

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. Situation this chapter explains more profoundly and with more focus to make it easy for the reader to understand how to fix the research. It consists of the background of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Research

Education in Indonesian higher education continues to undergo transformation to improve the quality and relevance of its graduates to be ready to face global challenges. One of the latest initiatives introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) is the Merdeka Belajar-Kampus Merdeka (MBKM) program. The premise of Merdeka Belajar-Kampus Merdeka (MBKM) is independence and self-reliance for educational institutions in both public and private higher education. This program was born as a response to rapid changes in science and technology in the global era which requires college graduates to have more comprehensive competencies (Salim et al., 2022). This is in line with Nadiem Makarim's view that MBKM promotes the philosophy of K.H. Dewantara, which emphasizes the importance of freedom and independence in the learning process.

MBKM allows students to take courses outside their study program for one semester (equivalent to 20 credits) at the same university, and a maximum of two

semesters (equivalent to 40 credits) in the same study program at a different university, a different study program at a different university, or study outside the university (Merdeka Belajar Kampus Merdeka Guidebook, 2024). Activities that students can participate in include student exchanges, internships/practice work, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and thematic village development/KKN. This policy provides opportunities for students to gain a broader and more diverse learning experience, not only limited to one field of expertise, but several expertise through the MBKM program.

The main purpose of MBKM is to prepare students to have comprehensive competencies, including hard skills and soft skills, so that they are ready to face the dynamics of an increasingly competitive and dynamic world of work. This is in line with the findings of Sa'diyah et al. (2022) who stated that MBKM has a positive impact on improving students' soft skills and hard skills. According to a survey conducted by Sa'diyah et al. (2022), most respondents stated that MBKM has a positive impact on the student learning process and improving the quality of graduates.

The implementation of the MBKM program in each university and study program has different characteristics and challenges. Universitas Pasir Pengaraian, as one of the private universities in Riau Province, has started to adopt the independent curriculum and strongly supports the implementation of the MBKM program. Many students and lecturers from Universitas Pasir Pengaraian have been part of the program. In particular, the English Study Program at this university is

an interesting object to research because of its important role in preparing competent and globally-minded prospective English teachers.

Universitas of Pasir Pengaraian has implemented the MBKM program through two channels: MBKM Unggulan organized by the Ministry of Education and Culture and independent MBKM initiated by the university in collaboration with various partners, both fellow universities and non-colleges. These two pathways provide diverse options for students to develop their competencies according to their respective interests and needs. This is in line with the findings of Sa'diyah et al. (2022) which show that MBKM provides opportunities for students to get a wider and more diverse learning experience.

Although the MBKM program has been running, there has been no comprehensive research analyzing the activities that have been carried out by students of the English Study Program at Universitas Pasir Pengaraian in implementing this program. This kind of analysis is important to do for several reasons. First, it will provide a real picture of how students utilize the opportunities offered by MBKM. Second, the results of the analysis can be an evaluation material for study programs and universities in developing and improving the implementation of the MBKM program. Third, the research findings can be a reference for other students who want to join the MBKM program in the future.

This research is also important in a broader context. As a relatively new program, the implementation of MBKM in various universities in Indonesia is still in the development and evaluation stage. Sa'diyah et al. (2022) emphasized the importance of continuous evaluation of MBKM implementation to improve its effectiveness. Therefore, the case study at the English Study Program at Universitas

Pasir Pengaraian can make a valuable contribution to the understanding of how the MBKM program is run at the study program level, especially in regional universities.

By considering this background, this study aims to analyze the activities that have been carried out by students of the English Study Program at Universitas Pasir Pengaraian in the implementation of the MBKM program. The results of this study are expected to contribute significantly to the development and improvement of the MBKM program at the study program, university level, and may also be a reference for the implementation of MBKM in other universities in Indonesia.

B. Limitations of the Research

This research focuses on analyzing the implementation of student activities in the MBKM program in the English Study Program. The researcher will describe and analyze the activities carried out by students of the English Study Program at Universitas Pasir Pengaraian who take part in the MBKM program, both Flagship MBKM and independent MBKM. This research is limited to students who have participated or are currently participating in the MBKM program.

C. The Formulation of the Research

In this research, based on the limitation of the research, the formulation of the research as the follows: “ How are the implementations of MBKM activities in English Study Program?”

D. The Purpose of the Research

The purpose of this research is to describe the implementation of MBKM students' activity in the English Study Program at Universitas Pasir Pengaraian.

E. The Significance of the Research

There are some importance of this research is as follows:

1. For students: To provides a comprehensive overview of the various activities that can be undertaken in the MBKM program and helps students understand the options available in the MBKM program.
2. For lecturer: To Provide information about the implementation of MBKM at the student level, which can help in mentoring and program development.
3. For researchers: To Adding to the understanding of the variety of activities in the implementation of the MBKM program and opens opportunities for further research related to the effectiveness or impact of MBKM activities.
4. For English Study Program in Universitas Pasir Pengaraian: Provide insight into the implementation of MBKM in one of the study programs, which can be a reference for program development at the university level.

F. The Definition of the Key Terms

To make this study easier to understand and to avoid misunderstanding, the researcher defined the term used in this study as follows:

1. MBKM Implementation

MBKM implementation is a concept application that gives students the freedom to design their learning experience at Indonesian colleges. This program opens up opportunities for students to gain a broader educational experience through a variety of learning activities outside the curriculum, both inside and outside the campus. (Merdeka Belajar kampus Merdeka Guidebook, 2024). This innovative educational approach represents a significant shift in Indonesian higher education, empowering students to take control of their learning journey while developing diverse skills and experiences that will better prepare them for future career challenges.

2. MBKM Program

MBKM is defined as a policy contained in the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. This program gives students the right to take learning outside their study program for three semesters, which is equivalent to 60 credits (Merdeka Belajar kampus Merdeka Guidebook, 2024). This policy provides an opportunity for students to gain a broader and more diverse learning experience, not only limited to one field of expertise, but several expertise through the MBKM program (Salim et al., 2022). Through this diversification of learning experiences, MBKM aims to produce graduates with the depth of subject knowledge, cross-disciplinary competence, practical skills, and character required to face the complexities of the contemporary world of work.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive review of pertinent literature examined for the study. The theoretical framework is of paramount importance and is thoroughly explored. The researcher aims to elucidate this chapter to ensure clarity and facilitate reader comprehension. The chapter encompasses three main sections: an examination of relevant theories, an analysis of related research findings, and a discussion of the conceptual framework.

A. Review of Related Theories

a. Definition of MBKM

Philosophically, MBKM represents a shift in the paradigm of higher education from a rigid and limited learning model to a more open, flexible, and inclusive model. This policy encourages a creative learning culture that meets the needs of students. (Salim et al., 2022). The Ministry of Education and Culture of the Republic of Indonesia has launched a policy of higher education called Merdeka Learning-Merdeka Campus (MBKM) to improve the quality of graduates and prepare them for work in the world of work. The program emerged as a response to the rapid change in science and technology in today's global era, which demands college graduates have broader capabilities. (Salim et al., 2022). Therefore, MBKM can be seen as a strategic effort to improve the quality of higher education and strengthen its relevance to the demands of the increasingly dynamic world of work.

