

**THE IMPACT OF TEACHING ASSISTANT TOWARD STUDENT'S TEACHER  
TEACHING SKILL**

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**ABSTRACT**

*The objective of this research is to know The impact of Teaching assistant program toward students teacher teaching skill at Christian University of Indonesia Toraja. The writer used qualitative methods in this study. The data was taken from 05 (five) student's teacher. The data that had been collected was analyzed using Miles & Huberman, 2014 theory. The results of this study indicate that the impact of teaching skill student's teacher after participating in teacher teaching assistant was that student's were able to apply their teaching skills to various conditions and different student characters in each school. As for new things that are obtained in teaching skills where student's teacher are able to teach with their abilities, especially in creating varied learning both in the form of PPT animation (power point), songs and learning outside the classroom and can motivate student's to study.*

**Keywords:** Impact; Teaching Asistant; Student's Teacher: Teaching skill

## Introduction

Curriculum is learning tools and education programs that have been determined by the minister of education which will be implemented in education for one academic year. According to (Hamalik, 2013), the curriculum is defined as teaching materials or subjects, but in a new perspective, the curriculum refers to any action that either directly or indirectly can help the success of education. The curriculum has several basic elements, namely objectives, competencies, content, assessment criteria, and learning standards (Ramis, 2020). These elements are contained in the MBKM Curriculum. The MBKM curriculum refers to Law Number 12 of 2012 and the OBE (Outcome based Education) approach follows the patterns and stages as applied in the study program curriculum development. MBKM policy implementation and curriculum development accommodates and refers to regulations and social dynamics as well as advances in science and technology.

Modification of the education curriculum is one of the actions that the government can take to achieve learning objectives. The stage in integrating the current curriculum with the previous curriculum is curriculum revision. Curriculum modification is very important because curriculum development is a continuous cycle, claims Hamalik (2007: 96–97). Minister of Education and Culture Nadiem Makarim replaced the 2013 curriculum with the 2019 MBKM (Independent Learning Campus) curriculum. The 2013 curriculum uses an integrated and thematic approach, while the MBKM is a new curriculum adopted by educational institutions. MBKM provides opportunities for students to think critically, develop, and choose programs from the curriculum that suit their interests and skills.

The MBKM program is a comprehensive preparatory program to prepare Indonesia's leading generation. MBKM is part of the Independent Learning policy of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia which provides opportunities for students to develop skills according to their talents and interests by going directly into the world of work as a provision for the future. Minister of Education and Culture Regulation No. 3 of 2020 has outlined the Merdeka Learning-Independent Campus (MBKM) policy. This policy was rolled out as an effort to prepare tertiary graduates who are able to face social, cultural, world of work changes and rapid technological advances. The MBKM program gives students the right to study for three semesters outside the study program (1 semester outside the Higher Education internal study program and 2 semesters outside the Higher Education). Learning activities outside of tertiary institutions, including Industrial Internships/Work Practices, Community Service in Villages, Teaching in Education Units, Student Exchanges, Research/Research, Entrepreneurship, Independent Studies/Projects, and Participating in Humanitarian Programs (Directorate General of Higher Education 2020).

Through this program, students are given the opportunity to acquire knowledge not only from lectures. But also from several programs that can be carried out outside the campus. The benefits of the MBKM program for students can develop leadership skills, self-confidence, and social sensitivity. In its application, independent learning aims to encourage students to learn and develop themselves, form attitudes that care about their learning environment, are able to encourage student self-confidence and skills, and students easily adapt to the community environment, have the opportunity to take choices of courses outside the appropriate study program. by student choice and broaden and/or deepen academic knowledge.

The Teaching Campus Program is one of the initiatives of the Independent Learning Independent Campus (MBKM) which is incorporated in the Independent Campus program, students who take part in teaching and learning activities on campus contribute to the learning process. The Teaching Campus Program is one of the Independent Learning Campus activities or programs (MBKM) as part of the Independent Campus program, students participate in teaching activities on campus in order to support learning in class. The ability of this program to develop students' learning abilities according to their abilities.

One of the MBKM programs, namely teaching assistance, is a learning activity that students participate in cooperatively with teachers and parents in various educational backgrounds in the formal, non-formal and informal education subsystems. In elementary schools, junior high schools, and high schools, learning activities can be carried out in the form of visual aids. Meanwhile, urban and rural schools can function as practice locations and provide opportunities for selected students to receive teaching experience in the teaching assistance program. The existence of direct experience in the field is also one of the triggers for the enthusiasm and skills of prospective educators who want to help improve the quality of education. In the process of learning teaching skills a teacher is needed in the teaching and learning process.

Basic teaching skills are special skills that must be possessed by teachers in order to carry out teaching tasks effectively, efficiently and professionally (As. Gilman, 1991). Basic teaching skills also are prerequisite abilities that must be possessed by student teacher candidates for the implementation of learning. This ability can be developed through habituation in the lecture process through activities that are integrated between theory and practice. Theoretical mastery of basic teaching skills is then practiced in authentic learning settings through peer teaching, microteaching, and real teaching in schools.

