

# The Implementation of the Kampus Merdeka Program in the Fakultas Bahasa dan Seni Unimed

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**Abstract.** The students of the Fakultas Bahasa dan Seni of Unimed can take 8 learning activities outside the study program that can be taken by in participating in the Kampus Merdeka Program derived from Permendikbud No. 3 of 2020 Article 15 Paragraph (1) Following up on the Kemendikbud Program, Unimed has set up technical instructions for its implementation through the Peraturan Rektor Unimed Number 0362/UN33/PRT/2020 concerning Implementation of Free Learning at Universitas Negeri Medan. The purpose of this study is to illustrate the implementation of the Kampus Merdeka Program which was carried out at Fakultas Bahasa dan Seni Unimed for 1 year starting from March 2020 until May 2021. The study conducted by using descriptive method through documentation studies of activities and also conducting surveys to students to assess the effectiveness of the implementation of these activities. The results of this study indicate that out of the 8 Kampus Merdeka activity programs, there are 2 activities that were carried out independently (through the MoU Fakultas Bahasa dan Seni Unimed with other state universities and by the Ministry of Education and Culture. These activities are: 1) Teaching program at school which is attended by 161 students and 8 field supervisors, and 2) Inbound student exchange program which is attended by 378 students and 357 outbound students. Meanwhile, activity 3) The Community Service Program in the Village was attended by 921 students. This activity was carried out independently by Unimed, and 4) Job training in industry which was attended by 35 students of Indonesian language and art Study Program. Moreover, derived from a survey conducted to students who participated in the Kampus Merdeka program, they stated that they were very happy because they had a different learning experience from what had been carried out in the study program.

**Keywords:** Kampus Merdeka, student exchange, Fakultas Bahasa dan Seni UNIMED.

## 1 Introduction

The implementation of the Merdeka Belajar Program at Universitas Negeri Medan is carried out in accordance with University policy through the Medan State University Rector Regulation Number 0362/UN33/PRT/2020 concerning the Implementation of Independent Learning at Medan State University. In its implementation at the study program level, the Rector's Regulation regarding Freedom of Learning is used as the basis for drafting academic regulations at the faculty level, including at the Fakultas Bahasa dan Seni.

As previously known, Merdeka Belajar is a program from the Ministry of Education and Culture as stated in Permendikbud No. 3 of 2020 that relate to the Standards of National Higher Education which is in Article 18 it is mentioned that to accomplish the learning period

and load for undergraduate or applied undergraduate students, the fulfillment can be carried out through: 1) pursuing the whole learning process in the study program at the university based on the period and study load; and 2) participate in the process of learning through the study program to accomplish part of the time and learning load and the rest follow the learning process outside the study program. The main objective of the Independent Kampus Merdeka Belajar Program is to create graduates who will later become superior and useful human resources for the Republic of Indonesia. As also confirmed by [1] who explained that with an Kampus Merdeka, graduates who have knowledge and technology are created.

Assorted forms of learning activities outside the study program/college, including: 1) conducting job trainings/work practices in manufacturing or other fields, 2) accomplishing the projects of community service in rural places, 3) lecturing in the units of education, 4) participating in exchanges students, 5) carrying out the study, 6) carrying out the activities of entrepreneurship, 7) creating the independent studies/projects, and 8) taking part in the programs of humanity. All these activities must be carried out with the guidance of the lecturer. Thus, the Kampus Merdeka program is expected to provide the experiences of field contextual in which the student competence will be improved as a whole, be ready to work, or create new jobs [2].

The process of learning in the Kampus Merdeka Program is one part of the most crucial manifestations of the students centered learning. Learning in the program challenges and opportunities are provided for the development of innovation, creativity, capacity, personality, and the students' needs, as well as developing independence in searching and finding knowledge through realities and field dynamics such as the requirements of ability, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

The students' hard skills and soft skills will be formed strongly, By conducting a well-designed and well-implemented independent learning program [2].

Creating the learning process in higher education be more independent and elastic is one of the keys to the success of implementing the Kampus Merdeka policy is so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of universities [3]. In this case, the study program seeks to develop a curriculum by adjusting to the times and producing alumni who are ready to work in accordance with the expected learning outcomes [4]. Education in independent learning supports the realization of intelligence through assorted improvements and equity in the quality of education, expansion of access, and relevance in the application of technology so as to be able to realize world-class education derived from collaboration, communication, critical thinking, and creative skills [5].

