

International Transfer Credit: Indonesia International MBKM Curriculum Based on Authenticity

Retno Mawarini Sukmariningsih¹, Eko Nursanty², Inti Englishtina³

¹Department of Law, Universitas 17 Agustus 1945 (UNTAG), Semarang, Indonesia

²Department of Architecture, Universitas 17 Agustus 1945 (UNTAG), Semarang, Indonesia

³Department of English, Universitas 17 Agustus 1945 (UNTAG), Semarang, Indonesia

santy@untagsmg.ac.id

Abstract

Credit Transfer International is a prestigious program that is the hope of all Indonesian students so far. This activity provides an opportunity for Indonesian students to study on campuses abroad for one semester as grant recipients from the Ministry of Education, Culture, Research and Technology. Although a student successfully goes through the selection process and officially becomes a student on an international campus, it does not mean all problems have been resolved. Various problems often arise both regarding learning efforts, curriculum and intercultural surprises that often arise. This research is exploratory, based on the experience in lecturers while guiding students of Credit Transfer participants and participants of activities for two years in the period 2020 and 2021. The results of this study found elements forming students' competing abilities in the international learning process that are strongly influenced by local culture before the activities of their respective campuses. The local culture in question is something that needs to be developed under the concept of local learning that has been taught by the father of Education Ki Hajar Dewantara. The development of bloom's modern pedagogy theory has been shown to shape the Competency-Based Curriculum in students. This research proves that collaboration with local pedagogy a la Ki Hajar Dewantara has created a sustainable International MBKM Curriculum through strengthening IKU 2 (Students Get Off-Campus Experience) and IKU 6 (Study Program in collaboration with world-class Partners).

Keywords

International credit transfer;
MBKM curriculum; pedagogy



I. Introduction

Currently, the world of Education urgently needs advice for the development of educational pedagogy, especially in Indonesia. Research education should be more like medical research where the design of such research requires knowledge of all the variables (factors, levels of freedom) involved. This will require detailed analysis and it is not at all easy. In figure 1 below, there are various forming elements that influence decision making in learning and eventually become a curriculum design.

For example, one aspect of generalization of research findings is to determine whether the same model is also applied in other countries. The Mettas literature review explores

research conducted in different countries, but the rest of the research is conducted in Cyprus, and while meeting certain national curriculum requirements. Perhaps further, and even more dominant factors may arise if the research is repeated with different designing tasks, teachers and in other countries. By this time, design education researchers working with other age ranges and in different areas of design may already be noting differences related to their context. (Torvey, 2015).

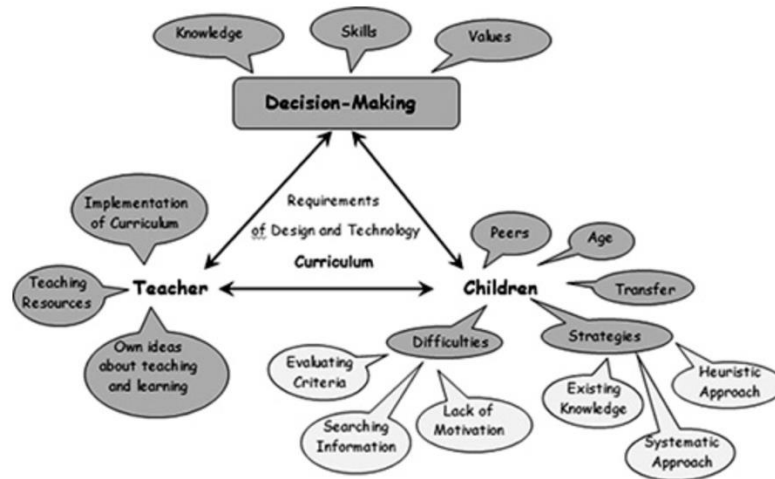


Figure 1. Models of Decision-Forming Elements in Learning Outcomes and Curriculum Formation

Source: Mettas, 2012

Some academics have previously integrated patterns and processes, but the emerging 'New Synthesis' contends that the former (e.g., species or clades) can only be comprehended as the latter (i.e., evolutionary processes) develops over time. He conflates the methods and goals of the burgeoning science of population genetics with the well-established discipline of taxonomy; this is comprehensible given that species problems and speciation intersect and undoubtedly overlap along the micro- and macro-evolutionary divide (2). Design education researchers approach this difficulty through two strategies essentially. First, they impose limits on their research by determining a specific age range, design area, and specific context. Most limited research contributions apply only to the context from which they come from: 'this is an initiative with my students, and this is their result'. More sophisticated contributions will define and analyze the boundaries of research studies to maximize transfer possibilities. Second, they use the 'designer' research methods discussed below (Young, 2010).

