# Building Village through MBKM Learning Model with KUKIS: Students Perceptions on the Learning Outcomes and MBKM Goals

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**Abstract**

*This research aims to analyse the impact of the MBKM-based KUKIS learning model, the village building scheme, which has been applied to students of English Education study program. The KUKIS learning model is adapted from the Project-Based Learning model. Descriptive research method with a quantitative approach is used in this research. Questionnaires and interviews are used as instruments to collect data from the selected research sample using purposive sampling technique. The results of data analysis show that the application of KUKIS is able to contribute positively to students' ability to fulfil learning outcomes which include attitudes, general skills, special skills, and mastery of knowledge. Likewise for the aspect of MBKM objectives, students assessed that the application of the KUKIS learning model is able to contribute positively to the achievement of MBKM goals, both soft skills and hard skills of students.*

**Keywords:** *Independent Learning- Independent campus; KUKIS; Project Based Learning; Building Village*.

## 1. INTRODUCTION

MB-KM is a term that is currently popular at the university level. In Indonesian language, MB-KM stands for Merdeka Belajar – Kampus Merdeka. There is still no clear terms to describe this MBKM in English language. Some people use the terms "Independent Learning – Independent Campus" and some people use "The Freedom of Learning – Independent Campus". Various higher education institutions are trying to implement the MB-KM policy that has been issued by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This policy is an effort by the government to prepare students' future careers by going directly into the world of work to hone skills according to their talents and interests (kampusmerdeka.kemdikbuk.go.id). The government initiated this program with the main objective being to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation with good personality

(kampusmerdeka.kemdikbud.go.id, 2021). In addition, the MB-KM Program is believed by the government as a program that provides "concession" for students to develop their interests. Nadiem Makariem (2019), Minister of Education, Culture, Research and Technology of the Republic of Indonesia on one occasion explained that the MB-KM program is "giving freedom and autonomy to institutions, and independence from bureaucratization, lecturers are freed from complicated bureaucracy and given the freedom to choose the field they are passionate about."

The MB-KM program consists of 8 activity schemes, namely: 1) Internships, 2) Village Development, 3) Teaching in Schools, 4) Student Exchange, 5) Research, 6) Entrepreneurial Activities, 7) Independent Studies/Projects, and 8) Humanity Project. Specifically for the village development scheme, the English Education Study Program (PBI) in Muhammadiyah University of Enrekang (UNIMEN) has designed a learning model to build a village with the theme "Kampus untuk kampung Inggris" or abbreviated as KUKIS in early 2022. In English, it can be called as "College for English Village". This learning model has been piloted on 13 PBI students who had currently participating in the Thematic Real Work Lecture Program (KKNT) in one of the target villages.

The KUKIS Thematic learning model is implemented for students of the English Education Study Program at Muhammadiyah University of Enrekang in the Real Work Course. KUKIS is an abbreviation of Kampus untuk Kampung Inggris or in English it can be stated as College for English Village. This model is adapted from the Project-based Learning (PBL) learning model which is integrated with the MBKM learning model focusing on village development schema (Samad et al, 2022) which aims at developing villages through English.

The KUKIS Thematic learning model consists of 2 main stages. The first stage is preparation which is carried out in campus. At this stage, students are guided to have English need analysis required in the target villages. The most widely explained theory at this stage is related to English for Specific purposes (English for tourism, English for Business, English for academic, etc). This is adjusted to the priority needs of the English and the development program in the target village. Furthermore, students are guided to make proposals related to projects that will be implemented in the target village. In the next stage, students collaborate with the target village elements to complete a project that has been prepared previously while still coordinating with the supervisor.

Referring to the MBKM scheme, the KUKIS learning model can be converted with a maximum of 20 credits. The expected learning outcomes from this learning model are students are able to respond (A2) to the problems that exist in the community by integrating (P4) the knowledge gained on campus to assist the community in solving the problems and creating (C6) the solutions. Students are actively involved in completing programs that are tailored to the needs of the community that have been contained in the Work Plan Sheet.

As a result, the MBKM concept focusing on village development schema that implemented through KUKIS learning model is the object that should be evaluated in this study. The evaluation covers 2 aspects, learning outcomes and MBKM goals.

