



**KAMPUS MERDEKA COVERAGE BY ONLINE NEWS**

**MEDIA: A DISCOURSE ANALYSIS**

**UNDERGRADUATE THESIS**

**BY**

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DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

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**UNDERGRADUATE THESIS**

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## ABSTRACT

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Government through the Ministry of Education and Culture recently issued a new policy on Education called the *Kampus Merdeka*. This policy causes a controversy and thus attracts the attention of the media to report because the policy is able to change the old education system with the freedom of cooperating with several parties. Therefore, this study aims to analyze how the media report *Kampus Merdeka* and reveal the responses of several parties involved. By analyzing participants, processes, and word representations, the stance of the media can be revealed. Of course, how the news reported plays a role in shaping the reader's mind. The objects of this research are news articles from Kompas.com and Republika Online, two well-known news sites that have been awarded as the best newspaper at IYRA 2018.

This study adopts qualitative approach to analyze the data and discourse analysis theory by Jones (2012) as a theoretical framework. The findings show that the two media have different ways in reporting news even though reporting the same topic. Kompas.com has a tendency to the government by only using the voice of Nadiem Makarim as Minister of Education and Culture. The media focuses on what Nadiem says about the content of the policy by using a neutral, formal, and soft word choices. This aims to make readers support and agree to the *Kampus Merdeka* policy. Republika Online tends to gather opinions about *Kampus Merdeka* from several reputable parties. From this media, good and non-favorable responses from various parties can be revealed. The choice of words used tends to be aggressive and argumentative. The media focuses on the relationship between *Kampus Merdeka* and industry. So, Republika Online wants to provide various perspectives about the policy to the readers.

It is suggested for the next researchers to continue the research about the discourse of *Kampus Merdeka* implementation so that the differences between this present discourse and the next discourse can be revealed.



## ABSTRAK

Tri Marwa, A. K. 2020. *Kampus Merdeka Coverage by Online News Media: A Discourse Analysis*. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Muhammad Rozin, S.S., M.A.

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Pemerintahan yang baru periode 2019-2024 di bidang pendidikan mengeluarkan kebijakan baru yang disebut Kampus Merdeka. Kebijakan ini menimbulkan kontroversi sehingga menarik perhatian media untuk dijadikan berita karena mampu mengubah sistem pendidikan yang lama dengan keleluasaan menjalin kerja sama dengan beberapa pihak. Oleh karena itu, penelitian ini bertujuan untuk menganalisis bagaimana media memberitakan Kampus Merdeka dan mengungkap tanggapan dari beberapa pihak yang terlibat. Dengan menganalisis partisipan, proses, dan representasi kata, keberpihakan media dapat terungkap. Tentu, bagaimana berita disampaikan berperan dalam membentuk pikiran pembaca. Subjek dari penelitian ini adalah artikel berita dari Kompas.com dan Republika Online, dua situs berita yang terkenal dan mendapatkan penghargaan sebagai surat kabari terbaik di IYRA 2018.

Penelitian ini menggunakan metode kualitatif untuk menganalisis data dan analisis wacana Jones (2012) sebagai landasan teori. Hasil analisis menunjukkan bahwa kedua media memiliki cara yang berbeda dalam menyampaikan berita walaupun dengan topik yang sama. Kompas.com cenderung berpihak pada pemerintah dengan hanya menggunakan suara dari Nadiem Makarim selaku Menteri Pendidikan dan Kebudayaan. Media berfokus pada apa yang disampaikan Nadiem tentang isi dari kebijakan dengan menggunakan pilihan kata yang netral, formal, dan halus. Hal ini bertujuan supaya pembaca turut mendukung dan menyetujui kebijakan Kampus Merdeka. Republika Online cenderung mengumpulkan pendapat mengenai Kampus Merdeka dari beberapa pihak terpendang. Dari media ini, tanggapan yang bagus dan tidak dari pihak yang bervariasi dapat terungkap. Pemilihan kata yang digunakan cenderung agresif dan argumentatif. Media berfokus pada hubungan Kampus Merdeka dengan industri. Jadi, Republika Online ingin memberikan berbagai sudut pandang mengenai kebijakan tersebut pada pembaca.

Peneliti selanjutnya disarankan untuk melanjutkan penelitian tentang diskursus pengaplikasian *Kampus Merdeka* sehingga perbedaan di antara diskursus saat ini dan diskursus selanjutnya dapat terungkap.



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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study that explains why this study is conducted. Then, there are problems formulation to be answered and research objectives. The significance of the study and the definitions of key terms are given in the last section of this chapter.

#### 1.1 Background of the Study

As the times have passed, the most significant development is Information and Communication Technology (ICT), particularly in this era. One of the rapid development is mass media. Mass media has different influences towards every person. It occurs since there are differences of mindset and personal traits that have an impact on attitude taking both in social and everyday life. Generally, mass media is an information delivered from information sources (communicators) to recipient of information (communicants). The informations entered give an impact of social change in social life. Hence, information has both constructive and destructive power (McQuail, 2000). Mass media consists of print media and online media (in the form of websites on the internet). The example of print mass media is newspaper and Kompas.com for online media that has various discourses inside.

News has been the most prominent genre in mass media since it gives important informations of human communication. Reporters have to write news in fact or just the way it is. It is due to the readers obtain information from it and



then interpret it. But, sometimes power is included in the reporters' writing.

Power means reporters do not portray someone badly in the news since they are afraid if those who have power reprimand them. Here, discourse analysis is necessary to find out whether there is power in making discourse. Brown and

Yule (1983) stated that discourse analysis examines how language is used.

Therefore, readers should not believe directly to what news writer says. They have to think critically while reading news.

Fairclough (1989) said that news is reporting the problems and reflecting the reporters attitude towards the event. Such ideologies and attitudes give an impact towards orientation of people's value, political attitudes, and and goal of living through what is called neutral reports. News reports must be influenced by ideology, culture, and social class, that make news do not be reported neutrally.

Thus, it is needed to focus on news discourse and to check the language to see how it constructs ideology to influence people and shape their point of view.

Revealing the relation between ideology and language through analysis text features in discourses and the context that text produced is the role of Discourse Analysis.

There were several previous studies that have been conducted on how a news office covers issues. The study written by Buja (2010), for example, investigated the discourse analysis of a newspaper article. It was how to use language as an interactive tool by considering the role of context, topic and the representation of discourse content, and the nature of of reference in writing a news text. Next, the study written by Gnanaseelan (2011) investigated the stance

of Editorials of Sri Lankan newspaper towards Ethnic conflict and peace. The finding showed that such editorials' ideological value structure gives a stress about control, authority, and order. The Sinhalese position about the Tamila by the editorial attribution is ambiguous and vague.

Meanwhile, this present study use a Discourse Analysis to investigate how the different online news medias report 'Kampus Merdeka' that aims to fasten the innovation in education and to prepare the students to use their skill in work world. The policy consists 4 points. First, universities have an autonomy to open a new study program. However, they should have A or B accreditation and have collaborated with organizations and/or universities included in QS Top 100 World Universities. Second is automatic re-accreditation program for all rankings and voluntary for colleges and study programs that are ready to move up the rankings. Third, State Universities of *Badan Layanan Umum (BLU)* have a freedom to turn into State Universities of *Badan Hukum*. The last are giving a right to the students to take courses outside the study program and making changes to the defintion of *Satuan Kredit Semester (SKS)* (Kementerian Pendidikan dan Kebudayaan, 2020).

Due to this new period of government in Indonesia, 'Kampus Merdeka' policy launched by a new Education and Culture Minister of Indonesia (2019-2024), Nadiem Makarim, becomes a new move for Indonesia which means whether this policy will be suitable for Indonesia or will need adjustment. This move attracts national news media to report. Therefore, this present study will

analyze how the point of view of the news media and other voice included and how the parties involved respond this new policy.

The previous studies focus on analyzing the discourse representation and the ideology without providing the analysis of the response of the participant involved in the news text by the reporter. Hence, this present study will fill this gap, analyzing the ideology on how these two media represent the participant, processes, and the words in reporting 'Kampus Merdeka' and how these features in the text contribute to its ideological stance. From this analysis, the media's attitude can be seen, whether the media support the new policy or give critic.

Also, the response of the parties involved towards the policy will be seen. This present study chooses Republika Online and Kompas.com because in the websites of Antara News (one of the cyber media of Indonesia), it was declared that these two media were awarded as the two of the best national newspaper in Indonesia Young Readers Awards (IYRA) 2018.

There are two significances of this study. First, this study result can be used as a reference to increase critical thinking, awareness, and reading ability because almost all of the news media are not neutral. There is a hidden meaning, tendency, and ideology behind the news text. Second, this study result can be used as reference for the further researchers to do similar research on Discourse Analysis about the ideology of the Republika Online and Kompas.com news.





## 1.2 Problems of the Study

This study concerns to answer the following questions:

1. How do the participant, process, and words representation on Republika Online and Kompas.com in reporting 'Kampus Merdeka' contribute to the ideological stance?
2. How do the parties involved respond the new policy?

## 1.3 Objectives of the Study

The objective that will be explained in this study:

1. To analyze the contribution of the participant, process, and words representation to the ideological stance on Republika Online and Kompas.com in reporting 'Kampus Merdeka'.
2. To investigate the response of the parties involved towards the new policy.

## 1.4 Definition of Key Terms

The definition of key terms are given as in the following:

1. **Discourse:** language organization above a sentence and clause that the linguistic units larger than them and it can be oral or written (Stubbs, 1983).
2. **Discourse Analysis:** how the sentences and utterances go along for making texts an dinteractions and how those texts and interactions fit into social world (Jones, 2012).



3. **Ideology:** assumptions and beliefs specific set that people have for things like what is good and bad, what is right and wrong, and what is normal and abnormal (Jones, 2012).
4. **Participant:** people, things, or concepts involved in a process (Jones, 2012).
5. **Process:** what the participants are *doing to*, with or for one another (Jones, 2012).
6. **Words:** a collection of letters conveying the imprint of society and of value judgments in forming certain meaning (Xin, 2005).
7. **News:** selection and transformation product of a real event (Fowler, 1991).
8. **Kampus Merdeka:** a new policy declared by Nadiem Makarim as an Education and Culture Minister of Indonesia (Kementerian Pendidikan dan Kebudayaan, 2020).
9. **Kompas.com:** a cyber media and one of the best national newspaper in Indonesia (Antara News, 2018).
10. **Republika Online:** a cyber media and one of the best national newspaper in Indonesia (Antara News, 2018).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents theories related to the study. The content is divided into two parts, theoretical description (discourse, discourse analysis, news discourse, and ideology in news discourse), and previous studies.

#### 2.1 Theoretical Description

This part discusses discourse, discourse analysis, news discourse, and ideology in news discourse.

##### 2.1.1 Discourse

Discourse is how linguistic communication is seen as a speaker and hearer transaction and an interpersonal activity that has form determined by its social purpose (Mills, 1997). It is linear with David Crystal (1991) statement that discourse is an ongoing process language series (particularly oral) which is wider than the sentence. It means that discourse is above a sentence or clause.

Meanwhile, Stubb (1983) argued that discourse is a language organization above the sentence or clause. It means the linguistic units are wider than a sentence or clause, like Exchange-the exchange of conversation or written texts.

From the previous statements, Stubb explained that the discourse scope is can be oral and writing. While, Mills and Crytal more emphasized on the oral realm of discourse. It can be also concluded that discourse is linguistic feature that is larger than a sentence or clause.



### 2.1.2 Discourse Analysis

Jones (2012) argued that discourse analysis is a study concerning on how the sentences and utterances go along for making texts and interactions and how those texts and interactions are suitable for our social world. It is how to look at language focusing on the way people use it in real life for doing things, such as joking, arguing, persuading, and flirting, and for showing that they are certain kinds of people or belong to certain groups. It reveals the fact that people do not always say what they mean and people do not always mean what they say. It occurs since language is naturally ambiguous, not because people try for tricking or deceiving each other (although sometimes they are).

It is linear with van Dijk (1988) statement that discourse analysis aims to obtain a description more explicitly and systematically regarding what is delivered. Cook added that discourse analysis takes into account the discourse context that is building up. It can be concluded that discourse analysis concerns on a message structure in an examination or communication regarding various functions.

In his book entitled “Discourse Analysis”, Jones (2012) explained that the reporters build ‘reality version’ based on their words choice and mix words together. Second, the reporters build particular relationships between themselves and their readers. Third, the reporters suit other people’s word and represent those words. Last, the reporters draw texts and reinforce the larger systems of knowledge and belief governing what wrong or right, bad or good, and abnormal

or normal in a certain society, systems referring to earlier as ‘capital D Discourses’.

Consciously or not, human language is never neutral. They always portray the world in a particular way and build particular kinds of relationships with those whom to talk to. Because of this, texts always portray a certain ideology. Ideology is defined as a specific set of assumptions and beliefs people have of things such as what is bad and good, what is wrong and right, and what is abnormal and normal. Ideologies give us models of how the world is ‘supposed to be’. In other words, ideologies give a help for creating a shared purpose sense and worldview among people in a certain group. On the contrary, ideologies is limited to look at reality and have tendency to exclude or marginalize altogether things, ideas, and people which do not suit into these models (Jones, 2012). According to Du Bois (2007), stance means how the speakers show their position in relation to their own or other people’s opinions, statements, and beliefs towards ideas or things in ongoing communication, in terms of intentionality, social relations, or evaluation.

In constructing reality that leads into ideological stance, there are participants, processes, and word representation.

#### **a. Participants**

Halliday (1994) argued that through language, the world can be represented by word choices representing people, concepts, and things called participants. The reporters choose the ‘whos doing whats’ representation in a certain situation so that the people can create the distinctive impressions of what happened. Different word choices represent the same kinds of participant. People

build the exclusion and inclusion systems in texts, particular reality version, and reinforce or create particular beliefs towards readers (Jones, 2012).

Participants can be connected in any kinds of ways showing their relationship with one another. They can be portrayed as equivalent or equal with linking verbs, such as 'to seem' or 'to be' (i.e. 'this sandwich is my breakfast'). A participant can be portrayed as possessing others with phrase, like 'to contain' or 'to have' (i.e. 'this sandwich contains beef'). Last, participants can be connected each other in another relationship, for example cause and effect with phrase, such as 'to result in', 'to lead to', and 'to cause' (i.e., 'sandwich leads to healthy body').

Ideology can be constructed by including and excluding participants. Texts show ideologies by constructing reality versions in which particular participants types called excluding participants. While including participants are linked to each other in particular relationships, oftenly based on the actions portrayed as engaging in (process).

#### **b. Process**

What the participants are *doing to*, with or for one another called processes. These elements, participants and processes, exist in all texts. Process can be linked to participant by physical action like doing something, saying or writing which means position of a writer or speaker, a reader or listener, and thinking and feeling by dealing with ideas and emotions. Constructing reality is also a matter of how the author constructs the relationship with the reader by using whether modality, pronoun, or possessive pronoun.

A verb creates a process and it centralizes towards the situation. Types of process classify as something they represent. Several processes represent states of being or thoughts, speech, and actions. The process is divided into 6 types. They are verbal, material, mental, relational, existential, and behavioural (Halliday, 1994).

**1. Verbal Process**

Verbal process is defined as the process of signaling and saying symbolically. Several words used are say, talk, reply, ask, praise, suggest, flatter, slander, and insult. Four participant roles exist in this process, namely a sayer, receiver, verbiage, and target.

**2. Material Process**

Material process means the act of happening or doing. The indication is mostly by physical action. However, it can be happening or an abstract action. In other words, this process can answer the question of ‘What happened?’ or ‘What did X do?’

**3. Mental Process**

Mental process concerns towards experience and consciousness. It includes a process of perceiving, thinking/cognition, and feeling/affection. Perception uses verbs of hearing and seeing, for example notice, see, listen, taste, feel, etc. Cognition is the process of understanding, knowing, and thinking, for example believe, consider, conclude, and so on. Affection is the process of enjoy, love, dislike, hate, prefer, fear, and so forth.





#### 4. Relational Process

Relational process is the statement of being and having. They can be categorized based on they are aimed for identifying something or for assigning a quality towards something. The examples of the verbs in this process are become, be, grow, turn, start out, turnout, keep, end up, etc.

#### 5. Existential Process

Existential process is process of happening and existing indicated by verb 'be'. This process only has one participant called Existent. Existent is the event or object which is being said to exist. An existent can be various kind of phenomenon, like a person, abstraction or institution, thing, event or action.

#### 6. Behavioral Process

Behavioral process is defined as psychological process and behavioral. The examples are dreaming, treating, coughing, snoring, breathing, looking, hiccuping, listening, watching, pondering, and smiling. There is only one participant in this process, namely Behavior.

#### c. Word Representation

Jones (2012) explained that there are many different ways of the reporters portray the words through different forms of discourse representation. They may use quote of reporting verb such as 'claimed' and 'said'. Sometimes, direct quotation effect can approve the words by implying what is written or said.

However, this techniques has the opposite effect which are creating a distance between the reporter and the words quoted and sometimes implying a particular

skepticism towards those words. In direct quotation cases, the reporting word used indicates the attitude of the reporter towards the word quoted.

Paraphrase is another way of the reporter portrays the words. This way makes the reporter flexibel to characterize the words to support their perspective.

For example 'He said, "I'm terrible sorry"' is paraphrase into 'He apologized'.

The reporter can also combines quotation and paraphrase using quotation mark just for selected phrase or words. This is to highlight certain parts to validate or express skepticism. Quotes put around single phrases or words cometimes are called 'scares quotes' for instance 'so called' or 'as she put it'.

The most common way is not attributing the words to other person at all, but asserting them as facts. This kind of practices have implications differences in context differences. Oftenly, people' ideas and words are not asserted directly, but presumed indirectly in texts. Presuppositions are implicit assumptions of background beliefs presented as taken for granted facts. They are used by the reporter to promote the ideological stance. They are effective in affecting people since they depict ideas as truths and preempt chances to debate or question them.

Both presuppositions and assertions make the ideas and words represented harder to evaluate since the ideas and words sources are invisible. On the contrary, presupposition and assertion make the relation between the reporter and the person whose words borrowing more ambiguous.

Through these explanations, it can be concluded that the combination of participants, processes, and word representations can create particular reality versions, in other word constructing reality or ideology.

### 2.1.3 News discourse

News is generally about what happened in the recent past. Reah (2007) defined news as information about lately events which are interest to a sufficiently large group, or which can influence the life of a sufficiently large group. This definition indicates that news is about what happened currently and what events that can be assumed as newsworthy or important. News is the communication act of the selected information. Fowler (1991) proposed that news media chooses events based on news values, that originates from general values of the society like hierarchy and consensus, conventions of journalistic, sources nature, schedule, and frequency of publication and so forth. Hence, the news contents are facts of the world and in a very general sense values, beliefs, ideology, propositions, and theories.

Fowler (1991) thought that news is a newsworthy event and a transformation and selection product of a real event. Because the vast majority of events are not mentioned in news reports, so the events selection gives readers a half view of the world soon. Selection is usually followed by transformation, different treatment in presentation based on numerous political, social, and economic factors. So the news world is a world judged and skewed. The news language is important and pervasive in the society. Like any other discourse, news is inevitably not a value-free reflection of reality. Thus, it is worthwhile for learning how language works and influences people's comprehension to this world, as well as how news is produced and shaped by values.

In different countries, the language differences will be applied in news discourses and represent certain reality of the world. Discourse of newspaper always gives announcement about its impartiality to the world and objectivity. However, scholars and linguists have critically investigated the assertion. Richardson (2007) stated that discourse of journalistic has several specific textual characteristic and text production and consumption method, and is meant by a certain relationships set between other material and symbolic power agencies and itself. These three characteristics sets are obviously interconnected and sometimes hard to elaborate.

News brings orientations as well as values and is the portraying reality even though news discourse reports facts without bias and objectively. When the readers read on pages, it is difficult to find the hidden values without ability of critical thinking and reading.

#### **2.1.4 Ideology in News Discourse**

According to Van Dijk (1998), ideology is a beliefs and ideas system shared by social groups, institutions, and organizations members reflecting societal interests and propositions of social groups. Oktar (2001) argued that ideology is the stance, values, the relation with others, and identity presentations.

Van Dijk (1998) found that ideologies are typically reproduced and expressed in communication and reproduced. Ideological analysis includes inspecting features of linguistic from any kinds of relevant discourse level for efficient persuasion and expression of ideological meanings, involving structures of surface (i.e. graphics and phonology), lexicon (i.e. the words choices and the



euphemisms use), syntax (i.e. nominalization or agentless passives, the passive sentence use), etc. For referring to the same social issues or groups, person, the language users have generally several word choices based on personal, genre, social and sociocultural contexts. The choice is often based on ideology. For example, for reporting the similar news, the reporter may choose ‘freedom fighter’ than ‘terrorist’, or ‘pro-choice’ than ‘pro-life’ for emphasizing the positive implications of ingroup opinions and values and the negatives ones from others.

Then, the similar news event will be differently reported by different newspapers based on the underlying newspaper ideology.

## 2.2 Previous Studies

There were several previous studies that have been conducted to this present study. The study written by Buja (2010), for example, investigated the discourse analysis of a newspaper article which aimed to support the idea that a text can be an interaction tool between the writer and the reader. It used Widdowson (1979) theory about discourse as process, on three main focuses, which are the role of context, topic and the representation of discourse content, and the nature of reference in text. A weekly satirical newspaper, *Academia Cațavencu. Săptămînal de moravuri grele* (The Catavencu Academy: a weekly newspaper of heavy morals), that reports corruption, abuses, and Romanian politicians’ ignorance, particularly the ones having power.

The finding showed that the three main focuses contributed to represent the discourse in the newspaper. For gaining the exact conclusion of the writer’s message was by combining the linguistic meaning with context. Even though the

newspaper was intended for being read by any person, it can be fully enjoyed by the readers who have desire and background of sociological aspects, literary and linguistic facts, psychological, and historical events. Since there was topic shifts, so the identification of the topic for the discourse was the fight for high/power position of three women working in the Informative Programmes Department of RTV, in the time before the Head of the Department election. The various kinds of reference used by the reporter give contribution to the cohesion of the newspaper article.

Next, the study written by Gnanaseelan (2011) investigated the attitudinal position and ideological stance of the editorials of Sri Lankan newspaper towards ethnic conflict and peace based on a case study by using a discourse analysis. A case study was taken from “twenty years after” of *the Island* editorial dated 24 July 2003. The study concerned on thematic, linguistic, and metaphorical construction to reach at attitudinal and ideological position. The theories used were Ideological Discourse Analysis by van Dijk to analyze the discourse construction and Critical Discourse Analysis by Fairclough to analyze the texts of the media. The study challenged long-held beliefs that the engagement of the media to construct a positive vibe, particularly amidst the intensive emotional and ideological historical conflict.

The finding showed that the media was inadequate to reveal the forces that are underlying ethnic violence in the context of political and economic dynamics of globalization. Editorials’ ideological value structure gives a stress towards control, authority, and order, which means the minority community should be

loyal, patriotic, and obedient. They will suffer the 'inevitable actions' from the radical nationalists, the majority community, if they do not obey the rule. The editorials revealed the 'content and intent', the approaches of 'secular and insular', and 'demands and commands' from the dominant community.

The editorials de-legitimized the India power over Sri Lanka in a frame of victim versus aggressor. The majority community positions were always legitimized and the minority ones were de-legitimized. It showed that the media passivized the human rights violations towards the minorities at the level of national. The Sinhalese position about the Tamila by the editorial attribution was ambiguous and vague. Also, the ideological themes and propositional attitudes were implicated unfairly to confuse the issues for serving political and ideological purposes.

The previous studies focus on analyzing the discourse construction without investigating the response of the participants involved in the news text by the reporter. Hence this present study will fill this gap, analyzing the ideology on how these two media represent the participant, processes, and the words in reporting 'Kampus Merdeka' and how these features in the text contribute to its ideological stance. From this analysis, the media's attitude can be seen, whether the media support the new policy or give critic and how they report the news by including the participants to strengthen the information. The response of the parties involved will also be revealed.



## CHAPTER III

### RESEACRH METHOD

This chapter presents the method of the study consisting research design, data and data source, data collection, and data analysis.

#### 3.1 Research Design

Descriptive qualitative research method is chosen for analyzing the data. The descriptive research deals with the data in the form of words rather than numeric or statistic (Ary, et al, 2010). The qualitative research uses detail explanation. The data presented can be in the form of utterances through recording, textbook, discourse, words, or sentence. This method is used to describe and to analyze the features of ideology in news media and to determine the stance of each news media, including the response of the parties involved towards the policy.

#### 3.2 Data Source

The data of this study are a news text about 'Kampus Merdeka' declared by Nadiem Makarim on Republika Online and Kompas.com. The data source is from the official websites of Republika Online and Kompas.com.

