UNCOVERING THE EXPERIENCES AND CHALLENGES OF EFL LEARNERS IN MBKM PROGRAM

Alfian Alfian[1*], Eliza Trimadona[2], Noprival Noprival[3] Idea Berliana[4]
[1]alfian@uinjambi.ac.id [2]elizatrimadona@uinjambi.ac.id [3]noprival@unja.ac.id
[4]ideaberliana01@gmail.com

[124]UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI
[3]UNIVERSITAS JAMBI

ABSTRACT

Despite existing research on the implementation of the Independent learning- independent campus (MBKM) program, limited attention has been given to the experiences of EFL learners participating in the student exchange and entrepreneurship programs. To fill this gap, this study aims to explore the perceptions and experiences of EFL learners participating in the MBKM program. Utilizing a case study design, data were gathered from four EFL learners at a university in Indonesia. Interviews were conducted, and the data were analyzed using thematic analysis aided by computer-assisted qualitative data analysis software (CAQDAS), MAXQDA. The findings reveal that the EFL learners exhibited a highly positive attitude toward the program. The findings also indicated that the EFL learners perceive the MBKM program favorably due to its diverse benefits, including opportunities to study at other universities and entrepreneurship skill development. Challenges identified include issues related to fund distribution from the government, as well as culture shock and homesickness. This study informs policy and practice to enhance support for MBKM participation and maximize its benefits.

Keywords: EFL learners, Experience, MBKM, Perception, Student exchange

A. INTRODUCTION

The Independent Learning Independent Campus (referred to as MBKM herein) policy, promulgated by the Ministry of Education and Culture under Permendikbud Number 3, 2020, addresses the imperative for graduates to acquire diverse skills and competencies necessary to thrive in the era of Industry 4.0 and Society 5.0 (Junaedi, 2020; Yunida et al, 2022; ; Widodo, 2021). MBKM serves as a response to the challenge universities face in aligning learning curricula with the evolving demands of the business world and industry (Arifin & Muslim, 2020; Baharuddin, 2021) This policy facilitates student participation in fieldwork programs, such as entrepreneurship, teaching, and community service (KKN), alongside opportunities to undertake one semester of study at another institution (Junaidi et al., 2020) Among these, student exchange and entrepreneurship programs emerge as particularly popular choices among students. However, participation in these programs is

subject to a registration and selection process, resulting in limited access for all students. Given these dynamics, there is a need for research aimed at elucidating the experiences of students engaged in MBKM programs, underscoring the necessity for further investigation in this domain.

The growing body of research on the MBKM program has been available since its implementation. Several studies have adopted a library research approach, sourcing data from journal articles, magazines, and newspapers (Asiah, 2021; Baharruddin, 2021; Priana et al., 2020). Concurrently, other investigations have delved into diverse facets of MBKM across various universities and disciplines (Firmantoro & Supendi, 2023; Haryanto, 2022; Mukhlis, et al., 2023). For instance, Mukhlis et al., (2023) in their research revealed that organizational culture significantly influenced MBKM implementation, particularly in fostering innovation, risk-taking, attention to detail, outcome orientation, and team orientation. In a separate study, Putri & Astutik (2023) scrutinized MBKM implementation at a university, highlighting successful adaptation to the MBKM curriculum, evidenced by student engagement in teaching assistantships and industrial apprenticeships. Similarly, research by Sudianto et al. (2023) underscored how MBKM implementation facilitated the development of information systems, streamlining administrative processes, and enhancing data management capabilities.

Despite the burgeoning research on MBKM programs, which offers valuable insights into its implementation and effects on students and universities, a noticeable gap persists in the literature regarding the experiences and challenges encountered by English as a Foreign Language (EFL) learners engaging in student exchange and entrepreneurship initiatives within the MBKM framework. There is a dearth of empirical investigation specifically addressing the unique experiences, challenges, and obstacles confronted by EFL learners participating in such endeavors. Understanding the experiences and challenges of these students holds significance for enhancing teaching practices (Albar et al., 2023). While existing literature may touch upon aspects of student exchange or entrepreneurship within MBKM, a specific examination of the EFL learner perspective is lacking.

