

# Independent Learning-Independent Campus Curriculum: Students' Reflection on EFL Quality in English Education

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## ABSTRACT

In the current information age, English as a foreign language (EFL) education at higher education institutions must provide students with more than just proficiency in English. However, Developing a curriculum that addresses these issues at the college level is a complex process that has gained universal attention in higher education institutions across Indonesia, driven by the influence of globalization trends and advancements in information technology. The aim of this study was to examine the application of to improve the quality of EFL education in the English Education Department at the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University. A descriptive qualitative approach was employed, using a questionnaire and interviews to collect data from 61 students in the English Education Program. The findings of this study indicate that while most students are aware of the Independent Learning-Independent Campus Program, there has been a lack of introduction and implementation of the program in the Department of English Language Education. However, students are still attracted to the program due to their perception of its significance and its potential benefits for their studies and future careers. They believe that participating in the program will not only provide them with new knowledge and experiences but also develop skills that are valuable for their profiles and prospective careers, such as communication, teamwork, leadership, and other essential skills.

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## 1. INTRODUCTION

In recent years, there has been a growing interest in researching the concept of independent learning and the implementation of independent campus initiatives in higher education institutions (Anggarwati, 2022; Artiwi & Rosdiyani, 2021; Christanti & Sukoco, 2022; Ishak, 2021; Rachman et al., 2022; Utami & Suswanto, n.d.; Waluyo et al., 2023). Independent learning-independent campus, also known as self-directed learning, refers to the process in which students take responsibility for their own learning, setting goals, choosing resources, and monitoring their progress (Oktaviani et al., 2021). Independent campus initiatives provide students with the autonomy to design their academic pathways, explore interdisciplinary subjects, and engage in real-world projects. These initiatives aim to foster critical thinking, creativity, and lifelong learning skills among students, preparing them to thrive in an increasingly dynamic and complex world (Rachman et al., 2022). As a result, numerous

studies have emerged to investigate the impact of independent learning and independent campus initiatives on student outcomes, including academic achievement, motivation, and employability. By examining the effectiveness and challenges of these approaches, researchers seek to inform educational practices, pedagogy, and curriculum design in order to create more student-centered and empowering learning environments.

Despite many studies on the topic, a notable gap exists in the literature regarding their association with English as Foreign Language (EFL) qualities specifically within the English Education Department. While independent learning has been recognized as an effective approach for promoting student autonomy and self-directed learning in various disciplines (Khaeroni & Sabri, 2022; Oktaviani et al., 2021), its impact on EFL quality in English education remains underexplored. EFL quality refers to the proficiency and competence of learners in using English as a second language, encompassing areas such as speaking, listening, reading, writing, and cultural understanding (Koran, 2015; Wu et al., 2013). Understanding the relationship between independent learning and EFL quality is crucial for enhancing language education programs and curriculum development in the English Education Department. While previous research has recognized the effectiveness of independent learning in promoting student autonomy and self-directed learning across various disciplines, its impact on EFL quality has not been adequately explored in the context of English education. This gap highlights the need for research that examines how independent learning practices and programs implemented within the English Education Department can contribute to the development of EFL skills among students.

While independent learning and independent campus initiatives have gained traction in higher education, it is important to acknowledge that not all departments have fully implemented these approaches due to the challenges they have (Khaeroni & Sabri, 2022; Sarnoto et al., 2022). The adoption of independent learning and independent campus initiatives varies across different disciplines, with some departments being more progressive in their implementation than others. This discrepancy highlights the need for further research and exploration into the factors influencing the integration of independent learning and independent campus initiatives within academic departments. Understanding the barriers and challenges faced by departments that have not yet implemented these approaches is crucial for identifying strategies to promote their adoption in a wider range of disciplines. By investigating the reasons behind the variations in implementation, researchers can provide valuable insights into the potential benefits, limitations, and practical considerations associated with independent learning and independent campus initiatives in different academic contexts.

