



Scrutinizing MBKM Programs; The Views of Experienced and Non-experienced English Students

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Abstract

A very significant policy in education has been introduced by the Indonesia Ministry of Education, Culture, Research and Technology, Nadiem Makarim, that is called as *Merdeka Belajar Kampus Merdeka (MBKM)*. These programs offer many opportunities for those students to improve their self-development that can enhance their future career. Researchers use phenomenological study as a strategy of inquiry in this qualitative research method design. Four EFL students were being key informants in this research. They were students of English department from one state private university in Medan. Researchers used in-depth interview to gather the data information. Primarily, this research brings to a deep discussion on five major themes, they are 1) Challenges and practices, 2) Values of the program, 3) Impacts for the students, 4) Roles and responsibilities, and 5) Perspective changes. This research highlights the thoughts on how to increase the evidentiary base for Kampus Merdeka's future operationalization especially for the university's policy on giving those students' score on their course matters.

Keywords: *MBKM Programs, English students, Future Career Prospects.*

Abstrak

Kebijakan yang sangat signifikan dalam pendidikan telah diperkenalkan oleh Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Indonesia, Nadiem Makarim, yang disebut sebagai *Merdeka Belajar Kampus Merdeka (MBKM)*. Program-program ini menawarkan banyak kesempatan bagi para siswa untuk meningkatkan pengembangan diri mereka yang dapat meningkatkan karir masa depan mereka. Peneliti menggunakan studi fenomenologi sebagai strategi penyelidikan dalam perancangan metode penelitian kualitatif ini. Empat siswa EFL menjadi informan kunci dalam penelitian ini. Mereka adalah mahasiswa jurusan Bahasa Inggris dari salah satu universitas swasta negeri di Medan. Peneliti menggunakan wawancara mendalam untuk mengumpulkan informasi data. Terutama, penelitian ini membawa diskusi mendalam tentang lima tema utama, yaitu 1) Tantangan dan praktik, 2) Nilai program, 3) Dampak bagi siswa, 4) Peran dan tanggung jawab, dan 5) Perubahan perspektif. Penelitian ini menyoroti pemikiran tentang bagaimana meningkatkan basis pembuktian untuk operasionalisasi Kampus Merdeka di masa depan, terutama untuk kebijakan universitas tentang memberikan nilai siswa tersebut pada materi kuliah mereka.

Kata kunci: *Program MBKM, mahasiswa bahasa Inggris, Prospek Karir Masa Depan*

Introduction

To address the country's unemployment problems, graduates must increase their competency in both soft and hard skills in order to be more equipped. Simultaneously, the government must clear the overlapping bureaucratic structure, which necessitates the creation of an innovative and initiative known as *Merdeka Belajar-Kampus Merdeka (MBKM)*. This "Freedom to Learn-Independent Campus" program aims to provide campus autonomy through a number of freeing measures for higher education. One of the important regulations is allowing students to take courses outside of their field of study. Despite the fact that it is not necessary, the mandate has received the most attention due to its direct impact on students. Students who are interested can take credits for one semester in other programs at the same university and spend about two semesters studying outside of school through an internship, research activity, student exchange program, or community service. However, the policy has yet to specify the specifics of the application or execution for each associated activity. As a result, the study program can apply the MBKM policy that promotes active learning by cultivating creativity, innovation, and critical thinking in the learning process, curriculum revision is unavoidable (Baharuddin, 2021). MBKM, in short, is one of the most important curricular goals at the higher education level in today's curriculum development in Indonesia (Boon, 2018). Many academics sought to analyze the implementation and use of the MBKM program at the higher tier of educational environment for this purpose.

To accept the policy, Baharuddin (2021) adds that a study program must build or adjust the curriculum to the Independent Campus policy implementation model.

Furthermore, the study program must accommodate students who take courses within other programs at the same institution, as well as provide courses that can be taken by students from other study programs or campuses. It is also worth noting that the program must carry out course equivalency between its own curriculum and external learning activities. Students, on the other hand, must prepare with academic supervisors to discover appropriate courses or programs that will be taken outside of their home program. Furthermore, students who intend to register for an activity outside their program may be required to meet some prerequisites for the activities outside the study program, including participation in the selection (if applicable). Last but not least, they will be required to attend the selected program in compliance with the existing academic criteria.

