

The Urgency of Redesigning the Sharia Economic Law Curriculum in an Effort to Strengthen the Competence of Graduates in the Era of Industrial 4.0

Chairul Fahmi¹, Shabarullah², Putri Ronazhafira³

^{1,2,3}Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Abstract

This research aims to review the curriculum of the Sharia Economic Law study program at Universitas Islam Negeri Ar-Raniry Banda Aceh and redesign it to address market challenges in the era of Industry 4.0. The method used is a qualitative approach based on evaluation research that uses a systematic way to determine the effectiveness of a program, action, or policy, or other object under study when compared to the objectives or standards applied. The results showed that the curriculum in the Department of Sharia Economic Law must be updated to address new challenges in the Industrial Era 4.0 and Society 5.0. However, the implementation of the output-based education curriculum in the department is still not comprehensive, as it does not involve all stakeholders at both the faculty and university levels. One important aspect at the university level is the development of the UIN 2024 strategic plan, body-of-knowledge studies, and graduate learning outcomes, as well as the study materials for the faculty's lessons, which do not yet exist.

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INTRODUCTION

The curriculum is a crucial element in the administration of an educational program. Its establishment is contingent on the profiles of prospective graduates and the prevailing socio-economic context. In the present era, the country has adopted the Merdeka learning curriculum system, which is characterized by an output-based education (OBE) approach. However, this curriculum has not been universally implemented across all study programs. One notable exception is the Sharia economic law program (Hukum ekonomi syariah [HES]) at Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh.

The objective of this article is to identify the challenges and obstacles to the implementation of the current curriculum in the Sharia Economic Law Program and to examine the consequences for the process of strengthening graduate competencies in the context of the era of Industrial 4.0.

The HES program is one of the most esteemed programs at UIN Ar-Raniry Banda Aceh, Indonesia. In 2020, the program became the most popular in all State Islamic Religious Universities throughout Indonesia. (Indonesia, 2020). In addition, this program has also been accredited with an excellent status since 2018.

One of the current challenges facing the program is implementing the new curriculum, the Merdeka Belajar Kampus Merdeka (MBKM). In contrast, the department is utilizing the Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia [KKNI]) curriculum. The KKNI curriculum has been designed with the objective of integrating theoretical

✉Corresponding author: chairul.fahmi@ar-raniry.ac.id

and practical knowledge, establishing a framework for the qualifications of Indonesian human resources that compares, correlates, and integrates education with training and work experience (Amril, 2015). This enables the recognition of structurally tailored employability across a range of industries.

The Ministry of Education and Culture of the Republic of Indonesia then developed the KKNi curriculum into a more comprehensive curriculum (Budiman, 2022). There are three main aspects of development, namely: (1) development of soft skills and character, (2) focus on essential material, and (3) flexible learning. This concept is known as Outcome-Based Education, with the Merdeka Belajar Kampus Merdeka curriculum (abbreviated as OBE-MBKM).

The authors have assessed the KKNi curriculum used in the Sharia Economic Law study program and identified several deficiencies, including courses that do not align with the graduate profile and significant redundancy. An illustrative example of the overlap of subjects within this department is the relationship between commercial law and business law (Fahmi, 2023). Trade Law, which is in the second semester, is a subject for all study programs of the Faculty of Sharia and Law, while Business Law is in the 5th semester and is only offered in the HES study programs. While the content and nature of the material are similar, the subject of commercial law is also called business law or commercial law. Another example is a subject in the history of regional jurisprudence, Islamic studies, and so on, all of which share the same substance and essence. Then, other examples of subjects that are less relevant to the program's specialization include Islam, Gender, Islamic Criminal Law in Muslim Countries, and State Administration Law.

Furthermore, there is a lack of clarity between the subjects of the university, the subject of the faculty, and the subject of the study program, which makes the process of forming scientific specialization based on the study program difficult to realize, and it will also cause the competence of graduates not to focus on specialization in the field of Islamic economic law. Based on the various findings above, it is very important to evaluate and redesign the curriculum of the HES Program, not only to synergize with the superior status of the study program and the university, but also to balance the substance that is more focused on realizing graduate competencies that can compete nationally and globally in the era of Industrial 4.0.

Based on this, the author contends that implementing the KKNi curriculum in 2020 at the Sharia Economic Law Department is no longer necessary. Additionally, the Ministry's regulation has required adjustments to the MBKM-OBE-based curriculum. Moreover, adopting a new profile for program graduates requires a new curriculum to strengthen their capacity. However, due to the university's quality assurance agency's failure to establish an SOP for implementing the MBKM OBE curriculum, this curriculum has not been integrated into the existing UIN Ar-Raniry curricula.

Following the introduction, this paper will go over the literature review, study methodologies, and research results. The research findings section will describe the legal basis for implementing the MBKM-OBE curriculum, the curriculum's links to higher education standards, the evaluation of the KKNi curriculum's implementation in the Islamic Economic Law program, the MBKM-OBE curriculum's implementation strategies, and the implementation design in the HES program at UIN Ar-Raniry Banda Aceh.

