

## **MBKM (Merdeka Belajar Kampus Merdeka) Under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)**

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### **Abstract**

This study aims to determine the implementation, supporting, and inhibiting factors for the MBKM program in the Arabic Language Education Study Program, Jambi University. The Ministry of Education and Culture has initiated a new university program, namely Merdeka Belajar Kampus Merdeka (MBKM) to prepare superior and competitive human resources in the 4.0 revolution era. The research method employs field research, which includes qualitative research. Research data collected from primary data and secondary data sources and the data collection techniques using documentation, observation and interviews. This research uses the process of data reduction, data presentation, and conclusions to analyze the data. The finding shows that: 1) the implementation of MBKM at the Jambi university is still not going well because it still finds confusion in the process, so it is necessary needs adaptations related to the curriculum and facilities, 2) the supporting factors are the willingness and enthusiasm of the educators and students as seen from their cohesiveness in preparing for the establishment of MBKM, while 3) the inhibiting factor is the need to get a lot of MoU from various institutions. In addition, there are other challenges, namely the readiness and skills of students to teach and guide in schools. This means that students must be part of strengthening learning and numeracy.

**Keywords:** MBKM; Arabic Education; Industrial Revolution 4.0

## Introduction

The Industrial Revolution 4.0 started from Germany's desire to strengthen competitiveness in manufacturing<sup>1</sup> and was followed by several developed world countries, such as the United States, China, and Japan<sup>2</sup> because this era needs work digital and technology-based that demands not only specific skills in both technology science and data analysis,<sup>3</sup> but also cognitive and social intelligence, analytical skills, and problem-solving skills.<sup>4</sup> The changing times from the industrial revolution 1.0 to 4.0 certainly affect various sectors, especially education.<sup>5</sup> So, education must always innovate to meet innovative,<sup>6</sup> creative,<sup>7</sup> and appropriate human resources for its time.<sup>8</sup> Thus, education can be a bridge that leads students to the gates of success.

To meet these needs and to be able to compete with other developed countries,<sup>9</sup> the Minister of Education and Culture of the Republic of Indonesia made an education policy, namely Merdeka Belajar Kampus Merdeka (MBKM), which has four urgent policies:<sup>10</sup> First, the ease of opening new study programs

<sup>1</sup>Aida Aryani Shahroom and Norhayati Hussin, "Industrial Revolution 4.0 and Education," *International Journal of Academic Research in Business and Social Sciences* 8, no. 9 (2018): 314–19, <https://doi.org/10.6007/IJARBS/v8-i9/4593>.

<sup>2</sup>Sitti Latifah et al., "Pertukaran Pelajar Unram-UPM: Inovasi Pembelajaran Mbkm Dalam Menumbuhkan Ketangguhan Lulusan Sarjana Kehutanan," *Jurnal PEPADU* 2, no. 1 (January 25, 2021): 46–51, <https://doi.org/10.29303/jurnalpepadu.v2i1.290>.

<sup>3</sup>Jhonattan Miranda et al., "The Core Components of Education 4.0 in Higher Education: Three Case Studies in Engineering Education," *Computers & Electrical Engineering* 93 (July 1, 2021): 107278, <https://doi.org/10.1016/j.compeleceng.2021.107278>.

<sup>4</sup>Syed Hammad Mian et al., "Adapting Universities for Sustainability Education in Industry 4.0: Channel of Challenges and Opportunities," *Sustainability* 12, no. 15 (January 2020): 6100, <https://doi.org/10.3390/su12156100>.

<sup>5</sup>Dr Vichian Puncreobutr, "Education 4.0: New Challenge of Learning," *St. Theresa Journal of Humanities and Social Sciences* 2, no. 2 (December 31, 2016), <http://www.stic.ac.th/ojs/index.php/sjhs/article/view/Position%20Paper3>.

<sup>6</sup>Muhammad Ikhlas et al., "A Sequential Explanatory Investigation in Using ICTs on Arabic Language and Islamic Values Education: Teacher-Students Perspective," *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 3, no. 3 (2021): 153–67, <https://doi.org/10.23917/ijolae.v3i3.13872>.

