

## THE VIEWS AND ENERGY OF STUDENTS REGARDING THE IMPLEMENTATION OF MBKM AT THE ENGLISH DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG

Andi Asrifan<sup>1</sup>, Kamridah<sup>2</sup>, Sam Hermansyah<sup>3</sup>, Buhari<sup>4</sup>, Ibrahim Manda<sup>5</sup>

<sup>12345</sup> Universitas Muhammadiyah Sidenreng rappang

### Abstract

A new rule known as Merdeka Belajar-Kampus Merdeka (MBKM), also known as Emancipated Learning - Independent Campus, aims to encourage students' independence in the development of their academic interests and motivation. Research on the implementation and effects of the MBKM Policy is still urgently needed because it is a new educational policy in Indonesia. This study aims to: 1) investigate English students' opinions of how the Merdeka Belajar-Kampus Merdeka Program has been implemented at the English Department of Universitas Muhammadiyah Sidenreng Rappang; and 2) investigate English students' intrinsic and extrinsic motivation to take part in the Merdeka Belajar-Kampus Merdeka Program. As many as 25 students from Universitas Muhammadiyah Sidenreng Rappang who participated in the MBKM program make up the sample of this study. Interviews and questionnaires were used to gather data. The findings showed that both intrinsic and extrinsic factors, including: 1) Intrinsic factors (challenging, curiosity, developing oneself, learning new things, increasing soft and hard skills, being an intelligent student and exploring the ability and knowledge); and 2) Extrinsic factors (getting a good job, getting the reward, gaining appreciation/praise from the environment, and getting money from the government), influence students to participate in the MBKM program. MBKM has been successfully implemented, in the opinion of the students of Universitas Muhammadiyah Sidenreng Rappang, and it has been well worth the effort. Students can benefit from learning support services such as the best experience, personal growth, better English proficiency, optimal learning, and significant advancement with the help of the MBKM Program. The MBKM Program's capacity to inspire students may have a favorable impact on their ability to advance professionally, improve their quality of life, and succeed academically.

ISSN 2460-4739 ( print )

\*Correspondence

Andi Asrifan

THE VIEWS AND ENERGY OF STUDENTS REGARDING  
THE IMPLEMENTATION OF MBKM AT THE ENGLISH  
DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH  
SIDENRENG RAPPANG

Keyword: English students, extrinsic, intrinsic,  
motivation, Merdeka Belajar- Kampus Merdeka

**keyword:** English students, extrinsic, intrinsic, motivation, Merdeka Belajar-Kampus Merdeka

### A. INTRODUCTION

A recent initiative from the Ministry of Education, Culture, Research, and Technology is the Merdeka Belajar Kampus Merdeka Program (MBKM). Through an active learning strategy, this

program helps children develop their social and cognitive abilities. The goal of the MBKM Program, according to Sopiansyah, D., Masrurroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022), is to give students the opportunity to select courses

and learning that are pursued in accordance with their passion in order to equip them to be graduates ready for employment. Universities are currently building and implementing novel learning procedures to support the MBKM program in order to obtain the best learning results and maintain relevance to the needs and dynamics of society. Several universities, including Universitas Lampung, Universitas Teknokrat Indonesia, Universitas Islam Negeri Raden Intan Lampung, Universitas Muhammadiyah Lampung, Universitas Muhammadiyah Sidenreng Rappang, and others have implemented the MBKM Program in the province of Lampung. Universitas Muhammadiyah Sidenreng Rappang is one of the top organizations for putting the MBKM program into practice. As can be seen, the Ministry of Education, Culture, Research and Technology nominated Muhammadiyah Sidenreng Rappang, Director of the MBKM Program at Universitas Muhammadiyah, to lead Duta Kampus Merdeka beginning in 2021. Universitas Muhammadiyah Sidenreng Rappang is the appropriate location to carry out this research into the implementation of the MBKM program because of this. Lecturers offer opportunities for students to gain learning experience, develop creativity, increase competence, train and improve students' skills, and gain independence through the knowledge and job opportunities provided as part of implementing the MBKM Program in teaching and learning activities. The Universitas Muhammadiyah Sidenreng Rappang (UBL) organized the Merdeka Belajar Kampus Merdeka (MBKM) events throughout the course of three semesters in 2020 and 2021. There were 167 students who took part in the MBKM program in the first semester of 2020. The number of participants increased to 344 students in the second year of 2021. It demonstrates that the enthusiasm of students in taking part in MBKM events

has grown. As part of the initiative's execution, the Merdeka Belajar Kampus Merdeka (MBKM) program at Universitas Muhammadiyah Sidenreng Rappang has been employed as a Model Center of Excellence (CoE). This exercise consists of four key parts: Academic policies and pilot studies implementation, curriculum development, partnerships, quality assurance, and becoming a Center of Excellence (CoE) and revenue generator are the first four steps.

