IMPLEMENTATION OF THE MERDEKA BELAJAR KAMPUS MERDEKA THEORI FREIRE PROGRAM

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ABSTRACT

Learning that prioritizes freedom of expression, smart in socializing, and virtuous becomes the principle of independent Learning Program. This principle has been introduced by Paulo Freire, which is also in line with the principles of Constructivism. The purpose of this study was to describe the effectiveness of the implementation of the independent Learning Independent Campus (MBKM) program for UKI Toraja students. The research method applied is a qualitative approach, with data collection techniques through open questionnaires to students. The implementation phase of the research started from the registration of MBKM programming students, followed by sending an open questionnaire to interns at the South Sulawesi Language Center by applying the principle of Independent Learning according to a constructivist approach. The second stage is to classify the results of the questionnaire from students, then discuss the results of the questionnaire, by linking the results of the questionnaire with the constructivist approach, and Paulo Freire's theory. To determine the validity of the data, triangulation was carried out to students regarding the results of the questionnaire. This research was conducted in the even semester of 2021/2022, for UKI Toraja students in 2019. The results showed that the Independent Learning Campus (MBKM) was effective in developing creativity, independence, and social interaction. Based on the results of this study, it is recommended for further researchers to examine aspects of personal communication in the implementation of the Independent Learning Campus (MBKM) program.

Keywords: Independent Learning Program, Constructivism, Teori Paulo Freire

INTRODUCTION

Fun learning is a dream for every student. Learning while playing, or learning while traveling, or learning while making friends with many people, is learning that demands independence or freedom (Yamin & Syahrir, 2020). Learning does not have to be in a room that limits space for movement, but studying under a tree, or learning to enjoy a tourist trip is a recommended condition in independent learning (Hendri, 2020).

Freedom to learn adheres to the principle that learning can happen anywhere, and anytime. The principle of independent learning, namely how to master data literacy, technological literacy, and human literature (Sholihah, 2021). These learning needs demand a change from uniform learning to learning diversity. Creative learning, and independent learning are very important roles in the independent learning program. Not confined to confined classrooms. Paulo Freire decades ago had suggested this (Mustaghfiroh, 2020). For Freire education was a permanent path of freedom. Learn by......, not learn to........ Freire's concept is in line with the concept of Constructivism which adheres to the idea of learning how to learn, learning to do. Knowledge is constructed by the learner himself. Likewise, the principle of freedom of learning is strongly based on Friere's opinion.

The independent learning program has been implemented in several campuses in Indonesia, but how the independent learning program is currently implemented for students, became the basis for this research (Sudaryanto, Widayati, & Amalia, 2020). Therefore, this study focuses on the application of the MBKM program to UKI Toraja students. The results of this study are useful in providing information for the campus regarding the implementation of

the Merdeka Belajar Kampus Merdeka program. In addition, it becomes information for subsequent researchers as reference material (Yamin & Syahrir, 2020).

Free Learning Education is a response to the needs of the education system in the era of the Industrial Revolution 4.0 (Lase, 2019). Furthermore, it is said that the main needs to be achieved in the education system in the industrial era 4.0 are mastery of data literacy, technological literacy, and human literacy.

Teachers and students have not felt enough autonomy to determine the direction of their learning and teaching policies because they are still regulated by regulations that make plans, implementation processes, and evaluations carried out seem limited and binding. Hendri, (2020)based on the principle of Free Learning which is relevant to Constructivistic learning theory. Proram Merdeka Belajar (Outing Class) makes students comfortable, which not only provides explanations from lecturers or teachers but rather shapes the character of students, including daring to argue, independent, smart in getting along, polite, competent in their fields, and virtuous in society (Febriana, 2021; Ibrahim, Cut, & Marwan, 2021). The teaching system outside the classroom is an alternative to learning with the Merdeka Belajar Kampus Merdeka (MBKM) program.

Tabel 1 Program Merdeka Belajar Kampus Merdeka (MBKM)

No	Program MBKM
1	Internship
2	Infrontden studies

There are several benefits of participating in the Independent Campus Program, including the following: (1) practical activities in the field will be converted into credits; (2) Exploration of knowledge and abilities in the field for more than one semester (3) Learning and expanding networks outside the study program or home campus; (4) Gain knowledge directly from qualified and reputable partners.

Table 2 Policies Program Merdeka Belajar Kampus Merdeka (MBKM)

No	Program MBKM
1	Opening of new Study Program
2	Accreditation System PT
3	Convenience of being PTN-BH
4	Right to Study 3 semesters outside the study program

The purpose of studying 3 semesters outside the study program is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential in accordance with their passions and talents.

The school of progressivism emphasizes the importance of the basics of independence and freedom to learners (Little, 2013). Students are given the freedom to develop talents and abilities that are hidden in themselves without being hampered by formal rules that sometimes shackle their creativity and thinking power to be better. In the context of education in Indonesia, the concept of "freedom of learning" launched by the new Minister of Education and Culture of the Republic of Indonesia is considered a big policy to make education in Indonesia better and more advanced. In addition, the concept of "freedom of learning" has the same direction and goals as the concept of John Dewey's school of progressivism educational philosophy (Mustaghfiroh, 2020).