LITERATURE REVIEW

There are numerous studies on curriculum development, including research by Muhammad Rusli Burhanuddin on "Adaptation of the Independent Learning Campus Independent Curriculum (Focus: Study Program MBKM Model)". The study focuses on the curriculum development model for the study program and the implementation of the MBKM activity program. In its discussion, there are 4 (four) curriculum development models, which include the design of MBKM policy in higher education, the design of standard operational standards for imple-

menting MBKM, the design of academic cooperation, and the identification of program support resource needs. While the implementation of the activity program includes the design of the MBKM activity program, the preparation of guidelines for the implementation of MBKM activities, and the conversion of credits/SSKS recognition. The results showed that the curriculum development model, adapted from the MBKM policy, includes planning, the learning process, assessment, and learning evaluation. Implementation of the MBKM curriculum through 5 activity programs, namely the Student Exchange Program, Introduction to the School Environment through the Remote Area Teacher Activator Program, Business Internships, Thematic KKN "Digital Literacy Education," and Social Services (Baharuddin, January - April 2021).

In addition, Suwandi examines the development of the curriculum for the Indonesian Language (and Literature) Education Study Program, which aligns with the Independent Learning Campus policy and the learning needs of the 21st century. The issues raised form the basis for curriculum development; the stages of curriculum development; the development of a curriculum aligned with the demands of the 21st century, the industrial era 4.0, and society 5.0; and the development of an independent learning campus curriculum. The results of the study indicate that effective curriculum development is grounded in philosophical, sociological, historical, and legal foundations.

The stages of curriculum development begin with determining the profile of graduates through a study of the development of science and technology in accordance with the program's discipline (scientific vision) and needs analysis (market signals). Second, the formulation of graduate learning outcomes (CPL). Third, the determination of study materials. Fourth, determining courses based on the evaluation of the current curriculum and/or on the needs of the SLOs. Fifth, organizing courses. Sixth, the preparation of the Semester Learning Plan (RPS). Seventh, the implementation of learning, taking into account a number of determinant variables. Meanwhile, the demand for a curriculum aligned with Industrial Age 4.0 and Society 5.0 is for graduates with learning, literacy, and life skills. And the development of the MBKM Curriculum refers to Regulation of the Minister of Education and Culture No. 3 of 2020, which is further explained in the MBKM Guidebook published by the Ministry of Education and Culture, namely (1) student exchange, (2) vocational work practices, (3) teaching assistance in educational units, (4) research/research, (5) humanitarian projects, (6) entrepreneurial activities, (7) independent studies/projects, (8) village projects/building, and (9) national defense training (Suwandi, October 2020).

Research conducted by Rendika (2022) entitled the Independent Learning Campus Independent Curriculum: A Literature Review. This study further deepens insights into MBKM by reviewing 41 (forty-one) articles accessed online. The study's conclusions reveal that the MBKM curriculum has several changes in curriculum design, emphasis on off-campus and on-campus learning processes through student exchange learning activities, internships/work practices, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and building villages/thematic real work campuses, as well as special character assessments. MBKM focuses on character assessment to instill the values of Pancasila and unity in diversity, and also develops graduate outputs aligned with the industrial and business world.

Moreover, Fuadi et al (2021) found that the challenges faced by private universities in implementing the MBKM program are 1) the process of adapting the KKN curriculum with the MBKM program; 2) limited partner campuses; 3) collaboration of private universities in Aceh with outside parties, both companies, BUMN, BUMD and even the government is still very limited; 4) fund management by foundations that have not budgeted funds for MBKM; 5) quality and productivity of human resources of lecturers and students.

METHOD

This research that uses a systematic way to determine the effectiveness of a program, action,

policy, or other object under study when compared to the objectives or standards applied. In this instance, the author employs a formative evaluation approach to assess the curriculum system, with a view to enhancing and developing a new curriculum design that aligns with the profile of graduates and increases their capacity. This method is also employed to evaluate prospective curricula, with a view to refining teaching strategies or intervention plans prior to their full implementation.

This method engages all stakeholders as the primary data source for the research. Primary data was obtained through in-depth interviews and Focus Group Discussions (FGDs). In addition, this research uses primary legal materials from various laws and government regulations governing higher education curriculum guidelines in Indonesia. Secondary data was obtained from a number of studies and references related to this research topic, either from books, journals, or articles, and the results of previous research related to this topic (Siddiq-Armia, 2022). The research will be conducted in Banda Aceh, where the research sample will be purposively selected, with the UIN Ar-Raniry Banda Aceh campus as the research locus. The data obtained will be analyzed using a descriptive-analytical approach, in which the researcher will examine the findings and provide a description or explanation of the subject and object of research as a whole.

RESULTS AND DISCUSSION

A. The Urgency of Curriculum for the Higher Education System

The curriculum is an important part of education and a means to an end that cannot be achieved without it. The curriculum is a planning document that contains the objectives to be achieved, the materials and learning experiences that students should undertake, the strategies and methods that can be used, the evaluation designed to gather information about how the objectives are being achieved, and the implementation of the document (Nurhalimah, 2020).

