

BLENDED LEARNING OF INDONESIAN LANGUAGE BASED ON MERDEKA LEARNING INDEPENDENT CAMPUS AND CREATIVE ECONOMY

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BLENDING LEARNING OF INDONESIAN LANGUAGE BASED ON MERDEKA LEARNING INDEPENDENT CAMPUS AND CREATIVE ECONOMY

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ABSTRACT

Blended Learning Indonesian based on Merdeka-Belajar Kampus Merdeka-(MBKM) and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang needs special attention. This is motivated by post-covid conditions—requiring student adaptation-- to an effective face-to-face learning situation. More than that, the advantages of *blended learning* are the latest effective learning solutions. This study aims to explain the implementation of lectures and evaluate *Blended Learning* Indonesian at the Faculty of Economics—majoring in Accounting and Management, University of Muhammadiyah Semarang. *Blended Learning* Indonesian be carried out through the stages of MBKM -- planning, implementing, and evaluating learning -- with creative economy content. These three stages are carried out to obtain maximum learning results. The subjects of the study were 254 fifth-semester Management students and first-semester Accounting students who were taking Indonesian courses. This study is descriptive statistical research. Data collection is carried out by filling in instruments using *Google Forms*. Data processing is carried out by comparing the percentage of the tendency of each student's answer. The results showed that *Blended Learning* Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang was implemented effectively. In the future, *blended learning* in Indonesian be an effective solution and a new breakthrough in independent learning.

Keywords: *Blended Learning Indonesian, Merdeka Belajar Kampus Merdeka, and Creative Economy*

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INTRODUCTION

The development of education along with the development of technology has become a rhythm that cannot be contained anymore (Mebratu, 1998). For example, the development of computerized technology without borders. Quoting the opinion of Airlangga Hartanto, minister of Industry of the Republic of Indonesia, that the current government's policy is in the form of implementing the Making Indonesia 4-0 road map. One of the targets of this program is to make Indonesia into the top 10 countries that have the strongest economy in the world by 2030 (Wardoyo et al., 2021).

Listening to this, higher education as a means of developing themselves contributes to and plays an active role in it (Berk, 2015). This active role is illustrated in learning that makes students an orientation carried out by forming a more interactive, interesting, and varied learning system (Rizky & Clara, 2019). With more interactive, interesting, and varied learning, there is an increase and development of learning quality. It is supported by effective systems, flexible systems, and systems-oriented toward technological development (Gomes, 2015).

To clarify the theoretical basis used, it is necessary to present a literature study on *blended learning* Indonesian, Merdeka Belajar Kampus Merdeka, and the creative economy.

1. Blended Learning Indonesian

Blended learning is one system that can facilitate student learning with more flexibility, variety, and high understanding. Students can study anywhere and anytime without being limited by distance, space, and time. Lecture material becomes more varied, not only in verbal form but more varied displays such as visual, audio, and motion (Elyas, 2018).

Issues such as change management, accessibility, student-centered approaches, and access and reliability of technology have an impact on the quality of learning opportunities supported by blended learning (Pangondian et al., 2019). The supporting factors in it have a major influence on the success of the implementation of blended learning. The more directed and controlled use of technology is increasingly impactful on the quality of learning.

Effectiveness, flexibility, and orientation to the development of learning quality can be done by utilizing technology and combining face-to-face meetings, or called blended learning (Iwinskyah, n.d.). In this sense, blended learning is a combination of face-to-face learning with maximum use of technology.

As a solution, currently, blended learning is done in various ways. One way is to vary computer-based learning with online learning. Both were selected for existing advantages (Kristina et al., 2020). With such variations, students can take advantage of existing situations, conditions, combinations, and the relevance of learning. Students can benefit positively from this combination of learning.