The teaching system in Indonesia was originally nuanced in the classroom, changed to outside the classroom. The teaching system outside the classroom is more convenient, because students can discuss with the teacher more broadly (Ramadania & Aswadi, 2020). Learning with *outing class*, is learning that not only listens to the teacher's explanation, but rather forms the character of students who are brave, independent, smart in getting along,civilized, polite,

competent, and not only relying on the ranking system (*ranking*) which according to some surveys only<u>disturbs</u> children and parents, because actually every child has talent and intelligencehis in their respective fields. Later, students who are ready to work and competent, and virtuous in the community will be formed.

Constructivism is a school of philosophy of knowledge that emphasizes that knowledge is the result of our own construction. Knowledge cannot simply be transferred from a lecturer to a student. It is the students themselves who must interpret what has been received from the lecturer by adjusting to their experiences or constructions that they have built or had before. Many students *misconception* shows that knowledge cannot simply be transferred, but must be constructed or at least interpreted and transformed by students themselves. This constructivist philosophy is the foundation for many learning strategies, such as student-centered *learning*, replacing traditional learning strategies known as teacher-centered learning. Constructivism holds the principle that knowledge is formed or constructed themselves by learners, after acquiring a certain amount of experience stored into accommodation, assimilation, and aquilibrium proposed by Jean Piaget. In addition, it is argued that the determinant of learning success is freedom. The learner is a subject who must be able to use the freedom to exercise self-regulation in learning. Control of learning is held by the learner. Only in the realm of freedom can the learner express a meaning different from the result of his interpretation of everything that exists in the real world.

According to this theory, science is built in an individual through a continuous process of interaction with the environment. This process does not run intermittently, fragmentarily, but through a flowing, continuous process thoroughly. Like someone who plays music, this person does not understand the block notes displayed on the sheet music as information that is independent of each other, but as a whole that fully enters his thoughts and feelings. As you read this, it is not fragmentary alphabets that you absorb and chew in your mind, but words, sentences, paragraphs that all seem to be one.

Learning from several learning theories as follows:

a. Educators' efforts to shape the desired behavior by providing an environment, so that there is a stimulus (environment) relationship with student behavior.

b. The way educators provide opportunities for students to think in order to understand what is learned

c. Provide freedom to students to choose learning materials and how to learn them according to their interests and abilities.

Learning is oriented to how students behave, giving the meaning that learning is a collection of individual processes, which change from the stimulus of one's environment to the state of a certain amount of information, which in turn causes learning outcomes in the form of long-term memory. So, it can be concluded that the learning process is a communication process between educators and students, or between students. In the process of communication, it can be verbal (oral), and can also be nonverbal, such as the use of media in learning.

Four Pillars of Education

Danim (2011: 188) explained that UNESCO has outlined four main pillars of education, namely learning to know, as the foundation of science, learning to do , learning to be, and learning to live together (learn to live together, live in partnership, and at the same time competent, coexist and friendly between nations)

RESEARCH METHOD

The research method applied is a qualitative descriptive approach. A research method based on the philosophy of post positivism, which is carried out on natural object conditions (Sugiyono, 2017). Qualitative descriptive research aims to describe, describe, explain, explain

and answer in more detail the problem to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the results of writing are in the form of words or statements that are in accordance with the actual situation. The research was carried out at UKI Toraja on students participating in the Even Semester 2021/2022 internship. The data collection technique is to distribute open questionnaires to students. Qualitative research can use questionnaires, in the form of open statements, which are answered according to respondents' opinions (Hennink, Hutter, & Bailey, 2020). Data analysis techniques are carried out inductively / qualitatively by identifying data, and grouping it based on the principle of independent learning. To find out the validity of the data, triangulation was carried out to students regarding the results of the questionnaire. Triangulation is done when there is an answer or writing that is not clear. There are 3 questions outlined in the open questionnaire related to the Merdeka Belajar Program, namely the development of creative abilities, the development of independence abilities, and the development of social interaction skills.

RESULT AND DISCUSSION

Based on the results of questionnaires from students, several aspects related to capacity development in the Merdeka Belajar Kampus Merdeka (MBKM) program can be discussed. There are three components that can be discussed from the results of the questionnaire, namely (1) developing creativity; (2) develop the ability to be self-reliant; (3) develop social interaction skills. The three aspects are discussed one by one below. develop social interaction skills. The three aspects are discussed one by one below.