In addition, students' reflection provides a valuable avenue for evaluating the implementation of independent learning and independent campus initiatives, encompassing their availability, student responses, and potential significance. Through reflection, students have the opportunity to express their thoughts, experiences, and perceptions regarding the independent learning and independent campus approaches that have been integrated into their educational journey (Pears & Larzon, 2006; Torres et al., 2020; Wong, 2016). By examining students' reflections, researchers can gauge the extent to which these initiatives are made available to students and the degree of their engagement with them. Students' responses, captured through their reflections, shed light on the effectiveness, challenges, and benefits of independent learning and independent campus in fostering self-directed learning, interdisciplinary exploration, and practical application of knowledge. Furthermore, students' reflections provide insights into the potential significance of these initiatives, revealing their impact on students' personal growth, critical thinking skills, motivation, and overall educational experience. By analyzing students' reflections, researchers can gain a comprehensive understanding of the implementation of independent learning and independent campus initiatives, enabling educators and policymakers to assess their effectiveness and make informed decisions about future improvements and advancements in these approaches.

All in all, The aim of this research is to investigate how is the students' reflection on EFL quality in English education based on the Independent Learning-Independent Campus curriculum in the English Education Department?, more specifically, this research wants to explore (1) How is the availability of the Independent Learning-Independent Campus Program at the English Education Department? (2) How is the student's response to the Independent Learning-Independent Campus Program at the English Education Department? (3) What are the potential significances of the Independent Learning-Independent Campus Program at the English Education Department?

By addressing these research questions, the study will contribute to a comprehensive understanding of the implementation of the independent learning campus Program in the English Education Department, ultimately informing educators and policymakers about its availability, student response, and potential significance in enhancing the quality of education within the department.

## 2. METHODS

The current study takes a descriptive qualitative approach to its investigation. This study approach is being used to support the characteristics that investigate students' reflection on EFL quality in English Education Department related to Independent Learning-Independent Campus curriculum – Faculty of Educational Sciences – Syarif Hidayatullah State Islamic University.

The descriptive qualitative approach is presumed to be appropriate for the research. It meant that the study's goals, process, and data covered a wide range of issues related to students' reflection on EFL quality in English Education Department related to the Independent Learning-Independent Campus curriculum (Creswell, 2012). This study aims to understand the major concerns surrounding students' reflection on EFL quality in the English Education Department, Faculty of Educational Science, Syarif Hidayatullah State Islamic University.

Although descriptive research can analyze multiple variables, unlike other types of research, it only needs one variable (Gall et al., 2007). In summarizing their findings, descriptive studies include information like the mean, mode, median, deviation from the mean, percentage, variance and correlation between variables. It can just give an overview of the percentages for one particular variable.

The data for this study was collected through the use of questionnaires distributed to students in the English Education Department at UIN Syarif Hidayatullah Jakarta, Indonesia. The recruitment process involved selecting classes that had experience with learning using the Independent Learning-Independent Campus curriculum or were currently enrolled in a semester where the curriculum was implemented. Broadcast messages containing a brief description of the research and the questionnaire were sent to the selected class groups via WhatsApp messenger.

The questionnaires were designed to gather information about students' reflection on EFL quality in the English Education Department related to the Independent Learning-Independent Campus curriculum. The questions in the questionnaire aimed to capture students' familiarity with the program, their responses and interest in participating, and their perceptions of the potential significances of the program. The questionnaires provided a comprehensive view of the students' experiences and perspectives.

The data collected from the questionnaires were then analyzed using descriptive qualitative methods that involved summarizing and organizing the data to provide an overview and understanding of the research topic. In this study, descriptive analysis was used to examine the major concerns surrounding students' reflection on EFL quality in the English Education Department. The analysis focused on identifying patterns, themes, and trends within the data, such as the students' familiarity with the Independent Learning-Independent Campus program, their interest and confidence in participating, and their perceptions of the program's potential significance. The findings were presented using descriptive statistics, such as percentages and summaries of the participants' responses to each question.

