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STUDENTS' PERCEPTIONS AND MOTIVATION ON THE IMPLEMENTATION OF MBKM AT ENGLISH DEPARTMENT UNIVERSITAS BANDAR LAMPUNG

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ABSTRACT

Merdeka Belajar-Kampus Merdeka (MBKM), or in English it is translated as Emancipated Learning - Independent Campus, is a new regulation intended to promote students' independence in developing their interests and motivation in learning. As this MBKM Policy is a new educational policy in Indonesia, research on its implementation and its impact is still much needed. This study aims to: 1) explore English students' perceptions of the implementation of Merdeka Belajar-Kampus Merdeka Program at the English Department of Universitas Bandar Lampung, and 2) explore English students' intrinsic and extrinsic motivation to participate in Merdeka Belajar-Kampus Merdeka Program at English Department of Universitas Bandar Lampung. The sample of this study is English students at Universitas Bandar Lampung, as many as 25 students participated in the MBKM program. Data was collected using questionnaires and interviews. The results indicated intrinsic and extrinsic factors that influence students to participate in the MBKM program which include: 1) Intrinsic factors (challenging, curiosity, developing self, learning new things, increasing soft and hard skills, being an intelligent student and exploring the ability and knowledge), 2) Extrinsic factors (getting a good job, getting the reward, gaining appreciation/praise from the environment, and getting money from the government). Students at Universitas Bandar Lampung believe that MBKM has been successfully implemented and that it has been well worth it. With the MBKM Program, students can receive assistance in learning, including the best experience, personal growth, improved English proficiency, optimal learning, and considerable advancement. The MBKM Program's ability to motivate students can positively affect their future job growth, self-quality development, and academic success.

Keywords: *English students, extrinsic, intrinsic, motivation, Merdeka Belajar-Kampus Merdeka*

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INTRODUCTION

Merdeka Belajar Kampus Merdeka Program (MBKM) is a new idea from the Ministry of Education, Culture, Research, and Technology. This program supports students in improving their thinking and social skills through an active learning approach. According to Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022) stated the purpose of the MBKM Program is to provide opportunities for students to choose courses and learning that are taken according to their passion in order to prepare them to be graduates ready to work. To support the MBKM program universities are currently designing and implementing innovative learning processes to achieve optimal learning outcomes and remain relevant to the requirements and dynamics of society.

The MBKM Program has been implemented in several campuses in Lampung province, such as Universitas Lampung, Universitas Teknokrat Indonesia, Universitas Islam Negeri Raden Intan Lampung, Universitas Muhammadiyah Lampung, Universitas Bandar Lampung, and others. Universitas Bandar Lampung is one of the centers of excellence in implementing the MBKM program. It can be seen the Director of the MBKM Program at Universitas Bandar Lampung was appointed as the Chief of Duta Kampus Merdeka by the Ministry of Education, Culture, Research and Technology since 2021. Therefore, Universitas Bandar Lampung is the right place to conduct this research about implementing the MBKM program. As part of implementing the MBKM Program in teaching and learning activities, lecturers provide opportunities for students to gain learning experience, develop creativity, increase competence, train and improve students' skills, and gain independence through the knowledge and job opportunities provided.

The Merdeka Belajar Kampus Merdeka (MBKM) activities were conducted across three semesters by the Universitas Bandar Lampung (UBL) between 2020 and 2021. In the first year of 2020, 167 students participated in the MBKM program. In the second year of 2021, it increased to 344 students who participated in this program. It shows that students' interest in participating in MBKM activities has increased. The Merdeka Belajar Kampus Merdeka (MBKM)program at Universitas Bandar Lampung has been used as a Model Center of Excellence (CoE) as the implementation of the initiative. There are four main activities in this activity: (1) implementing academic policies and pilot studies; (2) developing curriculum and implementation strategies; (3) offering quality assurance and partnerships; and (4) developing into a Center of Excellence (CoE) and revenue producer.

Putting into practice the Merdeka Belajar Kampus The Ministry of Education and Culture (Kemendikbud) organizes the Merdeka activity with the intention of encouraging students to become experts in all areas of knowledge and skills necessary for entering the workforce. Lecturers offer students opportunities to develop their creativity, capacity, skills, and a variety of other needs through teaching and learning activities at the Universitas Bandar Lampung (UBL) campus. Students can also develop their independence through the knowledge and job opportunities offered.

