

**STUDENTS' PERSPECTIVE ON FREEDOM OF LEARNING – INDEPENDENT
CAMPUS (MBKM) IN LEARNING ENGLISH**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Students' Perspective on Freedom of Learning-Independent Campus in Learning English." adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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Yang membuat pernyataan,

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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25 Agustus 2024	Research Findings and change the name of data Informant	
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ABSTRACT

Dina Amelia Putri. 2002050037. Students' Perspective on Freedom of Learning – Independent Campus in Learning English Skripsi. English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah Sumatera Utara. Medan. 2024

This study was aimed to determine students' perspective on freedom of learning – independent campus in learning english. The population of this study was students' perspective focused on student exchange program in Universitas Muhammadiyah Sumatera Utara. The research instrument uses a semi-structured interview method from students exchange who have experience on freedom of learning – independent campus program. The research design used in this study was qualitative. The technique of analyzing data researcher used four steps, there are 1) Data Collection, 2) Data Reduction, 3) Data Display, and then 4) Data Conclusions : drawing / verifying. The finding from the data analysis, students' perspective such as : Mostly from the perspective of exchange students are happy and satisfied with the program, exchanges can add insight and knowledge about the different cultures that exist in Indonesia, add friends from different regions and can enhance learning english from student exchange program.

Keyword : *Perspective, Freedom of Learning – Independent Campus and Learning English.*

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Education is an important element of life and must keep up with the times. Education will help people deal with the difficulties of a changing world (Istiarsono, 2016). Since acquiring knowledge is a lifetime pursuit in Islamic beliefs. Furthermore, in addition to being commanded to seek knowledge, Muslims are also commanded to practise and impart knowledge. Looking at the current state of affairs, you will see that technology is improving as well as that times are changing due to globalization (Aspi & Syahrani, 2022).

On freedom of learning – independent campus (MBKM), which was made legal on January 24, 2020 was a major educational achievement introduced by Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology. Every one of Indonesia's 4500 university campuses will adopt this system. A set of regulations known as "freedom to learn" give universities and learners the ability to critique education received of campus. on freedom of learning – independent campus (MBKM) which is based on PERMENDIKBUD No. 3 of 2020 concerning National Standards, is bringing the university curriculum into alignment with government efforts to create superior human resources, both hard and soft skills.

These days, science and technology are evolving quickly. In addition, a great deal of new occupations have been created, while jobs that are no longer viable in the modern world have been eliminated. Because of this, college

graduates are expected to lead the next generation of successful generation. Additionally, in an effort to lower the unemployment rate, the government has been searching for a link between education and industrial work so that university graduates will be prepared for the workforce with the skills necessary to meet industry demands in their field of expertise (Arifin & Muslim, 2020). This occurs because there is now a less than ideal fit between graduates' accomplishments and the commercial and industrial sectors (Suryaman, 2020).

The development of the age and the problem of freedom of learning - independent campus (MBKM) development are frequently linked. In order to succeed in the industrial revolution 4.0, society 5.0, and public literacy, university graduates must be strong in the face of social, cultural, technological, and work changes. To this end, the education sector must respond with freedom of learning - independent campus (MBKM) (Arrozi, 2021; Suryaman, 2020). The ability to master a variety of skills will help graduate students succeed when they enter the workforce and business. According to Suryaman's study (2020), the usage of cyberspace and artificial intelligence are problems that on freedom of learning - independent campus (MBKM) should address. This is especially relevant in light of the COVID-19 pandemic situation, as one of the countries affected by COVID-19 the Indonesian governments suspend the classroom without stopping learning by performing online learning (Azhari & Fajri, 2021). even in the fundamentals of education itself about the problems with public literacy that the field of education needs to address with MBKM.

On Freedom of Learning - Independent Campus programme, also known as Merdeka Belajar - Kampus Merdeka (MBKM), is being developed by the Ministry of Education and Culture in response to the dynamic changing times. This requires collaboration among many stakeholders rather than rivalry. On Freedom of Learning - Independent Campus programme requires all Indonesian universities' study programmes to modify their curriculum in order to accommodate the program's requirements for credits, student quotas, and approved courses. Students may choose to study outside of their study programme for one semester, or twenty (20) credits, through on Freedom of Learning - Independent Campus (MBKM) programme. They may also choose taking courses in the same programme at different universities, in different programmes at different universities, or outside of universities (Tohir, 2020).

Freedom of Learning - Independent Campus is designed to improve the competence of graduates, both hard skills and soft skills by doing activities outside their study program. With Freedom of Learning - Independent Campus students can choose learning activities according to their interests. The learning activities they can choose was established with eight outstanding programmes: entrepreneurship, research, student exchanges, campus teaching, independent projects, community service projects, Independent internships and practices, and humanitarian programmes. It is anticipated that these eight programmes will improve students' knowledge and abilities (Suryaman, 2020).

Student exchange is one of the initiatives offered by Freedom of Learning - Independent Campus (MBKM). Through student exchanges, any student can

freely cede their freedom to pursue their chosen passion in learning. Yusuf and Arfiansyah (2021) state that increasing the independence, and flexibility of higher education's learning process is a key indicator of the MBKM Policy's implementation success.

Freedom of Learning - Independent Campus programme, which involves student exchange, has been implemented by Universitas Muhammadiyah Sumatera Utara as an educational institution. Every study programme, including the english education study programme, has implemented the student exchange programme. The Cooperative English Education programme, which can be followed by student at other universities, is one of the student exchange programmes that students can choose to actively participate in through the english education study programme. The curriculum for the study programme is created by modifying Freedom of Learning - Independent Campus (MBKM) regulations, which cover learning assessment, planning, and evaluation (Baharuddin, 2021).

Based on the existing background, the researcher is interested in conducting research on. As Freedom of Learning – Independent Campus (MBKM) learning is a relatively new programme, there aren't many studies that describe its implementation outcomes to date. This phenomenon is often observed in the study of English language education. Students of English education have completed an students exchange program Freedom of Learning - Independent Campus (MBKM). This is being presented in an experience of attending an students exchange program outside the Universitas Muhammadiyah Sumatera Utara has been attending exchange programs in various regions. Where the

researcher requires the perspective of students who have already attended the program. however, there are some student experience of Universitas Muhammadiyah Sumatera Utara based on the experience of the exchange program, many interested students and they say that the student exchange programme has many advantages that students gain for improving English learning but the obstacles that students encounter when taking an exchange course are adaptability when learning in the classroom and the systematics of learning in classroom.

In the early stages of research, the author wants to analyzed students' perspective on the implementation strategies of Freedom of Learning - Independent Campus programs on campus. The aim of this research will examine strategies for improving English language students through student exchanges on the following programs, namely Freedom of Learning - Independent Campus.

1.2 Research Focus

The scope of this research focused on students' perspective and limitation of this research focused on comprehension of the opinions, experiences, and preferences of the advantage and disadvantage on freedom of learning - independent campus in learning english. And find out the implemented strategies to increase for students' english learning from program students exchange.

1.3 Formulation of the Problem

1. What is students' perspective of advantages and disadvantages of participating in a students exchange program on Freedom of Learning - Independent Campus in learning english ?
2. How do the implementation strategies to increase english learning from students exchange on Freedom of Learning - Independent Campus ?

1.4 Objective of Research

Based on the problem of the research, this research will intend to describe:

1. To discover english students' perspective of advantages and disadvantages in participating Freedom of Learning - Independent Campus in learning english .
2. To find out how the implemented strategies to increase learning english from students exchange on Freedom of Learning - Independent Campus.

1.5 Significant of Research

Researcher hope that this research will provide benefits both theoretically and practically.

a. Theoretically:

For institution, the findings of this research can adds to our knowledge of the independent learning experiences that students have in a campus setting that is all their own, especially when learning english.

b. Practically:

1. For Lectures, They are expected to know more about the Students' Perspective on Freedom of Learning - Independent Campus in Learning English at Universitas Muhammadiyah Sumatera Utara.
2. For Students, as a reference to study Students' Perspective on Freedom of Learning - Independent Campus in learning english.
3. For researchers, for scholars conducting similar study from other points of view.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Studies that are theoretical in nature provide support for a study since they describe theories pertaining to the variables under investigation. These theories serve as a foundation or point of reference for talks about research. These theories provide evidence in support of the issue that needs to be investigated for study clarity. The following are some topics that this study will cover.

A. Perspective

This perspective is a way of looking at things. Many of these opinions are based on what it's like to be human. Thus, a notion that has the potential to alter people's attitudes or viewpoints arises from that encounter. A view of an event is the common understanding of perspective it self. The Modern Indonesian Dictionary defines perspective as a person's point of view while forming views and thoughts about something. A perspective's point of view is another name for a point of view. In scientific terms, global perspectives are considered a means of understanding, but in their original sense, the term refers to a comprehensive and worldwide method of viewing or insight. According to Martono (2010), perspective refers to the viewpoint that people adopt when observing a phenomenon or an issue that is occurring. Thus the perspective or understanding utilised to see the world from multiple perspectives, including politics, economics, and culture, is what Waspada Ts. And Suhanadji (2004) define as perspective. In addition, Sumaatmadja and Winardit (1999) define perspective as a manner of

looking at and acting upon an issue, event, or action. This suggests that people employ a perspective to understand things all the time.

B. Freedom To Learning - Independent Campus (MBKM)

A policy that the Minister of Education and Culture has initiated is the Freedom of Learning - Independent Campus (MBKM) policy (Makarim, 2020). A type of flexible and freedom learning used at higher education institutions to foster an innovative, non-restrictive learning environment that responds to student needs is called self-sufficient, Freedom of Learning - Independent Campus (MBKM). The Republic of Indonesia's Ministry of Education, Culture, Research, and Technology's Freedom Learning policy includes Independent Campus, which gives students the chance to directly explore the industrial or professional world in order to prepare for their future careers while improving their understanding and abilities in line with their interests and talents. Internship/work practices in industry or other workplaces, community service projects in villages, conducting research, conducting entrepreneurial activities, complementing independent studies/projects, and participating in the humanitarian program are all examples of campus based learning activities. The activities were carried out under the leadership of the lectures.

