



Formulation of Distinction-Based MBKM Design Sharia Economics Study Program (Mapping Study of Potential Partner Institutions of UIN Prof. K.H. Saifuddin Zuhri Purwokerto)

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ABSTRACT

This research, titled "Formulation of MBKM Design Based on the Distinction of the Islamic Economics Study Program: A Study on Mapping Potential Partner Institutions of UIN Prof. K.H. Saifuddin Zuhri Purwokerto," aims to explore and develop a specific design of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum that aligns with the unique characteristics of the Islamic Economics Study Program (Prodi Ekonomi Syariah) at UIN SAIZU. The MBKM curriculum is an initiative introduced by the Indonesian Ministry of Education to provide students with more flexible learning opportunities, including collaboration with external institutions. This study seeks to map potential partner institutions that can collaborate with UIN SAIZU in implementing the MBKM curriculum. The research employs a qualitative approach, involving document analysis, interviews, and surveys to identify and evaluate the institutions that align with the program's vision and mission. Key criteria for partnership include adherence to sharia principles, contributions to the field of Islamic economics, and the capacity to provide students with practical experiences in line with MBKM objectives. The results of this research present a structured MBKM design tailored to the distinction of the Islamic Economics Study Program, including a list of recommended partner institutions. This design aims to enhance students' competencies by bridging academic knowledge and practical experiences while maintaining the integrity of Islamic economic principles. The findings of this research are expected to contribute to the successful implementation of the MBKM curriculum at UIN SAIZU and serve as a model for other universities seeking to develop their MBKM programs based on their distinct academic disciplines.

Keywords: *MBKM, islamic economics, curriculum design, partner institutions, uin saizu, distinction*

A. INTRODUCTION

In the ever-changing global context, technological and scientific developments have had a

significant impact on various aspects of life, including the education system. In this digital era, universities are required to adapt quickly and effectively to prepare students to become a superior generation who are able to compete in the world of work. In order to respond to these changes, the Indonesian government issued Regulation of the Minister of Education Number 3 of 2020 concerning Independent Learning Independent Campus (MBKM). The program aims to prepare graduates who not only have strong academic knowledge but also practical skills relevant to the needs of the industry (Heriyadi et al., 2023; Putra et al., 2023).

The MBKM concept provides an opportunity for students to expand their horizons and skills through a learning experience that is not limited to the classroom. This allows them to acquire knowledge from a variety of sources and situations, strengthening the interaction between universities, society, and the industrial world. Eight schemes can be implemented in MBKM, where each study program is expected to choose a scheme that suits the desired goals and profile of graduates (Kemendikbud & Tohir, 2020). MBKM allows students to expand their experience and knowledge outside the classroom through various learning schemes. Eight schemes can be applied, which gives each study program the flexibility to choose the approach that suits the expected profile of graduates. This has the potential to create more productive interactions between universities, society, and the industrial world, strengthening the connection between education and the practice of the world of work (Awang & Hj Azid, Aziz, 2020). However, while this concept offers many opportunities, challenges in its implementation remain. Many academics and the community have not fully understood and accepted the concept of MBKM, which leads to low student participation in these programs (Kardoyo & Pitaloka, 2023; Kurniawan et al., 2022).

Although the goals of MBKM are very positive, there are a number of challenges in its implementation. Many academics and the public have not fully understood and accepted this new concept (Haddad et al., 2023). Some students, especially in the Sharia Economics Study Program of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, showed minimal interest in the MBKM scheme, especially those related to student exchanges. This shows the need for greater efforts in increasing understanding and interest in the MBKM program.

Along with the shift in orientation from "teaching university" to "research university," MBKM, if maximized, can be a strategic step to put the university in a better position in the research context. In this context, it is necessary to map potential partner institutions for the implementation of MBKM. This aims to ensure the compatibility of the institution with the profile of graduates and the set curriculum scope. According to previous research, cooperation between universities and industry is essential in improving the quality of graduates and their absorption in the market (Sutama & Dewantara, 2023). Design a good curriculum, which includes graduate profiles, graduate learning outcomes (CPL), course learning outcomes (CPMK), and course distribution, must have a clear distinction. The Sharia Economics Study Program is expected to develop a distinction that is able to provide added value for the community, with a focus on assisting Micro, Small, and Medium Enterprises (MSMEs) and the pesantren economy.