The choice of MBKM activities that can be pursued has been made easier by the study program, which is a statement that emphasizes the importance of MBKM activities in preparing for the real world of work. It is permissible to give students credit for whatever MBKM activities they complete. Consequently, it can be said that the MBKM program is suitable to be applied in Universitas Bandar Lampung in order to prepare college graduates who are prepared to confront the world of work, and universities have also made accommodations as much as possible.

The MBKM program is designed to develop students' thinking critically, independently and creatively. The development of these capabilities will depend on the success of these policies in influencing student interest and involvement (Renninger & Hidi, 2002). In implementing the MBKM policy, students with a high interest in these programs will also have a high level of involvement. This involvement can help students to develop habits and mindsets that increase the capacity for lifelong learning (continuous learning) and personal development (Kuh, 2003). Essential factors in student engagement, according to Kuh (2009) consist of (1) Level of Academic Challenge, (2) Active and Collaborative Learning; (3) Student-Faculty Interaction; (4) Enriching Educational Experiences, and (5) Supportive Campus Environment.

Activities that are challenging intellectually and creatively fall under the category of academic challenge. Colleges and universities encourage student success by highlighting the value of academic effort and holding students to a high standard of performance. Students learn more and participate more actively in the educational process when they engage in active and collaborative learning, making efforts to work together to solve issues or understand difficult material. Through interactions with lecturers inside and outside the classroom, students directly learn, think critically, and resolve real-world issues. As a result, lecturers can serve as role models, mentors, and teachers to students who want to learn continuously. The academic program is improved by enhancing educational experiences connected to supplementary learning opportunities both inside and outside of the classroom. The final one is supportive, students learn important lessons about themselves and others via interactions with diversity. Student interest and involvement can improve academic outcomes.

Several studies have examined the implementation of Merdeka Belajar-Kampus Merdeka with different focuses and objectives. Jainah, Z. O., Riza, M., Muhida, R., Prastyo, Y. D., & Seftiniara, I. N. (2022) conducted the study and outlined the strategy for enhancing the contribution of professors and students to the MBKM program's improvement of hard and soft skills. As the result of the study, the researchers describe the model for enhancing lecturers' and students' roles in helping students develop their hard and soft skills using MBKM. The findings demonstrated that the MBKM activity gave educational institutions the freedom to select the form of government they felt was best for fostering independence from the bureaucracy. Both the students' hard (writing, computing, and management skills) and soft (communication, problem-solving, critical thinking, time management, etc.) talents can be improved. Another study by Zaitun, Z., & Nopianah, A. (2015) stated that English teachers need to increase students' motivation to learn English by explaining the importance of learning

English in the era of globalization. Motivated students will concentrate and enjoy the learning process. In addition, the teacher should have an exciting learning strategy or method for delivering English learning material.

Cahyono, B. T. (2022). This study investigates how independent learning techniques might be used to boost teacher motivation. The findings demonstrate the importance of motivating teachers given the need for innovative teaching strategies and learning activities to combat boredom. To achieve optimal learning, educators' motivation must develop from both internal and external driving forces. In addition, this research is expected to have a positive impact and more English students will be motivated to participate in this program because this program provides many benefits and equips students with valuable skills in the world of work.

LITERATURE REVIEW

1. Merdeka Belajar-Kampus Mengajar (MBKM)

The Ministry of Education, Culture, Research, and Technology issued the Merdeka Belajar - Kampus Merdeka (MBKM) policy or Emancipated Learning - Independent Campus in January 2020 through Ministry of Education, Culture, Research, and Technology Regulation No. 3: 2020 about Higher Education National Standard (Standard Nasional Pendidikan Tinggi / SNDikti). This regulation by Permendikbud No.3 Tahun 2020 provides opportunities for university-level students to study outside their study program according tostudents's needs and interests for a maximum of 3 (three) semesters or equal to 60 credits. Students can take three semesters of off-campus learning in the form of 1 semester taking across study programs and two semesters in the same study program or different study programs at other universities or non-university institutions (business world). This educational policy allows students to enrich and improve their insights and competencies through learning in the world of work. Shah, U. V., Chen, W., Inguva, P., Chadha, D., & Brechtelsbauer, C. (2020) argue that the implementation of independent learning is very effective for improving cognitive skills (creativity and critical thinking), metacognitive (reflecting the entire learning process) and affective (motivation to adapt).

