Witnessing the Integration of Multi-Literacy through Emancipated Learning (Merdeka Belajar Kampus Merdeka/MBKM) in English Education Department of UIN Gus Dur Pekalongan: A Narrative Study

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Abstract:

This narrative study offers insights into the integration of multi-literacy skills through the Emancipated Learning (Merdeka Belajar Kampus Merdeka/MBKM) program in the English Education Department at UIN Gus Dur Pekalongan. The MBKM program, an initiative of the Indonesian government, aims to transform higher education by promoting interdisciplinary learning and innovation. This study offers a detailed examination of how the MBKM program contributes to the development of multi-literacy skills in the English Education Department, focusing on the perspectives and experiences of students, and teacher. Employing qualitative methods such as interviews, observations, and document analysis, the research offers the information for a considerable period to ensure a comprehensive understanding of how multi-literacy is integrated through the MBKM program. Preliminary findings indicate that the MBKM program has had a profound impact on the English Education Department. The incorporation of multi-literacy skills has expanded students' horizons beyond conventional language proficiency, equipping them with a diverse set of abilities. Collaborative and project-based learning opportunities have nurtured critical thinking, effective communication, and problem-solving skills, empowering students to engage with real-world issues. The utilization of digital literacy also has proven and has emerged as a critical aspect of the MBKM program. By integrating technology and online platforms, students have gained access to extensive resources, facilitating collaboration with peers from different institutions and enabling interactive learning

experiences. The MBKM program has successfully bridged the gap between theoretical knowledge and practical application, preparing students to be empowered learners.

Keywords: Emancipated Learning, community service, critical thinking, empathy, internship, literacy, students' awareness

1.   Introduction

Initiated by the Minister of Education and Culture, Merdeka Belajar Kampus Merdeka (MBKM), is expected to encourage students to master various sciences that are useful for entering the workforce. This policy aims to make learning more meaningful and provide opportunities for students to develop their creativity, abilities, character, and needs through real-world problems, social interaction, and collaboration (Supriati, et al, 2022). In relation to literacy, the system should accommodate learners' need as MBKM program promote interdisciplinary learning and develop multi-literacy skills stems from its student-centered approach. In this sense, Thomas (2009) mentioned in his study that literacy referring to Freire's (1970) notion should be able to empower students. It should offer meaningful opportunities for exploration, collaboration, and practical application of knowledge, the program empowers students to become proactive learners and critical thinkers. This prepares them not only for their academic pursuits but also equips them with the necessary skills to succeed in their future careers, where adaptability, integration of diverse knowledge, and effective communication across various literacies are essential.

The history of Emancipated Learning in Indonesia stems from a shift towards outcome-based higher education. The Indonesian National Qualifications Framework (KKNI) recognizes work competencies and integrates education with job training and qualifications. To address unemployment, the KKNI acknowledges past learning outcomes. Universities must innovate to ensure relevant learning outcomes. The Ministry of Education and Culture has set a strategy to prepare students to face social, cultural, and workforce changes in this era of rapid progress in science and technology (Maipita, et al, 2021). The advent of the 4.0 Industrial Revolution has disrupted multiple industries, leading to the emergence of new professions while endangering existing occupations. To tackle this challenge, Indonesia must foster economic growth and innovation in the education sector. Preparing a skilled workforce is a complex task, requiring improvements in the education system and enhancing the competitiveness of

human resources. In the context of EFL (English as a Foreign Language) thus the Emancipated Learning curriculum, which is aimed at developing skills such as communication, information gathering, collaboration, and critical thinking, is particularly important for EFL students in higher education who aspire to be creative and engage in high-level thinking (Kasman et al, 2020). The Emancipated Curriculum within the Merdeka Campus program encompasses various activities. These include Entrepreneurship Activities (EA), allowing students to develop their businesses and gain practical experience and business management skills. Internship Programs (IP) provide students with relevant work experience outside academia, facilitating connections with the workforce. Research Activities (RA) enable students to conduct independent research or contribute as research assistants. Community Service Activities (CSA) allow students to serve the community and address social issues on campus. Guest Lectures (GL) provide students with insights from practitioners or experts in their desired fields. (Perdana, et al., 2021).