Moreover, evidence from previous studies suggests that EFL learners may encounter language barriers, cultural differences, and pedagogical challenges during their participation in MBKM programs, there is a dearth of research providing in-depth insights into these specific issues. Therefore, there is a clear need for empirical studies that delve into the unique experiences, challenges, and obstacles, experienced by EFL learners in navigating student exchange and entrepreneurship programs within the MBKM framework. Thus, the main purpose of this research is to explore the experiences and the challenges encountered by University EFL learners in participating student exchange and entrepreneurship program of the MBKM program. Understanding the nuanced experiences of EFL learners is crucial for informing policy and practice to support their participation better and maximize the benefits of MBKM initiatives. Such research would also contribute to enhancing the inclusivity and effectiveness of MBKM initiatives for a diverse student population.

1. Independent Learning Independent Campus (MBKM) Policy
Independent Learning Independent Campus (MBKM) is a policy issued by the Ministry of Education and Culture of Indonesia based on Permendikbud Number 3 of 2020 concerning National Higher Education Standards. This program aims to bridge the gap between higher education graduates and the demands of the business world and industry, aligning academic

learning with practical needs (Junaidi et al., 2020). MBKM was designed to address the challenges faced by graduates in acquiring the skills and competencies required to compete in the era of Industry 4.0 and Society 5.0 (Junaidi, et al., 2020; Widodo, 2021). The program also serves as a response to the need for universities to synchronize their curricula with the dynamic demands of industries (Baharuddin, 2021)

The MBKM program includes several types of activities including the program emphasizes the development of skills and knowledge that are relevant to the changing needs of society. It includes activities such as teaching assistantships, industrial apprenticeships, research, and community service, Teaching campuses, Indonesian International Student Mobility Awards (IISMA), Independent Student Exchanges, building Villages (Thematic KKN), Humanitarian and Research Projects (Utami, et al. 2023; Junaid et.al., 2020). Related to studying in another university which is popular with student exchange program, the students are allowed to choose what they will learn (Baharuddin, 2021). Specifically, students are allowed to study outside the study program as many as 20 credits in their universities. This means that students will choose what courses are following the demands of the times and the world of work. Furthermore, students are also given the freedom to take part in programs outside their study program by choosing one of 8 MBKM programs according to their wishes, namely student exchanges, Work Practices in the business and industrial world, teaching activities, conducting research, humanitarian projects, entrepreneurial activities, independent studies/projects, Thematic community service (Dikti, 2020).

2. MBKM and Learning Theory

Judging from the MBKM program and guidelines, the goal is to develop students' creativity, capacity, personality, and needs, as well as develop independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Junaidi, et. al., 2020). Seeing from this goal, the MBKM program is closely related to the principles of humanistic learning, namely learning how *to learn,* independent learning, self-motivation, and affective education (Susilawati, 2021). Another opinion states that the concept of independent learning has the same direction and goals as the concept of John Dewey's progressive educational philosophy (Mustaghfiroh, 2020). Mustagfiroh (2020) emphasized that John Dewey's school of progressivism philosophy is based on the realization of changes in educational practices towards a more advanced, quality and modern direction quickly and provides real benefits for students facing life problems in the future according to the times. Thus, MBKM has the concept of independence and flexibility for educational institutions to explore the potential of students optimally following their interests and talents in line with the flow of progressivism.

In line with the learning theory, the MBKM program is suitable with the learning model in the industrial era 4.0 and society 5.0. The industrial era 4.0 is the era of how technologies such as artificial intelligence, autonomous vehicles, the internet merge and affect the physical life of people (Ahmadi & Ibda, 2019). To face this, it requires appropriate learning model, DIKTI Kemendikbud RI (2020) in the book "Independent Study Guide-Independent Campus" has offered a learning model, *experiential learning. This Experiential Learning* in the objectives of the Merdeka Belajar-Kampus Merdeka policy is implemented by offering 8 learning activities outside the university. In addition to *the experiential learning model, Blended Learning* is a 21st century learning model recommended by DIKTI and DIKTIS. *Blended learning* can be interpreted as a learning process that utilizes a variety of approaches.