2. Motivation

Motivation is essential, especially the motivation of English students to participate in the MBKM program. According to Nurqaidah & Hendra (2022), motivation is a shift in a person's energy that is shown by the appearance of sentiments and reactions to accomplish goals. When it comes to learning activities, motivation is the overarching driving force that propels students to engage in them. This guarantees that learning activities continue and gives them direction so they can accomplish the objectives set forth by the learning subject. Sadiqin (2017) said that the factors that influence students' achievement are intrinsic factors (interest, motivation, intelligence, physical condition) and extrinsic factors (prizes, praise, money, teachers or lecturers, family, facilities, environment, and others).

Hamalik (2004) argues that "intrinsic motivation is motivation included in learning situations that originate from the needs and goals of the students themselves". Meanwhile, according to A.M, Sardiman (2020), "intrinsic

motivation is the motives that become active and function do not need to be stimulated from the outside because within each individual there is an urge to do something". In other words, people act in a way that is motivated by certain aims without the need of outside forces.

Extrinsic motivation differs from intrinsic motivation in that it involves external encouragement or stimulation having a significant impact on students' desire to study. Encouragement from outside can come in the form of rewards, criticism, presents, penalties, and instructor reprimands.

Based on Amir Dien Indra Kusuma, in his book "Pengantar Ilmu Pendidikan", says that motivation is divided into extrinsic and intrinsic. Extrinsic motivation is encouragement from outside a person, while intrinsic motivation comes from the person himself. According to Uno, H.B. (2023) a person's existence, passions, interests, desires, hopes, and ambitions serve as indicators of their motivation, which is an internal and external source of encouragement.

According to Sardiman (2018: 89), there are two different sorts of motivation, extrinsic and Intrinsic. Intrinsic motivation is the motive that becomes active or effective without external stimulus. Motives that become active or functional as a result of outside influences are said to be extrinsic.

Notoadmojo (2010). Although it can be measured, motivation cannot be evaluated directly. Generally speaking, social motivation and biological motivation are the main things that are measured. There are several ways to measure motivation, namely by 1) projective tests, 2) questionnaires, and 3) behaviour.

Projective tests are reflections of what is inside us. To understand what people think, we give stimulus to be interpreted. One of the many projective techniques known is the Thematic Apperception Test (TAT) is one of the several projective methods that are widely used. A picture is presented in the test, and the subject is asked to create the image's narrative. According to Mc Leland's theory, a person has three needs: a desire for accomplishment (n-ach), a need for power (n-power), and a need for affiliation (n-aff).

Asking someone to respond to a questionnaire that contains potential questions to boost their motivation is one technique to gauge motivation using a questionnaire. Based on filling out the questionnaire, we can see which needs are the most dominant.

Another method of measuring motivation is by behavioral observation, which involves creating conditions that allow someone to exhibit the behavior that motivates them. To gauge someone's ambition for success, they can be asked to create origami within a certain amount of time. The observed behaviour is, Does the client use the feedback given, makes a risky decision and is concerned with quality than quantity of work (Notoatmodjo, 2010).

a. Perceptions

The English term "perception," which is where the phrase "perception" originates, is derived from the Latin word "perception," which meant to receive or take. Perception is the process of understanding or perception of sensory knowledge (Qiong, 2017). Perception is defined as According to definition of perception, it is "how you see something, how you form an opinion about it, how

you take in information through your senses of hearing and sight, and how quickly you comprehend or notice things," according to the Longman Dictionary of Contemporary English.

According to Lubis (2014), perception is affected by a number of things. There are two categories: internal factors and external ones. Individual characteristics, such as motivation for learning activities, are among the many internal elements that affect perception. Students are more likely to participate in educational activities when they are motivated.

Almost the same opinion was expressed by Fatah Thankful (2006). Factors influencing perception include 1) Internal factors originating from within the individual's perceptual behaviour, including psychological and biological/physical variables. Attention, attitude, interest, motivation, experience, and education are examples of psychological elements. 2) External elements, also known as factors that are independent of the individual or their perceptual behavior, such as the target item and the context or environment in which the perception occurs. 3) knowledge.

According to Demuth (2012), there are two theories that describe perception: top-down and bottom-up. Humans also use top-down and bottom-up processes in the perceiving process.

