

CHAPTER II

LITERATURE REVIEW

A. Freedom of Learning – Independent Campus (MBKM)

1. The Description of MBKM

The Independent Campus (MBKM) is part of the Freedom to Learn policy initiated by Nadiem Makarim, Minister of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia. MBKM allows students to study outside of their school and receive credit for learning. With this ability, students will have the opportunity to develop their abilities according to their skills and interests by entering the world of work or society with the intention of preparing for future work (Kemendikbud, 2020).

The Independent Campus (MBKM) offers 8 forms of off-campus learning activities, namely: 1) Internship, 2) Independent Study, 3) Student Exchange, 4) Teaching Assistance in Education Units, 5) Research 6) Humanitarian Projects, 7) Entrepreneurial Activities, 8) Building Villages/Real Work Classes Thematic (Kemendikbud, 2020).

2. Types of MBKM Activities

The types of learning activities in the implementation of MBKM curriculum based on Minister of Education and Culture Regulation No. 3 of 2020 Article 15 paragraph 1 can be carried out inside the Study Program and outside the Study Program including:

a. Student Exchange

The student exchange that we are most familiar with is international student exchange, that is, in collaboration with university partners in other countries. Student exchange included in this type of MBKM implementation program is student exchange that includes student exchange at home and abroad in collaboration with domestic and foreign university partners. According to the Minister of Education and

Culture Regulation No. 3 (2020), student exchanges are held to form several student attitudes, namely respecting the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings; and work together and have social sensitivity and concern for society and the environment.

b. Internship/work practice

Internship in general can be seen as a short-term practical work experience where students receive a particular field of interest (Saputra & Jalinus, 2020). Internships can provide benefits to students or recent graduates, such as improving technical and social skills, creating a professional network, adding work experience and assistance in preparing to enter the world of work. In addition, educational programs also provide benefits to businesses or companies, such as increasing productivity, improving employee quality, and helping potential employers recruit qualified candidates. In carrying out an internship program in a company, it would be better if students were given the opportunity to carry it out for a long period of time. Companies that accept internships also state the same thing, where short-term internship programs only interfere with the activities of workers in the industry and are less useful for students. For this reason, the MBKM curriculum implements an internship program for 1-2 semesters where students will gain sufficient experience and direct learning in the workplace.

c. Teaching Assistance Program

Educational activities in the form of teaching assistance are done by students in school departments such as elementary, middle and high schools. Schools where teaching practices may be located in urban or rural areas. The main purpose of this program is to give students the opportunity to teach and improve their knowledge through direct work as teachers in schools.

d. Humanitarian Project

As revealed by the Ministry of Education and Culture (Kemendikbud, 2021) humanitarian Project is involved in environmental protection, taking care of flood victims, participating in social organizations and neighborhood presence.

e. Research and Development

Research and development is taking a role or being involved by the lecturer in conducting study. Although independently they get the task to make research that will be outlined in scientific work in the form of a thesis. Study able to increase the critical power of students towards the environment in which they are stay.

f. Entrepreneurship Program

Quoting research from the IDN Research Institute (Putra Utomo, 2019), 69.1% of millennials in Indonesia have an interest in entrepreneurship. The MBKM program has implemented a policy to promote the development of Indonesian millennials at the student level to participate in this business program. With the establishment of this program, students have the opportunity to develop their business in time and lead it. When students are successful in these efforts, automatically the problem of unemployment among undergraduates can be solved gradually. Based on (B. Sari & Rahayu, 2020) the entrepreneurship education course on the entrepreneurship interest of the students of the economics education program, faculty of teaching and education, FEB UPI YAI Jakarta shows that entrepreneurship education has an impact on the entrepreneurship interest of FEB UPI YAI. Students of the economics program, entrepreneurship education has a positive effect on students' interest in entrepreneurship and strong style.

g. Studi Independen/Project

Studi Independen/Project is an activity within the MBKM program that is intended for students to develop through activities outside of the curriculum. This work can be done in the form of a transdisciplinary

group project. The purpose of this program is to bring students' ideas to life in the development of new products that can improve the success of students nationally and internationally.

h. Projects in Villages/Thematic Social Work Internship (KKNT)

The program of KKNT is conducted in collaboration with the Ministry of Villages PDDT. The program is conducted in underdeveloped, underdeveloped and developing countries. Through this program, it is intended to enhance the soft skills and leadership abilities of students to manage development programs in rural areas. In addition, the presence of students should help increase development in the countryside by making students contribute to ideas and educated workers.

