

**Promoting Students' Autonomous Learning through *MBKM* Program of *Kampus Mengajar*: Students' Voice**

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The program of Merdeka Belajar Kampus Merdeka – Independent Learning, Independent Campus (MBKM) has been launched to equip the students with the skills and knowledge needed in professional settings. *Kampus Mengajar*, one of the programs in MBKM, allows the students to learn and contribute as teachers at schools. The study aims at evaluating the implementation of *Kampus Mengajar* as a part of MBKM in English Education Program at Universitas Jenderal Soedirman. The study employed both quantitative and qualitative approach. Questionnaires and interviews were administered to the students who have joined the program of *Kampus Mengajar* to explore the students' perceptions on the implementation of the program and how the program can benefit them as students majoring in English education. The result obtained from the study indicate that the implementation of *Kampus Mengajar* not only help and facilitate the students with the knowledge and skills needed to be teachers but also promote the concept of autonomous learning.

Keywords: *Kampus Mengajar*, autonomous learning, perceptions

Learner autonomy has recently gained recognition in EFL teaching and learning in Asia. It has become one of the primary concerns since it is believed the success of a learner's language acquisition depends on how he or she employs independent learning procedures.

Learner autonomy can be defined as the capacity to direct one's own education (Holec, 1981 in Chan, 2001). Little (2003) in Sert (2006) clarifies that the practice of learner autonomy needs insight, a good attitude, the ability to reflect, and the willingness to be proactive in self-management and connection with others. Meanwhile Dickinson (1987) cited in Chan (2001) describes learner autonomy as the students' flexibility in managing outside classroom learning. To be an autonomous learner and determine what is to be learned, how, and when, he/she must possess or be able to develop the initiative and control to do so. Therefore, it can be summarized that autonomous learning is a method of learning in which an individual is able to identify his learning needs, set his learning goals, determine the most effective methods for his learning, and assess his learning progress (Chan, 2001).

Meanwhile, aiming to improve the quality of students in Indonesia as well as to reduce the gap between students' abilities and those required by workplaces, the ministry of education in Indonesia has launched a program named *MBKM (Merdeka Belajar Kampus Merdeka – Independent Learning, Independent Campus)* in 2020. Through this scheme of *MBKM*, students can take courses in the form of internships in the industry or take courses at other university. One of the program of *MBKM* is *Kampus Mengajar*. The program of *Kampus Mengajar* allows the university students to help teaching and learning development. It is expected that by joining the program, the students can contribute in improving literacy and numeracy skills and technology adaptation. The students are also expected to hone hard skills and soft skills needed such as leadership skills, problem solving skills, and critical thinking skills (Kemendikbudristek, 2022)

The program of *MBKM* is assumed to be one of the ways that can foster students' independent learning. For students majoring in education, *Kampus Mengajar* is viewed as a chance to gain classroom experience. It supports suggestion from Baçıkanlı (2010) who mentions that teachers ought to experience autonomous skills in their initial teacher training, so that they are able to take a positive position towards the advancement of learner autonomy in their own teaching. Hence, the study seeks to address these following issues:

1. How do the students perceive the implementation of the program *Kampus Mengajar* in promoting autonomous learning?
2. What benefits do the students acquire by joining the program of *Kampus Mengajar*?

### **Research Methodology**

The study employed both quantitative and qualitative design. The study was conducted in October 2021. It involved the students of English education program class 2020. The participants of the research were chosen because they have just finished the program of *Kampus Mengajar*. The data for this study was collected through questionnaire and interview. Questionnaire was administered to evaluate the implementation of the programs while the interview was conducted to explore in-depth information regarding the implementation of the program as well as the benefits obtained by the students from joining the programs.

The data from the questionnaire was interpreted descriptively while the data from the interview were all transcribed and analyzed for repeating key features which related to the implementation of the program *Kampus Mengajar* and the benefits acquired from the

programs. The data from the questionnaire and the interview were used to provide the description regarding the evaluation of the implementation of *Merdeka Belajar Kampus Merdeka*, particularly *Kampus Mengajar* and the benefits that the students acquired from the programs.

### Result and Discussion

The data obtained for the study seeks the students perception on the program of *Kampus Mengajar* and the benefits they got from joining the program. The following table show the students' opinion about the program and learning autonomy.

