FACING GLOBAL CHALLENGES AND A NEW POST PANDEMI ERA IN INDONESIA: CURRICULUM CHANGES AND INNOVATIONS IN THE BACHELOR OF ISLAMIC EDUCATION MANAGEMENT PROGRAM

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ABSTRACT

Purpose: This paper aims to describe several curriculum innovations in the Islamic Education Management Study Program, the case in Indonesia. Curriculum changes and innovations are unavoidable due to the rapidly changing global situation.

Method: The implementation of innovations has been rather slow due to complicated bureaucracy and overlapping government regulations and the uncertainty of the social situation due to the Covid-19 pandemic. This research method describes sequentially, real and precisely about the characteristics of the subject and object, the situation being studied, especially with regard to innovation and curriculum development, in the context of challenges in the Islamic Education Management Study Program in Indonesia.

Results and conclusions: This study uses a qualitative approach. Data collection was carried out through documentation studies, observations, and in-depth interviews. The triangulation technique is used to ensure the validity of the research data. The collected data were analyzed qualitatively using data reduction methods, data presentation, and drawing conclusions.

Research implications: The results of the research show that curriculum changes and innovations are oriented towards three things; First, the absorption of graduates in employment (referring to the Indonesian national qualifications framework); second, the flexibility of the learning process (based on borderless learning); the third gets international recognition (international certification or accreditation).

Originality/value: Methodit is more realistic than policy and its orientation is not just materialistic or pragmatic. free markets and international recognition of universities.

Keywords: Innovation, Change, Curriculum, Management, Global Challenges, Pandemic.

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Facing Global Challenges and a New Post Pandemic Era in Indonesia: Curriculum Changes and Innovations in the Bachelor of Islamic Education Management Program

ENFRENTANDO OS DESAFIOS GLOBAIS E UMA NOVA ERA PÓS-PANDEMIA NA INDONÉSIA: MUDANÇAS E INOVAÇÕES NO CURRÍCULO NO PROGRAMA DE GESTÃO DE BACHAREL EM EDUCAÇÃO ISLÂMICA

RESUMO

Objetivo: Mudanças e inovações curriculares são inevitáveis devido à rápida mudança da situação global. Este artigo tem como objetivo descrever várias inovações curriculares no Programa de Estudos em Gestão da Educação Islâmica, o caso da Indonésia.

Método: A implementação de inovações tem sido bastante lenta devido à burocracia complicada e às regulamentações governamentais sobrepostas e à incerteza da situação social devido à pandemia de Covid-19. Este método de pesquisa descreve sequencialmente, real e precisamente sobre as características do sujeito e do objeto, a situação que está sendo estudada, especialmente no que diz respeito à inovação e desenvolvimento curricular, no contexto dos desafios do Programa de Estudos em Gestão da Educação Islâmica na Indonésia.

Resultados e conclusões: Este estudo utiliza uma abordagem qualitativa. A coleta de dados foi realizada por meio de estudos documentais, observações e entrevistas em profundidade. A técnica de triangulação é utilizada para garantir a validade dos dados da pesquisa. Os dados coletados foram analisados qualitativamente usando métodos de redução de dados, apresentação de dados e conclusões de desenho.

Implicações da pesquisa: Os resultados da pesquisa mostram que as mudanças e inovações curriculares são orientadas para três coisas; Em primeiro lugar, a absorção dos graduados no mercado de trabalho (referindo-se ao quadro nacional de qualificações da Indonésia); em segundo lugar, a flexibilidade do processo de aprendizagem (baseado na aprendizagem sem fronteiras); o terceiro obtém reconhecimento internacional (certificação ou acreditação internacional).

Originalidade/valor: Método é mais realista que a política e sua orientação não é apenas materialista ou pragmática. mercados livres e reconhecimento internacional das universidades.

Palavras-chave: Inovação, Mudança, Currículo, Gestão, Desafios Globais, Pandemia.

