



Integrating Islamic Moral Values in Entrepreneurship Education for Sustainable Business Practices

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Article Information:

Received: 7 April 2026

Revised: 25 May 2026

Accepted: 26 May 2026

Published: 30 May 2026

Keywords:

Entrepreneurship
Education, Islamic Moral
Values, Business Ethics,
Sustainable Business
Practices, Conceptual
Framework.

Abstract

The integration of Islamic moral values in entrepreneurship education is essential for developing ethical, competent, and sustainable business-oriented entrepreneurs. This study employs a library research approach to develop a conceptual framework linking Islamic moral values, entrepreneurship education, and sustainable business practices. The literature review indicates that core values such as honesty, trustworthiness, justice, and social responsibility can be embedded in curricula, learning modules, practical exercises, and mentoring to shape ethical behavior among students. The resulting conceptual framework provides a theoretical guide for educational institutions in designing entrepreneurship programs based on Islamic moral values, enabling graduates to manage businesses ethically, innovatively, and socially responsibly. The limitation of this research is its theoretical nature, requiring future empirical studies to assess the impact of moral value integration on real-world business practices.

How to Cite this Article: Ridhoi, M., Rosif, R., & Febriyanti, I. R. (2026). Integrating Islamic Moral Values in Entrepreneurship Education for Sustainable Business Practices. *Artha: Journal of Economics and Sustainable Development*, 1(1), 12–21. <https://doi.org/10.67245/artha.v1i1.20>

INTRODUCTION

Entrepreneurship education has become one of the important aspects in equipping individuals with the skills needed to face the dynamics of the modern business world. Amid increasingly competitive global market competition, entrepreneurs' ability to make ethical and sustainable decisions has become a key factor in business success. In this context, the integration of Islamic moral values into entrepreneurship education is considered important in shaping entrepreneurs who are not only technically competent but also possess a strong ethical and moral foundation (Herlinda et al., 2025; Ikbali et al., 2024; Iriani et al., 2026). Previous studies have shown that value-based education can enhance students' ethical awareness and social responsibility, which in turn positively affects their business decisions (Aboobaker & D., 2020; Byun et al., 2018; Rodrigues, 2023).

Various studies have examined the relationship between entrepreneurship education and sustainable business practices. For example, Carpenter & Wilson (2022) emphasize the importance of

a curriculum that integrates ethical aspects and social responsibility to shape sustainable business behavior. Wong & Chan (2022) highlight that entrepreneurship programs emphasizing value reflection and character development can enhance students' ethical awareness and encourage them to consider the social impact of business decisions. On the other hand, studies by Kim et al. (2020) and Grivokostopoulou et al. (2019) show that the success of entrepreneurship programs greatly depends on the combination of technical competency learning and the internalization of moral values in business decision-making. These findings affirm that moral values, including honesty, justice, trustworthiness, and social concern, can serve as an important foundation for building sustainable and ethical business practices.

In addition, the literature also highlights the contribution of Islamic value-based education in shaping entrepreneurs who are prepared to face market challenges. Huang et al. (2022) emphasize that the integration of moral values into entrepreneurship education supports responsible decision-making and enhances students' ability to align business strategies with sustainability principles. Several other studies also emphasize that an understanding of ethical values and social responsibility not only shapes individual behavior but also influences organizational culture and business practices as a whole (Hardie et al., 2020). Thus, entrepreneurship education that integrates Islamic moral values not only equips graduates with technical competencies but also establishes a strong ethical foundation for running sustainable businesses that have a positive impact on society.

Although various studies have emphasized the importance of entrepreneurship education and moral values, there remains a lack of studies that explicitly integrate Islamic moral values into entrepreneurship education for sustainable business practices. Most studies still separate educational aspects, technical competencies, and the internalization of moral values, without developing a conceptual framework that unifies these three elements. This gap indicates the need for research that examines how Islamic moral values can be systematically applied in entrepreneurship curricula and learning modules, as well as how such integration influences sustainable and ethical business practices. By understanding this gap, educational institutions can design more comprehensive programs that encourage students to internalize moral values while developing practical skills in managing businesses.