The importance of this distinction to create the attractiveness of the study program for prospective students is also one of the emphases in this study. However, currently, the mapping of potential partner institutions for the implementation of MBKM in the Sharia Economics Study Program is still very limited. Uncertainty about the institutions that can be collaborated with for the implementation of MBKM is a challenge in itself. Therefore, this study aims to map potential partner institutions, as well as formulate an MBKM design based on the distinction of the Sharia Economics Study Program at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. By identifying and formulating the right curriculum framework, it is hoped that the Sharia Economics Study Program can be better prepared to face the challenges and needs of the community and industry. This research is entitled "Formulation of MBKM Design Based on Distinction of Sharia Economics Study Program: A Study on Mapping Potential Partner Institutions of UIN Prof. K.H. Saifuddin Zuhri Purwokerto", and aims to provide empirical recommendations in the development of a relevant and applicable curriculum. Through this research, it is hoped that it can make a positive contribution to the implementation of MBKM and increase the absorption of graduates in the world of work.

B. LITERATURE REVIEW

In the analysis of the industry's attitude towards the Independent Learning Independent Campus (MBKM) policy, there is an emphasis that this policy reflects the industrialization of education, where industrial factors are dominant in educational planning. The industrial environment, with its ability to influence the structure of education, leads to an emphasis on developing the skills required by industry. (Heriyadi et al., 2023; Putra et al., 2023). For example, the MBKM program is designed to provide students with a field experience that supports competency development according to industry needs. (Nursalim, 2023). However, this attitude has drawn criticism for focusing only on the provision of skilled labor without paying attention to the formation of character and values that should be at the core of education, as stipulated in Law No. 20/2003 on the National Education System. (Mahliatussikah & Kuswardono, 2023).

Criticism of MBKM is rooted in concerns about the exclusion of more holistic educational goals, such as character development and critical understanding, which should be given more attention in higher education. (Mahliatussikah & Kuswardono, 2023). This industry-oriented approach has the potential to hinder efforts to form individuals who are not only technically skilled but also have the integrity and critical thinking skills needed in the face of social challenges. (Maota & Naidoo, 2024). This creates a dilemma where students may graduate with practical skills, but cannot think critically or demonstrate the leadership required in a complex modern work environment. (Putra et al., 2023).

The implications of the above discourse tendency are profound. A clear focus on the creation of a skilled workforce may, in the long run, lead to a neglect of the holistic goal of education that serves not only to meet the needs of industry but also to prepare individuals with social sensitivity, critical thinking, and lifelong learning. (Doğan, 2022). Therefore, educational

institutions need to balance the demands of the industry with the implementation of broader educational values, so that graduates can contribute not only to economic growth but also to the development of society as a whole. (Doğan, 2022; Nursalim, 2023).

Partnerships between educational institutions and the business world are key factors in the success of the Independent Learning Independent Campus (MBKM) program. Aswita (2022) revealed that this synergy can be mutually beneficial for both parties, where the business world can be a practical forum for students to apply the knowledge they have learned. In addition, the involvement of various parties in supporting these partnerships is essential to ensure that the internship program runs effectively and students gain experience that is relevant to the world of work. (Hendrastuti & Wasono Aji, 2023; Ocky Karna Radjasa et al., 2022). In this context, cooperation can include collaboration in curriculum development, provision of internship facilities, and monitoring for the evaluation of learning outcomes obtained by students at the internship site. However, to maximize the benefits of this partnership, Aswita (2022) recommends the need for two-way knowledge sharing and program design innovation. This means that not only students who gain knowledge from the business world, but also professionals from the business world can learn from the academic perspective brought by students. With an innovative approach in the design of internship programs, it is expected to create a dynamic learning environment that is responsive to changing industry needs. (Megawati et al., 2024; Nurbaety Setram & Lindawati, 2023). Through the implementation of adaptive and mutually beneficial programs, this partnership is expected to be able to produce ready-to-use graduates, as well as encourage innovation in industrial practices, which in turn will increase the competitiveness of human resources in the current era of globalization.

In a study on Student Perception of the Independent Learning Independent Campus (MBKM) program, Kamalia and Andriansyah (2021) found that this program contributes positively to increasing friendship between students and lecturers across campuses. This shows that even though students come from a variety of different university backgrounds, MBKM can create a strong and collaborative social network, thus facilitating the exchange of ideas and useful experiences. (Eli Nurlaela, 2023; Suyasa, 2021). This interaction not only enriches students' insights but also strengthens the academic and collaborative culture in higher education, which greatly impacts improving the quality of learning and innovation in teaching. (Lestari, 2024).

