

Students Pedagogical Competencies in Teaching Assistant Programs and Its Impact on Reinforcement of Learning in Partner Schools

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Abstract: Merdeka Belajar Kampus Merdeka (MBKM) Program as launched by the Ministry of Education and Culture, Research and Technology, has had a tremendous impact on the qualitative development of education in Indonesia. As a form of support for the MBKM program, the Geography Education Study Program, Universitas Muhammadiyah Purwokerto (UMP) held a Teaching Assistance program with partners from 3 public and private schools in Banyumas Regency. This program was attended by 19 students. The results of this Teaching Assistance program, students have pedagogical competence with an average value of 88.22. The competencies achieved include lesson planning, learning implementation, attitudes, and non-teaching activities. This activity not only has an impact on increasing the strengthening of learning in partner schools, but also has an impact on changes in the physical environment, culture, and school administration. The Teaching Assistance program needs to be continued because there are benefits that are felt by partner schools, although there are improvements that need to be made, namely this activity should be carried out in its entirety and it is necessary to provide students with basic knowledge about learning and administration.

Keywords: Teaching Assistance, pedagogical competence, impact, partner schools, reinforcement of learning.

I. INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is held in order to prepare students for social, cultural, work, and rapid technological advances. Student competencies must be prepared to be more responsive to the needs of the times [1]. The MBKM policy is expected to be the answer to these demands. Kampus Merdeka is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students. Referring to this, the solution provided by the organizers, in this case, the Geography Education Study Program of Universitas Muhammadiyah Purwokerto (UMP), is to conduct a research study to find out how the impact of the implementation of the MBKM learning program on student competence. In addition, this study also intends to determine the effect of the MBKM program in strengthening learning in partner schools.

The MBKM program has been implemented in various parts of Indonesia as reported by [2], [3], [4]. However, there

are still many things that need to be improved as a result of the evaluation of the implementation of this MBKM. For example, in Aceh, the implementation of the MBKM program had several problems, including 1) the process of adapting the IQF curriculum to the Independent Learning Campus program; 2) partner campuses are still limited; 3) cooperation between private universities in Aceh with outside parties, both companies, state and regional owned enterprises, and even the government is still very limited; 4) fund management by foundations that have not budgeted funds for MBKM, and 5) the quality and productivity of human resources for lecturers and students [5]. Nevertheless, the existence of the MBKM program is a challenge for universities and students to express themselves and improve academic quality. This is because students will take different learning environments, ways of learning, learning methods, and learning motivations. All of these factors will affect student learning achievement and ultimately affect the success of education [6].

The Geography Education Study Program at the University of Muhammadiyah Purwokerto has implemented the MBKM Program starting in the 2021-2022 academic year as a realization of a government program [1]. Several forms of MBKM learning activities in the UMP Geography Education Study Program are Teaching Assistance in Education Units, student exchanges, and internships/work practices. In addition, several Geography Education Study Program students have also participated in the Teaching Campus Program organized by the Ministry of Education and Culture in 2021 with locations spread across various schools in Banyumas, Purbalingga, Banjarnegara, Cilacap, Kebumen, Banjar Patroman, and Karawang regencies. The MBKM learning program certainly has a positive impact, both on student competence and on partner satisfaction, and strengthening learning in partner schools where MBKM activities are carried out.

In this paper, the MBKM program discussed is the Teaching Assistance program. Assistance is an activity to assist (help someone in their professional duties) [7]. The purpose of holding this Teaching Assistance program is to provide opportunities for students to get learning experiences outside of campus so that they can improve their

competencies, especially pedagogical competencies. The competencies possessed by students participating in Teaching Assistance certainly have an impact on partner schools. Impact according to the KBBI is a strong influence that has both positive and negative consequences. To find out the impact of a treatment on an object, it is necessary to conduct a scientific study so that the results of the study can be accounted for. Therefore, this study aims to describe how the pedagogical competence of students participating in the Teaching Assistance program and the program's impact in particular on strengthening learning in partner schools.