Related to that, a number of scientific studies regarding the Merdeka Belajar-Kampus Merdeka policy have been published, both in the form of journal articles and papers in proceedings, such as [6], [7], [8], [9], and [10]. These assorted studies describe the implementation and success as well as problems that arise from the implementation of the Kampus Merdeka program at their respective higher education institutions. Moreover, this article aims to describe the implementation of the independent learning program at the Faculty of Languages and Arts, both independently and through program activities carried out by the Ministry of Education and Culture-Dikti. In the implementation of the program, there is a connection between the Kampus Merdeka Belajar material and all the potential in all sectors so that it can explore regional advantages so that this becomes the strength of the study program [11].

## **2. Review of Literature**

### **2.1 Merdeka Belajar Program of Kemendikbud-Dikti**

In terms of philosophical theory, the program of independent learning can be classified as belonging to the progressive philosophy of progressivism. The concept of independent learning has the same way and target as the progressive school of education philosophy concept of John Dewey [12]. Both of them have the concept of self regulating and elasticity for institutions of educations in order to investigate the potential of the students to the fullest based on their interests and talents.

Moreover, it was also explained that the freedom of learning is one of the concrete solutions to overcome the problems of education that are so complete. Moreover, the independent learning policy initiated by the Minister of Education and Culture-Dikti has relevance to the development of character education as previously initiated by Ki Hajar Dewantara [13].

The success of the Kampus Merdeka Program initiated by the Ministry of Education and Culture-Dikti is very dependent on the lecturers/teachers who guide students in carrying out the program. Teacher plays a key role in the successful implementation of any learning approach. As a result, teachers must continue to improve their competence in assorted fields of expertise, especially technology [14]. It was found that a relevance is exists between Kampus Merdeka and the teachers' proficiency in the 4.0 era [10]. The aspect of the Kampus Merdeka policy is in line with the Experiential Learning Theory that can be able to support the achievement of teachers' proficiency in the 4.0 revolution era.

### **2.2 Activities Forms in the Merdeka Belajar Program**

The form of activities in the Kampus Merdeka program that will be implemented in this study, consists of eight (8) Several activities which are based on the MBKM Guidelines of the Ministry of Education and Culture. Derived from Permendikbud No. 3 of 2020 Article 15 paragraph 1, the form of learning activities can be carried out inside and outside the Study Program which are included: 1) Performing job trainings or work practices in the manufacturing or other workplaces, 2) Accomplishing community service projects in rural areas, 3) teaching in educational units, 4) participating in student exchanges, 5) conducting study, 6) conducting entrepreneurial activities, 7) making independent studies/projects, and 8) participating in humanitarian programs. All these activities must be carried out with the guidance of the lecturer. Thus, the Kampus Merdeka program is expected to provide field contextual experiences that will improve student competence as a whole be ready to work, or create new jobs [2]. The eight forms of activity are described as follows.

#### **a. Students' Exchange**

The students exchanges are held to form several students attitudes as demanded in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, they are valuing the diversity of cultures, sights, religions, and beliefs, and also the opinions or original findings of others; and work together and have social sensitivity and concern for society and the environment.

#### **b. Job training /Work Practice**

The objectives of the job training program include: Job training program 1-2 semesters, providing sufficient valuable moments to the students, direct learning in the workplace (experiential learning). Along the job training, the students will gain hard skills (skills,

complex problem solving, analytical skills, etc.), as well as the soft skills (professional/work ethics, communication, collaboration, etc.).

#### c. Teaching Assistant

It is known that the number of education units in Indonesia is very large and there are assorted problems either in formal, non-formal or informal units of education. The activities of earning in the teaching assistance form are carried out by the students in the units of education including the level of elementary, middle, and high schools. Teaching practice at school can be located in urban or remote areas.