Putting the Merdeka Belajar Kampus into practice The Merdeka activity is organized by the Ministry of Education and Culture (Kemendikbud) with the goal of inspiring students to become specialists in all fields of knowledge and abilities required for entering the workforce. Through teaching and learning activities on the Universitas Muhammadiyah Sidenreng Rappang (UBL) campus, lecturers give students the chance to enhance their creativity, capacity, abilities, and a range of other needs. By taking use of the provided knowledge and employment chances, students can also grow more independent.

The study curriculum, which emphasizes the significance of MBKM activities in preparing for the actual world of work, has made the choice of MBKM activities that can be pursued easier. Giving pupils credit for whatever MBKM tasks they accomplish is acceptable. Therefore, it can be concluded that the MBKM program is appropriate for use in Universitas Muhammadiyah Sidenreng Rappang in order to prepare college graduates who are ready to face the world of work, and universities have also made accommodations to the greatest extent possible.

The MBKM curriculum aims to foster critical, independent, and creative thinking in students. The efficacy of these strategies in influencing student interest and involvement will determine how these capacities are developed (Renninger & Hidi, 2002). Students who are really

interested in these programs will also be very involved in carrying out the MBKM policy. The potential for lifetime learning (continuous learning) and personal growth can be increased with the support of this involvement, according to Kuh (2003). Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment are key components of student engagement, according to Kuh (2009). Academic challenge is defined as tasks that are difficult intellectually and creatively. By emphasizing the importance of academic work and pushing students to a high standard of performance, colleges and universities support student success. When students participate in active and collaborative learning, making an effort to work together to solve problems or comprehend challenging material, they learn more and contribute more actively to the educational process. Students gain firsthand knowledge, develop critical thinking skills, and find solutions to real-world problems through interactions with lecturers within and outside the classroom. Lecturers can therefore act as teachers, mentors, and role models for students who wish to constantly learn new things. By strengthening educational experiences linked to additional learning possibilities both within and outside of the classroom, the academic program is improved. The last one is encouraging; through interactions with variety, students learn crucial lessons about themselves and others. Academic results may be improved through student engagement and participation.

Merdeka Belajar-Kampus Merdeka implementation has been the subject of numerous studies with various focuses and goals. The study was done by Jainah, Z. O., Riza, M., Muhida, R., Prastyo, Y. D., and Seftiniara, I. N. (2022), who also provided an overview of the plan for maximizing instructors' and students' contributions to

the MBKM program's improvement of hard and soft skills. The study's findings led the researchers to propose a model for increasing the responsibilities of instructors and learners in supporting the development of students' hard and soft skills through the use of MBKM. The results showed that the MBKM activity allowed educational institutions the freedom to decide on the type of governance they thought would best promote independence from the bureaucracy. It is possible to enhance the students' hard skills (writing, computer, and management) as well as their soft skills (communication, problem-solving, critical thinking, time management, etc.). According to a different study by Zaitun, Z., and Nopianah, A. (2015), English teachers must motivate their students to learn the language by emphasizing its value.

The internationalization of English. Students who are motivated will pay attention and enjoy the learning process. The teacher should also employ an engaging teaching technique or method when imparting English-learning material. B. T. Cahyono (2022). This study explores the potential for autonomous learning strategies to increase teacher motivation. The results highlight how crucial it is to inspire teachers given the demand for creative teaching methods and engaging learning activities to prevent monotony. The motivation of educators must come from both internal and external driving forces in order to accomplish optimal learning. Additionally, because this program offers numerous advantages and gives students transferable skills for the workplace, it is anticipated that this research will have a good effect and encourage more English students to engage in it.

## READING REVIEW

MBKM, or Merdeka Belajar-Kampus

Mengajar The Merdeka Belajar - Kampus Merdeka (MBKM) policy or Emancipated Learning - Independent Campus was released by the Ministry of Education, Culture, Research, and Technology in January 2020 through Ministry of Education, Culture, Research, and Technology Regulation No. 3: 2020 about Higher Education National Standard (Standard Nasional Pendidikan Tinggi / SNI Dikti). According to this Permendikbud No. 3 Tahun 2020 rule, university-level students may pursue additional coursework for up to 3 (three) semesters, or 60 credits, in accordance with their needs and interests. Students may complete three semesters of off-campus learning by completing one semester in one study program and two semesters in another study program at another university or non-university organization (business world). Due to this educational philosophy, students can broaden and strengthen their knowledge and skills by gaining experience in the workplace. According to Shah, U. V., Chen, W., Inguva, P., Chadha, & Brechtelsbauer (2020), implementing independent learning is very effective for enhancing affective (motivation to adapt), metacognitive (reflecting the entire learning process), and cognitive skills (creativity and critical thinking).