Based on the information provided, the study aimed to formulate inquiries such as: What types of programs have been implemented in the English Department at UIN Gus Dur Pekalongan, and what obstacles have arisen as well as the tactics implemented to overcome them?

2.   Previous Studies

There have been some studies undergone the implementation of MBKM in the Emancipated Learning. Supriati et al. (2022) initiated a study examining the implementation framework of Merdeka Belajar Kampus Merdeka (MBKM) in academic activities within higher education. The researchers outlined the policy's objective to enhance the significance of learning and offer students opportunities to foster their creativity, skills, character, and individual needs through real-world challenges, social interaction, and collaborative endeavors. They also highlight the importance of accommodating learners' needs and designing innovative learning processes that are always relevant and compatible with the needs of the times. The

article provides a comprehensive framework for implementing MBKM, which includes defining learning outcomes, designing curricula and syllabi, developing assessment methods, implementing learning activities, and evaluating learning outcomes. The researchers emphasize the importance of involving all stakeholders, including students, faculty, and administrators, in the implementation process. The article concludes by stating that the successful implementation of MBKM requires a comprehensive and collaborative effort from all parties involved.

The study conducted by Wahyuningtyas et al. (2022) aimed to investigate the awareness and implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program as flexible learning in a faculty setting. The researchers employed a qualitative approach and conducted in-depth interviews with six faculty members from a university in Yogyakarta, Indonesia. The findings revealed that the participants had a good understanding of the MBKM program and its objectives, but the implementation of the program faced challenges such as limited infrastructure, inadequate training, and unclear guidelines. The study also highlighted the importance of support from the university administration in facilitating the implementation of the MBKM program effectively. The researchers suggested that universities should provide adequate resources, training, and support to faculty members to ensure the successful implementation of the MBKM program as flexible learning.

The article by Huda et al. (2020) explores the understanding and experiences of academic freedom among higher education lecturers in Indonesia. The researchers argue that academic freedom is a crucial aspect of academic life and essential for the advancement of knowledge and the development of critical thinking. The study employs a qualitative approach, using in-depth interviews with 16 lecturers from different universities in Indonesia. The findings suggest that while the concept of academic freedom is recognized and valued by the participants, there are several factors that limit their exercise of it, including government regulations, institutional policies, and social and cultural norms. The study also identifies some strategies employed by

the participants to navigate these limitations, such as self-censorship, collaboration, and seeking support from colleagues and professional networks. Overall, the study provides insights into the complexities of academic freedom in the Indonesian context and highlights the importance of creating a conducive environment for academic freedom to thrive.

Apoko et al (2022) investigated the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) policy in Indonesia and its impact on students' awareness and participation. The study aims to explore the extent of students' awareness of the MBKM policy and how it has influenced their participation in various learning activities. The research method used in this study is a survey of undergraduate students from two universities in Indonesia. The survey was conducted online, and data were collected from 335 respondents. The study also used descriptive statistics and regression analysis to analyze the data. The study found that the level of awareness of the MBKM policy among students was moderate, with many students having only a general understanding of the policy's objectives. However, students who had a higher level of awareness of the policy were more likely to participate in various learning activities, such as research, community service, and entrepreneurship. The study also found that the implementation of the MBKM policy had a positive impact on students' personal development and academic achievement. Students who participated in the activities reported increased confidence, independence, and creativity, as well as higher grades and a better understanding of the relevance of their studies to real-world problems.

3.   Methodology

In this study, a narrative inquiry approach was employed to investigate the implementation of the Emancipated Learning program. Qualitative data was collected through semi-structured interviews with lecturer and students who had participated in

the program. To ensure diverse perspectives, participants were purposively selected from various background. An analysis of document from Department's artifact was also conducted to vary and ensure the data.

Data analysis involved employing a thematic analysis method. Interview transcripts were carefully examined and data was organized into themes and patterns that emerged from the data. This analysis provided a comprehensive understanding of participants' experiences and perceptions of the program. While semi-structured interviews were chosen as they allowed for flexibility and interactive discussions, enabling participants to share their thoughts, opinions, and experiences related to the program. The narrative inquiry approach (Clandinin & Connelly, 2000) aimed to capture and analyze the unique stories and narratives of participants, providing insights into the impact and effectiveness of the Emancipated Learning from their individual perspectives.