<sup>7</sup>Timothy Teo et al., "Initial Teacher Training for Twenty-First Century Skills in the Fourth Industrial Revolution (IR 4.0): A Scoping Review," *Computers & Education* 170 (September 1, 2021): 104223, <https://doi.org/10.1016/j.compedu.2021.104223>.

<sup>8</sup>Ahmad Fikri et al., "Arabic Learning in Industrial Revolution 4.0: Problems, Opportunities, and Roles," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021), <https://doi.org/10.22219/jiz.v4i2.17069>.

<sup>9</sup>Agnieszka Gajek et al., "Process Safety Education of Future Employee 4.0 in Industry 4.0," *Journal of Loss Prevention in the Process Industries* 75 (February 1, 2022): 104691, <https://doi.org/10.1016/j.jlp.2021.104691>.

<sup>10</sup>Hamsi Mansur, Agus Hadi Utama, and Mastur Mastur, "Program Hibah Program Studi Teknologi Pendidikan Menerapkan Kerja Sama Kurikulum Merdeka Belajar - Kampus Merdeka (MB-KM)," 2020, <https://repo-dosen.ulm.ac.id//handle/123456789/20093>.

except for health and education. Second, changes to the higher education accreditation system, which initially had to reaccredit once every five years changes to be non-mandatory and will be renewed by BAN-PT automatically.<sup>11</sup> Third, make it easier for universities to become legal entities. Fourth, students have the freedom to take credits/courses outside the university for a semester and outside the study program for two semesters.

The policies aim to provide special autonomy to campuses to be more flexible in meeting skills according to student needs.<sup>12</sup> This will also provide an innovative learning atmosphere with new experiences that are beneficial for students<sup>13</sup> because the MBKM program is the first step to making changes in the national education system that makes students the main actors in the learning process and lecturers as facilitators in achieving predetermined educational goals. With the hope, it can improve students' skills in competing in the world of work.

The skills are skills that cover all fields so that they provide benefits for themselves and many people that also the basis for the MBKM policy. Like research on the MBKM concept and its application in Indonesian language and literature education study programs. This study explains that the eight activities suggested in the MBKM program have been implemented in the Indonesian language and literature education study program at Ahmad Dahlan University and have positive effects because they get learning experiences and can help students improve skills that are very useful for post-campus life.<sup>14</sup>

In contrast to previous research, Arifin and Muslim found difficulties in implementing MBKM, mainly confused about the collaboration mechanism between private Islamic universities and study programs with external parties, then the challenge to meet the high targets given by the government to the Public Higher Education Institutions (PHEI/PTN) so that they could compete for not only domestically but also abroad. and the difficulty of funding for learning outside of study programs because not all students have sufficient

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<sup>11</sup>Nuryadi Wijiharjono, "Akreditasi Perguruan Tinggi Dan Kebijakan Merdeka Belajar-Kampus Merdeka: Sebuah Pengalaman Dan Harapan" (SocArXiv, July 6, 2021), <https://doi.org/10.31235/osf.io/9smv>.

<sup>12</sup>Nurhayani Siregar, Rafidatun Sahirah, and Arsikal Amsal Harahap, "Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0," *Fitrah* 1, no. 1 (July 25, 2020): 141–57, <https://doi.org/10.53802/fitrah.v1i1.13>.

<sup>13</sup>Shelly Andari et al., "Student Exchange Program Of Merdeka Belajar-Kampus Merdeka (MBKM) In Covid-19 Pandemic," *JPP (Jurnal Pendidikan Dan Pembelajaran)* 28, no. 1 (2021): 30–37, <https://doi.org/10.17977/um047v27i12021p030>.