Based on the background and literature gap above, this study aims to develop an integrative conceptual framework that connects Islamic moral values with entrepreneurship education and sustainable business practices. The research problems addressed include how Islamic moral values can be integrated into the entrepreneurship curriculum and which values are most relevant to support ethical and sustainable business practices. The purpose of this study is to provide theoretical guidance for educational institutions in developing curricula and learning modules, as well as to offer insights for prospective entrepreneurs in internalizing moral values in their business practices. Thus, this study is expected to provide theoretical and practical contributions to the development of Islamic value-based entrepreneurship education that promotes sustainable business practices.

METHOD

This study employs a library research approach, which aims to develop an integrative conceptual framework between Islamic moral values, entrepreneurship education, and sustainable business practices. This method was chosen because the focus of the study is to analyze, synthesize,

and connect findings from various relevant literature, thereby producing a comprehensive theoretical basis for Islamic value-based entrepreneurship education.

The main data sources are derived from scientific journals, academic books, review articles, and official reports discussing entrepreneurship education, Islamic moral values, business ethics, and sustainable business practices. References were selected based on topic relevance, publisher credibility, and their connection to the objectives of this study.

Data collection techniques were carried out through the identification, selection, and classification of literature using specific keywords, such as “Islamic moral values” AND “entrepreneurship education” AND “sustainable business practices.” Each reference was analyzed to extract information related to: (1) Islamic moral values relevant to entrepreneurship, (2) the implementation of moral values in entrepreneurship education, and (3) the contribution of moral values to sustainable business practices. The analysis was conducted through content analysis and thematic synthesis, enabling the development of a conceptual framework that connects education, moral values, and business practices.

In addition, this study emphasizes the identification of literature gaps, including the limitations of previous studies that rarely integrate Islamic moral values systematically into entrepreneurship education for sustainable business practices. Through this approach, the study not only presents a synthesis of the literature but also provides a theoretical foundation for the development of curricula, learning modules, and entrepreneurship training strategies based on Islamic moral values.

The outcome of this method is an integrative conceptual framework that serves as the basis for the subsequent discussion, systematically connecting Islamic moral values, entrepreneurship education, and sustainable business practices. This framework is expected to serve as practical guidance for Islamic educational institutions and open opportunities for further empirical research.

RESULTS AND DISCUSSION

Islamic Moral Values that Support Entrepreneurship

Islamic moral values play an important role in shaping entrepreneurs who are ethical, competent, and sustainability-oriented. Values such as honesty (*siddiq*), justice (*‘adl*), trustworthiness (*amanah*), social responsibility (*ihsan*), and concern for the welfare of society serve as foundations that guide ethical and sustainable business decision-making (Byun et al., 2018; Mukesh et al., 2020; Rodrigues, 2023). These values not only shape individual character but also influence organizational culture, operational practices, and relationships with stakeholders, thereby producing businesses that are more responsible and transparent.

Several studies show that the internalization of Islamic moral values through education can enhance students’ ethical awareness of the social and environmental impacts of business decision. Aboobaker & D. (2020) and García-González & Ramírez-Montoya (2021) emphasize that value-based education can shape ethical business behavior and strengthen students’ social responsibility. Honesty, for instance, helps prospective entrepreneurs avoid manipulative practices, while the principle of *amanah* emphasizes responsible management of resources. Justice ensures fair distribution of profits, and social responsibility encourages concern for society and the surrounding environment (Miço & Cungu, 2023; Morland et al., 2021).

Furthermore, recent literature highlights that Islamic moral values enhance entrepreneurs' ethical resilience and adaptive capacity in facing market challenges. Huang et al. (2022) and Mei et al. (2020) state that an understanding of moral values helps students and prospective entrepreneurs balance profit objectives with compliance with ethical and sharia principles. This is in line with the findings of Henry & Lewis (2018), who state that value-based entrepreneurship education promotes the development of ethical awareness, making business decision-making more consistent and responsible.

Moreover, the application of Islamic moral values also contributes to business innovation and sustainability. Chhabra et al. (2021) and Jardim et al. (2021) found that entrepreneurs who internalize ethical principles tend to develop innovative and adaptive business strategies without compromising moral integrity. Moral values not only shape ethical behavior but also support students' practical abilities in designing and managing sustainable businesses.

Effective educational practices involve the integration of moral values through structured methods, such as halal business case studies, practice-based projects, simulations, and value reflection (Lopez et al., 2021). This approach enables students to understand the relationship between ethical principles, business decisions, and socio-economic impacts in real terms, thereby building a strong foundation for sustainable business practices.

