

## The Role of Qur'anic Entrepreneurship Courses in Advancing Entrepreneurial Movement Initiatives among University Students in Indonesia

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### Abstract

This study aims to examine the role of Qur'anic-based entrepreneurship courses in advancing entrepreneurial movement initiatives among university students in Indonesia. Employing a qualitative approach with a library research design, the study critically analyzes relevant scholarly literature on entrepreneurship education and Islamic higher education. The findings reveal that Qur'anic entrepreneurship courses play a significant role in cultivating students' entrepreneurial mindset through the integration of entrepreneurial competencies with Qur'anic ethical values such as honesty, trustworthiness, and accountability. This integrative approach not only enhances students' entrepreneurial intentions and readiness but also promotes a value-driven and sustainable entrepreneurial orientation. Furthermore, the course contributes to the development of entrepreneurial ecosystems within higher education institutions through business incubation, practice-based projects, and industry collaboration. At a broader level, the implementation of Qur'anic entrepreneurship education holds strategic implications for addressing graduate unemployment and fostering ethically grounded economic growth in Indonesia. Therefore, integrating Qur'anic values into entrepreneurship education represents an innovative and contextually relevant approach to developing adaptive, productive, and ethically responsible human capital.

**Keywords:** Qur'anic entrepreneurship, entrepreneurship education, university students, Islamic ethics, sustainable entrepreneurship.

### Abstrak

*Penelitian ini bertujuan untuk menganalisis peran Mata Kuliah Entrepreneurship Al-Qur'an dalam menggalakkan program gerakan kewirausahaan di kalangan mahasiswa di Indonesia. Studi ini menggunakan pendekatan kualitatif dengan desain penelitian kepustakaan yang berfokus pada analisis kritis terhadap literatur ilmiah terkait pendidikan kewirausahaan dan pendidikan Islam. Hasil penelitian menunjukkan bahwa Mata Kuliah Entrepreneurship Al-Qur'an berperan signifikan dalam membentuk entrepreneurial mindset mahasiswa melalui integrasi antara kompetensi kewirausahaan dan nilai-nilai etika Qur'ani seperti kejujuran, amanah, dan tanggung jawab. Pendekatan ini tidak hanya meningkatkan kesiapan dan intensi berwirausaha mahasiswa, tetapi juga mendorong terbentuknya orientasi kewirausahaan yang berbasis nilai dan berkelanjutan. Selain itu, mata kuliah ini berkontribusi terhadap penguatan ekosistem kewirausahaan di perguruan tinggi melalui pengembangan inkubator bisnis, proyek berbasis praktik, serta kolaborasi dengan dunia industri. Dalam konteks yang lebih luas, implementasi Entrepreneurship Al-Qur'an memiliki implikasi strategis dalam mengatasi tantangan pengangguran lulusan serta mendorong pertumbuhan ekonomi berbasis etika di Indonesia. Dengan demikian, integrasi nilai-nilai Qur'ani dalam pendidikan kewirausahaan menjadi pendekatan inovatif yang relevan dalam pengembangan sumber daya manusia yang adaptif, produktif, dan berintegritas.*

**Kata kunci:** Entrepreneurship Al-Qur'an, pendidikan kewirausahaan, mahasiswa, etika Islam, kewirausahaan berkelanjutan.

## A. Introduction

The accelerating forces of globalization and the rapid transformation of contemporary economic systems necessitate a fundamental reorientation of higher education paradigms—from producing mere job seekers to cultivating job creators. Empirical realities indicate that university graduates continue to encounter significant challenges, particularly the persistence of educated unemployment. This phenomenon reflects a structural mismatch between graduate competencies and the evolving demands of an increasingly competitive and dynamic labor market.<sup>1</sup> The prevalence of graduate unemployment is not solely attributable to the limited availability of employment opportunities, but also to the prevailing orientation of higher education, which remains disproportionately focused on cognitive development while neglecting practical and entrepreneurial competencies. Consequently, universities often produce graduates who are prepared to enter the workforce but insufficiently equipped to generate employment. This condition underscores the necessity of an integrative educational approach that harmonizes cognitive, affective, and psychomotor domains.<sup>2</sup>

