

Integration of Medical Ethics from an Islamic Perspective in Shaping Professionalism in Medical Education: A Literature Review

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Abstract

Medical education is a long-term professional education that requires students to comprehensively master academic competencies and clinical practice. Developing professionalism is a crucial aspect because it determines the quality of service and public trust in the medical profession. Medical ethics, in this process, serves as a moral and behavioral foundation, including Islamic values that emphasize trustworthiness, justice, and responsibility in healthcare. The application of these values in medical education is crucial for the holistic development of character, moral integrity, and professionalism in medical students. This study used a literature review approach by analyzing relevant publications obtained from databases such as PubMed, Research Gate, and Google Scholar. The selected literature focused on medical ethics from an Islamic perspective, professionalism, medical education, and the integration of Islamic values. This study demonstrates that Islamic medical ethics, grounded in the Qur'an, Hadith, and the principles of Sharia law (maqasid sharia), such as trustworthiness, justice, ihsan, honesty, hifz al-nafs (protection of life), and la darar wa la dirar (do not harm oneself or others), play a significant role in shaping student professionalism. Integrating these values into the curriculum, learning, and academic environment can enhance components of professionalism such as altruism, accountability, excellence, and humanism. Furthermore, the systematic application of Islamic ethical values in the educational process strengthens empathy, responsibility, and the ability to make decisions grounded in ethical principles within modern medical practice. The integration of medical ethics from an Islamic perspective is an essential strategy in medical education to produce physicians who are not only academically competent but also possess high moral integrity and professionalism and are able to provide holistic healthcare services.

Introduction

Medical education is a professional educational pathway designed to prepare future physicians who possess not only scientific competence but also ethical integrity and professional responsibility. In Indonesia, medical education generally consists of two sequential stages, namely the undergraduate medical education program and the professional clinical training program. Students who successfully complete these stages are required to pass the national competency examination before obtaining a license to practice medicine. This process reflects the high standards expected of physicians, as healthcare professionals are entrusted with responsibilities that directly affect human life, health, and well-being (Rawis et al., 2024). Consequently, medical schools are expected not only to develop students' clinical

competencies but also to cultivate professionalism, ethical awareness, and moral character throughout the educational process (Demak & Sulistiana, 2022).

Professionalism is widely recognized as one of the core competencies of medical education. It encompasses a collection of attitudes, values, and behaviors that guide physicians in delivering high-quality and patient-centered healthcare services (Chen et al., 2023; Kim et al., 2024; Zhang et al., 2025). Professionalism includes attributes such as altruism, accountability, excellence, integrity, respect, compassion, responsibility, and leadership, all of which contribute to maintaining public trust in the medical profession (Afdhaliyah et al., 2025). Healthcare systems depend heavily on physicians who are capable of making ethical decisions, maintaining professional conduct, and prioritizing patient welfare above personal interests. Therefore, the development of professionalism must begin early during medical training and continue throughout professional practice (Masawida & Fitri, 2020).

The increasing complexity of modern healthcare has amplified the importance of professionalism in medical education. Advances in biomedical science, digital health technologies, artificial intelligence, genetic engineering, and global health challenges have introduced new ethical dilemmas that require physicians to possess strong moral reasoning and ethical decision-making skills (Muhlis et al., 2024). Clinical competence alone is insufficient to address issues such as patient autonomy, informed consent, end-of-life care, confidentiality, resource allocation, and cultural diversity in healthcare settings. Consequently, medical education must provide students with ethical frameworks that enable them to navigate these challenges responsibly and compassionately (Handijani & Nugroho, 2023; Sofia, 2020).

Medical ethics serves as a fundamental pillar of professional medical practice. Traditionally, medical ethics has been guided by universal principles such as beneficence, non-maleficence, autonomy, and justice. These principles provide a framework for physicians to balance scientific evidence, patient preferences, and societal expectations when making clinical decisions (Pasha & Albar, 2013). In Indonesia, ethical conduct in medicine is regulated through professional codes of ethics, legal regulations, and institutional standards that emphasize accountability and patient protection. However, ethical behavior is not solely determined by formal regulations; it is also influenced by cultural, social, philosophical, and religious values that shape individual character and professional identity (Alkhadafi, 2024).