Freedom of Learning - Independent Campus (MBKM) program's goal is to provide students with the hard and soft skills needed in the workplace because its industrial and practical curriculum meets to the needs of the modern world (Fachrissal, 2020). In addition, Sopiensyah and Masruroh (2021) state that the Freedom of Learning – Independent Campus (MBKM) aims to give students the

freedom to select courses based on their areas of interest in order to graduate and be prepared for the workforce.

The theory of Constructivism served as a significant theoretical basis for understanding student perceptions of student exchange programmes. According to Vygotsky in the theory of constructivism, individuals actively acquire knowledge and understanding through interaction with the social environment and personal experience. (Akpan et al., 2020; Hergenahn & Olson, 2008). In the context of the MBKM policy, this theory helps analyse how English language education students realize, evaluate, and give meaning to know the advantages and disadvantages of student exchange programs based on their learning experience on campus. As a result, this theory is used as a theoretical basis for analyzing student perspective. This study examines students' perceptions of their perception indicators based on their experience on Freedom of Learning – Independent Learning program.

Among the most important student-centered learning techniques is the learning process on Merdeka Campus (Independent Campus). As well as independent in seeking and discovering knowledge through realities and field dynamics like skill requirements, real-world problems, social interaction, collaboration, self-management, performance demands, goals, and achievement, learning on the Merdeka Campus (Independent Campus) offers challenges and opportunities for the development of innovation, creativity, capacity, personality, and needs of students. Students will acquire strong hard and soft skills through an individualised learning programme that is well-designed and executed.

C. Student Exchange in English Learning

Student exchanges are organised to shape some of the attitudes of students as defined in the Minister of Education and Culture (Permendikbud) Regulations No. 3 Year 2020, namely, respect for the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others; cooperation and social sensitivity; and concern for the community and the environment. One of the MBKM initiatives is the Free student exchange. The objectives of the Free Student Exchange programme, according to the Directorate-General of Higher Education, are to: (1) cultivate the student's love for the cultural diversity of the homeland; (2) promote the strengthening of competencies that can be valuable supplies for future student careers; and (3) prepare students to become future leaders of the nation while also serving the nation and country (Anggraini et al., 2022).

Three strategies can be used to implement the free student exchange program in learning English: the first is student exchange between study programs on the same campus; the second is students exchanges between study programs at different campuses; and the third students exchanges between study programs and different campuses. By changing the collage's policies and course of study, this students exchange can transfer up to 20 semester credits (SKS). Students in this program have an obligation to keep to all the rules of order and academics that are applicable on campus or after matriculating into collage. This requirement subtly expects students to learn about and comprehend the variety of customs, cultures, and social characteristics of the surrounding campus area. Student participating in

this program are required to follow a series of lectures, question, discussion, and task and take mid-and end term exam. (Insan et al.,2021)

D. The Advantage of Students Exchange

Furthermore, the main purposes of the students exchange (PMM) program are : (1) Increasing students'ability to apply national insight. (2) increasing students'understanding of ethnic, religious, racial, and inter-group diversity (SARA) and the spirit of unity. (3) developing intensive encounters and dialogue in diversity and mutual understanding to create strengthening unity. (4) growing as well as deepening students' academic knowledge by participating in a students exchange, each student might actively give up the right to learn about their desired passion (Kamalia and Andriansyah et al, 2021). Furthermore, Kamalia and Andriansyah (2021) explain that student exchange program is designed to be flexible and unrestricted, with the goal of allowing future students to increase their competences and to ready to work.

The student exchange program offers the following advantages: The first is examine and learn about Nusantara's cultural diversity and the second is form friendships with students from various areas. The third get the chance to study at other Indonesian universities. Fourth improve or increase academic proficiency and fifth develop social sensitivity, leadership, and self-assurance. In addition, students who join in this program will get living expenses return, tuition deductions (UKT), support for the Covid-19 test (quick test or antigen), train and aircraft tickets, and certificates for taking part in the Free Student Exchange . Widyastuti, A. (2022).

2.2 Relevant Studies

According to the previously provided explanation, students' perspective on studying English at MBKM is Independent Learning - Independent Campus. The following paragraphs will elaborate several studies conducted with an emphasis on students' viewpoints about Independent Learning and Independent Campus (MBKM).

The first related studies was done by Amami Shofiyah Al Qorin (2022) entitled “Students' Perceptions of Implementing Independent Learning - Independent Campus Curriculum: Benefits and Challenges”. This study aimed to analyze students’ perceptions of the benefits and challenges of implementing the MBKM curriculum. This research use qualitative descriptive study. The participants of this study collected from students of the Arabic Education Study Program, at Malang State University. The researcher analyzed the data who participants in the program with a questionnaire and interview method. The study's findings are as follows: 1.) Students believe that the finest practices produced by programs like student exchange, research programs, internships (with minors in calligraphy and translation), and teaching practicums will enhance the curriculum. Encouraging kids to be imaginative and flexible people is one of the primary advantages. After graduation, they will be more equipped, bringing students closer to the workforce and business and preparing them to deal with the swift advancements in technology as well as social and cultural shifts. 2) How the program's technical and administrative implementation obstacles are perceived by the students.

The second related studies was done by Syahrudin (2023) entitled “Implementation of the Independent Campus Learning Policy ”MBKM”: An

Overview from the Perspectives of Students and Lecturers” this research is related Students’ perspective on Independent Learning - Independent Campus (MBKM). This study aimed to evaluate the MBKM policy's execution at the university and analyze the opinions of lecturers and students on the policy's implementation. The research method used is a qualitative approach with data collection techniques through in-depth interviews and participant observation at Musamus University. The study's respondents included 18 lecturers who assisted in putting the policy into practice as well as 317 students who had taken part in the MBKM program. Based on the questionnaire's results, it can be said that much of the information in the independent learning -independence campus policy (MBKM) is already known by students. Up to 196 students, or around 62 % of Musamus University students, learned about the MBKM policy through offline and online socialization events that the Tertiary Education Institution arranged. Students agree that Musamus University's past initiatives, such as creating villages or Community Service Programs (KKN), student exchanges, internships and work practices, and teaching support in instructional units, are in line with the format of MBKM activities. When it comes to extracurricular learning activities, students most frequently select the apprenticeship/work practice program. 95 students, or almost 93 % of the student body parts, concur that additional learning experiences will impart new talents like the ability to solve complicated real-world problems, analyze data, and practice professional ethics. Up to 298 students, or almost 94% of the student body, concurred that participating in different study programs will extend perspectives and give students the additional skills they need.

The third related studies was done by Lidya Nitami (2023) entitle “English Department Students' Perception on Teaching Assistance Program at Universitas

Negeri Padang”. This study aimed to focus on students' perception on teaching assistance programs organized by the Ministry of Education and Culture and teaching assistance programs organized by Universitas Negeri Padang. This study used a descriptive and purposive with sampling method involving 30 students in 2018 who carried out teaching assistance activities. This location of this research is in the English Education Study Program at Universitas of Padang. The research result were collected through questionnaires and interview where question were made based on theory (Shinkfield & Stufflebeam, 1995) and theory (Citraningtyas, 2021). The Ministry of Education and Culture's organized teaching assistance scored 3.12, while UNP's organized teaching support scored 3.30. Thus, according to averages, students have a positive opinion of the instructional support provided by Universitas Negeri Padang and the Ministry of Education and Culture.

The fourth related studies was done by Nurul Aryanti, Welly Ardiansah, Izzah, Aria Septi Anggaria (2023) entitled “Student perception toward Eight Forms of Independent Learning activities in independent Learning Independent Campus Program (MBKM). This study's objective is to assess students' awareness and engagement with the Independent Learning - Independent Campus Program (MBKM) policy and its consequences. The research methodology employed in this study involves a survey using descriptive analysis techniques. The study involved 350 undergraduate students as participants, and data collection was conducted through a questionnaire comprising two sections: one for capturing respondent demographics and the other for inquiring about their perspectives on the Independent Learning - Independent Campus Program (MBKM) policy. The study's findings suggest that students

exhibit a considerable level of awareness regarding the Independent Learning - Independent Campus Program (MBKM) policy, and their participation is also notably high. Moreover, the feedback regarding the impact of the MBKM policy on students is positively inclined. This positive response is rooted in the advantages offered by the MBKM program, such as enhanced learning experiences, the allocation of 20 credits, and the development of soft skills. Consequently, the MBKM policy holds the potential to encourage greater student involvement in extracurricular learning activities outside the official curriculum and campus. Hence, the outcomes of this study carry several important implications. First, because students are so aware of the MBKM policy, they will continue to attend the program with great enthusiasm. Second, because there is a lot of student interest in the Independent Learning - Independent Campus Program (MBKM) program, the quality of learning that takes place off campus will improve. Third, the study program will successfully maintain the Independent Learning - Independent Campus Program (MBKM) program. This is based on the advantages of the Independent Learning - Independent Campus Program (MBKM) program, which can offer a variety of skills, knowledge of different cultures, and adaptability, including leadership skills. Keywords: curriculum implementation, MBKM, student perceptions, learning, independent. It is imperative to update the curriculum structure within the higher education setting. The curriculum utilized in the teaching and learning process should be revised to align with the demands of the job market and adapt to the current era. Higher education institutions, being formal educational establishments, are anticipated to produce skilled.

