

THE ANALYSIS OF STUDENTS' EXCHANGE PROGRAM OF INDEPENDENT LEARNING IN INDONESIA: MBKM-PMM

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ABSTRACT

The Indonesian Government through its Ministry of Education, Culture, Research, and Higher Education has a strong commitment to accelerate human resource potential, mainly in facing the global demands. One of the programs to actualize that commitment is by organizing Indonesia Students' Exchange Program. Nevertheless, in its implementation, there might be potential issues needed to be evaluated. Thus, this research aims to analyze the experience of students in Indonesia that participated in Indonesia Students' Exchange Program that was held by the government. The present research used qualitative approach in dealing with the research aim. The participants of the research were the college students participating in Indonesia Students' Exchange Program. The data was gathered by utilizing online Google Form in the questionnaire format and WhatsApp Group as the main media of distributing the instrument. The collected data was then analyzed descriptively and classified due to the determined sections. The findings showed that the specific experiences covering those beneficial and drawbacks regarding the emerging situation in the field. Based on the research result, the program requires intensive evaluation and careful preparation in order to prevent the drawbacks experienced by the participants of the program in the very next batches.

Keywords: *Experience, Self Improvement, Students' Exchange Program*

INTRODUCTION

Higher education has become the needs for students in Indonesia. Indonesia has about 9,32 million students, according to Kemdikbudristek 2022. The amount of students in Indonesia also has an impact to the universities. In Indonesia, there are 4.523 universities that made Indonesia become one of the countries with most universities. Due to the amount of students and universities, the minister of education, Nadiem Makarim, then launched a new program called Kampus Merdeka.

Kampus Merdeka offers various interesting programs to the students. One of the offer that is frequently offered is student exchange program, both locally and internationally. According to the final announcement by the students exchange program team, in 2021 there were 11.000 students accepted in this program and 9.000 flew to the destined university to attend offline classes and the other 2.000 participated in this program online. 2.000 students didn't go to their destined universities because their universities and the local government still had PPKM on the 4th level, which is not a great idea to let the students in since that may cause serious things to happen such as got infected by Covid-19, and got stuck in the destined city for more than the time that had been fixed.

This exchange program was held for 1 semester (6 months). But looking back at the situation and condition at the moment, made most of the universities allow the exchange students to join the lectures offline after mid semester test which means they spent only around 2-3 months there. Students who joined this program got living costs from the

government, whether they did it online or offline. The living costs were given 3 months at once, and 1 month later. It is important to remember that the living costs from the government were only given for 4 months, added by welcoming fund and free airplane tickets.

This program aims that students can experience studying outside their campus with new people from all around Indonesia that hopefully can add more relations, experience and skills between them. Beside that, students will learn about the culture in their campuses' island so that it will widen their cultural knowledge about Indonesia.

METHOD

A strategy intended to address a particular research issue is considered as a research design (Saunders et al. cited in Dissanayake, 2023). Hence, the way that researcher arrange for the gathering, analyzing, and reporting the data is referred to as research design. The method used by the researcher in this research was qualitative. The reason why this method was selected in accordance with the targeted respondents' origin. Additionally, the researcher decided to use Google Form to collect the data by sharing its link via WhatsApp Group in order to provide easy access and frequently used by all of the respondents since most of them stayed in different regions of Indonesia. Regarding the aim of this research, the target respondents were college students who had experienced the students' exchange program which enabled them to interact with other peers coming from any universities in Indonesia.

FINDINGS & DISCUSSION

The results of this topic are all related to students' experience in participating on the government's program. The questionnaire is divided into 6 sections namely: subject, facility, financial, mental health, score conversion and SPADADIKTI.

1. Subject

The first part is about the subjects. In this part, all aspects of subjects are presented and discussed regarding the destined university or the origin one. Additionally, the first question in this part was about the linear schedule between the destined university or the partner university. The data is shown on the Table 1.1 below.

