

INTRODUCTION

The evolving landscape of entrepreneurship education demands a framework that not only equips learners with business acumen but also nurtures ethical consciousness and spiritual integrity. Islamic entrepreneurship, rooted in the values of Shariah and the Prophetic tradition, offers a holistic and value-driven alternative to conventional business practices. It advocates for entrepreneurship that transcends material success by integrating ethical conduct, social responsibility, and the pursuit of **barakah** (divine blessings). In an era of rising digital commerce, globalisation, and economic disparity, the role of principled Muslim entrepreneurs has become increasingly vital.

This guideline is developed to support educators and curriculum designers in implementing the teaching and learning of Islamic entrepreneurship at the diploma level. It serves as a practical reference for both formative and summative assessments to be integrated throughout the learning journey. Each topic is structured with suggested teaching strategies, learner-centred activities, and corresponding tools for assessing students' understanding, performance, and reflection. The guideline covers essential themes including principles of Islamic entrepreneurship, ethics and values, Islamic digital commerce, social media marketing, and business planning in compliance with Islamic principles.

The assessment strategies proposed herein emphasise both cognitive and affective development. Learners are not only expected to understand theoretical concepts but also to demonstrate ethical reasoning, collaborative problem-solving, and reflective thinking. This is aligned with the objectives of Malaysian Polytechnic and Community College education, which seek to produce holistic, entrepreneurial, and value-driven graduates who are equipped for real-world challenges.

By embedding formative activities such as debates, simulations, role-play, and infographic creation, the guideline ensures active learner engagement and continuous feedback. Summative assessments such as case studies, business portfolio development, and final business plans are scaffolded to promote authentic application of Islamic entrepreneurship concepts. Instructors are encouraged to adapt the materials creatively while maintaining alignment with Course Learning Outcomes (CLOs), Programme Learning Outcomes (PLOs), and the principles of outcome-based education (OBE).