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## THE IMPLEMENTATION OF TEACHING ASSISTANCE PROGRAM AT SMA PANCA BHAKTI PONTIANAK

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### Abstract

This study aimed to describe the implementation of teaching assistance program and the challenges in implementing teaching assistance program at SMA Panca Bhakti Pontianak. This study used a descriptive study. The techniques of data collection were direct communication technique and direct observation technique. The tools of data collection were observation, and interview. The subject of this research were 7th semester students of IKIP PGRI Pontianak and the students in grade 10 and 11 of SMA Panca Bhakti Pontianak.

The results of the research showed that the implementation of teaching assistance program was successfully regarded. All of participants carried out all the activities that have been previously arranged by the lecturers who guide them in implementing this program, even though there was one aspect of activity that all of participants could not implement because of learning at school was still limited due to the pandemic. As for challenges during the program, all of participants faced various challenges such as, in management or administration of education, in making lesson plans (RPP), students' network when online learning, the passive student when learning process, and one of participant who was still stiff in teaching.

**Keywords:** 7th Semester Students, Teaching Assistance Program, and The Challenges.

### Abstract

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program pendampingan mengajar dan tantangan pelaksanaan program pendampingan mengajar di SMA Panca Bhakti Pontianak. Penelitian ini menggunakan penelitian deskriptif. Teknik pengumpulan data adalah teknik komunikasi langsung dan teknik observasi langsung. Alat pengumpulan data adalah observasi, dan wawancara. Subyek penelitian ini adalah siswa semester 7 IKIP PGRI Pontianak dan siswa kelas 10 dan 11 SMA Panca Bhakti Pontianak.

Hasil penelitian menunjukkan bahwa pelaksanaan program bantuan pengajaran dinilai berhasil. Semua peserta melaksanakan semua kegiatan yang telah diatur sebelumnya oleh para dosen yang membimbing mereka dalam pelaksanaan program ini, meskipun ada satu aspek kegiatan yang tidak dapat dilaksanakan oleh semua peserta karena pembelajaran di sekolah masih terbatas akibat pandemi. Adapun tantangan selama mengikuti program, semua peserta menghadapi berbagai tantangan seperti, dalam manajemen atau administrasi pendidikan, dalam membuat RPP, jaringan siswa ketika belajar daring, siswa yang pasif ketika proses pembelajaran, dan salah satu peserta yang masih kaku dalam mengajar.

**Kata Kunci:** Mahasiswa Semester 7, Program Bantuan Mengajar, dan Tantangan.

## **INTRODUCTION**

In order to prepare prospective teachers who have competence in educational sector, it is necessary to increase teacher competence, develop curriculum content, improve the quality of education, evaluate learning outcomes, provide teaching materials, and learning facilities. In response to this, the Institute of Teacher Training and Education of the Indonesian Teachers Association (IKIP-PGRI) Pontianak seeks to provide reinforcement to support and develop professional teacher candidates by implementing the applicable curriculum in universities by implementing the latest programs from the government, especially from the ministry of education and training culture, namely the MBKM (Freedom of Learning – Independent Campus) curriculum. One of the program is teaching assistance. Since the minister of education and culture recently published the MBKM curriculum and then the English education department of IKIP PGRI Pontianak took steps to implement the curriculum this year, of course there would be some weakness in implementing this new program. Therefore, this research is deemed necessary. The researcher specifically examined one of the MBKM curriculum implementation programs, namely Teaching Assistance Program implemented at SMA Panca Bhakti Pontianak by 7th semester students.

Teaching assistance is one of the programs in MBKM curriculum which is specifically for students who want to become a teacher. Teaching assistance is experiential learning for students which is very useful as part of forming the personal values of graduates of a study program (Ully Muzakir, 2020). The teaching assistance program consists of academic activities and non-academic activities. Academic activities include the preparation of learning tools, implementation of classroom learning, education management (school administration). Non-academic activities include, fostering student extracurricular activities, library/laboratory, management/counseling, guidance/business units, and so on. In implementing teaching assistance program, English education department of IKIP PGRI Pontianak provides opportunities for 7th semester students to join this program by providing conversions for internship 3 and social work internship (KKM) subject. Automatically students who are officially selected to implement this teaching assistance program will carry out activities related to internships and KKM in the selected education unit.