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In the implementation of the MBKM, students can take courses outside of their study programmes for one semester (equivalent to 20 ECTS) at the same university, or a maximum of two semesters (40 ECTS equivalent) at different universities, the same study program at different Universities, or study outside of the university (Merdeka Belajar kampus Merdeka Guidebook, 2024). It shows a paradigm shift from a rigid higher education system towards a more flexible and focused on student overall potential development. The aim is to give students the flexibility and freedom to choose their learning path according to their interests and potential.

The rationale for Merdeka Belajar Kampus Merdeka (MBKM) is independence and independence for educational institutions in both public and private higher education. The definition of MBKM can be understood from several perspectives. First, (Apriliyani et al, 2022, in Raranta, 2023) states that MBKM is a program that gives educational institutions the freedom to manage their curriculum, so that students can choose courses that suit their interests and needs. This is in line with Nadiem Makarim's view that MBKM promotes the philosophy

of K.H. Dewantara, which emphasizes the importance of freedom and independence in the learning process.

Second, MBKM is a strategic step taken by the Indonesian government to create a more adaptive and relevant higher education system, with the ultimate goal of producing graduates who are ready to face challenges in the era of globalization and rapid technological development. This policy requires active participation from all stakeholders in education, including lecturers, students, and educational institutions themselves, to create a conducive learning environment and support the holistic development of student competencies (Dwijayanti et al., 2022).

Third, MBKM can be defined as a new breakthrough program launched in 2020 by the Ministry of Education and Culture to increase the flexibility of the higher education system in Indonesia (Susanto et al., 2024). This program provides greater autonomy to universities and students in designing study programs through various schemes such as student exchanges, partner internships, and research or field projects.

Fourth, (Apoko et al., 2022) highlighted that the Merdeka Belajar Kampus Merdeka (MBKM) policy is a strategic step in improving the quality of higher education in Indonesia. By giving students the freedom to study outside the study program and campus, it is hoped that higher education graduates can be better prepared to face global challenges and have skills that are relevant to industry needs. Active participation and student awareness of this policy are key to the successful implementation of MBKM in improving the competence and competitiveness of graduates.

Fifth, (Sulaiman et al., 2024) asserts that MBKM provides freedom and autonomy to higher education institutions and students to organize innovative and flexible learning. More specifically, Nehe. (2021, in Sulaiman et al., 2024) explains MBKM that this program provides opportunities for students to gain a broader educational experience through various learning activities outside the study program, both on and off campus.

Based on the opinions of the experts above, it can be concluded that Merdeka Belajar Kampus Merdeka (MBKM) is a transformative higher education policy, initiated by the Ministry of Education and Culture of the Republic of Indonesia. MBKM reflects a paradigm shift towards an education system that is more flexible, adaptive, and relevant to the demands of the global era.

b. The Purpose of MBKM

The main objective of MBKM is to prepare students to have comprehensive competencies, including hard skills and soft skills, so that they are ready to face the increasingly competitive and dynamic world of work. Salim et al. (2022) emphasized that MBKM aims to produce graduates who not only master theoretical knowledge, but also have practical skills that are relevant to industry needs. In line with this, Baharuddin (2021, in Sulaiman et al., 2024) emphasized that one of the main objectives of MBKM is to encourage the formation of human resources with character who have a variety of knowledge so that they can compete at the global level.

MBKM also aims to strengthen the synergy between universities and the outside world, especially business and industry. Sulaiman et al. (2024) emphasized

the importance of building cooperation with business and industry, and expanding networks for the future of the institution and its graduates. This reflects efforts to improve the relevance of higher education to the needs of the labor market. Furthermore, MBKM provides flexibility and autonomy to students in determining the direction of their learning. Nehe (2021, in Sulaiman et al., 2024) explains that this program allows students to gain broader and more diverse learning experiences through various learning activities outside the study program, both on and off campus. This policy encourages students to engage in learning experiences outside their study program for three semesters, which are expected to broaden their horizons and skills (Dwijayanti et al., 2022).

Jainah et al. (2022) identified several specific objectives of MBKM, namely:

1. Develop students' ability to communicate effectively, both verbally and visually, according to context.
2. Improve the integrity and work ethic of graduates and their ability to adapt to the environment.
3. Equip students with the ability to analyze the dynamics of the world of work for further development of soft skills and hard skills.
4. Encouraging student creativity and innovation in creating works.
5. Enhance students' specific skills in their field to produce competent work.

MBKM also aims to improve lecturers' competencies through their involvement in the mentoring process and academic activities with collaborative partners. This is in line with efforts to develop learning innovations that equip

students with problem-solving, critical thinking, collaboration, and effective communication skills (Sulaiman et al., 2024).

Finally, MBKM aims to strengthen the accreditation of study programs, both at the national and international levels. This is done through curriculum development and selection of strategic cooperation partners (Sulaiman et al., 2024). The objectives of MBKM reflect efforts to create an education system that is more inclusive, adaptive, and relevant to the needs of the times. By prioritizing the principles of freedom of learning, collaboration, and character development, MBKM is expected to produce graduates who are ready to face global challenges and contribute positively to community development (Raranta, 2023).

c. Activity Forms of MBKM

The Merdeka Learning Campus Merdeka (MBKM) program offers various forms of innovative and flexible learning activities, in accordance with the Regulation of the Minister of Education and Culture Number 3 of 2020 Article 15 paragraph 1. This regulation gives students the right to take part in learning outside the study program for three semesters, both inside and outside the university. The implementation of the MBKM program includes various forms of activities designed to broaden horizons, improve competencies, and prepare students for the challenges of the world of work. The forms of learning activities in the MBKM program include:

a) Student Exchange

The Merdeka Belajar Kampus Merdeka (MBKM) program is an innovative initiative regulated in the Regulation of the Minister of Education and Culture Number 3 of 2020 Article 15 paragraph 1. This policy provides flexibility for students to take part in learning outside the study program for three semesters, both inside and outside their home universities. The main purpose of this program is to broaden horizons, improve competencies, and prepare students to face the challenges of an increasingly complex world of work. One of the most significant forms of MBKM activities is the student exchange program. Raranta (2023) explains that this program allows students to study at other educational institutions, both domestically and abroad. Through this exchange, students not only get the opportunity to broaden their academic horizons, but also to understand and appreciate cultural diversity. Furthermore, the program also facilitates the building of international networks that can benefit students' future careers. Merdeka Belajar kampus Merdeka Guidebook (2024) identified three models of student exchange program implementation in the context of MBKM: (1) Student exchange between study programs at the same university: This model allows students to explore other fields of study within their own institution, expanding their interdisciplinary understanding. (2) Student exchanges within the same study program at different universities: This approach allows students to deepen their knowledge in the same field of study, but with perspectives and teaching methods that may differ from other institutions. (3) Student exchange between other study programs at different universities: This model offers the

most diverse learning experience, allowing students to explore new areas of study in different academic environments.

b) Internship

Internships in the Merdeka Belajar Kampus Merdeka (MBKM) program are a manifestation of the Indonesian government's efforts to connect the world of higher education with the needs of the contemporary labor market. This program can be defined as a form of learning activity that allows students to be directly involved in a real work environment, where they can apply the knowledge they have gained in college. MBKM internships emerged as a response to the political economy dynamics of the local and global labor market, where students who have not yet entered the workforce have begun to compete for certain positions to prepare themselves for the highly competitive labor market (Salim, 2024). The main objective of the MBKM internship program is to facilitate students' transition from the academic world to the professional world of work, as well as to improve students' competencies in various aspects. According to Salim (2024), this program aims to:

1. Opening up the education ecosystem to new labor market challenges.
2. Provide students with practical and relevant work experience before graduation.
3. Improve students' problem-solving and communication skills.
4. Prepare students for new work patterns in the future.

