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Do Islamic values, entrepreneurial motivation, entrepreneurship education, entrepreneurial mindset support enhance students' entrepreneurial intention?

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ABSTRACT

This study examines the role of Islamic values, entrepreneurship education, entrepreneurial motivation, and entrepreneurial mindset in shaping university students' entrepreneurial intentions. Employing a literature review approach, the study synthesizes scholarly publications on Islamic entrepreneurship, educational experiences, and psychological determinants of entrepreneurial decision-making. The findings indicate that Islamic values provide an ethical foundation for entrepreneurship education by emphasizing honesty, trustworthiness, justice, and social responsibility. Entrepreneurship education can enhance students' entrepreneurial competencies, motivation, self-efficacy, and opportunity-oriented mindset. Furthermore, entrepreneurial motivation and mindset serve as important psychological mechanisms connecting educational experiences with entrepreneurial intentions. However, these relationships are influenced by teaching quality, practical business experience, institutional support, and individual characteristics. Drawing on the Theory of Planned Behaviour and Social Cognitive Theory, this study highlights the importance of integrating spiritual values, entrepreneurial knowledge, psychological readiness, and experiential learning. The study concludes that higher education institutions should develop Sharia-based entrepreneurship curricula, strengthen business mentoring, promote practical entrepreneurial activities, and establish supportive entrepreneurial ecosystems to foster students' intentions to establish innovative, ethically responsible, and sustainable businesses.

Keywords: Entrepreneurial Intention; Entrepreneurial Mindset; Entrepreneurial Motivation; Entrepreneurship Education; Islamic Values.

INTRODUCTION

Entrepreneurship plays a strategic role in driving economic growth, creating jobs, and improving societal well-being. In modern economic development, entrepreneurship is no longer viewed merely as establishing and managing a business; it is a process of creating value through creativity, innovation, and the ability to identify economic opportunities. Higher education institutions prepare students to navigate a changing business environment while fostering economic self-reliance. Kuratko (2024) explains that entrepreneurship is a dynamic process that involves recognising opportunities, developing innovations, managing resources, and navigating uncertainty to build sustainable ventures. Consequently, fostering student entrepreneurship requires an educational approach that goes beyond mastering business knowledge; it must also encompass character development, motivation, and an entrepreneurial mindset. The researchers has conducted studies on Islamic entrepreneurship (Halim et al., 2026; Rizki et al., 2026; Halim et al., 2025; Fadhil et al., 2025; Fadhil et al., 2024; Halim et al., 2024; Halim et al., 2024) and this article represents a further stage of research based on the researcher's established research roadmap.

From an Islamic economic perspective, entrepreneurship carries a broader dimension, as economic activity cannot be separated from spiritual values, moral principles, and social responsibility. Islam views business endeavours as an integral part of life—one that can constitute an act of worship (*ibadah*) when conducted in accordance with *Sharia* principles. Values such as honesty (*sidq*), trustworthiness (*amanah*), justice (*adl*), and the pursuit of the common good (*maslahah*) are essential foundations for cultivating responsible economic behaviour. Islamic entrepreneurship extends beyond the pursuit of material profit; it also seeks divine blessings (*barakah*), promotes collective well-being, and aims for holistic success (*falah*). Boubker (2024) shows that Islamic values shape students' attitudes toward entrepreneurship and their perceptions of their capacity to run a business. These findings suggest that religion can shape the attitudes and beliefs that influence an individual's decision to engage in entrepreneurship.

Student entrepreneurship development is closely linked to entrepreneurship education, entrepreneurial motivation, an entrepreneurial mindset, and entrepreneurial intention. Entrepreneurship education enhances students' knowledge and skills in identifying and understanding business opportunities. Entrepreneurial motivation is a psychological force that drives individuals to start and sustain business activities. Meanwhile, an entrepreneurial mindset reflects an individual's capacity to think creatively, identify opportunities, make decisions, and manage risks in a calculated manner. Alkaabi and Senghore (2024) found that student engagement in entrepreneurship education is linked to enhanced innovative thinking, network development, and entrepreneurial competencies. These findings suggest that educational experiences play a significant role in preparing students for entrepreneurial endeavours.

The relationship between Islamic values and entrepreneurship can be understood through the Theory of Planned Behaviour. This theory posits that intention to perform a specific action is influenced by one's attitude toward the behaviour, subjective norms, and perceived behavioural control. In the context of Islamic entrepreneurship, religious values can shape how students evaluate a venture's moral legitimacy, make business choices, and build confidence in their capacity to become entrepreneurs. Boubker (2024) expanded the Theory of Planned Behaviour by adding a religious dimension to explain Muslim students' entrepreneurial intentions and behaviours. Similarly, Batz Liñeiro et al.

