



English Department Students' Perception on Teaching Assistance Program at Universitas Negeri Padang

Lidya Nitami¹ and Havid Ardi²

^{1,2}Universitas Negeri Padang, Padang, Indonesia.

Email: lidyanitamii11@gmail.com

Article History

Submitted: 2023-03-22

Accepted: 2023-05-21

Published: 2023-05-21

Keywords:

Students' Perception,
Emancipated Learning (MBKM),
Teaching Assistance

Abstract

The teaching assistance program is one of the courses the faculty offers to help students become ready to become professional teachers. This teaching assistance is carried out by a different program, created by Mr. Nadiem Makariem as the Minister of Education in the Emancipated Learning (MBKM), and teaching assistance organized by Universitas Negeri Padang. This study will discuss the students' perception on teaching assistance program organized by Minister of Education and Culture and teaching assistance program organized by Universitas Negeri Padang. This research uses descriptive research with a random sampling technique involving 15 students who participated in teaching assistance program organized by Minister of Education and Culture and 16 students who participated in teaching assistance program organized by UNP. The research setting is English Education Study Program, Universitas Negeri Padang. Research results were collected through a questionnaire where statements were developed based on (Shinkfield & Stufflebeam, 1995) and an interview based on (Citraningtyas, 2021). The results of the study show that there is no significant difference in students' perception between teaching assistance program organized by Minister of Education and Culture and teaching assistance program organized by UNP.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Nitami, L., & Ardi, H. (2023). English Department Students' Perception on Teaching Assistance Program at Universitas Negeri Padang. *Journal of English Language Teaching*, 12. (2): pp. 418-424, DOI: [10.24036/jelt.v12i2.122488](https://doi.org/10.24036/jelt.v12i2.122488)

INTRODUCTION

The Teaching Assistance program is an activity related to the learning process activities that provide provisions for students to enter the world of work, students can face the world of work with competence in the field of expertise according to their needs (Wahyuni & Siswiyanti, 2022). The goal of the English language education program is to train students to become qualified teachers, particularly in the subject of English. One of the courses offered by the faculty to prepare students to become professional teachers is the teaching assistance program. In line with this, the Minister of Education and Culture of the Republic of Indonesia launched a program called the Teaching Assistance program as a forum for developing the teaching skills of prospective Indonesian teachers (Kemdikbud, 2020).

In the context of curriculum development in Indonesia today, MBKM is one of the most essential curriculum goals at the higher education level (Krishnapatria, 2021). Emancipated Learning (MBKM) is a policy of the Ministry of Education and Culture socialized in 2020. The MBKM policy was put into place to achieve independence and flexibility in the higher education learning process, enabling universities to design and implement innovative learning processes so that students can best achieve learning outcomes that include components of attitudes, knowledge, and skills. Additionally, this policy seeks to enhance communications with business and industry and improve students' readiness for real-world circumstances. (Astuti et al., 2022).

The Universitas Negeri Padang has offered the teaching assistance program organized by Ministry of Education and Culture and the teaching assistance program organized by UNP. Teaching Assistance program has been socialized by each study program, including the English Education Study Program. In the even semester of the 2021/2022 academic year, the English Education Study Program gives students the right to participate in the teaching assistance program voluntarily.

There some studies related to implementation of Emancipated Learning (MBKM) in Students' Perception toward the Merdeka Belajar Kampus Merdeka Policy (Citraningtyas, 2021), EFL preservice teachers' perception of managing the learning process during kampus mengajar program (Ede et al., 2022), The Role of Partners in Improving Students' Competence in the Teaching Assistance Program (Wahyuni & Siswiyanti, 2022). However, there are still a few research on teaching assistance programs at MBKM and organized by university. Based on that condition, the purpose of this research is to know how students' perception on the teaching assistance program organized by Ministry of Education and Culture and students' perception on the teaching assistance organized by Universitas Negeri Padang.

METHODS

To complete this research, researchers used descriptive research methods. According to (Gay, 2012), Descriptive research is a type of scientific study that focuses on describing facts, occurrences, or events peculiar to a place or community. This research used questionnaire and interview as the instrumentation. There were students of the English Department of UNP in the 2018 academic year was totaling 31 students, 15 students participated in teaching assistance program organized by Ministry of Education and Culture and 16 students participated in teaching assistance program organized by UNP.

RESULTS AND DISCUSSION

Research Finding

A. Questionnaire

Data of the research collected in this study were obtained from a questionnaire. The questionnaire consisted of 30 statements of students' perceptions of personality competencies (7 statements), pedagogical competencies (11 statements), social competencies (5 statements), and professional competencies (7 statements).

