

TEACHERS' PERSPECTIVE ON TEACHING ASSISTANCE PROGRAM OF MERDEKA BELAJAR KAMPUS MERDEKA AT SMKN 1 TIDORE

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ABSTRACT

This research aims to explore and analyse teachers' perspectives on the teaching assistance program of *Merdeka Belajar - Kampus Merdeka* at SMK Negeri 1 Tidore Kepulauan. The research used qualitative method with questionnaire as the primer data and interview as the secondary data. The researcher selected three English teachers at SMKN 1 Tidore Kepulauan to involve in this research as a respondent. As a result, Teaching assistants in the MBKM program, supports school teachers with their English lessons. In addition, teaching assistants can adapt to the school and class environment and student behaviour within the class. When a manager gives him an opinion, he supports it. Second, teaching assistants also use learning media that appeal to the classroom, such as electronic media that are highly relevant today. In addition, we use several teaching strategies that can increase students' interest in learning and solve classroom teaching problems. They usually use games to boost the mood of their students while learning English. Finally, in order to grasp the student's learning progress, the teaching assistant will administer the test as an evaluation form and the test result will be evaluated by the teaching assistant. Therefore, the deficiencies in their teaching to students can be identified.

Keywords: MBKM-Assistance Program, Teachers' Perspective, Teaching English

INTRODUCTION

Teaching assistance in education units is a form of collaborative learning activities carried out by students under the guidance of teachers and supervisors in formal education units. Teaching activities in this education unit are carried out for 1-2 semesters (equivalent to 20-40 credits). The internship students may choose the schools in the home area or disadvantaged, frontier, and outermost areas (3T) in their hometown (Kemendikbud, 2022).

In addition, this program help teacher in preparing all needs of teaching in the class, such as mastery of teaching materials, management of learning programs, management of classes, use of media, management of evaluation results, and other supporting facilities. Furthermore, the teaching assistant program has two purposes such as providing opportunities for students' university who have an interest in the field of education to participate in learning and deepening their knowledge by becoming a teacher assistant at school and helping increase the distribution of education quality and the relevance of primary and secondary education to higher education according to the development of science and technology (Kemendikbud, 2022).

Furthermore, the reason why the government provided this program is because of preparing graduates who are tough, relevant to the needs of the times, and ready to become leaders with a high national spirit. Merdeka Learning Merdeka Campus is an effort by universities to provide opportunities for students to be able to expand and improve their insights and competencies in the real world according to their talents, interests, and desires. Then, the teaching assistant program was launched in 2021 to assist the school in filling the class, through this program also, students are more interested to advance the quality of education in Indonesia because they will teach at remote schools which lack learning facilities and teachers.

There are many beneath the teaching assistant program, that are supported by the research, commonly this program did at the elementary level, secondary, and high school levels, and there are some effects of this program related to the quality of learning at schools. For instance; Restiningtyas, etc. (2022) showed the teaching assistant program provides new changes for learning, there is an increase in children as long as teaching assistants are involved in the learning process, and the impact

it has is the difference in teacher parenting patterns with Teaching assistants. Therefore, this program creates a lot of beneath which can be impacted teachers, schools, students, and others relevant.

Furthermore, based on my observation during PPL at SMKN 1 Tidore Kepulauan, there are some issues regarding teaching at the schools, such as teaching assistant find a challenge in terms of adapting school environment and students' behaviour. They also look stiff in teaching English such as the using strategy of teaching, the supervisor needs that teaching assistant to explore more about the strategies.

Those problems above, the researcher inspires to conduct the study entitles "The teachers' perspective on MBKM teaching assistant program at SMK Negeri 1 Tidore Kepulauan. Although there are some studies relevant to this study, The strongest reason for conducting this research, is because of commonly those research investigated primary, secondary, and senior high schools, but this research will analyse teachers' perspectives on this program at vocational high schools, it can become interesting to know their argument on that program, it can be evaluated for the school to adapt the method, strategy, and others supporting learning which conducted by the students' university as internship participant.

RESEARCH METHOD

This research uses qualitative approach as a method of the research, according to Murdiyanto (2020) qualitative research is a type of research that produces findings that cannot be achieved by using statistical procedures or by other means of quantification. Furthermore, qualitative research is research that emphasizes understanding of problems in social life based on the conditions of reality or natural settings that are holistic, complex, and detailed. Research that uses an induction approach with the aim of constructing theories or hypotheses through disclosure of facts is research that uses a qualitative paradigm. This qualitative descriptive method aims to obtain in-depth information about the "Teachers' perspective on MBKM Teaching Assistant Program". Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. The researcher needs to know the data collection technique to get the data set (Sugiyono, 2017, p. 224). Conversation was carried out by two parties, namely the interviewer who asked the questions and the interviewee who gave the answers that question (Hardani, etc. 2020:137-138).

The steps for collecting field data begin with the researcher gives a list of questions consisting of 16 statements related to the statement of the problem, then the researcher will choose a half of will ask to obtain data. For the Questionnaire, the researcher prepared a list of statements and questions to be checked by the informants from Strongly disagree, disagree, agree, and strongly agree. Data analysis is systematically searching and compiling data obtained from interviews and field notes so that it can be easily understood and the findings can be informed to others (Sugiyono, 2017: 244). The data analysis model in this study is the Miles and Haberman analysis model, which starts from the data reduction stage, data display, and verification or conclusion.

