

Students' Motivation on The Implementation of MBKM at English Course STIKES Bhakti Husada Mulia Madiun

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ABSTRACT

Merdeka Belajar-Kampus Merdeka (MBKM) is a policy from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) that provides students with the flexibility to study outside their study programs or home campuses. The policy aims to enhance competence, prepare graduates for the workforce, and develop self-potential through various programs, while fostering students' interests and motivation in learning. Since it is a relatively new policy, research regarding its implementation and impact is still highly needed. This study aims to: (1) Explore the perceptions of Medical Record students regarding the implementation of the Merdeka Belajar-Kampus Merdeka Program in English learning at the Medical Record Department of STIKES Bhakti Husada Mulia Madiun, (2) Explore the motivation of Medical Record students in English learning to participate in the Merdeka Belajar-Kampus Merdeka Program at the Medical Record Department of STIKES Bhakti Husada Mulia Madiun.

The sample of this study consisted of 35 Medical Record students at STIKES Bhakti Husada Mulia Madiun who participated in the MBKM program. Data were collected using questionnaires and interviews. The results indicated several factors influencing students to participate in the MBKM program, which include: (1) Intrinsic Factors: Improvement of soft skills and hard skills, (2) Extrinsic Factors: Career prospects (obtaining a job), praise, and recognition/awards.

Medical Record students at STIKES Bhakti Husada Mulia Madiun have participated in the MBKM program, which has been successfully implemented and proven highly beneficial. Through the MBKM Program, students receive learning support, including valuable experience, better personal growth, improved English proficiency, optimal learning, and significant advancement. The ability of the MBKM Program to motivate students can have a positive impact on their future career growth and academic

success.

INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) program is a policy initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) that provides students with the flexibility to study outside their study programs or home campuses while enhancing their skills through an active learning approach. According to Sopiansyah et al. (2022), the purpose of the MBKM Program is to provide opportunities for students to choose courses and learning experiences that align with their passions to prepare them as work-ready graduates. To support its implementation, many campuses have adopted innovative learning models to achieve optimal outcomes. Similarly, STIKES Bhakti Husada Mulia (BHM) Madiun has implemented the MBKM program, making it an appropriate site for research regarding its implementation. As part of the MBKM Program's integration into teaching and learning activities, lecturers provide opportunities for students to gain learning experiences, develop creativity, enhance competence, and improve their skills to achieve independence through the knowledge and career opportunities provided. The MBKM implementation at STIKES BHM Madiun involves three main activities: (1) implementing academic policies, (2) developing curriculum and implementation strategies, and (3) offering quality assurance and partnerships. Through these initiatives, the Ministry encourages students to become experts in various fields and skills necessary for the workforce. At STIKES BHM, lecturers facilitate student development in creativity and other essential skills, fostering independence through provided job opportunities.

In MBKM activities, students are entitled to credit conversion (SKS). Consequently, the MBKM program is highly suitable for STIKES BHM Madiun to prepare graduates for the professional world, supported by maximum institutional facilities. The program is designed to develop critical, independent, and creative thinking. The development of these abilities depends on the policy's success in influencing student interest and engagement (Renninger & Hidi, 2002). Students with high interest will demonstrate higher levels of involvement, helping them develop habits and mindsets that increase their learning capacity. Previous research has examined MBKM implementation with various focuses. Jainah et al. (2022) outlined strategies to increase lecturer and student contributions toward improving hard and soft skills. Their findings showed that MBKM provides educational institutions with the freedom to choose governance forms that foster independence from bureaucracy. Another study by Zaitun & Nopianah (2015) emphasized that English teachers need to boost student motivation by explaining the importance of the subject. In the era of globalization, motivated students will concentrate more and enjoy the learning process. Furthermore, educators must employ engaging

strategies and innovative activities to achieve optimal learning, as investigated by Cahyono (2022) regarding independent learning techniques to boost teacher motivation.