Table 1 *Kampus Mengajar* and Autonomous Learning

No.	Statement	1	2	3	4	5
1	I use my spare time to learn about teaching methods in class			4.3%	39.1%	56.5%
2	I learn a topic that will be taught before I go to class			4.3%	17.4%	78.3%
3	I write notes and summary of the topic that will be taught before the class				30.4%	69.6%
4	I use learning sources and media that can help me in teaching			4.3%	43.5%	52.2%
5	I use internet to find out references on media and learning sources				21.7%	78.3%
6	I join webinar and workshop to enhance my skills in teaching		4.3%	34.8%	39.1%	21.7%
7	I write down my strength and weaknesses after I teach			30.4%	56.5%	13%
8	I'm happy when I can teach well and I appreciate myself				34.8%	65.2%

The table illustrates the students' responses to questions about how they prepared for and carried out various tasks before enrolling in the *Kampus Mengajar* program. The range of responses is from strongly disagree (1) to strongly agree (5). The table demonstrates that the majority of students acknowledged that they make some preparations prior to teaching a class, such as learning teaching methods, studying the topic to be taught, and composing notes and a summary of the issue. Additionally, they use the internet to find references for media and learning sources. Nonetheless, the table reveals that some students have not participated in a webinar or workshop to improve their teaching abilities. Many students have not written down their teaching strengths and weaknesses, but when they are able to teach effectively, they express feel content.

The students' preparations and actions prior to joining the program demonstrate Wang's (2010) suggested autonomous learning strategy. Wang categorizes the autonomous learning strategy as cognitive, metacognitive, and social mediation. The cognitive method involves reading, remembering, taking notes, and asking questions. In the metacognitive strategy,

students will plan their learning, self-evaluate, and reflect on their learning. Meanwhile, the social mediation strategy includes making the group's rules, teamwork among classmates, and effective communication.

The results also reveal that pupils have demonstrated characteristics of learner autonomy. Dang (2012) demonstrates that there are three attributes of learning autonomy. They are initiating, monitoring, and evaluating. Initiating is related to understanding personal learning preferences. It includes setting goals, preparing study plans, and creating learning opportunities. Monitoring is associated with learning engagement. It includes selecting appropriate strategies, modifying learning paths, and negotiating with others. Meanwhile, assessing is a learning process that evaluates the outcomes of learning.

Table 2. *Kampus Mengajar* and Students' Competences

No.	Statement	1	2	3	4	5
1	MBKM <i>Kampus Mengajar</i> can encourage students to be critical in solving problems				30.4%	69.6%
2	MBKM <i>Kampus Mengajar</i> makes students to be more creative			4.3%	21.7%	73.9%
3	MBKM <i>Kampus Mengajar</i> allows the students to be more communicative			4.3%	21.7%	73.9%
4	MBKM <i>Kampus Mengajar</i> makes the students to be more collaborative			4.3%	26.1%	69.6%
5	MBKM <i>Kampus Mengajar</i> allows the students to be more curious			13%	39.1%	47.8%
6	MBKM <i>Kampus Mengajar</i> allows the students to be more initiative		4.3%		34.8%	60.9%
7	MBKM <i>Kampus Mengajar</i> encourages students to adapt well with their society.			8.7%	26.1%	65.2%
8	MBKM <i>Kampus Mengajar</i> allows students to improve their leadership skill				30.4%	69.6%
9	MBKM <i>Kampus Mengajar</i> can promote students' awareness of cultural and social issues				26.1%	73.9%
10	MBKM <i>Kampus Mengajar</i> allows students to contribute in society				17.4%	82.6%
11	MBKM <i>Kampus Mengajar</i> allows students to identify their learning needs				47.8%	52.2%

12	<i>MBKM Kampus Mengajar</i> allows students to use provided learning sources				34.8%	65.2%
13	<i>MBKM Kampus Mengajar</i> allows students to reflect on their learning experience			4.3%	26.1%	69.6%

Table 2 displays the responses of students regarding how the *Kampus Mengajar* program might enhance their competencies. The majority of students believed that they were encouraged to be more critical, creative, communicative, and collaborative by participating in the program. The training also increased their curiosity and initiative. As a result of being in a new environment and participating in the program, students learn how to adapt to society and contribute to the society and community around them. Students were also able to increase their cultural and social understanding and hone their leadership abilities.

