



## Impact of Teaching Assistance for Vocational Schools

Tantri Kusuma Dewi\* and Yoto

*Vocational Education, Master of Education, Universitas Negeri Malang, Malang, Jawa Timur, Indonesia*

\*Corresponding author: [tantri.kusuma.2305518@students.um.ac.id](mailto:tantri.kusuma.2305518@students.um.ac.id)

**Abstract.** Freedom of learning is freedom of thought, starting from teacher respecting learning changes in educational institutions in elementary, secondary, and tertiary schools. Teaching assistance is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs launched by the government through the Ministry of Education and Culture. The teaching assistance program can be taken by students who have taken at least 80 credits of courses and get approval from the academic supervisor and head of the study program. This study used the Triangulation interview method conducted at SMKN 2 Jombang. The results of this research are positive and good for SMKN 2 Jombang. This is because students participate in helping with school activities, can help teachers with additional tasks, and can exchange knowledge with teachers. This program not only has an impact on SMKN 2 Jombang, but this teaching assistance activity also has an impact on students. With this activity, students can find out about school conditions and student character and gain experience on how to become a teacher. This experience can be a provision for students to become teachers in the future.

**Keywords:** Teaching assistance, vocational school, MBKM.

### INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a policy designed by the Minister of Education and Culture, Nadiem Makarim. Freedom of learning as freedom of thought starts with teacher respecting learning changes in educational institutions in elementary, secondary, and tertiary schools. Kampus Merdeka has several meanings, namely the autonomy of educational institutions to open or establish new study programs, automatic reaccreditation programs, freedom for State Universities Public Service Agency and Work Units to become Legal Entities State Universities, and granting study rights for three semesters outside the study program (Fuadi, 2022; Aswita, 2022). The research also stated that through the Merdeka Belajar Kampus Merdeka (MBKM) program, students are expected to develop their abilities and competencies, gain experience in social activities, and improve academic and non-academic achievements in higher education. One of the keys to the success of implementing the MBKM curriculum in universities is to strive for a more autonomous and flexible learning process so that it can create an innovative, realistic, varied, and accessible learning environment for students (Baharuddin, 2021). In its implementation, the MBKM program has several learning activities, including student exchanges, humanitarian projects, internships/work practices, entrepreneurial activities, teaching assistance in educational units, independent studies/projects, research/research, and village-building activities or thematic actual work lectures. The research states that the teaching campus program is one of the MBKM programs in partnership with elementary schools affected by the COVID-19 pandemic, which aims to provide students with learning opportunities and opportunities outside the classroom and develop technological innovations for education together with teachers.

The forms of MBKM are student exchanges, internships/work practices in Industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges,

conducting research, conducting entrepreneurial activities, making independent studies/projects, and participating in humanitarian programs (Jenderal et al., 2020). The amount of education in Indonesia is substantial, and there are various problems in formal, non-formal, and informal education units. Students in educational units such as elementary, middle, and high schools carry out learning activities through teaching assistance—schools where teaching practices can be located in cities or remote areas. The MBKM aims to explore knowledge and abilities for more than one semester, learn and expand networks outside the study program or home campus, and gain knowledge directly from qualified and reputable partners (Lutfiana, 2020).

Teaching assistance is one of the MBKM programs launched by the government through the Ministry of Education and Culture. The teaching assistance program can be taken by students who have taken a minimum of 80 credits of courses and get approval from the academic supervisor and head of study program. The teaching assistance program is conducted in schools for at least 17 weeks. The objectives of the teaching assistance program in educational units include: 1) providing opportunities for students interested in education to participate in teaching and deepen their knowledge by becoming teachers in educational units 2) helping to improve the equitable distribution of education quality, the relevance of primary and secondary education to higher education, and the development of the times (Ministry of Education and Culture, 2020). Implementing assistance provides opportunities for students to develop and explore competencies through direct practice in the field (Sobara, 2020). Students selected will be guided by various competent parties to be placed and assist the learning process in selected schools in their regions (Widiyono et al., 2021). In addition to helping the learning process, students also help schools in other aspects, such as technology transfer in the form of learning media and classroom and school administration (Widiyono et al., 2021), to provide students with a real learning experience. From this opinion, student participation in campus programs positively impacts students and partner schools. However, student activities during the implementation of the campus teaching program must be done according to the existing tuition credit bill at the university. So, it limits students' activities while in school (Suwanti et al., 2022). According to several studies, the impact of the implementation of the campus teaching program that has been carried out has resulted in actualizing the role of students in schools during the campus teaching program using field observation and documentation methods. Based on the results of previous studies that have been mentioned, student activities in schools tend to transfer technology for learning (Adellia & Himawati (2021); Grace (2021); Damayanti (2021); Anwar (2021); Hamzah (2021); Rosita & Damayanti (2021)).

