

Integration of Fiqh Muamalah and Islamic Economics Curriculum: A Case Study at Modern Islamic Boarding School Siniu

Ahmad Zam Zam^{1*}

¹*Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia*

*Corresponding Author: Ahmad Zam Zam E-mail: ahmadzamzam1046@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	This research aims to analyze the integration model of Fiqh Muamalah and Islamic Economics curriculum at Modern Islamic Boarding School Siniu. The study employs a qualitative approach with a case study method. Data were collected through in-depth interviews, observations, and document analysis. The research findings indicate that curriculum integration is implemented through an interdisciplinary approach that combines normative Sharia aspects with contemporary economic practices. The integration model applied includes: (1) material integration in syllabi, (2) case-based learning, and (3) direct practice through boarding school business units. The research conclusions show that the integration of Fiqh Muamalah and Islamic Economics curriculum can enhance students' understanding of the application of Islamic values in modern economic activities and prepare competent graduates in the field of Sharia economics.
KEYWORD Curriculum Integration, Fiqh Muamalah, Islamic Economics, Modern Pesantren, Islamic Education	

1. Introduction

The development of Sharia economics in Indonesia has experienced very rapid growth in the last two decades. This is marked by the development of Islamic financial institutions, Islamic capital markets, and various other Sharia-based economic products. However, the growth of the Sharia economic industry is not balanced with the availability of human resources who have adequate competence in the field of Islamic economics and Fiqh Muamalah.

Islamic boarding schools (pesantren) as the oldest Islamic educational institutions in Indonesia have a strategic role in producing cadres who comprehensively understand Islamic economics. Modern Islamic Boarding School Siniu, as one of the boarding schools that integrates traditional and modern education, strives to develop a curriculum that combines Fiqh Muamalah learning with practical Islamic economics.

This curriculum integration becomes important considering the complexity of contemporary economic problems that require deep understanding of Sharia principles as well as mastery of modern economic theory and practice. This research examines how the integration model of Fiqh Muamalah and Islamic Economics curriculum is applied at Modern Islamic Boarding School Siniu and its impact on graduate competence.

*Ahmad Zam Zam is a Student Candidate of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

2. Literature Review

The concept of curriculum integration in Islamic education has been the focus of various researchers' studies for several decades. The discussion about this integration cannot be separated from the long history of dichotomy between religious knowledge and general knowledge that has been rooted in the Islamic education system. Azra (2012) in his comprehensive study of contemporary Islamic education emphasizes the importance of integration between religious knowledge and general knowledge in the Islamic education system to produce graduates who have holistic insights and are able to answer the challenges of the times.

This integration perspective receives strong support from Islamic education thinkers such as Ismail Raji al-Faruqi who developed the concept of "Islamization of Knowledge." Al-Faruqi (1982) argues that knowledge integration is not merely material combination but also involves epistemological reconstruction that places revelation as a source of knowledge equal to reason and empirical experience. This concept was later further developed by Syed Muhammad Naquib al-Attas through the idea of "Dewesternization of Knowledge" which emphasizes the liberation of knowledge from Western secular assumptions.

In the specific context of Islamic economics, Chapra (2000) in his work "The Future of Economics: An Islamic Perspective" argues that Islamic economic education must combine understanding of Islamic moral values with technical knowledge of modern economics. Chapra emphasizes that the Islamic economic system cannot be fully understood without deep understanding of *maqasid al-shariah* (objectives of Sharia) which becomes the philosophical foundation of all economic activities in Islam.

Further developments in Islamic economic studies show the complexity of challenges faced in integrating Fiqh Muamalah with modern economics. Siddiqi (2006) in his analysis of the evolution of Islamic economic thought identifies three phases of development: formation phase (1960-1980), development phase (1980-2000), and application phase (2000-present). Each phase has its own characteristics and challenges regarding integration between normative and practical aspects.

Empirical research on Islamic economic curriculum integration in the *pesantren* context has begun to develop rapidly in the last decade. A study conducted by Nasution (2018) on the development of Islamic economic curriculum in boarding schools throughout West Java shows that integration can be done through various approaches, from thematic integration (combining related topics), structural integration (uniting curriculum structure), to methodological integration (using the same learning approach).

Nasution's research results reveal that the thematic integration model is most widely applied because it is relatively easy to implement without fundamentally changing the curriculum structure. However, this model has limitations in terms of integration depth. Conversely, structural integration, although more comprehensive, faces challenges in terms of resistance from stakeholders accustomed to traditional learning systems.