In line with this, Farida et al. (2022) asserted that the MBKM internship aims to "improve the competence of students in the Public Administration Study

Program by providing practical experience relevant to their field of study". This goal includes the development of technical skills, soft skills, and understanding of organizational dynamics.

The implementation of the MBKM internship program is carried out in collaboration with various partners. Referring to the MBKM guidebook published by the Director General of Higher Education, this internship/work practice learning activity is carried out in collaboration with partners including companies, non-profit foundations, multilateral organizations, government institutions, and start-up companies. This collaboration aims to provide a comprehensive and relevant learning experience for students, while bridging the gap between academic theory and industrial practice.

c) Teaching Assistance in Education Unit

Teaching Assistance is an innovative program launched by the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as an integral part of the Merdeka Belajar-Kampus Merdeka (MBKM) policy. Implemented in 2021, this program is designed to facilitate the improvement of the quality of learning in various educational units, with a special focus on early childhood education (ECE) institutions (Restiningtyas et al., 2022). According to the Language Development and Guidance Agency (2021), Teaching Assistance is defined as "an activity to assist (help someone in their professional duties)".

The main objectives of the MBKM Teaching Assistance program are multifaceted, including

1. Providing opportunities for students to gain learning experiences outside the campus, improving their competencies, especially pedagogical competencies (Azis et al., 2023).
2. Preparing students to face social changes, culture, the world of work, and rapid technological advances (Azis et al., 2023).
3. Improving the quality of learning in partner schools through creativity and innovation in the learning process (Azis et al., 2023).
4. Ensure the effectiveness of class hours in partner schools by reducing empty hours (Azis et al., 2023).
5. Improve the digital literacy of teachers in partner schools, as expected by the Director of Primary Schools of the Ministry of Education and Culture (Hendriyanto, 2021, in Azis et al., 2023).

The program covers several important aspects, including:

1. The development of students' pedagogical competence includes learning planning, learning implementation, and attitude (Suwarsito et al., 2022).
2. Involvement in non-teaching activities, such as school administration, to provide a well-rounded experience (Suwarsito et al., 2022).
3. Collaboration with educational partners allows students to contribute and design programs that will be implemented (Restiningtyas et al., 2022).

4. Focus on the learning process as a key component in improving the quality of education (Restiningtyas et al., 2022).

This is in line with the opinion of Yuswardi (2021, in Azis et al., 2023) which states that there is a simultaneous influence in the world of education, namely work experience, education level, and teacher self-development on teacher ability

d) Research

The research program in the context of Merdeka Belajar-Kampus Merdeka (MBKM) is an initiative designed to facilitate students who have an interest in research. This program provides opportunities for students to conduct research activities at research institutions or study centers, both inside and outside the university Merdeka Belajar kampus Merdeka Guidebook, 2024). Through this program, students can develop critical thinking skills, which is an essential component in various disciplines at the higher education level. The main objectives of the MBKM research program cover several important aspects:

1. Improving the quality of student research and developing topical research talent pools through involvement in large-scale research projects.
2. Providing opportunities for students to gain research competence through direct guidance from experienced researchers at research institutions or study centers.

3. Strengthening the ecosystem and improving the quality of research in Indonesian laboratories and research institutions through the provision of research resources and early regeneration of researchers (Merdeka Belajar kampus Merdeka Guidebook, 2024). The program also offers a solution for laboratories or research institutions that often face a shortage of research assistants for short-term research projects (1 semester to 1 year). Thus, this program creates a win-win situation for students and research institutions. The implementation of the MBKM research program involves three main parties: universities, partner institutions, and students (Merdeka Belajar kampus Merdeka Guidebook, 2024). Collaboration between these three parties is very important to ensure the effectiveness of the program and the achievement of the expected goals.

e) Humanitarian Project

The Humanitarian Project is one of the flagship programs in the Merdeka Belajar Kampus Merdeka (MBKM) policy which aims to develop social sensitivity and student contributions to humanitarian issues. This program provides opportunities for students to be directly involved in humanitarian activities, especially in the context of handling refugees in Indonesia, in line with the mandate of the 1945 Constitution as a forum for national concern and solidarity in maintaining world peace.

Yuliantoro & Supentri (2023) stated that the main objectives of the MBKM Humanitarian Project include several important aspects, including: preparing superior students who uphold human values; training students' social sensitivity in exploring and solving problems; improving graduate competencies, both soft skills and hard skills; and preparing graduates as future leaders of a superior and global-minded nation.

The implementation of the MBKM Humanitarian Project involves students in various activities, including Indonesian language teaching through FGDs, social lifestyle education, and psychological support through the BK Play Therapy Program for refugees. This involvement not only contributes to addressing humanitarian issues, but also develops students' essential life skills. The program emphasizes collaboration between universities, students, and international organizations such as UNHCR, creating an effective synergy in handling humanitarian issues. Through educational services in refugee camps, this program manifests Indonesia's commitment to universal humanitarian values and strengthens its position in global humanitarian issues (Yuliantoro & Supentri, 2023).

f) Entrepreneurial Activities

MBKM Entrepreneurial Activities (Merdeka Belajar-Kampus Merdeka) is the implementation of an Indonesian government policy

that aims to encourage the development of entrepreneurial intentions among students. This program is designed to prepare Indonesia's young generation for the demographic bonus era by equipping them with the necessary entrepreneurial skills and spirit (Soelaiman et al., 2022).

The main objectives of MBKM Entrepreneurial Activities include several important aspects. First, the program aims to develop competencies and build students' entrepreneurial spirit through systematic experiential learning. This process includes learning entrepreneurial theory to the preparation and presentation of business plans into real practice Supriati et al. (2022, in Soelaiman et al., 2022). Second, the program provides students with the opportunity to express and develop entrepreneurial spirit and business innovation, which in turn is expected to expand employment in Indonesia (Soelaiman et al., 2023). Third, the program aims to prepare graduates who are ready to carry out entrepreneurial activities and become job creators, not just job seekers (Soelaiman et al., 2022).

