

# Teaching Assistance of Merdeka Belajar Kampus Merdeka Program of the Islamic Education Study Program of Lamongan Islamic University

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Submitted: 11-07-2023

Revised : 12-09-2023

Accepted: 11-10-2023

**ABSTRACT.** The aim of writing this article is to analyze and describe MBKM teaching assistance at MAN 1 Lamongan. This research uses a qualitative descriptive case study. The focus of this discussion is to explain the teaching assistance for students of the Islamic religious education study program at the Lamongan Islamic University MBKM program which was carried out at MAN 1 Lamongan and was attended by 6 students. Research data was obtained through interview, observation, and documentation techniques as well as using a data analysis process: collection, reduction, and concluding. The research results show that there are three stages that students participating in teaching assistance go through. The preparation stage includes a briefing on the concept of teaching assistance, student functions and tasks, reflection, and planning for teaching assistance. The next implementation stage includes acceptance and observation, making teaching plans, implementing teaching, conducting assessments, and reflecting on closing the program. The final stage is analysis and results, including analysis of attitude competence, knowledge competence, teaching competence, general competence of the school environment, and evaluation of the entire activity program. In teaching assistance activities carried out at MAN 1 Lamongan, students gain new experiences that can shape their character to become good and professional teacher candidates.

**Keywords:** *Teaching Assistance, MBKM Program, Student of Islamic Study Program*



<https://doi.org/10.31538/munaddhomah.v4i4.639>

**How to Cite** Fathurrahman, F., & Mumtahana, L. (2023). Teaching Assistance of Merdeka Belajar Kampus Merdeka Program of the Islamic Education Study Program of Lamongan Islamic University. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), 981–989.

## INTRODUCTION

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim launched the independent learning policy for the scope of higher education (universities, etc.) with the title "Independent Campus " this week ahead of Chinese New Year (Imlek). The Ministry of Education and Culture of the Republic of Indonesia issued an independent learning program aimed at responding to educational needs in the era of the Industrial Revolution 4.0. This program also receives support from the Education Fund Management Institution (Munthe et al., 2022). The policy is to improve human resources and to increase creative and innovative people who apply science (Mukhlisin et al., 2023). Nadiem also emphasized that the Independent Campus policy is a continuation of the Independent Learning concept. Its implementation is most likely to take place immediately, only changing ministerial regulations, not changing Government Regulations or Laws. There are nine MBKM programs, according to the guidebook

for the MBKM Program published by the Ministry of Education and Culture (2020) and one of them is "Teaching Assistance" (Restiningtyas et al., 2022).

The (MBKM) Merdeka Belajar Kampus Merdeka Program provides opportunities for students for one semester or the equivalent of 20 credits to take learning outside the study program at the same tertiary institution; and a maximum of 2 semesters or the equivalent of 40 credits to take learning in the same study program at different tertiary institutions, learning in different study programs at different tertiary institutions; and/or learning outside tertiary institutions. Learning in the Independent Campus provides challenges and opportunities for the development of 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. (Guidebook of MBKM of Islamic Study Program, 2021)

Assistance teaching is form activity learning carried out by students in a way collaborative below teacher guidance and lecturer supervisor in the unit formal education. Assistance teaching aims to (1) Provide the chance to interested students \_ in field education to deepen their practice and science to become a teacher at school; and (2) Help increase equality and quality education as well as relevance education base and intermediate with college tall (Restiningtyas et al., 2022). Expected with the Assistance program teach Graduate of Bachelor after Passing Capable for practice method teach with Good through experience teaching at school or madrasah. PAI Study Program positions MBKM assistant teachers as a base for developing base dynamic curriculum.

