Implementation MBKM Curriculum Exploring the Industrial Mindset in Islamic Education at UIN Sunan Kalijaga Yogyakarta

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Abstract	The rapid flow of industrialization in several sectors, including education, educational institutions, especially PTKI, must balance the education system with the times, which is expected to be able to give birth to creative and innovative students. This research is a field study that aims to reveal the concept of MBKM at UIN Sunan Kalijaga. Data was collected through in-depth interviews with the Head of the Study Program, the Head of LPM, the Dean, and the Students. This article aims to analyze the concept of independent learning on an independent campus (MBKM) in more depth, tracing the industrial mindset at UIN Sunan Kalijaga. The study results show that the industrialization of education is conspicuous in the MBKM policy implemented at UIN Sunan Kalijaga. This is seen from the industrial factor, which is of great concern in educational design, meaning that national education only determines students to become skilled workers as the main objective, contrary to the objectives of national education in Bill 20 of 2003, which contains that the purpose of education is to form character and personality as a priority as teachings in Islam. The MBKM programs at UIN Sunan Kalijaga also emphasize that skilled workers must meet the demands of the business and industrial world as an integral part of alleviating unemployment. It is different from the teachings of Islam through the continuous messages of Muslim scholars that education aims to give birth to perfect humans.
Keywords	MBKM; Curriculum; UIN Sunan Kalijaga

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1. INTRODUCTION

Education is a process that allows individuals to distinguish between right and wrong, as well as good behavior and bad deeds (Mabbottabad T, 2018). The world's encyclopedia book states education is a process by which people acquire knowledge, skills, habits, and values or attitudes. (Encyclopedia, 2020). Historically, education development in Indonesia has been influenced by religious or customary principles, the authorities' interests, and the spirit of sovereignty as a nation. However, when the government cannot keep pace with academic needs and the free market, business world struggles become the dominant social phenomenon and campus autonomy is the solution.

The rapid flow of industrialization in several sectors, including education, continued until the era of the Industrial Revolution 4.0. (Schwab K, 2016). Educational institutions must balance the education system with the times, which are expected to be able to give birth to creative and innovative students. In commemorating the 2019 National Teacher's Day, the Ministry of Education and Culture coined the concept of "Free Learning Education." (Minister of Education and Culture Launches Four Independent Learning Policies, 2021). In response to the education system's needs in the Industrial Revolution era 4.0, Minister Nadiem Makarim stated, "Freedom to learn is freedom to think. The teacher determines freedom to think. (Ministry of Education and Culture, 2013)

Freedom to learn is expected to form quality and superior human resources aimed at advancing the nation and state. So, there is a great need for a new transformational and fundamental breakthrough. Besides that, since issuing the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, the government has implemented the Merdeka Learning Campus Merdeka (MBKM) program. This policy allows students to study in off-campus study programs for three semesters. Granting students' rights to study off-campus must be strictly accommodated by the university. The MBKM program aligns with the Link and Match model established by the former Minister of Culture and Education (Wardiman Djojonegoro, 1993).

Government Regulation No. 29 of 1990 concerning Secondary Education as the instructional basis for creating work-ready graduates. From here, Indonesia has set foot in the Industrialization of education. School graduates are closely related to the world of work of graduates. Intensive cooperation was carried out between the world of education and the World of Industry and Business (DIDU). Graduate expertise is then honed with recognition such as competency certificates or school management repositioning by implementing a quality assurance system version of ISO 9001: 2008. This sparked the firm conclusion that there is a correlation between the MBKM Concept and Link and match in the past. The term link and match is not only in the world of industry and work but also in the future, which continues to develop. The Merdeka Campus is believed to be able to create learning styles that are autonomous and flexible, innovative, not restrictive, and adapt to needs.

However, the link and match model and the MBKM program do not make a difference in targeting output as qualified and skilled workers. At the same time, Indonesia's national goal is to develop students' potential to become good human beings (religious and pious) as a priority. Schools and education are considered identical (Tohir M, 2020)) The worst thing is that people see education as a ticket to future success. They think that school is education. This creates the phenomenon of "over schooled but uneducated" (Topatimasang R,2018). People attend school but intend to get certificates and be accepted at top universities. In reality, they are uneducated, lack self learning, low literacy, and people with a fixed mindset.

