

# CURRICULUM REDESIGN OF SHARIA ECONOMIC THROUGH INTEGRATION OF SCIENCE TOWARDS INDEPENDENT LEARNING AND INDEPENDENT CAMPUS AT THE STATE ISLAMIC UNIVERSITY OF SULTAN MAULANA HASANUDDIN BANTEN

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## Abstract

*Higher education curriculum terms of reference are absolutely necessary to develop science and prevent unequal quality of graduates. Curriculum courses Islamic economics are integrated is the curriculum that evolves to adjust to the needs of the times will however still be guided by the moral message of Islam. The main objective of this research is to explore the redesign of the sharia economic curriculum during the establishment of policies for independent learning and independent campuses and to find out the appropriate Islamic economic curriculum design that can be applied during the policy era for independent learning and independent campus. This research uses a qualitative approach. The method used in this research is descriptive analysis. Sources of data in this study come from books, journals and interviews with informants related to the preparation of the Islamic economic curriculum at several universities related to the policy of independent learning-independent campus. From the results of the study can be obtained conclusion that the program policy of independent learning and campus independence is a simplification effort to accelerate the achievement of a competitive college. Higher education through study programs is expected to realize an increase in the quality of learning programs in providing education, especially in the sharia economic economics which is in the State Islamic University of Sultan Maulana Hasanuddin Banten.*

**Keywords** : *redesign, Islamic economics, independent learning, independent campus.*

## INTRODUCTION

Indonesia, as a country with the largest Muslim population in the world, has now shown its identity as the center of the world's Islamic economy and finance. Based on The State of Global Islamic Economy Indicator 2019/2020, Indonesia has managed to occupy the fifth position from the previous year which only came in tenth position. In addition, based on The Islamic Finance Development Indicator (IFDI) 2019, Indonesia has succeeded in being ranked fourth, which in the previous year was only in 10<sup>th</sup> position. Not only that, according to the 2019 Global Islamic Finance Report (GIFR), Indonesia has succeeded in becoming the number one country for world Islamic finance, which in the previous year was only ranked sixth. There are several factors that make Indonesia at this time slowly show its identity. In addition to the phenomenon of the world economy that has changed from time to time and changes in information technology are growing rapidly (Byarwati, 2014), one of them is because Indonesia is home to educational institutions that provide undergraduate education related to Islamic economics and finance. Therefore, the importance of a comprehensive curriculum for the Islamic economics study program is to create superior human resources. The curriculum is indispensable so that graduates of educational institutions in Indonesia, from basic to tertiary education, have sufficient literacy and basic knowledge of sharia economics. For tertiary education graduates, a minimum curriculum frame of reference is required so that graduates of study programs related to sharia economics have the basic skills of sharia economics and relatively similar graduate profiles so that they are in line with the needs of sharia economic industry / institutions. The graduate career path or path can also be explained so that the *link and match* with the industry is clearer. Frame of reference to the college curriculum is absolutely necessary to develop scientific and prevent imbalances between the quality of graduates of colleges that offer courses related to Islamic economics. One of the model Islamic economics curriculum is good is by comparison to the college which first established the Department of courses in economics syariah itself. The quality of the teaching and learning process in tertiary institutions is largely determined by the combination of curriculum design and content, lecturer competence, raw input for prospective students, the learning process, facilities and facilities, higher education management, support from related institutions, the business world and industry.

The blueprint of Islamic economics are integrated is the establishment of sharia economics that suit the needs of the times will however still be guided by the moral message of Islam (Veithzal Rival, 2009). The Islamic economics curriculum should reflect all spectrums of scientific integration. To obtain the spectrum, then several approaches must be made. *The first* is a legalistic economic approach that focuses on Islamic law. The approach is a logical consequence of making Al-Qur'an and Sunnah as the main sources of knowledge of the Islamic economic discipline. The Islamic moral message embodied in the duumvirate of normative Islamic sources must be explored and used as inspiration in developing sharia economic institutions. *The second* is a positivistic approach using modern science such as mathematics, statistics, econometrics, and the science of supporting tools for economic analysis. This approach is a process of validating normative aspects using the latest scientific methods. *The third* is the benchmarking approach with conventional economics. It is absolutely necessary that avoid Islamic economics from the tendency to do *mirroring*, *mimicking*, and *adapting* conventional economics. Universities in Indonesia is divided into two management areas, namely under Ministry of Higher Education, Research and Technology and under Ministry of Religion Affairs. For tens of years, two management areas college gave birth to the competence of teachers and graduates.

