

## Students' English Learning Strategies in Dealing with Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in Indonesia: Perceptions and Factors

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### ABSTRACT

*This paper finds the students' perception students English learning strategies in dealing with Merdeka Belajar Kampus Merdeka (MBKM) curriculum in Indonesia with the research questions: (1) How do students perceive English learning strategies in the current MBKM curriculum change? and (2) What are the supporting factors faced by students in learning English in the current MBKM curriculum change? This study was conducted among all students of the English Education Study Program, Universitas Negeri Makassar, Indonesia in the second, fourth and sixth semesters. From the number of even semester students for the 2021/2022 academic year, which amounted to approximately 500 students, 122 students sent back the results of questions given online. The data obtained from the questionnaire about the student's perception of the implementation of English learning strategies in the current curriculum change were scored by using the Likert scale. The scoring system was done positively and negatively. The data was analyzed by using percentages. It aimed to measure the respondents' opinions. Then, to interpret the students' interest responses, the researchers used the interval estimate. The interval estimation was used to measure the parameter of population based on the score of rates interval sample data and ranged to 5 categories level. The result found that students had a positive perception of English learning strategies in the current curriculum change. This is evidenced by the average student perception score of 68.48 which means it is in a positive category according to the range of perception scores. Therefore, students have a positive attitude to deal with curriculum changes in every era. There were no students who stated very negative statements about the use of learning strategies in the era of curriculum change, there was only 1 student (0.82%) who was very positive. 23 students were hesitant to get a score in the 50-64 interval, and 98 students (80.33%) were in the positive category in the 65-80 interval. Many factors influence students' English learning strategies before and during the Covid-19 Pandemic era. The factors come from students, lecturers, school, environment, learning process and materials conditions.*

### ARTICLE HISTORY

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### KEYWORDS

Curriculum; learning strategies; MBKM; Students' perception.

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### 1. Introduction

Strategy is an important aspect of the teaching and learning process. In the teaching and learning process, strategy is an activity that must be carried out by both educators and students so that learning activities become effective and efficient (Aji & Budiyo, 2018; Rahman & Weda, 2018). Of course, it is the educators who have the first obligation to design strategies and follow students in learning activities. Hmelo-Silver, (2004) states that teaching aims to bring together the conversations that unite these disparate individuals around a common core of learning. Strategies are the various types or styles of plans that teachers use to achieve these goals. Educators must be able to choose the right strategy for teaching speaking for students. Many strategies are applied and developed in the teaching and learning process. The strategies used to achieve writing and speaking skills will be different because the goals of each skill are not the same (Rao, 2019). Writing focuses on the ability to produce written language while speaking focuses on the production of spoken language. In addition, strategies for teaching English language skills must be made suitable for

each skill to achieve the expected results. Students need the right strategy in obtaining material from educators. The strategies used by educators must be under the abilities and conditions of their students. The speaking strategy helps the teacher to teach speaking better (Pawlak, 2018; Junaidi et al., 2020). The strategies of educators applied in schools will be different from the strategies of educators on campus. The strategy of educators in a class where students have high motivation is also different from a class where students have low motivation to learn.

Teachers must be able to choose the right learning method for teaching English to students. There are many methods applied and developed in the teaching and learning process. The methods used to achieve writing and speaking skills will be different because the objectives of each skill are not the same. Writing focuses on the ability to produce written language while speaking focuses on the production of spoken language. In addition, the method for teaching English skills must be suitable for each skill to achieve the expected results. Students need the right method in obtaining material from the teacher. The method used by the teacher must be under the abilities and conditions of the students. The teacher's learning method applied in seventh grade will be different from the teacher's strategy in eighth and ninth grade. The teacher's strategy in a class where students have high motivation is also different from a class where students have low learning motivation.

English in Indonesia is more likely to be taught and studied only as a foreign language. This means that learning and teaching English takes place more in the classroom, not during communication in everyday life. English learners in Indonesia do not yet have ready access to using English as a means of communication during their daily life outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language that is learned only during formal education. As such, teaching and learning English in Indonesia presents special challenges not encountered in countries such as Hong Kong, where English is more commonly used daily.

Berns (2009) defines foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in the context of foreign language learning, there are few opportunities for learners to use the target language outside the classroom because language (in this case English) is not used as the main communication tool between people. When the target language is rarely used outside the classroom, input and use of language in the classroom are very important (Suryati et al., 2013).

According to Sulistiyo (2016), several factors make teaching EFL difficult in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Although definitions of 'large' classes in language learning vary (Wright, 2010), this number is not ideal for language classes. Second, not all students who attend English classes are motivated. English is a compulsory subject, which means that students must study the language for exam purposes; however, their exposure to English only lasts about two hours per week. The low motivation of students and the lack of hours of learning English are obstacles not only for teachers but also for students as learners. Third, in schools and universities, the focus of teaching English is mostly on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with little emphasis on English grammar and vocabulary.

