

Teaching Assistance for the Merdeka Learning Campus Merdeka (MBKM) Program Sunan Giri Nahdlatul Ulama University Students

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Abstract: Teaching assistance which is a learning activity carried out by students collaboratively with teachers/tutors/facilitators in various educational units in the formal and non-formal education subsystem. The teaching assistance program is the result of Merdeka Learning Campus Merdeka or known as MBKM. The research aims to provide opportunities for students of Nahdlatul Ulama Sunan Giri University to develop innovation, creativity, capacity, personality, and develop themselves in seeking and finding knowledge in secondary schools under the guidance of field supervisors. Research method Form of Learning Activities (BKP) teaching assistance conducted by UNU Sunan Giri students at MA Ar ridwan Romly Al maliky by direct observation in the field. Learning activities are carried out by students collaboratively in formal or non-formal education subsystems. The research data is the learning system in MA Ar ridwan Romly Al maliky school. The results of the study that the implementation of teaching assistance by students at MA Ar ridwan Romly Al maliky made students more enthusiastic in learning and learning became more active and creative and school administration services increased and increased in non-academic achievement.

Keywords: Teaching assistance, MBKM Program, Students, UNUGIRI

Abstrak: Asistensi mengajar yang merupakan aktivitas pembelajaran yang dilakukan mahasiswa secara kolaboratif dengan guru/tutor/fasilitator di berbagai satuan pendidikan dalam subsistem pendidikan formal dan nonformal. Program Asistensi mengajar hasil dari Merdeka Belajar Kampus Merdeka atau yang dikenal sebagai MBKM. Tujuan penelitian memberikan kesempatan kepada mahasiswa Universitas Nahdlatul Ulama Sunan Giri untuk mengembangkan inovasi, kreativitas, kapasitas, kepribadian, dan mengembangkan diri dalam mencari dan menemukan pengetahuan di sekolah menengah di bawah bimbingan dosen pembimbing lapangan. Metode penelitian Bentuk Kegiatan Pembelajaran (BKP) asistensi mengajar yang dilakukan mahasiswa UNU Sunan Giri di MA Ar ridwan Romly Al maliky dengan cara observasi langsung di lapangan. Aktivitas pembelajaran dilakukan mahasiswa secara kolaboratif dalam subsistem pendidikan formal ataupun nonformal. Data penelitian adalah sistem pembelajaran yang ada di sekolah MA Ar ridwan Romly Al maliky. Hasil penelitian bahwa pelaksanaan asistensi mengajar oleh mahasiswa di MA Ar ridwan Romly Al maliky menjadikan siswa lebih antusias dalam belajar dan pembelajaran menjadi lebih aktif dan kreatif dan pelayanan administrasi sekolah meningkat dan peningkatan dalam prestasi non akademik

Kata Kunci: Asistensi mengajar, Program MBKM, Mahasiswa, UNUGIRI

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Introduction

Merdeka Belajar Kampus Merdeka (MBKM) is a program created by the government in order to improve the quality of education in Indonesia (Siti Aisyah Muhleni, 2023). The Merdeka Belajar - Kampus Merdeka policy is expected to be the answer to these demands. Learning in the Independent Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through an independent learning program that is well designed and implemented, students' hard skills and soft skills will be formed strongly (Usep Setiawan dkk, n.d.)

The main points in the MBKM policy include: (1) opening of new study programs, (2) university accreditation system, (3) legal entity universities, (4) the right to study three semesters outside the study program. The three-semester study rights program outside the study program is one of the MBKM policies which is a mandate from higher education regulations in order to prepare graduates who are able to adapt to the world of work and improve the quality of learning (Deddy Mulyana, 2016)

The achievement of the implementation of the MBKM program at a university or at the smallest scope of the study program is seen from three aspects (Jenderal et al., 2020), namely:

- 1) The implementation aspect is related to the role of universities in facilitating students on their campus to take part in the MBKM program;
- 2) The aspect of student involvement includes the number of students who take part in the MBKM program, the college will calculate the ratio with the total number of students; and
- 3) The aspect of lecturer involvement includes the number of lecturers involved as mentors and PICs in the MBKM program.

The implementation of the MBKM program in higher education is not without obstacles, there are many obstacles faced in implementing this program (Arifin and Muslim, 2020). Obstacles in the implementation of the MBKM program have diversity based on point of view. Obstacles from the point of view of universities, study programs, supervisors and students as implementers of the MBKM program. In addition, it is also from the point of view of partners in the MBKM program, in the form of other university partners, government agency partners, research and community service agency partners and partners from the business world, the industrial world and the world of work (Sitorus & Siregar, 2023). These constraints are obstacles in the implementation of the MBKM program in universities or study programs. If all obstacles that come from various points of view can be overcome or prevented, then the implementation of the MBKM program will run smoothly and achieve all the goals that have been set (Siregar dkk, n.d.).