2. Motivation Participation in the MBKM program among English-speaking students must be highly motivated. Nurqaidah & Hendra (2022) define motivation as a change in a person's energy that manifests as feelings and emotions in order to achieve goals. Motivating pupils to participate in learning activities is the main factor that encourages them to do so. As a result, learning activities are ensured to continue and are given direction in order to achieve the goals outlined by the learning subject. According to Sadiqin (2017), both intrinsic (interest, motivation, intelligence, and physical condition) and extrinsic (prizes, praise, money, teachers or lecturers, family, facilities, environment, and others)

aspects affect students' accomplishment.

"Introversic motivation" is defined by Hamalik (2004) as "motivation present in learning situations that originates from the needs and goals of the students themselves." Meanwhile, A.M. Sardiman (2020) claims that "intrinsic

Since every person has an innate need to act, motivation is the set of motives that become active and work without the need for external stimulation. In other words, without the aid of outside factors, people behave in a way that is driven by certain goals. Extrinsic motivation is distinct from intrinsic motivation in that it involves external stimulation or encouragement having a substantial impact on students' desire to learn. Outside encouragement might take the shape of compliments, criticism, gifts, fines, and reprimands from instructors. According to Amir Dien Indra Kusuma, motivation can be classified as either extrinsic or intrinsic in his book "Pengantar Ilmu Pendidikan." Encouragement from others is known as extrinsic motivation, whereas intrinsic motivation originates from within the individual. A person's existence, passions, interests, aspirations, hopes, and ambitions serve as markers of their motivation, which is an internal and external source of encouragement, according to Uno, H.B. (2023). There are two different types of motivation: extrinsic and intrinsic, according to Sardiman (2018: 89). The motive that becomes active or effective without an outside stimulus is said to be intrinsically motivated. Extrinsic motives are those that are made active or operational by external forces. (2010) Notoadmojo. Motivation cannot be directly assessed, despite the fact that it can be measured. Generally speaking, the two key variables that are measured are social motivation and biological motivation. Motivation can be assessed in a number of methods, including 1) projective tests, 2) questionnaires, and 3) behavior. Projective tests serve as mirrors for our inner selves.



We provide stimuli to be interpreted in order to understand what individuals think. The Thematic Apperception Test (TAT) is one of the numerous projective techniques that are well-known and frequently employed. In the exam, a picture is shown, and the participant is asked to write a story about it. The three requirements that a person possesses are: a need for accomplishment (n-ach), a need for power (n-power), and a need for affiliation (n-aff), according to Mc Leland's thesis. One method to assess motivation using a questionnaire is to ask someone to answer a questionnaire that contains potential questions to increase their motivation. We can determine which needs are predominate based on the responses to the questionnaire. Creating circumstances that allow someone to display the activity that inspires them is another way to measure motivation through behavioral observation. You can ask someone to make origami within a set time limit in order to assess their desire for achievement. Does the client use the feedback provided, take a risk, and be more concerned with the quality of the job than the quantity of it? is the observed behavior (Notoatmodjo, 2010).

#### **a. Perceptions**

The Latin word "perception," which meant to receive or take, is the source of the English word "perception," from which the word "perception" in the phrase "perception" comes. According to Qiong (2017), perception is the process of comprehending or perceiving sensory knowledge. Definition of perception: The Longman Dictionary of Contemporary English defines perception as "how you see something, how you form an opinion about it, how you take in information through your senses of hearing and sight, and how quickly you comprehend or notice things." According to Lubis (2014), a variety of factors influence perception. Both internal and external influences fall

into these two groups. Among the many internal factors that influence perception are individual traits like enthusiasm for learning activities. When students are motivated, they are more likely to take part in instructional activities.

A similar viewpoint was presented by Fatah Thankful in 2006. 1) Internal elements arising from within the person's perceptual behavior, such as psychological and biological/physical characteristics, are among the factors impacting perception. Psychological components include things like attention, attitude, interest, motivation, experience, and education. 2) External factors, also referred to as aspects unrelated to the person or their perceptual behavior, such as the target object and the setting or environment in which the perception takes place. 3) information. Top-down and bottom-up theories can be used to characterize perception, according to Demuth (2012). Top-down and bottom-up processes are also used by humans while they are perceiving. Sensory receptors capture data about the external environment and transfer it to the brain for interpretation and analysis, according to the Bottom-Up Theory, which is a low-level information processing that is triggered by data or information from outside the individual. According to Demuth (2012), the sensory input's quality and quantity play a crucial role in determining how something will be perceived in the end. The subsequent processing of sensory data is informed by the sensory input. For instance, when we observe an automobile, our sensors gather essential information (such the seat, door, and window). The information will then undergo additional processing to produce a more comprehensive perception (the car is so awesome since the body design is a limited edition).