Table 1.1 The subjects schedule between origin university and destined university

Schedule	Respondents	Frequency	Percentage
Very in line		11	25,6%
In line		25	58,1%
Not in line		7	16,3%
Very not in line		-	-
Total	40		100%

From the data in Table 1, it can be stated that most of the students found the schedule between the two universities was linear. Particularly, having an arranged schedule might help students to get better focus on their subjects, so that they can easily reach their learning purpose in university. Schedule plays a big role here. According to Baker (1974), scheduling is a process to do tasks with available resources in a period of time. It means that by having a good schedule, students can be more focused on what they are learning about because they have the guidance on doing something. Pratami (2020) stated "basically, the preparation of the lesson schedule at the basic education level has an effect significant to the effectiveness of learning in schools. Furthermore, the ways of schools can organize schedule as effective as possible in order to enable achieving educational goals is the main point in carrying out the activities. Hence, although a student registers the similar course with others and the time is different, they have a bigger chance to fail the subject. Moreover, when it comes with different subjects

in one time.” Thus, by knowing the students have in line schedules means that the aims of the program would be successfully reached by the help of the schedule.

The second question is about the subject choices given by the destined university. The answers are presented on Table 1.2.

Table 1.2. Subject choices

Choices	Respondents	Frequency	Percentage
Very appropriate		16	37,2%
Appropriate		21	48,8%
Inappropriate		5	11,6%
Very inappropriate		1	2,3%
Total	43		100%

Based on the data in Table 2, the subject choices in the destined university was appropriate, proven by 21 students chose this answer. It means that the subjects matched their passion and majors. According to Sudjana and Ibrahim (2012), learning is an effort made by human that involves teachers and students in a learning session. Referring to the previous statement, if students have appropriate subjects whether it is related to their passion or major, they can easily follow the materials given along the subjects and at the end students will have satisfying scores. Steeman (cited in Sutarjo, 2013) stated that value is something which gives meaning in life, then provides a reference, starting point and purpose of life. If students get high scores, it will add more self-values within them. Hence, when students have their own value, once they stepped out of college, life will be easier for them since they have competitive advantage or the ability obtained through the characteristics and resources of a company to have higher performance than other companies in the same industry or market (Porter, 1985).

The next question is about the subjects offered by partner university. The data collected is presented on Table 1.3. below.

Table 1.3. Subjects in partner university

Choices	Respondents	Frequency	Percentage
Very appropriate		20	46,5%
Appropriate		21	48,8%
Inappropriate		2	4,7%
Very inappropriate		-	-
Total	43		100%

Alike the previous question, the most chosen answer is appropriate in regard to their passion and majors. Here, students were taking courses in 6 different universities. 1 destined university and 5 partner universities which means they got a bigger chance to succeed on their study, mainly in the semester they were in.

Next, question number 4 is about the similarity of subjects between origin university and destined university. The data is shown on table 1.4. below.

Table 1.4. Subjects' similarity

Similarity	Respondent	Frequency	Percentage
All subjects are almost the same		14	32,6%
Most subjects are almost the same		17	39,5%
Only few subjects are the same		11	25,6%
No subject is the same		1	2,3%
Total	40		100%

Table 4 shows that most students stated that most subjects between origin university and destined university were the same. It indicates that there is a collaboration between these two universities in enhancing students' knowledge. This collaboration is good because students not only get knowledge from one university, but also from two. So, the more cooperation is made, the better it is (Thomas et al., 2014). With the cooperation these universities have, students are more likely to achieve success academically on the running semester. Furthermore, when students attended the classes, they must face some obstacles and struggles to understand or follow the materials the lecturers gave them. In line with statement above, students will face success if they don't lose the enthusiasm over achieving the goals even though there must be many failures they have faced. To achieve their goals, they also need learning motivation. Sardiman (1986) defined that learning motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by learning subjects can be achieved.

The next question is about the reasons why students are difficult to participate in the classroom. The response is displayed on Table 1.5.

Table 1.5. Students' reasons

Reason	Respondent	Frequency	Percentage
Lecturer or Instructor		6	14%
Schedule		23	53,5%
Lecturing process		8	18,6%
Assignments		4	9,3%
Materials		2	4,7%
Total	43		100%

Based on the data, most of the problem comes from the schedule students had. In most case, the schedules are collided into one another. These collided schedules brought academic stress to students, so that students are likely to feel unmotivated to join the lectures since they got many demands or tasks they had to accomplish (Olejnik et al., 2016) concerning the assignment levels and due dates. Chambers (1995) defined that schedule is something that explains where and when people and resources are at a time. From this definition, schedules help students to manage their time and activities throughout the day. Nevertheless, having two collided schedules were stressful for these students and made them under pressure.