The paradigm and design of the Islamic economic curriculum itself must synergize between a religion-based curriculum and a general-based curriculum so as to give birth to an integrative approach (Mohd Nizam Barom, Mohd Mahyudi, Mohd Yusop, 2013). Conditions that spawned challenge at the same time paradoxically both college under the Ministry Higher Education, Research and Technology. College under the Ministry of Religion not be experiencing difficulty in implementing a curriculum that focuses on economic, legalistic normative sharia. It caused that college has the required competencies such as courses based legalistic normative as Ulumul Quran, Hadith Ulumul, Ushul Fiqh, Fiqh Muamalah. Nonetheless, college under the Ministry of Religious Affairs will have difficulty when implementing a curriculum that has a charge positivistic and a benchmark for conventional such as mathematics, statistics, econometrics, economics, macro and micro, as well as other science-based management, accounting, or development economics . However, tertiary institutions under the Ministry of Religion will experience difficulties in applying integrative courses such as macro and micro economics, for example, where the historical normative analysis will be thick compared

to mathematical and econometric analyzes.

While college under the Ministry of Higher Education, Research and Technology will have difficulty when applying religious-based courses such as Ushul Fiqh, Fiqh Muamalah and History of Islamic Civilization. This is because the college was born in the tradition of general knowledge. Instead of college is not going to have difficulty in applying the common-based sciences such as sciences that relate to the management, accounting, and economic development. Between Islam-based education and National education cannot be separated from one another (Zuhairini , 2006). However, like a college under the Ministry of Religion, college under the Ministry of Higher Education, Research and Technology will have difficulty when applying integrative science that requires a paradigm and methodology of religion in explaining and analyzing them. In the position of the most extreme, the lecture and students under college of Ministry of Higher Education, Research and Technology will have had difficulties n when translating and clicking contextualize religious texts dealing with the economy and businesses because they are not equipped science Ulumul Qur 'an, Ulumul Hadith, and Ushul Fiqh adequately. This in turn can give rise to a tendency to interpret and interpret the messages of the Qur'an and Al-Hadith based on their cognitive abilities without being based on a proper methodology in the Islamic tradition.

Nowadays creativity and innovation are important keywords to be able to ensure the development of Indonesia sustainable. Students who are currently studying at college, be prepared into a true learner skilled, flexible and resilient. A will of independent learning and independent campus a framework to prepare students to be scholars robust, relevant and appropriate to the needs of the times. Through the program independent learning and independent campus, open broad opportunities for students to enrich and improve the knowledge and competence in the real world according to the interests and ideals. The process of learning can take place anywhere, the infinite universe of learning, not only in classrooms, libraries and laboratories, will but to do well in society. Learning objectives are one aspect that needs to be considered in planning learning (Martinis Yamin, 2009). Through close interaction between universities and the world of work, with the real world, universities will exist as springs for the progress and development of the nation, directly coloring the nation's culture and civilization.

Program independent learning and campus independence is not only limited to the level and science alone, but also must meet the needs of students as well as according to the study. Learning strategy is the key to increased quality assurance of scientific learning (Training Center Technical Education and Religious Personnel Research and Training Agency for Religious Affairs of the Republic of Indonesia, 2013). The main objective of this research is to explore the redesign of the Islamic economic curriculum during the establishment of policies for independent learning and independent campus and students are expected to gain access to independent learning and independent campuses in universities. The development of scientific studies is expected not only to cover aspects of intellectual development that are narrow in nature, but must also include characteristics of managerial abilities, leadership, and integrity that are capable of responding to demands in the dynamic business environment. Another objective of the study also is to determine the design of appropriate curriculum sharia economics and policies can be applied in future independent learning and independent campus. Learning in independent learning and independent campus provides challenges and opportunities for the development of student creativity, capacity, personality, and needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, management. Self, performance demands, targets and achievements.

## **METHOD**

This research uses a qualitative approach. The method used in this research is descriptive analysis. Descriptive analysis is organizing data, describing it into units, synthesizing it, compiling it into patterns, choosing which ones are important and what will be studied and making explainable conclusions (Sugiyono, 2016). In qualitative research methods that are usually used are interviews, observation and use of documents (Moleong, 2014).

