

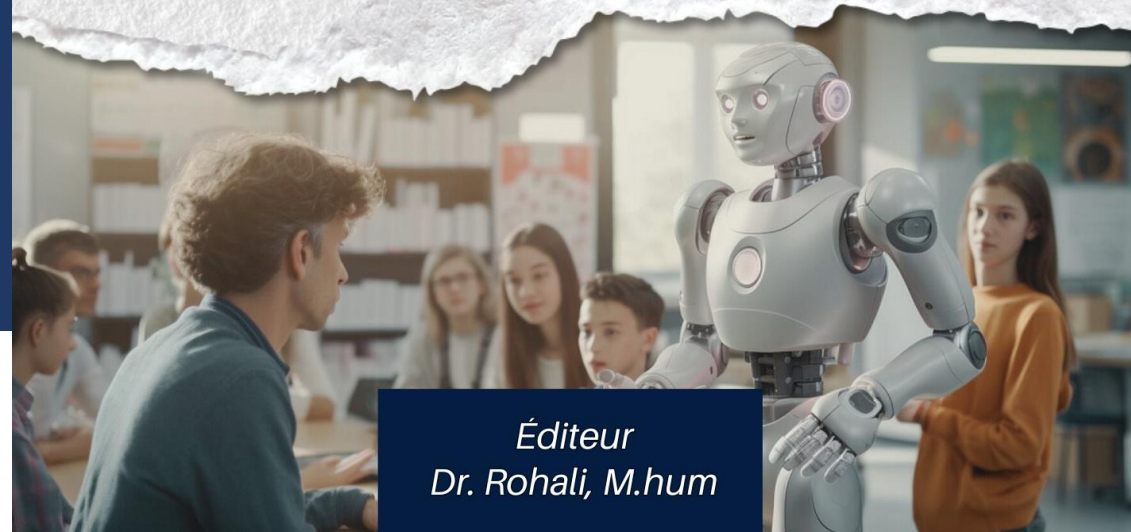
ENSEIGNER ET APPRENDRE LE FRANÇAIS

Dynamiques Pédagogiques, Linguistiques, et Littéraires



ENSEIGNER ET APPRENDRE LE FRANÇAIS

*Dynamiques Pédagogiques, Linguistiques,
et Littéraires*



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**UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 28 TAHUN 2014
TENTANG HAK CIPTA**

Pasal 9

- (1) Pencipta atau pemegang Hak Cipta sebagaimana dimaksud dalam Pasal 8 memiliki Hak Ekonomi untuk melakukan: a. Penerbitan Ciptaan; b. Penggandaan Ciptaan dalam segala bentuknya; e. Pendistribusian Ciptaan atau salinannya; g. Pengumuman Ciptaan;
- (2) Setiap orang yang melaksanakan hak ekonomi sebagaimana dimaksud pada ayat (1) wajib mendapatkan izin Pencipta atau Pemegang Hak Cipta.
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Pasal 113

- (3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp. 4.000.000.000,00 (empat miliar rupiah).

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Novembre 2024

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EVALUATION OF THE IMPLEMENTATION OF THE MBKM PROGRAM IN THE FRENCH LANGUAGE TEACHING DEPARTMENT AT FBSB UNY

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ABSTRACT

Universitas Negeri Yogyakarta (UNY) published Rector's Regulation No. 5 of 2020 regarding the Independent Learning Campus program (MBKM) for undergraduate and applied undergraduate degrees. As one of the departments at UNY, the French Language Teaching Department is required to implement this MBKM program. Each year, the Department updates the program to align with developments and labor market needs.

An evaluation was conducted using the CIPP evaluation model. Students participating in MBKM courses, along with teachers from the French Language Teaching Department, Faculty of Languages, Arts, and Culture, UNY, completed a questionnaire to share their impressions of the program's implementation and any obstacles they encountered.

The results indicate that the implementation of the MBKM program in the French Language Teaching Department is rated as "Very Good" in terms of Input, Process, and Product aspects. However, from a contextual perspective, political issues are rated as "Good," suggesting that some policies still need improvement. This finding aligns with the obstacles identified by students, which include political constraints and systemic issues.