In summary, several factors appear to hinder the success of teaching and learning EFL in Indonesia. Low teacher qualifications and English proficiency, classroom size, student motivation, class-oriented learning, and limited learning resources are factors that greatly affect the success of EFL teaching and learning (Bradford, 2007; Kassing, 2011; Kirkpatrick, 2007); Sulistiyo, 2016); Yulia, 2013).

The Indonesian government's policy on teaching EFL has received some criticism from research conducted in the areas of teacher competence, curriculum, and English language teaching. For example, Halim et al., (2018) claims that the concept of professional competence proposed by the Indonesian government is too narrow and needs to be understood in the social context of teacher professionalism. In addition, several policies and practices in EFL classrooms in Indonesia are less consistent (Lie, 2007). In response to this issue, Lie (2007) stated that there is an urgent need to better inform and advise policymakers on the design, implementation, and evaluation of the EFL curriculum. The competency-based curriculum for teaching English in junior and senior high schools mentioned earlier seeks to provide exposure to English texts and develop English language competencies to help students access better jobs in the future.

The policy of changing the curriculum in Indonesia has occurred several times for a long time, both at school and on campus, and this also happened during the Covid-19 pandemic. The Minister of Education and Culture of Indonesia is currently making a breakthrough in the campus curriculum, namely *Merdeka Belajar Kampus Merdeka* (MBKM). The impact of the Covid-19 pandemic is now starting to penetrate the world of education. This is done as an effort to prevent the spread of Covid-19. It is hoped that all educational institutions will not carry out activities as usual. This can reduce the spread of Covid-19. The same thing has been done by various countries exposed to this disease, a lockdown or

quarantine policy is carried out to reduce the interaction of many people who can provide access to the spread of Covid-19. Regarding the spread of the corona-virus and its impact on teaching and learning programs, several questions arise that must be answered.

Based on the description above, it is necessary to pay close attention to the strategies of English students in learning EFL during curriculum changes that occur in Indonesia. Based on these conditions, researchers are interested in conducting a study entitled: "Students' English Learning Strategies in Dealing with *Merdeka Belajar Kampus Merdeka* (MBKM) Curriculum in Indonesia: Perceptions and Factors".

This research is focused on learning strategies of English students in dealing with changes in the MBKM curriculum. With this focus, the research problems can be formulated as follows:

1. How do students perceive English learning strategies in the current MBKM curriculum change?
2. What are the supporting factors faced by students in learning English in the current MBKM curriculum change?

## 2. Methodology

This research uses mixed-method research. There are qualitative and quantitative approaches. For quantitative, researchers get data from questionnaires. For qualitative data, the research purpose of the phenomenon can be understood carefully if done through interaction with the subject through in-depth interviews. In addition, it can be done through observation of the location of the phenomenon. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. A central phenomenon is a key concept, idea, or process studied in qualitative research. Qualitative researchers seek to understand a phenomenon by focusing on the overall picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numerical analysis of data.

Then for the design, the researchers use a case study. A case study is a type of ethnographic research study that focuses on a single unit, such as an individual, a group, an organization, or a program. The goal is to arrive at a detailed description and understanding of the entity (case). Case studies use several methods, such as interviews, observation, and archives, to collect data. This designation is in line with the words of Bogdan and Biklen (1997) saying: "A case study is a detailed examination of a single setting, or a single subject, or a single storage document, or a particular event."

In this study, data will be collected naturally by observing the learning strategies of English students in learning English and by conducting questionnaires and interviews with English students at Makassar State University. In this study, the researchers are an observer and interviewers. Then the data is analyzed and presented in the form of a description. The results of this study can be known if the researchers conduct research. The reason the researchers are interested in these students is that the current students are using strategies that can make themselves more active in learning English.

The subjects of this study were all students of the English Education Study Program, majoring in English in the second, fourth and sixth semesters. Where this research wants to see how the learning strategies of English students in dealing with changes in the MBKM curriculum in the new normal period. Even semester students for the 2021/2022 academic year consisting of approximately 500 students.

Collecting data in this study using questionnaires, observations, interviews, and documentation.

### A. Questionnaire

Questionnaire for teachers' perceptions to find out their feelings, opinions, and thoughts after implementing the curriculum. The data collected from the questionnaires were analyzed quantitatively. Data obtained from a questionnaire on teacher perceptions of curriculum implementation in this era were assessed using a Likert scale. The scoring system is carried out positively and negatively. For positive statements, the scoring system is positive, namely, 5 (five) points for strongly agree, 4 (four) points for agree, 3 (three) points for undecided, 2 (two) points for disagree, and 1 (one) point for strongly disagree. The data is then analyzed using percentages.

