THE ROLE OF DIGITALIZATION IN ENHANCING LEGAL COMPETENCIES OF SHARIA ECONOMIC LAW GRADUATES: A CASE STUDY OF GRADUATE USERS IN SOUTH KALIMANTAN

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Abstract: This study aims to identify the needs of graduate users and also show the strategies adopted by the Sharia Economic Law Study Program at Antasari State Islamic University in designing innovative curriculum and learning processes to produce graduate standards that are under the needs and desires of users. The informants in this study were graduate users who were selected based on the criteria of having alumni working in both government and non-government (private) agencies in South Kalimantan. The results showed that the needs of graduate users of the Sharia Economic Law Study Program include integrity, professionalism, foreign language skills, information technology skills, communication skills, cooperation skills, and self-development skills. In addition, the integration of technology in the learning process has also increased efficiency and effectiveness in transferring legal knowledge and skills to students.
Keywords: Legal Competence, Sharia Economic Law, Graduate Users, Science Integration.

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi kebutuhan pengguna lulusan dan juga menunjukkan strategi yang ditempuh oleh Program Studi Hukum Ekonomi Syariah Universitas Islam Negeri Antasari dalam merancang kurikulum dan proses pembelajaran inovatif untuk menghasilkan standar lulusan yang sesuai dengan kebutuhan dan keinginan para pengguna. Informan dalam penelitian ini adalah para pengguna lulusan yang dipilih berdasarkan kriteria adanya alumni yang bekerja baik di instansi pemerintah dan non pemerintah (swasta) yang ada di Kalimantan Selatan. Hasil penelitian menunjukkan bahwa kebutuhan pengguna lulusan terhadap Program Studi Hukum Ekonomi Syariah meliputi integritas, profesionalisme, kemampuan bahasa asing, kemampuan teknologi informasi, kemampuan komunikasi, kemampuan kerjasama, dan kemampuan pengembangan diri. Selain itu, integrasi teknologi dalam proses pembelajaran juga telah meningkatkan efisiensi dan efektivitas dalam mentransfer pengetahuan dan keterampilan hukum kepada mahasiswa.
Kata Kunci: Kompetensi Hukum, Hukum Ekonomi Syariah, Pengguna Lulusan, Integrasi Ilmu.

INTRODUCTION

The industrial revolution 4.0 and Society 5.0 are very influential in all aspects of life, including education. For an educational institution, of course, the industrial revolution 4.0 and Society 5.0 have their challenges because universities that cannot innovate and collaborate will certainly be left behind. In entering this era, the Sharia Economic Law Study Program at Antasari State Islamic University needs to design an innovative curriculum and learning process that can direct its students to achieve maximum results that are relevant to the demands of the times so that graduates of the Sharia Economic Law Study Program at Antasari State Islamic University can be absorbed in the world of work. Producing graduate standards that are to the needs and desires of users in the industrial era 4.0 and society 5.0 is a must for the Sharia Economic Law Study Program at Antasari State Islamic University.

In Indonesia, there are 152 undergraduate Sharia Economic Law Study Programs registered with BAN-PT, the third largest after the Sharia Banking Study Program and the Islamic Economics Study Program. The need for graduates of the Sharia Economics Law Study Program in CPNS in 2021 is 141 formations consisting of 140 formations from the Ministry of Religion and 1 formation from the Subulussalam City Government. These formations are divided into 18 positions, including 96 Islamic religious instructors, 19 goods and services procurement managers, 3 budget analysts, 3 policy analysts, and others. [1]

This research specifically shows the user needs of graduates of the Sharia Economic Law Study Program at Antasari State Islamic University in the era of Industry 4.0 and Society 5.0. In addition to identifying the needs of graduate users, this paper will also show the strategies pursued by the Sharia Economic Law Study Program in designing innovative curriculum and learning processes to produce graduate standards that are to the needs and desires of users. In other words, this paper aims to provide input on determining the right strategy for the development of the Sharia Economic

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[1] Mohamad Soleh Nurzaman, "Meninjau Kurikulum Program Studi S1 Hukum Ekonomi Syariah" (Surakarta, February 7, 2022).

