

## THE MBKM PROGRAM ON ELT IN THE ENGLISH EDUCATION DEPARTMENT

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### Abstract

This study aims at finding the effect of the Independent Learning-Independent Campus (MBKM) policy on English language teaching. The analysis situation proposed by Richards in 2001 is used to find the answer. The analysis situation in this study focuses on the analysis of project factors (curriculum developer), teacher factors (lecturer), and learner factors (college students). The procedures of situation analysis by Richards were applied in this study involving consultation (FGD) with representatives, analysis of the relevant document, observation of learning settings, surveys of opinion, and review of the literature. The data were collected from curriculum documents, the team of curriculum development, lecturers, and students of the English Education Department of FKIP Universitas Samudra. The result found that the English Education Department of FKIP Universitas Samudra has adjusted its curriculum document by adapting MBKM activities. It is still a KNNI curriculum with activities of MBKM. With the adjustment, the lecturers and students have to follow the curriculum policy in their teaching, such as some lecturers of the English Education Department have to allow English students from other universities to study with their students in their class. This practice influences the way lecturers teach and students learn. Both lecturers and students are motivated to learn before the class started.

**Keywords:** English education department, English language teaching, MBKM

### Introduction

Ministry of Education and Culture Republic of Indonesia through the Decree of the Minister of Education and Culture Number 3 in the Year 2020 Regarding National Standards of Higher Education has launched the Independent Learning-Independent Campus policy or better known as MBKM (*Merdeka Belajar – Kampus Merdeka*). There are eight activities of MBKM that include in the decree, namely Student Exchange (*Pertukaran Mahasiswa*), Internship (*Magang*), Teaching Assistant (*Asistensi Mengajar*), Research (*Riset/Penelitian*), Humanitarian Action (*Proyek Kemanusiaan*), Entrepreneurial Activity (*Wirausaha*), Independent Study/Project (*Studi Independent*), and Thematic

Student Service (*Kuliah Kerja Nyata Tematik*) (Kemdikbud, 2020). At the end of 2020, the Ministry of Defense and the Ministry of Education and Culture Republic of Indonesia planned to incorporate the state defense (*Bela Negara*) program into the higher education system through MBKM (Dwiastono, 2020; Liza, 2020). As a result, many higher educational institutions in Indonesia have adapted the nine activities of MBKM into their curriculum.

The MBKM policy nationally aims to adjust the quality of Indonesian higher education institutions to become world-class quality. As stated by Ribut (2021) the change of higher education policy from traditional to MBKM activities is an effort to improve the reputation of Indonesian universities to become the World Class University. It means that the activities of MBKM must be implemented into the university curriculum to prepare graduates to face the world's challenges. Amalia (2021) stated that the activities of MBKM are to improve the competence of graduates, both soft skills and hard skills, to be more ready and relevant to the needs of this modern era. Therefore, the university needs to prepare its students to be future learners, workers, and leaders. At the end of the day, this MBKM policy is expected able to create Indonesia university to be “the university of the future” (Halloran & Friday, 2018).

Furthermore, the MBKM policy must be promoting outcome-based education (OBE) in the class. Ribut (2021) explained that there are some significant differences between traditional and OBE systems: (1) the emphasis in traditional systems is on the process (input-output), while in OBE the emphasis is on the outcome; (2) the traditional system starts from teaching materials, on the other hand, OBE system starts from the results; (3) the traditional system develops the Forward design curriculum while the OBE system uses the backward design curriculum; and (4) the development comes from the courses in the traditional system, while in the OBE system the development comes from the CPL (learning outcome). Furthermore, the OBE system becomes a core of the MBKM policies. Therefore, the stakeholders of the university must accommodate the MBKM policy to adjust the curriculum to allow the lecturers to create outcome-based learning (OBL) in their classes. It means that the most important role in this MBKM policy is the lecturers. The lecturers have the main role to do that. They must change their way of teaching from traditional to OBL.

Universitas Samudra has accommodated the MBKM policy by compiling a manual book. This manual book has regulated the departments in Universitas Samudra to adjust their curriculum by implementing eight MBKM activities at the first (Universitas Samudra, 2020) and nine MBKM activities in 2022 (Universitas Samudra, 2022). However, since the Ministry of Education and Culture gives autonomy to the university to implement the MBKM activities, many departments in Universitas Samudra do not yet implement all activities.