The sixth question is about the methods used by the lecturers in partner university and destined university. The data is presented on table 1.6.

Table 1.6. Lecturers' methods

Methods	Respondent	Frequency	Percentage
Very interesting		13	30,2%
Interesting		26	60,5%
Not interesting		-	-
Not interesting at all		-	-
Nothing special		4	9,3%
Total	43		100%

From the data above, students said that the methods used in both universities were interesting. This means that students' motivation can be enhanced since they think that the methods are interesting. Warsita (2008) stated that learning is always associated with an effort or process of changing one's behavior as a result of the interaction of students with various learning resources around them. In conclusion, it is a must for the lecturers to put their effort in the learning process to engage students' interest in their subject. Moreover, Afifudin (1986), emphasized that learning motivation is the overall driving force in a child that is able to generate enthusiasm/excitement to learn. From this statement, it can be concluded that if students think the teaching methods are interesting, they will feel the enthusiasm within them and that is the way to achieve the learning purposes. In addition, Ginting (2014) argued that learning methods can be interpreted as a unique way or pattern in utilizing various basic principles of education as well as various techniques and other related resources so that the learning process occurs in students. The lecturers in both universities did a great job on their duty as lecturers. They made the students feel motivated by applying interesting teaching methods that slowly arises students' passion in learning.

The next question is about the materials delivered by lecturers in partner university and destined university. The collected data is shown on Table 1.7.

Table 1.7. Materials delivered

Materials	Respondent	Frequency	Percentage
Very interesting		12	27,9%
Interesting		28	65,1%
Not interesting		-	-
Not interesting at all		1	2,3%
Nothing special		2	4,7%
Total	43		100%

From the data, it is obvious that the materials delivered is interesting. It is related to the previous result, where the methods are interesting. From here, we can conclude that if the methods are interesting, then the materials delivered will be interesting as well because materials and methods affects each other.

The next question is about the comparison between the lecturers from origin university and destined university related to the methods, materials, and presentation. The result is presented on Table 1.8.

Table 1.8. Lecturers' comparison (1)

Comparison	Respondent	Frequency	Percentage
Origin lecturers are better than destined ones		3	7%
Destined lecturers are better than origin ones		11	25,6%
Both are almost the same		29	67,4%
Total	43		100%

The comparison results a positive degree that both lecturers have almost the same characteristics in teaching. According to Gagne (1970), learning is “a change in a person’s behavior or abilities that can be sustained, excluding changes caused by the growth process”. Reflected upon the statement by considering the data, it indicates that the lecturers have the similar teaching methods, so that students couldn’t tell the differences between them all. In addition, Daryanto (2005) agreed that learning objectives are goals that describe the knowledge, abilities, skills, and attitudes that students must possess as a result of learning outcomes expressed in the form of observable and measurable behavior. Each lecturer has their own learning goals by referring to Daryanto’s statement. Connecting to the data, the lecturers from both universities might have the same learning goals, so that their materials, presentation, and methods were similar to each other.

Suyono et al., (2012) stated that there are seven criteria that must be possessed by a teacher so that learning is ideal, namely: (1) The nature, the teacher must have an enthusiastic nature, provide stimulation, encourage students to advanced (2) Knowledge, have adequate knowledge in the eye lessons learned (3) What is conveyed, able to provide guarantee that the material presented includes all units of discussion (4) How to teach, able to explain various information clearly and bright and able to apply various teaching methods (5) Hope, able to give hope to students and able to make students accountable (6) The teacher's reaction to students, willing and able to accept various inputs, risks, challenges and always provide support to students (7) Management, able to demonstrate expertise in planning, organizing, and have the technique of controlling the class. It also doesn’t rule the possibility that the lecturers apply and have the same 7 criteria above, by considering the result of the question before.

The next question is the same as the previous question, but the role changed. The role is changed from partner university and origin university to lecturers. The result is shown on Table 1.9.

Table 9. Lecturers' comparison (2)

Comparison	Respondent	Frequency	Percentage
Origin lecturers are better than partner ones		2	4,7%
Partner lecturers are better than origin ones		8	18,6%
Both are almost the same		33	76,7%
Total	43		100%

The same result is shown as the previous question where both lecturers are almost the same whether it is their teaching methods, material delivery, evaluation, and presentation. In this section, both lecturers are most likely successful in developing 7 criteria as stated by Suyono et al., on the previous question item (no.8).