The aspects of teaching assistance activities related to student internships and KKM, including implementing teaching practice in a classroom, using ICT-based learning media, assisting in the management of curricular and extracurricular activities such as fostering student activities outside the classroom, carrying out physical social work internships (KKM) in the school environment according to the topic on the service theme, carrying out non-physical social work internships (KKM) in the school environment according to the topic on the service theme (Aunurrahman, 2021).

The previous studies have been conducted related to this research. Some researchers who conducted research are Nurhasanah & Nopianti (2021) this research investigated about the Students' Role of Campus Teaching Program in Improving Competence. The other research have discussed the Implementation of The Independent Learning Policy (Priana, et all, 2020). Then, the other research have been conducted The Challenges of Policy Implementation Freedom of Learning – Independent Campus (Arifin & Muslim, 2020). Another research talking about The Challenges and Expectations in the Freedom of Learning – Independent campus program (Nurtjahyani & Sukisno, 2021). Another similar research is about Teaching Assistance, Technology Adaptation, and Administration in Campus Teaching Program (Santoso, et al 2021).

The previous studies shown above have inspired the writer investigate the implementation of teaching assistance program. The difference with the earlier studies is that researcher focused on one program from the MBKM curriculum, namely teaching assistance. Another different with previous studies is this study discussed the implementation of the teaching assistance program in the education unit, and what challenges that participants faced during the program. Afterwards, the subjects used in this study were participants who directly implemented teaching assistance program and students in education unit.

From the explanation above, this study aimed to describe the activities of participants in implementing teaching assistance program at SMA Panca Bhakti Pontianak, and to find out the challenges during participating in this program. This study is expected to be useful as an evaluation material and a tool to improve student practice in implementing teaching assistance programs in education unit.

## **METHODOLOGY**

This is a descriptive study that investigates the implementation of teaching assistance programs in education unit. Descriptive study is a research that is intended to

investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report (Arikunto, 2019:3). The population of this study were 7th semester students of IKIP PGRI Pontianak and students of SMA Panca Bhakti Pontianak. A purposeful sampling technique was used to select the students as the subject of this research. The numbers of the subject in this research were 3 students of 7th semester who were selected to implement the teaching assistance program, 2 students in grade 10, and 2 students in grade 11 of SMA Panca Bhakti Pontianak.

To collect data about the implementation of teaching assistance program and the challenges in implementing teaching assistance program, researcher used direct communication techniques and direct observation. The tools of data collection were interview guide and observation sheet. Before the researcher conducted the research, the researcher did a try-out first to find out the level of difficulty of the question. Questions were asked to non-participants. Content validity was also used in this research to find out the degree to which elements of an assessment instrument are relevant to a representative of the targeted construct for a particular assessment purpose (Rossiter, 2008).

The data analysis technique used in this research was descriptive narrative. This technique is determined through three step, data reduction, data display, and conclusion (Miles and Huberman, 1984). To test the validity of the data, the researcher used the test credibility. Triangulation was used as a test tool. The triangulation used by the researcher was data source triangulation.

## **FINDING AND DISCUSSION**

### **The Implementation of Teaching Assistance Program**

To answer the research problem of the study, the writer observed all of participants of teaching assistance program and interviewed students of SMA Panca Bhakti Pontianak. There were 9 aspects observed such as, planning lesson, teaching practice in classroom, evaluating learning of students, carrying out education management, fostering extracurricular activities, observing of school needs, doing physical social work internship (physical kkm), doing non-physical social work internship (non-physical kkm), reporting. While the questions of interview consists of 10 item. Each item represents a statement of implementing teaching assistance program in SMA Panca Bhakti Pontianak.

#### **1) Planning Lesson**

In lesson planning, it consists of 5 indicators that all of participants of teaching assistance program should did it during the program. The first indicator was making annual

program, the second was making semester program, the third was making syllabus, the fourth was making lesson plan (RPP), and the fifth was making ICT-based learning media. Revealing of the data analysis on lesson planning, it revealed that all of participants never made annual program, semester program and syllabus. In making annual program, semester program, and syllabus, teacher supervisor did not ask all of participants to make it. Teacher supervisor only asked and guided all of participants to make lesson plans (RPP), and ICT-based learning media.

Learning media is one of the components in lesson plans. ICT-based learning is considered as one of the effective ways to increase the attractiveness and enthusiasm of students in the learning process. For this reason, all participants were asked to use ICT-based learning media in the learning process. Based on students' perceived, there were various ICT-based learning media used by participants such as, zoom, google meet, power point/canva, learning videos, audio, and google forms.

