

CHAPTER II

REVIEW OF LITERATURE.

2.1. Previous Study

Previous research was a researcher's attempt to find comparisons and further to find new inspiration for further research in addition, previous studies can help research and shows the originality of the research. In this section the researcher includes various results of previous research related to the research want to do, then make a summary, both of the research that has been done published or unpublished. The following is research previous ones which are still related to the theme the author is studying.

Ifdil (2023) conducted with the research entitled "Enhacing Educational Quality During MBKM Implementation". The result indicated that MBKM implementation had fulfilled the quality attainment additional criteria relevant to the application of the framework. The correlation analysis showed a positive relationship between the competency of learners and the satisfaction of partners within the curriculum. Therefore, this study conclusively established that MBKM implementation indeed fulfilled the benchmark for educational quality.

Salamah (2023) from the research with the titled "Pengaruh Penerapan Kebijakan Merdeka Belajar di Perguruan tinggi". The survey results stated that around 90% of learners who implemented the MBKM program thought that the implementation of MBKM had an impact on improving soft skills such as

communication skills, problem solving skills, increasing creativity, conflict resolution skills, and increasing awareness of other cultures. Then it can also have an impact on student hard skills such as increasing empathy, increasing social skills, the ability to use technology, increasing creative and innovative thinking, increasing the ability to write and conduct research. Among these two skills, what is more affected by the implementation of this MBKM policy is on hard skills, precisely on student creativity.

Arsyad (2022) conducted a research entitle “ Dampak Merdeka Belajar Kampus Merdeka Terhadap Kualitas Mahasiswa Universitas Al Azhar Indonesia Fakultas Manajemen Ekonomi dan Bisnis ”. The result of the study it can be concluded that MBKM activities have positive impact on the quality of learners at the Faculty of Economics and Business. This is shown from the results of surveys and FGDS of learners who took part in MBKM activities. The student qualities in question include increased, knowledge, understanding, experience, creativity, communication, relationships, and being more adaptive, and able to solve problems.

Arifa (2022) Conducted a research entitle “Exploring The Effectiveness of Merdeka Belajar Kampus Merdeka (MBKM) Policy in Indonesia Higher Education Institutions: An in – depth Case Study Analysis”. Based on the results of this research, it can be concluded that the MBKM policy has the potential to improve the quality of higher education in Indonesia by prioritizing student-centered learning and encouraging innovation and collaboration between universities. However, this policy still faces several challenges in its implementation, including

the need for adequate funding, stakeholder support, and strong leadership from governments and institutions.

Kuncoro (2022) from the research entitled “Peningkatan Soft Skill Melalui Kegiatan Merdeka Belajar Kampus Merdeka (MBKM). This research aims to determine the impact of the MBKM program on UNISSULA Psychology Study Program learners, namely in improving soft skills in the form of communication skills, career adaptability, leadership, innovation and collaboration. Another aim is to determine the differences in soft skills abilities between learners who take part in the MBKM program and those who do not. This research concludes that learners who take part in the MBKM program have a slightly higher soft skills average than non-MBKM learners. Significant differences occur in leadership competency.

In this study shows of course several differences such as location and research object. In previous research focuses more on the implementation and administration aspects of MBKM. Meanwhile in this research, researchers will impact of the MBKM program on learners` academic quality so as to enrich the latest literature and provide evidence – based recommendations to improve the MBKM program in order to optimize student learning experiences and achievements. This is very important because MBKM aims to bring transformative change at higher education level to develop future talent with 21st Century skills.

2.2. Some Pertinent Ideas

A. Curriculum

1. Definition of Curriculum

According to Nasution (2022) curriculum is a set of plans and arrangements regarding learning content and materials as well as method used as guidelines for organizing teaching and learning activities. Nasution emphasized that the curriculum is an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systematically on the basis of applicable norms which serve as guidelines in the learning process for education staff and learners to achieve educational goals (Ii, 2013). Meanwhile, Soemanto (1982) suggests there are 4 components of the curriculum, namely 1). Objective, 2). Knowledges, 3). School learning experiences, 4). Evaluation.