The fifth related studies was done by Sukmawati, Nur Ina Syam, Muliaty Ibrahim, Nurul Amaliah, Sujarwo (2023). This study aimed to analyze the lecturers' and students' response on Independent Learning - Independent Campus (MBKM) in teaching and learning English. The research sample was 17 lecturers and 12 students who had passed in Independent Learning – Independent Campus program (MBKM). The data was collected through survey in the form of questionnaires given to lecturers and students who are new with the aim of evaluating the effectiveness of the MBKM activity process. The results show that there was a good understanding among the lecturers and students of the MBKM Program's policies, particularly those related to student exchange, teaching assistants in educational units, and thematic community service projects that were built villages for the students. It can be concluded that the freedom of learning – independent campus program, when effectively implemented, produces graduates with speaking, writing, and reading hard and soft skills who are equipped to tackle the workforce independently, creatively, and toughly especially when it comes to teaching and learning English.

2.3 Conceptual Framework

Conceptual framework is used to clarify concepts, organize ideas, and identify relationship with which to frame study. The following is the conceptual framework of this research:

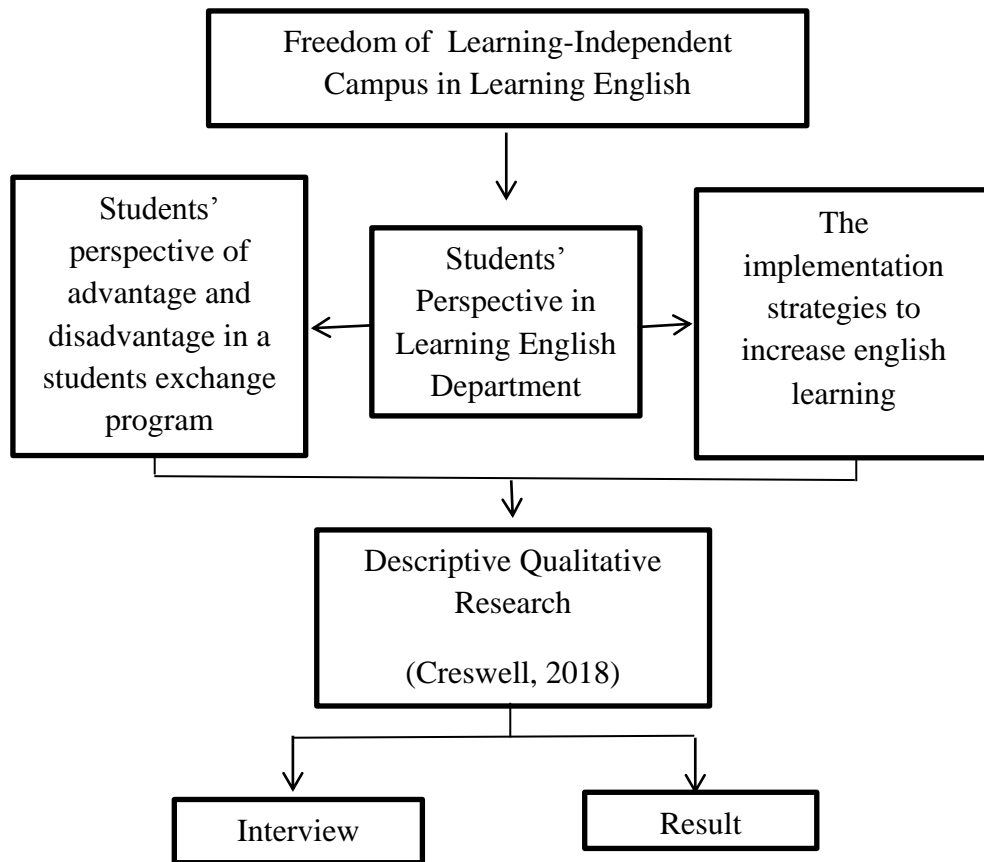


Figure 2. 1 Conceptual Framework

This research studies Students' Perspective from Freedom of Learning – Independent Campus (MBKM) program in learning english. The researcher is to analyze students' perspective of advantages and disadvantages of participating in students exchange and the implementation strategies to increase learning english from student exchange .The study will be use According to Vygotsky in the theory of constructivism, individuals actively acquire knowledge and understanding through interaction with the social environment and personal experience. (Akpan et al., 2020; Hergenbahn & Olson, 2008). In the context of the student exchange, this theory helps analyse how English language education

students realize, evaluate, and give meaning to know the advantages and disadvantages of student exchange programs based on their learning experience on campus. As a result, this theory is used as a theoretical basis for analyzing student perceptions. The research used qualitative descriptive research (Creswell, 2018)

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study was conducted using descriptive qualitative method. As defined by Creswell (2018) is means for analyzing and understanding the meaning individuals or groups ascribe to a social and human problem. The use of descriptive qualitative method focused on students' perspective advantage and disadvantage freedom of learning - independent campus in learning english and to describe the implemented strategies to increase learning english from student exchange (PMM) on freedom of learning - independent campus.

3.2 Location and Time of Research

A. Place of Research

During this research was conducted at the Universitas Muhammadiyah Sumatera Utara in Jl. Kapten Muchtar Basri No.3, Glugur Darat II, Kec. Medan Tim., Kota Medan, Sumatera Utara 20238. The researcher is studying English Language and Teaching Department from students exchange program. Universitas Muhammadiyah Sumatera Utara is chosen because there isn't research yet about students exchange program, many students interested in joining the students exchange program making the researcher easier to collect the data.

B. Time of Research

Table 3. 1
Time of Research

No.	Activity	Month											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Preparation of the research title	■											
2.	Exploration of literature from journals	■	■										
3.	Literature collection			■	■								
4.	Writing proposal			■	■								
5.	Proposal seminar					■							
6.	Conduct research					■	■	■	■				
7.	Green table triel									■			

3.3 Subject and Object of research

a. Subject of Research

The subject of this research are students of Universitas Muhammadiyah Sumatera Utara who joined students exchange (PMM) program.

b. Object of Research

The object of this research is students' perspective advantage and disadvantage of participating on Freedom of Learning - Independent Campus in learning english and how the implemented strategies to increase learning english for students'english learning from students exchange (PMM) on Freedom of Learning - Independent Campus program.

3.4 Source of Data

This study was analyzed students' perspective of advantage and disadvantage on Freedom of Learning - Independent Campus (MBKM) in learning english from students exchange (PMM). This study used the theory of

constructivism According to Vygotsky, individuals actively acquire knowledge and understanding through interaction with the social environment and personal experience. (Akpan et al., 2020; Hergenhahn & Olson, 2008). In the context of the student exchange, this theory helps analyse how English language education students realize, evaluate, and give meaning to know the advantage and disadvantage of student exchange programs based on their learning experience on campus. As a result, this theory is used as a theoretical basis for analyzing student perceptions. The research used qualitative descriptive research (Creswell, 2018)

3.5 Research Instrument

This research was utilized interview instrument. which is a technique or tool used to collect information from sources. And This research was used a semi-structured interview type, which is an interview where the questions have been completely prepared by the researcher based on the theory that has been read, as in the structured interview format, however, the interviewer expands the questions in an open-ended manner in the middle of the interview, according to the atmosphere and flow of the conversation he had with the research subject, or with the participant (Mathers, 2000). which is a technique or tool used to collect information from sources. The researcher ask several questions and use mobile phone to record and write the students exchange answer from questions interview to the students from Universitas Muhammadiyah Sumatera Utara who had participated in student exchange (PMM) program.

3.6 Techniques of Data Analysis

The study of the data is conducted using qualitative analysis. According to Miles and Huberman (1984). Activities in data analysis, namely data collection, data reduction, data display and conclusion drawing.

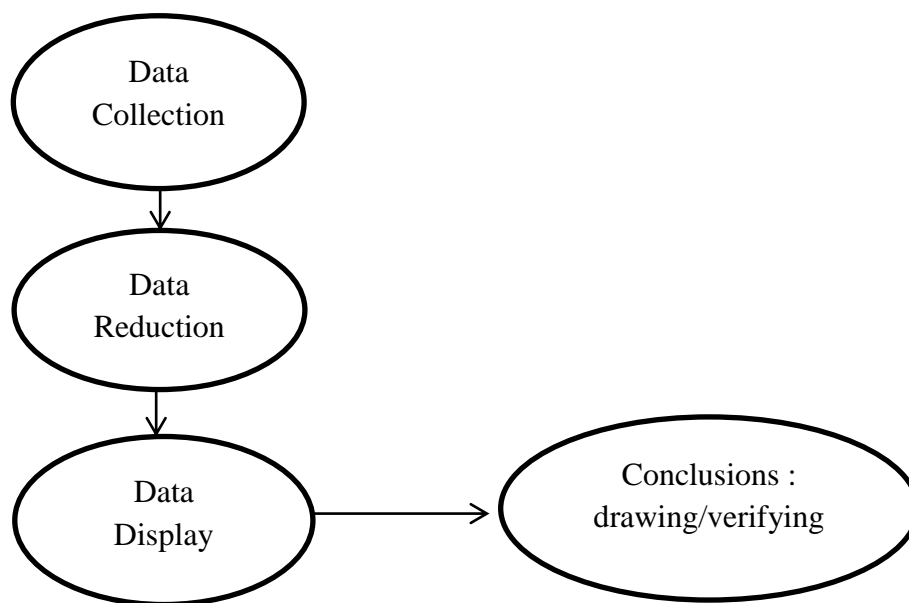


Figure 3. 1 Elements of Qualitatif Data Analysis Miles and Huberman (1984)

1. Data Collection

Data collection was collected from interviews from the students exchange at Universitas Muhammadiyah Sumatera Utara based on the study's problem and objectives, data will accurately captured in field notes and reflective sections. The data was taken notes from students' perspective who joined the students exchange (PMM) program.