Keywords: *Evaluation, MBKM implementation, obstacles, French language education*

INTRODUCTION

Social, cultural changes and increasingly rapid technological advances influence needs in the world of work. Every student must have the competencies needed to be ready to work. For this reason, a program is needed to prepare students to be competent. In this regard, every university is required to be able to design and implement innovative learning so that students

are able to have various competencies, attitudes and knowledge optimally and relevant to what is needed today.

In order to support increasing student competence and knowledge in various fields, the Ministry of Education, Culture, Research and Technology in 2020 created a program, namely the Independent Learning Campus (MBKM) program. Through the MBKM program, it is hoped that students will have various experiences while studying which can be used when entering the world of work.

The MBKM program is based on Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards where every tertiary institution is obliged to facilitate students' rights to be able to take credits outside of tertiary institutions and/or take credits in different study programs at the same tertiary institution. For this reason, universities are required to prepare policies in the form of academic guidelines and create cooperation documents with partners in implementing the MBKM program.

Regarding the MBKM program, UNY issued a policy in the form of Chancellor's Regulation Number 5 of 2020 concerning the Independent Learning Curriculum - Independent Campus for Applied Undergraduate and Graduate Programs at Yogyakarta State University. The curriculum includes study period patterns, study load, distribution of courses, learning forms and activities, requirements for learning participants, learning implementation mechanisms, and partnerships. From several of these coverages, what students need to understand is which pattern must be followed. The learning period pattern applied in the MBKM program consists of 3 patterns. These three patterns include the 5-1-2 pattern, the 6-1-1 pattern, and the 6-0-2 pattern.

As one of the study programs at UNY, the French Language Education Department also implements the MBKM program. The French Department has prepared the MBKM curriculum which is updated every year to accommodate changes and needs in the world of work. The lecture pattern applied is in accordance with the existing Chancellor's Regulations, namely 3 patterns.

In its implementation, MBKM certainly has several obstacles, especially in the French Language Education department. Therefore, the success of the MBKM program is determined through the involvement and role of the entire academic community both in each study program and outside the study program, especially students and lecturers within it. Students and lecturers must be able to understand the MBKM program so that the MBKM goal can be achieved in increasing student competency so that they are ready for the world of work when they graduate from college. By understanding everything related to MBKM, it is hoped that the MBKM program can run optimally. Thus, this research will look at how the MBKM program has been implemented in the French Language Education Department and see what obstacles have been experienced when implementing the MBKM program in the French Language Education Department. The results of this research will be implemented in the Curriculum de l'Enseignement du FLE course. This course is one of the courses in the French Language Education Department regarding curriculum where one of the learning objectives is to analyze government policies implemented in the teaching curriculum.

MBKM is part of the Independent Learning policy by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia which provides opportunities for students to hone their skills according to their talents and interests by going directly into the world of work in preparation for future careers (Maryani, et al, 2022). The main points in the MBKM policy (Tohir, 2020) include: (1) opening of new study programs, (2) tertiary accreditation system, (3) legal entity tertiary institutions, (4) the right to study for three semesters outside the study program. Through this program, students are free to choose courses according to their interests and talents which can support the competencies needed in the job the student wants. UNY students can choose one of three MBKM implementation patterns, namely 1) 5-1-2 pattern, 2) 6-1-1 pattern, or 6-0-1 pattern.

The forms of learning activities in the MBKM program include 8 forms of activities in accordance with Minister of

Education and Culture Regulation Number 3 of 2020 Article 15 paragraph 1, namely: 1) Student Exchange, 2) Internship/Work Practice, 3) Teaching Assistance in Education Units, 4) Research, 5) Humanitarian Projects, 6) Entrepreneurial Activities, 7) Independent Studies/Projects, and 8) Building Villages/Thematic Real Work Lectures.

Understanding the Implementation of the Independent Curriculum

Implementation can be interpreted as the implementation or application of an activity that is planned to achieve certain goals. The implementation of an independent curriculum is an action or implementation of a plan that has been carefully and flexibly designed with the aim of improving the quality of learning in Indonesia. Even though the independent curriculum applies nationally, the government does not require schools to implement it because the conditions of schools in Indonesia are diverse. The implementation of the program is carried out in stages through a program of mobilizing schools which are considered to be relatively ready for the implementation of the independent curriculum. Schools have three curricula to choose from, namely the 2013 Curriculum, the Emergency Curriculum and the Independent Curriculum. Whatever program you choose must be adapted to school conditions and meet the needs and characteristics of students (Mulyasa, H, E., 2023: 4).