4.   Results & Discussions

The study identified the types of activities have been implemented in the English Department of UIN Gus Dur and the challenges and opportunities in implementing the programs there.

4.1   The Implemented Programs

4.1.1 Entrepreneurship Activities (EA)

The aim of this activity is to provide students with opportunities to develop their own businesses or creative projects, enabling them to gain practical experience and skills in business management. The EA might also as a means of survival, as reported by Ndirangu & Bosire (2004) who conducted a study in Kenya and discovered that students that are often engaged in entrepreneurship are as a means of survival. This is due to high unemployment rates and low-paying jobs, which create challenges for parents in meeting their children's educational needs.

Related to EA, students from the English Department at UIN Gus Dur have been introduced to the concept of merging language and financial literacy through the creation of some activities. The action has been implemented from the early stages of the department, such as creating souvenirs like tote bags and T-shirts with catchy phrases, which were exhibited in various programs and exhibitions. In 2020, in response to the Covid-19 pandemic, the English Department and its students took proactive measures to meet the community's needs. They collaborated with local tailors to produce hazmat suits, which were distributed to specific locations. This entrepreneurial initiative involved partnerships with organizations like METI (Masyarakat Energi Terbarukan Indonesia) and MES (Masyarakat Ekonomi Syariah). To address the high cost of hazmat suits and masks, the department sourced fabric and provided employment opportunities for local tailors who were in need of work and income for their families. The distribution of the suits was managed by a team of volunteers, including teachers, students, and staff members. The hazmat suits were sent to local hospitals such as RSUD Pekalongan, RSUD Kajen, RSUD Bendan, and local Puskesmas (Health Services). Furthermore, the suits were also sent to communities, hospitals, and health services in specific areas of Indonesia through package services.

Overall, this activity not only fosters entrepreneurial skills among students but also addresses the needs of the community during challenging times like the Covid-19 pandemic. Through collaboration, creativity, and a focus on social responsibility, the English Department and its students have made a meaningful contribution to both the business sector and the community at large. This is relecant to Mailin (2021) who stated that it is evident that the younger generation in Indonesia, known as millennials, show a keen interest in pursuing entrepreneurship. However, the potential for entrepreneurship hasn't been harnessed effectively by all stakeholders. The MBKM policy aims to cultivate the entrepreneurial spirit among students through suitable learning programs. Including entrepreneurial projects in the curriculum is a step towards enhancing the competence of graduates, making them well-prepared to

compete and seize business opportunities in the current digital age. Internship Programs (IP) to facilitate students gain relevant work experience outside of the academic environment, to help them establish connections or relationships with the workforce.

4.1.2 Internship Programs (IP)

It is as a common topic in Emancipated Learning is to facilitate students to gain relevant work experience outside of the academic environment. The activity is expected to help them establish connections or relationships with the workforce. It purposes as an additional elective course to empower them to be job-ready and proactive in their search for employment opportunities. Undoubtedly, Internship is an essential factor in developing career adaptability (Ocampo et al., 2020). However, according to Krishnapatria (2021) the implementation of MBKM presents some challenges. Firstly, the Ministry of Education and Culture has not provided any specifics regarding the details and mechanisms of carrying out internships. Therefore, it is the responsibility of the study program to develop guidelines and procedures for their students. Secondly, a significant concern is the conversion of the internship's grading system. To complete an internship course, students are required to work a minimum of a certain number of hours (for example, 100) per semester. Additionally, students must adjust their schedules to ensure that the internship program does not interfere with other lectures. Thus, implementing online learning would be beneficial to mitigate any potential issues. The English Education Department of UIN Gus Dur in this case has applied the program through the collaboration of SEAMEO and certain schools. Ten students from the English Language Teaching Department at UIN KH Abdurrahman Wahid Pekalongan were selected for an internship program called the School Literacy Club (KLS), which is part of the Independent Learning and Campus of Freedom initiative. The program is organized by SEAMEO QITEP in Language and aims to promote literacy in schools by inviting university students to serve as mentors. The students were chosen based on their performance in a selection process and were