Law Study Program at Antasari State Islamic University in the era of Industry 4.0 and Society 5.0.

Existing studies show that analyzing user needs is important to produce graduate standards that meet the needs and desires of users. Several studies have been conducted including studies that only measure the level of user satisfaction such as Dyan Angesti using indicators of integrity, professionalism, personality, communication skills, leadership, mastery of technology, teamwork, and self-control.[2] While Bagus Kisworo, et al. used indicators of integrity, professionalism, English language skills, use of information and communication technology, communication skills, teamwork, and self-development. [3]

Other studies not only measure the level of user satisfaction but also mention the factors that influence it such as Destian Kudus Irmansyah, et al.

mention that graduate competence affects graduate user satisfaction.[4] Meanwhile, Ghanis Putra Widhanarto, et al. stated that the level of satisfaction of graduate users is influenced by different needs, resulting in different levels of satisfaction.[5]

The studies that measure user satisfaction accompanied by recommendations given by users such as Sulvina Jayanti, et al. make indicators of user satisfaction the ability of integrity, teamwork, information technology, self-development, communication, professionalism, and English language skills. The user suggestions are courses offered in the final semester focusing on practicum, increasing training in information technology and foreign languages, conducting soft skill and hard skill training according to their fields, pioneer cooperation with local governments, and carrying out integrated

[2] Dyan Angesti, "Evaluasi Kepuasan Pengguna Lulusan Terhadap Lulusan Program Studi Diploma Iii Rekam Medik Dan Informasi Kesehatan (Rmik)," *Jurnal Manajemen Kesehatan Yayasan Rs. Dr. Soetomo* 1, No. 1 (2015): 37–48.

[3] Bagus Kisworo Et Al., "Kepuasan Mahasiswa Dan Pengguna Lulusan Program Studi Pendidikan Luar Sekolah Universitas Negeri Semarang," *Journal Of Nonformal Education And Community Empowerment* 2, No. 2 (2018).

[4] Destian Kudus Irmansyah, Sri Handayani, And Yatti Sugiarti, "Pengaruh Kompetensi Lulusan

Terhadap Tingkat Kepuasan Pengguna Lulusan Program Studi Pendidikan Teknologi Agroindustri," *Arah Kebijakan Dan Strategi Pengembangan Pendidikan Kejuruan Dalam Era Mea Isbn 978-602-60219-0-8*, 2016, 119.

[5] Ghanis Putra Widhanarto Et Al., "Indeks Kepuasan Bagi Lulusan Serta Pengguna Lulusan Program Studi Bimbingan Dan Konseling S2 Pascasarjana Universitas Negeri Semarang," In *Prosiding Seminar Nasional Pascasarjana (Prosnampas)*, Vol. 1, 2018, 31–36.

science studies.[6] Niken Paramita and Adiloka Sujono mentioned several valuable inputs for legal English learning, namely, it is hoped that there will be an agreement among universities so that legal English learning in all universities is by the needs of the world of work and the curriculum of the Faculty of Law and it is necessary to carry out learning activities that focus on writing skills, speaking skills, and international case analysis presentations in English.[7] Ira Setyaningsih and Muchammad Abrori found that recommendations based on user suggestions are to develop courses based on communication skills, improve foreign language skills, and need applicable courses by the expertise and competence of the study program.[8]

However, studies on the needs of graduate users associated with the era of the industrial revolution 4.0 and Society 5.0 have not been well mapped. The era of the industrial revolution 4.0 according to Prof. Klaus Martin Schwab has brought humans to a very fundamental revolution that changes the way we live, work, and relate to each other. The industrial revolution 4.0 refers to how technologies such as artificial intelligence (AI), autonomous vehicles, and the internet combine and affect human physical life. [9] Society 5.0 is a concept of a human-centered and technology-based society, humans will play a major role by transforming big data into new wisdom that ultimately increases human capabilities to open opportunities for humanity for a meaningful life. [10] The industrial revolution 4.0 and Society 5.0 affect all aspects of human life and education is no exception. The needs of graduate users have also evolved, so this research will complement studies on the needs of graduate users in the era of the industrial revolution 4.0 and society 5.0 which are still scarce.

