

CHAPTER 1

INTRODUCTION

1.1. Background

Universities across Indonesia must do better in the learning process to achieve academic quality in the face of changes, such as communication, responsibility and more (Zher, 1996). Education has an important role to play in developing knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, discover untapped opportunities and identify multiple solutions to big problems will be important in the coming years. Education needs to aim to do more than prepare young people for the world of work, educational institutions need to equip learners with the skills they need to become active, responsible and engaged citizens. This requires a learning model that allows learners to immerse themselves in the real world and experience changes and challenges, solve problems and work with others. This is known as the collaborative learning model. (Kuncoro, 2022).

Curriculum is very important for the implementation of education, with a curriculum an educational institution will easily know the direction of the educational goals being carried out. Thus the curriculum is something that is mandatory in every educational institution. The understanding of curriculum continues to develop along with the development of educational theory and practice. In line with the current era of globalization, which is characterized by the

rapid development of science and technology, quality human resources are urgently needed (Suryati, 2023). According to Broughton (2003), the MBKM program certainly has an impact in the context of teaching English as a foreign language (TEFL). As an international language, English is considered an important language to learn. The curriculum and pedagogy of English as a foreign language have emphasized on the importance of teaching communicative strategies and the functional use of language that the purpose of teaching and learning English is to communicate well. In addition, Broughton states that in addition, Broughton states that, so far we have considered English as a second (*Teaching English as a Foreign Language*, n.d.)

According to Nadiem (2020) the availability of the MBKM program can provide incentives for learners to increase their motivation and academic achievement. They know that they have a rare opportunity to get a quality higher education, which can encourage them to work harder and achieve better results. from the MBKM Program contributes to improving the quality of higher education graduates in Indonesia. Graduates who have access to the best facilities and education tend to have better academic quality, which in turn can increase their competitiveness in the job market. However, despite the increasing popularity of the MBKM program in higher education, there are still many pros and cons to the policy and research needs to be done to understand the impact of this program on the academic quality of learners. In the context of this study, academic quality includes academic achievement, concept understanding, research skills, and participation in extracurricular activities.

Currently, there are eight of activities that are accommodated in the MBKM policy, such as student exchange, internship/work practice, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, study Independent/projects, and building thematic real work villages/colleges. Learners are given the opportunity to innovate, experience the working atmosphere through internship (Baert 2021). Trained to think critically through research and independent projects, honed an entrepreneurial spirit (Byun 2018), and developed soft skill through various activities including real work lectures and humanitarian projects (Sopriansyah & Masuroh 2021).

College education is an important stage in the formation and development of learners' academic potential. In addition to the regular curriculum, supporting programs such as the MBKM (Merdeka belajar kampus merdeka) program are held to enhance learners' learning experience beyond the traditional scope. The MBKM program creates opportunities for learners to gain real-world hands-on experience that involves interaction with entrepreneurs, industry practitioners, and non-profit organizations. In essentially, some of the programs in the MBKM policy have already existed and been implemented by universities before the policy was established.

Based on the vision of the Indonesian Christian University of Toraja, it contributes to supporting government programs in creating superior human resources. With the independent learning campus policy, Christian University of Indonesia I Toraja fully supports all study programs within Christian University of Indonesia Toraja to implement MBKM in the learning process. The Faculty of

Teacher Training and Education, especially the English language education study program, has great potential for implementing MBKM in the learning process. The MBKM program which is designed as a study program is expected to be able to meet the challenges of higher education to produce English language education graduates who excel in the field of English language teaching, master basic skills and elements in the field of English, are creative and innovative in academic quality (Jenderal & Tinggi, n.d.).

The new MBKM programs in the English Education Study Program are student exchanges, internships, and teaching campuses, because these three programs are in great demand by learners of the English Education Study Program from 2021 to 2023. It is proven that the independent curriculum for learning independent campus (MBKM) is very much in demand by learners of the English language education study program at the Indonesian Christian University of Toraja. Certainly if learners take one of the MBKM programs, they will get high grades because the results obtained from learning in the MBKM program will be converted to courses in the study program.

Based on the researcher observation, the MBKM program that has been attended by learners of the English language education study program at Christian University of Indonesia Toraja from 2021 to 2023 is 97 learners. in 2021, the exchange of learners across study programs was attended by 6 learners, and 4 learners across universities batch 1, then continued with batch 2, exchange of learners across study programs 1 and across universities 7 learners, internship 1 student. In 2022 batch 3, student exchange across study programs 1 student,

internship 2 learners and teaching assistance for study programs 5 learners. batch 4 student exchange across universities 23 learners, campus teaching 5 learners, and teaching assistance 6 learners. Batch 5, internship for 1 student, teaching assistance for 23 learners, campus teaching for 5 learners. Batch 6, campus teaching for 6 learners in 2023.