assigned to one of six concentrations, including Storytelling, Short Story, Speech, Journalism, Debate, and Poetry. The KLS program lasted for three months at Muhammadiyah Bligo Vocational School in Pekalongan, starting on August 9, 2022, and ending on October 26, 2022. The goal of the program was to encourage everyone involved to become more active in promoting literacy, including the partner school, SEAMEO QITEP in Language, universities, and the wider community. Bligo Vocational School, which has been promoting literacy for several years, was pleased to collaborate with the English Language Teaching Department on this initiative. Based on the reflection and interview to some participants it was evidenced that the program was beneficial to broaden their perspective and experience. However there was a problem of the unclear program as the target of literacy was not linear to the English Department (Tg, Interview, April 21st 2023). However, as the umbrella is same in the language literacy, and it is under the SEAMEO program, the program was regarded linear to English competence. In this context, students learn not only linguistics lietarcy but hospitality, self-management as well as digital literacy by communicating and presenting the programs to other peers and tutors online. This is linear to what was expressed by Prahani et al (2020) who stated that students may not have complete autonomy in choosing their outside learning activities. Instead, the study program will consider the relevance and equivalence of the activities to the curriculum's learning outcomes before offering them to the students. This could limit the options available to students and may not align with their personal interests or career goals. Additionally, if the additional courses given during internships or other outside learning activities are mandatory, students may feel overloaded or overwhelmed with their coursework.

4.1.3 Research Activities (RA)

The activity is to let students to conduct independent research or become research assistants in ongoing research projects. RA program is an essential component of a student's learning journey as there is a connection between the quality of education, the cultivation of creativity skills, and students' engagement in research activities, which

are crucial for the advancement of contemporary universities and the provision of high-quality education and training. Engaging in research activities fosters various qualities that are not only professionally valuable but also socially significant, playing a pivotal role in shaping the future endeavors of young individuals (Manov & Milenkova, 2018)

The activity provides students with an opportunity to acquire valuable skills and knowledge beyond traditional coursework. Independent research allows students to explore their interests and develop critical thinking skills. They must design a research plan, collect and analyze data, and communicate their findings effectively. Through this process, they learn skills such as problem-solving, data analysis, critical thinking, and communication. Similarly, students can gain real-world experience as research assistants in ongoing research projects. They learn from experienced researchers, contribute to the research process, and gain valuable insights into the development of new knowledge. Their involvement can include data collection, data analysis, literature reviews, and research report writing. This is linear to Mailin (2021) who stated that research assistantship course might be new to students studying English Studies. The academic activity that allows students to assist a lecturer (ranking assistant professor or above) at their own university or another institution in exchange for credits. The role of the student in the research assistantship course involves supporting faculty members in their research work within their respective faculties or study programs. This support includes tasks such as collecting and analyzing data, literature reviews, and all other activities required to complete a research project in the areas of English linguistics or literature. Although some students might see these duties as trivial, participating in a research assistantship course will provide them with valuable experience in conducting research, and prepare them for writing their undergraduate thesis in the future. Students of English Departments are offered to take involve in the research activity by conducting independent research or become research assistants in the lecturers' research projects or conduct individual research project supervised by the lecturers.

By this, students can develop research skills, data analysis, and academic writing skills in the field of English. The students of English Department started from the before "MBKM" session in 2017 had been introduced to the importance of research collaboration. The lecturers invited students' participation hence they would get a writing artifact in the form of articles or research project. Several articles had been becoming the witness of the work, for instance the publicity of "Learning English through duolingo: narrating students' experience during Covid-19 pandemic time" by Umi Nada N in 2021; "Student's self-confidence in practicing speaking during online learning: up or down?" by Rozy Khanafiyah and Reza Adinul Akbar in 2021; an article of SINTA 2 entitled "Lessons Learned through the Muslim Youngsters' Creative Process of Digital Storytelling (DST) on Peace", written by the help of Reza Adinul Akbar in 2022, and "What are Left from Learning during the Pandemic?" EFL Students' Problems and Strategies in E-Learning Platform by Reni P in 2022 as the first author in an article of SINTA 2 as well.

4.1.4 Community Service Activities (CSA)

Engaging in Community Service Activities (CSA) provides students with hands-on experience in addressing local social issues and making a positive impact in their community. These activities offer students the opportunity to develop practical skills, such as leadership, communication, teamwork, and empathy. CSA is linear to Community service learning (CSL) which is commonly recognized as an educational approach that enables students to engage in service activities aimed at addressing societal needs while also reaping personal benefits (Truong et al, 2020). By participating in community service, students also cultivate a sense of civic responsibility and deepen their understanding of the challenges and needs faced by their community.