II. Review of Literature

2.1 Pedagogy Taxonomy Bloom

The hierarchy in Bloom's Taxonomic Pedagogy concept is a accepted working structure among all educators where they must guide their students through the cognitive learning process. Educators use the workings of this theory to reach high-level stages of thinking skills. Bloom's taxonomy can be thought of as a pyramid, with efforts to increase simple knowledge-based knowledge in its early (Furst, 1981).

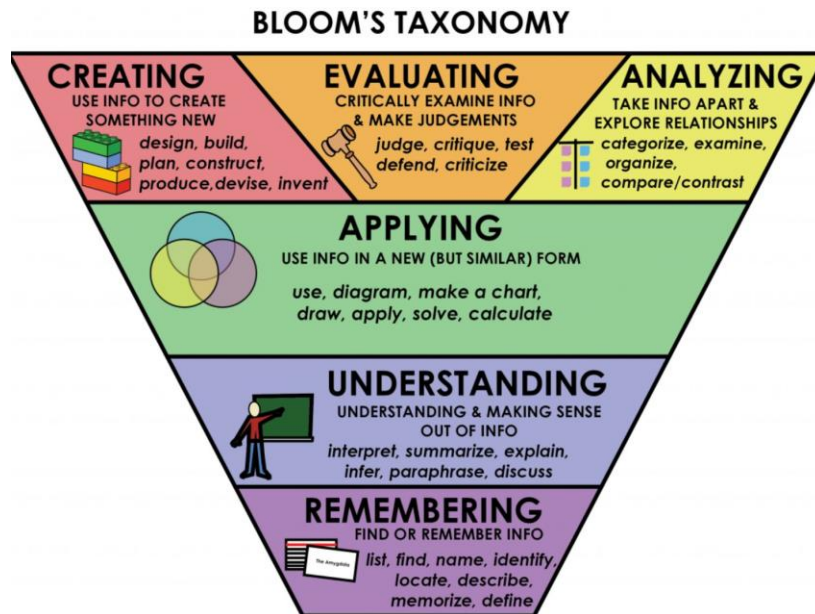


Figure 2. Bloom's Taxonomic Pyramid as a Pedagogical Concept of Education
Source: Hyder, 2016

In a later development, other researchers stated that the system was skeptically referred to as the "banking system". Students receive education and knowledge with the aim that later can produce many results. Students are an object of investment and a potential source of highly profitable deposits. Students become obedient, so as not to learn to perceive the knowledge conveyed by the teacher, namely about the reality and social reality he faces. Freire expressed his criticism of the banking system which is considered detrimental to human dignity, and proposed five underlying concepts and have special meaning in critical teaching practices, namely: (i) Focusing on dialogue methods in carrying out the learning process, making students an active subject; (ii) Focus on learning at the level of direct practice in everyday life; (iii) Perception of empirical and social reality experienced by each student; (iv) learning activities highlighted in the student's life experience; (v) The learning process that focuses on everyday experience becomes an important effort for the evolution of the previous banking system learning process. Freire's five fundamental arguments are the process of emancipation to perceive experimental and social reality. Students become active actors in the series of learning processes with dialectical discussions with teachers (Freire, 2015).

2.2 Pedagogy Ki Hajar Dewantara

Before Freire revealed the concept of education that brings freedom, a figure who had been the father of Indonesian education, namely Ki Hadjar Dewantara, first proposed the theory of education as a tool of student liberation. This statement is not without foundation but is based on the existing history of Indonesian education. The purpose of education according to Ki Hadjar is the ability to free students as quoted below:

"The impact of pedagogy and the learning system in general can free a human being from his life from birth. Physical and mental independence comes from a person's academic achievement. An independent person is one whose life is born and in or not dependent on others, but on his own strength. The purpose and purpose of education and the educational system conducive to human life and the ability to liberate man. (The people)".

Based on the quote at the top, there are 3 (three) basic things that can be taken from the purpose of education to the ability to liberate learners. These three things are standing alone or self-reliance, not depending on others which means equality, and can manage themselves. This basic concept is almost identical to what Freire narrated regarding education as a real step toward liberation.

