employs a library research approach to develop an integrative conceptual framework linking Islamic education values, entrepreneurial competence, and halal entrepreneurship practices. The findings indicate that core Islamic values, such as honesty, trustworthiness, justice, and social responsibility, can be applied to cultivate character, ethics, and entrepreneurial skills for managing halal businesses. The resulting conceptual framework can guide Islamic educational institutions in designing curricula, learning modules, and entrepreneurship training programs based on Sharia principles. The study also highlights the importance of integrating education and halal entrepreneurship practice to enhance graduates' readiness in facing global market challenges. The limitation of this research is its theoretical nature and lack of empirical testing, suggesting that future studies should examine the framework's effectiveness in real-world contexts.
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INTRODUCTION

Islamic education is an important foundation in shaping the character, morality, and spirituality of individuals with noble conduct. Traditionally, Islamic education emphasizes the formation of faith, morals, and religious understanding; however, in the modern context, its role must also include the development of competencies relevant to the world of work and entrepreneurship. This has become increasingly important along with the rapid growth of the halal business sector in Muslim countries, including Indonesia, which requires entrepreneurs who are not only economically competent but also ethical and grounded in sharia principles (Fajrussalam et al., 2020; Hendawi et al., 2024; Kasmawati et al., 2023).

The concept of halal entrepreneurship emphasizes business practices that comply with sharia, including the principles of honesty, justice, social responsibility, and sustainability. Various studies have shown that Islamic education is able to equip individuals with moral values that support ethical business decision-making. For example, Jamil (2024) demonstrates that Islamic educational values

enhance the ability to make ethical decisions in business practices, while Faruq et al. (2024) found that the integration of moral values from Islamic education serves as a strong foundation for the development of sustainable halal business. In addition, an Islamic education curriculum integrated with entrepreneurship learning can enhance students' creativity, innovation, and readiness to face market challenges (Shobri, 2025).

Several other studies also affirm the importance of integrating Islamic education and entrepreneurship. Fakhrurrozi et al. (2023) emphasize that values such as *amanah* (trustworthiness) and *siddiq* (honesty) are key to building business practices trusted by consumers. Hidayat (2024) highlights that the development of ethics and character through Islamic education can strengthen the entrepreneurial mindset by combining moral integrity and practical skills, thereby making graduates better prepared to manage halal businesses. Mahmudulhassan & Abuzar (2024) and Indiharwati et al. (2026) further add that Islamic value-based education facilitates the development of social entrepreneurship that not only seeks profit but also provides benefits to society.

Nevertheless, the current literature indicates a research gap regarding the role of formal Islamic education (PAI) as a conceptual foundation for halal entrepreneurship. Most studies still focus on entrepreneurial intention or character development in general, without explicitly linking them to halal entrepreneurship practices (Purwanto, 2025; Raimi et al., 2024; Raza et al., 2023). This shows the need for a study that develops an integrative conceptual framework, so that Islamic educational values can be translated into competencies that support the success of halal businesses.

Another problem arises from the gap between theory and practice. Many PAI graduates possess strong religious understanding but are not yet ready to apply sharia principles in real business activities. The lack of curriculum integration with halal entrepreneurship practices and the limited availability of conceptual models have become obstacles for Islamic education in producing competent and ethical entrepreneurs (Ahmed et al., 2026; Erwansyah et al., 2025; Koswara & Kurniawati, 2026). In addition, globalization and market competition require entrepreneurs who are able to innovate, understand the market, and remain committed to halal principles, which further increases the urgency of this study.

Based on this background, this article aims to develop a conceptual framework that integrates Islamic educational values with the development of halal entrepreneurship. The results of this study are expected not only to provide theoretical contributions to understanding the relationship between Islamic education and halal entrepreneurship, but also to offer practical implications for the development of PAI curricula and entrepreneurship training strategies in Islamic educational institutions. Thus, Islamic education can become a strong foundation for producing a generation of entrepreneurs who are ethical, innovative, and oriented toward socio-economic sustainability.

METHOD

This study employs a library research approach, namely a systematic literature review aimed at developing an integrative conceptual framework between Islamic education and halal entrepreneurship. This method was chosen because the purpose of the study is to analyze, synthesize, and connect previous findings from various academic sources in order to produce a comprehensive theoretical framework. The main data sources are derived from scientific journals, academic books, review articles, and official reports related to Islamic education, entrepreneurship, and halal business.