B. Studi Independen Program

1. Definition of Studi Independen Program

Studi Independen/Project is an activity within the MBKM program that is intended for students to develop through activities outside of the curriculum. This work can be done in the form of a transdisciplinary group project. The purpose of this program is to bring students' ideas to life in the development of new products that can improve the success of students nationally and internationally. Studi Independen/projects can be a complement or substitute for courses that must be taken. The equivalence of studi independen activities into courses is calculated based on the contribution and role of students as evidenced in activities under the coordination of the supervisor (Kemendikbud, 2020). As for its implementation outside the education unit, this independent study can be carried out at the English Village of Parit Baru. The locations where independent studies are conducted include remote and urban areas. There are no regional limitations in the implementation of this program.

2. Procedure of Studi Independen Program

Here are the procedures that researcher adopted from Guidebook of MBKM Director General of Higher Education Ministry of Education and Culture, (Kemendikbud, 2020):

a. College

- 1) Provision of a team of accompanying lecturers for an independent project submitted by a team of students according to the expertise of the project topic submitted independently.
- 2) Facilitate the formation of an independent project team consisting of interdisciplinary students.
- 3) Assess the feasibility of the proposed independent project.
- 4) Organizing guidance, mentoring, and in-process training independent projects run by student teams.
- 5) Organize evaluation and assessment of independent student projects to be equated into relevant courses (SKS).

b. Student

- 1) Obtain the approval of the Academic Advisor (DPA).
- 2) Make a proposal for cross-disciplinary Independent Study activities.
- 3) Improve Independent Study activities.
- 4) Producing products or participating in national level competitions or international.
- 5) Prepare activity reports and submit reports in the form presentation.

C. Game Based Learning

Game-based learning is a learning method that utilizes games or game principles as a means to achieve specific learning goals. Game-based learning is a method for acquiring new concepts and skills through digital and non-digital use game (Grace, 2019). Problem solving skills are essential for adaptation to society, and Game-based learning has emerged as the best methods to improve those skills. Learning through interactive sessions helped students learn more and improve their cognitive problem-solving skills. This in

line with statement from (Boctor, 2013) notes that the learning process associated with adventure games can improve the general abilities of players ability to identify solutions to problems. Based on the definitions from experts, game-based learning is a learning method that utilizes games or game principles as a means to achieve specific learning goals. In game-based learning, students are presented with situations or problems related to the learning and are asked to find solutions or answers through games or simulations created for that purpose. The main goal of game-based learning is to increase student motivation and engagement in learning, as well as providing an authentic and safe learning experience.

According to (Boctor, 2013) the process game-based learning approach supports learning consisting of two steps: First, games can motivate students to combine knowledge from various disciplines and utilize it in the decision-making process; and secondly, students can test how the outcome of the game changes based on the choices and decisions they make. Based on that, we can conclude that the game-based learning allows students to communicate with other participants and discuss game-related moves; this improves coordination which, in turn, improve social association skills. This method is believed to enhance students' understanding and skills in a particular field in a more interactive and enjoyable way.

D. True and False Game

1. Definition of True and False Game

True and False Game is a game where players have to answer a series of statements by determining whether the statements are true or false (Ramadani *et al.*, 2013). The statements can be anything, from historical facts, science, sports, entertainment, and more. Usually, in this game, each player is given time to think about their answers before all players take turns giving their answers for each given statement. Then, the correct answers will be revealed, and players who answer incorrectly must exit the game or lose points. The True and False game is usually played in groups, such as in

class or with family, but it can also be played online or through gaming applications. It is a fun and educational game that can help improve students' knowledge and critical thinking skills in distinguishing between facts and errors. Research on the "True and False" game has not been extensively conducted by experts. However, some studies have been conducted regarding the game's impact on players' cognitive abilities and knowledge.