Several studies on the implementation of MBKM have been conducted by previous researchers (Asiah, 2021; Baharruddin, 2021; Firmantoro & Supendi, 2023; Haryanto, et al., 2022; Kustriyono et al, 2020; Muklhis et al., 2023; Priana et al 2020; Putri & Astutik, 2023; Sudianto et al., 2023; Sudaryanto et al, 2020; Yamin & Syahril, 2020). These studies have different focuses. For example, research conducted by Baharuddin (2021) with a research focus on the implementation of MBKM on the curriculum in the study program. His research uses *library research methods*. The results of his research show that the Study Program carries out planning, learning processes, assessments, and evaluations in curriculum development to adapt policies. This is in line with the research of Sabudu, et al (2023) who analyze independent learning curriculum management model at Manado State University.The findings indicated that the independent curriculum management model at Manado State University has been implemented according to management functions, namely planning, organizing, implementing and evaluating.

Another relevant research was conducted by Asiah (2021) with the aim of research to determine the legal basis of MBKM policies and implementation of MBKM policies at the Faculty. By conducting observations, interviews and document studies, the results of his research show that first, the legal basis and objectives of providing good education have been adjusted in the MBKM policy. Second, the implementation of MBKM policy in the Study Program has been prepared in the form of a curriculum based on the MBKM Guidebook. The results of his research also show that MBKM runs well with the fulfillment of student learning rights for 3 semesters outside the Study Program. In addition, this study also suggests that eight learning activities also run properly. Another interesting thing is that the learning process goes according to the needs of students with innovative learning with varied methods.

The research reviewed above has a major contribution to the understanding of the implementation of the MBKM program in the current curriculum. However, these studies have not yet in detail reviewed and examined experiences and the challenges counter by EFL learners in following the MBKM program. This research will look in depth at the experiences and the challenges of University EFL learners in participating students exchanges and entrepreneurship program of MBKM that the results of this research can be used for the guidelines of a university in arranging the program related to MBKM.

B. METHOD
This study aims to explore the experiences of EFL learners participating in the MBKM program. The research seeks to ascertain the subjective meaning of phenomena from the participants' perspectives, employing a qualitative methodology (Creswell, 2017). Specifically, this investigation delves into the real-life experiences of EFL learners within specific contexts (Turhan, 2019), thus warranting the use of a case study approach. A descriptive case study design was employed, focusing on describing an intervention or phenomenon within its real-life context (Yin, 2018). The study participants consist of four English as a Foreign Language (EFL) learners enrolled at a university in Indonesia, who become English language educators. These individuals were purposively chosen due to their involvement in the MBKM program, student exchange initiatives, and entrepreneurship program. Classified as high-proficiency learners, their selection is based on achieving a Grade Point Average exceeding 3.5 out of 4.00 (Alfian, 2018). Below is the demographic information of the participants.

Table 1. Demographic Information of the Participants

No	Participant	Sex	Year of Study
1	Nia	Female	3.5
2	Cicil	Female	2.5
3	Indah	Female	3.5
4	Aqza	Female	3.5

An interview was conducted with EFL learners from a selected university, serving as the sample for this research. The purpose of the interview was to investigate the students' experiences and uncover any challenges and obstacles encountered during their academic journey. Interviews served as a recommended method of data collection in case study research (Yin, 2018). Additionally, interviews were conducted with students who have participated in the MBKM program to glean insights into their experiences and perceptions. To ensure ethical considerations, all interviewees were provided with information regarding the study's objectives and informed of their voluntary participation, with the option to withdraw at any point. Interviews was conducted in a location preferred by the participants and are expected to last approximately 15 to 30 minutes. Before recording, participants were asked for their consent to record the interview. The collected data underwent thematic analysis, which involved processes such as coding, categorization, and identifying emerging themes (Braun & Clarke, 2006; Fielding, 2008). Additionally, this study employed five analytical techniques recommended by Yin (2018): pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. Several steps were undertaken in the data analysis. Firstly, the interviews were transcribed using *Goodtape* software. Subsequently, qualitative data analysis software, specifically MAXQDA, facilitated the coding process. MAXQDA was used in data analysis because it offers tools for coding, retrieving, and organizing large datasets, ensuring that researchers can maintain clarity and structure throughout their research (Kuckartz & Rädiker, 2021).