At the same time, to disseminate the MBKM policy, the Ministry of Education and Culture opened a grant of *Program Studi Menerapkan Kerjasama Kurikulum Merdeka Belajar – Kampus Merdeka 2020* for departments of the university to be the pilot project to implement this policy, particularly the eight activities of MBKM. English Education Department of FKIP Universitas Samudra is one of twenty-three English departments which won the grant. The program is obligated by the English Education Department to integrate eight activities of MBKM into the current curriculum (curriculum of KKNI). Therefore, the

curriculum of the Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia [KKNI]) has been adjusted to accommodate the eight activities of MBKM. The adjustment is inevitable. The curriculum documents, the lecturers, and the students have been influenced by the MBKM policy. To see the influence, it needs to analyze the situations that appeared in the English Education Department after the MBKM policy was applied.

Richards (2001) proposed situation analysis to analyze a change in curriculum policy. There are six factors involved in situation analysis for change in curriculum policy namely societal, project, institutional, teacher, learner, and adoption factors (Richards, 2001). However, this study only focuses on three factors, namely project factors, teacher factors, and learner factors since these factors are related directly to the teaching-learning process. Therefore, this study aims at finding the effect of the MBKM policy on lecturers and students in the English Education Department of FKIP Universitas Samudra related to the situation analysis proposed by Richard (2021), particularly on those three factors.

## **Method**

This study uses a descriptive qualitative method by adapting the situation analysis proposed by Jack C. Richards in 2001. He proposed six factors involved in the situation analysis. The analysis situation in this study focuses on three factors of situation analysis, namely project factors (curriculum developer), teacher factors (lecturer), and learner factors (college students). The procedures of situation analysis are applied in this study involving consultation (FGD) with representatives of curriculum developers, analysis of curriculum documents, observation of learning settings, surveys of opinion (lecturer and students), and review of the literature. The data were collected from analyzing the curriculum document of the English Education Department, consultation with three lecturers as a team of curriculum development, interview with four lecturers, observation in the class, and questionnaire of 152 students of the English Education Department of FKIP Universitas Samudra.

## **Findings and Discussion**

The results of this study are presented in three sections consisting of the adjustment in the curriculum document, the change in the lecturers' way of teaching, and the change in the student's way of learning.

### ***The adjustment in the curriculum document***

The consultation is conducted with three lecturers to know the adjustment in the curriculum document of the English Education Department. The three of them are the supervisor and members of the curriculum developer. The result found that the English Education Department of FKIP Universitas Samudra has adjusted its curriculum document by trying to adapt the nine activities of MBKM. However, the document is still called a KNNI curriculum. It also can be called as a relaxing curriculum (*kurikulum relaksasi*) or MBKM friendly curriculum (*kurikulum ramah MBKM*).

They have included all activities of MBKM in the curriculum document. The MBKM activities can be taken by students in the sixth and seventh-semester grades

of English students (Program Studi Pendidikan Bahasa Inggris, 2020; Program Studi Pendidikan Bahasa Inggris, 2022).

Although not all activities can be run. Four activities have been adopted in the English Education Department, namely Student Exchange, Internship, Teaching Assistant, and Thematic Student Service. However, now the English Education Department is still trying to run all activities of MBKM.

#### *Student exchange*

This program is designed to allow English students of Universitas Samudra to study at other universities in Indonesia. As a follow-up, the English Education Department of Universitas Samudra has signed an MOA with the English Education Department of Universitas Negeri Medan. This MOA has created the chance for English students of Universitas Samudra to study at Universitas Negeri Medan, particularly in the English Education Department, and allows English students of Universitas Negeri Medan to study in the English Education Department of Universitas Samudra. This program is planned to run in the even semester of 2020/2021. However, as this program is a pilot project, the students still hesitate to take the program. They have chosen to take *Pertukaran Mahasiswa Merdeka Dalam Negeri (PMMDN)*, a student exchange program from Kemdibudristek.

Another form of this program is English students of Universitas Samudra who took the PMMDN program as mentioned above. Six students of the English Education Department are selected for the PMMDN program, but one of them resigned because she is also selected for the *Magang Merdeka* program – she takes the *Magang Merdeka* program. Five students have been studying at Universitas Muhammadiyah Sindereng Rappang, Universitas Cokroaminoto Palopo, Universitas Bosowa, and Universitas Hasanuddin.