#### 3.3 Data Collection

There are three techniques for collecting data of qualitative method, which are document analysis, interview, and observation (Ary, et al, 2010). Document analysis is chosen to conduct this study. Several steps used in collecting data as in the following:

1. Downloading the news about 'Kampus Merdeka' in the official website of Republika Online and Kompas.com. They can be seen from the title. There are 4 news in Kompas.com and 5 news in Republika Online From January 24<sup>th</sup> until February 19<sup>th</sup>, 2020. These articles were chosen from these specific dates as it was the time when the policy was first begun to sound. The issue was launched at the first period of Nadiem Makarim's government as a Minister of Education and Culture for 2019-2024. So, the responses from society towards the policy were investigated through the way the reporters of the online news media report.

2. Listing the participant inside the news text from the two news media.

3. Categorizing and compiling each paragraph in the news into different forms of discourse representation.

### **3.4 Data Analysis**

The data will be analyzed after data collection process. The data display in the finding section are coded with the full version of the news article in the appendices. The code will be started with the initial letter of each media, 'K' for Kompas.com and 'R' for Republika. Then it is followed by the number of news article and the line of the paragraph. For examples are K1-3 and R3-1. The code of K1 means Kompas.com article no.1, line 3. While, R3-1 means Republika article no.3, line 1. Then, the steps for analyzing are identifying the participant, identifying the process, analyzing the word presented, and concluding the stance of Republika Online and Kompas.com in reporting 'Kampus Merdeka' and the response of the three parties.

1. Identifying and analyzing the participant.

First, the participant will be identified. It is about who voices involved in the news text are and how they portrayed are.

2. Identifying and analyzing the process.

Second, the process will be identified. It is how the reporter portrays the participants' action, such as informing, warning, announcing, or so on.

3. Analyzing the words presented

Third, the word representation will be analyzed. It can be seen from the use of direct quotation, paraphrase, selective quotation, assertion, and presupposition. From these aspects, the meaning behind every single words of the reporter wrote would be seen.

4. Concluding the stance

Last, from the previous features, the stance of Republika Online and Kompas.com about the news of 'Kampus Merdeka' and the response of the parties involved can be concluded.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion resulted from data analysis. The focus is on words, phrases, sentences, and paragraphs related to the language used in reporting ‘Kampus Merdeka’ by Kompas.com and Republika Online.

#### 4.1 Finding

##### 4.1.1 The Features of Ideology

##### 4.1.1.1 Participants

This study found there are six participants or voices employed in the news texts employed by the reporter. The chart below shows the participants and how frequent the reporters mention them.

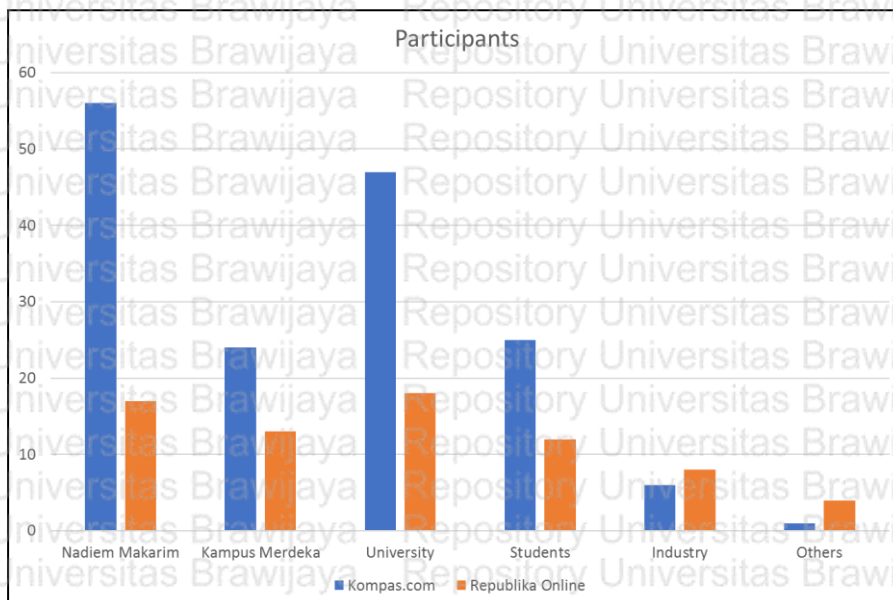


Diagram 4.1 the numbers of participants

The chart shows that the participants or voices featured in Kompas.com and Republika Online are quite similar, but different in numbers. They are Nadiem Makarim, *kampus merdeka*, *perguruan tinggi* (university), *mahasiswa* (students), *industri*, and other voices such as *pengamat pendidikan*, member of DPR, and so on. Kompas.com is more frequent in mentioning almost all of the participants above, except industry, and is less in involving other voices. Meanwhile, Republika Online is less in mentioning almost all of the participants.

Interestingly, Republika Online is much more in mentioning *industri* (industry) and other voices. In this new policy, *industri* is the new party invited to collaborate with education. However, in these two media, *industri* is mentioned less than other participants. These featured participants or voices are included or excluded by the reporters.

### **Kompas.com**

**Participants:** Nadiem Makarim, *Komisi X DPR* (Commission X of People's Representative Council), *Kampus Merdeka*, *Perguruan Tinggi* (University), *Mahasiswa* (Students), *Industri* (Industry).

(a) Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim memaparkan empat kebijakan *Kampus Merdeka* dalam rapat kerja dengan Komisi X DPR di Kompleks Parlemen, Senayan, Jakarta, Selasa (28/1/2020).

(K1-1)

(The Minister of Education and Culture, Nadiem Makarim, explained the four policies of *Kampus Merdeka* in a working meeting with Commission X of



People's Representative Council at Kompleks Parlemen, Senayan, Jakarta, Tuesday (28/1/2020)).

Here, *Komisi X DPR* (Commission X of People's Representative Council) as the participant are portrayed voiceless. They are depicted as the audience related with another participant (Nadiem Makarim) that has a bigger role. The reporters clearly mention this participant as a category or status in the news. It means the exact name of the members is unknown or not mentioned. So, the role of this participant in the discourse is less significant.

(b) *Nadiem mengatakan, perguruan tinggi yang berakreditasi B dan C bisa mengajukan kenaikan akreditasi kapan pun dan bersifat sukarela.* (K1-35)

(Nadiem said that universities accredited B and C could propose an increase of accreditation at any time and be voluntary.)

Same with the previous participant, perguruan tinggi (university) as the participant is portrayed voiceless. There is no representative of university party that delivers an opinion. This participant is more related with another participant (Nadiem Makarim) than the previous one. It is because university is one of the parties that get the impact of *Kampus Merdeka* policy. From the excerpt above, it can be seen that university is included in the discourse.

(c) *“Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan,” ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).* (K2-6)

(“Higher education in Indonesia must be the fastest moving spearhead since it is so close to the world of work,” said Nadiem in a higher education coordination meeting at the Ministry of Education and Culture, Jakarta, Friday (24/1/2020)).

In this excerpt, ‘*dunia pekerjaan*’ (higher education) refers to industry.

This participant is portrayed voiceless. There is no opinion from industry party.

This participant appears when Nadiem Makarim mentions explicitly like in this excerpt. Interestingly, industry is mentioned only six times in this media, one of them is this excerpt. In fact, industry has a special position in the *Kampus Merdeka* policy since Nadiem Makarim persuades this participant to collaborate.

In other word, there is industry in the curriculum of the policy. In this excerpt, industry becomes one of the goals for university graduates.

In addition, among participants have any kinds of ways to show their relationship. In this case, ‘*pendidikan tinggi*’ (higher education/university) and ‘*dunia pekerjaan*’ (work of world/industry) have a cause-and-effect relationship. The word ‘*harus*’ becomes an obligation or effect of a word ‘*karena*’ indicating a cause. It means that because ‘*perguruan tinggi*’ is the last level of education before heading to industrial world, they have to be more prepared on students’ skill.

(d) “*Saya harus tekankan ini bukan pemaksaan. Kalau mahasiswa itu ingin 100 persen di dalam prodi itu, ini adalah hak mereka. Ini adalah opsinya untuk mahasiswa,*” *tambahnya.* (K3-20)

(“I have to emphasize this is not coercion. If the students want to be 100% in the study program, it is their right. It is the option for students,” he added.)

Here, ‘mahasiswa’ (students) is the participant portrayed voiceless. This participant mostly appears when Nadiem Makarim or the reporters mention explicitly. The reporters do not provide the voice of students. However, students are included in the discourse since they are related with other participants like university and *Kampus Merdeka*. Student is the party that must obey the rule and does not have power to refuse.

(e) *Hal itu merupakan bagian dari kebijakan Kampus Merdeka yakni hak belajar tiga semester di luar program studi dan di luar kampus.* (K4-5)

(It is the part of Kampus Merdeka policy, which is the right to study for three semesters outside the study program and outside the campus.)

Another participant is *Kampus Merdeka*. This participant becomes the main topic in the news texts. Surely, it includes in the discourse and it needs another participant to mention. For example, Nadiem Makarim explains the content and the goal of *Kampus Merdeka* policy. Another example like in this excerpt, *Kampus Merdeka* is mentioned by the reporters. This participant is related to other participants, such as Nadiem Makarim as the policy maker, university as the addresser for, students as the party who must be obey the policy, and industry as the one to collaborate with.

Four news texts reporting ‘Kampus Merdeka’ in Kompas.com involve Nadiem Makarim as the dominant participant. It can be seen from how many times the reporters mention Nadiem Makarim like the excerpts above. Almost all

of the paragraphs, the name of Nadiem Makarim is mentioned, although sometimes it uses pronoun 'nya' as the representative, for example in phrase 'tuturnya', 'ucapnya', 'pungkasnya', 'ujarnya', 'tambahnya', and 'katanya'. The reporters only present the Nadiem Makarim's perspective or voice as the representative of the government, even though the making of the policy involves some parties related to the educational field. It proves that the use of Nadiem Makarim's voice shows a highest authority for announcing *Kampus Merdeka* policy. In short, this media only centralizes on Nadiem Makarim's voice.

### **Republika Online**

(a) *Selain itu, Nadiem juga mengajak industri maupun Badan Usaha Milik Negara (BUMN) untuk berpartisipasi dalam merancang program magang bagi mahasiswa.* (R3-25)

(In addition, Nadiem also invites industry and State-Owned Enterprises (BUMN) to participate in designing internship programs for students.)

Different from Kompas.com, Republika Online is not too centralized on Nadiem Makarim's. From 5 news taken, just one news text which fully includes Nadiem Makarim. This excerption is the example. Based on this excerption, Nadiem invites industry and BUMN to collaborate in making internship programs for students. Interestingly, industry is mentioned much more than in Kompas.com.

However, there is no opinions from industry party. Industry is the party who is just mentioned like in this excerption. It should be interesting if the media also involves the voice of industry. Even though the role of industry cannot be seen,



but industry still includes in the discourse. Industry is related with other participants since this participant is the partner in *Kampus Merdeka* policy. In addition, students are also the participant even though they are portrayed voiceless. Based on this excerpt, students include in the discourse since they have relation with other participants. They are the party who get and do the internship program made Ministry of Education and Culture, industry, and university.

(b) *Menanggapi hal itu anggota komisi X DPR fraksi PKS Ledia Hanifa Amaliah mengungkapkan kebijakan mahasiswa bisa yang diperbolehkan mengambil prodi lain bukanlah hal baru. Ia mencontohkan, UGM punya program Kuliah Kerja Nyata (KKN) Tematik yang bisa dipilih.* (R1-28)

(Responding to the case, a member of Commission X Representative House from PKS fraction, Ledia Hanifa Amaliah, reveals that the policy of students being allowed to take other study programs is not something new. She gives an example, UGM has a program of *Kuliah Kerja Nyata (KKN) Tematik* which can be selected.)

This excerpt shows that in *Republika Online*, *Komisi X DPR* (Commission X of Representative House) is not only portrayed as the audience, but also giving the opinion expressed by Ledia from PKS fraction as the representative. She is allowed to deliver the opinion since she has power, right, and relationship as an audience and a member of Commission X *DPR* (House of Representatives) that has responsibility for education, youth affairs, sports,

tourism, arts, and culture. At that time, she expressed her opinion when Ministry of Education and Culture held meeting with Commission X *DPR* (House of Representatives). She spoke up after Nadiem Makarim explains the content of *Kampus Merdeka* policy. The reporter mentions the status or category of this participant specifically in detail, which mention the exact name (Ledia), fraction (PKS), and job position (Komisi X *DPR*). Thus, this participant includes in the discourse.

(c) *Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud), Prof Nizam, mengatakan kebijakan **Kampus Merdeka** memberi nilai plus atau nilai tambah pada mahasiswa.* (R2-1)

(The Directorate General of Higher Education (Dikti) of Education and Culture Ministry (Kemendikbud), Prof Nizam, said that *Kampus Merdeka* policy gives added value or added score to students.)

In this excerpt, there are three participants. They are Prof. Nizam, *Kampus Merdeka*, and *mahasiswa* (students). Prof. Nizam is a representative of university and ministry of education and culture. He is the only one representative from university. This excerpt is taken from one news text that fully reports his opinion about *Kampus Merdeka* policy.

In addition, this excerpt shows the relation between the participants. Prof. Nizam with his job position has a right to express his opinion related with the policy to students. He mentions that *Kampus Merdeka* has a positive impact towards students. *Kampus Merdeka* is the participant that needs to be mentioned

by another participant, in this case is by Prof. Nizam. It can be said *Kampus Merdeka* is the category of policy which is especially and surely aimed for students in university. Thus, it should be delivered by and for parties related with higher education, in this case Prof. Nizam and students.

Same as Kompas.com, Republika Online portrays *mahasiswa* (students) voiceless. This participant appears when other participants explain about the content and the impact of *Kampus Merdeka*. In other words, this participant is depicted as the party who must be obey and do the policy. In brief, the relationship between these participants are Prof. Nizam with his job position as the speaker, *Kampus Merdeka* as something that must be delivered, and students as a receiver. Therefore, these participants include in the discourse.

From these participants, there is a connection to show their relationship. The clause 'kebijakan **Kampus Merdeka** memberi nilai plus atau nilai tambah pada mahasiswa' shows there is a cause-and-effect relationship indicated by word 'memberi' between *Kampus Merdeka* and *Mahasiswa* (students). It means that the existence of *Kampus Merdeka* causes students to have added score.

(d) Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional (Menristek/Kepala BRIN) Bambang P. S. Brodjonegoro menyambut baik kebijakan *Kampus Merdeka*. Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan urusan administrasi keuangan. (R4-25)

(The Minister of Research and Technology/head of *Badan Riset Inovasi Nasional* (Menristek/Kepala BRIN), Bambang P. S. Brodjonegoro, welcomes *Kampus Merdeka* policy. He hopes that researchers are free to research

according to their capacity without being burdened financial administration matters.)

There are three participants in this excerpt. They are Bambang P.S. Brodjonegoro, *Kampus Merdeka*, and researchers. The reporter mentions the first participant in detail by writing the exact name and the job positions which are a Minister of Research and Technology and head of *Badan Riset Inovasi Nasional* (Menristek/Kepala BRIN). He stands as the representative of research field. He hopes the presence of *Kampus Merdeka* can give a positive impact to researchers. The next participant is *Kampus Merdeka*. As usual, *Kampus Merdeka* is the participant that needs to be mentioned by other participants. Last, the researchers mentioned by Bambang portrayed voiceless since there is already Bambang who becomes the representative. So, the role of this last participant is less significant. However, these three participants include in the discourse.

(e) Pengamat Pendidikan Muhammad Nur Rizal menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan '*Kampus Merdeka*'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu. (R5-11)

(The Education Observer, Muhammad Nur Rizal, explained that there are several challenges which need to be considered if this policy is realized. First, according to Rizal, what needs to be considered is the legal basis of 'Kampus Merdeka' policy. It is because we are often familiar with the term 'changing



the minister, changing the policy' that can have an impact to the transformation of campus policy.)

The last participant provided by Republika Online is Muhammad Nur Rizal. The reporter mentions this participant with the exact name and the job position which is an education observer. There is one news text that fully reports the opinion of Muhammad Nur Rizal. Republika Online provides this participant and the opinion since his job position is related with *Kampus Merdeka*. Thus, this participant includes in the discourse.

#### 4.1.1.2 Process

Included participants are related each other according to their actions portrayed as engaging in which called 'process'. In this part, how Kompas.com and Republika Online use different participants will reveal the process in constructing reality.

##### **Kompas.com**

(a) *Menteri Pendidikan dan Kebudayaan, Nadiem Makarim, mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama "Kampus Merdeka". (K2-2)*

(The Minister of Education and Culture, Nadiem Makarim, issues four policies of *Merdeka Belajar* in higher education called "Kampus Merdeka".)

The process type used in this initial statement of the first news text is **verbal** (*mengeluarkan*), linking the Menteri Pendidikan dan Kebudayaan, Nadiem Makarim to 'empat kebijakan Merdeka Belajar'. This link only shows who the speaker is and what he issues. It also shows that the speaker only issues or

announces the new policy without further explanation, in other words the statement is characterized as an ‘announcement’. It seems that the reporter wants to build or to give a hint for the next paragraph.

(b) *Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim memaparkan empat kebijakan Kampus Merdeka dalam rapat kerja dengan Komisi X DPR di Kompleks Parlemen, Senayan, Jakarta, Selasa (28/1/2020). (K1-2)*

(The Minister of Education and Culture, Nadiem Makarim, explained the four policies of Kampus Merdeka in a working meeting with Commission X of People’s Representative Council at Kompleks Parlemen, Senayan, Jakarta, Tuesday (28/1/2020)).

In this news article, the initial statement seems similar with the one before which is **verbal**, but still there are some differences. Even though the reporter involves the same included participant and verbal process, the meaning of the process is quite different. The word ‘memaparkan’ here means that there is further explanations about the announcement of the new policy, not only issuing the announcement is. The verbal link is more detail (‘memaparkan’ rather than ‘mengeluarkan’). Here, the reporter gives additional information about the place where Nadiem Makarim does his speech. So, the initial statement of the previous news article is about the ‘announcement’ of *Kampus Merdeka* by Nadiem Makarim, while this one is about the ‘explanation’ of *Kampus Merdeka* by Nadiem Makarim and where he does it.

(c) *“Pendidikan di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan,” ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat (24/1/2020). (K3-37)*

*“Higher education in Indonesia must be the fastest moving spearhead since it is so close to the world of work,” said Nadiem in a higher education coordination meeting at the Ministry of Education and Culture, Jakarta, Friday (24/1/2020).*

Here, the new process has been introduced, that is the ‘causing’ process. The process is relational (‘to be’ = menjadi, dekat). This link is strengthened by the modal verb ‘harus’ that increases the power of the statement. The process places ‘dunia pekerjaan’ (which means industry) in a relationship of a cause and effect with ‘pendidikan di Indonesia’. Even though ‘karena’ may look like doing something, actually it is more about the relationship between two things, one thing resulting to another one.

(d) *“Perguruan tinggi wajib memberikan hak bagi mahasiswa untuk secara sukarela, jadi mahasiswa boleh mengambil ataupun tidak SKS di luar kampusnya sebanyak dua semester atau setara dengan 40 sks,” katanya. (K4-12)*

*“University is obliged to give students the right to volunteer, so students can take or not credits outside their campus as much as two semester or equivalent of 40 credits,” he said.)*

The type of the process is **material process** ('memberikan' and 'mengambil'), linking the 'perguruan tinggi' to 'hak bagi mahasiswa' and 'mahasiswa' to 'SKS'. The first link is strengthened by the modal verb 'wajib' that increases the power or obligation of the statement. It is characterized as 'instruction' since 'katanya' that indicates 'Nadiem Makarim' uses his authority through the statement to force the 'perguruan tinggi' for doing something to others. While in the second link, it is weakened by the modal verb 'boleh' that reduces the certainty of the statement. These links show that Nadiem Makarim portray different process to different participant.

Overall, through the words 'mengeluarkan', 'memaparkan', 'harus', 'menjadi', 'wajib', 'memberikan', 'mengambil', etc. Nadiem Makarim as the dominant participant states the process of 'instruction'. It means the parties involved or got the impact (students, university, and industry) must implement the new policy (physical action) by considering the conditions. It also shows that the link between Nadiem Makarim and the process is 'saying action' because of his position as the speaker. In addition, constructing reality is a matter of how the reporter construct relationship with the readers. One of the ways is the use of modality. For example, the modal verb 'boleh' in 'jadi mahasiswa boleh mengambil ataupun tidak SKS di luar kampusnya sebanyak dua semester atau setara dengan 40 sks' creates doubt towards the certainty of the statement.

## Republika Online

(a) *Nadiem menjelaskan tiga poin dari kebijakan Kampus Merdeka yang diluncurkannya sebulan yang lalu tersebut berhubungan langsung dengan dunia industri. (R3-8)*

(Nadiem explains three points of Kampus Merdeka policy which he launched a month ago is directly related with industrial world.)

The type of the process used is **verbal** process ('menjelaskan'), linking Nadiem (saying action) to *tiga poin dari kebijakan Kampus Merdeka*. This link is strengthened by the additional information, which are 'yang diluncurkan sebulan yang lalu' and 'berhubungan langsung dengan dunia industri'. Meanwhile, in Kompas.com, the reporter only writes that Nadiem explains and issues the *Kampus Merdeka* policy. It means that Republika Online wants to be more focused to discuss the relation between industry and *Kampus Merdeka*.

(b) *Namun, Ledia menyoroti terkait pembukaan program studi. Jangan sampai ketika dibebaskan malah jadi mubazir karena tidak sesuai dengan apa yang dibutuhkan Indonesia. (R1-34)*

(However, Ledia highlights the opening of the study program. Do not let it be redundant when released since it is not in accordance with what Indonesia needs.)

Here, the new participant appears, which is Ledia as the member of the parliament. The type of the process is **mental** ('menyoroti'), linking Ledia to *terkait pembukaan program studi*. Then, there are differences in the next

statement. First, the participant is mentioned implicitly, which is 'program studi'.

Second, the new process appears, the 'causing' process indicated by the word 'karena'. It places 'studi program' in a cause-and-effect relationship. This statement is characterized as 'caution' indicated by the phrase 'jangan sampai'.

Through these statements, it means that Ledia gives caution or critic towards one of *Kampus Merdeka* policy that is the opening of study program. So, the link between the process and the participants is 'thinking'.

(c) *Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam mengatakan kebijakan Kampus Merdeka memberi nilai plus atau nilai tambah pada mahasiswa.* (R2-1)

(The Directorate General of Higher Education (Dikti) of Education and Culture Ministry (Kemendikbud), Prof Nizam, said that Kampus Merdeka policy gives added value or added score to students.)

The new participant is introduced again, which is Prof. Nizam as a lecturer and Directorate General of Higher Education. There is also another participant, the nominalized process 'kebijakan *Kampus Merdeka*, but a new process appears, the process of **material** ('memberi'), linking 'kebijakan *Kampus Merdeka*' to 'memberi nilai plus atau nilai tambah'. It can be said that the connection between the process and the participants is 'thinking' because Prof. Nizam tells his perspective about the *Kampus Merdeka* policy.

(d) *Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional (Menristek/Kepala BRIN) Bambang P. S. Brodjonegoro menyambut baik kebijakan Kampus Merdeka. (R4-25)*  
 (The Minister of Research and Technology/head of *Badan Riset Inovasi Nasional* (Menristek/Kepala BRIN), Bambang P. S. Brodjonegoro, welcomes *Kampus Merdeka* policy. He hopes that researchers are free to research according to their capacity without being burdened financial administration matters.)

Again, the new participant is introduced, which is Bambang P. S. Brodjonegoro. The type of the process is **material** ('menyambut'), linking Bambang P. S. Brodjonegoro to 'kebijakan Kampus Merdeka'. The statement seems for adding authority by using the voice of Bambang P. S as the representative of industry. It shows that the statement is about the Bambang P. S. Brodjonegoro and what his reaction.

(e) *Pengamat Pendidikan Muhammad Nur Rizal menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. (R5-11)*  
 (The Education Observer, Muhammad Nur Rizal, explained that there are several challenges which need to be considered if this policy is realized.)

The last participant introduced is Muhammad Nur Rizal as an expert in educational field. The type of the process is **verbal** ('menerangkan'), linking Muhammad Nur Rizal to 'terdapat beberapa tantangan'. The word 'apabila'

reduces the certainty of the statement. This statement is characterized as 'caution'.

The link between the process and the participants is 'thinking'.