In its implementation, the independent curriculum is adapted to developments in science and technology, local, national and global needs, and is based on the character and creativity of students. It is hoped that the independent curriculum can support the resumption of learning after the pandemic. To achieve this goal, effective collaboration between teachers, students, parents and the government is needed. There are three main principles that underlie the strategy for implementing independent programs (Kemendikbud Ristek, 2024: 92), namely:

- a. Implementation of optional programs: After being designated as a national program, the Independent

Curriculum still allows educational institutions to implement it according to their respective levels of readiness until the 2025/2026 academic year. This means that educational institutions that have not implemented this program still have enough time to prepare and study before implementing the new program. All educational units have the right to decide what to do according to their strengths and conditions, which is a policy that is in line with the principle of freedom of learning.

- b. Program implementation as a learning process: Program implementation and policy interpretation are basically learning processes. However, this time it was not students who studied, but educational units, teachers and local government. Just as students are the center of the learning process in the classroom, teachers must also be the center of implementing the curriculum. This implementation step can be used by educational units and teachers to determine the goals to be achieved at the start of a program based on their level of readiness.
- c. Implementation assistance and support: Curriculum implementation around the world always requires significant government support. The support required by educational units and teachers may change at any time. This help and support can come in various forms, such as sophisticated educational data systems, curriculum development, and platforms where teachers can share learning methods and media.

One of the keys to the success of the independence program is the willingness of teachers and school leaders to change and understand the program. The Ministry of Education and Culture has also planned the implementation of the Independent Curriculum (Fitriana, et al, 2022), which includes:

- a. The strategy centers on school readiness to implement the Independent Curriculum. Schools must be prepared in stages to implement the independent curriculum, and school readiness analyzes are checked periodically every

three months to provide feedback. This is carried out by the central government and regional governments to measure the need to adjust support for the implementation of the independent curriculum.

- b. The strategy concentrates on providing assessment options and ICT-based teaching tools, such as textbooks, teaching modules, projects, and digital media.
- c. The strategy focuses on independent curriculum training independently through the use of information and communication technology, which can be accessed by teachers online. This clearly makes it easier for educational institutions to adopt an independent curriculum. Apart from that, the Ministry of Education and Culture has created electronic books, podcasts and educational videos which are distributed in various media.
- d. The strategy centers on providing high-quality human resources to educational institutions. These human resources come from driving schools that have implemented an independent curriculum. This strategy can be implemented in person or online via webinars, face-to-face seminars, workshops, or other meetings.
- e. The strategy emphasizes the use of learning communities formed by teacher alumni and previous teacher trainers. It is hoped that this strategy can help teachers exchange ideas about the best way to implement the independent curriculum. Learning communities have the ability to create space for conversation and create an open environment in the implementation of learning.

Stages of Implementing the Independent Curriculum

The stages of implementing the independent learning curriculum that have been determined by the Ministry of Education and Culture, Research and Technology (2024:94) consist of 4 stages as follows. 1) Preparation, 2) Implementation, 3) Monitoring and evaluation, and 4) Refinement. The

independent curriculum aims to create educational methods that can be applied in society. The independent curriculum is designed in a way that is easy to use. The curriculum is easy to implement because of the flexibility of classroom learning. Teachers have the freedom to innovate, students have the freedom to carry out learning activities independently, and educational units have the authority to prepare learning support facilities. In this situation, the independent curriculum and the Driving School Program complement each other. The Mobilizing School Program helps and supports schools in building relevant and successful curricula, while the independent curriculum gives schools the freedom to choose a curriculum that suits the needs and potential of students.

In implementing this independent curriculum, there are certainly several challenges experienced. The challenge is the optimal role of educators in creating their own learning goals, so it is important to strengthen school principals, educators and supervisors. According to Tsuraya, et al (2022), this can be overcome if the Ministry of Education and Culture, Research and Technology issues curriculum progress guidelines, with this curriculum framework as a reference that can be used by schools. Another thing that is a problem for students in implementing the independent curriculum is their desires, especially regarding their freedom to learn what they study. This is where the role and collaboration of teachers and parents of students is strengthened, to encourage and give advice to students to make decisions that suit their own abilities and interests and not just follow the decisions chosen by their friends or students will feel under pressure.

