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DREAM: DESIGN OF HIGHER EDUCATION CURRICULUM BASED ON SPIRITUAL VALUES

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ABSTRACT
This study aimed to develop an alternative curriculum design to meet the increasing demand for high-quality graduates in today's dynamic economy. This research used a mixed-method approach for data collection and analysis to ensure comprehensive, reliable, and objective findings. The results highlighted a growing need to cultivate strong leadership traits, emphasizing the development of holistic and spiritual leadership that integrates ethics, decision-making, and practical actions. Individuals with prophetic leadership qualities were found to be highly dependable due to their strong sense of responsibility, spiritual grounding, and ability to make wise decisions based on available resources. In response, the DREAM curriculum was designed to nurture graduates with these attributes, equipping them to meet the evolving needs of modern industries. Graduates of the DREAM curriculum are expected to excel not only in hard and soft skills but also as inspirational leaders who motivate others. This research is projected to have several significant impacts, including bridging the skills gap, fostering leadership character development, enhancing graduate quality, equipping students with relevant technological knowledge and expertise, and promoting a curriculum rooted in Islamic spiritual values.

Keywords: Curriculum, Human Resource, Islam, Leadership

INTRODUCTION
Higher Education (HE) institutions must align the quality of their graduates with the demands of an increasingly competitive digital economy (Lian, 2019; Koespiadi, 2015; El-Jardali, 2018). Globalization has brought significant disruptions through social and technological changes, requiring drastic adjustments in HE management (Deeks, 2021). As a result, HE institutions have had to integrate digital technology across all traditional functions, including marketing and student services (Fink-Hafner, 2022). This transition has also driven major paradigm shifts in higher education management (Simatupang, 2021). To remain relevant, HE administration must continuously adapt, including updating curricula to reflect the digital landscape. Addressing this need, this research introduces the DREAM curriculum, a higher education framework rooted in spiritual values, designed to produce graduates who are not only highly skilled professionals but also ethical and socially responsible leaders.

According to Indonesia's Central Agency on Statistics, the country's higher education sector continues to expand, with 3,115 HE institutions spread across the nation as of 2021. The growing presence of international HE ranking agencies that evaluate and categorize university performance has intensified competition among institutions, influencing students, parents, university administrators, and other stakeholders (Pucciarelli, 2016; Tretyak et al., 2019). However, a persistent issue remains: the disconnect between academic research and industry needs, which has hindered the full acceptance of HE graduates in the workforce. This is because

Indonesian students often lack historical awareness, weakening their character, while also being highly dependent on the internet (Fresky, 2020).

One finding reports that Jakarta youth aged 25–26 have lower literacy skills than junior high school graduates in Denmark (Pratchett, 2016). Further data from Indonesia's Central Statistics Agency (BPS) indicates that, as of February 2022, the unemployment rate among HE graduates stood at 14% of the total working-age population of 208.54 million. This rising unemployment is attributed to several factors, including high income and status expectations, a limited number of job opportunities, and a mismatch between university-acquired skills and industry requirements. A World Bank survey further highlights that only 53% of university graduates in Indonesia possess the skills necessary for the workforce (Andini, 2021).

Therefore, in order to create a curriculum that is in accordance with industry trends and requirements, universities and industry must work together more effectively. HE in Indonesia has to raise the quality in a number of areas because its rating is still far below what is expected in the international arena. One of them is that academic institutions must develop a better curriculum that takes into account the previously described problems. Based on this issue, there is a growing need to develop a HE curriculum concept that can produce graduates who fulfill the growing industry requirements.

Several studies have explored the development of a new HE curriculum in Indonesia, focusing on various aspects such as character education, entrepreneurship, essential competencies, religious integration, and the impact of Industry 4.0. One previous research had examined the implementation of character education based on local wisdom, highlighting the integration of values into courses, the cultivation of positive habits through practice, and the creation of environments that reinforce local wisdom (Hidayati, 2020). Similarly, another research emphasized the importance of incorporating entrepreneurship into all aspects of education, from extracurricular activities to specialized subjects (Wahid Murni et al., 2019), while another had identified key competencies for curriculum development, including communication, leadership, religious proficiency, entrepreneurship, and ICT skills (Muluk et al., 2019). Another research explored the integration of science and technology into Islamic higher education, demonstrating how religious and secular knowledge are balanced through internalization, labeling, and deductive methods (Ali, 2020). Meanwhile, one other research examined the application of Industry 4.0 in HE, advocating for an evaluation of Curriculum 4.0, which integrates programming, data analysis, artificial intelligence, soft skills, adaptability, and sustainability to produce high-quality graduates (Lukita et al., 2020). While these studies primarily focus on curriculum implementation in religious institutions, the identification of urgent educational needs, and essential competencies, this research takes a different approach by developing a technology-based curriculum model aimed at enhancing leadership qualities among HE students.

