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INTEGRATION OF ISLAMIC VALUES INTO THE FINANCIAL EDUCATION CURRICULUM: A STUDY OF ISLAMIC EDUCATIONAL INSTITUTIONS IN INDONESIA

Luthfiah Al Asbin Ulyani[1], M. Ali Akbar[2]
[12]Universitas Islam Negeri Sumatera Utara, Medan
Correspondence Email : luthfiah0521253004@uinsu.ac.id

ABSTRACT

This study aims to examine the integration of Islamic values into financial education curricula at Islamic educational institutions in Indonesia. Financial education based on Islamic values is a fundamental need for developing a Muslim generation that possesses both financial competence and strong moral integrity. Using a library research method, this study collects, analyzes, and synthesizes relevant scholarly literature, including books, journals, academic articles, and educational policy documents published between 2020 and 2025. The review findings indicate that integrating Islamic values such as amanah (trustworthiness), justice, maslahah (public interest), and the prohibition of riba (usury) into financial education curricula enhances Islamic financial literacy and fosters responsible economic behavior. Islamic educational institutions, including pesantren, madrasahs, and Islamic higher education institutions, have substantial potential to implement sharia-based financial education. Nevertheless, challenges remain in curriculum standardization, teacher competence, and the availability of integrated teaching materials. This study recommends developing an integrated curriculum that comprehensively combines modern financial literacy with Islamic economic principles.

Keywords: Islamic Values; Financial Education Curriculum; Islamic Educational Institutions; Islamic Financial Literacy; Educational Integration

INTRODUCTION

Financial education is an important aspect of developing individual character and competence in the modern era. However, within the context of Indonesian Muslim society, financial education cannot be separated from Islamic values, which provide the moral and spiritual foundation of everyday life. Integrating Islamic values into the financial education curriculum is therefore essential for producing a generation that is not only financially literate but also possesses integrity and firmly adheres to sharia principles (Hakim & Mujahid, 2022).

As the country with the world's largest Muslim population, Indonesia has an extensive network of Islamic educational institutions, ranging from pesantren, madrasah ibtidaiyah, madrasah tsanawiyah, and madrasah aliyah to public Islamic higher education institutions (PTKIN) and private Islamic higher education institutions (PTKIS). Indonesia has more than 36,000 pesantren serving approximately 4.2 million students, while the number of madrasahs exceeds 84,000 educational units (Kementerian Agama RI, 2023). This considerable potential positions Islamic educational institutions at the forefront of developing Islamic financial literacy.

Nevertheless, conditions in practice indicate that financial education in Islamic educational institutions remains fragmented and has not been systematically integrated with Islamic values. The financial material taught is often conventional and does not reflect Islamic economic principles such as justice, transparency, and the prohibition of riba (Rahmawati & Supriyanto, 2021). This condition creates a gap between strong religious understanding and the relatively low level of financial literacy among graduates of Islamic educational institutions.

Based on this background, this study aims to: (1) identify Islamic values that are relevant for integration into the financial education curriculum; (2) analyze models of Islamic-based financial education integration that have been implemented in Indonesian Islamic educational institutions; (3) identify challenges and opportunities in implementing an Islamic-based financial education curriculum; and (4) formulate recommendations for developing a comprehensive and applicable curriculum.

RESEARCH METHODS

This study employs a library research method, also known as literature-based research. This method was selected because it aligns with the analytical-descriptive nature of the study and its objective of synthesizing findings from various relevant sources. Library research is a systematic research method for identifying, evaluating, and interpreting all available studies relevant to the research questions being examined (Moleong, 2021).

The data sources consisted of primary and secondary sources. The primary sources included scholarly journals indexed in Scopus, Web of Science, and SINTA that discussed Islamic financial education, curricula in Islamic educational institutions, and Islamic financial literacy. The secondary sources included Islamic economics textbooks, official government reports from the Ministry of Religious Affairs of the Republic of Indonesia, the Financial Services Authority (OJK), and Bank Indonesia, as well as curriculum documents from Islamic educational institutions. The publication period was limited to 2020-2025 to ensure the relevance and recency of the data.

Data were collected through literature searches in electronic databases, including Google Scholar, JSTOR, ProQuest, EBSCO, and the Indonesian SINTA portal, using the following keywords: Islamic values, financial education, Islamic educational institutions, Islamic financial literacy, curriculum integration, pesantren, and madrasah. The data were analyzed using content analysis and systematic review approaches to identify major themes, patterns, and conclusions across the collected literature.