The 10th question is still about the same question but the comparison here is between the destined university and partner university. The data is presented on Table 1.10.

Table 1.10. Lecturers comparison (3)

Comparison	Respondent	Frequency	Percentage
Partner lecturers are better than destined ones		5	11,6%
Destinated lecturers are better than partner ones		3	7%
Both are almost the same		35	81,4%
Total	43		100%

The data results show the same result as displayed in Table 8 and Table 9, namely both lecturers were almost the same in delivering the materials, applying the teaching methods in classroom, doing evaluation and presentation. It is a good thing because from all three different comparisons, the most answered choice was the same: both lecturers were almost the same. In conclusion, origin lecturers, partner lecturers, and destined lecturers were professional in implementing the teaching methods, so that they were able to apply the appropriate methods making the students felt interested in their subject. Besides, these lecturers already had the same or similarly close learning goals because students almost could not see the differences between each lecturer from each university. The last thing is, all lecturers from 3 universities were able to apply seven criteria within the classroom.

On the next question, students were asked about the concern given by the lecturers from destined university towards them. The result is presented on Table 1.11.

Table 1.11. Lecturers' concern

Concern	Respondent	Frequency	Percentage
Very concerned		35	81,4%
Concerned enough		7	16,3%
Not concerned		1	2,3%
Not concerned at all		-	-
Total	43		100%

From the data above, there were 35 students out of 43 that felt the lecturers were very caring about them. It is proven that the lecturers from destined university showed their concern on the students and had a good approach to engage students' interest in their subjects. Therefore, it is in line with May (cited in Leininger, 1981) and Djamarah (2015) concerning the teacher's professionalism to fulfil the factors of the successful learning process itself, namely (a) probity; (b) persistence; (c) understanding of objectives, relationships between learning materials and relationships between learning materials and their objectives; and (d) the relationship between educators and students (Suhartini et al., 2014). Regarding the finding, the lecturers have already implied one of the factors that influence the success rate of a learning process, as seen on point (d).

2. Facility

In this part, there are three questions asked to the students about the facility they got in the destined university.

The first question is about the availability of technology facility in the destined university.

Table 2.1. Technology facility

Availability	Respondent	Frequency	Percentage
Very available		30	69,8%
Available		12	27,9%
Unavailable		-	
Unavailable at all		1	2,3%
Total	43		100%

The data in Table 2.1 shows that the destined university was very well prepared on the technology facility, so that the students did not feel bothered and felt supported during their classroom participation. Castells (2004) states that technology is a collection of tools, rules and procedures which are the application of scientific knowledge to a particular job in conditions that allow repetition. By having the benefits from technology tools as stated by Castells above, students can improve their academic skills in university. Furthermore, the development of education underwent four revolutions: (1) the first revolution, society gave educational authority to certain people (Sufis) so that the teaching profession emerged; (2) the second revolution, used written language in addition to spoken language in presenting lessons at school; (3) the third revolution, the invention of the printing press which in turn led to the abundance of books available in schools; and (4) the fourth revolution, modern technology in the field of communication with products in the form of electronic equipment and materials (software) presented has affected all sectors of life including education (Ashby, 1972). Analyzing the revolution of education, the education nowadays is on the 4th revolution where modern technology with electronic equipment is used massively in educational field to support the learning process. Additionally, the factors that cause the failure of education are environmental factors and the motivation of the students themselves, so in terms of their learning motivation, they lead to consistent attitudes and actions, the main factors in educational success. Lack of technology facility can affect the students' motivation in learning because they will feel left behind by others who have a proper technology facility. Fortunately, the destined university facilitated the students with technology properly to support their learning process in order to make this exchange program a success.

The next question is about other facilities provided by the destined university, such as proper classrooms, supporting medias; projectors, whiteboards, buildings, and etc. The answer is presented on Table 2.2.

