Independent Learning Policy Setting Agenda - Independent Campus in English General Courses: a Critical Review of Deddi Fasmadhy's Setting Agenda in the Transition of The Covid-19 Pandemic to The Covid 19 Endemy at the University of Tangerang Raya

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Abstract

The discussion in this study is about how the Agenda Setting a policy for general English courses in the transition period from the Covid 19 Pandemic to the Covid 19 Endemic At the Merdeka Learning Program - Merdeka Campus at the University of Tangerang Raya where English is an international language source which incidentally is related to a lot of information related to insight, science through written, print, electronic media as a source of information in communicating universally. The purpose of this research is to how the Agenda Setting of the Independent Learning Policy - Merdeka Campus in the general English course lectures at the University of Tangerang Raya with a critical review of the Agenda Setting Deddi Fasmadhy.In addition, analyzing policies related to various obstacles encountered during lectures in the Merdeka Learning program – the Merdeka Campus. The method used in this study is a descriptive method with a qualitative approach. The results obtained from this research are that the distance learning method policy (PJJ) can produce good output. Students can take part in lectures properly supported and well prepared by the University of Tangerang Raya. For this research, we provide recommendations for problems that arise during lectures, so that the output of distance learning policies through online Zoom or Google Meet is the quality of learning is maintained, and the quality is even increased in quality for all human resources involved in this online distance learning. The weakness of students' comprehension is due to the limitations of online Zoom media, students are given individual assignments. It is hoped that the managerial lectures can improve the quality of superior English lectures.

Keywords: policy implementation, General Subjects, English, independent learning- independent campus, Distance Learning

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Abstrak

Pembahasan dalam penelitian ini adalah tentang Bagaimana Agenda Setting Kebijakan Mata Kuliah Bahasa Inggris Umum Pada Masa Transisi Dari Pandemi Covid 19 Menjadi Endemik Covid 19 Di Program Belajar Merdeka - Kampus Merdeka Universitas Tangerang Raya Dimana Bahasa Inggris Internasional sumber bahasa yang notabene terkait dengan banyak informasi yang berkaitan dengan wawasan, ilmu pengetahuan melalui media tulis, cetak, elektronik sebagai sumber informasi dalam berkomunikasi secara universal. Tujuan penelitian ini adalah bagaimana Agenda Setting Kebijakan Belajar Mandiri – Kampus Merdeka pada perkuliahan mata kuliah Bahasa Inggris Umum di Universitas Tangerang Raya dengan tinjauan kritis terhadap Agenda Setting Deddi Fasmadhy. kendala yang ditemui selama perkuliahan di program Merdeka Belajar – Kampus Merdeka. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Hasil yang diperoleh dari penelitian ini adalah kebijakan metode pembelajaran jarak jauh (PJJ) dapat menghasilkan output yang baik. Mahasiswa dapat mengikuti perkuliahan dengan baik yang didukung dan dipersiapkan dengan baik oleh Universitas Tangerang Raya. Untuk penelitian ini, kami memberikan rekomendasi permasalahan yang muncul selama perkuliahan, agar keluaran dari kebijakan pembelajaran jarak jauh melalui Zoom online atau Google Meet adalah kualitas pembelajaran tetap terjaga, bahkan kualitasnya ditingkatkan kualitasnya bagi seluruh SDM yang terlibat di dalamnya. pembelajaran jarak jauh online ini. Kelemahan pemahaman siswa dikarenakan keterbatasan media Zoom online, siswa diberikan tugas individu. Diharapkan perkuliahan manajerial dapat meningkatkan kualitas perkuliahan bahasa Inggris yang unggul.

