

ISLAMIC ECONOMICS EDUCATION
IN SOUTHEAST ASIAN UNIVERSITIES

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This book discusses and analyzes an area of contemporary Islamic economics and finance that is relatively under-written, i.e., Islamic Economics Education. It provides a conceptual introduction by experts in Islamic Thought and Education on the urgent need for curriculum reforms in university education that is represented by integration between Islamic heritage (*al-Turath al-Islami*) and modern knowledge/disciplines. In this context, the Islamization of knowledge agenda, properly understood and undertaken by qualified academics, is a legitimate process required in the teaching of economics. *Islamic Economics Education in Southeast Asian Universities* presents the case studies and experiences of selected universities in Malaysia and Indonesia offering Islamic economics programs, reflects critically on these experiences, identifies important issues and challenges, and offers recommendations for the future progress of Islamic economics education.

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Centre for Islamic Economics, IIUM

In line with the vision and mission of the International Islamic University Malaysia (IIUM), the *Centre for Islamic Economics* (CIE) was established to promote the discipline of Islamic economics at both theoretical and policy levels. One of the focus areas of the centre is Islamic economics education, related specifically to curriculum and human resource issues. For further information about the CIE, please visit www.iium.edu.my/cie.

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Chapter 11

The Development of Islamic Economics Curriculum at Institut Pertanian Bogor (IPB)

Irfan Syauqi Beik

1. Introduction

Islamic economics has been experiencing an impressive growth for almost four decades now. This can be observed in the development of various sub-sector of the system, such as in the areas of Islamic banking and finance, *zakat*, *waqf*, and *takaful*. Although the level of public awareness on Islamic-based instruments has increased significantly, making Islamic economics as a universal language and system that can be implemented across the globe irrespective of nationality and religious background is still a long journey. In this context, there are several important challenges that need to be addressed in order to realize this goal. Firstly, efforts need to be intensified to produce a comprehensive body of knowledge in Islamic economics, through a systematic and proper understanding and extraction of economic principles from the supreme sources of knowledge in Islam, i.e. *Al-Qur'an* and *As-Sunnah*. Secondly, the challenge lies in the development of capable human resources and the strengthening of Islamic economic institutions. Thirdly, the challenge also lies in promoting and advocating the use of Islamic economic concepts and practices in the economy. In addressing these challenges, it is believed that an enduring solution lies on the role of

an educational system that can provide an integrated teaching of economics, from both the mainstream and Islamic perspectives. Therefore, the presence of educational institutions which teach Islamic economics, especially at the university level, becomes extremely important. It determines the development of the discipline of Islamic economics and the production of qualified human resources that can further develop the discipline and its practice in the real world. Additionally, it is critical that these institutions can deliver the teaching of Islamic economics to an acceptable standard, therefore making the analysis on the curriculum structure of Islamic economics program essential.

In the light of the above, this chapter aims to delineate and analyse the Islamic economics curriculum developed by one of the most prominent universities in Indonesia, namely the Bogor Agricultural University (also known as *Institut Pertanian Bogor*, abbreviated as IPB)¹ in its Bachelor of Islamic Economics program. This program is managed by the Faculty of Economics and Management (FEM), which was established in the year 2000 and officially inaugurated on 6th April 2001 by the Vice President Megawati Soekarnoputri.

Initially, FEM had only two departments; Department of Economics and Department of Management. On September 2005, a restructuring exercise saw the establishment of two additional

¹ IPB was established on the 1st of September 1963. Initially it was part of the University of Indonesia (UI), which had two faculties in Bogor namely faculty of agriculture and faculty of veterinary. These two faculties were then combined by the government to establish the Bogor Agricultural University (IPB). Currently IPB has nine faculties comprising faculty of agriculture, faculty of veterinary, faculty of fisheries and marine studies, faculty of animal husbandry, faculty of forestry, faculty of agricultural technology, faculty of mathematics and natural sciences, faculty of economics and management, and faculty of human ecology. Detail information of the university can be accessed through its website at www.ipb.ac.id.

departments under FEM. The new departments are the Department of Agribusiness, which previously under the Faculty of Agriculture, and Department of Resource and Environmental Economics. As a result, the number of departments under FEM increases to four. Each department has one study program except for Department of Economics, which has two study programs (major) namely Economics and Development Studies, and Islamic Economics. The faculty plans to upgrade the Islamic Economics Study Program into a full-fledged department of its own in the near future.