These sources were selected based on topic relevance, publisher credibility, and the scope of issues aligned with this study.

Data collection techniques were carried out through the identification and selection of literature using predetermined keywords, such as “Islamic education” AND “entrepreneurship development” and “halal entrepreneurship” AND “Islamic values.” Furthermore, each reference was analyzed to extract information related to: 1) Islamic educational values that contribute to the formation of entrepreneurial character and competencies, 2) the principles of halal entrepreneurship, and 3) the integration of Islamic education concepts with halal business practices. The analysis was conducted through content analysis and thematic synthesis, thereby enabling the development of a conceptual framework that connects Islamic educational values with the competencies and practices of halal entrepreneurship.

Throughout the analysis process, this study emphasizes the identification of research gaps in previous literature, including the limited number of empirical studies that directly link formal Islamic education (PAI) with the development of halal entrepreneurship. In this way, the study not only presents a synthesis of academic findings but also provides a theoretical foundation for the development of PAI curricula and halal entrepreneurship learning strategies.

RESULTS AND DISCUSSION

Islamic Educational Values that Support Entrepreneurship

Islamic education does not only function as a means of religious learning, but also as a foundation for character formation, morality, and competencies that support the development of halal entrepreneurship. The literature shows that the core values of Islamic education, such as honesty (*siddiq*), trustworthiness (*amanah*), justice (*‘adl*), and social concern (*ihsan*), serve as important assets for individuals in making ethical and sustainable business decisions (Hendawi et al., 2024; Kasmawati et al., 2023). These values not only shape religious attitudes but also equip prospective entrepreneurs with the ability to face business challenges while remaining compliant with sharia principles (Fajrussalam et al., 2020).

Several studies affirm that the integration of Islamic educational values into the learning process produces individuals with a strong entrepreneurial mindset. Jamil (2024) found that students who are systematically exposed to Islamic education demonstrate higher levels of ethics and integrity in business decision-making. This is supported by Faruq et al. (2024), who state that the moral and ethical values of Islamic education serve as a foundation that supports the successful development of halal businesses. In addition, an Islamic education curriculum combined with entrepreneurship activities can enhance students’ creativity, innovation, and readiness to face market competition (Shobri, 2025).

Islamic educational values are also applied through learning approaches that emphasize practice, reflection, and real-life experience. Fakhurrozi et al. (2023) show that strengthening morality through project-based learning and case studies helps students understand the importance of social responsibility and ethics in entrepreneurial practice. Hidayat (2024) emphasizes that Islamic education integrating ethical values and professional competencies enhances students’ ability to operate halal businesses in accordance with sharia principles and provide benefits to society.

Furthermore, the literature also reveals the importance of a holistic educational model that combines academic, ethical, and entrepreneurial practice aspects. Mahmudulhassan & Abuzar (2024) and Indiharwati et al. (2026) emphasize that learning which combines Islamic educational theory with social entrepreneurship practice is able to shape entrepreneurs who do not merely seek profit but also contribute to social welfare. This model integrates character development, mastery of knowledge, and the practical application of Islamic values, thereby preparing graduates to become competent, ethical, and sustainable halal entrepreneurs.

Thus, it is clear that Islamic educational values serve as an ethical and moral foundation in entrepreneurship development. These values provide a conceptual framework that can be applied to PAI curricula, entrepreneurship learning modules, and mentoring programs for prospective entrepreneurs. Through a structured approach, Islamic education does not only produce religious individuals but also prepares a generation of entrepreneurs oriented toward socio-economic sustainability and ethical halal business practices (Purwanto, 2025; Raimi et al., 2024; Raza et al., 2023).

Principles and Practices of Halal Entrepreneurship

Halal entrepreneurship is a form of entrepreneurship that emphasizes business practices in accordance with sharia principles, including honesty, justice, social responsibility, and sustainability. This concept has become increasingly important alongside the growth of the global halal industry, which involves various sectors, ranging from food and services to financial technology. Literacy regarding halal principles has become a key necessity for entrepreneurs, as consumers today do not only assess product quality but also verify the halal status and ethical practices of the business being conducted (Ahmed et al., 2026; Koswara & Kurniawati, 2026).