Overall, an independent curriculum requires cooperation and participation from all parties responsible for education, including teachers, school principals, local governments and other stakeholders. Through effective collaboration and participation, it is hoped that the independence program will succeed in having a positive impact on the quality and effectiveness of learning in Indonesia (Lidiawati, et al., 2023: 86). However, there are various other factors that influence curriculum implementation according to Salabi (2020) in Suherman (2023:15), including: a). New

program substance/content factors, b). Educator readiness factors to implement the new curriculum, c). The climate and cultural factors of each school are still very diverse, d). Facilities and infrastructure factors where there are still gaps in each school, and e). The role of the school principal in preparing the new school curriculum that will be implemented.

In implementing the MBKM program there are various challenges that must be faced. Study programs are challenged to develop a curriculum that is adaptive and able to adapt to increasingly rapid developments without straying from the goal of producing graduates in accordance with predetermined learning outcomes (Rodiyah, 2021). Therefore, every MBKM study program organizer must be able to develop a curriculum that adapts to the needs of the job market so that its implementation can run well. Some of the challenges commonly encountered in implementing MBKM (Maghfiroh and Sholeh, 2022) include:

1. Collaboration procedures between study programs and partners outside higher education
2. Changes to PTN as a legal entity to compete on the international stage
3. Internship procedures carried out with institutions outside universities
4. Lack of understanding of human resources regarding implementation policies for the independent campus independent learning program.
5. Insufficient facilities or technology in some universities
6. Unpreparedness of human resources in implementing independent learning on an independent campus.

Program Evaluation

The CIPP evaluation model stands for Context, Input, Process, and Product. This evaluation approach focuses on evaluating various aspects of a program or system. The Context component examines the needs and problems that the program is intended to address. The Input component looks at the resources, such as funding and staff, allocated to the program. Process

evaluation focuses on how the program is implemented and delivered. Finally, product evaluation assesses the results and impact of the program.

In practice, CIPP evaluation is usually carried out in stages. First, the evaluator collects information about the context and goals of the program. They then assess inputs, such as resources and materials used in the program. Next, they observe and analyze the processes involved in implementing the program. Finally, they evaluate the product or program results to determine its effectiveness and impact. This comprehensive approach allows for a thorough assessment of the program from multiple perspectives, which can provide valuable insights for improvement and decision making.

There are several other types of program evaluation besides CIPP, including:

1. **Formative Evaluation:** This type of evaluation focuses on ongoing program development, providing feedback for improvement during its implementation. Scriven, M. (1991).
2. **Summative Evaluation:** This is conducted at the end of the program and focuses on assessing the results and impact of the program. Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004).
3. **Impact Evaluation:** This type of evaluation typically looks at the long-term effects of a program on its intended beneficiaries or the broader community. (Bamberger, M., Rugh, J., & Mabry, L., 2011).
4. **Process Evaluation:** Similar to CIPP's "Process" component, process evaluation assesses how a program is implemented and delivered, with a focus on the strategies and procedures used. (Preskill, H., & Torres, R. T., 1999).
5. **Results Evaluation:** This type of evaluation focuses on the immediate short and medium term results of a program, examining the extent to which its objectives are met. (Chen, H. T., & Rossi, P. H., 1987).
6. **Cost-Benefit Analysis:** This evaluation technique compares the costs of implementing a program with its benefits, usually

in monetary terms. (Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L., 2017).

Each type of evaluation serves different purposes and provides different insights into the effectiveness and impact of a program. Choosing the right type of evaluation depends on the specific goals and needs of the program being assessed.

Regarding studies to evaluate curriculum implementation, the program evaluation approach that is considered appropriate is a formative approach. This approach places emphasis on the continuous development of a program, providing feedback for improvement during its implementation (Scriven, M., 1991). Formative evaluation can help in understanding how the curriculum is implemented in schools, assessing the effectiveness of teaching methods, as well as identifying problems that may arise during implementation.

Stake, R.E. (2004) provides a theoretical basis and practical guidance in conducting formative evaluation, as well as offering insight into its application in the context of curriculum evaluation. Formative evaluation steps can be carried out as follows. 1) Identify the Evaluation Goals. 2) Data Collection. 3) Data Analysis. 4) Feedback. And 5) Improvement Planning. Through these steps, formative evaluation can help in supporting the continuous development of the curriculum and learning process.

