

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is something that cannot be avoided in life. Everyone has the right to get an education as it should be, but education itself is not something that can be misused once it has been received. Most people have the mindset that education must be pursued through educational institutions such as schools, skills courses or other places of education. Basically, education has a definition as the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts (KBBI Luring) and the most important education must be based on knowledge or knowledge (Law of the Republic of Indonesia, 2003).

Education is a deliberate effort to prepare students for future roles in society through guidance, teaching, or training activities. National Education aims to educate the nation's life and develop the Indonesian people as a whole, namely humans who believe and fear God Almighty and have virtuous noble character, have knowledge and skills, health physically and spiritually, a stable, independent personality and sense of social and national responsibility (Indonesia, 2003). In researcher, Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole. Education has a few other senses as a noun.

In general, the curriculum is a picture of educational ideas expressed in practice. Currently the definition of curriculum is growing, including all planned learning programs in schools or educational institutions. The foundation of the curriculum includes the packaging of values and beliefs about what students should know and how students can acquire and master this knowledge. Besides that, the curriculum must be

packaged in a form that is easily communicated to the parties involved in educational institutions, must be open to criticism, and must be easy to transform into practice. Curriculum is a set of plans and knowledge regarding objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals (National Education Law No. 20 of 2003, article 1 point 19). In researcher, Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

Universities are challenged to completely change the curriculum. curriculum is the "spirit" of education which must be evaluated innovatively, dynamically and periodically in accordance with the times and science and technology, especially those that are on par with the competency demands required by society and graduate users. Thus, changing the curriculum becomes a necessity. In fact, the rapid development of science and technology no longer allows the world of education to linger in the "comfort zone" of the curriculum in force. Within six (6) years, higher education standards (SN-Dikti and now changing the term to SNPT) have changed three (3) times, namely: 1) Permenristekdikti number 49 of 2014, 2) Permenristekdikti number 44 of 2015, 3) Permendikbud number 3 of 2020. Permendikbud number 3 of 2020 coincides with the independent learning-free campus policy (MBKM). The challenge faced by universities in curriculum development, especially in the industrial era 4.0, is to produce graduates who have new literacy skills, namely data literacy, technology literacy, and human literacy which pivot to the development of the character of graduates with noble character.

The emphasis on curriculum development is no longer limited to content or knowledge but also includes the development of learning, creative abilities, and the use of new information and communication

technologies. Thus every tertiary institution will develop a curriculum must pay attention to the principles of competence, benefits, flexibility, and continuous improvement. Components in curriculum development include the following: (a). strategic planning, (b). Thorough preparation, (c). Identification of renewal goals, performance measurement, goals and steps, (d). Existing/used curriculum analysis, (e). Designing a new curriculum, and (f). Implementation & evaluation, henceforth is a cycle of continuous improvement (Baharuddin, 2021). From the foregoing, the university requires a change curriculum emphasis on curriculum development MBKM/Freedom to learn – independent campus whit regard to components in curriculum development include.

Curriculum development unfortunately follows an innovative process flow characterized by the following: (a) interactive or non-linear, (b) iterative or spiral/helix repeating which is also known as feed-back loops, (c) filtering and streamlining, (d) several paradoxes that need to be considered, including: long-term vs short-term needs, competency neglect vs competence emphasis, individual (collective creativity vs strategic alignment), effectiveness vs efficiency, and slowness vs speed (Baharuddin, 2008).

Curriculum development essentially occurs all the time. However, in practice it is known that there is a periodic review and revision of the curriculum, generally every 4-5 years. If it is related to the nature of continuous improvement, curriculum development needs to be designed through a monitoring & evaluation program in line with the implementation of the curriculum. Thus, if curriculum development is carried out every 4-5 years, the development process will not experience significant obstacles because there is already planning and data to support it.

Nowadays, Since the regulation of Minister of Education and Culture No. 3 the Year 2020 about National Higher Education Standard has been issued. Indonesia use curriculum MBKM (Freedom to Learn-Independent Campus) as their curriculum in the teaching-learning

activities. It is an operational curriculum arranged and carried out in each education unit. MBKM is a policy from the Minister of Education and Culture in 2020 with the aim of realizing an autonomous and flexible learning process in higher education, giving students the freedom to master various sciences by planning courses and choosing learning models so they are ready to enter the world of work. Freedom to learn – independent campus is a curriculum that has a concept approach that is carried out so that students and students can have subjects of interest. This is done so that students or students can optimize their talents and can make the best contribution in working for the nation.

MBKM is important for Higher Education because the higher education curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for the implementation of learning activities to achieve higher education goals. Higher education is the volume of schooling after excessive college that consists of packages diploma, bachelor application, grasp software, doctoral programs, and expert, organized with the aid of the college primarily based on Indonesian culture. Better training is useful to offer an area for college youngsters to improve their pleasant and feature top skills in all professions as an generation of globalization (INDONESIA, n.d.)