Within the Islamic worldview, ethics occupies a central position in all aspects of human life, including healthcare and medical practice. Islamic ethics is derived primarily from the Qur'an, the Sunnah of Prophet Muhammad SAW, and the broader framework of Islamic jurisprudence. These sources provide comprehensive guidance concerning human dignity, justice, compassion, responsibility, and the preservation of life (Prasetyono et al., 2025). Unlike secular ethical frameworks that may focus primarily on legal obligations or professional standards, Islamic ethics integrates spiritual accountability with social responsibility, emphasizing that every professional action is ultimately accountable before Allah SWT (Ilham & Latifah, 2025).

One of the most important objectives of Islamic law (*maqasid al-shariah*) is the preservation of human life (*hifz al-nafs*), which aligns closely with the goals of healthcare and medicine. This principle requires healthcare professionals to prioritize patient safety, protect human dignity, and prevent harm whenever possible (Risawati, 2025). Similarly, the legal maxim *la darar wa la dirar* (there should be neither harm nor reciprocating harm) serves as a foundational ethical principle in Islamic medical jurisprudence and supports contemporary concepts of patient safety and non-maleficence (Prasetyono et al., 2025). These principles demonstrate

that Islamic ethics offers a relevant and comprehensive moral framework for addressing contemporary healthcare challenges.

In addition to preserving life, Islamic medical ethics promotes values such as *amanah* (trustworthiness), *ihsan* (excellence and benevolence), *adl* (justice), *sidq* (honesty), and *ta'awun* (mutual assistance), all of which are highly relevant to the professional responsibilities of physicians (Ilham & Latifah, 2025). Trustworthiness encourages physicians to safeguard patient confidentiality and fulfill professional obligations responsibly. Justice requires equitable treatment of all patients regardless of social, economic, or cultural backgrounds. Excellence motivates continuous learning and professional development, while honesty strengthens transparency and trust in physician-patient relationships. Together, these values contribute to the formation of healthcare professionals who possess both technical competence and moral integrity (Istianah, 2020; Asrori, 2025).

The integration of Islamic values into medical education has increasingly attracted attention among scholars and educators. Several studies have emphasized that incorporating Islamic ethical principles into curricula can contribute significantly to character development, professional identity formation, and ethical sensitivity among medical students (Hikmah et al., 2023). Rather than treating ethics as a separate subject, contemporary approaches advocate embedding Islamic values throughout the educational experience, including classroom instruction, clinical training, case discussions, mentorship programs, and professional assessments (Aliah et al., 2025). Such integration enables students to internalize ethical values and apply them consistently in academic and clinical settings.

Furthermore, studies have demonstrated that educational environments grounded in Islamic values can strengthen students' empathy, accountability, communication skills, and commitment to patient-centered care (Khalid et al., 2025). Islamic-based educational approaches encourage students to view medicine not merely as a profession but also as a form of service and worship. This perspective may enhance students' motivation to uphold ethical standards, demonstrate compassion toward patients, and maintain integrity in professional practice (Kusumawinakhyu et al., 2023). Moreover, the integration of ethical and spiritual values has been associated with improved interpersonal skills, leadership development, and greater awareness of social responsibilities among healthcare professionals (Siregar & Putra, 2024).

The relevance of Islamic medical ethics extends beyond Muslim-majority societies. In increasingly multicultural healthcare environments, physicians are expected to understand diverse cultural and religious perspectives that influence patients' healthcare decisions and expectations. Research has shown that incorporating knowledge of Islamic ethics and Muslim patient perspectives can improve cultural competence and ethical awareness among medical students from various backgrounds (Tekbas et al., 2024). This highlights the universal significance of ethical education that respects cultural diversity while promoting professionalism and patient-centered care.

Despite growing recognition of its importance, the integration of Islamic ethics into medical education continues to face several challenges (Al Rashid et al., 2024; Moslimany et al., 2024; Zul et al., 2026). These include curriculum overload, limited educational resources, insufficient faculty training, varying institutional priorities, and difficulties in translating ethical concepts into measurable learning outcomes (Aliah et al., 2025). Additionally, contemporary healthcare systems are increasingly influenced by commercialization, technological advancement, and administrative pressures, which may create tensions between ethical ideals and practical realities (Ilham & Latifah, 2025). Therefore, there is a need for a deeper understanding of how

Islamic medical ethics can be effectively integrated into medical education to support the development of professional physicians capable of meeting modern healthcare demands while maintaining strong ethical and moral foundations.

Considering the strategic role of professionalism in medical education and the significant contribution of Islamic ethical principles to character development, examining the integration of medical ethics from an Islamic perspective becomes increasingly important. Understanding the relationship between Islamic ethical values and medical professionalism may provide valuable insights for educational institutions seeking to develop physicians who are not only clinically competent but also ethically responsible, socially accountable, spiritually aware, and committed to delivering holistic healthcare services.