In addition, the curriculum, as an educational design, occupies a strategic position across all aspects of educational activity. Education cannot be conducted well or successfully achieve its goals if it is not conducted in accordance with the curriculum. Because of the curriculum's important role in education and human development, curriculum developers must thoroughly understand its nature and function before compiling it. Therefore, the parties involved in the curriculum need to understand its design (Ansyar, 2017).

In the context of higher education, a campus's success depends heavily on its curriculum. Some of the most prominent curricula are the Competency-Based Curriculum (KBK), the KKNi curriculum, and, currently, the Outcome-Based Education (OBE) curriculum (MBKM). While the KKNi is a national reference specifically designed to ensure that graduates have improved quality and competitiveness in the human resources sector, the KBK curriculum is a set of plans and arrangements regarding content objectives, materials, and delivery methods as guidelines for organizing learning activities that focus on student-centered learning, while the OBE-MBKM curriculum is an evolution of the KKNi curriculum (Tuju et al., 2022).

The OBE curriculum emphasizes a learning-outcome model, in which students are encouraged to be active and involved in learning (Syarifuddin et al., 2022). Students are involved in discussions, ask and answer questions, take part in processes, and express opinions about activities such as problem-solving, decision-making, and learning projects. OBE is a curriculum model that is clearly relevant to the current era. It aligns with the needs of graduates in the 4.0 era and is designed to meet industry and employment demands.

The MBKM program is an effective means of enhancing graduates' ability to express ideas and broaden their access to learning opportunities. These include studying outside the program within the same university, in the same program but outside the university, in a different program outside the university, and outside the university (Hasibuan et al., 2023). There are many ways to strengthen student capacity outside of higher education. These include internships, work place-

ments, entrepreneurship, teaching assistantships in educational units, research, independent studies or projects, and student exchanges (Hasibuan et al., 2023).

Furthermore, Hasibuan et al. (2023) set out the stages of preparing and implementing the MBKM OBE curriculum in clear terms. These are: curriculum determination by university leaders, curriculum implementation by lecturers, and evaluation of learning outcomes. The curriculum implementation process is carried out through learning, with the clear goal of achieving SLOs for graduates. Each subject (CPMK) and sub-course (sub-CPMK) is evaluated to ensure that SLOs are met. The curriculum evaluation process is then carried out. This involves evaluating the achievement of SLOs as well as the realization of learning, research, RPS, and supporting learning tools. Finally, the evaluation involves internal and external stakeholders and is reviewed by experts in the study program's field of study, industry, and associations, as well as by the suitability of the development of Science and Technology (IPTEKS) and the needs of graduate users.

The development of the KKNi curriculum into the MBKM OBE curriculum must be grounded in a clear set of philosophical, sociological, psychological, historical, and legal values (Anggrawan et al., 2023). The philosophical foundation provides clear direction and a robust framework for designing, implementing, and improving the quality of education related to the profile, learning outcomes, and learning models (Anggrawan et al., 2023). The sociological foundation provides a clear framework for developing a robust curriculum that includes objectives, materials, learning activities, and a positive learning environment to support students' personal and social development (Mulyasa, 2022). Psychology is an essential element in curriculum preparation. The relationship between educators and students is not merely mechanical; it is also psychological. Building this connection is crucial for making the learning process more engaging and enjoyable (Herman et al., 2023).

It is indisputable that the historical aspect is inextricably linked to the establishment of the study program, its identity and background, as well as the learning concept and the outcomes expected of graduates. It is crucial for students to understand history. This enables them to grasp the origins and roots of an institution, including those of the students themselves (Rachmansyah, 2023). The legal aspect of a higher education curriculum is indisputably its formal aspect. In Indonesia, the legal basis of the curriculum is the 1945 Constitution and a number of laws passed by the government of the Republic of Indonesia, including Law No. 12 of 2012 concerning Higher Education and Law No. 20 of 2003 concerning the National Education System, as well as PERMENDIKBUD number 3 of 2020 concerning National Higher Education Standards.

B. Legal Basis of MBKM-OBE Curriculum

The legal basis for the development of higher education curricula is clearly defined in Law No. 12/2012 on Higher Education. Article 35, paragraph 1, states that a higher education curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials and methods used as guidelines for organizing learning activities to achieve higher education goals. Study programs must ensure that their curricula meet the competency standards set by the Minister. Article 29 of the Higher Education Law is clear: the main reference for determining the competencies of graduates of Academic Education, Vocational Education, and Professional Education is the KKNi. The KKNi is regulated through Presidential Regulation No. 2012. Curriculum development also refers to the National Higher Education Standards for each study program, which includes the development of intellectual intelligence, noble character, and skills. The applicable National Higher Education Standards are PERMENDIKBUD No. 03 of 2020, which replaces PERMENRISTEKDIKTI No. 44 of 2015. Figure 1 clearly demonstrates the legal foundations and national and institutional policies that underpin the development of higher education curricula.

The Process Standards in SN-DIKTI form the foundation for the MBKM policy in Higher Education. Students have the opportunity to gain learning experiences outside their study program and are oriented towards gaining the 21st-century skills needed in the Industrial 4.0 era.