#### d. Study/Research

For students who have a passion for being researchers, freedom of learning can be applied in the study activities forms at study institutes/study centers. The students can develop their critical thinking through studying. This means something that is needed for assorted scientific groups at the higher education level. By having the ability to think critically, they will be able to investigate, comprehend, and be able to perform several study methods much better. It is the students' dreams to do a job training in a study center laboratory which is meant for the students who have an interest and desire to work in the study field. Moreover, the laboratories/study institutes sometimes lack of study assistants when they work on short-term study projects (1 semester 1 year).

#### e. Humanitarian Project

Universities have so far assisted a lot which are related to the disasters by performing several humanitarian programs. So far, student involvement is voluntary and only short term. In addition, many international institutions (like UNESCO, UNICEF, WHO, etc.) have performed several studies deeply and created the development of pilot projects in some developing countries including Indonesia. The students who have young souls, scientific competencies, and interests may take part in foot soldiers in humanitarian and other development projects either in Indonesia or abroad.

#### f. Entrepreneurial Activities

Derived from the Global Entrepreneurship Index (GEI) in 2018, Indonesia only scored 21% of entrepreneurs from assorted fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to study from the IDN Study Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. But it is unfortunate that so far the entrepreneurial potential for the millennial generation has not been succeeded properly. The Kampus Merdeka policy promotes the improvement of the students' entrepreneurial interests by giving several appropriate learning activities programs.

#### h. Independent Study/Project

Students have a passion for realizing great works that are contested at the international level or works of innovative ideas. Perfectly, the independent studies/projects are accomplished to balance the curriculum that have already taken by the students. Colleges or faculties can also create several self-sufficient studies to finish the topics that are not included in the class schedule but are still obtainable in the syllabus of the study program or faculty. The activities of self-sufficient project can be accomplished in the form of cross-disciplinary group work.

#### i. Building a Thematic Real Work Lecture at Villages

The Thematic Real Work Lecture (KKNT) is a form of education that offers learning experiences for students to live in the community outside the campus, which straightforwardly together with the community identify potentials and face the problems in order to make them expected to be able to expand and formulate any solutions for the problems in the rural areas as well as regional potential.

### 3. Method of Study

This study uses a descriptive method that is describing the implementation of the Independent Learning Program which was carried out in ten study programs at Fakultas Bahasa dan Seni-Unimed. In addition, this study also wants to see what the perceptions of students who follow the independent learning program are like. The respondents were 50 students of the Fakultas Bahasa dan Seni-Unimed. Data analysis technique is done by quantitative descriptive. The data analysis using the percentage of student response questionnaires obtained is calculated derived from a Likert scale with the following information:

$$\text{Persentase Respon} = \frac{\text{Jumlah skor}}{\text{Skor maks}} \times 100\%$$

The results of these proportions are converted into qualitative data with the criteria as shown in table 1 below.

**Table 1.** Student Response Criteria

Student Response Interval	Criteria
$80\% \leq \text{Na} < 100\%$	Very Positive
$60\% \leq \text{Na} < 80\%$	Positive
$40\% \leq \text{Na} < 60\%$	Pretty Positive
$20\% \leq \text{Na} < 40\%$	Less Positive
$\text{Na} < 20\%$	Very Less Positive

The students' response data results are tested if the percentage of the response is 61%, then the implementation of the Independent Learning Program at language and art faculty of Unimed can be regarded as a positive response.

### 4. Study Results and Discussion

#### 4.1 Implementation of the Kampus Merdeka Program at FBS Unimed

The implementation of the Independent Learning Program at the Fakultas Bahasa dan Seni follows the guidelines issued by the Ministry of Education and Culture and also the Unimed Chancellor's Regulation on the Implementation of the Independent Learning Program at the Universitas Negeri Medan. The study program that will implement the program, is required to: (a) compile or adapt the curriculum to the implementation model of an Kampus Merdeka, (b) facilitate students who will take cross-study learning within college, (c) offer courses that can be taken by students outside the university study programs and outside universities and their requirements, (d) conduct the equivalence of courses with learning activities outside study programs and outside universities, and (e) if there are courses/credits that have not been fulfilled from learning activities outside study programs and outside universities, alternative online courses are prepared. For the students, they must (a) plan together with their academic supervisor to identify the courses/programs that will be taken outside the study program, (b) register for activities outside the study program, (c) complete the requirements for activities outside the study program, including participating in the selection if any, and (d) participate in a program of activities outside the study program in accordance with the provisions of existing academic guidelines. Finally, for partners, they

must (a) make a cooperation document (MoU/SPK) with the PT/faculty/study program and (b) carry out an activity program outside the study program in accordance with the provisions contained in the cooperation document (MoU/SPK).