Within this context, entrepreneurship education emerges as a strategic and indispensable solution. It transcends the mere transmission of knowledge by fostering character formation, cultivating creative and innovative mindsets, and encouraging calculated risk-taking. Through such an approach, students are empowered to develop independence and productivity in responding to complex economic challenges.<sup>3</sup> A growing body of empirical research demonstrates that entrepreneurship education significantly enhances students' entrepreneurial intentions. Structured and practice-oriented pedagogical models have proven effective in nurturing motivation, creativity, and the confidence required to initiate business ventures. Experiential learning, in particular, plays a pivotal role in transforming students' mindsets into more progressive, solution-oriented orientations.<sup>4</sup>

Moreover, entrepreneurship contributes substantially to national economic development. Entrepreneurs function as key drivers of economic growth through job creation, productivity enhancement, and innovation across multiple sectors. Accordingly, the proliferation of entrepreneurial graduates will amplify the role of higher education institutions in fostering sustainable economic advancement within society.<sup>5</sup> The urgency of entrepreneurship is not confined to students in economics or business disciplines; it is equally pertinent to those in Islamic studies, including the Qur'anic Studies and Tafsir programs. Traditionally, graduates of such programs have been associated with limited career pathways, primarily within academic, religious, or formal da'wah sectors. However, with the integration of entrepreneurial competencies, these graduates can expand their professional horizons significantly. Students of Qur'anic Studies and Tafsir possess considerable potential to develop knowledge-based entrepreneurial initiatives, such as Islamic digital content enterprises, thematic Qur'anic

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<sup>1</sup> Wiwin Suhada and others, 'Peran Pendidikan Kewirausahaan Dalam Meningkatkan Minat Mahasiswa Terhadap Dunia Wirausaha', *Jurnal Tahsinia*, 4.2 (2023), pp. 475–85.

<sup>2</sup> E Erfiyana and others, 'Upaya Meningkatkan Peran Aktif Mahasiswa Dalam Membangun Pemberdayaan Kegiatan Di Lingkungan Masyarakat', *Jurnal Karya Inovasi Pengabdian Masyarakat (JKIPM)*, 1.2 (2024), pp. 87–97.

<sup>3</sup> H Margahana, 'Urgensi Pendidikan Entrepreneurship Dalam Membentuk Karakter Entrepreneur Mahasiswa', *Jurnal Ilmiah Ekonomi Dan Bisnis*, 17.2 (2020), pp. 176–83.

<sup>4</sup> Vanessa Griselda and Ida Puspitowati, 'Pentingnya Pengetahuan Kewirausahaan, Kreativitas Dan Motivasi Terhadap Minat Berwirausaha Mahasiswa', *Jurnal Manajerial Dan Kewirausahaan*, 2023, doi:10.24912/jmk.v6i4.32753.

<sup>5</sup> Achmad Zainul Rozikin, 'Pengaruh Hasil Belajar Kewirausahaan Terhadap Minat Berwirausaha: The Effect Of Entrepreneurship Learning Results On Interest In Entrepreneurship', *Jurnal Neraca: Jurnal Pendidikan Ekonomi*, 8.1 (2022), pp. 20–24, doi:<https://doi.org/10.33084/neraca.v8i1.4351>.

publications, technology-based Qur'anic education platforms, and creative industries grounded in religious values. The integration of Islamic scholarship with entrepreneurial practice enables the emergence of business models that are not only profit-oriented but also imbued with ethical and da'wah-oriented missions.

Furthermore, entrepreneurship within an Islamic framework is underpinned by strong theological foundations. Core entrepreneurial values—such as diligence (*al-'amal*), independence, honesty (*ṣidq*), and trustworthiness (*amānah*)—are deeply embedded within Qur'anic teachings. Thus, fostering entrepreneurship among students of Qur'anic Studies and Tafsir constitutes not merely an economic imperative but also a practical manifestation of Qur'anic values in contemporary life. In this regard, the inclusion of an *Entrepreneurship of the Qur'an* course within the Qur'anic Studies and Tafsir curriculum is both relevant and strategic. This course is designed not only to impart entrepreneurial knowledge but also to integrate it with Qur'anic ethical principles, thereby enabling students to develop ventures that are ethically grounded, sustainable, and spiritually informed. So, the urgency of entrepreneurship among university students—particularly those in Qur'anic Studies and Tafsir programs—cannot be overstated. Higher education institutions bear a critical responsibility to produce graduates who are not only academically proficient but also adaptive, innovative, and economically self-reliant. The integration of entrepreneurship into academic curricula represents a strategic response to contemporary challenges and a meaningful contribution to societal development.