Table 2.2. Other facility availability

Availability	Respondent	Frequency	Percentage
Very available		27	62,8%
Available		15	34,9%
Unavailable		-	-
Unavailable at all		1	2,3%
Total	43		100%

The data in Table 13 presents that other facilities were provided very properly in the destined university. According to Rukmana (2008) class is a social environment for children/students, where in the classroom there is a process of interaction between students and students and students with teachers. By providing a good classroom, the lecturers already gave the exchange students a chance to interact with other students from the destined university to blend in so that there will be no discrimination towards the students. Moreover, learning media according to Surayya (2012) is a tool that is able to assist the teaching and learning process and serves to clarify the meaning of the message or information conveyed, so as to achieve the planned learning objectives. Learning media provided by the university are various, such as projectors/LCD, classrooms, sets of table and chair, air conditioner, books, whiteboards, and buildings. By having well provided learning media, students are expected to be able to follow the material given by the lecturers without feeling uneasy and uncomfortable. Next, Audie (2019) stated that the use of learning media is a very important factor for improve student learning outcomes and increase student motivation to learn, because the learning media is very supportive in the development of knowledge owned by someone, especially against participants learn in the learning process. This statement proves that learning media is so important on influencing students' learning process.

The third question is about the availability of out of lectures facility such as canteen, cooperation, parking lots, and security. The data is shown on Table 14.

Table 2.3. Out of lectures facility

Availability	Respondent	Frequency	Percentage
Very available		15	34,9%
Available		16	37,2%
Unavailable		9	20,9%
Unavailable at all		3	7%
Total	43		100%

From the collected data, the destined university also provided non-academic facility. According to an online journal of Atma Jaya Yogyakarta University, the General Director of Land Transportation (1996), parking is the immovable state of a vehicle that is temporary in nature while stop is a vehicle that does not move for a while with the driver not leaving the vehicle. If a university provides parking lots for the students, the immobility of the vehicles will be more perfectly arranged and might minimalize chaos in finding their vehicles once the class is over. Security guards' duties in campus security are setting parking rules, traffic signs, identifying the identity of UM member vehicles, as well as guarding the gate or campus entrance gate to prevent and anticipate irregularities in rules and regulations on campus. The destined university had security guards who ensure that the security of the campus is well secured so that students feel safe and will not worry about anything bad happens while they are studying.

Beside parking lots and security guards, cooperation is also one of the facility provided by the university. According to UU no. 25 year 1992, cooperation aims to promote the welfare of members in particular and society in general and to participate in building the national economic order in order to create an advanced, just and prosperous society based on Pancasila and the 1945 Constitution. This means that not only lecturers who work in campus area, but also small sellers to sell their goods to the students. By opening a cooperation in campus area, the campus is supporting local business and providing food, beverages, and

stationary stuffs to the students so that students don't have to go outside campus to get their goods.

3. Financial

The next section is about financial issues students had when they were participating in this program. This section consists of 4 questions.

The first question is about the frequency students use their own internet data during the exchange program. The answer can be seen on Table 3.1.

Table 3.1. Frequency of internet data usage

Intensity	Respondent	Frequency	Percentage
Very often		15	34,9%
Often		13	30,2%
Sometimes		13	30,2%
Never		2	4,7%
Total	43		100%

The internet is a collection of networks on a global scale. No single person, group or organization is responsible for running the internet. From the data above, most students used their own internet data very often. This might be caused by no Wi-Fi connection detected in their area. The students used internet data to join online classes held by partner university and to find more resources for their assignments.

According to Dimiyati (2017), online learning or what is known as e-learning is a form of using technology to support the distance learning process. Regarding the previous statement, the respondents selected the option that partner university always held online meeting due to the distance of each student since the students came from all around Indonesia. According to Special Staff for Digital Policy and Human Resources at the Ministry of Communication and Information, Dedy Permadi, "The use of the internet, which was previously centered in offices, is now more widely used in residential areas and has increased by around 30 to 40 percent. In addition, usage in disadvantaged areas also increased by 23 percent. This means that many residents have followed the recommendations for physical distancing, namely working, studying, and worshipping from home." Since the program was held during pandemic, online learning is applied massively until now. Thus, during the program there were many students used their own internet data to join the online learning in pandemic.

The second question is about the accommodation provided by destined university. The result is presented on the Table 3.2.