This research is expected to have a positive impact, motivating more students in English learning to participate in MBKM, given its numerous benefits and career-readiness advantages. Motivation is essential for English students' participation. According to Nurqaidah & Hendra (2022), motivation is an energy shift within an individual characterized by feelings and reactions toward achieving goals. In learning, motivation serves as the overarching driving force that ensures continuity and provides direction. Sadiqin (2017) stated that student achievement is influenced by intrinsic factors (interest, motivation, intelligence, physical condition) and extrinsic factors (rewards, praise, money, lecturers, family, facilities, and environment). Hamalik (2004) argues that "intrinsic motivation is motivation included in learning situations that originate from the needs and goals of the students themselves," while Sardiman (2020) defines intrinsic motives as those that function without external stimulation. Sardiman (2018: 89) distinguishes between intrinsic and extrinsic motivation based on whether the stimulus is internal or external. Notoatmodjo (2010) states that while motivation cannot be evaluated directly, it can be measured through: (1) Projective Tests, which reflect internal thoughts; (2) Questionnaires, to identify dominant needs; and (3) Behavioral Observation, which involves creating conditions to observe motivational behaviors, such as risk-taking and quality-focused work.

METHOD

The researcher employed a qualitative research method in this study. Qualitative research is a comprehensive method of discovery. According to Creswell (1994), qualitative research utilizes an implementation model that enables researchers to obtain high-level information from practical experience or through an in-depth investigation of a specific program, process, activity, or one or more individuals. The researcher used a qualitative descriptive approach to provide precise, well-organized, and truthful explanations. The sample for this study consisted of 35 second-semester students from the Medical Record Department at STIKES Bhakti Husada Mulia Madiun.

The methods utilized for data collection were questionnaires and interviews. The questionnaire employed a Likert scale type. The motivational questionnaire was inspired by The Attitude Motivation Test Battery (AMTB) developed by Gardner (2004). The questionnaire consisted of 25 items, while the interview session comprised 4 questions. In this study, the researcher used these instruments to explore student motivation. The measurement of motivation via the Likert scale questionnaire included selected and approved statements that have been tested for validity and reliability (Likert, Rensis: 1932), with the following scoring system:

- Strongly Agree (SA): If the respondent strongly agrees with the statement, a score of 4 is assigned.
- Agree (A): If the respondent agrees with the statement, a score of 3 is assigned.
- Disagree (D): If the respondent disagrees with the statement, a score of 2 is assigned.
- Strongly Disagree (SD): If the respondent strongly disagrees with the statement, a score of 1 is assigned.

This forced Likert scale has a 4-point range. The reason for using this scale is that respondents are "forced" to form an opinion, as there is no "neutral" or safe choice. The researcher utilized this 4-point scale to elicit more profound and detailed responses, which is considered ideal for this research objective.

RESULT AND DISCUSSION

The MB-KM program offers independence and autonomy for educational institutions, freedom from bureaucratization, relief for lecturers from complicated bureaucracy, and the freedom for students to choose based on their interests and talents. Merdeka Campus is a form of learning in higher education that is autonomous and flexible, aimed at creating a learning culture that is innovative, non-restrictive, and aligned with student needs (Suwandi, 2020). The stages that institutions must prepare for the implementation of Merdeka Belajar-Kampus Merdeka include general requirements, namely that students must come from accredited study programs and be actively registered in the Higher Education Database (PD Dikti). Specific requirements involve programs that are implemented, structured, and mutually agreed upon between the university/institution and its partners. The Freedom to Learn Program can take the form of a national program prepared by the Ministry or a program developed by a tertiary institution that is registered in the PD Dikti. The implementation of the MBKM curriculum is essential in formulating a maximum curriculum because it involves partners to achieve learning outcomes in higher education. In practice, higher education institutions involve external parties in formulating the curriculum so that graduates can be well-accepted in the professional workforce. Several agreed-upon programs include: student exchanges, internships, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and constructing villages.