The novelty of this research is in the implementation of spiritual values in the curriculum. In addition, the DREAM curriculum also focuses on developing holistic, intelligent, and spiritual leadership characters. By integrating the DREAM curriculum, universities can answer industry demands. The curriculum combines the visible curriculum (formal epistemology knowledge) with the hidden curriculum (invisible values and epistemes embedded in the discipline). If the previous research discussed the identification of urgency, curriculum implementation in higher education, and the quality that needs to be improved in the curriculum, this research develops a technology-based curriculum concept to improve student leadership character based on Islamic values.

METHOD

This study employed a mixed-methods approach, integrating both quantitative and qualitative research techniques (Halcomb & Hickman, 2015). Data was gathered through questionnaires and interviews to explore student" and lecturers' perceptions of the key qualities that define an effective leader. The research was conducted in three stages.

The first stage focused on preparation, including a literature review, the development of a preliminary survey, the creation of research instruments, and instrument testing. This phase laid the foundation for the data collection process.

In the second stage, the researchers collected both primary and secondary data. Primary data was obtained from questionnaires distributed to 285 respondents across two private and two public universities in West Java, Indonesia. The respondents comprised 200 students, 70 alumni, 10 lecturers, and representatives from 5 companies that commonly employ graduates from these institutions. To complement the questionnaire findings, the researchers conducted interviews with 10 lecturers. Additionally, secondary data was collected from alumni records provided by the university career center, offering insights into graduate employment rates and job satisfaction.

The third stage focused on data analysis and curriculum development. Based on the needs analysis, the researchers formulated the DREAM curriculum and corresponding learning strategies. Throughout this process, continuous monitoring and evaluation were conducted to refine each stage of the research.

RESULTS AND DISCUSSION

Questionnaires were distributed to university stakeholders to gather insights into the learning process and self-development, including both soft and hard skills. Alumni were asked about their post-graduation experiences, such as their graduation date, the time it took to secure their first job, and whether the knowledge they acquired during their studies was sufficient. For lecturers, the focus was on their involvement in the Tridharma of higher education, which includes research, teaching, and community service. Meanwhile, industry stakeholders provided feedback on graduate performance and the adequacy of their knowledge in the workplace. One key finding from the questionnaire results was the essential skills graduates should possess upon completing their program, ranked by importance as follows:

1. Ethics
2. Expertise in the Field of Science (primary competency)
3. Foreign Language
4. Use of Information Technology (IT)
5. Communication
6. Teamwork
7. Self-Development

In the list above, there are three hard skills that were primarily highlighted, namely Expertise in their Field, Foreign Language Mastery, and Utilization of IT. These hard skills are in line with the current global condition, where globalization is becoming more prevalent. This prevalence is proven by easier access for someone from any background to travel as well as be exposed to countless cultures and information around the globe, and the rapid advancement of IT that provides new tools which correspond to technical advantages and opportunities if used effectively. Other than that, the soft skills that the respondents deemed important are in line with aspects of leadership. One particular type of leadership stands out among the rest: the concept of Prophetic leadership (El Syam, 2017). This concept of leadership actively and explicitly implements spiritual guidance to the leaders. This spiritual aspect is also related to

Spiritual Quotient (SQ), which corresponds with spiritual practices and values to improve personal growth and well-being. Leaders who possess high SQ have access to deep meaning, fundamental values, and a sense of abiding purpose in our lives, and the role that this meaning, values, and purpose play in our lives, strategies, and thinking process (Juhary et al., 2013). This is a massive advantage to the usual leadership who mainly focuses on intelligence, emotional, and interpersonal aspects only.

Research on prophetic leadership highlights its impact on employee performance, ethical governance, and moral leadership. One study found that integrating prophetic leadership traits with incentives enhances productivity and suggests further research for broader comparisons (Yusuf, 2022). In addition, another research that had examined leadership in Islamic boarding schools, emphasizing faith, justice, sincerity, as well as courage, found that the leaders uphold Sharia and *akhlaqul karimah*, foster *ukhuwah Islamiyah* (Islamic brotherhood), and promote humanism, tolerance, and respect (Arif, 2021). Another research explored spiritual leadership, which integrates divine guidance, ethics, and emotional intelligence to address contemporary leadership challenges like corruption and dishonesty (Siregar & Putra, 2024). This model fosters fairness, responsibility, and inspiration, motivating individuals through vision, faith, and altruistic love, ensuring strong moral foundations and ethical behavior. These findings proved that the implementation of the prophetic leadership concept has a proven positive impact on students' characters.