Literature Review

Krishnapatria (2021) mentions that *Merdeka Belajar* means "freedom of learning," and it refers to give students the opportunity to learn as freely as well, without stress and pressure by paying attention to their natural talents, rather than forcing them to learn or master a field of knowledge outside of their hobbies and abilities, so that each of them has a portfolio that suits their passion. Since burdening students beyond their ability is a deplorable act in common sense and impossible for competent teachers to accomplish. Nadiem Makarim as the Indonesia Minister of Education and Culture has launched these "*Merdeka Belajar*" programs for both school and university levels. In the school level, the curriculum consists of the National Standard School Examination (USBN), the National Examination (UN),

one page of Lesson Plan (RPP), and the Zoning Regulations for New Student Acceptance. They refer to those four educational policies as "Merdeka Belajar" (Kemdikbud, 2021).

Meanwhile, in the university level, these are the programs that students can choose and join, they are: Certified Internships (Magang Bersertifikat), Independent Studies (Studi Independent), Campus Teaching (Kampus Mengajar), Indonesian International Student Mobility Awards (IISMA), Free Student Exchange (Pertukaran Mahasiswa Merdeka), Building Villages (Membangun Desa/KKN Tematik), Humanitarian Projects (Proyek Kemanusiaan), and Research (Riset atau Penelitian). In line with the last sentence, there are specific requirements for those who want to join MBKM programs. They are students at least semester four at the time of completion of the program and have a cumulative performance index (*IPK*) of at least 3.00. Students' data is registered in the PDDikti and has a match between the name in the DPDikti with the name on their identity card (*KTP*). There will be a coordinator of each university. Students who join these MBKM programs do not need to worry about their classes because their scores will be converted from that program. They fully focus on doing the program without worrying their class in the campus. The fundamental goal of the MBKM program is to develop undergraduate' competence so that they can better equip themselves with work exposure and experiences prior to graduation. To attain this goal, a study program must offer freshly relevant courses or learning activities for students to participate in outside of their program.

Method

Research Design

Researchers did this research with four English students in one private university in Medan. They are the seventh semester students. Researchers used Phenomenological Study as the strategy inquiry in this research. Since phenomenological study is a strategy inquiry that can be used by qualitative researchers to describe someone's life experience. According to Creswell (2012), phenomenological research is a qualitative research approach that attempts to comprehend and characterize the universal essence of a phenomenon. The method investigates people's experiences while suspending the researchers' prior assumptions about the phenomenon. A concern taken in this research is for describing English students' views toward the MBKM programs they have or have not had during their campus life.

Data Collection and Participants

Four English students participate in this research. They are seventh semester students in English Education Study Program. The reasons on why researchers choose them as the participants of the research are their willingness and appropriateness with the topic in the research. Since two of the English students had experienced the MBKM programs like campus teaching and certified internship, thus they meet with the requirement of the topic being researched. Meanwhile, the two more English students have not had any experienced in MBKM programs at all. Specifically, researchers will gather all the data information through in-depth interview. The interview is done few times with each participant because researchers need to

collect the data until it meets with the research questions. As a result, the researchers will extend the interview session until the data get saturated. The interviews are conducted one at a time, with researchers making appointments for each participant and conducting face-to-face interviews. It depends on the situation and condition of the participants. During the interview, the researchers do not force the participants to use English. It depends on the willingness of the participants. Researchers utilize an Android phone to record the interview.

Technique of Data Analysis

After gathering data, researchers begin the data analysis process. During this stage, researchers double-check all of the data. Researchers attempt to transcribe the data interview after ensuring that nothing is left. If the data is mentioned in Bahasa, researchers will first translate the data. The researchers will next listen and write down the recorded data. The researcher will provide the opportunity for participants to validate the data interview they have prepared. If it is all considered correct, researchers will proceed to categorize it by selecting the similarities and differences data together. Then, researchers code the data and put them into themes. Researchers also check the data through one type of triangulations, that is member checking. This is done to keep the credibility and trustworthiness of the data itself. In addition, researchers also mask the names and institutions of the participants for keeping it from something unwanted happened in the future especially for their privacy. Furthermore, researchers examine the data in order to meet the research questions (Creswell, 2012).