These obstacles are obstacles in the implementation of the MBKM program in universities or study programs. If all obstacles from various perspectives can be overcome or prevented, the implementation of the MBKM program will run smoothly and achieve all the goals set by the MBKM program from the start (Digi et al., 2023)

The Directorate of Learning and Student Affairs, Directorate General of Higher Education, compiled the Teaching Campus Program, which is one form of implementing Merdeka Learning Campus Merdeka (MKBM), which is a teaching assistance program to empower students to assist the learning process in schools in various villages / cities in Indonesia (Anwar, 2021)

Teaching assistance which is a learning activity carried out by students collaboratively with teachers/tutors/facilitators/parents in various educational units in the formal, non-formal and informal education subsystems (Santoso et al., 2022). Teaching assistance aims to provide opportunities for students in the field of education to participate in teaching and deepening their knowledge and provide practical experience to students who want to pursue a career in education or who are interested in becoming teaching assistants (Sugiyono, 2017).

The mechanism for implementing teaching assistance in education units is as follows:

1. Higher Education Institutions:
 - a. Prepare the required documents to be submitted to the partner education unit.
 - b. Appoint a supervisor for students while carrying out activities.
 - c. Provide opportunities for students to participate in teaching programs in formal and non-formal education units.
 - d. Convert the hours of teaching activities in educational units to be recognized as credits.
 - e. Reporting the results of activities carried out by students to the Directorate General of Higher Education through the Higher Education Database.
2. School:
 - a. Appoint a mentor teacher or accompanying teacher for students while carrying out teaching assistance activities.
 - b. Together with the student supervisors, conduct supervision, monitoring, and evaluation of the activities carried out by the students.
 - c. Provide an assessment at the end of the activity implementation to be converted into student credits.
3. Students:
 - a. Carry out activities under the supervision of supervisors and student teachers.
 - b. Write daily notes or logbooks every day.
 - c. Compile activity reports every week and submit activity reports in the form of presentations.

The teaching assistance program lasts for a maximum of two semesters or one year in universities or other educational institutions, one of the Merdeka Learning Campus Merdeka (MBKM) programs implemented at the Sunan Giri Nahdlatul Ulama University (Lase, 2019). Some study programs that participate in the teaching assistance program are: Madrasah Ibtidaiyah Teacher Education, Citizenship Education, Indonesian Language and Literature Education, English Education, and Informatics Technology (Muh. Hasan Marwiji, 2023)

In the Teaching Assistance program, Sunan Giri Nahdlatul Ulama University students are placed at MA Ar Ridwan Romly Al Maliky Bojonegoro The educational institution that is the practice site for the teaching assistance program is located in the middle of Bojonegoro Regency the scope of the teaching assistance program includes learning in all learning subjects that focus on literacy and numeracy, school technology adaptation. With this program, it is expected that students will have the opportunity to hone their leadership and character and have learning experiences (Santoso et al.,

2022). And as teaching assistants under the supervision of experienced lecturers or teachers. The tasks they can perform include assisting in the preparation of subject matter, providing assistance to students in understanding the material, holding discussion or consultation sessions, and assisting in the grading and supervision of exams or assignments (Masruroh dkk, n.d.).

Research Methods

Teaching assistance research methods collect data and analysis related to the experience and impact of the teaching assistance program on students, lecturers or teachers, participating MA Ar Ridwan Romly Al Maliky Bojonegoro students, and the learning process as a whole (Sugiyono, 2012). Several research methods were used. First, teaching learning model, lecture method, discussion method, and Team Games Tournament (TGT) method. Second, school operations/school administration, and Third, non-academic activities (Daryanto dkk, n.d.)

Result

The implementation of teaching assistance at MA Ar Ridwan Romly Al Maliky Bojonegoro educational institution students participate in several programs in the institution. Both teaching, helping school administration, and non-academic, formal or non-formal.

1. Teaching

Students conduct teaching that has previously been equipped with enough knowledge gained in lectures directly practiced when teaching at school through. The process of implementing learning activities in the classroom, namely making lesson plans (RPP), making and preparing learning modules, making assessments of the Merdeka Learning Campus Merdeka (MKBM) teaching program. With several teaching methods, namely: a) learning model, b) lecture method, c) discussion method, d) Team Games Tournament (TGT) method.

