

**THE ANALYSIS OF STUDENTS' READINESS OF MERDEKA
BELAJAR-KAMPUS MERDEKA (MBKM) POLICY AT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



A THESIS

*Submitted to the faculty of Teacher Training and Education Muhammadiyah
University of Makassar in part Fulfillment of the Requirement for the degree of
Education in English Education Department*

BY:

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2022

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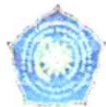
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MOTTO & DEDICATION

MOTTO

“Luck is created from opportunity, effort, and prayer”



This thesis is the author's dedication to my beloved mother & father, my sincerity from the heart for prayers that never break, the spirit is priceless. And my closest loved ones, and my blue almamater.

ABSTRACT

Ratiwi. 2022. *The Analysis of Students' Readiness of Merdeka Belajar-Kampus Merdeka (MBKM) Policy at Muhammadiyah University of Makassar.* Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. (Supervisors: Umami Khaerati Syam and Ardiana)

This study aimed to know the level of students' readiness toward Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar. This research chose descriptive research employing quantitative and qualitative analysis to analyze students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar. The researcher took 30 students as research sample for questionnaire and 5 students for the interview by stratified random sampling.

The result of questionnaire data showed that students at the Muhammadiyah University of Makassar are ready to take part in the Merdeka Belajar-Kampus Merdeka (MBKM) program. It can be seen from the score percentage of each aspect of readiness. The score percentage of three aspects of readiness namely knowledge and skill, motivation, and self efficacy were 70.25%, 76.50%, 76.92%, respectively, and all categorized good. In addition, the average percentage of the 3 indicators is 74.56%. They are also interested in participating in learning activities on Merdeka belajar-Kampus Merdeka (MBKM) to get certificates, and experiences that will be useful in the future.

Keywords: *Merdeka Belajar-Kampus Merdeka, Students' Readiness*

ABSTRAK

Ratiwi, 2022. *The Analysis of Students' Readiness of Merdeka Belajar-Kampus Merdeka (MBKM) Policy at Muhammadiyah University of Makassar.* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Pembimbing: Ummi Khaerati Syam and Ardiana)

Penelitian ini bertujuan untuk mengetahui tingkat kesiapan mahasiswa terhadap kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) di Universitas Muhammadiyah Makassar. Penelitian ini memilih penelitian deskriptif dengan menggunakan analisis kuantitatif dan kualitatif untuk menganalisis kesiapan mahasiswa terhadap kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) di Universitas Muhammadiyah Makassar. Peneliti mengambil 30 siswa sebagai sampel penelitian untuk kuesioner dan 5 siswa untuk wawancara secara stratified random sampling.

Hasil data kuisioner menunjukkan bahwa mahasiswa Universitas Muhammadiyah Makassar siap mengikuti program Merdeka Belajar-Kampus Merdeka (MBKM). Hal ini dapat dilihat dari persentase skor masing-masing aspek kesiapan. Persentase skor ketiga aspek kesiapan yaitu pengetahuan dan keterampilan, motivasi, dan efikasi diri masing-masing adalah 70.25%, 76.50%, 76.92%, dan semuanya dikategorikan baik. Selain itu, rata-rata persentase dari 3 indikator tersebut adalah 74.56%. Mereka juga tertarik untuk mengikuti kegiatan pembelajaran pada program Merdeka Belajar-Kampus Merdeka (MBKM) untuk mendapatkan sertifikat, dan pengalaman yang akan berguna di masa depan.

Kata Kunci: *Merdeka Belajar-Kampus Merdeka, Kesiapan Mahasiswa*

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Finally, the author hopes that this research proposal can be useful for readers, researchers, and other interested parties.

Makassar, 2022

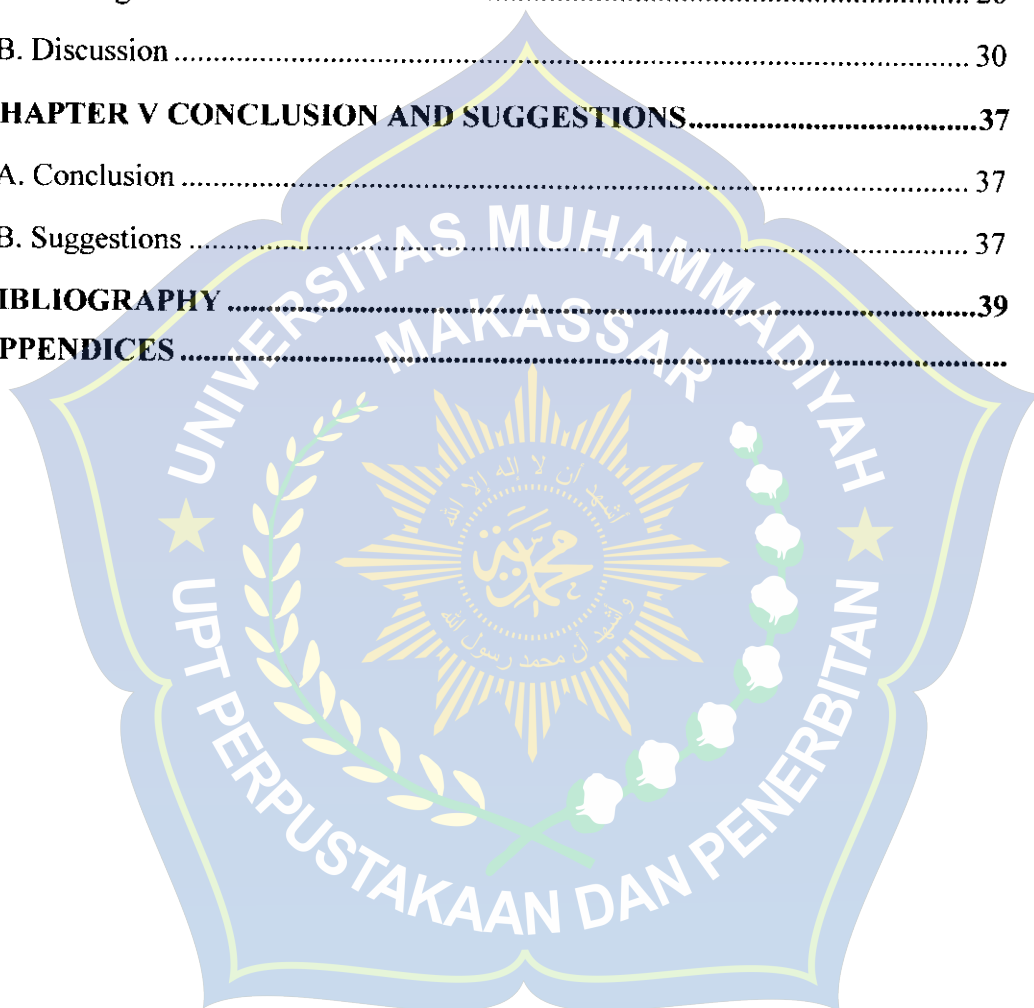
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TABLE OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO & DEDICATION	viii
ABSTRACT	ix
ACKNOLEDGEMENT	xi
TABLE OF CONTENT	xiii
LIST OF THE TABLE	xv
CHAPTER I INTRODUCTION	1
A. Backround	1
B. Problem Statement of the Research	4
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	8
1. Concept of Merdeka Belajar-Kampus Merdeka	8
2. Program of Merdeka Belajar-Kampus Merdeka	11
3. Learning Activities at MBKM Program	12
4. Concept of Readiness	15
C. Conceptual Framework	18
CHAPTER III RESEARCH METHOD	20
A. Research Design	20
B. Research Variable	20
C. Population and Sample	21
1. Population	21

2. Sample	21
D. Research Instrument	21
E. Procedures of Data Collection	22
F. Procedures of Data Analysis	23
CHAPTER IV FINDINGS AND DISCUSSION	26
A. Findings	26
B. Discussion	30
CHAPTER V CONCLUSION AND SUGGESTIONS.....	37
A. Conclusion	37
B. Suggestions	37
BIBLIOGRAPHY	39
APPENDICES	



LIST OF TABLE

Tabel 3.1 Likert Scale 22

Tabel 3.2 Criterion Score24

Tabel 3.3 Rating Scale Interval of Agreement.....25

Tabel 3.4 Students’ readiness Clasified25

Tabel 4.1 Accumulation of each indicators.....29



CHAPTER I

INTRODUCTION

A. Background

Education is a deliberate effort to prepare students for future roles in society through guidance, teaching, or training activities. National Education aims to educate the nation's life and develop the Indonesian people as a whole, namely humans who believe and fear God Almighty and have virtuous noble character, have knowledge and skills, health physically and spiritually, a stable, independent personality and sense of social and national responsibility (Undang-Undang Republik Indonesia, 2003).

Higher Education is the level of education after high school that includes programs diploma, bachelor program, master program, doctoral programs, and professional programs, as well as specialist, organized by the college based on Indonesian culture. Higher education is useful to provide a place for students to improve their quality and have good competencies in all professions as an era of globalization (Undang-Undang Republik Indonesia, 2012).

Students' competencies must be prepared to more adapt to demands of the times in order to equip students to face changes in social, cultural, and work environments, as well as rapid technology breakthroughs. Link and match with the industrial and workplace worlds, as well as a fast evolving future. College students must be able to create and implement innovative learning procedures so that they can attain optimal and always relevant learning outcomes that integrate components of attitude, knowledge, and skills. The response to these requests is

expected to be Merdeka Belajar-Kampus Merdeka. Kampus merdeka is a sort of autonomous and flexible higher education learning that aims to foster an innovative, non-restrictive, and student-centered learning culture.

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

There are eight acticity form of Merdeka Belajar-Kampus Merdeka (MBKM) policy, include: (1) Student exchange, (2) inteship/work practice, (3) teaching assistant in education unit, (4) Research, (5) Humanitarian project, (6) Enterpreneurial activities, (7) Independen studi ptoject, (8) Building thematic real work village. Each of these activities aims encourage student to improve their soft skill and hard skill in the campus also out of campus and will be use in the future (Direktorat Jenderal Pendidikan Tinggi, 2020).

The Programs Experiential learning with a flexible path is expected to facilitate students to develop their potential according to their passions and talents. Merdeka Belajar- Kampus Merdeka is expected to be able to answer the challenges at university to produce graduates who are in accordance with the times, progress Science and technology, the demands of the business world and the industrial world, as well as the dynamics of society. Students in the kampus

merdeka policy are seen as part of the resources that will grow into the backbone of the independent development of the nation's economic independence (Direktorat Jenderal Pendidikan Tinggi, 2020).

Merdeka Belajar-Kampus Merdeka (MBKM) program can be attended by students from various campuses. Thus, it can train them to be able to adapt to the new atmosphere and environment they are placed in, train them to work together in teams, and can provide the best possible solution to the problem they are facing. One of the learning activities of this program is *kampus mengajar*. This program can provide a lot of experience and new knowledge for students, including taking part in the learning process, assisting school administration, and adapting to technology in schools. In addition, this program is one way to improve teaching skills and apply the knowledge that has been obtained on the campus.

Muhammadiyah University of Makassar (Unismuh) support the implementation of Merdeka Belajar-Kampus Merdeka (MBKM) policy of Kementerian Pendidikan dan Kebudayaan (Kemendikbud) especially for Faculty of Teacher Training and Education (FKIP). There are many preparation to implementation MBKM policy on campus. Quoted from (TRIBUN TIMUR.COM, Makassar), Unismuh Makassar held a Curriculum Adjustment Workshop, CPL, Graduate Profile, and Revision of RPS Merdeka Learning, but not only campus need preparation. Students must have good readiness to accept MBKM policy in their learning process.