### B. Observation

Qualitative observation is when the researchers make field notes about the behaviour and activities of individuals at the research site. In this field note, the researchers' record, in an unstructured or semi-structured way (using some

previous questions that the questioner wants to know), the activities at the research site. Qualitative observers can also engage in roles that vary from non-participant to full-fledged participant. Observing in field research is often a detailed and tedious job. Instead of a quick flash, motivation springs from a deep curiosity about the details. In this study, observations will be made to observe the actual teaching strategies for teaching EFL to students.

### C. Interview

In qualitative interviews, researchers conduct face-to-face interviews with participants, Zoom interviews, telephone interviews, or engage in focus group interviews with six to eight interviewees in each group. These interviews involve a small number of unstructured and generally open-ended questions and are intended to elicit views and opinions from the participants. Interviews are investigators following a rigid procedure and seeking answers to a series of pre-arranged questions through personal interviews. This data collection method is usually carried out in a structured manner where the output is highly dependent on the ability of the interviewer. In this study, interviews were conducted to capture information about the English teacher's strategy in teaching EFL to students.

### D. Documentation

During the research process, researchers can collect qualitative documents. These may be public documents (e.g., newspapers, meeting minutes, official reports) or private documents (e.g., personal journals and diaries, letters, and e-mails). Some photo documentation and files are used as documents in this research.

After the data is collected, the researchers move on to the task of analyzing it. Data from the questionnaire were analyzed using a Likert Scale. It aims to measure the opinion of respondents. The answers to each item of the Likert Scale instrument are divided into positive statements and negative statements as follows:

**Table 1. Likert Scale**

Positive statement scores	Category	Negative statement score
5	strongly agree	1
4	agree	2
3	undecided	3
2	disagree	4
1	strongly disagree	5

To interpret student perception responses, the researchers used interval estimation. Interval estimation is used to measure population parameters based on the interval rate sample data score which has 14 interval estimates for each level. In this case, the assessment score ranges from 20 to 100 and the level of the questionnaire is 5 levels or 5 categories. Thus, researchers began measuring scores from strongly disagree (20) to strongly agree (100). Therefore, the researchers used 14 interval estimates as well as scores large enough to minimize the level of error or insignificant scores in the measurement. The response interval of students' perceptions of the questionnaire can be seen in table 2.

**Table 2. Perception Category Score**

Score	Category
81 – 100	Strongly positive (very high)
65 – 80	Positive (high)
50 – 64	Undecided (moderate)
35 – 49	Negative (low)
20 – 34	Strongly negative (very low)

To calculate the questionnaire data into percentages, the researchers use the percentage technique using this formula. The formula used in analyzing the data is as follows:

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Percentage of tests and questionnaires

Fq = Number of Frequency

N = Number of Samples

(Sudjana, 1996)

Qualitative data analysis is the process of searching and compiling data obtained from observations, interviews, and documentation. Qualitative data analysis consists of three streams of activities: data reduction, display, and data verification. Each of these stages is presented as follows:

### 1. Data Reduction

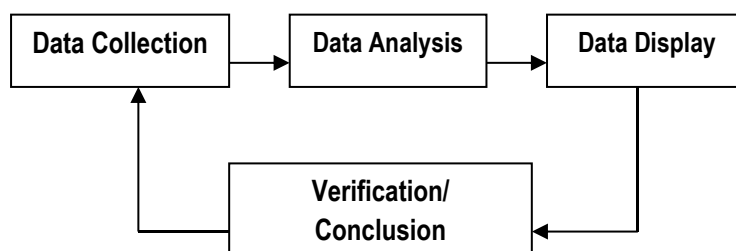
Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or written transcriptions. Data reduction occurs continuously throughout the life of a qualitatively oriented project. The data reduction/transformation process continues after fieldwork until the final report is made. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that conclusions can be drawn and verified.

### 2. Data Display

The presentation of data is an organized stage, a collection of information that allows drawing conclusions and actions. Views include many types of matrices, graphs, charts, and networks. All are designed to gather organized information into a concise and accessible form so that the analyst can see what happened and draw justifiable conclusions or proceed to the next step of analysis suggested by the display.

### 3. Conclusion/ Verification

Conclusions are verified as the analyst continues. Verification may be as short as a second thought that passes through the analyst during writing, with a brief return visit to the field notes, or it may go through an elaborate, with lengthy arguments and reviews among colleagues to develop an "inter-subjective consensus" or with extensive efforts to replicate findings. in another data set. The steps of data analysis are shown in the figure below:



**Diagram 1. Data Collection and Analysis Procedure**

One of the characteristics of qualitative research is that research results need to be negotiated with informants. The goal is to obtain valid or valid data. Therefore, negotiation can be considered one of the ways to check the validity of the data.