Method

Study Design

This study employed a literature review design to explore and synthesize existing evidence regarding the integration of medical ethics from an Islamic perspective in shaping professionalism among medical students. A literature review approach was selected because it enables researchers to gather, evaluate, and integrate findings from various scholarly sources to obtain a comprehensive understanding of a particular topic. Through this approach, the study aimed to identify key concepts, ethical principles, educational strategies, and reported outcomes related to the incorporation of Islamic ethical values into medical education and their contribution to the development of professional behavior among future physicians.

Literature Search Strategy

A systematic literature search was conducted to identify relevant publications addressing medical ethics, Islamic perspectives in healthcare, professionalism, and medical education. Electronic databases used in this study included PubMed, Google Scholar, and ResearchGate, as these databases provide broad access to peer-reviewed journals, academic articles, conference proceedings, and scholarly publications in the fields of medicine, education, ethics, and Islamic studies.

The search process was carried out using a combination of keywords and Boolean operators to maximize the retrieval of relevant literature. The primary keywords included “medical ethics,” “Islamic medical ethics,” “Islamic perspective,” “professionalism,” “medical professionalism,” “medical education,” “Islamic values,” and “ethics integration.” These keywords were combined using the operators “AND” and “OR” to generate comprehensive search results. The search was conducted iteratively to ensure that relevant studies from different disciplines and perspectives were identified and included in the review process.

Literature Selection Criteria

The selection of literature was guided by predefined inclusion and exclusion criteria to ensure the relevance and quality of the sources analyzed. The inclusion criteria consisted of: (1) articles published in academic journals, conference proceedings, or scholarly publications; (2) studies discussing medical ethics, Islamic ethics, professionalism, medical education, or the integration of Islamic values into healthcare education; (3) publications available in full text; and (4) literature that contributed conceptually or empirically to understanding the relationship between Islamic ethical principles and the development of professionalism in medical education.

Conversely, publications were excluded if they: (1) did not address the main themes of medical ethics, Islamic perspectives, or professionalism; (2) contained insufficient information for

analysis; (3) were duplicate publications retrieved from multiple databases; or (4) focused on topics unrelated to healthcare education or professional development. The application of these criteria helped ensure that only relevant and high-quality literature was included in the review.

Data Extraction and Organization

After the selection process, the eligible literature was reviewed in detail. Relevant information was extracted from each publication, including the author(s), year of publication, study objectives, research design, key findings, ethical concepts discussed, and implications for medical education. The extracted data were then organized systematically to facilitate comparison and synthesis across studies.

Particular attention was given to identifying recurring themes related to Islamic medical ethics, such as amanah (trustworthiness), ihsan (excellence), justice, responsibility, compassion, hifz al-nafs (protection of life), and the principle of la darar wa la dirar (avoiding harm). In addition, educational approaches used to integrate these values into medical curricula and their reported impact on student professionalism were documented and categorized.

Data Analysis

The collected literature was analyzed using a thematic approach. This method involved identifying, classifying, and interpreting recurring themes and patterns within the selected publications. The analysis focused on three main areas: the fundamental principles of Islamic medical ethics, strategies for integrating Islamic ethical values into medical education, and the influence of these values on the development of professionalism among medical students.

The findings from the selected studies were synthesized narratively to provide a comprehensive overview of the current state of knowledge on the topic. Similarities and differences among the studies were examined to identify common conclusions, emerging trends, and existing challenges in the implementation of Islamic ethics within medical education. This process enabled the development of an integrated understanding of how Islamic ethical principles contribute to fostering professional attitudes, ethical decision-making, and moral responsibility among future physicians.

Result and Discussion

The integration of knowledge from an Islamic perspective is a broad and comprehensive concept. Knowledge in Islam is not limited to a single discipline but encompasses various fields of study, including Islamic Studies, Natural Sciences, Social Sciences, and the Humanities. These fields do not stand alone, but rather complement one another and form a cohesive system of knowledge. All of these sciences ultimately stem from faith in Allah SWT and the application of spiritual values in daily life (Aliah et al., 2025).

The integration of knowledge in the context of medical education is crucial. Modern medical education demands graduates who are clinically competent, able to make sound medical decisions, and understand the principles of medical ethics. Technical competence alone is not enough; physicians must also possess a strong moral, spiritual, and social foundation. The integration of Islamic values into the medical curriculum is a means of developing healthcare professionals who are not only professionally competent but also possess strong ethical character (Aliah et al., 2025).