However, even so, the negative impact of MBKM is also revealed, where students often consider the online learning adopted within the framework of the program to be less effective. Many students feel that in-person interaction facilitates understanding and depth of learning compared to learning methods that rely solely on digital platforms. (Jumaidi, 2022; "Reminisensi, Fondasi Identitas dan Koneksi Emosional terhadap Brand Kedaerahan," 2024). The general response of students showed that there was a positive assessment of MBKM, even though it was acknowledged that there were technical shortcomings in its implementation, such as difficulties on online platforms and a lack of technical support. (Donwill Panggabean et al., 2023; Yeni Widiawati et al., 2023). Therefore, there needs to be an evaluation and improvement

in the online learning system to ensure that the learning experience offered truly meets the expectations and needs of students.

1. *Merdeka Belajar Kampus Merdeka (MBKM)*

Merdeka Belajar Kampus Merdeka (MBKM) represents a paradigmatic transformation in the Indonesian higher education system, designed as a response to the dynamics of the era of digital disruption and the demands of Industry 4.0. Rooted in the philosophy of Ki Hajar Dewantara, MBKM emphasizes two fundamental pillars: freedom of thought (Freedom of Learning) as an academic right, and institutional flexibility (Kampus Merdeka) as an operational framework (Haddade dkk., 2023). Structurally, this program adopts a curriculum based on the Indonesian National Qualifications Framework (KKNI), which is oriented towards the achievement of holistic competencies that include aspects of attitudes, knowledge, and applicative skills. The number of courses no longer measures the learning load, but by the mastery of substantive skills (Sutama & Dewantara, 2023).

Juridically, MBKM is based on Permendikbud No. 3-7 of 2020, which regulates the National Higher Education Standards (SNPT), the transformation of state universities into legal entities, and the mechanism for new student admissions. This policy aims to create competitive graduates through strengthening soft skills and hard skills according to global needs, preparing leaders with superior character, and bridging the gap between the world of education and industry through external collaboration (Rindaningsih et al., 2023).

Eight MBKM activity schemes are designed as an integrated experiential learning channel: Student exchange builds multicultural sensitivity and cross-institutional networking; Internship or work practice provides at least 6 months of industry experience to hone technical competencies; Teaching assistance contributes to improving the quality of primary-secondary education; Research develops analytical capacity through collaboration with research institutions; Humanitarian projects involve active participation in disaster management and sustainable development programs; Entrepreneurship stimulates business innovation; Independent studies or projects facilitate the creation of cross-disciplinary works; and Thematic KKN which focuses on empowering village communities based on local potential (Adha et al., 2023).

In the context of the sharia economy, MBKM functions as a catalyst for the internalization of sharia values such as social justice, anti-usury, and sustainability through internship activities at Islamic financial institutions, halal industry research, or sharia-based MSME empowerment projects. The synergy between the MBKM framework and the distinction of the Sharia Economics study program has produced graduates who not only master technical competence, but also have character according to Islamic principles (Hidayat & Patmisari, 2023).

The Independent Learning Independent Campus (MBKM) policy is juridically based on a comprehensive regulatory foundation, starting with the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 concerning National Standards for Higher Education. This crucial regulation, especially Article 15, explicitly requires universities to

facilitate the right of students to take learning outside the study program for 2 semesters (equivalent to 40 credits) (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi, 2020). This legal framework is strengthened by a series of supporting regulations, including Permendikbud Number 4 of 2020 concerning the transformation of State Universities into Legal Entities, Permendikbud Number 5-6 of 2020 concerning the mechanism for new student admissions, and Permendikbud Number 7 of 2020, which regulates the governance of the establishment and management of universities (Sopiansyah & Masruroh, 2021). All of these legal instruments form an ecosystem that allows the implementation of MBKM structurally and measurably.

Philosophically, MBKM is a crystallization of Ki Hajar Dewantara's idea of liberating education, where academic independence is a prerequisite for the development of superior human capacity (Dwijayanti et al., 2021; Istiq'Faroh, 2020). The strategic objectives of this policy were formulated in response to three critical challenges (Hardini et al., 2022a; Heriyadi et al., 2023; Mahliatussikah & Kuswardono, 2023): *first*, the Industrial Revolution 4.0 which requires graduates to master multidisciplinary knowledge and technical skills (hard skills) that are in harmony with the global market; *second*, the competency gap between the world of education and industry that requires a link-and-match mechanism based on external collaboration; *Third*, leadership character development through internalizing the values of integrity, creativity, and collaborative ethos.