This chapter discusses the background leading to the establishment of the Bachelor of Islamic Economics program and examines the approach used by this institution in teaching Islamic economics in the hope of drawing useful lessons for others to benefit. Following this introduction, section two discusses the background of the Bachelor of Islamic Economics program, followed by an analysis of its curriculum structure in the third section. Section four identifies major problems faced by IPB in the teaching of Islamic economics and discusses possible future agenda.

2. Background of the Bachelor of Islamic Economics Program

The journey of Islamic economics teaching in IPB began in 2003 when the first elective course on Islamic economics was offered to the students. The course was offered by the Department of Economics and available to all students from other departments in the Faculty of Economics and Management. Over the years, the number of students registered for the course increased substantially, from 86 students in 2003 to 292 students in 2006. This development has encouraged the Department to start offering two courses in Islamic economics in 2005, i.e. Islamic Economics I and Islamic Economics II. The former focused on theoretical and philosophical aspects while the latter emphasized on technical and practical aspects of the discipline.

However, there was an important restructuring exercise in the curriculum structure of IPB in 2006, where the university started to adopt a major-minor program structure². This structure is designed to equip student with two competencies, i.e. a major and a minor competency³. For example, a student in the Department of Economics may take computer science as his minor competency in addition to Economics and Development Studies, which is his major competency, by taking several minor subjects offered by the Department of Computer Science.⁴ Normally these minor subjects consist of 15 credit hours.⁵ In the process of accommodating to this new structure, the

² This type of curriculum perhaps is the only one in Indonesia. In this major-minor program structure, one department offers one program as its major field of study and five subjects (15 credit hours) as its minor program offered to students from other departments. An exception is for the Department of Economics which has two study programs (major) as has been mentioned in the introduction. The Islamic Economics Study Program is temporary offered by the Department of Economics until the program is ready to be a separate department, which is scheduled to be established in the near future.

³ A major program is designed to develop the main expertise of student taking a study program, while a minor program is designed to support student with additional expertise, which is taken from other study program. Students are free to choose which minor program that they want to take. The grades from the minor package will be included in the CGPA of the students.

⁴ This minor expertise will be stated in the degree certificate. Therefore, from the example above, the student will be awarded the degree of Bachelor of Economics with minor expertise in the Computer Science.

⁵ In the case where there is a clash in the class schedule between minor courses and major courses, student may take supporting courses, which are offered by other departments. The courses are designed to equip students with additional science and knowledge. Unlike minor courses which are offered by one department only, these supporting courses may come from more than one department. For example, a student of Islamic Economics Study Program may take one course from Department of Communication and Community Extension, one course from Department of Conservation of

number of Islamic economics courses offered by the department at that time had to be reduced from two courses to just one.

Nevertheless, the history of the teaching of Islamic economics in IPB experienced an important turning point when the faculty decided to offer Bachelor of Islamic Economics and Management program during the Faculty Senate meeting on 25th March 2009. A committee was set up to prepare a proposal for the program to be submitted to the University Senate for consideration. About a year later, the proposal was approved by the University Senate. However, the name of the program approved by the university was called 'Bachelor of Islamic Economics', and not 'Bachelor of Islamic Economics and Management' as initially proposed.⁶ The program was officially launched on the 5th May 2010.