According to Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Anwar Makarim launched the Merdeka Curriculum on February 11, 2022 online. He said the Merdeka Curriculum is a curriculum that is much more concise, simple and more flexible to be able to support learning loss recovery due to the Covid-19 pandemic. In addition, the Merdeka Curriculum is also to catch up with Indonesian education from other countries.

According to Nadiem (2020) the purpose of the Merdeka Curriculum policy is to encourage learners to gain expertise in a wide range of subjects according to their skill set. This enables learners to be globally competitive. An independent curriculum is a policy that offers learners the opportunity to choose courses according to their interests and abilities. The implementation of an independent

curriculum can trigger a more autonomous and flexible learning process in higher education.

According to Manalu (2022) The emergence of the Merdeka learning curriculum supports the spread of education in Indonesia evenly with affirmative policies made by the government for learners who are in disadvantaged, frontier and outermost areas. Learning outside the classroom will shape the character of learners both in the courage to express opinions when discussions, the ability to socialize well, and become competent learners so, that learners character will automatically become more formed. This support student creativity and will manifest itself through teacher guidance. The implementation of Merdeka learning curriculum is expected to have a positive impact on the progress of education in Indonesia, the learning process can be carried out anywhere, anytime and learning not only carried out in closed classed but can also carried out outside the classroom (Armadani, 2023).

Apart from that, the implementation of freedom to learn also liberates thinking or what is known as freedom of thought (Aminah, 2022). The concept of an independent curriculum is part of an effort to provide freedom and independence of learning to universities and learners in designing and compiling the brand curriculum. Key points in the Merdeka curriculum concept, such as 1). Higher education autonomy, 2). Comp-based learning, 3). Flexibility and choice, 4). Soft skills development, 5). Holistic understanding, 6). The use of technology (Putri, 2022).

Based on the explanation above, researchers observed the implementation of the Merdeka curriculum for independent campus learning at the Indonesian Christian University of Toraja, Faculty of Teacher Training and Education, especially in the English language education study program, in addition to providing answers to several problems inherent specifically in the academic quality of learners and educational problems so far, specifically also intended to encourage learners in learning to be able to develop such as communication skills, critical thinking in problem solving, academic achievement. Learners are also given the freedom to become subjects and part of the agents of change in the learning process. In the implementation process, of course, it is not as easy as imagined, but there are various challenges that need to be elaborated and solved to achieve the goals of national education within the framework of an independent curriculum.

B. MBKM Program

According to Nadiem (2020) is one of the policies of the Minister of Education and Culture, Nadiem Makarim. One of the programs of the Merdeka Kampus Merdeka Learning policy is the right to Study for Three Semesters outside the study program (Mendikbud No. 3 Tahun 2020). This program is a mandate from various higher education regulation/legal foundation in order to improve the quality of learning and higher education graduates (Jenderal & Tinggi, n.d.)

The purpose of the Merdeka Belajar Kampus Merdeka (MBKM) program is to prepare university graduates who have soft skills and hard skills that are mature and relevant to needs of the times. Another aim of the Merdeka Belajar Kampus Merdeka (MBKM) Program is to facilitate learners in developing their potential in

accordance with their passion and talent through experiential learning programs with flexible pathways (Edy Kurniawansyah, 2023). Previous research has explored various aspects of MBKM policy, such as impact on curriculum development, entrepreneurship education, and student engagement. However, in – depth case studies are still needed to explore the Effectiveness of this policy in different institutional context (Haryanto, 2022).

MBKM with the “right to study for three semesters outside the study program”. Program aims to 1). Increasing the competency of graduates, both soft skills and hard skills, so that they are better prepared and relevant to needs of the times. 2). Preparing graduates as future leaders of the nation with excellence and personality. 3). Facilitating learners to develop their potential according to their passion and talents through experiential learning programs with flexible pathways.

One of the educational policies rolled out by the Ministry of Education and Culture (KEMDIKBUD) through “Mas Pendidikan” Nadiem Anwar Makarim is the concept of “Kampus Merdeka”. As stated by the Minister of Education and Culture, the Independent campus policy is a continuation of the Independent Learning concept. In summary, there are at least 4 MBKM policies, namely.

