



# Role of Teaching Assistants in Upgrading Learning Quality in Junior High School

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## Abstract

This service is motivated by the Education Assistance Activities Batch 3, as a form of implementation of the Learning Merdeka Campus Merdeka (MBKM) in the form of educational assistance that allows students to support their learning process in high school. The program is based on six months of face-to-face classes. This program will be carried out to determine whether there is an increase in learning outcomes after the educational assistance program is implemented at SMPN 20 Kendari. The methods used are classroom observation, teacher-student collaboration, and direct instruction, learning design, and learning assessment. As a result of these activities, the learning outcomes produced by students during the learning process increased significantly.

**Keywords:** MBKM, Teaching Assistance Program, Students

## Introduction

Education is a basic human need. Because with education people can know everything they don't know. The world of education cannot be separated from teacher intervention. As one of the most important elements of education, teachers should also be at the forefront of playing an active role in conducting effective teaching and learning activities. Yudhoyono (2007) said education must meet the right standards, methods and curriculum, as well as good quality teachers.

Teachers are responsible for meeting all the needs of their students, so teachers must have the necessary skills and abilities to teach their students professionally. The success of management depends on the quality of educators. An educator is not only smart and has a title, but he has faith, piety, and a noble character, and he applies his knowledge according to his duty. Ariani (2013) stated skilled is capable of completing tasks, able and nimble.

Teacher professional development motivates students to improve the quality of their education and achieve maximum results. Advances in science and technology force educators to work competently. Professionalism requires acceptable confidence and abilities so that a person is considered worthy to carry out the task of being a teacher, Tika (2013).

According to the Ministry of Education and Culture, freedom of learning means giving freedom and autonomy to educational institutions and independence from bureaucratization. Based on Permendikbud No. 3 of 2020 Article 15 paragraph (1), it can be done within the study program and outside the study program, including: student exchange (building friendships between students), campus teaching (this program aims to devote oneself to the community and schools outside the campus area) and teaching assistance in the education unit. The program aims to provide an opportunity for students with an interest in education to ground and deepen their knowledge by becoming teachers in an educational unit.

This program is conducted by students in educational units such as elementary, middle school, and high school. Schools with teaching practice are located in the city. Research or research for research-interested students, independent learning can be realized in the form of research activities at research institutes/study centers. Student involvement in the program is typically voluntary and short-term.

Nevertheless, this program is designed by a public institution to obtain a credit rating from a university. This program runs for one semester or six months. The purpose of the Teaching Assistantship is to give interested students the opportunity to participate in the classroom and increase their knowledge by becoming a teacher in an educational unit. Contribute to improving equity in education quality and the link between primary and secondary education and tertiary education and time.

Free learning according to Suhartoyo (2020) has the essence that students will have the freedom to think both individually and in groups, so that in the future they will be able to give birth to students who are critical, superior, innovative, collaborative, and participative. Nurgiyantoro (2010) who stated in learning what must be considered is the process, not merely the result end. The policy of the independent learning program is not only designed for elementary schools, but also for universities. At the tertiary education level, there are different types of activities that students can do, such as the Class 3 Tutoring Assistant Program..

The school that is a partner in the implementation of the teaching assistance program is SMPN 10 Kendari which is located in Jl. Ruruhi, Anggoeya, Poasia district, Kendari city, Southeast Sulawesi province. The scope of the Batch 3 Teaching Assistant Program includes learning English in 7th-8th grade. In this program, students are expected to have the opportunity to develop their interests, add to their knowledge and gain learning experience. Furthermore, it is hoped that the program will enhance the effectiveness of the learning process in the final assessment of student learning outcomes.

### **Method**

Conducted by SMPN 20 Kendari students and field supervisors, this class 3 instructional activity is designed to help teachers of English subjects improve student learning outcomes. This activity is carried out according to a stepwise method: preparation stage, implementation stage and analysis stage. The preparation phase consists of activity reporting, acceptance and observation. The implementation phase consists of several activities, such as teaching, assessment questions, and monitoring end-of-semester exams. The results analysis phase is the preparation of the final report, service articles and teaching exams assessed by English teachers.