Top-Down theory is a high-level information processing, meanwhile. When this happens, the person forms a cognitive understanding of the stimulus that

incorporates previously stored memories, prior knowledge, and expectations or goals that have an impact on perception. According to the top-down hypothesis, our brain's cognitive processing starts to authorize or permit our sensors to gather information, interpret the object, and use the framework to analyze the data we currently have.

## METHODS

In this work, the researchers used a qualitative descriptive technique. Qualitative research is a thorough way of finding. According to Creswell (1994), qualitative research is conducted in a natural setting and makes use of a deployment model that enables researchers to gather extensive information from actual experience or an in-depth analysis of a specific program, event, activity, process, or one or more individuals. For clear, orderly, and accurate explanations, the researcher used qualitative descriptive methodologies. The study's target sample consists of 25 English Department students from Universitas Muhammadiyah Sidenreng Rappang who are enrolled in the MBKM Program. They are from the three-semester English study curriculum. Kampus Mengajar, Student Exchange, Internship, Humanity Project, and Research were among the MBKM programs that were involved. Pupils from the English study program who took part in the MBKM program are the selection process for the chosen pupils. The data from the UBL Unit MBKM then reveals that 25 students have taken part in the initiative. The techniques used to get the data are questionnaires and interviews. The survey uses a Likert scale format. The motivating questionnaire was inspired by the Attitude Motivation Test Battery (AMTB) (Gardner, 2004). There are 25 questions on the questionnaire and 4 on the interview.

Researchers used questionnaires and interviews in this study to examine student motivation. The Likert scale was utilized in the motivational survey, which was based on Gardner's (2004) The Attitude Motivation Test Battery (AMTB). Strongly agree (SA) If the respondent strongly agrees with the statement provided by the answer score questionnaire, the validity and reliability of the motivation measurement using a Likert scale have been tested (Likert, Rensis: 1932). 4.a. Agree (A) if the responder agrees with the statement from the questionnaire based on their three-point responses. c. Disagree (D) if the respondent disagrees with the statement made in the questionnaire's answer options 2. d. Strongly Disagree (SD) if the responder disputes the assertion made in the statement questionnaire, which was rated at 1.

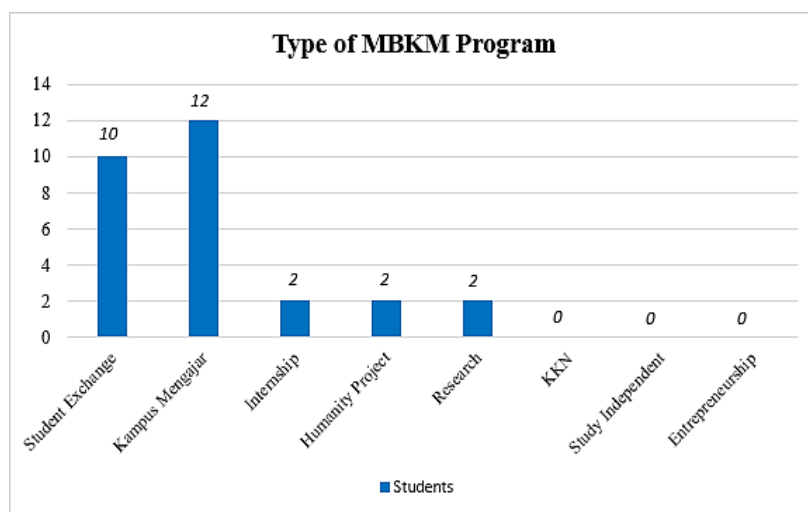
- a. The forced Likert scale ranges from 0 to 4. Users are forced to form opinions, which is the basis for the term. There is no truly "neutral" option. They use a 4-point scale, which is perfect for researchers, to elicit thorough responses.
- b. benefits of using a 4-point scale
- c. a. When a specific user opinion is needed, a 4-point scale works well.
- d. b. The most effective at gathering consumer opinions regarding goods or services they have used or come across.