To make this policy successful the students must feel enjoy and can show increase knowledge for hard and soft skill. There are many factors of readiness that must be own by student in order this policy can effective funcionate which is devided in some factors include: Knowledge and skills, motivation and self efficacy. Based on the argumentation, the researcher tries to conduct research about Analysis Students' Readiness of Merdeka Belajar-Kampus Merdeka (MBKM) Policy at Muhammadiyah University of Makassar.

B. Problem Statement of the Research

Based on the description above, the formulation of the problem statement in this research is: How is students' readiness toward Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar?

C. Objective of the Research

In relation to the problem statement above, the objective of the research is: To know the level of students' readiness toward Merdeka Belajar-Kampus Merdeka (MKBM) policy at Muhammadiyah University of Makassar.

D. Significance of the Research

The findings of research can give some benefit:

1. Students

The finding of this research is expected to give more information for all the students about Merdeka Belajar-Kampus Merdeka (MBKM) policy especially in Muhammadiyah University of Makassar.

2. College

The finding of this research can be use as consideration of Muhammadiyah University of Makassar and other collage to implementated Merdeka Belajar-Kampus Merdeka (MBKM) policy seen from students' readiness.

3. Other Researchers

The findigns of this research can give more knowlagede about Merdeka Belajar-Kampus Merdeka for the readers and useful as reference for the next researcher.

E. Scope of the Research

The scope of this research are limited for students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar especially for the fifth semester of English Education Depatement viewed from knowledge and skills, motivation, and self efficacy. In this research focuses on students' readiness not for institution readiness in implement Merdeka Belajar-Kampus Merdeka Program.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is aim to support this study with related literature. This chapter elaborates studies including theories related to the topic of this study, review of related study and conceptual framework.

A. Previous Related Research Findings

There are several study finding that are relevant to this study and the researcher discovered five studies, those are:

Nurtjahyani & Sukisno (2021), the results of the study show that the MBKM program provides its own challenges for higher education managers, but apart from the challenges there is hope that it can encourage the implementation of MKBM with the MBKM grant from the Ministry of Education and Culture. The conclusion of the MBKM program provides a challenge for higher education managers to be able to compete but also provides positive hope for higher education managers to manage higher education wisely.

Kodrat (2021), the results of the study shows that the industrial factors in MBKM policy are highlighted and strengthened by giving students the right to take a program and doing a credit transfer at the end of the program. The university and study program curriculum is focused on the need for the business and industrial world. MBKM programs emphasize that skillful workers must fulfill the business and industrial demand as an integrated part in eradicating unemployment.

Haris et.al (2021), the results showed that the MBKM program was considered effective in achieving the goals according to the respondents' views from students, lecturers, organizers, and partners. Even though it is declared effective, there are some challenges/obstacles in its implementation. Even though it is declared effective, there are still 6 obstacles in the implementation of the 3-semester study program outside the study program, namely: cost, potential, infrastructure, location, limits on the number of student internships in industry, and getting partner cooperation.

Kusumo et. al (2021), the result of this research showed that University of National Development (UPN) "Veteran" Yogyakarta satisfied Independent Campus program preparation in the future and would be elaborated and referred to 5 decision making processes. Stages in diffusion of innovation were stages of knowledge, persuasion, decision, implementation, and confirmation. Lecturer as educator had been socialized about Freedom to Learn -- Independent Campus (MBKM) program. Therefore, after draft of Independent Campus had been implemented, freshmen would be the first batch that would be tried with this policy. In competency, UPN "Veteran" Yogyakarta lecturers had been known that they met the teaching quality standard. In addition, learning process method would be made creatively and innovatively to balance the MBKM dynamics.

Ismail (2020), the results of this study are a description of the ambitions and abilities of students majoring in art education that has been designed by universities to become art educators, not artists. The lecture program has been designed and conceptualized in such a way by each university in educating its

students. When art education students are given the freedom to take credits outside the context of art education, the graduates are expected to experience a shift from the vision and mission of the Art Education College. Graduates of art education lack basic skills related to handling learning as educators but are able to be skilled in creating art.

Based on the previous study, the researcher can conclude that The MBKM program provides its own challenges for university to be able to improve the quality of students who are given the freedom to study on campus or outside campus and to implement it requires readiness from various parties, one of which is students and also need to consider the constraints that will be faced, for example, interests, environment, economy, etc. The similarity of those studies is implementation Merdeka Belajar-Kampus Merdeka in universities. The difference among those research and this research is this research only focus on students readiness of MBKM policy at Muhammadiyah University of Makassar.

B. Some Pertinent Ideas

1. Concept of Merdeka Belajar-Kampus Merdeka

Merdeka Belajar-Kampus Merdeka is a form of reform carried out in learning from preschool education to higher education. The concept of Merdeka Belajar-Kampus Merdeka means independence for educational institutions, both in schools and universities. According to Nadiem Makarim, the concept of independent learning was chosen because it was inspired by the philosophy of K.H Dewantara with the essence of education meaning independence. Freedom of learning is considered relevant and appropriate to be

implemented in the current era of education democracy. This meaning of independence can be applied to educators in the classroom to be free to choose the right teaching method for their students and to be free to choose the best elements in the curriculum. The meaning of independence and freedom is education that emphasizes educational democracy (Susilawati, 2021).

The Minister of Education and Culture's strategy, Merdeka Belajar-Kampus Merdeka (MBKM), aims to encourage students to master numerous sciences that are beneficial in the workplace. Students at Merdeka Campus have the option of picking and choosing their courses. Learning on the Merdeka Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as the development of independence in seeking and finding knowledge through realities and field dynamics such as capability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and accomplishments (Direktorat Jenderal Pendidikan Tinggi, 2020).

The learning process at Kampus Merdeka exemplifies the importance of student-centered learning. Learning on the Independent Campus offers challenges and opportunities for the growth of innovation, creativity, capability, personality, and student needs, as well as gaining freedom in seeking and discovering knowledge through real-world and field dynamics such as skill needs, real-world challenges, social interactions, teamwork, self-management, and expectations. performance, goals, and accomplishments,

(Laporan Akhir Hibah Fakultas Hukum UNSUR dari Kemendikbud in Amalia, 2020).

The goal of this activity is to develop graduates' competency, both soft and hard skills, so that they are better prepared and relevant to the needs of the times, and to prepare graduates as superior future leaders of the nation with a good personality. Students must be able to develop their potential in accordance with their passions and capabilities through experiential learning programs with flexible pathways. Furthermore, more specific aim of the proposal is to increase cooperation with partners in implementing the MBKM program curriculum and obtain models of cooperation among study programs and partners in implementing MBKM policies to be a reference.

Development of the MBKM curriculum for Law study program, Faculty of Law, Suryakancana University of include the creation of standard operational procedures for students, lecturers, field supervisors, and monitoring and evaluation in the MBKM program outside the study program for 3 (three) semesters, especially outside the study program in Higher Education and the implementation of Internships / Job Training, Village Building Program / Thematic Real Work Lecture and Humanitarian Project, also generating good practices in higher education in compiling and implementing the MBKM program curriculum that has graduate learning outcomes in accordance with KKNi and SN-Dikti, (Laporan Akhir Hibah Fakultas Hukum UNSUR dari Kemendikbud in Amalia, 2020).

Colleges are expected to develop and facilitate learning program by making academic guide. The Independent Learning Program can be in the form of which has been prepared by the ministry of as well as programs prepared by universities height registered in database higher education. In implementing Merdeka Belajar-Kampus merdeka, “three semester learning program outside the study program”, there are some general requirements that must be filled by students and colleges high of them, as follows:

1. Students come from study programs that accredited.
2. Active students registered with PDDikti.

2. Program of Merdeka Belajar-Kampus Merdeka

Baharuddin (2021) Explained the main points of the MBKM policy include:

1. Opening of new study programs regulated in Permendikbud No. 7 of 2020 regarding Establishment, Amendment, Dissolution of State Universities, and Establishment, Amendment, Revocation of Private Higher Education Permits, as well as Permendikbud No. 5 of 2020 about Accreditation of Study Programs and Universities.
2. Higher education accreditation system that regulated in Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Colleges.
3. Legal entity tertiary institutions regulated in Permendikbud No. 4 Year 2020 concerning Changes in State Universities to State Universities as Legal Entities and Permendikbud No. 6 of 2020 concerning Admissions for Undergraduate Program Students in Public universities.

4. The right to study three semesters outside the regulated study program in Permendikbud No. 3 of 2020 concerning National Higher Education Standards.

3. Learning activities at MBKM program

According to Direktorat Jenderal Pendidikan Tinggi (2020) explain that learning activities accordance with Permendikbud No. 3 of 2020 pasal 15 paragraph 1 can be done inside the Study Program and outside the Study Program including:

a. Student exchange

There are already several student exchanges with full credit transfers with partner universities abroad, however the quantity of credit transferred between universities inside the country is still quite small. Student exchanges are held to instill in students the values outlined in the Minister of Education and Culture's (Permendikbud) Number 3 of 2020 Regulation, which include respecting cultural diversity, views, religions, and beliefs, as well as people's original opinions or findings; working together; and having social sensitivity and concern for the community and environment.

b. Internship/Work Practice

Students have lacking work experience in the industry/real world, and as a result, they are not prepared to work. While the internship time is short (less than 6 months), it is insufficient to give students with experience and industrial competence. Short-term apprenticeships are ineffective and sometimes interfere with industrial processes, according to companies who accept internships.

c. Teaching Assistant in Education Unit

In Indonesia, the quality of basic and secondary education is still very poor (PISA 2018 ranking Indonesia number 7 from below). In Indonesia, there are many and various challenges, both formal and non-formal education units, formal or informal education units. Students in educational units such as elementary, secondary, and higher education participate in learning activities in the form of instructional aid, nor above. The school where the teaching practice can be located can be in a city or city location in remote areas.

d. Research

Independent learning can be implemented in the form of research activities at research institutes/study centers for students who have a love for being researchers. Critical thinking, which is essential for numerous scientific subjects at the higher education level, can be developed through college student. Students will get a deeper understanding of, and be better able to undertake research methodologies, if they have the ability to think critically. Opportunities for internships in the research center laboratory are a dream come true for students who have an interest in and desire to work in the field of research.

e. Humanitarian Project

Indonesia has been hit by several natural disasters, including earthquakes, volcanic eruptions, tsunamis, and hydrological calamities. There are many universities help overcome disasters through humanitarian programs. Engage So far, students are voluntary and only short term.

f. Entrepreneurial Activities

Based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only has a score of 21% entrepreneurs from many occupations, or a rating of 94 the 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute, In 2019, 69.1% of millennials in Indonesia have an curiosity in entrepreneurship.

g. Independent Study/Project

Many students are passionate in completing significant works that are competed on an international level or the work of a unique idea. In an ideal world, study/independent projects would be used to supplement students' existing education. Camous or faculties can also do independent research to complete issues that are not covered in the lecture agenda but are covered in the study program or faculty's syllabus. Project-related activities Cross-disciplinary group collaboration is a good way to perform independent work.

h. Building a Thematic Real Work Village/Lecture

Thematic Real Work Lecture (KKNT) is a method of providing a learning experience for students who live in the middle of the outside

community of the campus, who work in direct contact with the community to identify potentials and solve problems, with the expectation that they will be able to develop village/regional potential and formulate solutions to existing village problems. KKNT activities are expected to hone soft skills, partnerships, collaborations cross-disciplinary/scientific team (cross-competence), and student leadership in managing development programs in rural areas.