- a. The Discovery Learning model, by placing emphasis on the active role of MA Ar Ridwan Romly Al Maliky Bojonegoro students, is more active in the learning process, both individually and in groups. can explore, investigate, self-experience, and find their own concepts.

- b. Lecture method, students as teaching assistants provide informative learning, oral explanations, and easy-to-understand concepts to MA Ar Ridwan Romly Al Maliky Bojonegoro students so that students can listen directly, more proactive during learning.
- c. Discussion method, with this method the students of MA Ar Ridwan Romly Al Maliky Bojonegoro are invited to engage in the exchange of ideas, views, and experiences through structured conversations. Maa in the learning situation the students are more critical, giving a deep understanding.
- d. Games method, the use of this method is more interesting in learning the learning process to increase motivation, engagement, and understanding of MA Ar Ridwan Romly Al Maliky Bojonegoro students such as role-playing games, quizzes, computer-based games or mobile devices, and quiz competitions etc.

Other forms of academic activities in the Merdeka Learning Campus Merdeka (MKBM) program for teaching assistance students that can be applied at MA Ar Ridwan Romly Al Maliky Bojonegoro are:

- a. Teaching with case studies involves in-depth analysis of real cases or complex scenarios. Students are asked to analyze information, identify problems, and find solutions or recommendations based on their understanding.
- b. PBL (Problem-Based Learning) This approach places students in situations where they must solve a specific problem or challenge. Students learn through active and collaborative inquiry to solve a given problem, often with guidance from the instructor.
- c. Project Based Learning involves students in practical projects that require problem solving, teamwork and application of knowledge in a real context. Projects can be presentations, artwork, writing scientific papers, or other products relevant to the subject.
- d. Blended Learning This approach combines face-to-face learning with the use of digital technology. Students learn through a combination of

lectures, online discussions, technology-assisted self-learning, and direct interaction with teachers.

- e. Cooperative Learning This method encourages cooperation and collaboration between students in small groups or teams. Students learn through interaction with peers, teach each other, and share responsibility in achieving common learning goals.

The form of teaching method activities practiced by the teaching assistance of Sunan Giri Nahdlatul Ulama University students has advantages and disadvantages depending on the learning objectives, subject content, and student learning styles. Teachers often choose or combine several methods to create a more diverse and effective learning experience for MA Ar Ridwan Romly Al Maliky Bojonegoro students.

2. School operations / school administration

In accordance with the Merdeka Learning Campus Merdeka (MKBM) teaching assistance program, students are also involved in helping school operations / administration of MA Ar Ridwan Romly Al Maliky Bojonegoro, so students also carry out a series of activities, namely managing and organizing various aspects of school operations to run efficiently and effectively (Usep Setiawan et al, n.d.). Such as conducting daily picket in the office, recording student attendance, student attendance, student registration, class placement, handling discipline, counseling, etc.

- a. The implementation of student administration carried out by school administrators at MA Ar Ridwan Romly Al Maliky Bojonegoro is recording student data from the beginning of entry until the student is declared to have graduated from school. Starting from new student registration letters, lists of new student candidates, lists of new students, division of new student classes, recording student data in the main book, to data on students who will take UAS and UN. Student administration activities carried out by school administrators are confirmed by the Principal's statement.
- b. Student Management, namely the registration of New Student Admission (PPDB), the arrangement of lesson schedules and extracurricular activities, monitoring student attendance and discipline.

- c. The implementation of correspondence and archival administration carried out by administrative staff of MA Ar Ridwan Romly Al Maliky Bojonegoro is assisted by students by recording incoming / outgoing letters, filling in the disposition card by the principal and legalizing the Certificate of Completion of Learning (STTB). Based on the results of interviews by students to the Principal of MA Ar Ridwan Romly Al Maliky Bojonegoro, it is stated that the administration of archival correspondence carried out by school administration personnel, namely correspondence activities from incoming letters and outgoing letters, agendarians, archivists, legalizing Study Completion Certificate (STTB). Similarly, what was conveyed by the School Administration Staff of MA Ar Ridwan Romly Al Maliky Bojonegoro in the results of interviews by students stated that the implementation of correspondence and archival administration worked on filing incoming and outgoing letters, filling out disposition cards and submitting to the principal and legalizing the Study Completion Certificate (STTB).
- d. Preparation of exam supervisor forms and preparation of answer sheets: Students are asked to organize the exam supervision form based on the room that has been determined in order. Furthermore, assistance students are asked to stamp the answer sheets for student exams.
- e. Students participate in promoting the school by documenting all activities in the form of photos, videos, or writings. Writing news or articles on social media or print media online or offline.