In this study, negotiations were carried out by showing the subject a descriptive narrative about important events that had been prepared for the subject. Subjects were asked to read descriptive narratives that were still temporary. If there the subject finds a description that is not under the reality experienced, then he is welcome to make corrections. In this way, the narrative that is developed is getting better and better.

Another way is to do triangulation. In qualitative research, triangulation is not intended to establish the truth about a social phenomenon or overcome bias in a study, but to increase the researchers' understanding of the phenomena

found. Therefore, the value of triangulation lies in obtaining evidence that is either convergent, inconsistent, or contradictory, with the intention that researchers can make a clear description of the phenomenon under study (Stainback, & Stainback, 1988).

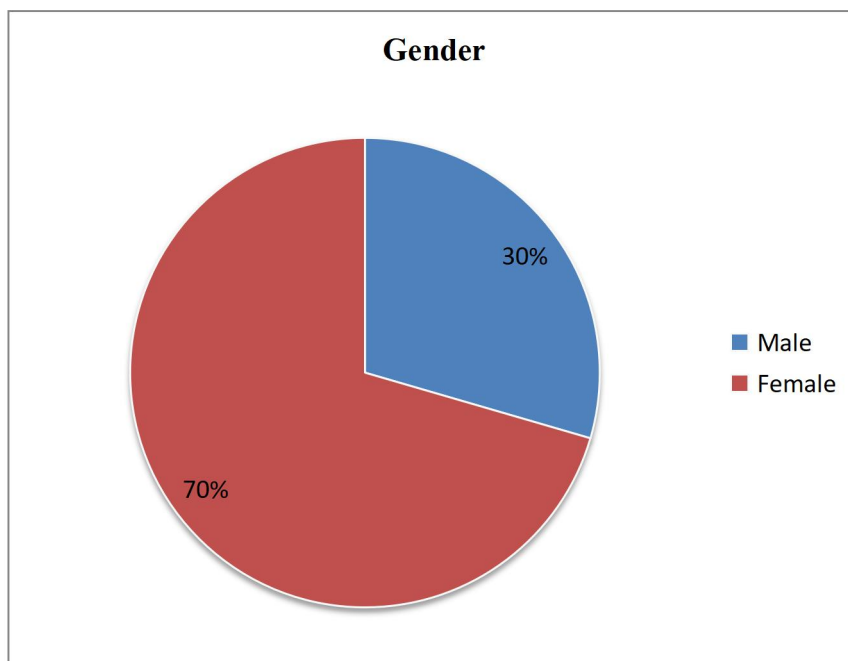
Triangulation is done in several ways. Denzin (2012) mentions three kinds: triangulation of data sources, triangulation of methods, and triangulation of researchers. The third is used when qualitative research is carried out by a team.

In this study, which was only carried out by one researcher, triangulation was only carried out in two ways, namely triangulation of data sources and triangulation of methods. Triangulation of data sources is an attempt to obtain data from several different sources. In this study, triangulation of data sources was realized by obtaining information about the subject's English learning process from several informants. Apart from the subject himself as the main informant, the necessary information was also extracted from other informants which included English lecturers who had taught him.

Method triangulation is realized through efforts to extract information with several kinds of data collection techniques. Information obtained through interviews needs to be supported by observations or document reviews. On the other hand, the results of observations are also supported by the results of interviews or document reviews.