DREAM Curriculum

This curriculum concept integrates five key elements into policies, curricula, and practices that are inspired by Islamic values and teaching that are aligned with the Indonesian Golden Leadership 2045 and with the overall mandate of the Global Agenda for Sustainable Development in Indonesian Higher Education. DREAM is an abbreviation of Data Driven Capabilities, Reading and Resolve, Empower Emotional Quality, Age of Digital Transformation, and Management of Risk. The ultimate output of the DREAM curriculum concept is graduates who would answer the growing demands of the modern industry by having a holistic, intelligent, and spiritual leadership spirit, which translates to dependable, highly responsible for operations, grounded in spirituality, and capable of making wise decisions based on available resources. Based on the results of the questionnaire, which were analyzed statistically through SPSS, as shown in Table 1. To provide context for the result of statistical analysis, X1 is the Data Driven Capabilities variable, X2 is the Reading and Resolve variable, X3 is the Empower Emotional Quality variable, X4 is the Age of Digital Transformation variable, X5 is the Management of Risk variable, while Y is the Leadership variable.

Table 1. Measurement Model of Each Variable

VARIABLE	Variable Manifest (question)	λ (Loading Factor)	λ^2	e (Error)	(CR>0.7)	(VE>0.5)	Conclusion
DATA DRIVEN CAPABILITIES	X1.1	0.782	0.612	0.388	0.904	0.543	Valid
	X1.2	0.655	0.429	0.571			Valid
	X1.3	0.737	0.543	0.457			Valid
	X1.4	0.673	0.453	0.547			Valid
	X1.5	0.872	0.760	0.240			Valid
	X1.6	0.756	0.572	0.428			Valid
	X1.7	0.676	0.457	0.543			Valid
	X1.8	0.720	0.518	0.482			Valid
READING AND	X2.1	0.819	0.671	0.329	0.915	0.524	Valid

VARIABLE	Variable Manifest (question)	λ (Loading Factor)	λ^2	e (Error)	(CR>0.7)	(VE>0.5)	Conclusion
RESOLVE	X2.3	0.819	0.671	0.329			Valid
	X2.7	0.780	0.608	0.392			Valid
	X2.8	0.627	0.393	0.607			Valid
	X2.9	0.828	0.686	0.314			Valid
	X2.10	0.640	0.410	0.590			Valid
EMOTIONAL QUALITY	X3.1	0.762	0.581	0.419	0.934	0.513	Valid
	X3.2	0.704	0.496	0.504			Valid
	X3.3	0.632	0.399	0.601			Valid
	X3.4	0.696	0.484	0.516			Valid
	X3.5	0.858	0.736	0.264			Valid
	X3.6	0.642	0.412	0.588			Valid
	X3.7	0.727	0.529	0.471			Valid
	X3.9	0.734	0.539	0.461			Valid
	X3.10	0.661	0.437	0.563			Valid
	X3.11	0.703	0.494	0.506			Valid
	X3.12	0.768	0.590	0.410			Valid
AGE OF DIGITAL TRANSFORMATION	X4.1	0.785	0.616	0.384	0.943	0.576	Valid
	X4.2	0.623	0.388	0.612			Valid
	X4.3	0.735	0.540	0.460			Valid
	X4.4	0.756	0.572	0.428			Valid
	X4.5	0.772	0.596	0.404			Valid
	X4.6	0.744	0.554	0.446			Valid
	X4.7	0.778	0.605	0.395			Valid
	X4.8	0.728	0.530	0.470			Valid
	X4.9	0.801	0.642	0.358			Valid
	X4.10	0.756	0.572	0.428			Valid
MANAGEMENT OF RISK	X5.1	0.751	0.564	0.436	0.932	0.587	Valid
	X5.2	0.740	0.548	0.452			Valid
	X5.3	0.785	0.616	0.384			Valid
	X5.4	0.785	0.616	0.384			Valid
	X5.5	0.694	0.482	0.518			Valid
	X5.6	0.816	0.666	0.334			Valid
	X5.7	0.746	0.557	0.443			Valid

Table 1 shows that all values of the standardized loading factor (λ) are≥ 0.50, which means that every indicator in the questionnaire has good validity. Likewise, the reliability of the measurement model is shown by the values of Composite Reliability (CR) ≥ 0.70 and Variance Extracted (VE) ≥ 0.50. Thus, it was concluded that all dimensions were declared valid and reliable for measuring each independent variable. On the other hand, the result of the questionnaire statistical analysis is presented in Figure 1.