2. Data Reduction

In this study, the researcher was identified uses data collected through interviews. The data obtained through interviews will identified and then classified with written description based on students' perspective about advantage and disadvantage from student exchange (PMM) program and the implementation strategies to increase learning english from student exchange program. And the last the researcher was organized the data to determine advantage and disadvantage from student exchange (PMM) program and describe the implementation strategies to increase english learning from students exchange on Freedom of Learning – Independent Campus program.

3. Data Display

The next step after reducing the data is to present it. there are many ways to present the data including written description, and visual aids such as pictures, graphs and tables. The researcher was choosen to describe the implementation strategies to increase english learning from students exchange (PMM) program. In addition the writing description was identified advantage and disadvantage of participating in a students exchange program on Freedom Learning – Independent Campus (MBKM) in learning english, and describing the implementation strategies to increase english learning from students exchange program. The purpose of data display is to strengthen information and provide a comprehensive description of the situation present.

4. Drawing Conclusion

The last step is drawing conclusion, this study was conclude drawn by analyzing the data that has been presented and the conclusions are in description from student's perspective of advantages and disadvantages and description implemented strategies to increase students english learning from student exchange program.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Research Findings

1. Data

As mentioned in the chapter III explanation of data, the researcher used the interview which consist of ten questions to analysis about students' perspective on freedom of learning – independent campus in learning english.

The researcher focus on students' perspective on freedom of learning – independent campus in learning english. The data collect from the students who follow student exchange program in Universitas Muhammadiyah Sumatera Utara. And then the researcher use interview instrument with consist ten questions. The lists of interview questions used for the research are offered below :

Table 4.1 Question for interview

NO	QUESTION
1.	in freedom of learning – independent campus how the batch do you follow from student exchange?
2.	Why did you choose a student exchange program from Freedom of Learning - independent campus ?
3.	Where in which University are you admitted to the student exchange program?

4.	How do you describe your english learning experience before and after attending a student exchange program?
5.	Does a student exchange have many advantages that you get and mention the advantages you get while you attended an exchange program?
6.	Are there any disadvantage your experienced while participating in the student exchange program and describe the disadvantage you received from the program?
7.	How do the english learning strategies you use when learning in the class?
8.	What are the challenges you face when studying English in a student exchange program?
9.	Do you think a student exchange program can improve your English learning?
10.	in your opinion, are there any shortcomings in the student exchange program ?

Table 4.2 Students' exchange data

NO.	Informant name of student exchange	Class	Days/Date/Time
1.	Luthfiah Putri Mawadah	8 A English Education	Thursday, 11 July 2024 on

			14:30 pm
2.	Hafni Hafifa Hafsyah	8 A English Education	Thursday, 11 July 2024 on 15:00 pm
3.	Qisty Karamina Darus	8 A English Education	Tuesday, 23 July 2024 on 14:30 pm
4.	Natasya Febiola	8A English Education	Wednesday, 17 July 2024 on 15:00 pm
5.	Paini Syaputri	8A English Education	Saturday, 20 July 2024 on 15:00 pm
6.	Fany Selvia	8A English Education	Wednesday, 24 July 2024 on 18:00 pm
7.	Rahma Asyifa	8A English Education	Wednesday, 17 July 2024 on 15:00 pm
8.	Anjeli Wulandari	6A English Education	Friday, 26 July 2024 on 14:00 pm

2 . Data Analysis

This research aim to find Students' perspective on freedom of learning – independent campus in learning english from ten questions and ten informant for interviewer student exchange to give their perspective. There is no set minimum number of samples required for qualitative research. even in some circumstances, with just one informant. Ability and the suitability are the two requirements that must be satisfied in order to determine the number of informants (Martha & Kresno, 2016).

4.2 Students' perspective

This statement from students' perspective one until eight based on the researcher get from data collected :

No.	Question for Interview	Answer from Students' Perspective
1.	in freedom of learning – independent campus how the batch do you follow from student exchange	Informant 1 : I follow student exchange batch 3. Stated informant LPM (Thursday,14.30 pm) Informant 2 : Batch 3. Stated informant HHH (Thursday, 15.00 pm) Informant 3 : I followed the second batch of student exchange. Stated informant QKD (Tuesday,14.00 pm)

		<p>Informant 4 : I followed batch 3 in freedom of learning independent campus. Stated informant NF (Wednesday, 15.00 pm) .</p> <p>Informant 5 : I am from third batch. Stated informant PS (Saturday, 15.00 pm).</p> <p>Informant 6 : Student exchange that I follow is batch 2. Stated informant FS (Wednesday, 18.00 pm) .</p> <p>Informant 7 : I follow student exchange batch 3. Stated informant RA (Wednesday, 15.00 pm).</p> <p>Informant 8 : Batch 3. Stated informant AW (Friday, 14.00 pm)</p>
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From the informant answer, According to data gathered by researchers, many students enrolled in batch 2 and batch 3 programs are selecting several campuses outside of cities based on their personal choices.

No.	Question for Interview	Answer from Students' Perspective
2.	Why did you choose a student exchange program from Freedom of learning – independent campus	<p>Informant 1 : because I want to gain new, more interesting experiences by getting to know cultures and traditions outside of my environment. Stated informant LPM (Thursday,14.30 pm)</p> <p>Informant 2 : because I want to exchange knowledge with students throughout Indonesia to the exchange knowledge and culture such as as students from Papua, Kalimantan, Aceh, etc. Stated informant HHH (Thursday,15.00 pm)</p> <p>Informant 3 : because I want to have an experience studying outside of the campus. Stated informant QKD (Tuesday,14.00 pm)</p> <p>Informant 4 : because I want to cross majors and the student exchange program provides that</p>

		<p>opportunity. Stated informant NF (Wednesday, 15.00 pm)</p> <p>Informant 5 : because I want to know the culture of other regions, whether from fellow friends or those I receive on campus. Stated informant PS (Saturday, 15.00 pm).</p> <p>Informant 6 : I choose a student exchange program from freedom of learning – independent campus because I want to gain new experiences, I want to find more relation, and I want to know how study life in another campus. Stated informant FS (Wednesday, 18.00 pm)</p> <p>Informant 7 : The reason I am interested in joining the program because I can get to know the Sundanese culture in Bandung. Stated informant RA (Wednesday, 15.00 pm)</p> <p>Informant 8 : Because this</p>
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		program provides assistance with living costs and people want to get out of their comfort zone and try new things. Stated informant AW (Friday,14.00 pm)
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Based on student's exchange perspective the researcher can conclude the students want to find out about the culture of the region that exists in the respective regions and want to add insights or knowledge beyond independent campus learning with interregional students reason why the choose student exchange program.

No.	Question for Interview	Answer from Students' Perspective
3.	Where in which university are you admitted to the student exchange program	Informant 1 :Muhammadiyah University Semarang. Stated informant LPM (Thursday, 14.30 pm) Informant 2 : Umm (Universitas Muhammadiyah Malang). Stated informant HHH (Thursday, 15.00 pm) Informant 3 :Universitas

		<p>Muhammadiyah Jakarta. Stated informant QKD (Tuesday,14.00 pm)</p> <p>Informant 4 : I choose Padjadjaran University. Stated informant NF (Wednesday,15.00 pm)</p> <p>Informant 5 : in Universitas Muhammadiyah of Kendari. Stated informant PS (Saturday,15.00 pm)</p> <p>Informant 6 : I admitted to Universitas Muhammadiyah Jakarta. Stated informant FS (Wednesday,18.00 pm)</p> <p>Informant 7 : I did a student exchange at Pasundan University. Stated informant RA (Wednesday,15.00 pm)</p> <p>Informant 8 : IKIP Budi Utomo Malang but now Insan Budi Utomo University Malang. Stated informant AW (Friday,14.00 pm)</p>
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No.	Question for Interview	Answer from Students' Perspective
4.	How do you describe your english learning experience before and after attending as student exchange program.	<p>Informant 1 : As in my experience of learning English at Unimus where I exchange student, the learning is more communicative and cooperative between students and lecturers and the learning media is very advanced so it makes learning interesting. Stated informant LPM (Thursday, 14.30 pm)</p> <p>Informant 2 : From my experience studying English at UMM I feel the learning is more communicative and cooperative, more discussions between friends and lectures the require talking. So like it or not, we do speak more english in class to discuss a topic. Stated informant HHH (Thursday, 15.00 pm)</p> <p>Informant 3 : Actually before I went for student exchange, it was covid 19 era so we did online</p>

	<p>learning and I think I don't have so much experience at that time, but after attending student exchange, finally I feel the ambience of online learning that lost of project assignment and collaboration project with my friend. Stated informant QKD (Tuesday,14.00 pm).</p> <p>Informant 4 : English experience I learned a lot about novels and films that I had studied before. Stated informant NF (Wednesday,15.00 pm)</p> <p>Informant 5 : Before joining this program there were many things I didn't know but after I followed this I was able to learn English together like often having English conversation. Stated informant PS (Saturday,15.00 pm)</p> <p>Informant 6 : Before I attending a student exchange , I never have friends from various province. I</p>
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		<p>never know how study life in Jakarta. After attending a student exchange I have so many friends from another province in Indonesia. I also know how study life in jakarta. in Jakarta, there is so many project task in group. Stated informant FS (Wednesday,18.00 pm)</p> <p>Informant 7 : Before the exchange program, I had a small circle of friends on campus and after the program I had a large a circle of friends. Stated informant RA (Wednesday,15.00 pm)</p> <p>Informant 8 : Before taking part in student exchange, I studied English only on campus and used online application, but when I was on campus where the independent student exchange I took place, I experienced changes, including an increase in my motivation to study because myself didn't want to lose in</p>
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		<p>competition with friends from outside campuses and had to be able to equal or even more than them. Stated informant AW (Friday, 14.00 pm).</p>
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From the explanation above, we can conclude that student exchange can increase their knowledge and students can improve their education outside of the classroom, and then can increase their motivation to learn.