(2024) emphasise the importance of attitudes, subjective norms, and perceived behavioural control in understanding how entrepreneurial intentions form. Thus, both psychological approaches and religious values can be integrated to explain the entrepreneurial decision-making process among students.

Furthermore, the relationships between entrepreneurial variables can also be explained through Social Cognitive Theory. This approach highlights how individual characteristics, learning experiences, and the social environment interact to shape behaviour. Students who receive entrepreneurship education, access entrepreneurial role models, and gain opportunities for practical business experience are more likely to develop self-efficacy—belief in their own capabilities. Sun et al. (2023), in a study of over 90,000 university students in China, found that entrepreneurship education is positively associated with entrepreneurial mindset and entrepreneurial intention, with entrepreneurial mindset partially mediating this relationship. These findings suggest that entrepreneurship development among university students involves knowledge, motivation, psychological capabilities, and learning experiences.

LITERATURE REVIEW

Islamic Values

Islamic values are principles, beliefs, and moral guidelines derived from the Quran and the Sunnah that guide individuals' thinking, attitudes, and actions in accordance with Islamic teachings. In entrepreneurship, Islamic values reflect the internalization of principles such as honesty (*sidq*), trustworthiness (*amanah*), justice (*adl*), responsibility, hard work, and the pursuit of the common good (*maslahah*). These values guide individuals to conduct economic activities in a *halal* (permissible), ethical, and responsible manner. Boubker (2024) explains that Islamic religious values shape an individual's attitude toward entrepreneurship and their perception of their capacity to start a business. Thus, Islamic values can be defined as the extent to which an individual understands, accepts, and applies Islamic principles when determining their entrepreneurial orientation, decisions, and behaviour—balancing economic interests, social responsibility, and spiritual goals.

Entrepreneurial Motivation

Entrepreneurial motivation refers to the psychological drive—stemming from both internal and external factors—that compels an individual to initiate, develop, and sustain entrepreneurial activities to achieve specific objectives. This drive may stem from a desire for financial independence, personal success, creativity, exploiting business opportunities, or making an economic and social contribution. Batz Liñeiro et al. (2024) note that an individual's motivation to engage in entrepreneurship can be driven either by the presence of opportunities ("opportunity-driven entrepreneurship") or by economic necessity ("necessity-driven entrepreneurship"). Meanwhile, Otache et al. (2022) indicate that entrepreneurial motivation serves as a psychological mechanism linking entrepreneurship education to entrepreneurial intention. Consequently, entrepreneurial motivation drives an individual's enthusiasm, willingness, perseverance, and readiness to engage in entrepreneurial activities, based on economic goals, the need for personal achievement, and the desire to create value for society. Entrepreneurship Education

Entrepreneurship education is a systematic learning process that develops an individual's knowledge, skills, competencies, attitudes, and abilities to identify opportunities, create innovations, and plan and manage business activities. It can be delivered through formal classroom instruction and extracurricular activities, such as business training, practical business experience, entrepreneurial mentoring, and

entrepreneurial project development. Sun et al. (2023) explain that entrepreneurship education fosters students' knowledge, skills, and mindset while strengthening their entrepreneurial intentions. Alkaabi and Senghore (2024) further emphasize that entrepreneurship education is linked to the development of student competencies, including the ability to generate ideas and identify business opportunities. Thus, entrepreneurship education can be defined as a structured, experience-based educational process that shapes students' cognitive abilities, practical skills, and psychological readiness to independently, innovatively, and sustainably create and develop a business. In Islamic entrepreneurship education, this process also integrates Sharia values and Islamic business ethics.

Entrepreneurial Mindset

An entrepreneurial mindset is an individual's cognitive and psychological orientation that reflects the ability to recognize opportunities, develop innovative ideas, navigate uncertainty, and make creative, adaptive decisions in entrepreneurial activities. Individuals with an entrepreneurial mindset tend to see changes and challenges as opportunities to create value and solve economic problems. Sun et al. (2023) explain that an entrepreneurial mindset can be understood through five dimensions: the need for achievement, risk propensity, tolerance for ambiguity, dispositional optimism, and alertness to opportunity. Cui and Bell (2022) also indicate that an entrepreneurial mindset plays a significant role in explaining the relationship between entrepreneurial education activities and entrepreneurial intentions and behaviours. Thus, an entrepreneurial mindset is an individual's way of thinking and mental orientation that enables them to identify and evaluate opportunities, manage calculated risks, develop innovations, and take action to create economic and social value.