#### a. Students Exchange

Through student/independent student exchanges, students who take part in this program get a semester credit system (SKS) of a maximum of 20 credits at partner universities. In this case, Fakultas Bahasa dan Seni Unimed has collaborated with several university partners, including: UNP (Universitas Negeri Padang), UNJ (Universitas Negeri Jakarta), UNNES (Universitas Negeri Semarang), UM (Universitas Negeri Malang), UNESA (Universitas Negeri Surabaya), UNM (Universitas Negeri Makasar), and UNS (Universitas Sebelas Maret Surakarta). The partnership is run through student exchanges with inbound and outbound schemes. The number of students outside of Fakultas Bahasa dan Seni Unimed who took part in this activity were 378 students (inbond) who participated in inbound activities and 357 students of Fakultas Bahasa dan Seni Unimed (outbound). The description of student data distributed from 10 Study Programs at FBS Unimed is explained in the following table.

**Tabel 2.** Distribution of Number of Students Participating in the Student Exchange Program (Inbond)

Study Program	UNP	UNJ	UNY	UNNES	UM	UNESA	UNM	UPI	UNS	Jlh
Pend. Bahasa dan Sastra Indonesia	30	23	0	30	0	0	0	0	84	167
Sastra Indonesia	60	0	40	0	0	0	0	0	0	100
Pend. Bahasa Inggris	36	0	0	0	0	0	0	0	0	36
Sastra Inggris	5	7	0	0	0	0	0	0	0	12
Pend. Bahasa Jerman	0	0	0	0	4	5	0	0	0	9
Pend. Bahasa Prancis	0	0	0	6	0	0	0	0	0	6
Pend. Seni Rupa	0	0	0	0	3	0	0	0	0	3
Pend. Musik	16	0	0	0	0	0	0	0	0	16
Pend. Tari	5	0	0	0	9	0	0	0	0	14
Seni Pertunjukan	0	0	0	0	9	0	6	0	0	15

**Tabel 3.** Distribution of Number of Students Participating in the Student Exchange Program (Outbond)

Study Program	UNP	UNJ	UNY	UNNES	UM	UNESA	UNM	UPI	UNS	Jlh
Pend. Bahasa dan Sastra Indonesia	15	20	0	47	0	0	0	0	74	156
Sastra Indonesia	58	0	43	14	0	0	0	0	0	115
Pend. Bahasa Inggris	18	0	0	10	0	0	0	0	0	28
Sastra Inggris	10	5	0	0	0	0	0	0	0	15
Pend. Bahasa Jerman	0	0	0	0	9	5	0	0	0	14

Pend.Bahasa Prancis	0	2	0	5	0	0	0	0	0	7
Pend.Seni Rupa	1	0	0	0	3	0	0	0	0	4
Pend. Musik	0	0	0	0	0	0	0	0	0	0
Pend. Tari	4	0	1	0	9	0	4	0	0	18
Seni Pertunjukan	0	0	0	0	0	0	0	0	0	0

Meanwhile, the number of FBS lecturers who participate in the student exchange program as lecturers for courses can be seen through the data in the following table.

**Tabel 4.** Distribution of Number of Lecturers Participating in the Student Exchange Program (Inbond)

Home University	amount
Universitas Negeri Makassar	2
Universitas Negeri Malang	4
Universitas Negeri Padang	11
Universitas Pendidikan Indonesia	1
Universitas Negeri Jakarta	4
ISI Padang Panjang	2
Institut Seni Budaya Indonesia (ISBI) Aceh	1
Universitas Negeri Semarang	4
Universitas Sebelas Maret	1
University of Malaysia Pahang	1
Universitas Sultan Ageng Tirtayasa	1
Universitas Sriwijaya	1
Universitas Andalas	1
Universitas Negeri Yogyakarta	2
Universitas Negeri Surabaya	1
Amount	37