The methodological framework employed in this article is grounded in a qualitative approach, specifically utilizing a library research design that emphasizes critical engagement with both primary and secondary sources. Data are systematically collected through an extensive review of classical and contemporary literature, and subsequently analyzed using a descriptive-analytical method within normative and conceptual perspectives. Furthermore, a comparative approach is applied to examine divergent scholarly viewpoints on the issue under investigation, complemented by a contextual analysis to assess the relevance of the findings within contemporary realities. Through this integrative methodological design, the study aspires to achieve analytical depth, argumentative rigor, and compliance with the academic standards. This study employs a qualitative approach using a library research design. Data were collected from primary and secondary sources, including journal articles, books, and reports on entrepreneurship education and Islamic higher education. The selection of sources was based on relevance, recency (2015–2025), and academic credibility. The data were analyzed using a thematic and conceptual analysis, focusing on identifying key patterns related to the role of Qur'anic entrepreneurship education. A normative approach was applied to interpret Qur'anic values in the context of entrepreneurship, while a comparative analysis was used to examine differences across existing studies.

## **B. Result and Discussion**

### **1. Entrepreneurship Term**

Entrepreneurship is fundamentally conceptualized as a multidimensional construct that encompasses the process of identifying, evaluating, and exploiting opportunities to create value through innovative activities. Contemporary scholarship emphasizes that entrepreneurship is not merely the act of starting a business, but a broader phenomenon involving opportunity recognition, resource mobilization, and value creation within uncertain environments.<sup>6</sup> The notion of “entrepreneurial opportunity” constitutes a central pillar in entrepreneurship discourse. It is defined as a situation in which new goods, services, or processes can be introduced and sold

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<sup>6</sup> Noura A. Alkathiri, ‘Knowledge Management and Sustainable Entrepreneurship: A Systematic Review’, *Journal of Innovation and Entrepreneurship*, 13.1 (2024), pp. 1–18, doi:https://doi.org/10.1186/s13731-024-00387-3.

at a profit, arising from inefficiencies or unmet needs in the market. This concept highlights that entrepreneurship is opportunity-driven rather than resource-driven, thereby shifting the analytical focus toward cognition, discovery, and exploitation processes.<sup>7</sup>

In a more refined perspective, entrepreneurship also involves the creation of new economic activities, either through new ventures, corporate innovation, or hybrid organizational forms. This definition underscores the dynamic nature of entrepreneurship as an agent of change, innovation, and structural transformation within the economy.<sup>8</sup> From a terminological standpoint, the word “entrepreneurship” historically derives from the French term *entreprendre*, meaning “to undertake.” Early economic thinkers positioned the entrepreneur as a risk-bearer and coordinator of production factors. However, modern interpretations have significantly expanded this meaning to include innovation, proactiveness, and strategic orientation in uncertain contexts.<sup>9</sup> Recent developments in the literature introduce the concept of sustainable entrepreneurship, which integrates economic objectives with social and environmental responsibilities. This expanded definition reflects a paradigmatic shift from profit-centered entrepreneurship toward value creation that is inclusive and ecologically conscious.<sup>10</sup>

Another key term is academic entrepreneurship, which refers to entrepreneurial activities occurring within higher education institutions, including commercialization of research, spin-offs, and innovation-driven collaborations. Notably, recent studies indicate that the definition of academic entrepreneurship remains fluid and context-dependent, reflecting its evolving nature across institutional and regional settings.<sup>11</sup> Furthermore, the concept of an entrepreneurship **ecosystem** has emerged as a critical analytical framework. It refers to a network of interdependent actors, institutions, and processes that collectively support entrepreneurial activities. This concept highlights that entrepreneurship does not occur in isolation but is embedded within a broader socio-economic and institutional context.<sup>12</sup> In the educational domain, entrepreneurship education is defined as a structured pedagogical process aimed at developing entrepreneurial competencies, including creativity, critical thinking, risk-taking, and opportunity recognition. Empirical trends indicate a significant increase in scholarly attention to entrepreneurship education over the past decade, reflecting its strategic role in fostering innovation and economic resilience.<sup>13</sup>

Moreover, entrepreneurship can also be understood through the lens of entrepreneurial orientation, which refers to organizational processes and decision-making patterns characterized by innovativeness, proactiveness, and risk-taking. This concept bridges the gap between individual-level entrepreneurship and firm-level strategic behavior.<sup>14</sup> Overall, the findings demonstrate that entrepreneurship is a complex and evolving construct with diverse definitions across disciplines. Despite this conceptual plurality, there is a converging agreement that entrepreneurship fundamentally revolves around opportunity exploitation, innovation, and value

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<sup>7</sup> Florian Schlichte and Steffen Junge, ‘The Concept of Entrepreneurial Opportunities: A Systematic Review’, *Management Review Quarterly*, 75.1 (2025), pp. 45–72.