Ki Hadjar Dewantara who lived in the 1900s, then founded the National College of Student Parks in 1922. Compared to Paulo Freire who was born in 1921, then obtained a doctorate in 1959. Therefore, Ki Hadjar Dewantara was not in direct contact with the critical pedagogical design played by Freire, as they lived in a different era. In the book H.A.R. Tilaar mentioned that Ki Hadjar Dewantara knew western educational thought derived from John Dewey, Maria Montessori, Kerchrnsteiner and Jan Lighthart. These Western thinkers have influenced educational pedagogy both theoretically and practically. Ki Hadjar Dewantara was still aware of dealing with the social reality of Indonesia that many used Dutch colonial education. Both influence Ki Hadjar Dewantara in his narrative of educational pedagogy and the use of the underlying student emancipation hypothesis.

Ki Hadjar Dewantara once criticized the education process organized by the Dutch government. The educational process that took place did not prioritize intellectualism, so education only trained cheap workers for Dutch factories. The education process of the 1920s was not intended to make students sensitive to the social conditions around them. In addition, Ki Hadjar Dewantara also showed role model parents who under his expectations, namely freeing his students from the Student Park.

The pedagogy that developed in colonial times was oppressive pedagogy, which aimed to produce cheap labor to be exploited by depriving them of their national identity. Education in Taman Siswa is done in such a way that students try to instill ethnic characteristics based on the culture of their ancestors in Indonesia. This is an education started by Ki Hadjar Dewantara, who tried to instill the character of the nation by using educational goals under his social experience. In addition, Ki Hadjar Dewantara added that providing such an education system would benefit student life and that the existing system was suitable for the use of culture and people's livelihoods. So we have to consider all the vulnerabilities and weaknesses that exist so that we can get the authentic characteristics of those communities (Tilaar, 2014).

Thus, the theoretical conception of Ki Hadjar Dewantara's teachings was strongly influenced by the social framework of the life period that took place. The impact of feudalism and colonialism made education no longer need enlightenment, so that students could absorb Ki Hadjar's musings on critical pedagogy. Ki Hadjar Dewantara conceptualizes critical teaching directly into practice. Through the approach between the three philosophies, *Ing ngarso sung tulodo, Ing madyo mangun karso, and Tut wuri handayani* became the basis of Ki Hadjar Dewantara's critical pedagogy. Educators become teaching assistants in the learning process. When in front is always an example, in the midst of students build spirit and behind encourage students to be creative while leading. Educators and learners as learning subjects, by positioning learners as independent human beings, seek to criticize as objects and subjects in the learning process. All of this aims to build a critical awakening in the student's efforts to form an independent human being (Wijayanti, 2019).

2.3 Competency-Based Curriculum

The major difference between both the Competency-Based Curriculum (KBK) and the previous curriculum is the learning strategy, which has shifted from Content Based Learning (material-based learning) to Competency Based Learning (competency-based learning) (Reigeluth, 1999; Mejias, 2018). In practice, this appears to be due to the growth of new parts of the evaluation process, such as the assessment of skills and attitudes other than knowledge.

However, the three factors will be processed in the student achievement of pupils, and each topic will only have a numerical value of homogeneous processing results from the three aspects (National DP, 2003).

DIKTI (Ministry of Education) establishes the characteristics of KBK as a as: (i) Emphasis on mastery of individual skills and classical skills. KBK includes several skills that students must master and those skills become minimal standards or basic abilities; (ii) Learning-oriented and diverse outcomes, i.e. success in acquiring basic skills measured by performance indicators. This serves as a benchmark for the skills needed. The process of success depends on ability and speed, which is not always the same for every student; (iii) Depending on the diversity of learners, learning will be delivered via a number of ways and methods; (iv) pedagogical elements implemented with the development of scientific and technological problems; techniques of learning not only by instructors but also by other learning resources that meet pedagogical elements implemented with the development of scientific and technological problems; (v) To make it easier for learners to assimilate multiple learning resources, the teacher functions as a facilitator; (vi) The process and outcomes of learning to obtain a skill are emphasized in assessment. KBK considers both outcomes and learning to be equally significant.

2.4 MBKM Curriculum - Internationalization - Authenticity

Global education in Indonesia has recognized that social, cultural, and global changes in performance and technology are speeding up in the Industrial's era Revolution 4.0, as stated in the MBKM rules in the March 2020 Decree on National Standards of Higher Education, Article 18. Merdeka Campus (MBKM) was started in 2020 by Minister of Education and Culture Nadiem Anwar Makarim to prepare reliable college graduates, ready for change (Baharuddin, 2021).