There are various blended learning that can be applied to learning including (1) the flipped classroom model, (2) the enriched virtual model, (3) the individual rotation model, (4) the flex model, and (5) the a la carte model (Dewi, 2019). The first type of blended learning the flipped classroom model is a combination of virtual and face-to-face learning models simultaneously. Lecturers give time for independent study to students. In this type, students can set the rhythm of study time. The second type of blended learning the enriched virtual model is carried out by students meeting with lecturers, not every day (Staker & Horn, 2012). Students complete assignments independently or in groups. Blended learning is the third type of individual rotation model. This type is different from others. The material presented adjusts the student algorithm. Students can have a special schedule that is tailored to the programmatic material. The fourth type of blended learning the flex model is a self-learning model with modules that have been provided. The fourth type of blended learning the flex model is learning with group work practices, exercises, and collaboration. The fifth blended learning a la carte model emphasizes the selection of material from students. They are free to carry out the learning process as needed. In this type of blended learning, student learning independence occurs because it is not limited by space and time.

Blended learning in this case is applied to Indonesian courses. Indonesian course is a general course in every study program in higher education. All universities are required to carry out lectures in Indonesian. Including at the Faculty of Economics, University of Muhammadiyah Semarang. At the Faculty of Economics, Indonesian courses are plotted in the first semester of the accounting study program and in the fifth semester of the Management study program. This is faculty policy. Because it is a course taught in each study program, blended learning Indonesian needs more attention.

Blended Learning Indonesian at the Faculty of Economics is presented in concrete activities which include the following.

- (1) Students and lecturers conduct lectures with agreed activities;
- (2) Students and lecturers conduct lectures with existing facilities without having to meet special requirements such as face-to-face;
- (3) Students and lecturers do other tasks in accordance with the existing lecture gaps;
- (4) Students and lecturers learn by working on the go at one time;
- (5) Students and lecturers agree to conduct lectures outside the schedule if the situation is urgent;
- (6) Students and lecturers can communicate lecture materials and connect them according to existing social conditions;
- (7) Students who miss assignment presentations during lectures use recordings to be sent and given assessments by lecturers;
- (8) Students and lecturers who are absent from lectures can effectively replace them at other hours;
- (9) Lecturers can conduct assessments around the clock without being limited by the learning context.

2. Independent Learning Independent Campus and Creative Economy

The variety of learning used interchangeably in *blended* learning is the first step in learning media Merdeka Belajar Kampus Merdeka (Yamin, n.d.). If traced from the etymological concept that Merdeka Belajar Kampus Merdeka can be explained as freedom of learning with fun media, not burdensome, and does not reduce independence in learning (Sudaryanto et al., 2020).

The combination of learning--*blended* learning-- here is applied to learning Indonesian principle of Merdeka Belajar Kampus Merdeka. *Blended Learning* Indonesian based on Merdeka Belajar Kampus Merdeka at the Faculty of Economics prepares students to be able to apply the concepts contained in the principles of Merdeka Belajar Kampus Merdeka (Susilawati, 2021). These principles include (1) student exchanges—in this case students; (2) internships/work practices; (3) teaching assistance in educational units; (4) research; (5) humanitarian projects; (6) activities/entrepreneurship; (7) independent studies/projects; and (8) building thematic villages/real work lectures.

Merdeka Belajar Kampus Merdeka, commonly referred to as MBKM, can be realized in blended learning covering these eight aspects.

Related to that, the Merdeka Belajar-Kampus Merdeka policy is in line with the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards. According to Sudaryanto (2020: 79), the regulation was implemented by a number of related parties, including universities, faculties, study programs, students and partners. This policy for students can be in the form of the following items: (a) can take credits outside of college for a maximum of 2 semesters or equivalent to 40 credits and (b) can take credits in different study programs at the same university as much as 1 semester or equivalent to 20 credits.

This policy can be used by students more practically realize it. Creative economy, commonly abbreviated as *kraft*, is interpreted as creativity in economic development which has the following criteria: (1) having intellectual creation; (2) easy to replace; (3) direct and indirect distribution; (4) promoting cooperation; (5) idea-based; and (6) has no limitations. These creative economy criteria are contained in PP no. 24 of 2022.

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¹⁸ Based on this understanding, it is necessary to study more focus on *Blended Learning* Indonesian based on Independent Learning, Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang¹ which includes:

1. How is the planning of *blended learning* Indonesian based on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang?³
2. How is the implementation of *blended learning* Indonesian based on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang?³
3. How is the evaluation of *blended learning* based on Indonesian on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang?