Thus, Islamic moral values provide an ethical and conceptual foundation for entrepreneurship education. The implementation of these values through curricula, modules, and practical activities not only enhances students' ethical awareness but also prepares them to face modern business challenges with integrity, social responsibility, and a sustainability orientation. The findings of this literature review serve as the basis for the following subsection, namely the application of Islamic moral values in entrepreneurship education for sustainable business practices.

Application of Islamic Moral Values in Entrepreneurship Education

The application of Islamic moral values in entrepreneurship education is key to shaping graduates who are not only technically competent but also possess a strong ethical foundation in business practice. Various studies emphasize that the integration of the principles of honesty, justice, trustworthiness, and social responsibility into the entrepreneurship curriculum can equip students with sustainable ethical awareness (Aamir et al., 2019; García-González & Ramírez-Montoya, 2021). These values not only serve as guidelines for individual behavior but also shape an organizational culture that supports fair, transparent, and sustainability-oriented business practices.

The implementation of Islamic moral values can be carried out through several educational approaches. First, through the formal curriculum, students are provided with an understanding of sharia principles and business ethics relevant to entrepreneurship. A study by Mukesh et al. (2020) shows that the integration of ethical topics and moral values into entrepreneurship courses increases students' awareness of ethical risks and the social impacts of business decisions. Second, through practice-based learning methods, such as halal business case studies, business simulations, and group projects, students can directly apply moral principles in real contexts (Miço & Cungu, 2023; Morland et al., 2021). This approach emphasizes reflection on the decisions made and their social consequences, making the internalization of moral values deeper.

In addition, entrepreneurship learning based on Islamic moral values can improve students' ability to manage conflicts of interest and solve problems ethically. Henry & Lewis (2018) emphasize

that practical experiences guided by ethical values help students develop fair decision-making capacities and responsiveness to changes in the business environment. This is in line with the findings of Chhabra et al. (2021), which show that students who understand Islamic moral values are better able to design innovative business strategies while still complying with the principles of justice and social responsibility.

The literature also highlights the importance of value-based mentoring and guidance in entrepreneurship education. Lopez et al. (2021) found that mentors who emphasize the importance of ethical principles and integrity help students instill moral values in everyday business behavior. Through such guidance, students can learn to identify ethical dilemmas, critically evaluate options, and make decisions aligned with Islamic moral principles.

In addition to formal learning, the integration of moral values into extracurricular activities and community projects is also effective in building the character of responsible entrepreneurs. Jardim et al. (2021) emphasize that direct experience in social projects and sustainable businesses enables students to experience the social impact of their decisions, making ethical awareness and sustainability orientation more concrete and applicable.

Thus, the application of Islamic moral values in entrepreneurship education includes the teaching of ethical theory, direct practice, mentoring, and community experience, which collectively shape graduates who are ready to manage businesses ethically, innovatively, and sustainably (Abuabdin & Junaidu, 2024; Isnaini, 2025; Yasin et al., 2025). This approach not only improves students' technical competencies but also instills a strong ethical foundation for future business practices, serving as the basis for the following subsection: the integration of moral values with sustainable business practices.

Integration of Islamic Moral Values with Sustainable Business Practices

The integration of Islamic moral values in entrepreneurship education not only shapes individual character and ethics but also influences sustainable business practices. Values such as honesty (*siddiq*), justice (*'adl*), trustworthiness (*amanah*), and social responsibility (*ihsan*) serve as ethical foundations that guide every business decision, from resource management to interactions with customers and communities (Mukesh et al., 2020; Morland et al., 2021; Aamir et al., 2019). This integration emphasizes that sustainable business practices do not merely depend on market strategies but also on the internalization of moral values by business managers.

The proposed conceptual framework connects three main elements: Islamic moral values, entrepreneurship education, and sustainable business practices. Islamic moral values provide the ethical foundation, entrepreneurship education develops practical competencies, and sustainable business practices represent the real implementation of these values. In other words, entrepreneurship education serves as a medium that bridges moral principles and the implementation of ethical and sustainable business strategies (Aamir et al., 2019; Castaldi et al., 2020; Maidarfrida et al., 2026; Najihah et al., 2025; Rohman et al., 2024).