RESULTS AND DISCUSSION

Islamic Values Relevant to the Financial Education Curriculum

Based on the literature review, several Islamic values were consistently identified as important foundations for developing an Islamic financial education curriculum. The first value is amanah (trustworthiness), which is a fundamental principle in every Islamic financial transaction. Amanah requires individuals to manage finances responsibly and honestly in both personal and institutional contexts (Chapra, 2021).

The second value is the principle of justice ('adalah), which, in a financial context, is reflected in the prohibition of exploitation, transparency of information, and proportional distribution of profits. The review by Yusuf and Abdullah (2023) indicates that a profound understanding of justice

in muamalah can encourage individuals to choose Islamic financial products that are more equitable than conventional interest-based products.

The third value is maslahah (public interest), which emphasizes that every financial decision should consider its impact on the wider community rather than merely serving private interests. The fourth value is barakah (blessing) in earning and managing wealth, which encourages individuals to invest in halal sectors and avoid industries prohibited by sharia (Ismail & Bakar, 2022).

Models for Integrating Islamic Financial Education into Islamic Educational Institutions

The literature review identified three main models for integrating Islamic financial education that have been implemented in various Indonesian Islamic educational institutions. The first is the full integration model, which incorporates Islamic values into all subjects related to economics and finance. This model is implemented by several modern pesantren, such as Gontor Islamic Boarding School and similar institutions, which offer specialized and comprehensive courses on muamalah maliyyah (Islamic economic law) (Firmansyah & Ramadhan, 2023).

The second is the infusion model, which embeds Islamic values into an existing financial education curriculum without comprehensively changing its structure. This model is more commonly implemented in madrasah aliyah institutions that use the national curriculum with additional Islamic-based local content. The third is the parallel model, which teaches conventional and Islamic finance side by side, thereby allowing students to compare the two systems (Wahyudi & Pratama, 2024).

Challenges in Implementing an Islamic-Based Financial Education Curriculum

The literature review identified several significant challenges in implementing an Islamic-based financial education curriculum. First, there is a shortage of educators who possess expertise in both Islamic religious studies and modern finance. Rahmawati and Supriyanto (2021) found that most teachers in Islamic educational institutions have strong backgrounds in religious education but lack an in-depth understanding of modern financial instruments such as Islamic mutual funds, sukuk, and Islamic fintech.

Second, teaching materials that comprehensively integrate Islamic financial content with the realities of Indonesia's Islamic finance industry remain limited. Third, there is insufficient national standardization of Islamic financial education curricula that can serve as a reference for all Islamic educational institutions. Fourth, some members of society still perceive financial education as a secular domain separate from religious education (Nurdin & Kholid, 2024).

Opportunities for Developing an Islamic Financial Education Curriculum

Despite these challenges, substantial opportunities exist for developing an Islamic financial education curriculum. The rapid growth of Indonesia's Islamic finance industry, with total assets reaching IDR 2,452 trillion in 2024, has created considerable demand for competent human resources in this field. Government policy through the National Committee for Islamic Economy and Finance (KNEKS), which promotes the development of the Islamic finance ecosystem, also provides positive momentum for developing an Islamic financial education curriculum (Hakim & Mujahid, 2022).

The development of digital technology also creates new opportunities for innovative and engaging Islamic finance learning media for younger generations. E-learning platforms, Islamic investment simulation applications, and educational games based on Islamic values can serve as effective media for delivering Islamic financial education content to Generations Z and Alpha, who are more familiar with digital technology (Firmansyah & Ramadhan, 2023)

CONCLUSIONS

Based on the literature review, it can be concluded that integrating Islamic values into financial education curricula at Indonesian Islamic educational institutions is an urgent and strategic necessity. Islamic values such as amanah, justice, maslahah, and barakah provide a strong moral foundation for developing comprehensive Islamic financial literacy. The various integration models that have been developed, including the full integration, infusion, and parallel models, demonstrate that Islamic educational institutions possess the flexibility and creativity required to develop financial education in accordance with the characteristics and needs of each institution. Nevertheless, systematic and coordinated efforts are required to address the existing challenges. Based on the

findings of this study, the following recommendations are proposed: (1) the Ministry of Religious Affairs of the Republic of Indonesia should develop national standards for an Islamic financial education curriculum that can serve as a reference for all types of Islamic educational institutions; (2) continuous teacher competency development programs should be established to prepare educators with integrated expertise in religious studies and Islamic finance; (3) cooperation between Islamic educational institutions and the Islamic finance industry, including Islamic banks, OJK, and KNEKS, should be strengthened to develop contextual and relevant teaching materials; and (4) the development of digital Islamic financial education platforms should be encouraged to reach more students efficiently and effectively.

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