
***Merdeka Belajar Kampus Merdeka* and the Development of English for a Specific Purpose Book**

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Abstract

This research aimed to develop English for a specific purpose book: *Merdeka Belajar Kampus Merdeka* based. This book is made following indicators of *Kampus Merdeka* policy, where the students become the center of the class. This book provides some projects and cases that should be finished by the students related to the materials to fulfill the indicators. This developed book was validated by content experts' validators and media experts' validators. The validation used a content questionnaire and a media questionnaire. Based on the results, this book is validated and can be used as teaching and learning materials in English for a specific purpose. Both validators gave scores that were categorized as good, which was more than 50%. Furthermore, based on the trial, the first and second observations were categorized as very good. They were 80% at the first observation and 87,5% at the second observation.

Keywords

English for specific purpose;
Merdeka Belajar Kampus Merdeka (MBKM)

Article History

Received 23 September 2022
Accepted 15 December 2022

How to Cite

Oktavia, D., & Habibah, N. (2022). *Merdeka belajar kampus merdeka* and the development of English for a specific purpose book. *Indonesian Research Journal in Education | IRJE |*, 6(2), 409–417. <https://doi.org/10.22437/irje.v6i2.20736>

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Introduction

To prepare capable human resources to face Industry era 4.0 and Society 5.0, the Ministry of Education and Culture issued a new policy for higher education, *Merdeka Belajar Kampus Merdeka (MBKM)* policy. This policy prioritizes eight primary indicators. They are 1) the graduates will be able to get a good job, 2) the students get more experiences outside of campus, 3) the lecturers have activities outside of campus, 4) the practitioners get experience teaching on campus, 5) utilizing the lecturers' works, 6) the department makes cooperation internationally, 7) collaborative and participative class, 8) international standard department (Takdir et al., 2021).

This policy is implemented to create students who are creative, innovative, and ready to work based on the era. It is great to increase soft skills and hard skills for the student. To support this policy, the required curriculum and subjects can be matched to those primary working indicators, including English for a specific purpose.

English for a specific purpose is one of the compulsory subjects at the English Education Department in Universitas Muhammadiyah Muara Bungo. This subject prepares the students to have English language skills for particular aspects. The concept of this subject is matched to the Government expect in preparing the graduates ready to face worklife. This subject provides several specific materials, such as English for business, English for medical science, English for hospitality, etc. This subject helps students to master the English language skills suitable to their specifications and needs.

The primary key to learning English for a specific purpose is the purpose and context needed by the students (Hyland, 2000). Therefore, this research aimed to develop English for a specific purpose book that prioritizes collaborative and participative classrooms. The materials of this book direct the students to learn while having activities outside. Cheng (2021) stated that the success of English for the specific purpose of learning is strongly related to the materials given as input and the students' project as the output.

Literature Review

Book as teaching material

The primary task of a teacher or lecturer is to make a lesson plan that contains the purpose of study, programs, and lesson plan, to run the lecture well. As a good educator, a lecturer must be able to choose the precise materials. Teaching material is a primary component in creating good and effective teaching and learning process. It is a guideline for the lecturer during the teaching and learning process. As it is stated in Deuri (2012) that a textbook is one major tool in teaching foreign language, it helps language teachers to have planned teaching concept. A good textbook have to match with the students' need in their era.

English for a Specific Purpose

English for a specific purpose is one of the compulsory subjects provided by the English Education Department at Universitas Muhammadiyah Muara Bungo. This subject has significantly different from general English. English for a specific purpose has a definite purpose based on the specification. Meanwhile, general English provides English materials for general use. Generally, English for a specific purpose is used in teaching and learning a foreign language with a definite purpose (Robinson, 1980). Furthermore, English for a specific purpose becomes an approach to learning English in which the teaching material and method focus on the students' learning purpose (Saliu & Hajrullai, 2016). It is an approach to learning English as the students need.

English for a specific purpose refers to learning English as specific need based on the field and occupation. Medical students require learning and mastering English for medical science. Engineers require learning and mastering English for engineers. Hotel employees require learning and mastering English for hotels and tourism. This subject supports and helps students have English language skills matched to their occupation, and they can use this English to support their careers.

Merdeka belajar kampus merdeka (MBKM)

The changing society, culture, occupation field, and the improvement of technology demand graduates ready to work. *Merdeka Belajar Kampus Merdeka (MBKM)* is the answer to this demand to prepare graduates who can adapt to the era. MBKM is one policy of the Education, Culture, Research, and Technology Ministry that gives a huge opportunity for students to increase their skills by doing some practice.