1. Students' perceptions of teaching assistance organized by Ministry of Education and Culture

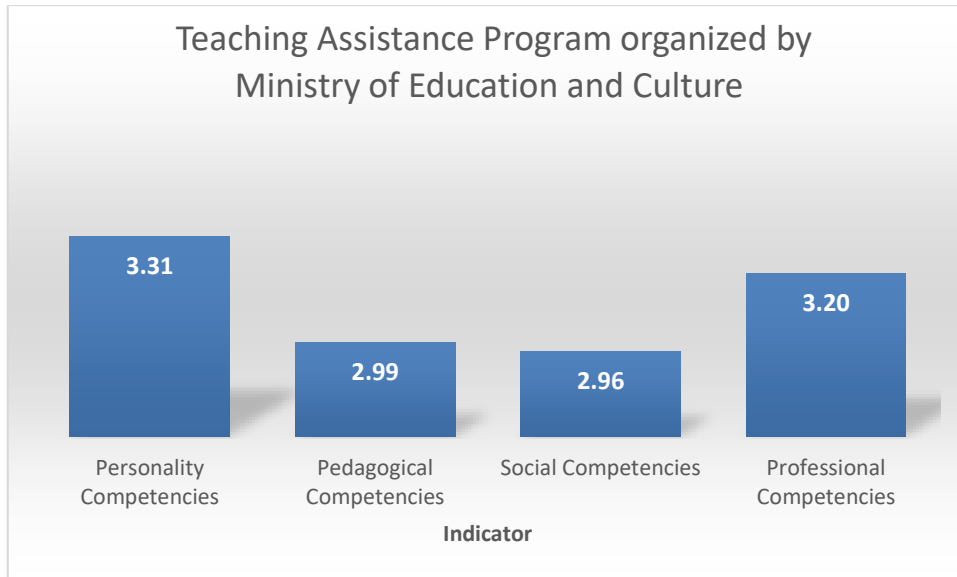


Diagram 1 shows that the responses given by most students gave a positive response. It can be seen in the diagram that personality competencies get the highest percentage, a very positive 3.31. However, 3 other aspects received positive percentages, which are 2.99, 2.96, and 3.20. It was determined that all students agreed with the teaching assistance activities organized by Ministry of Education and Culture. Meanwhile, the overall mean score is 3.12, they had a positive response to all aspect.

2. Students' perceptions of teaching assistance organized by UNP

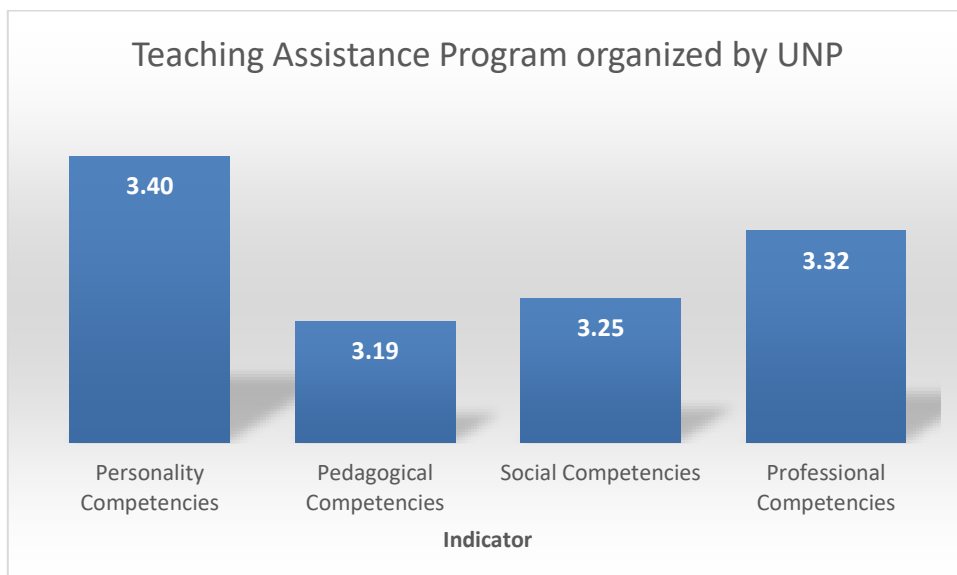
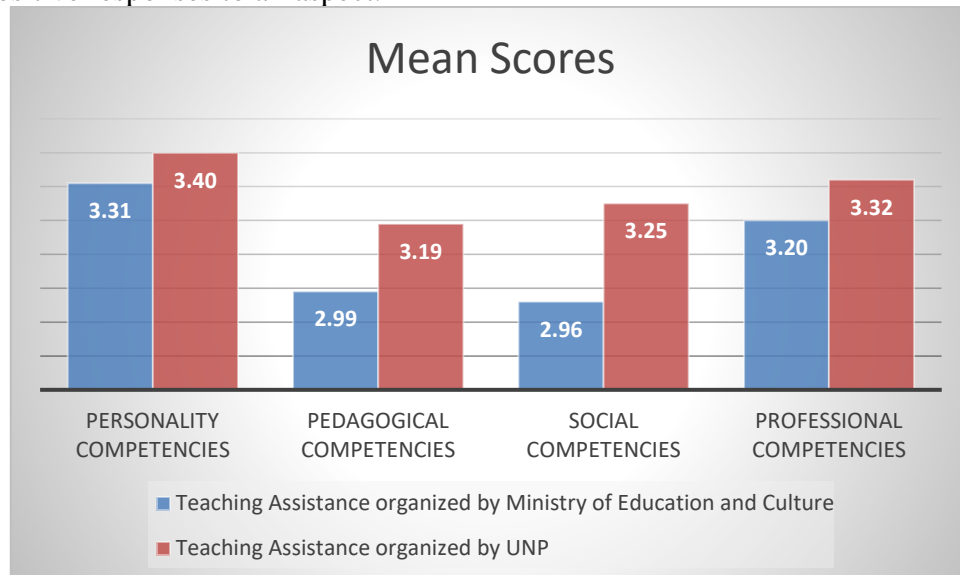