Table 3.2. Accommodation providing

Availability	Respondent	Frequency	Percentage
Very available		19	44,2%
Available		19	44,2%
Unavailable		4	9,3%
Unavailable at all		1	2,3%
Total	43		100%

Accommodation is something provided to meet needs, for example a place to stay or temporary accommodation for people who are traveling. In this case it is not traveling but exchanging, which has the similarity with traveling where the people do not stay permanently in the destination. The destined university provided whether boarding houses or dormitories. Beside places to stay, the university also provided transportation for the exchange students. Transportation is the activity of moving goods and passengers from one place to another. Where there are two most important elements, namely the transfer / movement that physically changes the place of goods (commodities) and passengers to other places. By using the transportation provided by the university, students did not have to spend more money on online transportations such as *Gojek* and *Grab*. Even though university had provided the students complete accommodation, but still there were some problems faced while operating the transportation. The non-smooth flow of traffic causes traffic problems, namely traffic jams. Campus transportation cannot get through traffic jams easily, but it is an effective way to gather all students at once when there are events held.

The third question is about the funds disbursement by the government. The data is served on Table 3.3.

Table 3.3. Funds reimbursement (1)

Indicator	Respondent	Frequency	Percentage
On time		3	7%
Not on time		40	93%
Total	43		100%

Regarding the findings, the delayed reimbursement can cause some obstacles in fulfilling the primary needs during their program running in the destined university. Thus, in order to prevent this kind of condition, the well-preparation from the government should be undertaken intensively.

The next question is still about funds reimbursement, but specifically the living support part. The data is presented on Table 3.4.

Table 3.4. Funds reimbursement (2)

Indicator	Respondent	Frequency	Percentage
On time		1	2,3%
Not on time		42	97,7%
Total	43		100%

The result of the answer is still the same, the funds disbursement in any aspect was always delayed for most students. Even from 43 respondents, only 1 who got one's funds on time. Along with the result, the researchers found this part alike the funds reimbursement (1). The delayed reimbursement caused some obstacles in fulfilling the primary needs.

4. Mental Health

In this part, the students were asked about their mental health state during the exchange program. This section consists of 5 questions related to mental health.

The first question is about the most frequently felt emotional experience by students. The responses are shown on Table 4.1.

Table 4.1. Emotional experience

Emotional experience	Respondent	Frequency	Percentage
Sadness		4	9,3%
Fatigue		28	65,1%
Anger		-	-
Less discipline		11	25,6%
Total	43		100%

The most experienced emotion state from this program is fatigue. Fatigue is a state of the physical and mental body that refers to a decrease in work power and reduced body resistance to work. The symptoms of mental fatigue are weakened activity, weakened motivation, and physical fatigue due to general conditions. Meanwhile, the factors are environment, namely (climate, lighting, noise, vibration, etc.), Intensity and duration of mental and physical work, monotony, unclear responsibilities, unfit health conditions so tired quickly, worries and inner conflicts. Looking at the factors, students might get mental fatigue because they had to adapt to a new environment with different climate and weather from their place. And because they were too focused on adapting to the environment, they forgot to take care of their own health so that the factors are doubled now. Not to mention the physical work, where they had to travel to cultural places in order to do their duty as exchange students there.

The second question is about the program's benefits. The collected data is presented on Table 4.2.

Table 4.2. Benefits of the program

Benefits	Respondent	Frequency	Percentage
New relationship		34	79,1%
Nature trips		7	16,3%
Free facilities		1	2,3%
Program's funds		1	2,3%
Total	43		100%

There were 34 out of 43 students who stated that they got new relations after joining this program. Relations or relationships that occurs between individuals that lasts for a relatively long time will form a pattern, this relationship pattern is also called a relationship pattern. Students who got new relationships through this program indirectly already built an asset for their future, where there will be a time when these students need each other's help and they can get it easily because of the relationships they have.

The third question is about the mental problems students faced during the program. The answer is on Table 4.3.

Table 4.3. Students' mental problems

Problems	Respondent	Frequency	Percentage
Stress		7	16,3%
Feeling left behind		4	9,3%
Fatigue		14	32,6%

Fear	-	-
Insecurity	17	39,5%
Sadness	1	2,3%
Total	43	100%

From the data above, the same as the previous result it can be seen that fatigue is the most experienced mental problems. All of the factors and symptoms are already explained on the previous result.

On the next question, students were asked about the process of participating the exchange program. This question is meant to be a media where researcher can see the improvement of students' selves during the program. The collected data is as seen on table 4.4.