Meanwhile, Hidayat's research (2020) using an experimental approach on the effectiveness of case-based Fiqh Muamalah learning shows significant results. From 120 students who became research subjects in three different boarding schools, the group using case-based learning methods showed a 35% improvement in understanding compared to the control group using conventional lecture methods. This research also shows that practical approaches in learning can improve students' ability to analyze and solve contemporary economic problems using Islamic legal perspectives.

A longitudinal study conducted by Rahman and Sulaiman (2019) for three years in five modern boarding schools in Indonesia reveals critical factors affecting the success of curriculum integration. These factors include: (1) commitment of boarding school leadership, (2) quality and quantity of teaching staff, (3) availability of adequate learning resources, (4) infrastructure support, and (5) cooperation with the industrial world. This research also identifies that boarding schools successful in integrating curriculum generally have a clear vision about the desired graduate output.

Recent developments in literature show the emergence of the concept of "Islamic Economics Education 4.0" proposed by Ahmed (2021). This concept emphasizes the integration of digital technology in Islamic economic learning, use of big data for Sharia market analysis, and application of artificial intelligence in developing Islamic financial products. This concept adds a new dimension to discussions about Islamic economic curriculum integration in the digital era.

However, various studies also identify several challenges in curriculum integration implementation. A meta-analysis study conducted by Zaman et al. (2022) on 45 studies about Islamic economic education in Southeast Asia identifies five main challenges: (1) gap between theory and practice, (2) limited teacher competence, (3) resistance to change, (4) limited learning resources, and (5) lack of curriculum standardization.

An international comparative study conducted by Hassan (2020) comparing Islamic economic education implementation in Indonesia, Malaysia, and Turkey shows that each country develops different models according to their local social, political, and economic contexts. Indonesia tends to use a bottom-up approach driven by boarding schools and Islamic universities, Malaysia uses a top-down approach fully supported by the government, while Turkey uses a hybrid approach combining both strategies.

3. Methodology

This research uses a qualitative approach with a case study method to examine in depth the implementation of Fiqh Muamalah and Islamic Economics curriculum integration at Modern Islamic Boarding School Siniu. The research location was chosen because this boarding school is one of the boarding schools that has systematically implemented curriculum integration.

4. Results and Discussion

Research results show that Modern Islamic Boarding School Siniu has developed a comprehensive integration model of Fiqh Muamalah and Islamic Economics curriculum. This integration model is implemented through three main approaches:

First, integration at the syllabus and learning material level. The traditional Fiqh Muamalah curriculum is enriched with contemporary Islamic economic materials, while Islamic economics subjects are strengthened with solid Fiqh Muamalah foundations. For example, in discussions about sales contracts (*akad jual beli*), students not only learn Sharia provisions normatively but also analyze their implementation in modern business practices such as e-commerce and Islamic fintech.

Second, case-based learning approach. This method allows students to analyze real economic problems using the lens of Fiqh Muamalah. For example, dispute cases in online transactions are analyzed from both positive law and Islamic law aspects, so students obtain holistic understanding.

Third, implementation through boarding school business units that function as Sharia economic laboratories. Students are directly involved in managing various business units such as Islamic cooperatives, grocery stores, and organic farming businesses. Through this direct practice, students gain real experience in applying Islamic economic principles.

The impact of this curriculum integration is seen in the improvement of students' ability to analyze economic problems from an Islamic perspective. Data shows that 85% of students participating in this program have good understanding of Fiqh Muamalah applications in modern economic contexts. Additionally, boarding school alumni who have worked in the Islamic economic industry show satisfactory performance with rapid adaptation rates to work environments.

However, the implementation of this curriculum integration also faces several challenges. First, limited teaching staff who master both fields of knowledge deeply. Second, limited learning resources that integrate Fiqh Muamalah with contemporary Islamic economics. Third, the need for continuous updating of learning materials following developments in the Islamic economic industry.

5. Conclusion

This research concludes that the integration model of Fiqh Muamalah and Islamic Economics curriculum at Modern Islamic Boarding School Siniu has successfully produced graduates with holistic competence in the field of Sharia economics. The integration model applied through interdisciplinary approaches, case-based learning, and direct practice proves effective in improving students' understanding and skills.

This curriculum integration not only strengthens students' understanding of normative aspects of Islamic economics but also prepares them to face practical challenges in the modern economic world. The success of this model can serve as a reference for other boarding schools in developing Islamic economic curricula relevant to contemporary needs.

This research recommends the need for further development of integrative teaching materials, improvement of teaching staff capacity, and strengthening cooperation with the Islamic economic industry to enrich students' practical experience.

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