This research is based on the argument that to improve the quality of graduates, we must pay attention to the

[6] Sulvina Jayanti, Iskandar Iskandar, And Nahrul Hayat, "Analisis Kepuasan Pengguna Lulusan Terhadap Alumni Komunikasi Dan Penyiaran Islam Iain Parepare," *Jurnal Penelitian* 13, No. 2 (2019): 279–304.

[7] Niken Paramita And Adiloka Sujono, "Analisis Kebutuhan Pengguna Lulusan Dan Mahasiswa Terhadap Pembelajaran Bahasa Inggris Di Fakultas Hukum Universitas Widyagama Malang," In *Conference On Innovation And Application Of Science And Technology (Ciastech)*, Vol. 3, 2020, 195–204.

[8] Ira Setyaningsih And Muchammad Abrori, "Analisis Kualitas Lulusan Berdasarkan Tingkat Kepuasan Pengguna Lulusan," *Jurnal Ilmiah Teknik Industri* 12, No. 1 (2013): 73–82.

[9] Farid Ahmadi And Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0* (Cv. Pilar Nusantara, 2019), Hlm. 8-9.

[10] Ahmadi And Ibda, pp. 11.

needs of graduate users. The needs of graduate users are useful for designing innovative curriculum and learning processes that are by the demands of the times so that each study program has an interest in knowing the needs of graduate users. That is why the research with the title *Analysis of Graduate User Needs for the Sharia Economic Law Study Program at Antasari State Islamic University in the Era of Industrial Revolution 4.0 and Society 5.0 is* very important to do.

METHODS

This research is *field research* or *field* research conducted in South Kalimantan. South Kalimantan was chosen because it is the location of Antasari State Islamic University where many graduates of the Sharia Economic Law Study Program take part. The informants in this study were graduate users who were selected based on the criteria of having alumni working in both government and non-government (private) agencies. 10 informants were selected as direct supervisors of the alumni workplace.

Data collection in this study used Google Forms. There are two types of questions asked through Google Forms, namely questions with closed answers with several answer options already provided, and questions with open answers that can be answered freely by informants. Overall, the questions asked were related to the user needs of graduates of the Sharia Economic Law Study Program at Antasari State Islamic University, including integrity, professionalism, foreign language skills, information technology skills, communication skills, teamwork skills, and self-development skills. In addition to using google forms, this research also uses interviews to explain and confirm the Google Forms that have been collected.

This research is a process of reviewing data obtained from google forms and interviews. The data collected is then reduced to make groupings and abstractions based on themes that are by the research objectives. The data that has been grouped is then narrated so that it can describe the user needs of graduates of the Sharia Economic Law Study Program at Antasari State Islamic University and the strategies that can be taken by the Study Program. The findings of this research are then discussed with predetermined theories to produce conclusions.

RESULTS AND DISCUSSIONS

The data in this study were collected using a Google form addressed to 10 institutions/agencies where alumni work, including; Rantau Religious Court, Balangan Regency Pamong Praja Police Unit Office, Baznas of South Kalimantan Province, MAN 5 Barito Kuala, DPPKB Tapin Regency, BPS Hulu Sungai Selatan Regency, PT Bank Mandiri Tbk, Teluk Labak Village Office, Foundation, and PT Sarana Binuang Putra.

The questions asked to the respondents totaled 14 questions with details; integrity questions from alumni along with expected integrity, professionalism questions from alumni along with expected professionalism, foreign language skills questions from alumni along with expected foreign language skills, information technology skills from alumni along with expected information technology skills, communication skills questions from alumni along with expected communication skills, teamwork skills from alumni along with expected teamwork skills, and self-development skills from alumni along with expected self-development skills.