Students of Sunan Giri Nahdlatul Ulama University implemented Information Technology (IT) and School Information Systems (SIS) at MA Ar Ridwan Romly Al Maliky Bojonegoro school in terms of operations and administration. Some aspects include:

- a. Student Data Management: SIS provides a platform to manage student data, including personal information, learning outcomes, attendance, and other records. The system helps schools to monitor and update student information efficiently.

- b. Curriculum and Learning Management: SIS enables schools to plan, organize and monitor curriculum implementation. Teachers can access learning materials, add lesson schedules and track student progress online.
- c. Financial Administration: IT facilitates the management of school budgets, student payments and other financial records. The system helps in avoiding financial mismanagement and ensures transparency in the use of school funds.
- d. Communication and Collaboration: SIS often comes with communication features such as student email, online announcements, and parent portals. This makes communication between the school, teachers, students and parents/guardians easier.
- e. Analysis and Reporting: IT allows schools to analyze data in greater depth, for example through reports on student learning outcomes or school performance evaluations. This information is important for data-driven decision-making.
- f. Information Security: SIS should be equipped with a good security system to protect sensitive student data and other school information from unauthorized access or cyber attacks.
- g. Integration with Learning Technology: In the context of digital education, SIS can be integrated with e-learning platforms or LMS (Learning Management System) to provide access to online learning content and other supporting resources.
- h. School Resource Management: IT can assist in managing school inventory, equipment and other facilities, including maintenance and repairs.

The implementation of information technology and school information system of MA Ar Ridwan Romly Al Maliky Bojonegoro not only increases administrative efficiency, but also supports improvements in management and enhancement of students' overall learning experience. Good integration of IT and SIS plays a key role in supporting educational goals and preparing students for the challenges of the digital age.

3. School Non-Academic Activities

Non-academic in schools refers to a wide range of activities and programs outside the scope of academic learning designed to develop students holistically. This includes social, emotional, physical, and practical skill aspects.

The students of MA Ar Ridwan Romly Al Maliky Bojonegoro besides being active and creative in the academic field are also very active in the non-academic field. In its implementation, school lecturers and teachers always provide assistance to students of Sunan Giri Nahdlatul Ulama University as teaching assistance for Merdeka Learning Campus Merdeka (MKBM). Students contribute to the success of various non-academic activities at MA Ar Ridwan Romly Al Maliky Bojonegoro which are also assisted by the student council. Non-academic activities at MA Ar Ridwan Romly Al Maliky Bojonegoro are as follows:

- a. Extracurricular Activities: This includes student clubs and organizations such as debate club, hadrah music club, science club, sports, martial arts, drama, dance, and others. These activities help students develop their specialized interests outside the academic curriculum.
- b. Leadership and Community Service Activities: Programs such as student councils, community service projects, or environmental initiatives provide students with opportunities to develop leadership skills, teamwork, and social responsibility.
- c. Sports and Health: Schools often offer sports programs such as soccer, basketball, volleyball, or other athletics. Apart from developing physical skills, these also teach teamwork, discipline and health.
- d. Arts and Performances: Arts programs such as theater, hadrah music, and dance not only allow students to express themselves creatively but also improve self-confidence and interpersonal communication.
- e. Academic Competitions and Events: Such as science, math, or language olympiads that develop students' academic skills while encouraging healthy competition.
- f. Character Education Activities: These programs teach values such as integrity, religiousness, honesty, empathy and responsibility, which are important for students' moral and social development.

- g. Practical Skills Development e.g., daily life training such as personal finance or computer skills needed to prepare students for life after school.
- h. These non-academic activities are important as they not only assist MA Ar Ridwan Romly Al Maliky Bojonegoro students in the development of specialized skills and personal interests, but also support their holistic personality development. Schools that well integrate these activities can provide a more diverse and enjoyable learning environment for students, helping them grow and develop in various aspects of life.

Conclusion

The implementation of the Teaching Assistance Program Merdeka Learning Campus Merdeka (MKBM) has been carried out by students of the Sunan Giri Nahdlatul Ulama University which was carried out in one odd semester of 2024. During the implementation of teaching assistance activities at MA Ar Ridwan Romly Al Maliky Bojonegoro, assistance students have fully contributed to various programs at MA Ar Ridwan Romly Al Maliky Bojonegoro both academic, non-academic, formal, and non-formal including teaching, making learning tools, participating in school administration, and participating in every activity in the school. Overall, the Teaching Assistance activities carried out have a very good impact on MA Ar Ridwan Romly Al Maliky Bojonegoro.

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