From the three focuses of the study, research objectives can be described which include:

1. Analyzing the concept of *blended learning* planning Indonesian based on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang.¹
2. Analyzing the implementation of *blended learning* Indonesian based on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang.¹
3. Analyzing the evaluation of *blended learning* Indonesian based on *Merdeka Belajar Kampus Merdeka* and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang.¹

METHOD

This study used descriptive statistical methods. Descriptive statistics are intended here to describe data or ¹⁷ make a summary of data at an early stage (Sugiyono, 2013). Statistics are used to analyze the data that has been collected, and described in the actual research results. This method is simplified by using data diagrams.¹²

This opinion is in line with Murtianto (2017), that data collection can be done in various settings,²² various sources, and in various ways. This makes data collection and analysis perfect.

The subjects of this study were students of class A1 and class A2 of the Accounting study program and classes A1, A2, and A3 of the Management study program. The taking of research subjects is based on the criteria of the researcher. This criterion is based on the situation and conditions that occur. The student is currently studying Indonesian (Milenia, 2020).

The steps taken in this study include the following eight stages.

- (1) Determination of research subjects using student attendance or attendance at lectures in Indonesian.
- (2) The preparation of instruments is carried out based on predetermined criteria, namely *blended learning* based on independence, and independent campus learning with all its elements.
- (3) After instrument validation, questionnaire filling is carried out using *google form*

- (4) The results of the questionnaire/instrument processing were carried out data analysis using a percentage of each answer item.
- (5) The processed data is interpreted using predetermined interpretive analysis signposts.
- (6) The results of the data analysis are concluded and interpreted into the final conclusion
- (7) Data interpretation is carried out by confirming the results of research to research subjects to increase the percentage of interpretation correctness while minimizing the percentage of errors in research.
- (8) The conclusion of data processing becomes the final conclusion of the study with appropriate interpretation.

With these stages—through eight aspects—data is collected, analyzed, and interpreted into research results. Furthermore, the data is interpreted into actual research results.

RESULTS AND DISCUSSION

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is carried out variously—face-to-face and online combined learning, learning using IFE, and learning using other auxiliary media. From several media used, if constrained, it is necessary to make an agreement between students and lecturers. This is to obtain effective solutions in learning.

Research on the topic of Blended Learning Indonesian Based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, the University of Muhammadiyah Semarang with the subject of 3 regular S1 Management students and 2 Accounting S1 students provides results that can be described into the following aspects (1) introduction, (2) objectives, (3) implementation, (4) steps, (5) material, (6) references, (7) assessments, and (8) final evaluations. Of the eight aspects studied, it can be explained as described below.

1. Introductory Aspect

The introductory aspect contains an introduction that takes information related to the frequency of student meetings with lecturers, rules for starting lectures, and politeness in behaving in following Blended Learning based on Independent Learning Independent Campus and Creative Economy Indonesian courses at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from the preliminary aspect combined with intellectual creation can be described as follows.

Diagram 1

In Blended Learning Indonesian based on MBKM and Creative Economy, students meet lecturers based on the following conditions!

Blended Learning of Indonesian Language Based on Merdeka Learning Independent Campus and Creative Economy