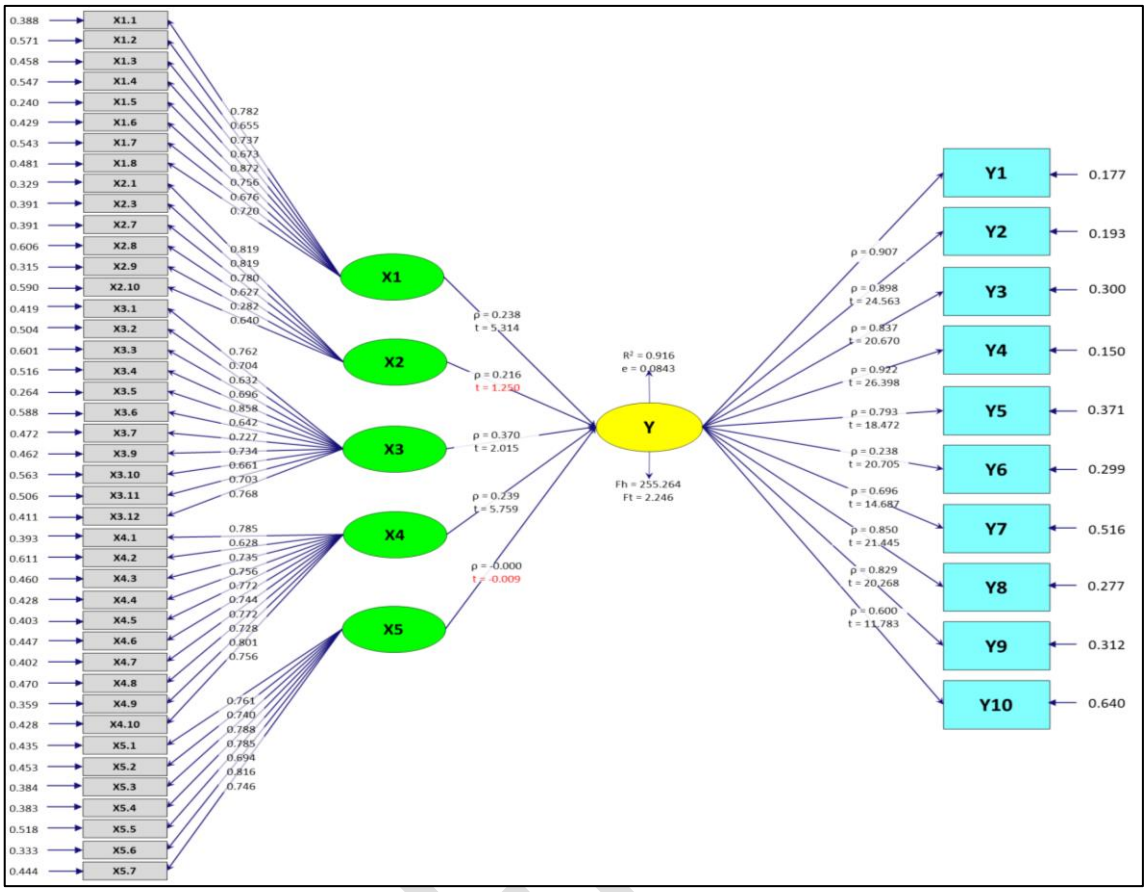

Figure 1. The Results of Hypothesis Testing of The Independent Variables (X) on The Dependent Variable (Y)

The R-Square value, as shown in Figure 1, is 0.916, which indicates that the combined effect of all DREAM variables on Leadership is 91.6%. This finding shows that theoretically, DREAM is capable of resolving the urgency of developing a curriculum aimed at nurturing leadership skills in graduates. To become a benchmark for creating Graduate Learning Outcomes, the five concepts are described as follows:

1. Data Driven Capabilities realized through *Ijtihad* (Critical Thinking) and *Hikmah* (Wisdom)

Data-driven work practices rely on accurate and up-to-date information to guide operations effectively (Pollice et al., 2021). Institutions, particularly in the education sector, can benefit significantly from data-driven skills. Databases facilitate the efficient summarization of job-related issues, enabling more targeted and productive work.

The ability to make precise and rapid decisions stems from structured data interpretation and analysis, ensuring that insights are derived based on established capabilities. Students, in particular, gain the advantage of recognizing emerging trends, allowing them to develop skills aligned with current societal needs. This, in turn, strengthens the surrounding ecosystem, as well-informed data analysis empowers individuals to make informed decisions within their environments. Additionally, Figure 2 illustrates the flow of a data-driven approach.