Kampus Merdeka based teaching and learning process concerns the students centered learning, where the students are challenged to develop themselves to be more creative and innovative. Moreover, they are led to get knowledge through practice in their working life. Therefore, they will be trained to find the solution to whatever they face as a real working situation. As mentioned in Ministry of Education and Culture, MoEC (2020), *Merdeka Belajar Kampus Merdeka (MBKM)* provides nine great programs that give those opportunities to students. Those programs are teaching at school, research, studying independently, internship, student exchange, community service, entrepreneur, social, and citizenship. Students are allowed to join those programs to have more experiences while learning. Furthermore, each program is recognized as a learning process where the participants gain some recognize credits for it (MoEC, 2020).

Methodology

This current research was conducted using the research and development method. It was to produce the newly developed English for specific purpose book which is related to *Merdeka Belajar Kampus Merdeka (MBKM)* policy. The research was conducted in English Department at Universitas Muhammadiyah Muara Bungo by involving students who are learning English for specific purposes as subjects. Those students are enrolled as the 7th

semester students. They have intermediate English language skills. To obtain the required data, the researcher conducted some steps regarding the steps by Sugiyono (2010), ADDIE (*Analysis, Design, Develop, Implement, dan Evaluate*).

Research design

This research was conducted using Research and Development design. It followed some steps regarding the steps by Sugiyono (2010), ADDIE (analysis, design, develop, implement, and evaluate). Before conducting the research, the researcher analyzed to determine the students' problems and needs, especially in learning English for a specific purpose. Not only that, in this analysis step, the researcher also did the curriculum check, and then the researcher analyzed the materials that can be matched with *Merdeka Belajar Kampus Merdeka's (MBKM)* policy.

After that, the researcher designed and developed the materials in English for a specific purpose *Merdeka Belajar Kampus Merdeka (MBKM)* based. The materials are more concerned with creating active and innovative students in learning. The book puts the students at the center of the teaching and learning process, where they have some projects to do, and problems to solve. Both are related to the teaching and learning materials, and they need to do observation.

This English for a specific purpose book was designed based on its typical characteristic, providing English material fit to the specific need. After designing and developing the book, the researcher implemented the English for specific purpose book to the class as the trial. The trial was conducted and observed using the observation sheet. Based on the trial, the evaluation of this media development was done.

Data collection and analysis

The data of this research were collected using three instruments, which include an instrument validation questionnaire, a media and content validation questionnaire, and an observation sheet to observe the trial. The validity of media and content were assessed by media experts and material experts. Media validation involved two media experts. Both of them are working as lecturers in Universitas Muhammadiyah Muara Bungo. One validator has background as educational technology. Another media validator is the head of the Technology Information Education Department of Universitas Muhammadiyah Muara Bungo. The book contents were validated by two experts in English for a specific purpose. Both of the content validators are the lecturers in English Education Department of Universitas Muhammadiyah Muara Bungo.

The research results were analyzed through descriptive statistics to measure the mean percentage of research instruments (media validation questionnaire, content validation questionnaire, and observation sheet). Additionally, the results were referred through SPSS to determine the validation scores percentage. Moreover, to measure the validation of media and content were conducted and referred to the criteria from Ridwan (2017) as follows,

Table 1. *Validation score category*

Interval	Category
0-20	Very Invalid
21-40	Invalid
41-60	Valid enough
61-80	Valid
81-100	Very Valid

Findings

Content experts' validation

The content validation was done by two content experts. The experts have English education and teaching background. They work as lecturers in English Department at Universitas Muhammadiyah Muara Bungo. The validation was conducted in three aspects; they were the content feasibility assessment, the presentation feasibility assessment, and the language assessment. The following table shows the score of content experts' validation.

Table 2. *The score of media experts' validation*

Criteria	1st Validator	2nd Validator	Total	Average
Very Good	80	80	160	80
Good	20	15	45	22.5
Not Enough	0	5	5	2.5
Very Poor	0	0	0	0

Based on the data, the average of “very good” response was 80, then, the “good” response was 22,5, and the average “not enough” response was 2,5, while there was no “very less” response from the content experts, it was 0.

Media experts' validation results

To validate English for specific purposes MBKM based as an accepted teaching and learning book, this research involved two media experts. Those experts work as lecturers in English Department at STKIP Muhammadiyah Muara Bungo. The media validation was conducted using a closed questionnaire. It consisted of three aspects of assessment. They were the general aspects, the design of media, and the use of media. The results of this verification are in the following table.

Table 3. *The score of media experts' validation*

Criteria	1 st Validator	2 nd Validator	Total	Average
Very Good	75	63	138	69
Good	15	31	46	23
Enough	10	5	15	7.5
Not Enough	0	0	0	0

Table 3 showed the scores from media experts' s of the domino game as a teaching and learning medium in English for a specific purpose. The results found that the average score the “very good” answer was 69, the average for the “good” answer was 23, the average for the “enough” answer was 10, and the “not enough” answer was 0.