These include communication, collaboration, critical thinking, creative thinking, computational logic, and caring. The curriculum plays a crucial role in the implementation of higher education. This is clearly stated in PERMENDIKBUD No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education, and PERMENDIKBUD No. 7 of 2020 concerning Establishment, Change, Dissolution of State Universities, and Establishment, Change, Revocation of Private University Licenses. Universities have a clear vision, mission, goals, and strategies, as well as values, developed to ensure their graduates are the best they can be. Curriculum development must align with each university's policies. This ensures that graduates from each university have distinct advantages and characteristics that set them apart from graduates of other universities.

In accordance with the stipulations set forth in Law No. 12 of 2012, Article 35 of the Higher Education Study Program Curriculum aligns with the National Higher Education Standards (SN-DIKTI). Furthermore, the higher education curriculum is defined as a set of plans and arrangements for the objectives, content, and teaching materials, as well as the methods used, serving as guidelines for organizing learning activities to achieve the objectives of higher education. Based on this understanding, curriculum planning and regulation, as part of a curriculum cycle, have several stages, beginning with a needs analysis and concluding with follow-up improvements made by study programs. These stages include the design, development, implementation, evaluation, and improvement of the curriculum (Ornstein & Hunkins, 2014).

Each stage in the curriculum cycle is carried out with reference to SN-DIKTI, which consists of eight (8) standards. These are as follows: Graduate Competency Standards, Learning Content Standards, Learning Process Standards, Learning Assessment Standards, Lecturer and Education Personnel Standards, Learning Facilities and Infrastructure Standards, Management Standards, and Learning Financing Standards. It is crucial to emphasize that the development, implementation, and evaluation of SN-DIKTI-based curricula are predicated on the SKL/CPL serving as the primary reference point and foundation. Consequently, the Higher Education Curriculum, developed in accordance with SN-DIKTI, has employed an outcome-based education (OBE) approach. This is highly conducive to the effective development of the curriculum. In the context of international accreditation, Study Programs are evaluated using the OBE approach.

The various models of OBE approaches or paradigms used in curriculum development and implementation, of which the simplest consists of three interacting stages, can be briefly described as follows:

1. Outcome-Based Curriculum (OBC), curriculum development based on profiles and Graduate Learning Outcomes (SLOs). Based on these ELOs, the study material (body of knowledge) is derived; courses and their credit weights are formed; curriculum maps and learning designs, expressed as Semester Learning Plans (RPS), are developed; teaching materials are developed; and assessment and evaluation instruments are developed. An important question is how, with OBC, the curriculum is developed in harmony with SLOs?
2. Outcome-Based Learning and Teaching (OBLT), the implementation of learning activities defined as interactions in learning activities between lecturers, students, and learning resources. One of the important principles of OBLT is that the forms and methods of learning students carry out must be based on and aligned with the ELOs. Forms of learning include those outside the study program or campus, as part of the Merdeka Belajar-Kampus Merdeka program. An important question is how OBLT can be achieved.
3. Outcome-Based Assessment and Evaluation (OBAE), an assessment and evaluation approach that is carried out on the achievement of SLOs in order to improve the quality of continuous learning. Assessment is carried out on the learning process and on the achievement of SLOs. Likewise, curriculum evaluation assesses the achievement of the Study Program SLOs, and the results are used for continuous improvement.
4. It can be concluded that the OBE paradigm or approach is, firstly, very compatible with SN-Dikti. Second, curriculum planning, implementation, and evaluation focus on achie-

ving SLOs. Third, for the purposes of national and international accreditation, OBE requires supporting valid documents or data as evidence.

C. Evaluation of KKNI 2020 Curriculum

The KKNI curriculum, also known as the 2020 Curriculum, is used in the HES department and several other departments at UIN Ar-Raniry Banda Aceh. The KKNI curriculum is based on the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the KKNI, the Regulation of the Minister of Education and Culture of Indonesia Number 03 of 2020 concerning National Higher Education Standards, and the Regulation of the Minister of Religion of the Republic of Indonesia Number 1 of 2016 concerning Graduate Certificates, Academic Transcripts, and Diplomas.

The preparation of the KKNI curriculum in 2019/2020 is regarded as a significant undertaking, amid technological developments and evolving human needs. Furthermore, the free trade agreement in Southeast Asia has facilitated cross-border labor mobility. It is therefore crucial to ensure that learning outcomes are aligned across all ASEAN member countries. Consequently, the advent of the fourth industrial revolution presents a significant challenge for universities. It is anticipated that college graduates will be equipped to navigate an era in which technology and artificial intelligence may supersede human roles.

The existence of the KKNI has led to the formulation of abilities in the form of "learning outcomes." The aforementioned ability is incorporated into the learning outcomes. The term "competence" is used in higher education in a manner analogous to the "learning outcomes" used in the KKNI. However, in the labor market, the term 'competence' is often understood to refer to a narrower set of abilities, particularly in competency tests and certificates. Consequently, the curriculum has adopted the term 'graduate abilities' as a more encompassing alternative. Furthermore, within the international qualification framework, the term "learning outcomes" is employed to delineate the abilities associated with each qualification level.