<sup>14</sup>Sudaryanto Sudaryanto, Wahyu Widayati, and Risza Amalia, "Konsep Merdeka Belajar-Kampus Merdeka Dan Aplikasinya Dalam Pendidikan Bahasa (Dan Sastra) Indonesia," *Kode: Jurnal Bahasa* 9, no. 2 (June 9, 2020), <https://doi.org/10.24114/kjb.v9i2.18379>.

economics.<sup>15</sup> Then, other challenges are adapting the Indonesian Qualifications Framework (IQF/KKNI) curriculum to the MBKM program, the limitations of the campus to work with partners outside the campus, the absence of a special budget for the MBKM program, the limited quality and productivity of lecturers and students.<sup>16</sup>

MBKM provides an opportunity for students to balance practice and theory.<sup>17</sup> Therefore, to implement MBKM, higher education must have inter-institutional cooperation to support these activities. Kodrat explained that MBKM aims to improve not only soft skills, but also hard skills by participating in eight activities that have been suggested by the government.<sup>18</sup> The hope is that students are ready to enter the world of work or can create their post-campus jobs.<sup>19</sup>

The eight MBKM-based activities that are suggested in the learning process are as follows:<sup>20</sup>



<sup>15</sup>Syamsul Arifin and M. O. H. Muslim, “Tantangan Implementasi Kebijakan ‘Merdeka Belajar, Kampus Merdeka’ Pada Perguruan Tinggi Islam Swasta Di Indonesia,” *Jurnal Pendidikan Islam Al-Ilmi* 3, no. 1 (2020), <https://doi.org/10.32529/al-ilm.v3i1.589>.

<sup>16</sup>Nensi Nofa Nofia, “Analisis Tantangan Implementasi Kebijakan ‘Merdeka Belajar Kampus Merdeka’ Pada Perguruan Tinggi Islam Negeri Di Indonesia,” *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam* 1, no. 2 (June 10, 2020), <https://doi.org/10.15548/p-prokurasi.v1i2.3328>.

<sup>17</sup>Wiwi Uswatiah et al., “Implikasi Kebijakan Kampus Merdeka Belajar Terhadap Manajemen Kurikulum Dan Sistem Penilaian Pendidikan Menengah Serta Pendidikan Tinggi,” *Jurnal Dirosab Islamiyah* 3, no. 1 (2021): 28–40, <https://doi.org/10.47467/jdi.v3i1.299>.

<sup>18</sup>Denny Kodrat, “Industrial Mindset of Education in Merdeka Belajar Kampus Merdeka (MBKM) Policy,” *Jurnal Kajian Peradaban Islam* 4, no. 1 (April 4, 2021): 9–14, <https://doi.org/10.47076/jkps.v4i1.60>.

<sup>19</sup>Eko Purwanti, “Preparing the Implementation of Merdeka Belajar–Kampus Merdeka Policy in Higher Education Institutions,” in *4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHES 2020)* (Atlantis Press, 2021), 384–91.

<sup>20</sup>Kemendikbud and Mohammad Tohir, “Buku Panduan Merdeka Belajar - Kampus Merdeka” (OSF Preprints, July 13, 2020), <https://doi.org/10.31219/osf.io/ujmte>.

Figure 1. Learning activities from the Ministry of Education and Culture guidebook

The eight MBKM-based activities suggested in the learning process are shown in Figure 1. The eight activities are student exchange programs, internship/work practice programs, teaching assistance programs in education units, research programs, humanitarian project programs, entrepreneurship programs, study/independent projects, and village development programs/community service programs.<sup>21</sup>

MBKM also gives students the freedom to be independent in studying and creating fun learning.<sup>22</sup> The meaning is, students have the right to choose the field of study that suits their interests, not limited only to those related to their scientific practice but also the skills that students need. In addition, MBKM aims to prevent the breaking of the chain of higher education and the world of industry.<sup>23</sup> There are three essential stages of independent learning: first, building a technology-based education ecosystem; second, cross-stakeholder collaboration; third, the importance of data.<sup>24</sup>

Some of the literature above has described the benefits and challenges faced in the field. The benefits are that it is useful for students to improve skills according to their interests, while the challenge is the difficulty of campus in finding institutions to cooperate in running MBKM. The researchers also found the same thing in the results of initial interviews with Arabic language lecturers at the Arabic education program of Jambi University who said that the main obstacle to implementing MBKM was the difficulty of finding parties outside the campus who could be invited to cooperate in implementing it. Therefore, this study aims to discuss the Implementation, Supporting and Inhibiting Factors MBKM specifically in the Arabic education study program.