Medical professionalism is a crucial element that bridges scientific competence and the application of ethical values in medical practice. Professionalism reflects not only clinical ability but also moral attitudes, as embodied in components such as altruism, accountability, excellence, and humanism. These four components play a role in shaping the behavior of

physicians who are not only technically competent but also capable of practicing medicine ethically and responsibly.

The development of medical education curricula faces various challenges, including determining appropriate learning objectives, limited human resources and facilities, synchronization with central and regional government policies, and coordination between units within the health education environment. These challenges must all be overcome for the process of integrating Islamic values to be effective and have a real impact on student competency (Aliah et al., 2025).

The results of several preliminary studies emphasize the importance of systematically integrating Islamic values into the medical education curriculum. Hikmah et al. (2023) emphasized that this integration should not be partial or symbolic, but must encompass all aspects of learning, from professional competency to character development and student spirituality. This approach emphasizes that mastery of medical science alone is not sufficient; students also need to be equipped with ethical, moral, and spiritual guidelines that serve as the foundation for clinical decision-making. This makes the medical education process more holistic, combining technical skills with the development of noble values that can guide students in facing professional challenges responsibly (Hikmah et al., 2023).

Strengthening these values is also closely related to the development of physician professionalism. For example, an attitude of altruism emphasizes that patient interests must be the top priority in every medical procedure. This aligns with the principles of medical ethics, which place patient safety and well-being as the primary goal of healthcare (Masawida & Fitri, 2020).

The integration of Islamic values into medical practice can be achieved through various methods, such as the use of case studies that highlight ethical dilemmas, small-group discussions based on Islamic moral principles, and spiritual reflection during clinical activities. This approach enables students not only to understand medical theory but also to learn how to apply the principles of justice, empathy, and social responsibility in their interactions with patients, thereby ensuring that medical graduates shaped by an Islamic values-based curriculum possess both solid professional competence and a strong ethical foundation, enabling them to navigate the complexities of modern medical practice with integrity and a high degree of moral sensitivity (Hikmah et al., 2023).

Emphasizes that the integration of Islamic values into medical education is not merely an addition to religious material but plays a crucial role in strengthening students' character. A curriculum designed with an Islamic values approach instills empathy, trustworthiness, and a sense of responsibility from the earliest stages of learning. These values are the primary foundation of the medical profession, as medical work requires not only technical skills but also the ability to understand patients' conditions holistically, including psychological, social, and spiritual aspects.

This value of responsibility is also related to the accountability component of medical professionalism, namely the ability of a physician to be accountable for every medical action taken, both to the patient, the institution, and to God. This attitude of accountability ensures that medical practice is not only based on scientific knowledge but also grounded in integrity and a strong ethical commitment (Masawida & Fitri, 2020).

The character developed through this approach enables graduates to become medical professionals who are not only professionally competent but also possess high moral integrity. Students learn how to respect patient privacy, maintain trust, and make fair and ethical

decisions. Thus, an Islamic values-based curriculum not only equips students with clinical knowledge but also develops responsible, caring, and oriented towards the common good, enabling them to face the challenges of modern medicine with balanced sensitivity and professionalism.

This integrative approach is further strengthened by a literature review conducted by Muhlis et al. (2024). In his research, Muhlis et al. (2024) emphasized that integrating Islamic values into medical professional education is not merely an option but an urgent need in the modern medical era. The rapid development of medical science and technology presents various new challenges, particularly in terms of morals and ethics. Medical students need to be equipped with a solid framework of values to navigate the complexities of clinical practice, which is not only technical but also demands ethical and humanistic considerations (Muhlis et al., 2024).

The need to address the rapid development of medical science is also related to the component of excellence in medical professionalism. Physicians are required to continually update their knowledge and skills through continuous learning to provide the best medical care in line with scientific developments (Masawida & Fitri, 2020).

These challenges include decision-making in end-of-life cases, the use of the latest, potentially controversial medical technologies, and the application of the principle of justice in the distribution of healthcare services. Islamic values, in this context, provide relevant moral and ethical guidance, such as the principles of respect for life, avoiding harm, and upholding justice for all patients. The integration of these values equips young physicians not only with clinical knowledge but also with the ability to make decisions that balance science, ethics, and patient care, thus making medical practice more humane and responsible (Muhlis et al., 2024).