FINDINGS AND DISCUSSIONS

This chapter discusses about findings of the research from questionnaire and interview, then it continues to discuss all findings and theory that used in chapter two.

Research Findings

This section provides data in questionnaire and interview. Questionnaire is as primer data and interview as the seconder data who supports the first data.

1. Interview

In this section, the researcher explored more detail of teachers' point of view on teaching assistant of MBKM. Here, there are six questions. From three respondents, initial name of respondent 1 is (AN), respondent 2 is (MK), and (RJ) as Respondent 3.

From all teachers, there was a positive impact on teaching assistant of MBKM program in which the school could collaborative with the university in terms of conducting teaching at their school. Moreover, this program is a great opportunity for students' university to create a change in order to explore students' talent and interest in learning. It was stated by:

"The impact of MBKM for teaching assistants is a change in learning because the curriculum is independent of learning, students are given full opportunities to explore learning interests or learning that is carried out through collaboration between facilitators and subject teachers in the form of formal and informal education (MK)".

"The impact that I feel is the positive impact because of the collaboration between teachers and students. This program gives freedom to students in guiding learning (RJ)".

On the other hand, one teacher' perspective this program had not been effective yet since the teacher need a process of adapting the program at school. Additionally, some students who was sitting in first grade mostly very active in certain purpose, therefore, it needs attention from teacher to overcome the problems. It was stated by:

"As for the MBKM itself, especially vocational schools as a whole, it's actually not very effective because the teachers here don't really understand what to do for these students. Because they are rather difficult to direct if no one really understands the students. Then, even though there are guidelines, this program is not yet affective because every month there is P5, so teachers are confused if there is no direct direction on what to do (AN)".

Teacher

In terms of supporting teaching assistant in teaching at classroom, they should pay attention to some teaching aspects such as visibility, accessibility, and distractibility. However, teachers' point of view stated that intern students in that school can be independent in order to look for other aspects which are essential. The aspects are considered by the intern students there based on teacher perspective are that one teaching assistant can use other aspects for example process, activity substantial, technique, and language. On the same side, one teacher said that instinctive aspect needs to be considered by the intern students. It is stated by:

"Overall, in this school, 10th graders are mostly naughty. So, there must be an instinctive approach, because with this approach the students want to do what the teachers ask them to do (AN)."

"Yes, there is. These aspects are process, activity substance, technique, and language. This is considered very important because these aspects must be owned by a teacher, and these aspects are used when describing learning (MK)."

In contrast, one teacher gave their opinion where three aspects above enough for teaching and learning process on MBKM program. It is stated by:

"I don't think so, because those three aspects are sufficient (RJ)."

Every school has their own study plan annually, at this school has annual plan as well, and it was already composed. However, teaching assistant probably can be creative to explore what method used by them related to students need and school. It is stated by:

"Actually, you have to be creative, but you can't be separated from the existing guidelines. Creatively, we know what to do, but if it's too standard with the guidelines, it looks too rigid. So you have to be creative without turning your back on the existing guidelines (AN)."

"You can be creative with your abilities, meaning teaching assistants can develop predetermined programs according to the needs of the school, the needs of students (MK)."

"Because this is contextual, it is returned to the students how to apply the teaching and learning activities that have been studied on campus. (RJ)."

In controlling a class, teachers need an approach in order to know the condition of their students and classroom. Based on teachers' perspective that teaching assistant used psychology, qualitative, quantitative, teaching and learning. Those approaches probably assist teaching assistant in controlling their students. Furthermore, it helped the student to understand the material or lesson since the approach linked them with their real life. It is stated by:

"First, a psychological approach must be taken, seen from the ethics of the students tend not to be good, so teachers must approach emotionally (AN)."

"A curriculum approach that emphasizes qualitative and quantitative approaches (MK)."

"For me, that is the teaching and learning approach, because it helps teachers connect material with the real world of students (RJ)."

Learning media is a crucial aspect which is considered by the teachers since it guides them in teaching process. Teachers conveyed that teaching assistant can use electronic as a learning media. They stated that it would be used if it would be distracting, because in certain situations in which students did not focus on the material, but focused on their gadgets. However, this media is relevant now since students must master the technology. This is stated by:

"Actually, it improves more, but at certain times, sometimes if the teacher doesn't control, students don't focus on learning, so the teacher has to control and guide them while studying, because there is a certain time to play gadgets (AN)."

"In my view, the distraction is due to the gadget itself. However, it is beneficial for the facilitator and students because it can be used but must limit it according to needs (MK)."

"Actually, you have to be wise in its use. If the material requires gadgets as learning media, this is automatically not a distraction (RJ)."

In keeping students' mood in learning, teachers used a game in order to lose students' boredom. At this school, teachers said that teaching assistants can use other alternatives besides a game, for example lecturing, discussion, demonstration, project-based learning. Those strategies or methods are assessed worth it. It is said by:

"Actually, there is, but it's up to the teacher whether he wants to apply a new method or not when pursuing (AN)."