No.	Question for Interview	Answer from Students' Perspective
5.	Does a student exchange have many advantages that you get and mention the advantages you get while you attended an exchange program	<p>Informant 1 : Yes, I have many unique experiences in the fields of culture, tradition and learning. Stated informant LPM (Thursday,14.30 pm)</p> <p>Informant 2 :Of course there are advantages and I felt many including knowing cultural differences such as language that have different meanings and we don't even understand them. Stated informant</p>

		<p>HHH (Thursday,15.00 pm)</p> <p>Informant 3 : The advantage that I got from student exchange is, I have lot of experience and motivation for making english teaching media, I meet a lot of friends who good at english so I can practice my english skill as well.Stated informant QKD (Tuesday,14.00 pm)</p> <p>Informant 4 : New experience and learning that I am very grateful Stated informant NF (Wednesday, 15.00 pm)</p> <p>Informant 5 : in my opinion is we can increase understanding of ethnic religious, racial and inter-group diversity (SARA) and the spirit of unity. Talking about intensive encounters and dialogue in diversity and mutual understanding so as to create strengthening unity. Expand or deepen students' academic knowledge. Stated informant PS</p>
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		<p>(Saturday, 15.00 pm)</p> <p>Informant 6 : Yes I does, the advantages that I got from the exchange program is I can visit so many places that I dreamed. Such as Monas, Museum, Taman Mini Indonesia Indah,etc. the another advantages that I got is living cost assistance. Stated informant FS</p> <p>(Wednesday, 18.00 pm)</p> <p>Informant 7 : I get benefits such as learning about Sundanese culture, and making friends from different cultures. Stated informant RA</p> <p>(Wednesday,15.00 Pm)</p> <p>Informant 8 : There are lots of benefit that I get, such as holidays to Bali, Bromo and also often getting to attend free council events and even hanging out at cafes paid for by the campus. Stated informant AW</p> <p>(Friday, 14.00 pm)</p>
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From perspective of student exchange above, we can conclude that student exchange have many advantages. The advantages from their perspective are developing additional knowledge into the unique characteristics of the local culture, learning more about using outside of campus media for education, increasing comprehension of ethnic, racial, and inter -group diversity (SARA), and making new friends from a variety of cultures.

No.	Question for Interview	Answer from Students' Perspective
6.	Are there any disadvantages your experienced while participating in student exchange program and describe the disadvantages you received from the program.	<p>Informant 1 : I have no losses. Stated informant LPM (Thursday, 14.30 pm)</p> <p>Informant 2 : There are downsides, I don't feel like there are any downsides to joining PMM. Stated informant HHH (Thursday, 15.00 pm)</p> <p>Informant 3 : I think no disadvantage from this program. Stated informant QKD (Tuesday, 14.00 pm).</p> <p>Informant 4 : None at all. Stated informant NF (Wednesday, 15.00 pm).</p>

		<p>Informant 5 : in my opinion, there are no disadvantages but we need to make preparation before joining this program such as financially and mentally. Stated informant PS (Saturday, 15.00 pm).</p> <p>Informant 6 : For me, there is no disadvantage when I join exchange program. I really enjoy. State informant FS (Wednesday, 18.00 pm).</p> <p>Informant 7 : I have no disadvantages. Stated informant RA (Wednesday, 15.00 pm).</p> <p>Informant 8 : I feel there is no loss when running a student exchange program because I feel doing it. Stated informant AW (Friday, 14.00 pm).</p>
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From perspective of student exchange above, we can conclude the students who participate in the program are not facing any disadvantages or negative effects, as far as we can tell from their responses on the student exchange.

No.	Question for Interview	Answer from Students' Perspective
7.	How do the english learning strategies you use when learning in the class.	<p>Informant 1 :I use reflective strategies where I can get reflect on my learning result so that I can understand needs and make plans to improve my learning result. Stated informant LPM (Thursday, 14.30 pm).</p> <p>Informant 2 : For the strategy used by the discussion earlier. The lecturers mostly give one material in class and then the students give our opinions. Stated informant HHH (Thursday, 15.00 pm)</p> <p>Informant 3 : The learning is more focused on Project - based learning. Stated informant QKD (Tuesday, 14.00 pm).</p> <p>Informant 4 :I use project – based learning. Stated informant NF (Wednesday, 15.00 pm)</p> <p>Informant 5 : Inquiry strategies,</p>

		<p>for example the teacher provides material and students search information about the material. Stated informant PS (Saturday, 15.00 pm).</p> <p>Informant 6 : The english strategies I use when learning in the class Project - based learning. In UMJ, we usually divided into several group and then the lecturevgave us project based learning usually used when examination. When examinations, we seldom answer a questions but we have to make project such as learning media. Stated informant FS (Wednesday,15.00 pm).</p> <p>Informant 7 : I use technology called edlink, the application is useful for collecting assisgnments and absences so that it makes it easier for lecturers and students. Stated informant RA (Wednesday,</p>
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		15.00 pm) Informant 8 : The learning is Project - based learning such as making learning video and almost all lecturers like that as their course assignments. Stated informant AW (Friday, 14.00 pm).
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Based on students' perspective, the researcher concludes the learning strategies. There are relative strategies, project - based learning, inquiry strategies and learning use technology. Several students employ project-based learning.

No.	Question for Interview	Answer from Students' Perspective
8.	What are the challenges you face when studying English in a student exchange program.	Informant 1 : The challenge I encountered was that the learning system in the class was different from that of UMSU and had obstacles in adapting to the environment. Stated informant LPM (Thursday, 14.30 pm). Informant 2 : The challenge is that we are more anxious when

	<p>discussing because it requires us to talk about our opinion at that time with friends, which I think is extraordinary. So it's like I've had to adapt to the learning situation. Stated informant HHH (Thursday, 15.00 pm).</p> <p>Informant 3 : The challenges that I faced is I feel underpressure because my friends in there are very smart so I have to try to be at least not worse than them. Stated informant QKD (Tuesday,14.00 pm).</p> <p>Informant 4 : Friends who I think are smarter. Stated informant NF (Wednesday,15.00 pm).</p> <p>Informant 5 : The challenge is that we have to be able to adapt to the new culture of our friends and the campus area. Stated informant PS (Saturday, 15.00 pm)</p> <p>Informant 6 : The challenges that I got when join exchange program is</p>
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		<p>Homesick. Sometimes, I really miss my family in Medan, I miss my sister especially. Stated informant FS (Wednesday,18.00 pm).</p> <p>Informant 7 : I find difficult to understand the language given by lecturers because they sometimes use cultural language. Stated informant RA (Wednesday,15.00 pm).</p> <p>Informant 8 : The difference in language with fellow indendent student exchange is one of the biggest obstacles you have because just the difference in intonation can cause other people misunderstanding you. Stated informant AW (Friday, 14.00 pm).</p>
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Based on student's perspective, the researcher can conclude that some student Adapting to new situations, differences while talking with friends from different countries, differences in learning systems when learning in classrooms, or exchanges of kids having a homesick problem.

No.	Question for Interview	Answer from Students' Perspective
9.	Do you think a student exchange program can improve your english learning.	<p>Informant 1 : I think PMM can improve my English learning, I get varied learning models. Stated informant LPM (Thrusday, 14.30 pm).</p> <p>Informant 2 : Of course, PMM can improve my speaking skills, especially since I choose a campus with the learning situation that I said before. Stated informant HHH (Thursday, 15.00 pm).</p> <p>Informant 3 : Yes I do. As I told you I have lot of friends that good at english so I can improve my english skill as well. Stated informant QKD (Tuesday,14.00 pm).</p> <p>Informant 4 : Yes and it's very funny. Stated informant NF (Wednesday,15.00 pm).</p> <p>Informant 5 : I think it can improve English skills because we</p>

		<p>can learn more about english with learning strategies. Stated informant PS (Saturday, 15.00 pm).</p> <p>Informant 6 : Yes, I do. I think a student exchange program can improve my english learning. Because in UMJ like I said before. We use project based learning in english learning so I can know many media learning to improve my english skill. Stated informant FS (Wednesday,18.00 pm).</p> <p>Informant 7 : Yes, I can improve my grammar in english. Stated informant RA (Wednesday,15.00 pm).</p> <p>Informant 8 : Able to improve english language skills but it comes back to each individual. Stated informant AW (Friday,14.00 pm)</p>
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Based on perspective of the student's exchange program, we can conclude that participating in a student exchange program can significantly to improve english learning and hasn't harmful impact on the program.

No.	Question for Interview	Answer from Students' Perspective
10.	Are there any shortcomings in the student exchange program.	<p>Informant 1 : For me, there is shortcomings from student exchange is sometimes the living cost assistance is delay. So we have to use our own money to keep living there. Stated informant LPM (Thursday, 14.30 pm).</p> <p>Informant 2 : yes, there are about the living cost assistance is delay. Stated informant HHH (Thursday,15.00 pm).</p> <p>Informant 3 : The money for living assistance costs often arrives late and in my opinion is not much. Stated informant QKD (Tuesday,14.00 pm).</p> <p>Informant 4 :Yes.Stated informant</p>

		<p>NF (Wednesday, 15.00 pm).</p> <p>Informant 5 : Yes, about living assistance costs is so delay for us. Stated informant PS (Saturday, 15.00 pm)</p> <p>Informant 6 : Yes of course about living assistance cost coming to late. Stated informant FS (Wednesday, 18.00 pm).</p> <p>Informant 7 : Yes the living assistance cost is not much. Stated informant RA (Wednesday, 15.00 pm).</p> <p>Informant 8 : Yes of course, for me shortcoming from student exchange program is living cost assistance. Stated informant AW (Friday, 14.00 pm).</p>
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No.	Question for Interview	Answer from Students' Perspective
11.	Are student exchange effective in learning English and can you give	Informant 1 : Student exchanges can be very effective in English

	<p>examples of how effective in learning ?</p>	<p>language learning, especially because the learning environment supports intensive language use. Examples of effective learning in student exchanges include intercultural interaction, broad academic knowledge, and immersive environments. Stated informant LPM (Tuesday, 08.30 am).</p>
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Based on student's perspective, we can conclude that the limitations of this student exchange program involving long-term living costs offered to each student who follows the program is one of the problems that exist in the exchange program of students through the current experience.