4. Concept of Readiness

Slameto in Mulyani (2013) defined “readiness is a individual condition who made it ready for give a response or answer in specific to certain situations” Individual readiness will bring individuals to be ready to respond to the situation faced in their own way. Readiness is needed for all the student to determine the successfull of students learning process. By good learning readiness, students can follow the learning actively and easily absorb the lessons conveyed when in the learning process. When students have good readiness, then students will gain convenience in deepening subject matter and concentration in the learning process and student who are not ready to do a task in learning will experience difficulty or even despair.

In addition, Widiarti (2018) defined readiness is a state of students who are ready to carry out activities with full awareness to get results in the form of knowledge, understanding, skills, habits, values and attitudes. Good learning readiness will make students more easy to follow the learning process. Students who have good learning readiness will produce better learning outcomes

compared to the results achieved without any good readiness. Based on these perceptions, the writer conclude that readiness is the situation of person who is ready to respond or participate in an activity or learning process. Someone who has good readiness will follow an activity well.

In this research to measure the students' readiness of Merdeka Belajar-Kampus Merdeka in Muhammadiyah University of Makassar are used 3 indicator, those are:

1. Knowledge and skills

Slameto in Eliyani and Yanto (2016), states that aspects that affect student readiness are knowledge and skills. In addition, Novrialdy et.al (2019) noted that learning readiness is a combination of knowledge and skills needed for student success in school. Thus, the lack of these two things makes students ready to give the right response in learning activities.

A child who is ready to learn something will not learn unless he is taught it, or unless the conditions are propitious for the child to learn it on his or her own. Readiness is not an end in it self; it is the beginning of an active teaching and learning engagement. Waiting for children to demonstrate their readiness by learning something spontaneously without some intervention or preparation of the environment is, in his view, fruitless. Lambert (2003) suggested that learning readiness includes non-cognitive areas, such as disposition, behavioral skills, social skills, obedience, communicative skills, and needs management.

2. Motivation

Motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something because this desire pushes someone to make strong effort in activity done, in this case learning readiness (Fachraini, 2017). In addition, Ma'shumah and Muhsin (2019) Stated that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goal desired by the learning subject can be achieved.

Motivation is very important because in addition to influencing learning readiness, it can also facilitate learning and learning outcomes. Students will succeed in the learning process if there is encouragement from themselves. Without encouragement from yourself, student learning readiness will also not be optimal which will have an impact on any learning process that is not going well.

3. Self efficacy

Self efficacy is the belief and confidence that a person has in his abilities to organize and carry out actions to achieve a goal where individuals believe they are able to face all challenges and are able to predict how much effort is needed to achieve that goal. Someone who believes or has high self-efficacy will feel ready to learn, while someone who is not sure feels restless in the face

of the world of learn will be forced to depend on good luck. (Utami and Hudaniah (2013)

Self Efficacy plays a very important role in learning activities, a person will be able to use his potential optimally if his self efficacy supports it. Self Efficacy greatly influences the success of a student, because students who have Self Efficacy have the belief that "I can" this is accompanied by high enthusiasm in doing each of their learning tasks so that in each activity they do succeed, on the contrary for students who do not have Self Efficacy or have low Self Efficacy, these students have the belief that "I can't" this is characterized by avoiding doing many tasks, so that every activity carried out by these students will fail. This Self Efficacy needs to be developed or fostered by every student because this will affect students in their readiness to receive lessons (Oktariani, 2018).

C. Conceptual Framework

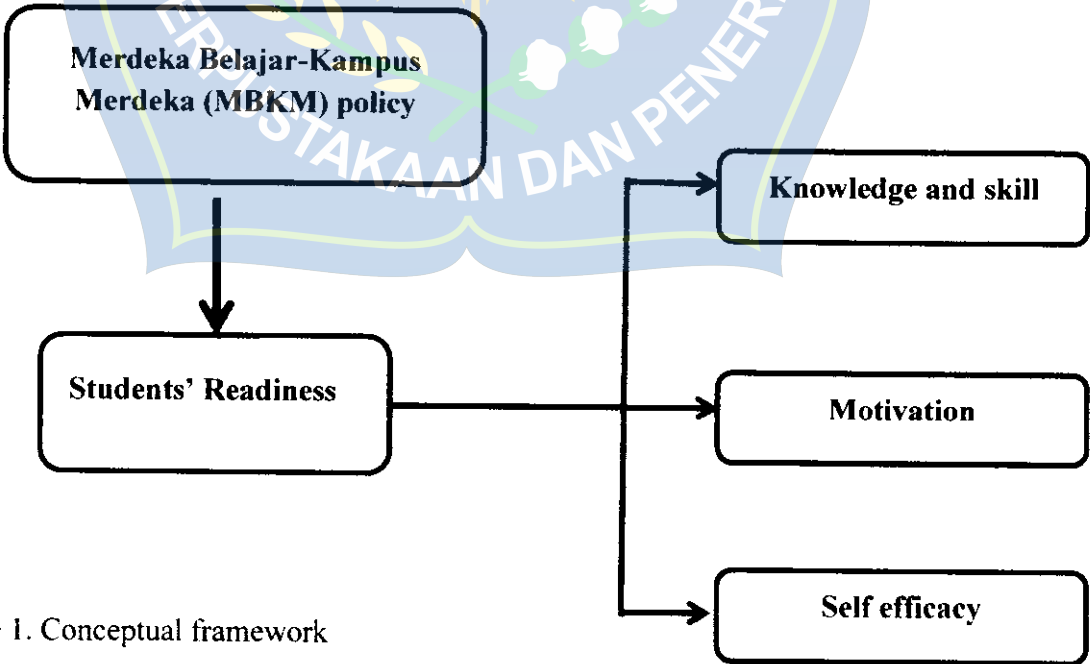


Figure 1. Conceptual framework

Merdeka Belajar-Kampus Merdeka is a program launched by Nadiem Makarim which has four main programs. There are eight learning activity form of Merdeka Belajar-Kampus Merdeka (MBKM) policy, include: (1) Student exchange, (2) inteship/work practice, (3) teaching assistant in education unit, (4) Research, (5) Humanitarian project, (6) Enterpreneurial activities, (7) Independen studi ptoject, (8) Building thematic real work village. To participate in various forms of learning activities from this program, students must have good readiness.

Readiness is a individual condition who made it ready for give a response or answer in specific to certain situations” Individual readiness will bring individuals to be ready to respond to the situation faced in their own way. Good learning readiness will make students more easy to follow the learning process. Students who have good learning readiness will produce better learning outcomes compared to the results achieved without any good readiness.

To measure the students’ readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar will use four indicators include: Knowladge and skill, motivation, and self efficacy. Slameto in Eliyani and Yanto (2016), stated that the aspect that influence students’ readiness are knowledge and skills. Beside that, Fachraini (2017) explained that motivation is important factor in doing something because this desire pushes someone to make strong effort in activity done, in this case learning readiness. In addition, someone who believes or has high self-efficacy will feel ready to learn, while someone who is not sure feels restless in the face of the world of learn will be forced to depend on good luck, Utami and Hudaniah (2013)

CHAPTER III

RESEARCH METHOD

This chapter talks about the methodology used for this study. In this chapter, there are points discussed which includes research design, research variable, population and sample, research instrument, data collection, Procedures of Data Collection and Procedures of data analysis.

A. Research Design

This research used descriptive research employing quantitative and qualitative analysis to analyze students' readiness of Merdeka Belajar-kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar. Descriptive method is a research method in status of human groups, an object, a certain condition, a system of thought or an event in the present. The purpose of descriptive research is to provide a systematic, factual and accurate description of the facts, characteristics and relationships between the phenomena being investigated, Nasir in Rukajat (2018: 1).

B. Research Variable

Research variable is an attribute or value of an object or activity that has a certain variation set by the researcher to understand and then make conclusions (Sugiono, 2017: 39). There are two kinds of research variable consist independent variable and dependent variable. Independent variable is variable which give influence or the cause appearance of dependent variable. Dependent variabel is variable that is influenced or that is the result of the independent variable. So in this research used;

a. The independent variable

The independent variable of this research is the Implementation of Merdeka Belajar-Kampus Merdeka (MBKM) policy.

b. The dependent variable

The dependent variable is students' readiness at Muhammadiyah University of Makassar.

C. Population and Sample

1. Population

Population is the total number of subjects or objects to be studied which have certain characteristics. Population is needed as a source of data. The population of this research is the fifth semester of English Education Departement with 124 students total number and divided into 6 classes.

2. Sample

If the population is too large, the researcher cannot study everything in the population because of limited time, money and energy, it is possible for researcher to use sample taken from the population. Thus, in this research the researcher took 30 students as research sample for quessionaire and 1 student for the interview from each class by stratified random sampling.

D. Research Instrument

Sugiono (2017: 102) stated "Research is measuring, so there must be a good measuring tool. Measurement tool in research is usually called research instruments. The research instrument is a tool used to measure the observed natural and social phenomena". In this research the researcher used questionnaire

and interview. This questionnaire is used to collect the data about students' readiness of Merdeka Belajar-Kampus Merdeka which consists of 30 numbers about knowledge and skill, motivation, and self efficacy. Each indicator has 10 questions with positive and negative items, furthermore interview aims to obtain in-depth data. The scale used in the questionnaire is a likert scale with the following values:

	Positive statement score	Negative statement score
SS	4	1
S	3	2
TS	2	3
STS	1	4

Sugiono (2017: 102)

Explanation:

SS: Strongly agree

TS: Disagree

S: Agree

STS: Strongly Disagree

E. Procedures of Data Collection

Data can be gathered in a variety of locations, from a variety of sources, and in a variety of ways. This research used questionnaire and interview as technique to collect data. Questionnaire is a data collection technique that is done by giving a set of written statements or question to respondents to answer. The technique of collecting data use content or likert scale is conducted to collect and analyze official document which is guaranteed its validity. There were several step of collect the data, those are:

1. The researcher made a appointment with the students.
2. The researcher Distributed the questionnaire.
3. The researcher gave some question based on the interview guideline.

F. Procedures of Data Analysis

Miles and Huberman (2014:246) states that there were three activity in qualitative data analysis. They are data reduction, data display, conclusion drawing.

1. Reducing the data

Data reduction process are varied from several ways, such as through selection, summary, or paraphrase and being subsume in large pattern. In data analysis process, the researcher applied coding system. The process of labeling segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose is not to number the data, but to made the researcher easier in selecting and classifying the data from the data sheet and to help the researcher in organizing and classifying the data.

2. Data Display

After collecting and reducing the data, the researcher analyzed students' readiness. Display the data in organize and compress information to lead matrices the conclusion. The forms of qualitative data display to include types of graphs and chart. In this study, the data was presented in th form of table and descriptions.

3. Conclusion Drawing

In this stage, the researcher made percentage of the data to know the level of students' readiness at Muhammadiyah University of Makassar. The purpose of percentage calculation is to complete the findings so that the readers can easily and immediately obtain the precise proportion of each findings compare to the others.