Based on this background description, researchers are interested in researching the impact of teaching assistants for Vocational Schools. Researchers will apply the triangulation interview method to SMKN 2 Jombang teachers to determine the impact of teaching assistance on teachers and vocational schools.

## **METHODS**

The research method used in this study is a triangulation interview method using the background information provided. Elite interviews provide valuable information from perspectives of power and privilege. (Natow, 2020; Vogl et al., 2019). The teaching staff at SMKN 2 Jombang, who support students according to the student's study program, are the subjects of this research. Interviews with teaching staff were used as a research tool in this study. Guidelines are followed, and interviews are conducted in an organized manner. The challenges faced and the benefits of on-campus teaching initiatives for educational institutions are among the metrics used. The study was carried out in stages: 1) determine the problem 2) make tools 3) conduct interviews 4) review interview findings.

## **RESULTS AND DISCUSSION**

Teaching assistants enabled students to teach at primary, junior secondary, and vocational high schools for specific durations. Schools engaged in teaching assistance activities were situated in varied locations, encompassing both urban centers and remote areas. At SMKN 2 Jombang, 25 student teaching assistants were distributed across multiple departments aligned with their respective fields. The primary objectives of teaching assistance activities were to enhance and refine student competencies while addressing school-related challenges. Through these activities, students were anticipated to broaden their perspectives by directly engaging with fellow students and members of the school community. The initiative aimed to nurture students' creative public speaking abilities and foster their contributions to implementing school-based learning activities. The execution of teaching assistant activities was tailored to align with students' study programs, ensuring a cohesive connection between the students and the schools.

The questionnaire instrument was structured meticulously to gather valid data pertinent to the school's circumstances, detailed in **TABLE 1**.

**TABEL 1.** List of questions.

Number of Questions	Question's
Question 1	Is the teaching assistance program right for students before becoming teacher?
Question 2	How does the teaching assistance program impact teachers and schools at SMKN 2 Jombang?
Question 3	How long has the teaching assistance activity been carried out at SMKN 2 Jombang?
Question 4	How does the school value the teaching assistance process for each student?
Question 5	What efforts does the school make so that the teaching assistance program runs well and the cooperation between the school and the campus is maintained?
Question 6	Do teaching assistance activities interfere with the flow of KBM activities?
Question 7	Does the teaching assistance program help teachers and schools?

Observations at school were carried out to determine the actual conditions. SMKN 2 Jombang has 4 expertise competencies, including; 1. Boutique Fashion/ Fashion Styling, 2. Food Service/ Buffet Styling, 3. Skin Beauty, and 4. Hair Beauty.

**TABLE 2.** List of informants.

Teachers Name	Position
Nanik Surtini, S.Pd.	Vice Principal for Academic Affairs
Maulida A'malia Putri, S.Pd.	Fashion Design Teacher
Lestya Mei Putri, S.Pd.	Cosmetology Teacher
Nur Lailatul Hidayah, S.Pd.	Culinary Teacher
Asmaul Husna, S.Pd.	General Teacher

The results of the research, conducted through analysis and interviews with the curriculum representative, Nanik Surtini, S.Pd., indicated that the teaching assistant program was deemed suitable for students prior to their transition into teacher. This program provided students with invaluable experience in learning the nuances of teaching that could not be acquired solely within the confines of a campus setting. The involvement in teaching assistance had a positive impact as it fostered the development of teacher creativity. Furthermore, this activity proved beneficial as students actively contributed to teaching and learning exercises, thereby benefitting both the schools and the students involved.

Throughout the implementation of this teaching assistance activity, the school had to ascertain its duration, adhering to the guidelines set forth by the campus. The assessment of these teaching assistance activities underwent several processes and was overseen by the respective civil service teachers. As stated by Lestya Mey Putri, S.Pd., a teacher at the Cosmetology Study Program, this teaching assistant program held significant importance. It enabled students to familiarize themselves with classroom dynamics, school environments, and student behavior. Effective communication skills were imperative during teaching assistantships (Adebayo & Allen, 2020; Alexander et al., 2014; Alptekin, 2002; Arasaratnam & Doerfel, 2005). This exposure provided students with insights into the role of a teacher, an experience that could not be gained solely through theoretical learning on campus.