<sup>8</sup> Junge, ‘The Concept of Entrepreneurial Opportunities: A Systematic Review’, pp. 45–72.

<sup>9</sup> Washington Chakuzira et al, ‘Refining the Definition and Typologies of Entrepreneurship’, *Administrative Sciences*, 14.8 (2024), pp. 184–201, doi:<https://doi.org/10.3390/admsci14080184>.

<sup>10</sup> Alkathiri, ‘Knowledge Management and Sustainable Entrepreneurship: A Systematic Review’, pp. 1–18.

<sup>11</sup> Qaiser Naseer, ‘Academic Entrepreneurship: A Systematic Literature Review and Future Research Agenda’, *Journal of Entrepreneurship and Business*, 11.2 (2023), pp. 120–138, doi:<https://doi.org/10.17687/JEB.1102.08>.

<sup>12</sup> Sultono et al, ‘Academic Entrepreneurship Ecosystems: A Systematic Literature Review’, *Journal of the Knowledge Economy*, 15.2 (2024), pp. 567–590, doi:<https://doi.org/10.1007/s13132-024-01819-x>.

<sup>13</sup> Sultono, ‘Entrepreneurship Education: A Bibliometric Analysis and Research Trends’, *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 13.1 (2025), pp. 1–15, doi:<https://doi.org/10.26740/jepk.v13n1.p1-15>.

<sup>14</sup> Agnieszka Zakrzewska-Bielawska, ‘Entrepreneurial Orientation and Firm Performance: Recent Developments’, *Journal of Entrepreneurship, Management and Innovation*, 20.2 (2024), pp. 145–168.

creation within dynamic environments. This conceptual clarity is essential for advancing both theoretical development and practical application in entrepreneurship studies.<sup>15</sup>

## 2. *The Role of Entrepreneurship Courses in Higher Education*

Entrepreneurship courses in higher education play a pivotal role in cultivating an entrepreneurial mindset among students. These courses extend beyond the narrow objective of venture creation and instead emphasize cognitive transformation and opportunity-oriented thinking.<sup>16</sup> Contemporary research demonstrates that entrepreneurship education significantly enhances students' creativity and innovation capacity. This indicates that structured pedagogical interventions can shape not only knowledge but also entrepreneurial attitudes. Consequently, entrepreneurship courses are increasingly positioned as core components within modern higher education curricula.<sup>17</sup>

Furthermore, entrepreneurship courses contribute substantially to fostering students' economic independence and self-reliance. Through systematic exposure to entrepreneurial concepts, students develop the ability to identify and evaluate business opportunities. The integration of experiential learning approaches, such as project-based assignments, allows students to engage directly with real-world business challenges. This practical orientation strengthens their capacity to translate theoretical insights into actionable strategies. As a result, graduates are better prepared to become job creators rather than job seekers.<sup>18</sup>

In addition, entrepreneurship education serves as a critical platform for developing essential twenty-first-century competencies. Skills such as critical thinking, problem-solving, communication, and collaboration are embedded within the learning process. These competencies are cultivated through interactive pedagogies, including case studies, simulations, and collaborative projects. Such approaches enable students to navigate complex and uncertain environments effectively. Therefore, entrepreneurship courses contribute significantly to holistic student development in the contemporary knowledge economy.<sup>19</sup>

From an institutional perspective, the inclusion of entrepreneurship courses enhances the competitiveness of higher education institutions. Universities that actively promote entrepreneurship education tend to produce graduates with higher employability and innovation capabilities. This, in turn, strengthens institutional reputation at both national and international levels. Moreover, entrepreneurship programs often serve as key indicators in accreditation and ranking systems. Thus, the integration of entrepreneurship education represents a strategic investment for institutional advancement.<sup>20</sup>

Entrepreneurship courses also facilitate the integration of interdisciplinary knowledge into practical applications. Students are encouraged to apply theoretical frameworks from diverse disciplines within entrepreneurial contexts. This interdisciplinary approach fosters the emergence of innovative ideas grounded in scientific and academic rigor. It also promotes the synthesis of

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<sup>15</sup> Ali Mehrabi, 'Entrepreneurial Opportunities and Innovation: A Conceptual Framework', *European Journal of Business and Management Research*, 8.1 (2024), pp. 34–42, doi:<https://doi.org/10.24018/ejbmr.2024.9.1.52345>.