## **RESULT AND DISCUSSION**

### **Common Problems Related to Sharia Economics Learning Methods**

Sharia economics as a new science, has many problems in teaching. The first problem is related to the superiority of literature to standard standards, for example standards for student learning. The second

problem is related to the different curriculum standards in each campus. This is closely related to the formation of different study programs. For example, in a tertiary institution that has a sharia economics study program, the content of the course is mostly economics but there is also material related to management science, such as accounting, sharia management and other subjects. The third problem is related to the development of sharia economics, which is still characterized by sharia financial institutions, so that in the field of macroeconomics, sharia is relatively more difficult because of the lack of applications and empirical experiences, so the teaching material is more normative. Another problem that arises is that there is a change in the application of knowledge that is much faster than scientific development so that sometimes learning designs often become unused while curriculum changes are usually once every 4 (four) years. Little research, less developed research topics are also problems experienced by many tertiary institutions that open sharia economics study programs. Then process learning that is done is not systematic and not structured through a variety of subjects and lecturers with the burden of learning a lot, as well as teaching methods are not effective so that the circuit finally is not insufficient fulfillment of learning outcomes of graduates. While the concept of the role of lecturers in quality assurance in higher education is the behavior expected of a lecturer in terms of learning, research and community service (Sumardjoko, 2010).

Problems another is the lack of competency standardization graduates nationally. The importance of standardization of graduate competencies to be used as a reference in the implementation of national education is something that must be fulfilled. The standardization of graduate competencies serves as the basis for planning, implementing, and supervising education in order to create quality higher education. Therefore, the implementation of higher education in order to remain in quality must be in the standard reference corridor set. Standards are needed so that the higher education process has clear objectives. Standards are made to assess the achievement of the vision of higher education, in order to keep up with the demands of globalization, and to continuously improve quality. With good and careful planning, all activities carried out in learning will be well directed and organized so that the expected goals will be achieved (Zahroh , 2013).

The availability of facilities such as laboratory a means of supporting the implementation of the Tri Dharma University program which is expected to contribute and acceseleration constellation of Islamic economic development in college, nor can function as a production unit in the study

program as well as faculty. Output of implementation practice in laboratory, as well as the intensity of transactions that will take place is determined any such thing as support from the leadership of the institution higher education, especially within the scope of the program of study and faculty. Policies in curriculum preparation that support practical implementation are needed, and no less important is the learning system and model that is enforced.

### **Redesigning the Integrated and Adaptive Sharia Economics Study Program Curriculum according to the Free Learning Policy and the Independent Campus**

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. The curriculum is not just a list of subjects that are translated into a syllabus which can be taken directly from the table of contents in a book. The curriculum should include philosophy (vision and mission), educational objectives and content of the study program. The curriculum must also include the impact of the planned learning outcomes, in the form of competence for the present and the future will come. A simple way to consider the curriculum is to look at the curriculum from 4 (four) phases, namely content, methods, objectives and evaluation. The curriculum as a whole has interrelated components, namely objectives, materials, methods, organization, and evaluation. The curriculum has a very important role for the education of students. There are at least 3 (three) kinds of curriculum roles that are considered very important, namely (1). conservative role, (2). critical-evaluative role, and (3). creative role. These three roles are equally important and need to be implemented in a balanced manner. The quality of the curriculum is an important part and must be done systematically by using a strategic planning process (Sallis, 2015).

The curriculum, which is commonly used in various tertiary institutions today, must conform to the Indonesian National Qualifications Framework (KKNI) curriculum. The Indonesian National Qualifications Framework (KKNI) is referred to as a competency qualification ranking framework that can juxtapose, equalize, and integrate between the education and work training fields as well as work experience in order to recognize work competencies in accordance with the job structure in various sectors (Tri Effiyanti, Dita Eka Pratiwi, 2018). The formulation and preparation of curriculum KKNI itself motivated by two factors, namely the factor of internal and external factors. Internal factors include gaps in the quality of

graduates, the relevance of graduates, the number of qualifications and the variety of education. External factors that encourage the development of the IQF are challenges and global competition which is increasingly competitive and Indonesia's ratification in various world conventions. The aim of the KKNI curriculum is to provide a gap in education in Indonesia to suit market demands. This gaping effort is carried out to bridge the equalization of learning outcomes obtained during the higher education process, both formal, non-formal, and informal and the job competencies expected in the world of work.