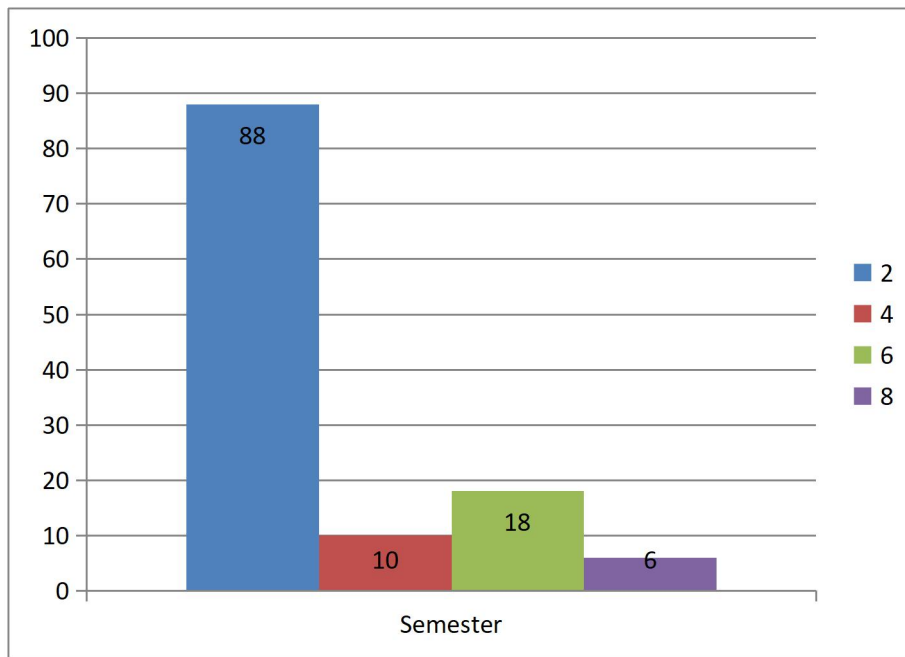
### 3. Result and Discussion

This study deals with the application of English student learning strategies in the MBKM curriculum in the current New Normal era. Researchers began distributing online questionnaires to students containing general information, perception questionnaires, and follow-up questions. The initial part of the questionnaire consists of general information on students including their name, gender, semester, GPA, and length of their English learning experience. The researchers distributed questionnaires on the Google Form link to several classes of English Language Education students, Faculty of Language and Letters, Makassar State University for the even semester of 2021/2022 and 122 students sent back the results. Therefore, to evaluate whether the current MBKM curriculum is effective to use, student responses were collected in the next phase using a perception questionnaire and follow-up questions. Based on the results of data collection and analysis that has been carried out on the 122 students, their general information data was found.



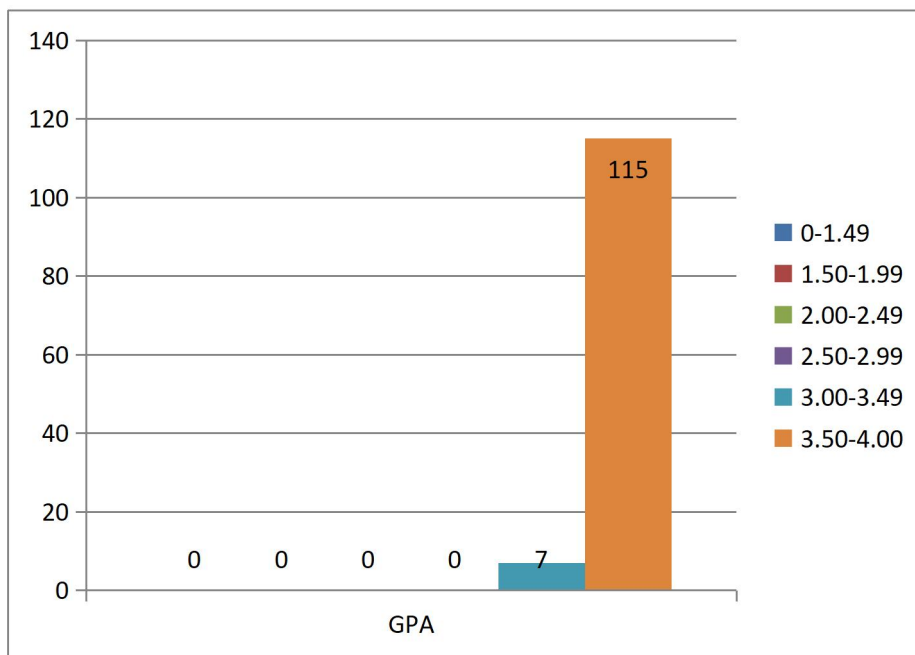
**Diagram 2. Students' Gender**

From Diagram 2, it can be seen that there are 36 students (30%) and 86 students (70%). This shows that female students are more dominant than students.