<sup>16</sup> Fahmi Andaluzi and others, 'Boycott in Hadith Perspective: History and Implementation', *El-Sunan: Journal of Hadith and Religious Studies*, 2.2 (2024), doi:<https://doi.org/10.22373/el-sunan.v2i2.5801>.

<sup>17</sup> Suparno et al, 'Does Entrepreneurship Education Matter for Product Innovations? The Mediating Role of Indonesian Students' Creativity', *Cogent Education*, 11.1 (2024), doi:<https://doi.org/10.1080/2331186X.2024.2359880>.

<sup>18</sup> F. U. Pudjiastuti, L. W. Wardana, and A. Sumanto, 'The Influence of Entrepreneurship Education on Entrepreneurial Readiness Mediated by Entrepreneurial Skills and Entrepreneurial Mindset', *Journal of Finance and Business Digital*, 3.4 (2024), pp. 403–420, doi:<https://doi.org/10.55927/jfbd.v3i4.12421>.

<sup>19</sup> A Alifia, 'Trend of Entrepreneurship Education and Entrepreneurial Practices on Entrepreneurial Interest in Higher Education', *Jurnal Pendidikan Edutama*, 11.2 (2024), pp. 84–93, doi:<https://doi.org/10.30734/jpe.v11i2.4624>.

<sup>20</sup> Sultono, 'Entrepreneurship Education: A Bibliometric Analysis and Research Trends', pp. 165–192.

knowledge across fields, leading to more comprehensive problem-solving capabilities. Hence, entrepreneurship education transcends disciplinary boundaries and enriches academic learning.<sup>21</sup>

In the era of digital transformation, entrepreneurship courses have evolved to incorporate digital competencies and technological innovation. The concept of digital entrepreneurship has become increasingly central to course design and delivery. Students are introduced to digital platforms, e-commerce systems, and emerging technologies as tools for business development. This aligns with shifting market dynamics and consumer behavior in the digital age. Accordingly, entrepreneurship education equips students with the skills required to thrive in technology-driven environments.<sup>22</sup>

Another critical dimension of entrepreneurship courses is their role in shaping ethical awareness and responsible business practices. Students are introduced to values such as integrity, accountability, and sustainability within entrepreneurial activities. This ethical orientation is essential for ensuring long-term business viability and social responsibility. In many educational contexts, entrepreneurship is framed not only as an economic endeavor but also as a moral and social commitment. Therefore, entrepreneurship education contributes to the formation of ethically conscious entrepreneurs.<sup>23</sup>

Moreover, entrepreneurship courses contribute to the development of innovation ecosystems within universities. These ecosystems involve collaboration among students, faculty members, industry partners, and policymakers. Supporting structures such as business incubators and innovation hubs further enhance this ecosystem. Through these collaborative networks, students gain access to resources, mentorship, and market opportunities. This demonstrates that entrepreneurship education operates within a broader institutional and socio-economic framework.<sup>24</sup>

Entrepreneurship courses also provide opportunities for students to explore and develop their individual potential. Each student brings unique interests, skills, and aspirations to the learning environment. Flexible and student-centered pedagogical approaches enable the customization of entrepreneurial projects. In this context, educators act as facilitators who guide and support the learning process. Consequently, entrepreneurship education becomes a personalized and transformative experience for students.<sup>25</sup>

Overall, entrepreneurship courses in higher education perform a multifaceted and transformative role. They function not only as a medium for knowledge transfer but also as a mechanism for developing mindset, skills, and character. The integration of theoretical knowledge with practical application ensures that students are equipped to address real-world challenges. This aligns with the increasing demand for innovative and adaptive graduates in a rapidly changing global landscape. Therefore, strengthening entrepreneurship education remains a critical priority for contemporary higher education systems.<sup>26</sup>

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<sup>21</sup> M. et al. Marsinah, 'Entrepreneurship Education in Universities: A Review of Current Practices and Future Directions', *Indonesian Journal of Advanced Research*, 3.6 (2024), pp. 705–718, doi:<https://doi.org/10.55927/ijar.v3i6.9561>.