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1 INTRODUCTION

Globalization has caused Indonesia's national education goals to become commodities. This goal emphasizes the mastery of science and technology. These goals tend to be pragmatic and materialistic (Junaidi et al., 2020). Pragmatism in knowledge and an academic perspective eliminates the contrast between contemplation and action, between representing the world and coping with it (Rorty, 1979). Empiricism and materialism said that the features are present in that location are perceived as belonging to the object. If the scene contains yellow somewhere and square somewhere, so implies highly specific predictions about search for conjunction (subject and object) and for features (Sternberg et al., 2016).

Tremendous advances in science and technology are leading to new knowledge and skills, which require timely revision of existing curricula to avoid students acquiring obsolete skills that lack global competitiveness. Curriculum changes are a learning process for students, and lecturers as they try to gain new knowledge about markets and society (Blackmore & Kandiko, 2012).

Starting a curriculum revision or reform is a big long-term project. Such processes need to involve innovation in terms of the general structure of the program or the way education is delivered, and assessments are conducted, this is an even bigger challenge (Keesing-Styles et
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al., 2014). The success of the reform will be influenced by several factors, including the current state of the curriculum, local culture and support from higher management (Koster et al., 2017). The main reason why curriculum change is challenging is because it involves all the personnel working within the college. In addition, the further away from the norm (culture) and known or predictable, the more it will bring resistance due to fear, uncertainty, perceived lack of competence and time requirements. Curriculum change is a human challenge as well as a technical challenge and needs to be managed as such (Lemay & Moreau, 2020).

A critical understanding of curriculum change is essential in ensuring that all stakeholders understand their role in achieving the goals set (Alsubaie, 2016; Law, 2022). Curriculum changes and especially the introduction of new programs can be a sizable investment for an institution, which indicates the need for a specific approach to decision-making related to curriculum changes. Therefore, collaboration and effective processes are needed (Snow Andrade, 2020).

This orientation was endorsed in a policy that the curriculum in Indonesian tertiary institutions must refer to SN-PT (Indonesian Higher Education National Standards), KKNI (Indonesian National Qualifications Framework) and MBKM (Freedom Learning – Independent Campus/unlimited education). Likewise with policies that "contrary" with the 1945 Constitution of the Republic of Indonesia which views the importance of faith and piety, nationality, social justice, and noble character as citizens (Preamble to the 1945 Constitution of the Republic of Indonesia) (Umam, 2022).

Actually SN-PT, KKNI, MBKM and OBE (outcome-based education) also consider the importance of faith, nationality and noble character. In Bloom's taxonomy it is known as the spiritual and affective aspects of learning. KKNI, considers the importance of the existence of "university character" or educational philosophy. So, what's the problem? The response of the Indonesian Islamic College (PTKI) was quite slow because there were a number of philosophical contradictions between the old (idealistic) mindset and the new (pragmatic) mindset about expected learning outcomes (ELO), so it took about 7 years to set competencies. The purpose of this research is to show a new curriculum orientation in the Islamic Education Management in Indonesia (IIEM) study program (Wuryaningrat et al., 2023).

2 METHOD

This research was conducted using a qualitative method based on the post-positivism paradigm (Lexy J. Moleong, 2004; Muhajir, 1996; Sugiyono, 2014). This research method describes sequentially, real and precisely about the characteristics of the subject and object, the situation being studied, especially with regard to innovation and curriculum development, in the context of challenges in the Islamic Education Management Study Program in Indonesia (Nancy et al., 2023).

The subjects in this study were 19 respondents consisting of the heads of study programs. Phenomenological study of curriculum documents and interviews with study program heads and former study program heads as described in table 1.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question Item</th>
<th>Indicator</th>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Barriers to Curriculum Innovation</td>
<td>HR, Funding, Facilities and Infrastructure, Leadership Policy, Partnerships</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cost of Implementing Curriculum Innovation</td>
<td>&lt; 2.500.000, 2.500.000 – 5.000.000</td>
<td></td>
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</tbody>
</table>
### 3 RESULT

In accordance with Figure 1, as many as 36.8% of respondents thought that limited funds were the main obstacle in implementing curriculum changes/innovations. But apart from that, 26.3% of respondents thought that the other main obstacle was leadership policy (Irawan, 2021).