Based on the Decree of the Minister of Education and Culture No. 754/P/2020 concerning Key Performance Indicators (KPIs), the implementation of MBKM adopts the principle of "structured freedom", where students are given autonomy to design 20-40% of learning off-campus, but still under strict academic guidance and a standardized credit recognition system. This approach has been proven to increase the employability of graduates by up to 23% compared to the conventional model, as shown in a study on PTN in Central Java (Hardini et al., 2022a). In essence, MBKM is not just physical mobility, but the transformation of mindset into lifelong learners who are adaptive to the disruptions of the times (Otoluwa & Tanaiyo, 2023; Putra et al., 2023).

Structurally, this scheme allows students to take up to three semesters (40 credits) of learning outside the study program, both at partner universities and non-academic environments (Putra et al., 2023). This flexibility not only enriches the learning dimension through experiential learning but also reinforces the relevance of the curriculum to the dynamics of the job market. As emphasized in Ardini's study, the integration of the MBKM scheme increases the employability of graduates by 23% due to the adaptability to complex industrial ecosystems (Ardini et al., 2021, p. 163–179).

The effectiveness of the MBKM scheme lies in its ability to bridge the theory-practice dichotomy. Students involved in industrial internships or thematic KKN showed significant improvements in transversal skills (soft skills) such as problem solving, leadership, and cultural adaptation, critical competencies that are difficult to develop through classical learning.

(Kemendikbud & Tohir, 2020, p. 73). Furthermore, the structured credit recognition mechanism in this scheme ensures that off-campus experiences are not simply supplementary but are organically integrated into the graduate competency map. Ardini's findings confirm that this model reduces skill mismatch by up to 31% compared to conventional curricula, while strengthening the alignment between educational outcomes and industry needs (Ardini et al., 2021, p. 170).

2. Distinction Of Sharia Economics Study Programs In Universities

Study Program Distinction is a fundamental concept that refers to the unique differentiators of a study program, which is built on academic and non-academic excellence. This concept emphasizes the importance of a special identity that distinguishes one study program from another, either in terms of learning outcomes, study focus, or added value offered and strengthened by research (Yuniawan et al., 2023, p. 27). The differentiation of the study program not only serves as a unique marker in curriculum management but also plays an important role in adjusting to the demands of the Industrial Revolution 4.0, where graduates are expected to have multidimensional skills and be able to compete in the global marketplace (Hardini et al., 2022b, p. 586; Heriyadi et al., 2023, hlm. 958). Through the implementation of the Independent Learning Campus (MBKM) program, each study program is encouraged to develop a clear identity and specific characteristics, which not only enrich the student learning experience but also answer the challenge of the competency gap between the world of education and industry (Hidayat & Patmisari, 2023, p. 2201; Mintowati, 2023, p. 1367; Utama & Dewantara, 2023, p. 512).

The sociological perspective, particularly of Pierre Bourdieu's thought, provides a profound theoretical framework. According to Bourdieu, *this distinction* is born from the dynamic interaction between habitus, which is a set of values, dispositions, and mindsets that are internalized in individuals or institutions, and the environment or "arena" in which they belong, which is loaded with competition of various capitals (economic, cultural, social, symbolic). Bourdieu's concepts, including habitus and distinction, are often used in educational contexts to analyze how educational values and practices maintain or alleviate social inequality (James, 2020, p.30). This refers to how academic discipline can play a role in legitimizing social differences in the educational hierarchy. In the arena of higher education, the taste developed and displayed by a study program is a very important tool, not only in determining academic direction but also as a tool for legitimizing social differences in the hierarchy of the world of education (Kartikawati, 2015, p. 12–13). As a result, Bourdieu's approach to discussing how educational leadership can address inequities and create a more inclusive education system (Seyram Agbenyega & Semanu Asiam, 2023, p. 6).

The implementation of this distinction has special characteristics in the context of Islamic Universities (PTI). At PTI, distinction is often manifested through the integration of Islamic science with various scientific disciplines. These various integration models have been identified, such as fully integrated, embedded, or networked models, showing a diverse approach but still

centered on efforts to integrate religious perspectives with modern science, as studied by Musyafak et al. (2023).

The concrete expression of the distinction of study programs, both in PTI and public universities, can be seen in various operational aspects. This form of expression includes curriculum, both explicit (written in courses and syllabi) and implicit (values and culture instilled in the learning process). In addition, the distinction is also reflected in the graduated profile that is formulated, describing the competencies and unique characteristics expected. Even course naming can be a means of expressing the peculiarities and focus of the study program, as illustrated in Adriansyah & Hendro's research (2020) – for example, the courses "Islamic Counseling Psychology" or "Sharia Economics" clearly show a certain distinction. Thus, distinction is not just an abstract concept, but becomes a spirit that manifests itself in academic practice to build a sustainable identity and excellence.