In short, the process of the news article reporting *Kampus Merdeka* policy between Kompas.com and Republika Online is different. Kompas.com places Nadiem Makarim as the dominant participant and tends to use the link of 'saying action' between the process and the participant. So, the statements are characterized as 'instruction'. While, Republika Online places different participants and processes to construct different versions towards the *Kampus Merdeka* policy. It tends to use the link of 'thinking' between the process and the participant. The statements are characterized as 'critic' since every participant who comes from different party has their own opinion towards the policy

### 4.1.1.3 Word or Discourse Representation

#### A. Direct Quotation

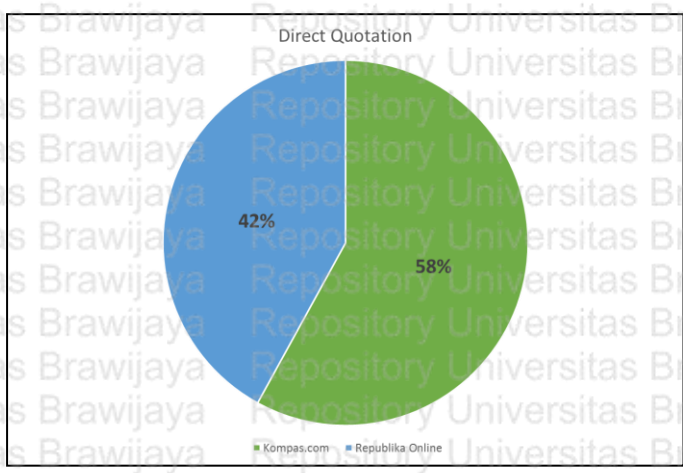


Diagram 4.2 the percentage of direct quotation



The chart above shows that Kompas.com uses direct quotation more often than Republika Online. Direct quotation is indicated by the quotation mark and reporting verb, like ‘tambahnya’, ‘tuturnya’, ‘pungkasnya’, etc. It means that Kompas.com tends to quote the original statement from the speakers rather than use their own words. It also means that the media wants to show that their news is trusted since it directly quotes the participant’s words. Here are some samples of direct quotation from the two media.

#### **Kompas.com**

- (a) *“Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan,” ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020). (K3-37)*

*(“Higher education in Indonesia must be the fastest moving spearhead since it is so close to the world of work,” said Nadiem in a higher education coordination meeting at the Ministry of Education and Culture, Jakarta, Friday (24/1/2020)).*

The word ‘harus’ (modality) that implies the highest authority makes the statement is categorized as a ‘demand’. The ‘demand’ exists for a reason indicated by the word ‘karena’. It means that the speaker or participant (Nadiem Makarim) wants another participant to do something because of the reason. Nadiem Makarim wants university produces qualified graduates so that they can be accepted in industry. However, here *dunia pekerjaan* (industry) is just mentioned

without further explanation like what roles industry towards university and students are. This statement uses reporting verb 'ujar'.

(b) *"Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan," ujar Nadiem. (K2-35)*

("Tracer study must be conducted annually. University is obliged to ensure this is implemented," said Nadiem.)

The word 'wajib' has the similar meaning with 'harus', but it is stronger than 'harus'. Thus, this statement is categorized as an instruction because the speaker or participant (Nadiem Makarim) strongly instructs another participant to do what he asks. It also uses reporting verb 'ujar'. In addition, this statement is addressed to the audience. But, implicitly, it is aimed to the University.

(c) *"Kementerian dan rector berhak menyetujui program di luar kampus. Ada magang, mengajar di sekolah, studi independent mahasiswa Bersama dosen, penelitian membantu S2 dan S3, proyek desa, pertukaran pelajar dan lainnya," ujar Nadiem. (K2-80)*

("The ministry and the rector have the right to approve the programs outside campus. There are internship, teaching at school, independent studies of students with lecturer, research to assist master and doctoral degree, village project, student exchange, and others," said Nadiem.)

This statement is categorized as an 'information' in that Nadiem Makarim says that ministry and rector have a right to agree the programs. He also mentions what kind of the programs indicated by the word 'ada'. However, the program



maker is not mentioned. Rector here means the representation of University. In addition, the reporting verb used is same, which is 'ujar'.

(d) *"Saya harus tekankan ini bukan pemaksaan. Kalau mahasiswa itu ingin 100 persen di dalam prodi itu, ini adalah hak mereka. Ini adalah opsinya untuk mahasiswa," tambahnya. (K3-20)*

("I have to emphasize this is not coercion. If the students want to be 100% in the study program, it is their right. It is the option for students," he added.)

The statements are categorized as a 'clarification'. The first clause indicates it and the next clause shows further explanation about that. It means that students have a freedom to choose. The statements are addressed to the audience, but implicitly it is aimed to students and University. Here, the reporting verb used is 'tambahnya'.

Overall, the direct quotations are delivered by Nadiem Makarim only. They deliver an instruction, information, and clarification. It indicates that the media wants to focus on what Nadiem Makarim says. Almost all of the reporting verbs are followed by the name of Nadiem Makarim. It may show that these are the real what Nadiem Makarim tells.

### **Republika Online**

(a) *"Tiga poin tersebut yakni pembukaan prodi baru, keleluasaan bagi PTN untuk menjadi PTNBH, dan magang hingga tiga semester berkaitan langsung dengan dunia industri," terang dia. (R3-18)*

("The three points, that are the opening of a new study program, the flexibility for PTN to become PTNBH , and internship for up to three semesters are directly related with industrial world," he explained.)

This statement is categorized as an 'information'. The words 'yakni' (to be) and 'terang' (speech act verb) indicate the category. It means that this statement aims to explain something. In addition, the words 'berkaitan langsung dengan dunia industri' is like a highlight or hint that the orientation of the policy is to industry. However, it is not mentioned what the relation between industry and the policy is. Here, 'dia' is Nadiem Makarim.

(b) *"Ini menjadi satu hal yang sebetulnya sudah ada tapi manajemennya (dibenahi)," ujarnya. (R1-32)*

("This is one thing that actually already exists but the management (is being fixed)," he said.)

This statement is categorized as an 'information'. The reporting verb used is 'ujarnya'. Here, 'nya' is Ledia Hanifa Amaliah as a member of the parliament.

This statement is addressed to Nadiem Makarim. It indicates that she responds what he says.

(c) *"Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia magang di industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2). (R2-5)*



(“The presence of *Kampus Merdeka* gives added value to student competency. For example, when he does internship in industry, he can apply the knowledge he has acquired in campus or if not, he can learn through online system or mixed learning,” said Nizam, Wednesday (19/2).)

These statements are categorized as an argumentation since there is a cause and effect of the issue of the *Kampus Merdeka* policy indicated by the word ‘dengan’. The example given more strengthens the argument. Even, the example given is related to industry. It shows a support because of giving the positive impact of the policy. *Kampus Merdeka* policy gives positive impact since it includes industry in it, but the role of industry is not mentioned clearly. The reporting verb used is ‘ujar’.

(d) “*Jadi, program baru ini sangat membutuhkan reorientasi serta pengurangan beban kurikulum,*” kata Rizal. (R5-38)

(“So, this new program really needs a reorientation and reduction of the curriculum load,” said Rizal.)

This statement is categorized as a critic indicated by the words ‘jadi’ and ‘sangat membutuhkan’ towards ‘program baru’ (*Kampus Merdeka*). The word ‘jadi’ indicates that Rizal has mentioned some reasons or explanations before so that this statement does appear. This statement means that the policy needs some more things to implement. It is actually addressed to the interviewer, but implicitly it can be aimed to Nadiem Makarim. The reporting verb used is ‘kata’.



(e) *“Kami mendorong pernikahan massal antara prodi perguruan tinggi dengan dunia nirlaba, dunia NGO, dunia research, dunia science dan kami akan memasarkan prodi-prodi tersebut sehingga kurikulum kita relevan dengan kebutuhan,” kata Nadiem, saat menghadiri diskusi di Rakornas Kemenristek/BRIN, Di Tangerang Selatan, Kamis (30/1). (R4-15)*

*“We encourage massal marriages between study program of university and non-profit world, NGO’s world, research world, science world, and we will promote the study programs so that our curriculum is relevant to the needs,” said Nadiem, while attending a discussion at the National Coordination Meeting of the Ministry of Research and Technology/BRIN, in Tangerang Selatan, Thursday (30/1).*

The statement is categorized as an ‘information’. Here, Nadiem only delivers information about Kemendikbud (kami) support toward collaboration of University and other fields. He also informs what to do next. This statement is addressed to the audiences and he hopes the support about the collaboration from them. The reporting verb used is ‘kata’.

## B. Paraphrase

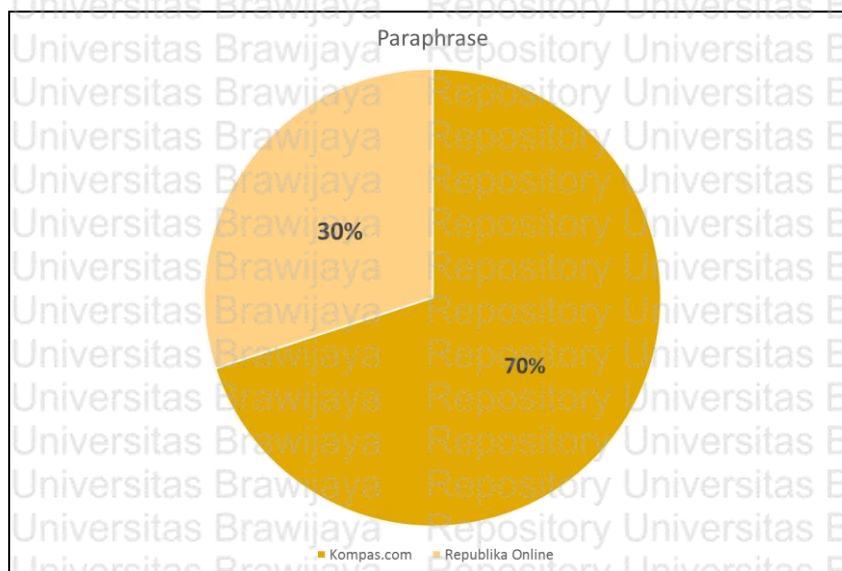


Diagram 4.3 The percentage of paraphrase

Based on the chart above, Kompas.com seems use paraphrase much more than Republika Online. After looking at the news texts in these two media, eventually the news texts in Kompas.com is longer than Republika Online. However, the numbers of the sentences in each paragraph in Republika Online is less than Kompas.com. Thus, Kompas.com is more dominant in using direct quotation and paraphrase than Republika Online.

Here are some samples of paraphrase in the two media.

### Kompas.com

- (a) *Nadiem menjelaskan kebijakan Kampus Merdeka yang kedua adalah program re-akreditasi yang bersifat otomatis untuk seluruh peringkat dan*

*bersifat sukarela bagi perguruan tinggi dan prodi yang sudah siap naik peringkat.* (K2-37)

(Nadiem explained that the second policy of Kampus Merdeka is an automatic re-accreditation program for all rankings which is voluntary for university and study program that are ready to move up the ranking.)

The Nadiem Makarim's explanation about the second point of *Kampus Merdeka* policy is paraphrased into this paragraph by using informative tone. The clause 'Nadiem menjelaskan kebijakan Kampus Merdeka yang kedua adalah' indicates an information. The reporting verb 'menjelaskan' shows that Nadiem wants to inform something. This statement is placed in the first paragraph of subtitle about the second point of the policy. It means that the reporter starts the part with paraphrase.

*(b) Ia menjelaskan, proses akreditasi sudah diterapkan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) selama lima tahun terakhir.* (K1-37)

(He explained, the accreditation process had been implemented by Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) for the lately five years.)

Pronoun 'ia' is Nadiem Makarim. In the 4 news texts the reporters write about accreditation process in the form of paraphrase. Here, they write Nadiem Makarim's explanation about accreditation process by using firm tone. The word 'sudah' seems to give the stress to what have had done for accreditation process. The reporter uses reporting verb 'menjelaskan'.







(c) *Nadiem mengatakan setiap kegiatan yang dipilih mahasiswa harus dibimbing oleh seorang dosen yang ditentukan kampusnya. (K4-15)*

(Nadiem said that every activity chosen by students must be supervised by a lecturer determined by the campus.)

This paraphrase is written by using firm tone. The words ‘setiap’ and ‘harus’ indicate that the parties involved must implement what Nadiem instructs. This paraphrase is written after the direct quotation about University has to give a right for students to choose *SKS* in their own University or others. The reporting verb used is ‘mengatakan’. After this paraphrase, the reporter writes what activities that students can choose.

(d) *Nadiem menyebut Kemendikbud akan memastikan banyak PTN BH agar bisa berkompetisi di tingkat dunia. (K3-61)*

(Nadiem said that Ministry of Education and Culture would ensure many *PTN BH* to compete on the world stage.)

This paraphrase is written by using promising tone. The phrase ‘akan memastikan’ indicates a promise. Nadiem seems confident to deliver the promise. He convinces the audiences that someday the numbers of *PTN BH* will increase. Here, the reporter uses reporting verb ‘menyebut’.

## Republika Online

(a) *Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim meminta dunia industri tidak mensia-siakan kebijakannya mengenai Kampus Merdeka. (R3-1)*

“The Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim asked industry to not neglect the policy about Kampus Merdeka.)

The Nadiem Makarim’s statement is paraphrased in a pleading tone. The phrases ‘meminta’ and ‘tidak mensia-siakan’ indicate his request. From this statement, it can be seen that Nadiem Makarim has a high desire in order his policy will be accepted by many parties, especially industry. It shows that the policy connected educational world with industry. Nadiem mentions industry, but he does not explain the value that industry has so that he asks the party to agree and accept the policy. Here, the reporter uses speech act verb ‘meminta’.

(b) *Namun, Ledia menyoroti terkait pembukaan program studi. Jangan sampai ketika dibebaskan malah jadi mubazir karena tidak sesuai dengan apa yang dibutuhkan Indonesia. (K1-34)*

(However, Ledia highlights the opening of the study program. Do not let it be redundant when released since it is not in accordance with what Indonesia needs.)



The words of Ledia as a member of the parliament are paraphrased in a warning tone. It is indicated by the phrases ‘menyoroti’, ‘jangan sampai’, ‘malah’, and ‘mubadzir’. This statement shows that Ledia notices about the opening of the study program. She does not want it becomes useless since probably it is not what Indonesia needs. It means that Ledia gives critic about the opening of the program.

*(c) Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam mengatakan kebijakan **Kampus Merdeka** memberi nilai plus atau nilai tambah pada mahasiswa. (R2-1)*

(The Directorate General of Higher Education (Dikti) of Education and Culture Ministry (Kemendikbud), Prof Nizam, said that **Kampus Merdeka** policy gives added value or added score to students.)

The statement is paraphrased in an informative tone. By using the reporting verb ‘mengatakan’, the reporter informs that Prof. Nizam gives his support towards the policy. The words ‘memberi nilai plus atau nilai tambah’ indicate a support. After this paraphrase, written in a direct quotation, Prof. Nizam gives the example. It seems that because Prof. Nizam is a member of ministry of education and culture, he fully supports the policy.

*(d) Mendikbud menegaskan pihaknya mendukung kemajuan perguruan tinggi dengan kemudahan proses izin membuka prodi baru. Terutama bagi yang*



*terbukti telah bekerja sama dengan organisasi kelas dunia, organisasi nirlaba kelas dunia ataupun perguruan tinggi top 100 dunia. (R4-11)*

(The Minister of Education and Culture (*Mendikbud*) emphasizes that his party supports the progress of university by facilitating the permit process to open new study programs, especially for those who are proven to have a collaboration with world-class organization, world-class non-profit organizations or world top 100 universities.)

The words of *Mendikbud* are paraphrased in a firm tone. The reporter uses the speech act verb 'menegaskan'. The words 'menegaskan', 'terutama', and 'terbukti telah' indicate the tone. *Mendikbud* affirms that they facilitate the permit process to open new study programs as a support towards the University progress.

*Mendikbud* does it particularly for those that are proven to have collaborated with International organization. It seems that *Mendikbud* only support the University that collaborate with International organization by facilitating the permit process to open new study programs.

*(e) Kedua, perlu diberikannya insentif kepada dosen maupun tenaga pendidik yang berperan di dalamnya. Rizal memaparkan hendaknya dosen yang sukses memberikan pendampingan kepada mahasiswa saat melakukan pemagangan diberikan nilai setara dia mengirim jurnal terindeks Scopus.*

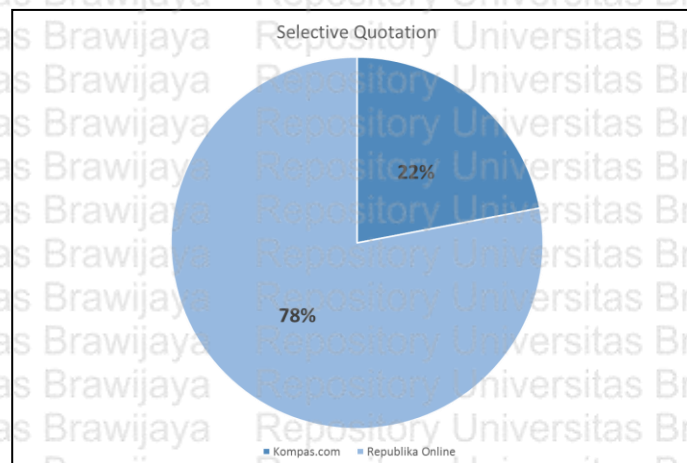
(R5-21)

(Second, it is necessary to provide incentives to lecturers and teaching staffs who have a role in it. Rizal explained that lecturers who are

successful in giving assistance to students that are in internship should be given an equivalent score like sending a Scopus indexed journal.)

This paraphrase is written by using an argumentative tone. The proper noun and the reporting verb 'memaparkan' indicate that this is a paraphrase. The words 'perlu' and 'hendaknya' indicate the tone. Rizal as an education observer argues that lecturers should be given an incentive. This paraphrase contains an argumentation, solution, and suggestion.

### C. Selective Quotation



**Diagram 4.4** The percentage of selective quotation

Based on the chart above, it can be seen that Republika Online is much more in using selective quotation rather than Kompas.com. It means that Republika Online wants to highlight something. Selective quotation is indicated by the quotation mark, underline, italic, or bold. So, the readers can know the content of the news by looking selective quotation at a glance. Here are the lists of selective quotation found in the two media.

### Kompas.com

(a) Menteri Pendidikan dan Kebudayaan, Nadiem Makarim mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama

“Kampus Merdeka”. (K2-3)

(The Minister of Education and Culture, Nadiem Makarim issued four policies of *Merdeka Belajar* called “Kampus Merdeka” for higher education.)

Here, the selective quotation is ‘Kampus Merdeka’. It is indicated by the quotation mark. From the paragraph, ‘Kampus Merdeka’ is highlighted to inform the name of the policy. From the quote, it can be seen that ‘Kampus Merdeka’ is the main topic reported. ‘Kampus Merdeka’ means a new policy declared by Nadiem Makarim for University.

(b) Nadiem menjelaskan terdapat perubahan pengertian mengenai *sks*. Setiap *sks* diartikan sebagai ‘jam kegiatan’, bukan lagi ‘jam belajar’. (K4-41)

(Nadiem explained that there has been a change in the definition of *sks*. Each *sks* is defined as ‘activity time’, not ‘study time’ anymore.)

The selective quotations here are ‘jam kegiatan’ and ‘jam belajar’. They are indicated by the quotation mark. ‘jam kegiatan’ is the new definition of *sks*.

While, ‘jam belajar’ is the old definition of *sks*. It means that because of the new policy, the term of ‘jam belajar’ changes into ‘jam kegiatan’. Here, the policy defines *sks* as how long students do their activities (taking course, internship, student exchange, etc.), not only how long students learn and attend their courses in Campus anymore.

### Republika Online

(a) "Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia magang di industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2). (R2-6)

("The presence of *Kampus Merdeka* gives added value to student competency. For example, when he does internship in industry, he can apply the knowledge he has acquired in campus or if not, he can learn through online system or mixed learning," said Nizam, Wednesday (19/2).)

The selective quotation in this statement is 'magang'. It is written by using underline and bold. The quote 'magang' is to highlight that it is an example of added score due to the impact of the policy. It becomes an example since 'magang' seems related to industry as one of the goals of the policy. However, the quote only shows the relation with industry without showing the concret role of industry. The position of the quote is more powerful because it is expressed by Nizam as one of members of Education and Culture Ministry.

(b) Nizam menegaskan saat magang dilakukan, mahasiswa tidak dilepas begitu saja oleh pihak kampus tetapi tetap dibimbing oleh dosennya. Selain itu, setiap bulan mahasiswa juga diwajibkan untuk membuat laporan. (R2-12)

(Nizam emphasized that when the internship is conducted, students are not let go by campus, but is still guided by their lecturer. Besides, **students** are also required to make a report every month.)

This paragraph uses selective quotation 'mahasiswa' written by using bold and underline. From this paragraph, 'mahasiswa' is placed as the participant who must do something. It means that the quote shows full stress to 'mahasiswa'. This paragraph is written after (a) as the continuity to talk about something related to 'mahasiswa'. So, this paragraph seems particularly for students (based on the quote 'mahasiswa').

(c) Pengamat Pendidikan **Muhammad Nur Rizal** menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan 'Kampus Merdeka'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu. (R5-11)

(The Education Observer, **Muhammad Nur Rizal**, explained that there are several challenges which need to be considered if this policy is realized.

First, according to Rizal, what needs to be considered is the legal basis of '**Kampus Merdeka**' policy. It is because we are often familiar with the term 'changing the minister, changing the policy' that can have an impact to the transformation of campus policy.)

The selective quotation in this paragraph is 'Muhammad Nur Rizal'. It is written by using bold and underline. The quote seems to explain who the intended





'Pengamat Pendidikan' is and who voice used in the news text is. It also seems that the quote is used to give the stress that he is the one who argues about the challenges that will be faced if the policy is implemented. The next selective quotation is 'ganti Menteri ganti kebijakan'. It is quoted by using quotation mark. The participant uses this quote to easily mention the term so that the audiences or readers understand what he means.

(d) Ketiga, program 'Merdeka Belajar' hanya bisa diciptakan jika kurikulum di kampus dan sekolah dikurangi setengahnya. "Sehingga, dosen dan guru lebih berfokus pada interaksi antar mereka", jelas pendiri Gerakan Sekolah Menyenangkan (GSM) ini. (R5-31)

(Third, 'Merdeka Belajar' program can only be created if the curriculum in campus and school reduces in half. "So, lecturer and teacher are more focused on their interactions," explain the founder of Gerakan Sekolah Menyenangkan (GSM).)

The selective quotation of this paragraph is 'Merdeka Belajar'. It is written by using quotation mark. Here, the participant talks about 'Merdeka Belajar' rather than 'Kampus Merdeka'. 'Merdeka Belajar' means the education unit, such as school or University, teachers or lecturers, and students, has a freedom to innovate and learn independently and creatively. So, it is clear that based on this paragraph, the participants tend to talk about teachers or lecturers and school or University.

(e) Persyaratan utama dari tiga poin tersebut yakni harus ada kemitraan dengan industri, ataupun perguruan tinggi kelas dunia. Nadiem

memperkirakan akan banyak terjadi "pernikahan" massal antara industri dan perguruan tinggi. (R3-23)

(The main requirement of the three points is there must be partnership with industry or world-class universities. Nadiem predicts there will be many mass "marriages" between industry and university.)

The selective quotation found in this paragraph is 'pernikahan'. It is written by using quotation mark. 'Pernikahan' here does not mean as the united of two people of different gender in a marriage according to religious, legal, and social norms for living together ever after. It means that there is a collaboration between 'perguruan tinggi' and 'industri'. Nadiem uses the term of 'pernikahan' rather than 'kolaborasi' to give more meanings in the relation of 'industri' and 'perguruan tinggi'. In other words, Nadiem wants the relation between them lasts for good as 'pernikahan'. However, it is not mentioned what values that industry has towards the policy or the collaboration.

(f) Menteri Pendidikan dan Kebudayaan **Nadiem Makarim** menjelaskan maksud kebijakan **Kampus Merdeka** di depan anggota DPR, Selasa (28/1). Nadiem mengatakan Kampus Merdeka meliputi empat kebijakan. (R1-2)

(The Minister of Education and Culture, **Nadiem Makarim** explains the **Kampus Merdeka** in front of the members of parliament, Tuesday (28/1). Nadiem said Kampus Merdeka includes four policies.)

Here, the selective quotations are 'Nadiem Makarim' and 'Kampus Merdeka'. They are written by using bold and underline. It seems that they



become points to report in the news. ‘Nadiem Makarim’ is quoted since he is the one who declares the Kampus Merdeka policy. In addition, ‘Kampus Merdeka’ is quoted several times because it is a main topic to report.

#### D. Assertion

##### **Kompas.com**

(a) *Kebijakan Kampus Merdeka merupakan Langkah awal dari rangkaian kebijakan untuk perguruan tinggi. (K2-4)*

(*Kampus Merdeka* policy is the first step in a series of policies for university.)