4.3 Discussion

1. Students' Perspective of Advantages and Disadvantages of Student Exchange

Independent student exchange program between study programs at the Muhammadiyah University of North Sumatra, which was attended by various graduates of the program. The reference in this MBKM is Minister of Education and Culture Regulation number 3 of 2020 regarding National Higher Education Standards, which allows students to participate in a variety of off-campus study programs university. Of course, these instructions are adapted to the needs of teaching personnel who possess the abilities and skills required to apply the MBKM curriculum. (Tohir, 2020). One of the freedom of learning - independent campus (MBKM) programs is student exchange. By holding student exchange, each student can voluntarily give the right to gain knowledge according to the desired passion. The benchmark for the success of implementing the MBKM Policy is to make the learning process in higher education independent and flexible (Yusuf & Arfiansyah, 2021). This student exchange program run flexibly and with no restraint so that it is hoped that later students will be able to improve their competencies and be ready to work. Based on data that can be seen from the perspective of students regarding the advantages and disadvantages of participating in the program, the advantage is increasing understanding of diversity, ethnicity, religion, race and inter-group (SARA) as well as the spirit of unity, increasing insight or knowledge about the uniqueness of regional culture such as regional specialties, recreation areas, local regional traditions and

learning, increasing experience and knowledge about creating learning media. and from the student perspective data which has been carefully examined by researchers, there isn't disadvantages were found in participating in the student exchange program. This is similar to previous research by Nur Aisah and Ipah Saripah et.al.,(2021) student exchange has an advantages provides students the chance to interact with one another in a multicultural and tolerant society while also learning about the cultures of the foreign countries that are hosting them. The purpose of this essay is to examine guidance and counseling students' degree of cultural identity upon their return from a study abroad program. And similar to Syahrudin and Beatus Tambaip et.al.,(2023) An program by the Indonesian government called the Freedom to Learn the Independent Campus Policy (MBKM) intends to promote creativity in higher education by granting students the flexibility to select courses, universities, and teaching approaches that best fit their needs, interests, and abilities. The purpose of this study is to assess how the university's MBKM policy is being implemented and investigate how instructors and students perceive the policy's application.

Independent campus learning (MBKM), a government project in Indonesia, is based on research policy and intends to increase creativity in higher education by granting students the autonomy to choose courses, universities, and teaching methods that best fit their needs, interests, and abilities. (Syahrudin, 2023). According to the students who participate in the program, they are persuaded that by using the student exchange program, they can learn many things and benefit insight into the local way of life, including food traditions, customs,

locations, and languages spoken. This enhances the educational experience outside the campus, Many student exchange programmes have a positive impact on students who take the program.

Although simple and efficient from the perspective of the student, it has not disadvantages based on experienced in the students' exchange program, according to data that has been carefully studied from the perspective of Universitas Muhammadiyah Sumatera Utara the student who participate in the program. The students when attending the program feel happy and really enjoy for example the participants of an independent student exchange program engage in the activities of the nusantara module, such as visiting a recreational venue, film surgery, books or songs, culinary days, and cultural stages to promote relaxation activities.

2. Students' Perspective the Implementation Strategies to Increase English Learning

Based on experience there are many learning strategies in the classroom to improve english learning while attending a student exchange program and the strategy that the researchers found based on the student exchange perspective.

Informant 1 : I use reflective strategies where I can reflect on my learning result so that I can understand needs and make plans to improve my learning result. Stated informant LPM (Thursday,14.30 pm).

From the explanation above we can see that the strategies that use in learning is Reflective strategies in the classroom when participating student exchange

program. Higher education usually uses reflective learning as strategy (Ryan & Ryan, 2015). According to Hornby (1995:960) Reflective is a need to think things through carefully, while learning is the development of knowledge from study. One way to characterize reflective learning is the ability to consider the knowledge collected through study.

Informant 2 : From the strategy used by the discussion earlier. The lecturers there mostly give one material in class and then we students give our own opinions. Stated informant HHH (Thursday, 15.00 pm).

From the explanation above we can see that the strategies that use in learning is Discussion earlier strategies. In the classroom, teachers often utilize discussion as a teaching strategy. In this activity, the teacher will select a subject for the class to discuss. There are two sessions: one for explaining the material and the other for discussing the ideas presented. Discussion is an activity that can create an enjoyable and safe environment for students to participate in the process of learning, according to Hadriana (2008). Through this activity, students can participate in direct communication and interaction with the interlocutor. It is clear that children have the ability to share their opinions through discussion. As a result, such activities can help learners to improve their speaking skill.

Informant 3 : The learning is more focused on Project Based Learning. Stated informant QKD (Tuesday, 14.00 pm).

Informant 4 : I use Project Based Learning. Stated informant NF (Wednesday, 15.00 pm).

Informant 6 : The english learning strategies I use when learning in the class is Project Based Learning. Stated informant FS (Wednesday, 18.00 pm).

Question from researcher can you give example Project Based Learning when you use in the class when participating in student exchange?

Informant 6 : in UMJ we usually divided into several group and then the lectures gave us project task and we must finished the project. Project - Based Learning usually used when examinations, we seldom answers a questions but we have to make project such as learning media. Stated informant FS (Wednesday, 18.00 pm).

Informant 8 : The learning is Project - Based learning such as making learning videos and almost all lecturers like that as their course assignments. Stated informant AW (Friday, 14.00 pm).

From the explanation above we can conclude that The strategies that use Project Based Learning, Project-based learning is explained by a number of experts in the field. Blumenfeld et al. (1991) define project-based learning as a teaching strategy that motivates students to carry out research to solve particular problems and to produce work as well. In general, a project is a project that may be completed by individuals or groups that requires them to complete something within a particular of time in order to achieve the specified outcome. One of the teaching strategies called project-based learning allows for students to collaborate to solve issues, produce something over time, and then show their work to others. Stanley (2021),

who described PBL as an inquiry-based learning and helpful experiences that are usually open-ended, need new tasks for each student group, and are student-centered gave a more detailed explanation. Usually, an academic project is an assignment that relates to the goal of the course and needs to be finished before the deadline for the course to be successfully completed. In addition its many benefits, project-based learning may be used more frequently. Previous research has indicated that project-based learning can improve students' creative thinking processes, motivation, communication skills, problem-solving abilities, learning attitudes, and making the students more active learning process. Shin (2018)

Informant 5 : Inquiry strategies, for example the teacher provides material and students search information about the material. Stated informant PS (Saturday, 15.00 pm).

Based on explanation above, Inquiry-based learning focuses on analysis, inference, self-regulation skills, explanation, interpretation, and evaluation, it is widely considered as one of the teaching and learning approaches that improves students' particular desire and critical thinking abilities (Wale & Bishaw, 2020). For example Inquiry-based writing instructions that emphasize observing, inquiring, examining sources, gathering, interpreting, and analyzing knowledge can help students improve their writing skills. (Wale & Bogale, 2021) . Students can find, select, and apply a variety of information and idea sources through the inquiry-based learning process, which helps them understand issues or phenomena effectively (Kaltakci & Oktay, 2011). The importance of inquiry – based learning can help improve research, management, and problem-solving skills that are

beneficial for both work and study. Students may become more creative and critical as a result. Additionally, it supports the teamwork that students do (Ajit et al., 2016).

Informant 7 : I use a technology called edlink, the application is useful for collecting assignment and absences so that it makes it easier for lecturer and students. Stated informant RA (Wednesday, 15.00 pm).

From explain above we know that use technology in learning technology-based learning, which makes use of information and communication technologies to improve the learning process, is a progression of traditional learning, according to Adriani (2015). From the point of view of theory, technology-based learning refers to the basics of learning, including well-defined goals, structured planning and ongoing assessment. But the integration of technology offers a new level that makes learning more interactive, flexible and and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

During the discussion progressed, many student gave positive feedback on the educational curriculum that Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology. The ability to learn outside of the classroom and the flexibility it provides allow students to use their English language skills in more relevant and practical contexts. Based on the perspective of the major, most have positive feedback regarding the learning program, which is that it can increase students' understanding of the importance of ethnic, religious, racial, and inter - group (SARA). having the ability to unite people from different regions, increase knowledge of the unique characteristics of culture, traditions, and education, and improve learning motivation. According to study findings from the perspective of the student, participating in a student exchange program does not result in any disadvantage. And the strategies use in student exchange in english learning such as Project-Based Learning, use Discussion strategies, Inquiry strategies, and use Technology Based Learning strategies. Then for the student exchange view of the strategies in learning english can increase their knowledge and thinking skill.