In addition, the researcher used likert scale to measure and analyze the questionnaire. The range of the responses from strongly agree to strongly disagree. There is a score for each degree of responses. The data obtained was transferred to the data sheet using descriptive statistic. Sugiono (2012: 137) states that the analysis is looking percentage. The percentage used formula:

$$P = \frac{F}{N} \times 100\%$$

Sugiono (2012: 137)

Description:

P = Ideas of percentage

F = The frequency of each questionnaire

N = Maximum score

Determined the ideal score used to count the score to determine rating scale and total answering. The formula used was:

Criterion score = Scale score x total of respondent
--

Tabel. 3.2 Criterian Score

Forms	Score
4 × 30	120
3 × 30	90
2 × 30	60
1 × 30	30

Table 3.3 Rating scale of interval of angreement

Answer Score	Scale
91 – 120	Strongly Agree
61 – 90	Agree
31 -60	Disagree
0 – 30	Strongly Disagree

After the researcher administrated the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

Table 3.4 The students' Readiness classified

Score Range (%)	Category
81 – 100	Very good
61 – 80	Good
41 – 60	Medium
21 – 40	Bad
0 – 20	Very bad

CHAPTER IV

FINDINGS AND DISCUSSION

The outcome of the data search is presented in this chapter. This chapter was split into two sections: the research findings and the research discussion. Based on questionnaire and interview, the finding of the research covered of the results of the questionnaire and interview data about the analysis of students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar.

A. Findings

The results of the data analysis collected by using questionnaire and interview was presented in this part. Questionnaire and interview conducted to find out the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar. The data collected from students at the fifth semester of students' English Education Department of Muhammadiyah university of Makassar. The finding of the main problems was described as follow.

1. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from knowledge and skill aspect

To explain the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) at Muhammadiyah University of Makassar, the researcher gave questionnaire to 30 students and also do interview with 1 student from 6 classes. Students' readiness of Merdeka Belajar-Kampus Merdeka viewed from

knowledge and skill based on the questionnaire and interview, the researcher found that:

Based on the result of the questionnaire about knowledge and skills answered by 30 students, it shows that the highest score of the students is 35 while the lowest score of 30 students is 19. The average percentage of each students is 70.25% and it categorized good. This is in accordance with the results of interviews conducted by researcher. Student A said that:

Saya tahu karena saya pernah ikut webinar tentang pengenalan merdeka belajar-kampus merdeka tahun kemarin.

(I know because I participated in a webinar about the introduction of the Merdeka Belajar-Kampus Merdeka)

They also already know some of the requirements and skills needed when they want to join one of the programs. Student D said that:

Menurut saya bahasa inggris adalah salah satu skill yang dibutuhkan di era sekarang juga kemampuan komunikasi yang baik dan khususnya memiliki sertifikat TOFL dan IELTS misalnya untuk pertukaran pelajar atau kampus kampus mengajar.

(In my opinion, English is one of the skills needed in today's era as well as good communication skills and especially having TOFL and IELTS certificates, for example for student exchanges or teaching campuses).

2. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from motivation aspect

To explain the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) at Muhammadiyah University of Makassar, the researcher gave questionnaire to 30 students and also do interview with 1 students from 6 classes. Students' readiness of Merdeka Belajar-Kampus Merdeka viewed from motivation based on the questionnaire and interview, the researcher found that:

Based on the result of the questionnaire about motivation answered by 30 students, it shows that the highest score of 30 students is 40 while the lowest score of 30 students is 21. The average percentage of each student is 76.50 % and it categorized good. This is in accordance with the results of interviews conducted by researcher about how much they want to join the program Merdeka Belajar-Kampus Merdeka. Student E said that:

"Sekitar 75% karena saya ingin dapat sertifikat yang berguna setelah kuliah dan ketika kita ingin mengajar".

(About 75% because I want to get a certificate which is useful after college and when we want to teach).

In other hand there are students did not interest or motivated to join Merdeka Belajar-Kampus Mengajar (MBKM) program. Student F said that:

"Kalau untuk saat ini saya ada kerjaan jadi saya tidak terlalu ikut kegiatan di kampus".

(For now I have a job so I don't really participate in campus activities).

3. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from self efficacy aspect

To explain the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) at Muhammadiyah University of Makassar, the researcher gave questionnaire to 30 students and also do interview with 1 students from 6 classes. Students' readiness of Merdeka Belajar-Kampus Merdeka viewed from knowledge and skill based on the questionnaire and interview, the researcher found that:

Based on the result of the questionnaire self efficacy answered by 30 students, it shows that the highest score of 30 students is 39 while the lowest score of 30 students is 22. The average percentage of each student is 76.92 % and it categorized good. This is in accordance with the results of interviews conducted by researcher. Student A said that:

"Harus bisa karena dari sana kita dilatih dan dari diri kita memang harus siap untuk menanggapi atau menyelesaikan masalah".

(It must be possible because from there we are trained and from ourselves we must be ready to respond or solve problems).

Student E also added that:

"Yakin. Menurut saya jika kita dihadapkan pada suatu masalah pasti kita akan dapat menemukan solusi jika kita ingin berusaha".

(Sure. In my opinion if we are faced with a problem we will definitely be able to find a solution if we want to try)

Tabel 4.1 Accumulation of each indicator

Indikator	Percentage	Average percentage	Category
Knowledge and Skill	70.25%	74.56 %	Good
Motivation	76.50%		
Self Efficacy	76.92%		

Based on the accumulated results of the three indicators, namely knowledge and skills (70.25%), motivation (76.50%), and self-efficacy 76.92%), the average percentage was 74.56%. The percentage results are in the score range of 61 - 80% which can be categorized as good or students have good readiness to take part in the Merdeka Belajar-Kampus Merdeka (MBKM) program at Muhammadiyah University of Makassar.

D. Discussion

The research was done by the questionnaire and interview. To make discussion clear, the results of data analyzed as follow:

The discussion consisted of the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from knowledge and skill, motivation, and self efficacy. The discussion of the research detected to give the questionnaire and interview in order to know the students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) at the fifth semester students English education department of Muhammadiyah University of Makassar.

1. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from knowledge and skill aspect

The result of questionnaire in students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar was good. It can be seen from the result of questionnaire. The result of the questionnaire for knowledge and skill aspect was 70.25% and meaning that students knowledge and skill was good enough to join learning activity of

Merdeka Belajar-Kampus Merdeka. The data show that 10 out of 30 respondents obtained high category score, 19 respondents got fair category score, and 1 respondent got low category score.

Based on the percentage, it can be said that students of Muhammadiyah University of Makassar had good knowledge and skills. They already know about Merdeka Belajar-Kampus Merdeka (MBKM) program which is implemented at unismuh by socialized from the campus and information obtained from social media and students can access the website of Kampus Merdeka on the internet to find out the requirements and skills needed for participating in learning activities in the program. Thus, they are ready to join learning activity of Merdeka Belajar-Kampus Merdeka (MBKM). It is supported by Novrialdy et.al (2019) noted that learning readiness is a combination of knowledge and skills needed for student success. Thus, students who have both of these things will make them ready to give the right response in learning activities.

This finding also supported by Nurtjahyani and Sukisno (2021) which stated that to face these challenges, university managers must prepare Students' readiness to face the challenge of becoming an Independent Campus. In addition, students must be able to change the mindset of students into learners who must be ready to learn in social life to face real situations and be able to find solutions to the problems they face.

In addition, the results of interview conducted by researcher on each student from 6 classes in the fifth semester of the English Education Department showed that these students were aware of the implementation of the Merdeka-Belajar-

Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar from the webinars held by the campus. They also get information about learning activities of Merdeka Belajar-Kampus Merdeka program from social media and classmates and in their opinion there are several skills that must be possessed when they want to join the independent learning program including the ability to communicate, adapt to new environments, and the ability to solve problems.

It is supported by Ratulea, (2022) stated that “Skills have several scopes, namely self-awareness in critical thinking, problem solving problems, take risks and manage time in self-control integrity, self-confidence, empathy, initiative, and attitude, trust worthiness, conscientiousness, and the ability to adapt in any condition. skill has an influence on a person's readiness. If someone has high skill, then his learning readiness is also high”.

2. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from motivation aspect

The result of questionnaires in students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from motivation aspect was good. It can be seen from the result of questionnaires. The result of the questionnaire for motivation aspect about was 76.50% and it show that students motivation aspect was good enough to join learning activity of Merdeka Belajar-Kampus Merdeka. The data show that 14 out of 30 respondent obtained high category score, 16 respondents got fair category score, and there is nothing respondent got low category score.

Based on this percentage, it can be said that students' of Muhammadiyah University of makassar had good motivation, so they are ready to join learning

activity of Merdeka Belajar-Kampus Merdeka (MBKM). Motivation is very important because in addition to influencing learning readiness, it can also provide good learning outcomes. Therefore, in participating in the MBKM program, students must have good readiness including motivation. In learning activities, motivation can be said as the overall driving force in within the student that creates, ensures the continuity and provide direction for learning activities, so it is hoped that the goals can achieved. In learning activities, motivation is needed, because someone who does not have the motivation to learn, will not may engage in learning activities, Masni (2017).

In addition, the results of the interview revealed that students were aware of several forms of learning activities in theMerdeka Belajar-Kampus Merdeka, including teaching campuses, IISMA, independent studies and also student exchanges. One of their motivations for joining the program is that they want to gain experience and also get a certificate that will be useful when they want to work or become a teacher. In addition, students also get benefits in the form of money so that participating in this program is a special attraction for students.

This finding strngthened by Kusumo (2021) which stated that through independent campus policy, it is expected for universities to generate students who are ready and able to challenge time and technology development optimally. This policy provides a learning culture in line with students' needs, but without forgetting academic aspects. Thus, students obtain opportunity to learn with freedom, not restrain, creative, and innovative. This is expected to give flexibility to students for improving their skill and interest in academics.

However, there are also students who are not interested or motivated to participate in this activity because they choose to work instead of participating in various activities or prefer other activities outside Merdeka Belajar-Kampus Merdeka (MBKM) program. Uno (2008: 52) mentions motivational indicators in learning as follows: Desire to succeed, there are encouragement and need in learning, there are hopes and aspirations for the future, There is an appreciation in learning, There are interesting activities in learning and There is a conducive learning environment.

3. Student's readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from self efficacy aspect

The result of questionnaires in students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar was good. It can be seen from the result of questionnaires. The result of the questionnaire for self efficacy was 76.92%. The data show that 16 out of 30 respondents obtained high category score, 14 respondents got fair category score, and there is no respondent got low category score. Based on this percentage, it can be said that students of Muhammadiyah University of Makassar had good self-efficacy so they are ready to join learning activity of Merdeka Belajar-Kampus Merdeka (MBKM).

It is supported by Sari (2020) "self efficacy very necessary for students because this will direct students on the selection of appropriate actions. Individuals who have a level high self-efficacy then can easily face various challenges that will lead students to tenacity. Self-efficacy will be based on a

thought that the individual is capable of solve the problems he faces well, and be able to rise from the failures that befall him. So that by having high self efficacy students can be better at completing the assigned tasks”.

Based on the results of the interview data, it can be concluded that students' readiness at Muhammadiyah University of Makassar from the self-efficacy indicators can be said good. They believe that when participating in the Merdeka Belajar-Kampus Merdeka program they will be trained to be able to solve problems well and will be able to find a solution to every problem if they are willing to put in the effort. they also believe that they can easily adapt to the new environment so that they can follow the learning process outside the study program well and get maximum learning outcomes. Self-efficacy has two elements, namely the ability of individuals who believe and believe in their abilities but the surrounding environmental conditions do not support it and individuals who have the ability to survive in difficult situations that occur (Ragil in mufidah et al, 2021).