To answer the formulation of the problem raised, the researchers used a qualitative research approach with the type of field research through the process

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<sup>21</sup>Kemendikbud and Tohir.

<sup>22</sup>Lalu Jaswadi Putera and Riris Sugianto, "Perception and Optimism About Two-Semester Off-Campus Intership Program of The Kampus Merdeka-Merdeka Belajar (Freedom Campus-Freedom to Learn) Policy Among University Students," *Journal of Languages and Language Teaching* 8, no. 3 (2020): 264–75, <https://doi.org/10.33394/jollt.v8i3.2756>.

<sup>23</sup>"Peningkatan Kualitas SDM Dan Relevansi Pendidikan Tinggi Melalui Kampus Merdeka," Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia, February 3, 2021, <https://dikti.kemdikbud.go.id/kabar-dikti/kabar/peningkatan-kualitas-sdm-dan-relevansi-pendidikan-tinggi-melalui-kampus-merdeka/>.

<sup>24</sup>Meylan Saleh, "Merdeka Belajar Di Tengah Pandemi Covid-19," *Prosiding Seminar Nasional Hardiknas* 1 (May 30, 2020): 51–56.

of sampling and narrating it.<sup>25</sup> To know the opportunities and challenges in implementing the Merdeka Belajar Kampus Merdeka at the Arabic education program of Jambi University, which has just implemented the Merdeka Belajar Kampus Merdeka program in 2021 and is still experiencing some obstacles in its implementation. This study collects data using observation, interview, and documentation techniques.

The observations made by the researchers were observing the activities of lecturers and students of the Arabic education study program of Jambi University in teaching-learning and preparing for the implementation of MBKM to find out the opportunities and challenges in the implementation. Next, the researchers conducted interview with an Arabic education lecturer of Jambi university through the WhatsApp application and recorded the results of interviews with an Arabic education lecturer. Finally, the researchers conducted documentation by collecting documents related to MBKM.

Then, if all the data has been collected, the researchers will analyze the data with the following steps: 1) reducing the data, 2) presenting the data, and 3) concluding. After going through all the processes up to data analysis, the researcher validated the collected data using a validation technique, namely triangulation, and discussion by confirming it back to the informant.<sup>26</sup>

## **Result and Discussion**

### **Implementation of MBKM in Arabic Education program**

The implementation of MBKM requires the role of certain parties in its implementation<sup>27</sup>, such as 1) universities are required to facilitate students who choose to participate in the MBKM program to obtain cross-study and cross-campus learning rights, formulate academic policies/guidelines to facilitate activities, make MoUs with various partners, and facilitate students who choose to follow regular programs to study as usual; 2) the faculty facilitates a list of faculty-level courses that students can take across study programs and prepares MoUs with relevant partners; 3) the study program is responsible for compiling or adapting the curriculum to the independent campus model, facilitating students who will take cross-study learning in higher education, offering courses that can be taken by students outside the study program in higher education, and conducting the equivalence of courses with other activities. learning outside

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<sup>25</sup>A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Prenada Media, 2016).

<sup>26</sup>Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (SAGE, 2014).

<sup>27</sup>Dudy Imanuddin Effendi et al., "Dokumen Kurikulum MBKM-KKNI BKI FDK UIN SGD Bandung," Monograph (Bandung: Perpustakaan UIN Sunan Gunung Djati Bandung, August 19, 2021), <http://digilib.uinsgd.ac.id>.

the study program and outside the tertiary institution if some courses/credits have not been fulfilled from learning activities outside the study program and higher education by preparing online learning; 4) students plan together with their academic supervisor regarding courses to be taken outside the study program, register, complete, and participate in programs outside the study program by existing academic provisions; 5) partners make cooperation documents with universities/faculty/study programs, carry out program activities outside of study programs based on existing agreements.