B. Sugestion

Based on the result of the study, the researcher the reseacher offer several suggestion as follows :

1. For teachers to understand and implement the concepts of Freedom of Learning more effectively, they must receive specific education. This involves having the ability to offer flexible support to promote students' independently initiated in english learning.
2. University can develop more structured self-learning modules that are tailored to students' needs. These modules can involve a variety of relevant learning resources and facilitate students' independence in learning English.
3. It is recommended to conduct a periodic evaluation of the effectiveness of the Freedom Learning program in learning english. This evaluation may involve surveys, interviews, or group discussions with students to find out if the program really supports their learning. so that there is not obstacle to late arrival of the government's subsistence allowance (Bantuan Biaya Hidup)

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APPENDICES

Appendix 1 : Question for Interview

Question for Interview

NO	QUESTION
1.	in Freedom of learning – independent campus how the batch do you follow from student exchange?
2.	Why did you choose a student exchange program from Freedom of Learning - independent campus ?
3.	Where in which University are you admitted to the student exchange program?
4.	How do you describe your English learning experience before and after attending a student exchange program?
5.	Does a student exchange have many advantages that you get and mention the advantages you get while you attended an exchange program?
6.	Are there any disadvantage your experienced while participating in the student exchange program and describe the disadvantage you received from the program?
7.	How do the English learning strategies you use when learning in the class?
8.	What are the challenges you face when studying English in a student exchange program?
9.	Do you think a student exchange program can improve your English learning?
10.	in your opinion, are there any shortcomings in the student exchange program?

Appendix 2 : Script Interview

Script Interview

1.Question : in Freedom of learning – independent campus how the batch do you follow from student exchange?

Informant 1 : I follow in third batch LPM (Thursday, 14.30 pm)

Informant 2 : Batch 3. Stated informant HHH (Thursday, 15.00 pm)

Informant 3 :I followed the second batch of student exchange. Stated informant QKD (Tuesday,14.00 pm)

Informant 4 :I followed batch 3 in freedom of learning independent campus. Stated informant NF (Wednesday, 15.00 pm) .

Informant 5 : I am from third batch. Stated informant PS (Saturday, 15.00 pm).

Informant 6 : Student exchange that I follow is batch 2. Stated informant FS (Wednesday, 18.00 pm) .

Informant 7 : I follow student exchange batch 3. Stated informant RA (Wednesday, 15.00 pm).

Informant 8 : Batch 3. Stated informant AW (Friday, 14.00 pm).

2. Question : Why did you choose a student exchange program from Freedom of Learning - independent campus ?

Informant 1 : because I want to gain new, more interesting experiences by getting to know cultures and traditions outside of my environment. Stated informant LPM (Thursday,14.30 pm)

Informant 2 : because I want to exchange knowledge with students throughout Indonesia to the exchange knowledge and culture such as as students from Papua, Kalimantan, Aceh, etc. Stated informant HHH (Thursday,15.00 pm)

Informant 3 : because I want to have an experience studying outside of the campus. Stated informant QKD (Tuesday,14.00 pm)

Informant 4 : because I want to cross majors and the student exchange program provides that opportunity. Stated informant NF (Wednesday,15.00 pm)

Informant 5 : because I want to know the culture of other regions, whether from fellow friends or those I receive on campus. Stated informant PS (Saturday, 15.00 pm)

Informant 6 : I choose a student exchange program from freedom of learning – independent campus because I want to gain new experiences, I want to find more relation, and I want to know how study life in another campus. Stated informant FS (Wednesday, 18.00 pm)

Informant 7 : The reason I am interested in joining the program because I can get to know the Sundanese culture in Bandung. Stated informant RA (Wednesday,15.00 pm)

Informant 8 : Because this program provides assistance with living costs and people want to get out of their comfort zone and try new things.Stated informant AW (Friday,14.00 pm).

3.Question : Where in which University are you admitted to the student exchange program?

Informant 1 : Muhammadiyah University Semarang. Stated informant LPM
(Thursday, 14.30 pm)

Informant 2 : Umm (Universitas Muhammadiyah Malang). Stated informant HHH (Thursday, 15.00 pm)

Informant 3 : Universitas Muhammadiyah Jakarta. Stated informant QKD
(Tuesday, 14.00 pm)

Informant 4 : I choose Padjadjaran University. Stated informant NF
(Wednesday, 15.00 pm)

Informant 5 : In Universitas Muhammadiyah of Kendari. Stated informant PS
(Saturday, 15.00 pm)

Informant 6 : I admitted to Universitas Muhammadiyah Jakarta. Stated informant FS (Wednesday, 18.00 pm)

Informant 7 : I did a student exchange at Pasundan University. Stated informant RA (Wednesday, 15.00 pm)

Informant 8 : IKIP Budi Utomo Malang but now Insan Budi Utomo University Malang. Stated informant AW (Friday, 14.00 pm).

4.Question : How do you describe your English learning experience before and after attending a student exchange program?

Informant 1 : As in my experience of learning English at Unimus where I exchange student, the learning is more communicative and cooperative between students and lecturers and the learning media is very advanced so it makes learning interesting. Stated informant LPM (Thursday, 14.30 pm)

Informant 2 : From my experience studying English at UMM I feel the learning is more communicative and cooperative, more discussions between friends and lectures the require talking. So like it or not, we do speak more english in class to discuss a topic. Stated informant HHH (Thursday, 15.00 pm)

Informant 3 : Actually before I went for student exchange, it was covid 19 era so we did online learning and I think I don't have so much experience at that time, but after attending student exchange, finally I feel the ambience of online learning that lost of project assignment and collaboration project with my friend. Stated informant QKD (Tuesday, 14.00 pm).

Informant 4 : English experience I learned a lot about novels and films that I had studied before. Stated informant NF (Wednesday, 15.00 pm)

Informant 5 : Before joining this program there were many things I didn't know but after I followed this I was able to learn English together like often having English conversation. Stated informant PS (Saturday, 15.00 pm)

Informant 6 : Before I attending a student exchange , I never have friends from various province. I never know how study life in Jakarta. After attending a student exchange I have so many friends from another province in Indonesia. I also know

how study life in jakarta. In jakarta, there is so many project task in group. Stated informant FS (Wednesday,18.00 pm)

Informant 7 : Before the exchange program, I had a small circle of friends on campus and after the program I had a large a circle of friends. Stated informant RA (Wednesday,15.00 pm)

Informant 8 : Before taking part in student exchange, I studied English only on campus and used online application, but when I was on campus where the independent student exchange I took place, I experienced changes, including an increase in my motivation to study because myself didn't want to lose in competition with friends from outside campuses and had to be able to equal or even more than them. Stated informant AW (Friday,14.00 pm).

5.Question : Does a student exchange have many advantages that you get and mention the advantages you get while you attended an exchange program?

Informant 1 : Yes, I have many unique experiences in the fields of culture, tradition and learning. Stated informant LPM (Thursday,14.30 pm)

Informant 2 : Of course there are advantages and I felt many including knowing cultural differences such as language that have different meanings and we don't even understand them. Stated informant HHH (Thursday,15.00 pm)

Informant 3 : The advantage that I got from student exchange is, I have lot of experience and motivation for making english teaching media, I meet a lot of

friends who good at english so I can practice my english skill as well. Stated informant QKD (Tuesday, 14.00 pm)

Informant 4 : New experience and learning that I am very grateful Stated informant NF (Wednesday, 15.00 pm)

Informant 5 : In my opinion is we can increase understanding of ethnic religious, racial and inter-group diversity (SARA) and the spirit of unity. Talking about intensive encounters and dialogue in diversity and mutual understanding so as to create strengthening unity. Expand or deepen students' academic knowledge. Stated informant PS (Saturday, 15.00 pm)

Informant 6 : Yes I does, the advantages that I got from the exchange program is I can visit so many places that I dreamed. Such as Monas, Museum, Taman Mini Indonesia Indah, etc. the another advantages that I got is living cost assistance. Stated informant FS (Wednesday, 18.00 pm)

Informant 7 : I get benefits such as learning about Sundanese culture, and making friends from different cultures. Stated informant RA (Wednesday, 15.00 Pm)

Informant 8 : There are lots of benefit that I get, such as holidays to Bali, Bromo and also often getting to attend free council events and even hanging out at cafes paid for by the campus. Stated informant AW (Friday, 14.00 pm).

6.Question : Are there any disadvantage your experienced while participating in the student exchange program and describe the disadvantage you received from the program?

Informant 1 : I have no losses. Stated informant LPM (Thursday, 14.30 pm)

Informant 2 : There are o downsides, I don't feel like there are any downsides to joining PMM. Stated informant HHH (Thursday, 15.00 pm)

Informant 3 : I think no disadvantage from this program. Stated informant QKD (Tuesday,14.00 pm).

Informant 4 : None at all. Stated informant NF (Wednesday, 15.00 pm).

Informant 5 : In my opinion, there are no disadvantages but we need to make preparation before joining this program such as financially and mentally. Stated informant PS (Saturday, 15.00 pm).

Informant 6 : For me, there is no disadvantage when I join exchange program. I really enjoy. State informant FS (Wednesday, 18.00 pm).

Informant 7 : I have no disadvantages. Stated informant RA (Wednesday, 15.00 pm).

Informant 8 : I feel there is no loss when running a student exchange program because I feel doing it. Stated informant AW (Friday, 14.00 pm).

7.Question : How do the English learning strategies you use when learning in the class?

Informant 1 : I use reflective strategies where I can get reflect on my learning result so that I can understand needs and make plans to improve my learning result. Stated informant LPM (Thursday, 14.30 pm).

Informant 2 : For the strategy used by the discussion earlier. The lecturers mostly give one material in class and then the students give our opinions. Stated informant HHH (Thursday, 15.00 pm)

Informant 3 : The learning is more focused on Project based learning. Stated informant QKD (Tuesday, 14.00 pm).

Informant 4 : I use project – based learning. Stated informant NF (Wednesday, 15.00 pm)

Informant 5 : Inquiry strategies, for example the teacher provides material and students search information about the material. Stated informant PS (Saturday, 15.00 pm).