Diagram 2 shows that the responses given by most students gave a very positive response. It can be seen in the diagram that personality competencies, social competencies, professional competencies, get the high percentage, a very positive 3.40, 3.25, 3.32. However, pedagogical competencies received positive percentages,

which is 3.19. It was determined that all students agreed with the teaching assistance activities organized by UNP. Meanwhile, the overall mean score is 3.30, they had a very positive responses to all aspect.



Based on the diagram above, it was also observed that students who participated in teaching assistance program organized by UNP got a higher score than students who attended in teaching program assistance organized by the Ministry of Education and Culture.

B. Interview

For interviews the researcher has 2 questions with one aspect about the satisfaction.

1. Students' perceptions of teaching assistance organized by Ministry of Education and Culture.

Based on the two questions, it can be concluded that students were satisfied and unsatisfied with the teaching assistance program organized by Ministry of Education and Culture. The reason the students feel satisfied is that she got paid for this program and the study program socialized this program very well, the admin of this program is also helpful, so she enjoys joining this program. The student thinks systematically this program is good, the entrance test program has been tightened and the material taught is easy to understand, may be an MBKM rule that is more clarified but so far, she has no problem but overall is good. On the other hand, the reason why students feel unsatisfied is that this program is still being implemented in West Sumatra, if it can be expanded to be outside West Sumatra so it can have more experience with schools that are not yet advanced. Students feel that this program has not been implemented correctly, because many facilities are not used correctly by schools, and the teacher is also not well socialized, students may be placed in schools that are not accredited and truly schools from remote areas so that we can help teachers to teach and enhance the experience.

2. Students' perceptions of teaching assistance organized by UNP

Based on the two questions, it can be concluded that students were quite satisfied with the teaching assistance program organized by UNP. The reason was satisfied, and challenging was that previously it had been taught in micro-teaching courses in front of friends but at school teaching in front of students with various kinds of knowledge and backgrounds. They better prepare themselves before going to school. Another reason when participating in this program they are required to have the courage to teach in front of the class and understand the material being taught, this program can also help them to become a teacher in the future. they must prepare the material carefully before entering or teaching in class, students must master various teacher competencies such as social, pedagogic, etc, because they are a reference or example for students, so they must master teacher competence before they take part in the teaching assistance program.

Discussion

Data analysis showed that students who attended teaching assistance organized by Ministry of Education and Culture and teaching assistance organized by UNP showed almost the same results. This is evidenced by the average obtained by students. The results showed that teaching assistance organized by Ministry of Education and Culture was 3.12 and teaching assistance organized by UNP was 3.30. So based on the averages, the student's perception of teaching assistance organized by Ministry of Education and Culture and UNP is positive.

1. Students' Perception on teaching assistance program organized by Ministry of Education and Culture

Based on questionnaire, Data obtained from fifteen students, it was found that in most of the personality competencies indicators, almost all students had very positive perceptions of each statement, which 3.31. In the pedagogical competence indicator, there are positive and negative perceptions, in statement number 15 most students feel that micro-teaching skills are not very developed in this activity, so students have a very negative perception of 1.67 on this statement, but in this indicator overall there is a positive perception which 2.99. In the indicators of social competencies of 2.96 and professional competencies of 3.20, almost all students have positive perceptions of each statement. This shows that the students' perception of this activity is positive.