C. FINDINGS AND DISCUSSION

This study aimed to investigate the experiences of EFL university students participating in the MBKM program. Through data analysis, several overarching themes emerged, including the structure of the MBKM program, EFL learners' perceptions of MBKM, and challenges encountered during program participation. As outlined by the Ministry of Education and Culture of Indonesia, the MBKM program grants students the autonomy to select courses outside their primary study program, with a maximum credit allowance of 40 at other institutions. Additionally, the MBKM program encompasses various activities, such as certified internships, independent studies, teaching campuses, Indonesian International Student Mobility Awards (IISMA), independent student exchanges, village-building projects (Thematic KKN), humanitarian projects, and research projects (Dikti 2020; Walef et al., 2020). Analysis of interview data revealed that participants primarily engaged in two main programs: student exchange programs, entailing studying at other universities, and entrepreneurship programs.

1. The EFL Learners' Perception of the Program

The analysis of interview findings revealed a notably positive perception among EFL learners regarding the implementation of the MBKM program. This positivity stems from the program's provision of meaningful learning experiences beyond the confines of their university. As exemplified by one participant's statement,

> "I think MBKM is a very good program, because where the student can study outside the program So, that college student when he graduated from college, not only knows learning in the classroom, not only knows theory, but he can know the outside world, Regardless of what theory he learned, but also knowing new things. So, more, I think this is a good thing". (Nia)

This student holds a favorable view of the MBKM program due to its provision of meaningful experiences. Another student also expressed positive perceptions, highlighting the program's numerous benefits. Their favorable outlook suggests an appreciation for the program's offerings and its role in fostering academic and personal development. The experiences cited, such as exposure to different learning environments and interaction with diverse peers, contribute to a holistic understanding of the program's impact on EFL learners. This positive perception underscores the perceived benefits of the MBKM program, providing opportunities for knowledge expansion and collaborative engagement. This finding is consistent with prior research by Anggadini et al. (2022), Astuti & Rosiawan (2022), and Laga et al., (2022), which similarly found positive student perceptions towards MBKM. Such perceptions are indicative of the program's potential for sustained implementation.

Notably, the student exchange program emerges as the most popular choice among MBKM participants. Sponsored by the government, this program facilitates student exchanges among universities with similar study programs. EFL learners contend that participation in the student exchange program enriches their educational experiences, fosters networking opportunities, and exposes them to diverse teaching methods and cultures. Moreover, they highlight the program's advantage of credit transferability between universities. For instance, Cicil, a fifth-semester student, emphasized the enriching experiences and networking opportunities provided by the student exchange program.

> "In Independent Student Exchange, there is a learning experience in terms of academics, namely the learning strategy method is no different and I have gained many friends at the university".

Similar to Cicil, Aqza also chose student exchange to give her opinion about student exchange program which has provide her with a lot of benefits as illustrated in the following interview excerpt.

> " I participated in one of the independent campus programs, namely the independent student exchange where I participated in this program last year. In participating in this program, I had the opportunity to get a lot of 20 credit conversions. I can develop my creativity and desire".

Indah added:

> "through students exchange program, I can meet the people from another region, we can share our culture. So I know the other culture and I think MBKM enrich our network and improve my knowledge about different campus. It is also changing the way I see somethine or change my mindset about something.

Cicil also admitted that MBKM is a very beneficial program because it increases the way of thinking and add a lot of friends. She stated that "in my perception, MBKM program has a lot of advantages for example, it improves our knowledge and develop our networks."

As presented in the data that the EFL learners have gained a lot of experiences from studying in another university including exposure to diverse teaching methods, immersion in a new culture, and the expansion of their social networks through the formation of new friendships, alongside the potential for credit transfer from other institutions, these findings underscore the multifaceted advantages derived from such opportunities. It is evident that these benefits contribute to the development of 21st-century skills, particularly collaboration and communication abilities (Daflizar & Alfian, 2023). These findings are consistent with existing research, which also emphasizes similar advantages such as cultural immersion, enhanced social interaction, and academic progress (Laga et. al., 2022). Off-campus learning activities are noted to enhance competencies in problem-solving, critical analysis, and professional ethics (Laga et. al., 2022). Furthermore, the exposure to different cultures facilitates the cultivation of multicultural understanding, fostering appreciation and respect for diverse cultural backgrounds (Smith et al., 2018). Longitudinal studies have shown that study-abroad experiences often result in increased intercultural competence and improved career prospects (Smith et al., 2018). Thus, while the EFL learners in the present study may not be studying abroad in the conventional sense, their experiences parallel those of students studying in foreign countries, albeit within different regions of Indonesia.