Informant 6 : The english strategies I use when learning in the class Project-based learning. In UMJ, we usually divided into several group and then the lecture gave us project based learning usually used when examination. When examinations, we seldom answer a questions but we have to make project such as learning media. Stated informant FS (Wednesday, 15.00 pm)

Informant 7 : I use technology called edlink, the application is useful for collecting assignments and absences so that it makes it easier for lecturers and students. Stated informant RA (Wednesday, 15.00 pm)

Informant 8 : The learning is Project-based learning such as making learning video and almost all lecturers like that as their course assignments. Stated informant AW (Friday,14.00 pm).

8.Question : What are the challenges you face when studying English in a student exchange program?

Informant 1 : The challenge I encountered was that the learning system in the class was different from that of UMSU and had obstacles in adapting to the environment. Stated informant LPM (Thursday, 14.30 pm).

Informant 2 : The challenge is that we are more anxious when discussing because it requires us to talk about our opinion at that time with friends, which I think is extraordinary. So it's like I've had to adapt to the learning situation. Stated informant HHH (Thursday, 15.00 pm).

Informant 3 : The challenges that I faced is I feel underpressure because my friends in there are very smart so I have to try to be at least not worse than them. Stated informant QKD (Tuesday,14.00 pm).

Informant 4 : Friends who I think are smarter. Stated informant NF (Wednesday,15.00 pm).

Informant 5 : The challenge is that we have to be able to adapt to the new culture of our friends and the campus area. Stated informant PS (Saturday, 15.00 pm)

Informant 6 : The challenges that I got when join exchange program is Homesick. Sometimes, I really miss my family in Medan, I miss my sister especially. Stated informant FS (Wednesday,18.00 pm).

Informant 7 : I find difficult to understand the language given by lecturers because they sometimes use cultural language. Stated informant RA (Wednesday,15.00 pm).

Informant 8 : The difference in language with fellow indendent student exchange is one of the biggest obstacles you have because just the difference in intonation can cause other people misunderstanding you. Stated informant AW (Friday, 14.00 pm).

9.Question : Do you think a student exchange program can improve your English learning?

Informant 1 : I think PMM can improve my English learning, I get varied learning models. Stated informant LPM (Thrusday, 14.30 pm).

Informant 2 : Of course, PMM can improve my speaking skills, especially since I choose a campus with the learning situation that I said before. Stated informant HHH (Thursday, 15.00 pm).

Informant 3 : Yes I do. As I told you I have lot of friends that good at english so I can improve my english skill as well. Stated informant QKD (Tuesday,14.00 pm).

Informant 4 : Yes and it's very funny. Stated informant NF (Wednesday,15.00 pm).

Informant 5 : I think it can improve English skills because we can learn more about english with learning strategies. Stated informant PS (Saturday, 15.00 pm).

Informant 6 : Yes, I do. I think a student exchange program can improve my english learning. Because in UMJ like I said before. We use project based learning in english learning so I can know many media learning to improve my english skill. Stated informant FS (Wednesday,18.00 pm).

Informant 7 : Yes, I can improve my grammar in english. Stated informant RA (Wednesday,15.00 pm).

Informant 8 : Able to improve english language skills but it comes back to each individual. Stated informant AW (Friday,14.00 pm).

10.Question : in your opinion, are there any shortcomings in the student exchange program?

Informant 1 : For me, there is shortcomings from student exchange is sometimes the living cost assistance is delay. So we have to use our own money to keep living there. Stated informant LPM (Thursday, 14.30 pm).

Informant 2 : yes, there are about the living cost assistance is delay. Stated informant HHH (Thursday,15.00 pm).

Informant 3 : The money for living assistance costs often arrives late and in my opinion is not much. Stated informant QKD (Tuesday,14.00 pm).

Informant 4 : Yes. Stated informant NF (Wednesday,15.00 pm).

Informant 5 : Yes, about living assistance costs is so delay for us. Stated informant PS (Saturday,15.00 pm)

Informant 6 : Yes of course about living assistance cost coming to late. Stated informant FS (Wednesday,18.00 pm).

Informant 7 : Yes the living assistance cost is not much. Stated informant RA (Wednesday,15.00 pm).

Informant 8 : Yes of course, for me shortcoming from student exchange program is living cost assistance. Stated informant AW (Friday,14.00 pm).

Another question from researcher, can you give example Project – Based Learning when you use in the class when participating in student exchange?

Informant 6 : In UMJ we usually divided into several group and then the lectures gave us project task and we must finished the project. Project - Based Learning usually used when examinations, we seldom answers a questions but we have to make project such as learning media. Stated informant FS (Wednesday, 18.00 pm).

Informant 8 : The learning is Project - Based learning such as making learning videos and almost all lecturers like that as their course assignments. Stated informant AW (Friday,14.00 pm).

Appendix 3 : Format K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dina Amelia Putri
NPM : 2002050037
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS

IPK = 3.67

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
<i>[Signature]</i>	Students' Perspective on Independent Learning - Independent Campus (MBKM) in Learning English	
	The Effectiveness of Using Assemblr Edu and Building Knowledge of Field to Increase Students' Achievement in Writing Recount Text	
	Exploring The Effect of Artificial Intelligence (AI) on English Writing	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 31 Januari 2024
Hormat Pemohon,

[Signature]

Dina Amelia Putri

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 4 : Format K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dina Amelia Putri
NPM : 2002050037
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Students' Perspective on Independent Learning - Independent Campus (MBKM) in Learning English

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Resty Wahyuni, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 31 Januari 2024
Hormat Pemohon,

Dina Amelia Putri

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 5 : Format K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 0526 /IL3/UMSU-02/F/2024
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Dina Amelia Putri**
N P M : 2002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Students' Perspective on Independent Learning- Independent Campus (MBKM) in Learning English.**

Pembimbing : **Resty Wahyuni, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **27 Februari 2025**

Medan 17 Syaban 1445 H
27 Februari 2024 M



Dra. Ht. Samsuurnita, MPd.
NIDN : 0004066701



Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



Appendix 6 : Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dina Amelia Putri
NPM : 2002050037
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Students' Perspective on Independent Learning - Independent Campus (MBKM) in Learning English	<i>Ray</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Resty Wahyuni, S.Pd., M.Hum

Medan, 31 Januari 2024
Hormat Pemohon,

Dina Amelia Putri

Appendix 7 : Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 7 Bulan Juni Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dina Amelia Putri
N.P.M : 2002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Perspective on Independent Learning-Independent Campus (MBKM) in Learning English

No	Masukan dan Saran
Judul	✓
Bab I	<i>Formulation of the problem</i>
Bab II	✓ <i>Theory & Concept</i>
Bab III	✓ <i>Research design</i> <i>source of data</i> <i>Technique of data</i>
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Tengku Winona Emelia, M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M. Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 8 : Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dina Amelia Putri
 N.P.M : 2002050037
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Students' Perspective on Independent Learning-Independent Campus
 (MBKM) in Learning English

Pada hari Jumat, tanggal 7 bulan Juni, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 25 Juni 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Tengku Winona Emelia, M.Hum.)


Dosen Pembimbing

(Resty Wahyuni, S.Pd., M. Hum.)

Diketahui oleh
 Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 9 : Surat Keterangan Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:


Nama Lengkap : Dina Amelia Putri
N.P.M : 2002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Perspective on Independent Learning – Independent Campus
(MBKM) in Learning English

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 7, Bulan Juni,
Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 7 Juni 2024

Ketua,



(Pirman Ginting, S.Pd., M.Hum)

Appendix 10 : Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Dina Amelia Putri
 NPM : 2002050037
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Students' Perspective on Independent Learning-Independent Campus (MBKM)
 in Learning English**

Menjadi:

**Students' Perspective on Freedom of Learning-Independent Campus
 in Learning English**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 25 Juni 2024

Ketua Program Studi
 Pendidikan Bahasa Inggris

Hormat Pemohon

Pirman Ginting, S.Pd., M.Hum

Dina Amelia Putri

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dr. Tengku Winona Emelia, M.Hum.

Resty Wahyuni, S.Pd., M. Hum.

Appendix 11 : Surat Permohonan Izin Riset



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 1477/IL.3/UMSU-02/F/2024
Lamp : ---

H a l : **Izin Riset**

**Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.**


Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :


Nama : **Dina Amelia Putri**
N P M : 2002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Students' Perspective on Freedom of Learning-Independent Campus in Learning English.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.




Medan, 20 Dzulhijjah 1445 H
27 Juni 2024 M



Wassalam
Dekan



Dra. Hj. Samsuvernita, M.Pd.
NIDN : 0004066701


Appendix 12 : Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Dina Amelia Putri
NPM : 2002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perspective on Freedom of Learning-Independent Campus in Learning English

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
30 Juli 2024	Phenomenon of the study	
05 Agustus 2024	Capital letter, Conjunction and Question Interview	
25 Agustus 2024	Research Findings and change the name of data Informant	
26 Agustus 2024	Appendix (Adding data informant)	
28 Agustus 2024	Data (bab IV) correct the writing of findings data	
06 September 2024	Acc Sedang	

Medan, 06 September 2024

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Resty Wahyuul, S.Pd., M.Hum.)

Appendix 13 : Curriculum Vitae (CV)**CURRICULUM VITAE****1. Personal Data**

Name : Dina Amelia Putri
Gender : Female
Place/Date of birth : Medan, February 03 rd 2002
Religion : Islam
Address : JL.Marelan Raya Psr II Timur Link: 23
No. HP : +6282316393921
Email : dinaamelia0302@gmail.com
Father's Name : Dalail
Mother's : Misrawati

2. Education Backgrounds

Elementary School : SDN.064006 Medan
Junior High School : SMPN 38 Medan
Senior High School : SMAS BRIGJEND KATAMSO II Medan
University : Universitas Muhammadiyah Sumatera Utara