Previous research by Abdul Muid et al., titled "MBKM Under Jambi University's Arabic Education Program During the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)," sought to explore the implementation, supporting factors, and inhibiting factors of the MBKM program in the Arabic Language Education Study Program at Jambi University (Muid et al., 2022). The second study by Denny Kodrat, titled "Industrial Mindset of Education in the Merdeka Belajar Kampus Merdeka (MBKM) Policy," resulted in an exploration of industrial factors within the MBKM policy

(Kodrat, 2021). The third study by Taufiq Mathar et al., titled "The Role of UIN Alauddin Makassar Library in Supporting the 'MBKM' Program," depicted the role of the UIN Alauddin Makassar Library in supporting the Merdeka Belajar Kampus Merdeka (MBKM) initiative (Mathar et al., 2021). Lastly, Musbirotun Ni'mah and Novita Sari's study, titled "The Development of Higher Education Curriculum Referring to the Free Curriculum Framework for Independent Learning (MBKM) with the Integrative-Multidisciplinary Paradigm Twin Towers Model," explored curriculum development in preparation for self-directed and independent learning (Ni'mah & Sari, 2022). The preceding preliminary studies provide an overview that this research project has an original research projection.

Thus, this article was compiled to analyze the inculcation of a mindset in the MBKM policy that is not by educational goals, how important the government holds this concept, and how Muslims view this. With this, the authors review the concept and design of education in Indonesia through library research on these ideas, journals, and reputable books collected and reviewed. In contrast, critical concepts of education are used as an analysis tool. The educational theory put forward by Illich (2017), Walker (2018), and Nabhani (2020) is used to trace the industrialization of education in the MBKM policy.

2. METHOD

"The research method should be included in the Introduction. The method explains the research approach, study subjects, the research procedure's conduct, materials and instruments, data collection, and analysis techniques. This study uses qualitative research with a field study to obtain information from policymakers regarding implementing the curriculum MBKM at UIN Sunan Kalijaga Yogyakarta. Hayani (2020) said: "The data in this research are collection process, researchers conducted observations, interviews, and documentation. The researchers conducted in-depth interviews with the head of the study program at UIN Sunan Kalijaga, lectures, and the head of LPM. Informants were selected based on several predetermined criteria. This technique is intended so that researchers get prospective information about the research problem."

Hayani (2020) says: "The informants are the people who compose the curriculum implementation at UIN Sunan Kalijaga, such as the head of the study program, the head of the LPM, and Students. First, all interviews were recorded and transcribed to obtain comprehensive data. Then, all the informants were asked to share everything related to implementing the MBKM curriculum. Then, the results of the interviews were processed by qualitative analysis through three stages: data reduction, data presentation, and data conclusion. The researcher conducted several data credibility tests for the research to be accurate. The credibility test carried out to be accurate, the researcher carried out in this study is a triangulation on data sources, methods, and theories. Sources triangulation is done by checking the data obtained from different sources."

3. FINDINGS AND DISCUSSIONS

Indonesia Higher Education Curriculum Design Education in the Industrial Revolution 4.0

The world is currently entering the Industrial Revolution 4.0. The 4.0 industrial revolution talks about implementing automation technology and data exchange in the industrial sector, which is influenced by technological developments and the internet, called digitization. As stated by Klaus Schwab, the Founder and executive chairman of the World Economic Forum, in his book The Fourth Industrial Revolution. (Schwab, 2016). explains that the Industrial Revolution 4.0 was marked by the creation of supercomputers, smart robots, autonomous vehicles, genetic editing, and the development of neuron technology to maximize the function of the human brain. They seemed to make everything easy and sure to get it in peace.

In Indonesia itself, in welcoming the era of the Industrial Revolution 4.0, President Joko Widodo has planned a road map for making Indonesia 4.0. (Ministry of Industry, 2018) From this road map, the Indonesian people are expected to be able to increase the competitiveness of national industry on the international stage and make Indonesia one of the ten countries with the largest economies in the world in 2030. However, its implementation has many obstacles, such as disruptive technology, which is becoming a new pattern in this era. (Haruusilo, 2019)

Responding to this, the government made many policy reforms, including those in higher education. The Ministry of Research and Higher Education policy is to import professors at the international level. According to the Ministry of Research, Technology and Higher Education, this policy aims to pursue targets and encourage Indonesian tertiary institutions to enter world class or World Class Universities by increasing doctoral programs, international publications, and research collaboration between universities and industry.