Entrepreneurial Intention

A student's entrepreneurial intention encompasses their awareness, desire, and commitment to pursue entrepreneurship as an activity or career path, as well as their plans to establish and develop a business in the future. This intention reflects a student's psychological readiness to direct their attention, effort, and resources toward entrepreneurial activities, even before these intentions are translated into the actual act of starting a business. Drawing on the theory of planned behaviour, Batz Liñeiro et al. (2024) explain that entrepreneurial intention is linked to one's attitude toward entrepreneurship, subjective norms, and perceived behavioural control. Sun et al. (2023) measure students' entrepreneurial intention through their interest in establishing a venture, consideration of starting a business, preparation for running one, and willingness to exert effort toward realizing such plans. Consequently, a student's entrepreneurial intention can be defined as the level of desire, seriousness, commitment, and readiness to plan for and independently establish a business in the future, grounded in the student's knowledge, motivation, and belief in their own capabilities.

RESEARCH METHOD

This study adopts a literature review approach, drawing on scientific articles, academic books, and other reliable sources relevant to issues including Islamic values, entrepreneurial motivation, entrepreneurship education, entrepreneurial mindset, and students' entrepreneurial intentions (Snyder, 2019).

RESULTS

The Influence of Islamic Values on Entrepreneurship Education

Islamic values are moral, spiritual, and social principles that guide human behaviour, including economic activity. In entrepreneurship education, Islamic values provide a normative foundation, guiding the learning process to produce individuals who can generate profit while demonstrating integrity and social responsibility. Honesty in transactions, fulfilling business commitments, prohibiting *riba* (usury), avoiding fraud, and caring for society's welfare are essential components of an Islamic-based entrepreneurship curriculum. These values provide an orientation regarding how business knowledge should be applied. Barringer and Ireland (2025) explain that business development requires the ability to identify opportunities, test business feasibility, and create value for customers. From an Islamic perspective, this value-creation process must be situated within a framework of *halal* (permissible), fair, and socially beneficial economic activity.

The influence of Islamic values on entrepreneurship education can be explained through the mechanisms of attitude formation and the internalisation of values during the learning process. Students who understand the principles of Islamic economics possess an ethical basis for evaluating business opportunities before making business decisions. For instance, when studying marketing strategies, students are guided not only to increase sales but also to recognise the importance of accurate product information, price transparency, and consumer protection. Similarly, in financial management, students learn transaction principles that avoid *riba*, excessive *gharar* (uncertainty/speculation), and harmful business practices. Boubker (2024) found that Islamic values are linked to developing a positive attitude toward entrepreneurship and a sense of one's ability to start a business. Although this research did not directly examine how Islamic values affect the quality of entrepreneurship education, its findings provide a theoretical basis for suggesting that religious orientation can shape how students interpret their learning and business activities.

Islamic values can also be integrated into entrepreneurship education through an experiential learning approach. In this approach, students can apply their entrepreneurial knowledge through business projects, business simulations, business plan development, and interactions with entrepreneurs who operate according to Sharia principles. These experiences help students understand that adherence to Islamic values does not inherently conflict with innovation or the pursuit of economic profit. Ismail et al. (2025) found that halal entrepreneurship education positively affects students' awareness of halal entrepreneurship and their intention to pursue ventures in this sector. Research involving students in Tanzania shows that education introducing the principles and opportunities of halal business can strengthen students' understanding of entrepreneurship aligned with religious values.

From a curriculum development perspective, Islamic values can serve as a foundation for formulating objectives, content, teaching methods, and assessment strategies for entrepreneurship education. An Islamic entrepreneurship curriculum should integrate modern business competencies with ethical business principles, allowing students to grasp both dimensions in a balanced manner. Course content may encompass business model development, risk management, product innovation, digital marketing, and the application of Sharia-compliant contracts (*akad*) in business activities. Kuratko (2024) emphasises the importance of entrepreneurship education that bridges theoretical

concepts with real-world experience in the venture-creation process. Consequently, Islamic values must be integrated through contextual, applied learning activities. For instance, students could be guided to develop ventures in areas such as halal food, modest fashion, Muslim-friendly tourism, or digital services that uphold principles of justice and social responsibility.

Beyond shaping curriculum orientation, Islamic values can also strengthen character development and the entrepreneurial mindset among students. The principle of *amanah* (trustworthiness/accountability) can foster discipline in fulfilling business responsibilities, while honesty reinforces awareness of the importance of building customer trust. The concepts of *ikhtiar* (diligent effort) and *tawakal* (reliance on God/trusting in the Divine) can be understood as an impetus to pursue endeavours with earnest effort, while remaining mindful of the inherent uncertainty of the outcomes. Siswanto (2024) found that religiosity is linked to the formation of entrepreneurial goals among Muslim students in Indonesia, with entrepreneurial motivation and self-efficacy acting as mediators in the relationship between religiosity and entrepreneurial intention. Although religiosity and Islamic values are distinct concepts, these findings underscore the importance of considering religious dimensions in developing student entrepreneurship.