A. The needs of graduate users of the Sharia Economic Law Study Program

The needs of graduate users of the Sharia Economic Law Study Program at Antasari State Islamic University in the era of the industrial revolution 4.0 and Society 5.0 intended in this study include; integrity, professionalism, foreign language skills, information technology skills, communication skills, cooperation skills, and self-development skills. Each of these user needs is analyzed one by one.

a) Integrity

The data shows that the integrity of the alumni of the Sharia Economic Law Study Program at Antasari State Islamic University is 70% very good and 30% good. So, it can be said that the integrity of alumni is considered very good by users. Some recommendations from users related to the integrity required in their workplace can be seen in the following table:

INFORMANT	CODING
2, 4, 6, 7	Have good ethics/morals/morals
3, 4, 7	Trustworthy/responsible/professional
3, 4, 9	Honest

1, 8	Able to harmonize differences/respect friends
9	Polite
9	On-time
10	Energized
10	Compliant
10	Creative

b) Professionalism

The professionalism of alumni of the Sharia Economic Law Study Program at Antasari State Islamic University according to users is 60% good and 40% very good. This data shows that the professionalism of the alumni is good. Users provided several recommendations related to the professionalism required in their workplace as in the following table:

INFORMANT	CODING
2, 4, 6, 8, 9, 10	By the field of work
1	Honest
3	Has a standardized understanding
5	On-time
7	Preparing yourself
9	Responsible
9	Optimistic

c) Foreign language skills

Foreign language skills, namely English and Arabic, of alumni of the Sharia Economic Law Study Program at

Antasari State Islamic University according to users are good at 60%, the rest are very good at 20%, sufficient at 10%, and less than 10%. So it can be said that the foreign language skills of alumni are good. Users provide several recommendations related to the needs in their workplace as follows:

INFORMANT	CODING
2, 7	Proficiency in Arabic and English
3, 4	Understand the basics of foreign language words
5, 8	Can have a light conversation in English
1	Proficiency in English
6, 9	Foreign language not required

d) Information technology capabilities

The information technology capabilities of alumni of the Sharia Economic Law Study Program at Antasari State Islamic University according to users are 60% good, 30% very good, and 10% sufficient. Thus it can be said that the ability of alumni is good. Users provide some input related to the need for information technology skills in their workplace as follows:

INFORMANT	CODING

1, 2, 4, 5, 6, 8, 9, 10	Able to run computer applications/programs
2, 3	Keeping up with IT developments
7, 8	Able to make reports and letters
1	Capable of digital workplace

e) Communication skills

The communication skills of alumni of the Sharia Economic Law Study Program at Antasari State Islamic University according to users are good 50%, very good 40%, and sufficient 10%. So it can be said that the communication skills of the alumni are good. The users provide suggestions related to the communication skills needed in their workplace as follows:

INFOR MANT	CODING
2, 3, 4, 5, 6, 7, 9, 10	Good communication; effective, efficient, courteous, and clear
1, 6, 8, 10	Coordinate well
1	By the wishes of the company
1	Good listener
3	Responsive

f) Cooperation ability

The data shows that the cooperation ability of alumni of the Sharia Economic Law Study Program at Antasari State Islamic University is good at 50%, very good at 40%, and sufficient at 10%. So it can be said that the cooperation skills of alumni according to users are good. Users also provide input related to the cooperation skills needed in their workplace as follows:

INFOR MANT	CODING
2, 3, 5, 6, 9, 10	Solid cooperation
2, 10	Mutual respect
1	By the wishes of the company
4	Ability to combine forces
7	Able to coordinate hierarchically

g) Self-development skills

The ability of self-development of alumni of the Sharia Economic Law Study Program at Antasari State Islamic University according to users is 70% good and 30% very good. This shows that the ability of the self-development of alumni is good. Regarding this self-development ability, the users provide input, the needs of the users are as follows:

INFORMANT	CODING
2, 4, 5, 6, 9	Always increase knowledge
3, 7, 10	Innovate
1, 8	By the wishes of the company
2	Not afraid of change
7	Potential for job regeneration
9	Want to achieve maximum target

B. Factors that influence the needs of graduate users of the Sharia Economic Law Study Program

As is well known, the industrial revolution 4.0 and Society 5.0 have affected all aspects of human life, including the world of education. Many changes occur in the world of education due to the influence of technological advances and social changes in society. The world of education must adapt to changing times so that it continues to exist by the needs of society. So it can be said that the factor of technological progress and the factor of social change in society affect the needs of users of graduates of the Sharia Economic Law Study Program at Antasari State Islamic

