



Implementation of MBKM Programme in Indonesian Language and Literature Education Study Programme, State University of Surabaya

Abdul Aziz Khoiri¹ and Bambang Yulianto²

¹ Universitas Negeri Surabaya, Surabaya, Indonesia
abdulkhoiri@unesa.ac.id

Abstract. The Freedom to Learn - Independent Campus (MBKM) programme is a Ministry of Education and Culture policy in 2020. The MBKM programme has a vital role in improving students' soft and hard skills so that after graduation they can work according to the needs of the times with their passions and talents. Since the issuance of the Unesa rector's regulation on MBKM in 2021, the Unesa Indonesian Language and Literature Education study programme has held the MBKM programme in the last three years. This study aims to describe the implementation and evaluation of the MBKM Programme in the Indonesian Language and Literature Education study programme at Surabaya State University. The research method used in this study is qualitative, with data collection through documentation, interviews, and questionnaires. The results showed that the implementation of the MBKM programme in the Unesa Indonesian Language and Literature Education study programme refers to the Unesa rector's regulation number 3 of 2021 and the Unesa rector's regulation number 18 of 2023 concerning MBKM with a 5-1-2 or 6-0-2 lecture pattern. The evaluation of PBSI Unesa students about the MBKM programme shows that more than 50% of respondents stated that the MBKM programme followed was very relevant, and 50% of respondents stated that the MBKM programme followed was very helpful in preparing for work in the field of language and language teaching.

Keywords: Freedom To Learn, Implementation, Independent Campus, MBKM Programme

1 Introduction

The Freedom to Learn and Independent Campus (MBKM) program is one of the innovations in the higher education learning system in Indonesia released by the Ministry of Education and Culture to provide flexibility to higher education and provide opportunities for students to learn and develop themselves outside of study programs and universities [1][2]. The Freedom to Learn and Independent Campus programme aims to improve graduates' soft skills and hard skills according to the needs of the times through experiential learning programmes by students' passions and talents. this is the policy of the Minister of Education and Culture Nadiem Makarim in the Freedom to Learn and Independent Campus Guidebook [3].

The Indonesian Language and Literature programme is one of the programmes at the Faculty of Languages and Arts, Surabaya State University, which is under the auspices of the Ministry of Education and Culture. The university is trying to follow the regulations and implement The Freedom to Learn and Independent Campus (MBKM) programme.

The Freedom to Learn - Independent Campus (MBKM) programs include 1) Academic exchanges, 2) Internship / Professional Practice, 3) Teaching Support in Education Units, 4) Research/Research, 5) Humanitarian Projects, 6) Business Activities, 7) Independent Study/Project, and 8) Village Development/Thematic Community Service. This program can be taken by students outside of the institution where they are studying or in a different study programme where they are studying for an equal amount of 40 credits at another college or 20 credits in a different study programme at the same university [3]. In implementing the eight MBKM programs above, the Surabaya State University Indonesian Language and Literature Study Program revitalised the curriculum. This is done as a form of support for the study programme in implementing the Ministry of Education, Culture, Research and Technology work programme.

The results of an interview with the quality assurance unit of the Indonesian Language and Literature Education study program in 2023 on 15 June 2024 stated that the implementation of the PBSI study program MBKM has been going on since the launch of the Minister of Education and Culture's policy on MBKM in 2020 and strengthened by the Unesa rector's regulation on the implementation of MBKM in 2021 and 2023. There has been no research related to MBKM conducted by study program lecturers. Therefore, it is necessary to know the perceptions of PBSI students as MBKM programme participants about implementing MBKM in the Indonesian Language and Literature Education study programme.

In the last 3 years, there have been many studies on MBKM, including (a) research on the MBKM curriculum that has been published by Piliano R [4], Weda S et al al [5], Heriyadi B et al [6], Yulianto B et al [7], Supriyoko et al [8], Zakiyyah Z et al [9]; (b) research on the problematic implementation of MBKM which has been published by Yuniar Mujiwati et al [10], Dwijayanti I et al [11], Hanapi Hanapi et al [12], Devi Febrianti et al [13], Supriati R et al [14], and Dwi Karya Susilawati C et al [15]. From several studies that have been mentioned, it is found that research on the implementation of MBKM still focuses on analysing the curriculum for implementing MHBK and the problematic implementation of MBKM alone and no one has discussed the evaluation of the implementation of MBKM by students as MBKM participants.