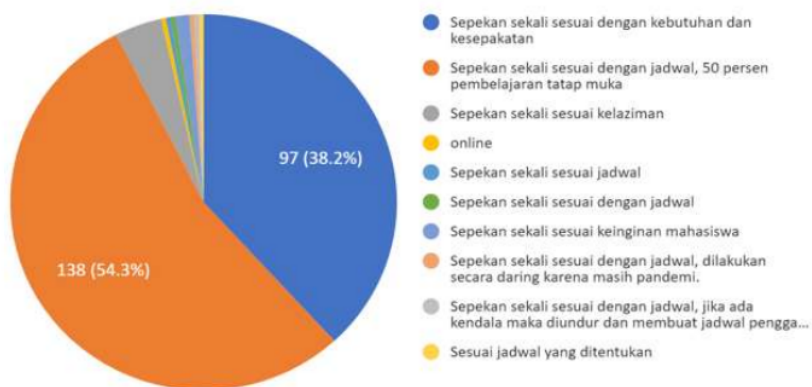
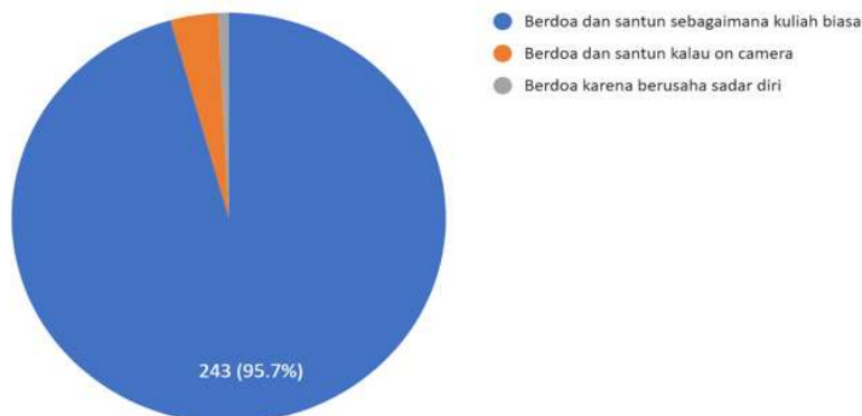


Diagram 2

In Blended Learning Indonesian based on MBKM and Creative Economy, students and lecturers start lecture activities with...



2. Objective Aspect

The objective aspect contains the objectives of blended learning and the nature of the implementation of Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from the aspect of objectives combined with the easily replaceable nature of the creative economy can be described as follows.

Diagram 3

Blended Learning Indonesian based on MBKM and Creative Economy is still implemented in any situation because...

Blended Learning of Indonesian Language Based on Merdeka Learning Independent Campus and Creative Economy



Diagram 4

Blended Learning Indonesian based on MBKM and Creative Economy is held in all study programs due to...



3. Implementation Aspects

The implementation aspect contains learning conditions, learning media, the composition of learning implementation, and links with other courses in Blended Learning Indonesian based on Independent Learning Independent Campus Learning and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from the implementation aspect combined with this indirect direct distribution can be described as follows.

Diagram 5

Blended Learning Indonesian based on MBKM and Creative Economy is carried out conditionally with consideration...

Blended Learning of Indonesian Language Based on Merdeka Learning Independent Campus and Creative Economy