University in this day and age. These two factors will be described below:

a) Technological advancement factor

The development of technological progress in the era of the industrial revolution 4.0 is so rapid and has changed the concept of human life a lot. Various lines of community life have shifted due to the influence of increasingly sophisticated technological advances. This massive change in the concept of society is called Society 5.0. Society 5.0 is a concept born to respond to the industrial revolution 4.0 which is considered to have the potential to degrade the role of humans. [11]

The industrial revolution 4.0 and Society 5.0 have also affected the world of education. The learning process has changed a lot due to technological advances, the education sector has been colored by learning patterns that are integrated with the internet and social media. Lecturers and students are also expected to be technology literate for the smooth learning process.

Facing the 21st century, UNESCO in 1996 in the journal "*The

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[11] Halifa Haqqi And Hasna Wijayati, *Revolusi Industri 4.0 Di Tengah Society 5.0: Sebuah Integrasi Ruang, Terobosan Teknologi, Dan Transformasi Kehidupan Di Era Disruptif* (Anak Hebat Indonesia, 2019), Hlm. 168-170.

International Commission on Education for the Twenty First Century" recommended sustainable education (lifelong) which is implemented based on four pillars of the learning process, namely: *Learning to know* (learning to master knowledge), learning to *do (learning to* know skills), *learning to be* (learning to develop oneself), and *Learning to live together* (learning to *live in* society). [12] For this reason, mastery of information and communication technology in learning becomes indispensable. [13]

This technological advancement is a contributing factor that influences the needs of graduate users for professional alumni, who have information technology skills and foreign language skills. Professional alumni expected by users are alumni who are experts in their fields (informants 2, 4, 6, 8, 9, 10). Users want alumni of the Sharia Economic Law Study Program who are professionals, namely experts in the field of Sharia economic law, besides that they can also complete the assignments given.

The alumni who have information technology skills expected by users are alumni who can run computer applications/programs (informants 1, 2, 4, 5, 6, 8, 9, 10). Alumni are also expected to always keep up with the progress of this information technology so that they are not outdated.

Meanwhile, alumni who have foreign language skills expected by users are alumni who master foreign languages (English and/or Arabic) or only the basics (informants 1, 2, 3, 4, 5, 7, 8, 10). Some users emphasize English language skills because computer applications/programs use English.

b) Factors of social change in society

Social change is a process of change, modification, or adjustments that occur in the pattern of life of society. We are now in the era of Society 5.0, a human-centered society concept that seeks to balance economic progress and social problem-solving with a system that integrates cyberspace and physical

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[12] Yohannes Marryono Jamun, "Dampak Teknologi Terhadap Pendidikan," *Jurnal Pendidikan Dan Kebudayaan Missio* 10, No. 1 (2018):. 48-49.

[13] Haris Budiman, "Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8, No. 1 (2017):. 41.

space.[14] These societal changes have a profound effect on education.[15]

The existence of social changes in society is one of the factors that influence user needs for alumni of the Sharia Economic Law Study Program at Antasari State Islamic University in the era of the industrial revolution 4.0 and Society 5.0. So that users need alumni with integrity, namely alumni who have good ethics/morals/morals (informants 2, 4, 6, 7). This is in line with the vision of Antasari State Islamic University, which is superior and moral, superior in knowledge and moral in personality.

Social changes in society also make users need alumni who have good communication skills (effective, efficient, polite, and clear) (informants 2, 3, 4, 5, 6, 7, 9, 10). This communication skill is very important in this day and age, where everyone can easily connect without any time and space limitations.

In addition, users also need alumni who have solid teamwork skills (informants 2, 3, 5, 6, 9, 10). This solid teamwork ability is needed in this day and age, where success can only be achieved by cooperation.

Users also need alumni who can develop themselves by always adding knowledge (informants 2, 4, 5, 6, 9). Alumni who always keep up with the development of knowledge so that they do not miss information are alumni who are needed in the era of industrial revolution 4.0 and Society 5.0.