The university's approval of the program was based on three main reasons. Firstly, there exists strong connectivity between agriculture sector and Islamic economics. As we know that agriculture plays very strategic role in Indonesia's economic development. This could be observed from two aspects, i.e. from absorption of labour force, which reaches 40.30 percent of the national workforce, and from the land

Forest Resources, one course from Department of Statistics, and two courses from Department of Agribusiness. Total credit for supporting courses is 15 credit hours (equals five subjects). Therefore, students must carefully choose whether they want to take minor courses or supporting courses. The two cannot be taken at the same time. The grades from the supporting courses will also be included in the CGPA similar to the minor courses. However, in the degree certificate, these supporting courses will not be stated as minor expertise of the student.

⁶ Although the Bachelor of Islamic Economics is still in its infant stage, it has become one of the most favorite study programs in IPB. This can be observed from the number of candidates applying for the program, which far exceeds its capacity. For instance, around 1,800 senior high school graduates had applied for the program in the academic year of 2011/2012, while the available seats were only for 60 students.

occupied by this sector which reaches 71.33 percent of the total land in the country (BPS, 2010).⁷ However, its contribution towards gross domestic product was only 15 percent. Ishaq (2003) argues that development failures in many developing countries were caused by an incorrect approach that neglects development instruments that are based on local culture and religion. As has been observed, agricultural practices in Indonesia are mostly based on the spirit of profit and loss sharing, which is the gist of Islamic economics. This includes the *maro* and *gaduhan* systems, which are applied in the food crop and fisheries sub-sectors, respectively.⁸ In this context, Islamic economics is a highly relevant discipline and can play an important role for agricultural development in Indonesia. Hence, IPB must take the responsibility to develop this discipline and propagate its knowledge for the benefit of the country.

Secondly, the number of higher learning institutions offering Bachelor of Islamic Economics (including Islamic finance) in Indonesia is still limited. This is not in line with the increasing demand for human resources in the field. For instance, Bank of Indonesia has projected that the Islamic banking industry requires around 40,000 qualified human resources in the next five years in order to increase its market share in the country (Beik, 2011). Hence, the presence of this program is expected to reduce the gap between the market demand and supply of qualified human resources in this area.

Thirdly, universities should be the place where continuous development of Islamic economics as a discipline is sustained and further promoted. This perhaps is the hardest task for the university. Haneef (2011) has argued that one major problem in the construction of Islamic economics lies on the issue of inability to correctly

⁷ BPS stands for *Badan Pusat Statistik* or Central Board of Statistics.

⁸ In *maro* system, the owner of land and the farmer agree to share profit and loss. Similarly, in *gaduhan* system, animal owner and worker also agree to share profit and loss.

understand the Islamic vision on economics and to develop unique theoretical constructs that reflect this vision. It stems primarily from a lack of serious attention in the areas of philosophy of economics (including its ontological, epistemological and axiological dimensions). Therefore, educational institutions including IPB are expected to carry this responsibility and potentially provide the best solution to this problem.

3. Analysis on the Curriculum Structure of the Program

3.1 Basic competencies of the program

The curriculum for the Bachelor of Islamic Economics program in IPB is designed to achieve seven basic competencies for its graduates. These competencies are in the area of basic agriculture, *Shari'ah* for economics, Islamic economics, Islamic management, banking and finance, analytical methodology, social, and personal (*akhlaq* or morality). It is expected that the development of these competencies, as depicted in Figure 1 below, will shape the qualities possessed by the graduates of the program.