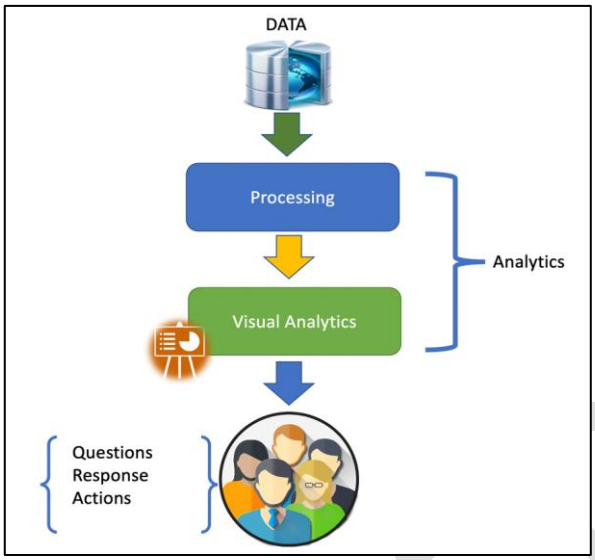

Figure 2. The Data-Driven Approach

As illustrated in Figure 2, the data-driven approach begins with the data collection stage, where vast amounts of information are gathered from various sources. This data then moves to the processing stage, where it is structured, cleaned, and analyzed to identify relevant patterns and trends. Once processed, the data enters the visual analytics stage, where it is transformed into graphical representations such as charts, dashboards, and reports, making it easier to interpret. The combination of processing and visual analytics forms the core of the analytical workflow, enabling more profound insights and more informed decision-making. Finally, the refined information reaches the end users, represented by a group of people at the bottom, who engage with the analytics by asking questions, interpreting findings, and taking necessary actions. This cyclical process ensures that data is not only collected but actively leveraged to drive strategic and evidence-based decisions. Moreover, data-driven capabilities enhance decision-making speed, providing a strategic advantage (Jin et al., 2018).

A key requirement for developing a data-driven curriculum for students is not just recognizing the value of data but also fostering their confidence in working with it. Universities can adopt various strategies to promote data-driven decision-making, but the most effective way to increase student engagement is by cultivating self-reliance. As with any skill, becoming proficient in data analysis requires a combination of training, mentorship, education, and hands-on experience. The more self-reliant students become, the more confident they will feel in applying data-driven approaches to real-world problems.

Islam encourages *ijtihad*, critical reasoning, and independent judgment, particularly when addressing new challenges. The Quran repeatedly highlights the importance of *ijtihad*, with examples found in Surah An-Nisa' (4:105), Surah Al-Baqarah (2:266), and Surah Al-Baqarah (2:50). Similarly, *hikmah* is emphasized in Surah Al-Baqarah (2:269), Surah Sad (38:20), Surah Al-Maidah (5:110), Surah An-Nisa' (4:113), and Surah An-Nahl (16:125). Both data-driven decision-making and its long-term implications reflect *basirah* (foresight), a fundamental trait of prophetic leadership. Furthermore, aligning data collection and utilization with Islamic ethics is essential for upholding privacy and integrity. The Quran, particularly Surah An-Nur (24:11-15), underscores the principles of honesty and trustworthiness, values that should guide ethical data practices.

2. Reading and Resolve in Islam realized through *Tadabbur* (Understanding) and *Tafakkur* (Reflection and Thinking), as well as *Istiqamah* (Steadfast).

Students and the educational community at large are anticipated to be significantly impacted by a curriculum that emphasizes literacy development (Elshorbagy et al., 2010). In addition to literacy, which is a crucial component of education, resources for instruction and training must be developed to help students develop their critical thinking skills (Chen et al., 2022). One way to encourage students to use critical thinking in problem-solving is through case study learning (Wenger et al., 2019). The term used in the world of information technology to describe this level of proficiency is data literacy. Data literacy is a person's ability to read, write, analyze, understand, and utilize data and interact with data regularly. A data-literate student can also effectively communicate the meaning, use, and importance of the data they use to others. Figure 3 shows the illustration of the skills that students must have regarding data literacy.