C. The implications of graduate user needs for the Sharia Economic Law Study Program

The implications of the needs of graduate users for the Sharia Economic Law Study Program at Antasari State Islamic University in the era of the industrial revolution 4.0 and Society 5.0 intended in this study are implications for curriculum design and implications for innovative learning processes that are by the times. These two implications will be discussed below.

a) Implications for curriculum design

The implication of user needs for the Sharia Economic Law Study Program

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[14] Haqqi And Wijayati, *Revolusi Industri 4.0 Di Tengah Society 5.0*, 180-181.

[15] Muhammad Syukri Azhar Lubis, "Dampak Perubahan Sosial Terhadap Pendidikan," *Al-*

Ikhtibar: Jurnal Ilmu Pendidikan 5, No. 2 (2018): 642.

curriculum in the era of the industrial revolution 4.0 and Society 5.0 is a curriculum that can provide the ability to use information technology and also the ability to socialize. According to Muhadjir Effendy (Minister of Education and Culture) that the penetration of the industrial revolution 4.0 into the world of education requires curriculum improvement by increasing the competence of students, including *critical thinking, creativity and innovation, interpersonal skills and communication, teamwork and collaboration, and confidence.* [16]

Lukum in Putriani & Hudaidah (2021) state that there are three major competencies in the 21st century, namely the competencies of thinking, acting, and living in the world. Thinking competencies include critical thinking, creative thinking, and problem-solving. Acting competencies include communication, collaboration, digital literacy, and technological literacy. Meanwhile, competencies in living in the world include initiative, self-direction, global understanding, and social responsibility. So the Merdeka Belajar

curriculum is present as an answer to the intense competition for human resources globally in the 21st century. [17]

The challenge faced by universities in curriculum development in the Industrial 4.0 era is to produce graduates who have new literacy skills, namely data literacy, technological literacy, and human literacy which pivots on noble character. One of the efforts to answer this challenge is the birth of the right-to-study policy for students outside the study program (Permendikbud Number 3 of 2020 concerning Higher Education Standards).

b) Implications for the learning process

The industrial era 4.0 and Society 5.0 certainly require an innovative learning process that is following the demands of the times. Conventional learning with face-to-face meetings in the classroom is certainly no longer sufficient, advances in technology and information also require online learning. This online learning has had a positive impact on the innovative learning

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[16] Faulinda Ely Nastiti And Aghni Rizqi Nimal Abdu, "Kajian: Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0," *Edcomtech* 5, No. 1 (2020):, 62.

[17] Mila Amalia, "Inovasi Pembelajaran Kurikulum Merdeka Belajar Di Era Society 5.0 Untuk Revolusi Industri 4.0," In *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (Senassdra)*, Vol. 1, 2022, 2.

process, especially when the world was hit by the co-19 pandemic.

However, online or web-based learning also has disadvantages: (1) the success of web-based learning depends on learning ability and motivation; (2) access to learning using the web is often a problem for students; (3) students quickly feel bored and saturated if they do not access information due to the lack of adequate equipment and adequate bandwidth; (4) guidance is needed for students to find relevant information because the information contained on the web varies greatly; (5) with web-based learning, learning is disrupted if there are communication facilities limitations; and (6) one of the most significant disadvantages of online learning is the lack of interaction between educators, learners, and fellow learners. [18]

To achieve 21st-century skills, learning trends and *best practices* must also be adjusted, one of which is through integrated or *blended learning*. *Blended learning* is a way of integrating the use of technology in learning that allows appropriate learning for each student in the classroom. [19] According to Fitzpatrick, *blended learning* is a combination of online-based learning with face-to-face learning in the classroom (conventional). [20]This *blended leaning* model is very appropriate to be implemented in Indonesian universities. [21]

So it can be said that the strategy that must be taken by the Sharia Economic Law Study Program at Antasari State Islamic University is to design a curriculum that is by the needs of the industrial revolution era 4.0 and society 5.0 and design an innovative learning process, namely *blanded leaning.*

D. Digitization and its Relevance in Legal Competence

Digitalization refers to the process of using digital technology to convert data into a form that can be understood by computer machines. The concept involves the use of software, hardware, and network infrastructure to automate, simplify, and improve the efficiency of

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[18] Oskah Dakhi, Jalius Jama, And Dedy Irfan, "Blended Learning: A 21st Century Learning Model At College," *International Journal Of Multi Science* 1, No. 08 (2020):,. 59.