Based on the above background, this research focused on implementing the MBKM programme in PBSI Unesa. In addition, this study also aims to determine the relevance and impact of PBSI students on the implementation of MBKM in PBSI Unesa.

2 Methods

This research uses a qualitative descriptive method. This research aims to describe the implementation of the MBKM program in Unesa's Indonesian Language and Literature Education Study Program and its relevance and impact for students. This research was conducted at the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, Surabaya State University. The research was carried out for one month, namely in June 2024. The subject of this research was the MBKM program implemented by the Education Study Program, Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, Surabaya State University, including student exchanges, teaching assistance, internships, research, humanitarian projects, entrepreneurial practices and national defense. The research instruments consisted of interviews, questionnaires, and documentation. The questionnaire contains

information on how students obtain information on the MBKM programme, the MBKM programme followed by students, and the relevance and impact of MBKM for students in the form of a Google form. The documentation includes various official documents related to MBKM Unesa guidelines and regulations. The subjects of this study were students of the Indonesian Language and Literature Education study programme in the class of 2020, 2021, and 2022 who were taken randomly with a total of 30 students. This research analysis technique consists of four stages: data collection, data reduction, data presentation and conclusion drawing.

3 Result and Discussion

3.1 Implementation of the Freedom to Learn and Independent Campus (MBKM) programme for Unesa Indonesian Language and Literature Education Students

The results of documentation on the chancellor's regulation on MBKM and the curriculum of the Indonesian Language and Literature Education study programme show that in supporting and implementing the MBKM programme released by the Minister of Education and Culture, the implementation of the MBKM programme in the PBSI study programme, Faculty of Language and Arts, Unesa refers to the Unesa chancellor's regulation number 3 of 2021 concerning the implementation of the the Freedom to Learn – Independent Campus program as well as the recognition and conversion of courses at Surabaya State University and the Unesa chancellor's regulation number 18 of 2023 concerning the implementation of the Freedom to Learn – Independent Campus learning with the 5-1-2 or 6-0-2 MBKM pattern. The 5-1-2 MBKM pattern is a study pattern for PBSI Unesa students to attend lectures for 5 semesters in the PBSI study program, 1 semester outside the PBSI study program at Unesa, and 2 semesters outside Unesa. The 6-0-2 MBKM pattern is a study pattern for PBSI Unesa students to attend lectures for 6 semesters in the PBSI study programme and 2 semesters outside Unesa [16][17].

The implementation of MBKM PBSI students outside the study programme at Unesa for 1 semester includes four models, namely; the first model, programming a course package of 1 (one) semester or 20 (twenty) credits provided by other study programmes, the second model, programming several courses provided by the original study programme and other study programmes; and the third model, programming several courses provided by several other study programmes [16][17].

The implementation of MBKM PBSI students outside Unesa for 2 semesters consisting of nine programmes, namely; (1) student exchange through the Indonesian International Student Mobility Awards (IISMA) program, (2) internships through the Certified Internship program, (3) teaching in schools or School Field Recognition (PLP) through the campus teaching program or Surabaya Teaching Program (PSM), (4) Research or Research, (5) Humanitarian Projects, (6) Entrepreneurial Activities, (7) Independent studies/projects, (8) Building Villages (Thematic KKN), and (9) state defence [16][17].

From the results of interviews with PBSI students who have conducted the MBKM program on 15 June 2024 the implementation of MBKM PBSI outside the study program in Unesa is carried out in 2 semesters in semester 4 and semester 5. The implementation of MBKM PBSI outside Unesa is carried out in 2 semesters in semester 6 and semester 7. In MBKM PBSI outside the study program in Unesa, PBSI students take 20 credits with courses provided by the PBSI study program and other study programs in Unesa. As for MBKM PBSI in Unesa, students take a teaching programme in schools or School Field Recognition (PLP) through a teaching campus

programme or Surabaya Teaching Programme (PSM) or other converted MBKM programmes with details of 20 credits [16].

The results of a survey of PBSI Unesa students about the MBKM programme followed in the last three years can be seen in Figure1 below.