Overall, the data collection process involved distributing questionnaires to students, gathering their responses, and analyzing the data using descriptive qualitative analysis techniques to gain

insights into students' reflection on EFL quality in the English Education Department related to the Independent Learning-Independent Campus curriculum.

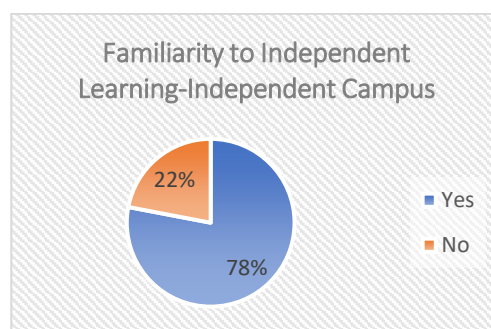
### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

This research was conducted on students from the Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, Jakarta. The research findings on student reflection on the Independent Learning-Independent Campus program at the Department of English Education include three things. The availability of the Independent Learning-Independent Campus program, students' responses to the Independent Learning-Independent Campus program, and the potential benefits the Independent Learning-Independent Campus program possesses.

##### 3.1.1 The availability

There are various responses from the students related to the availability of the Independent Learning-Independent Campus Program at the English Education Department. Independent Learning-Independent Campus implementation begins with identifying the availability of the Independent Learning-Independent Campus program. This is important to know the students' familiarity with the existence of Independent Learning-Independent Campus activities in the English Education Department. Based on the survey results, it is known that the majority of English Education Department students think that they do know about the Independent Learning-Independent Campus Program. Others stated that they did not know about the Independent Learning-Independent Campus program.



**Figure 1.** Students' familiarity to Independent Learning-Independent Campus

These statistics show that 78% of students are aware of the Independent Learning-Independent Campus Program and have taken the time to understand it, while 22% of students are not aware of the program and have not taken the time to learn about it. This indicates that there is still a lot of work to be done in terms of introducing students to the Independent Learning-Independent Campus Program.

The number of students who show awareness of the Independent Learning-Independent Campus Program is high. This can indicate that The Independent Learning-Independent Campus Program has been put into effect or at least introduced to the students. However, when asked about the Independent Learning-Independent Campus Program's implementation at the English Education Department, most of the student responded that they have no idea about it. Some students say that they think there is no activity indicating Independent Learning-Independent Campus Program.

*"I don't think in our study program has implemented Independent Learning-Independent Campus but I might be wrong"*

He/she stated this may be because he/she has not seen or heard any information or socialization related to the Independent Learning-Independent Campus Program. In line with the statement, the response regarding the socialization of the Independent Learning-Independent Campus Program at the English Education Department also indicates the students have never been introduced to the program. Out of all responses, none indicate that the English Education Department introduce the Independent Learning-Independent Campus Program to the students.

Despite the fact that the implementation of the Independent Learning-Independent Campus Program are limited, there are some similar programs that has been implemented in the English Education Department. The results of interviews with lecturers and deputy chairmen of the English Education department stated that even though the Independent Learning-Independent Campus Program had not been implemented, there were several programs and activities that were aligned with the Independent Learning-Independent Campus Program.

*"... we don't have one yet, this program (Independent Learning-Independent Campus) hasn't been implemented in the English Education Department, but there are a number of activities which in my opinion are similar to the activities in the Independent Learning-Independent Campus program, for example such as KKN, PPKT or apprenticeships at schools for training to become English teachers, even now many students are involved in research with lecturers..."*

This shows that it is known that English Education already has a program similar to the Independent Learning-Independent Campus Program. The Independent Learning-Independent Campus-like activities that are already owned include activities related to teaching, community services, research, and independent studies/projects. These programs have been running in the English Education Department because they are compulsory.

In general, students in the English Education Department do more internships and research. This is because the two programs are mandatory programs for students in the English Education department as what the deputy chairman mentioned.