Bottom-Up Theory is a low-level information processing triggered by data/information from outside the individual; sensory receptors record information about the external environment and sends it to the brain for analysis & interpretation. The characteristic aspect of bottom-up perception theories is that the sensory input content and efficiency are determinative in shaping the final perception (Demuth, 2012). The sensory input is the basis of knowledge for the following sensory data processing. For example, when we see a car, our sensors collect primary data (such as the seat, door, and window). After that, the data will be further processed to create a more complex perception (the car is so cool because the body's design is a limited edition).

Meanwhile, the Top-Down theory is a high-level information processing. In this case, the individual develops a cognitive understanding of the stimulus involving previously stored memories, existing knowledge, and expectations/goals that affect perception. The top-down theory explains that our brain's cognitive processing begins to give permission or enable our sensors to acquire data, interpret the object, and apply the framework to the information we already have.

METHODS

The researchers employed a qualitative descriptive approach in this investigation. A comprehensive method of discovery is qualitative research. According to Creswell (1994), qualitative research takes place in a natural setting and employs a deployment model that enables researchers to gain a high level of information from practical experience or an in-depth investigation by a researcher into a particular program, event, activity, process, or one or more individuals.

The researcher employed qualitative descriptive approaches to offer precise, well-organized, and truthful explanations. 25 students from Universitas Bandar Lampung's English Department who enrolled in the MBKM Program make up the study's target sample. They are from the English study program of three semesters. The MBKM programs participated in included Kampus Mengajar, Student Exchange, Internship, Humanity Project and Research. The selection procedure for the selected students is students from the English study program who have participated in the MBKM program. Then from the UBL Unit MBKM data it is known that there are 25 students who have participated in the program.

Questionnaires and interviews are the methods utilized to get the data. The questionnaire is of the Likert scale type. The Attitude Motivation Test Battery (AMTB) (Gardner, 2004) inspired the motivational questionnaire. The questionnaire has 25 questions, while the interview has 4 questions.

In this study, researchers used questionnaires and interviews to explore student motivation. The motivational questionnaire was adapted from The Attitude Motivation Test Battery (AMTB) by Gardner (2004) and used the Likert scale.

Measurement of motivation using a questionnaire with a Likert scale that contains selected and approved statements tested validity and reliability (Likert, Rensis:1932),

a. Strongly agree (SA) If the respondent strongly agrees with the questionnaire statement given by answer score questionnaire 4.
b. Agree (A) if the respondent agrees with the given questionnaire statement through the answers to the questionnaire scored 3.
c. Disagree (D) if the respondent does not agree with the questionnaire statement given by answer score questionnaire 2.
d. Strongly disagree (SD) if the respondent disagrees with the statement questionnaire given through Questionnaire answers scored 1.

The forced Likert scale has a 4-point range. The reason for the term is that users are compelled to form opinions. No "neutral" choice is secure. They employ a 4-point scale to elicit detailed responses, which is ideal for researchers.

Advantages of a 4-point scale

a. The 4-point scale is best in situations where a particular user opinion is required.
b. The best for capturing consumer feedback on something or services they have tried or encountered.

FINDING AND DISCUSSION

The MB-KM program offers educational institutions independence and autonomy, freedom from bureaucratization, freedom for lecturers from complicated bureaucracy, and freedom for students to select their interests. The Merdeka Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, non-restrictive, and in accordance with the needs of students (Suwandi, 2020).

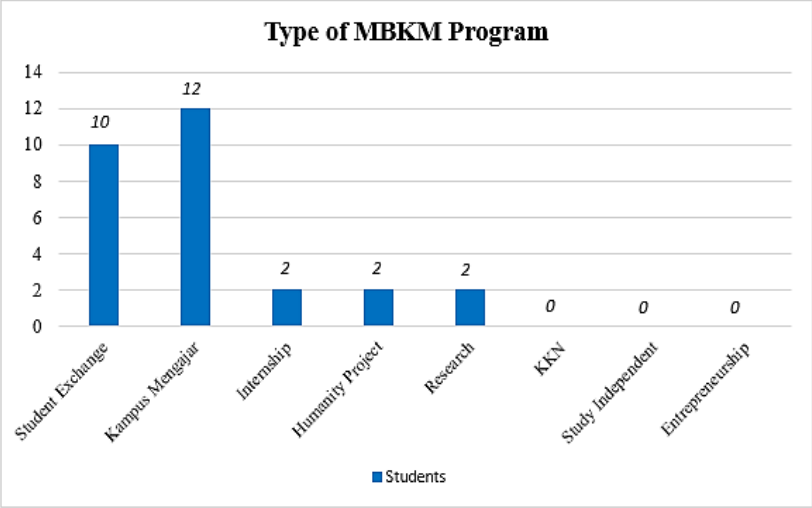
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The stages that need to be prepared by universities for the implementation of Merdeka Belajar-Kampus Merdeka have general requirements, namely that students come from accredited study programs, students are actively registered with PD Dikti. Specific requirements are in the form of programs implemented and compiled and mutually agreed upon between universities and partners. The Freedom to Learn Program can be in the form of a national program that has been prepared by the Ministry or a program prepared by a tertiary institution that is registered on the Higher Education Database.