1. The establishment of new study programs (*Permendikbud no. 7, 2020*).
2. The higher Education Accreditation System (*Permendikbud no. 5, 2020*)
3. The Facilitation of state Universities becoming State Universities with Legal Entities (*Permendikbud no. 4, 2020; Permendikbud no. 6., 2020*). And
4. Learning Rights for three semesters for learners not enrolled in a study program (*Permendikbud no. 3, 2020*) programs and global work.

In order to prepare learners to face social, cultural changes, the world of work and rapid technological advances, student competencies must be prepared to be more responsive to needs of the time. Link and match not only with the world of industry institutions are required to be able to design and implement innovate learning processes so that learners can achieve learning outcomes including aspects of attitudes, knowledge and skills optimally and always relevant (Jenderal & Tinggi, n.d. 2020). It is hoped that the Merdeka Belajar Kampus Merdeka policy can be an answer to these demands, Kampus Merdeka is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovate, not restrictive and according to student needs.

1. MBKM program Learning Activities

According to Nadiem (2020) from of the learning activities in accordance with Minister of Education and Culture Regulation No. 3 Tahun 2020 Pasal 15 ayat 1 can be carried out within the study program including 1). Teaching assistance, 2). Internships, 3). Student exchange, 4). Humanitarian projects, 5). Thematic KKN, 6). Independent research, 7). Entrepreneurship, 8). Student independent. Meanwhile, at the Indonesian Christian University of Toraja itself, researchers observed that the English Language Education Study Program had only implemented three programs from the Ministry of Education and Culture, namely student exchange, internship and teaching assistance. Researchers also observed that these three programs were most frequently participated in by learners of the English Education Study program at the Indonesian Christian University of Toraja, especially in the class of 2020 and alumni of 2019.

a. Student Exchange

Student exchange are held to form several student attitudes as stated in Minister of Education and Culture Regulation (Permendikbud) Nomor 3 Tahun 2020, such as respecting cultural diversity, religious view, beliefs and other people`s original opinions or findings, organizing knowledge transfer to cover education as well as working together and having social sensitivity and concern for society and environment (Jenderal & Tinggi, n.d, 2020). Researchers observed that the MBKM program, especially student exchange, which has been participated by learners of the English language Education Study program at Christian Univeristy of Indonesia Toraja class of 2020 and alumni of 2019, is indeed the most popular.

b. Internship

Heretofore, learners have lacked work experience in real industry/professional worlds, so they are less ready to work. Meanwhile, short – term internships (less than 6 months) are not enough to provide industrial experience also state that internships to very shorts periods are not useful, and even disrupt activities in the industry(Jenderal & Tinggi, n.d, 2020). During the internship, learners will gain complex problem solving, analytical skills, as well as soft skills (professional/ work ethics, communication, cooperation (Jenderal & Tinggi, 2020). At Christian University of Indonesia Toraja, especially in the MBKM program internship program, learners of the class 2020 and 2019 alumni English Language Education study program, also take part in the program, because the program can train communication directly, especially to train learners English Language Skills.

c. Teaching Assistance

The quality of primary and secondary education in Indonesia (PISA 2018 ranked Indonesia no. 7 from the bottom). The number of educational units in Indonesia is very large and there are various problems in both formal, non – formal and informal education units. Teaching assistance activities are carried out by learners in educational unit such as elementary school. School where teaching practice can be located in cities or in remote areas. The purpose of teaching assistance program in educational units include, providing opportunities for learners who have an interest in the field of education to participate in teaching and deepen their knowledge by becoming teachers in educational units, help improve the distribution of educational quality as well as the relevance of primary and secondary educational to higher education and current developments (Jenderal & Tinggi, n.d, 2020).

One of the MBKM programs from the Ministry of Education and Culture which is also participated in by many learners, especially in the English language education study program at Christian Univeristy of Indonesia Toraja after student exchange is teaching assistance this program is very useful for learners, especially as this program leads to becoming a professional teacher in the field of English, This program also trains student leadership, student creativity in dealing with various kinds of learning processes in the classroom, the teaching assistance program also develops student competency in teaching English as a foreign language to student elementary school (Jenderal & Tinggi, n.d, 2020).