The context of fostering professionalism among medical students, as explored in the study by Sari et al. (2024) conducted through small group discussions (SGDs), highlights the importance of incorporating Islamic values into the learning process. This study emphasizes that medical education should not only focus on mastery of clinical material but also on the development of character and professional attitudes. Values such as etiquette, moral conduct, and scientific ethics serve as the foundation for creating a conducive learning environment where students can learn actively, critically, and with mutual respect (Sari & Lestari, 2024).

Through this approach, students are encouraged to respect the opinions of others, work collaboratively in teams, and take responsibility for academic assignments. This process not only improves the quality of academic interactions but also fosters a professional attitude that students will bring into the world of medical practice. Internalizing Islamic values in every academic interaction ensures that graduates are not only clinically competent but also possess high ethical standards, empathy, and social responsibility, enabling them to face the challenges of the medical profession holistically and with integrity (Sari & Lestari, 2024).

This theory aligns with the research findings of Khalid et al. (2025), which showed that the application of Islamic values in medical education, particularly at the Muslim University of Indonesia, has a significant impact on strengthening student professionalism. This research confirms that the integration of Islamic principles such as honesty, empathy, and social concern is not merely normative but serves as a practical foundation for shaping professional behavior. Students who learn in an environment that emphasizes these values tend to internalize responsible and ethical attitudes in every aspect of learning and clinical practice (Khalid et al., 2025).

Students educated according to Islamic principles also demonstrate better communication skills and a high degree of sensitivity to patients' needs. They learn not only to provide competent

medical care but also to understand patients' psychological and social conditions holistically; thus, the integration of Islamic values into the medical curriculum produces graduates ready to face the challenges of clinical practice with integrity, empathy, and balanced professionalism, enabling them to provide safe, humane, and ethical healthcare (Khalid et al., 2025).

An integrative approach is also evident in Astiwara (2025) study discussing the standardization of Islamic healthcare services. Astiwara emphasized that implementing Islamic value-based healthcare services requires not only robust medical knowledge but also a deep understanding of medical ethics, sharia principles, and sensitivity to the needs of Muslim patients. This approach emphasizes the importance of harmonizing clinical practice with moral and religious values so that healthcare services are not merely technical but also humane and civilized (Astiwara, 2025).

Although this initiative faces various challenges, such as inconsistent regulations and the need to align modern healthcare systems with Islamic principles. Astiwara considers this step highly relevant. The implementation of Islamic healthcare standards is expected to improve the overall quality of care, create a religious, ethical, and humane clinical environment, and develop medical personnel who are sensitive to the needs of patients from diverse backgrounds. Therefore, the integration of Islamic values into healthcare services is not merely an idealism, but a practical strategy for providing more meaningful and responsible medical services (Astiwara, 2025).

A study of ethical aspects by Risdawati (2025) shows that health ethics from an Islamic legal perspective can serve as an important guideline in modern medical practice. Values such as preserving life (hifz al-nafs) emphasize that patient safety must always be a top priority, so every medical procedure must carefully weigh the benefits and risks. This principle helps medical personnel make decisions based not only on clinical knowledge but also on morals and the goals of Sharia, thus making medical practice safer and more humane (Risdawati, 2025).

The principle of avoiding harm (la darar wa la dirar) and the obligation to obtain informed consent in accordance with Sharia are essential foundations for addressing today's medical dilemmas. Physicians must ensure that patients understand their health conditions, treatment options, and their risks and benefits before giving informed consent. By applying these ethical principles, physicians can make decisions that are fair, responsible, and aligned with Islamic values, thereby improving the quality of healthcare services and building patient trust and a sense of security in complex medical procedures (Risdawati, 2025).

According to research by Kusumawinakhyu T et al. (2023), the realm of physician-patient communication presents the concept of "prophetic communication" specifically for Muslim physicians. This concept emphasizes the importance of empathy, politeness, and exemplary behavior, drawn from the character of the Prophet Muhammad SAW, as guidelines in medical interactions. This approach teaches physicians to focus not only on the technical aspects of treatment but also on the emotional, psychological, and spiritual needs of patients, thus making communication more meaningful and humane (Kusumawinakhyu et al., 2023).

The application of prophetic communication principles is believed to significantly improve the therapeutic relationship between physician and patient. Patients feel more valued, heard, and understood, thereby increasing their level of trust in medical personnel. This approach also encourages physicians to maintain professional ethics, manage conflict wisely, and demonstrate genuine concern, resulting in a more effective, empathetic, and patient-focused overall quality of healthcare (Kusumawinakhyu et al., 2023).