**Tabel 5.** Distribution of Number of Lecturers Participating in the Student Exchange Program (Outbond)

Origin of Study Program	amount
Pendidikan Bahasa dan Sastra Indonesia	5
Sastra Indonesia	7
Pendidikan Bahasa Inggris	6
Sastra Inggris	3
Pendidikan Bahasa Jerman	1
Pendidikan Bahasa Prancis	1
Pendidikan Seni Rupa	1
Pendidikan Musik	2
Pendidikan Tari	1
Seni Pertunjukan	1
Amount	28

## b. Teaching Campus

Prior to the introduction of the Kampus Merdeka Program, as LPTK Unimed had carried out lecture activities in the form of teaching assistance as known through PPL (Field Introduction Practice) courses and in 2018 it was known as PLP (Introduction to School

Fields) which was defined as 6 credits. This article specifically describes the 2020 class 1 teaching campus program carried out by the Ministry of Education and Culture-Dikti. The teaching program at the school was attended by 161 students and 8 field supervisors.

Derived from the distribution of the data above, it seems that the enthusiasm of the academic community of the Faculty of Languages and Arts in responding to the Ministry of Education and Culture's Policy that is the Kampus Merdeka Program is very high. As the data disclosed above, as many as 161 students and 8 lecturers passed the selection of participants for the campus teaching program. The following is the distribution of the number of students based on the study programs that pass the selection.

**Tabel 6.** Amount of FBS Unimed Students Participating in the Teaching Campus Program

<b>Origin of Study Program</b>	<b>Amount Received</b>
Pendidikan Bahasa dan Sastra Indonesia	61
Sastra Indonesia	0
Pendidikan Bahasa Inggris	33
Sastra Inggris	0
Pendidikan Bahasa Jerman	12
Pendidikan Bahasa Prancis	23
Pendidikan Seni Rupa	0
Pendidikan Musik	15
Pendidikan Tari	14
Seni Pertunjukan	3
Amount	161

**Tabel 7.** Amount of FBS Unimed Lecturers Participating in the Teaching Campus Program

<b>Origin of Study Program</b>	<b>Amount Received</b>
Pendidikan Bahasa dan Sastra Indonesia	0
Sastra Indonesia	0
Pendidikan Bahasa Inggris	0
Sastra Inggris	0
Pendidikan Bahasa Jerman	2
Pendidikan Bahasa Prancis	0
Pendidikan Seni Rupa	0
Pendidikan Musik	3
Pendidikan Tari	3
Seni Pertunjukan	0
Amount	8

In addition, of Unimed has also implemented an Indonesian student exchange program (Permata Kampus Merdeka) in collaboration with assorted state universities in Indonesia. This activity is carried out online through synchronous and asynchronous methods (via learning management system [elearningfbs.unimed.ac.id](http://elearningfbs.unimed.ac.id)).

In addition to these two programs, Fakultas Bahasa dan Seni Unimed also conducts community service activities in villages spread across North Sumatra Province and job training s in industry for non-educational study programs, such as English Literature, Indonesian Literature and Performing Arts Study Programs. These two activities have been carried out prior to the launch of the Kemendikbud-Dikti Kampus Merdeka Program. As a result, these two activities are not described in this article.