*"... like PPKT or teaching practice, and the report is mandatory for all students without exception..."*

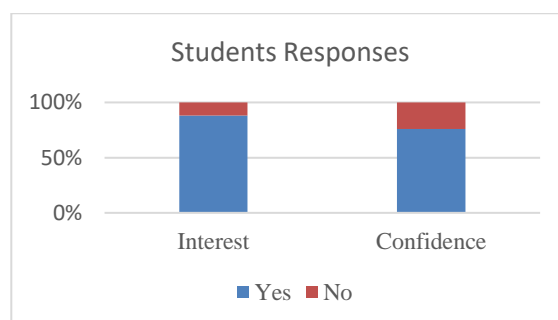
This statement means that all students, regardless of the circumstances, are required to participate in community service, teaching practice, and writing the report. Community service could include volunteering, arranging particular programs in area, especially rural area, or participating in other activities that help the local community. Teaching practice could include leading a class or tutoring, or helping out in a school or after-school program. Writing the report could include writing papers, report, or others related to the activity done by the students. The reports are usually scientific research-based. All of these activities are considered mandatory for all students, and not optional.

In conclusion, the majority of the students claim that they know the Independent Learning-Independent Campus Program, yet they also realize that there has been little to no introduction of the program at the English Education Department, let alone the implementation. Despite that, there are some programs similar to the Independent Learning-Independent Campus Program that have been implemented in the English Education Department.

### 3.1.2 The student's response

The second discussion related to the implementation of Independent Learning-Independent Campus is students' interest in participating in the Independent Learning-Independent Campus program. Interest is the first step in student participation in the implementation of the Independent Learning-Independent Campus program. Seeing the availability of a program similar to Independent Learning-Independent Campus at the English Language Education Office, the existence of the Independent Learning-Independent Campus policy issued by the government through Law Number 3

of 2020 in respect to National Higher Education Standards is not entirely new. The experience of students in carrying out activities similar to Independent Learning-Independent Campus makes the interest level of most students at a very interested level. Details of the composition of student interest in the Independent Learning-Independent Campus program are presented in the following chart.



**Figure 2.** Students' responses to Independent Learning-Independent Campus

A staggering 88% of students from the English Education Department express a keen interest in the Independent Learning-Independent Campus programme. Conversely, 12% exhibit reduced interest. This indicates a significant level of enthusiasm among students for participating. Regarding the self-confidence to participate in the Independent Learning-Independent Campus programme, 76% of students indicated confidence, while the remaining 24% lacked confidence.

Student interest in the Independent Learning-Independent Campus program is natural. Given that English Education Department students have participated in various activities outside of lectures so far, The existence of the Independent Learning-Independent Campus program does not only give freedom to carry out activities outside the campus, more than as a form of recognition of the results of activities outside as a form of learning and obtaining credits. As explained (Tohir, 2020) that Independent Learning-Independent Campus provides challenges as well as opportunities in the context of learning according to needs directly in the community.

The eight Independent Learning-Independent Campus programs offered by Dikti are of various interest to students. Based on this, it is known that internships are Independent Learning-Independent Campus activities that are most in demand by students. This condition seems reasonable considering that before the Independent Learning-Independent Campus program existed, the English Education Department had internships as part of lectures. Moreover, for Education majors, internships or work practices are mandatory activities that must be carried out by students. The internship program can be carried out for 1 semester. Internships are expected to give students adequate experience, such as direct learning in the workplace (experiential learning). Various hard skills and soft skills can be obtained through this program. Skills, in solving complex problems, as well as analytical skills are examples of hard skills that can be acquired. while soft skills are in the form of professional/work ethics, communication, and cooperation. The expectation is that students who have professional experience will be more stable as they enter the workforce and advance in their careers. Through this activity, industrial problems will flow to tertiary institutions so that updating of teaching and learning materials for lecturers and research topics in tertiary institutions will be more relevant (Merdeka, 2020). Interest in this internship is in accordance with the results of research (Sun, 2014), which shows that internships are one of the most attractive and desirable programs. Through this program, students will get hands-on experience working with professionals in their fields.