Therefore, conceptually, Islamic values can enhance the relevance and quality of entrepreneurship education by strengthening ethical content, shaping character, and developing learning experiences aligned with *sharia* principles. However, this relationship is not automatic. The effectiveness of integrating Islamic values depends heavily on curriculum quality, faculty competence, pedagogical approach, and opportunities for students to apply their knowledge in real business activities. Effective Islamic entrepreneurship education requires more than simply adding religious material to business studies; it necessitates establishing a tangible connection between Islamic principles and economic decision-making. Through this approach, students are expected to develop business competencies while cultivating moral consciousness in their entrepreneurial conduct.

The Influence of Entrepreneurship Education on Entrepreneurial Motivation

Entrepreneurship education is a learning process that develops an individual's knowledge, skills, attitudes, and capabilities to create and manage business activities. A key objective of entrepreneurship education is to foster motivation by instilling the desire and courage to start their own ventures. Entrepreneurial motivation encompasses the internal and external drives that influence an individual's decision to engage in business activities. Such drives may include the desire for financial independence, the pursuit of achievement, the cultivation of creativity, the creation of employment opportunities, or the provision of benefits to society. Batz Liñeiro et al. (2024) categorize entrepreneurial motivation as oriented toward either opportunities or needs. This distinction shows that the decision to become an entrepreneur is not always driven by the same economic motives; it is also shaped by an individual's perception of the opportunities and circumstances they face.

Theoretically, the influence of entrepreneurship education on motivation can be explained through self-determination theory. This theory emphasizes the importance of psychological needs—specifically autonomy, competence, and social relatedness—in fostering motivation that stems from an individual's own awareness. In entrepreneurship education, autonomy can be nurtured by letting students independently define their own

business ideas. The need for competence is strengthened through the mastery of business skills, while social relatedness is built through interactions with lecturers, mentors, entrepreneurs, and fellow students. Sun et al. (2023) found that intrinsic learning motivation strengthens the link between participation in entrepreneurship courses and the development of an entrepreneurial mindset and intent. These findings highlight the importance of learning experiences that genuinely spark a student's interest in entrepreneurship, rather than merely serving to fulfil academic requirements.

Entrepreneurship education can also bolster motivation by strengthening self-efficacy—a student's belief in their ability to run a business successfully. Students who learn business plan development, market analysis, capital management, and marketing strategies are likely to develop a more positive view of their capabilities. This self-assurance is crucial, as individuals are generally more inclined to act when they believe they can face challenges. Adeel et al. (2023) found that students who participate in entrepreneurship education are better equipped to leverage their knowledge and alertness to opportunities—identifying potential business ventures and aligning their personal motivations with the desire to launch a business. Consequently, entrepreneurship education can transform general interest into more focused motivation by building competence and fostering an understanding of the business creation process.

For Muslim students, entrepreneurship education offers an opportunity to cultivate motivation that extends beyond personal profit, including the pursuit of social and spiritual goals. Education that integrates Islamic economic principles can frame entrepreneurship as a means of earning *halal* (permissible) income, maintaining economic independence, and benefiting the broader community. The motivation to engage in entrepreneurship can flourish when students understand that business activity contributes productively to social life. Siswanto (2024) shows that entrepreneurial motivation, alongside self-efficacy, plays a significant role in explaining the relationship between religiosity and Muslim students' entrepreneurial intentions. Therefore, incorporating Islamic values into entrepreneurship education is a relevant approach to fostering an entrepreneurial drive rooted in both economic interests and moral-social awareness.

Although entrepreneurship education can theoretically strengthen student motivation, empirical research shows this relationship is not always significant. In a study of 180 students from nine higher education institutions in Bandar Lampung, Listyaningsih et al. (2024) found that entrepreneurship education did not significantly affect entrepreneurial motivation. These findings suggest that entrepreneurship education does not necessarily foster motivation if students see it as a standard academic course. This situation highlights the need to carefully consider teaching methods, student characteristics, and the relevance of the course material to students' needs and career aspirations.

Thus, entrepreneurship education should be designed as a learning experience that fosters active student engagement through methods such as project-based learning, practical business development, business mentoring, and interaction with entrepreneurs. Learning experiences that let students identify opportunities, develop products, engage with customers, and evaluate business outcomes can strengthen entrepreneurial motivation more sustainably. Alkaabi and Senghore (2024) emphasize the importance of entrepreneurship education and entrepreneurs as role models in enhancing students' entrepreneurial competencies and mindsets. Consequently, the influence of

entrepreneurship education on motivation should be understood as a process shaped by the quality of learning experiences, opportunities for practical application, environmental support, and students' self-efficacy—their belief in their own capabilities. Within the framework of Islamic entrepreneurship, this entire process should be directed toward cultivating motivation that aligns with values such as honesty, responsibility, self-reliance, and the common good.