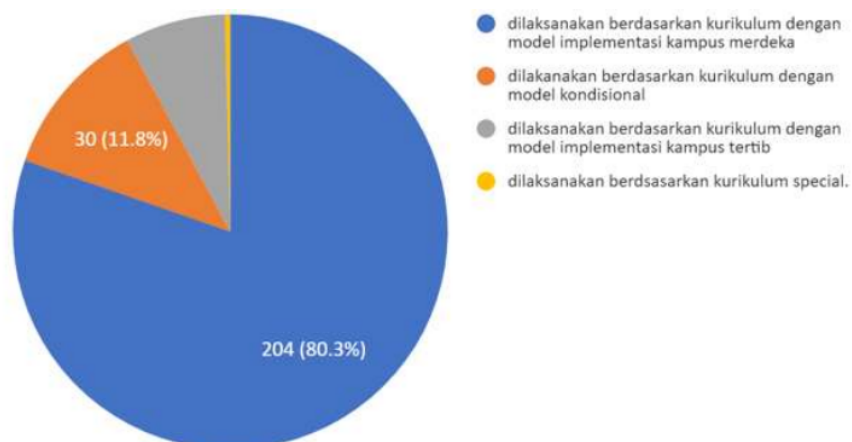


Diagram 6

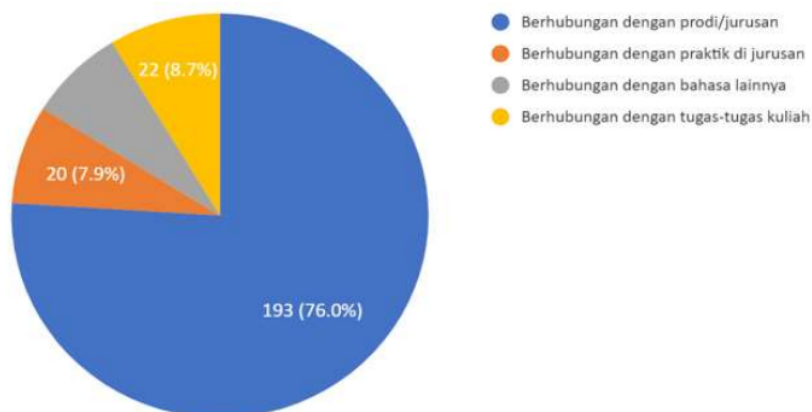
The implementation of MBKM-based Blended Learning Indonesian and Creative Economy is simply carried out using the use of...



Diagram 7

The implementation of MBKM-based Blended Learning Indonesian and Creative Economy is supported by other courses with the following criteria.

Blended Learning of Indonesian Language Based on Merdeka Learning Independent Campus and Creative Economy



4. Aspects of Learning Steps

The aspect of learning steps contains supporting learning steps, basic student abilities, learning procedures, and consequence steps, in Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy with indirect direct distribution at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from aspects of learning steps and indirect direct distribution can be described as follows.

Diagram 8

The steps of Blended Learning Indonesian based on MBKM and Creative Economy are supported by...

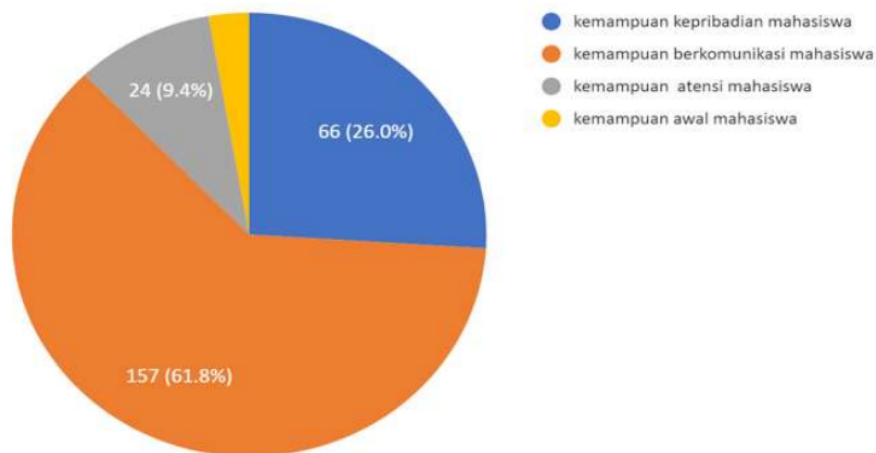


Diagram 9

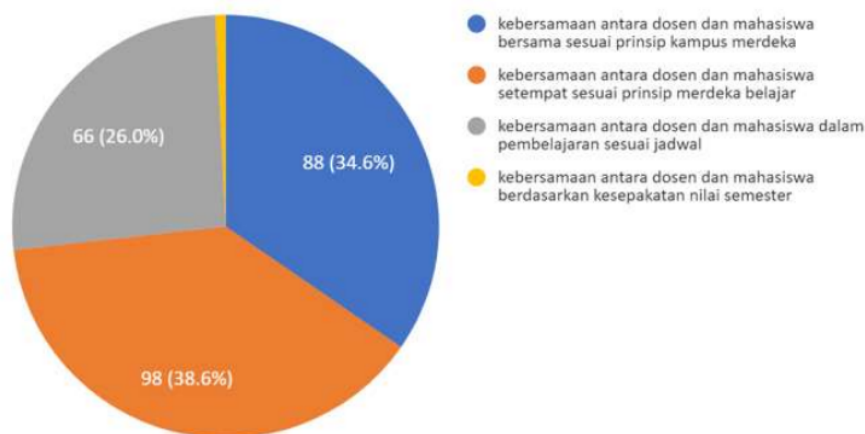
In Blended Learning Indonesian based on MBKM and Creative Economy, students should have the basic skills to...