In addition to the student exchange program, another prominent MBKM initiative among students is the entrepreneurship program. This government-designed program aims to enhance students' entrepreneurial skills, thereby bolstering their competence in both soft and hard skills, aligning them with the demands of 21st-century skills and the Industrial Revolution 4.0 (Albar et al., 2023). Analogous to the student exchange program, the entrepreneurship program also yields significant benefits. For instance, it provides students with opportunities to draft proposals, engage in collaborative work, and develop entrepreneurship skills. Nia, a participant in the entrepreneurship program, highlighted these aspects during an interview excerpt.

> "We will propose our business, the university will select if the proposal passes the government will provide the funds for us. It just so happens that we are from different study programs and faculties, and semesters are also different. FKIP, Mas England "Yes, then the other friend is from, two from agriculture, agribusiness, and agro-ecotechnology, then two from economics". we work together for entrepreneurship program".

The entrepreneurship program is very beneficial for the students as it offers a lot of benefits for them as illustrated above. These findings suggest that EFL learners can enhance their entrepreneurship knowledge, broaden their networks, and improve collaboration skills. These results underscore the transformative potential of entrepreneurship education, equipping learners with competencies essential for success in the entrepreneurial landscape. Anggadini et al. (2022) assert that MBKM activities foster collaborative and participatory learning, enhancing analytical and problem-solving abilities. Moreover, Misnawati & Zuraini (2023) note that MBKM implementation enhances learning quality and develops students' soft and hard skills.

Previous research consistently highlights the multifaceted benefits of entrepreneurship education. Fayolle & Gailly (2015) emphasize its role in cultivating entrepreneurial competencies, including knowledge acquisition and networking skills. Similarly, Kuratko et al. (2015) underscore the significance of experiential learning and collaboration in fostering entrepreneurial mindset and skills. Building upon these insights, the present study corroborates the importance of entrepreneurship education by demonstrating its role in enhancing entrepreneurship knowledge, broadening experiences and networks, and improving collaboration skills among EFL learners (Fayolle & Gailly, 2015; Kuratko et al., 2015). This continuity in findings reinforces the value of entrepreneurship education in equipping students with the necessary knowledge and skills for entrepreneurial success. It underscores the need for curriculum development that balances theoretical foundations with practical application and emphasizes the importance of fostering a collaborative learning environment conducive to teamwork, communication, and collective problem-solving skills. Thus, participation in an entrepreneurship program offers EFL learners valuable opportunities for knowledge enrichment, network expansion, and collaboration skill enhancement.

2. The Challenges in MBKM program

The findings concerning the challenges faced by EFL learners revealed that, overall, there were no significant obstacles encountered in participating in the MBKM program. However, one challenge that arose for these learners pertained to the selection process mandated for MBKM enrollment. EFL learners are required to undergo an application process with the Ministry of Education and Culture, as the program is funded by the government. Following submission of applications, the government conducts assessments to determine program eligibility. One student articulated this challenge as can be seen in the following excerpt:

> "We must apply for the program and have a selection process, if we pass the selection, the government will guarantee the financial matter to study in a university that we have chosen".

The interview excerpt suggests that not all students have the opportunity to participate in the program. While many students from the English Department applied, only a select few were accepted, posing a challenge for the program. Another issue concerns the distribution of funds to students, as highlighted by one interviewee in the following excerpt.

> "If the obstacle seems to be yes, maybe because in the distribution of money, yes, from the center, right. Sometimes there is a long time when it comes per month, because this pocket money is in the monthly section, so sometimes there are those who come late for a month, two months late. But the rest there are no obstacles at all".

Another challenge faced by students is related to culture shock and homesickness. Given that EFL learners' study away from their hometowns, they often experience difficulties adjusting to new cultures and feelings of homesickness, as depicted below.

> " From the beginning who lived in Jambi with parents with family suddenly had to move to a new place that was quite far away living alone so it needed adjustments".

Another challenge encountered by EFL learners involves studying at a different campus where they are required to attend online classes. Consequently, they do not have face-to-face interactions with their teachers and fellow students.

