

Implementation of Kampus Mengajar on The Program of Kampus Merdeka Merdeka Belajar in Developing Students' Speaking Skill At English Education Department of Bosowa University

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ABSTRACT

This study aims to identify the implementation of Kampus mengajar on the program of Kampus Merdeka-Merdeka Belajar in developing students' speaking skills. This research was conducted at the University of Bosowa. The population in this study were English Education students who graduated from the Teaching Campus program. The total population is 12 students. In sampling, the English Education Study Program uses a saturated sample technique. Research data were collected using a questionnaire. In analyzing the data, the researcher used quantitative data analysis.

The results showed that the existence of the Kampus Mengajar program, which was attended by students, had an effect on increasing the speaking ability of students who took part in this program.

INTRODUCTION

National education goals will be achieved if supported by all levels of society. The government's efforts in realizing the achievement of national education goals are by holding education through three channels as stated in Law no. 20 of 2003 Article 13 paragraph (1) which reads: "Education pathways consist of formal, non-formal and informal education". Formal education is held in the form of schools and colleges. Non-formal education is held in the community in the form of courses, TPA, and so on, while informal education is a path of family and environmental education. Education can be obtained through formal, non-formal, and informal educational institutions ranging from basic education to higher education. Educational institutions by their functions have an important role to print or produce quality human resources so that they can develop their role in national development. Educational institutions are expected to be able to optimize the potential of children so that in the end they can produce better achievements.

Economists Samuel Bowles and Herbert Gintis argued in 1976 that there was a fundamental conflict in American education between the egalitarian goals of democratic participation and the inequality implied by the continued profitability of capitalist production on the other. Education in Indonesia is all education held in Indonesia, whether structured or unstructured. Structurally, education in Indonesia is the responsibility of the Ministry of Education and Culture of the Republic of Indonesia, formerly known as the Ministry of National Education of the Republic of Indonesia. In Indonesia, all residents are required to follow the compulsory basic education program for nine years, six years at primary school and three years at junior high school. Currently, education in Indonesia is regulated through Law Number 20 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. At a higher level, namely education at Universities/Universities as described in Law No. 12 of 2012 concerning Higher Education, where higher education is part of the national education system that has a strategic role in educating the nation's life, advancing science and technology. by paying attention to as well as applying the values of the humanities, civilizing and sustainable empowerment of the Indonesian nation.

On January 24, 2020, the Minister of Education and Culture Nadiem Makarim launched a program called "Merdeka Belajar" intended for Universities/Universities which is also known as "Kampus Merdeka." The discourse conveyed by the Minister of Education and Culture regarding the Kampus Merdeka has four policies within the scope of universities, namely: (1) opening of new study programs, in which this program provides autonomy for State and Private Universities to open or establish new study programs; (2) higher education accreditation system; (3) Freedom for PTN Public Service Agency and Work Units to become PTN Legal Entities; and (4) rights to students to take courses outside the study program and make changes to the definition of the Semester Credit System. In the program Kampus Merdeka

Belajar, there are various kinds of activities that can be carried out by students; one example of this activity is the Pioneer Kampus Mengajar program. The Pioneer Kampus Mengajar itself is a program during the pandemic. These students, especially students of the education faculty, were given training from various competent parties so that they are ready to assist in the implementation of learning in schools in the area. The purpose of this program is for schools that are affected by COVID-19 to continue to carry out learning and apply the independent learning program that has been launched by the government. The school that became the partner of the KMP program itself must be at the elementary school level.

Nadiem said the implementation of the Kampus Merdeka would take place soon, this would only change the Ministerial Regulation and not the Government Regulation or the Constitution. Kampus Merdeka is a form of learning in universities that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students.

Seeing the reality that is happening, it is no secret that there are still many people in Indonesia, especially those who have studied English from elementary school to high school, who are still unable to speak English to communicate. Nowadays, English has become a language that at least must be mastered in the face of global developments.

As is known, English is an international language where English itself has become the official language in 53 countries in the world (Data from English First Blog). Back again in Indonesia, English has also become a language that has been studied since an early age, in elementary school education, for example, although it is still included in local content learning, this indirectly shows that English is very important in the development and growth that determines the future. in front of the nation's children.

At the University of Bosowa, especially in the English language education study program, it can still be said to be lacking in the application of the speaking process in everyday life on campus.

Based on the results of interviews I did with one of the students who participated directly on Kampus Mengajar, it was undeniable that the learning process that occurred during this pandemic was less effective, especially in student speaking due to lack of interaction with students and lecturers on campus. He also stated that previously completed learning was ineffective due to a lack of practice and interaction. However, the existence of this Kampus Mengajar activity, according to him, can be a very positive influence for students because as is well known, it requires a lot of direct interaction in honing speaking skills to make it easier and can be developed.