Therefore, based on the total number of data questionnaires consisting of 3 indicators, namely knowledge and skills, motivation, and self-efficacy, the average percentage is 74.56%. The number of percentages can be interpreted that the readiness of unismuh students in participating in MBKM can be categorized as good. Slameto in Mulyani (2013) defined “readiness is a individual condition who made it ready for give a response or answer in specific to certain situations” Individual readiness will bring individuals to be ready to respond to the situation faced in their own way.

Readiness is needed for all the student to determine the successful of students learning process. By good learning readiness, students can follow the learning actively and easily absorb the lessons conveyed when in the learning process. When students have good readiness, then students will gain convenience in deepening subject matter and concentration in the learning process and student who are not ready to do a task in learning will experience difficulty or even despair.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

For the conclusion, this study has summarized all the findings to know students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at the fifth Semester of English Education Department Muhammadiyah University of Makassar viewed from knowledge and skill, motivation, and self efficacy.

Based on the data analysis, it can be concluded that students at the Muhammadiyah University of Makassar are ready to take part in the Merdeka Belajar-Kampus Merdeka (MBKM) program. It can be seen from the score percentage of each aspect of readiness. The score percentage of three aspects of readiness namely knowledge and skill, motivation, and self efficacy were 70.25%, 76.50 %, 76.92%, respectively, and all categorized good. They are also interested in participating in learning activities on Merdeka Belajar-Kampus Merdeka (MBKM) to get certificates, and experiences that will be useful in the future. In addition, the average percentage of the 3 indikator about is 74.56%.

B. SUGGESTIONS

This study also gives some suggestions regarding to students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar . The suggestions are presented as follows:

1. For the students

Based on the results of the research about students' readiness of Merdeka Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of

Makassar. All the students are encourage to take part in Merdeka Belajar-Kampus Merdeka (MBKM) program. Thus, the students can improve their soft skills and hard skills that will be useful in the future.

2. For the next researcher

This study has researched about the analysis of students' readiness of Merdeka-Belajar-Kampus Merdeka (MBKM) policy at Muhammadiyah University of Makassar viewed from knowledge and skills, motivation, and self-efficacy. Therefore, the next researchers can conduct similar research on this topic by focusing to one the form of learning activity in the Merdeka Belajar-Kampus Merdeka (MBKM) program.



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A

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S



QUESTIONNAIRE

Name:

Class:

Direction: This questionnaire has been design to help you better understand the ways you prefer learn. Then place a cheecklist (✓) on response that related your personality.

Explanation:

SS: Strongly agree TS: Disagree

S: Agree STS: Strongly Disagree

No	Question	Answer			
		SS	S	TS	STS
1	Saya mengetahui tentang kebijakan Merdeka Belajar-Kampus Merdeka				
2	Saya belum mengetahui manfaat mengikuti kegiatan pembelajaran program Merdeka Belajar-Kampus Merdeka				
3	Saya mengetahui tentang 4 program utama Merdeka Belajar-Kampus Merdeka				
4	Saya mengetahui tentang 8 bentuk kegiatan pembelajaran pada program Merdeka Belajar-Kampus Merdeka				
5	Saya belum mengetahui persyaratan dalam mengikuti program Merdeka Belajar-Kampus Merdeka				
6	Saya memiliki kemampuan berbahasa Inggris yang baik untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
7	Saya tidak memiliki keterampilan komunikasi lisan dan tertulis untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
8	Saya tidak memiliki kemampuan memecahan masalah yang kompleks untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
9	Saya memiliki kecerdasan emosional untuk mengontrol kesadaran dan kontrol emosi untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
10	Saya tidak bisa bekerja dalam tim sehingga sulit untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
11	Saya malas mengikuti kegiatan pembelajaran di luar				

	program studi termasuk mengikuti program Merdeka Belajar-Kampus Merdeka				
12	Saya senang mencoba melakukan hal-hal baru termasuk berencana untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
13	Saya berencana mengikuti program Merdeka Belajar-Kampus Merdeka agar dapat berprestasi				
14	Saya membuat perencanaan jangka panjang untuk mewujudkan cita-cita saya termasuk mengikuti program Merdeka Belajar-Kampus Merdeka				
15	Pujian dari orang lain membuat saya lebih bersemangat dalam mengikuti program Merdeka Belajar-Kampus Merdeka				
16	Saya tidak suka melakukan sesuatu yang terlalu beresiko termasuk mengikuti program Merdeka Belajar-Kampus Merdeka				
17	Saya tidak suka melakukan hal-hal yang sulit, karena saya menyadari kemampuan saya tidak seberapa baik untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
18	Saya akan terus berusaha dengan berbagai cara yang baik hingga saya meraih target saya termasuk mengikuti program Merdeka Belajar-Kampus Merdeka				
19	Saya tidak punya tujuan yang jelas dalam studi saya sehingga tidak memiliki rencana untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
20	Komentar negatif orang lain membuat saya tidak semangat dalam mengikuti berbagai kegiatan termasuk program Merdeka Belajar-Kampus Merdeka				
21	Saya tidak yakin dapat menyelesaikan berbagai tugas jika mengikuti program Merdeka Belajar-Kampus Merdeka sesuai kemampuan yang saya miliki				
22	Saya tidak yakin dalam mengambil setiap keputusan termasuk mengikuti Program Merdeka Belajar-Kampus Merdeka				
23	Saya percaya dapat menyelesaikan masalah yang akan saya hadapi jika mengikuti program Merdeka Belajar-Kampus Merdeka, meskipun permasalahan tersebut belum pernah saya alami sebelumnya				
24	Saya menghindari mengerjakan tugas yang belum pernah saya kerjakan sebelumnya sehingga saya memutuskan untuk tidak mengikuti program Merdeka Belajar-Kampus Merdeka				
25	Saya pantang menyerah untuk mengikuti program Merdeka Belajar-Kampus Merdeka, meskipun mengalami kesulitan berulang kali				

26	Saya yakin mampu membuat solusi untuk setiap masalah yang saya hadapi jika saya dapat mengikuti program Merdeka Belajar-Kampus Merdeka				
27	Ketika mendapat tugas yang menantang saya cenderung menghindar sehingga saya memutuskan untuk tidak mengikuti program Merdeka Belajar-Kampus Merdeka				
28	Saya sulit beradaptasi ketika berada di lingkungan yang baru sehingga saya memutuskan untuk tidak mengikuti program Merdeka Belajar-Kampus Merdeka				
29	Saya akan nyaman berteman dengan siapa saja sehingga memudahkan saya untuk mengikuti program Merdeka Belajar-Kampus Merdeka				
30	Dalam bergaul saya tidak membedakan teman sehingga memudahkan saya untuk beradaptasi dan memiliki banyak teman jika mengikuti program Merdeka Belajar-Kampus Merdeka				

(Adopted from Ismail et. al , 2020; Prihandrijani, 2016; Indah, 2019)



DAFTAR PERTANYAAN WAWANCARA

Daftar wawancara ini berfungsi untuk menjawab rumusan masalah pada penelitian yang berjudul “The Analysis of Students’ Readiness of Merdeka Belajar-Kampus Merdeka (MBKM) Policy at Muhammadiyah University of Makassar”.

Daftar pertanyaan:

1. Apakah Anda mengetahui tentang kebijakan Merdeka Belajar-Kampus Merdeka?
2. Apakah anda mengetahui bentuk kegiatan pembelajaran pada Program Merdeka Belajar-Kampus Merdeka?
3. Apakah anda mengetahui keterampilan apa saja yang harus dipersiapkan untuk mengikuti kegiatan pembelajaran pada program Merdeka Belajar-Kampus Merdeka?
4. Seberapa besar keinginan anda untuk mengikuti program Merdeka Belajar-Kampus Merdeka?
5. Menurut anda keuntungan apa saja yang didapatkan ketika mahasiswa dapat mengikuti program Merdeka Belajar-Kampus Merdeka?
6. Apakah Anda yakin pada kemampuan anda sendiri dalam menyelesaikan suatu tugas jika suatu saat dapat mengikuti program Merdeka Belajar-Kampus Merdeka?
7. Menurut anda apakah proses beradaptasi di lingkungan baru dapat mempengaruhi kegiatan pembelajaran pada program Merdeka Belajar-Kampus Merdeka?

Name	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27	Q.28	Q.29	Q.30		
S1	SS	S	SS	S	S	TS	S	S	TS	S	S	SS	SS	SS	S	S	S	SS	S	SS	S	S	STS	TS	SS	SS	TS	S	SS	SS		
S2	S	STS	S	S	STS	S	TS	TS	S	TS	TS	S	S	S	S	TS	S	S	S	TS	TS	S	S	S	S	S	S	S	S	S	SS	
S3	SS	S	SS	S	TS	S	TS	SS	TS	TS	STS	SS	SS	SS	SS	STS	TS	SS	STS	S	TS	TS	SS	STS	SS	SS	TS	TS	SS	SS	SS	
S4	S	TS	S	TS	TS	TS	TS	TS	S	TS	TS	S	S	S	TS	TS	TS	S	STS	TS	TS	TS	S	TS	S	S	TS	TS	S	S	S	
S5	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
S6	TS	SS	STS	STS	SS	S	TS	TS	S	TS	S	TS	TS	TS	TS	TS	S	S	STS	STS	TS	S	SS	TS	S	SS	STS	STS	S	SS	SS	
S7	S	TS	S	TS	TS	S	TS	TS	S	TS	STS	SS	SS	SS	S	TS	TS	S	TS	TS	TS	TS	S	TS	SS	S	TS	TS	S	S	S	
S8	S	S	STS	STS	TS	S	SS	S	SS	SS	SS	S	STS	STS	TS	TS	TS	SS	SS	S	SS	SS	SS	TS	S	SS	S	SS	SS	S	S	
S9	SS	TS	S	S	S	S	TS	TS	S	TS	STS	S	S	S	S	STS	STS	S	STS	SS	TS	S	S	STS	S	S	TS	TS	S	SS	SS	
S10	TS	S	TS	TS	TS	TS	TS	TS	S	TS	STS	SS	S	S	S	TS	TS	S	TS	TS	TS	TS	S	S	TS	S	TS	TS	S	TS	TS	
S11	TS	S	STS	STS	STS	STS	SS	S	S	S	TS	S	S	S	S	STS	TS	S	TS	TS	TS	TS	S	STS	SS	SS	TS	TS	S	TS	TS	
S12	SS	STS	S	S	TS	S	STS	TS	SS	STS	STS	SS	SS	S	S	TS	TS	S	STS	TS	TS	TS	S	STS	S	SS	TS	STS	SS	SS	SS	
S13	S	TS	SS	TS	STS	S	STS	STS	TS	STS	STS	SS	SS	SS	TS	TS	TS	SS	STS	TS	TS	TS	SS	TS	SS	SS	STS	STS	SS	SS	SS	
S14	TS	S	TS	TS	S	S	TS	TS	S	TS	TS	SS	SS	SS	S	TS	TS	SS	TS	TS	TS	TS	SS	TS	SS	SS	STS	STS	SS	SS	SS	
S15	S	TS	S	TS	TS	S	STS	STS	S	STS	TS	SS	SS	SS	S	TS	STS	SS	TS	TS	TS	TS	SS	TS	SS	SS	TS	TS	SS	SS	SS	
S16	TS	TS	TS	TS	TS	TS	TS	TS	S	TS	TS	S	S	TS	S	TS	TS	S	S	TS	TS	S	TS	S	S	S	S	TS	S	SS	SS	
S17	S	TS	TS	TS	S	S	TS	S	TS	TS	TS	S	S	TS	S	TS	TS	S	S	S	S	S	TS	TS	TS	S	TS	TS	S	S	SS	
S18	S	TS	SS	S	TS	S	TS	S	S	TS	TS	S	S	S	S	TS	S	SS	TS	TS	TS	S	S	TS	SS	SS	TS	TS	S	S	SS	
S19	SS	S	TS	S	TS	S	TS	SS	SS	STS	STS	SS	SS	SS	SS	STS	STS	SS	STS	STS	STS	STS	SS	STS	SS	SS	TS	TS	SS	SS	SS	
S20	S	TS	S	S	TS	S	TS	TS	TS	TS	TS	SS	S	SS	S	TS	S	S	S	S	TS	TS	S	TS	S	S	S	S	S	S	S	
S21	TS	S	TS	TS	TS	SS	TS	TS	SS	TS	TS	SS	TS	S	TS	TS	TS	SS	S	SS	TS	TS	S	TS	TS	S	S	TS	SS	SS	SS	
S22	S	TS	SS	TS	STS	S	TS	TS	S	STS	STS	SS	SS	S	TS	TS	TS	S	TS	TS	TS	TS	S	TS	SS	S	STS	STS	SS	SS	SS	
S23	TS	S	S	S	TS	S	SS	TS	S	TS	TS	S	TS	S	S	S	S	S	S	S	SS	TS	TS	SS	S	S	S	S	TS	S	S	
S24	S	TS	S	S	TS	S	STS	STS	SS	STS	TS	SS	S	S	STS	TS	STS	SS	TS	TS	TS	TS	S	TS	TS	SS	STS	STS	S	S	S	
S25	SS	STS	SS	SS	SS	S	STS	STS	TS	STS	STS	SS	SS	SS	TS	STS	STS	SS	STS	STS	STS	TS	SS	SS	SS	SS	STS	STS	SS	SS	SS	
S26	TS	TS	TS	TS	TS	S	TS	TS	S	TS	TS	S	TS	TS	TS	SS	SS	TS	TS	TS	S	TS	TS	TS	TS	TS	TS	TS	SS	TS	S	
S27	S	S	TS	TS	TS	S	S	S	S	S	SS	TS	TS	S	S	S	S	S	S	TS	S	S	TS	TS	TS	TS	TS	S	SS	TS	S	
S28	S	TS	S	S	TS	S	STS	TS	S	STS	TS	SS	SS	S	S	TS	STS	SS	STS	TS	TS	TS	S	TS	TS	S	TS	TS	S	SS	SS	
S29	SS	TS	TS	TS	TS	S	TS	TS	S	TS	STS	SS	SS	SS	SS	STS	STS	SS	STS	TS	TS	TS	SS	STS	TS	TS	TS	TS	S	SS	SS	
S30	S	S	S	TS	S	TS	S	S	S	S	TS	S	S	S	S	TS	S	S	S	TS	S	TS	TS	TS	TS	TS	S	S	TS	TS	S	