The purpose of the Independent Learning-Independent Campus (MBKM) program is to prepare students to have the hard and soft skills needed in the world of work because the MBKM program concept is more industrial and tends to be practical in responding to the demands of the current era (Fachrissal, 2020). In addition, the purpose of the Independent Learning-Independence Campus (MBKM) is to provide opportunities for students to choose courses that are taken according to their passion so that they will become graduates who are ready to work (Sopiansyah & Masruroh, 2021). Based on studies that have been conducted (Shah et al., 2020) show that the implementation of independent learning is very effective for improving cognitive skills (creativity and critical thinking),

metacognitive (reflecting the entire learning process) and affective (motivation to adapt).

The minister of education and culture of the republic of Indonesia, Nadiem Makarim recently, recently issued five permendikbud regarding the basis for implementing the freedom to learn independent campus policies. In practice, Nadiem said that higher education innovation and creativity were very important in carrying out the freedom to learn-independent campus policy. On the other hand, a thesis or final assignment on campus is often a frightening specter for final year students. Just like high school students who are confused by national exams, university students also tend to have negative tendencies towards their thesis. Thesis is a course at the end of the semester that must be completed by S1 students as a graduation requirement. The thesis course begins with compiling a proposal, followed by laboratory work or fieldwork to obtain data, then ends with compiling a thesis report book to compile a thesis report book to be defended in the thesis trial (Director General of Higher Education, 2020).

Not infrequently the thesis becomes an obstacle for students to graduate from college due to several factors. For example, about time in working on proposals and fieldwork and preparing report books. The independence factor also determines, where making a thesis forces students to work independently in its completion. Then, Lecture without thesis means that the final part of the lecture is not a thesis course but other forms of similar or similar levels. For example, internships and practical work, entrepreneurial projects and others. Programs like this have been implemented by several universities, especially those directed at vocational education. Some terms that are often used as substitutes for theses or others: namely final project, final project, final research and others. In essence, the final series of student graduation is marked by the activity of making reports and presenting the report in the form of a session or seminar (permendikbud no 3 tahun 2020).

However, regarding graduation requirements and thesis making, this is still regulated by each university. Therefore, it is possible that some universities will set thesis making requirements as one of the graduation requirements for students even though they follow the MBKM curriculum. However, MBKM provides flexibility for students in determining their learning path and focus, so there may be a choice of paths that do not require thesis making as a graduation requirement. This depends on the policies and rules applied by each university that implements the MBKM curriculum. Therefore, students should check the graduation requirements at their universities to find out whether thesis making is required or not (Director General of Higher Education, 2020).

For the reason that ministry of education and culture introduced a new coverage in the subject of better training thru the “Freedom to Learn–Independent Campus (Merdeka Belajar–Kampus Merdeka/MBKM)“ software, many universities, each public and personal, have started to adjust their curriculum. Version to the curriculum is centered on developing a curriculum model for look at applications that put in force MBKM, which include by means of designing SOPs for enforcing MBKM, instructional collaboration, identifying the want for program support assets. For the implementation of MBKM interest program, making implementation suggestions, and the conversion model for credit score transfer (Baharuddin, 2021). The purpose of this program is to inspire college student to have graduate abilities who grasp various sciences, excel and are globally aggressive and prepared to enter the sector of labor. Students are in my opinion involved, figuring out the form of program of hobby they are interested in.

Implication of Freedom to Learn – Independent Campus (MBKM). This is "Free To Learn", as it is a major program of the Ministry of Education and Culture of the Republic of Indonesia (Kodrat, 2021), the university's independent campus policy is very important (Asia 2021). MBKM's policies lead to more appropriate and flexible ones which can increase students' ability to meet the needs of the community. Getting

ready to face the world of work by giving the university the freedom to manage higher education institutions. MBKM's policy is to generate competitive graduates (Nona *et al.* 2022; Puspitasari and Nugroho 2021) and to develop innovative and independent talent to search and find knowledge and experience (Asia, 2021).

Freedom To Learn-Independent Campus coverage is designed to inspire under graduate students to master many areas of understanding compatible with their areas of expertise so that they are equipped to compete in the international world (Baharuddin,2021; Fatmawati, 2020 ; Tohir, 2020). This type of coverage provides students with the flexibility to choose which publications they can accept based primarily on their personal preferences. Therefore, the freedom to learn - Independent Campus Program (MBKM) is implemented by the government, namely the Ministry of Education, Culture, Research and Technology (Kemdikbud Ristek) of the University. The implementation of MBKM certainly requires changes and student progress as a form of adaptation to the student's learning process. Students must be able to comply with these policies and adapt appropriately to the needs of information technology developments (Astro *et al.*, 2022).

Haris mention Freedom To Learn-Independent Campus include four main program namely: Opening new study program, high education accreditation system, easy of state universities becoming state Universities with legal entities, and Learning for three semester outside the study program. The goal of the MBKM policy is to develop graduates' competence, including soft and hard skills, so that they are better prepared and relevant to the needs of the times, and prepare graduates as future nation leaders with superior and personality (Haris *et al.*, 2021).