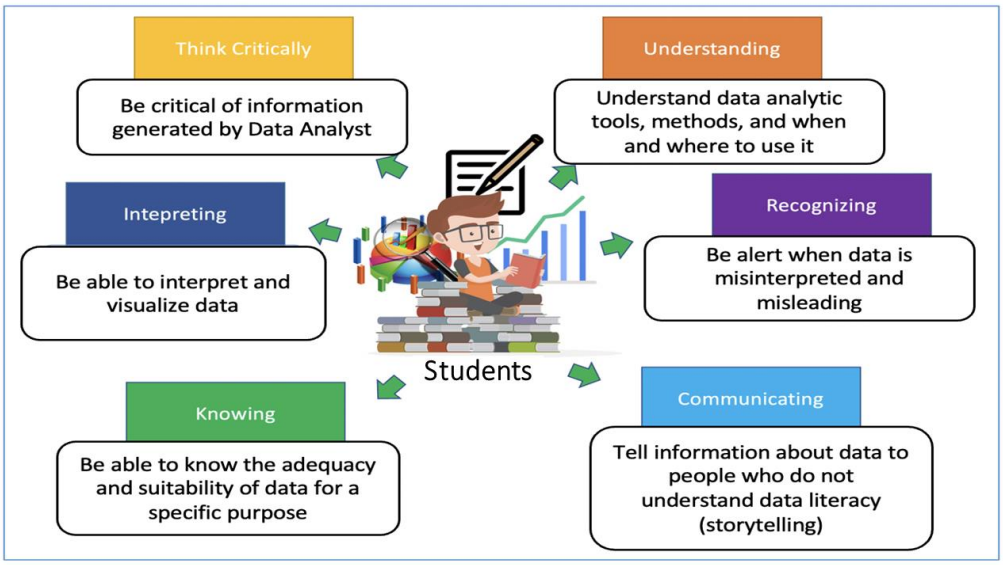

Figure 3. The Data-Driven Capabilities Model

Tadabbur and *Tafakkur* are fundamental Islamic principles that emphasize deep reflection and critical analysis before taking action. The Qur'an repeatedly calls on believers to engage in thoughtful contemplation, as highlighted in Surah Muhammad (47:24), Surah Ali 'Imran (3:190-191), Surah An-Nisa (4:82), and Surah Sad (38:29). These verses stress the importance of thoroughly understanding issues before making decisions. In addition, *Istiqamah* ensures that once a challenge is recognized, it is met with patience, perseverance, and steadfastness. This principle is reinforced in several Quranic passages, including Surah Al-Ahqaf (46:13-14), Surah Yunus (10:89), Surah Hud (11:112), Surah Ash-Shura (42:15), Surah Fussilat (41:6, 30), and Surah At-Tawbah (9:7). These verses emphasize the necessity of unwavering commitment in overcoming difficulties. Furthermore, Surah Al-Alaq (96:1-5) underscores the significance of reading and seeking knowledge, establishing intellectual growth as a core tenet of Islam. The religion not only advocates for lifelong learning but also encourages *Tadabbur* and *Tafakkur* as essential tools for developing strong analytical and critical thinking skills.

3. Emotional Quality empowered through *Sabr* (Patience), *Shukr* (Gratitude), *Akhlaq* (Good Character and Ethics), and *Ihsan* (Excellence)

Emotional intelligence encompasses the ability to accurately perceive, assess, and express emotions; generate feelings that enhance cognitive processes; comprehend and apply emotion-related concepts and language; and regulate both personal and interpersonal emotions to foster well-being, development, and healthy social relationships (Throne & Lazaroiu, 2020). It involves understanding emotions, accessing and utilizing feelings to support cognitive functions, interpreting and using emotion-related language, and managing one's own emotions as well as those of others to promote personal growth and positive social interactions (Mayer et al., 1999).

Given its significance, emotional empowerment can be integrated into higher education as part of the curriculum because prioritizing students' self-development is essential for their growth. When students have a strong sense of self-worth, they are better equipped to grow and succeed. Developing self-confidence requires recognizing both strengths and weaknesses and believing in one's ability to progress. This journey ultimately leads to what Maslow refers to as "self-actualization" (Dar & Sakthivel, 2022). Humanistic approaches to education emphasize the role of emotions and thoughts, encouraging learners to cultivate a positive self-concept. Emotional empowerment also promotes open and honest communication, as well as the development of personal values that reinforce positive character formation.

The principles of *Sabr* (patience), *Akhlaq* (moral character), *Ihsan* (excellence in conduct), and *Shukr* (gratitude) play a crucial role in emotional regulation and personal development. *Sabr* is essential for maintaining emotional stability and professionalism, as highlighted in various Quranic verses, including Surah Al-Baqarah (2:45, 2:153), Surah Ali 'Imran (3:200), Surah Az-Zumar (39:10), Surah Al-Furqan (25:75), and Surah Luqman (31:17). *Akhlaq*, a core teaching in Islam, emphasizes exemplary character and behavior, as reinforced in Surah Al-Hujurat (49:11), Surah Al-Isra (17:23-24), Surah Luqman (31:14-15), Surah Al-Ma'idah (5:8), and Surah Al-A'raf (7:199). *Ihsan* aligns with teamwork, continuous learning, and social awareness, as referenced in Sahih al-Bukhari 4777, as well as Surah Al-Baqarah (2:83), Surah Al-Qasas (28:77), Surah Al-Isra (17:24), and Surah An-Nahl (16:90). *Practicing* Shukr is essential for maintaining a positive mindset and preventing negativity, as emphasized in Surah Ibrahim (14:7), Surah Al-Baqarah (2:152), Surah Al-Qasas (28:73), Surah Luqman (31:12), and Surah An-Nahl (16:18).

By integrating the values of *Sabr, Shukr, Akhlaq*, and *Ihsan* into personal and academic development, individuals can build emotional resilience and inner stability. These teachings provide a spiritual foundation that strengthens emotional intelligence by fostering acceptance, hope, and trust in divine wisdom, key elements in emotional regulation and overall well-being.