## FINDING AND DISCUSSION

The MB-KM initiative grants academic institutions

freedom from bureaucratization, freedom from onerous bureaucracy for lecturers, and freedom for students to choose their interests. In order to foster an innovative, non-restrictive, and student-centered learning culture, the Merdeka Campus is an autonomous and adaptable method of higher education learning (Suwandi, 2020).

partners to attain learning outcomes in tertiary institutions, the MBKM curriculum implementation is crucial in developing a maximal curriculum. In order for the degrees earned by graduates to be recognized by employers, educational institutions in practice consult with outside parties when developing the curriculum. There are a number of programs that have been



Students from recognized study programs and active registration with PD Dikti are prerequisites for the stages that universities must prepare for the implementation of Merdeka Belajar-Kampus Merdeka. Programs that have been developed, collated, and mutually agreed upon by universities and partners serve as the form of specific requirements. The Ministry may have created a nationwide program for the Freedom to Learn Program, or a tertiary school that is listed on the Higher Education Database may have created the program.

Because it engages

agreed upon, including: student exchanges, internships, teaching aid in educational units, research, humanitarian efforts, business endeavors, independent studies/projects, and building villages/KKN. The sorts of MBKM that the English students selected are represented in the diagram below:

According to the diagram above, it can be inferred that English language students engage more frequently and are more interested in Kampus Mengajar and Students Exchange programs, depending on the MBKM course they choose to

take. According to the survey results, the first statement indicates that students feel free to enroll in any program that suits their interests and their capacity to investigate from theory to practice. For students of English, it is worthwhile. The students back it. We can select a program based on our interests because there are many different programs available. [STUDENT 4].

According to the second claim, they can meet new people from different universities or cities, interact in English, and develop their English. It is backed by students. "In Students Exchange, I met other people in Indonesia with good speaking skills, which motivated me to learn more about English and practice it." According to the third claim, MBKM provided more financial benefits than costs. The students back it. There are no fees for students, and we receive funding from the government. [STUDENT 1] "Even though there are other charges, it is worth it given the number of benefits we receive. The fourth statement result indicates that MBKM benefits students since they must study and receive government funding that can help them pay for their UKT. MBKM is free for students and has no influence on their financial situation. In fact, the government provides us with funding for our education. Students agree with the fifth statement, "Because online and maybe offline programs may require additional expenditures, engaging in MBKM has no impact on my financial situation. The more benefits we receive outweigh the additional costs. [STUDENT 4]. "Next, statement number six means that participants in the MBKM program learn more and complete practice tasks, allowing them to gain information and expertise that can be transferred to the workplace. "My motivation to enter this program is to be "the best teacher," said the students, who number three.

Students' motivation in statements seven and eight is shown by their strong desire to

learn and improve themselves through the MBKM Program. This is indicated by their desire to receive praise from their friends and appreciation from their lecturer because they have participated in this program, which adds value for them.

According to the ninth statement, MBKM is an exciting program that students like because it offers a variety of intriguing activities tailored to their interests. Students learn both inside and outside of the classroom, preventing boredom.

Because it will educate us more, MBKM is crucial for the tenth assertion. Of course, we need more than just classroom instruction. For English students, we need to use MBKM, particularly "Kampus Mengajar," to implement micro-teaching classes and PPL in the classroom so it can be more beneficial [STUDENT 4].

The MBKM program is useful for students, according to assertion number eleven, as it enables them to interact with individuals from different cultures. In order to gain more experience, we must enroll in the MBKM Program. I joined Students Exchange so that I could meet many of people from other campuses and discover new cultures.

Students support the statement, "We get money from the government that is useful for studying," for statement number twelve. This means that they need money from the government to support and help with their learning needs and UKT fees. [STUDENT 3] Students state that they want to receive money from the government through MBKM.

Students support this statement by saying, "Of course, it is worth it for students because we learn outside the campus and have a new learning program." [STUDENT 1]. The result of student motivation in statement number thirteen through MBKM is that they want to learn new things, which means they like to learn new things because they feel challenged by this program. Students desire to be bright students because, according to the



following statement, they can compete effectively and develop into a wonderful generation that can promote the university. Students agree with the statement that "It is worthwhile for English students to join this program because we can increase our quality and develop ourselves." They want to develop themselves through MBKM in order to become more confident and capable of doing everything. [STUDENT 3]. "As a result of assertion number 16, students hope to improve both soft and hard abilities through MBKM. This means that MBKM can help students develop both their hard (such as their computer and language skills) and soft (such as their teamwork and leadership skills) talents. Through MBKM, students wish to investigate their skills and knowledge for assertion number 17. Students agree that "We must examine ourselves and take MBKM to learn more." [STUDENT 2].