KNOWLEDGE AND SKILL										MOTIVATION										SELF EFFICACY									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
x1p1	x1p1	x1p3	x1p4	x1p5	x1p6	x1p7	x1p8	x1p9	x1p10	x2p1	x2p2	x2p3	x2p4	x2p5	x2p6	x2p7	x2p8	x2p9	x2p10	x3p1	x3p2	x3p3	x3p4	x3p5	x3p6	x3p7	x3p8	x3p9	x3p10
4	2	4	3	2	2	2	2	2	2	2	4	4	4	3	2	2	4	2	1	2	2	1	3	4	4	3	2	4	4
3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	2	3	2	2	3	4	4
4	2	4	3	3	3	2	3	4	3	4	4	4	4	4	4	3	4	4	2	3	3	4	4	4	4	3	4	4	4
3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3
3	2	3	3	2	3	2	2	3	2	2	3	3	3	3	2	2	3	2	2	2	2	3	2	3	2	2	3	3	3
2	1	1	1	1	3	3	3	3	3	2	2	2	2	2	3	2	3	4	4	3	2	4	3	3	4	4	3	4	4
3	3	3	2	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3
3	2	1	1	3	3	1	2	4	1	1	3	1	1	2	3	3	4	1	2	1	1	4	3	3	4	2	1	4	3
4	3	3	3	2	3	3	3	3	3	4	3	3	3	3	4	4	3	4	1	3	2	3	4	3	3	3	3	3	4
2	2	2	2	3	2	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
2	2	1	1	4	1	1	2	3	2	3	3	3	3	1	3	3	3	4	3	3	3	3	3	3	3	4	4	4	4
4	4	3	3	3	3	4	3	4	4	4	4	4	4	3	3	3	4	3	4	3	3	3	4	4	4	4	4	4	4
3	3	4	2	4	3	4	4	2	4	4	4	4	4	2	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4
2	2	2	2	2	3	3	3	3	3	3	4	4	4	3	3	3	4	3	4	3	3	4	3	4	4	4	4	4	4
3	3	3	2	3	3	3	3	3	4	3	4	4	4	3	3	3	4	3	3	3	3	4	3	4	4	4	4	4	4
2	3	2	3	2	3	3	3	2	3	3	3	3	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	3	3
3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3
3	3	4	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
4	2	2	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
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2	2	3	2	2	2	2	2	3	3	3	3	3																	

NO S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

F N % Rata-rata

82 120 68,33 74,56

87 120 72,50 74,56

104 120 86,67 74,56

89 120 74,17 74,56

75 120 62,50 74,56

81 120 67,50 74,56

94 120 78,33 74,56

68 120 56,67 74,56

93 120 77,50 74,56

86 120 71,67 74,56

85 120 70,83 74,56

104 120 86,67 74,56

105 120 87,50 74,56

98 120 81,67 74,56

102 120 85,00 74,56

80 120 66,67 74,56

78 120 65,00 74,56

93 120 77,50 74,56

111 120 92,50 74,56

87 120 72,50 74,56

86 120 71,67 74,56

100 120 83,33 74,56

72 120 60,00 74,56

97 120 80,83 74,56

106 120 88,33 74,56

72 120 60,00 74,56

69 120 57,50 74,56

100 120 83,33 74,56

104 120 86,67 74,56

76 120 63,33 74,56

74,56

	1	2	3	4	5	6	7	8	9	10
	x1p1	x1p2	x1p3	x1p4	x1p5	x1p6	x1p7	x1p8	x1p9	x1p10
S1	4	2	4	3	2	2	2	2	2	2
S2	3	4	3	3	4	3	3	3	3	3
S3	4	2	4	3	3	3	2	3	4	3
S4	3	3	3	2	3	3	3	3	3	3
S5	3	3	3	2	3	3	3	3	3	3
S6	3	3	3	3	1	3	3	3	3	3
S7	3	3	3	1	3	3	3	3	3	3
S8	3	3	3	1	3	3	3	3	3	3
S9	4	3	2	2	3	3	1	3	4	3
S10	2	3	2	2	3	2	3	3	3	3
S11	2	2	1	1	4	1	1	3	3	1
S12	4	4	3	3	3	3	4	4	4	4
S13	3	3	4	2	4	3	3	4	2	4
S14	3	3	3	2	3	3	3	3	3	3
S15	3	3	3	2	3	3	3	4	3	4
S16	3	3	3	2	3	3	3	3	3	3
S17	3	3	3	2	3	3	3	3	3	3
S18	3	3	3	2	3	3	3	3	3	3
S19	4	3	2	3	3	3	3	3	3	4
S20	3	3	3	3	3	3	3	3	4	3
S21	3	3	3	2	3	4	3	3	3	3
S22	3	3	3	2	3	3	3	3	3	4
S23	3	3	3	3	4	3	1	3	3	4
S24	3	3	3	3	3	3	4	4	3	4
S25	4	4	4	4	1	3	3	4	3	4
S26	2	3	2	2	3	3	3	3	3	3
S27	3	3	3	3	3	3	3	3	3	3
S28	3	3	3	3	3	3	3	3	3	3
S29	4	3	2	2	3	3	3	3	3	3
S30	3	2	3	2	2	2	2	2	3	2
Jumlah (J)	89	79	81	71	84	85	85	87	91	91
Skor Max (N)	120	120	120	120	120	120	120	120	120	120
%	74,2	65,8	67,5	59,2	70	70,8	70,8	72,5	75,8	75,8
Rata-rata					70,25					

	MOTIVATION									
	11	12	13	14	15	16	17	18	19	20
	x2p1	x2p2	x2p3	x2p4	x2p5	x2p6	x2p7	x2p8	x2p9	x2p10
21	2	4	4	4	3	2	2	4	2	1
22	3	3	3	3	3	3	2	3	3	3
23	4	4	4	4	4	4	3	4	4	2
24	3	3	3	3	2	3	3	3	4	3
25	3	3	3	3	2	3	2	3	4	2
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28	1	3	1	1	2	3	3	4	1	2
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31	4	4	3	3	1	3	3	3	3	3
32	4	4	4	4	3	3	3	4	4	4
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48	3	3	3	3	3	3	3	3	3	3
49	3	3	3	3	3	3	3	3	3	3
50	3	3	3	3	3	3	3	3	3	3
Jumlah (S)	93	103	96	94	84	85	86	103	92	82
skor Maks (N)	120	120	120	120	120	120	120	120	120	120
%	78	86	80	78.3	70	70.8	71.7	85.8	77	68.33
RATA-RATA					76.5					

	Self Efficacy										
	21	22	23	24	25	26	27	28	29	30	
	x3p1	x3p2	x3p3	x3p4	x3p5	x3p6	x3p7	x3p8	x3p9	x3p10	
S1	2	2	1	3	4	4	3	2	4	4	
S2	3	3	4	4	4	3	2	2	3	4	
S3	3	3	3	3	3	3	3	3	4	4	
S4	2	2	3	2	3	3	2	3	3	3	
S5	3	2	4	3	3	4	4	4	3	4	
S6	3	3	3	3	4	3	3	3	3	3	
S7	1	1	4	3	3	4	2	1	4	3	
S8	3	4	3	3	3	3	3	3	3	3	
S9	3	3	3	4	4	4	4	4	4	2	
S10	3	3	3	3	3	3	3	4	4	4	
S11	3	3	3	4	4	4	3	4	4	4	
S12	3	3	4	3	4	4	4	4	4	4	
S13	4	3	4	3	4	4	4	4	4	4	
S14	3	3	4	3	3	3	3	3	3	4	
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S16	2	2	2	3	3	3	2	3	3	4	
S17	3	2	3	3	4	4	3	3	4	4	
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S20	3	3	3	3	2	3	2	3	4	4	
S21	3	3	3	3	4	3	4	4	4	4	
S22	1	2	3	1	2	3	2	3	3	3	
S23	3	3	3	3	4	4	4	4	3	4	
S24	4	1	4	1	4	4	4	3	4	4	
S25	2	3	2	3	2	2	3	3	2	3	
S26	2	2	2	3	3	2	2	1	2	3	
S27	3	4	3	3	4	3	3	3	3	4	
S28	4	4	4	4	4	3	3	3	3	4	
S29	2	2	2	3	3	3	2	3	2	3	
S30	82	78	91	89	100	100	89	87	100	107	
Jumlah (F)	120	120	120	120	120	120	120	120	120	120	
Skor (N)	68,3	65	75,8	74,2	83	83,3	74,2	72,5	83,333	89,2	
%					76,92						

Transkrip wawancara kelas A

N: Assamualaikum kak.