The Industrial Revolution 4.0 emphasizes four main things in higher education policy to make Indonesia a new power globally. (Kusuma, 2019) First, the Tridharma paradigm of Higher Education must be aligned with the industrial era 4.0. Second, curriculum reorientation to cover new literacy, such as big data technology or coding and humanities. The three tertiary institutions must implement a blended learning system or online learning. The fourth is grants and technical guidance for curriculum reorientation. Before the Industrial Revolution 4.0 era arrived, Indonesian education still left many problems, such as the high cost of education. On behalf of the synergy of the academic world, business, and government or ABG (Academic, Business, Government), the world of education must be adapted to the world of work, must follow market needs in line with the wishes of investors, students are expected to graduate quickly and be well absorbed in the world of work. Intellectuals often experience managerial and administrative fatigue, busy with national and international accreditation.

In the field of research, in this case, the education sector, intellectuals must compete and earn points and coins. However, intellectual overflow is not seen to be sufficient to reduce the mounting problems of society. In contrast, the realization of the 4.0 industrial revolution is predicted to cause big problems, namely massive unemployment caused by machines or sophisticated products that replace human jobs. Technology will be able to shift the position of even large companies until not a few of them go out of business. Moral and humanitarian crises, poverty, and education are increasingly expensive and difficult to reach. What's worse, amid the demands of Industry 4.0, President Joko Widodo said he would open foreign university branches to make Indonesian universities more competitive.

Indonesia has enforced the UNESCO Convention on December 16, 1983. In 2000, it required Indonesia to follow a concept that brought it closer to the labor market and industry conditions.20 The Indonesian government has also replicated agreements and global commitments through AFTA (ASEAN Free Trade Area), WTO (World Trade Organization), and GATS (General Agreement on Trade in Services), which also makes education a market-oriented community. The Indonesian government has agreed on MRA (Mutual Recognition Agreements) at the ASEAN regional level. MRA is a qualification in the HR profession produced by tertiary institutions that require higher education to have accreditation. Finally, the IQF was drafted as a response to this ratification.

The above is the impact of the Indonesian education system, inseparable from the design of global capitalism, which is materialistic, pragmatic, or profit-oriented. Then, what is the fate of intellectuals in higher education in this Industrial Revolution 4.0 era? Is the curriculum design that has been made appropriate and able to solve this problem?

Independent Learning Concept Independent Campus (MBKM)

The long journey of Indonesian education has not escaped the influence of changing times, which has caused a shift in the goals of national education. The arrival of the world in the era of globalization in the 21st century has implications for the goal of national education, which is no longer to educate the

nation's children but shifts to education as something that must have sell value because it places more emphasis on science and technology which are pragmatic and materialist. (Junaidi, 2020). This is, of course, a concern especially for us, bearing in mind that the goals of National Education in Law No. 20 of 2003, Article 3, are not only oriented towards pragmatism and materialism but also to produce human beings who have Faith and Taqwa (IMTAQ) and master science and technology. The existence of a character crisis in education increasingly feels this shift in goals.

To support these designs, a new concept called the Merdeka Campus was developed, which is a continuation of the *Merdeka Belajar* program in the field of Education, especially Higher Education. The independent campus allows students to seek learning experiences outside their majors in the final three semesters. This statement is the first step to increasing education quality, initiated by the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim. Education always strives to produce innovative students to create a renewal from time to time. Graduates are not only capable of being highly educated but also able to become agents of change for the nation and state.

The most influential in this mission is the university. Why is that? Because this is where the younger generation begins to reach maturity in their education. That is why higher education is expected to be able to innovate in its student-centered learning process. It aims to achieve qualified graduates ready to face the current situation that continues to develop. In this case, the government also contributes, and this is where the government initiated a concept of an independent learning campus, which aims to produce the best graduates ready to become agents of change in the progress of civilization. General forms of activity in this concept include Student exchange, internships/work practices, teaching assistance in an educational institution/unit, research, humanitarian projects, entrepreneurial activities, independent projects, and building thematic real work villages/colleges.

In realizing this breakthrough, the government issued four main policies related to MBKM. First, the Policy for Opening New Study Programs where PTN and PTS are given autonomy in opening a new study program, establishing cooperation between the ministry and universities in supervision, curriculum preparation, practice work, and work placements, then the new Study Program will automatically receive C accreditation and BAN-PT where tracer studies must be carried out every year. Second, the university re-accreditation policy contains important points explaining that the accreditation set by BAN-PT is valid for five years and renews automatically. PTs that are accredited B or C can propose an increase in accreditation at any time. An accreditation review is carried out by BAN-PT if there is an indication of a decrease in quality.