## 2) Teaching Practice in Classroom

Teaching practice was being splitted into 2 indicators, namely implementing lesson plans in classrooms and implementing ICT-based learning media. Based on the observation data, it was shown that all of participants have implemented lesson plan and ICT-based learning media in classroom. In teaching practice, all of participants have done it according to the learning steps in the lesson plans such as opening activities, doing core activities, and closing activities. Meanwhile in implementing ICT-based learning media, all of participants have used ICT-based learning media in classrom such as using zoom and meeting when online learning, explaining material by power point, giving material by learning videos, and giving exercises by google form.

Implementing learning process is the implementation of RPP which includes opening class, core activities, and closing class. Before the teacher gives material and explanation to students, the teacher should give the class opening first such as greeting, praying, checking attendance, and asking about the material to be studied today. Opening activities include calming the class, preparing study equipment, apperception (connecting with the previous lesson), discussing homework (B. Suryosubroto, 2002:51). Based on students responded, in starting learning process all of participants have done it well.

After carried out opening class, the next activity was core activity. In this activities, the teacher conducts a series of learning activities with students where the teacher provides an understanding to students about the learning material. All of participants did well based

on students' responded, all of participants continued by delivering material, conducting questions and answers with students, discussing, watching learning videos, listening to music when listening material, and giving quizzes.

After carried out opening class and core activity, the last activity of learning process was closing class. Closing class indicates that the learning activity has been completed, where usually this activity is filled with questions from the teacher to students about the learning that has been obtained today. Based on students' perceived, all of participants ended learning process by asking students to give a conclusion from today's lesson, giving homework, praying, and saying goodbye. It was shown that all of participants have done the closing of learning process well.

During the learning process in classroom, the use of ICT-based learning media was implemented. For supporting the learning process, all of participants gave and explained the material by using power point, canva, learning videos, audio, and music to students in classroom. This effort was a way for all of participants to make the learning process effective and fun. Learning media in the learning process attract more students' attention so that it fosters student learning motivation (Sudjana & Rivai, 2002: 2).

### 3) Evaluating Learning of Students

The aspect of evaluating learning of students was divided into 3 indicators. The first indicator was assessing students learning outcomes, the second was analyzing student learning outcomes, and the third was reporting students learning outcomes. In the learning process, evaluation is needed. Evaluation is an important component and stage that must be taken by the teacher to determine the effectiveness of learning Zainal Arifin (2013:2). By evaluating student learning, teachers can find out how far students understand the material that has been studied and students can find out their abilities. Based on the observation data, it was found that all of participants have assessed student learning outcomes through quizzes and projects that participants gave to students. After conducting the assessment, all of participants also analyzed student learning outcomes, and after assessment and analyzed, all of participants reported student learning outcomes.

### 4) Carrying Out Education Management

Carrying out education management consists of 2 indicators. The first indicator was making documents related to students, and the second was making documents related to school. Based on the observation data, all of participants have made the documents related to students such as, student attendance list, list of student knowledge and skills

assessments, student graduation certificates, limited face-to-face learning schedule, list of mid grades semester students , and data collection of grades 10, 11, 12. Meanwhile, in making the documents related to school, all of participants have made school letterhead, specimen change letter, bank closing letter, and list of teacher teaching assignments. A teacher is not only required to be able to teach in the classroom but also required to be able to do things related to education management. According to Fattah (2012: 123), one of the goals of educational management is to equip educational staff with theories about the processes and tasks of educational administration. There are many activities at school are related to education administration, for that all of participants were taught and directed to make documents related to students, and documents related to school. All of participants worked together in implementing education management.

#### 5) Fostering extracurricular activities

There was only one aspect in fostering extracurricular activities, namely fostering student activities outside the classroom such as scouts, paskibra, sports, English clubs, etc. Providing additional activities for students both outside the classroom or outside the school is one way to improve the abilities and skills of students in discovering or honing the skills that exist within students. Therefore, fostering extracurricular activities were used as one of the aspect in teaching assistance program. Unfortunately, teaching assistance program was carried out while the pandemic was still ongoing so that all of the participants were unable to carry out fostering extracurricular activities for students at SMA Panca Bhakti Pontianak. Due to government regulations that limited face-to-face meetings and learning activities in schools.