However, this phenomenon occurs due to curriculum changes so that lecturers and students still need time to adapt to the new curriculum set by the Minister of National Education. It can be seen that some students still do not understand the Merdeka Belajar curriculum (MBKM). The purpose of this study was to find out what is the impact of teaching assistant program students' teacher teaching skills in the Merdeka Learning program curriculum, especially teaching assistant.

## **METHOD**

In this research, the writer used qualitative methods with descriptive design to examine The Impact of Teaching assistant program toward students teacher teaching skill. The subjects of this study Ester Egah Palinoan (SMPN 3 Saluputti), Yulvia Ningsi Kullin (SMPN 4 SIMBUANG), Sandiana Pini' (SDN 6 RANTEPAO), Sofia Yohanis (SDN 6 RANTEPAO), Vitasari Indah Palayukan (SMPN 2 Satap Sangalla') is students of the Christian University of Indonesia Toraja . In this study the writes used Purposive sampling to determine the impact of teaching asistant for students of the Christian University Indonesia Toraja.

The stages in collecting this data used the interview method by preparing questions that the researcher asked to the respondent, after that the researcher would ask questions to students who had attended the teaching assistant program to obtain data in the research. Then the researcher asked questions to the respondent in accordance with the instrument that has been developed. In collecting data, researcher used cell phones to record conversations between researchers and respondents, then the records obtained was be analyzed by transcribing the data and grouping them according to the desired data. The writer Analyzed the data using descriptive qualitative methods. obtained from students. To develop the research, the writer used (Miles & Huberman, 2014). Data analysis model This also comprises data Collection reduction, display, and Conclusion/Verification

## **RESULT AND DISCUSSION**

### **Results**

Based on the results of this interview, The impact experienced after attending student teaching assistant is being able to increase learning cooperation between groups of students by providing games related to learning, teaching students to be able to accept opinions from each group and building emotional closeness with students.

Based on the data above, it is found that the impact of teaching assistant program toward teacher teaching skill there are eight (8) teaching skill : (Questioning skills, reinforcement skills, variation skills, explaining skills, set induction and closure skills, discussion guiding skills, class management skills, and group teaching skills ) then the

data that has been obtained above will then be displayed in the data display.

The results of this study indicate that the impact of teaching skill student's teacher after participating in teacher teaching assistant was that student's were able to apply their teaching skills to various conditions and different student characters in each school. As for new things that are obtained in teaching skills where student's teacher are able to teach with their abilities, especially in creating varied learning both in the form of PPT animation (power point), songs and learning outside the classroom so that it can motivate student's to study.

### **Discussion**

After analyzing the data and displaying them in a table, it is necessary to discuss the results of the research. In the research method sub-chapter, it has been explained that this study used a qualitative method. According to Creswell( 2003), qualitative research can be defined as an effective model that occurs in anatural setting that allows the researchers to develop a deep high level of detail experience (Utami et al., 2021).

As explained in the findings, the results of semi-structured interviews have the same response to the impact of Teaching assistant program toward student's teacher teaching skill at Christian University of Indonesia Toraja. Theresearch was conducted to obtain information from 05 (five) students. Thefollowing is a description of the answers from semi-structured interviews. The answers are presented based on the research questions.

During the interview, the student's gave some answers which are answered the research questions on —What are impact of Teaching assistant program toward students teacher teaching skill at Christian University of Indonesia Toraja? Researchers found 8 teacher teaching skill in learning. With the development of the curriculum in education, the education minister, Nadiem Karim, made the decision to replace the 2013 curriculum with an independent curriculum for tertiary institutions. One of the impact of the change in curriculum that created the emergence of MBKM (Independent Learning Campus Independent) programs is teaching assistant. Teaching assistant is a form of learning activity carried out by students collaboratively under the guidance of teachers and supervisors.

In line with the theory (Uzer Usman; 1999: 74) there are eight Basic teaching skills that are absolutely owned and applied by teachers in the learning process. The eight basic teaching skills are: questioning skills, reinforcement skills, variation skills, explaining skills, set induction and closure skills, discussion guiding skills, class management skills, and group teaching skills (Ningrum & Waluya, 2014).

Based on the results of the interviews, the writer found the impactexperienced by student's teacher during the teaching assistant on their skills in teaching. Where after participating in teaching assistant students are able to develop eight teaching skills that must be owned by a teacher in teaching. According to the answers from five ( 5 ) respondents who have attended teachingassistant, each has a different answer. Referring to the skills of asking respondents, the student's teacher explained that asking skills are very important for a teacher in the learning process by creating good and creative questions that can motivate students in learning, while in asking questions the student teacher also explained that asking questions also needs to be owned by a teacher. so that students are interested in learning by asking questions using good language, creative and easily understood by students. In the skills to provide student reinforcement the teacher explained that in the learning process giving praise and appreciation for student achievement greatly influences the teaching and learning process and holds approaches to students in order to build emotional closeness between teachers and students during the learning process. In Variation Skills in student learning the teacher explains that learning variations need to be applied by a teacher in the learning process by creating creative learning such as learning in the form of games, singing and learning using objects that are around the school and being able to utilize media in the learning processby creating learning that is creative as in making animated teaching materials in

the form of PPT (Power point) and being able to interact with students.