There are various forms of community service activities that enable students to gain valuable experiences. These include volunteering at local non-profit organizations like food banks, homeless shelters, and animal rescue centers; participating in service-

learning projects with nearby schools; organizing community service initiatives such as tree-planting, park cleanups, and charity events; joining campus organizations focused on community service; and engaging in civic activities like voter registration drives, letter-writing campaigns, and public demonstrations.

From 2020 to 2021, the English Education Department took initiative in addressing the social problems arising from the Covid-19 pandemic. Collaborative programs were implemented, including providing hazmat suits for medical workers, donating face masks in collaboration with METI and MESS Pekalongan, and distributing rice and staple food to those in need. Additionally, the department engaged in service projects with schools, such as SDN Pekuncen, to support English skills and language development. In alignment with environmental efforts, the students initiated tree plantation programs in 2018, aimed at reducing tidal wave impacts by planting mangrove trees. Furthermore, the students participated in the campus Green Campaign, organized by the LP2M research institution in collaboration with UKM Gema Lawa, Syajarah Institute, and the ESA of the English Department, to promote a beautiful and environmentally friendly campus.

This is linear to Mailin (2021) who mentioned that the objective of community involvement is to equip students with the necessary skills to excel and uphold ethical and moral values while performing tasks that align with their faith. Through this initiative, students will be exposed to actual events and will be trained to become socially aware and adept at identifying prevalent social issues, which they can later help solve. Furthermore, this program will aid in reinforcing and enhancing problem-solving skills within the community and local government, as students will be able to provide proactive assistance in resolving social issues.

4.1.5 Guest Lectures (GL)

Guest Lectures (GL) provide a valuable opportunity for students to enhance their learning by gaining the most up-to-date information and insights from experienced

professionals in their chosen field. It is a medium to balance between theory and practice, as well (Clarke, et al, 1998). At UIN Gus Dur, several Guest Lectures have taken place. Prior to the MBKM initiative, in 2019, an offline lecture was organized featuring Mr. Elih Sutisna, who spoke on the topic of Systemic Functional Linguistics. In 2020, a lecture was conducted by Ms. Annisa from Ohio University. Then, in 2022, an online lecture took place with Mr. Sandi Ferdiansyah, focusing on Multimodal Reading and Writing, as part of the TBIG FTIK UIN KH Abdurrahman Wahid Pekalongan course. Finally, in 2023, Ms. Shelley Barrons from Australia delivered a lecture on Public Speaking.

It is expected that by attending these lectures, students are able to update the latest trends and advancements in their desired area of study. By attending these lectures, students can expand their knowledge, develop a deeper understanding of their field, and remain current with the latest developments. As qualified individuals with extensive expertise and practical experience in their respective fields, GL sessions offer practical insights and share real-world experiences, allowing students to gain a more comprehensive understanding of their field, including its challenges and opportunities. By this approach of incorporating guest speakers into on-campus learning communities, it is expected to enhance the effectiveness of an authentic learning approach, leading to successful outcomes (Alebaikan, 2016; Costello, 2012).

4.2 **The Problems Hampered and the Strategies Offered**

Based on the implemented programs, there are some problems found. They are thematized based on the following findings:

4.2.1 Insufficient resources and funding

Considerable obstacles related to resources and funding are described from the following narrative.

> The usual problem in a management is lack of financial support.
> At the early stage there was a petty cash from individual support

of the Head of Department. This was regarded as a soft loan invested to the students organize the event. Some ran well and the fund could be returned, but some are not. This is a custom problem. How we can handle? In the program coordinated with METI (Masyarakat Energi Terbarukan Indonesia) and MES (Masyarakat Ekonomi Syariah) the system is placing order and we prepared from cloth to ready to wear by coordinating to local craftsman or tailors. After all is done and sent, they transferred the fund. This is during the pandemic, as information the Department has been set by meeting what is called as Emancipated Learning (MBKM) from the early establishment. Another problem is the marketing as the Department still lack of support from the Institution, for instance the Green Campaign initiated by the students. It was inspired by Green School Bali movement. Students initiated the beach clean-up, reduce the plastic waste by creating totte bag, T shirts labeled with the mascots of Department. However the scope is still narrow, internal. There should be focus to do more external marketing (Sr, Teacher's Vignette, May 30th 2023).