Considering that internships at Independent Learning-Independent Campus can be recognized as a form of learning of 20 credits, preparation and collaboration with partners is necessary. As based on the survey results, 24.47% of respondents stated the need to design Independent Learning-Independent Campus with partners. This result is in accordance with the results of Amir Fatah's research that partner

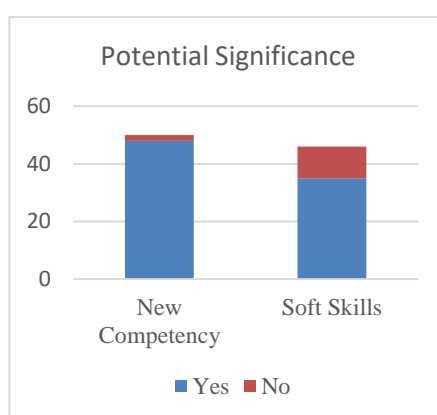
involvement must start from the planning stage to evaluation (Fatah, 2021). This is done to avoid the uselessness of internships, both for students and companies. Various benefits such as reduced operational costs and acquisition of human resources according to the field at a lower cost can be obtained by companies through apprenticeship programs. It's just that if it is not managed properly, losses will be obtained. As stated by (Baert et al., 2021), some companies do not benefit from implementing apprenticeships. Therefore (Djatnika, 2018) and (Fuadi & Aswita, 2021) emphasizes that the implementation of an apprenticeship must be complemented by preparation and ensuring the suitability of learning outcomes with the job description provided by the apprenticeship.

In conclusion, most of the students respond that they are interested in the program for various reasons related to its expected significance, their studies, and their prospective careers. Many of them are also positive that they are capable of doing the program. One of the programs that students are interested to join is the internship program.

### 3.1.3 The potential significances

The objective of the Independent Learning-Independent Campus Program Policy is to enhance graduates' soft and hard skills so that they are more equipped and more relevant to the demands of the times, preparing them to be future leaders of the nation who are superior and has individuality.. It is envisaged that adaptable experiential learning programs will enable students to develop their potential in accordance with their interests and abilities (Merdeka, 2020).

The Independent Learning-Independent Campus policy permits students to study for three semesters outside of their degree program. This flexibility will undoubtedly result in the development of skills outside the fundamental competencies of any study program. Through the implementation of Independent Learning-Independent Campus, it is expected that skills in solving difficult real-world problems, skills in analysis, professional ethics, and competences in other disciplines beyond the study program will be acquired (Merdeka, 2020). Therefore, based on the research results it is known that most students think that Independent Learning-Independent Campus provides additional competencies for students.



**Figure 3.** Potential significance of Independent Learning-Independent Campus

The results showed that in the English Education Department, 96% stated that Independent Learning-Independent Campus learning provided additional competencies, only 4% said it did not. The process of learning on an independent campus is one of the manifestations of student-centered learning which is very essential. Learning on an independent campus presents opportunities and challenges for innovation development, creativity, personality capacity, and student needs, as well as for the development of autonomy in the pursuit and acquisition of information through field experiences.

By implementing a meticulously planned and executed autonomous learning programme, students will develop their hard and soft skills significantly. This aligns with the findings of Baharuddin's research (2021), which suggests that implementing Independent Learning-Independent Campus can enhance the flexibility of the learning process in higher education institutions. An innovative and creative learning culture is fostered through the Independent Learning-Independent Campus program. The opportunity to pursue studies for one semester outside of the designated study program undoubtedly offers extra skills within the realm of science. This will enhance the graduates' repertoire of skills and talents. In addition, the favourable view regarding the advantages derived from the Independent Learning-Independent Campus program aligns with the findings of the research conducted by Rosmiati et al. (2021).

It is well recognised that the demand for talents in the professional realm extends beyond scientific disciplines to include soft skills. The primary objective of the Independent Learning-Independent Campus is to enhance both soft skills and hard talents, as per the original design. According to this research, it has been found that 76% of students believe that the Independent Learning-Independent Campus program has the capacity to develop soft skills. 24% of the respondents indicated that they did not choose any option. This demonstrates the students' enthusiasm for participating in the Independent Learning-Independent Campus initiative.