The researcher wants to analyze and describe Teaching Assistance for the MBKM Program for Students of the Islamic Religious Education Study Program FAI Lamongan Islamic University. The research related to the title is, first, research conducted by Amirul Azis Anshari Muda et al with the title Teaching Assistance at the Sulamuttarbiyah Barito Kuala foundation; this study found that teaching assistance really helps schools or madrasas in terms of teaching and administration in schools or madrasas (Muda et al., 2021). The second research is the research conducted by Latifah Nur Restiningtyas et al with the title called Effectiveness of Teaching Assistance in Improving Quality of Learning through the MBKM Program. The results obtained from this study are new changes in learning. There is an increase in the number of children during assistance and the impact of parenting between teachers and teaching assistance (Restiningtyas et al., 2022). The third research is the research conducted by Peter Stefanus et al on the Overview of MBKM Teaching Assistance at Junior Secondary School X Tangerang City. This research is the result of an analysis of the implementation of MBKM teaching assistance with the result that the implementation of teaching assistance is very helpful in terms of assistance to students (Stefanus et al., 2022). from search researchers that have Not yet there is Study about MBKM Assessment Teach Lamongnan Islamic University, expected study This Capable of give description and benefit of MBKM Teaching Assistance..

## **METHOD**

This study uses a qualitative descriptive approach, as suggested by Bogdan and Taylor (in Arif Furchon 1992) that the use of descriptive methods is a research procedure that produces descriptive data in the form of speech or writing and observable behavior of the people or subjects themselves. Data collection was carried out by using participant observation techniques, in-depth interviewing, and study of documents. Data analysis is an activity of systematically searching and compiling data obtained from field notes, interview results, and other materials, as suggested by Miles, Huberman and Saldana (2014), so that the findings can be understood and informed to others. Researchers conducted a process of collecting, reducing, and

interpreting/concluding data. Furthermore, data validity was tested through triangulation techniques.

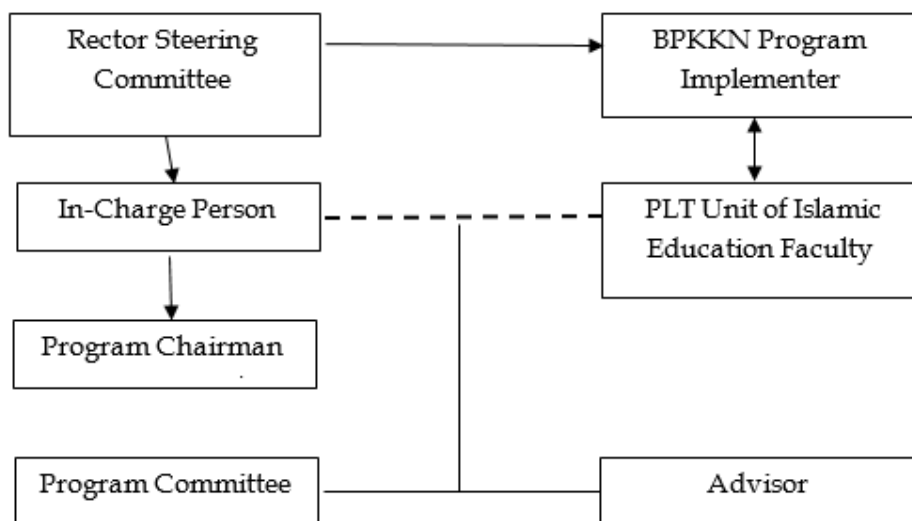
The research subject is the MBKM teaching assistance program for 6th semester students of Islamic education study program at Lamongan Islamic University even semester 2022, MAN 1 Lamongan location which consists of 6 active students namely Winda Latifatul Mahbubah, Izzatun Nada, Lailatul Fitrotin nisa', Baihaqi Mughni M, Ali Harismawan, Iqbal Karim, with the supervisor namely Mrs. Lusia Mumtahana. MBKM Teaching assistance is carried out for 3 months starting from March to June.

## RESULT AND DISCUSSION

### Result

#### Implementer Organization and Flow of Teaching Assistance in Islamic Education Study Program at Lamongan Islamic University