The Influence of Entrepreneurship Education on the Entrepreneurial Mindset

Entrepreneurship education plays a crucial role in shaping an entrepreneurial mindset among students—a mindset oriented toward creativity, innovation, autonomy, and the ability to identify business opportunities. An entrepreneurial mindset is a way of thinking that helps an individual recognise economic opportunities, make decisions under uncertainty, and develop solutions to business challenges. The formation of such a mindset does not occur automatically; rather, it is influenced by learning experiences, social interactions, and an individual's capacity to process information. Sun et al. (2023) explain that entrepreneurship education can strengthen a student's mindset by fostering a need for achievement, tolerance for uncertainty, alertness to opportunities, a propensity for risk-taking, and optimism. Consequently, entrepreneurship education helps cultivate the cognitive abilities needed to navigate a dynamic business environment.

The influence of entrepreneurship education on the entrepreneurial mindset can be explained through social cognitive theory. This theory posits that the development of individual behaviour is shaped by the interaction between personal factors, experiences, and the environment. In higher education, students learn about entrepreneurship through classroom instruction, group discussions, business simulations, and hands-on experience running a venture. These activities give students opportunities to build self-efficacy—confidence in their abilities—while broadening their perspectives on economic opportunities. Alkaabi and Senghore (2024) found that the number of entrepreneurship courses students take is positively correlated with their ability to generate business ideas and identify opportunities. Their research also highlights the importance of entrepreneurs as role models in developing entrepreneurial competencies and mindsets.

The formation of an entrepreneurial mindset is also linked to experiential learning. Through this approach, students do not merely study business concepts theoretically; they can test their ideas through real-world activities. Developing business models, creating products, engaging in digital marketing, and evaluating consumer needs can foster critical and adaptive thinking skills. Cui and Bell (2022) explain that entrepreneurship education activities are linked to the formation of an entrepreneurial mindset, which is reflected in students' behaviour. Their research indicates that an entrepreneurial mindset mediates the relationship between entrepreneurship education and entrepreneurial intention. This suggests that education should not merely increase students' knowledge; it must develop their ability to translate that knowledge into a more productive, action-oriented approach.

From an Islamic entrepreneurial perspective, developing an entrepreneurial mindset must be accompanied by internalising ethical values and social responsibility. Students are encouraged not only to identify profitable business opportunities but also to consider factors such as the *halal* status of products, fairness in transactions, business sustainability, and the broader welfare of society. Islamic values provide a framework for

business decision-making, especially when students face competition, uncertainty, or pressure to generate profit. For instance, a student developing a *halal* food business must consider raw material quality, the integrity of production processes, transparency in product information, and consumer interests. Through this learning process, an entrepreneurial mindset can evolve in a balanced way—integrating economic achievement with moral responsibility.

Consequently, entrepreneurship education can positively influence students' entrepreneurial mindsets. The effectiveness of this influence depends on educational institutions' ability to provide learning experiences that encourage creativity, problem-solving skills, and the courage to make decisions. Khalil et al. (2024) found that entrepreneurship education positively affects an individual's entrepreneurial orientation, which, in turn, helps shape entrepreneurial intention. Although entrepreneurial orientation and entrepreneurial mindset are distinct constructs, both underscore the importance of developing psychological characteristics through education. Therefore, higher education institutions should develop entrepreneurship education that integrates theoretical mastery, practical experience, business mentoring, and Islamic values to foster an innovative and responsible mindset among students.

The Influence of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship education is a crucial factor in shaping students' entrepreneurial intentions because it provides the knowledge, skills, and experience needed to start a business. Entrepreneurial intention reflects an individual's willingness to plan, prepare, and work toward establishing a future business. In higher education, such intentions can develop when students understand business opportunities, the process of establishing a venture, resource management, and strategies for navigating risks. Kuratko (2024) explains that entrepreneurship education should offer a comprehensive understanding of the venture-creation process—from identifying opportunities to developing a business organisation. Such education can help students evaluate entrepreneurship as a viable career path.

The relationship between entrepreneurship education and entrepreneurial intention can be explained through the Theory of Planned Behaviour. According to this theory, an individual's intention to perform a specific action is influenced by their attitude toward the behaviour, subjective norms, and perceived behavioural control. Entrepreneurship education can influence these three components by clarifying the benefits of entrepreneurship, fostering a supportive social environment, and strengthening students' confidence in their abilities. Zhang and Chen (2024) found a positive correlation between entrepreneurship education and students' entrepreneurial intentions in China's tourism and hospitality sector. Their research further revealed that entrepreneurial self-efficacy partially mediates this relationship, suggesting that entrepreneurship education influences entrepreneurial intention both directly and by strengthening students' belief in their ability to run a business.

The impact of entrepreneurship education on entrepreneurial intention can also be understood through Social Cognitive Career Theory, which emphasises the importance of self-efficacy, outcome expectations, and career goals. Entrepreneurship education helps students recognise that business activities not only offer economic opportunities but also provide a means to develop skills and achieve personal goals. Otache et al. (2022) found that entrepreneurship education is linked to an increase in students'

entrepreneurial orientation, motivation, and intentions. Their study of 217 students found that entrepreneurial orientation and motivation mediate the relationship between entrepreneurship education and entrepreneurial intention, both independently and sequentially. These findings show that intention formation is a psychological process involving multiple factors, not merely the result of acquiring business knowledge.