[19] Eko Risdianto, "Analisis Pendidikan Indonesia Di Era Revolusi Industri 4.0," *April, 0–16. Diakses Pada* 22 (2019):,4.

[20] Dakhi, Jama, And Irfan, "Blended Learning,". 51.

[21] Dakhi, Jama, And Irfan, 63.

various aspects of life, including in the context of legal education.[22]

In the world of legal education, digitization has significant relevance in developing students' legal competence. First, digitization allows easy access to up-to-date legal information sources, regulatory databases, court decisions, and scholarly literature, which support the development of in-depth legal knowledge.

Second, the use of technology in the learning process can increase the interaction between students and learning materials through interactive methods, such as e-learning, online discussions, and multimedia learning resources. This helps facilitate a more thorough understanding of legal concepts and increases student engagement in the learning process.

In addition, digitization can also support the development of legal skills, such as analytical problem-solving, and communication skills, through the use of specialized software or apps that provide exercises and simulations of legal cases.

The application of digitalization in Sharia economic law education at Antasari State Islamic University has

great potential to improve the legal competence of students and improve the quality of education in the era of the industrial revolution 4.0 and Society 5.0. Through digitization, students can access the latest legal information sources, deepen their understanding of legal concepts, and develop legal skills that are relevant to the demands of the times.

The integration of technology in the curriculum also benefits lecturers, who can present learning materials more interactively and efficiently, and provide timely feedback to students. With adequate infrastructure support and training, lecturers can optimize the use of technology in the teaching process.

However, the implementation of digitalization also faces challenges, such as the availability of resources and budgets, the readiness of lecturers and students to use technology, as well as issues of data security and privacy. Overcoming these challenges requires collaboration and commitment from the entire academic community, as well as support from institutional management.

By designing a comprehensive strategy, such as improving technological infrastructure, providing training for

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[22] Anwar Hafidzi Et Al., "The Idea Of Informal-Based Social Education In Indonesian Islamic Boarding Schools," *Journal Of Contemporary Islamic Education* 3, No. 1 (2023): 48–58.

lecturers and students, and involving related industries and institutions, Antasari State Islamic University and other legal education institutions can achieve success in implementing digitalization in Sharia economic law education.

It is important to note that the implementation of digitalization in legal education must be supported by adequate technological infrastructure, as well as the readiness of lecturers and students to adopt the technology. Therefore, institutions. Legal education institutions need to design a comprehensive strategy to integrate digitalization into the learning process and form graduates with relevant legal competencies and ready to face challenges in the era of digital technology.

To overcome these challenges, legal education institutions must design a clear and comprehensive strategic plan to strengthen digitalization in education. Support from management, investment in training lecturers and students, and collaboration with industry and related institutions can be necessary steps to achieve success in implementing digitalization in Islamic economic law education.

Thus, the use of digital technology or digitalization in Islamic economic law education has great potential to improve the legal competence of students and improve the quality of education. In line with the development of the industrial revolution era 4.0 and society 5.0, the application of digitalization can help create Sharia economic law graduates who are adaptive, innovative, and ready to face future challenges in an increasingly connected and technology-driven society.

CONCLUSION

The needs of graduate users of the Sharia Economic Law Study Program in the era of the industrial revolution 4.0 and Society 5.0 include 1. integrity, namely alumni who have good ethics/morals/morals, 2. professionals, namely alumni who are experts in their fields, 3. foreign language skills, namely alumni who master foreign languages or only the basics, 4. Information technology skills, namely alumni who can run computer applications or programs, 5. Communication skills, namely alumni who can communicate well (effectively, efficiently, politely, and clearly), 6. Cooperation skills, namely alumni who can work with a solid team, 7. Self-

development skills, namely alumni who always increase their knowledge.

The application of digitalization is expected to create graduates of Islamic economic law who are adaptive, innovative, and able to compete in an increasingly connected and technology-driven society. In line with the goals of the industrial revolution 4.0 and Society 5.0, the application of digitalization is important in preparing graduates to face future challenges and contribute positively to the development of a technology-based society.

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