Table 4.4. Students' process

Process	Respondent	Frequency	Percentage
Self motivating		10	23,3%
Improving reading skill		-	-
New experience		27	62,8%
New challenge		6	14%
Total	43		100%

New experience is the most experienced process during the exchange program. Experience is learning that affects a person's behavior change. By experiencing new things, they had new insights on the things they never think about before. Everyone's experience of an object can be different because experience has a subjective nature, which is influenced by the contents of its memory. This statement indicates that the exchange students got their own experience by living and studying in a new place with new people and new culture so that it was a memorable experience for them.

The last question in this section is about the relation between the program and family issues. The result can be seen on the table below.

Table 4.5. Family issues

Issues	Respondent	Frequency	Percentage
Personal conflicts		7	16,3%
Homesickness		14	32,6%
Good social status		4	9,3%
Motivating to		18	41,9%

be better

Total	43	100%
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According to the data above, most students chose the answer to motivate them to be a better person. Maslow (cited in Pratama, 2022) stated that motivation is the driving force from within that causes humans to do something or try to fulfill their needs. Meanwhile, according to Baunez et al., (2002), motivation is the desire to do as a willingness to spend a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet an individual need. Furthermore, McClelland (1987) argued that the notion of achievement motivation is defined as an effort to achieve success or succeed in competition with a measure of excellence which can be in the form of other people's achievements or their own achievements. The similarity between these statements is an effort from someone to reach his achievement and goals whether it is influenced from external factors or internal factors. The students who chose this answer reflected that by participating in this exchange program, they could see their self-value and compared it with others, so that the needs to fulfil their dreams grew higher than ever until they achieved the dreams.

5. Score conversion

In this part, students were asked about the system of score conversion in their origin university. This part consists of 3 questions.

The first question asked is about the duration of partner university and destined university sending the students' university. The answer is displayed on Table 5.1.

Table 5.1. The duration

Duration	Respondent	Frequency	Percentage
On time		34	79,1%
Not on time		9	20,9%
Total	43		100%

The answers show that most of the students received their study result on time. By finishing their program on time, the university team indicates that they had a good time management. According to Forsyth (2009), time management is a way of controlling time so as to ensure the creation of effectiveness and efficiency as well as productivity.

The next question is about whether the conversion is appropriate for the students or not. The data is shown on the Table 5.2 below.

Table 5.2. Conversion appropriation

Appropriation	Respondent	Frequency	Percentage
Appropriate		31	72,1%
Inappropriate		12	27,9%
Total	43		100%

Value is something that gives meaning in life, which provides a reference, starting point and purpose in life. Value is something that is upheld, which can color and animate one's actions. In this case, the term value can be changed into score which refers to academic score. It can be changed because both value and score represent the same thing in society.

Academic score is closely related to intelligence. Munzert defines intelligence as an intellectual attitude that includes the speed of providing answers, solving problems, and the ability to solve problems. Every human being has eight different intelligences that reflect his different ways of interacting with the world. They are Verbal-Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial-Visual Intelligence, Physical-Kinaesthetic Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence, and Naturalist Intelligence. Each student has different intelligence to the others but most of the indicator for academic score is intelligence number 1-3.

The third question is about the lecturers' understanding about this program when students converted the score. The answer is on Table 5.3.

Table 5.3. Lecturers' understanding

Understanding	Respondent	Frequency	Percentage
Different		29	67,4%
Indifferent		14	32,6%
Total	43		100%

Comprehension is a person's ability to understand or understand something and after that it is known and remembered. Comprehension is always related to study experience. The data indicates that most lecturers are not comprehensive enough about the system of how the conversion works. Because it is related to study experience, it means that the lecturers haven't gotten any kind of socialization about this exchange program.

Learning difficulties are a condition that causes students to not be able to learn properly. Learning difficulties are students' difficulties in receiving or absorbing lessons at school. If the term 'students' are replaced with 'lecturers' and learning is more contextualized where it means looking up for information, then it suits the lecturers well because they had minimum information about the program. This phenomenon leads to incongruity between students' expectation and reality.

6. SPADADIKTI

In this section, there are 3 questions being asked about the system run by the government namely SPADADIKTI. SPADADIKTI refers to *Sistem Pembelajaran Daring Indonesia Direktorat Jenderal Perguruan Tinggi*. This platform was developed by the government and categorized as LMS, or learning management system. According to Ellis (2009), LMS is software used for administrative purposes, activity reports, teaching and learning activities and online activities, e-learning and training materials which are all done online.

