STUDY OF TEACHING ASSISTANCE ON THE COMPETENCIES OF STUDENTS IN THE FREEDOM CAMPUS PROGRAM

Patri Jansson Silaban[1], Israil Sitepu[2]
[1,2]Universitas Katolik Santo Thomas, Medan, Indonesia

Email: patri.jason.silaban@gmail.com
081264076235

Abstract

Education in Indonesia has many and various problems including formal, non-formal and informal education. Teaching assistantships can provide solutions because students are under the guidance of field supervisors in educational units such as elementary schools. Places for the implementation of this teaching assistance are located in urban or remote areas. The aims of the teaching assistance program in educational units are: 1) Increase student interest in the field of education and teach and deepen their knowledge. 2) Increase equity in the quality of education, as well as the relevance of basic education in accordance with the times. The competencies of prospective elementary school teacher students include activity planning, implementation (teaching, technology adaptation, administration), reporting, personality and social. This study uses a survey type quantitative research method. Based on the results of the correlation test (r_{xy} or r_{count} = 0.90 with a significant level of 0.05 with the number (n) = 23 students, so that r_{table}= 0.413, the results of the hypothetical test show that t_{count} = 3.52 with ttable = 1.72. Thus that there are a significant effect of 90% of teaching assistants in schools on the competence of prospective teachers of SD PGSD FKIP, Santo Thomas Catholic University.

Keywords: *Teaching Assistance, Competence of Prospective Teachers*

Abstrak

Pendidikan di Indonesia banyak dan beragam persoalan diantanya pendidikan formal, nonformal maupun informal. Asistensi mengajar dapat memberikan solusi karena mahasiswa dibawwah bimbingan dosen pembimbing lapangan di satuan pendidikan seperti sekolah dasar. Tempat pelaksanaan asistensi mengajar ini berada di lokasi kota maupun di daerah terpencil. Tujuan program asistensi mengajar di satuan pendidikan antara lain: 1) Meningkatkan minat mahasiswa dalam bidang pendidikan serta mengajarkan dan memperdalam ilmunya.. 2) Meningkatkan pemerataan kualitas pendidikan, serta relevansi pendidikan dasarsesuai dengan perkembangan zaman. Adapun kompetensi mahasiswa calon guru SD meliputi perencanaan kegiatan, pelaksanaan (mengajar, adaptasi teknologi, administrasi), pelaporan, kepribadian dan sosial. Penelitian ini menggunakan metode penelitian kuantitatif jenis *survey*. Berdasarkan hasil uji korelasi (r_{xy} atau r_{hitung}= 0.90 dengan taraf signifikan 0.05 dengan jumlah (n) = 23 mahasiswa, sehingga diperoleh r_{tabel}=0,413, hasil uji hipotis menunjukkan bahwa thitung =3,52 dengan t_{tabel}= 1,72. Dengan demikian bahwa terdapat pengaruh yang signifikan sebesar 90% asistensi mengajar di sekolah terhadap kompetensi calon guru SD PGSD FKIP Universitas Katolik SantoThomas.

Kata Kunci: Asistensi Mengajar, Kompetensi Calon Guru

INTRODUCTION

The quality of Indonesian education at the primary and secondary education levels is still very low (PISA 2018 ranked Indonesia no. 7 from the bottom). Education in Indonesia has many and varied problems including formal, non-formal and informal education. Teaching assistance can provide a solution because students are under the guidance of field supervisors in educational units such as elementary schools. The places where this teaching assistance is carried out are in city locations and in remote areas. Education in Indonesia has many and varied problems including formal, non-formal and informal education. Teaching assistance can provide a solution because students are under the guidance of field supervisors in educational units such as elementary schools. The places where this teaching assistance is carried out are in city locations and in remote areas. The objectives of the teaching assistance program in educational units include: 1) Increasing student interest in the field of education as well as teaching and deepening their knowledge. 2) Increasing the distribution of the quality of education, as well as the relevance of basic education in accordance with current developments. Student competencies must be prepared in a more comprehensive and multidisciplinary manner to face the world of work and in line with current developments. To further mature prospective elementary school teacher students, it is hoped that universities will design and carry out innovative, efficient and effective learning processes for learning outcomes that cover core competencies in the learning curriculum optimally and always be relevant according to the needs of the times. The Independent Campus Learning Policy (MBKM) is the answer to realizing learning so that it creates innovative learning, liberates prospective elementary school teacher students, and is in line with market needs.