The MBKM Program was helpful in enhancing their skills, as stated in statement number eighteen, which is supported by students who say, "Yes, it was worth it because it allowed me to participate in a discussion forum about research and also become an applied linguistics delegate. [STUDENT 2]." I can develop my teaching skills, make friends, practice public speaking, and exchange teaching knowledge and experience, says Student 3 [STUDENT 3].

In light of assertion number 19, it may be concluded that the MBKM program helps participants develop effective work strategies. Student 3 supports "experience in teaching that will be useful in my career as a teacher."

Additionally, MBKM aids in managing a successful learning approach. They may now develop a fantastic plan to use in the class because they have gained knowledge of various campus cultures. "In my view, the MBKM Program is more beneficial because theory (learned in class) and

practice (implemented in MBKM) must be done correctly." ... [STUDENT 2]. Additionally, according to statement number 21, MBKM made excellent improvement in terms of the learning outcomes. It means that the findings of considerable progress show that MBKM was useful. Students agree that the program has given them "more benefits: I can improve my ability to teach, get friendships and public speaking skills, and share knowledge and experience in teaching that will be helpful in my career as a teacher." [STUDENT 3]. Regarding claim number 22, MBKM offers a wealth of information regarding interesting topics to learn, and students have broad perspectives and are capable of coming up with original ideas. "I need to enroll in MBKM to learn more," [STUDENT 2] said.

For claim number 23, MBKM can enhance educational quality since they have greater experience taking part in the MBKM Program. They gain more knowledge and learn more about other cultures, which can improve the value of what they are studying in class. "Experience, knowledge, assistance with my research proposal, and the chance to be a speaker in a webinar are the benefits of this program," says student 2 [STUDENT 2].

The answer to the twenty-fourth statement indicates that kids can use this program and have more engaging experiences thanks to it. Students agree that "The benefits of this program: experience, knowledge, help with my research proposal, and the opportunity to be a speaker in a webinar." [STUDENT 2] It offered me additional experience and allowed me to learn about a different culture and share it with my university mates. [STUDENT 1]."

Students support "We need to take MBKM, especially "Kampus Mengajar," for English students to implement micro-teaching classes and PPL in school so it can be more useful." [STUDENT 4]. My motivation to join this program is to be "the best teacher." [STUDENT 3].

## DISCUSSIONS

According to research findings, MBKM can enhance students' academic performance, particularly in the context of various learning models. This finding is consistent with a prior study by Shah, U. V., Chen, W., Inguva, P., Chadha, & Brechtelsbauer, C. (2020), which found that the implementation of the MBKM Program is highly effective for enhancing cognitive skills (creativity and critical thinking), metacognitive (reflecting on one's own learning), and Denny (2022), "Freedom of learning should indeed be applied in students' learning, and in MBKM, students are supported with independent and versatile learning programs to create a creative, dynamic learning community that can answer student needs."

learning environments, especially if pupils are recognized as human beings, because this has a significant impact on the school's productivity (Suhartoyo 2020). Students can choose a program based on their passion or interest, and MBKM is free for student registration (Sopiansyah, D., Masrurroh, S., Zaqiah, Q. Y., & Erihadiana, M. 2022). They even receive funding from the government. Students will receive assistance with living expenses and housing to support them in carrying out the learning process. According to Andari, S., Windasari, W., Setiawan, The factors that motivate students to participate in the MBKM program are intrinsic (challenging, curiosity, developing oneself, learning new things, increasing soft and hard skills, being an intelligent student and exploring the ability and knowledge), and extrinsic (getting a good job, getting the reward, getting praise/appreciation from the environment, to get money from the government, relationship). According to Anggadani, intrinsic factors include challenging oneself, increasing soft and hard skills, being an intelligent student and exploring the Tohir (2020) claimed that the independent learning paradigm that

prioritizes the Student Center Learning (SCL) concept provides opportunities for students to contribute to other fields aside from the competitive arena. Students benefit from the MBKM Program as a result of skills, English fluency, motivation, performance, optimum learning, making considerable educational progress, good learning strategy, high value in the class, and good experience that can be useful to careers in the future.

The researcher selected four students from the English Department who have enrolled in the MBKM Program and gave them the same four questions. The interview segment is also conducted to gather additional information and better understand their motivation for enrolling in the MBKM Program. One student responded, "Of course, it is not enough if we only study in class since we have to discover ourselves, and the first question is if learning in class is enough or whether students need to do the MBKM Program to boost their learning. I must enroll in MBKM in order to expand my knowledge and aid in my study. The MBKM Program, in my opinion, is more beneficial because theory and practice are required to be integrated in MBKM.

MBKM is beneficial for pupils in that it aids in learning when correctly implemented.