"There is. Namely the lecture, discussion, and demonstration (MK) method."

"It's like a project that helps students to make a product (RJ)."

In evaluating students' progress, teaching assistants used tests as a media evaluation, however there are some activities before conducting a test. This is based on teachers' perspective in the school. The statement is as follows:

"To measure it, it is enough to give them exams, games, or something that can increase their interest in participating in the MBKM program (AN)."

"Must do a pre-test, mid-test, and post-test to find out the progress of students (MK)."

"Must apply a cooperative assessment format, namely diagnosis, core process, and exam (RJ)."

Discussions

This section will discuss the findings above and used some theory which is relevant to the findings.

Mostly the English teachers at SMKN 1 Tidore Kepulauan have teaching experience more than ten years, only one teacher has under five years of teaching experience since she is an honorary teacher. Those experiences help them as a supervisor of teaching assistant of MBKM program, they probably can give an input for intern student in terms of teaching English at classroom. One of them also had master degree, it proves that he has a broaden knowledge related to education field.

Teaching assistants at SMKN 1 Tidore Kepulauan also try their best to teach English, beginning to comprehend the goal of the MBKM program. However, they may become caught up in the program's rules because they already possess the program's supply material. Additionally, teaching assistants participated in all exercises of the teaching preparation according to the direction and plan of the school supervisor. It is supported by Sobri (2020:18) academic activities include the Schooling Field (PLP) I, which is carried out on Campus, consisting of the preparation of two (2) learning tools, the implementation of peer teaching and the attitudes and behaviour of students while carrying out PLP I. It also aligns with Afandi (2022) majority of teaching assistant mastered the concept of the MBKM program, while others understood the term MBKM program from the existing information provided by media.

Teaching assistant also obey with the daily and weekly action plans is prepared in accordance with the school's movement schedule for each academic year and is based on the predetermined topic. Furthermore, the teaching assistant may be resourceful in considering how they may best meet the needs of the students and the school. For example, they may effectively employ teaching tools such whiteboards, electronic media, books, and others to meet the needs of students during the teaching and learning process. Additionally, they carefully arrange places so that students may readily reach them and allow their students to access instructional media.

In addition, learning media is a crucial aspect which is considered by the teachers since it guides them in teaching process. With a cutting-edge technology, they should utilise the using electronic as a learning media, but not all teaching assistant know using technology, and not all lessons used electronic media which support them in teaching. It aligns with the data of Afandi (2022) minority of teaching assistant had not mastered ICT well but they only used ICT for certain purposes such as teaching the MBKM program although with a relatively low understanding. Furthermore, they should carefully pay attention since it will be distracted, because some certain situation in which students did not focus on the material, but focused on their gadgets. It supported by Aprianti, etc. (2022) the use of gadgets is not only used as a means of communication but there are some students who often play gadgets instead of studying.

In addition, learning media is an important aspect that teachers consider when guiding the teaching process. We need to take advantage of the cutting-edge technology and leverage electronic media as a learning media. However, teachers have to be very careful because in certain situations students will be distracted by focusing on the device rather than the material.

However, intern student is familiar with how students behave in class. They can also discretely interject during classroom instruction and learning. As long as the lesson is being taught, teaching assistants can easily transition from one activity to another in the classroom.

To reduce student distraction during the teaching and learning process, teaching assistants have appropriate strategies to help students stay focused in class. These are games, but teaching assistants also used lectures, discussions, demonstrations, and project-based learning in their teaching process. You can see that teaching assistants are still getting suggestions about teaching strategies from the

school supervisor. These strategies are relevant to previous curricula and are still valid today, so they may be used.

Those method probably make the students do not find class dull because intern students can arrange the students' seating in a variety of ways. They most likely prepared all components of the lesson plan, the learning materials, and the appropriate method before beginning the teaching process.

Interns have the ability to create a supportive learning atmosphere, as well as one that is lively and full of innovative learning activities. Intern students can effectively lead the teaching process based on a lesson plan, which enables them to teach methodically. They can apply learning techniques to increase pupils' focus on the subject matter.

In terms of knowing students' progress of studying English, an assessment and evaluation can be given by a teaching assistant depending on the results and development of the students' learning. Furthermore, the test comes from pretest, middle test, and posttest. However, there are some activities like games in order to make the student not tense.

CONCLUSIONS

From the discussion above, there are some conclusions that can be taken from this research, as follow as:

1. Teaching assistant of MBKM program assists teachers at school in terms of teaching English. Furthermore, teaching assistant are able to adjust with school and class environment, and students' behavior in the class. It is supported by their supervisor when giving an input for them.
2. Teaching assistants also use media of learning which appropriate the lessons, such as electronic media in which it is very relevant nowadays. Moreover, they use some strategies of teaching that can boost students' interest in learning, overcome issues of teaching at classroom, they usually use games in order to improve their students' mood in learning English.
3. Last but not least, to know students' progress of learning, teaching assistant use test as a format of assessment, and the result of test will be evaluated by them. Therefore, it can be identified the shortcomings of their teaching to students.

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