Project based learning (PBL) is a term that is often used interchangeably with the terms project work, project method, project approach and project-oriented approach. PBL or sometimes shortened to PjBL is generally defined as an instructional strategy that uses a project to teach curriculum topics (Bell, 2010), or more specifically defined as "a systematic teaching style that involves students in learning critical knowledge and life-enhancing skills through an extensive, student-influenced inquiry process structured around challenging, authentic questions and well developed products and assignments" Robinson (2013). A key component of this strategy is having students work on real-world projects while concurrently practicing their language skills and learning relevant subjects (Becket, 2002).

PBL has been shown through research to integrate all four language abilities that learners possess, including speaking, reading, and writing, in order to accomplish implemented activities. As an effort to learn a language in a realistic setting, project work actively engages students in the process. Learners will improve their communication skills through the collaboration process, which could lead to possibilities for them to share information, negotiate ideas, and sharpen their decision-making skills (Carrio Pastor & Skorezynska, 2015). Additionally, PBL might motivate students to take an active role in their language acquisition. Additionally, Railsback (2002) discovers that there are opportunities for students to complete projects outside of the classroom as well as during instruction. This is as a result of PBL's ability to maintain students' interest in the educational process.

The policy of independent learning - independent campus is motivated by the changes in social, cultural, world of work and technological advances that are very rapidly transformed (MBKM guidebook, 2020). It is explained that universities are required to be able to prepare students with the conditions of the times that are changing so fast. Innovative learning processes must be designed and implemented so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant.

Furthermore, it is explained in the MBKM guidebook (2020) about the objectives of the MBKM policy, the students' right to have three-semester learning program outside the study program, is to improve the competence of graduates, both soft skills and hard skills to be more prepared and relevant to the needs of the era, prepare graduates as future leaders of the nation who are excellent and have good personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potency according to their passions and talents.

The forms of learning activities in the MBKM Program consist of 8 schemes: 1) Student exchanges, 2) Internships/work practices, 3) Teaching assistance, 4) Research, 5) Humanitarian projects, 6) Entrepreneurship, 7) Independent studies, and 8) Village development/ Thematic real work lectures. Specifically in this study, the researcher examines the village development scheme which is implemented through the Thematic Real Work Lecture Program with the Campus for English Village learning model (KUKIS).

Thematic Real Work Lecture (KKNT) is a form of education by providing learning experiences for students to live in the community outside the campus, which directly together with the community identifying the village potencies and dealing with problems. Thus, the students are expected to be able to develop village potencies and formulate solutions to the problems existing in the village. KKNT activities are

expected to hone partnership soft skills, cross-disciplinary/scientific team collaboration (cross competencies), and student leadership in managing development programs in rural areas. It is also hoped that after having KKNT, students can write down the things they do and the results in the form of a final project.

The indicators listed in the MBKM guide book are related to the implementation of KKNT/Developing villages which the researchers then use as a reference in evaluating the application of the KUKIS learning model in terms of the learning outcome and MBKM goals.

This research aims to analyze the impact of the KUKIS learning model that has been applied to students of the PBI study program. The quality of education can be improved through an evaluation of the learning outcomes of a particular subject (Habibi, 2022). Therefore, an evaluation of the implementation of the KUKIS learning model can give valuable contribution in improving the quality of education, especially for the English Education study program at Muhammadiyah University of Enrekang in relation to the implementation of MBKM policy with the village development scheme.

## 2. RESEARCH METHODS

This study uses a descriptive method with a quantitative approach (Arikunto, 2010). The total sample of this study is 13 students of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Enrekang who had participated in the KUKIS learning implemented in KKNT program. The sampling technique used is purposive sampling so that the data obtained becomes more representative (Sugiyono, 2013).

The data collection technique was carried out by distributing questionnaires through a *google* form that had been validated. The questionnaire consists of 25 statements with 2 main indicators, namely learning outcomes and MBKM goals. Each statement has a choice of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In addition, to obtain more detailed and clear information, the researchers also used interviews as an instrument to confirm student responses in the questionnaire.

### Table 1. Questionnaire Components

| Indicator | Sub-Indicator | Statement |
|---|---|---|
| **Learning Outcomes** | Attitude and Values | 1, 2, 3, 4, 5 |
| | General Skills | 6, 7, 8, 9, 10 |
| | Special Skills | 11, 12, 13, 14, 15 16 |
| | Knowledge Mastery | 17, 18, 19 |
| **MBKM Goals** | Hard Skills | 20, 21, 22 |
| | Soft Skills | 23, 24, 25 |

The data analysis technique begins with collecting data and analysing it using descriptive analysis. In order to make the analysis process clearer and more detailed, each indicator is broken down into several sub-indicators. This can be seen in table 1.