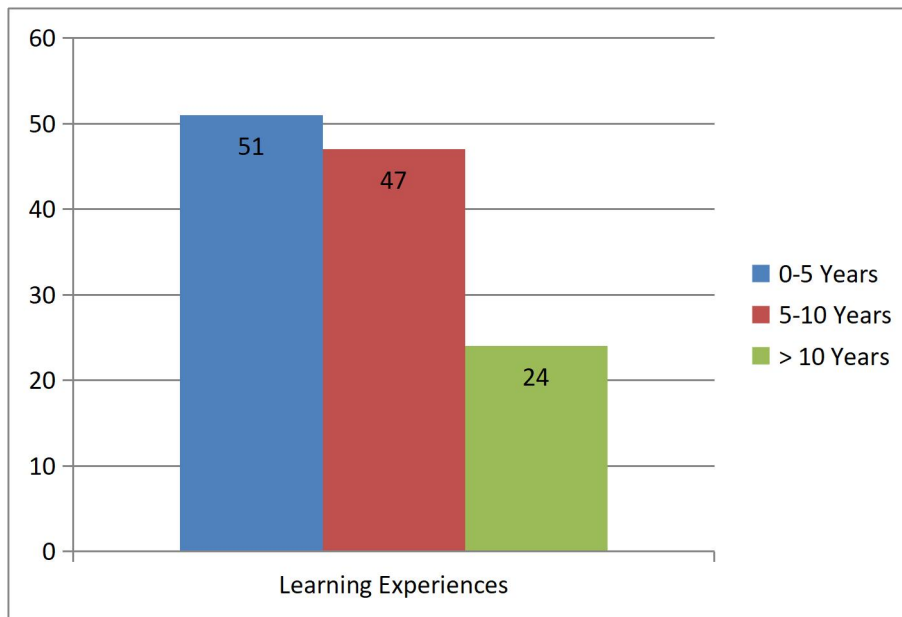
**Diagram 3. Students' Semester**

Diagram 3 shows that students who filled out the research questionnaire consisted of 88 people in the second semester (72.13%), in the fourth semester as many as 10 people (8.19%), in the 6th semester as many as 18 people (14.75%), and in the 8th semester as many as 6 people (4.91%).



**Diagram 4. Students' GPA**

Diagram above shows the GPA of students who fill out this research instrument. There are no students with a GPA of 0-2.99, 7 students with a GPA of 3.00-3.49 (5.74%), and 115 students have a GPA of 3.50-4.00 (94.26%).



**Diagram 5. Learning Experience**

Diagram 5 shows the length of experience or duration of students learning English. 51 students have studied English for 0-5 years (41.80%), 47 students have studied for 5-10 years (38.52%), and 24 students have studied English for more than 10 years (19.67%).

**A. Students' perceptions of English learning strategies in the current curriculum change**

At this stage, the researchers administered a questionnaire to the students, to collect their responses regarding the practicality and effectiveness of the English learning strategy used in the current curriculum change, namely the MBKM (*Merdeka Belajar Kampus Merdeka*) curriculum.

To find out the student's perceptions about the change in the curriculum of learning strategies in the current situation, the researchers distributed an online questionnaire to the students. Data were analyzed using a Likert Scale. The results of the analysis show that students have positive perceptions of English learning strategies despite the current curriculum changes. This is indicated by the results of the percentage of student questionnaires shown in the following table:

**Table 3. Students' Perception**

Category	Range	Frequency	Percentage
Strongly Positive	81-100	1	0.82%
Positive	65-80	98	80.33%
Undecided	50-64	23	18.85%
Negative	35-49	0	0%
Strongly Negative	20-34	0	0%
<b>Total</b>		122	100%

Based on the analysis of the percentage of student perceptions in table 3, the analysis shows that there are no students who state very negative and negative statements about the application of learning strategies in the era of curriculum change, there is only 1 student (0.82%) who is strongly positive. 23 students were undecided to get a score in the 50-64 interval, and 98 students (80.33%) were in the positive category in the 65-80 interval. Table 3 shows the application of learning strategies in curriculum changes that are currently of interest to students. This is also supported by the following table:



**Table 4. Mean Score Students' Perception**

Total of Students	Total Students' Score	Mean
122	8355	68.48

Table 4 shows that the average student perception score is 68.48 which means it is in a positive category according to the range of perception scores. Therefore, students have a positive attitude to deal with curriculum changes in every era, including the implementation of the MBKM curriculum (*Merdeka Belajar Kampus Merdeka*).

**Table 5. Students' Perception Questionnaire Results**

No.	Statements	Mean	Classification
1	I'm familiar with some learning strategies on teaching English in Indonesia.	3.77	Agree
2	In current curriculum change, I often use some different learning strategies.	3.75	Agree
3	I have no much learning strategies in the current curriculum change.	3	Undecided
4	I like learning with challenging situation (current situation).	3.66	Agree
5	Curriculum change helps me learn learning strategies easier.	3.57	Agree
6	Curriculum change helps me acquire knowledge through learning in a team.	3.90	Agree
7	Curriculum change helps me understand the learning strategies process.	3.74	Agree
8	This curriculum change enables me to participate in sharing information, making decisions, and solving problems.	3.91	Agree
9	I prepare only one learning strategies in class.	2.72	Disagree
10	I prepare many learning strategies in class.	3.53	Agree
11	I feel happy to face the curriculum change in Indonesia.	3.45	Undecided
12	The curriculum change can improve my attitude towards learning process.	3.71	Agree
13	I don't like the curriculum change in this current situation.	2.69	Disagree
14	This situation trains me how to be a good learner.	3.83	Agree
15	I feel intellectually challenged through this situation.	3.66	Agree
16	I feel unprepared for the current curriculum change.	2.82	Disagree
17	I cannot adapt my learning strategy in the current situation.	2.73	Disagree