It is part of the Independent Learning-Independent Campus program to give students the opportunity to interact with more people and the environment. For example, when carrying out an internship, students are required to be able to work with a team that already has an internship. Students are also required to be able to solve problems in the field. Not only that, students' communication skills are also honed through this program. Teaching assistance carried out by most students with prospective teacher status also requires the ability to interact directly with students. This indirectly improves the soft skills of students participating in the program. This condition is in line with the results of research (Baharuddin, 2021) and (Fuadi & Aswita, 2021) that the Independent Learning-Independent Campus policy creates an innovative and creative learning culture and is ready to enter the world of work armed with qualified soft skills and decent hard skills. So that the adaptation of the curriculum to ensure that the increase in soft skills can be felt by the Independent Learning-Independent Campus program participants is a must.

In conclusion, other than providing new knowledge and experience, the students also believe that they will get the benefits from the program, especially those which they do not get from the department. Skills related to the students profile or prospective career including communication, work in a team, leadership, and other soft skills are believed to be acquired

### **3.2 Discussion**

Based on these findings, the apprenticeship program guidelines must be a concern. As stated by Baharuddin (2021), curriculum adaptation is a must. The curriculum must be able to accommodate student opportunities to gain experience working in the field but also achieve graduate learning outcomes. These results are in accordance with research results by Nanggala & Suryadi (2020) that in order to produce graduates with the expected learning outcomes and in accordance with industry needs curriculum adjustments. In addition, the success of this program also requires collaboration and the role of industrial partners. As conveyed by (Ismail, 2018), the active participation of partners is highly expected from planning to program evaluation. The quality of the program manager will determine the success of the program. How could it not be the process of learning to accomplish learning outcomes switched to the apprenticeship process in the industry under the guidance of field supervisors. The quality of the human resources in the organization as mentors and program managers will determine the outputs and competence achievements of apprentices (Niarti et al., 2022; Ruaya et al., 2022). Likewise for other Independent Learning-Independent Campus programs. Planning to evaluation must be included in the guidebook. This is important so that the Independent Learning-Independent Campus program can achieve its initial goal of launching the program. As stated by

Siregar et al. (2020), graduates are expected not only to have main competencies according to their area of expertise, but also to adapt to the community environment to solve problems with data analysis in decision making.

Stakeholders, starting from program implementers, program managers, and also partners, must play their proper roles (Niarti et al., 2022). Students as parties who get the right to study outside the campus must also take advantage of the opportunity as best as possible. As stated at the beginning that Independent Learning-Independent Campus is a challenge and an opportunity to enrich competence, so you have to be selective in choosing programs (Yulianto et al., 2022). Program managers, starting from the university to the study program level, must prepare various mechanisms, starting from the completeness of the guidebook, to the activity conversion mechanism (Rahayu et al., 2022). Clarity on the mechanism must be provided, and it must ensure that every Independent Learning-Independent Campus activity participated in by students is in accordance with the competency outcomes designed. Competence belongs to the study program (Rahayu et al., 2022). So the accuracy of selecting partners who can provide competence is a must. Therefore, partners must play a role in providing problems and space for students to explore themselves and hone their problem-solving skills. Good practices at partner places will be input for curriculum development and teaching materials in lectures.