Kata kunci: implementasi kebijakan, Mata Pelajaran Umum, Bahasa Inggris, belajar mandiri kampus mandiri, Pembelajaran Jarak Jauh

The period of the Covid 19 Pandemic transitioning to the Covid 19 endemic became a touchstone for General English courses at the Greater Tangerang University with programs through distance learning (PJJ) with online Zoom webinar media, google Meet. The Indonesian Minister of Education and Culture issued Circular Number 4 of 2020 concerning the Implementation of Education in the Emergency Period of Coronavirus Disease (Covid-19), in this regulation, the Ministry of Education and Culture instructs that teaching and learning activities be carried out online, namely distance learning (PJJ). This policy was issued as an effort to save students, educators, and parents (Saleh, 2020).

Trend Revolution enters Industry 5.0 based on the main need in achieving mastery of integrated literacy and numeracy materials. On mastery by maximizing the creation of a

breakthrough in the field of education, one of which is the Merdeka Learning program - Merdeka Campus. This program is expected to be able to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation who are superior, moral, and ethical (Suhartoyo et al., 2020).

Freedom to learn along with the essence that students will later have freedom in thinking both individually and in groups so that in the future it can give birth to students who are superior, critical, creative, collaborative, innovative, and participatory. The hope is that with the independent learning program, there will be increased involvement of students in learning. (Siregar et al., 2020).

Mastery of English is important in the development of scientific works, in the publication of scientific papers research results often use English. Therefore, at the University of Tangerang Raya, English is a subject that must be followed by all new students in various study programs.

English is very important for students to support lecture programs and achieve the vision and mission goals of the University of Tangerang Raya to produce graduates who are competitive nationally and globally.

Formulation of the problem

From identifying and limiting problems, it can be found that the problems formulated in this research are how the Government responds to the challenges of globalization trends through the implementation of the Freedom to Learn Policy - Independent Campus with Distance Learning via online Zoom. The Distance Program lecture policy through online Zoom in its implementation is a comprehensive and measurable process of implementing the Merdeka Learning – Independent Campus policy in order to achieve a goal that is agreed upon by the policy actors.

Restricting the problem

Based on the background of the problem and identification of the problem of lectures in general English courses, this research is limited to the agenda-setting component (Fasmadhy 08: 2022), namely: a) The Public Setting Agenda related to the definition of public issues on the difficulties of online zoom class employee class students in receiving English General Course lectures, b) *Agenda Setting*. Media related to data information and the lecture process

for general English courses, c) Agenda Setting Process relates to the relationship between student public opinion in the lecture process for general English courses, and d) The Policy Setting Agenda relates to the relationship between public opinion on elite policies, decisions and actions of Lecturers of General English Courses for students at the University of Tangerang Raya

Research purposes

The purpose of this research is to analyze how the implementation of the Merdeka Learning – Merdeka Campus policy is implemented in General English courses through online Zoom distance learning, this Google Meet is held at the University of Tangerang Raya.

The achievement that the government wants through the Ministry of Education and Culture in terms of implementing online lectures is so that students can continue to obtain their rights in seeking and developing knowledge. In addition, the implementation of the policy is an action toward achieving an agreed goal. This is an action to change a decision into an operational pattern and to achieve a previously agreed change (Mulyadi, 2015: 12).

In the implementation of online lectures at the University of Tangerang Raya, it is obliged to provide excellent service to students with the premise that the policy-setting agenda is carried out by the University of Tangerang Raya through the role of policy actors of Lecturers and Educators (Fasmadhy, 08: 2022). This is an effort by the government in carrying out its main task, namely providing public services to the community (Suharno, 2013: 169).

Practical significance

For Researchers

This research enriches the perspective on the problem of lectures in general English courses. This research, it can be a reference for further research to find out and conduct further deepening of the Independent Learning Policy - Independent Campus in general English course lectures.

For Government

It is possible for the Government to follow up on research results to be used as policy formulation for the implementation of the Free Learning – Independent Campus policy, thereby providing benefits for increasing general lectures, especially general English courses.

For Greater Tangerang University

For the University of Tangerang Raya, lecturers, and teaching staff, the results of this study are useful for considering improving the quality of lectures in general, especially in general English courses.

For Students/Society

The results of the research are used to give students of the University of Tangerang Raya an insight into English.