Here, the reporter does not attribute this statement with a person. He asserts without citing ‘the person’ whom says the idea. In other words, the reporter asserts this statement as a fact. The word ‘merupakan’ strengthens further that it is written as if it were a fact. In addition, it is not clear why ‘Kebijakan Kampus Merdeka’ is categorized as the first step in a series of policies for universities.

(b) *Pembelajaran di luar program studi dinilai bisa menyiapkan mahasiswa untuk menghadapi dunia pascakuliah secara cepat, nyata, dan massif. (K3-4)*

(Learning outside the study program is considered to be able to prepare students to face the post-college world in a fast, real, and massive manner.)

In this statement, the word 'dinilai' means there is something to be assessed by someone. However, the 'someone' is not mentioned and so is who state about this statement. It can be stated that there is no an exact person who says the statement. The reason of why 'Pembelajaran di luar program studi' is considered to be able to prepare students is also not mentioned. Last, it is not clear how 'Pembelajaran di luar program' is categorized as something fast, real, and massive.

(c) *Dalam keterangan yang diterima Kompas.com, selama ini, SKS juga terbatas pada definisi pembelajaran tatap muka di dalam kelas. Padahal, proses pembelajaran mahasiswa tidak terbatas pada kegiatan di dalam kelas saja. (K4-51)*

(In the information received by Kompas.com, so far SKS is also limited on the definition of face-to-face learning in the classroom. In fact, the student learning process is not limited on activities in the classroom.)

Here, the reporter seems agree with the statement about the definition of SKS. However, he does not mention who the speaker is. So, it is likely a fact. The words, such as 'dalam keterangan yang diterima', 'selama ini', and 'padahal' support the indication of a fact. In addition, it is not clear why SKS is defined like that.

(d) *Perubahan definisi SKS tidak berlaku untuk bidang ilmu S1 kesehatan. Untuk saat ini, kebijakan tersebut baru berlaku untuk S1 dan politeknik. (K4-66)*

(The change on the definition of SKS is not for bachelor of health. For now, the policy is only for bachelor and polytechnic.)

This statement seems report a fact containing for whom the definition of SKS. However, the statement does not show who the speaker is. In addition, it is not clear why the definition of SKS is only for 'bidang ilmu S1 kesehatan'. In short, the reporter asserts the statement without citing the source of it. Thus, this statement is likely a fact.

### **Republika Online**

(a) *Pengamat Pendidikan Muhammad Nur Rizal menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan 'Kampus Merdeka'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu. (R5-11)*

(The Education Observer, Muhammad Nur Rizal, explained that there are several challenges which need to be considered if this policy is realized.

First, according to Rizal, what needs to be considered is the legal basis of 'Kampus Merdeka' policy. It is because we are often familiar with the term 'changing the minister, changing the policy' that can have an impact to the transformation of campus policy.)

In the clause "Sebab, kita sering akrab dengan istilah 'ganti Menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu",

It is asserted that the term 'ganti Menteri ganti kebijakan' is familiar. It is also not clear why the term has been characterized in such a way and who the creator of the term is. The clause is likely a fact. It seems like the reporter reveals a fact. Thus, this clause is categorized as an assertion.

(b) *Kebijakan Kampus Merdeka selaras dengan Kemristek/BRIN Yang ingin mempercepat pencapaian hilirisasi dari inovasi. Khususnya di dalam rangka mengintegrasikan berbagai kegiatan dan program litbangjirap ilmu pengetahuan dan teknologi (iptek) di Indonesia untuk menciptakan inovasi.* (R4-20)

(*Kampus Merdeka* policy is in line with the Ministry of Research and Technology/BRIN, which wants to accelerate the downstream achievement of innovation, especially in the context of integrating various activities and *litbangjirap* program of science and technology (*iptek*) in Indonesia to create innovation.)

It is asserted that 'Kebijakan Kampus Merdeka' is linear with 'Kemristek/BRIN'. However, who the speaker is and why 'Kebijakan Kampus Merdeka' is characterized in such a way is not mentioned. In other words, the reporter does not cite from any sources. Thus, this paragraph is belonging to assertion since there is no citation or quotation involved by the reporter. The clause is only followed by the additional information, that a special emphasis to the point.

(c) *Perombakan ini memberikan dampak salah satunya mahasiswa secara sukarela dapat mengambil atau tidak sistem kredit semester (SKS) di luar kampus sebanyak 2 semester. Selain itu, mahasiswa berhak menukar 20 SKS atau setara dengan satu semester perkuliahan di program studi lain dalam PT yang sama. (R5-6)*

(The change gives impacts, one of them is students can voluntarily take or not the semester credit system (SKS) outside the campus for 2 semesters.

In addition, students have a right to exchange 20 credits or the equivalent of one semester of studying in another program study within the same university.)

It is asserted that the 'perombakan' gives an impact to 'mahasiswa'. However, it is not clear who the speaker is and why it is characterized in such a way. In other words, the reporter does not mention any sources to write this statement. The statement seems deliver a fact containing an additional information. Therefore, it is categorized as an assertion.

(d) *PMMB Batch I tahun 2020 diikuti 4.608 mahasiswa dari 300 kampus dan melibatkan 124 BUMN. Para mahasiswa yang mengikuti program ini merasakan pengalaman nyata magang di BUMN secara penuh selama minimal enam bulan dan diakui sebanyak 18 – 23 SKS oleh PTN/PTS. Selain itu para mahasiswa itu juga mendapatkan uang saku bulanan dan sertifikat, baik sertifikat kompetensi maupun sertifikat industri. (R3-28)*

(*PMBB* batch 1 of 2020 was attended by 4.608 students from 300 campuses and involved 124 *BUMN*. The students who take this program experience the real experience of fully interning in *BUMN* for at least six months and are recognized as 18-23 credits by universities. Besides, the students also get a monthly allowance and certificates, both competency and industry certificate.)

This statement seems like a fact since it contains information. However, the reporter does not show the source of the information. In other words, there is no citation or quotation from a person. For example, where this information taken is or who the informan is. The reporter only asserts the information about *PMMB* Batch I and what the students get from it. Hence, this paragraph is categorized as an assertion.

(e) *Kemudian kebebasan bagi PTN Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH). Selanjutnya, perpanjangan waktu magang hingga dua semester dan satu semester di luar program studi. (R2-28)*

(Then, the freedom for *PTN BLU* and Work Unit (*Satker*) to become *PTN BH*, and the extension of the internship period is up to two semesters and one semester outside the study program.)

This statement seems like the reporter delivers a fact because it informs about the further point of *Kampus Merdeka* policy. Here, the reporter does not mention the source of the statement so that it seems like a fact delivered by him.



He does not quote someone else' statement. So, this paragraph seems purely the words of the reporter. Thus, this paragraph is characterized as an assertion.

#### E. Presupposition

##### Kompas.com

(a) *"Kami berikan mereka (PTN BLU) akselerasi untuk bisa mencapai status PTN BH. Bagi yang mau. Sekali lagi ini bukan paksaan. Bagi yang mau menjadi PTN BH, ini memang masih didanai oleh pemerintah, tapi bisa beroperasi seperti swasta. Gitu analoginya supaya lebih mudah," tuturnya. (K1-51)*

("We give them (PTN BLU) an acceleration to achieve the status of PTN BH for those who want to. Again, this is not a compulsion. For those who want to become PTN BH, this is still funded by the government, but it can be operated like a private sector. That is the analogy in order to be easily understand," he said.)

This statement contains presupposition. The words 'bagi yang mau' are repeated several times. It seems the stress shows a hidden meaning. The first assumption that it is an offer or announcement changes into a 'defense'. It sounds that he has already offered so do not blame him if something happened related to it.

(b) *"Dalam 8 semester itu, kami sebagai kementerian membijakkan untuk perguruan tinggi yaitu tiga semester bisa belajar di luar prodi. Kalau mahasiswa 100 persen ingin belajar di luar prodi, itu kebebasan*



*mahasiswa. Tapi kewajiban bagi perguruan tinggi memberikan kebebasan,” ujar Nadiem. (K2-69)*

(“During the 8 semesters, we as the ministry encourage university to implement the program of learning outside the study program for three semesters. If the students want 100 percent to study outside the study program, it is their freedom. But, university has an obligation to give a freedom,” said Nadiem.)

This statement can cause presupposition. It seems objective that it informs something, but there is a tendency. The words ‘membijakkan untuk perguruan tinggi’ and ‘tapi kewajiban bagi perguruan tinggi’ show the stress containing an instruction to do something. So, rather than information, it sounds like an instruction. Even more, it can give more burdens to university.

*(c) Nadiem menyebutkan, saat ini profesi menuntut kompetensi yang berasal kombinasi dari beberapa disiplin ilmu pengetahuan. (K3-21)*

(Nadiem said that now profession requires competence that comes from a combination of several scientific disciplines.)

This statement can lead into presupposition. It seems objective since it informs something. However, it also contains a hidden meaning. The statement is more like an argumentation to support the existence of *Kampus Merdeka* policy.

So, through this statement, it is expected that the audiences or the readers can relate and support the policy.

*(d) Selama ini, pihak Kemendikbud menilai bobot SKS untuk kegiatan pembelajaran di luar kelas sangat kecil dan tidak mendorong mahasiswa*



*untuk mencari pengalaman baru. Apalagi di banyak kampus, pertukaran pelajar atau praktik kerja justru menunda kelulusan mahasiswa. (K4-36)*

(So far, the Ministry of Education and Culture (*Kemendikbud*) has assessed that the weight of SKS for learning activities outside the classroom is very small and does not encourage students to seek new experiences. Moreover, in many campuses, student exchanges and work practices actually postpone students graduation.)

In this paragraph, there is a presupposition. Behind this aggressive argumentation, there is a hidden meaning. This aggressive argument seems like leading into something. It is like a case that needs a solution. This paragraph is not only informing, but rather than persuading the audiences to support the policy since they feel relate with the argumentation.

### **Republika Online**

*(a) Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim menyampaikan konsep Kampus Merdeka mendukung terciptanya keleluasaan bagi perguruan tinggi. Khususnya untuk meningkatkan kapabilitas agar mampu menghasilkan lulusan yang mumpuni dan terserap di dunia kerja. (R4-1)*

(The Minister of Education and Culture (*Mendikbud*), Nadiem Makarim conveyed that the concept of *Kampus Merdeka* supports the creation of flexibility for university, especially to improve capabilities so that they are able to produce graduates who are qualified and absorbed in the work world.)



This paragraph seems objective since it sounds like *Kampus Merdeka* gives positive impacts for University. It is like this paragraph is stated confidently about the existence of *Kampus Merdeka*. However, the paragraph can cause presupposition. The clause ‘Kampus Merdeka mendukung terciptaya keleluasaan bagi perguruan tinggi’ seems that University does not have flexibility before. In the next clause, even though it states good intentions and hopes, there is a hidden meaning leading to industry indicated by the phrase ‘di dunia kerja’.

(b) *"Apa yang sudah direncanakan bagus, boleh memilih boleh membuat jurusan, itu juga menjadi catatan karena kita tidak punya pemetaan kebutuhan SDM nya apa," ungkapnya. (R1-37)*

(“What has been planned is good, which may choose and make major. It also becomes a note because we do not have a mapping of what human resource needs are,” he said.)

This statement delivered by Ledia as a member of the parliament can cause presuppositions. The clauses ‘itu juga menjadi catatan karena kita tidak punya pemetaan kebutuhan SDM nya apa’ are ambiguous. It may mean the opening of the new study program is a good plan or solution for human resource mapping. It may also mean the opening of the new study program is a good idea, but it needs human resource mapping. The second assumption tends to give critic about the opening of the new study program.

(c) *Para mahasiswa itu akan membantu masyarakat setempat dalam menyelesaikan persoalan yang ada di desa itu. Para mahasiswa dan*



*pihak dosen turut memberikan pendampingan kepada masyarakat desa, agar pemanfaatan dana desanya lebih optimal. (R2-18)*

(The students will assist the local society in solving problems in the village. The students and lecturers also give assistance to village society so that the utilization of village funds is more optimal.)

This paragraph contains presupposition. Although it seems objective, there is still an ambiguity. The word ‘persoalan’ in the previous sentence seems refer to the words ‘agar pemanfaatan dana desanya lebih optimal’. It means like finance is the only problem faced by the villagers. It can also mean that the students and lecturers only overcome about finance in the village.

*(d) Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional (Menristek/Kepala BRIN) Bambang P. S. Brodjonegoro menyambut baik kebijakan Kampus Merdeka. Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan urusan administrasi keuangan. (R4-25)*

(The Minister of Research and Technology/head of *Badan Riset Inovasi Nasional* (Menristek/Kepala BRIN), Bambang P. S. Brodjonegoro, welcomes *Kampus Merdeka* policy. He hopes that researchers are free to research according to their capacity without being burdened financial administration matters.)

This paragraph can lead into presupposition. The last sentence ‘Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan

urusan administrasi keuangan' can cause an ambiguity. It seems like researchers were not free to conduct before because of financial administration expenses. So, financial administration becomes the only burden for researchers. Thus, the *Kampus Merdeka* policy becomes a hope to overcome the problem.

*(e) Kendati demikian, Rizal berharap kurikulum ke depan tidak hanya berorientasi pada penyiapan SDM dalam dunia kerja. Akan tetapi, kurikulum yang mengarahkan mahasiswanya mampu mengenali kekuatan diri, belajar ilmu tentang cara kerja otak, dan bersikap adaptif terhadap perubahan sosial. (R5-40)*

(Nevertheless, Rizal hopes the future curriculum will not only be oriented on preparing human resources in the world of work, but a curriculum that directs the students to be able to recognize their own strengths, learning about how the brain works, and be adaptive to social change.)

This last paragraph contains presuppositions. The first sentence seems that this present curriculum has an orientation about the preparation of human resources in industry only. It shows that industry is considered as the best standard for graduates even though there is no concret criteria to be accepted in industry, including the comment from the industry party itself. Hence, Rizal as an education observer obviously does not agree with the curriculum. The next sentence shows that he prefers to the self-strength of the students and how the students adapt to the social changes. However, the phrase 'kurikulum ke depan' is ambiguous

whether it is this present or on-going curriculum or the next curriculum in another government.

#### 4.1.2 Response of the Involved Parties

From the two media, the responses of several parties can be seen. However, Kompas.com is only centralized on Nadiem Makarim's voice as the representative of government without including other parties' voices. So, to see the responses of other parties, Republika Online provides them.

##### **Kompas.com:**

(a) *"Kami juga berhak menutup prodi, suatu hal yang penting untuk diketahui oleh perguruan tinggi, bukan kita lepas saja, malah kita akan perketat kontrol mekanisme kita bagi prodi-prodi yang merugikan," ucapnya. (K1-32)*

("We also have a right to close study programs, an important thing for university to know. We are not just letting them go, we will even tighten our control mechanism for detrimental study programs," he said.)

(b) *"Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan," ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020). (K2-6)*

("Higher education in Indonesia must be the fastest moving spearhead since it is so close to the world of work," said Nadiem in a higher

education coordination meeting at the Ministry of Education and Culture, Jakarta, Friday (24/1/2020)).

(c) *“Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan, ujar Nadiem. (K2-35)*

(“Tracer study must be conducted annually. University is obliged to ensure this is implemented,” said Nadiem.)

(d) *Nadiem mengatakan setiap kegiatan yang dipilih mahasiswa harus dibimbing oleh seorang dosen yang ditentukan kampusnya. (K4-15)*

(Nadiem said that every activity chosen by students must be supervised by a lecturer determined by the campus.)

Here, Kompas.com reveals three parties, which are Nadiem Makarim as the representation of government, students, and University. In (a), Nadiem Makarim uses a firm tone to show his authority that his statement is specially for University. In (b), Nadiem says the statement with a firm and energetic tone. It is aimed to influence the audience to be in his side or support the existence of *Kampus Merdeka* policy by telling the reason first. In (c) and (d), Nadiem Makarim instructs University to do something towards the students.

So, the portrayal of government is neutral. However, they are described as ‘making an instruction, persuasion, and announcement’ and ‘influencing others’ since they have power to do anything towards their subordinates. Even, the voice of government in this media is portrayed vocally. University is described as ‘accepting an instruction’ because they do not have power, even their voice is not





included in this media. Students are described as ‘accepting a special treatment and protection’.

**Republika Online**

Republika Online provides responses from several parties towards *Kampus Merdeka* policy. They are government, University, and education observer.

**A. Government**

**1. Nadiem Makarim as a Minister of Education and Culture**

(a) *Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim meminta dunia industri tidak menesia-siakan kebijakannya mengenai Kampus Merdeka. (R3-1)*

(The Minister of Education and Culture (*Mendikbud*), Nadiem Makarim asks industry to not neglect his policy about Kampus Merdeka.)

(b) *Selain itu, Nadiem juga mengajak industri maupun Badan Usaha Milik Negara (BUMN) untuk berpartisipasi dalam merancang program magang bagi mahasiswa. (R3-25)*

(In addition, Nadiem also invites industry and State-Owned Enterprises (*BUMN*) to participate in designing internship programs for students.)



(c) Menteri Pendidikan dan Kebudayaan (*Mendikbud*) Nadiem

Makarim menyampaikan konsep Kampus Merdeka mendukung terciptanya keleluasaan bagi perguruan tinggi. Khususnya untuk meningkatkan kapabilitas agar mampu menghasilkan lulusan yang mumpuni dan terserap di dunia kerja. (R4-1)

(The Minister of Education and Culture (*Mendikbud*), Nadiem Makarim conveyed that the concept of *Kampus Merdeka* supports the creation of flexibility for university, especially to improve capabilities so that they are able to produce graduates who are qualified and absorbed in the work world.)

The portrayal of Nadiem Makarim seems neutral. But he is described as 'making an offer' and wishing to 'host talks' to industry party. It is indicated in (a) and (b). It shows that one of the orientations of *Kampus Merdeka* policy is related to industry. First, Nadiem wants industry sees, accepts, and agrees the policy. Second, he wants there is a collaboration between government, university, and industry through this policy. In (c), Nadiem promotes the good side of the policy towards University, leading into the collaboration between University and industry. It seems Nadiem influences University by using the explanation that *Kampus Merdeka* can result capable graduates so that they can be accepted in industry.

## 2. Bambang P. S. Brodjonegoro as a Minister of Research and Technology

(a) *Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional*

(*Menristek/Kepala BRIN*) Bambang P. S. Brodjonegoro

*menyambut baik kebijakan Kampus Merdeka. Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan urusan administrasi keuangan. (R4-25)*

(The Minister of Research and Technology/head of *Badan Riset Inovasi Nasional (Menristek/Kepala BRIN)*, Bambang P. S.

Brodjonegoro, welcomes *Kampus Merdeka* policy. He hopes that researchers are free to research according to their capacity without being burdened financial administration matters.)

(b) *“Peneliti itu butuh ide-ide yang bebas lepas untuk kemudian dieksplor dan diuji dan sekarang dosen peneliti dari berbagai bidang tidak perlu lagi menjadi akuntan hanya untuk menyelesaikan laporan pertanggungjawaban riset karena sekarang sistemnya output base” kata dia. (R5-28)*

(“Researchers need ideas which are free to be explored and tested then. Now, research lecturers from various fields no longer need to be accountants just to complete research accountability reports because now the system is an output base,” he said.)



Here, Minister of Research and Technology gives a positive response towards *Kampus Merdeka* Policy. The indication is the words ‘menyambut baik’. Then, he relates the policy with a matter between researchers and financial administration expenses. He said that the policy helps researchers in financial administration. It may be due to he is from the same government with Nadiem, so supporting a policy from other ministries is a must. It also may be the policy truly gives a positive impact towards research world. Thus, the Minister of Research and Technology is described as ‘giving support’.

### 3. Ledia Hanifa Amalia as a member of parliament

(a) *"Ini menjadi satu hal yang sebetulnya sudah ada tapi manajemennya (dibenahi)," ujarnya. (R1-32)*

(“This is one thing that actually already exists but the management (is being fixed),” he said.)

(b) *Namun, Ledia menyoroti terkait pembukaan program studi. Jangan sampai ketika dibebaskan malah jadi mubazir karena tidak sesuai dengan apa yang dibutuhkan Indonesia. (R1-34)*

(However, Ledia highlights the opening of the study program. Do not let it be redundant when released since it is not in accordance with what Indonesia needs.)

(c) *"Apa yang sudah direncanakan bagus, boleh memilih boleh membuat jurusan, itu juga menjadi catatan karena kita tidak punya pemetaan kebutuhan SDM nya apa," ungkapnya. (R1-37)*

("What has been planned is good, which may choose and make major. It also becomes a note because we do not have a mapping of what human resource needs are," he said.)

Interestingly, even though she is also from government, she gives a different response towards the policy. In (a) and (b), she concerns on the point 'the opening of new study program'. Ledia says that the point already exists. Then, in (b), she warns that do not let the new study program be redundant when the permission is freed because the new study program is not in accordance with Indonesia's needs. Last, in (c), her statement contains presupposition. It may mean the opening of the new study program is a good plan or solution for human resource mapping. It may also mean the opening of the new study program is a good idea, but it needs human resource mapping. So, she is described as 'giving critic' and 'giving warning'.

## **B. University**

### **1. Prof. Nizam as a dean and a member of Education and Culture Ministry**

(a) *"Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia magang di*

*industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2). (R2-5)*

*("The presence of *Kampus Merdeka* gives added value to student competency. For example, when he does **internship** in industry, he can apply the knowledge he has acquired in campus or if not, he can learn through online system or mixed learning," said Nizam, Wednesday (19/2).)*

*(b) "Dengan demikian, kompetensi mahasiswa meningkat dan juga pihak kampus juga mendapatkan umpan balik," terang dia. (R2-13)*

*("Thus, student competence increases and the campus also gets feedback," he explained.)*

Republika Online only involves one representation of University and he is also a member of Education and Culture Ministry. The portrayal of Prof. Nizam seems neutral. However, his double position in University and government causes another assumption. It shows that the policy must be obeyed and accepted. He mentions that *Kampus Merdeka* policy gives positive impact towards students. In

(a), Prof. Nizam gives an example to strengthen his argument. Then, in (b), he said that the policy gives advantages to both students and university. So, Prof Nizam is described as 'giving argumentation', 'giving support', 'agreeing the policy', and 'helping government'.



### C. Education Observer

#### 1. Muhammad Nur Rizal as a Founder of Gerakan Sekolah Menyenangkan (GSM)

(a) Pengamat Pendidikan Muhammad Nur Rizal menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan 'Kampus Merdeka'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu. (R5-11)

(The Education Observer, Muhammad Nur Rizal, explained that there are several challenges which need to be considered if this policy is realized. First, according to Rizal, what needs to be considered is the legal basis of 'Kampus Merdeka' policy. It is because we are often familiar with the term 'changing the minister, changing the policy' that can have an impact to the transformation of campus policy.)

(b) Kedua, perlu diberikannya insentif kepada dosen maupun tenaga pendidik yang berperan di dalamnya. Rizal memaparkan hendaknya dosen yang sukses memberikan pendampingan kepada mahasiswa saat melakukan pemagangan diberikan nilai setara dia mengirim jurnal terindeks Scopus. (R5-21)



(Second, it is necessary to provide incentives to lecturers and teaching staffs who have a role in it. Rizal explained that lecturers who are successful in giving assistance to students that are in internship should be given an equivalent score like sending a Scopus indexed journal.)

(c) *Ketiga, program 'Merdeka Belajar' hanya bisa diciptakan jika kurikulum di kampus dan sekolah dikurangi setengahnya.*

*“Sehingga, dosen dan guru lebih berfokus pada interaksi antar mereka”, jelas pendiri Gerakan Sekolah Menyenangkan (GSM) ini. (R5-31)*

(Third, ‘Merdeka Belajar’ program can only be created if the curriculum in campus and school reduces in half. “So, lecturer and teacher are more focused on their interactions,” explain the founder of *Gerakan Sekolah Menyenangkan (GSM)*.)

Muhammad Nur Rizal as an education observer argues that there will be several challenges if *Kampus Merdeka* policy is implemented. In (a), he said that different leader brings different policy in a government. The differences are potential to be a disturbance in the policy transformation. He quotes an assestion term to strengthen his argument. In (b), Prof. Nizam suggests that lecturer who is successful in guiding students deserves an incentive. It is aimed to appreciate their effort. In (c), he argues that the program ‘Merdeka Belajar’ can only be created if



the curriculum is reduced in a half. So, Muhammad Nur Rizal is described as 'giving argumentation' and 'giving critic'.