Ethical Considerations and Trustworthiness

Considering the ethical when conducting research is crucial to those qualitative researchers especially when they research the very sensitive issues. Creswell (2012) mentions that its aims are to protect participants' identities including personal profiles, and also institutions where the participants are belong to. In short, this is for anticipating the unpredictable happened in the future. It is due to participant's privacy and they have those rights to let the researchers convince that everything is going to be alright if they become participants in the research. Researchers and participants should establish trusting relationships. Furthermore, Creswell (2012) also adds that trustworthiness in the forms of credibility, transferability, dependability, and confirmability are all crucial as disguising individuals' names and identities. They are for avoiding miscommunication between participants and researchers. As a result, researchers must ensure the authenticity of the research data.

Result and Discussion

Scrutinizing MBKM programs based on students' views is the main objective in this research. In the findings, there are some major themes found, they are 1) Challenges and practices, 2) Values of the program, 3) Impacts for the students, 4) Roles and responsibilities, and 5) Perspective changes.

Challenges and practices

It takes cooperation from many parties, including lecturers and education professionals, to apply the MBKM curriculum in the English Study program. It is essential to convince that the academic and administrative system employed will support the program implementation when

those students from English department desire to join those MBKM programs. Enrolling in courses through the programs they participated will result in an accumulation of students in the class. In other words, students who involved in the MBKM programs will keep being active students in campus. The score resulted in MBKM programs will be converted to the scores in all courses they have in the semester they belong to. Therefore, students do not need to worry the practice of these programs. In fact, students still have challenges during the practices of the program. This thing is another way around with two students who keep studying in the class during the semester (Boon, 2018).

I really love the programs of MBKM. I joined campus teaching when I was in sixth semester. At that time, I had all core courses like research method both quantitative and qualitative, statistics, pragmatics, and also microteaching. At first, I got confused when I knew that I passed all the tests required, I asked myself whether I should take the opportunity to be a part of campus teaching or not. But I then decided to take it because that would be one lifetime experience. I doubted myself because I decided to do the campus teaching. Since I got teaching in primary school and it was not matched with my major, English Education. (Student 1)

The second student has an opposite response with the first student about her first impression on MBKM programs for the first time.

I did not think much when I knew I could pass the selection process. Even though, I

knew that I would miss some important courses in semester six. I was eager to know much deeper about all programs in MBKM. Fortunately, I could experience in one of them, that was campus teaching. First thing I had in mind about campus teaching was that we would teach and that was good because it matched with my major. (Student 2)

Then each experienced-student explains about all they got during the program including the challenges and practices during the program.

During the practices, this program gave me many new insights and also opportunities. I made connections with many people in new environment. I did not only get many friends and connections but also new knowledge. As it mentioned in the book program of campus teaching, there were some essential things we should do during campus teaching. Two of them were literacy and numeracy. We also were supposed to make reading corner to attract students' interests in reading. Then we ought to create notice board. (Student 1)

We did many things like literacy and numeracy. We also created some programs that were not there in the school. You know, the school I got in campus teaching was the school that had lack in many aspects. This school did not have library, notice board, the facilities and infrastructures were also inadequate. Therefore, when practicing the program, we got so many problems but we also felt so happy because we

*gave positive impacts to the school.
(Student 2)*

Both experienced-students did many activities during their campus teaching, they also mentioned that they found some problems.

The problems I got when I did the campus teaching had given many positive improvements to my own self. It is of course good for my self professional growth. Basically, I love challenging myself. I love trying a new thing, therefore everytime I have an opportunity to try a new thing, I will say nothing but yes. I, of course, have many challenges during this program. The challenges I got are 1) I should move to new environment, 2) I should adapt with new people, 3) I should deal with all teachers in the school, 4) I should survive with money given by the government, and many more. (Student 1)

I got many challenges when I was doing campus teaching, they are 1) Time management, 2) Money and cost, 3) Others students from different campus. But these challenges did not let me down at all. I successfully passed the program and I am beyond happy. (Student 2)

These two experienced-students have their own challenges during their practices in campus teaching. They also overcome their challenges by themselves. They do not consider those challenges they got during the program as the burden, they even feel grateful to be a part of the programs.