From the narrative, it is revealed how the financial support challenges are faced by the management, the implementation of collaborative programs with external organizations, and the adoption of Emancipated Learning to address these issues. There were problems, however they are turned into strategies for solutions. The scarcity of essential resources can impede progress and curtail the potential influence of endeavors. It is essential to find solutions to surmount these limitations in order to attain desired outcomes. This offered a form of partnerships with external organizations, seek sponsorships, apply for grants, and organize fundraising events to secure the necessary resources, as what stated by Dan (2013) that nowadays, universities are extending their scope beyond teaching and research, venturing into the realm of commercialization. This expansion involves establishing partnerships with industries, which encompass a wide range of elements. These include involving human resources like academic staff, students, and company employees, managing intellectual property rights, addressing legal aspects in contracts, providing funding for start-ups and spin-offs, and effectively communicating and promoting the collaborative relationship and joint projects.4.2.2 Low student participation and engagement

Students' engagement is crucial, however, there is an evidence of some who are not in the track and arise barriers. This can be seen in the following narrative.

> Not every one wants to take a part in Community Service Program. It is about inner call. We are advised to enroll, but may be some do not have same thought. Some come, participate but not eagerly. They just want to receive certificate as English Students Association but very minimal participation. But we cant force them, of course (Is, Student's Vignette, May 30th 2023).

> In our activity, I think it's very rare to do. Beach clean up for example, or river clean up. Not all of the students have the awareness to join. Even the members of English Student Association (ESA) do not all participate. Some aware this is important to do, some only for being safe (Rd, Student's Vignette, May 30th 2023).

> Stucked, yes. So Maam Sr decided to participate directly to accompany the project. Every one was invited. The evnt was advertised in social media, so every one can participate into the program. May be not much but there is hoped a change (Al, Student's Vignette, May 30th 2023).

From the data, we can see varying levels of motivation and engagement among students in community service programs. The first suggests that while some students willingly enroll and actively participate, others may lack the same enthusiasm or inner drive to engage in such programs. It emphasizes that forcing students to participate may not yield desired results. The second vignette specifically mentions beach and river clean-up activities, indicating that not all students, including members of the English Student Association, possess the necessary awareness or willingness to join these initiatives. It suggests that some students participate for the sake of appearances or personal safety rather than genuine commitment. From an analysis perspective, they underscore the importance of intrinsic motivation and personal values in community service participation. Those data indicate that simply advising or requiring students to enroll may not be sufficient to generate active engagement. It highlights the need for educators and program organizers to foster a sense of awareness, importance, and

personal connection to community service activities. By creating an environment that nurtures intrinsic motivation, students are more likely to willingly participate and actively contribute to the community. This is in line to Ryan and Deci (2000) that individuals who feel a sense of autonomy are more likely to willingly and enthusiastically engage in community service programs, driven by their personal commitment. Conversely, those who participate due to external pressure or fulfilling requirements may have lower autonomy, resulting in lower motivation. Perceptions of competence and relatedness also influence participation. To enhance engagement, fostering a supportive environment that satisfies autonomy, competence, and relatedness needs is crucial.

4.2.2 Lack of community support or cooperation.

Concerning the community support, there are some evidences of certain activities, as narrated from the following vignettes.

> Not all people consider the Sustainable Development embedded in the Curriculum. Even when I communicated to the leaders about the possibility of collaboration with Djarum, for example to manage the Mangrove problems, there has been a silence between us. Actually we have partnerships with NGO in Green Movement however the fund is from the students who want to plant the mangrove. I think it will be much more effective if the campus organize and initiate a social campaign as the responsibility to the environments, like Corporate Social Responsibility (Sr, Teacher's Vignette, May 30th 2023).

> When we planted the mangrove, or did beach clean-up, people around just stared. But in river clean up there were some communities from youngsters and people who care. But from the internal campus, there was not (Rd, Student's Vignette, May 30th 2023).