The involvement of teaching assistant students had a positive impact on teacher, facilitating interactive knowledge exchanges. It allowed teachers to engage with students and share knowledge, offering valuable support when teacher were occupied with tasks or meetings. Additionally, the active participation of teaching assistant students contributed positively to school activities and operations.

Lailatul Hidayah, S.Pd., a teacher in the Culinary Study Program, emphasized the relevance of a teaching assistance program, affirming that it was advantageous for students to gain insights into student characteristics and the school environment before assuming teaching roles. The teaching assistant program significantly benefited teachers and schools by fostering collaborative knowledge sharing, particularly in technological advancements, enabling mutual learning. Its positive impact extended to schools by offering support to teacher handling additional tasks, thereby preventing empty classrooms. The assessments primarily focused on student-student interactions during learning activities, utilization of teaching tools, and classroom management.

Maulida A'malia Putri, S.Pd., a teacher in the Fashion Design Study Program, underscored the positive impact of the teaching assistance program on schools. This initiative facilitated students in developing their knowledge and creativity while acquainting themselves with student management. The program encouraged open exchanges of ideas

among students, benefiting both students and the school through active participation in school activities. Assessments evaluated students based on their adeptness with teaching tools and classroom management, further enhancing the teaching and learning process. The presence of teaching assistants significantly optimized school activities.

Asmaul Husna, S.Pd., teacher of Bahasa Indonesia subject, emphasized the crucial role of the teaching assistant program in equipping students with teaching experience, a valuable asset for aspiring teacher. This program contributed positively by providing students with practical exposure while supporting teachers with their additional responsibilities. Teaching assistants received evaluations based on their potential in executing teaching assistance activities, which seamlessly integrated into the school's educational routine, facilitating harmonious interactions among students and teacher during school activities.

The teaching assistance program is the right program for students before they become teacher because with this program, students will have experience learning how to become teacher, and students can exchange knowledge with teacher. Besides that, the experience of teaching assistance activities cannot be obtained on campus. Teaching assistants contribute substantially to teaching, learning, and the overall undergraduate experience in higher education (LoCastro & Tapper, 2015; Nichols & Lupascu, 2020). Teaching assistance for students has a positive and good impact because it can develop creativity, teaching methods, and student experience for teachers. This teaching assistance activity also has a positive impact because students can help with teaching and learning activities for teachers with additional tasks so that the class is not empty. Effective communication constitutes the central focus of the skills competence in intercultural contexts.

Additionally, this activity had positive and beneficial impacts on schools as students actively participated in school-related tasks. Throughout the implementation of the teaching assessment activity, the school had to determine its duration. Students experienced increased motivation and interest in literacy and numeracy, evidenced by the achievements of the Class 1 Teaching Campus Program objectives. Teachers and schools benefitted from improved facilitation in conducting both online and offline learning, particularly observed in heightened student engagement when utilizing laptop media to explore problems through video presentations at the beginning of lessons.

Apart from gaining teaching experience, students also acquired communication skills, an aspect seldom practiced in educational settings (Subtirelu, 2017; Yook & Albert, 1999). The digital era provided multiple platforms for students to refine these crucial abilities, crucial for future educators. Proficient communication aided in comprehending lesson content effectively. Moreover, the use of learning aids influenced the self-confidence levels of teaching assistant students (Setiyawan, 2020, 2023). Leveraging Information and Communication Technology (ICT) became imperative for optimizing classroom learning (Setiyawan, Priyanto et al., 2021). Technology-based learning tools significantly enhanced understanding. The prominence of technology in educational media escalated after the COVID-19 pandemic (Setiyawan, Manggalasari et al., 2021; Suriyani Djamdjuri & Kamilah, 2020; Yuberti et al., 2021), profoundly impacting the education sector (Haas et al., 2022; Lutfiyah & Roviati, 2020; Manggalasari et al., 2022; Prasetya et al., 2020; Setiyawan, 2021; Setiyawan & Kurniawan, 2021; Wahyu Kusuma Wati et al., 2020). Consequently, student assistants played a pivotal role in developing learning media to invigorate engaging educational experiences, highlighting the significance of utilizing dynamic learning aids in their roles.

## CONCLUSION

The impact of teaching assistants for vocational schools is positive and sound. Because students participate in helping school activities, they can help teacher with additional tasks and exchange knowledge with teacher. Not only does it have an impact on SMKN 2 Jombang, but this teaching assistant activity also has an impact on students. With this activity, students can find out about school conditions and student character and gain experience on how to become teacher. This experience can be a provision for students to become teacher in the future.