Those challenges I had during the campus teaching did not demotivate me at all. That was my very first time to be in

distance with my family so I convince myself that I could do it because I was excited to get the feeling of being independent child. I considered it as my so-called time to manage all things by my own self. Thus, that challenge was totally fine to me, I even loved it. Then, the second challenge was to adapt with new people. This was in line with my first challenge, I loved making new friends with new people. It could open new opportunity, and that was of course great for me. Next, the third challenge was teachers in the school whom I should deal with. Few teachers I met in the school were a bit annoyed. They asked me to do all the works. Even though those works were not supposed to be done by me. I had my own job desk. The first and second time they asked me to do it, it was still okay, but they always asked me to do it. As result, I sometime forgot my main job. To overcome this, I talked to them personally and I tried to decline what they asked me to do in a very polite way. Alright, my last challenge I had was about the money given by government. To be honest, the money was not enough. Many people thought that we got much money from doing campus teaching. I could say that it was totally wrong. The fact that we did not have that much. The money was just enough for covering some neccesaries. I still asked my mom and dad to transfer some amount of money. One thing I did was by saving and economizing my money. Basically, those challenges gave positive impacts to my self growth. I was thankful for all things I experienced in my life. (Student 1)

It was so hard for me to manage my time because I am a teacher in one course, I

also have English private class with three students. To manage that problem, I talked to the owner of the course and we discussed the solution, the solution was that I could use substitute teacher for those schedules that could not meet with the schedule I had in campus teaching. Meanwhile, for those English private classes, my students and I agreed to have the class online so we used zoom meeting or google meeting. I did not only have time management as my challenges during campus teaching but also money and cost. The school where I taught in this program was quite far from my house and I have no motorcycle so I use public transportation. When I needed to hurry to the school, I used Gojek which mean that I spent much more money. Meanwhile, the money I got from government was not that much. I saved my money from my parents to economize all the costs during the program. Fortunately, all run well. What I love the most from this challenge is that I learn to manage my financial. The last challenge I had was other friends from different campus. We, of course, had different backgrounds. We ever argued in the first time we met each other but it did not separate us away. We even became much stronger. (Student 2)

This is on contrast with other two non-experienced students. They mention that challenges and practices in campus teaching will be much different with challenges and practices they have in the class when they are teaching in the real school later, in teaching practice.

I have no idea on how campus teaching looks like. I am eager to join that campus

teaching. I tried but I failed. I think campus teaching is like we teach in the school later. We will have teaching practice (PLP) in semester 7 later. The practice of that program is similar, I guess. (Student 3)

I think the practices of campus teaching will be the same with teaching practice (PLP) in the school. The challenges are not far with the challenges we have in PLP too. Some of them are students, materials, and teachers. But I do not know exactly, I just guess. (Student 4)

Students will think that campus teaching is like teaching practice (PLP). Commonly, they will consider that the practice between campus teaching and PPL are similar. The fact is that they two are totally different. That is a primary reason on why Nadiem Makarim create that program, *Merdeka Belajar Kampus Merdeka (MBKM)*, because he wants to open opportunity and facilitates undergraduate students with those programs so that they can maximize their potentials especially when they graduate from university. Those programs will provide them with many things so students can learn not only in the classroom but also in other places with other areas of study fields. Therefore, it is in common that students who join campus teaching will teach in the level and in the field where they are not supposed to be. In short, those two experienced-students get a lil bit surprised that they teach in not their own major, English subject.

In fact, they teach all subjects in the primary school. Basically, they do not merely teach the students but they bring certain things in the school choosen by government. As it mentioned by the first

student, they should accomplish some things during campus teaching. They are doing literacy and numeracy, creating reading, and making mini library. This is not in line with other two non-experienced students who will have teaching practice (PLP) in the school when they are in the seventh semester. They will teach subject as appropriate as their own major, that is English. They also do not have certain missions to complete during their teaching practice unless they focus on teaching English. Actually, those two experienced-students do not only join campus teaching but also certified internship.