The KKNI curriculum has been developed in accordance with a series of defined stages. These stages are standards set by the Quality Assurance Agency (LPM) of UIN Ar-Raniry Banda Aceh. The following stages are undertaken by study program managers in the compilation and development of the curriculum: (1) Determination of graduate profiles; (2) Determination of graduate learning outcomes (LLOs); (3) Determination of study materials; (4) Determination of courses; (5) Determination of course SKS amount; (6) Preparation of curriculum structure; (7) Learning process; and (8) Assessment of semester learning plan preparation.

D. MBKM Curriculum Implementation Strategy

The MBKM curriculum is based on the standards set forth in PERMENDIKBUD Number 3 of 2020 on National Higher Education Standards in the Learning Process Standards, particularly articles 15 to 18. The objective of the MBKM is to encourage students to gain learning experiences that enhance their knowledge and skills beyond the scope of their academic program and/or the campus environment (Peristiwo, 2020). The learning period and load for undergraduate or applied undergraduate students may be fulfilled in one of two ways: 1) Following the entire learning process in the study program at the college in accordance with the stipulated period and learning load; and 2) Following the learning process in the study program to meet part of the stipulated period and learning load, with the remainder following the learning process outside the study program.

It is essential to consider at least four key aspects when developing and implementing a curriculum integrating MBKM. Firstly, the curriculum remains focused on achieving the SKL/CSL. Secondly, students are provided with learning experiences that fulfill their learning rights

for up to three semesters and align with the study program's SLOs, thereby ensuring they gain additional competencies. Thirdly, the implementation of MBKM affords students the opportunity to gain practical experience in accordance with their individual profiles or areas of specialization. Fourthly, the curriculum is designed and implemented flexibly, capable of adapting to developments in scientific and technological fields (scientific vision) and to the demands of the labor market (market signal).

1. Online Learning

The MBKM program permits students to engage in learning activities beyond the confines of their designated study program, encompassing both intra-university and inter-university endeavors. In accordance with the MBKM Guidebook, there are various types of learning activities that students may undertake outside their study program. These include student exchanges, internships or work placements, teaching assistance in an educational unit, research or research in an agency or institution, conducting humanitarian projects, entrepreneurial activities, independent studies or projects, or building villages or undertaking thematic practical courses. The aforementioned activities may be undertaken by students over up to three semesters.

In addition to the aforementioned activities, students may also engage in other learning processes (either within their own study program or in other learning sources), in accordance with the maximum number of credit loads permitted by the university in a given semester. It is thus incumbent upon the study program to provide a variety of learning modes and strategies to facilitate students' learning as they engage in external learning activities.

In a single semester, should a student have remaining credits in excess of those required for a learning activity outside the study program, they may enroll in additional courses within the study program (face-to-face or online) and/or outside the study program (online). In the case of courses pursued outside the confines of the study program, students have the option of undertaking them online at an alternative institution or university, or alternatively, they may opt to take courses provided by a Massive Open Online Course (MOOC) provider that has been duly recognized by their original study program. Consequently, despite engaging in learning activities outside their study program, students can still attend courses within their program or those offered externally. This will affect the duration of the study period a student can undertake. Students may still gain insight and knowledge outside their study program, but this will not affect the required study period. In particular, students may pursue learning activities outside the study program, including earning credits, in both online and face-to-face formats at UIN Ar-Raniry and other universities. They may also take courses from other universities or MOOC providers in accordance with the aforementioned scenario, provided that the maximum number of credits permitted in the relevant semester is not exceeded.

2. Credit Recognition in transcripts and certificate accompanying diploma (SKPI)

Article 5 (Paragraph 1) of PERMENDIKBUD No. 59/2018 stipulates that diplomas are to be accompanied by an Academic Transcript and a Certificate of Diploma Companion (SKPI) issued by universities. An Academic Transcript is an official document issued by a higher education institution that serves as valid evidence of the accumulation of academic activities or learning outcomes associated with each course, along with the weight of credits, as well as the Grade Point Average (GPA). The GPA is calculated by students based on the curriculum applicable to their chosen study program, from the initial semester to the final semester. In accordance with the legal status of academic transcripts, they are produced in accordance with standard operational procedures and constitute an essential component of the university's quality assurance system. To ensure consistency and quality assurance, the standards used must align with those set out by

the National Institute of Science and Technology (SN-DIKTI). Semester Credit Units (credits) are automatically deemed valid because they indicate the weight of learning time for each course on the academic transcript.

The credit weight of each course is determined by the ELOs assigned to the course, which are further broken down into CPMK and Sub-CPMK. Additionally, student learning experiences are considered through forms, methods, and assessments conducted over 16 weeks. Each course, assigned a credit value, is included in the curriculum structure, which comprises a specific number of semesters, depending on the level of the program of study. The courses included in the credit-weighted curriculum structure constitute an essential element of the study program curriculum document. Subsequently, the curriculum document is ratified at the study program/faculty level and serves as the basis for the study program's opening and accreditation by the National Accreditation Board for Higher Education (BAN-PT).