To achieve these goals, MBKM Entrepreneurial Activities integrates several important aspects in its implementation. One of the main aspects is an integrated curriculum that combines learning entrepreneurship theory with real practice, including the preparation of a business plan and its implementation Supriati et al. (2022, in Soelaiman et al., 2022). In addition, universities provide academic support through various means, such as lecture materials, workshops, seminars, learning-by-doing-based curriculum, internships in start-up

businesses, and opportunities to practice business plan development Sihwinarti et al. (2022, in Soelaiman et al., 2022).

The program also focuses on developing students' self-efficacy, which aims to increase their confidence in their entrepreneurial abilities. This increase in self-efficacy is expected to increase entrepreneurial intentions among students Jiatong et al. (2021, in Soelaiman et al., 2022). Furthermore, MBKM Entrepreneurship emphasizes the importance of practical experience in the field. This is intended to prepare students' readiness, both in terms of soft skills and hard skills, when entering the world of work or creating new jobs Kodrat et al. (2021, in Soelaiman et al., 2022).

g) Independent Study

Independent Study is an integral component of the Merdeka BelajarKampus Merdeka (MBKM) policy initiated by the Indonesian Ministry of Education and Culture. The program is designed to give students greater autonomy in exploring and developing their potential, interests, and talents outside the confines of conventional study programs.

Wibisono and Umiyati (2023) define MBKM Independent Study as a higher education program that aims to improve the quality of national education by giving students the freedom to learn. This program facilitates the development of students' potential and interests through various field projects, while strengthening connections with the

industrial world. To achieve these goals, it requires extensive collaboration, directed character development, and measurable success parameters.

The main objective of MBKM Independent Study is to prepare students with comprehensive competencies, including hard skills and soft skills, which are relevant to the demands of the contemporary world of work (Fachrissal, 2020; Kamalia & Andriansyah, 2021). This program emphasizes learning experiences that are more applicable and oriented to industry needs. In addition, MBKM Independent Study aims to facilitate students in choosing courses according to their passion, so as to produce graduates who are ready to work (Sopiansyah & Masruroh, 2021).

Some crucial aspects related to the MBKM Independent Study that need to be highlighted include:

1. Curriculum flexibility: This program allows students to take courses outside their original study program, even at other universities, with a maximum duration of two semesters or the equivalent of 40 credits (Tohir, 2020; Kamalia & Andriansyah, 2021).
2. Holistic competency development: Independent studies of MBKM focus on improving students' hard skills and soft skills, including communication, teamwork, and problem-solving (Susilawati, 2021; Kamalia & Andriansyah, 2021).

3. Collaboration with industry: This program encourages synergy between universities and the industrial sector to create a more effective link and match between graduates and the needs of the job market (Arifin & Muslim, 2020; Kamalia & Andriansyah, 2021).
4. Comprehensive learning evaluation: The implementation of the MBKM Independent Study requires a comprehensive evaluation system, covering technical aspects, learning processes, and learning outcomes (Kamalia & Andriansyah, 2021).
5. Emphasis on experiential learning: The program emphasizes practice-based learning experiences and the development of students' soft skills, in line with the concept of experiential learning (Chen & Chuang, 2009, in Sa'diyah et al., 2022).
6. Autonomy in learning design: There is flexibility for students to design their own learning activities according to their interests, which encourages independence and creativity (Freire, 2001, in Sa'diyah et al., 2022).
7. Multi-stakeholder collaboration: The program encourages collaboration with off-campus partners, both industry and community, to enrich students' learning experience (Susanti et al., 2022, in Sa'diyah et al., 2022).

8. Academic mobility: Recognition of credits across courses and colleges enables mobility and knowledge exchange between disciplines.
9. Transformation of the role of lecturers: Emphasis on increasing the capacity of lecturers as learning facilitators, not just as teachers (Sa'diyah et al., 2022).

Thus, the MBKM Independent Study is a transformative initiative aimed at improving the quality and competitiveness of Indonesian higher education graduates in the face of global dynamics and the complexity of the contemporary world of work. This program is expected to be a catalyst for the transformation of higher education in Indonesia towards a learning paradigm that is more adaptive, collaborative, and oriented towards developing student potential holistically.

h) Village Building/Thematic Real Work Lecture

Building Villages/Thematic Real Work Lectures (KKNT) in the context of Merdeka Belajar-Kampus Merdeka (MBKM) is an innovative policy implementation aimed at improving graduate competencies and expanding students' learning experiences off campus. This program reflects a paradigm shift in village development from a top-down to bottom-up approach, with an emphasis on community participation and empowerment (Suswanto et al., 2013, in Sodik et al., 2021).

Fahrudin (2016, in Muyassaroh et al., 2023) emphasizes that KKNT focuses on experiential learning, where students are directly involved in community life, problem solving, and development. Merdeka Belajar kampus Merdeka Guidebook (2024) further explained that KKNT allows students to live in the community, collaborate in identifying potential and addressing local problems, thus contributing to village/regional development.

The program is designed to hone students' soft skills, including partnership, interdisciplinary teamwork, and leadership in the context of rural development. Through this direct involvement, students not only develop academic competencies, but also gain a deep understanding of social realities and development challenges at the grass-root level (Merdeka Belajar kampus Merdeka Guidebook, 2024).

There are 3 models in the implementation of KKNT, namely as follows: (1) Extended KKNT Model, (2) KKNT Village Development and Empowerment Model, (3) KKNT Teaching in the Village Model. The implementation of KKNT within the MBKM framework offers significant flexibility. The duration of the program can range from 6-12 months, with credit recognition equivalent to 20-40 credits, adjusted to the policies of each university. As an integral part of the learning process, students are expected to document their experiences and the results of their activities in the form of a final project, which serves as a reflection and evaluation of their contribution to village development (Merdeka Belajar kampus Merdeka Guidebook, 2024).

Thus, KKNT in the context of MBKM not only serves as a forum for developing student competence and experience, but also as a catalyst for the development and empowerment of rural communities. The program bridges the gap between academic theory and field practice, creating a productive synergy between higher education institutions and local communities. Through this holistic approach, KKNT contributes to the formation of graduates who are not only academically competent, but also have social sensitivity and practical abilities in addressing contemporary development challenges.

d. Type of MBKM

Based on the information available on the official Kampus Merdeka website managed by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the Merdeka Belajar-Kampus Merdeka (MBKM) program is divided into two main categories. This categorization reflects a comprehensive approach to implementing the MBKM policy at the national higher education level.

1. MBKM Flagship, which is a program initiated and managed directly by Kemendikbudristek. This program is characterized by the establishment of specific programs, clear regulations, and a predetermined implementation schedule. Kemendikbudristek, as the main organizer, provides comprehensive technical guidelines to ensure effective and uniform implementation across participating higher education institutions.

2. MBKM Independent, which reflects the autonomy aspect of the Independent Campus policy. Through this program, Universities (PT) are encouraged to organize MBKM programs independently. Universities are given the flexibility to plan, finance, and implement the MBKM program without direct intervention from the Ministry of Education and Culture. This concept is in line with the spirit of academic autonomy and supports innovation at the institutional level.