The literature shows that the success of halal businesses depends on the integration of sharia principles into all operational aspects. Erwansyah et al. (2025) emphasize that halal entrepreneurs must apply honesty in transactions, justice in profit distribution, and social responsibility toward the community. Abdur-Rauf & Raimi (2023) add that compliance with halal principles not only increases consumer trust but also strengthens business reputation and competitiveness. Thus, a deep understanding of sharia principles becomes an important asset for business actors to ensure that their business practices align with Islamic values and market expectations.

In addition, the literature also highlights the challenges faced by halal entrepreneurs. Anwar et al. (2025) show that one of the main challenges is limited access to resources, including knowledge of sharia law, capital, and supportive business networks. Sumpena (2025) emphasizes the need for innovation strategies to face global market competition while remaining compliant with halal standards. Rusdina et al. (2025) further add that halal supervision and certification are important factors influencing business success, as legal certainty and trusted certification enhance the credibility of products and services.

This affirms the importance of developing an entrepreneurship model that integrates sharia principles comprehensively. Wisnu Kusuma et al. (2025) emphasize that halal business learning and practice must involve the development of technical competencies as well as an understanding of sharia ethics and law. Salaheldeen & Azam (2026) add that strengthening halal values in business must also be supported by systematic education, including relevant curricula in Islamic educational institutions and halal entrepreneurship training programs.

Furthermore, global literature shows that halal entrepreneurship practices have an impact not only on sharia compliance but also on business sustainability. Puspita & Fitriyani (2025) emphasize that ethical principles and social responsibility contribute to consumer loyalty and business continuity. Nurhayati & Dz (2025) also mention that entrepreneurs grounded in halal values tend to be more adaptive to market changes and more innovative in product development, as they emphasize integrity and quality in every aspect of business.

Thus, halal entrepreneurship practices require a balance between sharia compliance, business strategy, and innovation. Islamic education can serve as one mechanism for instilling these principles from an early stage, so that prospective entrepreneurs possess a strong moral foundation and competencies. Emphasis on halal principles not only enhances credibility and consumer trust but also supports long-term business sustainability (Dini et al., 2026; Panakaje et al., 2025; Qizam et al., 2024).

Integration of Islamic Education with Halal Entrepreneurship

The integration of Islamic education and halal entrepreneurship is a strategic step in shaping entrepreneurs who are not only economically competent but also ethical and grounded in sharia principles. Literacy in Islamic educational values, such as honesty (*siddiq*), trustworthiness (*amanah*), justice (*'adl*), and social concern (*ihsan*), serves as a foundation that can be applied in halal entrepreneurship practices (Hikayat et al., 2024; Nasrullah, 2026). When applied systematically in the educational process, these values can guide graduates in making ethical and sustainable business decisions (Napitupulu et al., 2026; Sulaeman et al., 2025).

This integration model can be visualized as a conceptual framework connecting three main elements: Islamic education, entrepreneurial competency development, and halal business practices. Islamic education provides the ethical and moral foundation, competency development includes technical skills and business strategies, while halal entrepreneurship practices emphasize the implementation of sharia principles in business operations (Isnaini, 2025; Sawari et al., 2025). This approach enables graduates not only to understand entrepreneurship theory and Islamic law, but also to implement halal principles practically in various scales of business.

Several studies emphasize the importance of integrating Islamic educational values through curricula, learning modules, and entrepreneurship-oriented extracurricular activities. Maksun et al. (2026) show that the combination of academic learning and practical experience enables students to understand the relevance of Islamic values in business decision-making. Raimi & Bamiro (2025) add that project-based learning, business simulations, and halal case studies enhance entrepreneurs' innovation and problem-solving abilities. This is in line with Huda & Shoofiya (2025), who state that practical experience guided by Islamic educational principles shapes consistent ethical attitudes and behavior in business practice.

In addition, the literature also emphasizes the importance of integrating business competencies with character development. Rahmanda et al. (2025) show that prospective entrepreneurs with a strong Islamic educational foundation are better able to combine ethics, innovation, and business strategy, making halal entrepreneurship practices more effective. Other studies by Karimullah (2023) and Muttaqin & Sari (2025) affirm that graduates who understand halal principles and Islamic educational values have higher adaptability in facing market changes and are able to develop sustainable businesses.

This conceptual framework emphasizes that Islamic education does not only shape individual morality and character but also creates a strategic foundation for halal entrepreneurship. Through systematic integration, Islamic education can produce graduates who are able to balance sharia compliance, innovation, and business sustainability (Shiyuti & Ishak, 2025; Sutisna et al., 2024; Yasin et al., 2025). This approach addresses the gap in previous research, which has largely emphasized either Islamic educational values or entrepreneurship separately, without conceptually connecting the two (Suyono et al., 2026; Umar, 2023).