#### **4.2 Students' Perception**

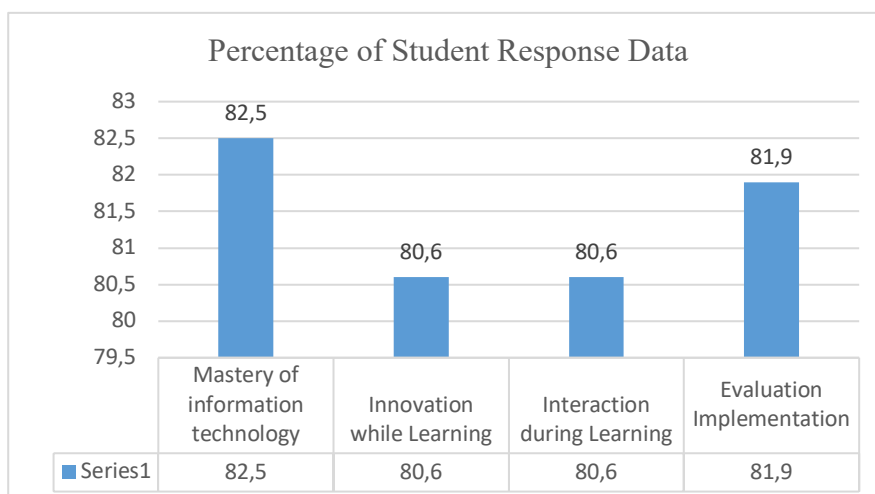


A response or feeling of the students after participating in learning is called as a perception. The response means any reaction or responses that are accepted or rejected, as well as a lack of interest to what is conveyed by the communicator in the message [15]. Questionnaires trace the students' responses by filling out after they took part in the Kampus Merdeka Program, particularly the students' exchange activities. In this study, the students' responses consisted of 4 criteria, they are the teacher IT mastery, learning implementation innovation, learning interaction, and learning evaluation.

The results of the student response questionnaire about IT mastery by lecturers and students showed an average score of 4.12 with a percentage of 82.65% being in the very positive category. The students and lecturers responded quickly to online learning are 85%. Based on the responses which gained a total of 80.5% related to the availability of learning assistance services in online learning was in good category. The outcomes of the students' responses which are related to the implementation of open learning resources in conducting assorted tasks gained an average score of 4.42 in very positive category with 82.5 of achievement percentage.

The outcomes of the students' responses to the features usage in online learning used by lecturers proved 4.05 as average score with 81.06 percentage which is in the very positive category. Related to the online learning strategies usage, a total of 4.17 responded that had varied with 83.5 in percentage, so it could also be categorized that the students' responses in this category were also very positive. The outcomes of the students responses that are related to the task explanations during online learning obtained 4.07 in average score with a very positive category and with 81.4 in percentage. The reflection category at the end of the lesson also gained a very positive category with 4.07 average score and 81.4 in percentage. Moreover, the test system usage in online learning technology that is used interactively obtains 4.05 average score with a very positive category and with 81.9 in percentage.

Derived from the analysis of the student responses in the implementation of the Kampus Merdeka Program student exchange activities, it can be concluded that the mastery of IT lecturers and students was 82.5%, online learning implementation innovation was 80.6%, online learning interactions was 80.6%, and learning evaluation online was 81.9%. Overall, it proved that the students' response to the implementation of the Kampus Merdeka program is 81.6% with a very positive category and it can be seen as the following graph 1.



#### Chart 1. Percentage of Student Response Data

Derived from this investigation, it can be concluded that to the implementation of the Kampus Merdeka Program, the students responded in a very positive way which was held at Fakultas Bahasa dan Seni Unimed. This proves that learning in the program may improve the students learning motivation and increases the knowledge of concepts and skills from the standard of proficiency achievement in the subjects taught by the college lecturers. There are also assorted obstacles undoubtedly in the implementation of the program. The assorted obstacles were achieved which were derived from the outcomes of the study interviews with several respondents. Some of the hindrance that they faced are the internet network disturbances indeed and that are still being faced. The assorted programs are generally carried out and still run online because the atmosphere of the Covid-19 Pandemic has not yet ended.

### 5. Conclusion

The outcomes of this investigation prove that of the 8 Kampus Merdeka activity programs, there are two activities which carried out through the Kemendikbud-Dikti program. Meanwhile 2 other activities have been carried out prior to the Kampus Merdeka Program, they are: 1) Teaching program in schools attended by 161 students and 8 lecturers, and 2) Inbound student exchange program which was attended by 378 students and 357 outbound students. Meanwhile, activities of 3) The Community Service Program in the Village was attended by 921 students. This activity was carried out independently by Unimed, and 4) Job training in industry was attended by 35 students of the Indonesian Literature Study Program, and this activity was also carried out before the launch of the Kemendikbud-Dikti Kampus Merdeka Program. Moreover, derived from this investigation, we can view that the students responded in a very positive way to the implementation of the Kampus Merdeka Program which was held at language and art faculty of Unimed. This indicates that learning in the program improves the student learning motivation and increases knowledge of ideas and skills from the standard of proficiency achievement in the subjects taught by the lecturers.

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