MBKM Independent has a strategic goal to expand the reach of the program, with an aspiration to facilitate as many students as possible in gaining learning experiences outside the campus environment. This approach is based on the premise that exposure to the off-campus world will improve students' readiness to face the challenges of the future working world. Although these two categories have differences in terms of management and implementation, they are still based on the basic philosophy of MBKM, which is to provide flexibility and autonomy to students in determining their learning path. Both MBKM Flagship and MBKM Mandiri aim to produce graduates who not only have strong academic competencies, but also practical skills and experience relevant to the needs of industry and society.

Thus, the combination of centrally managed programs (MBKM Flagship) and institution-initiated programs (MBKM Independent) creates a dynamic higher education ecosystem that is responsive to student needs and the demands of the times. This dual approach allows for synergy

between national standardization and local innovation in the implementation of the MBKM policy. Here are the differences between MBKM Flagsib and MBKM Independent:

Table 2.1. Differences between MBKM Flagship and MBKM Independent

Description	MBKM Flagship	MBKM Independent
Technical Guidelines	Provide by the Ministry of Education and Culture as the program organize	Organized Independently by the organizing university
Funding	Issues with the approval of the Ministry of Research and Technology in accorndance with the proposal submitted	Determined and allocated by the host university
Documentation	Determined by KemendukbudRistek as program organizer	Determined by the organizing university

Source: MBKM.com information center

e. Indicators of Achievement of MBKM Program Implementation

Merdeka Belajar Kampus Merdeka Guidebook (2024) suggests that the implementation of the Independent Learning-Campus Learning Activity Form (BKP) can be implemented through two main mechanisms, namely Independent

MBKM, MBKM by the Ministry of Education and Culture, or organized by other Ministries or Institutions. Achievement of the implementation of Merdeka Belajar-Kampus Merdeka (MBKM) in a study program can be seen from three main aspects, namely :

1. MBKM Management

MBKM Management includes the preparation and establishment of a curriculum that supports the implementation of MBKM, as well as implementation that must be in accordance with the guidelines set by Kemendikbudristek.

Completeness of MBKM Implementation Governance includes:

- a. College policy;
- b. Reorientation of study program curriculum;
- c. Implementation guidelines and POB MBKM;
- d. MBKM Learning Activity Plan;
- e. Student Registration and Selection;
- f. Assignment of Assistant Lecturers;
- g. Implementation of MBKM Activities;
- h. Partner Cooperation;
- i. Assessment and Evaluation of MBKM Results.

2. Role of Related Parties (Units)

The role of related parties in the implementation of MBKM includes the preparation of cooperation documents, implementation of MBKM programs in accordance with the agreement, and provision of support needed for the successful implementation of MBKM. In this context, there are five main components that play a role in the implementation of BKP MBKM including :

A. Role of Higher Education

Universities have a responsibility to:

1. Provide legal umbrella/policy for MBKM activities
2. Provide guidelines for implementing MBKM at the University level
3. Manage the implementation of MBKM at the University level (if deemed necessary, form an MBKM management unit/team) with the support of an information system
4. Facilitate cooperation with partners
5. Provide quality assurance policies for each form of BKP MBKM

B. Faculty

The Faculty have a responsibility to:

1. Facilitate the Study Program curriculum team to compile and/or develop the curriculum with the implementation of MBKM.
2. Coordinate with PT in carrying out the MBKM management function
3. Prepare technical guidelines for the implementation of MBKM at the Faculty level.
4. Facilitate the Faculty MBKM management unit/team
5. Assign supervising lecturers for MBKM activities based on proposals from the Department/Study Program.

C. Study Program

The study program have a responsibility to:

1. Compiling and/or developing curriculum with MBKM implementation.
2. Approving MBKM learning plans to be implemented by students based on considerations given by Academic Supervisors

3. Proposing supervisors for students who carry out MBKM activities
4. Compiling and determining MK and credits recognition for MBKM activities
5. Reporting student MBKM activities in the PD-DIKTI system

D. Partner Contribution

Partners contribute through:

1. Providing a contact person in facilitating MBKM activities
2. Preparing cooperation documents (MoU/Cooperation Agreement) for the implementation of MBKM activities.
3. Providing field guides/mentors
4. Implementing BKP MBKM in accordance with the agreement in Cooperation
5. Providing supporting documents as evidence of the implementation of MBKM activities

E. MBKM Supervisor

The supervisor is responsible for:

1. Guide and direct the MBKM activity plan
2. Guide the implementation of MBKM activities
3. Guide the preparation of MBKM activity reports
4. Conduct assessments with field supervisors

F. Student Participation

Students are expected to:

1. Follow the registration procedures that have been established.
2. Actively participate in BKP MBKM activities.

3. Fill out the logbook regularly.
4. Report the results of BKP MBKM activities.

3. Information Systems

The Merdeka Belajar Kampus Merdeka (MBKM) Information System is a technology platform designed by the Ministry of Education, Culture, Research and Technology in a comprehensive manner to support the implementation of innovative education programs. The main platform, namely kampusmerdeka.kemdikbud.go.id, functions as a central portal that collects various superior programs resulting from the synergy of the Ministry of Education, Culture, Research and Technology with other Ministries/Institutions (K/L), such as Kampus Mengajar, Internship and Certified Independent Study (MSIB), IISMA, Student Exchange, Independent Entrepreneurship, Teaching Practitioners, Bangkit, and Gerilya.

This information system is not just an administrative tool, but rather a digital ecosystem facilitated by the Ministry of Education, Culture, Research and Technology to manage, monitor, and make data-based decisions. By integrating the academic system of higher education, the MBKM platform is able to provide convenience in monitoring student progress, assessing student and partner performance, evaluating activity implementation, providing measurable recognition, and reporting activities to the Higher Education Database (PDDIKTI).

The existence of an integrated and effective information system is the key to the successful implementation of the Merdeka Belajar Kampus Merdeka program initiated by the Ministry of Education, Culture, Research and Technology. Through

the use of appropriate information technology, universities can create a more dynamic, flexible, and quality educational experience in accordance with the spirit of independent learning.

B. Conceptual Framework

Universitas Pasir Pengaraian (UPP) has shown a strong commitment in supporting the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) program, particularly in the implementation of the right to study three semesters outside the study program initiated by the Ministry of Education and Culture. Nonetheless, the level of student participation in the MBKM program varies between study programs, one of them is English Study Program.

This phenomenon is interesting to study, given the inherent characteristics of the English Study Program which should have great potential to integrate various forms of MBKM activities into its curriculum. The English language competence developed in this study program should be a catalyst for participation in various forms of MBKM activities, such as international student exchanges, internships in multinational companies, or humanitarian projects within the country or across countries.