3. Mapping Of Potential Institutions Of Sharia Economics

The development and implementation of the Islamic economic design in Indonesia began with a series of government initiatives and policies driven by the aspiration to build a more just, inclusive, and sustainable economy. The Indonesian government, together with financial institutions and civil society organizations has played an important role in integrating sharia principles into the national economic framework, creating an ecosystem that supports a healthy and dynamic sharia economy. In its practical efforts, Indonesia has developed a strong Islamic finance sector through the application of Islamic principles in banking, insurance, and capital markets. All implementations are controlled by strict regulations to ensure compliance with Sharia principles (Ardiansyah et al., 2024).

Optimizing the development of the halal industry, which covers many sectors ranging from food and beverages, pharmaceuticals, cosmetics, fashion, tourism, and services. The development of the halal industry aims to meet the needs of Muslim consumers in Indonesia and make Indonesia the center of the global halal industry (Siti Nur Azizah, D., 2024).

The quality of higher education, especially study programs, can be improved, one of which is due to good cooperation between stakeholders (Damayanti, 2019). Stakeholders consist of internal parties (the university academic community) and external parties (government and community). Institutional mapping must be carried out properly and precisely. Good cooperation can provide benefits for study programs, communities, and partner institutions (Peng et al., 2024).

C. RESEARCH METHODS

The method used in this paper is a qualitative descriptive method, because it intends to explain, obtain, and provide a comprehensive understanding of the research object. Creswell describes that qualitative research procedures require significant efforts that are explored through questions and several procedures, collecting specific data from participants, analyzing data inductively from a specific scope to a general theme, and interpreting them. (Creswell,

2015, hlm. 4). Data collection was carried out by interview, observation, and documentation methods. Data mining is carried out by the way the research team goes into the field and is directly involved in the research object or participant (Semiawan, 2010, p. 9).

D. RESULT AND DISCUSSION

In the development and implementation of the MBKM curriculum, based on the distinction of study programs, a mapping of potential institutions is, of course, necessary. The stages and steps in mapping potential institutions for the development of the MBKM (Independent Learning Independent Campus) curriculum, based on the differentiation of the study program, require a systematic approach. Here are the stages and steps that can be done:

1. Identification of Study Program Differentiation Needs

In identifying the need for differentiation of study programs, several steps are taken by the curriculum team of the Sharia economics study program. First, to examine the characteristics and focus of the distinction of the Sharia Economics study program. This distinction can be in the form of special advantages such as sharia financing, zakat and waqf, or sharia entrepreneurship. The Sharia Economics Study Program has a curriculum structure, a certification institution (LSP P1) that is in accordance with student competencies, and several partner institutions. It can be concluded that the initial distinction of the ES UIN Saizu Purwokerto study program is a study or direction of development of study programs that focus on the economy of MSMEs, the economy of Islamic boarding schools, and the study of Islamic financial economics.

The second step is to identify the main competencies that want to be developed from study program wants to develop. The main competencies of the Sharia Economics study program of UIN Purwokerto are: Sharia Economic Analyst, Fiscal and Monetary Policy; Economic Development Planner and Sharia Financial Institutions; Sharia Economics Researcher; and Business Entrepreneurship. The purpose of identifying the needs of the study program is to ensure that the development of the MBKM curriculum is in accordance with the uniqueness and special needs of the Sharia Economics study program.

2. Analysis of MBKM Curriculum Needs

Analyze the needs of the MBKM curriculum to describe the most appropriate type of MBKM program that can be implemented to realize and support the distinction of the Sharia Economics study program. In this stage, there are two analyses needed, namely the analysis of the needs of the MBKM curriculum (the scheme used) and determining the appropriate format of the MBKM program.

3. Mapping Potential Institutions

In mapping potential institutions, what must be done is: identifying the types of institutions that are in accordance with the needs of the Sharia Economics study program, compiling a list of potential institutions based on the expertise or focus of the institution, and the relevance of the study program. What is meant by an institution here is an institution that can contribute according to the needs of the study program distinction.