## REFERENCES

1. Adebayo, C. T., & Allen, M. (2020). Experiences Of International Teaching Assistants In The Us Classroom. *Journal Of International Students*, 10(1), 69–83. <https://doi.org/10.32674/jis.v10i1.1086>
2. Alexander, B. K., Arasaratnam, L. A., Avant-Mier, R., Durham, A., Flores, L., Leeds-Hurwitz, W., Mendoza, S. L., Oetzel, J., Osland, J., Tsuda, Y., Yin, J., & Halualani, R. (2014). Defining And Communicating What “Intercultural” And “Intercultural Communication” Means To Us. *Journal Of International And Intercultural Communication*, 7(1), 14–37. <https://doi.org/10.1080/17513057.2014.869524>

3. Alptekin, C. (2002). Towards Intercultural Communicative Competence In *Elt. *Elt Journal**, 56(1), 57–64. <https://doi.org/10.1093/elt/56.1.57>
4. Anwar, R. N. (2021). Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka Di Sekolah Dasar. *Jurnal Pendidikan Dan Kewirausahaan*, 9(1), 210–219. <https://doi.org/10.47668/pkwu.v9i1.221>
5. Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural Communication Competence: Identifying Key Components From Multicultural Perspectives. *International Journal Of Intercultural Relations*, 29(2), 137–163. <https://doi.org/10.1016/j.ijintrel.2004.04.001>
6. Aswita, D. (2022.). *Prosiding Seminar Nasional Biotik Merdeka Belajar Kampus Merdeka (MbkM): Inventarisasi Mitra Dalam Pelaksanaan Magang Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan*.
7. Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model Mbkm Program Studi). *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195–205. <https://doi.org/10.30605/jsgp.4.1.2021.591>
8. Dearnorff, D. K. (2006). Identification And Assessment Of Intercultural Competence As A Student Outcome Of Internationalization. *Journal Of Studies In International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
9. Fuadi, T. M. (N.D.). *Prosiding Seminar Nasional Biotik Konsep Merdeka Belajar-Kampus Merdeka (MbkM) : Aplikasinya Dalam Pendidikan Biologi*.
10. Haas, B., Lavicza, Z., & Kreis, Y. (2022). Parent’s Experience In Remote Learning During Covid-19 With Digital And Physical Mathematical Modelling. *Research And Practice In Technology Enhanced Learning*, 18, 013. <https://doi.org/10.58459/rptel.2023.18013>
11. Hamzah, R. A. (2021). (N.D.).
12. Jenderal, D., Tinggi, P., Pendidikan, K., & Kebudayaan, D. (2020). *Buku Panduan Merdeka Belajar-Kampus Merdeka*.
13. Ke, J. P., Widiyono, A., Irfana, S., Firdausia, K., & Kunci, K. (N.D.). *Frederiksen Novenrius Sini Timba, Dkk / Implementasi Merdeka Belajar / 102-107 Metodik Didaktik Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar*.
14. Locastro, V., & Tapper, G. (2015). International Teaching Assistants And Teacher Identity. *Journal Of Applied Linguistics And Professional Practice*, 185–218. <https://doi.org/10.1558/japl.v3i2.185>
15. Lutfiana. (N.D.). *Pelaksanaan Kampus Merdeka Angkatan 1 Program Merdeka Belajar Kampus Merdeka Kegiatan Asistensi Mengajar Di Smk Negeri 1 Belinyu*.
16. Lutfiyah, L., & Roviati, E. (2020). Pendampingan Belajar Di Rumah Selama Masa Pandemi Covid-19. *Dimasejati : Jurnal Pengabdian Kepada Masyarakat*, 2(2). 10.24235/dimasejati.v2i2.7015
17. Manggalasari, L. C., Sutarto, S., Septiarti, S. W., Triyono, M. B., & Setiyawan, A. (2022). Non-Formal Vocational School During Covid-19 Pandemic. *Proceedings Of The 4th International Conference On Vocational Education And Technology, Iconvet 2021, 27 November 2021, Singaraja, Bali, Indonesia*. <https://doi.org/10.4108/eai.27-11-2021.2315540>
18. Manohar, U., & Appiah, O. (2016). Perspective Taking To Improve Attitudes Towards International Teaching Assistants: The Role Of National Identification And Prior Attitudes. *Communication Education*, 65(2), 149–163. <https://doi.org/10.1080/03634523.2015.1081956>
19. Natow, R. S. (2020). The Use Of Triangulation In Qualitative Studies Employing Elite Interviews. *Qualitative Research*, 20(2), 160–173. <https://doi.org/10.1177/1468794119830077>
20. Nichols, R. M., & Lupascu, M. (2020). Undergraduate Teaching Assistants In Asia: A Singapore Case Study. *International Journal Of Educational Research*, 104, 101647. <https://doi.org/10.1016/j.ijer.2020.101647>
21. Prasetya, T. A., Harjanto, C. T., & Setiyawan, A. (2020). Analysis Of Student Satisfaction Of E-Learning Using The End-User Computing Satisfaction Method During The Covid-19 Pandemic. *Journal Of Physics: Conference Series*, 1700(1), 012012. <https://doi.org/10.1088/1742-6596/1700/1/012012>
22. Redmond, M. V., & Bunyi, J. M. (1993). The Relationship Of Intercultural Communication Competence With Stress And The Handling Of Stress As Reported By International Students. *International Journal Of Intercultural Relations*, 17(2), 235–254. [https://doi.org/10.1016/0147-1767\(93\)90027-6](https://doi.org/10.1016/0147-1767(93)90027-6)
23. Rosita, D. A., & Damayanti, R. (2021). Pelaksanaan Program Kampus Mengajar Perintis Pada Sekolah Dasar Terdampak Pandemi Covid-19. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), 42–49. <https://doi.org/10.37478/jpm.v2i1.852>