Blended Learning of Indonesian Language Based on Merdeka Learning Independent Campus and Creative Economy



Diagram 10

Blended Learning Indonesian based on MBKM and Creative Economy can be done based on consequences....



5. Aspects of Learning Materials

The learning material aspect contains provisions for learning materials, character texts in learning, direct language practice, standardization of learning materials, the synergy of Blended Learning materials based Indonesian on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from aspects of learning materials and indirect direct distribution can be described as follows.

Diagram 11

Blended Learning Indonesian based on MBKM and Creative Economy should refer to standard texts that have a characteristic...



Diagram 12

Blended Learning Indonesian based on MBKM and Creative Economy studies the material with the provision of...



6. Reference Aspect

The reference aspect in learning contains reference standards in learning, forms of learning references, validation of learning references, linkages of learning references, and reference sources for Blended Learning Indonesian based on **Merdeka Belajar Kampus Merdeka** and Creative Economy at **the Faculty of Economics**, University of Muhammadiyah Semarang. The results of data collection from the aspect of learning references by advancing this collaboration can be described as follows.

Diagram 13

Reference Blended Learning Indonesian based on MBKM and Creative Economy should be....

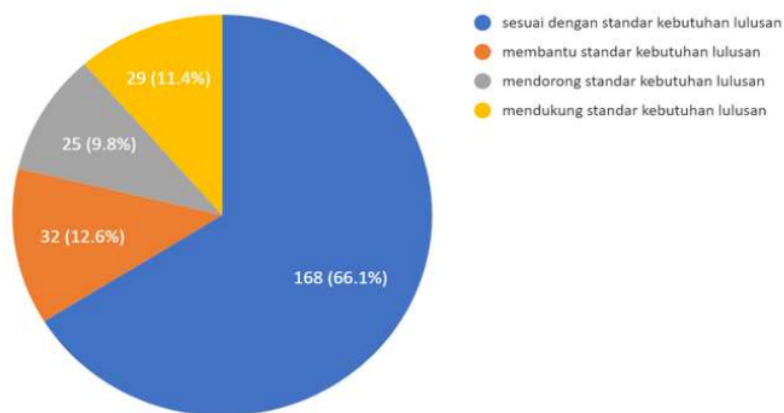


Diagram 14

References to Blended Learning Indonesian based on MBKM and Creative Economy should be in the form of....



7. Valuation

The assessment aspect of learning contains an evaluation system in learning, how to evaluate learning, the basis for learning evaluation, and the implementation of *Blended Learning* learning evaluation Indonesian based on **Merdeka Belajar Kampus Merdeka** and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang. The results of data collection from aspects of assessment in learning based on this idea can be described as follows.

Diagram 15

The assessment of Indonesian courses in *MBKM-based Blended Learning* and Creative Economy should be carried out by...

