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INTEGRATING RELIGIOUS VALUES INTO ENTREPRENEURSHIP EDUCATION: A CASE STUDY OF ISLAMIC BOARDING SCHOOLS IN INDONESIA

Research Gap:

Entrepreneurship education has expanded rapidly in Asia over recent decades, largely in response to national agendas promoting innovation, youth empowerment, and sustainable development. However, the dominant pedagogical paradigms driving this growth tend to be secular, utilitarian, and market oriented. Such approaches often overlook the cultural and religious dimensions that are essential to the learning process in many local contexts. This mismatch is particularly evident in faith-based educational institutions such as Islamic boarding schools in Indonesia, where entrepreneurship is viewed not only as an economic activity but also as a moral and social responsibility. Although these institutions are increasingly engaged in developing social enterprises and promoting economic empowerment, there is a lack of conceptual models that systematically explain how religious values are integrated into entrepreneurship education and learning. This absence of a contextual framework presents a significant theoretical and practical gap.

Research Objective:

This study aims to formulate a conceptual and contextual model that integrates religious values into entrepreneurship education within faith-based educational environments. Specifically, it seeks to understand how spiritual values influence the entrepreneurship learning process, including the formation of motivation, behavioral orientation, and social engagement among learners in contexts where spiritual identity is central to the educational experience.

Theoretical Framework:

This study is grounded in the theory of values-based education and supported by recent empirical findings highlighting the role of spirituality in shaping entrepreneurial intentions. Hadi, Abbas, and Rajiani (2022) demonstrate that the integration of spiritual values in

entrepreneurship education positively contributes to students' mental well-being and motivational clarity. Additionally, the framework is strengthened by Jia, Iqbal, and Ayub (2023), who emphasize that both intrinsic and extrinsic religiosity, as well as spiritual intelligence, significantly influence tendencies toward social entrepreneurship. These approaches position religious values not merely as ethical considerations but as cognitive, emotional, and strategic resources in entrepreneurial learning.

Methods:

This research employs a qualitative approach with an explanatory design. A case study was conducted at an Islamic boarding school in Indonesia that integrates entrepreneurship education into its curriculum and operates a community-based social enterprise. Data were collected through in-depth interviews with school leaders and entrepreneurship educators, supplemented by institutional observation and document analysis. This multi-method approach enabled a comprehensive exploration of the learning environment and the ways in which religious values are embedded in pedagogical practices and institutional culture.

Conclusion:

As an initial step in developing a contextualized model, this study offers a conceptual framework that addresses the gap between dominant pedagogical approaches and the unique needs of entrepreneurship education in faith-based settings. The model repositions spirituality not merely as a moral compass, but as a strategic dimension that shapes motivation, behavior, and social orientation in value-driven entrepreneurial learning.

Implications:

This study proposes a contextual learning framework that is relevant to faith-based educational institutions in Asia and other regions with similar socio-religious structures. The framework offers practical insights for curriculum designers, educators, and policymakers aiming to integrate values-based approaches into entrepreneurship education. By situating learning within students' spiritual and communal realities, the model aspires to foster forms of entrepreneurship that are more inclusive, sustainable, and socially responsive.