Discussion

Based on the research findings, MBKM can help enhance both the academic quality and performance of students, particularly within the scope of diverse learning models. This result aligns with a previous study conducted by Shah et al. (2020), which indicated that the implementation of the MBKM Program is highly effective in improving cognitive

skills (creativity and critical thinking), metacognitive skills (reflecting on the entire learning process), and affective skills (motivation to adapt). The MBKM policy encourages students to become competent in various fields, preparing them to be a generation ready to compete in the global market (Saputra, 2022). In MBKM, students are facilitated with independent and versatile learning programs to create a creative and dynamic learning community that addresses student needs (Denny, 2022). Freedom of learning should indeed be applied within the learning environment because it significantly determines the educational output, especially when students are viewed as whole human beings (Suhartoyo, 2020). From the Financial Aspect, MBKM registration is free of charge for students. Students can choose a program according to their passions or interests (Sopiansyah et al., 2022). They even receive funding from the government. Students receive living allowances and accommodation support to assist them during the learning process. According to Andari et al. (2021), the government financially supports several programs through single tuition fee (UKT) subsidies and monthly incentives for students, as well as financial rewards for Field Supervisors' (DPL) mentoring efforts and management incentives for Higher Education Coordinators. Regarding Student Motivation, the factors influencing students to participate in the MBKM program include intrinsic factors (challenges, curiosity, self-development, self-improvement, learning new things, increasing soft and hard skills, becoming intelligent students, and exploring abilities and knowledge) and extrinsic factors (attaining good jobs, receiving rewards, gaining appreciation/praise from the environment, obtaining government funding, and networking). According to Anggadini et al. (2022), in the cognitive aspect, MBKM activities support collaborative and participatory learning activities while improving students' analytical and problem-solving skills. Students benefit from the MBKM Program through enhanced skills, English fluency, motivation, performance, optimal learning, significant educational progress, effective learning strategies, high academic grades, and valuable experiences useful for future careers. Every student is given the chance to develop their potential and soft skills, which greatly helps improve their academic achievement. Participating in off-campus learning enhances both soft and hard skills, among other advantages.

Furthermore, interview sessions were conducted to gather additional information and better understand the students' motivation for enrolling in the MBKM Program. The researcher selected four Medical Record students within the English learning context who had participated in MBKM and asked them four identical questions. The first question addressed whether classroom learning is sufficient or if students need to join the MBKM Program to enhance their learning. One student responded: *"Learning in class is not enough; therefore, I need to take the MBKM program to gain more knowledge and experience."* The second question concerned the financial aspect, as the MBKM Program offers free registration and living benefits. A participant stated: *"It is very valuable for*

Medical Record students in English learning to improve the quality of teaching and achieve better self-development." The third question focused on student motivation to participate. The most relevant response was: *"My motivation for joining was that I felt challenged to gain more experience since this is a new government program."* The final question inquired about the quality gained from the MBKM Program. Participants felt their abilities had improved. One participant answered: *"The benefits of this program include experience, knowledge, and assistance with my research proposal."*

From the interview results, participants provided their respective perceptions of joining the MBKM Program. Participants experienced various academic, skill-based, and quality changes. In the cognitive aspect, MBKM activities support innovative learning activities. Students are given challenges and opportunities to develop their creativity, capacity, and personality to meet their needs and discover knowledge through field experience and dynamics (Anggadini et al., 2022). They consider the MBKM Program more effective in aiding their learning and believe the benefits gained are highly worthwhile.

CONCLUSION, LIMITATION AND SUGESSTION

Merdeka Belajar-Kampus Merdeka (MBKM) curriculum applies to universities in Indonesia. Its implementation may differ between higher education institutions. The MBKM curriculum has both advantages and disadvantages in its execution. STIKES Bhakti Husada Mulia Madiun, as one of the higher education institutions, has implemented the MBKM curriculum. The questionnaire findings indicate that the MBKM program significantly assists Medical Record students in the teaching and learning process, particularly in English learning, by allowing them to study more broadly and improve learning quality across various aspects. The financial aspect is highly beneficial for students, as the rewards they receive are well-earned and worthwhile, and the existence of student motivation provides substantial support. The interview results show that the participants provided outstanding responses and justifications. Participants reasoned that MBKM is highly valuable, more effective to utilize, and offers more facilities in the learning process, thereby enabling students who join the MBKM program to enhance their motivation and English proficiency.

Based on these findings, students believe that participating in the MBKM program is highly beneficial and useful. Students provided interpretations for each statement or question that were consistent with the objectives of this study. Students can reap the benefits of the MBKM Program by gaining a maximum educational experience and increasing their ability to achieve optimal learning. The MBKM Program's capacity to motivate students can have a positive impact on favorable career growth, self-quality development, and academic success or improvement.

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