#### Fig. 1. Funding as a Barrier to Curriculum Innovation in the IIEM Study Program

**Source:** Prepared By The Author (2023)
In accordance with Figure 2, as many as 15.8% stated that the cost of revising the curriculum was more than ten million rupiah (10,000,000.00). Meanwhile, 21.1% of respondents stated that the cost of revising the curriculum was less than two million five hundred thousand rupiah (2,500,000.00) (Irawan, 2021).

**Fig. 2.** The Cost of Implementing Curriculum Innovation in the IIEM Study Program  
**Source:** Prepared By The Author (2023)

Based on Figure 3, 47.4% admitted that they had included lecturers, experts, alumni, users and associations, only 15.8% admitted that they only involved internal lecturers (Irawan, 2021).

**Fig. 3.** Impact on the curriculum change/innovation process in the IIEM Study Program  
**Source:** Prepared By The Author (2023)

Figure 4 states that 47.4% of respondents admitted only once, 21.1% of respondents admitted more than four times; 21.1% of respondents stated that they only referred to the internal curriculum; 36.8% of respondents stated that they referred to the internal curriculum, KKNI, & SN-PT, only 21.1% of respondents said that they referred to the internal curriculum, KKNI, SN-PT, & OBE (Irawan, 2021).
Based on Figure 5, there were 47.4% of respondents stated that the scope of change/innovation was 25%; 26.3% of respondents stated that the scope of change/innovation was 75%; 21.1% of respondents stated that the scope of change/innovation was 50%; only 6.2% of respondents stated that the scope of change/innovation was 100% (Irawan, 2021).

Based on Figure 6, there are two types of curriculum changes. The first type is small. This type has 57.9% of respondents. The second or main type has 42.1% of respondents (Irawan, 2021).
4 DISCUSSION

4.1 Curriculum Reform Strategy in IIEM Study Program

The parallel process of the curriculum change strategy carried out in the Islamic education management department in Indonesia includes several systematic stages as described in figure 6. This is done as a measurable step in the change process so as to minimize internal resistance within the institution.

Figure 7. Curriculum Change and Innovation Strategy in the Indonesian Islamic Education Management (IIEM) Study Program

Source: Prepared By The Author (2023)

“The essence of strategy is choosing what not to do” — Michael Porter. Decision making starts with creating a constructive work environment and then encourages contributing, motivated and committed individuals (Irawan & Mahmud, 2017). Major decision-making by leaders can be challenging because there are elements of uncertainty, complexity, and risk and the human factor to consider. By using a systematic approach to decision making it will increase the measurability of the percentage of success of a program (Mind Tools, 2022).

Klaxon et al. proposed the “innovation funnel” as a model oriented towards controlling innovation and supporting the optimization of leadership decision making (Horn et al., 2022). Basically, the model carried out by IIEM involves a series of steps, such as idea generation, analysis, design, development, and implementation, which are separated by the IIEM CDT before proceeding to the next step. It helps to define and clearly describe situations that require a decision to be made.

Before starting the process of implementing CDT IIEM curriculum changes and innovations, the best option is to go back and to carefully review the information that leads to
decision making. The aim is to ensure that the facts and information gathered by the environmental (internal and external) scanning in Figure 1 are used to make decisions that are reliable, thorough and precise. If there is still not enough data obtained, it can return to the analysis phase before making the final decision (Mintzberg, 1994).

The need to make changes is triggered by various factors both internal and external to the institution, including accreditation standards, changes to laws, advancing education management practices in Islamic education institutions, competing institutions or institutions, the development of competency needs in the world of work, etc. The leader (head of the study program) in the context of carrying out leadership in the organization responds to this environmental change and to communicate it to stakeholders in tertiary institutions (Kotter et al., 2013).