Through the Merdeka Belajar - Kampus Merdeka (MBKM) Program, Student's study for one (one) semester (equivalent to 20 credits) outside of their study program at the same university; and/or study for up to 2 semesters (equivalent to 40 credits) on the same study program at various universities, studying various learning programs at different universities; and/or study from outside university. Currently, the MBKM program has been implemented by several universities. But to implement the policy, universities must prepare themselves with the ability to manage this program under the characteristics of the college and its resources.

Universities should also be able to set policies that guide the study programs they carry out, including cross-learning support and allocation of funds, and ensure good quality of students so that business does not decline when running this program. Those responsible for higher education can also find suitable partners for any existing course of study. During this time, the study program must adjust its curriculum so that students can choose independently 3 semesters of study in the study program and / or outside the university. The program must also guarantee quality so that graduates always achieve predetermined learning outcomes. The study program must cooperate and align with partners to carry out learning activities in the Merdeka Belajar Program - Merdeka Campus (MBKM) to support the desired learning outcomes.

The program must be able to equip students with exclusive knowledge and skills, as well as the formation of noble morals, which can ultimately help uphold national values, diversity, encourage the spirit of concern for other countries by advancing fair social welfare for the people of Indonesia (Fanny, 2021).

The application of the Merdeka Belajar-Kampus Merdeka Curriculum is implemented in order to achieve several objectives, including: (i) The MBKM Policy launched by the Minister of Education and Culture is a framework to prepare students as scholars who are

resilient, adaptive, and in harmony with the needs of the times, and ready to become leaders in the future using a high national spirit; (ii) Through this policy, there is a wide opportunity for students to enrich, deepen, and enhance their insights and competencies in the real world in sync using their potential, talents, interests, spirit, and ideals; (iii) Learning can be done in any place, learning is not limited at all, not only in classrooms, libraries, and laboratories but also in industry, research centers, offices, scientific areas, rural, and citizens; (iv) Through close cooperation between universities using the world of work and using a real global society, universities will be present as a source for the progress and development of the nation, as well as coloring the culture and civilization of the nation only.

This situation gives the hope of a change in the competence of graduates is increasing, in terms of soft skills (soft skills) and also in the technical field (hard skills). In the future, graduates are expected to be better prepared and refer to the needs of the times. More capable as the leader of the nation in the future, namely a nation that excels and has a noble personality. Learning programs that are based on experiential learning with a path that is easily adapted to these environmental conditions, are expected to provide opportunities for students to develop their potential under their potential and environment (Mainardes, 2010).

III. Research Methods

This study using exploratory methods with the study population is all participants of international Transfer Credits since 2020 and 2021 at UNTAG Semarang. This exploratory research is a study that wants to explore something new, which is not widely known by the public (Stebbins, 2001), so it wants to be studied more deeply, regarding contemporary phenomena, or currently (Swedberg, 2020) namely the Merdeka Belajar Kampus Merdeka (MBKM) curriculum that is ongoing in Indonesia.

The goal is to develop a theory of pedagogy independent learning that is just taking place in international learning that identifies local values and is expected to perfect similar programs on other campuses that could not get the opportunity for international transfer credit scholarship grants from DIKTI. The exploration of these 18 participants can also be the basis for further research. This research is conducted through written and limited data sources, as selection preparation documents, diaries, and learning documents after the program is completed, so that the truth must be seen more deeply, as seen in the picture below.



Figure 3. Stages of the Research Process with Exploratory Methods
Source: Nursanty, 2021

Analysis of documents is carried out using document archives: (i) as complete registration that represents the conditions before the activity; (ii) diary documents during activities lasting 5 (five) months; (iii) activity blog documents describing student interactions with credit transfer campus colleagues are carried out; (iv) and academic transcript documents of learning outcomes on the destination campus and the original campus.