However, it should be noted that the results of these studies may be limited to certain populations and cannot be generalized to other populations. In addition, the results of these studies may be influenced by factors such as game design, game duration, and evaluation methods used. Overall, although there is limited research conducted on the "True and False" game, existing studies show that the game can improve players' knowledge and cognitive skills, particularly in the student population. However, more research is needed to identify the factors that can make this game more effective and beneficial for students.

2. The Implementation of True and False Game

a. Learning Implementation Procedures and Games

- 1) The first tutor reflected on the previous week's lesson and then came up with an idea to implement True and False games in learning at the English Village of Parit Baru.
- 2) Tutors divide tasks to make lesson plans, worksheets, and teaching media that are suitable for implementing True and False Game.
- 3) When the learning and teaching day arrives, the first tutor opens the lesson and delivers learning materials such as animals or plants.
- 4) After the material is delivered, the implementation of the True and False Game begins.
- 5) After playing using the True and False Game, students are directed to fill in a number of questions in the worksheet to find out if there is an improvement after learning to use the true and false game.

- 6) After a series of activities is completed, learning is complete and students may go home.
 - 7) The tutor group discusses evaluating and checking the value of students' answers in the worksheet in order to get conclusions and reflections on the activities and methods used in learning.
- b. Procedure for playing True and False Game
- 1) Students are formed in several groups consisting of 4 to 5 people in the group.
 - 2) Each group is given a piece of paper written True and False which will be used later to represent their answers.
 - 3) After that the teacher explains how to play the True and False Game, namely: every one question is finished each group member takes turns answering so that everyone feels a contribution to learning, how to answer the questions is to use paper that says True and False, in answering the questions it is possible to discuss in groups but may not discuss with friends from different groups, the group with the higher points will be the winner.
 - 4) After the rules of the game are explained, the game begins.
 - 5) The teacher reads a statement and after 10 seconds each group answers with true or false answers.
 - 6) After all question have been done played the game was finished.

E. True and False Game for Effective Learning

True and false game is a game that can be played in groups or individually. True and false games are played with questions given by the tutor to students with True or False answers. The procedure that will be carried out in this study is to form several groups of English village students and tutors ask questions and students answer questions by answering True or False and this is done by the person at the forefront of the group and carried out in turns with friends in the group until everyone feel the answer to the question. This game can motivate students to learn English in a fun, effective and interactive way.

In this game, students will be given a statement about a certain topic, and they must determine whether the statement is true or false.

Games true and false can be a very useful teaching technique for positive effects on students' interest, motivation and fun learning to learn English (Ramadani *et al.*, 2013). Learning using playing methods such as True and False games can make students' conditions change. Changes that occur can touch three aspects, namely cognitive, affective and psychomotor. In general, learning is an activity carried out by the teacher under certain conditions, so that the cognitive, affective and psychomotor students change in a better direction (Yusuf, 2017). Learning aims to help students to gain various experiences. Based on this experience the behavior of students which includes knowledge, skills, and values or norms that function as controllers of attitudes and behavior of students increases, both in quantity and quality. Therefore, we need a learning method that is effective and suitable for learning, especially at the level of young learners in the English Village of Parit Baru. Effective is a change that brings certain effects, meanings and benefits. Effective learning is characterized by its emphasis on empowering students actively (Yusuf, 2017).

According to (Yusuf, 2017) there are several aspects of effective learning, namely:

1. Management of Learning Implementation

Good learning management can be seen and reflected in the formulation of objectives and the selection of materials or topics for learning, namely making a learning implementation plan. The expected results are in accordance with the initial objectives that have been prepared in the learning implementation plan.

2. Communicative Process

The characteristics of communicative learning, namely:

- a. Prioritize the real meaning
- b. There is interaction
- c. Competency orientation
- d. Finding language/communication rules

- e. Teaching materials are meaningful

3. Student Response

- a. The teacher provides assistance, if the students have difficulty understanding the material provided.
- b. The teacher encourages his students to ask questions or give opinions.
- c. Teachers can be contacted by their students outside of class hours
- d. Teachers are aware of and care about what their students learn.