#### *Internship*

This program is designed to allow English students of Universitas Samudra to study in a local and national company. For a national company, as mentioned above there is one student who is doing the internship in Telkomsel in Jakarta through the *Magang Merdeka* program. Besides, the English Education Department of Universitas Samudra has also signed an MOA with local companies, such as PT. Angkasa Pura II Banda Aceh, PT. Pekola Langsa and PTPN Langsa. At the beginning of 2022, two English students took part in an internship for one semester at PT. Angkasa Pura II Banda Aceh. They were involved in organizing and training the communication process between airport staff and guests, especially foreign guests who come to Aceh.

#### *Teaching Assistant*

This program is designed to allow English students of Universitas Samudra to do teaching practice in schools – elementary school, junior high school, senior high school, vocational school, and special-needs school – particularly in the area of Langsa, Aceh Timur, and Aceh Tamiang districts. This program has a successful record since it is related to teaching as a core of the English Education Department. It just flows as a teaching training program (*Pengenalan Lapangan Persekolahan [PLP]*).

As a pilot project, five English students took the Kampus Mengajar program. They are posted in targeted schools in rural areas. They have rules to promote literacy and numeracy learning, assist the administration, and promote learning activities by using ICT. This program also goes smoothly. It just needs a few modifications in converting the credits.

#### *Thematic student service*

This program is designed to allow English students of Universitas Samudra to conduct student service activities in villages. This program aims to develop villages in the area of Langsa, Aceh Timur, and Aceh Tamiang districts to be independent villages. This program is run for six months, and all the activities are converted to 20 credits.

This program has been run at the level of faculty by involving English lecturers in the process. Today, two programs had run in about forty villages in the area of Langsa, Aceh Timur, and Aceh Tamiang districts. This program is also related to the student service program that had in the university curriculum. Therefore, there are no difficulties in running this program.

#### *The change in the lecturers' way of teaching*

The interview was conducted with four lecturers who are selected for Pertukaran Mahasiswa Merdeka Dalam Negeri (PMM-DN) program. They teach Essay Writing, Research Methodology, Teaching English as Foreign Language (TEFL), Semantics, and Advanced Listening.

The result of the interview found that the lecturers have to follow the curriculum policy in their teaching. The interview is focused on the Student Exchange program since this program is directly related to lecturers in their classes. It was found that some lecturers of the English Education Department have to allow English students from other universities to study with their students in their classes. This practice influences the way of lecturer teaches. The lecturers are motivated to prepare their teaching before they start the class. They prepared the learning material and learning media.

The lecturers are trying to improve all aspects of teaching and learning. They prepared the learning materials by creating a module. They are trying to improve their learning media. For example, the MBKM policy is launched during the pandemic. The lecturers adjust learning media by preparing a teaching tool. They stated that they use a licensed zoom cloud meeting as an online platform to show that they are professional, and it also showed that as an institution English Education Department is run professionally. Before there is the MBKM program, the lecturers use free-zoom cloud meetings in their teaching. Besides, they also prepared the lesson plan (RPS), course unit instructions (SAP), and study contracts for students. They expected by preparing them, their students can learn independently.

#### *The change in the student's way of learning*

The online observation was conducted in two classes, Essay Writing and Research Methodology as the two classes have a lined relationship to future agenda, namely, to write a thesis for graduating. There are 152 students in a total of 6 units. After the observation, the students were asked to fill in the questionnaire related to

the teaching and learning process. It was found that the students are happy to learn because they have new friends from other universities.

It is also confirmed by the results of a questionnaire that showed that 140 students (92.1%) revealed that they were contented in learning with new friends; 135 students (88.8%) stated that their friends make them motivated to study hard; 135 students (88.8%) stated that they learned before the class started such as reading the material from the internet, preparing questions, and writing a resume; and 130 students (85.5%) revealed that they felt that they are being more independent in learning.

Due to the pandemic, their lecturers encourage them to study independently by doing the reading-resuming project. Besides, the final exam is also in the form of a product, such as in Essay Writing they have to write a five-paragraph essay and in Research Methodology they have to create a mini-research proposal. To create a product, they need to study more outside the online meeting class. They need to read more and practice more.

### **Conclusion**

There is a positive effect of the MBKM policy on the English Education Department, especially on the teaching-learning process. It can be seen from the view of students and lecturers in responding to this policy. Both students and lecturers adjust their ways of teaching-learning. Besides, the adjustment was also made in the curriculum document to accommodate the activities of MBKM. Another conclusion regarding the MBKM policy is the pilot project for the MBKM activities as launched by the Ministry of Education and Culture Republic Indonesia such as, PMM-DN, Kampus Mengajar, and Magang Merdeka is the right thing to do. It can be a model for departments of the university to run the MBKM activities independently at their institutions.

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