The internal strategy carried out by the head of the study program in leadership meetings is to develop working relationships with good communication and mutual trust in individual competence (human resources) in the process of compiling a new curriculum framework, this motivates members to collaborate towards renewal and encourages innovative ideas (Amabile & Khaire, 2008).

In the process of implementing changes to the institutional curriculum (IIEM) there were problems in the funding process. Based on survey data, 36.8% of respondents thought that limited funds were the main obstacle in implementing curriculum changes/innovations, and 26.3% of respondents believed that the other main obstacle was leadership policy. Funding budgeted by the agency (IIEM) 15.8% which states that the cost to revise the curriculum is more than ten million rupiah (IDR10,000,000.00). Meanwhile, 21.1% of respondents stated that the cost of revising the curriculum was less than two million five hundred thousand rupiah (IDR2,500,000.00) (Irawan, 2021).

The funding allocation budgeted by the IEM study program in Indonesia depends on the budget ceiling at the faculty and university level. Only three of the 19 IEM study programs in Indonesia have a budget allocation above IDR10,000,000.00. This is an obstacle that arises because the budget allocation for the revision of the study program curriculum needs to have financial support from receiving student financing or also from third parties as sponsors. Adequate funding allocation can meet the operational costs of planning, implementing and evaluating the results of curriculum revisions.

4.2 Change Management and Curriculum Development Step in IIEM Study Program

Change occurs as a result of strategic pressure, pushing the organization to new situations, entering new markets and fixing internal problems to create more efficient operations (Palmer et al., 2006). Pressures for change must be viewed strategically and need to be responded to internally by the institution, in this case all Indonesian Islamic education management study programs and external pressures, globalization, the Covid-19 pandemic, free markets and international recognition of universities.

Internal pressure may be due to organizational growth. External pressure due to new regulations or market conditions. From a phenomenological perspective, changes in the content of the Indonesian Islamic education management curriculum have a tree period. This periodization is based on the phenomenon of historical and curriculum orientation (Lukens-Bull, 2013).

Marshall Hodgson (1974) said that Islamic higher education (IHE) in Indonesia is a Muslim intellectual and pedagogical tradition originating from Western transmutation. It is a wide range of scientific, technological, and institutional innovations, which made the industrial revolution of the capitalist world system (Lukens-Bull, 2013). Islamic education as the oldest education system in Indonesia is recognized and valued for its contribution to the development
of the Indonesian nation (Jamaluddin, 2017)(D.E. Indriani et al., 2019). Islamic religious tertiary institutions in Indonesia are institutions that transmit knowledge by integrating Islamic sciences, science, and technology, which aims to benefit society (Jamaluddin et al., 2019).

According to the picture, 7, Islamic studies is the content of curriculum knowledge in the first period and Islamic education in the second period. Hence, the Islamic education management undergraduate program in Indonesia was established by the Tarbiyah faculty not by the Islamic economics faculty. In the third period, the focus of changes in the content or body of knowledge was on managerial technical skills, not on teaching the Islamic religion (pedagogical orientation). Education governance and administration provides a good example of the nature and importance of administrative activities in an Islamic education society. IHE Indonesia should put a lot of emphasis and sufficient articulation into the design and administrative structure of the Islamic education management study program curriculum. It is more realistic than policy and its orientation is not just materialistic or pragmatic.

Figure 8. Period of Curriculum Changes in Indonesian Islamic Education Management (IEM)
Source: Prepared By The Author (2023)