In the MBKM program, students can earn credits outside their designated study program. This encompasses a single semester of coursework completed outside the program, in addition to two semesters dedicated to learning activities beyond the university. It is possible to take courses outside the study program, both within and beyond the university, to fulfill the learning outcomes already stated in the curriculum structure. Alternatively, these courses can be offered as electives to enrich graduates' learning outcomes. Target study programs, whether within or outside universities, at the national level are those accredited by BAN-PT, thereby conferring direct recognition of the value of course credits. Furthermore, UIN Ar-Raniry Banda Aceh formulates academic policies and guidelines to facilitate learning activities outside the study program and establishes collaborative relationships through memoranda of understanding (MoU) with partner universities at home and abroad. Such cooperation may be conducted at the national level through bilateral agreements, consortium (study program association) agreements, cluster (based on accreditation) agreements, or zoning (based on region) agreements. The Higher Education Database is informed of the recognition of credits in the credit transfer program by the relevant study programs. It is possible to engage in learning activities outside the confines of one's own study program at a different university, either face-to-face or online.

The two-semester MBKM program, conducted outside the student's main program of study, offers a range of optional learning activities. These include internships or work placements in industry or other workplaces, participation in community service projects in rural areas, teaching roles in educational institutions, involvement in student exchanges, research activities, and entrepreneurial pursuits. The weight of credits for independent studies, projects, and participation in humanitarian programs is determined by the composition of learning outcomes, which can be categorized as mastery of knowledge, attitudes, general skills, and/or special skills. Additionally, the time required to build learning experiences that internalize these learning outcomes is taken into account. One credit hour is equivalent to 170 minutes of student learning experience per week per semester, in accordance with the standards set forth by SN-DIKTI. The preparation of learning outcomes in the form of learning activities and the rationalization of SKS weights based on SN-DIKTI are the responsibility of the study program curriculum team, who then present their proposals to the study program/faculty for ratification. In accordance with the determined learning outcomes, the learning activities are designed in accordance with SN-DIKTI, and the RPS is then ratified by the Prodi/Faculty for implementation. Consequently, the credits awarded for various learning activities are legally recognized on the academic transcript. Following the study program's conferral of recognition and parity for MBKM learning activities undertaken by students, the study program notifies the Higher Education Database of the recognition of credits in the credit transfer program.

E. Redesign of the HES department's Curriculum

The development of an MBKM OBE curriculum is influenced by several factors, including

those related to the university, the community, and societal norms. In developing the MBKM OBE-based HES curriculum, HES Study Programs have engaged in a range of activities, including workshops, data sharing, seminars, and numerous meetings with study program associations.

In light of these inputs, it was agreed that the HES department curriculum should be redesigned in response to developments in the context of Industry 4.0. Consequently, to determine these changes, stakeholders from across the department in Indonesia held a national meeting in Bandung, during which the proposed alterations to the study program curriculum, including those to the graduate profile, were discussed.

1. The new profile of HES graduates

The profile of graduates of the latest HES study program in the 2024 curriculum was formulated based on the results of the tracer study, the 2024 study program curriculum preparation workshop, and the agreement of the association of Islamic economic law study programs and lecturers throughout Indonesia which was held on 24-26 July 2024 in Bandung, deciding on several fields that will become the profile of graduates of the HES study program, namely:

a. Legal Practitioner

As for the description of the expected legal practitioners, graduates of the HES study program are expected to become legal scholars who have legal knowledge (formal and material) and the ability to identify legal facts, legal sources, as well as provide legal opinions in legal issues that arise in society professionally and responsibly, in their functions as; (1) Judges after undergoing certain assignments and education. (2) Registrar. (3) Bailiff. (4) Advocate, certain training and certification. (5) Curator after having certain experience and training. (6) Notary after having notarial special education, (7) Legal Complaint/Sharia Complaint. (8) Arbitrator, Mediator, certain training, and certification. after undergoing certain expertise education (9), Corporate Paralegal/Legal Officer/Legal Drafter after undergoing certain specialized education. (10) Investment Analyst, which is a graduate profession after undergoing certain expertise training.

b. Academics

Responsible and ethical law graduates who have comprehensive legal knowledge and are able to design, develop, and transfer legal knowledge to the community in the following jobs: (1) Junior Researcher; (2) Facilitator/Trainer/Coach.

c. Legal-preneur/Sharia-preneur/Entrepreneur

Graduates of Islamic economic law who have knowledge of formal and material law and are able to find, develop, and describe the latest business ideas in a business plan, as well as realize them in their profession as entrepreneurs in the field of legal services, such as (1) Law Firm Law after receiving certain education. (2) Notary after undergoing certain education and experience. (3) Legal Tech Startup. (4) Legal publication. (6) Legal Education and Training. (7) Corporate Legal Counsel after having certain skills through special training and or education.

The determination of this graduate profile is based on the study program's vision and mission, needs analysis (signal article), and science and technology studies (scientific vision of Sharia economic law). In addition, the results of meetings with the consortium of science fields, KKNI references, SN Dikti, legislation, and tracer study results.

2. Body of Knowledge Model

The preparation of the Body of Knowledge (BoK) constitutes a significant aspect of curriculum development. This constitutes the most crucial element of the study material, or indeed that part of the material which subsequently informs the determination of the Graduate Learning Outcomes (LLO). The study material encompasses a comprehensive range of learning objectives,

encompassing attitudes, knowledge, general skills, and specialized skills. This then informs the course design and the termination of the course's SKS amount.