Based on Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, it is stated in Article 18 that fulfilling the study period and load for students in undergraduate or applied undergraduate programs can be carried out by: 1) following the entire learning process in the study program at higher education according to the study period and load; and 2) following the learning process within the study program to fulfill part of the study period and load and the remainder following the learning process outside the study program. The pioneering Teaching Campus Program is the result of collaboration between the Directorate of Elementary Schools and the Directorate of Learning and Student Affairs, Directorate General of Higher Education, Ministry of Education and Culture, as well as the District/City Education Office.

In the era of industrial revolution 4.0, the main need is mastery of integrated literacy and numeracy. To achieve this mastery, a breakthrough is needed, namely the Independent Learning Campus Independent program. This program is expected to improve the competencies of graduates needed in the world of work so that they are better prepared and relevant to the needs of current developments, as future leaders who are superior, moral and ethical (Suhartoyo et al., 2020). In the school teaching assistance program, students will be placed in disadvantaged elementary schools (SD) throughout Indonesia to be able to help with the teaching and learning process in schools. The teaching assistance program at schools opens up space for prospective students to be able to apply their skills and knowledge in helping teachers and students. This program also provides opportunities for students to apply their passion, enthusiasm and interests according to their field of knowledge as prospective elementary school teachers. Apart from that, students are expected to be an inspiration for students to achieve their dreams and broaden their horizons. The basic education level is the main target because it is considered the most difficult level of education to face the Covid-19 pandemic and online learning is not going well, especially in disadvantaged areas. Online learning in schools is seriously hampered by economic problems and there is a risk of losing an effective learning process (learning loss). With the presence of student teachers in schools, it is hoped that they can help with learning outside the classroom that is simple and uses everyday examples. From the student side, online learning causes students to have less opportunity to hone their interpersonal and leadership skills in learning.

Teaching assistance in schools has a role for student teachers to have the freedom to think both individually and in groups (which creates collaboration between universities), it is hoped that in the future it can produce prospective teachers and students who can build education for the better. The hope is that the existence of teaching assistance at school will increase achievement, interest and better learning outcomes than before. (Siregar et al., 2020). With teaching assistance activities at schools, prospective teacher students will be given space to apply and develop their insight as future teacher candidates who can be recognized and equated to semester credit units (credits) in the prospective teacher student study program. Teaching assistance in schools is a place to improve the quality of higher education by facilitating the acceleration of higher education institutions to achieve the goals of the 8 (eight) Main Higher Education

Performance Indicators (IKU PT) stipulated in the Ministry of Education and Culture Decree No. 754/P/2020 concerning LLDikti within the Ministry of Education and Culture in 2020, especially in improving the quality of graduates who have graduate work readiness and student learning experiences outside campus in the Independent Campus Program Teaching Assistance Program in Schools or Teaching Campuses.

RESEARCH METHODS

The approach in this research is a quantitative approach, namely a process approach to knowledge discovery that uses numbers as data and tools to find the results you want to know. In this research, researchers used quantitative research methods. Sugiyono (2017:13) "Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the hypothesis that has been established." According to Kerlinger (Sugiyono, 2017: 14), survey research is research carried out on large or small populations, but the data studied is data from samples taken from that population, so that relative events, distributions and relationships are found. relationships between sociological and psychological variables.

This research was conducted at the Class 2 Teaching Campus Placement Elementary School. The research was carried out from August to December 2021. The research was carried out in the odd semester of the 2021/2022 academic year.

The experimental research design used is a true experimental design type. True Experimental Design is investigating possible cause-and-effect relationships with a design where there is actually a treatment group and a control group and strictly comparing the results of the treatment with the control Sugiyono (2019:116).

The sample used in this research was a random sample. According to Arikunto (2018: 177) states that random sampling is a sampling technique that "mixes" the subjects in the population so that all subjects are considered the same.

According to Arikunto (2018:172) "Data sources in research are subjects from which data can be obtained. The data source in this research is prospective teacher students who attended the teaching campus for class 2 of the 2021/2022 academic year, namely 23 students.

The techniques and data collection in this research are very useful to help answer the hypothesis. Because this technique determines the success of a research. In this research, several techniques were used in data collection, namely documentation of the grade 2 campus teaching grades obtained by the PIC of the independent campus teaching program at the Santo Thomas Catholic University school.