The implementation of the MBKM curriculum is important in formulating a maximum curriculum because it involves partners to achieve learning outcomes in tertiary institutions. In practice, tertiary institutions involve external parties in formulating the curriculum so that the results of graduates can be accepted in the world of work. There are several agreed programs, namely: student exchanges, internships, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and constructing villages/KKN. The following diagram shows the types of MBKM chosen by English students:



According to the diagram above, depending on the MBKM course the students chose to take, it can be concluded that English language students participate more interested in Kampus Mengajar and Students Exchange programs.

From the questionnaire results, the first statement means students feel free to take the program suitable for their interest and their ability to explore from theory to practice. It is worth it for English students. Students support it. "There are various programs that offer, and we can choose a program based on our interests." [STUDENT 4].

For the second statement, It means they can meet with new people from other campuses or cities, communicate with English skills, and improve their English. It

is supported by students "In Students Exchange, I met other people in Indonesia with good speaking skills, which motivated me to learn more about English and practice it." [STUDENT 1].

The third statement means MBKM gave more financial benefits than expenses. Students support it. "It is free for students. Moreover, we get money from the government. ”[STUDENT 1]. Even though there are other costs, it is worth the more benefits we get. ”[STUDENT 4].

The fourth statement result means that MBKM benefits students; they get money from the government, which can help them pay UKT, and they need to study. Students support it" MBKM is free for students and does not influence finances. Indeed, we get money from the government that is useful for studying." [STUDENT 3].

For statement number fifth, participating in MBKM does not influence my financial condition. Students support "it does not affect my finances because online, and maybe Offline programs can need additional costs. Even though there are other costs, it is worth the more benefits we get. ”[STUDENT 4].

Next, statement number six means that in the MBKM program, they learn more and do practice work, so the knowledge and experience they get can be helpful and applied in the world of work. Students support" My Motivation to join this program is to be "the best teacher." [STUDENT 3].

Students' Motivation in statement number seven and eight means students want to get praise from their friends and appreciation from their lecturer because they have participated in this program, which adds value for them. It is indicated by their strong desire to learn and improve themselves through the MBKM Program.

For the ninth statement, It means that MBKM is an exciting program. Students enjoy it because MBKM offers various interesting programs based on their interests. They learn in the classroom and outside so they can not feel bored.

For statement number tenth, MBKM is essential because it will educate us more." Of course, we need more than just learning in class. We need to take MBKM, especially "Kampus Mengajar," for English students to implement micro-teaching classes and PPL in school so it can be more valuable". [STUDENT 4].

For statement number eleventh, MBKM allows students to get closer to people from other cultures. "MBKM Program is effective for students. We need to take the MBKM Program to get more experience. I joined Students Exchange, and I can meet with many people from another campus and learn about other cultures".[STUDENT 1].

For statement number twelfth, students state that through MBKM, they want to get money from the government. It means they need money from the government to support and help with their learning needs and UKT fees. Students support, "We get money from the government that is useful for studying." [STUDENT 3].

The result of student motivation in statement number thirteenth through MBKM, they want to learn new things. It means they like to learn new things because they feel challenged by this program. It is supported by students "Of course, it is worth it for students because we learn outside the campus and have a new learning program".[STUDENT 1].

For the following statement, students want to be intelligent students. It means they can compete competently and become a great generation that can make a good name for University.

The next statement, through MBKM, students want to develop themselves. It means they want to develop themselves to be more confident and can do everything best. Students support "It is worth it for English students to join this program because we can increase our quality and develop ourselves. "[STUDENT 3].