For Other Evaluators

The results of this study serve as references for reference in the literature for other researchers to input the agenda-setting for lecture policies.

Literature Review and Thinking Framework

Literature review

Agenda Setting Theory

Agenda setting is a process of public opinion that is formed on an issue that becomes an important issue for the wider community, including for the government. Then the formation of public opinion will encourage the birth of a public policy.

According to Anderson, the process of preparing a policy agenda (Joko Widodo. Public Policy Analysis. Bayumedia: Malang. 2009: p. 53) successively consists of the following stages including private problems, public problems, issues, systemic agenda, and institutional agenda described as follows:

a. *Personal problems / Person problems,* the preparation of the policy agenda begins with a problem that arises in the community, but the problem is interpreted as a personal problem or does not have a broad impact on society, personal problems themselves are defined as a problem that has limited consequences or only involves one or a small number of people who are directly involved.

b. *Public Problems/Public problems,* when the problems that exist in society, which at first were only private problems, continue to roll and involve many people, then the next stage of these private problems turns into public problems. Public problems are defined as problems that have broad consequences, including consequences that affect the people who are indirectly involved.

c. *Public Issues,* when problems in society become public problems/public problems, then

they enter the issue stage, issues are defined as public problems that conflict with each other, and there is already a conflict. Issues as differences of opinion in society about perceptions and solutions to a public problem.

d. *Systemic agenda*, by definition is all issues that are generally felt by members of the political community that deserve public attention and these issues are indeed within the jurisdiction of government authority.

e. *Institutional agenda/Institutional agenda,* defined as a series of problems that explicitly require active and serious considerations from legitimate decision makers/authorities.

Agenda setting stimulates alternative policies and determines policies. Policy actors also influence every public policy that will be formulated. Agenda setting is done through three stages: a) *Perception that is built on stakeholders* when public issues become public issues, b) problem boundaries are narrowed, and c) *third* pushing public issues into the policy agenda through policy formulation. This effort is part of the agenda-setting of policy actors in influencing public policy.

According to John W. Kingdon's Agenda Setting Theory, problems are in society and are the focus of government attention (Kingdon, 1984). It started with a public issue that became a problem. There are two aspects to the Agenda Setting Theory, (first) the participant/actor aspect and (second) the process aspect. In the process aspect, there are three currents, namely:

a. Trouble stream. In the Problem Stream (Problem Stream) is based on the perception of problems according to public problems where government action is needed so that there are government efforts to deal with problems that have become public issues.

b. Policy stream. Policy streams refer to solutions that researchers, policy communities, and experts provide in order to respond to problems. In this process, public problems have begun to move into institutional problems and the policy process will begin to enter the policy agenda.

c. Political currents (political stream) in the agenda-setting process. The Political Stream consists of many factors, such as changes in national political conditions, changes in public administration, the majority of political parties in parliament, rotation of officials, as well as power sharing and public response.

According to McCombs and Donald Shaw's Agenda setting theory, what is considered important for the media is also considered important by the public, therefore if the mass

media pays attention to certain news and ignores others, it has an influence on public opinion. Agenda-setting theory assumes that people will learn about what issues, are and how these issues are arranged based on their level of importance (Effendy, 2001).

In the process, Agenda Setting can be divided into three sub-areas; media agenda, public agenda, and policy agenda. The Public Agenda is a sub-area that tries to understand how public opinion is influenced by mass media content. Meanwhile, the media setting agenda itself is a study that emphasizes media content related to the definition of issues, the selection and the emphasis made by the media. The Policy Agenda is related to the relationship between public opinion on elite policies, decisions, and actions (Rogers and Dearing, 1988: 566).

Agenda Setting Levels

First rate, The use of the first level by researchers on how the use of media is studied, to the achievement of goals that can create media for people and industries the thoughts that people have regarding exposure to the information provided.