Third, Legal entity PTN policy directives regarding requirements for becoming a (Legal Entity made it easier for PTN BLU (Public Service Agency) & Satker (Work Unit). PTN BLU and Santker can apply for higher education institutions to become legal entities without minimum accreditation. PTN can also apply to become BH when ready. Fourth, the policy directive for the right to study for three semesters outside of the Study Program, PTs are required to give their students the right to (optionally) be able to take two semester credits outside the college (equivalent to 40 credits), also taking credits in different study programs at the same university for one semester (equivalent to 20 credits), meaning that the credits that must be taken in the original study program are five semesters (except health study programs).

Industrial Mindset in the MBKM Concept in UIN Sunan Kalijaga

From the explanation above, we can understand that the world of education is increasingly leading to an industrial mindset. As stated by the current leader, he asked universities to provide a bigger space for the industrial world so that students can learn from the field and prepare themselves for the future. The argument is that technology has become a master of disruption. Various sectors have shifted and adapted to technological developments. Higher education universities inevitably have to strengthen their position as edutech institutions, especially with the COVID-19 pandemic, which has become a series of disruptions, adding to the disruption previously triggered by the Industrial Revolution 4.0.

In general, the implementation of education in Indonesia, such as UIN Sunan Kalijaga, is based on Law Number 20 of 2003 concerning the National Education System (DGT and KD P Ministry of Research, 2016). More specifically, the Minister of Education and Culture implemented Regulation Number 3 of 2020 concerning National Higher Education Standards (Minister of Education and Culture of the Republic of Indonesia). In this case, the industrialization factor of education in Indonesia can be seen from a philosophical perspective as follows: First, the benchmarks for educational output are the Program for International Student Assessment (PISA), The Trend in International Mathematics and Science Study (TIMSS), and the Organization for Economic Cooperation and Development (OECD). (Ministry of Education and Culture web manager, 2019)The expected output measured in the benchmark is the level of competence of numeric literacy and reading based on the needs of corporations in business and industry.

The second is because the reference objective is PISA, business, and industry. Output university is measured by the number of GPA and apprenticeship certificates to show that graduates have work experience. This shows that education is seen as a material goal, not for the benefit of the hereafter. Third, a study program accredited by BAN-PT which has special instruments. One of the instruments is about the student body and the waiting period for work, measuring the level of public interest in the study program and industry and business needs. This shows that educational design is based on market needs and satisfaction. Fourth, university curriculum and study programs are based on stakeholders' demands (government, business, and industry). Universities review the curriculum at any time when the needs of the business world and industry suddenly change. ((Infallible A, 2011).

Soft skills complement supporting hard skills (competencies) when graduates become workers. Fifth, Education as human capital is disseminated to the community. Students are an investment kept in the university, while the university becomes an investor representing the business and industry world. This is the concept of banking education suggested by Freire (Buchori, 1994). As a result, students become passive. Their brains are like empty glasses doused with skills needed by business and industry. So then parents have to pay dearly for this educational service. Their brains are like empty glasses doused with skills that the world of business and industry demands. So then parents have to pay dearly for this educational service. Their brains are like empty glasses doused with skills that the world of business and industry demands. So then parents have to pay dearly for this educational service.

As a result, the capitalist elite, investors, and local and international corporations came to Indonesia. They invest money and build business infrastructure, such as factories, hospitals, hotels, schools, parks, etc. So, a lot of human resources is needed to run a business. A wide range of job vacancies with desired professions to meet the needs of the business world and industry, school and university teachers train students according to the MBKM policy. Graduates are accepted in the field. To obtain competency certificates, workers attend short courses at universities. The government locks in labor wages by regulation (provincial minimum wage) to stabilize the investment environment. In this case, the omnibus law was enacted to invite more investors.

4. CONCLUSION

From these findings, it can be concluded that the industrialization of education is evident in the MBKM policy issued by the Minister of Education and Culture. This is seen from the industrial factor, which is of great concern in educational design to UIN Sunan Kalijaga, meaning that national education only determines students to become skilled workers as the main goal, contrary to the national education goals in Bill 20 of 2003, which states that the purpose of education is to form character and personality as a priority as teachings in Islam. The MBKM programs also emphasize that skilled workers must meet the demands of the business and industrial world as an integral part of alleviating unemployment.

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