2. Implementation of the MBKM program in various Universities in Indonesia

Universities in Indonesia have implemented the MBKM program begins with preparing a curriculum document that is adapted to the guidelines MBKM issued by the Ministry of Education, Culture, Research and Technology (Bhakti, 2022). To observed the achievement of the implementation of the MBKM program at a university or at the smallest scope of the study program, it can be seen from three aspects, namely, 1). The implementation aspect related to the role of universities in facilitating learners on their campus to take part in the MBKM program, 2). Aspects of student involvement include the number of learners taking part in the MBKM program, universities will calculate the ratio with the number of lecturers involved as supervisors and PIC in the MBKM program (Cakrawala & Hakim, 2021). The level of achievement of study programs and universities in implementation in measured based on three aspects.

3. Learners' role in the MBKM program

According to Nadiem (2020), this program is specifically designed for learners who are pursuing undergraduate education, so that later when they graduate they have the provision to complete in companies. Through this program, Kemendristekdikti opens opportunities for learners to increase their knowledge and channel their abilities in the world of work. When viewed from the positive side, the Merdeka campus program promises many good things.

First, Kampus Merdeka can be used as a place to practice skills, by joining the program that learners are interested in, they have a suitable place to practice the skills they have while studying in college. In fact, it is not uncommon

for students with good competence to be directly recruited by the company used as a place to study earlier. Second by participating in the Kampus Merdeka program, learners will have high competitiveness. This is because when they first register, they have competed with learners throughout Indonesia, so learners will compete to show the best quality of themselves.

Thirdly, this program is a government program so it is free of charge. However, this does not mean that the quality of this program is perfunctory. When learners have completed their assignment, they will get many benefits including, 1). Experience from the Kampus Merdeka program can be written on a curriculum vitae, 2). Get a letter of recommendation from the company where you study, 3). Have a learning experience from new places and people.

According to Nadiem (2020), after running for almost 3 years, enthusiasts for the Kampus Merdeka program continue to increase every year. Kemenristekdikti has also increased the number of applicant quotas for the upcoming Merdeka campus registration. This is done as from of positive response from each university. The high participation of learners in registering from the Kampus Merdeka program shows that there is awareness within learners to become agents change in society. Learners should participate in programs that bring change because learners are the successors of this nation. This is also in line with the objectives of the establishment of the Kampus Merdeka program, which promotes change in Indonesia, especially in the field of education. The government wants to all learners in Indonesia to have the same learning opportunities so that there are no more cases of educational backwardness.

4. The Role of MBKM in the English Learning Process

The position of the subject of English in Indonesia at this time is still more tends to be taught and learned only as a foreign language. This means that learning and teaching English happens more in the classroom, not during communication in everyday life. English learners in Indonesia do not yet have ready access to using English as a means of communication during their daily life outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language that was learned only during formal education. Thus, teaching and English Language teaching and learning in Indonesia presents special challenges that are not encountered in countries like Hongkong, where English more daily use.

Several factors appear to hinder the success of EFL teaching and learning in Indonesia. Low teacher qualification and English language proficiency, classroom size, student motivation, classroom – oriented learning, and learning resources. Classroom size, student motivation, classroom – oriented learning, and limited learning resources are factors that greatly affect the success of EFL teaching and learning in Indonesia According to Nadiem (2020) Through the MBKM program, learners can develop their potential according to their passions and talents through experiential learning programs with flexible pathways. In addition, another benefit for this MBKM program is that learners get wider opportunities to explore their interest and talents while undergoing education in the applied Undergraduate Study Program.

The role of the MBKM program, especially learners in the English language study program at Christian University of Indonesia Toraja to the English language learning process can greatly facilitate learners, especially in student exchange program, internship and also teaching assistance to learners, with this MBKM program learners can also think innovatively about the English language learning process to make it easier to understand, especially when teaching practice.

C. The Impact of MBKM Program

1. Definition of Impact

According to Gorys Kerap in Otto Soemarwoto (1998:35), is the strong influence of a person or group of people in carrying out their duties and position in accordance with their status in society, so that it will result in changes, both positive and negative. Meanwhile, according to Otto Soemarwoto (1998:43). States that impact is a change that occurs as a result of an activity. These activities can be natural, whether chemical, physical or biological, and the activities can be also be carried out by humans.