## 3. RESULTS

The results of the evaluation towards the implementation of the MBKM with KUKIS in village development scheme for students of the English education study program, Faculty of Teacher Training and Education can be seen in the following tables. Tables 2 to 5 are sub indicators related to learning outcomes. Meanwhile, Tables 6 and 7 are sub indicators for MBKM objectives.

**Table 2. Results of recapitulation of student perceptions regarding attitudes and values**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **Attitude and Values** | I am able to uphold human values in carrying out my duties based on religion, morals, and ethics; | 38,46 | 61,54 | 0 | 0 |
| | I am able to act as a proud citizen and love the homeland, have nationalism and a sense of responsibility to the country and nation; | 30,77 | 53,85 | 15,38 | 0 |
| | I am able to appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; | 23,07 | 61,54 | 15,38 | 0 |
| | I am able to work together and have social sensitivity and concern for society and the environment; | 30,77 | 38,46 | 30,77 | 0 |
| | I am able to demonstrate a responsible attitude towards work in my area of expertise independently; | 53,85 | 46,16 | 0 | 0 |

Table 2 shows that in general, students agree that by implementing the village building program through the KUKIS learning model, learning outcomes for the sub-indicators of student attitudes and values can be achieved well. Even so, there are around 15.38% to 30.77% of students who think that they have not been able to act as citizens who are proud and love their homeland. There are 15.38% students think they have not yet been able to have high nationalism and a sense of responsibility to the country and nation through the program; 15.38% students have not been able to appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; and 30.77% students have not been able to work together and do not have social sensitivity to the society and the environment.

**Table 3. Results of recapitulation of student perceptions regarding general skills**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **General Skills** | I am able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and | 38,46 | 30,77 | 30,77 | 0 |

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|---|---|---|---|---|---|
| | technology that pays attention to and applies humanities values in accordance with my expe rtise; | | | | |
| | I am able to examine the implications of developing or implementing science and technology that pays attention to and applies humanities values according to my expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs or art criticisms; | 30,77 | 46,16 | 23,07 | 0 |
| | I am able to compile a scientific description of the results of the studies mentioned above in the form of a thesis or final project report, and upload it on the university's website; | 38,46 | 46,16 | 23,07 | 0 |
| | I am able to make the right decisions in the context of solving problems in my area of expertise, based on the results of analysis of information and data; | 38,46 | 38,46 | 23,07 | 0 |
| | I am able to maintain and develop a network with supervisors, colleagues, both inside and outside the institution; | 23,07 | 53,85 | 23,07 | 0 |

Table 3 shows that above 30.77% of students think that they have been able to improve the general skills expected from the implementation of the KUKIS learning model that has been carried out. As for below 30.77% stated that they had not been able to achieve this.

**Table 4. Results of recapitulation of student perceptions regarding Special Skills**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **Special Kills** | I am able to speak English both oral and written in the context of daily/general, academic, and post-intermediate level work; | 23,07 | 61,54 | 15,38 | 0 |
| | I am able to apply the methods and processes of learning and the learning of English for specific purposes; | 15,38 | 53,85 | 30,77 | 0 |
| | I am able to plan and manage resources in the administration of classes, schools, and educational institutions that are my responsibility, and evaluate their activities comprehensively; | 23,07 | 53,85 | 23,07 | 0 |
| | I am able to identify and analyze problems of quality, relevance, or access to English learning and present several alternative solutions for decision making; | 30,77 | 46,16 | 23,07 | 0 |
| | I am able to have an independent spirit, honest discipline, responsibility, and the ability to think scientifically, critically, creatively and innovatively; | 30,77 | 38,46 | 30,77 | 0 |

| | I am able to use relevant information and communication technology for the development of the quality of education. | 30,77 | 38,46 | 23,07 | 7,69 |

Table 4 shows that more than 30.77% students gave a positive response to their ability to improve the specific skills expected from the implementation of the KUKIS learning model. They are able to speak English both orally and written form (84.61%); they are able to implement specific learning methods and processes for the branch of English for Specific Purposes (69.23%), able to plan and manage resources in the administration of classes, schools, and educational institutions that are their responsibility, and evaluate their activities comprehensively (76.92%); able to identify and analyse problems of quality, relevance, or access to English learning and present several alternative solutions as decision-making materials (76.93%); able to have an independent spirit, honest discipline, responsibility, and the ability to think scientifically, critically, creatively and innovatively (69.23); able to use relevant information and communication technology for the development of the quality of education (69.23).