#### 4.2 Discussion

It is necessary to review the study's objectives for discussing this study's result. This study's objectives are to analyze participant, process, and word representation in Kompas.com and Republika Online; to analyze the contribution of the features to its ideological stance; and to investigate the response of the parties involved towards the policy. Overall, the result is in line with Jones' book, stating that participant chosen, process, and word representation features lead into ideology and affect the discourse output. The two media differently reported *Kampus Merdeka*.

In the news texts from Kompas.com, the voice of Nadiem Makarim as the dominant participant is chosen. It shows that the media is not neutral since the source of the news is based on one participant. Meanwhile, Republika Online provides several voices from different participants even though the participants selection is those whose power. Interestingly, the two media does not present the voice of students, university, and industry. In fact, the voice of students and university are needed since they are the parties who must implement the policy. So, in the two media, the portrayal of the participants is not balanced.

*Kampus Merdeka* policy is successful in eliciting responses from various parties. In Kompas.com, the only party portrayed is government represented by

Nadiem Makarim that surely support the policy and persuade others to agree it. In Republika Online, there are three parties revealed. They are government, university, and education observer. Even though in the same government party, the people inside have different opinion. Nadiem Makarim concerns on explaining about the collaboration between industry and university inside *Kampus Merdeka*. The Minister of Research and Technology supports the policy and he hopes the policy can overcome the financial administration matters for researchers. Ledia as the member of Commission X Representative House gives critic and warning towards one point of *Kampus Merdeka* policy. The only one representative from University supports the policy because it can give positive impacts towards University, students, and society. However, this person also has position in the government so that the neutrality is in doubt. Last, an education observer argues that there are several challenges if the policy is released. He says that the policy will be successful if the curriculum burden is not much and lecturers must be rewarded an incentive. He also warns that the policy should prepare students to know their skill and strength, not only forcing them in order to be accepted in industry.

In addition, the two media do not involve the voice of students and industry. It should be better if the voice of students is included since they are the party who must obey and do the policy and the success of a policy depends on the response of the people who do it. It should be interesting and completed if the voice of industry is portrayed since industry is the new party that collaborates into *Kampus Merdeka* or the role of industry in the policy is explained in detail. So,

although industry includes in the discourse and is mentioned, the role of this party is not yet explored, for example in “*Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim meminta dunia industri tidak mensiakan kebijakannya mengenai Kampus Merdeka*” (R3-1).

In term of process, the two media mostly use different process. Kompas.com mostly uses verbal process to report the content of *Kampus Merdeka* policy. The same informations are oftenly repeated in not only one news article, but also in other news articles. In this media, Nadiem Makarim is described as ‘saying action’, ‘making an offer’ and ‘host talks’ to industry, ‘giving an instruction, announcement, and persuasion’ and ‘influencing others’. For example, in “*Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan.*” (K2-35) and in “*Nadiem mengatakan setiap kegiatan yang dipilih mahasiswa harus dibimbing oleh seorang dosen yang ditentukan kampusnya*” (K4-15). While, another participant like parliament is described as physical action, university is characterized as ‘accepting instructions’. Therefore, the processes are ‘announcement’ and ‘instruction’.

On the other hand, Republika Online mostly uses mental process to report the different responses from the different participants towards the presence of *Kampus Merdeka* policy. In each news article, this media presents the response from the different participants. Nadiem Makarim is described as ‘saying action’, ‘making an offer’ and ‘host talks’ to industry because he is so enthusiast to explain the relation between *Kampus Merdeka* policy, university, and industry.

Contrastively, others are described as ‘thinking’ since each participant expresses their own opinion about the policy, there are good and bad responses. It seems that *Republika Online* wants to give various perspectives about *Kampus Merdeka* policy to readers.

In term of word representation, the two media also show differences. By using informative tone, the language used by *Kompas.com* seems neutral, soft, and formal when reporting. However, the tone used is instructive when *Nadiem Makarim* implicitly instructs university party. In contrary, by using argumentative tone, the language used in *Republika Online* is more aggressive. In addition, *Kompas.com* writes the instructive statements from *Nadiem Makarim* into direct quotation form in order to convince that the news is original from the source. The examples of the words are ‘wajib’, ‘menegaskan’, and so on. In using selective quotation, *Republika Online* is more dominant, which aims to give a hint about the content of the news even though reading at a glance.

*Kompas.com* and *Republika Online* have different stance in reporting *Kampus Merdeka*. *Kompas.com* has a tendency to fully supports the government for *Kampus Merdeka* policy and to influence readers to give their support. *Republika Online* has a tendency to give good and bad responses towards the policy for giving various perspectives to readers. *Kompas.com* prioritizes in explaining the content of *Kampus Merdeka* policy, while *Republika Online* focuses on the opinions about the policy. *Kompas.com* sees the the policy as a good thing to promote for a better education in Indonesia, meanwhile *Republika*

Online sees the policy as a polemic by gathering various responses. So, Kompas.com show their stance as a supporter and promoter towards government's act by presenting *Kampus Merdeka* policy. Republika Online show their stance as a presenter of society's response.

However, it needs to be noted that the present discourse may slightly change later. This present research focuses on the discourse of the early presence of *Kampus Merdeka* policy in early 2020 when the policy was first articulated, investigating the response of the society towards the society. The discourse might be different in 2021 because the policy would have been implemented already for a year at least. So, the response of the society might be different whether the policy would be successful, effective, innovative, or lack of some elements.

Overall, this study is in line with the two previous studies. The first study by Buja (2010) entitled "*The Discourse Analysis of a News Article*" found that each of different ways for expressing the discourse content representation will stand for different judgements about what is being written in the text. In this study, the two media report about 'Kampus Merdeka' differently that seem have certain purposes. Kompas.com that tends to use neutral words, only uses the voice of government, and passivizes other voices tries to influence the readers to support and agree towards the policy. Republika Online that tends to use informal and aggressive words, uses several parties with their different responses from government and people who is expert in education tries to give different perspectives to the readers.

The second study by Gnaaseelan (2011) entitled “*A Discourse Analysis of Ethnic Conflict and Peace in the Editorials of Sri Lankan Newspaper – a Case Study*” found that the use of process types contributes to the position and stance in reporting news. Kompas.com has a tendency to use verbal and relational process to intensify the position of government to inform, announce, and explain the content of *Kampus Merdeka* policy. Republika Online has a tendency to use mental process since the media involves bad and good responses from several participants towards the policy.

The different numbers of the data (news articles) taken do not affect the finding. Even though 4 news articles are taken from Kompas.com and 5 news articles from Republika Online, this finding shows the same result. The numbers of participants portrayed in the two media are imbalanced. There is no voice of industry party. Lastly, Kompas.com is more dominant in direct quotation and paraphrase rather than Republika Online although the number of the news articles taken from Kompas.com is fewer.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists two points, namely conclusion from this study and suggestion for the next researchers.

#### 5.1 Conclusion

The data analysis of this study shows that even though reporting the same topic or news, different media have their own style. There are significant differences between Kompas.com and Republika Online in terms of participant, process, and word representation that contribute to the stance of the media. The portrayal of the participants in these media is not balanced. The features also reveal the responses from the parties involved by the reporter towards the topic portrayed in the news text. Students, University, and industry are the parties that the voices do not portray in the news texts. The role of industry is not explored yet even though industry includes in the discourse.

Kompas.com only chooses Nadiem Makarim as the dominant participant and the only party that the response is portrayed in the news text. Nadiem Makarim is chosen for explaining the content of *Kampus Merdeka* policy by using mostly relational and verbal process (saying action). The reporter uses neutral words in reporting the news by using informative tone. So, Kompas.com has a tendency to fully support the government for the policy. It aims to persuade the readers to give a support and agree towards the policy. The government here is

described as ‘giving an instruction, announcement’ and persuasion’ and ‘influencing others’.

Meanwhile, *Republika Online* has a tendency to gather assumptions and solicit opinions towards *Kampus Merdeka* policy from several participants whose power. It aims to give different perspectives to the readers about the policy from trusted sources. The responses contain support and critic. The processes portrayed vary, only Nadiem who is ‘saying action’, but others are ‘thinking’. This media reveals three parties, which are government, university, and education observer. By using more aggressive word choices, the tones are various, like pleading tone and argumentative tone. Here, the portrayal of Nadiem is described as ‘making an offer’ and ‘host talks’ to industry. However, it needs to be noted that the discourse is slightly change later since the policy has implemented for a long time so that the result will be revealed whether successful or not and the response of the society will also be different.

## 5.2 Suggestion

It is suggested for the next researchers to continue the research about the discourse of *Kampus Merdeka* implementation. The participants, social actors, and the response of the society can be investigated whether the result is still the same with this present discourse or not. Besides, the stance of the media can be seen whether it would have changed or not. Thus, the differences between this present discourse and the next discourse can be revealed.





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# APPENDICES

## APPENDICES

### Appendix 1: Kompas.com

#### Article 1

#### Penjelasan Mendikbud Nadiem Makarim Soal Kebijakan “Kampus Merdeka”

Kompas.com - 29/01/2020, 05:39 WIB

Penulis : Haryanti Puspa Sari

Editor : Krisiandi

JAKARTA, KOMPAS.com – Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim memaparkan empat kebijakan Kampus Merdeka dalam rapat kerja dengan Komisi X DPR di Kompleks Parlemen, Senayan, Jakarta, Selasa (28/1/2020)

5 "Pertama adalah pembukaan program studi baru. Kedua, mengenai sistemakreditasi perguruan tinggi; ketiga adalah fasilitas perguruan tinggi yang statusnya masih PTN Badan Layanan Umum dan Satker untuk mencapai PTN-BH; keempat, hak belajar tiga semester di luar program studi mahasiswa tersebut," kata mantan CEO perusahaan rintisan Gojek ini.

10 Nadiem pun memaparkan satu per satu kebijakan dalam Kampus Merdeka. Berikut ini penjelasan Mendikbud terkait kebijakan Kampus Merdeka:

Pembukaan program studi Menurut Nadiem, saat ini, baik perguruan tinggi negeri (PTN) maupun perguruan tinggi swasta (PTS), kesulitan untuk membuka prodi baru.

15 Sebab, berbagai macam ketentuan persetujuan prodi baru memakan waktu yang lama.

Oleh karenanya, dalam kebijakan Kampus Merdeka, PTN dan PTS yang memiliki akreditasi A dan B memiliki otonomi membuka prodi baru.

20 Syarat lainnya, PTN dan PTS tersebut memiliki kerja sama dengan organisasi nirlaba, mitra perusahaan dan universitas yang masuk dalam QS Top 100 World Universities.

"Kerja sama (dengan organisasi) yang pertama itu adalah dalam penyusunan kurikulumnya. Kedua, kemudian harus membuktikan ada program praktik



25 magangnya dalam organisasi tersebut. Ketiga, ada rekrutmen kerja atau penempatan kerja," ucapnya.

Nadiem mengatakan, tiap prodi yang diajukan otomatis mendapat akreditasi C dari BAN-PTN.

30 Selain itu, ia menegaskan, meskipun pembukaan prodi baru dipermudah, Kemendikbud akan melakukan pengawasan terhadap prodi tersebut bersama yang dilakukan setiap tahun.

"Kami juga berhak menutup prodi, suatu hal yang penting untuk diketahui oleh perguruan tinggi, bukan kita lepas saja, malah kita akan perketat kontrol mekanisme kita bagi prodi-prodi yang merugikan," ucapnya.

#### Sistem akreditasi perguruan tinggi

35 Nadiem mengatakan, perguruan tinggi yang berakreditasi B dan C bisa mengajukan kenaikan akreditasi kapan pun dan bersifat sukarela.

Ia menjelaskan, proses akreditasi sudah diterapkan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) selama lima tahun terakhir.

40 Selain itu, pengajuan kenaikan prodi dapat dibatasi paling lambat dua tahun setelah mendapatkan akreditasi terakhir.

"Bagi perguruan tinggi yang mendapatkan akreditasi di luar negeri, dia akan otomatis mendapatkan A di akreditasi sistem nasional kita," tuturnya.

#### Kebebasan PTN BLU menjadi PTN-BH

45 Nadiem mengatakan, keadaan saat ini, perguruan tinggi negeri badan layanan umum (PTN-BLU) harus mendapat akreditasi A untuk mencapai status perguruan tinggi negeri badan hukum (PTN-BH).

Selain itu, PTN BLU dan satuan kerja (satker) kurang memiliki fleksibilitas dalam finansial dan kurikulum

50 Oleh karenanya, kata dia, dalam kebijakan Kampus Merdeka, PTN BLU diberikan kemudahan untuk menjadi PTN BH tanpa terikat status akreditasi.

"Kami berikan mereka (PTN BLU) akselerasi untuk bisa mencapai status PTN BH. Bagi yang mau. Sekali lagi ini bukan paksaan. Bagi yang mau menjadi PTN BH, ini memang masih didanai oleh pemerintah, tapi bisa beroperasi seperti swasta. Gitu analoginya supaya lebih mudah," tuturnya.





55 Hak belajar 3 SKS di luar prodi Lebih lanjut, Nadiem mengatakan, mahasiswa diberikan hak secara sukarela untuk mengambil di luar kampus sebanyak dua semester atau setara 40 SKS.

Kemudian, mahasiswa berhak mengambil prodi berbeda di perguruan tinggi yang sama sebanyak satu semester.

60 Nadiem juga mengatakan, ada perubahan definisi terkait SKS berubah menjadi jam kegiatan, bukan jam belajar.

"Nah, terakhir ini favorit saya. Hak untuk mengambil mata kuliah di luar prodi dan dengan cara itu perubahan definisi satuan kredit atau SKS," pungkasnya.

Source: <https://nasional.kompas.com/read/2020/01/29/05395941/penjelasan-mendikbud-nadiem-makarim-soal-kebijakan-kampus-merdeka?page=all>

## Appendix 2: Kompas.com

### Article 2

#### **Mendikbud Nadiem Luncurkan 4 Kebijakan Kampus Merdeka, Ini Penjelasan**

Kompas.com - 24/01/2020, 17:03 WIB

Penulis : Wahyu Adityo Prodjo

Editor : Wahyu Adityo Prodjo

KOMPAS.com – Menteri Pendidikan dan Kebudayaan, Nadiem Makarim mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.

5 Kebijakan Kampus Merdeka merupakan langkah awal dari rangkaian kebijakan untuk perguruan tinggi.

“Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan, ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).

10 Adapun kebijakan Kampus Merdeka ini adalah hasil dari diskusi dari berbagai elemen pendidikan seperti perguruan tinggi, industri, asosiasi, dan lingkup pendidikan lain.

Tujuan dari kebijakan Kampus Merdeka, lanjut Nadiem adalah untuk mempercepat inovasi di bidang pendidikan tinggi.

15 “Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat,” ujar Nadiem.

Kebijakan Kampus Merdeka ini sudah dituangkan dalam bentuk Peraturan Menteri. Nadiem menyebutkan pelaksanaan kebijakan Kampus Merdeka bisa segera dilaksanakan.

20 Berikut empat pokok kebijakan Kampus Merdeka:

#### 1. Otonomi Pembukaan Prodi Baru

Kemendikbud memberikan otonomi bagi Perguruan Tinggi Negeri (PTN) dan Perguruan Tinggi (PTS) untuk melakukan pembukaan atau pendirian Program Studi (Prodi) baru.

25 Otonomi ini diberikan jika PTN dan PTS tersebut memiliki akreditasi A dan B, dan telah melakukan kerja sama dengan organisasi dan/atau universitas yang masuk dalam QS Top 100 World Universities.  
 “Pengecualian berlaku untuk prodi kesehatan dan pendidikan,” kata Nadiem Makarim.

30 Nadiem menjelaskan kerja sama dengan organisasi akan mencakup penyusunan kurikulum, praktik kerja atau magang, dan penempatan kerja bagi para mahasiswa.

Kemudian, Kemendikbud akan bekerja sama dengan perguruan tinggi dan mitra prodi untuk melakukan pengawasan.

35 “Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan,” ujar Nadiem.

## 2. Re-akreditasi otomatis dan sukarela

40 Nadiem menjelaskan kebijakan Kampus Merdeka yang kedua adalah program re-akreditasi yang bersifat otomatis untuk seluruh peringkat dan bersifat sukarela bagi perguruan tinggi dan prodi yang sudah siap naik peringkat.

Ke depan, tahapan akreditasi yang sudah ditetapkan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) tetap berlaku selama 5 tahun tetapi akan diperbaharui secara otomatis.

45 “Pengajuan re-akreditasi PT dan prodi dibatasi paling cepat 2 tahun setelah mendapatkan akreditasi yang terakhir kali. Untuk perguruan tinggi yang berakreditasi B dan C bisa mengajukan peningkatan akreditasi kapanpun,” tutur Nadiem.

Nadiem menyebutkan Akreditasi A akan diberikan kepada perguruan tinggi yang berhasil mendapatkan akreditasi internasional.

50 Daftra akreditasi internasional yang diakui untuk akreditasi akan ditetapkan dengan Keputusan Menteri.

55 Nadiem mengatakan evaluasi akreditasi akan dilakukan BAN-PT jika ditemukan penurunan kualitas yang meliputi pengaduan masyarakat dengan disertai bukti yang konkret, serta penurunan tajam jumlah mahasiswa baru yang mendaftar dan lulus dari prodi ataupun perguruan tinggi.

## 3. Mempermudah syarat Kampus jadi PTN BH

Kebijakan Kampus Merdeka yang ketiga terkait kebebasan bagi PTN Badan





Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH).

60 Kemendikbud akan mempermudah persyaratan PTN BLU dan Satker untuk menjadi PTN BH tanpa terikat status akreditasi.

Nadiem menyebut Kemendikbud akan memastikan banyak PTN BH agar bisa berkompetisi di tingkat dunia.

65 “Di Indonesia baru 11 PTN BH. Sisanya Satuan Kerja dan Badan Layanan Umum (BLU),” ujarnya.

#### 4. Kebebasan untuk mahasiswa belajar lintas prodi

Sementara itu, kebijakan Kampus Merdeka yang keempat akan memberikan hak kepada mahasiswa untuk mengambil mata kuliah di luar prodi dan melakukan perubahan definisi Satuan Kredit Semester (sks).

70 “Dalam 8 semester itu, kami sebagai kementerian membijakkan untuk perguruan tinggi yaitu tiga semester bisa belajar di luar prodi. Kalau mahasiswa 100 persen ingin di belajar di luar prodi, itu kebebasan mahasiswa. Tapi kewajiban bagi perguruan tinggi memberikan kebebasan,” ujar Nadiem.

75 Selain itu, mahasiswa juga dapat mengambil sks di prodi lain di dalam kampusnya sebanyak satu semester dari total semester yang harus ditempuh.

“Ini tidak berlaku untuk prodi kesehatan,”

Di sisi lain, Kemendikbud juga mendorong mahasiswa untuk mencari pengalaman baru di luar kampus. Oleh karena itu, Kemendikbud memberikan kebebasan untuk kampus menentukan bobot SKS.

80 “Kementerian dan rektor berhak menyetujui program di luar kampus. Ada magang, mengajar di sekolah, studi independen mahasiswa bersama dosen, penelitian membantu S2 dan S3, proyek desa, pertukaran pelajar dan lainnya,” ujar Nadiem.

Source: <https://edukasi.kompas.com/read/2020/01/24/17032531/mendikbud-nadiem-luncurkan-4-kebijakan-kampus-merdeka-ini-penjelasan-nya?page=all>

**Appendix 3: Kompas.com**

**Article 3**

**Kebijakan Kampus Merdeka, Mahasiswa S1 Bisa Ambil Mata Kuliah Lintas Prodi**

24/01/2020, 19:54 WIB

Penulis: Wahyu Adityo Prodjo | Editor: Wahyu Adityo Prodjo

KOMPAS.com – Mahasiswa jenjang Sarjana 1 (S-1) di perguruan tinggi kini bisa belajar selama tiga semester di luar program studi yang dipilih hingga tiga semester.

5 Pembelajaran di luar program studi dinilai bisa menyiapkan mahasiswa untuk menghadapi dunia pascakuliah secara cepat, nyata, dan massif.

Kebijakan tersebut merupakan bagian dari kebijakan Kampus Merdeka yang diluncurkan oleh Menteri Pendidikan dan Kebudayaan, Nadiem Makarim.

10 “Ini adalah 8 semester dari mahasiswa S1, dari 8 semester itu kami sebagai kementerian membijakkan untuk perguruan tinggi untuk memberikan hak 3 semester dari 8 semester itu bisa diambil di luar prodi,” kata Nadiem dalam Rapat Koordinasi Perguruan Tinggi di Kementerian Pendidikan dan Kebudayaan, Jakarta, Jumat (24/1/2020).

15 Menurut Nadiem, mahasiswa S1 bisa memilih mata kuliah-kuliah lintas jurusan di dalam universitas/kampus tempat mahasiswa berkuliah.

Ia mencontohkan, mahasiswa teknik bisa belajar mata kuliah di bidang desain, mahasiswa hukum bisa belajar tentang manajemen, dan lainnya.

20 “Saya harus tekankan ini bukan pemaksaan. Kalau mahasiswa itu ingin 100 persen di dalam prodi itu, ini adalah hak mereka. Ini adalah opsinya untuk mahasiswa,” tambahnya.

Nadiem menyebutkan, saat ini profesi menuntut kompetensi yang berasal kombinasi dari beberapa disiplin ilmu pengetahuan.

Ketentuan lintas prodi

25 Perguruan Tinggi wajib memberikan hak bagi mahasiswa untuk secara sukarela dengan syarat sebagai berikut.

1. Dapat mengambil sks di luar perguruan tinggi sebanyak 2 semester



(setara dengan 40 sks).

- 2. Dapat mengambil sks di prodi yang berbeda di PT yang sama sebanyak 1 semester (setara dengan 20 sks).
- 30 3. Tidak berlaku di rumpun ilmu kesehatan.

Program Kampus Belajar

Kementerian Pendidikan dan Kebudayaan mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.

35 Kebijakan Kampus Merdeka merupakan langkah awal dari rangkaian kebijakan untuk perguruan tinggi.

40 “Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan,” ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).

Adapun kebijakan Kampus Merdeka ini adalah hasil dari diskusi dari berbagai elemen pendidikan seperti perguruan tinggi, industri, asosiasi, dan lingkup pendidikan lain.

45 Tujuan dari kebijakan Kampus Merdeka, lanjut Nadiem adalah untuk mempercepat inovasi di bidang pendidikan tinggi.

“Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat,” ujar Nadiem.

50 Kebijakan Kampus Merdeka ini sudah dituangkan dalam bentuk Peraturan Menteri. Nadiem menyebutkan pelaksanaan kebijakan Kampus Merdeka bisa segera dilaksanakan.

Empat kebijakan ini adalah Otonomi Pembukaan Prodi Baru, Re-akreditasi Prodi dan Kampus Secara Otomatis dan Sukarela, Mempermudah Syarat Kampus jadi PTN BH, dan Kebebasan untuk Mahasiswa Lintas Prodi dan Perubahan Definisi SKS.

Source: <https://edukasi.kompas.com/read/2020/01/24/19545801/kebijakan-kampus-merdeka-mahasiswa-s1-bisa-ambil-mata-kuliah-lintas-prodi?page=all>

## Appendix 4: Kompas.com

### Article 4

#### **Kebijakan Kampus Merdeka, Kegiatan Belajar di Luar Kampus Diberikan Bobot SKS**

24/1/2020, 22:11 WIB

Penulis: Wahyu Adityo Prodjo | Editor: Wahyu Adityo Prodjo

KOMPAS.com – Menteri Pendidikan dan Kebudayaan, Nadiem Makarim menyebutkan sejumlah kegiatan belajar mahasiswa Sarjana Satu (S-1) di luar kampus akan mendapatkan bobot penilaian Sistem Kredit Semester (SKS).

5 Hal itu merupakan bagian dari kebijakan Kampus Merdeka yakni hak belajar tiga semester di luar program studi dan di luar kampus.

Adapun kegiatan-kegiatan yang bakal masuk penilaian SKS adalah magang atau praktik kerja di industri atau organisasi, pertukaran pelajar, pengabdian masyarakat, wirausaha, riset, studi independen, maupun kegiatan mengajar di daerah terpencil, dan kegiatan lainnya yang disepakati dengan program studi.

10 “Perguruan tinggi wajib memberikan hak bagi mahasiswa untuk secara sukarela, jadi mahasiswa boleh mengambil ataupun tidak SKS di luar kampusnya sebanyak dua semester atau setara dengan 40 sks,” katanya.

15 Nadiem mengatakan setiap kegiatan yang dipilih mahasiswa harus dibimbing oleh seorang dosen yang ditentukan kampusnya.

Ia melanjutkan daftar kegiatan yang dapat diambil oleh mahasiswa dapat dipilih dari program yang ditentukan pemerintah dan atau program yang disetujui oleh rektor.

20 Nadiem mencontohkan, mahasiswa bisa melakukan kegiatan-kegiatan seperti magang di sebuah start up selama satu semester, mengajar di sebuah sekolah selama semester, dan melakukan proyek penelitian bersama dosen selama enam bulan.