#### 6) Observing of School Needs

In observing of school need, there were 2 indicators namely knowing the school environment and knowing the needs of school. In carrying out a program in a new place, observations must be made to find out and understand the situation, conditions, and what information is in that place. Based on the observation data, all participants have done the observation to get to know the school environment and know the needs of school.

SMA Panca Bhakti Pontianak was one of the public private schools that was once victorious and had many students. But over the time, there are many public schools have sprung up so that public private schools are less interested. Receiving this information, all of the participants felt that one of the needs of this school that all of participants could fulfill was to promote the school. For school promotion, all of participants made online

brochures and school promotional videos. It was hoped that the brochures and promotional videos of the school could add interest to those who want to study at SMA Panca Bhakti Pontianak.

#### 7) Doing Physical Social Work Internship (Physical KKM)

Physical KKM was being splitted into 3 indicators. The first indicator was implementing clean and healthy lifestyle (PHBS), the second was cleaning the schools room, and the third was cleaning the school environment. The main purpose of the physical KKM is to contribute to the school regarding what can be helped using the physical strength of the participants. Based on the observation data, all of participants have implemented a clean and healthy lifestyle. All of participants keep personal hygiene, tidiness, and a clean environment where all of participants always dispose of garbage in its place, and dispose of garbage that was scattered around. Meanwhile in cleaning the schools room and cleaning the schools environment, all of participants have contributed in it.

#### 8) Doing Non-Physical Social Work Internship (Non-Physical KKM)

Non physical KKM was divided into 2 indicators, namely helping meet school needs related to ICT-based use and providing assistance for teachers who had not understood ICT-based in learning process. In today's technological era, teachers are required to be able to use technology as an effort to improve the quality of learning and the education system. There are many school device updates that were originally manual to be automated or simpler to do using technology. All of participants have a responsibility to help schools and teachers to make it happen.

Based on the observation data, all of participants have helped meet school needs related to ICT-based use such as making promotional videos and online brochures for schools to attract outside students to continue their education at SMA Panca Bhakti Pontianak, making online presences for schools using google forms, making online data filling by students using google forms, and assisting teachers in preparing for the ICT-based final exam (UTBK). Not only helping meet school needs related to ICT-based use, but also all of participants providing assistance for teachers who had not understood ICT-based in learning process. All of participants helped teacher teachers to input questions into google form, helped teacher to edit the questions, and provided guidance in using laptop or computer devices.

#### 9) Reporting



Reporting consists of 2 indicators, the first indicator was preparing the final report and the second was collecting report. To find out about the activities that have been carried out by all of participants while running the program, participants must make reporting. Reporting can be in the form of writing and documentation. Based on the observation data, all of participants were asked every week to collect participants daily activities which were called weekly reports. In the weekly report, all participants must include the time of the activity, what activities were carried out, documentation of activities in the form of photos or videos, and documents or files that participants have made every day. After making a weekly report, all of participants were asked to prepare a final report. All of participants did it when the teaching assistance program was almost finished. Every activity carried out ends with the preparation of a report (Tri Niswati Utami, 2017). After the final report was completed, all of the participants submitted the final report to campus and school.

### **The Challenges in Implementing Teaching Assistance Program**

To answer the research problem of the study, the writer interviewed all of participants of teaching assistance program. The question of interview consists of 5 questions. Each item represents a statement of the challenges faced during the implementation of teaching assistance program at SMA Panca Bhakti Pontianak.

During the implementation of teaching assistance program, all of participants faced various challenge. Based on the participants' statements, each participant had faced different obstacles. The first challenge was making lesson plans (RPP). There were many mistakes were found in making lesson plans, the teacher supervisor guided all of participants to make lesson plans correctly. All of participants did not understand well and rarely read about how to make RPP correctly was the main cause of this challenge. In overcoming this challenge, all of participants need to learn and read a lot from various references. By reading, we become aware of what we want to do. This is in line with Dalman (2014:5) states that reading is an activity or cognitive process that seeks to find various information contained in writing.

The second challenge was passive students when learning process. In learning process, students tend to be passive. There are many factors cause students to be passive during the learning process. In overcoming passive students, all of participants should prepare relevant material using various sources, prepare learning media that were even more interesting, provide opportunities for students to ask questions and appreciate each question. This is in line with Nur Asimah (2019), one of the way to overcome passive

students in class is to create comfortable, interesting, interactive conditions for students to learn, so that they will focus on learning activities.