From the results of a short interview with one of the Kampus Mengajar students, teaching can be a solution to the problems faced by students in improving their speaking skills which have been constrained due to the pandemic so that students are less able to implement it through interaction.

However, as discussed earlier, there are still many people in Indonesia who have studied from elementary school to high school and have studied

English but have not been able to use it in their daily lives. Therefore, based on this problem, researchers want to study more deeply related to this problem, especially in the current era, the Minister of Education and Culture has issued a breakthrough concept that can improve the quality of education in Indonesia, which includes the English language education. With the name of the concept of Merdeka Belajar, Mr. Nadiem Makarim as the minister of education and culture hopes that with this concept the quality of education in Indonesia can be better. One of the concepts applied in Merdeka Belajar is the Kampus Merdeka-Kampus Mengajar. Where students from A and B-accredited campuses can register to take part in this activity. From here, the researcher wants to know whether the concept of Merdeka Belajar in which the implementation of the Kampus Mengajar is able to be a solution in students' ability to improve their speaking skills.

In the program of a Kampus Mengajar-Merdeka Belajar, researcher want to know more about the implementation of a Kampus Mengajar-Merdeka Belajar in English learning, especially in improving the speaking skills of students who are enrolled in a Kampus Mengajar-Merdeka Belajar, then the researcher proposed the title: "Implementation of Kampus Mengajar on The Program of Kampus Merdeka- Merdeka Belajar In Developing Speaking Skill At English Education Department Of Bosowa University".

LITERATURE REVIEW

1. Definition of implementation

Some experts define several implementation terms as follows. According to Usman (2002:70) Implementation is led to activities, actions, actions, or the existence of a system mechanism, implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity. The definition of implementation according to Setiawan (2004:39) Implementation is the expansion of activities that mutually adjust the process of interaction between goals and actions to achieve them and requires a network of implementers, an effective bureaucracy.

According to the Indonesian dictionary, implementation means implementation, application (Santoso, 2009:226). In the Oxford Advanced Learner's Dictionary in his book Wahyudin (2014: 93), it is stated that implementation is an outcome thing into effect or the application of something that gives an effect. According to Fulan (Abdul Majid, 2014: 6) suggests that implementation is a process of putting in practice an idea, program, or set of new activities for others to achieve or expect a change. Meanwhile, according to Mulyadi (2015:12) implementation refers to actions to achieve the goals that have been set in a decision. This action seeks to turn these decisions into operational patterns and seeks to achieve major or minor changes as previously decided.

In line with Lister (Taufik and Isril, 2013:136) who argue that as a result, implementation concerns the measure of how far the programmed direction is really satisfactory. Meanwhile, Naditya et al (2013:1088) stated, the basis of implementation is referring to actions to achieve the goals that have been set in

a decision. Haerul (2016) states that implementation is an activity in carrying out programs that have been formulated to achieve organizational goals.

2. Students Definition

According to Winkel (2004), students are people who study in tertiary institutions, both at universities and institutes or academies, those who are registered as students in tertiary institutions can be referred to as students. Students are students who are registered at the level of higher education institutions, where their main task is being required to have independence and responsibility to complete predetermined academic tasks, to achieve the graduation competencies expected by their almamater.

Student academic tasks include coursework that must be completed on time, achievement of study load, practicum, street vendors, and thesis. but in completing their academic tasks students will be faced with various obstacles. these obstacles will often increase along with the increase in the level of education achieved. as well as for final year students, where at the student level they are faced with a final task, namely a thesis to complete their studies and obtain a bachelor's degree from the alma mater that houses them.

3. Merdeka belajar

Minister of Education and Culture, Nadiem Makarim explained the concept of Merdeka belajar which he carried. "Merdeka belajar" is freedom of thought and independence. And especially the essence of freedom thinking this should be in the teacher first. Without happening in teachers, it is impossible to happen in students," Nadiem said in the Discussion of National Standards of Education, at Century Park Hotel, Central Jakarta on Friday, December 13, 2019.

Merdeka belajar is one of the programs initiated by the Minister of Education and Culture, Mr. Nadiem Makarim, who wants to create a happy learning atmosphere. and a happy atmosphere. The purpose of independent learning is so that teachers, students, and parents can have a happy atmosphere. Freedom of learning means that the educational process must create happy atmospheres. Happy for whom? Happy for teachers, happy for students, happy for parents, and happy for everyone! (Syukri, 2020).