25 Contoh lainnya, mahasiswa bisa mengikuti pertukaran pelajar di luar negeri selama satu semester, lalu magang di sebuah start up selama satu semester, dan lainnya.

“Ada berbagai macam per mutasi yang bisa dilakukan dan ini tak semuanya harus nyambung (kegiatannya) ya. Ini bisa bolak-balik. Itu

30 terserah rektor bagaimana mengaturnya. Itu adalah hak prerogatif rektor,” tambahnya.

Nadiem menyebutkan, Kemendikbud ingin menciptakan dunia baru pendidikan tinggi yaitu kuliah jenjang S-1 adalah hasil dari gotong royong eluruh aspek dari masyarakat.

35 “Bukan hanya perguruan tinggi yang sekarang bertanggung jawab atas pendidikan anak-anak mahasiswa kita,” tambah Nadiem.

Selama ini, pihak Kemendikbud meilai bobot SKS untuk kegiatan pembelajaran di luar kelas sangat kecil dan tidak mendorong mahasiswa untuk mencari pengalaman baru. Apalagi di banyak kampus, pertukaran pelajar atau praktik kerja justru menunda kelulusan mahasiswa.

40 **Perubahan Definisi SKS**

Nadiem menjelaskan terdapat perubahan pengertian mengenai sks. Setiap sks diartikan sebagai ‘jam kegiatan’, bukan lagi ‘jam belajar’.

45 Kegiatan di sini berarti belajar di kelas, magang atau praktik kerja di industri atau organisasi, pertukaran pelajar, pengabdian masyarakat, wirausaha, riset, studi independen, maupun kegiatan mengajar di daerah terpencil.

50 Berdasarkan Permenristekdikti no. 44/2015, SKS merupakan takaran waktu kegiatan belajar berdasarkan proses pembelajaran maupun pengakuan atas keberhasilan usaha mahasiswa dalam mengikuti kegiatan kurikuler.

Dalam keterangan yang diterima Kompas.com, selama ini, SKS juga terbatas pada definisi pembelajaran tatap muka di dalam kelas. Padahal, proses pembelajaran mahasiswa tidak terbatas pada kegiatan di dalam kelas saja.

55 “Dalam skema yang baru, mahasiswa diberikan hak untuk secara sukarela (bisa diambil ataupun tidak) melakukan kegiatan di luar program studi, bahkan di luar perguruan tinggi yang dapat diperhitungkan dalam SKD,” demikian keterangan resmi Kemendikbud.

60 Harapannya, mahasiswa dapat memiliki kebebasan menentukan rangkaian pembelajaran mereka, sehingga tercipta budaya belajar yang mandiri, lintas disiplin, dan mendapatkan pengetahuan serta pengalaman yang berharga untuk diterapkan.

Adapun dasar hukum perubahan SKS adalah Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional





65 Pendidikan Tinggi.

Perubahan dfinisi SKS tidak berlaku untuk bidang ilmu S1 Kesehatan. Untuk saat ini, kebijakan tersebut baru berlaku untuk S1 dan politeknik.

Source: <https://edukasi.kompas.com/read/2020/01/24/22115851/kebijakan-kampus-merdeka-kegiatan-belajar-di-luar-kampus-diberikan-bobot-sks?page=all>

## Appendix 5: Republika Online

### Article 1 b

#### Nadiem Jelaskan Kebijakan Kampus Merdeka di Hadapan DPR

Rabu 29 Jan 2020 05:29 WIB

Rep: Febrianto Adi Saputro/ Red: Ratna Puspita

REPUBLIKA.CO.ID, JAKARTA -- Menteri Pendidikan dan Kebudayaan Nadiem Makarim menjelaskan maksud kebijakan Kampus Merdeka di depan anggota DPR, Selasa (28/1). Nadiem mengatakan Kampus Merdeka meliputi empat kebijakan.

5 "Empat kebijakan tersebut adalah, satu adalah akselerasi pembukaan program studi baru. Kedua mengenai sistem akreditasi yang bergerak ke arah volunteer. Ketiga adalah fasilitasi untuk perguruan tinggi yang statusnya masih baru untuk mencapai status PTN BH badan hukum, dan keempat adalah kemerdekaan SKS di kampus untuk memberikan hak belajar 3 semester di luar program studi mahasiswa tersebut," kata Nadiem  
10 dalam rapat kerja, Selasa (28/1).

Dalam kesempatan itu, ia juga membantah kebijakan tersebut mengarah kepada komersialisasi pendidikan. Menurutnya, akselerasi pembukaan program baru bertujuan untuk menciptakan program studi baru yang sesuai industri 4.0.  
15

"Ya jadi banyak yang kemarin melihat ini headline di media sekarang harus adalah bahwa ini mengarah kepada komersialisasi pendidikan atau ini menjadikan pendidikan kita seolah-olah seperti antek industri. Saya jelaskan secara jelas bahwa itu adalah statement yang luar biasa salahnya,"  
20 tegasnya.

Selain itu, Nadiem menjelaskan kebijakan terkait diberikannya hak kepada mahasiswa untuk belajar tiga semester di luar program studi. Menurutnya,



hal itu dilakukan untuk memperkuat karakter siswa didik.

25 "Opsi ini bukan paksaan kepada mahasiswa, mahasiswa yang mau 100 persen di dalam prodinya itu silakan, tapi kalau mahasiswa itu ingin melakukan satu semester di luar prodinya boleh memakan satu semester di universitas lain, boleh satu semester," jelasnya.

30 Menanggapi hal itu anggota komisi X DPR fraksi PKS Ledia Hanifa Amaliah mengungkapkan kebijakan mahasiswa bisa yang diperbolehkan mengambil prodi lain bukanlah hal baru. Ia mencontohkan, UGM punya program Kuliah Kerja Nyata (KKN) Tematik yang bisa dipilih.

"Ini menjadi satu hal yang sebetulnya sudah ada tapi manajemennya (dibenahi)," ujarnya.

35 Namun, Ledia menyoroti terkait pembukaan program studi. Jangan sampai ketika dibebaskan malah jadi mubazir karena tidak sesuai dengan apa yang dibutuhkan Indonesia.

"Apa yang sudah direncanakan bagus, boleh memilih boleh membuat jurusan, itu juga menjadi catatan karena kita tidak punya pemetaan kebutuhan SDM nya apa," ungkapnya.

Source: <https://republika.co.id/berita/q4u953428/nadiem-jelaskan-kebijakan-kampus-merdeka-di-hadapan-dpr>



## Appendix 6: Republika Online

### Article 2 b

#### Kemendikbud: Kampus Merdeka Beri Nilai Tambah pada Mahasiswa

Rabu 19 Feb 2020 17:25 WIB

Red: Esthi Maharani

REPUBLIKA.CO.ID, JAKARTA - Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam mengatakan kebijakan **Kampus Merdeka** memberi nilai plus atau nilai tambah pada mahasiswa.

5 "Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia **magang** di industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2).

10 Nizam menegaskan saat magang dilakukan, mahasiswa tidak dilepas begitu saja oleh pihak kampus tetapi tetap dibimbing oleh dosennya. Selain itu, setiap bulan **mahasiswa** juga diwajibkan untuk membuat laporan.

"Dengan demikian, kompetensi mahasiswa meningkat dan juga pihak kampus juga mendapatkan umpan balik," terang dia.

15 Nizam menambahkan mulai semester depan, pihaknya akan menerapkan program Kampus Merdeka di desa. Dengan program tersebut, mahasiswa dapat magang tidak hanya di industri namun juga di desa.

20 Para mahasiswa itu akan membantu masyarakat setempat dalam menyelesaikan persoalan yang ada di desa itu. Para mahasiswa dan pihak dosen turut memberikan pendampingan kepada masyarakat desa, agar pemanfaatan dana desanya lebih optimal.

"Proses magang tersebut dikonversikan setara dengan 20 Satuan Kredit Semester (SKS)," jelas Dekan Fakultas Teknik UGM itu.

25 Terdapat empat poin dari Kampus Merdeka yakni otonomi bagi Perguruan Tinggi Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakreditasi yang bersifat





otomatis dan bersifat sukarela.

Kemudian kebebasan bagi PTN Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH). Selanjutnya, 30 perpanjangan waktu magang hingga dua semester dan satu semester di luar program studi.

Source: <https://republika.co.id/berita/q5y2aw335/kemendikbud-kampus-merdeka-beri-nilai-tambah-pada-mahasiswa>

## Appendix 7: by Republika Online

### Article 3 b

#### Mendikbud Minta Dunia Industri tak Sia-Siakan Kampus Merdeka

Rabu 12 Feb 2020 15:10 WIB

Red: Esthi Maharani

REPUBLIKA.CO.ID, JAKARTA - Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim meminta dunia industri tidak mensia-siakan kebijakannya mengenai Kampus Merdeka.

5 "Mohon jangan disia-siakan, karena dunia di luar perguruan tinggi bisa berpartisipasi dalam merancang 30 hingga 35 persen lulusan perguruan tinggi," ujar Nadiem pada penguatan Program Magang Mahasiswa Bersertifikat (PMMB) yang diselenggarakan di Jakarta, Rabu (12/2)

10 Nadiem menjelaskan tiga poin dari kebijakan Kampus Merdeka yang diluncurkannya sebulan yang lalu tersebut berhubungan langsung dengan dunia industri. Terdapat empat poin dari Kampus Merdeka yakni otonomi bagi Perguruan Tinggi Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakkreditasi yang bersifat otomatis dan bersifat sukarela.

15 Kemudian kebebasan bagi PTN Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH). Selanjutnya, perpanjangan waktu magang hingga dua semester dan satu semester di luar program studi.

20 "Tiga poin tersebut yakni pembukaan prodi baru, keleluasaan bagi PTN untuk menjadi PTNBH, dan magang hingga tiga semester berkaitan langsung dengan dunia industri," terang dia.

Persyaratan utama dari tiga poin tersebut yakni harus ada kemitraan dengan industri, ataupun perguruan tinggi kelas dunia. Nadiem memperkirakan akan banyak terjadi "pernikahan" massal antara industri dan perguruan tinggi.

25 Selain itu, Nadiem juga mengajak industri maupun Badan Usaha Milik Negara (BUMN) untuk berpartisipasi dalam merancang program magang bagi mahasiswa.

PMMB Batch I tahun 2020 diikuti 4.608 mahasiswa dari 300 kampus dan





30 melibatkan 124 BUMN. Para mahasiswa yang mengikuti program ini merasakan pengalaman nyata magang di BUMN secara penuh selama minimal enam bulan dan diakui sebanyak 18 – 23 SKS oleh PTN/PTS. Selain itu para mahasiswa itu juga mendapatkan uang saku bulanan dan sertifikat, baik sertifikat kompetensi maupun sertifikat industri.

Source: <https://republika.co.id/berita/q5kxct335/mendikbud-minta-dunia-industri-tak-siasikan-kampus-merdeka>

## Appendix 8: Republika Online

### Article 4 b

#### Nadiem: Kampus Merdeka Dorong Kekuasaan Perguruan Tinggi

Sabtu 01 Feb 2020 05:44 WIB

Rep: Inas Widyanuratikah/ Red: Dwi Murdaningsih

REPubLIKA.CO.ID, TANGERANG SELATAN -- Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim menyampaikan konsep Kampus Merdeka mendukung terciptanya keleluasaan bagi perguruan tinggi. Khususnya untuk meningkatkan kapabilitas agar mampu menghasilkan lulusan yang mumpuni dan terserap di dunia kerja.

Di dalam kebijakan kampus merdeka, Nadiem menjelaskan kemitraan akan lebih terbuka. Kemitraan ini bisa dilakukan lintas program studi, universitas, dunia industri, perusahaan, kementerian/lembaga, hingga organisasi nirlaba tingkat dunia membuka peluang bagi perguruan tinggi mewujudkan kebijakan Kampus Merdeka.

Mendikbud menegaskan pihaknya mendukung kemajuan perguruan tinggi dengan kemudahan proses izin membuka prodi baru. Terutama bagi yang terbukti telah bekerja sama dengan organisasi kelas dunia, organisasi nirlaba kelas dunia ataupun perguruan tinggi top 100 dunia.

“Kami mendorong pernikahan massal antara prodi perguruan tinggi dengan dunia nirlaba, dunia NGO, dunia research, dunia science dan kami akan memasarkan prodi-prodi tersebut sehingga kurikulum kita relevan dengan kebutuhan,” kata Nadiem, saat menghadiri diskusi di Rakornas Kemenristek/BRIN, Di Tangerang Selatan, Kamis (30/1).

Kebijakan Kampus Merdeka selaras dengan Kemristek/BRIN Yang ingin mempercepat pencapaian hilirisasi dari inovasi. Khususnya di dalam rangka mengintegrasikan berbagai kegiatan dan program litbangjirap ilmu



pengetahuan dan teknologi (iptek) di Indonesia untuk menciptakan inovasi.

25 Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional (Menristek/Kepala BRIN) Bambang P. S. Brodjonegoro menyambut baik kebijakan Kampus Merdeka. Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan urusan administrasi keuangan.

30 “Peneliti itu butuh ide-ide yang bebas lepas untuk kemudian dieksplor dan diuji dan sekarang dosen peneliti dari berbagai bidang tidak perlu lagi menjadi akuntan hanya untuk menyelesaikan laporan pertanggungjawaban riset karena sekarang sistemnya output base” kata dia.

Source: <https://republika.co.id/berita/q4ztux368/nadiem-kampus-merdeka-dorong-kekuasaan-perguruan-tinggi>

## Appendix 9: Republika Online

### Article 5 b

#### 'Program Kampus Merdeka Perlu Perhatikan Sejumlah Tantangan'

Rabu 29 Jan 2020 19:52 WIB

Rep: my28/ Red: Fernan Rahadi

5 REPUBLIKA.CO.ID, YOGYAKARTA -- Baru-baru ini, Menteri Pendidikan dan Kebudayaan, Nadiem Makarim, menyatakan akan membuat sejumlah kebijakan yang dikenal dengan program 'Kampus Merdeka'. Salah satunya, yaitu mengurangi kewajiban belajar mahasiswa strata satu (S1) di program studi atau jurusan menjadi 5 tahun.

10 Perombakan ini memberikan dampak salah satunya mahasiswa secara sukarela dapat mengambil atau tidak sistem kredit semester (SKS) di luar kampus sebanyak 2 semester. Selain itu, mahasiswa berhak menukar 20 SKS atau setara dengan satu semester perkuliahan di program studi lain dalam PT yang sama.

15 Pengamat Pendidikan Muhammad Nur Rizal menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan 'Kampus Merdeka'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu.

20 "Artinya kalau tiba-tiba menteri berganti maka menteri baru dapat mengganti dengan peraturan yang berbeda," ujar Rizal kepada *Republika* di Yogyakarta, Rabu (29/1). Rizal memiliki harapan kebijakan ini diwadahi dalam bentuk wadah peraturan lain, misalnya undang-undang.

Kedua, perlu diberikannya insentif kepada dosen maupun tenaga pendidik yang berperan di dalamnya. Rizal memaparkan hendaknya dosen yang sukses memberikan pendampingan kepada mahasiswa saat melakukan pemagangan diberikan nilai setara dia mengirim jurnal terindeks Scopus.





25 “Pengabdian masyarakat yang dilakukan selama ini diberikan penilaian setara journal indeks Scopus,” papar Rizal.

Rizal menyebutkan bila insentif tidak diberikan kepada dosen maupun tenaga pendidik, kebijakan ini akan menjadi beban bagi mereka. “Padahal dosen membutuhkan insentif dalam bentuk yang berguna untuk penilaian angka kredit dosen,” tutur Rizal.

30 Ketiga, program 'Merdeka Belajar' hanya bisa diciptakan jika kurikulum di kampus dan sekolah dikurangi setengahnya. “Sehingga, dosen dan guru lebih berfokus pada interaksi antar mereka”, jelas pendiri Gerakan Sekolah Menyenangkan (GSM) ini.

35 Ke depannya, dosen memiliki pola pikir yang menuntun pada kultur belajar yang merdeka, serta memberi ruang minat dan bakat untuk potensi anak. Bukan sebaliknya, mengajar materi yang jumlahnya terlalu banyak. “Jadi, program baru ini sangat membutuhkan reorientasi serta pengurangan beban kurikulum,” kata Rizal.

40 Kendati demikian, Rizal berharap kurikulum ke depan tidak hanya berorientasi pada penyiapan SDM dalam dunia kerja. Akan tetapi, kurikulum yang mengarahkan mahasiswanya mampu mengenali kekuatan diri, belajar ilmu tentang cara kerja otak, dan bersikap adaptif terhadap perubahan sosial.

Source: <https://republika.co.id/berita/q4vd3f291/program-kampus-merdeka-perlu-perhatikan-sejumlah-tantangan>



## Appendix 10: Participants in Kompas.com

### Note:

**NM** : Nadiem Makarim, Kemendikbud

**M**: Mahasiswa (Students)

**KM**: Kampus Merdeka

**I**: Industri (Industry)

**PT**: Perguruan Tinggi (University)

**O**: Others

No.	Sentence	Participants					
		NM	KM	PT	M	I	O
1.	JAKARTA, KOMPAS.com - Menteri Pendidikan dan Kebudayaan (Mendikbud) <b>Nadiem Makarim</b> memaparkan empat kebijakan <b>Kampus Merdeka</b> dalam rapat kerja dengan <b>Komisi X DPR</b> di Kompleks Parlemen, Senayan, Jakarta, Selasa (28/1/2020)	√	√				√
2.	"Pertama adalah pembukaan program studi baru. Kedua, mengenai sistem akreditasi <b>perguruan tinggi</b> ; ketiga adalah fasilitas perguruan tinggi yang statusnya masih PTN Badan Layanan Umum dan Satker untuk mencapai PTN-BH; keempat, hak belajar tiga semester di luar program studi <b>mahasiswa</b> tersebut," kata <b>mantan CEO perusahaan rintisan Gojek</b> ini.	√		√	√		
3.	<b>Nadiem</b> pun memaparkan satu per satu kebijakan dalam	√	√				



	<b>Kampus Merdeka.</b>					
4.	Pembukaan program studi Menurut <b>Nadiem</b> , saat ini, baik <b>perguruan tinggi</b> negeri (PTN) maupun perguruan tinggi swasta (PTS), kesulitan untuk membuka prodi baru.	√		√		
5.	Oleh karenanya, dalam kebijakan <b>Kampus Merdeka</b> , <b>PTN</b> dan <b>PTS</b> yang memiliki akreditasi A dan B memiliki otonomi membuka prodi baru.		√	√		
6.	Syarat lainnya, <b>PTN</b> dan <b>PTS</b> tersebut memiliki kerja sama dengan organisasi nirlaba, mitra perusahaan dan universitas yang masuk dalam QS Top 100 World Universities.			√		
7.	"Kerja sama (dengan organisasi) yang pertama itu adalah dalam penyusunan kurikulumnya. Kedua, kemudian harus membuktikan ada program praktik magangnya dalam organisasi tersebut. Ketiga, ada rekrutmen kerja atau penempatan kerja," <b>ucapnya</b> .	√				
8.	<b>Nadiem</b> mengatakan, tiap prodi yang diajukan otomatis mendapat akreditasi C dari BAN-PTN.	√				
9.	Selain itu, <b>ia</b> menegaskan, meskipun pembukaan prodi baru dipermudah, Kemendikbud akan melakukan pengawasan terhadap prodi tersebut	√				



	bersama yang dilakukan setiap tahun.					
10.	"Kami juga berhak menutup prodi, suatu hal yang penting untuk diketahui oleh <b>perguruan tinggi</b> , bukan kita lepas saja, malah kita akan perketat kontrol mekanisme kita bagi prodi-prodi yang merugikan," <b>ucapnya</b> .	√		√		
11.	<b>Nadiem</b> mengatakan, <b>perguruan tinggi</b> yang berakreditasi B dan C bisa mengajukan kenaikan akreditasi kapan pun dan bersifat sukarela.	√		√		
12.	<b>Ia</b> menjelaskan, proses akreditasi sudah diterapkan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) selama lima tahun terakhir.	√				
13.	"Bagi <b>perguruan tinggi</b> yang mendapatkan akreditasi di luar negeri, dia akan otomatis mendapatkan A di akreditasi sistem nasional kita," tuturnya.			√		
14.	<b>Nadiem</b> mengatakan, keadaan saat ini, <b>perguruan tinggi</b> negeri badan layanan umum (PTN-BLU) harus mendapat akreditasi A untuk mencapai status perguruan tinggi negeri badan hukum (PTN-BH).	√		√		
15.	Selain itu, <b>PTN</b> BLU dan satuan kerja (satker) kurang memiliki fleksibilitas dalam			√		



	finansial dan kurikulum.						
16.	Oleh karenanya, kata dia, dalam kebijakan <b>Kampus Merdeka</b> , <b>PTN</b> BLU diberikan kemudahan untuk menjadi <b>PTN</b> BH tanpa terikat status akreditasi.		√	√			
17.	"Kami berikan mereka (PTN BLU) akselerasi untuk bisa mencapai status <b>PTN</b> BH. Bagi yang mau. Sekali lagi ini bukan paksaan. Bagi yang mau menjadi <b>PTN</b> BH, ini memang masih didanai oleh pemerintah, tapi bisa beroperasi seperti swasta. Gitu analoginya supaya lebih mudah," <b>tuturnya</b> .	√		√			
18.	Hak belajar 3 SKS di luar prodi Lebih lanjut, <b>Nadiem</b> mengatakan, mahasiswa diberikan hak secara sukarela untuk mengambil di luar kampus sebanyak dua semester atau setara 40 SKS.	√					
19.	Kemudian, <b>mahasiswa</b> berhak mengambil prodi berbeda di <b>perguruan tinggi</b> yang sama sebanyak satu semester.			√	√		
20.	<b>Nadiem</b> juga mengatakan, ada perubahan definisi terkait SKS berubah menjadi jam kegiatan, bukan jam belajar.	√					
21.	"Nah, terakhir ini favorit saya. Hak untuk mengambil mata kuliah di luar prodi dan dengan cara itu perubahan definisi satuan kredit atau	√					

	SKS," <b>pungkasnya.</b>					
22.	KOMPAS.com – Menteri Pendidikan dan Kebudayaan, <b>Nadiem Makarim</b> mengeluarkan empat kebijakan Merdeka Belajar di lingkup <b>pendidikan tinggi</b> bernama “ <b>Kampus Merdeka</b> ”.	√	√	√		
23.	Kebijakan <b>Kampus Merdeka</b> merupakan langkah awal dari rangkaian kebijakan untuk <b>perguruan tinggi.</b>		√	√		
24.	“ <b>Pendidikan tinggi</b> di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan <b>dunia pekerjaan,</b> ujar <b>Nadiem</b> dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).			√	√	
25.	Selain itu, <b>mahasiswa</b> juga dapat mengambil sks di prodi lain di dalam kampusnya sebanyak satu semester dari total semester yang harus ditempuh.			√		
26.	Harapannya, <b>mahasiswa</b> dapat memiliki kebebasan menentukan rangkaian pembelajaran mereka, sehingga tercipta budaya belajar yang mandiri, lintas disiplin, dan mendapatkan pengetahuan serta pengalaman yang berharga untuk diterapkan.					
27.	Di sisi lain, <b>Kemendikbud</b> juga mendorong <b>mahasiswa</b> untuk mencari pengalaman baru di luar kampus. Oleh karena itu, <b>Kemendikbud</b>	√		√	√	



	memberikan kebebasan untuk <b>kampus</b> menentukan bobot SKS.					
28.	Kebijakan <b>Kampus Merdeka</b> ini sudah dituangkan dalam bentuk Peraturan Menteri. <b>Nadiem</b> menyebutkan pelaksanaan kebijakan Kampus Merdeka bisa segera dilaksanakan.	√	√			
29.	Contoh lainnya, <b>mahasiswa</b> bisa mengikuti pertukaran pelajar di luar negeri selama satu semester, lalu magang di sebuah start up selama satu semester, dan lainnya.			√		
30.	“Ada berbagai macam permutasi yang bisa dilakukan dan ini tak semuanya harus nyambung (kegiatannya) ya. Ini bisa bolak-balik. Itu terserah <b>rektor</b> bagaimana mengaturnya. Itu adalah hak prerogatif rektor,” <b>tambahnya</b> .	√		√		
31.	<b>Nadiem</b> menyebutkan, Kemendikbud ingin menciptakan dunia baru pendidikan tinggi yaitu kuliah jenjang S-1 adalah hasil dari gotong royong eluruh aspek dari masyarakat.	√				
32.	“Bukan hanya <b>perguruan tinggi</b> yang sekarang bertanggung jawab atas pendidikan anak-anak <b>mahasiswa</b> kita,” tambah <b>Nadiem</b> .	√		√	√	
33.	Selama ini, pihak <b>Kemendikbud</b> meilai bobot	√				