Research funded by the Ministry of Education and Culture through Funding Assistance for the Independent Campus Learning Policy Research Program and Community Service. Based on research results and PTS Prototypes of the Directorate General of Education and Technology for Fiscal Year 2021, found that lecturers, learners and education staff at UKWMS already know and understand the existence of the Independent Campus Learning program (MBKM). Before the MBKM program existed, UKWMS already had programs that were in line. Meanwhile, lectures learners and educational staff were interested in participating

in the MBKM programs that would be held and believed that MBKM programs could increase capacity and competence of lecturers and educational staff, and improve soft skills and be able to provide sufficient provisions to learners for life after college. Lecturers, learners and educational staff recommend the MBKM program to be followed overcome, namely, adjustment MBKM curriculum, improvement of existing information system, and formalization of collaboration with partners (Jati , 2022). According to research by Setiawan (2021) the MBKM policy has the potential to transform higher education in Indonesia by prioritizing innovative teaching and learning methods, improving the quality of academic, creating a more student – centered learning approach. According to Adiyarta (2021) found that MBKM policies can encourage greater innovation in higher education, there by leading to the development of new and more elective teaching and learning. According to Kemendikbud, the Merdeka Belajar Kampus Merdeka (MBKM) program has positive and negative impacts on the academic quality of learners. Positive impact such as, 1). Increased learning motivation, 2). Development of practical skills, 3). Increasing student involvement in various activities, 4). Curriculum flexibility, 5). Student empowerment. Negative impact, suh as, 1). Difficulty in time management, 2). Uncertainty of graduation, 3). Difficulty assessing the quality of education, 4). Competency gap, 5). Disruption to academic schedules, 6). Potential material incompatibility, 8). Excessive time demands, 9). Lack of academic supervision.

2. Intermediate Outcome

According to Rossie (2004), Intermediate outcome refer to changes or results that occur as intermediate between a particular process or activity and the final desired outcome. It is an intermediate step in achieving the expected final outcome.

The impact of the MBKM program on the academic quality of learners is also influenced by several factors, such as the readiness of universities to become partners, the availability of programs, and the willingness of learners to participate. Nevertheless, in general, the MBKM program has the potential to improve learners' academic quality. a). Increased tolerance in accepting differences, communication skills, especially in English learning, and cooperation, b). Increase student engagement in English learning activities. Learners are more confident and discuss well, c). Improve learners' ability to accept differences and social problems in the off-campus environment, d). Improve learners' ability to adapt and respond to changes in the surrounding environment, e). Enhance student creativity, f). Improve learners' ability to develop competencies that are useful for future careers., g). Increased ability to think critically in problem solving, h). Increased motivation to learn, i). Increased academic skills such as, extracurricular activities, j). Increased ability in leadership such as the ability of individuals to influence move groups in achieving their goals, be able to think ahead, be sociable, value, and inspire in campus academic activities, k). Collaboration skills such as the ability to work effectively in discussion groups or in teams to achieve goals.

According to Rahmat (2020), The long-term impact of the MBKM program may include improved academic performance, skills development, and innovative and relevant work. The program provides opportunities for learners to take an active role in their education, especially in improving academic quality.

- a. With the flexibility in choosing courses and learning methods, learners in the MBKM program have the opportunity to tailor their education to their needs interests. This can contribute to increased learning motivation, active participation in class and ultimately improved academic performance
- b. Development of the most relevant skills, the MBKM program increases the opportunity for learners to develop the most relevant skills that are sought after by the workforce. In selecting courses and other learning experiences, learners can hone skills that include creativity, critical thinking, collaboration, innovation and problem-solving that can enhance their competence in a professional context.
- c. Innovative student works, this program provides opportunities for learners to produce innovative works, through this program student can be involved in collaborative research projects or the development of creative works that can contribute to the campus and also the community.