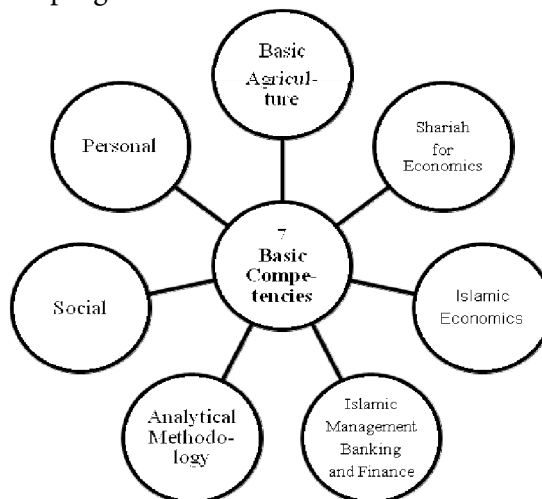


Figure 1: Seven Basic Competencies

Basic agriculture competency requires fundamental understanding on agricultural development concepts. As an agriculture-based higher learning institution, the students of IPB must understand basic concepts of *on-farm* and *off-farm* agriculture. *On-farm* agriculture covers the area of agricultural production including fisheries, animal husbandry, and the use of appropriate agricultural technology to create value-added products. On the other hand, *off-farm* agriculture discusses marketing and market structure, government policy, and macroeconomic condition, which support the development of agriculture. The main role of FEM is to address the issue of managing the off-farm agricultural development aspect in particular and the overall economic development in general. Therefore, student of Bachelor of Islamic Economics program must be equipped with this basic agriculture competency.

'*Shari'ah* for economics' competency is extremely important since it provides the tools to understand the supreme sources of Islam, i.e. Al Quran and Al Hadith. Student of the program must be equipped with basic capabilities to derive the meanings and messages of these two sources and translate them into economic principles that can be applied for the betterment of the society.

The third competency which relates to Islamic economics contents is the core component for the students of Bachelor of Islamic Economics. This competency is developed through the teaching of courses that can help students to critically identify, analyse, and comprehend economic problems at both the micro and macro levels and find solutions and policies from the Islamic perspective.

As for the fourth competency, it is undeniable that Islamic management, banking and finance have grown rapidly as an industry as well as a field of study. This is the area that has attracted a lot of attention by many parties. Hence, various courses related to Islamic management, banking and finance are offered as part of the program structure in order to provide students with strong theoretical and practical background in these areas.

One of the main problems of developing Islamic economics lies on the issue of methodology, and the lack of attention on this aspect has slowed its progress as a mature and well-developed discipline. A curriculum on Islamic economics program should be designed to equip students with a strong competency in this area. Therefore, the inclusion of courses related to analytical methodology for both quantitative and qualitative approach is important in realizing this goal. Social competency and personal competency are the two final aspects of the Bachelor of Islamic Economics program. Both of these aspects are imperative in shaping the 'face' of Islamic economics in the eyes of the public. These two competencies are developed through a supportive environmental condition during the entire learning process. They are the soft skill which affects performance of Islamic economics in reality. Therefore, curriculum structure should be developed to facilitate this objective. For instance, ethical code of conduct in the university environment can play the role as a moral guidance for students. Lecturers setting up good examples for students can also increase the effectiveness of the educational process.

As a whole, the focus on the seven competencies in the curriculum structure of the Islamic economics program as explained above facilitates the efforts to produce graduates who possess several important qualities as aspired by the university. Firstly, the graduates must be able to explain basic theories of Islamic economics by using quantitative as well as qualitative approach. Secondly, they should be able to conduct research in Islamic economics in order to analyze and solve various economic problems at the local, national, regional and international levels. Thirdly, they should have the ability to critically analyze the government's economic policies in relation to their impacts on the well-being of the society. Fourthly, they should have the capability to further develop the discipline of Islamic economics through research. These are some of the important objectives of the Islamic economics program.

3.2 Classification of courses

Basically there are two main differences between the curriculum structures adopted by IPB in comparison to other institutions in Indonesia, which makes it unique. Firstly, IPB introduces special curriculum for the first year students called *Tingkat Persiapan Bersama* (TPB) or general preparation program.⁹ In this program, students from all departments must take the same courses for the first two semesters, which amounted to 31 credit hours¹⁰ and represent 21.38% of the degree requirement. This program is designed to standardize basic knowledge and skills for all students who come from all parts of the country. It has been implemented since 1970s and become IPB’s trademark.

Secondly, IPB applies major-minor curriculum structure for all of its programs including for the program of Bachelor of Islamic Economics. As a result, the program will follow a common structure of the university, which comprises the first year (TPB or university-required) courses, inter-departmental (faculty-required) courses, major courses, and minor courses. In total, student must take 145 credit hours to complete the entire program (refer to Appendix 1 for the details). Table 1 below depicts the course structure of the program.