> "the university where I study, it is still full online when I follow the MBKM program. So I did not meet my friend and my teacher. We study from our room"

The challenges faced by EFL learners encompass financial constraints, culture shock, homesickness, and the transition to online learning. Financial difficulties, cultural adjustments, and feelings of homesickness are prevalent among EFL learners, disrupting their academic experience. These challenges are consistent with prior research highlighting the impact of financial barriers on marginalized groups' access to education (Smith & Huang, 2017). Culture shock, stemming from the shift to unfamiliar environments and norms, can lead to disorientation and feelings of isolation (Ward, 2017). Homesickness compounds these challenges, affecting students' emotional well-being and academic performance (Thurber & Walton, 2012). To support EFL learners in overcoming these obstacles, institutions must provide comprehensive support services, including counseling and cultural adaptation programs. Furthermore, the transition to online learning presents unique challenges, particularly in communication and engagement, for students accustomed to traditional classroom settings (Means et al., 2009). This shift necessitates innovative pedagogical approaches and technological support systems to facilitate effective learning experiences (Hodges et al., 2020). These findings align with existing literature, underscoring the multifaceted challenges encountered by EFL learners in higher education. Addressing these obstacles requires a holistic approach, integrating financial aid initiatives, cultural support services, and pedagogical innovations tailored to the needs of EFL learners. By prioritizing these measures, educational institutions can cultivate inclusive and supportive learning environments conducive to the success and well-being of all students.

D. CONCLUSION

The main objective of this study is to explore the EFL university students` experience in participating on the MBKM program. The research findings reveal overwhelmingly positive perceptions among EFL learners towards the implementation of the MBKM program. Participants expressed enthusiasm for the program's ability to provide meaningful experiences beyond the confines of their university education. The incorporation of initiatives such as student exchange programs and entrepreneurship projects has garnered particular praise, with students citing benefits ranging from expanded networks to enhanced academic and personal development. The testimonies of EFL learners underscore the transformative impact of MBKM, highlighting its role in broadening perspectives, fostering cultural exchange, and equipping learners with practical skills essential for success in the modern world. Such positive feedback suggests that MBKM has effectively addressed the diverse needs and aspirations of EFL learners, aligning with broader educational objectives aimed at nurturing well-rounded individuals capable of thriving in a globalized society. Moreover, the emphasis on entrepreneurship within the program underscores its relevance in preparing students for the demands of the 21st-century job market, particularly in light of the Industrial Revolution 4.0. By providing opportunities for collaborative projects and real-world application of skills, MBKM has emerged as a vital conduit for bridging the gap between academic learning and professional readiness.

While the research findings paint a largely favorable picture of the MBKM program, it is essential to acknowledge certain limitations and challenges encountered by EFL learners. One notable challenge pertains to the selection process, wherein not all students who apply are accepted into the program. This could potentially limit access to the benefits offered by MBKM, highlighting the need for greater transparency and inclusivity in the selection criteria. Additionally, issues surrounding the distribution of funds and bureaucratic delays in financial support distribution have been reported by some students, indicating areas for improvement in program administration and resource allocation. Furthermore, the experiences of culture shock, homesickness, and the logistical challenges of participating in online classes while studying in another campus underscore the importance of providing adequate support mechanisms to mitigate the psychosocial and practical challenges faced by learners engaged in MBKM initiatives. Addressing these limitations will be crucial in ensuring that the MBKM program remains accessible, equitable, and conducive to the holistic development of EFL learners, ultimately maximizing its potential to enrich educational experiences and cultivate global citizens equipped for the complexities of the modern world.

This study was carried out in one of the universities with a limited number of participants. Thus, the EFL learners experience that they shared should be strictly interpreted and generalized for the EFL learners in similar context. To generalize the findings further, a more holistic study on EFL learners' experiences on MBKM program covering other EFL learners from several universities is recommended. Thus, future studies on the EFL learner's experience following the MBKM program involving a larger number of participants are required to generalize the EFL learners' perception of MBKM program. The more research conducted on EFL learners' experiences and the challenges they encountered, the more insight provided for policymakers can help them either continue or stop the student exchange and entrepreneurship program of the MBKM program.

E. REFERENCES

Ahmadi, F., & Ibda, H. (2019). *Konsep dan aplikasi literasi baru di era revolusi industri 4.0 dan society 5.0.* CV. Pilar Nusantara.

Albar, J., Wibowo, D., & Seran, E. Y. (2023). Optimalisasi program MBKM magang kependidikan terhadap kesiapan mahasiswa prodi PGSD STKIP Melawi dalam praktik mengajar. *Bestari: Jurnal Pendidikan dan Kebudayaan, 4*(1), 47-55.