P: Waalaikumsalam. Mohon maaf mengganggu waktunya dek

N: Iye kak

P: Hari ini saya ingin melakukan wawancara mengenai penelitian saya yang tentang merdeka belajar-kampus merdeka.

N: Iye kak bisa

P: Apakah anda mengetahui tentang kebijakan Merdeka belajar-Kampus merdeka di Unismuh

N: Kurang Tahu kak. Saya Lupa.

P: Emmm. Tapi apakah anda tahu bahwa ada kebijakan tersebut di unismuh?

N: Iye kak. Saya tahu karena saya pernah ikut webinar tentang pengenalan merdeka belajar-kampus merdeka tahun kemarin.

P: Ohh iya. Terus apakah anda mengetahui tentang 8 bentuk kegiatan pembelajaran pada program merdeka belajar-kampus merdeka?

N: Yang 8 programnya kak? Iye kak saya tahu.

P: Bisa disebutkan apa saja 8 kegiatan pembelajaran tersebut?

N: Kampus mengajar, KKN tematik, studi independen, pertukaran pelajar, terus ada juga magang di perusahaan, terus ada programnya yang bekerja sama dengan kemensos.

P: Ohh iya. Apakah anda mengetahui ada 4 program utamanya pada kebijakan merdeka belajar-kampus merdeka?

N: Yang mana itu kak?

P: Ada 4 program utamanya salah satunya yaitu belajar 3 semester di luar program studi serta kemudahan bagi institusi dalam membukan program studi baru.

N: oh iya kak. Tapi yang saya tahu hanya kebijakan untuk mahasiswa sedangkan untuk kampus saya tidak tahu kak.

P: Menurut anda keterampilan apa saja yang harus dipersiapkan untuk mengikuti program pembelajaran Merdeka Belajar-kampus Merdeka?

N: Yang penting itu kesiapan mahasiswa kak skill dan mental karena jika sudah turun dilapangan tantangannya sudah lain lagi.

P: Menurut anda apakah kemampun berbahasa inggris atau keterampilan berkomunikasi berguna dalam mengikuti program ini?

N: Kalau menurut saya sangat berguna sekali misalnya kemampuan public speaking itu sangat berguna kemudian misalnya kemampuan speaking sangat berguna ketika mengikuti program studi independen atau studi keluar negeri atau magang di perusahaan.

P: Seberapa besar keinginan anda untuk mengikuti program Merdeka Belajar-Kampus merdeka?

N: Saya sebenarnya sangat ingin ikut kegiatan ini kak tetapi karena kemarin itu ada kegiatan lain yang bertabrakan dan saya dilema, juga sedang memasukkan proposal untuk ikut IMUN bulan februari kemarin.

P: Oh jadi misalnya selesai ikut IMUN masih punya keinginan untuk ikut program ini?

N: Iye kak.

P: Menurut anda keuntungan apa saja yang didapatkan ketika mahasiswa dapat mengikuti program Merdeka belajar-Kampus merdeka?

N: Yang pertama adalah pengalaman sehingga kita sudah tahu teknis lapangan ketika sudah terjun di dunia kerja dan skill dan mental juga lebih matang lagi serta pengetahuan kita juga dapat bertambah dan juga kerja tim dapat dilatih ketika mengikuti program ini.

P: Apa motivasi terbesar anda sehingga ingin mengikuti kegiatan Merdeka Belajar-kampus Merdeka?

N: Yang pertama sayang ingin tahu kondisi di lapangan seperti apa dan saya juga ingin mengupgrate ilmu yang saya dapatkan di kampus

P: Apakah anda yakin pada kemampuan anda sendiri dalam menyelesaikan suatu tugas jika suatu saat dapat mengikuti program ini?

N: Yakin kak.

P: Misalnya ketika mengikuti program ini dan anda mendapat masalah apakah anda dapat membuat atau menemukan problem solving yang baik untuk masalah anda?

N: Harus bisa karena dari sana kita dilatih dan dari diri kita memang harus siap untuk menanggapi atau menyelesaikan masalah.

P: Apakah anda siap dengan berbagai tugas ketika mengikuti program ini?

N: Siap kak

P: Menurut anda apakah proses beradaptasi di lingkungan baru dapat mempengaruhi kegiatan pembelajaran pada program Merdeka Belajar-Kampus

Merdeka misalnya ada mahasiswa yang sulit maupun mudah beradaptasi di lingkungan baru?

N: Kalau saya sendiri tipe yang mudah beradaptasi atau tidak butuh waktu terlalu lama untuk beradaptasi dan bisa berteman dengan siapa saja

P: Oke dek hanya itu yang mau saya tanyakan. Terima kasih atas waktunya.

Assalamualikum.

N: Iye kak. Waalaikumsalam kak.



Transkrip wawancara kelas B

P: Halo Assalamualaikum

N: Waalaikumsalam

P: Mohon maaf mengganggu waktunya dek saya ingin interview mengenai penelitian saya yang pertanyaannya hampir sama dengan questioner yang kita isi sebelumnya.

N: Oke

P: Pertanyaan pertama apakah anda mengetahui tentang kebijakan Merdeka belajar kampus merdeka?

N: Tidak tahu kak

P: Kira-kira pernah kita dengar ada program Kampus mengajar di unismuh?

N: Pernah dengar kak

P: Ohh jadi pernah dengar tapi tidak mengerti apa itu kampus merdeka atau MBKM?

N: Tahu sedikit tapi tidak terlalu tahu karena tidak ikut atau tidak daftar.

P: Jadi sebenarnya itu toh yang kampus Merdeka itu atau yang kampus mengajar itu salah bentuk-bentuk programnya dari merdeka belajar kampus merdeka atau disebut MBKM. Bagaimana dengan bentuk kegiatannya pembelajara merdeka belajar kampus merdeka?

N: Tahu kak.

P: Bisa disebutkan apa saja bentuk kegiatan pembelajarannya?

N: Yang saya tahu itu yang teman saya bilang tentang mengajar di sekolah-sekolah yang kedua itu pertukaran pelajar.

P: Oh Jadi kesimpulannya Kita tahu program-programnya tapi tentang kebijakan Merdeka belajar kampus Merdeka yang jarang kita dengar?

N: Ya

P: Keterampilan apa saja yang dibutuhkan untuk mengikuti kegiatan Merdeka belajar kampus merdeka?

N: Yaitu Bertanggung jawab, tegas, dapat berbaur satu sama lain.

P: Apakah anda tertarik ikut program ini?

N: Untuk saat ini tidak

P: Alasannya?

N: Karena saya ingin mendaftar di beasiswa lain

P: Oh iya, kalau menurut anda misalnya daftar program Merdeka belajar-kampus merdeka apa keuntungannya untuk mahasiswa?

N: Keuntungannya yang teman saya bilang yaitu dapat uang jajan dan punya pengalaman.

P: Jadi anda dapat info tentang program Merdeka belajar kampus Merdeka itu yang dari mana?

N: Saya dapat infonya dari Instagram dan dari teman sekelas yang pernah ikut.

P: kalau misalnya anda memiliki kesempatan untuk ikut di kampus Merdeka, apakah anda sudah memiliki kemampuan untuk ikut program ini misalnya punya skill bahasa Inggris yang serta kemampuan memecahkan masalah.

N: Of course. Menurut saya, saya memenuhi syarat untuk ikut program ini karena saya mempunyai skill yang menurut orang itu bisa tapi saya tidak memiliki minat untuk daftar program ini.

P: Oh jadi anda lebih tertarik dengan kegiatan lain?

N: Iya karena saya juga punya organisasi MUN.

P: Misalnya ada kesempatan untuk ikut program Kampus Merdeka apakah anda yakin dapat beradaptasi di lingkungan baru karena salah satu program kampus Merdeka adalah kampus mengajar yang diikuti banyak mahasiswa dari kampus lain.

N: Menurut saya yakin bisa beradaptasi

P: Oh jadi anda itu tipe orang yang mudah di beradaptasi

N: Ya alhamdulillah

P: Bagaimana dengan kemampuan anda untuk menyelesaikan berbagai tugas ketika mengikuti program MBKM?

N: Tidak.

N: Oke dek hanya itu yang mau saya tanyakan. Terima kasih atas waktunya.

Assalamualikum.

P: Iye kak. Waalaikumsalam kak.



Transkrip wawancara kelas C

P: Assalamualaikum. Mohoon maaf mengganggu waktunya dek

N: Waalaikumsalam Iya kak tidak apa-apa.

P: Saya mau wawancara mengenai penelitian saya tentang yang merdeka belajar-kampus merdeka.

N: Ya Kak.

P: Apakah anda mengetahui tentang kebijakan Merdeka belajar-kampus merdeka di Unismuh?

N: Iya kakak tahu

P: dari mana kita dapat infonya tentang MBKM

N: dari media sosial media

P: Kalau dari teman tak ada yang ngikutin program ini?

N: Ada kak.

P: Menurut anda ada berapa kegiatan pada program merdeka belajarkampus merdeka?

N: Yang saya tahu kampus mengajar dengan studi independen

P: Apakah anda mengetahui 4 program utama pada kebijakan MBKM?

N: Tidak tahu kak.

P: Menurut anda keterampilan apa saja yang harus dipersiapkan untuk mengikuti kegiatan pembelajaran pada program Merdeka belajar-kampus merdeka. keterampilan apa saja yang kalau misalnya mahasiswa mau ikut program ini apa saja yang harus dipersiapkan

N: Mungkinkah mudah berbaptasi dengan orang lain

P: Apakah anda mengetahui persyaratan untuk dapat mengikuti program merdeka belajar-kampus merdeka?

N: Tidak terlalu tahu, tapi kemarin saya daftar study independen itu ada persyaratannya KRS, KHS, ada surat rekomendasi dan CV.

P: Bagaimana dengan keterampilan berbahasa Inggris atau kita harus punya TOEFL?

N: Iya ada.

P: Apa motivasi anda untuk mengikuti program Merdeka belajar-kampus merdeka?

N: Karena benefitnya bagus kalau misalnya mahasiswa ikut studi independen dapat di pengalaman yang lebih banyak, terus ada konversi sks

P: Menurut anda motivasi, pengetahuan, dan kepercayaan diri diperlukan jika ingin mengikuti program MBKM.

N: iya kak. Kepercayaan diri sangat dibutuhkan dalam mengikuti program MBKM

P: Bagaimana dengan pengumuman yang study independen?

N: Saya daftar program study independen semester lalu tapi tidak lolos ditahap kedua.

P: Misalnya anda lulus mengikuti program tersebut, apakah anda yakin pada kemampuan diri dalam menyelesaikan tugas atau dapat diselesaikan dengan baik?

N: Yakin bisa menyelesaikannya tapi mungkin tidak maksimal.

P: Menurut anda apakah proses beradaptasi di lingkungan baru dapat mempengaruhi pembelajarannya program ini.

N: Iya.

P: Butuh berapa lama waktu yang anda butuhkan untuk bisa beradaptasi di lingkungan baru?

N: 2 atau 3 minggu

P: Jadi mungkin itu saja yang ingin saya Makasih atas waktunya assalamualaikum

N: salam warahmatullahi wabarakatuh.

Transkrip wawancara kelas D

N: Assalamualaikum Warahmatullahi Wabarakatuh

P: Waalaikumsalam. Mohon maaf mengganggu waktunya dek.

N: Iye

P: Saya mau wawancara terkait penelitian saya tentang MBKM juga berkaitan dengan kuesioner yang saya kirimkan kemarin.