4. Kampus Mengajar

is a teaching activity in schools that is part of the Kampus Merdeka program. Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim explained that the purpose of holding the Kampus Mengajar was first, to present students as part of strengthening literacy and numeracy learning. Second, helping learning during the pandemic, especially for elementary schools in the 3T area. The implementation of this program itself is supported by the Education Fund Management Institute.

"The challenges we face are enormous, especially for our younger siblings who are in elementary school. Through Kampus Mengajar 2021, I would like to challenge my younger students to also say "I WANT!" That is, they want to help turn these challenges into hope," said the Minister of Education and

Culture when launching the online Kampus Mengajar program in Jakarta, Tuesday (9/2).

Furthermore, the Minister of Education and Culture also invited fellow students from all over Indonesia to take action, collaborate, and be creative for twelve weeks to improve the quality of learning in elementary schools, especially those in the 3T area, as well as hone leadership, emotional maturity, and social sensitivity. At the end of his speech, the Minister of Education and Culture also emphasized that universities and lecturers should support their students to participate in the Kampus Merdeka program and facilitate credit conversion because the Kampus Merdeka is the right of students to study outside the campus or study program.

Continuing the Minister of Education and Culture, the President Director of the Education Fund Management Institute, the Ministry of Finance, Rionald Silaban, welcomed the program initiated by the Ministry of Education and Culture within the framework of the Kampus Merdeka program. "We hope that the scholarship recipients will be able to contribute to the real problems faced by the world of education as a result of the impact of the COVID-19 pandemic," said Rionald when conveying his aspirations for the Kampus Mengajar program, which is the fruit of a collaboration between the Ministry of Education and Culture and LPDP.

The Director-General of Higher Education, Nizam, then gave a more detailed explanation of the Kampus Mengajar program. In addition to the benefits for students that have been conveyed by the Minister of Education and Culture, Nizam explained that in this Kampus Mengajar program students will get UKT discount assistance, living expenses assistance, and credit conversion of up to 12 credits. Concerning the COVID-19 pandemic, Nizam emphasized, "The Kampus Mengajar will look for students who live close to the target elementary school so that this program will not cause student mobilization". In addition, students also act as ambassadors for behavior change education, especially in efforts to prevent the spread of COVID-19.

The biggest advantage for universities from this program is that it supports universities to achieve key performance indicators, namely the large number of students who get off-campus experience. In addition, said Nizam, private universities do not have to worry about losing income, because private universities will still be able to apply their semester tuition fees. For lecturers who register and are selected as supervisors, they will receive incentives and activity supervisor certificates.

At the end of the event, the Director-General of Early Childhood Education, Basic Education, and Secondary Education, Jumeri, gave his support for the implementation of the Kampus Mengajar program. Jumeri emphasized that this program can be used as a moment to share experiences, not only in one direction from school to student, but also from student to school, even to the parent community, or the KKG community. "The keyword that must be created is "collaboration". Collaboration between teachers and students to create learning innovations, so that elementary school students, especially in the 3T area, can be helped to learn during this pandemic," added Jumeri. He conveyed

to the heads of offices to be able to accept students in educational units under their authority, by providing guidance and assistance so that they can carry out their mission smoothly. Jumeri hopes that the student's attendance can be optimized for the best possible use; so that these students can become partners for discussion, brainstorming, problem-solving, and motivators for teachers and students.

"The arrival of students is big energy for our children in elementary school to motivate them, to raise enthusiasm in achieving higher goals. Believe me, fellow students, you are awaited in the field. Your work, dedication, and abilities are awaited by our children on the field," he added.

5. Speaking is one of the language skills. Daily life is more often chosen to talk to communicate. Because communication is more effective if done by talking. So speaking plays a role in everyday life. (Utari and Nababan 1993: 45) states that "the ability to speak is the knowledge of language forms and the meanings of that language, and the ability to use them when and to whom". Understanding speaking skills according to (Rofiuddin 1998:13) suggests that speaking is the skill of pronouncing articulation sounds or words to express, state, and convey thoughts, ideas and feelings orally. Speaking can train students to practice their motor activities with speaking activities encouraging students to be more courageous in expressing their ideas, thoughts, and ideas. (Haryadi and Zamzani 2000:72) argue that in general speaking can be interpreted as a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that the intent can be understood by others. However, when speaking at formal times, students sometimes feel afraid, lack self-confidence, and mastery of vocabulary that is still very lacking so that there are doubts about expressing opinions.