Table 1. Stages of the Method of Service Activities

Stages of dedication	Service Activities
Stage 1 (Preparation)	<ol style="list-style-type: none"> <li>1. A debriefing session was held. Specifically, the introduction of self-study on dedicated campuses, educational support programs, and internships for students and academic advisors.</li> <li>2. Acceptance, work with the principal, vice-principal, lead lecturer, and tutors to approve admissions.</li> <li>3. Internships and self-introductions by students who observe and observe the teaching and learning process of students after tenured faculty members.</li> </ol>
Stage 2 (Implementation)	<ol style="list-style-type: none"> <li>1. Education that occurs when teaching changes a student's learning for the better, improves the student's personality, uses the student's language, and increases the student's interest in learning.</li> <li>2. Supervises term-end exams administered at the start of exams and applies to all subjects.</li> </ol>
Stage 3 (analysis)	<ol style="list-style-type: none"> <li>1. For the final report, this stage allows students to complete a portfolio that includes in-class lesson plans, learning practice plans, observation notes from friends and colleagues, and suggestions from teachers.</li> <li>2. Instructional exams are conducted with teachers to</li> </ol>

	assess a student's ability to master the class and material.
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## Results and Discussion

### A. Preparation stage

#### 1. Debriefing

A debriefing was conducted by students and field supervisors to provide the minimum knowledge required for teaching assistant activities at SMP Negeri 20 Kendari. The debriefing material includes instructions for completing the journal or for activities to be conducted later during the Teaching Assistant Program. And how to make a dedication article.

#### 2. Receiving

Coordinate with the principal, vice-principal and English teachers on the program delivery site. The reconciliation step includes several activities such as Establish initial communication between the student and the principal, representatives, English teachers and fields her workers. The fieldworker then submitted permission from the university to run the program and several notices from the principal regarding school rules.





Picture 1. Reception with principal, vice principal, and English teachers.

### 3. Observation

This observation section is divided into several aspects, such as observation methods, observation data sources, and observation results, namely:

- a. The method of observation, the first thing to do is to observe the state of the school environment and how teachers guide the learning process at SMP Negeri 20 Kendari. This observational method aims to obtain good data on the physical condition of the school and on-going teaching and learning processes.
- b. Data from initial observations were collected based on direct field observations and official observations..
- c. The results of observations include learning outcomes, material design and learning implementation plans.



Picture 2. Observation

## **B. Stages of Implementation and Results of Service**

1. Each of these activities is conducted to provide an initial boost to the student's understanding of the learning material. This activity helps students understand the additional material given. This activity is at the core of our educational support program. Meldina (2019) say that asking activities are one of the most important stimuli for students' curiosity; this is because asking is the initial process in thinking.





Picture 3. Teaching Process

2. Ask assessment questions to check students' understanding of given material over several months. Assessment questions are presented to students during the final semester assessment process, where they can later view the results of their comprehension of the material.

3. Assessment results are evaluated after students have submitted their assessment question answer sheets. The assessment also takes into account improvements in student learning.

## Conclusion

The main goal of the Batch 3 Teaching Support Program is to enable students to support their teaching and learning process at SMP Negeri 20 Kendari. Additionally, the program is being implemented to improve the quality of learning for her Grade 8 students for the 2021-2022 school year.

This class support activity was very well received by the school and the students of SMP Negeri 20 Kendari. After completing the activities, students and teachers were very enthusiastic and motivated to conduct teaching and learning activities effectively and efficiently. The learning process in schools is also progressing well, which is reflected in the changing landscape of learning assessment in teaching and learning activities..

Student services activities were implemented at SMP Negeri 20 Kendari to provide SMP Negeri 20 Kendari teachers and students with cost-effective integration into the education system. Of course, this kind of activity is very well suited for collaboration between scientific disciplines.

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