4. Age of Transformation based on *Ilm* (Knowledge), *Ijtihad* (Critical Thinking), & *Maslahah* (Public Interest).

Digital transformation refers to the process of leveraging information technology to enhance a firm's competitiveness. However, this concept extends beyond technology alone; it encompasses all aspects of an organization, including business workflows, culture, and human resources (Vial, 2021). In the education sector, the primary goal of digital transformation is to empower educators by equipping them with the necessary tools to engage students both inside and outside the classroom.

For Indonesia's education sector, digital transformation must be taken seriously. Institutions that still rely on conventional systems must begin innovating across academic, administrative, financial, and instructional processes. Several fundamental strategies can drive this transformation. First, establishing a global vision for digital transformation in education, second, developing a national digital learning system and lastly, maximizing digital infrastructure to ensure equitable access to technology-driven education. The findings of previous research

found that the integration of technology and education can improve learning quality, making it more personalized and responsive to each student's needs (Oliveira et al., 2022).

Islam strongly encourages the pursuit of *ilm* (knowledge) and the adaptation of new technologies for beneficial purposes. This principle is reinforced in various Quranic verses, such as Surah Al-'Alaq (96:1), Surah At-Tawbah (9:122), Surah Al-Anbiya (21:7), and Surah Al-Mujadalah (58:11). Additionally, *ijtihad* (critical thinking) plays a crucial role in ensuring that AI and digital tools are applied ethically. The principle of *maslahah* (public benefit and interest) ensures that technology, such as AI-driven Fiqh chatbots, serves humanity while upholding Islamic values. *Maslahah* is categorized by Usul al-Fiqh (Islamic legal theory) scholars into three levels based on urgency: *Maslahah ad-Daruriyyât* (essential needs), *Maslahah al-Hajiyyât* (necessities), and *Maslahah at-Tahsinât* (enhancements or refinements) (Zuhdi & Nasir, 2024).

Digital transformation aligns with Islamic values, which emphasize honesty, responsibility, and reliability in digital interactions. AI-driven chatbots, for instance, can assist students in accessing accurate religious guidance while maintaining Sharia compliance, thereby fostering continuous learning. Moreover, ethical digital usage should be guided by principles of honesty and integrity, as emphasized in the Qur'an (Surah Al-Isra, 17:36), ensuring that digital transformation remains aligned with Islamic teachings.

5. Management of Risk through *Tawakkul* (Trust in God) & *Tafakkur*.

Implementing an efficient risk management system has become a critical priority in the education sector. Effective decision-making throughout the educational process relies on the ability to identify, assess, and mitigate risks that could impact organizational resources (Tinanoff et al., 2019). A structured risk management approach is essential, incorporating various techniques and tools to identify risks, evaluate their impact, and develop strategies to mitigate their effects. Once implemented, ongoing monitoring is necessary to track the effectiveness of these strategies (Wassenhove et al., 2022). For students, developing risk management skills is crucial, as it not only helps reduce anxiety but also enables them to create well-structured plans to achieve their goals. This competency fosters resilience, ensuring that students do not give up easily when faced with challenges. In higher education, both hard and soft skills are equally important, both during college and in the professional world.

Islamic teachings emphasize *tawakkul* while encouraging strategic planning, as stated in Hadith at-Tirmidhi 2517 and reinforced in several Quranic verses, including Surah Ali 'Imran (3:159), Surah An-Nisa (4:81), Surah Al-Ma'idah (5:11, 23), and Surah Al-Anfal (8:2, 49). Additionally, *tafakkur* plays a crucial role in risk management, particularly in IT and entrepreneurship.

In line with Islamic principles of integrity and privacy, students can apply risk assessment techniques to digital platforms to protect themselves from misinformation and privacy breaches, as highlighted in Surah An-Nur (24:11). Moreover, financial risk management in education can align with Shariah-compliant practices, ensuring ethical financial stewardship, as illustrated in Surah Al-Kahf (18:60-82). By integrating these principles, risk management becomes not only efficient but also morally grounded in Islamic values.

DREAM Graduate Learning Outcome (GLO)

Implementation of the DREAM-based curriculum can be done through the establishment of GLO, with the focus on answering the main questions.

1. How do we improve the literacy skills of HE graduates to improve their ability to solve problems in society or industry?

2. How do we create a curriculum that not only focuses on intellectual intelligence but also on emotional intelligence to produce graduates who have good mental resilience in facing problems?
3. How do we design a curriculum that supports and optimizes good learning standards towards Smart University?
4. How do we provide an understanding of risk management to graduates to equip them in handling risks in every decision taken?

1. Data Driven Capabilities

The Data Driven Capabilities component highlights the importance of making well-informed decisions by analyzing information thoroughly and considering long-term implications. Graduates are expected to develop substantial data collection and processing skills, enabling them to make strategic decisions based on data-driven insights. Additionally, they must have a solid understanding of database-related theories and demonstrate the ability to design databases tailored to specific needs. In applying these skills, graduates must also ensure that data collection and usage align with Islamic ethical principles, upholding privacy and integrity as emphasized in the Qur'an (Surah An-Nur 24:11-15). This ethical framework fosters a commitment to responsible data management, reinforcing both technical expertise and moral accountability.