Developing Creativity skills

During our time participating in MBKM at Balai Bahasa Sulawesi Selatan we felt more creative and more confident in developing opinions. Participating in the MBKM program at Balai Bahasa Makassar really develops creativity to always look for new capacity building because in internships we often learn about new things such as annotating a book and then recording and entering into a special application for the Balai Bahasa library. The MBKM program at Balai Bahasa Makassar we can develop creativity in terms of finding new things such as how to become a quality student and think logically. The MBKM internship program at Balai Bahasa Makassar, we feel more creative in thinking or giving opinions because during our MBKM at the language hall we often talk with language researchers, and we often follow or are involved in research at the language hall office (Asrif, 2019).

There are two things that make students creative in participating in the Merdeka Belajar Kampus merdeka program, namely first, students often chat with staff at the Makassar Language Hall office. The second is the creative ability of students who take part in the Merdeka Belajar Kampus Merdeka program, namely students directly working or being involved in research. Students become creative because they often talk with office staff. In addition, students are also directly involved in conducting language research. This is in line with Sastromiharjo's opinion that establishing communication in conversation can make conversation participants creative or innovate. Creativity can also increase due to observing what is happening around you, because all the senses are used to all the senses that exist. By doing work directly, a person can understand, and can do work creatively. This is in line with Constructivistic theory, which is so that a person can compile new knowledge when directly involved in doing an activity or work (Nurhidayati, 2017). Acting or learning to practice

something, makes a person think to be able to solve well. That's when creative thinking is needed. Because without creativity a job is completed in a very long time. So, effective learning is not enough to memorize theory, but more importantly to directly do and complete a job. In addition, creativity can grow through conversations that focus on a theme. Discussing becomes an effective method to increase one's creativity. According to Constructivist theory, cooperative and collaborative learning become one learning method so that a person can construct his own knowledge (Suparlan, 2019). Through the Merdeka Belajar Kampus Merdeka Program, students' collaboration skills can be grown by talking and communicating a lot with staff at the Makassar Language Hall Office. Students are also directly involved in conducting language research and compiling it in a library application.

Cultivating independence

The Merdeka Belajar Kampus Merdeka program can develop the ability of student independence. This is supported by the following student statements.

"During our time participating in MBKM at Balai Bahasa Sulawesi Selatan we felt more independent, marked by our ability to do things by ourselves and feel more responsible for each other's duties. In the MBKM program at Balai Bahasa Makassar, it really makes us dare to be independent, because learning far from our hometown as we feel today is very much a test in itself, which makes us able to instill a way of discipline and independence that is far from our place of origin and parents. Really this is a way for us to discipline ourselves going forward before entering the workforce later. With this program, we are required not to depend on others both in terms of life needs and in any needs, because some things for example in the needs of life we are required to be independent because we are far from our parents, we must be able to manage all my needs so that they can be met. Likewise, when there is a task from the office, I try to complete it well without having to trouble others. With MBKM activities, I am more mature in thinking, not depending on others and dare to make my own decisions. Doing MBKM in the language hall we feel independence arises, because when we are in the office we have their respective duties in terms of helping office staff in terms of collecting books, making schedules for the departure of researchers. The language hall employees always involve us in office work, both outside the office and inside the office.

Independence is created because students are far from their home regions. They must be good at managing time and needs so that all can be met. In addition, they are responsible for the assigned tasks. In line with constructivistic theory that students construct or form their own knowledge after experiencing various conditions and information.

Self-reliance is proven by the ability to complete one's own work. They are responsible for completing the assigned tasks. Be more courageous to make your own decisions by accepting the consequences. Have their own tasks that must be completed by themselves, without having to burden others develop the ability of independence;

Develop social interaction

The MBKM program develops social interaction skills. This can be interpreted from the results of questionnaires from students. As stated in the following sentences. "In participating in the MBKM program at Balai Bahasa Sulawesi Selatan, I feel that I have been able to be confident in interacting with people in the office and outside the office. We can interact socially

well with all office people and people outside the office at MBKM in Balai Bahasa Makassar. Here we find people who are like teachers to ourselves, who every time we find someone they can teach us about something we have just gained now. They were also very enthusiastic in directing and giving us new teaching.

With this MBKM activity, I can interact with people in the office who provide education about the world of work and discuss with people around the office. I can interact directly well with employees and the community around the office, based on the office teaching hospitality to us students who are interns to interact directly with the staff if they want to ask something or do not understand in carrying out tasks, besides that the researchers themselves offer themselves as mentors in our research students if we need it. The ability to interact socially is experienced by students who take part in the MBKM program at Balai Bahasa because they are accepted like their own children. Tsaf in the office is very eager to direct and provide new learning. The staffs treated them very cordially. Even the office staff offered themselves to be mentors. We also as interns are polite to the staff. So for social interaction to occur well, then because the staff is very friendly to us." This condition is in line with Constructivist theory, especially Ausebel's meaningful learning humanizing humans

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the MBKM internship program can foster first the ability of student creativity, second the ability of student independence, and third the ability to interact socially. Therefore, it is recommended to continue the internship program for students, and for further researchers are expected to examine the motivational aspects of MBKM.

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