In Explaining Skills in the learning process the student's teacher explains that the student's ability to analyze problems by approaching students who have various characters and find solutions to problems in learning. On the skills of managing induction and closing in the learning process the student's teacher explains that in attracting students' attention in the learning process by using various variations of learning to achieve the goals of learning as well as in student teacher mastery of the material taught students the teacher gives assignments by re-explaining the material that has been studied. In the Skills of guiding discussions in student learning the teacher explains that in guiding group discussions as a teacher one must be able to create fun discussions, provide opportunities for students to express opinions, respect any opinions given by students and establish good communication between students and teachers. And in Class Management Skills the student's teacher explains that in the learning process class management is needed by making agreements or rules in the class so that the learning process can take place properly. In group teaching skills, the student teacher explains that cooperation between groups in the learning process is needed so that each student can build student emotional closeness.

However, from the impact after attending teacher teaching assistant, student's also realize that while participating in PLP I (Introduction to schooling field I) and PLP II (Introduction to schooling field II) does not guarantee that we are able to become teachers who are ready to teach at school because of what we get not necessarily implemented. After participating in the teaching assistant the student's teacher also experienced problems where the courses that should have been programmed had been converted into teaching assistant so that student teachers could not take courses that the student's teacher should also have taken those courses.

In this study the writer found that the impact after participating in teacher teaching assistant was that student's were able to apply their teaching skills to various conditions and different student characters in each school. As for new things that are obtained in teaching skills where student's teacher are able to teach with their abilities, especially in creating varied learning both in the form of PPT animation (power point), songs and learning outside the classroom so that it can motivate student's to study. In contrast to previous research which said that the program of introduction to teaching internship is not practical, proved by the progressive improvement of teaching skills followed by the ineffectiveness of the learning process. Students feel they have an overloaded teaching schedule, so that self-development activities are minimal, even though the tutor teachers have guided optimally (A. R. S. Tuasikal et al., 2021).

## CONCLUSION

Based on the findings and discussion in the previous chapter, the writer draws the conclusion that impact teacher teaching skill there are eight teaching skill : Questioning skills, Reinforcement skills, Variation skills, Explaining skills, Set induction and closure skills, Discussion guiding skills, Class management skills, Group teaching skills.

### 1) Questioning skills

After participating in teaching assistant, the impact experienced by students in improving how to compose questions students are able to compose good and interesting questions that can motivate students and are able to ask questions according to good, creative and comfortable language so that students understand what is conveyed in the learning process

### 2) Reinforcement skills

The existence of teaching assistant has an impact on student's in giving praise for student achievement by appreciating every effort made by students who have done the task correctly and students who behave well in class, and do not compare students and seek to give the same praise and appreciation to all students during the learning process. As well student's are able to provide strengthening of body movements through interactions by approaching students, and building students'

emotional closeness and enthusiasm in student learning.

- 3) Variation skills  
The impact experienced by students after participating in teaching assistant is that they are able to carry out learning variations with various variations such as playing games, dancing, and singing as well as learning outside the classroom so that students do not feel bored during the learning process and are able to utilize the use of media in the learning process by making PPT with interesting and creative animations as well as looking for references that can support the learning process. As well as being able to interact with students by getting closer, understanding the character of students and participating in activities during the teaching and learning process.
- 4) Explaining skills  
The impact experienced by students after participating in teaching assistant student's are able to analyze problems in the learning process by approaching students and finding solutions to the problems faced so that in the learning process and are able to present clarity there are illustrations by providing an understanding of the material that has been studied in order to encourage students' enthusiasm for learning during teaching and learning process takes place.
- 5) Set induction and closure skills  
The impact experienced after participating in student teaching assistant is being able to attract student's attention by making connections to learning that has been learned by adjusting how to attract students' attention so that they remain focused on learning, and provide learning variations that can attract students' attention in learning, and being able to review student mastery of the material that has been taught by re-explaining the material then asking questions and explaining using interesting learning media so that students are able to master the learning being taught.
- 6) Discussion guiding skills  
The impact experienced after participating in teaching assistant was that student's were able to increase creativity in making fun discussions by dividing groups and making games such as constructing sentences, stimulating students to express opinions, and appreciating the ideas conveyed by students in group discussions and being able to communicate well between students in in class by using language that is easily understood by students, building trust between students so that it is easy to solve problems experienced in the teaching and learning process.
- 7) Class management skills  
The impact experienced after participating in teaching assistant is that students are able to master the class by studying students' characters and learning styles, studying student psychology by speaking, and entering into regulatory agreements during the teaching and learning process.
- 8) Group teaching skills.  
The impact experienced after participating in student teaching assistant was being able to increase learning cooperation between groups of students by providing games related to learning, teaching students to be able to accept opinions from each group and building emotional closeness with students.

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