The total population of this study is 18 participants of International Transfer Credit activities who received international grant funds, can be seen in table 1 below:

Table 1. Research population of ICT participants 2020-2021 UNTAG Semarang

Year of Activity	Number of students	Destination Campus	Number of credits	Number of semesters of activities
2020	3 (three) students	UTAR, MALAYSIA (A)	6 credits/mhs - 2 mhs 11 credits/mhs - 1 mhs	1 (one) 2 (two)
	3 (three) students	YOUNGSAN, SOUTH KOREA (B)	6 credits/mhs	1 (one)
	1 (one) student	VAN LANG, VIETNAM (C)	6 credits/mhs	1 (one)
	11 (eleven) students	UTAR, MALAYSIA (A2)	credits/mhs	1 (one)

Source: ICT Activity Report 2020-2021 UNTAG Semarang

IV. Discussion

4.1 Results

a. Self-Confidence and Success Rate Study (Rosenberg Self-Esteem Scale)

In 2020, one of UNTAG Semarang's students experienced a culture shock. Strangeness was seen when the activity had entered 70% more progress than planned. The student always feels pain and weakness before the lecture hours until completion. The student initially enrolled in the ICT Program in doubt and only wanted to try, because it was friendly with students who had good English language skills. Language maintenance is compulsory responsibility of the users of the language (Ramlan, 2018). Language affects the thought and behaviour of human beings. The attitude of a person speaking more than one language is not the same as others who speak just one language (Akinwamide, 2018). Language is an arrangement of arbitrary symbols possessing an agreed upon significance within a community; furthermore, these symbols can be used and understood independent of immediate contexts, and they are connected in regular ways (Ramlan, 2018). Deepening language classes to study on a world campus was the goal. Nevertheless, the fast and tactical way of studying in international classes embarrassed him. Repeatedly asking many things that differ from the material he had obtained on the original campus made him feel troublesome for other participants in his class.

The instructor finally discovered this problem when the student began asking to be allowed to give up, not continuing without being able to explain what risks he could bear in the future. His association data at the original campus showed the student fainted several times and when he realized he was powerless to overcome the shame in him. The approach to solving this problem is done by revamping the concept of confidence in the student. Slowly

and surely the student can carry out tasks both lecture assignments and extra-curricular tasks where he can host events with fellow exchange students from other campuses in English to discuss Architecture science.

In the Self-Esteem Scale Theory, a self-report that is widely used to evaluate an individual's self-esteem, is researched using the item response theory. In way of comparison to other earlier studies that extracted distinct Self-Confidence and Depreciation variables, the analysis of factors identified a single unique factor (Gray, 1999). A one-of-a-kind model for grading item responses based on data. In contrast to a model that limits 10 items to the same discrimination, a model that permits discrimination to be calculated without reference to past studies is used (Barumeister, 2003). The unconstrained model was more in line with the accumulating data, according to significance tests: Rosenberg's Self-Esteem Scale had ten items that were not discriminating and were related to self-esteem in numerous ways (Rosenberg, 2015).

In today's world, the term "self-esteem" has become widely used. Teachers, parents, therapists, and others have concentrated their efforts on boosting self-esteem, claiming that strong self-esteem leads to a plethora of beneficial outcomes and benefits from the assumptions examined in this research. Several factors confuse judgments that affect self-esteem. Because many persons with strong self-esteem exaggerate their achievements and positive characteristics. High self-esteem is a broad term that encompasses both persons who openly acknowledge their positive traits and those who are egotistical, defensive, or haughty (Friend, 1965). A simple association between self-esteem and academic achievement does not imply that high self-esteem correlates with good grades. High self-esteem, on the other hand, is a byproduct of good academic success. Efforts to boost kids' self-esteem haven't been demonstrated to increase academic achievement and can even backfire. Adult job success is occasionally linked to self-esteem; however, the association isn't always strong, and the causal relationship isn't always clear. Rather than the other way around, job success can boost self-esteem (Grove, 1982).

Self-esteem, on the other hand, is useful in only a few professional situations. Self-esteem does not appear to lead to improved task performance in laboratory research, with the significant exception that high self-esteem increases perseverance after failure. People with high self-esteem claim to be more pleasant and beautiful, to have better relationships, and to make a better impression on others than people with low self-esteem, although objective assessments do not support the most of these claims. Narcissists are charming at first, but they eventually alienate people. There is no evidence that self-esteem predicts the quality or durability of a relationship. People with high self-esteem are more inclined to talk in groups and critique group methods. Self-esteem may not directly cause leadership, although it may have an indirect influence. People with high self-esteem demonstrate bias in stronger groups when compared to people with low self-esteem, which can lead to prejudice and discrimination. Self-esteem, whether strong or low, is not a direct cause of violence. In retribution for the wounded's pride, narcissism causes an upsurge in aggressiveness. Although some studies have found no influence or that the effects of low self-esteem diminish when other variables are controlled, low self-esteem can contribute to externalization and delinquent behavior. Cheating and intimidation rates are highest and lowest in different subcategories of strong self-esteem.