	SKS untuk kegiatan pembelajaran di luar kelas sangat kecil dan tidak mendorong mahasiswa untuk mencari pengalaman baru. Apalagi di banyak kampus, pertukaran pelajar atau praktik kerja justru menunda kelulusan mahasiswa.					
34.	<b>Nadiem</b> menjelaskan terdapat perubahan pengertian mengenai sks. Setiap sks diartikan sebagai ‘jam kegiatan’, bukan lagi ‘jam belajar’.	√				
35.	Berdasarkan Permenristekdikti no. 44/2015, SKS merupakan takaran waktu kegiatan belajar berdasarkan proses pembelajaran maupun pengakuan atas keberhasilan usaha <b>mahasiswa</b> dalam mengikuti kegiatan kurikuler.			√		
36.	Dalam keterangan yang diterima Kompas.com, selama ini, SKS juga terbatas pada definisi pembelajaran tatap muka di dalam kelas. Padahal, proses pembelajaran <b>mahasiswa</b> tidak terbatas pada kegiatan di dalam kelas saja.			√		
37.	“Dalam skema yang baru, mahasiswa diberikan hak untuk secara sukarela (bisa diambil ataupun tidak) melakukan kegiatan di luar program studi, bahkan di luar perguruan tinggi yang dapat	√				



	diperhitungkan dalam SKD,” demikian keterangan resmi <b>Kemendikbud.</b>						
38.	Empat kebijakan ini adalah Otonomi Pembukaan Prodi Baru, Re-akreditasi Prodi dan Kampus Secara Otomatis dan Sukarela, Mempermudah Syarat <b>Kampus</b> jadi PTN BH, dan Kebebasan untuk <b>Mahasiswa</b> Lintas Prodi dan Perubahan Definisi SKS.			√	√		
39.	KOMPAS.com – Menteri Pendidikan dan Kebudayaan, <b>Nadiem Makarim</b> menyebutkan sejumlah kegiatan belajar <b>mahasiswa</b> Sarjana Satu (S-1) di luar kampus akan mendapatkan bobot penilaian Sistem Kredit Semester (SKS).	√			√		
40.	Hal itu merupakan bagian dari kebijakan <b>Kampus Merdeka</b> yakni hak belajar tiga semester di luar program studi dan di luar kampus.		√				
41.	Adapun kegiatan-kegiatan yang bakal masuk penilaian SKS adalah magang atau praktik kerja di <b>industri</b> atau organisasi, pertukaran pelajar, pengabdian masyarakat, wirausaha, riset, studi independen, maupun kegiatan mengajar di daerah terpencil, dan kegiatan lainnya yang disepakati dengan program studi.					√	
42.	“ <b>Perguruan tinggi</b> wajib memberikan hak bagi	√			√	√	



	<p><b>mahasiswa</b> untuk secara sukarela, jadi mahasiswa boleh mengambil ataupun tidak SKS di luar kampusnya sebanyak dua semester atau setara dengan 40 sks,” <b>katanya.</b></p>				
43.	<p><b>Nadiem</b> mengatakan setiap kegiatan yang dipilih <b>mahasiswa</b> harus dibimbing oleh seorang dosen yang ditentukan <b>kampusnya.</b></p>	√	√	√	
44.	<p><b>Ia</b> melanjutkan daftar kegiatan yang dapat diambil oleh <b>mahasiswa</b> dapat dipilih dari program yang ditentukan pemerintah dan atau program yang disetujui oleh <b>rektor.</b></p>	√	√	√	
45.	<p><b>Nadiem</b> mencontohkan, <b>mahasiswa</b> bisa melakukan kegiatan-kegiatan seperti magang di sebuah <b>start up</b> selama satu semester, mengajar di sebuah sekolah selama semester, dan melakukan proyek penelitian bersama <b>dosen</b> selama enam bulan.</p>	√	√	√	√
46.	<p>“Kementerian dan <b>rektor</b> berhak menyetujui program di luar kampus. Ada magang, mengajar di sekolah, studi independen <b>mahasiswa</b> bersama dosen, penelitian membantu S2 dan S3, proyek desa, pertukaran pelajar dan lainnya,” ujar <b>Nadiem.</b></p>	√	√	√	
47.	<p>“Saya harus tekankan ini bukan pemaksaan. Kalau <b>mahasiswa</b> itu ingin 100 persen di dalam prodi itu, ini</p>	√		√	



	adalah hak mereka. Ini adalah opsinya untuk mahasiswa,” <b>tambahnya.</b>					
48.	<b>Nadiem</b> menyebutkan, saat ini profesi menuntut kompetensi yang berasal kombinasi dari beberapa disiplin ilmu pengetahuan.	√				
49.	<b>Perguruan Tinggi</b> wajib memberikan hak bagi <b>mahasiswa</b> untuk secara sukarela dengan syarat sebagai berikut.			√	√	
50.	<b>Kementerian Pendidikan dan Kebudayaan</b> mengeluarkan empat kebijakan Merdeka Belajar di lingkup <b>pendidikan tinggi</b> bernama <b>“Kampus Merdeka”</b> .	√	√	√		
51.	Kebijakan <b>Kampus Merdeka</b> merupakan langkah awal dari rangkaian kebijakan untuk <b>perguruan tinggi</b> .		√	√		
52.	<b>“Pendidikan tinggi</b> di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan <b>dunia pekerjaan,</b> ” ujar <b>Nadiem</b> dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).	√		√		√
53.	Adapun kebijakan <b>Kampus Merdeka</b> ini adalah hasil dari diskusi dari berbagai elemen pendidikan seperti <b>perguruan tinggi, industri,</b>		√	√		√



	asosiasi, dan lingkup pendidikan lain.						
54.	Tujuan dari kebijakan <b>Kampus Merdeka</b> , lanjut <b>Nadiem</b> adalah untuk mempercepat inovasi di bidang <b>pendidikan tinggi</b> .	√	√	√			
55.	“Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat,” ujar <b>Nadiem</b> .	√					
56.	KOMPAS.com – <b>Mahasiswa</b> jenjang Sarjana 1 (S-1) di <b>perguruan tinggi</b> kini bisa belajar selama tiga semester di luar program studi yang dipilih hingga tiga semester.			√	√		
57.	Pembelajaran di luar program studi dinilai bisa menyiapkan <b>mahasiswa</b> untuk menghadapi dunia pascakuliah secara cepat, nyata, dan massif.				√		
58.	Kebijakan tersebut merupakan bagian dari kebijakan <b>Kampus Merdeka</b> yang diluncurkan oleh <b>Menteri Pendidikan dan Kebudayaan, Nadiem Makarim</b> .	√	√				
59.	“Ini adalah 8 semester dari <b>mahasiswa</b> S1, dari 8 semester itu kami sebagai kementerian membijakkan untuk <b>perguruan tinggi</b> untuk memberikan hak 3 semester dari 8 semester itu bisa diambil di luar prodi,”	√		√	√		

	kata <b>Nadiem</b> dalam Rapat Koordinasi Perguruan Tinggi di Kementerian Pendidikan dan Kebudayaan, Jakarta, Jumat (24/1/2020).					
60.	Menurut <b>Nadiem</b> , <b>mahasiswa S1</b> bisa memilih mata kuliah-kuliah lintas jurusan di dalam universitas/kampus tempat mahasiswa berkuliah.	√			√	
61.	<b>Ia</b> mencontohkan, <b>mahasiswa</b> teknik bisa belajar mata kuliah di bidang desain, mahasiswa hukum bisa belajar tentang manajemen, dan lainnya.	√			√	
62.	Adapun kebijakan <b>Kampus Merdeka</b> ini adalah hasil dari diskusi dari berbagai elemen pendidikan seperti <b>perguruan tinggi, industri, asosiasi,</b> dan lingkup pendidikan lain.		√		√	√
63.	Tujuan dari kebijakan <b>Kampus Merdeka</b> , lanjut <b>Nadiem</b> adalah untuk mempercepat inovasi di bidang <b>pendidikan tinggi</b> .	√	√		√	
64.	“Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat,” ujar <b>Nadiem</b> .	√				
65.	Kebijakan <b>Kampus Merdeka</b> ini sudah dituangkan dalam bentuk Peraturan Menteri. <b>Nadiem</b> menyebutkan pelaksanaan kebijakan Kampus Merdeka bisa segera dilaksanakan.	√		√		
66.	<b>Kemendikbud</b> memberikan otonomi bagi <b>Perguruan</b>	√			√	



	<b>Tinggi</b> Negeri (PTN) dan Perguruan Tinggi (PTS) untuk melakukan pembukaan atau pendirian Program Studi (Prodi) baru.					
67.	“Pengajuan re-akreditasi PT dan prodi dibatasi paling cepat 2 tahun setelah mendapatkan akreditasi yang terakhir kali. Untuk <b>perguruan tinggi</b> yang berakreditasi B dan C bisa mengajukan peningkatan akreditasi kapanpun,” tutur <b>Nadiem</b> .			√		
68.	<b>Nadiem</b> menyebutkan Akreditasi A akan diberikan kepada <b>perguruan tinggi</b> yang berhasil mendapatkan akreditasi internasional.	√		√		
69.	<b>Nadiem</b> mengatakan evaluasi akreditasi akan dilakukan BAN-PT jika ditemukan penurunan kualitas yang meliputi pengaduan masyarakat dengan disertai bukti yang konkret, serta penurunan tajam jumlah mahasiswa baru yang mendaftar dan lulus dari prodi ataupun perguruan tinggi.		√			
70.	Kebijakan <b>Kampus Merdeka</b> yang ketiga terkait kebebasan bagi <b>PTN</b> Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH).			√	√	
71.	<b>Kemendikbud</b> akan mempermudah persyaratan <b>PTN</b> BLU dan Satker untuk menjadi PTN BH tanpa terikat status akreditasi.	√		√		
72.	<b>Nadiem</b> menyebut Kemendikbud akan memastikan banyak <b>PTN</b> BH	√		√		





	agar bisa berkompetisi di tingkat dunia.					
73.	“Di Indonesia baru 11 <b>PTN</b> BH. Sisanya Satuan Kerja dan Badan Layanan Umum (BLU),” <b>ujarnya</b> .	√		√		
74.	Sementara itu, kebijakan <b>Kampus Merdeka</b> yang keempat akan memberikan hak kepada <b>mahasiswa</b> untuk mengambil mata kuliah di luar prodi dan melakukan perubahan definisi Satuan Kredit Semester (sks).		√		√	
75.	“Dalam 8 semester itu, kami sebagai kementerian membijakkan untuk <b>perguruan tinggi</b> yaitu tiga semester bisa belajar di luar prodi. Kalau <b>mahasiswa</b> 100 persen ingin di belajar di luar prodi, itu kebebasan mahasiswa. Tapi kewajiban bagi perguruan tinggi memberikan kebebasan,” ujar <b>Nadiem</b> .	√		√	√	
76.	Otonomi ini diberikan jika <b>PTN</b> dan <b>PTS</b> tersebut memiliki akreditasi A dan B, dan telah melakukan kerja sama dengan organisasi dan/atau universitas yang masuk dalam QS Top 100 World Universities.			√		
77.	“Pengecualian berlaku untuk prodi kesehatan dan pendidikan,” kata <b>Nadiem Makarim</b> .	√				
78.	<b>Nadiem</b> menjelaskan kerja sama dengan organisasi akan mencakup penyusunan kurikulum, praktik kerja atau magang, dan penempatan kerja bagi para <b>mahasiswa</b> .	√			√	
79.	Kemudian, <b>Kemendikbud</b> akan bekerja sama dengan	√		√		



	perguruan tinggi dan mitra prodi untuk melakukan pengawasan.					
80.	“Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan,” ujar Nadiem.			√		
81.	Nadiem menjelaskan kebijakan Kampus Merdeka yang kedua adalah program re-akreditasi yang bersifat otomatis untuk seluruh peringkat dan bersifat sukarela bagi perguruan tinggi dan prodi yang sudah siap naik peringkat.	√	√	√		
	<b>TOTAL</b>	56	24	47	25	6 1

### Appendix 11: Participants in Republika Online

#### Note:

**NM** : Nadiem Makarim, Kemendikbud

**M**: Mahasiswa (Students)

**KM**: Kampus Merdeka

**I**: Industri (Industry)

**PT**: Perguruan Tinggi (University)

**O**: Others

No.	Sentence	Participants					
		NM	KM	PT	M	I	O
1.	REPUBLIKA.CO.ID, JAKARTA -- Menteri Pendidikan dan Kebudayaan <u>Nadiem Makarim</u> menjelaskan maksud kebijakan <u>Kampus Merdeka</u> di depan anggota DPR, Selasa (28/1). Nadiem mengatakan Kampus Merdeka meliputi empat kebijakan.	√	√				
2.	"Empat kebijakan tersebut adalah, satu adalah akselerasi pembukaan program studi baru. Kedua mengenai sistem akreditasi yang bergerak ke arah volunteer. Ketiga adalah fasilitasi untuk <b>perguruan tinggi</b> yang statusnya masih baru untuk mencapai status PTN BH badan hukum, dan keempat adalah kemerdekaan SKS di kampus untuk memberikan hak belajar 3 semester di luar program studi <b>mahasiswa</b> tersebut," kata <b>Nadiem</b> dalam rapat kerja, Selasa (28/1).	√		√	√		
3.	Dalam kesempatan itu, <b>ia</b> juga membantah kebijakan tersebut mengarah kepada	√				√	



	komersialisasi pendidikan. Menurutnya, akselerasi pembukaan program baru bertujuan untuk menciptakan program studi baru yang sesuai <b>industri 4.0</b> .				
4.	"Ya jadi banyak yang kemarin melihat ini headline di media sekarang harus adalah bahwa ini mengarah kepada komersialisasi pendidikan atau ini menjadikan pendidikan kita seolah-olah seperti antek industri. Saya jelaskan secara jelas bahwa itu adalah statement yang luar biasa <b>salahnya, tegasnya</b> ."	√			
5.	Selain itu, <b>Nadiem</b> menjelaskan kebijakan terkait diberikannya hak kepada <b>mahasiswa</b> untuk belajar tiga semester di luar program studi. Menurutnya, hal itu dilakukan untuk memperkuat karakter siswa didik.	√		√	
6.	"Opsi ini bukan paksaan kepada <b>mahasiswa</b> , mahasiswa yang mau 100 persen di dalam prodinya itu silakan, tapi kalau mahasiswa itu ingin melakukan satu semester di luar prodinya boleh memakan satu semester di <b>universitas</b> lain, boleh satu semester," <b>jelasnya</b> .	√	√	√	
7.	Menanggapi hal itu <b>anggota komisi X DPR fraksi PKS Ledia Hanifa Amaliah</b> mengungkapkan kebijakan mahasiswa bisa yang diperbolehkan mengambil prodi lain bukanlah hal baru. Ia mencontohkan, <b>UGM</b> punya program Kuliah Kerja Nyata (KKN) Tematik yang bisa dipilh.		√		√



8.	REPUBLIKA.CO.ID, JAKARTA - <b>Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam</b> mengatakan kebijakan <b><u>Kampus Merdeka</u></b> memberi nilai plus atau nilai tambah pada <b>mahasiswa</b> .		√	√	√
9.	"Dengan adanya <b>Kampus Merdeka</b> ini, memberikan nilai plus pada kompetensi <b>mahasiswa</b> . Contohnya saat dia <b><u>magang</u></b> di <b>industri</b> , dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2).		√	√	√
10.	Nizam menegaskan saat magang dilakukan, mahasiswa tidak dilepas begitu saja oleh pihak kampus tetapi tetap dibimbing oleh <b>dosennya</b> . Selain itu, setiap bulan <b>mahasiswa</b> juga diwajibkan untuk membuat laporan.		√	√	
11.	"Dengan demikian, kompetensi <b>mahasiswa</b> meningkat dan juga pihak <b>kampus</b> juga mendapatkan umpan balik," terang dia.		√	√	
12.	Nizam menambahkan mulai semester depan, pihaknya akan menerapkan program <b>Kampus Merdeka</b> di desa. Dengan program tersebut, <b>mahasiswa</b> dapat magang tidak hanya di industri namun juga di desa.		√	√	
13.	Para <b>mahasiswa</b> itu akan membantu		√	√	



	masyarakat setempat dalam menyelesaikan persoalan yang ada di desa itu. Para mahasiswa dan pihak <b>dosen</b> turut memberikan pendampingan kepada masyarakat desa, agar pemanfaatan dana desanya lebih optimal.					
14.	Terdapat empat poin dari <b>Kampus Merdeka</b> yakni otonomi bagi <b>Perguruan Tinggi</b> Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakreditasi yang bersifat otomatis dan bersifat sukarela.	√	√			
15.	Kemudian kebebasan bagi <b>PTN</b> Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH). Selanjutnya, perpanjangan waktu magang hingga dua semester dan satu semester di luar program studi.			√		
16.	REPUBLIKA.CO.ID, JAKARTA - <b>Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim</b> meminta dunia <b>industri</b> tidak mensiasikan kebijakannya mengenai <b>Kampus Merdeka</b> .	√	√			√
17.	"Mohon jangan disiasikan, karena dunia di luar perguruan tinggi bisa berpartisipasi dalam merancang 30 hingga 35 persen lulusan perguruan tinggi," ujar <b>Nadiem</b> pada penguatan Program Magang Mahasiswa Bersertifikat (PMMB) yang diselenggarakan di Jakarta, Rabu (12/2)	√				



18.	<p><b>Nadiem</b> menjelaskan tiga poin dari kebijakan <b>Kampus Merdeka</b> yang diluncurkannya sebulan yang lalu tersebut berhubungan langsung dengan dunia <b>industri</b>. Terdapat empat poin dari Kampus Merdeka yakni otonomi bagi <b>Perguruan Tinggi</b> Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakreditasi yang bersifat otomatis dan bersifat sukarela.</p>	√	√	√			
19.	<p>Kemudian kebebasan bagi <b>PTN</b> Badan Layanan Umum (BLU) dan Satuan Kerja (Satker) untuk menjadi PTN Badan Hukum (PTN BH). Selanjutnya, perpanjangan waktu magang hingga dua semester dan satu semester di luar program studi.</p>			√			
20.	<p>"Tiga poin tersebut yakni pembukaan prodi baru, keleluasaan bagi <b>PTN</b> untuk menjadi PTNBH, dan magang hingga tiga semester berkaitan langsung dengan dunia <b>industri</b>," terang <b>dia</b>.</p>	√		√		√	
21.	<p>Persyaratan utama dari tiga poin tersebut yakni harus ada kemitraan dengan <b>industri</b>, ataupun <b>perguruan tinggi</b> kelas dunia. <b>Nadiem</b> memperkirakan akan banyak terjadi "pernikahan" massal antara industri dan perguruan tinggi.</p>	√		√		√	
22.	<p>Selain itu, <b>Nadiem</b> juga mengajak <b>industri</b> maupun Badan Usaha Milik Negara (BUMN) untuk berpartisipasi dalam merancang program magang bagi</p>	√		√		√	



	<b>mahasiswa.</b>						
23.	REPUBLIKA.CO.ID, TANGERANG SELATAN -- <b>Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim</b> menyampaikan konsep <b><u>Kampus Merdeka</u></b> mendukung terciptanya keleluasaan bagi <b>perguruan tinggi</b> . Khususnya untuk meningkatkan kapabilitas agar mampu menghasilkan lulusan yang mumpuni dan terserap di <b>dunia kerja</b> .	√	√	√		√	
24.	Di dalam kebijakan <b>kampus merdeka</b> , <b>Nadiem</b> menjelaskan kemitraan akan lebih terbuka. Kemitraan ini bisa dilakukan lintas program studi, <b>universitas</b> , dunia <b>industri</b> , perusahaan, kementerian/lembaga, hingga organisasi nirlaba tingkat dunia membuka peluang bagi perguruan tinggi mewujudkan kebijakan Kampus Merdeka.	√	√	√		√	
25.	<b>Mendikbud</b> menegaskan pihaknya mendukung kemajuan <b>perguruan tinggi</b> dengan kemudahan proses izin membuka prodi baru. Terutama bagi yang terbukti telah bekerja sama dengan organisasi kelas dunia, organisasi nirlaba kelas dunia ataupun perguruan tinggi top 100 dunia.	√		√			
26.	“Kami mendorong pernikahan massal antara prodi <b>perguruan tinggi</b> dengan dunia nirlaba, dunia NGO, dunia research, dunia science dan kami akan memasarkan prodi-prodi tersebut sehingga kurikulum kita relevan dengan kebutuhan,” kata <b>Nadiem</b> , saat menghadiri diskusi di	√		√			



	Rakornas Kemenristek/BRIN, Di Tangerang Selatan, Kamis (30/1).					
27.	Kebijakan <b>Kampus Merdeka</b> selaras dengan Kemristek/BRIN Yang ingin mempercepat pencapaian hilirisasi dari inovasi. Khususnya di dalam rangka mengintegrasikan berbagai kegiatan dan program litbangjirap ilmu pengetahuan dan teknologi (iptek) di Indonesia untuk menciptakan inovasi.		√			
28.	<b>Menteri Riset dan Teknologi/Kepala Badan Riset Inovasi Nasional (Menristek/Kepala BRIN) Bambang P. S. Brodjonegoro</b> menyambut baik kebijakan <b>Kampus Merdeka</b> . Ia berharap, peneliti bebas meneliti sesuai kapasitasnya tanpa terbebani dengan urusan administrasi keuangan.		√			√
29.	REPUBLIKA.CO.ID, YOGYAKARTA -- Baru-baru ini, <b>Menteri Pendidikan dan Kebudayaan, Nadiem Makarim</b> , menyatakan akan membuat sejumlah kebijakan yang dikenal dengan program ' <b>Kampus Merdeka</b> '. Salah satunya, yaitu mengurangi kewajiban belajar <b>mahasiswa</b> strata satu (S1) di program studi atau jurusan menjadi 5 tahun.	√	√		√	
30.	Perombakan ini memberikan dampak salah satunya <b>mahasiswa</b> secara sukarela dapat mengambil atau tidak sistem kredit semester (SKS) di luar kampus sebanyak 2 semester. Selain itu, mahasiswa berhak menukar 20 SKS atau setara dengan satu semester berkuliah di program studi lain			√	√	



	dalam <b>PT</b> yang sama.						
31.	<b>Pengamat Pendidikan <u>Muhammad Nur Rizal</u></b> menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan ' <b>Kampus Merdeka</b> '. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu.		√				√
32.	Ke depannya, <b>dosen</b> memiliki pola pikir yang menuntun pada kultur belajar yang merdeka, serta memberi ruang minat dan bakat untuk potensi anak. Bukan sebaliknya, mengajar materi yang jumlahnya terlalu banyak.			√			
	<b>TOTAL</b>	17	13	18	12	8	4