I also passed another program, that is certified internship but it is held online. Therefore I do two things now, first certified internship then second teaching practice (PLP). I do them at the same time. I think that I can be able to do these two things directly because certified internship is done online and I do want to teach English in the school too. Even though I did campus teaching already but they are totally different. (Student 1)

I also got an opportunity to experience another program in MBKM i.e. certified internship. I choose not to do teaching practice (PLP) in the school. In spite of doing my certified internship online, I keep deciding not to do teaching practice. As I explained before, it is hard for me to manage my time because I have a lot of things to do outside of my academic life. I do not worry that much for my pedagogic skills and so forth because I also teach in an English course for all levels. So I think that is enough for me. (Student 2)

I want to try the selection of other programs but I realize that I am in semester seven now. It is time for me to focus on my study. I ought to do internship, teaching practice (PLP). After that, I should do my thesis proposal and conduct research. There are so many things ahead. (Student 3)

It is not possible to think about others anymore this time. My concern is just on my study. I should graduate next year. (Student 4)

The difference is very significant among those four students above. Perhaps, there is no wrong or right. It relies on someone's intention.

Values of the program

Rohiyatussakinah (2021) explains that the Minister of Education and Cultures, Nadiem Makarim, has presented the educational idea of *Merdeka Belajar - Kampus Merdeka (MBKM)*, which purpose to motivate students to study in various ways that are beneficial for their forthcoming careers. Since MBKM opens many opportunities and challenges for the students to develop their creativity, capacity, personality, and needs. Those programs in MBKM can also help to develop student's awareness to improve their self quality through real work, authentic materials and dynamics of the study fields like skilled-character, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

I did not earn so much money from those two programs but valuable experiences. I got priceless moments with all people I met during the program. I gave all the

best I had. I am super happy because I gave positive impacts. I created new things and spread the positivity. What a life experience, I will never experience the same thing if I am not joining the MBKM programs. (Student 1)

I would say nothing but precious. I almost did not experience any negative things from MBKM programs. I, of course, got problems during the program but there were so many lessons I got. I am extremely happy. (Student 2)

Freedom to Learn Independent Campus (MBKM) brings innovative teaching methods that help students grow intellectually and creatively.

I did not just making connections with new people but the quality of my self also increased significantly. No word can even describes how thankful I am to be a part of MBKM programs because those did not give the positivity to others but to me myself too. Hence, I could say that it is the so-called as a lifetime experience where I should experience once in my life. (Student 1)

I made new friends with people in that program. I got many new relations. I became more disciplin, economical, dilligent, creative, and many more. I cannot even mention them all one by one. I support all young generations to experience MBKM programs too. It is worth all the great things in life. (Student 2)

Sampelolo & Kombong (2022) say that the primary aim of MBKM programs is to establish competitive, creative, and

innovative graduates. So students are ready to face new real world after they graduate from university. Personal responsibility is what students supposed to have on their own selves.

I feel jeolous of my friends who can experience MBKM programs because I can see that there are so many good things in those programs. They have opportunities to learn from outside of campus environment where this of course influence them positively. (Student 3)

In my view, those experienced-friends of mine are so lucky because they get the chance to participate in MBKM programs. They have new insights. It is based on the objectives of the MBKM programs themselves where students are prepared to be ready to get steady job by unlocking their mind. (Student 4)

These two views from student 3 and 4 are in line with the book's guidance of MBKM programs created by Indonesia Minister of Education and Culture where it says that these programs are aimed to facilitate undergraduate students to be ready to compete and againts the real world. They study outside in a very new environment by concerning some missions. To sum up, it is a kind of efforts made by Nadiem Makarim to make a better change of Indonesian graduates quality. It also serves an education

Impacts for the students

MBKM is one of the breakthroughs made by Minister of Education and Culture, Nadiem Makarim. This one way to create and develop human resources quality to be more advanced. Students are as the main concern (Yusuf, 2021).