From the interview, a lot of students stated that they are encouraged to be more creative in teaching especially in a school with limited facilities. They added that they learned to be courageous when making decisions and solving challenges. In addition, the students claimed they received new experience and knowledge by participating in the program. They could also transfer their expertise and knowledge to others.

Table 3 The General Evaluation of *Kampus Mengajar*

No.	Statement	1	2	3	4	5
1	The students know the policy of <i>MBKM Kampus Mengajar</i>				47,8%	52,2%
2	The students have already known the benefits of joining <i>MBKM Kampus Mengajar</i>				21.7%	78.3%
3	The program of <i>MBKM Kampus Mengajar</i> gives the students the competence and skills in facing the global change			4.3%	34.6%	60.9%
4	<i>MBKM Kampus Mengajar</i> allows students to improve their abilities when they work				26.1%	73.9%
5	<i>MBKM Kampus Mengajar</i> allows students to practice speaking ability in front of the class				21.7%	78.3%
6	<i>MBKM Kampus Mengajar</i> allow the students to share knowledge to others				21.7%	78.3%
7	<i>MBKM Kampus Mengajar</i> can expand students' networking and learning experience outside college			4.3%	17.4%	78.3%

8	By joining <i>Kampus Mengajar</i> , students are able to participate in community.				30.4%	69.6%
10	<i>MBKM Kampus Mengajar</i> is important for students to prepare for working world			4.3%	26.1%	69.6%
11	The program is suitable with the needs of the graduates in the future			4.3%	34.8%	60.9%

Table 3 presents the responses of students to the *MBKM Program*, specifically *Kampus Mengajar* program. It is shown that all students are familiar with the *Kampus Mengajar* policy. As education majors, they assumed that by participating in the *Kampus Mengajar* program, they would be better equipped to work in schools after graduation. Through this program, students gained experience teaching and speaking in front of the class. From the interview, the students also mentioned that they could get an illustration on how to teach in the classroom, as well as the problems and the challenges of being teacher. In addition, as a program that strives to prepare students for the working world, the students considered that the program is suitable for the future demands of graduates because it can expand students' networking and outside-of-college experience.

Besides the benefits that the students received from participating in the program, the students also highlighted obstacles such as limited school facilities and communication with schoolteachers and lecturers. They underlined that schoolteachers and lecturers must ensure that students are familiar with the program's policies and the most recent information. However, they considered that by overcoming the obstacles, they gained the ability to communicate effectively with lecturers and teachers.

In autonomous learning, teachers and lecturers continue to play an integral role in assisting students. It conforms to a research conducted by Chan (2003). The study reveals that the students obtained learner autonomy from their teachers in terms of learning preferences, approaches, and the use of various learning strategies. As a result, students have already formed learning objectives, learning strategies, and learning preferences that will enable them to achieve their goal. Lengkanawati (2017) also underlined that in order for learners to become an essential component of autonomy, they must be taught about autonomy. Consequently, the role of the instructor is crucial for the teaching and learning process. Ahsanu (2017) also highlighted that establishing learner autonomy in the context of language teaching cannot be separated from the profession of language advisors. It is necessary for school to provide sufficient qualified language advisor.

According to Yan (2012), in order to develop student autonomy in learning, teachers must perform a range of roles. They must be a manager and organizer, as well as a facilitator and a counselor. It implies that teachers should be responsible for organizing a variety of activities that are successful and relevant for pupils. In order for students to attain more efficient learning, teachers should be able to supply valuable materials, as well as offer guidance and assistance.

## Conclusion and Recommendation

This study evaluates the implementation of the MBKM Kampus Mengajar program and how it can promote the concept of autonomous learning. The study also investigates the program's benefits to the students. Therefore, based on the findings of the study, it can be concluded that by joining MBKM Kampus Mengajar, the students have demonstrated some attributes of autonomous learners and employed autonomous learning strategies. The result of the study indicates that the implementation of MBKM Kampus Mengajar can facilitate the knowledge and skills needed by the students and can promote the concept of autonomous learning. Thus, it is recommended that schoolteachers and lecturers assist students more throughout the implementation of MBKM Kampus Mengajar. In addition, further studies on how MBKM programs enhance the concept of autonomous learning can be explored more.

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