MÉTHODE

The purpose of the survey in this research was to evaluate the achievements of implementing the independent curriculum. Evaluation is a systematic process for determining and making decisions about the achievement of predetermined goals. An evaluation model is a framework for the process of carrying out an evaluation and a design for obtaining and utilizing data so that appropriate and adequate information is obtained so that the evaluation objectives can be achieved. The evaluation model determines what must be done and how the process of carrying out the evaluation is carried out. The CIPP evaluation model

implements four aspects that are evaluated, namely context, input, process and product evaluation.

The subjects of this research were students and lecturers at the French Language Education Department. The students who were used as research respondents were students who had taken the MBKM course, namely students in semester 5 and semester 7. The total number of students in both semesters was 150 people. The number of lecturers in the French Education Department is 14 people. The object of the research is the implementation of the MBKM program and the obstacles faced. The research was carried out from March to August 2024. The research instruments included questionnaires, observation sheets, interview guides and study results documents. Closed and open questionnaires regarding student assessments of the implementation of MBKM and the obstacles they face. Questionnaire for lecturers, staff and study program leaders regarding perceptions of the curriculum and the obstacles they face. Interview sheet about the obstacles faced by students and lecturers as well as department management.

RESULT AND DISCUSSION

The CIPP evaluation model used in this research was implemented using questionnaires for students and lecturers to gather information about the implementation of the MBKM curriculum and the obstacles encountered since the implementation of MBKM. The following data is categorized based on context, input, process and product.

The context aspect is captured through 2 indicators that look from the perspective of the policies underlying the implementation of MBKM. These two indicators are knowledge about policies and information accessibility. There are 4 statements regarding these two indicators, namely:

1. Students know that the MBKM program is mandatory
2. MBKM cannot be taken by students from the beginning of the semester.
3. MBK courses can be converted to field of study courses.

4. Accessibility of information about the MBKM courses offered.

Based on these four things, data was obtained as shown in the following table and diagram.

Tabel 1. Students' opinions about the implementation of Context

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	2.1	2.1	2.1
Don't agree	81	24.1	24.1	26.2
Agree	191	56.8	56.8	83.0
Strongly agree	57	17.0	17.0	100.0
Total	336	100.0	100.0	

From the input evaluation aspect, there are four indicators, namely (1) Availability of curriculum, (2) Availability of SOPs, (3) Availability of forms, and (4) Implementation of PBM monitoring and evaluation. From these four indicators, they were reduced to 5 questions as follows.

1. The study program has a curriculum for participating in MBKM activities.
2. The study program has operational guidelines or procedures for participating in MBKM activities.
3. UNY already has a policy related to the curriculum that facilitates Independent Learning - Independent Campus (in the form of a chancellor's regulation: academic guide or MBKM implementation guide, study program curriculum to facilitate MBKM)
4. The registration form can be accessed via the website.
5. UNY holds MBKM evaluation monitoring.

An overview of the data from the 5 questionnaire is as shown in table 2 below.

Tabel 2. Aspect INPUT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	35	8.3	8.3	8.3
Agree	336	80.0	80.0	88.3
Strongly agree	49	11.7	11.7	100.0
Total	420	100.0	100.0	

The evaluation of process aspects has 4 indicators, namely (1) Socialization of the MBKM program, (2) Mentoring process, (3) Registration process, and (4) Implementation of PBM money. There are 13 questions related to the Process aspect, namely:

1. The study program holds meetings with MBKM students before implementing the MBKM program.
2. Students undergo guidance with their supervisor before choosing the MBKM program.
3. Students are free to choose the programs offered by MBKM.
4. The MBKM program helps students plan the required competencies.
5. The study program approves the MBKM program that students participate in through a statement letter.
6. Students choose the MBKM program according to their schedule.
7. Students choose the MBKM program just to meet the minimum number of credits.
8. Registration for MBKM participation requires accuracy.
9. Registration for MBKM participation takes a long time.
10. Registration for MBKM participation requires a lot of documents.
11. The availability of the MBKM platform makes the registration process easier.
12. Students experience problems in obtaining information related to the implementation of activities.
13. UNY carries out monitoring and evaluation of the MBKM program.