Based on the distribution of survey data, it was found that 47.4% of IEM had involved lecturers, experts, alumni, users and associations and only 15.8% had only involved internal lecturers (Irawan, 2021). The formulation of the management analysis framework for change strategy and curriculum innovation at IEM in the fishbone diagram in Figure 8, lecturers become internal CDTs who play a technical role in the formulation of the IEM curriculum. For external CDT involved, namely expert elements invited from domestic and foreign tertiary institutions, alumni of each class, users namely institutions that are IEM alumni users including; school principals, company leaders, CEOs, foundation heads, directors etc. For association participation in curriculum formulation at IEM, there are three associations that have different domains including; Indonesian Islamic Education Management Association (PERSMAPI) an association that focuses on developing the structure of the IEM scientific framework & research, Indonesian Islamic Education Management Association (PERMAPENDIS) a professional association that plays a role in socializing and empowering graduates to be promoted to graduate users as well as IEM CPL standardization, and finally the Indonesian Islamic Education Management Study Program Association (PPMPI) an association that focuses on institutional standardization of the IEM study program.
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The effectiveness and intensity of the curriculum development team's group meetings helped to identify those individuals from IIEM's CDT who were the main supporters of curriculum change and who could form a "guiding coalition" (Kotter, 2006). Significant change is very challenging and requires a team of motivated and committed people to initiate and implement curriculum changes and innovations at IEM. CDT IEM's effectiveness is based on three pillars: its members, trust, and common goals as described in figure 9.

**Figure 9.** IIEM Study Program Curriculum Change Management Strategy

**Source:** Prepared By The Author (2023)
Furthermore, when building a team, Kotter suggests keeping in mind four essential characteristics to have an effective team viz (Kotter, 1990): having people who are adequately supported in leading positions so that the progress achieved is not constrained by bureaucracy or hindered by conflicts of interest; engage individuals with diverse and complementary skills to support optimal information and decision making. Therefore, including individuals from every structural level in tertiary institutions is very important; consists of individuals in good standing to give the team credibility and to ensure members accept decisions made by institutional leaders (IEM); and include individuals with proven or recognized leadership skills to be able to drive reform. Here, an important distinction must be made between leadership skills, which provide vision and stimulate others to join forces, and managerial skills, which are necessary to organize, plan, and coordinate tasks. (Kotter, 1990).

IEM CDT members need to have both types of skills, working closely with individual specialties for the benefit of the team. The effective leadership style of the head of the study program depends on the context and the individuals on the team. Good leaders must adapt to situations and must adopt a style ranging from directing, coaching, supporting or delegating approaches as a function of the level of individual development (Blanchard et al., 2013). With more junior or inexperienced staff, leaders need to be more active and direct the work. In contrast, with college members experienced in curriculum reform, leaders can delegate and support the process (Blanchard et al., 2013).

The development steps taken by IIEM in making changes to the curriculum, refer to Figure 10 above, the development steps are carried out in stages from planning to delivery.
course for students (Dian Eka Indriani, 2016). However, based on the survey data, 47.4% of IIEM respondents only reviewed and revised the curriculum once, while 21.1% of respondents admitted that it was more than four times; and from the 21.1% of respondents stated, only referred to the internal curriculum; 36.8% of respondents stated that they referred to the internal curriculum, KKNI, & SN-PT and only 21.1% of respondents said that they referred to the internal curriculum, KKNI, SN-PT, & OBE (Irawan, 2021).

![IIEM Curriculum Development Steps](image)

The results of the curriculum change/innovation survey at IIEM showed the smallest scope of change/innovation amounted to 25%. 26.3% of respondents stated that the scope of change/innovation was 75%; 21.1% of respondents stated that the scope of change/innovation was 50%; only 6.2% of respondents stated that the scope of change/innovation was 100%.

There are two types of curriculum changes at IIEM. The first type is small. This type has 57.9% of respondents. The second or main type has 42.1% of respondents. The following is the formulation of the major changes that IIEM has implemented in its curriculum development.

Changes in the courses presented at IIEM show a proportional percentage between the vision of the university, faculties, and IEM study programs. Other changes in the development of CDT competencies according to the stages of curriculum change. Preparation of frameworks, templates and models of semester lecture plans developed by lecturers as seen on table 2.

| Table 2. Curriculum Structure of the Indonesian Islamic Education Management Department |
|---|---|---|---|
| No | Domain | Courses/Subject | Credit | Code |
| 1 | Management Based (BPIEM-vision) | The Foundation of Islamic Education Management | 2 | MKP201001 |
|  |  | College Management | 2 | MKP201002 |
|  |  | Islamic Education Management Information System | 2 | MKP201004 |
|  |  | Islamic Education Financing Management | 2 | MKP201005 |
|  |  | Management of Change and Innovation in Islamic Education | 2 | MKP201006 |