The third challenge was stiff in teaching activities. The lack of practice and preparation from participant were the cause of stiff in teaching activities. In overcoming this challenge, participant prepared mental and appearance to be more confident in carrying out teaching and learning activities, and regulated the delivery of material and intonation so that it was not too fast or too slow. One of variety in teaching is making sound from loud to soft, from high to low, and from fast to slow (Muh. Uzer Usman, 2007:85)

The fourth challenge was networking. Due to the implementation of teaching assistance program during the pandemic, the learning process were doing in online and offline learning. In online learning, all of participants and students communicate remotely using media such as zoom or gmeet where the media requires a network to operate. Some things that can be done during online learning are communicating with each other and discussing online (Riyanda, et all 2020). Meanwhile, all of students are not live in areas that are still within the reach of the network. For students who are outside the reach of the network, it will be difficult to follow the learning process effectively.

The last challenge was in education management. There were a lot of demands from schools to fulfill and update data related to schools and administration made all of participants felt that education management was one of the challenges they should faced. The fields covered in the administration of education are numerous and broad, one of which are correspondence, issues of appointment, transfer, placement, reports, filling in the main book, report cards, and so on (Daryanto, 2011). In overcoming this challenge, all of participants were learning more from various sources and watching microsoft operation tutorials, especially Excel to regenerate the school data, then it took cooperation and discussion with other participants.

The aforementioned finding regarding the implementation of teaching assistance program at SMA Panca Bhakti Pontianak was succesfully regarded. Teaching assistance program has an aspects of activities that must be carried out by participants while in education unit. These aspects include, implementing teaching practice in a classroom, using ICT-based learning media, assisting in the management of curricular and extracurricular activities such as fostering student activities outside the classroom, carrying out physical social work internships (KKM) in the school environment according to to the

topic on the service theme, and carrying out non-physical social work internships (KKM) in the school environment according to the topic on the service theme (Aunurrahman, 2021).

Referring to the data analysis on implementing teaching assistance program, it revealed that all of participants have implemented the aspects of activities. Eventhough there was one aspect which could not be implemented, namely fostering student activities outside the classroom (extracurricular). The lack of fostering student activities outside the classroom was due to the implementation of the teaching assistance program during the pandemic where learning carried out in schools was still limited in order that activities outside of learning in the classroom were temporarily suspended. However, the failure to implement this aspect could not be used as a deficiency or failure in implementing teaching assistance program. All of participants were ready to foster student activities outside the classroom but all of participants could not do anything cause of its condition.

The determining stage for the success of an activity lies in the implementation stage and this activity can be classified as very successful both from the early stage to the end of the program (Hadiyati, et al 2017). The finding was in line with the results of previous study conducted by Nurhasanah & Nopianti (2021). The results of the study of stated that after the activity was carried out, students and school teachers were very enthusiastic and motivated to carry out teaching and learning activities effectively and efficiently. In addition, the adaptation of technology and also school administration is also going well, this is evidenced by a change for the better during the activity.

Apparently, the finding result of this study have a different with previous study by Santoso, et al (2021) who found out that in implementing teaching campus program batch 2, the aspect of the activities carried out by participants included several activities, such as aspects of teaching, technology adaptation, and school administration. From this previous study, it did not find that participants of teaching campus carrying out physical social work internship (physical KKM) and carrying out physical social work internship (non physical KKM) in the school environment.

In teaching activities there were many challenges faced by all of participants. Starting from making lesson plan (RPP). In the process of making lesson plans, there are many components that must be considered by teachers, therefore teachers hold a very important role in preparing lesson plans. Teachers are required to have pedagogic competencies that have been stated in Law no. 14 of 2005 concerning teachers and

lecturers. This pedagogic competence is related to the preparation of lesson plans. The lack of knowledge of participants in making the lesson plans correctly was the challenge participants faced. There are still many problems with understanding the components in the preparation of lesson plans, they do not understand the curriculum learning methods, it is difficult to understand the systematics and components of curriculum lesson plans which are the main obstacles for teachers in the process of making lesson plans (Wahyudi, 2014).