The first question is asked to know if the partner lecturers used SPADADIKTI as the learning media or not. The answer is presented on Table 6.1.

Table 6.1. The use of SPADADIKTI

Usage	Respondent	Frequency	Percentage
Used SPADADIKTI		43	100%
Did not use SPADADIKTI		-	-

Total	43	100%
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From the data above, all partner lecturers used SPADADIKTI during the program. Suprayogie and Hakim (2016) defined that "E-learning is teaching and learning that is supported and developed through technology and digital media, and is also a form of the concept of distance learning or distance learning." Since the exchange program was held during a pandemic, the students must take online courses to support their learning process and all of the online courses are using e-learning method. The advantage of using online learning is easier for lecturers to update learning materials in accordance with the development of existing knowledge.

The second question in this section is about the lecturers' frequency of having Zoom meetings. The answer is on the Table 6.2.

Table 6.2. Zoom meetings frequency

Intensity	Respondent	Frequency	Percentage
Very often		26	60,5%
Often		13	30,2%
Sometimes		4	9,3%
Never		-	-
Total	43		100%

Zoom meetings is one of the media of online learning or e-learning. E-learning does not only stand for electronic but also stands for experience, extended, and expanded. Based on the data, most of the lecturers held Zoom meetings very often. There are two sides of effects caused by online learning. The first one is the positive effect. Online lectures make it easy for students to access materials lectures, students can understand the material more clearly because it directly dealing with laptops and other devices, and one of the advantages. Online tuition is a time saver. This is proven by the resources used by students to complete their assignments. On the contrary, the negative impacts include inefficiency material delivery, making students more difficult to understand lectures, wasteful spending to buy internet data or quota, and less serious in learning.

The final question of this session is about how time zones affect students' performance in studying. The data is shown on Table 6.3. below.

Table 6.3. Time zones

Difficulty	Respondent	Frequency	Percentage
Very often		9	20,9%
Often		14	32,6%
Sometimes		16	37,2%
Never		4	9,3%
Total	43		100%

According to Junaidi (2012) Indonesia is ideally located in three time zones. By looking at this statement, the time zones known are *WIB*, *WIT*, and *WITA* according to Presidential Decree No. 41 of 1987. To travel to different time zones, students need to have self-adjustment. Self-adjustment means adaptation can maintain existence, or can survive and obtain prosperity physically and spiritually, and can have good relationships satisfy with social demands. This statement is true because in order to adapt in a new place with different time zone, time is needed to be fully adapted. In this case, most students were having difficulty to adapt with the time zone sometimes that might cause habits irregularity.

7. Advice for the Students Exchange Program

At the end of the questionnaire, the researchers asked about some advices from the students for this program. From 43 answers, most of the advices were about the funds reimbursement. Concluding the advices, students felt harmed because they still used their own money for living cost due to the retardment of the funds from government. The next most answered advice is about the conversion because lecturers had different understanding about it with the students which caused confusion between them and led to miscommunication. Miscommunication occurs from both lecturers and students. Beside miscommunication, the lecturers were also having misconception of this program, so they had particular point of view towards this program.

CONCLUSION

From all previous points of the research results in discussion section, it can be stated that the exchange program still requires careful attention, especially in funds reimbursement. It is important to highlight that the students joining this program experienced an issue of funds reimbursement in which there was a delay for several months, so that they spent their own money for living cost during the program. The government and committee also need to prepare all the preparation properly, including the fund reimbursement since the students participating in the program do not come from financially stable family. Next, another issue was the academic score conversion faced some challenges, mainly the courses they took in the target university were not in line with the major they are taking. This issue should be taken into consideration for further evaluation by the organizer since the program is offered to the students with the description that they can take any kind of course even though it is not linear with their major. Briefly, the holding of MBKM (*Merdeka Belajar Kampus Merdeka*) program could be better by focusing on the entire system of its organization, and not just on partial stages. Next, the lecturers should be involved in sufficient socialization about this program, both from the university or the government to anticipate the emerging questions dealing with the academic score conversion, miscommunication, and misconception of the program leading to the different perspectives between lecturers and students. Thus, both government and universities should collaborate in socializing and preparing the students' exchange program not only to the students, but also to the lecturers in order to provide a comprehensive understanding about the program.

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