24. Setiyawan, A. (2020). Assignment And Monitoring Information System Of Prakerin Students Based On SMS Gateway With Raspberry Pi. *Vanos Journal Of Mechanical Engineering Education*, 5(1).
25. Setiyawan, A. (2021). Internship Regulations In Vocational Education During The Covid-19 Pandemic. *Vanos Journal Of Mechanical Engineering Education*, 6(2).
26. Setiyawan, A. (2023). *Development Of Learning Media For An Automotive Measuring Instrument Based On Android For An Introduction To Motorcycle Practice*. 020119. <https://doi.org/10.1063/5.0120307>
27. Setiyawan, A., & Kurniawan, A. (2021). The Effect Of Pandemic Covid-19 Into Internship Activity Of Mojokerto Vocational High Schools. *Journal Of Vocational Education Studies*, 4(1).
28. Setiyawan, A., Manggalasari, L. C., Prasetya, T. A., Towip, T., & Noviansyah, W. (2021). Development Of Hydraulic Cylinder Excavator Learning Media Based On Augmented Reality With Shapr 3d. *Journal Of Physics: Conference Series*, 2111(1), 012008.
29. Setiyawan, A., Priyanto, Prasetya, T. A., & Hastawan, A. F. (2021). Usability Evaluation Of Assignment And Monitoring Information Learning System Of Internship Students Based On SMS Gateway With Raspberry Pi. *IOP Conference Series: Earth And Environmental Science*, 700(1), 012021. <https://doi.org/10.1088/1755-1315/700/1/012021>
30. Sobara, I. (2020.). *Eksplorasi Pengalaman Mahasiswa Prodi Pendidikan Bahasa Jerman Universitas Negeri Malang Saat Mengikuti Program Asistensi Mengajar*. <https://www.researchgate.net/publication/363262832>
31. Subtirelu, N. C. (2017). Students' Orientations To Communication Across Linguistic Differences with International Teaching Assistants At An Internationalizing University In The United States. *Multilingua*, 36(3). <https://doi.org/10.1515/Multi-2016-0061>
32. Suriyani Djamdjuri, D., & Kamilah, A. (2020). Whatsapp Media In Online Learning During Covid-19 Pandemic. *English Journal*, 14(2), 69. <https://doi.org/10.32832/english.v14i2.3792>
33. Vogl, S., Schmidt, E.-M., & Zartler, U. (2019). Triangulating Perspectives: Ontology And Epistemology In The Analysis Of Qualitative Multiple Perspective Interviews. *International Journal Of Social Research Methodology*, 22(6), 611–624. <https://doi.org/10.1080/13645579.2019.1630901>
34. Wahyu Kusuma Wati, I., Sekar Sari, A., & Setyaningsih, R. (2020). Media Need Analysis Of Learning Practicum In The Covid-19 Pandemic. *Vanos Journal Of Mechanical Engineering Education*, 5(2). <http://jurnal.untirta.ac.id/index.php/vanos>
35. Yook, E. L., & Albert, R. D. (1999). Perceptions Of International Teaching Assistants: The Interrelatedness Of Intercultural Training, Cognition, And Emotion. *Communication Education*, 48(1), 1–17. <https://doi.org/10.1080/03634529909379148>
36. Yuberti, Y., Kusuma Wardani, D., & Latifah, S. (2021). Pengembangan Mobile Learning Berbasis Smart Apps Creator Sebagai Media Pembelajaran Fisika. *Physic And Science Education Journal*, 1(2).