**Table 5. Results of recapitulation of student perceptions regarding Knowledge Mastery**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **Knowledge Mastery** | I am able to master the concepts and techniques of learning program development, presentation (methods and procedures), management, and evaluation of educational English learning programs; | 38,46 | 30,77 | 23,07 | 7,69 |
| | I am able to solve problems in English education through scientific research by taking advantage of advances in science and technology in accordance with the context of the school and the development of students comprehensively; | 7,69 | 61,54 | 30,77 | 0 |
| | I have become sensitive to various problems regarding education and am able to investigate and develop innovations in solving problems in the field of English Education both independently and in groups. | 30,77 | 53,85 | 15,38 | 0 |

Table 5 shows that students gave a positive response to their ability to achieve the sub-indicator of mastery of knowledge from the implementation of the KUKIS learning model. Students are able to master the concepts and techniques of learning program development, presentation (methods and procedures), management, and evaluation of educational English learning programs (69.23%), students are able to solve English language education problems through scientific research by utilizing science and technology advances according to the school context and comprehensive development of students (69.23%); students become sensitive to various problems regarding education and are able to investigate and develop innovations in solving problems in the field of English Education both independently and in groups (84.62%).

**Table 6. Results of recapitulation of student perceptions regarding Hard Skills**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **Hard Skills** | I am able to take advantage of the science, technology, and skills that I have. | 23,07 | 76,92 | 0 | 0 |
| | I am able to play an active role in helping accelerate development in rural areas together with the Ministry of Villages of PDTT with my English skills. | 69,23 | 23,07 | 7,69 | 0 |
| | I am able to compile and make Village Medium-Term Development Plans (RPJMDes), Village Development Activity Plans (RKPDes), and other strategic programs in the village in collaboration with Lecturers, Village Governments, Community Self-Help Movements (PSM), Village Community Empowerment Cadres (KPMD), local village assistants, and community elements. | 76,92 | 15,38 | 7,69 | 0 |

Table 6 shows that students think that most of them have been able to achieve one of the objectives of the MBKM Program, namely increasing hard skills through the KUKIS learning model. Students are able to utilize the science, technology, and skills they have (99.99%), students are able to play an active role in helping accelerate development in rural areas together with the Ministry of Villages of PDTT with their English language skills (92.3%); students are able to compile and make Village Medium-Term Development Plans (RPJMDes), Village Development Activity Plans (RKPDes), and other strategic programs in the village together with Companion Lecturers, Village Governments, Community Self-Help Movements (PSM), Village Community Empowerment Cadres (KPMD), local village facilitators, and community elements (92.3%).

**Table 7. Results of recapitulation of student perceptions regarding Soft Skills**

| Sub-Indicator | Statement | SA (%) | A (%) | D (%) | SD (%) |
|---|---|---|---|---|---|
| **Soft Skills** | I can apply the knowledge I have collaboratively with the Village Government and elements of the community to build the village. | 38,46 | 38,46 | 23,07 | 0 |
| | I am able to work with many stakeholders in the field. | 23,07 | 76,92 | 0 | 0 |
| | I am able to see the potential of the village, identify problems and find solutions to increase the potential and become an independent village. | 15,38 | 61,54 | 23,07 | 0 |

Table 7 shows that students have a positive perception of the improvement of their soft skills through the application of the KUKIS learning model. Students can apply their knowledge collaboratively with the Village Government and community elements to develop villages (76.92%); students are able to cooperate with many stakeholders in the field (99.99%); students are able to see the potential of the village, identify problems and find solutions to increase the potential and become an independent village (76.92%).

**Discussion**

**Student perceptions on the application of the KUKIS learning model towards the learning outcomes**

Based on the results of the research, it is known that most of the students think they are able to achieve the standard of learning achievement of subjects that have been determined by the application of the KUKIS learning model. The intended learning outcomes consist of 4 categories; attitudes and values, general skills, special skills, and mastery of knowledge.

Through the application of the KUKIS learning model which refers to the MBKM scheme to build villages, students are requested to interact and collaborate with target villages to carry out various projects that have been mutually agreed upon to develop villages. Therefore, in the implementation process, students are led to be able to communicate well with various parties so that the various programs that have been planned can be implemented properly. They are directed to be able to see the potential that exists in the village and incorporate various elements of local wisdom that exist in completing projects. This certainly has an impact on increasing students' ability to appreciate and uphold the diversity of cultures, views, religions and beliefs or opinions of others. Likewise, in the process of completing the work program, students must cooperate and have social sensitivity and concern for the community and the environment and must be responsible for the assigned tasks/projects. This can be seen by the success of students completing all the projects that have been determined at a mutually agreed time. This is in line with Yanuarsari (2022) explained that village projects are a means of strengthening student character.