This research is also expected to have results that can be seen from the existence of this MBKM program on the academic quality of learners in the English education study program, so that in the following years the MBKM program implemented at Christian University of Indonesia Toraja, especially in the English Education Study program, learners who enroll will

increase even more and also if there are deficiencies in the results this can be a note and improvement for the Christian University of Indonesia Toraja MBKM program, especially in the English Education study program.

D. Academic Guidance

1. Definition of Quality

According to Hansen and Mowen (2011), quality in English means “Quality is a relative measure of goodness”. This definition implies that quality is a level of excellence or a relative measure of goodness. When a quality is included in the framework of education, then the framework used is also still plural, one example is that there are those who use the term Quality. That is used is also still plural, one examples that there are quality those who states that quality of education is the ability of educational institutions. Education institutions in managing operationally and efficiently to the components related to the school so as to produce added value to the component according to produce added value to these components according to norms/standards (SNP) that apply. One the other hand there are also those who use another perspective that understanding of the quality of education can be seen from two sides, namely the normative aspects and the descriptive aspects. Descriptive aspects, in a normative sense, the quality of education is determined based on intrinsic and extrinsic consideration (criteria).

Based on intrinsic criteria, quality of education is a product of education that is educated human beings, In accordance with ideal standards. Based on extrinsic criteria, education is an instrument to educate a trained workforce. In the sense of descriptive, quality is determined in its actual state. For example, test

result learning achievement. Thus, quality education is education that education that is able to carry out the process of maturation of the quality of learners who are developed by freeing learners from ignorance, inability, helplessness, dishonesty and from bad morals and faith. From this description it can be concluded that the quality of education is the quality of education that refers to inputs, processes, outputs, and impact.

2. Academic Quality

According to Durkin, K. (1995), quality in learners refers to attributes or characteristics that describe the level or degree of excellence in term of learning, academic achievement, personal development, skills, attitudes, and values possessed by a learner. In this study. According to Nea (2020) and partnership (2020) as the four C's skills, there are four competencies that must be mastered by learners, namely the 1). Ability to think critically (critical thinking and problem solving), and problem solving, 2). Communication (Communication), 3). Collaboration (collaboration), 4). Creativity and innovation (creativity/innovation).

researcher will observe how the academic quality of learners after participating in the MBKM program, namely student exchange, internship and teaching assistance. The academic quality in question is the academic achievement of learners, problem solving skills, skill development, motivation and independence learning, especially in English, career adaptability, leadership, creativity and collaboration.

Furthermore, academic is a term that refers to the activities and processes of learning, research, and development of knowledge in educational institutions.

Academics are usually obtained from educational Institutions such as colleges, universities and research institutes. As for what academic is, actually refers to efforts to acquire and disseminate scientific knowledge. This knowledge is based on theories that have been tested. So it can be said that academics are person`s ability to master knowledge that has been tested. So that can be measured, either through a value commonly called academic achievement. Meanwhile, academic education is higher education that is oriented towards mastering and developing certain knowledge. So if put together with quality, it can be interpreted that academic quality is an increase in the level of a person`s ability to master knowledge that has been tested.

3. Differences in academic quality between learners who participated in the MBKM program and those who did not participate in the program.

According to Joko Kuncoro, Agustin Handayani, Titin Suprihatin (2022) from the journal. There are several differences in the academic quality of learner who have participated in the MBKM program and those do not, which can be seen in.

- a. Academic Achievement, Learners who participated in the MBKM program to tend to show higher academic achievement compared to those who do not participate in the program. This is because learners involved in the MBKM programs have the opportunity to deepen knowledge in their field of study, develop critical skills, and hone problem – solving abilities. Through research projects or other academic

programs, learners can explore topics that interest them and can produce quality.