Based on interview, that student was satisfied because students were paid for this activity, and student who were unsatisfied because this program was still implemented in West Sumatra, they wanted to implement it also outside West Sumatra so that they had more experience with remote schools. What needs to be improved in this program is that the regulations are more clarified, and students may be placed in schools that are not accredited and truly schools from remote areas.

This is similar to the research by (Kamalia & Andriansyah, 2021) showed that "Independent Learning-Independent Campus (MBKM) in Students' Perception" They found that in their learning, while participating in MBKM learning, developing relationships, and honing communication skills, the majority of students have a more positive outcome.

2. Students' Perception on teaching assistance program organized by UNP.

Based on questionnaire, The data obtained from sixteen students it was found that on each indicator the students had very positive perceptions. On the personality competencies indicator in each statement, students are very positive about this activity 3.40, on the pedagogical competencies indicator, almost all students have positive perceptions in each statement 3.19, and on social competencies and personality competencies, students have very positive perceptions, which 3.25, and 3.32. So, this shows the overall perception of students is very positive.

Based on interview, students were satisfied because before going to school the students were first taught in micro teaching, so they already knew how to teach in front of the class and the material to be taught. What must be improved is that students can better prepare themselves before going to school and know the teacher competencies.

This is similar to the research by (Zakrah, 2018) about "Problems of Students Doing Teaching Practice: Perspectives of New Teachers of the English Department of FKIP Mataram" found that almost all students gave statements of "agree" with the teacher's task as a basis for competency in carrying out established teaching practices.

However, the overall perception of students on the teaching assistance program organized by Ministry of Education and Culture and the teaching assistance program organized by UNP is not significantly different and has the same perception in each of its activities.

CONCLUSION

Based on the findings and discussion of the data, the researchers concluded as follows:

1. Based on students' perceptions of teaching assistance program organized by Ministry of Education and Culture, it shows an average percentage of 3.12. Most students had a positive perception of this activity.
2. Based on students' perceptions of teaching assistance program organized by UNP, it shows an average percentage of 3.30. Most students had a very positive perception of this activity.
3. Based on the mean results of the two activities, it shows that there is no significant difference between teaching assistance program organized by Ministry of Education and Culture and teaching assistance program organized by UNP. This can be seen from the average percentage of each activity which is 3.12 and 3.30, which means that in these two activities, students have a positive perception.

REFERENCES

- Astuti, S. Y., Rosiawan, R. W., & No, S. (2022). Student Responses to the Implementation of MBKM (Study on FEB Students who follow International Course Asia University). *International Journal of Educational Research & Social Sciences*, 3(1), 176–185. <https://doi.org/10.51601/ijersc.v3i1.249>
- Citrangingtyas, C. E. C. (2021). *Students' Perception toward the Merdeka Belajar Kampus Merdeka Policy (Case Study at a Private University in South Tangerang)*. 22(5), 1157–1164.
- Ede, M. A. H. La, Maulina, M., & Faridawati. (2022). Efl Pre-Service Teachers' Perception in Managing the Learning Process During Kampus Mengajar

- Program. *Klasikal: Journal of Education, Language Teaching and Science*, 4(1), 81–95.
- Gay. (2012). *EDUCATIONAL RESEARCH COMPETENCES FOR ANALYSIS AND APPLICATIONS*.
- Kamalia, P. U., & Andriansyah, E. H. (2021). Independent Learning-Independent Campus (MBKM) in Students' Perception. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(4), 857.
- Kemdikbud. (2020). *Buku Panduan Merdeka Belajar - Kampus Merdeka*. <https://doi.org/10.31219/osf.io/ujmte>
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus*, 4(1), 12–19. <https://doi.org/10.35706/eltinf.v4i1.5276>
- Shinkfield, D., & Stufflebeam, A. (1995). *Teacher evaluation: Guide to effective practice. Evaluation in educational and human services* (Issue 2).
- Wahyuni, S., & Siswiyanti, F. (2022). The Role of Partners in Improving Students' Competence in the Teaching Assistance Program/Teaching Campus. *Uijrt.Com*, 03(06), 10–19. <https://uijrt.com/articles/v3/i6/UIJRTV3I60002.pdf>
- Zakrah, Y. (2018). *Problems of students conducting teaching practice: perspectives of new teachers in the english department of fkip mataram university academic year 2014/2015*.