N: Iye

P: Apakah anda mengetahui bahwa di Unismuh ada kebijakan implementasi Merdeka belajar-kampus merdeka atau MBKM.

N: Tahu kak

P: Tahu dari mana infonya

N: kalau infonya saya dapat dari teman-teman

P: Bagaimana tentang empat program utama dari kebijakan merdeka belajar-kampus merdeka.

N: Program utamanya itu salah satunya adalah dapat belajar 3 semester diluar program study.

P: Bagaimana dengan 8 kegiatan pembelajaran pada program merdeka belajar-kampus merdeka?

N: Seperti magang, ada juga kampus mengajar.

P: Apakah sudah pernah ikut program pembelajaran MBKM?

N: Belum tapi ada rencana untuk ikut cuma belum terbuka pendaftarannya.

P: Menurut anda keterampilan apa saja yang harus dipersiapkan untuk mengikuti ini program MBKM?

N: Yang pertama itu adalah niat karena diantara beberapa program dari Kemendikbud itu ada yang bisa dapat uang dan beberapa hampir semuanya lah itu kadang beberapa mahasiswa kejar itunya juga misalnya jika niatnya sudah salah hasilnya tidak akan memuaskan. Saya sih yang paling utama itu bagaimana bisa kita itu cari pengalaman.

P: Menurut anda apakah skill bahasa Inggris itu dibutuhkan ketika ingin mengikuti program Merdeka belajar-kampus Merdeka.

N: Menurut saya bahasa inggris adalah salah satu skill yang dibutuhkan di era sekarang juga kemampuan komunikasi yang baik dan khususnya memiliki sertifikat TOFL dan IELTS misalnya untuk pertukaran pelajar atau kampus kampus mengajar

P: Apakah anda memiliki keinginan untuk mengikuti program kampus mengajar atau studi independen?

N: Belum punya keinginan untuk mengikuti kedua program tersebut tapi untuk program IISMA saya sangat ingin ikut karena mau belajar di luar negeri.

P: Apa motivasi anda untuk mengikuti IISMA

N: Karena punya mimpi dan juga mau belajar di luar negeri terus mendapatkan pengalaman karena cita-cita saya ingin jadi guru bahasa inggris.

P: Kalau menurut anda apa keuntungan bagi mahasiswa jika mengikuti program ini?

N: Menurut saya wawasan lebih terbuka karena untuk seputar kampus saja sistem belajarnya terbatas. Ketika mengikuti program merdeka belajar mahasiswa

punya perbandingan yang tentang sistem belajar yang digunakan dan bagaimana sistem belajar mengajar yang bagus.

P: Kalau misalnya Anda dapat mengikuti program MBKM apakah anda yakin pada kemampuan diri sendiri untuk menyelesaikan tugas-tugas yang ada?

N: Yakin kak karena saya tipe mahasiswa yang tidak suka mengabaikan jika ada tugas.

P: Apakah anda yakin akan mudah beradaptasi di lingkungan baru ketika mengikuti program ini?

N: Kalau saya pribadi bukan tipe orang yang extrovert atau introvert atau bukan orang yang sulit beradaptasi.

P: Oke makasih waktunya dek Assalamu'alaikum.

N: Waalaikumsalam kak.



Transkrip wawancara kelas E

P: Halo assalamualaikum

N: Iya waalaikumsalam kak

P: Mohon maaf mengganggu waktunya sebentar untuk wawancara terkait penelitian saya tentang merdeka belajar-kampus merdeka.

N: iye kak

P: Apakah anda mengetahui anda mengetahui tentang kebijakan Merdeka belajar-kampus merdeka?

N: Tidak kak. Sebenarnya saya tahu apa itu kampus merdeka tapi tidak tahu apa tujuan utama dari kampus merdeka ini.

P: Bagaimana dengan bentuk-bentuk kegiatan pembelajarannya merdeka belajar-kampus merdeka?

N: Tidak tahu juga kak

P: Apakah anda mengetahui tentang program kampus mengajar?

N: Kalau kampus mengajar saya tahu kak dan saya juga sudah dafar.

P: Bagaimana dengan program lainnya

N: Hanya itu yang saya tahu dan saya juga dapat info bukan di Unismuh melainkan melalui teman saya yang di UNM karena di Unismuh info terkait MBKM masih kurang.

P: Bagaimana dengan program pertukaran pelajar? Apakah anda pernah dengar?

N: Pernah dengar tapi di kampus lain.

P: Apakah keterampilan atau skill apa saja yang harus dipersiapkan untuk mengikuti kegiatan pembelajaran MBKM?

N: Menurut saya yang paling penting itu publik speaking and then bagaimana dia mampu menguasai materi dalam learning process nanti.

P: Menurut anda bekerja sama dalam tim atau keterampilan komunikasi, kemampuan berbahasa Inggris itu diperlukan tidak dalam mengikuti kegiatan ke program Merdeka belajar kampus merdeka?

N: I think iya karena nanti di kampus mereka kita bertemu dengan banyak mahasiswa dari berbagai kampus jadi komunikasi diperlukan untuk satu sama lain agar kegiatan berjalan dengan lancar.

P: Bagaimana dengan skill berbahasa Inggris?

N: Menurut saya penting karena saya berada di jurusan bahasa Inggris jadi saya harus bisa berbahasa Inggris sedangkan untuk teman yang lain tidak terlalu perlu.

P: Seberapa besar keinginan anda untuk mengikuti program Merdeka belajar kampus merdeka?

N: Sekitar 75% karena hanya ingin dapat sertifikat yang berguna setelah kuliah dan ketika kita ingin mengajar.

P: Keuntungan apa saja yang didapatkan ketika Mahasiswa dapat mengikuti program ini misalnya kampus mengaja?

N: Pastinya experience karena kita memiliki banyak pengalaman maka skill kita juga akan bertambah karena melakukan banyak praktek kerja di lapangan.

P: Komentar negatif atau positif orang lain berpengaruh tidak tentang keinginan anda untuk ikut program ini?

N: Tergantung siapa orangnya misalnya teman dekat itu akan sangat berpengaruh tapi ketika teman biasa tidak akan berpengaruh

P: Apakah anda yakin pada kemampuan anda sendiri dalam menyelesaikan tugas atau masalah jika suatu saat dapat mengikuti program Merdeka belajar kampus merdeka?

N: Yakin. Menurut saya jika kita dihadapkan pada suatu masalah pasti kita akan dapat menemukan solusi jika kita ingin berusaha.

P: Menurut anda apakah proses beradaptasi di lingkungan baru dapat mempengaruhi kegiatan pembelajaran pada program MBKM

N: Pasti akan berpengaruh karena ketika mengikuti program ini kita akan bertemu orang baru jadi otomatis kita harus mendorong diri kita untuk beradaptasi di lingkungan yang baru.

P: Wanya itu yang ingin saya tanyakan terima kasih atas waktunya.
Assalamualikum.

N: Waalaikumsalam kak.



Transkrip wawancara kelas F

P: Assalamualaikum dek. Mohon maaf mengganggu waktunya.

N: Waalaikumsalam kak. Iya kak.

P: Jadi bisa saya langsung mulai interviewnya?

N: Bisa kak.

P: Apakah anda mengetahui tentang kebijakan merdeka belajar-kampus merdeka atau MBKM di Unismuh?

N: Tidak karena saya saat ini tidak terlalu aktif berkegiatan atau organisasi

P: Bagaimana dengan program kampus mengajar? Pernah dengar atau tidak?

N: Pernah dengar tapi tapi tidak tahu mengenai program tersebut.

P: Bagaimana dengan program lainnya dek?

N: Tidak tahu juga kak.

P: Menurut anda keterampilan apa saja yang dibutuhkan ketika ingin mengikuti kegiatan MBKM ini?

N: Kalau menurut saya pertama pendidikan agama yang kedua kemampuan berbahasa contohnya kemampuan berbahasa inggris.

P: Bagaimana dengan problem solving dan kemampuan bekerja dalam tim

N: Kalau menurut saya iya karena pasti setiap kegiatan pasti ada masalah yang harus dipecahkan.

P: Seberapa besar keinginan anda untuk mengikuti program MBKM

N: Kalau untuk saat ini saya ada kerjaan jadi saya tidak terlalu ikut kegiatan di kampus.

P: Menurut anda keuntungan apa saja yang akan didapatkan ketika mahasiswa dapat mengikuti berbagai program MBKM?

N: Saya belum baca tentang MBKM ataupun programnya jadi saya tidak tahu keuntungan apa saja yang didapatkan

P: Kalau misalnya anda dapat ikut dalam berbagai bentuk pembelajaran MBKM apakah anda yakin pada kemampuan anda sendiri untuk menyelesaikan berbagai tugas tugas yang ada?

N: Menurut saya mungkin kita dapat beberapa pengalaman seperti memecahkan masalah dengan berdiskusi atau membaur dengan teman.

P: Menurut anda apakah proses beraptasi di lingkungan baru dapat mempengaruhi proses pembelajaran MBKM?

N: Yang pertama dilihat dari pelakunya sendiri misalnya dia sungguh-sungguh dan jika dia optimis dan kuat dia akan mudah beraptasi di lingkungan baru.

P: Apakah anda tipe yang mudah beraptasi atau sulit beraptasi di lingkungan baru?

N: my opinion tergantung bagaimana lingkungannya misalnya lingkungannya baru mungkin akan mudah beraptasi kak dan begitu pula sebaliknya.

P: Hanya itu yang ingin saya tanyakan dek. Terima kasih atas waktunya.

N: Iye kak.

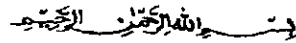
P: Assalamualaikum.

N: Waasaikumsalam



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Fakultas/ Prodi : **FKIP/ Pend. Bahasa Inggris**
di -

Tempat

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Nomor:
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Yang akan dilaksanakan dari tanggal 15 Desember 2021 s/d 15 Februari 2022

Demikian disampaikan kepada bapak atas perkenan dan persetujuan
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NIM : 105351117617
Judul Penelitian : The Analysis of Students' Readiness of Merdeka Belajar-Kampus Merdeka (MBKM) Policy at Muhammadiyah University of Makassar
Tanggal Ujian Proposal : 04 Desember 2021
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No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 15 Desember 2021	Menyebarkan kuesioner via WhatsApp kepada kelas A dan B		
2	Kamis, 16 Desember 2021	Menyebarkan kuesioner via WhatsApp kepada kelas C dan D		
3	Jumat, 17 Desember 2021	Menyebarkan kuesioner via WhatsApp kepada kelas E dan F		
4	Sabtu, 18 Desember 2021	Melakukan interview		
5	Minggu, 19 Desember 2021	Melakukan interview		



6	Senin, 20 Desember 2021	Melakukan interview		
7				
8				
9				
10				

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807





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Nama : Ratiwi
NIM : 10535 11176 17
Jurusan : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian pada Program Studi Pendidikan
Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022
pada tanggal 05 - 20 Desember 2021 dalam rangka penyusunan skripsi dengan judul:
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Policy at Muhammadiyah University of Makassar"*.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan
sebagaimana mestinya.

13 Rajab 1443 H
Makassar, 14 Februari 2022 M

Dekan,
Fak. P. Unismuh Makassar,
Frian Akib, M.Pd, Ph.D
NBM. 860 934



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KAMPUS MERDEKA (MBKM) POLICY AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR

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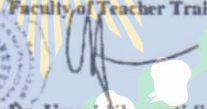
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