There are several ways or methods that can be done in me redesign the curriculum of Islamic economics, among others: (1). reviewing the competence of graduates and racialization of courses, (2). application of new literacy, and (3). application of blended learning (Dangwall , 2017). In this case the researcher will examine methods using the application of new literacy in redesigning the curriculum for the Islamic economics study program found at State Islamic University of Sultan Maulana Hasanuddin Banten, called: Universitas Islam Negeri (UIN) Sultan Maulana Hasanuddin Banten. Exist 3 ( three ) types of new literacy that must be mastered by the student in the era of disruption today, namely literacy of data, digital literacy, and literacy humans.

Data literacy is the ability of each individual to read, observe, analyze and use data in the digital world. Literations of data can also be interpreted as the ability of every person to access, interpret, critically assess, manage, handle and use data ethically (Matthews, 2016). In relation to Islamic economics curriculum redesign that integrative and adaptive corresponding independent policy learning and independent campus then that can be done is by applying a form of learning activities in the form of study / research. For students who have an interest in becoming researchers, independent learning can be realized in the form of research activities in research institutions / study centers. Through research, students can build a way of critical thinking, what's needed for the various clumps of science in higher education. With the ability to think critically, students will explore, understand, and be able to do research methods better. For students who have an interest and desire to work in the research field, the opportunity to intern in a research center laboratory is every student's dream. In addition, laboratories / research institutions sometimes lack research assistants when working on short-term research projects. The objectives by applying the form of learning activities in the form of research / research for students include: 1). Student research is expected to be of improved quality.

Moreover, the experience of students in research big project will strengthen interest in searching topically. 2). Students gain research competence through direct mentoring by researchers at research institutes / study centers. 3). Improve the ecosystem and research quality in Indonesian laboratories and research institutes by providing research resources and regenerating researchers from an early age.

Literation of digital is the human ability to use technology to organize and conduct research or solve problems (Sahin, 2014). In connection with the redesign of sharia economics curriculum integrative and adaptive appropriate independent policy-campus independent study that can be done is by doing study / independent projects. Many students have an interest in realizing masterpieces that are contested at the international level or work from innovative ideas using digital technology in their application. Ideally, independent studies / projects using digital technology are carried out to complement the curriculum that has been taken by students. Colleges or faculties can also make independent studies to cover topics that are not included in the lecture schedule, but are still available in the study program syllabus or faculty. Independent project activities using digital technology can be carried out in the form of interdisciplinary group work between students. Independent studies / projects can be a complement to or a substitute for the courses that must be taken. The equivalence of independent student study activities into the course is calculated based on the contribution and role of students as evidenced in activities under the coordination of their respective supervisors. The objectives of an independent study / project include: 1). Realizing students' ideas in developing innovative products which become their ideas in the form of digitization. 2). Organizing research and development based education. 3). Improve student achievement in national and international events in the field of digital competence.

Literation humans, literacy to human form so that it can function in its environment. The quality of good human resources is something that is needed to face technological advances and the competition in the world of work in the industrial era 4.0. In creating competitive and adaptive human resources, it is necessary to strengthen personality and character through human literacy abilities (Anggresta, 2019). In relation to the integrated and adaptive redesign of the Islamic economic curriculum in accordance with the policy of independent learning-independent campus, what can be done is to apply the form of teaching and learning activities in the form of (1). Humanitarian projects, (2). Internships / work practices, (3). Building a real thematic village / lecture, (4). Student exchange, (5). Teaching assistance in

educational units as well, (5). Entrepreneurial activities.

In the form of learning activities in the form of humanitarian projects, the background is that Indonesia has experienced many natural disasters, both in the form of earthquakes, volcanic eruptions, tsunamis, hydrological disasters, and others. Universities have been helping to deal with disasters through humanitarian programs. However, so far student involvement has only been voluntary and has a short term, then the climate of student life on campus tends to be pragmatic and busy with their own affairs. It is impossible to deny that the social sensitivity possessed by students today is decreasing. This is an issue that must be overcome, given their ideal function as students as agents of change (Sulistyo, 2019). Students with a young spirit, scientific competence, and interests can be part of other humanitarian and development projects both in Indonesia and abroad. The objectives of the humanitarian project program include: 1). To prepare superior students who uphold human values in carrying out their duties based on religion, morals and ethics. 2). Train students to have social sensitivity to explore and explore existing problems and contribute to providing solutions according to their respective interests and expertise.