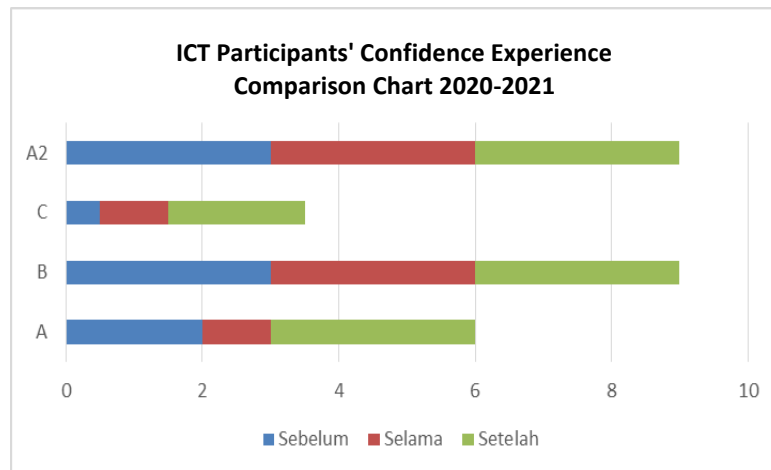


Figure 4. Development of Student Confidence of ICT participants 2020-2021
Source: Peseta diary processed by: Nursanty, 2021

With this study, self-esteem had a strong association with happiness, as seen in chart 1 above. The classroom atmosphere driven by supervisors who are friendly and friendly on campus A can change the low condition of confidence when doing activities, to increase when after the activity. According to the findings, having a strong sense of self-worth leads to greater happiness. In some cases, low self-esteem is more likely than high self-esteem to lead to depression. Some research supports the buffer hypothesis, meaning that high self-esteem lowers the impacts of stress, while others have found the opposite, implying that the negative effects of low self-esteem are felt predominantly during good times. Others have discovered that having a high sense of self-worth leads to happier outcomes, regardless of stress or other factors like those mentioned above.

b. Compound Intelligence (Gardner's Theory of Multiple Intelligences)

In 2020, where the MBKM Curriculum has just been introduced and is designing it, International Credit Transfer (ICT) is still using the old concept. Students conduct activities on the destination campus in courses that are under the field of science on the original campus. At one of the destination campuses, students mostly get total failed grades. A small percentage who successfully pass the exam with an average score comes from students who experience depression during activities in the duration of 75% of the activity time in the previously mentioned case.

Whenever we hear the phrase smart, the idea of taking an IQ test may come to mind. Intelligence is frequently defined as our intellectual potential, which is something we have from birth, can be tested, and is difficult to modify. Other research orientations have evolved in recent years, though. The hypothesis of twofold intelligence proposed by Harvard psychologist Howard Gardner is one such concept.

According to Howard Gardner's hypothesis of twofold intelligence, people are not born with all their intelligence. This notion contradicts the widely held belief that there is just one sort of intelligence, commonly referred to as genius for general intelligence, which is solely concerned with cognitive ability (Goeman, 2011). Gardner proposed eight categories of intelligence, as shown in figure 5 below: Linguistics, Logical/Mathematical, Spatial, Body-Kinesthetic, Musical, and Interpersonal, Intrapersonal, and Naturalist intelligence.



Figure 5. Eight Types of Human Intelligence According to Gardner
Source: Marenus, 2020

In education systems, linguistic and logical-mathematical modalities are highly emphasized, according to Gardner. Other intelligences, such as spiritual intelligence, existential intelligence, and moral intelligence, may exist, but Gardner does not feel they fit the original inclusion requirements (Gardner, 1993).

Psychologists and educators have criticized Gardner's idea. These skeptics believe that Gardner's concept of intelligence is too wide, and the eight "intelligences" represent nothing more than talent, personality traits, and abilities. Gardner's theory is equally devoid of empirical evidence. Educators, on the other hand, are increasingly interested in the hypothesis of multiple intelligences. Many teachers and instructors incorporate Gardner's theory into their teaching philosophies and seek to bring it into the classroom. Researchers can overcome these difficulties and better understand their own strengths by learning more about dual intelligence.