The result of statement number 16, through MBKM, students want to increase soft and hard skills. It means that MBKM can improve students' hard skills (Computer skills, foreign language skills, Ms Office skills, management skills), Soft skills (Communication skills, teamwork, critical thinking, leadership etc.)

For statement number 17, through MBKM, students want to explore their abilities and knowledge. Students support, "We must explore ourselves, and we need to take MBKM to gain more knowledge. "[STUDENT 2].

Further statement number eighteenth, through the MBKM Program, they can increase soft and hard skills. It means that the MBKM Program was beneficial in improving their skills. Students support this statement "Yes, it was worth it because it allowed me to fill a discussion forum about research and also became an applied linguistics delegate. "[STUDENT 2]. "I can increase my ability to teach, get relationships in friendship, public speaking, and share knowledge and experience in teaching".[STUDENT 3].

Following statement number nineteenth, It means the MBKM program is beneficial for them to create a good work strategy. Students support "experience in teaching that will be useful in my career as a teacher ." [STUDENT 3].

In addition, MBKM helps manage a good learning strategy. It means they have learned about other campus cultures in learning, so they can create an excellent strategy to implement in the class. "In my opinion, MBKM Program is more useful because theory (in class) and practice (in MBKM) must be implemented properly". [STUDENT 2].

Furthermore, statement number twenty-first is that MBKM made significant progress on the learning outcomes. It means that MBKM was helpful for significant progress results. Students support, "I get more benefits from this program: I can increase my ability to teach, get relationships in friendship and public speaking, and share knowledge and experience in teaching that will be useful in my career as a teacher".[STUDENT 3].

For statement number twenty-second, MBKM provides much knowledge about exciting things to learn, and students have broad insights and can create creative ideas. "I need to take MBKM to gain more knowledge".[STUDENT 2]

For statement number twenty-third, MBKM can improve their quality of education because they have more experience participating in the MBKM Program. They learn more about other cultures and get more knowledge which can increase their value in learning in the class. "The benefits of this program are experience, knowledge, help with my research proposal, and the opportunity to be a speaker in a webinar. ." [STUDENT 2].

The twenty-fourth statement result means students get more interesting experiences through this program, and they can implement it. Students support "The benefits of this program: experience, knowledge, help with my research proposal, and the opportunity to be a speaker in a webinar. ." [STUDENT 2] It gave me more experience, and I can learn about a new culture and share it with my friends on campus. ." [STUDENT 1].

The last statement means students get a lot of knowledge, teaching methods, and teaching experience that can be implemented in the world of work as a teacher. MBKM is beneficial for future careers. Students support "We need to take MBKM, especially "Kampus Mengajar," for English students to implement micro-teaching classes and PPL in school so it can be more useful." [STUDENT 4]. my Motivation to join this program is to be "the best teacher." [STUDENT 3].

DISCUSSIONS

From the results of research data that have been found, MBKM can help improve the quality and academics of students, especially in the scope of different learning models. This result is in line with previous study conducted by Shah, U. V., Chen, W., Inguva, P., Chadha, D., & Brechtelsbauer, C. (2020) which indicated that the implementation of the MBKM Program is very effective for improving cognitive skills (creativity and critical thinking), metacognitive (reflecting the entire learning process), and affective (motivation to adapt). The MBKM policy encourages competent students in various fields of expertise to become a generation ready to compete in global competition (Saputra 2022).

In MBKM, students are facilitated with independent and versatile learning programs to create a creative, dynamic learning community that can answer student needs Denny (2022). Freedom of learning should indeed be applied in students'

learning environments because this dramatically determines the school's output, especially if students are seen as human beings (Suhartoyo 2020).

From Financial Aspect**,** MBKM is free for student registration. Students can choose a program according to their passion or interest (Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. 2022). They even get money from the government. Students will receive assistance with living expenses and accommodation to support them in carrying out the learning process. According by Andari, S., Windasari, W., Setiawan, A., & Rifqi, A. (2021) The government supports a number of programs financially through single tuition fees and monthly incentives for students, as well as through financial rewards for Field Supervisors' (DPL) mentoring efforts, and incentives for Higher Education Coordinators' management activities.