18	I feel happy to follow the teaching strategy that lecturer applies in the current situation.	3.73	Agree
19	I find many obstacles in learning during the current pandemic.	3.62	Agree
20	I don't like learning in this challenging situation (current curriculum change).	2.82	Disagree

As shown in table 5, the students agreed that this curriculum change allowed them to participate in sharing information, making decisions, and solving problems (3.91); curriculum changes help them acquire knowledge through learning in teams (3.90), and this situation trained me how to be a good learner (3.83), but students don't like curriculum change in the current situation (2.69). In conclusion, the average score of the questionnaire is 3.42 which is classified as agree. This shows that students have a positive perception of the implementation of learning strategies in the current curriculum change situation.

## **B. Supporting factors faced by students in learning English in the current MBKM curriculum change**

### **1. Factors that influence English learning strategies before the Pandemic**

Many factors influence students' English learning strategies before the Covid-19 pandemic era. There are several reasons why students make changes to their learning strategies before the curriculum change period.

#### a). Students Conditions:

- Motivation, interest, mood, feeling, enthusiasm (S3, S7, S10, S11, S14, S23, S24, S25, S47, S55, S59, S61, S64, S71, S75, S77, S86, S88, S118, S120)
- Student habits (S8, S12, S34, S85)
- Student participation, activeness (S22, S26, S58, S61, S97)
- Interest in reading (S27)
- Student readiness (S44, S45, S57, S69, S70, S74, S107, S118)
- Learning strategies (S28, S46, S51, S115)
- Basic knowledge, student abilities (S3, S76, S117)
- Course experience (S6, S36)

#### b). Lecturer Conditions:

- Strategies, teaching methods (S14, S19, S20, S24, S43, S73)
- Personal educator (S16, S72, S78)
- Teacher explanation (S69)
- The role of educators (S22, S81)
- Interaction of educators and students (S48, S56, S83, S93)

#### c). School Conditions:

- Class atmosphere (S72, S85)
- Study room (S35, S50, S67)
- Internet network, data package, supporting technology (S4, S5, S9, S15, S32, S37, S41, S52, S104, S112, S116)

#### d). Environment Conditions:

- Learning environment (S1, S2, S9, S12, S13, S16, S22, S30, S55, S78, S84, S87, S89, S103, S105, S108, S109, S113)
- Friends, friendship interaction, exchange of information (S1, S2, S5, S34, S37, S46, S53, S56, S66, S68, S84, S89, S95, S103, S110, S111, S117, S122)
- Motivation from family (S2, S3, S11, S13, S17, S55, S71, S72, S81)
- Facilities (S2, S22, S96, S104)
- Time and opportunity (S3, S18, S43, S87)
- Finance (S96, S114)
- Effect of Online Games (S89)
- Interaction with strangers (S119)
- Curriculum changes (S38)
- Covid-19 virus, pandemic (S106)

e). Learning Process Conditions:

- Schedule, learning process (S8, S105)
- Online learning, Zoom (S40, S42, S63)
- Offline learning, Face-to-Face (S31, S62, S65, S79, S101, S119, S122)
- Media, materials, learning tools (S22, S29, S49, S55, S118)
- Use of social media (S33, S36)

f). Learning Materials Conditions:

- Learning materials (S5, S19, S50)
- Material suitability (S21, S29)
- Learning objectives (S22)
- Material difficulty level (S72, S74)

## **2. Factors that influence learning strategies during the current Pandemic**

Many factors influence students' English learning strategies during the current Covid-19 pandemic. There are several reasons students make changes to their learning strategies during the curriculum changes implemented in the Covid-19 pandemic era.

a). Students Conditions:

- Awareness, motivation, interests, moods, feelings, student enthusiasm (S1, S3, S7, S17, S20, S21, S23, S27, S36, S48, S64, S68, S71, S72, S75, S76, S85, S89, S97, S122)
- Student habits (S1, S38, S62, S105, S110)
- Characteristics of students (S3, S7, S8, S28, S81)
- Basic knowledge, student abilities (S44, S58, S59, S60, S91, S107, S108, S113, S118, S119)
- Willingness, student readiness (S39, S57, S66, S67, S79, S88)
- Learning styles (S6, S24, S47)
- Active in organization/ extracurricular (S30)

b). Lecturer Conditions:

- Strategies, methods, teaching methods (S4, S5, S16, S55, S87, S98)