Based on the results of the study, most of the students also gave a positive response to the increase in their general skills through the application of the KUKIS learning model. Students become able to think logically, critically, systematically and innovatively in the development or implementation of their knowledge in the implementation and completion of work programs/projects. Students are able to review and compile a final report on activities. Students are able to maintain and develop networks with supervisors, colleagues, and village parties in the process of implementing and completing the KUKIS work program.

In addition to general skills, specific skills can also be improved through the KUKIS learning model. The project in the village with the theme of improving English in the village provides opportunities for students to implement their English language skills, pouring them into predetermined projects such as making English Vocabulary handbooks for elementary students, tourism promotion videos, and village profile videos. The output products of this project were successfully created by students according to a predetermined schedule. This means that their English skills are well

implemented. This is in line with Almulla (2020) which explains that PBL techniques can increase student engagement by enabling knowledge and information sharing and discussion.

The last aspect of learning outcomes is the increasing mastery of student knowledge. Based on the results of the study, it was found that students gave a positive perception of the application of this KUKIS learning model. This is in line with the results of interviews which confirmed that most of the students have been able to master the concepts and techniques of developing learning programs such as when they were tutors in English Club activities for elementary students in the target village. This English Club activity is a form of student sensitivity to various problems regarding education, especially learning English which has not been implemented in elementary schools in the target village. This also proves that the implementation of learning English for special needs has been implemented well. Project based learning adapted in the KUKIS learning model has a positive effect on improving students' English (Kavlu, 2020).

In general, the application of the KUKIS learning model adapted from the Project Based learning model and the MBKM learning policy for village development scheme has a positive impact on student learning outcomes. Nasution et al. (2020) explained that the Project-Based Learning (PjBL) model is believed to be a promising approach to improve student learning in higher education. Mony et al (2021) added that the MBKM Program supports the learning outcomes of Study Programs, if implemented properly.

**Student perceptions on the application of the KUKIS learning model towards the MBKM goals**

In this study, the intended purpose of MBKM is seen from the aspects of hard skills and soft skills. As for the hard skills aspect, students show their ability to utilize the science, technology and skills they have in an effort to accelerate development in the target village. Based on the skills possessed, students also help the village in planning development activities in the village. Meanwhile, in the soft skills aspect, students are able to collaborate with the village government and elements of the community to develop the village. The application of project based learning as adapted in the KUKIS learning model to develop this village can improve the soft skills and hard skills of students (Delita et al, 2016). Jainah et al (2022) explained that the implementation of the MBKM policy was able to improve 1) Students' hard skills in terms of communication skills both verbally and visually effectively based on context, 2) Students' soft skills through the competence of the best graduates with integrity and good work ethic and able to adapting to the environment, 3) Students' skill to analyze the turmoil that occurs in the world of work so that soft skills and hard skills can be further improved, 4) Students' innovative and creative work, 5) Students' skills in the field occupied to produce a competent work.

## 4. CONCLUSION

Based on the results of the study, it can be concluded that in general, students have a positive perception on the application of the MBKM learning model with

KUKIS in terms of learning outcomes and MBKM goals. Learning outcomes consisting of 4 aspects, namely attitudes and values, general skills, special skills, and mastery of knowledge can be achieved well. In the aspect of attitudes and values, students are able to show the character of good learners by upholding a sense of love for the homeland, nationalism, and tolerance. In the aspect of general skills, students are able to improve skills in logical, critical, and innovative thinking in supporting the acceleration of development in the target villages. In the aspect of special skills, students are able to improve their skills in implementing their English language skills in implementing programs in the target villages. In the aspect of mastery of knowledge, students are able to solve educational problems in the village of suggestions, especially those according to their field, namely English as a form of their sensitivity to the problems that occur in the target village.

As for the aspect of MBKM goals, students showed a positive response to an increase in hard skills and soft skills through the application of the KUKIS learning model. In the aspect of hard skills, students are able to improve their skills and utilize the knowledge they have in an effort to accelerate development in the village as the MBKM goal in the village development scheme. Furthermore, on the soft skills aspect, students are able to collaborate and work well with the village government, community elements, supervisors and all related elements in solving problems in the village, especially those related to English education according to their fields.

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