4. Learning Activities

The following are points regarding what learning activities are:

- a. Mental activities such as thinking by pondering, remembering and making decisions.
- b. Listening activities such as listening, listening to explanations and conversations.
- c. Visual activities such as looking at pictures, reading, and changing objects.
- d. Writing activities such as taking notes, typing, summarizing, copying, taking tests, and processing in writing.
- e. Oral activities such as finding ideas, giving suggestions, interviews, discussions, asking questions, explaining, and telling stories.
- f. Drawing activities such as making visuals (graphs, diagrams, charts, maps, schematics, shapes, curves, and patterns), and painting.
- g. Motor activities such as physical exercises, demonstrations, experiments using tools, playing with movement, and dancing.
- h. Emotional activities such as feeling bored, calm, nervous, annoyed, enthusiastic, brave, and afraid.

5. Learning Outcomes

Learning outcomes are abilities (cognitive, affective, and psychomotor) possessed by students after experiencing a good learning process from the teacher/tutor. There are two factors that affect learning outcomes, namely:

- a. Internal factors, namely the students themselves. Learning outcomes obtained by students are dominantly influenced by the students themselves, such as talent, intelligence and readiness.
- b. External factors, namely factors outside of students, such as teachers, environment, facilities, teaching materials and learning conditioning.

True and False games are applied in learning in English villages, and researchers are interested in whether True and False games are an effective method for use in learning for young learners. Based on this, speculation arose whether there was an increase in learning outcomes, student enthusiasm and social interaction from applying this method before and after it was applied to students in the Implementation of True and False Game in Independent Study at English Village of Parit Baru.

F. Previous Related Studies

Several studies have been conducted related to this research. The previous studies that became a reference in writing this research was as follow:

The study conducted (Priana *et al.*, 2020) entitled “Implementation of The Independent Learning Policy at Universitas Pembangunan Nasional Veteran”. Their study used phenomenological method with qualitative approach. Their study indicates that the research focuses on determine the implementation of the Independent Learning Policy at Universitas Pembangunan Nasional Veteran. This study found that the implementation has been done quite well, the implementation of the independence of innovation at in Universitas Pembangunan Nasional Veteran of East Java is running effectively because students are able to innovate well through various methods used such as, finding new ideas in the learning process, creating innovative works such as presenting assignments with videos uploaded to YouTube. The implementation of independent and creative learning can also improve students’ thinking skills well in the learning process. Thus the independent and creative learning process needs to be maintained for quality learning.

Another research talking about The Use of True and False Essay Games to Enhance Students' Writing Achievement and Classroom Interaction (Anhar, 2019). This study was aimed at investigating the students' writing performance and classroom interaction through the use of true and false essay game strategy. The research finding from implementation true and false game was y helped the students to build a positive relationship among them. The other findings about True and False Essay Games was proved to be significant to improve the students' writing skills and classroom interaction. If we conclude the result from this research was the True and False Essay Games was able to enhance students' writing skill and classroom interaction viewed from organization, content, grammar, vocabulary, and mechanics.

The next research talking about True and False Game is Teaching Speaking Through "The True or False Game" For Junior High School Students (Ramadani *et al.*, 2013). This study aims to train students to be able to communicate in English fluently and correctly. This study applies true and false games on the topic of describing people to improve students' language skills at SMPN 3 Pariaman. The result from this research was the true and false game is an interesting game for students, encourages the students think in English, and the true and false game not only improve students speaking ability but also improve students writing and listening skill.

The other previous study was research about Application The "Chain True False" Strategy Social Studies Learning Motivate Student Learning for Class V Min 4 Jombang (Wahida & Siswanto, 2019). The results of this study showed that the strategy "Chain of True or False" to students of class V MIN 4 Jombang is able to make students motivated in learning because of the scent of competition in implementing of this strategy. For this reason, it is not wrong if the teacher tries to apply this strategy in classroom learning.

Another research was talking about Improving Students' Reading Comprehension by Using True-False Sort at Grade X Apk of Smk N 2 Kerinci (Silfia, 2016). Design of this research was CAR to explained whether the true-false sort could improve students reading comprehension. The result of this

research was true-false can improve students' reading comprehension at grade X APK SMKN 2 Kerinci. This research also explained some factors influence the changes to improve students reading comprehension skill was reading materials, teachers' motivation, and teachers' technique.