The second level, the use of the second level, focus is directed on how people should start changing strategies by thinking about priority scale policy issues to be directed at policy formulation. The role of agenda setting is to attract the magnetic field of attention, as well as to plant thoughts in the contemplative space of the mind to think about how to manage several priority issues. Then it becomes the media stage turning certain ordinary issues into extraordinary ones.

Stages in policy will involve several related actors and have different interests in the policy process. There are 4 factors that become stages and need attention so that public problems can become serious attention from the policy agenda as follows (Jones, 1996): a) aroblem definition agenda: in this phase, public problems are formulated and receive serious attention from policymakers because they relate to the interests of the community, b) agenda proposal: in this phase, public problems have reached the level of being proposed to become public policies so that there is a shift from formulating public policies to solving problems, c) Gaining agenda: in this phase, various kinds of policy proposals are offered to gain active and serious support from various elements of society, and d) continuing agenda: in this phase, a problem is discussed and assessed continuously (tied with social changes that occur continuously as well) until this agenda is declared failed or succeeded in becoming a public

policy.

There are several criteria for issues that can be used as a public policy agenda (Kimber, 1974; Salesbury, 1976; Sandbach, 1980; Hogwood and Gunn, 1986), namely: a) Has reached a certain tipping point if neglected, b) would be a serious threat, c) Having reached a certain level of particularity has a dramatic effect, d) Concerning certain emotions from the point of view of the interests of the people (humanity) and getting support from the mass media, e) Reaching a very broad impact, f) Questioning power and legitimacy in society, and g) Concerning a fashionable issue (difficult to explain, but easy to feel its presence).

Deddi Fasmadhy's Agenda-Setting Theory

The public setting agenda is related to public issues that become public problems. According to the public issues found to be able to solve the problems of the citizens with agenda setting, according to Deddi Fasmadhy's agenda setting theory; "outsider making a public policy with setting agenda, and the other the setting agenda outsider will government recommended for their public policy formulation".

Agenda Setting Process Deddi Fasmadhy

The agenda-setting process is the handling of public issues that become public problems gradually starting from the public setting agenda, media setting agenda, process setting agenda to downstream policy setting agendas. According to Deddi Fasmadhy, the agenda-setting process includes values, dialogue, agreements, and interrelated social structures.

Score. Value is one of the important factors in the agenda-setting process. According to Deddi Fasmadhy, social values are the basis for among others: intellectual values, personal and physical values, work values, adjustment values, social values, beauty values, and recreational values. Values become the agenda-setting process skills in an effective and measurable manner.

Dialog. Dialogue is concerned with how the dialogue is carried out by the public on the subject, then there is feedback on attitudes and public responses. Clarity of dialogue in the agenda-setting process on the subject, including the delivery of information on the subject of discussion of policy actors.

Deal. The agreement according to Deddi Fasmadhy is a characteristic of policy actors on public issues in making recommendations from public issues into an agreement by deliberation to reach consensus through the stages of negotiation and mediation between the parties. The agreement determines the success of the deliberation with the stages of negotiation and mediation. If the public and policy actors have a good agreement, they can conclude public problems on the policy-setting agenda. This agreement is one of the main roles in the downstream policy-setting agenda. The conclusion is that the actors of non-formal institutions must be committed and understand and have a measurable and comprehensive perspective related to the policy-setting agenda.

Social Structure. According to Deddi Fasmadhy, social structure is an important factor in the agenda-setting process. Structure social on the order of rules/norms that apply in creating social order in society and minimizing the occurrence of social. The social structure describes how each policy actor has a different function and class. The differences in functions and roles did not score high or low in other groups. On the contrary, the grouping accommodates that every human being has its own advantages and disadvantages, and fellow human beings must complement each other and work hand in hand with one another so that all the necessities of life can be fulfilled properly. The social structure principally provides a citizen's perspective in conditioning, and coordinating the collectivity of citizens in achieving results.

Policy Setting Agenda

The policy-setting agenda carried out by policy actors includes several activities, starting from policy socialization, media-setting agendas for both internal and external media, and process-setting agendas.