Siregar et al. (2024) assessed the effectiveness of Islamic higher education curricula, including medical education, in improving students' intellectual competence and work readiness. This research shows that a curriculum that integrates Islamic values not only emphasizes mastery of academic knowledge but also instills moral, ethical, and spiritual principles that are essential for professional life. This approach ensures that students are not only prepared to face academic challenges but also able to internalize religious values in their daily professional practice (Siregar & Putra, 2024).

According to Siregar et al. (2024) emphasized that the integration of Islamic religious education has a significant impact on the development of students' professional skills and soft skills. Soft skills such as effective communication, teamwork, conflict management, and leadership are developed through learning grounded in Islamic values. Therefore, medical graduates guided by this curriculum are expected to be not only clinically competent but also possess strong character, ethics, and interpersonal skills, enabling them to provide quality, ethical, and patient-centered healthcare.

Islamic values in medical education have broad relevance and are not limited to Muslim countries. An international study conducted by Tekbas, Mauntel, and colleagues (2024) showed that understanding Muslim patients is a crucial aspect for non-Muslim medical students in Germany. This study emphasized that education that incorporates cultural and religious perspectives, including Islamic values, can enhance students' ethical awareness and cultural sensitivity. Thus, teaching medical ethics that considers the patient's religious and cultural context helps prospective physicians better appreciate patient diversity and approach clinical situations with a more humane approach (Tekbas et al., 2024).

From an Islamic perspective, medical ethics is inseparable from values derived from the Quran. The command to do good deeds and maintain trusts is a key foundation for ethical practice. Allah, in Surah An-Nahl, verse 90, commands justice and goodness, which serve as the basis for medical personnel to provide services fairly, honestly, and professionally. Surah Al-Ma'idah, verse 32, explains that protecting one human life is as if protecting all of humanity. This verse emphasizes the importance of a physician's responsibility to safeguard the lives of patients as part of high professionalism (Risawati, 2025; Kusumawinakhyu et al., 2023).

The Prophet Muhammad SAW also provided ethical guidelines relevant to the medical profession. He stated that every action depends on its intention (Narrated by Bukhari and Muslim). This hadith emphasizes the importance of sincerity in providing healthcare. Furthermore, the principle of "la darar wa la dirar" (do not harm yourself or others) serves as the basis for medical practice, avoiding actions that could harm patients. These values teach that a physician must act carefully, competently, and prioritize patient safety (Risawati, 2025; Kusumawinakhyu et al., 2023).

The integration of Quranic and Hadith values into medical education plays a crucial role in shaping the professionalism of physicians who are not only scientifically competent but also possess noble morals. Medical education that internalizes the values of trustworthiness, honesty, responsibility, and empathy will produce medical personnel capable of providing holistic care. Thus, professionalism in medicine is measured not only by clinical skills but also by moral integrity aligned with Islamic teachings (Risawati, 2025; Kusumawinakhyu et al., 2023).

The results of this study indicate that the application of Islamic values in medical education has a universal contribution to improving the quality of cross-cultural healthcare. The intercultural competencies acquired by students are not only beneficial for Muslim patients but

also strengthen their ability to work with patients from diverse cultural and religious backgrounds. Therefore, the integration of Islamic values into the medical curriculum is not only locally relevant but also positively impacts global medical practice, creating more empathetic, ethical, and prepared medical personnel to face a multicultural healthcare world (Tekbas et al., 2024).

Conclusion

The integration of medical ethics from an Islamic perspective plays a crucial role in shaping the professionalism of medical students by strengthening clinical, moral, spiritual, and social competencies. Islamic medical ethics is based on the Quran, Hadith, and the principles of Sharia, such as trust, justice, ihsan, honesty, hifz al-nafs, and la darar wa la dirar. Islamic medical ethics complements modern bioethics with a Sharia foundation and religious orientation, resulting in more holistic and moral medical decisions. Medical education grounded in Islamic values can produce physicians who are academically competent, possess integrity, are responsible, and are oriented toward humanity. The application of Islamic ethics is achieved through curriculum integration, ethical case studies, group discussions, spiritual reflection, prophetic communication, and the development of etiquette and morals. This integration is effective in instilling empathy, social responsibility, and ethical decision-making skills in medical students. Islamic ethics strengthens medical professionalism by developing altruism, accountability, excellence, and humanism. Islamic values serve as essential guidelines for facing the challenges of modern medicine ethically, humanely, and professionally. Overall, the integration of Islamic ethics is essential in medical education to produce professional physicians who are competent, have good morals and can provide holistic health services.

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