The English studies program at University Bojonegoro is one among some others in the country that has been implementing MBKM/Freedom to Learn- Independent Campus curriculum since the middle of 2020, especially Nahdhlatul Ulama University Sunan Giri Bojonegoro, but in implementing this curriculum there are some obstacles

during learning using curriculum Freedom to Learn – Independent Campus. Judging from the research that the researchers observed, there are still many students who do not understand what the MBKM Curriculum/Freedom to Learn – Independent Campus is this was because, basically lectures and university have given the socialization of the understanding of MBKM it and the MBKM program, but since it is little socialization, it is difficult for students to understand what is MBKM. The difficulty of some students is that they cannot distinguish between the MBKM/Freedom to Learn–Independent Campus curriculum and the previous curriculum. This program is very interesting and provides its own challenges for Education Providers in its implementation, because it involves many parties in its implementation, both students who are the main goals of the program, managers at the University, Faculty, Study Programs, Partners in the business/industry world, other universities, government and society. The key to successfully implementing MBKM policy in a college is the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning achievement-based curriculum to prepare students to become independent adults. The Study Program is challenged in developing an adaptive curriculum. It can adapt to the rapid development of the times without reaching the goal of producing graduates according to predetermined learning achievements. In addition, in implementing MBKM policy, collaboration and cooperation with partners or other parties related to the scientific field and participate in supporting the desired learning achievements (Baharuddin, 2021).

The MBKM policy is implemented in order to realize an autonomous and flexible learning process in higher education so that universities can design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitude, knowledge and skills optimally. This policy also aims to increase link and match with the business world and the industrial world, as well as to

prepare students for the world of work from the start (Director General of Higher Education, 2020).

Furthermore, the MBKM policy aims to increase the competence of graduates, both soft skills and hard skills so that they are more prepared and relevant to the needs of the times, as well as preparing graduates as future leaders of the nation who are superior and have personality. Based on these arguments, the researchers intend to conduct research about “Efl Students Views on Indonesia’s Curriculum: Freedom to Learn- Independent Campus”.

1.2 Research Question

1. How are the EFL students’ views on Curriculum Freedom to Learn – Independent Campus (MBKM)?
2. What are the obstacles faced by EFL students’ learning in Curriculum Freedom to Learn – Independent Campus (MBKM)?

1.3 Objectives of the Research

1. To Analyze the EFL students’ views of Curriculum Freedom to Learn – Independent Campus (MBKM).
2. To find out the EFL students’ obstacles during learning using Curriculum Freedom to Learn – Independent Campus (MBKM).

1.4 Scope And Limits of the Research

The scope of this research is limited for EFL Student’s views on Freedom to Learn - Independent Campus (MBKM) policy, especially for the second semesters of English Education Department viewed from views and obstacles. In this research focuses on the EFL student’s views on Freedom to Learn - Independent Campus (MBKM) and focuses on the obstacles of EFL student’s on Applying Curriculum Freedom to Learn - Independent Campus (MBKM) program.

The research will take the participants only English Education Department Students of Nahdlatul Ulama Sunan Giri University in Second Semesters.

1.5 Significant of the Research

The research results have several merits:

1.5.1 Theoretically

1. Contribute to new methods of curriculum freedom to learn – independent campus.
2. As policy or reference in further research related to curriculum to learn – independent campus.

1.5.2 Partically

1. Stakeholders

This research also useful for stake holders, with this research the Lectures can know how students' views, challenges and obstacles on implementing Freedom to Learn–Independent Campus/MBKM curriculum. After knowing the information, the lectures can improve the strategy on implementing MBKM curriculum be better and more effective.

2. Researcher

The result of this study will be useful for the researcher and give understanding about the theory that used in this study, also adding new information that related with the study.

1.6 Definition of Key Terms

1.6.1 EFL Student

EFL (English as a foreign language) prepared for the students in the specific time or events. Using English for international communication, especially on the internet, means that our students are in fact of a global target-language community. They are prepared to communicate by using English as global language in the future. Because English become powerful influence in daily life, finally learning it since early age is needed.

1.6.2 Concept of Freedom to Learn – Independent Campuss /MBKM

The MBKM concept is an implementation effort in facing the 4.0 industrial revolution era for Higher Education (PT). Freedom To Learn – Independent Campus means independence for educational institutions, both in universities. Freedom of learning is considered relevant and appropriate to be implemented in the current are of education democracy. This meaning of independence can be applied to educators in the classroom to be free to choose the right teaching method for their students and to be free to choose the best elements in the curriculum.

1.6.3 VIEW

Views belong to the class of nouns. Furthermore, on that site the word views actually have two meanings. The first meaning is interpreted as a view or something that can be reached by the sense of sight, such as scenery. The second meaning of view that can be reached based on thought and logic. In this case, views are related to one's understanding or way of viewing or looking at an object. In the discussion of this chapter, view in this research is an opinion, belief, or idea, or way of thinking about something.



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