Figure 1. Map of BoK Prodi HES proposed by the association of Prodi HES throughout Indonesia

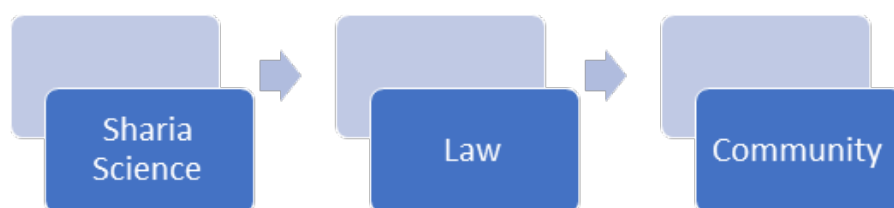


Table 1. The above classification of the body of knowledge is then elaborated as follows:

Field of- Science	Study Material	Subject matter
Law	Law serves as the basic knowledge and specialized skills inherent in law graduates/masters/doc-tors in carrying out their duties and functions as professionals in public life. Legal study materials include practical law (formal and material), legal service practice, methods, and theories in the formation and enforcement of law.	1. Basic concept 2. Source of law 3. Legal discovery theo-ries and approaches 4. The practice of law
Sharia Science	Law serves as the basic knowledge and specialized skills inherent in law graduates/masters/doc-tors in carrying out their duties and functions as professionals in public life. Legal study materials include practical law (formal and material), legal service practice, methods, and theories in the formation and enforcement of law.	1. Basic concept 2. Source of law 3. Islamic legal theory and method 4. The practice of law 5. Applied sharia law
Community	Society, which includes all forms of activities that lead to a legal action. This activity, then, in un-dergraduate/master's/doctoral studies, becomes the main study material for analysis and the basis for forming legal opinions in accordance with the duties and functions of the profession in each educational stratum.	1. Social theory and structure 2. Social change 3. Social interaction 4. Deviance and social control 5. Social welfare and issues 6. Cultural organizations and social values 7. Culture, customs, and community identity 8. Genetics and environ-mental adaptation 9. Language, thought, and social identity

3. Draft Formulation of Graduate Learning Outcomes Curriculum 2024

Determination of ELOs is an important part of the curriculum formulation process. The following is an example of a draft of ELO preparation in the HES study program curriculum chan-

ge. Graduate learning outcomes (ELOs) are formulated by the study program based on the results of the search for graduates, input from stakeholders, professional associations, scientific consortia, trends in future scientific / expertise developments, and the results of curriculum evaluation. The formulation of ELOs is recommended to include the abilities needed for the industrial era 4.0, namely data literacy, technological literacy, and human literacy, as well as the ability to recognize signs of its development.

Table 2. Example of draft SLOs in the 2024 HES study program curriculum changes

No.	SLO Code	Graduate Learning Outcomes
1	CPL-1	Able to implement the values of divinity, social care, integrity, and love for the unitary state of the Republic of Indonesia.
2	CPL-2	Able to carry out an independent, professional attitude in professional duties in the community while upholding values and ethics.
3	CPL-3	Understand and apply legal principles, theories, doctrines, and norms in legal studies that are adaptive to the interests of handling contemporary problems.
4	CPL-4	Able to know and understand Theory and Methodology in the study of Sharia Science, Legal Science, Sharia Business Law, Social Science, and Legal Research Methodology.
5	CPL-5	Able to analyze and apply theories and methodologies in the study of Sharia Science, Legal Science, Sharia Business Law, Social Science, and Legal Research Methodology.
6	CPL-6	Trying to identify facts and sources of law and being able to analyze and provide solutions to legal problems in society.
7	CPL-7	Able to present legal opinions and scientific works logically and critically with reference to methods, principles, theories, doctrines, and norms of the LAW

The process of preparing SLOs is not yet complete, as it must be synchronized between the university's subjects, the Faculty, and the Study Programs. Nevertheless, the preparation of SLOs is a crucial aspect, as it helps ascertain the abilities acquired through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience (Sulistyani, 2018). This is in accordance with the provisions set forth in Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.

Furthermore, the study program determines which courses are included in the current curriculum by evaluating each course against the SLOs. The Faculty of Sharia and Law has determined several subjects as a result of an agreement among university-level leaders, FSH dean forums throughout Indonesia, and cross-program agreements within the scope of the Faculty of Sharia and Law, UINAR Banda Aceh.

Subsequently, it is imperative to ascertain the defining characteristics of the learning process (Ni'mah & Sari, 2022). The characteristics of the learning process can be defined as follows: (1) Interactive: graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers; (2) Holistic: the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom; (3) Integrative: graduate learning outcomes are achieved through an integrated learning process to fulfil the overall learning outcomes of graduates in one program unit through an interdisciplinary and multidisciplinary approach; (4) Scientific: Graduate learning outcomes are achieved through a learning process that prioritizes a scientific approach, thereby creating an academic environment based on a system of values, norms, and rules of science that upholds religious and national values. (5) Contextual: Graduate learning outcomes are achieved through

a learning process that is tailored to the demands of the ability to solve problems in their field of expertise. (6) Thematic: Graduate learning outcomes are achieved through a learning process that is tailored to the scientific characteristics of the study program and linked to real problems through a transdisciplinary approach. (7) Effective: graduate learning outcomes are achieved in a successful manner by prioritizing the internalization of material properly and correctly within an optimum period of time. Graduate learning outcomes are achieved through a shared learning process that involves interaction among individual learners, in which attitudes, knowledge, and skills are leveraged. (9) Student-centered: graduate learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs, as well as fostering independence in seeking and discovering knowledge (Anggara, 2023).