The participant responded, "It is worthwhile for English students to join this program because we can improve our quality of teaching and develop ourselves, and the MBKM Program is a free registration and provides living expenses and accommodation benefits for students in terms of learning. For students, MBKM is cost-free and has no impact on budgets. Yes, it is worth it for English students because there are many programs available, and we can choose a program based on our interests. Then, it does not affect my finances because online and possibly offline programs can need

additional costs. Even though there are other costs, it is worth the more benefits we get. [STUDENT 4]. In fact, we receive money from the government that is useful for studying.

In response to the third question, which asked the students why they joined the program, [STUDENT 2] gave the closest response: "My motive to join because I was inquisitive and pushed to obtain more experience because this is a new program from the government. It may inspire me because I joined this program with the goal of becoming "the best teacher" [STUDENT 3].

The final query concerns the level of instruction students receive upon entering the MBKM Program. Participants perceived an improvement in their skills. One of the participants responded, "Experience, knowledge, assistance with my research proposal, and the chance to be a speaker in a webinar are the benefits of this program." ... [STUDENT 2]. "MBKM at UBL is implemented well because every open program continues to improve and enhance. I get more benefits from this program: I can increase my ability to teach, get relationships in friendship and public speaking, and share knowledge and experience in teaching that will be useful in my career as a teacher." [STUDENT 3]. Participants shared their individual perceptions about enrolling in the MBKM Program based on the findings of the interviews. Different academic, skill, and quality changes were evident among the participants. To facilitate collaborative and participatory learning activities and enhance students' analytical and problem-solving capabilities, MBKM activities can

be used (Anggadini et al., 2022). In order to meet their requirements and gain information through experience and field dynamics, students are provided challenges and opportunities to develop their creativity, capacity, and personalities (Anggadini et al., 2022). They believe that the MBKM Program helps their learning more effectively and provides benefits that are worthwhile.

## CONCLUSION

The results of the questionnaire indicate that MBKM can aid in broadening knowledge and improving learning quality; the financial part is advantageous because what students receive is worthwhile, as are their intrinsic and extrinsic motives. The interviews' findings demonstrate that participants provided excellent reasoning and responses. Participants provide arguments for why MBKM is worthwhile, more useful, and offers more resources for the teaching process so that MBKM students can become more motivated and proficient in English. The results show that students think becoming a member of MBKM is highly advantageous, practical, and worthwhile. Each statement or question was given by students with an interpretation that was in line with the objectives of this research. The MBKM Program can help students maximize their educational opportunities, develop personally, broaden their skill sets, study most effectively, and make significant progress. the MBKM Program's capacity to inspire students to achieve academic success, good positive employment growth, and self-quality development.

## REFERENCES

A.M, Sardiman. (2006). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada

Andari, S., Windasari, W., Setiawan, A., & Rifqi, A. (2021). Student Exchange Program of Merdeka Belajar-Kampus Merdeka (MBKM) in Covid-19 Pandemic. *JPP (Jurnal*

- Pendidikan Dan Pembelajaran), 28(1), 30–37.  
<https://doi.org/10.17977/um047v27i12021p030>
- Anggadini, S. D., Rahayu, S. K., Komala, A. R., Puspitawati, L., & Astuti, W. A. (2022). Persepsi mahasiswa atas kegiatan merdeka belajar kampus merdeka (MBKM) di lingkungan prodi akuntansi UNIKOM. *Jurnal Pendidikan*, 23(1), 64-76.
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160.  
<https://doi.org/10.1007/s11133-019-9413-7>
- Aziz, A. L. 2017. "Pengaruh Motivasi Instrinsik dan Motivasi Ekstrinsik terhadap Prestasi Belajar Ekonomi Bisnis Kelas X Peserta Didik Kelas X di SMK 4 Makasar", (Tesis): Universitas Negeri Makasar. Diakses di <https://unm.ac.id>. Tanggal 15 Mei 2017
- Cahyono, B. T. (2022). Study Management to Improve the Motivation of Educators Through Merdeka Belajar. *al-fikrah: Jurnal Manajemen Pendidikan*, 10(1), 1-9.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.
- Demuth, A. (2012). *Perception Theories. In Applications of Case Study Research (Issue 4)*. <http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.p>