English Language Learning is one of the most widely studied and used international languages in communicating between nations. This is in accordance with the role of English as a global language as stated by Crystal (2003: 3) that English acts as a global language or the world because English is learned and used as a means of communicating in various countries either as a first language, a second language, or as a foreign language. In Indonesia, English as the first foreign language to be studied as a compulsory subject from junior high school to college. English learning is a local content subject in primary schools and can begin in the fourth grade of primary schools. The education community has responded very positively to this policy, even in large private primary schools, English learning has begun since first grade. The position of English as a local content subject in primary schools is getting stronger with the issuance of Law No. 20 of 2003 on National Education article 37 paragraph 1 which requires local content on the curriculum of primary and secondary education. Speaking skill is a mechanistic skill. The more you practice, the more mastered and skilled a person will be in speaking (Slamet, 2012: 36).

6. Based on the objectives described above, which states that the implementation of the Kampus Merdeka-Kampus Mengajar is to have a relationship between the world of universities and the real world or the world of work. Which is following their majors, namely the English department. Students are required to be more proficient in English, especially how they communicate with people using English. The relationship between Kampus Mengajar and improving English, based on the results of interviews I have conducted with one of the students who participated in the Kampus Mengajar program stated that by participating in the program students become more active in interacting with teachers and students, so of course speaking skills will increase.

METHODOLOGY

This type of research is quantitative descriptive. Descriptive quantitative is a type of research used to analyze data by describing or describing the data that has been collected as it is. Descriptive quantitative research uses a correlational approach design. Correlation research is research conducted to find out whether there is a relationship and if there is, how close the relationship is and whether or not the relationship is meaningful. Correlation research studies two or more variables, namely the extent to which variations in one variable are related to variations in other variables. Population

The population is all students who pass the Kampus Mengajar program. Following the problem to be researched is related to the implementation of the Kampus Mengajar in the concept of a Kampus Merdeka-Merdeka Belajar in the development of speaking English Education students at the University of Bosowa.

The sample is part or representative of the population studied. The sample in this study are English students. This research will be conducted at the Department of English Education, University of Bosowa. The sampling technique used is purposive sampling (sampling aimed), namely the selection of a group of subjects based on the characteristics or characteristics of certain populations that are closely related to the characteristics or characteristics that have been known previously.

The data to be analyzed in this study is primary data about the Implementation of Kampus Mengajar. The data collection technique used a questionnaire containing questions about the impact and difficulties faced by students in implementing the Kampus Mengajar. The questionnaire was prepared using a Likert scale. The Likert scale used is a scale of 5. Each answer choice is given a score of 5, 4, 3, 2, and 1 for positive statements starting from strongly agree, agree, quite good, disagree, and strongly disagree and 1, 2, 3, 4, and 5 for negative statements, namely starting to strongly disagree, disagree, quite good, agree, and strongly agree. The questions in the questionnaire distributed to respondents were tested for validity and reliability first.

RESEARCH RESULT

Data from interviews about the application of Kampus Mengajar in the Kampus Merdeka-Merdeka Belajar program in developing students' speaking

skills in English education at the Bosowa University. as for the results of interviews with students and lecturers regarding the implementation of Kampus Mengajar:

a. Misriyana is an English education student at the University of Bosowa who is enrolled in the 2nd class Kampus Mengajar program. Misy, her nickname, is a 6th-semester student who has completed her tenure in the Kampus Mengajar program. In the results of the interview, Misy said that they not only taught on Kampus Mengajar, but also assisted teachers in completing and compiling administrative files at school, in addition, Misy and other teaching campus students also held UKS rooms and also rearranged administration. in the school library. Even college students teach also help teachers provide learning media and also questions used in school exams. In addition, according to him, this program, students who participate in this program gain new experiences and knowledge, such as learning to be a teacher who not only teaches but also guides students to behave well in real life. Misy also said that the impact she felt when participating in this activity was very much, one of which was that she felt an improvement in her speaking ability even though she stated that she did not always use English, but combined it in English and Indonesian.

b. Risma Sanda is a 2017 student at the University of Bosowa majoring in English Education who participated in a program launched by the government, namely the Kampus Mengajar. Risma Sanda is a student who is a member of the 2nd generation of Kampus Mengajar. According to her, the teaching campus is a program from the government that can allow students to be directly involved in the world of education, especially students from the education department to be able to teach students directly at school. This program allows him to have so many experiences such as being able to chat directly with teachers and students at school so that it becomes a memorable experience while participating in this program. "Besides the experience, the Kampus Mengajar has given me knowledge in my soft skills, namely the improved public speaking that I get when I chat with teachers and I can apply it to students," he added. Risma also helps teachers in managing the administration at the school where she serves, and she also organizes training on IT development for students at the school. Risma closed the interview by saying that this program gave her a lot of experience and knowledge and felt grateful to have met so many characters and teachers at the school.