### Appendix 12: Direct Quotations

No.	Kompas.com	Republika Online
1.	<p>"Pertama adalah pembukaan program studi baru. Kedua, mengenai sistem akreditasi perguruan tinggi; ketiga adalah fasilitas perguruan tinggi yang statusnya masih PTN Badan Layanan Umum dan Satker untuk mencapai PTN-BH; keempat, hak belajar tiga semester di luar program studi mahasiswa tersebut," kata mantan CEO perusahaan rintisan Gojek ini.</p>	<p>"Empat kebijakan tersebut adalah, satu adalah akselerasi pembukaan program studi baru. Kedua mengenai sistem akreditasi yang bergerak ke arah volunteer. Ketiga adalah fasilitasi untuk perguruan tinggi yang statusnya masih baru untuk mencapai status PTN BH badan hukum, dan keempat adalah kemerdekaan SKS di kampus untuk memberikan hak belajar 3 semester di luar program studi mahasiswa tersebut," kata Nadiem dalam rapat kerja, Selasa (28/1).</p>
2.	<p>"Kerja sama (dengan organisasi) yang pertama itu adalah dalam penyusunan kurikulumnya. Kedua, kemudian harus membuktikan ada program praktik magangnya dalam organisasi tersebut. Ketiga, ada rekrutmen kerja atau penempatan kerja," ucapnya.</p>	<p>"Ya jadi banyak yang kemarin melihat ini headline di media sekarang harus adalah bahwa ini mengarah kepada komersialisasi pendidikan atau ini menjadikan pendidikan kita seolah-olah seperti antek industri. Saya jelaskan secara jelas bahwa itu adalah statement yang luar biasa salahnya," tegasnya.</p>
3.	<p>"Kami juga berhak menutup prodi, suatu hal yang penting untuk diketahui oleh perguruan tinggi, bukan kita lepas saja, malah kita akan perketat kontrol mekanisme kita bagi prodi-prodi yang merugikan," ucapnya.</p>	<p>"Opsinya ini bukan paksaan kepada mahasiswa, mahasiswa yang mau 100 persen di dalam prodinya itu silakan, tapi kalau mahasiswa itu ingin melakukan satu semester di luar prodinya boleh memakan satu semester di universitas lain, boleh</p>





		satu semester," jelasnya.
4.	"Bagi perguruan tinggi yang mendapatkan akreditasi di luar negeri, dia akan otomatis mendapatkan A di akreditasi sistem nasional kita," tuturnya.	"Ini menjadi satu hal yang sebetulnya sudah ada tapi manajemennya (dibenahi)," ujarnya.
5.	"Kami berikan mereka (PTN BLU) akselerasi untuk bisa mencapai status PTN BH. Bagi yang mau. Sekali lagi ini bukan paksaan. Bagi yang mau menjadi PTN BH, ini memang masih didanai oleh pemerintah, tapi bisa beroperasi seperti swasta. Gitu analoginya supaya lebih mudah," tuturnya.	"Apa yang sudah direncanakan bagus, boleh memilih boleh membuat jurusan, itu juga menjadi catatan karena kita tidak punya pemetaan kebutuhan SDM nya apa," ungkapnya.
6.	"Nah, terakhir ini favorit saya. Hak untuk mengambil mata kuliah di luar prodi dan dengan cara itu perubahan definisi satuan kredit atau SKS," pungkasnya.	"Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia <u>magang</u> di industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2).
7.	"Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan, ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).	"Dengan demikian, kompetensi mahasiswa meningkat dan juga pihak kampus juga mendapatkan umpan balik," terang dia.
8.	"Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat," ujar Nadiem.	"Proses magang tersebut dikonversikan setara dengan 20 Satuan Kredit Semester (SKS)," jelas Dekan Fakultas Teknik UGM itu.
9.	"Pengecualian berlaku untuk prodi kesehatan dan pendidikan," kata Nadiem Makarim.	"Mohon jangan disia-siakan, karena dunia di luar perguruan tinggi bisa berpartisipasi dalam merancang 30

		hingga 35 persen lulusan perguruan tinggi," ujar Nadiem pada penguatan Program Magang Mahasiswa Bersertifikat (PMMB) yang diselenggarakan di Jakarta, Rabu (12/2).
10.	"Tracer study wajib dilakukan setiap tahun. Perguruan tinggi wajib memastikan hal ini diterapkan," ujar Nadiem.	"Tiga poin tersebut yakni pembukaan prodi baru, keleluasaan bagi PTN untuk menjadi PTNBH, dan magang hingga tiga semester berkaitan langsung dengan dunia industri," terang dia.
11.	"Pengajuan re-akreditasi PT dan prodi dibatasi paling cepat 2 tahun setelah mendapatkan akreditasi yang terakhir kali. Untuk perguruan tinggi yang berakreditasi B dan C bisa mengajukan peningkatan akreditasi kapanpun," tutur Nadiem.	"Kami mendorong pernikahan massal antara prodi perguruan tinggi dengan dunia nirlaba, dunia NGO, dunia research, dunia science dan kami akan memasarkan prodi-prodi tersebut sehingga kurikulum kita relevan dengan kebutuhan," kata Nadiem, saat menghadiri diskusi di Rakornas Kemenristek/BRIN, Di Tangerang Selatan, Kamis (30/1).
12.	"Di Indonesia baru 11 PTN BH. Sisanya Satuan Kerja dan Badan Layanan Umum (BLU)," ujarnya.	"Peneliti itu butuh ide-ide yang bebas lepas untuk kemudian dieksplor dan diuji dan sekarang dosen peneliti dari berbagai bidang tidak perlu lagi menjadi akuntan hanya untuk menyelesaikan laporan pertanggungjawaban riset karena sekarang sistemnya output base" kata dia.
13.	"Dalam 8 semester itu, kami sebagai kementerian membijakkan untuk perguruan tinggi yaitu tiga semester bisa belajar di luar prodi. Kalau mahasiswa 100 persen ingin	"Artinya kalau tiba-tiba menteri berganti maka menteri baru dapat mengganti dengan peraturan yang



	di belajar di luar prodi, itu kebebasan mahasiswa. Tapi kewajiban bagi perguruan tinggi memberikan kebebasan,” ujar Nadiem.	berbeda,” ujar Rizal kepada <i>Republika</i> di Yogyakarta, Rabu (29/1). Rizal memiliki harapan kebijakan ini diwadahi dalam bentuk wadah peraturan lain, misalnya undang-undang.
14.	“Kementerian dan rektor berhak menyetujui program di luar kampus. Ada magang, mengajar di sekolah, studi independen mahasiswa bersama dosen, penelitian membantu S2 dan S3, proyek desa, pertukaran pelajar dan lainnya,” ujar Nadiem.	“Pengabdian masyarakat yang dilakukan selama ini diberikan penilaian setara journal indeks Scopus,” papar Rizal.
15.	“Ini adalah 8 semester dari mahasiswa S1, dari 8 semester itu kami sebagai kementerian membijakkan untuk perguruan tinggi untuk memberikan hak 3 semester dari 8 semester itu bisa diambil di luar prodi,” kata Nadiem dalam Rapat Koordinasi Perguruan Tinggi di Kementerian Pendidikan dan Kebudayaan, Jakarta, Jumat (24/1/2020).	Ketiga, program 'Merdeka Belajar' hanya bisa diciptakan jika kurikulum di kampus dan sekolah dikurangi setengahnya. “Sehingga, dosen dan guru lebih berfokus pada interaksi antar mereka”, jelas pendiri Gerakan Sekolah Menyenangkan (GSM) ini.
16.	“Saya harus tekankan ini bukan pemaksaan. Kalau mahasiswa itu ingin 100 persen di dalam prodi itu, ini adalah hak mereka. Ini adalah opsinya untuk mahasiswa,” tambahnya.	Ke depannya, dosen memiliki pola pikir yang menuntun pada kultur belajar yang merdeka, serta memberi ruang minat dan bakat untuk potensi anak. Bukan sebaliknya, mengajar materi yang jumlahnya terlalu banyak. “Jadi, program baru ini sangat membutuhkan reorientasi serta pengurangan beban kurikulum,” kata Rizal.
17.	“Pendidikan tinggi di Indonesia harus menjadi ujung tombak yang	

	bergerak tercepat. Karena dia begitu dekat dengan dunia pekerjaan,” ujar Nadiem dalam rapat koordinasi pendidikan tinggi di Kemendikbud, Jakarta, Jumat, (24/1/2020).
18.	“Kita ingin menciptakan dunia baru. Di mana S-1 itu hasil gotong royong dari berbagai aspek masyarakat,” ujar Nadiem.
19.	“Perguruan tinggi wajib memberikan hak bagi mahasiswa untuk secara sukarela, jadi mahasiswa boleh mengambil ataupun tidak SKS di luar kampusnya sebanyak dua semester atau setara dengan 40 sks,” katanya.
20.	“Ada berbagai macam per mutasi yang bisa dilakukan dan ini tak semuanya harus nyambung (kegiatannya) ya. Ini bisa bolak-balik. Itu terserah rektor bagaimana mengaturnya. Itu adalah hak prerogatif rektor,” tambahnya.
21.	“Bukan hanya perguruan tinggi yang sekarang bertanggung jawab atas pendidikan anak-anak mahasiswa kita,” tambah Nadiem.
22.	“Dalam skema yang baru, mahasiswa diberikan hak untuk secara sukarela (bisa diambil ataupun tidak) melakukan kegiatan di luar program studi, bahkan di luar perguruan tinggi yang dapat diperhitungkan dalam SKD,” demikian keterangan resmi Kemendikbud.



### Appendix 13: Paraphrases

No.	Kompas.com	Republika Online
1.	<p>JAKARTA, KOMPAS.com - Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim memaparkan empat kebijakan Kampus Merdeka dalam rapat kerja dengan Komisi X DPR di Kompleks Parlemen, Senayan, Jakarta, Selasa (28/1/2020).</p>	<p>REPUBLIKA.CO.ID, JAKARTA -- Menteri Pendidikan dan Kebudayaan <b>Nadiem Makarim</b> menjelaskan maksud kebijakan <b>Kampus Merdeka</b> di depan anggota DPR, Selasa (28/1). Nadiem mengatakan Kampus Merdeka meliputi empat kebijakan.</p>
2.	<p>Nadiem pun memaparkan satu per satu kebijakan dalam Kampus Merdeka. Berikut ini penjelasan Mendikbud terkait kebijakan Kampus Merdeka:</p>	<p>Dalam kesempatan itu, ia juga membantah kebijakan tersebut mengarah kepada komersialisasi pendidikan. Menurutnya, akselerasi pembukaan program baru bertujuan untuk menciptakan program studi baru yang sesuai industri 4.0.</p>
3.	<p>Pembukaan program studi Menurut Nadiem, saat ini, baik perguruan tinggi negeri (PTN) maupun perguruan tinggi swasta (PTS), kesulitan untuk membuka prodi baru.</p>	<p>Menanggapi hal itu anggota komisi X DPR fraksi PKS Ledia Hanifa Amaliah mengungkapkan kebijakan mahasiswa bisa yang diperbolehkan mengambil prodi lain bukanlah hal baru. Ia mencontohkan, UGM punya program Kuliah Kerja Nyata (KKN) Tematik yang bisa dipilih.</p>
4.	<p>Nadiem mengatakan, tiap prodi yang diajukan otomatis mendapat akreditasi C dari BAN-PTN.</p>	<p>Namun, Ledia menyoroti terkait pembukaan program studi. Jangan sampai ketika dibebaskan malah jadi mubazir karena tidak sesuai dengan apa yang dibutuhkan Indonesia.</p>
5.	<p>Ia menjelaskan, proses akreditasi sudah diterapkan Badan Akreditasi</p>	<p>REPUBLIKA.CO.ID, JAKARTA - Pelaksana tugas Direktur Jenderal</p>

	Nasional Perguruan Tinggi (BAN-PT) selama lima tahun terakhir.	Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam mengatakan kebijakan <b><u>Kampus Merdeka</u></b> memberi nilai plus atau nilai tambah pada mahasiswa.
6.	Nadiem mengatakan, keadaan saat ini, perguruan tinggi negeri badan layanan umum (PTN-BLU) harus mendapat akreditasi A untuk mencapai status perguruan tinggi negeri badan hukum (PTN-BH).	Nizam menegaskan saat magang dilakukan, mahasiswa tidak dilepas begitu saja oleh pihak kampus tetapi tetap dibimbing oleh dosennya. Selain itu, setiap bulan <b><u>mahasiswa</u></b> juga diwajibkan untuk membuat laporan.
7.	Oleh karenanya, kata dia, dalam kebijakan Kampus Merdeka, PTN BLU diberikan kemudahan untuk menjadi PTN BH tanpa terikat status akreditasi.	Nizam menambahkan mulai semester depan, pihaknya akan menerapkan program Kampus Merdeka di desa. Dengan program tersebut, mahasiswa dapat magang tidak hanya di industri namun juga di desa.
8.	Hak belajar 3 SKS di luar prodi Lebih lanjut, Nadiem mengatakan, mahasiswa diberikan hak secara sukarela untuk mengambil di luar kampus sebanyak dua semester atau setara 40 SKS.	REPUBLIKA.CO.ID, JAKARTA - Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Anwar Makarim meminta dunia industri tidak menesia-siakan kebijakannya mengenai Kampus Merdeka.
9.	Nadiem juga mengatakan, ada perubahan definisi terkait SKS berubah menjadi jam kegiatan, bukan jam belajar.	Nadiem menjelaskan tiga poin dari kebijakan <b><u>Kampus Merdeka</u></b> yang diluncurkannya sebulan yang lalu tersebut berhubungan langsung dengan dunia industri. Terdapat empat poin dari Kampus Merdeka yakni otonomi bagi Perguruan Tinggi Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakreditasi yang bersifat otomatis dan bersifat sukarela.



10.	KOMPAS.com – Menteri Pendidikan dan Kebudayaan, Nadiem Makarim mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.	Persyaratan utama dari tiga poin tersebut yakni harus ada kemitraan dengan industri, ataupun perguruan tinggi kelas dunia. Nadiem memperkirakan akan banyak terjadi "pernikahan" massal antara industri dan perguruan tinggi.
11.	Kemendikbud memberikan otonomi bagi Perguruan Tinggi Negeri (PTN) dan Perguruan Tinggi (PTS) untuk melakukan pembukaan atau pendirian Program Studi (Prodi) baru.	Di dalam kebijakan kampus merdeka, Nadiem menjelaskan kemitraan akan lebih terbuka. Kemitraan ini bisa dilakukan lintas program studi, universitas, dunia industri, perusahaan, kementerian/lembaga, hingga organisasi nirlaba tingkat dunia membuka peluang bagi perguruan tinggi mewujudkan kebijakan Kampus Merdeka.
12.	Nadiem menjelaskan kerja sama dengan organisasi akan mencakup penyusunan kurikulum, praktik kerja atau magang, dan penempatan kerja bagi para mahasiswa.	Mendikbud menegaskan pihaknya mendukung kemajuan perguruan tinggi dengan kemudahan proses izin membuka prodi baru. Terutama bagi yang terbukti telah bekerja sama dengan organisasi kelas dunia, organisasi nirlaba kelas dunia ataupun perguruan tinggi top 100 dunia.
13.	Kemudian, Kemendikbud akan bekerja sama dengan perguruan tinggi dan mitra prodi untuk melakukan pengawasan.	REPUBLIKA.CO.ID, YOGYAKARTA -- Baru-baru ini, Menteri Pendidikan dan Kebudayaan, Nadiem Makarim, menyatakan akan membuat sejumlah kebijakan yang dikenal dengan program 'Kampus Merdeka'. Salah satunya, yaitu mengurangi





		kewajiban belajar mahasiswa strata satu (S1) di program studi atau jurusan menjadi 5 tahun.
14.	Nadiem menjelaskan kebijakan Kampus Merdeka yang kedua adalah program re-akreditasi yang bersifat otomatis untuk seluruh peringkat dan bersifat sukarela bagi perguruan tinggi dan prodi yang sudah siap naik peringkat.	Kedua, perlu diberikannya insentif kepada dosen maupun tenaga pendidik yang berperan di dalamnya. Rizal memaparkan hendaknya dosen yang sukses memberikan pendampingan kepada mahasiswa saat melakukan pemagangan diberikan nilai setara dia mengirim jurnal terindeks Scopus.
15.	Nadiem menyebutkan Akreditasi A akan diberikan kepada perguruan tinggi yang berhasil mendapatkan akreditasi internasional.	
16.	Nadiem mengatakan evaluasi akreditasi akan dilakukan BAN-PT jika ditemukan penurunan kualitas yang meliputi pengaduan masyarakat dengan disertai bukti yang konkret, serta penurunan tajam jumlah mahasiswa baru yang mendaftar dan lulus dari prodi ataupun perguruan tinggi.	
17.	Kemendikbud akan mempermudah persyaratan PTN BLU dan Satker untuk menjadi PTN BH tanpa terikat status akreditasi.	
18.	Nadiem menyebut Kemendikbud akan memastikan banyak PTN BH agar bisa berkompetisi di tingkat dunia.	
19.	Selain itu, mahasiswa juga dapat mengambil sks di prodi lain di dalam kampusnya sebanyak satu semester dari total semester yang harus ditempuh.	
20.	Di sisi lain, Kemendikbud juga mendorong mahasiswa untuk mencari pengalaman baru di luar	



	kampus. Oleh karena itu, Kemendikbud memberikan kebebasan untuk kampus menentukan bobot SKS.
21.	KOMPAS.com – Mahasiswa jenjang Sarjana 1 (S-1) di perguruan tinggi kini bisa belajar selama tiga semester di luar program studi yang dipilih hingga tiga semester.
22.	Kebijakan tersebut merupakan bagian dari kebijakan Kampus Merdeka yang diluncurkan oleh Menteri Pendidikan dan Kebudayaan, Nadiem Makarim.
23.	Menurut Nadiem, mahasiswa S1 bisa memilih mata kuliah-kuliah lintas jurusan di dalam universitas/kampus tempat mahasiswa berkuliah.
24.	Ia mencontohkan, mahasiswa teknik bisa belajar mata kuliah di bidang desain, mahasiswa hukum bisa belajar tentang manajemen, dan lainnya.
25.	Kementerian Pendidikan dan Kebudayaan mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.
26.	Tujuan dari kebijakan Kampus Merdeka, lanjut Nadiem adalah untuk mempercepat inovasi di bidang pendidikan tinggi.
27.	Kebijakan Kampus Merdeka ini sudah dituangkan dalam bentuk Peraturan Menteri. Nadiem menyebutkan pelaksanaan kebijakan Kampus Merdeka bisa



	segera dilaksanakan.
28.	KOMPAS.com – Menteri Pendidikan dan Kebudayaan, Nadiem Makarim menyebutkan sejumlah kegiatan belajar mahasiswa Sarjana Satu (S-1) di luar kampus akan mendapatkan bobot penilaian Sistem Kredit Semester (SKS).
29.	Ia melanjutkan daftar kegiatan yang dapat diambil oleh mahasiswa dapat dipilih dari program yang ditentukan pemerintah dan atau program yang disetujui oleh rektor.
30.	Nadiem mencontohkan, mahasiswa bisa melakukan kegiatan-kegiatan seperti magang di sebuah start up selama satu semester, mengajar di sebuah sekolah selama semester, dan melakukan proyek penelitian bersama dosen selama enam bulan.
31.	Nadiem menyebutkan, Kemendikbud ingin menciptakan dunia baru pendidikan tinggi yaitu kuliah jenjang S-1 adalah hasil dari gotong royong eluruh aspek dari masyarakat.
32.	Nadiem menjelaskan terdapat perubahan pengertian mengenai sks. Setiap sks diartikan sebagai ‘jam kegiatan’, bukan lagi ‘jam belajar’.

### Appendix 14: Selective Quotations

No.	Kompas.com	Republika Online
1.	<p>KOMPAS.com – Menteri Pendidikan dan Kebudayaan, Nadiem Makarim mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.</p>	<p>REPUBLIKA.CO.ID, JAKARTA -- Menteri Pendidikan dan Kebudayaan <b>Nadiem Makarim</b> menjelaskan maksud kebijakan <b>Kampus Merdeka</b> di depan anggota DPR, Selasa (28/1). Nadiem mengatakan Kampus Merdeka meliputi empat kebijakan.</p>
2.	<p>Kementerian Pendidikan dan Kebudayaan mengeluarkan empat kebijakan Merdeka Belajar di lingkup pendidikan tinggi bernama “Kampus Merdeka”.</p>	<p>REPUBLIKA.CO.ID, JAKARTA - Pelaksana tugas Direktur Jenderal Pendidikan Tinggi (Dikti) Kementerian Pendidikan dan Kebudayaan (Kemendikbud) Prof Nizam mengatakan kebijakan <b>Kampus Merdeka</b> memberi nilai plus atau nilai tambah pada mahasiswa.</p>
3.	<p>Nadiem menjelaskan terdapat perubahan pengertian mengenai sks. Setiap sks diartikan sebagai ‘jam kegiatan’, bukan lagi ‘jam belajar’.</p>	<p>"Dengan adanya Kampus Merdeka ini, memberikan nilai plus pada kompetensi mahasiswa. Contohnya saat dia <b>magang</b> di industri, dia bisa menerapkan ilmu yang sudah diperolehnya di kampus ataupun kalau belum, dia bisa belajar melalui sistem daring ataupun pembelajaran campuran," ujar Nizam, Rabu (19/2).</p>
4.		<p>Nizam menegaskan saat magang dilakukan, mahasiswa tidak dilepas begitu saja oleh pihak kampus tetapi tetap dibimbing oleh dosennya. Selain itu, setiap bulan <b>mahasiswa</b> juga diwajibkan untuk membuat laporan.</p>
5.		<p>Nadiem menjelaskan tiga poin dari kebijakan <b>Kampus Merdeka</b> yang</p>



		<p>diluncurkannya sebulan yang lalu tersebut berhubungan langsung dengan dunia industri. Terdapat empat poin dari Kampus Merdeka yakni otonomi bagi Perguruan Tinggi Negeri (PTN) dan Swasta (PTS) untuk melakukan pembukaan atau pendirian program studi (prodi) baru. Program reakreditasi yang bersifat otomatis dan bersifat sukarela.</p>
6.		<p>Persyaratan utama dari tiga poin tersebut yakni harus ada kemitraan dengan industri, ataupun perguruan tinggi kelas dunia. Nadiem memperkirakan akan banyak terjadi "pernikahan" massal antara industri dan perguruan tinggi.</p>
7.		<p>REPUBLIKA.CO.ID, TANGERANG SELATAN -- Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadiem Makarim menyampaikan konsep <b><u>Kampus Merdeka</u></b> mendukung terciptanya keleluasaan bagi perguruan tinggi. Khususnya untuk meningkatkan kapabilitas agar mampu menghasilkan lulusan yang mumpuni dan terserap di dunia kerja.</p>
8.		<p>REPUBLIKA.CO.ID, YOGYAKARTA -- Baru-baru ini, Menteri Pendidikan dan Kebudayaan, Nadiem Makarim, menyatakan akan membuat sejumlah kebijakan yang dikenal dengan program 'Kampus Merdeka'. Salah satunya, yaitu mengurangi</p>

		<p>kewajiban belajar mahasiswa strata satu (S1) di program studi atau jurusan menjadi 5 tahun.</p>
9.		<p>Pengamat Pendidikan <b><u>Muhammad Nur Rizal</u></b> menerangkan terdapat beberapa tantangan yang perlu diperhatikan apabila kebijakan ini direalisasikan. Pertama, menurut Rizal yang perlu diperhatikan adalah wadah payung hukum kebijakan 'Kampus Merdeka'. Sebab, kita sering akrab dengan istilah 'ganti menteri ganti kebijakan' yang dapat berimbas pada transformasi kebijakan kampus terganggu.</p>
10.		<p>“Artinya kalau tiba-tiba menteri berganti maka menteri baru dapat mengganti dengan peraturan yang berbeda,” ujar Rizal kepada <i>Republika</i> di Yogyakarta, Rabu (29/1). Rizal memiliki harapan kebijakan ini diwadahi dalam bentuk wadah peraturan lain, misalnya undang-undang.</p>
11.		<p>Ketiga, program 'Merdeka Belajar' hanya bisa diciptakan jika kurikulum di kampus dan sekolah dikurangi setengahnya. “Sehingga, dosen dan guru lebih berfokus pada interaksi antar mereka”, jelas pendiri Gerakan Sekolah Menyenangkan (GSM) ini.</p>

### Appendix 15: Berita Acara Bimbingan Skripsi



**KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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1. Nama : Aida Khurriyatul Tri Marwa
2. NIM : 175110101111010
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4. Topik Skripsi : Ideological Discourse Analysis
5. Judul Skripsi : Kampus Merdeka Coverage by Online News Media: A Discourse Analysis
6. Tanggal Mengajukan : 13 Juli 2020
7. Tanggal Selesai Revisi : 24 Juni 2021
8. Nama Pembimbing : Muhammad Rozin, S.S., M.A.
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	23 Oktober 2020	Konsultasi Bab I, Bab II, dan Bab III	Muhammad Rozin, S.S., M.A.	
2.	27 Oktober 2020	Pengajuan Revisi Bab I, Bab II, dan Bab III	Muhammad Rozin, S.S., M.A.	
3.	2 November 2020	ACC Seminar Proposal	Muhammad Rozin, S.S., M.A.	
4.	13 November 2020	Pelaksanaan Seminar Proposal	Muhammad Rozin, S.S., M.A.	
5.	10 Desember 2020	Revisi Pasca Seminar Proposal	Muhammad Rozin, S.S., M.A.	

6.	15 Maret 2021	Pengajuan Bab IV dan Bab V	Muhammad Rozin, S.S., M.A.	
7.	8 April	Pengajuan Revisi Bab IV dan Bab V	Muhammad Rozin, S.S., M.A.	
8.	4 Mei 2021	ACC Seminar Hasil	Muhammad Rozin, S.S., M.A.	
9.	7 Mei 2021	Pelaksanaan Seminar Hasil	Muhammad Rozin, S.S., M.A.	
10.	19 Mei 2021	Revisi Pasca Seminar Hasil	Muhammad Rozin, S.S., M.A.	
11.	23 Mei 2021	ACC Pelaksanaan Ujian Skripsi	Muhammad Rozin, S.S., M.A.	
12.	4 Juni 2021	Pelaksanaan Ujian Skripsi	Muhammad Rozin, S.S., M.A.	

10. Telah dievaluasi dan diuji dengan nilai:

**A**

Malang, 7 Juni 2020

Mengetahui,

Ketua Jurusan Bahasa dan Sastra

Dosen Pembimbing

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