The information shed light on the inadequate attention and participation in sustainable development initiatives both within the curriculum and among the campus community. Despite attempts to communicate and collaborate with leaders and NGOs, there is a noticeable absence of response and support. The presence of passive observers during

environmental activities indicates a lack of active engagement from the local community. These vignettes underscore the importance of the campus taking initiative in organizing social campaigns and cultivating a collective sense of responsibility towards the environment. It suggests that there is a need for increased awareness, involvement, and collaboration to effectively address environmental challenges and promote sustainable practices within the campus and the broader community. This is as explained by Lessa et al (2017) that the collaboration among NGOs, communities, and universities has proven mutually advantageous, as it addresses significant social needs. The interconnectedness between non-governmental organizations (NGOs), communities, and universities has yielded fruitful outcomes for all involved parties. This cooperative interaction plays a pivotal role in addressing pressing social issues and meeting the demands of society. By leveraging their respective strengths and resources, NGOs, communities, and universities are able to work together towards impactful solutions and positive social change.

4.2.3 Resistance to change or unfamiliarity with the activities.

In today's rapidly changing world, organizational change is inevitable, and resistance is a natural response. To address resistance effectively, university administrators must understand its nature and causes. By managing resistance to change in a productive manner, organizations can increase their likelihood of successfully implementing and navigating through periods of change (Caruth & Caruth, 2013).

In this context, the resistance to change can be seen from the data below, that

> At first, people say, why should English Department initiate the program? Language Department should focus in language. When we handle the hazmat, the mask distribution, we invite others to support as it was emergency. But no respond, so the solution, keep forward. Thanks God we were able to distribute by the support of other community members, privately, the donated some money, there were volunteers as well, and people who care. For community service, our program was supported by Japan's NGO,

we introduce literacy for children. It's about peace values, cleanliness, many others beneficial (Sr, Teacher's Vignette, May 30th 2023).

When we collaborated with community caring for plants, we support each other. But the support from the campus was so little. I guess may be because we are from English Department, people only think we learn about linguistics, but we are not. We learn about multiliteracy, understanding other aspects in connected with language skills ((Ig, Student's Vignette, May 30th 2023).

Based on the data, there are some highlights where resistance and lack of support were encountered when initiating programs related to community service and language development. In the first data point, the English Department faced skepticism and questioned why they should initiate a program outside their traditional focus on language. However, when they took on the responsibility of distributing hazmat suits and masks during an emergency, they struggled to gather support from others. Despite the lack of response, they persevered and managed to distribute the items with the help of community members, private donations, volunteers, and supportive individuals. Additionally, the program received support from a Japanese NGO for introducing literacy to children, emphasizing values such as peace and cleanliness.

While the second data point describes a collaboration with the community to care for plants, but the support from the campus was minimal. The participant suggests that this lack of support may be due to the misconception that the English Department only focuses on linguistics. However, the participants emphasizes that their studies encompass multiliteracy and understanding various aspects connected to language skills.

These data points align with the Theory of Resistance in Innovation. Resistance to change or innovative initiatives can arise from misconceptions, limited support, or skepticism about the capabilities and scope of a particular department or program. In both cases, the individuals involved faced resistance due to preconceived notions or

limited understanding of the potential contributions and broader perspectives associated with their initiatives. Overcoming resistance requires addressing these misconceptions and effectively communicating the value and impact of the programs to gain support from stakeholders. The factor of unfamiliarity leads to the passiveness or resistance. Thus, we may conduct informative sessions, workshops, or orientations to educate students and community members about the activities, emphasizing their purpose and potential benefits. Then, another activity need to do is to share success stories and positive outcomes to generate interest and enthusiasm.

Based on Theory of Resistance in Innovations (Ram & Sheth, 1989) the Theory of Resistance in Innovation identifies two factors that influence resistance to adopting new innovations or ideas: the functional dimension and the psychological dimension. Dulsat and Alvarez (2020) further added that the functional dimension focuses on practical aspects like product usage and perceived value. Product usage refers to how individuals view the usefulness and convenience of the innovation in their daily lives, while perceived value relates to the benefits they expect from adopting the innovation compared to alternatives. The psychological dimension delves into cognitive and emotional factors. It consists of two components: elements associated with traditional beliefs and elements related to image. Traditional belief-related elements reflect cultural or social norms that can hinder acceptance of new ideas, as people may resist innovations that challenge established practices or beliefs. Image-related elements refer to how individuals perceive the reputation or image associated with adopting the innovation. If they believe it will negatively impact their self-image or social status, resistance may arise.