4. Evaluation of Institutional Capabilities

The purpose of this stage is to select institutions that have capabilities and are also relevant to the MBKM program according to academic standards and study program distinction. Three stages are carried out, namely:

- a) Analyze the capabilities of the institution in providing internship, research, or service programs relevant to the Sharia economy.
- b) Examine the reputation and involvement of institutions in the development of the sharia economy, such as research projects that have been carried out, participation in sharia policies, or contributions to education.
- c) Examine the suitability of the institution's infrastructure to support the MBKM program, including the availability of mentors, learning facilities, and access to data or case studies.

5. Development of MoUs or Cooperation Agreement

MBKM will be optimal, standardized, and realize the achievements of the study program when its implementation is based on formal legal documents, one of which is a memorandum of understanding. In addition, the development of the MOU aims to build strong formal cooperation or partnerships and *continuity* between UIN Purwokerto and related external institutions. The development of the MOU is carried out through an approach to institutions that have been mapped and evaluated. Furthermore, the MOU is prepared by including related agreements: the type of cooperation, the responsibilities of each party, and the mechanism for implementing the MBKM program. The final stage regulates the evaluation and monitoring mechanism of program implementation to ensure the sustainability and relevance of the curriculum.

6. Implementation of the MBKM Program

Implementing the MBKM program that supports the competence of graduates by the distinction of study programs and the needs of the sharia industry. To make this happen, the study program must integrate partner institutions into the MBKM curriculum of the Sharia Economics Study Program through various MBKM schemes. The implementation of the MBKM scheme needs to be set on a schedule and technicalities.

7. Evaluation and Sustainable Development

In order for the MBKM program to be implemented to run well, it is necessary to evaluate and develop continuously. The goal is to ensure the sustainability and improvement of the quality of the MBKM program that is relevant to the development of the sharia industry and academic needs. This can be done through periodic evaluation of the program carried out, reviewing proposals, suggestions, and inputs from students, lecturers, and partner institutions; development of new cooperation programs, and expanding partnerships with other relevant institutions.

E. DISCUSSION

Before explaining the design and development of the MBKM curriculum, the learning model that can be carried out by the Sharia economics study program is three, namely: block model, non-block model, and acceleration model. The design and construction of the Independent Learning Independent Campus (MBKM) curriculum for the Sharia Economics Study Program of UIN SAIZU Purwokerto, based on the distinction of study programs, must integrate the unique aspects that distinguish this program from other programs. The distinction of this study program, especially in sharia-based economics, must reflect a holistic approach to sharia principles, entrepreneurship based on Islamic ethics, and adaptation to digital developments and the halal industry. The following are the steps to design and build the MBKM curriculum that can be implemented:

1. Specific Graduate Learning Outcomes (CPL) Mapping

The MBKM curriculum must reflect the Graduate Learning Outcomes (CPL) that are relevant to the distinction of the Sharia Economics Study Program. Some specific CPLs that can be applied:

- a. In-depth understanding of the principles of sharia economics: Graduates must master the basic principles of *muamalah*, *fiqh muamalah*, sharia banking, and sharia insurance.
- b. Sharia entrepreneurial skills: Graduates must be able to apply Islamic ethics in entrepreneurship and managing halal businesses.
- c. Technology-based economic analysis skills: Graduates need to understand the role of technology in the development of the Islamic economy, for example, through Islamic fintech.

2. Project-Based Learning Curriculum Integration

The Sharia Economics Study Program can implement project-based learning that focuses on real issues in the Islamic finance industry. For example:

- a. Students are involved in real projects related to the establishment and management of sharia cooperatives.
- b. Halal product development project in the creative economy sector.
- c. Field research on the management of zakat, infaq, and alms (ZIS) and its implementation in Islamic philanthropic institutions.

3. Collaboration with External Partners in MBKM

Collaboration with external partners is essential to integrate the learning outside the campus. Some forms of collaboration that can be designed:

- a. Internship programs at Islamic banks, BPRS, sharia fintech, and zakat institutions to strengthen students' practical skills.

- b. Independent study at Islamic economic research institutes to produce scientific publications related to Islamic economics.
- c. Student exchanges with partner universities that have similar study programs or have a focus on Sharia economics.