However, researcher observed that learners of the English education study program at the Indonesian Christian University of Toraja who have participated in the MBKM program even though they had received high scores after participating in the MBKM program, but these scores did not guarantee their academic quality, the researcher observed that learners still had difficulty and this was researcher, also observed when they had not participated in the MBKM program did not take responsibility for their scores on their academic quality, it was evident that they still had difficulties, especially in communication skills, critical thinking.

Researchers also observed that their learning motivation was still lacking as evidenced during the online learning process when told to active the camera and give opinions or suggestion about the material discussed, many of them were still unenthusiastic or silent as well as offline learning permission but were not sick and lazy to attend lectures, after participating in the MBKM program it was also evident that in class when discussing their confidence did not increase if they were asked to express their opinions, most of them were just silent, critical thinking skills in problem solving also had no progress, their academic achievement that researchers observed had not increased, and their participation in activities was still very lacking, especially when the activities of the English Education Study Program

should be more active but very less. Not only that, researchers also observed that in campus activities their creativity ability was still lacking, their ability to innovate was also lacking

Some of these problems make researchers really want to know how the impact of this MBKM program to the learners academic quality. In this research there researcher will examine the academic quality by learners after participating in the MBKM program, the academic quality in question is about the development of improving the academic quality as result of the MBKM program, therefore concept understanding, critical thinking skills in solving problem, academic achievement, participating in extracurricular activities, skill development, Motivation and learning independence, learning experience. The purpose of the research is that researcher is to find out how exactly the impact of the MBKM program to the learners academic quality after participating in the MBKM program which refers to the results or achievements that occur in the middle of a process that can provide an overview of the progress and effectiveness of learning or vice versa and researcher are interested in taking the title **EXPLORING THE IMPACT OF MBKM PROGRAM TO THE LEARNERS ACADEMIC QUALITY** at the Indonesian Christian University of Toraja, especially those who have participated in the MBKM program in the English Education Study Program.

1.2. Research Question

Based on the background, above the problem, the research formulates the problem as. How is the impact of MBKM program to the learners academic quality?

1.3. Scope of The Research

Based on the above background, this research focuses The Impact of MBKM program To the Learners Academic Quality of the English Education Study Program at Christian Univeristy of indonesia Toraja. Researcher focus on learners who have participated in the MBKM program, the MBKM program is a student exchange, internship, and teaching assistance, especially class of 2020.

1.4. Objective of The Research

Based on the limitation of the problem above, this research aims to investigate the impact of the MBKM Program to the Learners Academic Quality, especially the English Language Education Study Program at Christian Univeristy of Indonesia Toraja.

1.5. Significance of The Research

There some significance of this research.

- a. For the learner this research is expected to be able to understand the impact of the program on academic quality and can lead to strategies that increase student success in their educational journey.
- b. For Lecturer it is hoped that the results of this research can help institutions refine their curricula and teaching methods to better support learners in achieving academic excellence.
- c. English Study Program this research is also expected to be example for other study programs at Christian University Of Indonesia Toraja to invite their learners to participate in every program from MBKM as one of the programs

launched by the Ministry of Education and Culture of the Republic of Indonesia.

- d. For The Next Writer, to add references for other authors, if they have the same problems in their research.

1.6. Research Methodology

This research use qualitative method. The researchers will use descriptive qualitative with the interview and observation through a case study approach to find out the impact of MBKM to The Learners Academic Quality of English Language Education Study Programs at Christian Univeristy of Indoensia Toraja. Especially who have participated in the MBKM program.

1.7. Key Terms and Definition

a) Impact

The impact or effect of the MBKM program on student academic quality, which may include changes in academic achievement, engagement, motivation, or other relevant matters. MBKM Program

b) Academic Quality

Refers to a student's level of academic success and achievement, which can be measured through grades, performance on exams, projects, and other aspects of academic achievement.

c) Learners

Individuals who are currently undergoing higher education at a college or university, included in the context of this research, are learners who have taken part in the MBKM program. In this research, the learner the

researchers refer to are student of the English Education Study program at the Indonesian Christian University of Toraja who have participated in the MBKM program.