The English Education Department needs to adjust. This saw the interest of students who were not much different from the enthusiasm. Separation of programs that allow execution is the first step. As is known, various programs such as entrepreneurship, internships, and student exchanges can be run at the English Education Department. Curriculum adjustment is the next step that must be done (Krishnapatria, 2021; Sa'diyah et al., 2022; Yusuf, 2021). Adjusting and placing courses outside the field of English Education which can be replaced with the various programs previously mentioned is a challenge. Considering that the field of English Education has various graduate achievements. However, with various schemes such as increasing the number of credits without increasing the time spent studying is an option. This is a manifestation of the right to freedom of study outside the campus for students. This means that this choice is absolute freedom (Purwanti, 2021). There is no compulsion in its implementation. Students who only want to have competence according to the field are given flexibility. Likewise for students who have other passions outside the main field must also get support. Therefore, as a final step, departments or faculties, even campuses can provide various guidebooks, standard operating procedures, and various forms for policy implementation (Abidah et al., 2020). Even though the nature of the Independent Learning-Independent Campus program is freedom, the faculty must provide mechanisms and rules (Khaeroni & Sabri, 2022; Tharaba et al., 2021). Not in order to complicate program implementation, but to discipline implementation. Clarity of rules and implementation mechanisms will provide uniformity of information. So that students' worries about losing their main competencies due to participating in the Independent Learning-Independent Campus program are no longer felt by students.

As it is known that the learning process in an independent campus is one of the embodiments of student-centered learning which is very essential (Febrianto et al., 2023). Learning on an independent campus presents challenges and opportunities for fostering innovation, creativity, capacity, personality, and student needs, as well as fostering independence in seeking and acquiring knowledge through field realities and dynamics, such as ability requirements, collaboration, real problems, social interaction, self-management, targets, performance demands and implementation (Erdi & Philip, 2022; Sarnoto et al., 2022; Suratman et al., 2023). Through the well-designed and implemented Independent Learning-Independent Campus program, students' hard and soft skills will be strongly formed. Therefore, the realization of benefits from the implementation of Independent Learning-Independent Campus must also be evaluated periodically (Batmetan et al., 2023). This is to maintain the continuity of the program. Evaluation should be carried out in stages from planning to after program implementation. The accuracy of the evaluation results will make it easier for universities to identify the role of the Independent Learning-Independent Campus program to support graduate competence achievements (Niarti et al., 2022). The continuity of cooperation with a partner is also determined by

the success of the program being implemented. Fulfillment of competence for students by partners is a must. Faculties can redesign the cooperation mechanism if it is felt that there is a discrepancy in the program output. Likewise with partners, their active role in evaluating the suitability of the quality of students to work in the industry must be considered. An apprenticeship program that should provide benefits should not end up becoming a burden. Partners must ensure that human resources carrying out the Independent Learning-Independent Campus program can contribute sustainably. This is in accordance with the results of research (Baert et al., 2021) that the potential benefits of the Independent Learning-Independent Campus program can be destroyed in the absence of proper management.

#### 4. CONCLUSION

Based on the results of this study, it can be concluded that the majority of students admit to knowing the Independent Learning-Independent Campus Program, but they are also aware that there has not been an introduction to the program at the Department of English Language Education, let alone its implementation. Nonetheless, many students are attracted to this program for various reasons regarding its expected significance, their studies, and future careers. The majority of them also believe that they are capable of carrying out this program. In addition to gaining new knowledge and experience, students also believe that they will benefit from this program, especially those they don't get from the department. Skills related to a student's profile or their future career, including communication, teamwork, leadership, and other skills, are believed to be acquired through this program.

Several recommendations can be given to improve understanding and implementation of the Independent Learning-Independent Campus Program at the Department of English Language Education. For example, the Department of English Language Education should make a better effort in introducing the Independent Learning-Independent Campus Program to students. This can be done through information sessions, seminars or other activities aimed at introducing the benefits and potential of the program. Providing adequate training and preparation for students before they undergo the Independent Learning-Independent Campus Program is essential. This can include relevant skills, such as time management, self-development and self-study skills. Additionally, it is imperative to foster the growth of students' soft skills, such as communication, teamwork, and leadership, by means of the Independent Learning-Independent Campus Programme. The department can offer the essential assistance and direction to encourage the growth of these abilities and carry out regular assessments of the Independent Learning-Independent Campus Programme while gathering input from students. The findings of this assessment can be utilised to enhance and refine the program to cater to students' requirements and anticipations.

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