<sup>22</sup> J. Amir, M. Mulyati, and S. Ahmadi, 'Entrepreneurship Education Enhances the Character of Higher Student: Bibliometric Study', *International Journal of Applied Finance and Business Studies*, 12.1 (2024), pp. 1–8, doi:<https://doi.org/10.35335/ijafibs.v12i1.272>.

<sup>23</sup> E. S. Bahri, 'Overview of Entrepreneurship Education for Students', *Journal of Psychology and Sustainable Education*, 1.1 (2024), pp. 18–22, doi:<https://doi.org/10.62886/jpse.v1i1.4>.

<sup>24</sup> S. Rachmatilah, 'Entrepreneurship in Higher Education: A Bibliometric Analysis of Research Trends and Future Directions from 2010–2025', *Edusentris: Jurnal Ilmu Pendidikan Dan Pengajaran*, 12.3 (2024), pp. 115–127.

<sup>25</sup> I. Abu and Sutrisno, 'Understanding the Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions', *Pinisi Journal of Entrepreneurship Review*, 2.2 (2024), pp. 109–119.

<sup>26</sup> Sultono, 'Entrepreneurship Education: A Bibliometric Analysis and Research Trends', pp. 165–192.

### 3. The Role of Qur'anic and Entrepreneurial Spirit of Indonesian Students

The Entrepreneurship Course based on the Qur'anic perspective (*Entrepreneurship Al-Qur'an*) represents an integrative pedagogical model that combines entrepreneurial competencies with Islamic ethical and spiritual values. This course is not merely oriented toward economic skill formation but also emphasizes value internalization derived from Qur'anic teachings such as honesty (*ṣidq*), trustworthiness (*amānah*), and responsibility. Such integration aligns with contemporary developments in Islamic higher education that advocate for the synthesis of religious knowledge and practical life skills. Empirical studies indicate that entrepreneurship education in Islamic institutions significantly contributes to shaping students' entrepreneurial mindset and competencies.<sup>27</sup> This suggests that embedding religious values enhances both cognitive and affective dimensions of entrepreneurship. Consequently, Qur'anic-based entrepreneurship courses offer a distinctive framework for holistic student development.<sup>28</sup>

From a conceptual standpoint, the term "Entrepreneurship Al-Qur'an" may be understood as an educational construct that integrates entrepreneurial knowledge with Qur'anic principles guiding economic behavior. This concept emphasizes that entrepreneurial activities are not value-neutral but are grounded in ethical and spiritual accountability. In this framework, entrepreneurship is perceived as a form of worship (*ibādah*) when conducted in accordance with Islamic teachings. Such a paradigm shifts the orientation of entrepreneurship from purely profit-driven motives to value-driven and socially responsible practices. Recent literature highlights that Islamic entrepreneurship education fosters a balance between economic productivity and moral integrity. Therefore, the Qur'anic entrepreneurship course contributes to redefining entrepreneurship within a theocentric epistemological framework.<sup>29</sup>

In practical terms, the implementation of this course in Indonesian higher education institutions plays a significant role in enhancing students' entrepreneurial intentions. Research findings demonstrate that entrepreneurship education positively influences students' entrepreneurial mindset and skills, which subsequently affect their readiness to engage in business activities. However, the impact is often mediated by internal factors such as motivation and self-efficacy. This indicates that the course must be designed not only to transfer knowledge but also to cultivate psychological readiness. The Qur'anic approach strengthens this process by providing intrinsic motivation rooted in religious values. Thus, students develop a more resilient and purpose-driven entrepreneurial orientation.<sup>30</sup>

Furthermore, Qur'anic entrepreneurship courses contribute to the development of halal-oriented business perspectives among students. The concept of halalpreneurship emphasizes compliance with Islamic legal and ethical standards in business practices. Empirical studies in Indonesia reveal that entrepreneurship education significantly influences students' intention to engage in halal business ventures. This indicates that integrating Islamic principles into entrepreneurship education enhances students' awareness of ethical consumption and production. As a result, graduates are more likely to establish businesses that align with Islamic economic

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<sup>27</sup> Safrilsyah Safrilsyah and others, 'THE EFFECTS OF QURAN RECITATION ON IMPROVING UNIVERSITY STUDENTS' ATTENTION', *Jurnal Ilmiah Al-Mu'ashirah*, 21.1 (2024), p. 50, doi:10.22373/jim.v21i1.20825.