From an Islamic perspective, entrepreneurship education should strengthen entrepreneurial intentions by fostering an understanding of *halal* (permissible), productive, and responsible business activities. Students can be guided to view entrepreneurship as a means of achieving economic independence while also contributing to society's welfare. Integrating principles such as honesty, trustworthiness (*amanah*), justice, and the pursuit of the common good (*maslahah*) into the curriculum helps students understand that business success is defined not only by financial profit but also by integrity and the enterprise's positive impact. Consequently, Islamic entrepreneurship education should bridge business theory and practice by developing *halal* businesses, supporting micro, small, and medium-sized enterprises (MSMEs), and engaging in social entrepreneurship. Through this approach, students are expected to develop entrepreneurial intentions that are grounded in both business competence and ethical considerations.

The Influence of Entrepreneurial Motivation on Entrepreneurial Intention

Entrepreneurial motivation is a psychological force that drives individuals to choose, plan, and sustain the desire to run a business. It is a crucial factor in forming entrepreneurial intention, as it shapes an individual's interest in business activities and willingness to invest effort toward achieving those goals. Entrepreneurial motivation may stem from a desire to earn income, achieve independence, develop personal potential, create innovations, or contribute to society. Batz Liñeiro et al. (2024) explain that entrepreneurship can be driven by an orientation toward economic opportunities or an individual's need to overcome limitations in their current employment situation. These varying drivers influence an individual's attitudes and considerations when forming an entrepreneurial intention.

The relationship between entrepreneurial motivation and entrepreneurial intention can be explained through self-determination theory. This theory distinguishes between intrinsic and extrinsic motivation based on the underlying source of an individual's actions. Intrinsic motivation arises when a person is personally interested in entrepreneurial activities, whereas extrinsic motivation relates to expected outcomes, such as income, rewards, or social status. For university students, intrinsic motivation may manifest as a desire to develop business ideas and create innovative products. In contrast, extrinsic motivation may stem from expectations of earning an income or securing employment opportunities. Sun et al. (2023) found that intrinsic learning motivation strengthens the relationship between participation in entrepreneurship courses and entrepreneurial intention. These findings suggest that the source of motivation must be considered when explaining the process by which students form entrepreneurial intentions.

Empirical support for the influence of entrepreneurial motivation on entrepreneurial intention is also found in Otache et al.'s (2022) research. The research indicates that entrepreneurial motivation serves as a mechanism linking entrepreneurship education to students' intentions to establish a business. Consistent findings were obtained by

Alzahrani and Bhunia (2024) in a study of 221 students in Saudi Arabia, which revealed that digital entrepreneurial motivation has a positive and significant impact on the intention to engage in digital entrepreneurship. Furthermore, entrepreneurial motivation mediates the relationship between digital entrepreneurship education and entrepreneurial intention. These findings show that motivation does not merely reflect interest in the business world; it also serves as a psychological factor linking educational experiences to students' entrepreneurial plans.

From an Islamic entrepreneurship perspective, entrepreneurial motivation includes spiritual and social dimensions that complement economic incentives. Muslim students may develop motivation to earn a *halal* (permissible) income, support their families' economic independence, create job opportunities, and benefit society. The concept of *falah* (success/well-being) defines success as attaining prosperity that accounts for both material and spiritual dimensions. At the same time, the principle of *maslahah* (public interest/welfare) emphasises the benefits generated through economic activities. Motivation rooted in Islamic values can foster a more responsible entrepreneurial orientation, particularly when students must choose between short-term gains and long-term business sustainability. Consequently, entrepreneurial motivation can strengthen students' entrepreneurial intentions when internal drives, economic expectations, individual capabilities, and moral values reinforce one another during decision-making.

The Influence of Entrepreneurial Mindset on Entrepreneurial Intention

An entrepreneurial mindset comprises cognitive characteristics that shape how an individual perceives opportunities, navigates uncertainty, and decides on actions to achieve business goals. Individuals with an entrepreneurial mindset tend to be more open to change, develop creative solutions, and consider risks rationally. For university students, an entrepreneurial mindset plays a crucial role by helping them turn knowledge and interest in business into the intention to launch a venture. Kuratko (2024) emphasises that an entrepreneurial mindset involves the ability to think innovatively, recognise opportunities, and address challenges throughout the business development process. Consequently, students with a strong entrepreneurial mindset are better prepared to consider entrepreneurship as a career path.