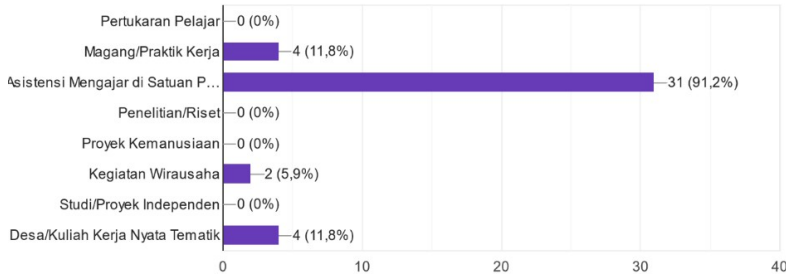


Fig. 1. MBKM programme followed by PBSI Unesa students

The survey of the MBKM programme was conducted on PBSI Unesa students in 2020, 2021, and 2022 because they were participants in the implementation of the MBKM programme. Based on table 1 above, 91.2% of PBSI Unesa students chose to take part in the MBKM programme teaching assistance in educational units. In addition, 11.8% of PBSI Unesa students participated in the Internship / Work Practice and Village / Thematic Real Work Program, and 5.9% of PBSI Unesa students participated in Entrepreneurial Activities. While MBKM programmes such as Student Exchange, Research/Research, Humanitarian Projects, or Independent Studies/Projects, PBSI Unesa students have yet to choose and participate. The data shows that Teaching Assistance activities in Education Units are the most popular programmes for PBSI Unesa students while other activities could be more attractive. This is in line with the Unesa chancellor's regulation number 3 of 2021 concerning the implementation of the Freedom to Learn programme as well as the recognition and conversion of courses at Surabaya State University and the Unesa chancellor's regulation number 18 of 2023 concerning the implementation of the Freedom to Learn – Independent Campus which requires students of the Education study programme. As for the internship/work practice programme, entrepreneurial activities, and thematic KKN, it is low because it is a programme that is prioritised for students who take non-education study programmes and if students take it, the activities are converted [16][17].

The survey results related to how the MBKM programme is known by PBSI Unesa students can be seen in Figure 2 below.

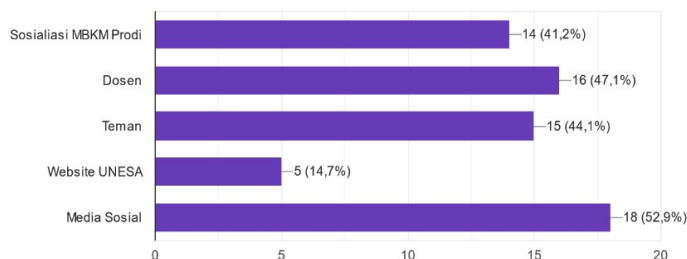


Fig. 2. How PBSI Unesa students know about the MBKM programme.

Based on the results obtained in Figure2 above, it shows that 52.9% of PBSI Unesa students get MBKM programme information through social media, 47.1% of PBSI Unesa students receive MBKM programme information from lecturers, while 44.1% of PBSI Unesa students get information from friends. Socialisation of MBKM Prodi is also quite adequate, used by 41.2% of PBSI Unesa students. In contrast, the Unesa Website is the lowest source of information used, only by 14.7% of PBSI Unesa students. From this data, it can be seen that social media and direct interaction with lecturers and friends play an essential role in disseminating MBKM information, while the official university Website needs to be more utilised as a source of information by students. Based on the survey results. How PBSI Unesa students know this MBKM programme, it is still necessary to direct students to search, read, and understand the MBKM programme deailly through the Unesa Website.

3.2 Relevance and Impact of the Freedom to Learn and Independent Campus (MBKM) Programme for Students of the Unesa Indonesian Language and Literature Education Study Programme

The results of documentation on the Unesa rector's regulation number 18 of 2023 concerning the implementation of the Freedom to Learn – Independent Campus that the MBKM programme is a student learning programme for three semesters outside the study programme to enrich insight and improve student competence about the natural world or the world of work. This is in accordance with the Ministry of Education and Culture's MBKM guidebook, which states that the right to study three semesters outside of the study program "is to improve the competence of graduates, combining hard and soft skills in order to be better prepared and more applicable to the requirements of the times, preparing recent graduates as potential leaders of a superior nation and personality." Experiential learning programs with flexible routes are designed to help students realise their potential based on their hobbies and talents. [18][19].