Framework of thinking

The researcher's explanation in the State of Art in this study is what kind of policy-setting agenda can be carried out by lecturers and teaching staff in public English lectures. The policy-setting agenda mechanism that can be carried out by lecturers and educators in general English lectures can be measured by students at the University of Tangerang Raya.

Policy issues are significantly formulated in the study of the agenda-setting policy process for general English courses. The final stage is the policy-setting agenda by policy

actors Lecturers and Educators of the Academic Bureau and student services at the University of Tangerang Raya. According to the researchers, there are two different types of policy stages, non-formal and formal. The first stage is the general formulation of public issues through a process to be determined as an alternative non-formal policy. Next is the stage of policy making from the policy-setting agenda to policy formulation, this policy formulation is carried out by the formal government, and public institutions.

Research methods

This research uses a qualitative approach that is descriptive about the Setting Agenda for Lecture Policy for General English Courses in the Freedom of Learning Policy - Independent Campus Distance Learning (PJJ) method via online Zoom or Google Meet at MKU English at the University of Tangerang Raya.

In qualitative research, in addition to only library data, a literature study can reveal real data that occurs in the field, as well as emphasize the natural nature of the phenomena that occur (Fraenkel and Wallen, 1993).

This study uses the theory of agenda setting Public, Media, Policy Deddi Fasmadhy (08:2022) which was developed to include: Public Setting Agenda, Media Setting Agenda, and Policy Setting Agenda relating to the relationship between student opinions on the Free Learning – Independent Campus policy, decisions and action. The PMPK agenda-setting model (Public, Media, Policy) is Deddi Fasmadhy's agenda-setting model that the researchers developed.

Discussion

The challenge of the Independent Learning policy - Merdeka Campus during the transition from the Covid 19 Pandemic to the Covid 19 endemic with Distance Learning (PJJ) via online Zoom or Google Meet at the Greater Tangerang University is a policy pattern in the implementation of online lectures, a distance learning policy setting agenda is needed (PJJ) in a measurable and effective manner. According to Fasmadhy (08: 2022) in the PMK agenda-setting theory (Public, Media, and Policy) an agenda-setting process refers to the following four variables, namely values, dialogue, agreement, and social structure. For this reason, the agenda-setting process in developing teaching materials in English General Course (MKU) lectures can run effectively, and efficiently.

Optimization by measuring the effectiveness and efficiency of the agenda setting of the learning process, one of the factors that influence it is teaching materials. Teaching materials become a value in Deddi Fasmadhy's comprehensive theory, namely teaching materials that are in accordance with the fulfillment of student needs. The development of science and technology becomes a value in Deddi Fasmadhy's theory which influences the mindset of students to become an impact on teaching MKU English. This is a student need for teaching given by MKU English lecturers, in this case, related to the agreement on the Agenda setting for Deddi Fasmadhy's process aligned with the provision of teaching materials.

The need that is used as a benchmark in the development of teaching materials is an agreement on the Agenda Setting Process of Deddi Fasmadhy with consideration of topics that are suitable for teaching materials in the context of student teaching, skills according to student needs, even on the type of text according to student needs, especially in general English courses.

The development of MKU English teaching materials is an agreement made by lecturers in learning MKU English so that it is effective, efficient, and comprehensive to the needs of students. The purpose of developing teaching materials to achieve the readiness of learning values in accordance with the context is the application of Deddi Fasmadhy's Process Setting Agenda.

The Topic Becomes the Value of the Agenda-Setting Process Deddi Fasmadhy

The topic aspect of developing teaching materials by MKU English lecturers is a medium of agreement on the agenda-setting process of Deddi Fasmadhy in learning MKU English. Topic teaching materials help students understand the learning process. Zulkifli and Royes (2017: 124) add that the topic is the first step in developing teaching materials. Based on a predetermined topic, the developer of teaching materials can identify the themes, issues, theories, principles, and core procedures described (Hamid, 2008, p. 119).