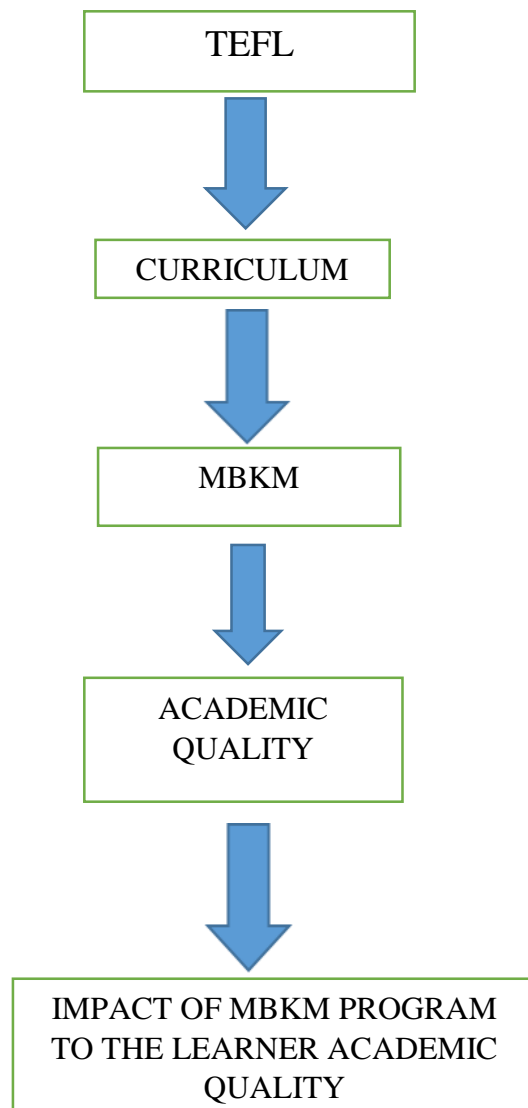
- b. Concepts Understanding, Learners who participated in the MBKM program tend to have a deeper understanding of concepts in their field of study. Through the MBKM program, they can gain additional knowledge that they have not gained in the regular curriculum. Thus, they have a better understanding of key concepts and their applications.
- c. Participation in Extracurricular Activities, Learners in MBKM programs often have more active participation in extracurricular activities at the university. This could include student clubs and organizations, seminars or conferences, student programs, and social projects. Through this active participation, learners can hone non – academic skills such as leadership, communication, teamwork, and time management. All of these can contribute their personal development and improve their academic quality.

4. Teaching English as a Foreign Language (TEFL)

According to Hindi (2012) Teaching English as a Foreign Language it refers to the practice of teaching the English Language to non – native speakers who live in countries where English is not the primary language. The main objective of TEFL is to help learners develop their English language skills, including speaking, listening, reading, and writing, so that they can use the language in various settings.

In the context of Teaching English as a Foreign Language (TEFL), the implementation of MBKM program, can also have an impact on learner academic quality. Such as, a). Curriculum Flexibility, choose courses relevant to TEFL, including English language teaching, applied linguistics, or English literature to enhance their understanding, b). Cross – curricular Course, take courses from other study programs that can enrich TEFL knowledge, c). Participation in International programs, through MBKM, learner can participate in student exchange programs or internships abroad to improve their English competency and gain teaching experience in an English speaking environment, d). Soft Skills Development, MBKM program encourages skills development including, leadership, creativity and innovation. Learners can use this opportunity to strengthen the communication and leadership skills needed in teaching foreign languages.

1.3. Theoretical Framework



Teaching English as a Foreign Language (TEFL) plays an important role in designing curriculum that meet student needs in learning a foreign language. Teaching English as a Foreign Language (TEFL) has a close relationship with the curriculum. A good curriculum must pay attention to teaching methods, learning materials and evaluation in accordance with the objectives of foreign language teaching. The Merdeka Belajar Kampus Merdeka (MBKM) program is a program that allows learners to design their own educational curriculum. In the context

TEFL, learners can choose courses that are relevant to foreign language teaching and design learning programs that suit their needs as prospective foreign language teachers. Academic Quality can be affected by the MBKM program through increased flexibility in choosing courses that suit individual interest and needs. By allowing learners to design their own curriculum, MBKM programs can help improve learners academic quality by allowing them to focus on areas interest.

In this research, Exploring the Impact of MBKM program to the Leaners Academic quality can reveal how the program can can have an impact on academic achievement, motivation and independence learning, skill development, leadership skill, critical thinking skills and student engagement. The results of this research can be expected to provide insight into the impact of how the MBKM program in improving the academic quality of learners, especially in the context of foreign language.