Here are two main educational implications of this theory: individuation and pluralization. Individualization begins with insights that we all learn in a distinctive way; Teaching and learning will most likely be effective if the way our individual knowledge is considered. The more we, and others, understand how we learn, the more likely we are to become successful learners. In the past, only the rich could receive an individual education; but now, thanks to personal computers (and their successors, smart phones), especially virtual learning in pandemic times like today. For the first time in human history, we can and should learn in a way that is comfortable and effective for us. Gardner developed a set of eight inclusion criteria while assessing each intelligence against multiple domains.

We all have intelligence, but the expression of that intelligence varies depending on genetics and experience. Gardner describes intelligence as "the psychobiological information processing capability that can be triggered in a cultural environment to solve problems or create valuable cultural products." (Chongde, 2003).

The variety of student composition varied from one institution to the next and from one country to the next. However, there are various international patterns. Non-traditional students who do not complete a standardized education and drop out form large groups. Many elderly students, ethnic groups, international students, and those who do not speak the dominant international language make up the student body. As the population grows, so does the diversity of class, gender, color, ethnicity, and academic preparation. Along with increased student diversity, there is also an increase in demand for re-education. The practice

of lifelong education has supplanted traditional higher education degree completion and subsequent entry into professional work.

Seven categories of motivations to study were identified in a survey of Hong Kong part-time students, all of which might be called "lifelong" causes. Retraining or additional development for those who need to change careers; education for professionals who need to continue their professional growth; and studying for fun are the three main reasons given (Reigeluth, 1999). In subsequent phases, it is also demonstrated that technology development causes a realignment of how professional education is delivered.

4.2 Discussion

From the results of the review of diaries, records and social media traces and academic certificates received at ICT 2021 participants, describing a change in concept based on the MBKM Curriculum where students may take courses that are not always related to the courses and courses of the original campus but provide a satisfactory passing grade as seen in figure 2 below.

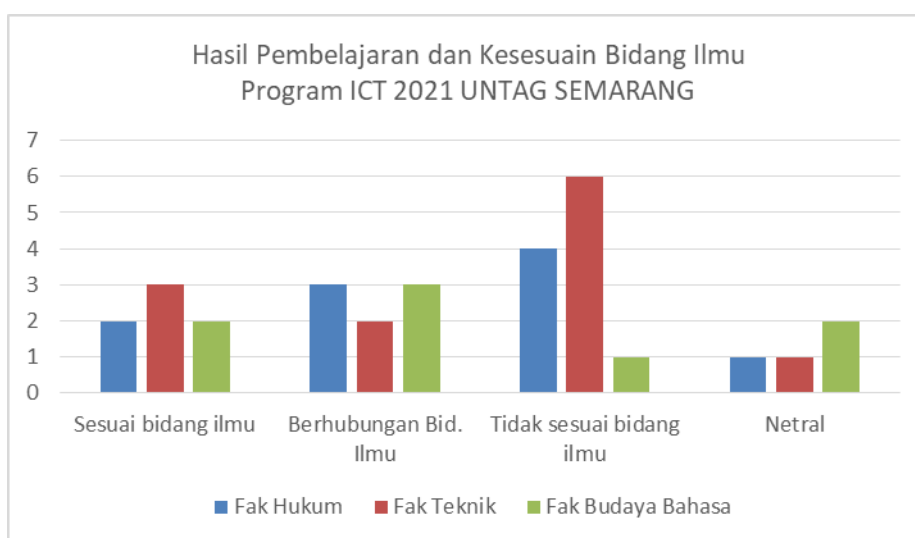


Figure 6. Learning and Meeting Results in ICT Science 2021

If we compare the application of the learning process with Paulo Freire's theory, that emphasizes more dialogue and discussion. Learners focus on active subjects in the learning process. Teachers and students become objects of study as social reality. Ki Hadjar Dewantara also applies students and teachers as subjects in the learning process with learning processes that are in harmony with social reality to free students. Ki Hadjar Dewantara's pragmatic goal is to seek liberation for Indonesian students to develop critical perceptions of an independent Indonesia. Overall, the comparison of educational design between Ki Hadjar Dewantara and Paulo Freire with the two most recently adopted programs in Indonesia can be seen in Figure 7 below.