Table 1: Summary of the Course Category

No	Course Category	Credit Hours	Percentage of Degree Requirement
1	TPB (university-required) Courses	31	21.38%
2	Inter-departmental (faculty-required) Courses	24	16.55%
3	Major Courses:		

⁹ In other universities, the TPB courses are similar to university required courses. In TPB, the courses consist of national curriculum-based courses, which are the same for all universities in Indonesia, and IPB special courses.

¹⁰ The number of credit hours as stated here will be effective in the academic year of 2011/2012. Previously the TPB program required 36 credit hours.

	Islamic <i>turath</i> (heritage) group	15	10.34%
	Islamic economics group		
	Islamic management, banking and finance group	27 C* + 3 E**	18.62% - 20.69%
	Other courses group	17 C* + 3 E**	11.72% - 13.79%
		10	6.90%
4	Minor Courses	15	10.34%
	Total	145	100.00%

Note:

*Compulsory Courses; **Elective Courses that must be chosen

Source:

Academic Workshop of FEM IPB (2011)

Based on the table above, inter-departmental (faculty-required) courses consist of 24 credit hours, which represent 16.55% of the degree requirement. Two courses of 6 credit hours are offered in the second semester of the first year, along with TPB courses.¹¹ As for the major courses, a total of 75 credit hours, which represent 51.72% of the degree requirement, must be taken by the students. This comprises 72 credit hours of major courses and 3 credit hours of elective courses.

The major courses can be classified further into four groups. First, Islamic *turath* (heritage) courses group which consist of 15 credit hours of compulsory courses. This equals 10.34% of the degree requirement. Second, Islamic economics courses group which comprises 27 credit hours of compulsory courses and 3 credit hours of an elective course. The second group represents 18.62% - 20.69% of the degree requirement.

¹¹ This will be effective in the academic year 2011/2012. Previously none of the faculty-required courses are offered in the TPB program.

Third, Islamic management, banking and finance group, which consists of 17 credit hours of compulsory courses and 3 credit hours of an elective course. It represents 11.72% - 13.79% of the degree requirement. The students can choose the elective course either from the second or the third group. Finally, the fourth group comprises internship, scientific script¹² and research seminar, with a total of 10 credit hours and represent 6.90% of the degree requirement.

Furthermore, bachelor of Islamic economics students must take 15 credit hours (10.34% of the degree requirement) as their minor courses or supporting courses from other departments (study programs) in IPB. For the students of other departments who want to take minor courses in Islamic economics, they must take 15 credit hours of compulsory courses comprising Philosophy of Islamic Economics, History of Islamic Economic Thought, Islamic Microeconomics, Islamic Macroeconomics, and Halal Product Management.¹³ Nevertheless, if the students take supporting courses, they may take less than 15 credit hours of the subjects.

3.3 Conventional economics contents

It is always a delicate task to balance the coverage and depth of analysis between Islamic and conventional contents in the curriculum structure of an Islamic economics program. While most of the concerns are focused on whether there are sufficient Islamic contents included in the curriculum, one may also raise a question: are the students able to understand modern economics and what is happening in the world economy today? This is a very important question since our biggest mission is to transform conventional economic system into Islamic economic system. If they are not

¹² Scientific script is similar to thesis for undergraduate students.

¹³ Halal Product Management is designed as a unique subject of Islamic economics program. It is offered since most of the IPB bachelor programs deal with food and other agricultural products.

capable of understanding the present realities of the world economy, the transformation process may fail.

In the context of the Islamic economics program in IPB, conventional economics is taught in two ways. Firstly, it involves the teaching of purely conventional courses, especially those under TPB and inter-departmental courses. Conventional economics contents are taught in the subjects of General Economics, Microeconomics I, Macroeconomics I, and Agriculture Economics, which represent 8.28% of the degree requirement. Other courses that are related to conventional analytical tools comprising Mathematical Economics, Statistical Methods, and Calculus can also be included in this category and constitute 6.21% of the degree requirement. If the two groups are combined, courses related to conventional economics represent 14.49% of the degree requirement. Conventional courses are also taught in the field of management and finance, which consist of Introduction to Entrepreneurship, Introduction to Management, Principles of Business, and Introduction to Accounting. These courses represent 6.90% of the degree requirement. Therefore, the total contents on pure conventional economics, management and finance constitute 21.39% of the degree requirement.