- Variation of learning (S22, S63)
- c). School Conditions:
- Learning atmosphere (S22, S64, S75, S86)
  - Class division (S99)
  - Internet network, data packages, supporting facilities (S2, S4, S5, S9, S11, S16, S18, S21, S25, S29, S30, S32, S34, S37, S40, S41, S46, S49, S50, S52, S55, S56, S68, S69, S72, S74, S83, S84, S87, S90, S95, S98, S106, S112, S115, S118, S120)
- d). Environment Conditions:
- Friendship, interaction, and socialization with other people/friends (S2, S10, S19, S26, S31, S37, S48, S53, S65, S82, S89, S93, S95, S104, S116)
  - Environmental factors (S13, S78, S114)
  - Condition of the house (S9, S49, S121)
  - External factors (S28)
  - Study location (S55)
  - Economics/finance (S111)
- e). Learning Conditions:
- Time, study schedule, time management (S8, S14, S35, S42, S43, S101)
  - Online learning, online (S33, S70, S96)
  - Take advantage of the question-and-answer session in class (S61)
  - Learning media (S22, S29)
  - Learning resources, references (S30, S51, S116)
  - Use of social media, applications (S5, S12, S22, S50, S61, S68, S73, S89, S103, S109, S117)

From the findings and explanations above, the researchers can say that the changes in the MBKM curriculum are quite effective according to the students. Most of the students gave a positive perception of it. This is indicated by the average student perception score of 68.48 which means that it is in a positive category according to the range of perception scores. Therefore, students have a positive attitude to face curriculum changes in every era.

The learning strategies carried out by English students in learning in the MBKM curriculum currently use electronic media or e-learning media. They take advantage of current technological developments. E-learning can provide motivation and encourage students to learn language skills, listening, speaking, reading, and writing English skills (Sakkir et al., 2016). The strategies they use to improve their language skills, grammar, and vocabulary have changed from before and after the Covid-19 pandemic based on online learning.

Factors faced by students before the pandemic, during the pandemic, and facing the new normal (post-pandemic) Covid-19 came from the condition of students, the condition of educators, the condition of the school/campus, environmental conditions, the learning process, and the implementation of technology.

This is in line with O'Malley and Chamot (1990: 197) who divide Language Learning Strategies (SBB) into three types: metacognitive strategies, cognitive strategies, and social/affective strategies. Meta-cognitive strategies include selective attention activities (e.g., paying attention to certain aspects of language such as keywords or phrases), planning activities (e.g., planning the organization of spoken or written discourse), monitoring activities, and evaluation activities (e.g., re-checking comprehension after reading or listening). Cognitive strategies include repetition, grouping, inferring, summarizing, applying, using pictures to understand the meaning, and utilizing linguistic knowledge. And, social/affective strategies include cooperative activities, asking questions for clarification, and self-reinforcement.

#### 4. Conclusion

This study shows that students' perceptions of English learning strategies in the current MBKM curriculum changed. The results showed that students had a positive perception of English learning strategies in the current curriculum change. This is evidenced by the average student perception score of 68.48 which means it is in a positive category according to the range of perception scores. Therefore, students have a positive attitude to deal with curriculum changes in every era. There were no students who stated very negative statements about the use of learning strategies in the era of curriculum change, there was only 1 student (0.82%) who was very positive. 23 students were hesitant to get a score in the 50-64 interval, and 98 students (80.33%) were in the positive category in the 65-80 interval.

Many factors influence students' English learning strategies before the Covid-19 Pandemic era. There are several reasons why students make changes to their learning strategies before the curriculum change period. Mostly such as Motivation, interests, moods, feelings, student enthusiasm; Student habits; Participation, student activity; Student readiness; Basic knowledge, student abilities; Strategies, teaching methods of lecturers; Personal lecturer; Interaction of educators and students; Study room; Internet network, data package, supporting technology; learning environment; Friends, friendship interaction, exchange of information; Motivation from family; Facility; Time and opportunity; Online learning, Zoom; Offline learning, Face-to-Face; Media, materials, learning tools; and learning materials.

Many factors influence students' English learning strategies during the current Covid-19 pandemic. There are several reasons students make changes to their learning strategies during the curriculum changes implemented in the Covid-19 pandemic era. Mostly such as Awareness, motivation, interest, mood, feeling, and enthusiasm of students; Student habits; Characteristics of students; Basic knowledge, student abilities; Willingness, the readiness of students; Student learning styles; Strategies, methods, ways of teaching lecturers; learning atmosphere; Internet network, data packages, campus support facilities; Friendship, interaction, socialization with other people/friends; Environmental factor; Condition of the house; Time, study schedule, time management; Learn online, online; Learning resources, references; and Use of social media/applications.

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