I swear that these programs are a must joined by students. Perhaps, if the students cannot pass at the first time they try, then try again. There is no limitation for joining the test. Try until you pass it! I experienced it by myself. There is no bad thing at all. The less of these MBKM program is just one thing, that is money. I think government should give much more money to us, who participate in the program, as the material support. Despite of having less money, I personally do not think it too much because the positive things dominate every single thing. I become more independent, disciplined, and creative. (Student 1)

I can change myself to be much better since I participated in MBKM programs. I am grateful. It has influenced me greatly. I am now thinking critically on what I should achieve in my life. I pay much attention to myself, I think about my future a lot like what will I be in the future? What should I do after I graduate? And many more. (Student 2)

Even though I am not a part of those MBKM programs but I can convince that MBKM give huge meaningful benefits for the students. (Student 3)

Based on opinions shared in Quora and also honest review from my classmates who ever did the programs, I can conclude that it is unfortunate for those who are possible to join but do not take the opportunity because all can they get from the programs are fruitfulness. The only impact students have after joining the programs are the positivity. (Student 4)

These breakthroughs created by Nadiem Makarim have a very significant impact to the students. Strengthening student's role as agent of changes is the major thing to highlight in these MBKM programs (Wahyuni et al, 2023).

Roles and responsibilities

It is generally known by many people that students have crucial role as agent of changes. This role is linked with their role in MBKM programs. As the agent of changes, students have a mandatory to take role in the education field especially to give positive impacts and to make better changes (Sampelolo & Kombong, 2022).

I could feel the vibe we changed during campus teaching. We created many new things. The school where I did my campus teaching was left far behind compared to other schools. There was no library, we created a mini labrary. There was notice board, we also created it. The students were still very lack in reading skill. We did the objectives of campus teaching missions by asking students to read a short passage every morning before they went inside the class. We also applied such games that can attracted student's numeracy skill. We tried so hard to give them a fun yet meaningful learning. (Student 1)

I had many roles and responsibilities during the program. I am not only responsible for my own self like doing report, teaching and so on, but also I am responsible to create and make new things in the school. The things I really need to do is to build student's awareness to love reading. Therefore, I

did teaching and learning activities like literacy and numeracy. (Student 2)

Since two-experienced students mention that they create new things and foster new learning activities with the students in the school, it can be seemed that campus teaching helps them to become skilled-character students such as social skills (interpersonal skills, and leadership) many more, they also build their creativity through the experiences they got during the campus teaching.

Before we did our duties, we were given all information related to roles and responsibilities in the MBKM program especially campus teaching. First, we should keep our campus name good. It is our responsible to maintain our good institution's name. Second, we ought to do and complete all tasks and works given to us especially those who are mandated by government (such missions), we also need to do report and consult it with supervisor. All activities we did in the school should be reported well to the supervisor and so on and so forth. (Student 1)

Other things we did were like doing report, having consultation, writing proposal, and submitting all works to the study program. The roles and responsibilities were not that hard, it is like the things we usually made in the campus. (Student 2)

As I know from my friends, they have many roles and responsibilities when they did the campus teaching. It is not quite different with us who do our academic life like usual. In campus, we

make paper, and do presentation in particular courses. But we do not create new things. I mean we do not have things to do like literacy and numeracy. (Student 3)

I think the roles and responsibilities between those who participate in MBKM programs are different with us. We just go to campus and follow the class, do the assignment and test. Meanwhile, they bring particular objectives in the program and they should accomplish them at the certain time. (Student 4)

According to the role of the students as agent of changes, students who participate in the MBKM programs, especially campus teaching, should be able to spread the positivity and become the role mode for the students in the school who are able to build students' characters through the program done that can change Indonesian students' characters. By this breakthrough, it is expected that those students with skilled-character can build the Indonesian nation to be much more advanced.

Perspective changes

In today's age, the ideals of the character itself have encountered many changes. One example is the rapid development of the globalization order, which is still infiltrating Indonesia. In this context, improving the cultivation of key character values in the school setting is crucial. Students, as the existence of this teaching campus program implies, can also aid instructors in establishing student's character attributes through the work programs that they provide. (Sopiansyah et al, 2022).

I learn a lot from these programs, I change my point of view toward the education in Indonesia. I become more open-minded than before. My skills have improved a lot in both hard skill and soft skill. The competences of mine change significantly. The changes are not only in my perspective but also in many sides. (Student 1)

My perspective toward many things has changed a lot. It changes the old-me to become the new version of me myself. Since I got many insights during the program, you know, the changes cannot be happened if we as the agent of changes itself will not change our perspective first. (Student 2)

There are many learning outcomes from MBKM programs where students convey knowledge, implement innovative learning, involve actively, apply creative teaching and learning activities, make reports, use functual report and contextual teaching method. Not only that but also students need to facilitate students in the school where they belong to with a better improvement.