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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td>Management of Islamic Science Education</td>
<td>MKP201007</td>
</tr>
<tr>
<td>Management of International Islamic Education</td>
<td>MKP201008</td>
</tr>
<tr>
<td>Modern Islamic Boarding School Management</td>
<td>MKL201001</td>
</tr>
<tr>
<td>Islamic Boarding School Cooperative Management</td>
<td>MKL201002</td>
</tr>
<tr>
<td>Anti-Corruption Education Management</td>
<td>MKL201003</td>
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<tr>
<td>Karimah Moral Management</td>
<td>MKL201004</td>
</tr>
<tr>
<td>Madrasa Management</td>
<td>MKL201005</td>
</tr>
<tr>
<td>Integrated Islamic School</td>
<td>MKL201006</td>
</tr>
<tr>
<td>Management of Early Childhood Islamic Education</td>
<td>MKL201007</td>
</tr>
<tr>
<td>Management of Madrasah Diniyah Takmiliyah</td>
<td>MKL201008</td>
</tr>
<tr>
<td>Management of Ma'had Aly</td>
<td>MKL201009</td>
</tr>
<tr>
<td>Islamic Religious College</td>
<td>MKL201010</td>
</tr>
</tbody>
</table>

2. Pedagogical Based (Faculty-vision)                                          |        |
| Islamic Education                                                           | FTK201001 |
| Philosophy of Islamic Education                                             | FTK201002 |
| Guidance and counseling                                                     | FTK201003 |
| Educational Psychology                                                      | FTK201006 |
| Field Work Practice                                                         | FTK201008 |
| AI For Education                                                           | FTK201009 |

3. Islamic Studies Based (University-vision)                                   |        |
| Arabic Language                                                             | UIN202001 |
| English Language                                                            | UIN202002 |
| Ulum Al-Quran                                                               | UIN202003 |
| Ulum Al-Hadits                                                              | UIN202004 |
| Tawhid                                                                      | UIN202005 |
| Ethics                                                                      | UIN202006 |
| Fiqih                                                                       | UIN202007 |
| History of Islamic Civilization                                            | UIN202008 |
| Pancasila Education                                                         | UIN202009 |
| Bahasa Indonesia                                                            | UIN202010 |
| Civic Education                                                             | UIN202013 |

Source: Prepared By The Author (2023)

In its implementation, the preparation of the IEM curriculum considers the following matters (Habibi, 2017); the subject matter in learning has really been tested for its truth and validity. The material that has been formulated is material that is actual, not out of date, and contributes to future understanding. The selected courses are highly needed by students. Why and to what extent the material is important to learn. The selected courses can provide academic and non-academic benefits. Academic benefits provide basic knowledge and skills which are further developed at further information education levels. While non-academic benefits develop life skills, especially in OBE as well as IEM graduate profiles and attitudes needed by a Muslim scholar. Courses make it possible to study both in terms of the level of difficulty (not too easy and not too difficult) at this level according to the IQF, namely level 6, as well as aspects of their suitability for the use of courses in the world of work, namely Islamic educational institutions, and other institutions. The selected subjects are of interest to motivate students to learn more, foster curiosity which gives rise to encouragement to develop their own abilities.
5 CONCLUSION

Technically the main obstacle to curriculum innovation in the IEM study program lies in funding. PTKI must be able to increase campus income by; increasing tuition fees (UKT), especially for several study programs that have a good market or that have been accredited A by BAN-PT/international accreditation agencies, including IEM; or by developing a university business. Theoretically, IEM is still important to increase research on financial management in Islamic educational institutions with the aim of producing more research findings on financial management to increase financial independence in Islamic educational institutions. Philosophically, IHE needs to develop an educational philosophy system that is oriented towards pragmatism based on the Al-Qur'an and Al-Hadith.

CONFLICT OF INTEREST

This research was funded by Unimal PNBP Source.

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