Referring to the MBKM objectives above, the MBKM programme has significant relevance and positive impact on PBSI Unesa study programme students. By providing opportunities for PBSI students to participate in MBKM programmes such as teaching assistance in schools, internships in schools, work practices in publishers or tutoring institutions, and real work lectures, of course, this programme enriches practical experience that is relevant to the world of work in the field of language and education. These programmes are expected to help students develop their teaching skills, enhance their understanding of literacy culture, and expand their professional networks. In addition, the MBKM programme encourages students to be more independent, innovative and adaptive in facing challenges in the field of education and linguistics, thus improving their readiness to contribute effectively in the world of education and the broader community after graduation.

The survey of the usefulness and influence of the MBKM programme includes how much the

relevance of the MBKM programme followed by PBSI study programme students, the impact of the MBKM programme on the academic abilities of PBSI study programme students, the influence of the MBKM programme on 21st Century skills (critical thinking skills, creativity skills, communication skills, and collaboration skills) of PBSI students, and the role of MBKM in helping prepare PBSI students for the world of work in the field of language and language teaching. The relevance of the MBKM programme that PBSI students have followed can be seen in Figure 3 below.

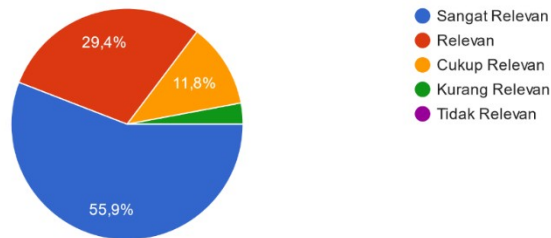


Fig. 3. Relevance of MBKM Programme for PBSI Unesa Students.

From Figure 3 above, more than 50% of PBSI Unesa students stated that the MBKM programme followed was very relevant and 29.4% stated that it was relevant. This is reinforced by several student reasons that activities such as teaching assistance or introduction to the school field (PLP) support students' understanding gained during lectures, especially about helping to get to know student characters and teaching materials. Further relevant, in the MBKM teaching assistance programme, PBSI Unesa students are allowed to teach literacy. Therefore, this programme is considered very relevant in improving teaching skills, introducing the real world of work, and providing valuable practical experience before graduation. However, there were 11.8% stated that it was quite relevant and 2.9% stated that it needed to be more relevant with reasons.

The survey results on the MBKM program's effect on the academic abilities of PBSI study programme students can be seen in Figure 4 below.

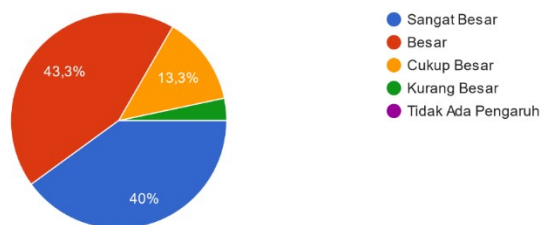


Fig. 4. The influence of MBKM on the academic ability of PBSI study programme students.

Based on Figure 4 above, more than 40% of PBSI Unesa students stated that the MBKM programme they participated in had a big influence in supporting academics and 40% stated that it was great. The number of respondents who stated, "very large" and "large" because the MBKM programme that was followed was a teaching assistance programme in schools so that the programmes carried out in schools could increase their knowledge, especially in the pedagogic

field. In addition, this result is also in line with the results of research [20] which states that MBKM activities have a positive impact on student academic quality. However, on the other hand, 13.3% and 3.2% stated that the MBKM programme they participated in had sufficient and less influence in supporting the academic quality of PBSI study programmes. This is because they have MBKM programmes in addition to teaching assistance in schools, so they must learn new things outside the field of education.

In addition, Figure 5 below shows the survey results on the effect of the MBKM programme on 21st-century skills (critical thinking, creativity, communication, and collaboration skills) of PBSI Unesa students.