Lucky them, they can participate in MBKM programs, it opens innovative learning activities. They, of course, have different perspectives after joining the programs. (Student 3)

Those who have ever involved in MBKM programs will be more ready and steady in terms of looking for the job after graduating from university. Those programs in MBKM have definitely changed their mind. (Student 4)

The MBKM program will alter the undergraduate degree framework in order to

assist students who face unknown future issues and challenges. The MBKM program can broaden students' perspectives on their experiences and help them grow. A student-centered learning method is used in this MBKM curriculum. Students in the MBKM program are given opportunities and challenges to improve their skills.

Conclusion

MBKM is another way to describe what competency-based learning looks like. It is the newest breakthrough created by Indonesia Minister of Education and Culture, Nadiem Makarim. In its practices, there are eight MBKM programs like internships, campus teaching, student exchanges, building villages/Thematic KKN, research, humanitarian projects, independent studies, and entrepreneurial activities. One of MBKM objectives is to produce excellent graduates who will be ready to face all uncertain issues and challenges in the future especially for their career. Therefore, MBKM programs try to facilitate students with innovative teaching and learning experience. Each program in MBKM has its own goal, thus students can choose the programs they want. In line with this, two experienced-students have passed in campus teaching for one semester when they were in semester six. They already consider all the things needed based on the goals in each program. The primary reason on why they decide to join campus teaching is due to their own major, that is English education study program where they will become teacher later on. They thought that campus teaching will be much more proper with their competences. Even though, what they faced during the campus teaching is totally different. They did not teach English at all. They take a concern on bringing some missions which should be achieved after the

program is done. One of the very core reason behind the campus teaching is that accordance with the problem faced in Indonesia where students have inadequate reading culture. Hence there is one goal in campus teaching, that is literacy.

In addition, students do not need to worry their grades because what they will be converted with the grades they get in the program. The conversion is done hundred-percent. This means that if the students get score like ninety then it means all courses they have in the semester they join the program will be all A. This of course is a big deal that can convince the students that they just need to concern on what they have during the program. What to worry is all about the running of the program, none elses. The goals need to be done by students, MBKM participants, are making changes and creating new things. They are there to make a better change and impact positively. In other words, students will have a lifetime experience that can change theirselves much more than they can expept. It even is beyond influenced that what everyone can dream about. Thus, it is very fortunate that students in range semester three to six can take a role in those MBKM programs. They at least have one program during their campus life. Taking it as concern, students who fail in the first trial can try again in the next session. So there is no restricted time and choice, government opens a wide opportunity for all students in Indonesia as long as they are matched with the criteria and complete all requirements of the programs. The two-experienced students participated in this research passed two times, they experienced two programs. The first program is that campus teaching. They experienced it when they were in the sixth semester. The second program is certified

internship. Thus, it is a brilliant idea that students as agent of changes are truly facilitated by the government to develop and grow creatively, innovatively, significantly, and expressively. Then, based on the findings discussed above, it can be known that all students, two experienced-students and also non-experienced students show their positive responses toward the MBKM programs.

To sum up, thing needed to be considered by government is that the grade converting system. Some students who do not participate complain that the grades of the MBKM students should be balanced with the two sides. Even though this policy is all given to the campus coordinator but it is much better to synchronize all universities with the same way of scoring system. Despite these two things, it can be seen in the entire explanation of the data obtained about MBKM programs is wholesome according to two experienced-students. It offers many beneficial and positive impacts for those who participate in MBKM programs. Students are ready and steady to deal with all things in the future. What they get in that program form them to be someone who can be self-determined and this is indeed effectual. In consequence, students behove to participate in one of MBKM programs for at least once in their campus life. They will never experience the worthwhile impact unless they involve themselves exactly in the programs. Most of sides are significantly functual, regardless of the cost and money. Thus, the more students actualize to partake in MBKM programs, the faster they will impress with the merits and beyond.

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