Students were passive in learning process was a challenge for every teacher in teaching activities, especially in English subjects where students have to learn a language that is not their mother tongue. Students do not at all understand or understand what they are learning, students never study at home so that they never find problems with learning materials, students are not accustomed to think critically, they only accept what is heard, read and observed are some of the factors that influence become the main cause of student inactivity in the classroom (Rukim, 2012). Furthermore, students' passiveness in learning was the second challenge for all of participants during implementing teaching assistance program.

Stiff in teaching activities. In teaching activities, it takes a strong mentality, sufficient experience, and thorough preparation. As a pre service teacher, participant felt that participant were still not good at teaching. Stiff in teaching is a challenge faced by participant in implementing the teaching assistance program. Participant could not avoid teaching activities, therefore these challenges must be overcome in order to create an effective learning process. Mentally preparing, doing exercises before teaching, and mastering teaching materials were important things that participant did as an effort to overcome rigidity in teaching.

Networking is an important element in the learning process during a pandemic era. There are many students who have limitations on their network when online learning takes place. Online learning is not something that can be done easily, especially for those who do not have a strong network to carry out online learning (Atiqoh, 2020). Network constraints, made learning ineffective for students in accepting the knowledge conveyed by all of participants. Therefore, participants felt that online learning was not effective for students who have problems with their network.

In the education system, teachers do not only have a task in teaching activity but there are various tasks that teachers should be done, one of which is education management or administration. Education management is the process of planning,

organizing, directing, and supervising as well as evaluating efforts in order to achieve the educational goals that have been set (Afifuddin, et al 2005). Participants considered education management as one of the challenges they faced. The main cause of this challenge was the lack of knowledge and practice of participants on education management. In the field found that all of participants faced with many things related to school management. By sufficient knowledge of participants, this made it hard for participants to overcome it.

The finding result of this study have a different with previous study. The finding results of this study presented about the implementation of teaching assistance program and the challenges faced by participants during the teaching assistance program. While previous study, the finding results was only presenting about the implementation of teaching assistance and teaching campus program (see Priana, et all, 2020; Nurhasanah & Nopianti, 2021; Santoso, et al, 2021).

From the explanation above, it is known that the latest from this research was the challenges in implementing teaching assistance program at education unit, while previous study discussed about the challenges in implementing freedom of learning-independent campus in Private Islamic University and for higher education managers (see Arifin & Muslim, 2020; Nurtjahyani & Sukisno, 2021). Furthermore, the subject of this research was also different from previous study, the subjects in this research include participants of teaching assistance program and students of education unit, while the subjects in previous research were only participants of teaching assistance, and teaching campus program (see Priana, et all, 2020; Nurhasanah & Nopianti, 2021, Santoso, et al, 2021).

Furthermore the place of implementation of MBKM program in education unit in this research was different from previous study. This research was carried out at Senior High School, while previous research was carried out in Campus and at Elementary School (see Arifin & Muslim, 2020; Priana, et all, 2020; Nurtjahyani & Sukisno, 2021; Nurhasanah & Nopianti, 2021, Santoso, et al, 2021).

### **Conclusion**

The implementation of teaching assistance program carried out by 7th semester students at SMA Panca Bhakti Pontianak has been successful. Before the program was implemented, the lecturers had prepared an aspects of what activities would be carried out during the program very well, in order that when the implementation took place in 7th semester students who had been selected could immediately implement these activities at

school. In implementing teaching assistance program participants faced various challenges. The challenges were caused by the school and participants themselves. There were 5 challenges faced during the implementation at SMA Panca Bhakti Pontianak. The first challenges was in making lesson plans (RPP), the second was passive student when learning process, the third was stiff in teaching activities, the fourth was students' network when online learning and the last challenges was in management or administration of education.

From the results of the conclusions of this research, the researcher has several suggestions regarding the implementation of teaching assistance program in education unit. For 7th semester students or other semester students who are selected to carry out this program are recommended to prepare themselves as much as possible such as, knowing in advance about making lesson plans, being able to master the operation of microsoft especially excel well, in order to in making educational administration it is not difficult, and practicing more in teaching.

Suggestion for readers, it is hoped that this research will be useful to increase knowledge for readers who are interested and will implement one of the programs from the MBKM (Freedom of Learning – Independent Campus) curriculum in the education unit. Finally, for the next researcher. For further researchers who are interested in conducting research related to this topic, the researcher hopes that it can be used as a reference with different populations and characteristics could be implemented to show whether the same finding could be attained or not. In addition, can do further research about other program of MMBKM curriculum.

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