The lecturer's evaluation

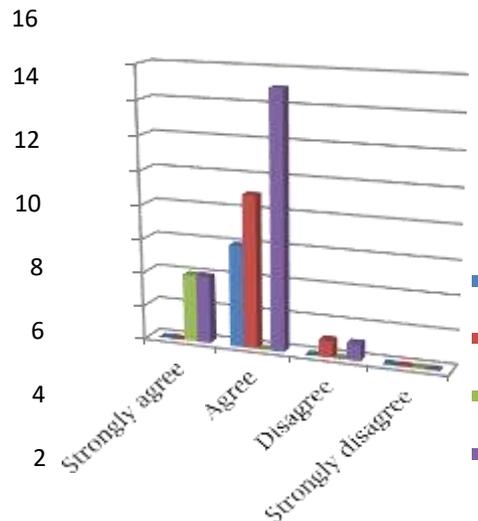
In this step, the lecturer of English for a specific purpose helped the researchers to evaluate the English domino game. This evaluation was conducted by answering the questionnaire related to the game. There were some aspects evaluated by the lecturer, like the design of the book, the content of the book, and the use of the book. The results are in the following table.

Table 4. *The evaluation by English for a specific purpose lecturer*

Criteria	Strongly agree	Agree	Disagree	Strongly disagree
The design of the book	0	6	0	0
The content of the book	0	9	1	0
The use of the book	4	0	0	0
Total	4	15	1	0

Table 4 shows the results of media evaluation by the lecturers of English for a specific purpose. Most answers were in the “agree” response with 15 responses and then followed by “strongly agree” with four responses and one response with “disagree”. Meanwhile, there was no response for “strongly disagree”. From those responses, the gamedesign had all responses as “agree”. For the content of media/game, it had nine responses of “agree” and one response of “disagree”. Furthermore, the game had four responses of “agree” for the use of the game as a teaching and learning medium in English for a specific purpose class. The three aspects of evaluation done by the lecturer are from the following figure.

Figure 1. The evaluation by English for a specific purpose lecturer



The results show that English for a specific purpose book is categorized as a good book for teaching and learning. It can be implemented and used to improve the students' knowledge. Moreover, this book leads the students to have more practice. They can practice while doing a specific project or solving a problem. Therefore, the conclusion is this book received positive responses from the lecturer of English for a specific purpose. However, the lecturer suggested adding more projects for the students.

Trial

The trial was conducted involving 15 students of English department students at Universitas Muhammadiyah Muara Bungo. The observation was done to see the use of English for Specific Book which has been developed based on Merdeka Belajar Kampus Merdek. Based on the observation in this trial, the students had a positive attitude toward the game. They showed their motivation in practice. From the result of the observation sheet, it was 87,5. This score was categorized as a very good score based on [Ridwan \(2007\)](#). Furthermore, based on this trial, some improvements were performed by students, whether their motivation or skill.

Discussion

Based on the research results, English for a Specific Purpose book *Merdeka Belajar Kampus Merdeka* based is accepted and categorized as a very good book to use. It can help

students explore themselves and improve their knowledge and skill suitable for the era. According to Ridwan (2017), the results of the validation of the media expert were very good, as well as the validation score of the content expert. For the media validation, it was categorized as very good. Then, for the content validation, both validators gave a score categorized as good, which was more than 50%. It shows that the content experts assessed the content of English for a specific purpose *Merdeka Belajar Kampus Merdeka (MBKM)* based is good enough, but it needs to be improved. The book fits with the material of English for a specific purpose class, and it is easy to be understood. The media experts said that the book is well-developed. Besides that, this book has good design and color. Furthermore, based on the trial, the first and second observations were categorized as very good (Hariyati et al., 2022). They were 80% at the first observation and 87,5% at the second observation. Oktavia and Lestari (2022) stated that students are motivated to learn when they have good media and good material in the class. Moreover, Dorney (as cited in Oktavia & Lestari, 2022), the learning environment and conditions also affect students' achievement.

Harmer (as cited in Oktavia & Lestari, 2022) stated teachers or lecturers are the ones who have many roles in the teaching and learning stage. To be good and professional teachers or lecturers, they do not only need to be the model in the classroom, but they also should be the controller, organizers, assessors, prompters, participants, resources, observers, and tutors in their class. As good teachers, they must be able to determine any suitable and attractive media to support the teaching and learning process. In addition, they must be able to choose good books and materials in the teaching and learning process.

Conclusion

Based on the result of the research, it can be conclude that the development of English for a specific purpose *Merdeka Belajar Kampus Merdeka (MBKM)* is valid both of media and content terms. This book can be published and used as teaching and learning materials in English for a specific purpose. Moreover, this developed book can help the students to get the characteristics suitable as the *Merdeka Belajar Kampus Merdeka (MBKM)* policy expect. Furthermore, this book is also able to help the Ministry of Education and Culture to reach the program's goal based on the new Curriculum.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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