The second approach in the teaching of conventional economics involves an integrative method where relevant contents are included in the teaching of certain Islamic economics courses. Comparison between conventional and Islamic economics may take place in the subjects of Islamic Microeconomics, Islamic Macroeconomics, Islamic Development Economics, Islamic Regulation Economics, and Islamic International Economics and Finance. They represent 10.34% of the degree requirement. The outline for conventional courses is used as a basic guideline in the teaching of these Islamic courses. As for the contents of these courses, IPB adopts a comparative approach in the teaching process. It is expected that from this two approaches, students will have sufficient tools to identify economic problems and will be able to find their solutions from the Islamic perspective.

4. Major Problems and Future Agenda

It is important that there should be continuous efforts to further develop the quality of the Islamic economics program in IPB. There are two major problems which must be overcome. First is related to the sources of references and the second is related to the availability of qualified lecturers in the area.

Until now, the number of references and materials written in Islamic economics is still limited. Some of the available materials in Islamic economics are still trapped under the neoclassical paradigm. If it is not properly addressed, it may create problems in the future due to the significant differences in their epistemological, ontological and axiological foundations. The exchange of materials and references among the institutions teaching Islamic economics as well as the setting up of collaborative efforts to write Islamic economic textbooks can be a solution in this regard.

As for the second problem, IPB has recruited four new lecturers¹⁴ with Islamic background at the end of 2010. The first two lecturers are trained in Islamic *turath* studies while the other two are trained in Islamic economics and finance. Interaction between the two backgrounds is expected to strengthen the teaching quality of the Islamic economics program. IPB plans to increase the number of lecturers consistently until the ideal ratio between the number of lecturers and students is achieved.

There are several future agenda that must be taken into consideration for further development of Islamic economics program.

¹⁴ The Directorate General of Higher Learning of the Ministry of Education and Culture has issued regulation stating that the minimum number of lecturers for establishing a new study program is 6 academic staffs having at least a master degree in relevant fields. At present, there are one professor, three PhD holders, one PhD candidate, and four master holders in the Islamic Economics Study Program of IPB. It is planned that IPB will recruit two more lecturers at the end of 2013.

Firstly, there is a need to have a collaborative research agenda, especially between economists and scholars of Islamic studies. A mere interaction will not solve the problem unless this interaction is backed by strong research collaboration. Government and private sector supports are needed especially in funding such initiatives. Research collaboration with other institutions, such as the International Islamic University Malaysia, should also be conducted in order to enrich research experience.

Secondly, there is a need to enhance the quality of the academic staffs as this will determine the development of the Islamic economics discipline including the methodology and contents of the courses taught in the program. Institutions offering Islamic economics programs can also benefit from the exchange of ideas between academic staffs and students as well as the sharing of curriculum experience from different institutions. Thirdly, there is a need to strengthen the network of educational institutions offering Islamic economics. In this regard, IPB expects that the organization of a series of workshops on Islamic economics among the universities teaching the program in the region can lead to a formal institutionalization of this network. This can be done by establishing an association of institutions offering Islamic economics program or academic staffs with interests in the teaching and research of Islamic economics. This is very important since it can be the avenue to accelerate the development of Islamic economics as a mature and well-developed discipline.