The learning process in the Sharia Economic Law and Law Study Program of the Faculty of Sharia and Law of UINAR employs the Semester Credit System (SKS), which is an educational delivery system utilizing semester credit units (credits) to quantify student study loads, learning experience loads, lecturer workloads, and program implementation loads. The Semester Credit System is designed to accommodate the diverse interests, talents, and abilities of students, allowing for individualized approaches to completing the study load and structuring study activities to fulfill the required load. This is in contrast to a system where all students are required to complete the same method and time to complete the study load, despite being at the same level (Kamaliah, 2022).

A learning process plan is prepared for each course and presented in a semester learning plan (RPS) or other appropriate format. The semester learning plan (RPS) or other terms are determined and developed by lecturers individually or collectively in accordance with their respective areas of expertise within the field of science and/or technology, as it pertains to the program in question (Zulaikha et al., 2021).

The semester learning plan or other terms must include, at a minimum: (1) The name of the study program, the name and code of the course, the semester, the number of credits, and the name of the lecturer; (2) the final abilities planned at each stage of learning to fulfil the graduate learning outcomes; (3) the study materials related to the abilities to be achieved; (4) the learning methods; (5) the time provided to achieve the abilities at each stage of learning; (6) the student learning experience, as embodied in the description of tasks that must be done by students during one semester; (7) the criteria, indicators, and assessment weight; and (8) a list of references used.

The learning process is implemented through interaction among lecturers, students, and learning resources within a specific learning environment. The learning process in each course is conducted in accordance with the Semester Learning Plan (RPS) or other relevant terms. The learning process related to student research must align with the National Research Standards. The learning process for students' community service must align with the National Standards for Community Service.

The learning process through curricular activities must be conducted in a systematic and structured manner, with various courses and a quantifiable learning load (Risna, 2023). The learning process through curricular activities must employ effective learning methods in accordance with the characteristics of the course, with the objective of achieving the abilities set out in the course and fulfilling the graduate learning outcomes (Nurdin et al., 2023).

As outlined in paragraph (2), the following learning methods may be employed to implement course learning: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other methods that effectively facilitate the fulfillment of graduate learning outcomes. Each course may utilize one or a combination of several learning methods as referenced in paragraph (3), and may be accommodated in a learning format.

As stated in paragraph (4), the form of learning may assume one of the following forms: (a)

lectures; (b) receptions and tutorials; (c) seminars; and (d) practicum, studio practice, workshop practice, or field practice. Any forms of learning not previously mentioned must be incorporated into the curriculum through research, design, or development.

The aforementioned forms of learning, namely research, design, and development, entail student activities conducted under the guidance of lecturers. These activities are designed to cultivate specific competencies, including attitudes, knowledge, skills, authentic experience, and the capacity to improve societal welfare and national competitiveness. In the case of forms of learning other than those previously mentioned, it is obligatory to include community service. Community service learning represents a form of student activity conducted under the guidance of lecturers. Its objective is to utilize scientific and technological knowledge to advance societal welfare and disseminate national life education.

The implementation of the OBE-based MBKM curriculum is imperative for graduates, particularly in the context of the Industrial Revolution 4.0. Rapid information dissemination characterizes the digital era, which encompasses the banking sector, Islamic economics, fintech, and various financial markets. Graduates of the Islamic economic law study program must possess the cognitive ability, knowledge, and experience to adapt to advancements in the digital economy.

Secondly, the implementation of the MBKM-OBE curriculum will produce innovative graduates who aspire not only to become civil servants but also to become competent entrepreneurs with viable enterprises or legalpreneurs who create employment opportunities for others. Finally, the new curriculum will produce graduates who critically assess and evaluate the content offered, ensuring it is relevant and applicable to contemporary contexts. Within the framework of output-based education, we expect graduates to independently enhance their skills and experiences, and to build a future framework that aligns with their unique style, competencies, and aspirations.

CONCLUSION

The initiatives to modify the KKNi 2020 curriculum and transition to the MBKM-OBE curriculum in 2024 represent a progressive effort to improve its implementation. Significant modifications have been made to the definition of the graduation profile, influenced by several factors. This includes alignment with the vision and mission of the new study program, market conditions, the consensus outcomes of the HES study program association across Indonesia, the results of tracer studies, and findings from various internal studies and discussions within UINAR. The modifications to the graduation profile have impacted the development of ELOs, study resources, and course designs that support the attainment of this profile. In the Sharia Economic Law Department, the implementation of the MKBM OBE curriculum is currently in the study phase and is being evaluated by the faculty leadership and at the university level. This includes preparing all standard operating procedures and aligning them with the university's new strategic plan as a whole.

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