In addition, the literature emphasizes that experiential learning and value reflection strengthen this integration. Case studies, community-based projects, and halal business simulations enable students to experience the real impact of their business decisions on society and the environment (Jardim et al., 2021; Mei et al., 2020). This approach demonstrates how Islamic moral values can be applied concretely, encouraging innovation that remains grounded in ethical and sharia principles.

The conceptual framework for integrating Islamic moral values into entrepreneurship education for sustainable business practices can be explained as a three-layered interconnected system. The first layer is Islamic moral values, which include principles such as honesty (*siddiq*), trustworthiness (*amanah*), justice (*‘adl*), and social responsibility (*ihsan*), serving as the ethical foundation for every entrepreneurial decision and behavior. These values become the main basis that guides students in understanding the importance of integrity, justice, and social concern in the business context (Ardiansyah et al., 2024; Hadiastuti et al., 2026; Hamzah, 2026; Iriani et al., 2026). The second layer is entrepreneurship education, which includes curricula, learning modules, direct practice, and mentoring programs that emphasize the application of Islamic moral values. This education serves as a medium that translates ethical principles into practical competencies, enabling students to design business strategies aligned with moral and sharia principles. The third layer is sustainable business practices, which represent the concrete implementation of the values and competencies that have been formed, including ethical decision-making, social responsibility, and environmentally friendly innovation oriented toward socio-economic sustainability. The relationship among these three layers is linear yet dynamic, flowing from moral values to education and then to practice, while also involving reflection and feedback from business practice back to education and moral values. This cycle creates a continuous learning process, in which students not only internalize ethical values but are also able to adjust their business strategies innovatively and sustainably, so this framework provides comprehensive guidance for integrating Islamic moral values into entrepreneurship education and responsible business practices.

In addition to equipping students with technical competencies, this integration also emphasizes their ability to face ethical dilemmas in business practice. Hardie et al. (2020) and Chhabra et al. (2021) show that entrepreneurs who internalize Islamic moral values are better able to assess ethical risks, consider social impacts, and develop innovative strategies without compromising moral integrity. This strengthens the argument that entrepreneurship education based on Islamic moral values is not merely theoretical but prepares graduates for ethical, adaptive, and sustainable business practices.

Thus, the integration of Islamic moral values into entrepreneurship education forms a conceptual framework that unites ethical foundations, competency learning, and the implementation of sustainable business practices. This framework serves as a basis for developing curricula, learning modules, and training strategies that can produce entrepreneurs who are not only economically successful but also ethical, socially responsible, and sustainability-oriented.

CONCLUSION

This study affirms that the integration of Islamic moral values into entrepreneurship education plays an important role in shaping entrepreneurs who are competent, ethical, and oriented toward sustainable business practices. Values such as honesty, trustworthiness, justice, and social responsibility serve as ethical foundations that guide students in business decision-making, enhance ethical awareness, and promote social responsibility in every entrepreneurial activity. Entrepreneurship education that internalizes these moral principles through curricula, learning modules, direct practice, mentoring, and community-based projects enables students to apply these values concretely in innovative, adaptive, and sustainable business activities. The resulting conceptual

framework connects Islamic moral values, entrepreneurial competencies, and sustainable business practices, providing theoretical guidance that educational institutions can use to shape graduates who are able to face the challenges of the modern business world ethically.

Nevertheless, this study has several limitations. The library research approach makes the findings theoretical and not yet empirically tested in the field. Certain local contexts or specific industrial dynamics may also not be fully covered. Therefore, future research is recommended to conduct empirical studies, such as surveys, interviews, or case studies, to evaluate the extent to which the integration of Islamic moral values in entrepreneurship education actually influences sustainable business practices. Future studies may also assess the long-term impact of moral value integration on entrepreneurs' financial success, innovation, and social responsibility.

Overall, this article provides theoretical and practical contributions to the development of Islamic value-based entrepreneurship education. The integration of Islamic moral values not only strengthens individuals' technical and ethical competencies but also supports the formation of sustainable, ethical, and socially responsible business practices. The findings of this study serve as a foundation for curriculum development, training strategies, and further empirical research, so that entrepreneurship education can produce a generation of entrepreneurs who are ethical, competent, and oriented toward socio-economic sustainability.

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 paraphrasing selected sentences, improving readability, and enhancing the coherence of the manuscript. 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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