This study aims to comprehensively analyze the implementation of the MBKM program in the Universitas of Pasir Pengaraian English Study Program, focusing on three main aspects, so that readers can easily understand the direction and purpose of this research, the researcher will explain through the conceptual framework below:

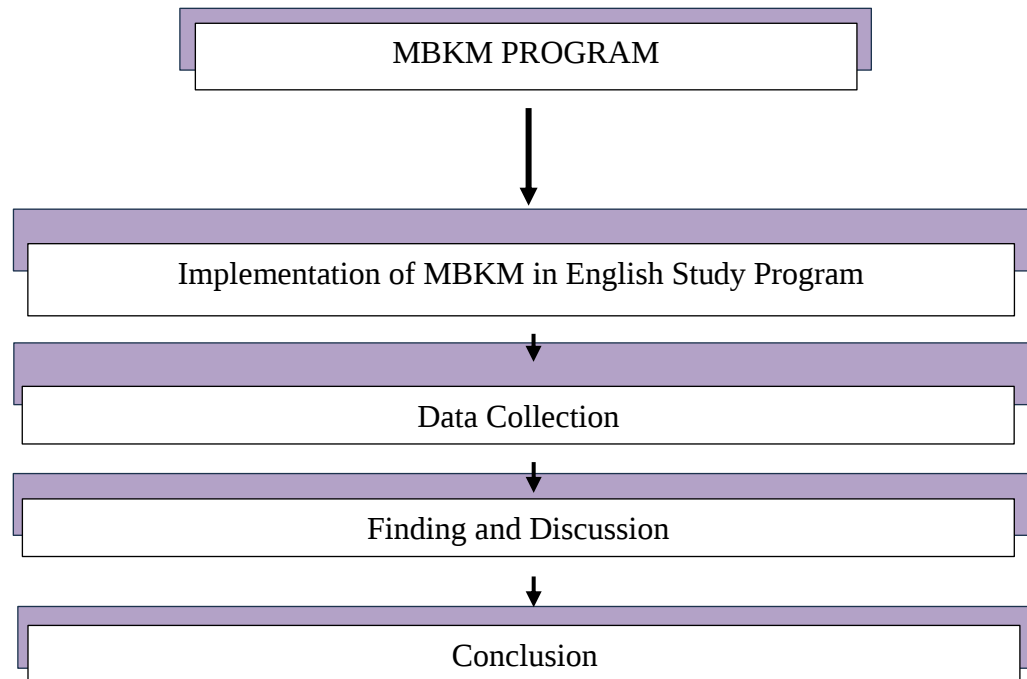


Figure 1. Conceptual Framework

Through an in-depth analysis of these three aspects, this research is expected to identify and describe the implementation of the MBKM program in Universitas of Pasir Pengaraian's English Study Program. Additionally, this research aims to explore potential strategies to increase the participation of English Education students in the MBKM program, taking into account the uniqueness and specific potential of this study program.

This conceptual framework is designed to facilitate a systematic exploration of the complexity of MBKM implementation in the specific context of the English Language Education Study Program at Universitas Pasir Pengaraian. By considering the various factors that influence the implementation of this program, the research is expected to contribute significantly to the development of more effective strategies in integrating the MBKM program into the higher education curriculum, particularly in the field of English language education.

C. Review of Related Findings

There are some related findings of this research:

First, Lathifah et al. (2022) in an article entitled “*Analysis on the Impact of the MBKM Program on Improving the Competence of Teacher Training Students: A Study of Student Perceptions of the Teacher Training and Education Faculty*”, the article aims to examine in depth the impact of the MBKM program implemented by the Ministry of Education and Culture on improving the competence of prospective teacher students. In addition, this study also seeks to see the extent to which students understand the results and impact of developing their potential from the perspective of the students themselves. The research findings show that the MBKM program has a positive impact on the development of student competencies. This is evidenced by the results of the questionnaire analysis on students' perceptions of MBKM. Most respondents stated that the program contributed significantly to improving their competence as prospective teachers.

Second, Rajagukguk et al. (2022) in an article entitled “*Enhancing students' learning creativities through the application of literacy learning model in the Merdeka Belajar Kampus Merdeka (MBKM) curriculum program*”, the article aims to investigate the improvement of elementary school students' learning creativity during online learning through the application of the literacy learning model. The results of this study show a significant improvement in test results. In the first cycle, only a small number of students passed, but in the second cycle, almost all students successfully passed. Thus, the use of literacy learning model is highly recommended to be applied to improve students' learning creativity during online learning.

Third, Anggara Sahya (2022) in an article entitled “*Exploring the Effectiveness of Merdeka Belajar Kampus Merdeka Policy in Indonesian Higher Education Institutions: An In-depth Case Study Analysis*”, the article aims to explore the effectiveness of MBKM policy implementation in Indonesian higher education institutions through an in-depth case study analysis. The research findings reveal that the implementation of the MBKM policy has had a significant impact on university autonomy and innovation. However, the policy's impact on education quality and graduate skills remains uncertain, given that the policy is relatively new, and further research is needed.

Fourth, Pilano et al. (2023) in an article entitled “*Merdeka Belajar Kampus Mengajar (MBKM) curriculum evaluation*”, the article aims to be able to examine the impacts and problems found in the MBKM curriculum. The research findings show that the MBKM curriculum evaluation received a positive and favorable response. MBKM is considered capable of developing student abilities. One of the abilities that develop is the quality of self possessed by students.

Fifth, Rahma et al. (2023) in an article entitled “*Probing the Impacts of MBKM Programs on Students' Soft and Hard Skills*” the article aims to explore the impact of MBKM implementation on improving soft skills and hard skills of Teuku Umar University students. The research findings show that after participating in the MBKM Program, first: student soft skills related to communication skills, responsibility, honesty, ability to use technology, adaptability, being fair, cooperative and tolerant, respect for others, and making decisions have increased very significantly. Second, hard skills such as the ability to understand, the ability

to reason, problem solving skills, the ability to relate to others, and the ability to think creatively also experienced a very high increase.

Sixth, Pongsapan et al. (2021) in an article titled *“Exploring The Impact of MBKM Program To The Learners Academic Quality”* the article aimed to investigate how the MBKM program affects learners' academic quality after participating in the program. The research findings indicate that the MBKM program has a positive impact on the academic quality of learners in the English Study Program at Universitas Kristen Indonesia Toraja. These results are evidenced by the experiences of learners after participating in the MBKM program, both while studying on campus and during teaching practice off campus. They experienced improvements in understanding concepts, critical thinking abilities in problem-solving, skill development, learning motivation and independence, enjoyable learning experiences, participation in academic activities that can train leadership skills, academic achievement, and career adaptability.

Seventh, Ekawatiningsih et al. (2023) in an article titled *“Student’s knowledge of the mbkm program in the culinary education study program”* the article aimed to examine students' knowledge or understanding of the MBKM Program in the Culinary Education Study Program. The research findings show that the level of students' understanding of the MBKM program is generally in a good category. The level of knowledge about Student Exchange activities and Teaching Assistance activities is in the sufficient category. The level of understanding of Internship activities and Entrepreneurship Practices is in a good category. However, students have misconceptions regarding similar activities that are also organized by the study program.

Eighth, Taula'bi' et al. (2023) in an article titled “*The strategy used by the English Study Program MBKM Team to improve the soft skills of students participating in the MBKM program*”, the article aimed to investigate the strategies used by the PBI MBKM Team to improve the soft skills of students participating in the MBKM program in the English Study Program, FKIP, UKI Toraja. The results of this study confirm that the strategies used by the MBKM Team to improve the soft skills of students participating in the MBKM program include applying active learning, assigning group tasks, holding seminars or workshops, providing mentorship, increasing digital literacy, and providing constructive feedback.