The influence of an entrepreneurial mindset on entrepreneurial intention can be explained through the social cognitive approach and the theory of planned behaviour. An entrepreneurial mindset can foster a positive attitude toward business activities and enhance an individual's perception of their own capacity to manage a business. When students can view problems as opportunities, possess self-efficacy, and understand risks realistically, starting a business becomes a more viable option. Liao et al. (2022) found that an entrepreneurial mindset significantly fosters entrepreneurial intention among university students. Their study of 290 students showed that entrepreneurship education helps develop an entrepreneurial mindset, which in turn supports entrepreneurial intention. The research also highlights how entrepreneurial interest and enthusiasm shape the relationship between psychological factors and entrepreneurial intention.

The link between an entrepreneurial mindset and entrepreneurial intention is further supported by research from Sun et al. (2023). Based on a survey of over 90,000 university students in China, the study found that an entrepreneurial mindset is positively associated with entrepreneurial intention and partially mediates the relationship between entrepreneurship education and entrepreneurial intention. These results suggest that

entrepreneurship education can influence students' intentions by fostering opportunity recognition, tolerance for uncertainty, a need for achievement, and a propensity for risk-taking. Similar findings regarding the importance of a mindset are supported by a systematic literature review by Maragh (2025), which indicates that extracurricular entrepreneurial activities are generally positively linked to the development of an entrepreneurial mindset and entrepreneurial intention. Nevertheless, longitudinal research is still required to clarify the causal relationships between education, mindset, and entrepreneurial action.

In the context of Islamic entrepreneurship, an entrepreneurial mindset must be shaped by balancing the ability to create economic opportunities with adherence to Sharia principles. Students with an Islamic entrepreneurial mindset are expected to develop innovations without compromising honesty, fairness, responsibility, or society's interests. For instance, the ability to identify business opportunities can be directed toward the development of halal products, Sharia-compliant financial services, the digital economy, and social enterprises that benefit the community. This mindset helps students understand that entrepreneurship is not solely about material gain but also about creating sustainable value. Therefore, developing an entrepreneurial mindset—through education, business experience, and internalising Islamic values—can strengthen students' intentions to establish innovative, independent, and responsible ventures.

CONCLUSION

Islamic entrepreneurship is an approach to developing economic activities that integrates business acumen with spiritual values, moral principles, and social responsibility. As discussed in this chapter, students' entrepreneurial intentions form through the interplay of Islamic values, entrepreneurship education, entrepreneurial motivation, and an entrepreneurial mindset. These four factors play complementary roles in building students' readiness to develop independent business ventures. Islamic values provide an ethical foundation and moral orientation; entrepreneurship education imparts business knowledge and skills; entrepreneurial motivation drives action; and an entrepreneurial mindset enables students to identify opportunities, foster innovation, and navigate uncertainty. Integrating these aspects provides a crucial foundation for developing competent, integrity-driven aspiring entrepreneurs committed to society's well-being.

Islamic values play a significant role in developing entrepreneurship education, as they guide both the objectives and processes of learning. Principles such as honesty, trustworthiness, justice, responsibility, and the pursuit of the common good can be embedded into curricula, pedagogical methods, and students' business practices. Entrepreneurship education grounded in Islamic values is not merely aimed at developing the capacity to generate economic profit; it also fosters awareness of the importance of *halal* (permissible), ethical, and sustainable business activities. While the relationship between Islamic values and entrepreneurship education still requires further specific empirical testing, theoretical studies suggest that internalising religious values can strengthen moral orientation and enhance the relevance of the entrepreneurial learning process.

Entrepreneurship education helps cultivate students' entrepreneurial motivation and mindset by strengthening their knowledge, skills, experience, and self-efficacy. A

learning process that gives students opportunities to identify opportunities, formulate business plans, develop products, and engage in real business activities can improve their understanding of—and readiness to face—the challenges inherent in entrepreneurship. Entrepreneurial motivation develops when students have clear goals, understand the benefits of entrepreneurship, and gain experiences that bolster their confidence in their own abilities. Meanwhile, an entrepreneurial mindset is cultivated through the development of creativity, innovation, problem-solving skills, and a readiness to engage with calculated risks. However, the effectiveness of entrepreneurship education is significantly influenced by the quality of instruction, the characteristics of the students, and the support provided by the academic environment.

A student's entrepreneurial intention is shaped by a complex interplay of psychological and educational factors. Entrepreneurship education can strengthen these intentions by building knowledge and perceived self-efficacy, both directly and by fostering entrepreneurial motivation and a corresponding mindset. Motivation drives students to consider entrepreneurship as a career path, while an entrepreneurial mindset builds the mental readiness required to identify opportunities and make business decisions. This relationship aligns with the Theory of Planned Behaviour and Social Cognitive Theory, both of which underscore the importance of attitudes, perceived capabilities, learning experiences, and environmental influences in the formation of intentions and behaviours. Nevertheless, entrepreneurial intention does not always lead to launching a business, as the process depends on factors such as access to capital and markets, family support, prior experience, and prevailing economic conditions.