<sup>28</sup> Nur Astaman Putra, 'Exploring Student Perspectives on Entrepreneurship Learning in Islamic Higher Education', *Journal of Economic Education and Entrepreneurship Studies*, 5.3 (2024), pp. 480–490.

<sup>29</sup> H. Hasanuddin and Siti Salmiati, 'Pengembangan Pendidikan Tinggi Islam Berorientasi Kewirausahaan Dalam Perspektif Global', *Attractive: Innovative Education Journal*, 5.2 (2023), pp. 115–130.

<sup>30</sup> UE Cahyani, S Masruri, and SM Hanafi, 'Does Entrepreneurship Education Matter for Islamic Higher Education Students' Entrepreneurial Readiness?', *Jurnal Ekonomi Bisnis Dan Kewirausahaan*, 11.2 (2022), pp. 210–225, doi:https://doi.org/10.26418/jebik.v11i2.55092.

values. This reinforces the role of higher education in promoting ethical and sustainable economic development.<sup>31</sup>

Another important dimension of this course is its role in fostering an entrepreneurial ecosystem within Islamic higher education institutions. The course often serves as a catalyst for the development of supporting structures such as business incubators, student start-ups, and collaborative networks. Research indicates that entrepreneurship learning in Islamic universities varies in implementation but consistently aims to build entrepreneurial awareness and skills. The integration of classroom learning with experiential activities enhances students' practical competencies. Moreover, institutional support plays a crucial role in sustaining entrepreneurial initiatives among students. Therefore, Qur'anic entrepreneurship courses function as a foundational element in building a comprehensive entrepreneurial ecosystem.<sup>32</sup>

In addition, the course promotes the internalization of entrepreneurial values through an integrative learning design. Studies on entrepreneurship education in Islamic higher education highlight the importance of combining knowledge, skills, and attitudes in the learning process. This integrative approach ensures that students not only understand entrepreneurial concepts but also develop the ability to apply them in real-life contexts. The inclusion of Qur'anic values further strengthens this process by providing a moral compass for decision-making. Consequently, students are equipped with both technical and ethical competencies. This dual competence is essential for navigating complex business environments in contemporary society.<sup>33</sup>

The historical dimension of entrepreneurship in Islam also enriches the learning content of this course. Islamic tradition recognizes entrepreneurship as an integral part of economic life, as exemplified by the Prophet Muhammad's engagement in trade. This historical foundation provides legitimacy and inspiration for contemporary entrepreneurial practices. By incorporating such historical narratives, the course enhances students' understanding of entrepreneurship as a deeply rooted aspect of Islamic civilization. It also reinforces the idea that entrepreneurship is compatible with religious values. Thus, the course bridges historical tradition with modern economic realities.<sup>34</sup>

Moreover, the course plays a crucial role in addressing socio-economic challenges in Indonesia, particularly youth unemployment. Entrepreneurship is widely recognized as a strategic solution for job creation and economic growth. Islamic higher education institutions, through Qur'anic entrepreneurship courses, contribute to preparing graduates who are capable of generating employment opportunities. Research indicates that entrepreneurship-oriented education enhances students' capacity for innovation and self-reliance. This is particularly relevant in the Indonesian context, where the demand for job creation continues to increase. Therefore, the course has significant implications for national economic development.<sup>35</sup>

Another significant contribution of this course lies in its alignment with digital transformation and contemporary business trends. Qur'anic entrepreneurship education increasingly incorporates digital competencies, enabling students to engage in online business

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<sup>31</sup> Rika and Ririn Tri Ratnasari, 'The Effect of Entrepreneurship Education on Nascent Halalpreneurial Intention of Muslim Students in Surabaya', *Jurnal Ekonomi Syariah Teori Dan Terapan*, 9.2 (2022), pp. 156–167, doi:<https://doi.org/10.20473/vol9iss2022pp156-167>.

<sup>32</sup> Fetria Eka Yudiana, 'Integrative Entrepreneurship Learning Design: A Study on Islamic Higher Education Institutions in Indonesia', *International Journal of Recent Educational Research*, 6.5 (2024), pp. 1433–1447, doi:<https://doi.org/10.46245/ijorer.v5i6.709>.

<sup>33</sup> Hendrianto et al., 'Spirit of Entrepreneurship in Islamic Higher Education', *Al-Falah: Journal of Islamic Economics*, 9.1 (2024), pp. 133–158, doi:<https://doi.org/10.29240/alfalah.v9i1.9990>.