Nine, Alamsyah & Karim (2024) in an article entitled “*The MBKM Programs in The Higher Education Settings: EFL Students’ Expectations*” , the article aims to explore EFL students’ expectations towards eight programs of the MBKM. . The findings revealed that they have high expectations for each program of MBKM, for instance, the Internship program provides a real-life experience, and clear job descriptions for students from different majors.

Ten, Rifa’I & Muslimah (2024) in an article entitled “*Unlocking Potential: Rethinking MBKM Curriculum Reformation with Constrained Resources in Arabic Education Study Program*” I the article aimed to This research aimed to elucidate the transformative process and constraints undergone by the Arabic Language Education study program at the State Institute of Islamic Studies Kediri, in response to the Ministry of Education's mandate for a more inclusive, forward-looking, and outcome-driven higher education curriculum, the MBKM (emancipated curriculum). The findings of this study revealed that: FGD was selected as a transformation technique because of its efficacy and efficiency; During the

curriculum reform, Arabic Language Education study program encountered procedural issues related to student exchange activity, a lack of prior collaboration agreement, and a limited budget; The study program strategically adopted Integrative Curriculum that yet adheres to the MBKM values, involving carefully scrutinizing the KKN format, adjusting relevant areas, refining teaching and learning methodologies, and introducing a transformative off-campus internship program for students that lasted a whole semester; The Integrative Curriculum found to retain the values of the MBKM curriculum, emphasizing; learning activities outside the classroom, projects fostering independent thinking, internships to bridge educational and industrial needs, differentiated learning with elective courses tailored in career paths.

Furthermore, numerous academics have researched and evaluated the Merdeka Belajar-Kampus Merdeka (MBKM) program based on previous studies. This research also focuses on MBKM, but the different is this research focuses on analyzing the Implementation of the MBKM Program through what activities have been carried out by students of the English Study Program at Universitas Pasir Pengaraian in implementing the program, both those who take part in the MBKM Flagship program from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the independent MBKM program from the University.

The researchers were interested in examining MBKM because this program has significant potential in developing student competencies and improving the quality of higher education in Indonesia. By analyzing the implementation of MBKM at the study program level, this research is expected to provide valuable

insights into the effectiveness of the program and identify areas that require improvement or further development.

CHAPTERS III

RESEARCH METHODOLOGY

This chapter provides a comprehensive overview of the research methodology employed in this study. It encompasses a detailed examination of the research design, contextual setting, population and sampling techniques, instrumentation, data collection procedures, and analytical methods. Each component has been carefully selected and integrated to ensure a rigorous and systematic approach to addressing the research objectives.

A. Research Design

In the context of scientific research, choosing the right method is a crucial aspect that determines the success and validity of a study. The research method used not only functions as an operational guide, but also as a conceptual framework that allows researchers to gain a comprehensive understanding of the phenomenon under study and identify appropriate solutions to the problems faced.

This research adopts a qualitative descriptive approach, a method that allows in-depth exploration of the complexity of social phenomena. As stated by Arikunto (2007), descriptive research aims to describe accurately and objectively a particular variable, symptom or situation, without intending to test a specific hypothesis. This approach was chosen because of its suitability for the research objective, namely to analyze the in implementing MBKM program in the English Study Program at Universitas Pasir Pengaraian.

Through qualitative descriptive methods, researchers attempt to obtain a deep and contextual understanding of the realities faced by research subjects. The data collected will reflect the authentic experiences and perceptions of participants, which will then be analyzed and presented in the form of rich and descriptive narratives. This approach allows the researcher to capture the nuances and complexities of the phenomenon under study, and produce holistic insights into the activities that have been carried out by students of the English Study Program at Universitas Pasir Pengaraian in implementing the MBKM program.

By using this method, the research not only aims to describe the existing situation, but also to interpret the meaning behind the phenomenon, and identify patterns and themes that emerge from the data. It is hoped that the results of the study will provide a significant contribution to better understanding the implementation of the MBKM program, as well as being the basis for developing more effective strategies in implementing the MBKM program.

B. Setting of the Research

This research focuses on the English Study Program at Universitas Pasir Pengaraian, which is located on Jalan Tuanku Tambusai, Rambah Hilir District, Rokan Hulu Regency. The selection of this location was based on strategic considerations related to the implementation of the Independent Learning-Free Campus (MBKM) program at the institution, as well as the unique characteristics of this study program in the context of implementing MBKM.

C. Population and Sample

In the context of this study, the population refers to the conceptualization by Sugiyono (2020:117), who stated that population is a generalization area consisting of objects or subjects with certain qualities and characteristics, determined by the researcher to be studied and then conclusions drawn. The population can be people in certain areas, employees in specific organizations, teachers and students in schools, and so on. The population in this study is all students of the English Study Program at Universitas Pasir Pengaraian.

Based on the above considerations, the researcher used purposive sampling. Purposive sampling is a sampling technique with specific considerations (Sugiyono, 2020). Purposive sampling was chosen because the researcher has specific criteria for the sample needed in this study. Thus, the sample in this research consists of 52 students English Education students who have participated in the Merdeka Belajar Kampus Merdeka (MBKM) program.

Table 3.1 Data of Sample

No	Batch/Semester	Total		Total
		Male	Female	
1	2020/9	5	21	26
2	2021/7	4	19	23
3	2022/5	0	3	3
Total				52

D. Instrument of the Research

Research instruments are tools used to measure phenomena, both natural and social, which are objects of observation in a study (Sugiyono, 2020). In this research, three main instruments were used to collect data comprehensively: In this research, the main instrument is supported by several supporting instruments which are used to collect data comprehensively:

1. Questionnaires

Questionnaires are structured sets of questions designed to gather specific information from respondents. In this study, questionnaires were used to collect both quantitative and qualitative data regarding the implementation of the MBKM program. The informants for this instrument are: Students of English Study Program. The questionnaire is designed to gather comprehensive information about the Implementation of MBKM Program in English Study Program.

Each Questionnaires is desained based on 3 aspects of the success of achieving the implementation of MBKM according to the Merdeka Belajar Kampus Merdeka Guidebook (2024) to gather comprehensive information about the implementation of MBKM program in English Study Program.

Table 3.2 Instrument of Questionnaires

No	Statement	Indicator				
		Totally Agree	Agree	Some times	Disagree	Totally Disagree
1.	MBKM Management					
	A. College Policy					
	I clearly understand Universitas Pasir Pengaraian's policy on the implementation of the Independent Learning-Independent Campus (MBKM)					

	program within the English Education Study Program					
B. Reorientation of study program curriculum						
2.	The curriculum of the English Education Study Program has been reoriented to support students' learning freedom through the MBKM program					
C. Implementation guidelines, Standard Operating Procedures (SOP) and MBKM Learning Plans						
3.	I feel that the MBKM guidelines and Standard Operating Procedures (POB) in the English Education Study Program are very clear and easy to understand, including the available MBKM learning plan, which helps me develop and enhance my competencies.					