To implement MBKM in the Jambi university's Arabic language education study program, the people in charge have planned MBKM course packages in various related institutions. As explained by the Jambi University Arabic language education lecturer to researchers in an interview:

*“We have planned the MBKM course package based on user needs. With the hope, the students can increase their skills and are ready to become professional educators in their fields.”* (Informer, AM, 2021)

Furthermore, the results of the researcher's documentation at the Arabic education program of Jambi University show the distribution as follows: a) Student exchange MBKM package, the Arabic Language Education study program exchanges students for other study programs in universities in collaboration with on-campus study programs, as shown in the following table:

Table 1. MBKM Package Course

No	MBKM Course	Special Location Activities
1.	Study The Curriculum and Planning Of Arabic Learning	Education Administration Study Program
2.	Media And Arabic Learning Technology	Information Study Program
3.	Developmental Psychology/play/communiation	Psychology Study Program
4.	Arabic-Malay Script	Art and Literature Study Program
5.	History of Islamic Civilization	History study program
6.	Fiqih Muamalat	Islamic Economics Study Program
7.	Counseling Guidance	Counseling Guidance Study Program
8.	Education Management	Education Management Study Program

From the table 1, we can see that the MBKM courses offered by the study program correlate with courses in other study programs. Such as 1) curriculum review and Arabic learning planning courses can take curriculum

courses in the education administration study program; 2) Arabic learning media and technology can take related courses in the information systems study program; 3) developmental psychology/play/communication can take courses in psychology study program; 4) Malay Arabic script can take the course in the study program majoring in arts and literature; 5) the history of Islamic civilization can take courses in the history science study program; 6) muamalat fiqh can take courses in Islamic economics study program; 7) counseling guidance can take courses in the counseling guidance study program; 8) education management can take courses in the education administration study program.

From these several courses, we can see that all the courses offered in the MBKM program have the same goals as the courses in the destination study program. However, the MBKM program will provide a different learning experience because it is carried out in a new environment with new friends. b) The teaching assistance MBKM package is equivalent to 20 credits. To implement it, the Arabic Language Education Study Program collaborates with several other institutions such as schools, madrasah, and Islamic boarding schools. The courses mainly: curriculum review skills, lesson plans design skills, teaching material development skills, learning model application skills, Arabic language assessment skills, classroom management skills, school-based management, professional development, Classroom Action Research (CAR) skills, and needs assessment-based skills; c) The MBKM package for entrepreneurial practice is equivalent to 20 credits. In this case, the Arabic language education study program collaborates with language laboratories, language offices, and translation institutions. The subjects are entrepreneurial design, entrepreneurial practice, entrepreneurship evaluation, aesthetic skills, language consistency skills, interpreting competence, text, discourse analysis skills, edupreneurship; d) Package MBKM Research education and language learning language researchers. To the implementation, the Arabic language education study program cooperates with language education and development institutions, such as courses, schools, Islamic boarding schools, etc. The subjects are problem identification skills, communicating ideas, designing solutions, mastering literature review, data analysis competence, academic attitude and scientific honesty, state of the art, case mastery, action, and experimentation.

If we look at some of the points above, Arabic education study program Jambi University has created a curriculum according to the recommendations of the ministry of education and culture by holding four activities recommended by the government, namely student exchange, assistance, entrepreneurship, and educational and learning research in collaboration with on-campus and off-campus institutions. However, the Arabic education program of Jambi University has not held four other activities, namely: internship/work practice programs, humanitarian project programs, entrepreneurship programs, and



village development programs/Community Service Program courses because there is still a limited collaboration between Arabic education program of Jambi University and other institutions relevant to the four activities.

### **The new curriculum of Arabic Education of Jambi University**

Jambi University has designed a new curriculum based on the Merdeka Belajar Kampus Merdeka starting in 2020 and starting in the new learning year 2021. The staff of Arabic Education of Jambi University prepared two curriculum designs, such as 1) the regular curriculum, for students who choose to study in study programs, and 2) the curriculum MBKM, for students who want to carry out learning across study programs, faculties, and even outside campus.