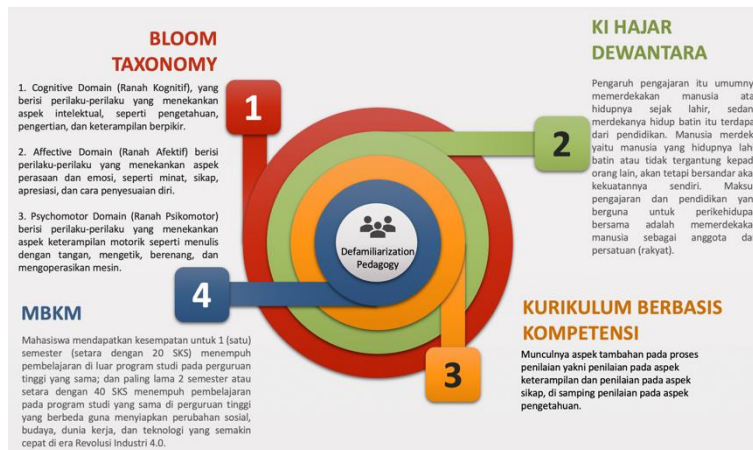


Figure 7. MBKM Curriculum Collaboration Diagram and Various PreviousLy Influential Elements
Source: Nursanty, 2021

By tracing the complete learning process in the study program (Prodi) at the university based on the stages, times, and volume of learning expected, the MBKM policy intends to achieve the goal of completing time and study load for universities or students to apply. Students may also participate in the learning process to relieve academic pressures both within and outside of the curriculum. Students can study 1 (one) semester or the equivalent of 20 (twenty) academic credits outside of their study program at the same university, and up to 2 (two) semesters or the equivalent of 40 (forty) credits on the same study program at different universities, study programs of different studies at different universities, or study outside of college in the MBKM program. Consider the importance of the type of information required in international commerce and trade, particularly in this esteemed program, International Credit Transfer (ICT) or International Credit Exchange economics.

The results of this study illustrate the emergence of a phenomenon that in learning something entirely new, students will use plural intelligence naturally and encourage the emergence of maximum improvement of progress such as figure 8 below, as defamiliarization characteristics.

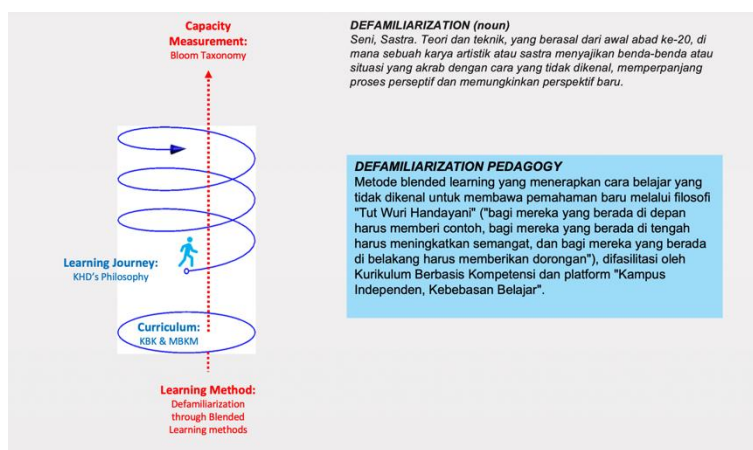


Figure 8. Findings of the Concept of Defamiliarization Pedagogy with ICT 2021
Source: Nursanty, 2021

Defamiliarization is a distinctive effect achieved by works of art or literature in disturbing our general perception of the world, allowing us to 'see' things with a new point of

view (Ladson, 2014). With this study, students who received a much greater amount of learning materials in the new field of science and not under the field so far in the early campus appealed to a sense of happiness that is closely related to self-confidence and spurred the spirit of curiosity naturally in large numbers. In figure 6 above found variables that are very influential, namely: MBKM curriculum; Learning journey as well as the capacity of learning outcomes that are expected to increase not only the quantity and quality of life such as a sense of happiness.

V. Conclusion

Answering the research questions mentioned earlier, where the internationalization program requires a deeper study to strengthen the MBKM Curriculum has been proven through the discussion above. The confidence factor of students in international association is a very important main capital. Students need to build their confidence through a broad association with a desire to understand the uniqueness of every person, every nation, and every culture. Compound intelligence is something that has been accommodated widely in the MBKM Curriculum that is currently underway. Alternative success using the learning atmosphere defamiliarization pedagogy can be a positive foundation because based on confidence, students are ready for all new atmospheres and changes anytime and anywhere to get success learning under their respective styles to form an authenticity.

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