From these thirteen sub-indicator items, data was obtained as shown in table 3 below.

Tabel 3. Aspect of PROCESS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	.7	.7	.7
Don't agree	162	14.8	14.8	15.6
Agree	720	65.9	65.9	81.5
Strongly agree	202	18.5	18.5	100.0
Total	1092	100.0	100.0	

Product Aspect Indicators consist of three indicators, namely student satisfaction, obstacles faced, and benefits obtained. These three indicators are revealed in 7 questions/statements as follows.

1. Students feel happy with the MBKM program.
2. Implementation of MBKM learning in accordance with students' initial expectations.
3. The study program prepares the conversion of the MBKM courses taken.
4. Students feel that the MBKM program will have implications for their study period.
5. Students benefit from the MBKM program.
6. The MBKM program strengthens scientific competence in the field of study taken by students.
7. The MBKM program is in line with the demands of the 21st century.

Tabel 4. Aspect of PRODUCT

	Frequency	Percent	Valid Percent	Cumulative Percent
ValidStrongly Disagree	8	1.4	1.4	1.4
Don't agree	44	7.5	7.5	8.8
Agree	435	74.0	74.0	82.8
Strongly agree	101	17.2	17.2	100.0
Total	588	100.0	100.0	

Obstacles or barriers of MBKM Implementation

Categori	Obstacles
1. Policy	<ol style="list-style-type: none"> 1. The slots (quota) offered are thin/limited 2. Changing policies create difficulties during conversion 3. The makul conversion system is only for KKN, other things should be allowed, Teaching Campus conversions for 12 credit courses 4. There are no study program courses that can be converted through MBKM Flagship, which means you have to continue attending lectures and MBKM simultaneously 5. The non-flagship MBKM available is not widely available 6. Schedules and classes sometimes change because there is no clarity from the lecturer in charge 7. Hours of compulsory courses with MBKM which sometimes coincide 8. The minimum limit of MBKM credits that need to be taken causes many students to take MBKM which is not linear and as a result cannot be

	converted so that the study period can be delayed.
2. Informasi System	<ol style="list-style-type: none"> 1. The MBKM courses offered often do not appear on the KRS 2. Lack/delay of adequate information so that many difficulties arise, such as: looking for a building, unfamiliar classrooms, cross-department friends, WhatsApp groups, new environment, lecturer's name, contact number, consequences 3. Lack of explanation/socialization about the MBKM program, including registration procedures, courses that can be taken, and graduation requirements 4. Obstacles in registering for the program 5. Lack of instructions/guides for using the application 6. Lack of access to find out details about MBKM courses 7. The MBKM course lecturer does not respond to students' e-mail messages 8. There is rarely any interaction between dospem and students
3. Suitability	<ol style="list-style-type: none"> 1. The courses offered at Siakad are sometimes not in accordance with students' interests and skills. 2. Schedules often collide and there is no tolerance for students 3. The application of the minimum credits for mbkm is too high, resulting in taking mbkm that are not of interest 4. Difficulty in choosing MBKM courses that are relevant/linear to the study program the student is taking

4. facilities and infrastructure	<ol style="list-style-type: none"> 1. Registration forms/procedures make things difficult for students due to an inadequate registration system 2. The website used often has errors 3. When the desired course is suddenly full even though there is still a quota,
5. Workloads	<ol style="list-style-type: none"> 1. The task is too heavy for the study program itself 2. Taking MBKM Flagship will extend the study period because there are courses that can only be taken in certain semesters 3. If you take the MBKM major, students have to reduce the mandatory credits, as a result they have to retake it again next semester, so it is difficult to graduate on time. 4. It is felt that lecturers still lack attention

CONCLUSIONS

From a student perspective, the implementation of the MBKM curriculum in the French Language Education Department is in the Very Good category in terms of Input, Process and Product aspects. However, in the Context Aspect, in this case the policy problem is included in the good category or in other words, several policies still need to be improved. This is in line with the obstacles faced by students which can be categorized into policy constraints, information systems, suitability of interests and scientific fields, infrastructure and student workload.

The most prominent obstacle felt by students is limited information. Information regarding the mechanism for implementing the MBKM curriculum, including policy dissemination, is felt to be lacking and time is short. The frequently changing course conversion policy also makes things very difficult for students.

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