Furthermore, the documentation of researchers at the Arabic Education of Jambi University shows that this study program has three graduate profiles: a) language educator, namely: formal and informal Arabic teacher; b) language researcher. That is, Arabic language education students are expected to become researchers who can narrate their ideas and opinions in the field of language and be responsible for that; and 3) professional and licensed language translator. Therefore, the Arabic Education of Jambi University must adjust the curriculum to the profile of the graduate. The regular curriculum design follows the previous curriculum by providing 152 credits for lectures in study programs. While the MBKM curriculum, curriculum makers plan semesters 1, 2, 3, 4, and 8 will conduct learning in study programs. Meanwhile, semesters 5, 6, and 7 will carry out study programs and universities.

As for the MBKM program, the Arabic education program of Jambi University collaborates with various institutions that will be mutually beneficial for both students and the institution. The advantage is that students will get a real learning experience according to student needs, and the institution will get the services of students who are competent in their fields. Because the MBKM program in principle aims to make it easier for students to achieve learning experiences from various disciplines in a new environment, as explained by the Arabic language education lecturer in the following interview:

*"We have tried to get cooperation with various institutions to realize the MBKM program by offering positive prospects for both parties, both students and non-campus institutions". (Informer, AM, 2021)*

Nonetheless, this program gives students the freedom to choose courses from different study programs or universities that already have an MoU with the student's home campus. based on the interviews with Arabic language education lecturers, Arabic Education of Jambi University has MoUs from various institutions.

*“We have obtained an MoU to cooperate in implementing MBKM with various institutions both inside and outside the campus. Outside of campus, we have collaborated with Al Azhar Jambi Islamic Elementary School, Ahmad Dahlan Integrated Islamic Elementary School, Jambi Provincial Language Office, Arabic Language Education, Sultan Taba State Islamic University, and several other institutions.” (Informer, AM, 2021)*

After getting the MoU, Arabic Education of Jambi University held Forum Group Discussion (FGD) with these institutions, students, and alumni to find the needs and get suggestions from users as shown in the following figure 2.



Figure 2. Focus Group Discussion of Jambi University

After receiving this information and proffer, Jambi University made two kinds of curriculum according to the results of the FGD and gave students the freedom to choose to join the MBKM program or regular because the MBKM program is an offer. Like Permendikbud no. 3 of 2020 which explains that the MBKM program is an offer to students. They have the right to choose to take or avoid that.<sup>28</sup>

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<sup>28</sup>“Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi | Lembaga Layanan Pendidikan Tinggi Wilayah XI Kalimantan,” accessed November 9, 2021,

Although it is optional, there is no difference between the two curricula. Because to determine the quality of each curriculum is determined by each student. This is as explained by the lecturer of Arabic education at Jambi University as follows:

*“In principle, there is no difference in the quality between the MBKM and the regular curriculum. It depends on each student. Because they determine their quality. If they are diligent in reading, discussing, and doing other positive things to increase their insight and knowledge, they may be superior to others.”* (Informer, AM, 2021)

### **Supporting Factors for the Implementation of MBKM in Arabic Education Program of Jambi University**

To support the implementation of MBKM, Jambi University has several advantages. As for these advantages, Arabic Education of Jambi University lecturer stated in the interview as follows:

*“Arabic Education of Jambi University has several advantages in implementing MBKM. Namely, the lecturers are indeed alumni of Arabic language education, all enthusiastic and united in preparing and implementing MBKM, receiving support from several off-campus institutions in Jambi”.* (Informer, 2021)

Based on the results of the interview, it explains that the advantages of PBA UNJA in implementing MBKM are: a) A team of educators who are competent in their fields, because almost all educators in Arabic language education study programs are alumni of master or doctoral degrees in Arabic language and Arabic literature education; b) There is a synergy and enthusiasm between the leadership, the team of educators, and students. The synergy between the leaders, the teaching team, and students can be seen from their hard work to formulate the MBKM curriculum to produce better outputs. And, the enthusiasm of students in participating in several seminars, training that will broaden students' knowledge in terms of MBKM practice, also supports from various institutions, such as Center for Development and Empowerment of Educators and Education Personnel (CDE3P/P4TK), Jambi Language Office, Markaz Lughoh Islamic State University of Jambi, SMP IT Diaz Jambi, Hajj Travel and Al Mabruh Umrah, etc.