1. Reading and Resolve

The Reading and Resolve component of the DREAM GLO focuses on the ability to analyze and solve problems in organizational business processes by applying practical solutions. Graduates are expected to master theoretical concepts in informatics, particularly those related to business processes, and be proficient in modeling these processes using appropriate frameworks. Additionally, they should be able to identify challenges within business operations and formulate strategic solutions. These analytical skills are further strengthened through *Tadabbur* and *Tafakkur* as emphasized in Surah Ali Imran (190-191) and Surah Al-Alaq (1-5). By integrating technical expertise with reflective practice, graduates are equipped to address complex organizational challenges with strategic insight and ethical integrity.

2. Empower Emotional Quality

The Empower Emotional Quality component of DREAM GLO focuses on the ability to regulate emotions effectively while maintaining a calm and professional demeanor. Graduates are expected to uphold professional ethics, collaborate well in multidisciplinary teams, embrace lifelong learning, and respond thoughtfully to social issues and technological advances. In addition, they are encouraged to be proud citizens and contribute positively to society by respecting cultural, linguistic, ideological, and religious diversity. They are also expected to internalize the values of self-reliance, perseverance, and entrepreneurship in their professional fields. This emotional and ethical framework is further strengthened by integrating the teachings of *Sabr* (patience), *Shukr* (gratitude), and *Tawakkul* (trust), as guided by Surah Al-Baqarah verse 153, thus fostering emotional resilience and stability. By combining emotional intelligence with an ethical and spiritual foundation, this component prepares graduates to navigate the complex professional and social landscape with integrity and purpose.

3. Age of Digital Transformation

The Digital Transformation Era component of the DREAM GLO highlights the importance of staying up to date with technological advancements, including the use of AI-driven tools such as chatbots to answer everyday Fiqh questions while ensuring accuracy and

adherence to verified sources of Islamic knowledge. Graduates are expected to apply computational methods effectively in the development of intelligent systems, demonstrating strong proficiency in science and mathematics to address engineering challenges through computational principles. Additionally, they are encouraged to uphold ethical digital practices by adhering to the Qur'anic principles of honesty and integrity, as emphasized in Surah Al-Isra (17:36). By integrating advanced technological skills with ethical responsibility, graduates are prepared to navigate the digital era with both innovation and integrity.

4. Management of Risk

A competent professional must be able to apply their knowledge and skills creatively and innovatively to identify and address various risks. This includes utilizing the latest methods and technologies to design and conduct experiments in computing, whether in laboratory or real-world settings, while analyzing results and assessing potential risks in their development. Additionally, leveraging advanced information technology is crucial for business growth and risk mitigation, ensuring long-term sustainability and efficiency. Collaboration within a team is equally important for driving technological advancements in entrepreneurship, fostering innovation through collective effort. Moreover, conducting risk assessments for digital platforms is essential to prevent misinformation and privacy breaches, aligning with Islamic values of honesty and confidentiality, as emphasized in Surah An-Nur (24:11).

In education, curriculum evaluation is a fundamental process in assessing the effectiveness of various elements that support the implementation of educational policies. Since the curriculum is an integral part of education, its evaluation must be conducted alongside the assessment of other components and processes to ensure that it aligns with curriculum objectives and broader educational goals. The DREAM-Based curriculum evaluation focuses on the following key elements: (1) Curriculum Objectives, ensuring relevance to societal and industry needs; (2) Curriculum Content, evaluating course offerings and their alignment with learning goals; (3) Learning Process, assessing teaching methods and instructional strategies; and (4) Evaluation of Learning Outcomes, measuring the effectiveness of educational delivery and student achievements. These elements are closely interconnected with the DREAM framework, reinforcing a holistic approach to curriculum development and evaluation.

CONCLUSION

This study introduces the DREAM-based curriculum as an innovative framework for higher education, integrating spiritual values into academic and leadership development to produce leaders with prophetic leadership qualities. This curriculum is structured around five pillars: Data-Driven Leadership, Reading and Resolve, Empowering Emotional Quality, Age of Digital Transformation, and Management of Risk. By blending formal knowledge with a hidden curriculum that embeds ethical and spiritual values, DREAM Curriculum aims to produce graduates with strong technical, interpersonal, and leadership skills. This curriculum is projected to have several significant impacts, including bridging the skills gap, fostering leadership character development, enhancing graduate quality, equipping students with relevant technological knowledge and expertise, and promoting a curriculum rooted in Islamic spiritual values. Future research should evaluate its feasibility and effectiveness in improving student outcomes and leadership development.

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