D. MBKM Registration, Selection, and Mentoring						
4.	I feel that the registration and selection process for participating in the MBKM program in the English Education Study Program is clear, fair, and informative, and I receive good guidance from the MBKM academic advisor in the English Education Study Program					
E. Collaboration with Partners, Implementation, and Evaluation of MBKM						
5	Universitas Pasir Pengaraian has established clear and effective collaborations with various partners to support the implementation of the MBKM program, and the results of these activities are well					

	evaluated by the university.					
Role of Related Parties (Units)						
A. Role of Higher Education						
6.	I feel that Universitas Pasir Pengaraian has provided clear policies and guidelines for the implementation of MBKM, including explanations on how to obtain credit recognition, enabling students to participate in this program					
7.	I see that Universitas Pasir Pengaraian has facilitated good collaboration with partner institutions and ensured effective management and quality assurance for the implementation of MBKM activities					
B.Faculty						

8.	The Faculty of Teacher Training and Education (FKIP) at Universitas Pasir Pengaraian has provided adequate support to the study program in developing an MBKM-based curriculum and has provided clear technical guidelines for students regarding MBKM implementation.					
9.	The Faculty of Teacher Training and Education (FKIP) at Universitas Pasir Pengaraian has actively played a role in appointing appropriate MBKM supervisors and facilitating coordination between study					

	programs and the university in the implementation and management of MBKM activities					
C. Study Program						
10.	The English Education Study Program has developed an MBKM-based curriculum, assigned appropriate academic supervisors to support activities, and actively approved students' MBKM learning plans based on guidance from field supervisors					
11.	The English Education Study Program has established courses and credit recognition for MBKM activities and ensures that					

	students' MBKM participation is properly reported in the PD-DIKTI system.					
D. Partner Contribution						
12.	Partner institutions have provided active contact persons to assist students in facilitating MBKM activities and have established cooperation documents (MoU/Cooperation Agreement) with the university, faculty, and study program.					
13.	Partner institutions have provided field assistants, implemented MBKM activities according to agreements, and issued supporting documents as proof of MBKM					

	activity implementation.					
E. MBKM Supervisor						
14.	The MBKM supervisor has guided and directed my MBKM activity plan effectively and ensured that its implementation aligns with the predetermined objectives.					
15.	The MBKM supervisor has assisted me in preparing the MBKM activity report effectively and has conducted assessments together with the field supervisor to evaluate the success of the MBKM program					
F. Student Participation						
16.	I have followed the established registration procedures for the					

	MBKM program and actively participated in all activities designed within the program					
17.	I regularly fill out the daily logbook and report MBKM activity results according to the established guidelines.					
Information System						
18.	I feel that the MBKM information system (kampusmerdeka.kemdikbud.go.id) makes it easier for me to register and monitor the progress of my MBKM activities, as well as provides clear access to my status and development in the program					
19.	I feel that the MBKM information system provides easy					

	access to information regarding various activities such as internships, Kampus Mengajar, or other programs, and allows me to view evaluations and recognition of my performance					
20.	The MBKM information system allows me to report the results of my MBKM activities easily and integrates with the Higher Education Database (PDDIKTI), facilitating the administrative process and recognition of my participation."					

Source : Merdeka Belajar Kampus Merdeka Guidebook (2024)

2. Interviews

Interviews are a method of data collection through direct conversation between the researcher and the respondents. This instrument allows for in-depth exploration of topics and provides an opportunity to clarify responses. The interview questions

are also based on aspects of the success of achieving the implementation of MBKM. The informants for this instrument are: Interview: lecturer of the English Study Program, Head of the English Study Program and Head of LPPP at Universitas Pasir Pengaraian. There are 20 interview questions that will be used by researchers. The creation of questions will be based on the indicators of success of MBKM implementation in the MBKM 2024 guidebook.

Table 3.3 Instrument of Interviews

No	Informant	Interview Topics
1.	Head of LPPP	a. MBKM Management b. Role of Related Parties c. Information System
2.	Head of English Study Program	a. MBKM Management b. Role of Related Parties c. Information System
3.	Lecturerr	a. MBKM Management b. Role of Related Parties c. Information System

Source : Merdeka Belajar Kampus Merdeka Guidebook (2024)

According to Creswell (in Guna wan, 2015) there are seven steps carried out in the interview process, namely;

- a. The researcher must first identify the informants based on the based on the sampling technique that has been selected.
- b. The type of interview to be conducted is determined, as well as information that is relevant in answering the research questions. research questions.
- c. A recording device that is appropriate for the needs that will be used must be prepared in advance. For example, the mic that will be used by both parties must be set up in such a way as to produce a clear voice.
- d. The condition of the recording device used must also be checked in such a way. in such a way. Such as the state of the battery.

- e. Develop an interview protocol. It should be approximately four to five pages long with approximately five open-ended questions and provide enough space between questions to record responses to informants' comments. to record responses to informants' comments.
- f. The place to conduct the interview should be determined in advance. If possible, choose a room that is quiet and comfortable for the informant. for the informant. The ideal position is for the researcher and the informant to sit facing the recorder between them, so that the voices of both parties are clearly heard. so that the voices of both parties can be heard clearly.
- g. Setting informant conser on potential informants. A good interviewer a good interviewer is one who listens more than talks when the interview takes place

E. The technique of Collecting the Data

To collect the data for this research, the researcher will use two instruments questionnaires and interviews. There 2 phases are doing by researcher, the first phase is doing questionnaires by send the link of the questionnaires via WhatsApp individually. And the second phase is doing interviews indirectly or directly depend the conditions and situations. The step of collecting the data will be done in accordance with the following steps:

- 1. Select the sample of this research.
- 2. Send the link of the questionnaires via WhatsApp
- 3. The participants or the sample will be doing the questionnaires on their smartphone

4. Interviews will be done on campus or online via Google Meet or online via WhatsApp
5. The answers of the questionnaires will be submitted in the Google form
6. Analyze the data by the answer of the questionnaire also the interview, and describe the conclusion.

E. The technique of Analyzing the Data

In this chapter will describe about the technique to analyzing the data. In this research, the researcher using closed questionnaire. According to Ari Kunto (2010:195) there are two types of questionnaires depending on how they are answered: open-ended and closed-ended. Open-ended questionnaires allow respondents to respond to the questions in their own words, while closed-ended questionnaires provide the answer; all the respondent has to do is select one of the options. There are 5 options in the questionnaire there are Totally agree (sangat setuju), Agree (setuju), Sometimes (kadang), Disagree (tidak setuju), Totally disagree (sangat tidak setuju).

To analyze the data from the questionnaire and the interview, the researcher will change the data to form a proportion formula. According to Sudijono (2014, p. 43) pointed out the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Number of Percentage

f = Obtained Frequency

N = Number of Frequency/ Sample

After the students' do the questionnaire, the researcher will collect the total score of the students' and process the data with the formula above. The percentage will used to know the score of each statement in percentage.

Table 3. 4 Interval of The Percentage

Category	Score
Totally Agree	5
Agree	4
Sometimes	3
Disagree	2
Totally Disagree	1