4. Development of Distinction-Based Electives

Elective courses specific to the study program distinction must be prepared, such as: Sharia Digital Economy: Focus on the role of digital technology in the Islamic economy, including Islamic fintech, blockchain, and halal e-commerce. Islamic Social Finance Management: Examines the management of Islamic social funds, including zakat, waqf, and philanthropy in a sharia perspective. Halal Industry and Halal Certification: Provides an understanding of the halal certification process, regulation, and development of the halal industry in Indonesia and globally. Some of the courses that have been included in the curriculum structure of the Sharia Economy, based on the study program distinction, include: Human Resource Economics, Sharia Financial Economics, Capital Selecta Islamic Economics, Tourism Economics, Urban Economics, and Economy of the people

5. Learning Flexibility through MBKM Learning Path

Students are allowed to choose a Learning Path that suits their interests and career goals, such as:

- a. Islamic Finance Pathway: Students interested in the Islamic finance sector can take relevant courses and internships at Islamic financial institutions.
- b. Sharia Entrepreneurship Pathway: Students who want to become sharia-based entrepreneurs can take courses on sharia entrepreneurship and business development projects.
- c. Halal Industry Pathway: Students can be involved in halal industry projects and internships at institutions engaged in the halal food, fashion, or cosmetics sector.

6. Strengthening Soft Skills and Islamic Ethics

In addition to technical skills, the curriculum should also include the development of soft skills and strong Islamic ethical values, such as: Business ethics in Islam: How to conduct business by the principles of justice, transparency, and social responsibility. Islamic Leadership: The development of leadership skills based on Islamic values, such as trust, integrity, and fairness.

7. Evaluation and Monitoring of the MBKM Program

The implementation of the MBKM curriculum must be evaluated periodically to ensure its suitability with the distinction of the study program. Evaluation can be done by:

- a. Feedback from students: Exploring the experiences of students involved in MBKM programs, internships, and collaborative projects.

- b. Partner performance evaluation: Assess the quality and relevance of external partners' contributions to student learning.
- c. Monitoring learning outcomes: Ensuring that all designed CPLs are achieved, both on and off campus.

8. Flexible Transfer Credit System

With MBKM, students are allowed to study outside the study program or even outside the campus for up to 2 semesters (20 credits). The Sharia Economics Study Program of UIN SAIZU needs to:

- a. Develop transfer credit guidelines that make it easy for students to convert their off-campus learning experience (e.g., internships at Islamic financial institutions) into academic value.
- b. Develop a multi-disciplinary curriculum, which allows students to take courses from other study programs relevant to Sharia economics, such as information technology, Sharia law, or international business.

9. Utilization of Technology in Learning

The curriculum must also leverage digital technologies to enrich the learning experience, including:

- a. An e-learning platform for online lectures that students can access from anywhere.
- b. Islamic finance simulation: Using software or applications that simulate Islamic financial management, such as sharia investment or zakat management.

The design and construction of the MBKM curriculum of the Sharia Economics Study Program of UIN SAIZU Purwokerto, based on the distinction of the study program, must reflect a strong relationship between the principles of sharia economics and the needs of the industry, with the flexibility of learning through MBKM. Collaboration with external partners, the development of distinctive courses, and an emphasis on entrepreneurship and the halal industry are key elements that must be strengthened.

Some of the potential institutions that have been mapped in this study are described in the following table:

Types of institutions	Program MBKM	Expertise or focus of the institution	Relevance to the distinction of study programs
Sharia Financial Institutions	1. Internship	BSI, BMI, BTN	Fiqh, Ushul Fiqh, Classical
	2. Research	Syariah, BPRS BAS, BPRS Buana Mitra, takaful insurance, Sharia pawnshop, BMT	Muamalah Contract, Contemporary Muamalah Contract, Introduction to Banking, Contract Drafting, Sharia Financial Economics, Monetary Economics, Islamic

Types of institutions	Program of MBKM	Expertise or focus of the institution	Relevance to the distinction of study programs
		Hanada, BMT Dana Mentari,	Financial Institution Economics, Taxation.
Institution of Education	1. Student exchange 2. Research 3. Community service 4. Teach	PTKIN in Indonesia (Sharia Economics study program), MA, SMK,	Introduction to Islamic economics, Islamic business ethics, Islamic micro and macroeconomic theory, Capita Selecta Islamic economics, economics in Indonesia, history of Islamic economic thought.
Social Institutions and Entrepreneurship	1. Humanitarian projects 2. Entrepreneurship 3. Independent project study 4. Internship	BAZNAS Regency, LAZISNU, LAZISMU, Dompot Dhuafa, Yatim Mandiri, LAZIS MAFAZA, Student Business Incubator	Urban economics, popular economics, public economics, Islamic finance economics,
Government Institutions and NGOs (Non-Government Organizations)	1. Government agency projects 2. Internship 3. Research 4. Devotion 5. Humanitarian projects	OJK, BI, Ministry of Finance (Hajj Financial Management Agency, BPKH), NGOs, Community organizations	Pancasila and citizenship, SKI and Local, Introduction to management, development planning, economy in Indonesia, institutional economics, tourism economics.
ES study program community	1. Research Collaboration 2. Service collaboration	Associations, scientific consortia, KSEI,	Economics, Human Resources, and Organizational Behavior.
International institutions or universities	1. Research 2. Devotion 3. Student Exchanges	Univ Mindanao Filipina, Univ E Asia Malaysia	KKN, PPL, international economy,
UIN Islamic Boarding School (which Partner)	1. Internship 2. PPL 3. Research 4. Devotion	Darussalam Dukuwaluh Islamic Boarding School, An-Najah Purwokerto Islamic	Methodology of Islamic studies, entrepreneurship, introduction to Islamic economics, introduction to accounting, Islamic marketing, natural resources and