Some of these supports, of course, will make it easier for students to get a field of study as well as practice the knowledge they have learned while on campus.<sup>29</sup> In addition, it will also make it easier to realize the MBKM program, mainly: student exchange programs, internship/work practice programs,

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<https://lldikti11.ristekdikti.go.id/download/peraturan-menteri-pendidikan-dan-kebudayaan-republik-indonesia-nomor-3-tahun-2020-tentang-standar-nasional-pendidikan-tinggi>.

<sup>29</sup>Amir Fatah, “Eksplorasi Dukungan Industri Mitra Dalam Pelaksanaan Magang Pada Program Merdeka Belajar Kampus Merdeka,” *Seminar Nasional Teknologi Pembelajaran* 1, no. 1 (August 9, 2021): 282–90, <https://doi.org/ikhlas>.

teaching assistance programs in education units, research/research programs because of the availability of institutions that have collaborated with the campus, so that they can realize common goals. Namely, to produce excellent alumni who are professionals in their fields.

### **Opportunities in the Implementation of MBKM in the Arabic education program of Jambi University**

Furthermore, MBKM provides several opportunities in its implementation, such as a) Arabic education of Jambi University students get learning experience from institutions on and outside the campus; b) Students get many links because they interact directly with people from various study programs to learn more; c) Students can apply the theory that they have in the class at the relevant institution.

### **Inhibiting Factors for MBKM in the Arabic education program of Jambi University**

In addition to strength, in implementation, there are several obstacles. As for some of these obstacles, namely: a) Differences in student backgrounds that affect the teaching and learning process in Arabic language study programs, because students who graduate from SMA and MA are more than students who graduate from Islamic boarding schools. Thus, students need a long time to know Arabic from the basics with more intense learning in class; b) Students have not been able to speak Arabic well and fluently. While to carry out direct practice in the field, students need good Arabic language skills; c) There is no Arabic-speaking environment at Jambi University which causes students to be unfamiliar with speaking Arabic. Like the explanation of Arabic education lecturers in the following interview:

*“Unfortunately, apart from these positive factors, the implementation of MBKM also faces several challenges. For example, our students are not ready to be released to teach because their provisions are not yet strong. They are not used to using Arabic. Study programs must also add MoUs from other institutions”.* (Informer, 2021)

Judging from the interview, Arabic education program of Jambi University still has several challenges that need to be solved, including a) Students are not yet proficient in teaching. Thus, the campus must prepare students who are ready to participate in delivering material in classes both in theory and practice; b) Students are not used to using Arabic, so the study program needs to create an Arabic-speaking environment with various programs. For example, students must speak Arabic, hold Arabic camps, and make *ma'had 'Ali* special for Arabic education students; c) Study Programs do not have many MoUs with other institutions to support MBKM. So, the study program needs to take various approaches with various institutions through

scientific gatherings, holding webinars, and others to introduce and bring closer relationships between institutions.

In addition to the previous points, educators must also be able to improve their quality in innovating to keep up with the times. As Helinen said, an educator must be flexible in providing learning according to the character and pattern of students, so that learning becomes more interesting and meaningful.<sup>30</sup> Furthermore, the Arabic education study program of Jambi University needs to make some improvements to improve the quality of learning by innovating both methods, strategies, and learning programs. In addition, it is also necessary to carry out study tours to other universities that have succeeded in making improvements in their study programs.

## Conclusion

Merdeka Belajar Kampus Merdeka provides positive hope in the education world in producing a generation that is ready to compete in the post-campus world of work with the teaching, socialization, translation, and so on that have been obtained from experiences during college. In addition, the friendship links that have been built when carrying out lectures outside the study program can help students get job information more quickly. Based on the researcher's observations, the implementation of MBKM in the Arabic education program of Jambi University has a supporting factor, namely the existence of good synergy between educators and students. Meanwhile, the challenge is that students do not have good Arabic language skills, so they cannot directly teach at related institutions. The advantage of this research is that the information beneficial to be an initial reference to campuses that will also implement MBKM. However, the researchers also realize that this research still has shortcomings. Such as, it has not explained how the students' perspectives on the program are, so the researchers expect further research on the students' perspectives on the MBKM program.

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