In content-based teaching, the lecturer plays an important role in determining the topic of each teaching material. Teaching materials that put forward the topic as an agreement on Deddi Fasmadhy's Process Setting Agenda in the situations and conditions of the diversity of students at MKU English which incidentally come from various study programs at the University of Tangerang Raya.

Students' reading skills become a value in Deddi Fasmadhy's Agenda Setting Process

Reading skills are a value in Fasmadhy's Agenda Setting Process which must become a culture for students. Slavin (2007: 163) also argues that if there is no reading process in teaching, then the teaching is not comprehensive. In Deddi Fasmadhy's Agenda Setting Process, broad knowledge and insight become the value of students from what they read and understand as modalities in scientific and comprehensive thinking.

According to Setyaningtyas (2017: 71) which says that high-class readers such as students are required to not only read but also how improve the brain's ability to process the meaning written in what is read. Therefore, students must be provided with how to improve their reading comprehension skills.

Argumentative text on reading comprehension skills becomes the value of the agenda-setting process Deddi Fasmadhy

Students have the ability to criticize what they see, hear, read, and feel from a cognitive perspective. Presumably, it needs to be optimized as a way to improve students' critical abilities through text reading resources on the ability to invite them to give opinions, according to facts, and data on the Agenda Setting Process of Deddi Fasmadhy.

Policy Setting Agenda

Policy setting agenda for MKU English courses at the Merdeka Learning - Merdeka Campus policy at the University of Tangerang Raya with an internal media setting agenda approach at the University of Tangerang Raya. At the pre-implementation stage, socialization was carried out through a lecture contract assisted by the class administrator of the Law study program. The agenda for setting policy for MKU English courses is carried out based on an agreement with students, assisted by educators. At the stage of implementing the lectures, it includes several activities, namely socialization of lecture contracts, agenda setting of internal media in the form of massive online Zoom videos with English text to two-way dialogue using English text according to Deddi Fasmadhy's Agenda Setting Process.

MKU English Lecture Implementation Activities

Stages of the policy setting agenda for MKU English lectures in PJJ Zoom Online to achieve goals properly. Support for this policy-setting agenda is through educators who assist lecturers and students in this case providing learning facilities and media for the smooth running of the MKU English lecture process.

The first stage starts with the socialization of the Lecture Contract

The first socialization was carried out by the teaching staff, the overall socialization was carried out by MKU English lecturers for students with lecture contracts that would last up to one semester.

The process of socializing the MKU English lecture contract by lecturers and educators carried out a thorough socialization of lectures to students.

In the second stage, starting from student membership in the lecture WhatsApp group

The process of student and lecturer membership in the lecture WhatsApp group is carried out to maintain agreements related to lectures. The registration process is carried out via the WhatsApp group lecture.

In the third stage, starting from the lecture process report

Lecture reports are socialized on the lecture Whatsapp group. The next lecture is reporting on the lecture process by class administrators and teaching staff. The report is in the form of proof of student data or documents that have been received as proof of accountability to class administrators and the University of Tangerang Raya academic bureau.

Based on the information from the informants, the researchers considered that the PJJ Zoom online lecture process had been carried out the process in accordance with the stages determined by the lecturers assisted by the teaching staff, although it was not free from various obstacles and challenges.

Obstacles to Freedom of Learning Policy – Merdeka Campus in English MKU lectures

In the process carried out on the success of MKU English lectures, problems can be identified as obstacles and challenges that will be faced by policy actors in the field of Education in the future. The flow of problems that will become obstacles to MKU's online PJJ Zoom lectures, namely: a) Signal network constraints on student devices due to living in remote areas, and b) Lecture time is less than optimal because online PJJ Zoom class students are on average working, when lectures are held students are working while working.

While the obstacles that are also a challenge are some students who actively carry out assignments based on assumptions without critical theory. In addition, the challenges of implementing the agenda-setting policy for MKU English lectures in PJJ Zoom online are also faced by lecturers, namely: a) students who underestimate lectures often do not attend, and b) *students* not yet motivated to learn because of the student's perspective that he is

studying only to pursue a degree.