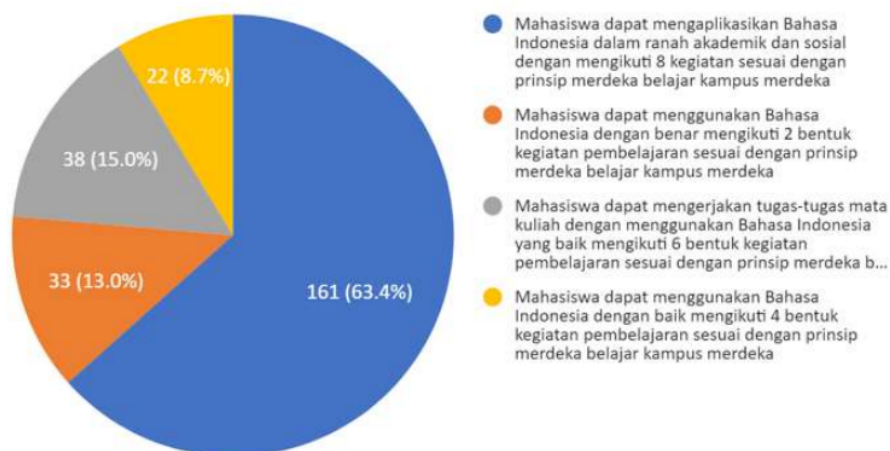


8. Final Evaluation

The final evaluation aspect in learning contains evaluation success standards in learning, learning evaluation principles, and academic principles in *Blended Learning* Indonesian based on **Merdeka Belajar Kampus Merdeka** and Creative Economy at **the Faculty of Economics**, University of Muhammadiyah Semarang. The results of data collection from the final evaluation aspect in learning with aspects that do not have this limitation can be described as follows.

Diagram 16

Blended Learning Indonesian based on MBKM and Creative Economy is declared successful if...



Discussion

Based on the results of research and data analysis described in these diagrams, the eight aspects can be interpreted as follows.

1. *Blended Learning* Planning

Blended Learning planning consists of (1) *Blended Learning* Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is carried out once a week by remaining orderly in starting lectures and behaving politely during lectures. This means that *Blended Learning* Indonesian based on Merdeka Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang will continue as scheduled; (2) *Blended Learning* Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has aspects of objectives containing the objectives of *blended learning* and the nature of learning implementation. The purpose of *Blended Learning Indonesian* is oriented towards noble learning goals and learning is still carried out by all study programs including the Accounting Study Program and Management Study Program. The implementation of *blended learning in Indonesian* of them continues to carry out learning activities under any conditions. This means that learning is still carried out in a *blended* manner to maintain the health and safety of students and lecturers and carry out learning activity programs according to the objectives.

Blended Learning Indonesian the planning stage contains the principles of Independent Learning Independent Campus which includes (1) student exchanges—in this case, students; (2) internships/work practices; (3) teaching assistance in educational units; (4) research; (5) humanitarian projects; (6) activities/entrepreneurship; (7) independent studies/projects; and (8) building thematic villages/real work lectures. *Blended Learning* Indonesian the planning stage is also based on Creative Economy criteria including (1) having intellectual creation; (2) easy to replace; (3) direct and indirect distribution; (4) promoting cooperation; (5) idea-based; and (6) has no limitations;

2. Implementation of *Blended Learning*

The implementation of *blended learning* consists of (1) *Blended Learning* Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has implementation aspects containing learning conditions, learning media, and composition of learning implementation, related to other courses. It can be understood that the *Blended Learning* that is implemented still meets

the implementation aspect. The existing learning conditions remain principled on the provision of media, the composition of learning implementation, and the relationship between one course and another in the Accounting and Management study program. The implementation of *Blended Learning* Indonesian based on Merdeka Belajar Kampus Merdeka meets conditional requirements, media, composition, and linkages with other study programs still receives great attention from students. (2) *Blended Learning* Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has aspects of learning steps containing supporting learning steps, basic student abilities, learning procedures, and consequence steps in learning.

The aspect of the steps in *Blended Learning* Indonesian is successfully supported by students' communication skills. In addition, students' basic skills in formulating problems are needed. The *Blended Learning* Indonesian procedures based on Merdeka Belajar Kampus Merdeka and Creative Economy are carried out by paying attention to the opening procedures, material analysis with students, and closing. These learning steps are successfully implemented based on learning principles of togetherness between students and lecturers.

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has aspects of learning materials containing provisions for learning materials, text characteristics in learning, direct language practice, standardization of learning materials, the synergy of learning materials. The material aspects of *Blended Learning* Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy are based on the local campus/college curriculum. The content of the course material is based on Indonesian on Merdeka Belajar Kampus Merdeka and Creative Economy teaches knowledge and language in a balanced manner. Internship/work practice programs with polite language as part of learning Indonesian carried out by supporting student performance. The terms accounting and management are given to students to support the internship program as part of the context of independent campus learning. The context of the language material given in lectures has relevance to facilitate the learning of other courses.