Ultimately, fostering student entrepreneurship requires an integrated educational approach that combines mastery of business competencies, motivation, an entrepreneurial mindset, and the internalisation of Islamic values. Higher education institutions play a strategic role in building a learning ecosystem that empowers students to transform their ideas into tangible business ventures. The success of entrepreneurship education cannot be measured solely by gains in knowledge or high levels of entrepreneurial intent; it must also account for a student's ability to apply skills, conduct business operations responsibly, and generate economic and social value. In this context, Islamic entrepreneurship offers an educational framework that supports the emergence of a new generation of young entrepreneurs—individuals who are independent, innovative, ethical, and oriented toward achieving holistic well-being, or *falah*.

RECOMMENDATIONS

Based on the discussion of the relationships among Islamic values, entrepreneurship education, entrepreneurial motivation, entrepreneurial mindset, and students' entrepreneurial intentions, entrepreneurship education needs to be strengthened by integrating it with Islamic values. Higher education institutions—particularly those with programs in Islamic economics and business—should develop an entrepreneurship curriculum that goes beyond mastering business theory. This curriculum should incorporate principles such as honesty, trustworthiness (*amanah*), justice, social responsibility, and business sustainability. This integration can be achieved by defining specific learning outcomes, developing case study materials focused on *sharia*-compliant business, and implementing evaluation methods that assess both

entrepreneurial competence and students' ethical conduct. This approach is expected to produce graduates with business acumen and an awareness of their moral responsibilities in economic activities.

Strengthening entrepreneurship teaching methods requires a shift toward more practical, experience-oriented approaches. Higher education institutions should expand project-based learning, business simulations, practical entrepreneurial training, business mentoring, and the development of products and services aligned with *sharia* principles. These initiatives can be facilitated through entrepreneurship laboratories, campus business incubators, business plan competitions, and partnerships with micro, small, and medium-sized enterprises (MSMEs) or the *halal* industry. By providing students with opportunities to confront real-world business challenges, these learning experiences can help them sharpen their ability to identify opportunities, foster creativity, boost self-efficacy, and cultivate an adaptive entrepreneurial mindset.

Educational program planning should pay special attention to developing students' entrepreneurial motivation. Higher education institutions should not merely present entrepreneurship as an alternative career path; instead, they should foster an understanding that business activity helps develop one's potential, create employment opportunities, and enhance society's well-being. Motivation can be strengthened through mentoring with entrepreneurs, sharing experiences of both business successes and failures, guiding students in developing business ideas, and giving them opportunities to run small-scale ventures. From an Islamic perspective, such motivation should be directed toward fostering the awareness that entrepreneurial activity can be a form of striving (*ikhtiar*) to earn a lawful (*halal*) livelihood, build economic self-reliance, and provide benefits to society.

Higher education institutions are also encouraged to build an entrepreneurial ecosystem that helps students move from intention to concrete action. This support can be realised by providing business development facilities, access to information on Sharia-compliant financing, guidance on business legality, digital marketing training, and networks with the business sector and financial institutions. A supportive ecosystem gives students opportunities to apply the knowledge and skills they gain during their studies. Furthermore, entrepreneurship programs should be designed inclusively to ensure accessibility for students from diverse socio-economic backgrounds. In this way, entrepreneurship education goes beyond fostering intentions; it develops the capacity to establish and manage a business sustainably.

From an academic perspective, future research should empirically examine the relationships among Islamic values, entrepreneurship education, entrepreneurial motivation, entrepreneurial mindset, and students' entrepreneurial intentions within an integrated research model. This could involve positioning Islamic values as a variable that influences entrepreneurship education and then analysing how such education affects entrepreneurial motivation, mindset, and intentions. Researchers can also test entrepreneurial motivation and mindset as mediating variables to explain the mechanisms through which entrepreneurship education influences entrepreneurial intentions. Future studies should also consider contextual factors, such as family environment, prior business experience, institutional support, access to financing, and students' socio-economic characteristics. The use of a longitudinal approach is also recommended so that changes in entrepreneurial motivation, mindset, intentions, and behaviour can be observed over different periods.

Ultimately, strengthening Islamic entrepreneurship requires collaboration among higher education institutions, the government, the business sector, Islamic financial institutions, and the broader community. Such collaboration is essential to foster an environment that supports the development of entrepreneurial competencies while giving students opportunities to apply the knowledge they have acquired. Policies aimed at developing student entrepreneurship should focus on building an innovative and inclusive business ecosystem grounded in Islamic values. Through continuous reinforcement of education, motivation, mindset, and institutional support, students are expected to turn their entrepreneurial intentions into productive economic activity—contributing to job creation, economic growth, and societal well-being in line with Islamic economic principles.

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