Alfian, A. (2018). Proficiency level and language learning strategy choice of Islamic university learners in Indonesia. *TEFLIN Journal, 29*(1), 1-18. https://doi.org/10.15639/TEFLINJOURNAL.V29I1/1-18

Anggadini, S. D., Rahayu, S. K., Komala, A. R., Puspitawati, L., & Astuti, W. A. (2022). Persepsi mahasiswa atas kegiatan merdeka belajar kampus merdeka (MBKM) di lingkungan prodi akuntansi UNIKOM. *Jurnal Pendidikan*, *23*(1), 64-76. https://doi.org/10.33830/jp.v23i1.2563.2022

Astuti, S. Y., & Rosiawan, R. W. (2022). Student Responses to the Implementation of MBKM (Study on FEB Students who follow International Course Asia University). *International Journal of Educational Research & Social Sciences*, *3*(1), 176-185. https://doi.org/10.51601/ijersc.v3i1.249

Asiah, N. (2021). *Implementasi kebijakan merdeka belajar-kampus merdeka (studi pada fakultas ilmu sosial dan hukum universitas negeri makassar)* (Doctoral dissertation, Universitas Negeri Makassar).

Arifin, S., & Muslim, M. O. H. (2020). Tantangan Implementasi Kebijakan "Merdeka Belajar,Kampus Merdeka" pada Perguruan Tinggi Islam Swasta di Indonesia. *JurnalPendidikan Islam Al-Ilmi*, 3(1)

Baharuddin, M. R. (2021). Adaptasi kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru dan Pembelajaran, 4*(1), 195-205. https://doi.org/10.30605/jsgp.4.1.2021.591

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology.*Qualitative Research in Psychology*, 3 (2). pp. 77-101

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Daflizar, & Alfian, A. (2023). Nurturing students' 21st-century skills in the classroom: Indonesian EFL teachers' practices. *Issues in Educational Research, 33*(3), 897-919.

Dikti. (2020). *Buku panduan Merdeka Belajar Kampus Merdeka.* Direktorat Jenderal Pendidikan Tinggi Kemendikbud RI.

Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management, 53*(1), 75–93.

Fielding, J. (2008). Coding and managing data. In G. N (Ed.), *Researching social life* (3 ed.). London: Sage Publication Ltd.

Firmantoro, Z. A., & Supendi, S. (2023). Dampak penyelenggaraan Merdeka Belajar Kampus Merdeka kepada mahasiswa di Fakultas Hukum Universitas Al Azhar Indonesia. *Jurnal Al-Azhar Indonesia Seri Humaniora, 8*(1), 10-16. http://dx.doi.org/10.36722/sh.v8i1.1020

Haryanto, R., Naimah, R. J., & Wardhana, M. W. (2022, November). The Impact of Merdeka Belajar Kampus Merdeka (MBKM) Program Implementation for Students at Banjarmasin State Polytechnic. In *Proceeding of International Conference On Economics, Business Management, Accounting and Sustainability* (Vol. 1, pp. 18-23).

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review, 27*.

Junaidi, A. dkk (2020). Buku Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0 Untuk Mendukung Merdeka Belajar-Kampus Merdeka (I). *Jakarta: Direktorat Pembelajaran dan Kemahasiswaan, Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan dan Kebudayaan*.

Kuckartz, U., & Rädiker, S. (2021). Using MAXQDA for mixed methods research. In *The Routledge reviewer's guide to mixed methods analysis* (pp. 305-318). Routledge.

Kuratko, D. F., Morris, M. H., & Schindehutte, M. (2015). Understanding the dynamics of entrepreneurship through framework approaches. *Small Business Economics*, *45*, 1-13.

Kustriyono, E., Aulia, H. R., & Pramitasari, A. (2020). Merdeka Belajar dalam Pembelajaran BIPA di Universitas Pekalongan. *Konferensi Ilmiah Pendidikan 2020*, *1*(1), 94-97.

Laga, Y., Nona, R. V., Langga, L., & Jamu, M. E. (2022). Persepsi Mahasiswa Terhadap Kebijakan Merdeka Belajar Kampus Merdeka (MBKM). *Edukatif: Jurnal Ilmu Pendidikan*, *4*(1), 699-706.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.* US Department of Education.