4.2.4 Ensuring sustainability and long-term impact.

Ensuring sustainability and long-term impact is challenging due to the need for engagement, support of financial, and maintaining motivation among all aspects of university, as well as community. This can be traced from the following data

> We understand that literacy goes every where. The problem in Pekalongan is tidal wave, waste, water pollution. Although some of us understand this is very important, we are afraid the steps will not last long. This might be from the motivation of volunteers. The solution is seeking help from local government or from the Institution (Sr, Teacher's Vignette, May 30th 2023).

> Because it is environment problem, it should be long-term project, and long term impact. But I ans some friends don't know about the sustainability. If no body realize, how can it be sustainable in the future? (Fr, Student's Vignette, May 30th 2023).

The excerpts raise concerns regarding the durability and long-term viability of initiatives aimed at tackling environmental issues in Pekalongan, specifically regarding tidal waves, waste, and water pollution.

In the first excerpt, the participant acknowledges the significance of addressing these problems but expresses apprehension about the sustainability of the undertaken measures. The commitment and enthusiasm of participants are identified as potential hindrances to achieving long-lasting impact. She suggests enlisting support from local government or institutions to ensure the continuity of these endeavors. The second excerpt highlights a lack of comprehension about sustainability among the participant and the peers. They question how sustainability can be attained if the community remains unaware and uninformed. This underscores the necessity of educating and raising awareness about the importance of sustainability and its role in effecting enduring change.

Both data underscore the importance of meticulous long-term planning and persistent dedication in addressing environmental challenges. They emphasize the need for collaboration with relevant participants, including governmental bodies and

institutions, to secure ongoing assistance and resources. Additionally, the excerpts emphasize the significance of instilling awareness and fostering a sense of ownership within the community to promote sustainable practices. By this, to achieve sustainable outcomes and lasting impact, it is crucial to address issues pertaining to motivation, engage pertinent participants, facilitate education and awareness initiatives, and seek support from governmental and institutional entities. By effectively addressing these concerns and diligently pursuing enduring efforts, it becomes possible to engender enduring transformation and effectively mitigate environmental issues. This is as mentioned by Alsaad& Abdul-Fariji (2021) that it becomes the focus of universities is to ensure the ongoing production of outputs that bring benefits to society as a whole, however the attainment of environmental sustainability within the university is through the interconnectedness of its operations with the environmental, social, and economic aspects of society at large, and achieving this relationship requires the involvement not only of university leadership but also all stakeholders both within and outside the university.

5. Conclusion

The implementation of MBKM (Emancipated Learning) in UIN Gus Dur Pekalongan has successfully initiated even before the establishment of the program launched. A range of programs to enhance practical skills and integrated literacy encompass entrepreneurial ventures, creative projects, and community service endeavors, including the distribution of essential supplies during the COVID-19 crisis.

However, the department has encountered several obstacles throughout its journey. Initial skepticism and misconceptions regarding the department's role in initiating non-language programs have posed a significant challenge. Moreover, limited support from the community and the university has hindered the department's progress, potentially due to a lack of awareness regarding its capabilities and the

broader scope of its initiatives. To overcome these challenges, the English Department has adopted various strategies. Collaborations and partnerships with external entities, such as local tailors, NGOs like METI and MES, and even the local government, have been sought to secure necessary resources and address financial constraints. The department has also utilized social media platforms to effectively promote their events and programs, reaching a wider audience and dispelling misconceptions surrounding their objectives.

Despite the obstacles encountered, the English Department at UIN Gus Dur Pekalongan has demonstrated resilience and determination in implementing their programs. Through fostering collaborations, seeking external support, and harnessing the power of digital platforms, they have managed to navigate hurdles and continue their mission of providing practical experiences and community service. Moving forward, it is imperative for the department to intensify awareness efforts, forge stronger partnerships, and develop sustainable strategies for the long-term impact and success of their initiatives. By persisting in their endeavors and adapting to changing circumstances, the English Department can serve as a catalyst for positive change, fostering holistic development among students and the wider community.

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