The form of apprenticeship / work practice, the reason for including apprenticeship / work practice into the form of learning activities in the policy of independent learning and an independent campus is that so far students have had less work experience in the real industry / professional world, resulting in students who have graduated from college less prepared when straight to work. Meanwhile, short-term internships (less than 6 months) are not sufficient to provide students with industry experience and competence. Companies that accept internships also say that short-term internships are useless, and even disrupt activities in the Industry. Internships / work practices have the aim of providing sufficient experience to students as well as hands-on learning in the workplace. During the internship, students will gain various kinds of skills, as well as professional / work ethics, communication and cooperation. Meanwhile, the industry gets talents who, if suitable, can work immediately, thereby reducing the cost of hiring new employees and initial training. Students who are familiar with the workplace will be more professional in entering the world of work and career. Through this activity, industrial problems will flow to universities so that updating teaching and learning materials for lecturers and research topics in universities will be more relevant. Learning activities that can be carried out are through collaboration with partners, including companies, non-profit foundations, multilateral organizations, government institutions,

and start-up companies.

Shape build a village/community work thematic is a form of education by way provide learning experiences for students to live in the community outside the campus, which is directly together with the community to identify potential and address the problems that are expected to develop the potential of the village / area and gathering solutions to problems in the village. Integrity in implementing the development process in Indonesia by various existing sectors is an important principle. This is related to the complexity of problems and efforts to develop Indonesian people as a whole with the various aspirations and culture that are developing. Through real work lectures, the sectoral mindset must inevitably be abandoned by students. This is based on the fact that almost every problem in people's life always has a relationship with one another (Syardiansyah, 2017). The activities build a village / community work thematic is expected to hone the skills of partnership, cooperation team of cross-discipline / science (cross-competencies), and leadership in managing development programs in rural areas. So far, tertiary institutions have implemented thematic real work lecture programs, it's just that the semester credit units cannot or can be recognized according to the independent campus program, with implementation based on several models. It is also expected that after implementing thematic real work lecture programs, students can write down the things they do and the results in the form of a final project. The thematic real work lecture program is carried out to support cooperation with the Ministry of Village, PDTT and other Ministries. The government, through the Ministry of Villages, PDTT, has distributed 1 billion village funds per village to 74,957 villages in Indonesia, which is based on data from the Developing Village Index (IDM) in 2019, there are 6,549 very underdeveloped villages and 20,128 underdeveloped villages. The implementation of thematic real work lecture programs can be carried out in very disadvantaged, underdeveloped and developing villages, whose human resources do not yet have the ability to plan development with such large funding facilities. So that the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources that empower village funds more. The objectives of the village building / real work lecture program include: 1) The presence of students for 6–12 months can provide opportunities for students to take advantage of the knowledge, technology and skills they have in collaboration with many stakeholders in the field. 2) Assisting the acceleration of development in rural areas together with the Ministry of Village, PDTT. Meanwhile, the benefits obtained from implementing

thematic real work lecture programs for students are: a). Make students able to see the potential of the village, identify problems and find solutions to increase their potential and become independent villages. b). Enabling students to collaborate in compiling and making Village Medium-Term Development Plans, Village Development Activity Plans, and other strategic programs in the village with accompanying lecturers, village government, community self-help activists, village community empowerment cadres, village local assistants, and community elements. c). Enabling students to apply their knowledge collaboratively with the Village Government and community elements to build villages. d). Students are able to take advantage of the knowledge, technology, and skills they have in the field they like. The benefits for Higher Education are: a). Provide feedback to universities about science and technology that are actually needed by society. b). Become a means for universities to form networks or strategic partners in assisting village development. c). Become a means of developing the tri dharma of higher education. d). Become a means of actualizing lecturers in the development of science. As for the village, the benefits obtained are: a). Receive thought assistance and energy from educated personnel to develop and advance the village. b). Help change / improve village governance. c). Encouraging the formation of young people who are needed in empowering rural communities . d). Helping to enrich people's insights on village development. e). Accelerated development in rural areas.