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has reference aspects in learning containing learning reference standards, learning reference forms, validation of learning references, learning reference linkages, and learning reference sources. The reference aspects in the Merdeka-based Indonesian Learning Independent Campus and Creative Economy courses at the Faculty of Economics, University of Muhammadiyah

Semarang are adjusted to the standard needs of graduates both as accountants and managers. The needs of graduates become the basis for learning references. References in this course are in the form of reference books and supporting books preferably published in the last two years. This book supports the learning of Accounting and Management study programs. The results of the study also reference that the reference books used were written by Indonesian lecturers who pay attention to the needs of local study programs.

In the implementation of *Blended Learning* Indonesian each stage is carried out with the development of Merdeka Belajar Kampus Merdeka as the following principles (1) student exchanges—in this case, students; (2) internships/work practices; (3) teaching assistance in educational units; (4) research; (5) humanitarian projects; (6) activities/entrepreneurship; (7) independent studies/projects; and (8) building thematic villages/real work lectures. *Blended Learning* Indonesian the implementation stage is also based on Creative Economy criteria including (1) having intellectual creation; (2) easy to replace; (3) direct and indirect distribution; (4) promoting cooperation; (5) idea-based; and (6) has no limitations;

3. Evaluation of Blended Learning Implementation

Evaluation of the Implementation of Blended Learning consists of (1) The implementation of Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has assessment aspects in learning containing an evaluation system in learning, how to evaluate learning, the basis for learning evaluation, and the implementation of learning evaluation blended.

The evaluation system in the Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is carried out by Indonesian lecturers by paying attention to the evaluation system of the Accounting and Management Study Program.

The evaluation method on Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is one of them by recording student assignments and activities during lectures. It is these records that provide valid data.

The basis for evaluation on Blended Learning Indonesian based on Merdeka Learning Independent Campus and Creative Economy at the Faculty of Economics, the University of Muhammadiyah Semarang on the tasks and responsibilities carried out by students during lectures in the semester in question.

The evaluation time on the Blended Learning Indonesian based on Merdeka Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is carried out every time the assignment is completed. This is so that there is harmony between values and actual conditions. In addition, anticipate students in completing assignments with the help of other parties.

(2) Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang has a final evaluation aspect in learning containing evaluation success standards in learning, learning evaluation principles, and academic principles in learning.

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is declared successful if students can apply Indonesian in the academic and social realms. This can be realized in student conversations during the presentation of coursework and when asking lecturers, as well as when communicating with fellow students in a blended manner.

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is declared successful if students participate in eight learning activities in accordance with the principles of Merdeka Belajar Kampus Merdeka. The eight learning activities are adjusted to (1) graduate competency standards, (2) content standards, (3) process standards, (4) assessment standards, (5) lecturer and education staff standards, (6) facilities and infrastructure standards, (7) management standards and (8) financing standards. The eight standards underlie the principles of blended learning carried out. The final evaluation of the success of the Independent Campus Independent Learning Indonesian-based Blended Learning at the Faculty of Economics, University of Muhammadiyah Semarang was declared successful according to academic principles if students could use oral and written Indonesian in accordance with linguistic rules in social and academic varieties.

CONCLUSION

Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang starts from learning planning, learning implementation, and learning evaluation. These stages actually answer the problems of (1) Planning for Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang; (2) Implementation of Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang; and (3) Evaluation of

Blended Learning Indonesian based on Independent Learning Independent Campus and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang.

In this study, it is proven that there are 63.4% of students can apply Indonesian in the academic and social domains according to the principles of Independent Learning, Independent Campus, and Creative Economy (diagram 16). Thus, Blended Learning Indonesian based on Merdeka Belajar Kampus Merdeka and Creative Economy at the Faculty of Economics, University of Muhammadiyah Semarang is effective and solutive.

Suggestion

There is no single answer to every question in the instrument given by students 100%. This means that blended learning is carried out because of campus programs and is an adaptation to face-to-face learning.

As a suggestion in this study, learning is carried out blended or using face-to-face and online with percentages as needed. Blended Learning is an effective solution for Accounting and Management student learning for Indonesian lectures so that students can take advantage of the sidelines for knowledge provision and internships.

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