Furthermore, the obstacles for students, lecturers, and educators are the limited ability of Informatics Technology (IT) media to the limited internet quota during online PJJ Zoom lectures during the transition from the Covid-19 pandemic to endemic Covid 19. Meanwhile, the challenge for lecturers, teaching staff, and students is to improve the accreditation of the University of Tangerang to produce competence. The conclusion on this policy-setting agenda is that the policy actors, lecturers, teaching staff, and students at MKU English lectures, have identified problems related to the schedule and mechanism to be determined.

Advantages of the MKU English Lecture Policy Agenda-Setting

The policy setting agenda for MKU English Lectures through PJJ Zoom online is on objectives with measurements, interpretations, and achievements in MKU English lectures to be a conclusion on the effectiveness and efficiency of lectures.

The agenda for setting MKU English lecture policies for the purpose of achieving public values is identified based on policy principles, namely objective, transparent, accountable, fair or non-discriminatory. Here's the explanation: Objective principle; The MKU English lecture process is based on predetermined rules, namely: lecture contracts. In the MKU English lecture process, it will be in accordance with objective principles, meaning that it will be held based on the rules stipulated in the lecture contract.

The principle of transparency; The socialization will be carried out as a reinforcement of information regarding MKU English lectures. The principle of transparency is pursued according to the provisions and runs according to the principle of transparency, meaning that information is disclosed according to the policy-setting agenda and is published openly, and can be known by students.

Accountable principle; after the MKU lecture process ends the lecturer and teaching staff will collect data on the development of student competency skills in English.

The principle of fairness or non-discrimination; Students who get marks from the final results of MKU English lectures as a graduation requirement. The proof can be seen in the attached list of students in working on individual, group, midterm and final semester exams. The agenda for setting the MKU English Lecture Policy is in accordance with the policy principles, namely being objective, transparent, accountable, and fair or non-discriminatory,

although it has not yet achieved the policy goal, namely the equal distribution of competence in English language skills.

Eligibility Identification

In documenting data and facts through interviews with related multi-stakeholders regarding the policy-setting agenda for the English MKU lectures based on the Merdeka Learning - Merdeka Campus policy, evaluation will continue based on the objectives of the Merdeka Learning - Merdeka Campus policy at the University of Tangerang Raya, namely the massive equal distribution of English language education.

Conclusion

English General Course is a compulsory subject that must be taken by new students in various study programs at the University of Tangerang Raya. The MKU English Policy in the Merdeka Belajara Program – Merdeka Campus at the University of Tangerang Raya provides debriefing for students on how to understand and have spoken and written English skills as a goal in online distance learning (PJJ) via Zoom or Google Meet. In terms of topics, types of texts, skills, and components of English for teaching MKU English, the implementation of policies in the independent learning program – independent campus at the University of Tangerang Raya.

This is the initial foundation for formulating teaching materials that are needed to become campus policies in the agenda-setting process by lecturers who teach MKU English at the University of Tangerang Raya. Identification of the problem of the need for MKU English teaching materials can be developed on the agenda-setting process by students taking MKU English courses. In addition, this online distance learning policy setting agenda (PJJ) is expected to contribute to lecturers in developing English MKU teaching materials according to the needs of policy stakeholders in the field of education in general, especially English MKU lectures.

Policy Recommendations

1. For the manager of the Tangerang Raya University campus, institutional strengthening fosters students to be willing to carry out their obligations to the achievement of public values with policy actors at the end of the semester final exam. The policy of equal distribution of MKU English lectures is by socializing lecture contracts and empowering

scientific research papers using English text in a plenary manner.

2. For educators: Service to students is improved with updated information on the lecture process until the end of the MKU English course.

3. For students: continuous improvement of service to students in order to achieve excellent service to students. Students with weaknesses in the online Zoom media can be helped by policy actors for teaching staff with lecture content that can be accessed on Youtube, Instagram, or Twitter regarding the public services of the University of Tangerang Raya.

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