Forms student exchanges, current student exchanges with full credit transfer has been done with university partners college abroad, but the system of credit transfers made between universities in the country itself is still very few in number. There are several benefits obtained from exchanges between students, including appreciating the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings as well as working together and having social sensitivity and concern for society and the environment. The objectives of student exchanges include: 1). studying across campuses (at home and abroad), living together with family on the destination campus, students' insights about Unity in Diversity will develop, cross-cultural and ethnic brotherhood will be stronger. 2). building student friendships between regions, ethnicities, cultures and religions, thereby increasing the spirit of national unity and integrity. 3). organizing the transfer of knowledge to cover the disparity of education between domestic universities, as well as the conditions of domestic and foreign higher education. Several forms of learning activities that can be carried out within the framework of learning exchange between students are: 1). student exchange between study programs at the same university. The

form of learning that students can take to support the fulfillment of learning outcomes, both as stated in the study program curriculum structure and curriculum development, to enrich graduate learning outcomes which can be in the form of elective courses. 2). exchange of students in the same Study Program at different universities. The form of learning that students can take to enrich their experiences and scientific contexts obtained at other universities that have specificities or learning support vehicles to optimize graduate learning outcomes. 3). student exchange between study programs at different universities. Forms of learning that can be taken by students at different tertiary institutions to support the fulfillment of learning outcomes, both those that have been contained in the study program curriculum structure, as well as curriculum development to enrich graduate learning outcomes. The implementation of student exchanges in higher education is more oriented towards cultural and academic goals, namely improving quality and solving problems related to the unfulfilled demands for quality education (Astuti, 2016).

In the form of teaching assistance in education units, the quality of primary and secondary education in Indonesia is still very low. The number of education units in Indonesia is very large and there are various problems, both formal, non-formal and informal education units. Learning activities in the form of teaching assistance are carried out by students in educational units such as elementary, middle and high schools. The school where the teaching practice is located can be in a city or remote location. The purpose of teaching assistance program in the education unit, among others: 1). provide an opportunity for students who have an interest in education to participate teach and deepen his knowledge by way of a teacher in the education unit. 2). helping to improve equitable distribution of education quality, as well as the relevance of primary and secondary education to higher education and the times.

The form of entrepreneurial activity, based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only has a score of 21% of entrepreneurs from various fields of work, or rank 94 out of 137 countries surveyed. Meanwhile, according to research from IDN Research Institute in 2019, a total of 69, 1 % of the millennial in Indonesia has an interest in entrepreneurship. Unfortunately, the entrepreneurial potential of the millennial generation has not been managed properly so far. The independent campus policy encourages the development of student entrepreneurial interest with appropriate learning activity programs. The objectives of the entrepreneurial activity program include: 1). to provide added value for

students who have an interest in entrepreneurship to develop their business earlier and be guided. 2). dealing with unemployment problems that result in intellectual unemployment from undergraduates (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

There are several specific steps that must be taken in redesigning the curriculum of the Islamic economics study program so that it can be scientifically integrated and in accordance with the policy of independent learning and independent campus, namely reviewing graduate competencies, rationalizing courses and implementing new literacy in the curriculum.

## CONCLUSION

The policy program for independent learning and independent campus is an effort of simplification to accelerate the achievement of the goals of a competitive university. Higher education through study programs is expected to realize an increase in the quality of learning programs in providing education, especially in the Islamic economics study program which is in the UIN Sultan Maulana Hasanuddin Banten. Independent study program and the independent campus policies that embody learning programs at universities are autonomous and flexible so that it is expected will create a culture or a culture of learning that is innovative, not curb and in accordance with the needs and desires of students and university stakeholders. The learning process in the policy of independent learning and independent campus is one of the manifestations of student-centered learning and is essential.

Redesign of Islamic economics course curriculum that refers to an independent study program and an independent campus in UIN Sultan Maulana Hasanuddin Banten require the support and cooperation of various parties ranging from the academic community to the industrial world as a partner in addition to agencies / parties other involved. The curriculum redesign policy can be seen as an effort to liberate students in learning, students feel more independent from the academic policy and at the same time free the campus in determining policies and providing choices. The expected final result is to position students as adult human beings who have the ability to choose many offers and for higher education institutions to improve the quality of education.

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