II. METHOD

This study used a survey method with a qualitative descriptive approach. This research was carried out for 1 odd semester in the 2021-2022 academic year and is located on the Universitas Muhammadiyah Purwokerto campus and in several schools as MBKM program partners, especially Teaching Assistance.

The sample of this study was all students of the Geography Education Study Program who took part in the Teaching Assistance Program in schools, totaling 19 students. Meanwhile, the variable used in this research is the pedagogical competence of the Geography Education Study Program students, which includes aspects of learning planning, implementation of learning and aspects of attitudes, as well as the impact experienced by partner schools.

Research data were collected using interview techniques, giving questionnaires, and documentation. Data analysis was carried out using quantitative and qualitative descriptive analysis to describe the pedagogical competence of Geography Education Study Program students and their impact in supporting learning strengthening.

III. RESULTS AND DISCUSSION

The teaching assistance program was held with 3 partner schools in Banyumas Regency, namely SMA Negeri 3 Purwokerto, SMA Muhammadiyah 1 Purwokerto, and SMA Muhammadiyah Zam-Zam Cilongok. Students who take part in the Teaching Assistance program carry out their assistance activities following the signs of pedagogical competence, namely competence in planning learning, implementing learning, and in acting. In addition to these three domains, students also carry out non-teaching activities, namely administrative activities.

Overall, based on the data collected through questionnaires, interviews, and documentation, it can be described as follows.

A. Students Competence

Student competencies after participating in the Teaching Assistance program consist of four components, namely learning planning, learning implementation, and attitudes which are pedagogical competencies with direct activities in the learning process, as well as non-teaching competencies

where students carry out administrative activities at school. The following is a description of these competencies as presented in Fig. 1 – 4.

Fig.1 Description of student competence in lesson planning



Fig. 2 Description of student competence in the implementation of learning

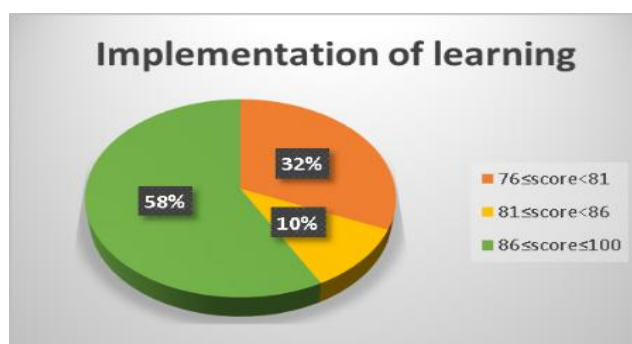


Fig. 3 Description of student attitude competence

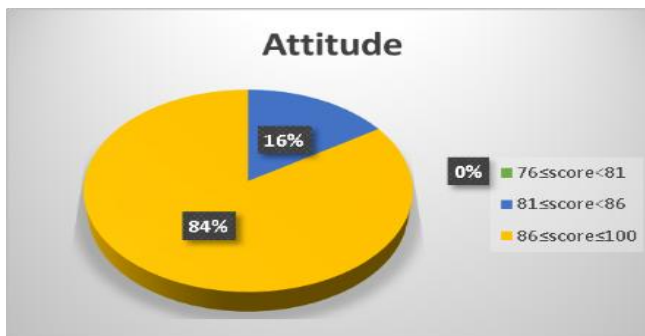
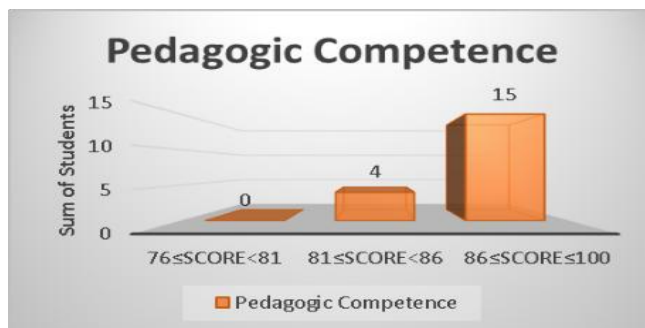