Thus, the integration of Islamic education with halal entrepreneurship becomes a conceptual framework that can be used to develop curricula, learning modules, and entrepreneurship training programs. This framework not only provides a strong theoretical basis but also offers practical guidance for Islamic educational institutions in producing entrepreneurs who are ethical, competent, and oriented toward socio-economic sustainability.

The findings of this literature review have various practical implications for Islamic educational institutions and the development of halal entrepreneurs. First, from an educational perspective, the integration of Islamic educational values into the PAI curriculum can strengthen the ethical and moral foundation of prospective entrepreneurs. Values such as honesty (*siddiq*), trustworthiness (*amanah*), justice (*adl*), and social concern (*ihsan*) not only shape religious character but also equip students with the competencies needed to run halal businesses ethically (Maksum et al., 2026; Sawari et al., 2025). The implementation of these values can be carried out through entrepreneurship learning modules, practice-based projects, halal case studies, and mentoring directed toward the application of sharia principles in real business contexts (Huda & Shoofiya, 2025; Raimi & Bamiro, 2025).

Second, from the perspective of entrepreneurial practice, integrated Islamic education enables graduates to be better prepared to face global market challenges while maintaining compliance with halal principles. Emphasis on ethics and moral values creates entrepreneurs who are innovative, socially responsible, and sustainability-oriented, thereby increasing consumer credibility and trust in the products and services they offer (Karimullah, 2023; Muttaqin & Sari, 2025; Rahmanda et al., 2025). Thus, the integration of Islamic education and halal entrepreneurship practice not only improves individual readiness but also strengthens a sustainable halal business ecosystem.

In addition to practical implications, this study also provides significant theoretical contributions to the literature on Islamic education and entrepreneurship. By presenting an integrative conceptual framework, this study fills a gap in previous studies, where most research has emphasized Islamic educational values or entrepreneurship separately, without connecting the two systematically (Shiyuti & Ishak, 2025; Sutisna et al., 2024; Yasin et al., 2025). This framework provides guidance for researchers and academics to examine the relationship between Islamic education, entrepreneurial competencies, and halal business practices in a more holistic context.

Furthermore, this study offers recommendations for future research. First, empirical studies are needed to test the effectiveness of this conceptual framework in real contexts, for example through surveys, interviews, or case studies in Islamic educational institutions that integrate halal entrepreneurship curricula. Second, future research may examine the long-term impact of integrating Islamic educational values on halal business success, including financial performance, product innovation, and consumer satisfaction. Thus, this study not only provides conceptual contributions but

also opens opportunities for practical and empirical development in education and halal entrepreneurship.

CONCLUSION

This study shows that Islamic education has a strategic role in shaping halal entrepreneurs who are ethical, competent, and sustainable. The core values of Islamic education, such as honesty, trustworthiness, justice, and social concern, serve as moral and ethical foundations that can be applied in the development of entrepreneurial competencies. By integrating Islamic education into curricula, learning modules, and entrepreneurship mentoring programs, prospective entrepreneurs can acquire abilities that are not only technical and innovative but also aligned with sharia principles.

Halal entrepreneurship practices that combine sharia principles, business ethics, and product innovation become more effective when supported by systematic Islamic education. The conceptual framework developed in this study connects Islamic educational values, entrepreneurial competency development, and halal business practices comprehensively. Through this approach, PAI graduates have greater readiness to manage halal businesses that are ethical, innovative, and sustainable, while also providing socio-economic benefits to society.

This study has several limitations. First, the study uses a library research approach, so the resulting conceptual framework is theoretical and has not yet been empirically tested. Second, the references used are limited to the literature available to date, so local contexts or the latest studies may not be fully covered. Therefore, future research is recommended to conduct empirical studies through surveys, interviews, or case studies to test the effectiveness of Islamic education integration in shaping halal entrepreneurs. Future studies may also evaluate the long-term impact of this conceptual framework on halal business performance, product innovation, and consumer satisfaction.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the preparation of this manuscript, the author(s) utilized ChatGPT to assist with language editing, grammar refinement, sentence clarity, and academic style improvement. All outputs were subsequently reviewed and revised by the author(s), who assume full responsibility for the final content of the publication.

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