In Students Motivation, the factor that influences students to participate in the MBKM program are factor intrinsic (challenging, curiosity, developing self, Improving self, learning new things, increasing soft and hard skills, being an intelligent student and exploring the ability and knowledge), factor extrinsic (getting a good job, getting the reward, get appreciation/praise from the environment, to get money from the government, relationship). According to Anggadini, S. D., Rahayu, S. K., Komala, A. R., Puspitawati, L., & Astuti, W. A. (2022) stated in the cognitive aspect, MBKM activities can support collaborative and participatory learning activities and improve students' analytical skills and problem-solving abilities.

Students benefit from MBKM Program as a result of skills, English fluency, motivation, performance, optimum learning, making considerable educational progress, good learning strategy, high value in the class, and good experience that can be useful to careers in the future. Tohir (2020) stated the independent learning paradigm that prioritizes the Student Center Learning (SCL) concept provides opportunities for students to contribute to other fields apart from the competencies taken in their study program. Every student gets the chance to develop their potential and soft skills, which will greatly help them to improve their academic achievement. Participating in off-campus learning will enhance your soft and hard skills, among other advantages.

Additionally, the interview segment is undertaken to gather additional information and better understand their motivation for enrolling in the MBKM Program. The researcher chose four students from the English Department that have joined the MBKM Program with four questions and gave the same questions to them.

The first question is whether learning in class is enough or whether students need to take the MBKM Program to increase their learning. One of the students answered with the reasons, "Of course, it is not enough if we only study in class because we have to explore ourselves. I need to take MBKM to gain more knowledge and to help with my research. In my opinion, the MBKM Program is more useful because theory (in class) and practice (in MBKM) must be

implemented properly". [STUDENT 2]. MBKM is worth it for students in helping them to learn.

The second question concerns the financial aspect because the MBKM Program is a free registration and provides living expenses and accommodation benefits for students in terms of learning. As said by the participant, "It is worth it for English students to join this program because we can increase our quality of teaching and develop ourselves. MBKM is free for students and does not influence finances. Indeed, we get money from the government that is useful for studying". [STUDENT 3] Yes. It is worth it for English students. Various programs are offered, and we can choose a program based on our interests. Then, it does not affect my finances because online and maybe Offline programs can need additional costs. Even though there are other costs, it is worth the more benefits we get. [STUDENT 4].

The third question concerns the students' motivation to participate in this program; the closest answer was, "My motivation to join because I was curious and challenged to get more experience because this is a new program from the government". [STUDENT 2]. "Yes. It can give me motivation because my motivation to join this program is to be "the best teacher." [STUDENT 3].

The last question is about the quality students get when joining the MBKM Program. Participants thought their abilities had increased.. One of the participants answered, "The benefits of this program: experience, knowledge, help with my research proposal, and the opportunity to be a speaker in a webinar". [STUDENT 2]. "I get more benefits from this program: I can increase my ability to teach, get relationships in friendship and public speaking, and share knowledge and experience in teaching that will be useful in my career as a teacher. MBKM at UBL is implemented well because every open program continues to improve and enhance."[STUDENT 3].

From the interview results, participants gave their respective perceptions of joining the MBKM Program. Participants experienced different academic, skill, and quality changes. In the cognitive aspect, MBKM activities can support collaborative and participatory learning activities and improve students' analytical skills and problem-solving abilities (Anggadini et al., 2022). Students are given challenges and opportunities to develop their creativity, capacity, and personality to meet their needs and find knowledge through experience and dynamics in the field (Anggadini et al., 2022). They think that the MBKM Program is more effective in helping their learning, and they get the benefits that are worth it.

CONCLUSION

The questionnaire finding shows that MBKM can help to learn more widely and increase learning quality; the financial aspect is beneficial because what they get is worth it, and students' motivations (intrinsic and extrinsic). The results of the interviews show that participants gave outstanding replies and justifications. Participants give reasons that MBKM is worth it, is more effective to use, and offers

more facilities in the learning process so that students who joined MBKM can improve their motivation and English proficiency. According to the findings, students believe joining MBKM is very beneficial, useful, and worth it. Students provided an interpretation of each statement or question that was consistent with the goals of this study. Students can benefit from the MBKM Program by getting the most out of their educational experience, growing personally, expanding their abilities, achieving optimum learning, and making substantial progress. The ability of the MBKM Program to motivate students to have good positive job growth, self-quality development, and academic success.

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