Fig. 4 Description of student pedagogic competence

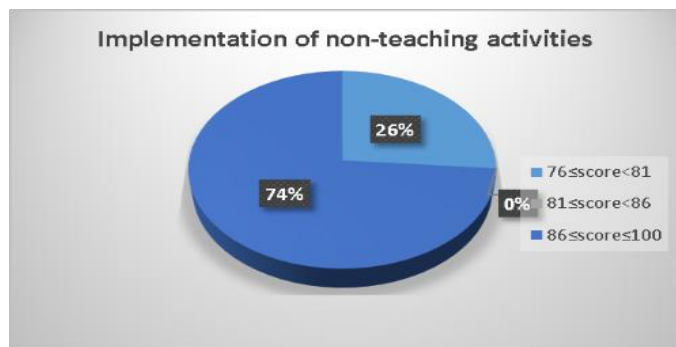


It can be seen in Fig. 1-3 that the competence of students who take part in the Teaching Assistance program has a very satisfactory level of competence which is indicated by the

achievement of an A score ($86 \leq \text{score} \leq 100$) of more than 50%. The distribution of values based on this score is based on the academic regulations at the University of Muhammadiyah Purwokerto [8]. In general, the pedagogical competence of students with direct involvement in learning as shown in Fig. 4, that there are no students (0%) who get a score of < 81 , 4 students (21.05%) with an achievement score of < 86 , and other 15 students (78.95 %) get a score of ≥ 86 . It shows that most students have very satisfactory pedagogical competencies with an average value of 88.22.

In addition to the three competencies possessed by students who are directly involved in the learning process as already mentioned, students must also have non-teaching competencies as a form of perfection even though they are owned by an educator. An overview of the competencies in non-teaching activities of students is shown in Fig. 5.

Fig. 5 Description of student competence in non-teaching activities



It can be seen in Fig. 5 that students who take part in the Teaching Assistance program have good experience in school administration under the guidance of a civil servant teacher, namely the teacher who accompanies students in carrying out Teaching Assistance activities at school.

B. Impact on Learning Reinforcement

The following are some of the impacts of the Teaching Assistance program on strengthening learning in schools, as stated by partner schools:

- improving the quality of learning in schools by doing creativity and innovation in the learning process carried out by teachers. This statement was conveyed by 80% of teachers from partner schools who were directly involved in this program;
- teaching and learning activities went well because there were no free hours. The purpose of this statement is that the lesson hours are used effectively so that there are no more vacancies in the lessons that had previously and often occurred for various reasons.

Besides, to the impact on strengthening learning in schools, other impacts felt by partner schools are the impact on changes in the school's physical environment, changes in school culture, and school administration. The impact on changes in the school's physical environment is marked by the

school environment being clean and tidy and the implementation of health protocols getting better. Meanwhile, the impact on changes in school culture is shown by the atmosphere of the school and learning activities being more enjoyable and the awareness of teachers and students about the importance of learning is increasing. In terms of school administration, the Teaching Assistance program has an impact on a faster score recording process. However, there is an obstacle in this non-teaching activity, namely: there are still many academic activities or lectures on campus so that administration in schools is not well understood. This obstacle was also reported by [5]. In line with what was stated by [9], based on the results of interviews with partner schools, this program is very useful and needs to be continued with several improvements, namely:

- the full implementation of teaching assistance that is not disturbed by other activities on campus;
- students need to be equipped with basic knowledge about learning and learning administration.

IV. CONCLUSION

With the Teaching Assistance program for students in several schools, the conclusions obtained are:

- the pedagogical competence of students is very satisfactory with an average score of 88.22 with an A grade and provides an experience for students to study outside the campus;
- there is strengthening of learning in partner schools, changes in the physical environment of schools, changes in school culture, and school administration.

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