<sup>34</sup> Arini et al Khasanah, 'Islamic Education Entrepreneurship in the Digital Era: Opportunities, Challenges, and Innovations', *FAJAR Jurnal Pendidikan Islam*, 5.1 (2025), pp. 1–12, doi:<https://doi.org/10.56013/fj.v5i1.3614>.

<sup>35</sup> Inayatul Ulya, 'Entrepreneurship Integration in the Islamic Higher Education Curriculum and Its Benefits for Muslim Communities', *Ijtima'iyah Journal of Muslim Society Research*, 3.1 (2018), pp. 1–15.

activities. This reflects the evolving nature of entrepreneurship in the digital era, where technology plays a central role. Studies emphasize that Islamic entrepreneurship education must adapt to technological advancements while maintaining its ethical foundations. The integration of digital skills with Qur'anic values ensures that students remain competitive in modern markets. Hence, the course supports both technological adaptation and value preservation.<sup>36</sup> Overall, the Entrepreneurship Al-Qur'an course plays a transformative role in enhancing the entrepreneurial spirit of Indonesian students. It integrates cognitive, practical, and spiritual dimensions into a comprehensive educational framework. The course not only equips students with entrepreneurial skills but also instills ethical and religious values that guide their actions. Empirical evidence consistently supports the positive impact of entrepreneurship education in Islamic higher education contexts. This underscores the importance of developing innovative and value-based curricula. Therefore, Qur'anic entrepreneurship courses represent a strategic approach to fostering sustainable and ethical entrepreneurship in Indonesia.<sup>37</sup>

### **C. Conclusion**

This study has demonstrated that Qur'anic-based entrepreneurship courses constitute a strategic and transformative instrument in fostering entrepreneurial development among university students in Indonesia. By integrating entrepreneurial competencies with Qur'anic ethical and spiritual values, these courses transcend conventional entrepreneurship education, which often prioritizes technical and profit-oriented dimensions. Instead, they cultivate a holistic entrepreneurial mindset that harmonizes innovation, moral responsibility, and social contribution. This integrative approach not only strengthens students' cognitive and practical capacities but also reinforces their intrinsic motivation through value-driven orientation.

The findings further indicate that the presence of Qur'anic entrepreneurship courses significantly contributes to the enhancement of students' entrepreneurial intentions, readiness, and resilience. The incorporation of ethical principles such as honesty, accountability, and trustworthiness provides a normative framework that guides entrepreneurial behavior in complex and uncertain environments. Moreover, the alignment of these courses with contemporary developments—such as digital entrepreneurship and halal-oriented business practices—ensures their continued relevance within rapidly evolving economic landscapes. Consequently, graduates are better equipped to navigate both local and global market dynamics while maintaining ethical integrity.

In addition, this study underscores the broader institutional and socio-economic implications of Qur'anic entrepreneurship education. At the institutional level, such courses support the development of entrepreneurial ecosystems within Islamic higher education, including the establishment of incubators, student ventures, and collaborative networks. At the societal level, they contribute to addressing pressing challenges such as youth unemployment and limited job creation by encouraging students to become proactive economic agents. This highlights the role of higher education not merely as a site of knowledge transmission but as a catalyst for sustainable development.

Nevertheless, the study also implies the need for continuous pedagogical innovation and empirical evaluation. Future research should explore more deeply the measurable impact of Qur'anic entrepreneurship courses on long-term entrepreneurial success, as well as their adaptability across diverse educational and cultural contexts. Expanding interdisciplinary

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<sup>36</sup> Hasna at al. Badriyah, 'The Effectiveness of Entrepreneurship Education on Entrepreneurial Interest and the Ability of Sharia-Based Entrepreneurship', *Indonesian Journal of Islamic Economics and Finance*, 5.1 (2025), pp. 217–236, doi:<https://doi.org/10.37680/ijief.v5i1.7062>.

<sup>37</sup> Muhamad Anggun Manumanoso Prasetyo and Sukatin, 'Entrepreneurship in Islamic Higher Education', *Al Irsyad: Jurnal Studi Islam*, 3.1 (2024), pp. 43–54.

collaboration and integrating emerging technologies into course design will further enhance their effectiveness. Ultimately, Qur'anic entrepreneurship courses represent a promising paradigm for advancing ethical, sustainable, and contextually grounded entrepreneurship in Indonesia and beyond.

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