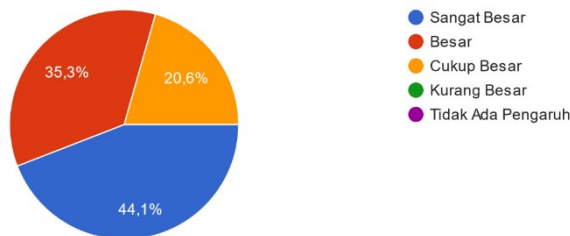


Fig. 5. The influence of the MBKM programme on the 21st Century skills of PBSI Unesa students

Based on Figure 5 above, the survey results of PBSI students show that 44.1% of respondents gave an assessment that the MBKM programme that had been followed had a very large role in improving 21st Century skills and 35.3% of respondents gave an assessment that the MBKM programme that had been followed had a big role in improving 21st Century skills. Their argument reinforces this respondent's answer that through the MBKM programme, students are required to think critically, creatively, and be able to communicate and collaborate well in group work, interact with students and teachers, and overcome problems that arise when teaching in areas with limited facilities, training them to develop effective and innovative learning concepts. This significantly improves students' 21st-century skills in the teaching and learning process, so that they can create interesting and effective learning when teaching. However, there were 20.6% who stated that the MBKM programme they had participated in had a moderate role in improving 21st-century skills without being accompanied by arguments.

In addition to the survey results described above, there are also survey results on the role of the MBKM programme in preparing for work in the field of language and language teaching of PBSI Unesa students which can be seen in Figure 6 below.

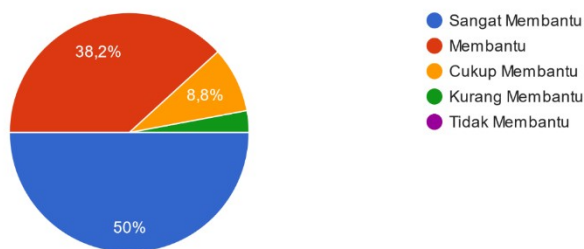


Fig. 6. The role of MBKM is to help prepare PBSI students for the world of work in language and language teaching.

The figure above illustrates the percentage of the role of the MBKM programme in helping to prepare PBSI Unesa students for the world of work in the field of language and language teaching. The figure above shows that the majority of respondents, 50%, felt that MBKM was very helpful in their preparation, while another 38.2% felt that the programme was helpful. Only 8.8% felt that it was moderately helpful, while the "Less helpful" and "Not helpful" categories were almost non-existent. This illustrates that MBKM plays a significant role in improving the skills and readiness of PBSI Unesa students to enter the workforce. MBKM programmes followed by PBSI Unesa students such as teaching assistance, PLP, mangang, and KKN can provide the practical experience students need. This is by educational theory that emphasises the importance of experiential learning and direct involvement with the world of work as an effective way to prepare students. Thus, the MBKM programme provides theoretical knowledge and enhances much-needed practical competencies specifically in linguistics and language teaching, ensuring graduates are ready to face professional challenges.

4 Conclusion

Based on the results of research on the implementation of the Freedom to Learn – Independent Campus (MBKM) in the Unesa Indonesian Language and Literature Education (PBSI) Study Program, it can be concluded that the MBKM programme that PBSI Unesa students have participated in in the last three years includes teaching assistance, internships/work practice, entrepreneurship, and KKN. The survey results concluded that the four MBKM programmes that were followed provided a significant role for PBSI Unesa students in preparing them to enter the workforce. In addition, the MBKM programme proved to be relevant to the curriculum and academic needs of PBSI Unesa students, more than 50% of students stated that the MBKM programme they followed was very relevant. In addition, the MBKM programme also had a positive impact on improving the 21st-century skills of PBSI Unesa students, 44.1% of PBSI Unesa students stated that the MBKM programme had a very large effect on improving critical thinking skills, creativity, communication, and collaboration.

Acknowledgments. The Faculty of Languages and Arts, Universitas Negeri Surabaya funded this research publication.

References

1. Christy, N.A.: Implementasi Program MBKM dalam Kurikulum Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Palangka Raya. *ENGGANG Jurnal Pendidikan, Bahasa, Sastra, Seni, dan Budaya*, 3 (2023)
2. Sumani, S., Kadafi, A., Purnomosasi, L. K. D., Prasasti, P. A. T.: The Impact of "Kampus Mengajar MBKM Program" on Students' Social Skills. *Pegem Journal of Education and Instruction* 12(3), 220–225 (2022)
3. Direktorat Jenderal Pendidikan Tinggi.: *Buku Panduan Merdeka Belajar Kampus Merdeka* 42 (2020)
4. Piliano, R., Choerunnisa, R., Alvaro, M. S., Pranadinata, S. A., Hadiapurwa, A., Rusli, R. P.: *Merdeka Belajar Kampus Mengajar (MBKM) curriculum evaluation*. *Curricula: Journal of*