c. Vetricia is a 2018 Bosowa University student majoring in English Education who joined the Campus Teaching program in the 2nd batch period. According to her, Campus Teaching is a program that should be appreciated by the government because this program is a superior program that provides many opportunities for campus students in develop talents and also gain a lot of experience outside the campus area. In this program, not only campus students feel the impact, but teachers and students at schools also feel helped by the presence of this campus teaching program. "The teaching campus gave me a lot

of experience, met many new friends, met teachers and students at school, and also got certificates and pocket money," he continued. In addition, his listening and speaking skills also improved because Ica, as he is usually called, practiced it with his fellow campus participants, teaching teachers and students in class. This program, not only teaches students in improving literacy and numeracy, but campus students teach also play a role in assisting teachers in arranging school administration. "From what we heard from the teachers, they felt helped by this program, they felt a lot of impact from this program, especially in improving students' knowledge and behavior at school, and we didn't forget to remind them to always be kind to others," he concluded.

d. Mr. Andy Hamzah Fansury is a lecturer at the University of Bosowa and is also the Head of the Postgraduate study program majoring in English education and the head of the Mandarin language study program. Mr. Fans, as he is familiarly called, are assigned by students on campus, and also registered as a course lecturer in the English education department, according to him, Kampus Mengajar is a very good program from the government because it can improve students' ability to teach and also gain a lot of experience. However, on the other hand, Mr. Fans have not been able to judge that with this program students' speaking skills have increased significantly, but with this program, according to Mr. Fans, there is a slight change in the ability of students who participate in Kampus Mengajar compared to students who do not participate in Kampus Mengajar. In addition, students also gain a lot of knowledge and experience with this program regardless of the PPL program held on campus. The quality of students in teaching and also participation in the learning process is also considered to have greatly improved with the presence of this Kampus Mengajar program.

DISCUSSION

Kampus Mengajar has a significant impact on improving students' speaking skills because, in the learning process carried out by students, students apply more varied learning models. and, teachers also involve students in every teaching and learning process in schools, so that the experience and knowledge of students also increase and increase. The teacher also always provides criticism and suggestions for students, so that students can carry out the learning process well and maximally. plus the interaction between students and teachers, staff, and students at the school went well.

Based on the test results, it is known that Kampus Mengajar affects improving the speaking skills of students majoring in English. This means that the program that has been created by Nadiem Makarim has a positive impact on students majoring in English who take part in the program. Based on the results of questionnaires filled out by students who participated in the Kampus Mengajar program and also the results of interviews conducted with students and also supervisors, it can be said that the program was implemented by the government, especially by the Ministry of Education and Culture has a major influence on the effectiveness of learning in schools and improving the quality

of education. students who join this program. From the data that has been collected through questionnaires and interviews, it can be seen that with this program, the knowledge and experience gained by students also increase and increase. The speaking ability felt by students was felt to increase and there were changes after participating in this Kampus Mengajar program, besides that the role of students was also very influential in the implementation of this program. Students don't just come to school to teach subjects and then go home, but they also re-start school activities that had been stopped due to the COVID-19 pandemic to get back to work immediately. Starting with rearranging school administration, re-run school UKS and also conducting IT seminars to broaden students' knowledge at school. In addition, with the presence of students enrolled in this Kampus Mengajar program, teachers at the school concerned also feel very helpful, it is because the performance and enthusiasm of students in carrying out the teaching and learning process are very high and also students at school feel very happy because Campus students This teaching uses a learning approach that students feel at the school are very enjoyable. So, it can be said that in the formulation of the problem raised by the researchers, namely what is the role of students in implementing Kampus Mengajar and what impact students get in implementing Kampus Mengajar has been answered by the results of data collection through the distribution of questionnaires and direct interviews to students who have participated in Kampus Mengajar.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research from the questionnaire that was distributed to students, it can be seen that in implementing Kampus Mengajar, students have an important role in implementing the program from the ministry of education and culture. The role referred to here is that students are the driving force by providing new innovations in learning and being involved in the implementation of the learning process by teaching literacy and numeracy. In the implementation of this program, besides that, there are many impacts that are students felt after being directly involved in this program, in addition to increasing students' speaking skills, the courage to speak in public is also felt increase and the ability to socialize between students and teachers and staff and also with students at school is a positive impact perceived by students.

ADVANCED RESEARCH

1. To the education and culture office to continue to improve the performance of existing programs. Especially for this Kampus Mengajar program.
2. For further researchers, the results of this study are expected to add insight to knowledge related to campus teaching programs. Especially those who are interested in knowing more about the Implementation of Kampus Mengajar.

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