In this research, the t test is used to determine the extent to which project-based learning model variables are able to explain the influence on learning outcome variables. To determine the effect of each variable, researchers used the t test. In this researcher, what is used is a one-party test using a simple linear regression test.

RESULTS AND DISCUSSION

Testing a simple Linear Regression

To determine the effect of teaching assistance in schools on the competency of prospective elementary school teachers, this can be done through correlation and regression analysis. Below we will present the results of the correlation regression analysis.

Table 1. Model Summary

Model 1	R	R Square	Adjusted R Square	Std. Eror of the Estimate	R Square Change	Change Statistics F Change
	.90ª	.81	.80	2.10	.81	86.97

Analysis of the Model Summary table above explains the magnitude of the correlation/relationship value (R), which is 0.90 and obtained a coefficient of determination (R Square) of 0.81, which means the influence of the independent variable is 0.90= 90%. The linear regression test is used to measure the magnitude of the influence of the independent variable on the dependent variable. In this regression test, teaching assistance in schools is the independent variable (X) and the competency of prospective elementary school teachers is the dependent variable (Y). The equation for the regression used is Y= a + bX. Where, a = the Unstandardized Coefficients constant number, the value is 25.83. This number is a constant number which means that if there is no teaching assistance at school, the consistent value of learning outcomes is 25.83. b = regression coefficient number, the value is 0.28. This figure means that for every 1% additional teaching assistance in schools, it will increase by 0.28.

Tabel 2. Coefficients

Model	Unstandardized Cofficients		Standardized Cofficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	25.83	7.33	-	3.52	.002
Kompetensi Calon Guru SD	2.64	.28	.90	9.33	.000

Because the regression coefficient value is positive, it can be said that teaching assistance in schools has a positive effect on the competency of prospective elementary school teachers so that the regression is Y = 25.83 + 0.28X. Meanwhile, to ascertain whether the regression coefficient is significant or not (in the sense that the dependent variable has an effect on the independent variable) you can do a hypothesis test by looking at the value (sig) with a probability of 0.05. if (sig) > 0.05 then there is no effect of teaching assistance at school on the competency of prospective elementary school teachers. It can be seen that the value (sig) 0.002 < 0.05, so it can be concluded that there is an influence of teaching assistance at school on the competency of prospective elementary school teacher students (Anjani & Safitri, 2023; Handayani et al., 2023; Safitri, Ansyari, et al., 2022).

Research Discussion

If observed from the variable coefficients, this research can state that the teaching assistance variable in schools is higher than students who receive conventional learning (without field practice). The results of the analysis obtained provide an illustration that it turns out that teaching assistance at the school has an influence on the competency of prospective elementary school teachers which includes activity planning, implementation (teaching, technology adaptation, administration), reporting, personality and social. Based on the research results, research findings were obtained with correlation test results (rxy or rcount= 0.90 with a significance level of 0.05 with the number (n) = 23 students, so that rtable+= 0.413 was obtained, the results of the hypothetical test showed that tcount = 3.52 with ttable= 1 .72 (Safitri, 2017a, 2017b; Safitri et al., 2019; Safitri, Chastanti, et al., 2022). Thus, there is a significant influence of 90% of teaching assistance in schools on the competency of prospective elementary school PGSD FKIP teachers at Santo Thomas Catholic University.

CONCLUSION

Analysis of the Model Summary table above explains the magnitude of the correlation/relationship value (R), which is 0.90 and obtained a coefficient of determination (R

Square) of 0.81, which means the influence of the independent variable is 0.90= 90%. Because the regression coefficient value is positive, it can be said that teaching assistance in schools has a positive effect on the competency of prospective elementary school teachers so that the regression is Y = 25.83 + 0.28X. It can be seen that the value (sig) 0.002 < 0.05, so it can be concluded that there is an influence of teaching assistance at school on the competency of prospective elementary school teacher students. Based on the research results, research findings were obtained with correlation test results (rxy or rcount= 0.90 with a significance level of 0.05 with the number (n) = 23 students, so that rtable+= 0.413 was obtained, the results of the hypothetical test showed that tcount = 3.52 with ttable= 1 .72. Thus, there is a significant influence of 90% of teaching assistance in schools on the competency of prospective elementary school PGSD FKIP teachers at Santo Thomas Catholic University.

THANK-YOU NOTE

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