- Curriculum Development 2(1), 101–12 (2023)
5. Weda, S., Sakkir, G., Elsa, A., Sakti, F.: Students' English Learning Strategies in Dealing with Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in Indonesia: Perceptions and Factors. *ELS Journal on Interdisciplinary Studies in Humanities* 6(2), 343–356 (2023)
 6. Heriyadi, B., Yustisia, H., Asnur, L., Verawardina, U.: Literature Review: Study of the Relevance of the Mining Vocational Education Curriculum in the Preparation of the MBKM. *UNICSSH 2022, ASSEHR* 698, 958–967 (2023)
 7. Yulianto, B., Sujarwanto, S., Harmanto, H., Martadi, M., Sueb, S., Subekti, H.: Synergy of Industrial Sector for the Implementation of MBKM Curriculum: Where Innovators and Investors Meet. *SEADR-STEACH 2021, ASSEHR* 627, 341–345 (2022)
 8. Supriyoko, S., Rochmiyati, S., Irfan, M., Ghazali, I.: Online Survey: Evaluation of Indonesian Higher Education Curriculum. *Pegem Journal of Education and Instruction* 12(4), 235–40 (2022)
 9. Zakiyyah, Z., Cahyani, M. D., Fatnah, N.: Readiness of the Science Education Study Program in the Implementation of the 'Merdeka Belajar - Kampus Merdeka' (MBKM) Curriculum. *Scientiae Educatia* 10(2), 160–168 (2021)
 10. Mujiwati, Y., Hamzah, M. R., Daryono, D., Laili, I.: Implementation of the Ministry of Education and Culture's Independent Campus Learning Program (MBKM) Policy at Universitas PGRI Wiranegara. *International Journal of Humanities Education and Social Sciences* 3(2), 1004–1014 (2023)
 11. Dwijayanti, I., Suciati, S., Ardini, S. N., Ulfa, M., Saputro, B.A.: The implementation of MBKM Policy Towards University's IKU in Indonesia. *Journal of Research and Method in Education* V(3), 57–66 (2020)
 12. Hanapi, H., Lasmawan, I. W., Suharta, I. G. P.: The Problems and Dilemmas of Implementing the MBKM Curriculum Education Study Program in the Social Science in the Lombok Region. *Jurnal Pendidikan IPS* 13(2), 260–267 (2023)
 13. Febrianti, D., Megasyara, I., Mas'adah, N.: Exploration of the Implementation of PKL in Achieving MBKM Goals in Accounting Study Program. *International Journal of Science, Technology, and Management* 3(1), 6–21 (2022)
 14. Supriati, R., Dewi, E. R., Triyono, T., Supriyanti, D., Azizah, N.: Implementation Framework for Merdeka Belajar Kampus Merdeka (MBKM) in Higher Education Academic Activities. *IAIC Transactions on Sustainable Digital Innovation* 3(2), 150–61 (2022)
 15. Susilawati, C. D. K., Tin, S., Suteja, B. R.: Implementation Of MBKM Continuously in Humanities Social Studies Program at UK Maranatha. *European Journal of Humanities and Educational Advancements (EJHEA)* 2(12), 110–6 (2021)
 16. Pendidikan, Kebudayaan, Riset, dan Teknologi Tegeri IX, Abaya SIN. Kementerian pendidikan, kebudayaan, riset, dan teknologi.
 17. Universitas Negeri Surabaya.: Peraturan Rektor Universitas Negeri Surabaya No. 18, Tahun 2023 Tentang Penyelenggaraan Merdeka Belajar Kampus Merdeka Universitas Negeri Surabaya (2023)
 18. Nizam, N.: MBKM Guidebook. 1–42 (2020)
 19. Mamatha, S.M.: Experiential Learning in Higher Education. *International Journal of Advance Research and Innovation* 9(3), 1–9 (2021)
 20. Pongsapan, N. P., Veronika, V., Allo, M. D. G.: Exploring The Impact of MBKM Program to The Learners Academic Quality. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra* 10(2), 1407–1421 (2024)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