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Appendix 1

Table 2: List of the Courses for Bachelor of Islamic Economics Program

No	Code	Subject	Credit Hours	Requirement	Semester	
					Odd	Even
<i>Tingkat Persiapan Bersama</i> (TPB – University-required) Courses (vide Appendix 1 Table 3 below)			31		1	2
Inter-Departmental (Faculty-required) Courses offered in TPB Program						
1	MAN201	Introduction to Management	3		-	2
2	AGB211	Principles of Business	3		-	2
Sub Total			6			
Inter-Departmental (Faculty-Required) Courses						
1	STK211	Statistical Methods	3		3	-
2	MAN211	Introduction to Accounting	3		3	-
3	EKO211	Microeconomics I	3	EKO100	3	-
4	EKO221	Macroeconomics I	3	EKO100	3	-
5	ESL231	Agriculture Economics	3		3	-
6	EKO202	Mathematical Economics	3	MAT101 MAT103	-	4
Sub Total			18			
Major Courses						
1	EKS211	Philosophy of Islamic Economics	3		3	-
2	EKS212	Arabic for Economics	3		3	
3	EKS231	Islamic Management	3		-	4
4	EKS221	Islamic Microeconomics	3	EKO100	-	4
5	EKS222	Islamic Macroeconomics	3	EKO100	-	4
6	EKS213	<i>Usul al Fiqh</i> (Principles of Islamic Law) 1	3			4
7	EKS214	History of Islamic Economic Thought	3			4
8	EKS311	<i>Usul al Fiqh</i> (Principles of Islamic Law) 2	3	EKS213	5	
9	EKS312	<i>Fiqh al Muamalah</i> (Islamic Business Law) 1	3		5	-
10	EKS331	Islamic Finance and Banking System	3		5	

11	EKS332	Islamic Accounting	3		5	-
12	EKS321	Economics and Law of Zakat	3	EKS221 EKS222	5	
13	EKS 333	Islamic Non Bank Financial Institution	2		5	
14	EKS313	<i>Fiqh al Muamalah</i> (Islamic Business Law) 2	3	EKS311 EKS312	-	6
15	EKS322	Econometrics and Quantitative Methods for Islamic Economics	3	STK211 EK0202		6
16	EKS323	Special Islamic Economic Instruments	3		-	6
17	EKO401	Research Methodology	3	STK211	-	6
18	EKS324	Islamic Development Economics	3	EKS221 EKS222		6
19	EKS334	Entrepreneurship and Islamic Business	3	EKS221 EKS231	-	6
20	EKS431	Product Halal Management	3		7	-
21	EKS421	Islamic Regulation Economics	3	EKS221 EKS222 EKS324	7	-
22	EKS497	Internship (<i>Kuliah Kerja Profesi</i> or KKP)	3		7	-
23	EKS498	Research Seminar	1		-	8
24	EKS499	Scientific Script	6		-	8
		Elective Course (Select 1 Course)				
25	EKS422	Islamic International Economics and Finance	3	EKS221 EKS222	7	-
26	EKS432	Islamic Financial Planning	3	EKS221	7	-
Sub Total			75			
Minor Courses/Supporting Courses						
Student of the program must take minor courses/supporting courses offered by other departments			15			
TOTAL			145			

Table 3: Minor Courses offered to Students from Other Departments

No	Code	Subject	Credit Hours	Requirement	Semester	
					Odd	Even
1	EKS211	Philosophy of Islamic Economics	3		3	-
2	EKS214	History of Islamic Economic Thought	3		-	4

3	EKS221	Islamic Microeconomics	3	EKO100*	-	4
4	EKS222	Islamic Macroeconomics	3	EKO100*	-	4
5	EKS431	Halal Product Management	3		7	-
Total			15			

Note:

EKO100 refers to General Economics offered in TPB

Table 4: List of TPB Courses

No	Subject	Credit Hours
1	Physics	2
2	Biology	2
3	Chemistry	2
4	General (Principles of) Economics	3
5	General (Principles of) Sociology	3
6	Introduction to Mathematics	3
7	Calculus	3
8	Introduction to Agricultural Studies	2
9	Indonesian Language	2
10	English Language	2
11	Introduction to Entrepreneurship	1
12	Pancasila and Citizenship Education	2
13	Religion (Islamic) Studies	3
14	Sport and Art	1
Total		31