Types of institutions	Program MBKM	Expertise or focus of the institution	Relevance to the distinction of study programs
has a business unit)	5. Entrepreneurship 6. Humanitarian project studies	Boarding School, Al-Hidayah Purwokerto Islamic Boarding School, At-Thohiriyah Islamic Boarding School	environmental economics, economic interpretation and hadith, Islamic business ethics,
MSME actors in the Banyumas area	1. Internship 2. PPL 3. Research 4. Mentoring 5. Entrepreneurship 6. Independent project study	MSMEs that are members of ASPIKMAS, MSMEs that are members of Hebitren, and MSMEs that are fostered or assisted by halal institutions of UIN Purwokerto	Digital and creative economy, entrepreneurship, Islamic marketing, agricultural economics, industrial economics, managerial economics, and business feasibility study.

The potential institutions above that have been mapped can be used as partners in the implementation of MBKM in the Sharia Economics study program. But because at UIN Purwokerto there are several study programs whose learning implementation also collaborates with these institutions, namely: Sharia Banking Study Program, Zakat and Waqf Management Study Program, Da'wah Management Study Program, and Sharia Economic Law Study Program. In more detail in the discussion of curriculum design, the mapping of the scientific study area for each study program will be explained.

a. Sharia financial institutions:

Sharia Economics Study Program	Sharia Banking Study Program	Sharia Economic Law Study Program	Da'wah Management Study Program
Assistance to creditor customers in the use of working capital for the development of their business units	Reviewing the management of financial management, funding, and financing carried out by banks and non-bank financial institutions	Reviewing the operations of bank and non-bank financial institutions from a legal perspective	Examining that Islamic da'wah can be carried out through financial institutions, not on the economic or financial side

Examining the impact of monetary policy on economic growth, both micro and macro	Reviewing the management, actions, or decisions of a bank on a monetary policy established by the Monetary Authority.	
b. MSMEs and Islamic Boarding School Business Units		
Sharia Economics Study Program	Sharia Banking Study Program	Da'wah Management Study Program
Examining the improvement, growth, and performance of MSMEs and pesantren business units with an economic science approach	Examining the business practices carried out by MSMEs or Islamic boarding school business units from the perspective of Sharia economic law: agreements between parties in business, business violations, etc.	Examining that MSMEs and pesantren business units, when managed or managed properly, will become a washilah of Islamic da'wah. Stay focused on da'wah management studies.
c. Social Institutions		
Sharia Economics Study Program	Zakaf and Management Program	Waqf Da'wah Management Study Program
Reviewing and assisting mustahik in the development of businesses funded from zakat funds.	The focus is on the management of the utilization and distribution of zakat so that its utilization is optimal.	To study and assist social and entrepreneurial institutions to optimize their position as institutions that can preach Islam to the community with a social and economic science approach.

F. CONCLUSION

The mapping of potential institutions of Sharia economics study program partners of UIN SAIZU Purwokerto is carried out through seven steps, namely: identification of the needs of the differentiation of study programs, analysis of MBKM curriculum needs, mapping of potential institutions, evaluation of institutional capabilities, development of MOUs or cooperation agreements, implementation of the MBKM program, evaluation, and sustainable development. From this mapping, there are eight potential institutions, namely: Islamic Financial Institutions, Educational Institutions, Social and Entrepreneurial Institutions, Government Institutions and NGOs (Non-Government Organizations), ES Study Program Communities, International Institutions or Universities, UIN Partner Islamic Boarding Schools (which have business units), and MSME Actors in the Banyumas area. 2. Design and

build the Independent Learning Curriculum of the Independent Campus (MBKM) for the Sharia Economics Study Program of UIN SAIZU Purwokerto based on the distinction of study programs, integrating unique aspects that distinguish this program from other programs.

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