- <http://www.cdc.gov/ViolencePrevention/pdf/SchoolViolenceFactSheet.pdf>  
[www.sace.org.za](http://www.sace.org.za)
- Dirjen Dikti Kemendikbud. (2020). *Buku Panduan Pelayanan Merdeka Belajar dan Kampus Merdeka*.  
<http://dikti.kemdikbud.go.id/wp-content/uploads/2020/05/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020-1.pdf>
- Fauzi, R. U. A. (2022). *Analysis of the Effect of Knowledge, Skill, and Attitude on Creative Thinking and Innovative Behavior (Study on Implementation of MBKM Management Department, Universities PGRI Medium)*. *Analysis of the Effect of Knowledge, Skill, and Attitude on Creative Think. Journal of Marketing and Emerging Economics*, 1(8), 58-71.
- Formplus Blog., (2023). The 4,5, and 7 Point Likert Scale + [Questionnaire Examples].  
<https://www.formpl.us/blog/point-likert-scale>
- Gardner, R. C. (2004). *Attitude/motivation test battery: International AMTB research project. Canada: The University of Western Ontario*.
- Hamalik, O. (2004). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Jainah, Z. O., Riza, M., Muhida, R., Prastyo, Y. D., & Seftiniara, I. N. (2022). *Enhancing Hard Skill and Soft Skill Learning by Implementing the MBKM Program*. *Nusantara: Jurnal Pendidikan Indonesia*, 2(1), 165-180.
- Jenderal, Direktorat, Pendidikan Tinggi, Kementerian Pendidikan, and Dan Kebudayaan. "Buku Panduan Merdeka Belajar -Kampus Merdeka," 2020.
- Kamalia, P. U., & Andriansyah, E. H. (2021). *Independent Learning-Independent Campus (MBKM) in Students' Perception*. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(4), 857-867.
- Kriswanda K. (2021). *Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: challenges and opportunities*.
- Kuh, G. D. (2003). *What We're Learning About Student Engagement From NSSE: Benchmarks for Effective Educational Practices*. *Change: The Magazine of Higher Learning*, 35(2), 24-32.  
<https://doi.org/10.1080/00091380309604090>
- Kuh, G. D. (2009). *The National Survey of Student Engagement: Conceptual and Empirical Foundations*. *New Directions for Institutional Research*, 2009(141), 5-20.



<https://doi.org/10.1002/ir.283>

Lathifah, Z. K., Rusli, R. K.,  
Prasetyo, T., Febrianisya, M.,  
Kholik, A., & Suherman, I.  
(2022). *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. Jurnal Paedagogy*, 9(3), 354-363.
- Lubis, R. B. R (2014). Persepsi Siswa Terhadap Metode Resitasi. Thesis. Fakultas Ilmu Sosial. Yogyakarta.
- Merriam S. B., Tisdell E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed). Jossey-Bass.
- M. Prawiro (2018) *Pengertian Motivasi, Jenis dan Faktor Motivasi Menurut Para Ahli*  
<https://www.maxmanroe.com/vid/sosial/pengertian-motivasi.html>
- Notoatmodjo, S. (2010). Ilmu perilaku kesehatan. *Jakarta: rineka cipta*, 200, 26-35.
- Pavita, M. D. A., & Nirmala, D. N. (2021). *Merdeka Belajar in Pandemic: Using Quizizz Game-Based Learning To Improve Students' Vocabulary Mastery. Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5(1), 221-227.
- Prastyo, Y. D., Tinanti, M. V., & Farhana, S. (2022). A Study on English Private Tutoring Based on Students' Perceptions at SMP Xaverius 1 Muhammadiyah Sidenreng Rappang. *Journal of English Educational Study (JEES)*, 5(2), 103-111.
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18-28.
- Rahman, H. A., Rajab, A., Wahab, S. R. A., Nor, F. M., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors affecting motivation in language learning. *International Journal of Information and Education Technology*, 7(7), 543-547.
- Renninger, K. A., & Hidi, S. (2002). Chapter 7 - Student Interest and Achievement: Developmental Issues Raised by a Case Study. In A. Wigfield & J. S. Eccles (Eds.), *Development of Achievement Motivation* (pp. 173-195). Academic Press. <https://doi.org/10.1016/B978-012750053-9/50009-7>
- Rochana, R., Darajatun, R. M., & Ramdhany, M. A. (2021). Pengaruh implementasi kebijakan kampus merdeka terhadap minat dan keterlibatan mahasiswa. *Journal of Business Management Education (JBME)*, 6(3), 11-21.
- Rohmah, A. (2016). Proksi Untuk Mengukur Tingkat Kepercayaan Dan Tingkat Motivasi Dalam Knowledge Sharing Mahasiswa Di Kelas Aplikasi Informasi Akuntansi. *Jurnal Bisnis Darmajaya*, 2(1), 14-20.
- Roopa, S & Rani, MS. (2012). *Questionnaire Designing for a Survey*. The Journal of Indian Orthodontic Society, 46(4), 273-277.
- Sardiman. 2018. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Press.