Misnawati, M., & Zuraini, Z. (2023). Dampak implementasi program pembelajaran merdeka belajar kampus merdeka (MBKM) di Universitas Almuslim. *Reslaj: Religion Education Social Laa Roiba Journal*, *5*(5), 2702-2717.

Mukhlis, S., Adiputra, M. H., Gaffar, A. G., & Suyuti, M. (2023). Dampak Budaya Organisasi Terhadap Implementasi Program Merdeka Belajar Kampus Merdeka Di Universitas Muhammadiyah Sinjai. *Jurnal Ilmiah Administrasita'*, *14*(1), 30-41. https://doi.org/10.47030/administrasita.v14i1.637

Mustaghfiroh, S. (2020). Konsep "merdeka belajar" perspektif aliran progresivisme John Dewey. *Jurnal Studi Guru Dan Pembelajaran*, *3*(1), 141-147.

Priana, W., Pudjo, H., Sishadiyati, S., & KW, N. I. (2020). Implementasi kebijakan merdeka belajar. *Jurnal Sosial Ekonomi Dan Politik (JSEP)*, *1*(4).

Putri, I. F., & Astutik, A. P. (2023). Implementasi Merdeka Belajar-Kampus Merdeka (MBKM) di Universitas Muhammadiyah Sidoarjo. *Asatiza: Jurnal Pendidikan*, 4(2), 125-136.https://doi.org/10.46963/asatiza.v4i2.936

Sabudu, D., Katuuk, D. A., Pasandaran, S., & Ratu, D. M. (2023). MBKM Curriculum Management at Universitas Negeri Manado. *International Journal of Social Service and Research*, *3*(2), 315-331.

Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode: Jurnal Bahasa*, *9*(2), 78-93.

Smith, J., Johnson, K., & Lee, M. (2018). The Impact of Study Abroad on Language Learners: A Comprehensive Review. *Journal of Applied Linguistics*, 25(3), 345-362.

Smith, C., & Huang, F. (2017). Beyond access: Obstacles faced by low-income students of color in higher education. The Review of Higher Education, 40(2), 195-227.

Sudianto, A., Bahtiar, H., Wajdi, M. F., & Mahpuz, M. (2023). Penerapan Aplikasi Merdeka Belajar Kampus Merdeka (MBKM) Sebagai Upaya Peningkatan Kualitas Perguruan Tinggi. *Infotek: Jurnal Informatika dan Teknologi*, 6(2), 421-430.

Susilawati, N. (2021). Merdeka Belajar dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, *2*(3), 203-219. https://doi.org/10.24036/sikola.v2i3.108

Turhan, N. S. (2019). Qualitative Research Designs: Which one is the best for your research?. *European Journal of Special Education Research*.

Thurber, C. A., & Walton, E. A. (2012). Homesickness and adjustment in university students. *Journal of American college health*, *60*(5), 415-419.

Utami,A, Faedlulloh, D. Karmilasari, V, Fadoli, M.I. (2023), "Transformation of Higher Education: The Strategy of MBKM" in IAPA 2022 International Conference and International Indonesia Conference on Interdisiplinary Studies (IICIS), KnE Social Sciences, pages 541–550. DOI 10.18502/kss.v8i5.13021

Yunida,, H., Tjalla, H. Y., & Sarifah, I. (2022). The Independent Campus Learning Towards Industrial Revolution 5.0. *IJSSHR* 5 (10), 4582-4586 DOI: 10.47191/ijsshr/v5-i10-24, Impact factor- 5.871

Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan Merdeka Belajar (telaah metode pembelajaran). *Jurnal Ilmiah Mandala Education, 6*(1).

Yin, R. K. (2018). *Case study research and applications* (6th ed.). SAGE Publications.

Walef, S. M., Nikmatulaili, N., Gustituati, N., & Marsidin, S. (2023). Implementation of higher education MBKM program policies. *KOLOKIUM Jurnal Pendidikan Luar Sekolah, 11*(1), 135-144.

Ward, C. (2017). Culture shock, adaptation, and the problem of attributing values. In R. M. Sorrentino & S. Yamaguchi (Eds.), *The handbook of motivation and cognition across cultures* (pp. 205-224). Elsevier.

Widodo, B. (2021). Implementasi Education 4.0 dan Merdeka Belajar dalam Matematika di Perguruan Tinggi. PRISMA, Prosiding Seminar Nasional Matematika 4, 910-916