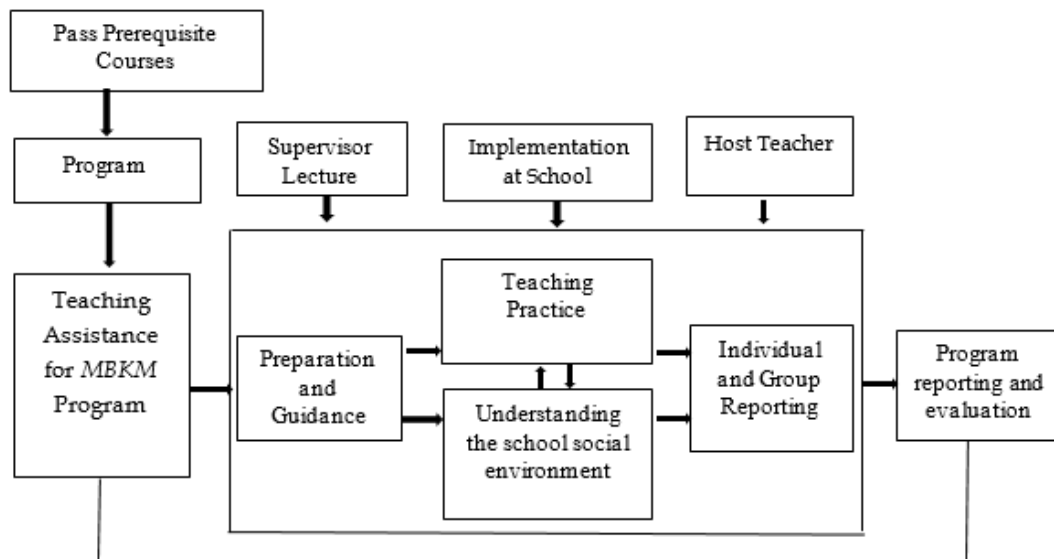
The organization of the implementation of the Teaching Assistance program in the education unit involves the university and the dean because it involves all students across faculties, as well as other bodies that have similar activities. The structure is as follows: Rector, Dean, Head of Study Program, BP KKN, and FAI PLT Unit (Merdeka Belajar SOP, 2020).



Picture: 1.1: Implementer Organization of Teaching Assistance Program

Duties, rights and obligations of the Rector, Dean, Study Program, BPKKN and UPT PLT: In implementing this program there are several parties involved, in which each party involved has duties, rights and obligations.

Teaching Assistance of MBKM Program of the Students of Islamic Education Study Program at Lamongan Islamic University can be explained as a whole through the following picture:



1.2: Flow chart of Teaching Assistance (Merdeka Belajar SOP, 2020)

### Assistance Program and Teaching Assistance Objectives

Teaching assistance learning activities are off-campus learning by doing activities designed to bring students closer to the reality of education in society, implement the knowledge they have gained, and contribute to the development of education, especially teaching directly. Students can learn in schools, educational communities, even in informal education in the community. It is hoped that with this learning activity students will really be able to dive into the conditions of education in Indonesia so that when they graduate and take part in the world of education they will be able to become professional educators, be able to develop education in their environment, and solve educational problems through various learning innovations.

Teaching Assistance activities have the aim of providing experience in contributing directly to the world of education, strengthening pedagogical, personality, social and professional competencies and encouraging and implementing critical and high-level thinking skills. The general objectives of this Teaching Assistance activity are: 1) provide opportunities for students who have an interest in education to participate in teaching and deepening their knowledge by becoming teachers in educational units; 2) provide experience for students in the field of learning in schools or institutions in order to train and develop teacher or educational competencies; 3) provide opportunities for students to recognize, appreciate and study the problems of schools or related institutions; 4) improve students' ability to apply the knowledge and skills that have been mastered into learning in schools or related institutions; 5) help improve the quality of education and the relevance of secondary education to the times (SOP Merdeka Belajar, 2020). The expectations of the carrying out of teaching practices are the realization of students with high abstraction in the form of scientific and pedagogical competencies or skills in the field of teaching in accordance with the disciplines taken and having a high commitment to values, attitudes, and behavioral patterns in carrying out the duties and responsibilities of organizing education.

While, the specific objectives of the Teaching Assistance activities include: 1) get to know the academic and administrative duties of educators in learning and non-learning; 2) provide experience in preparing learning tools based on curriculum analysis and student development; 3) provide direct experience in the implementation of guided learning activities; 4) provide

opportunities for students to recognize, study and live with educational problems at school, which are related to the learning process and educational development (I'zzatun Nadaa, 2022).

## **Discussion**

The teaching assistance program in education units provides flexibility to anyone who wants to become a teacher who understands how to plan learning, learning processes, assessing learning outcomes, analyzing learning outcomes, reporting learning outcomes, education management, and other educational administration. When implementing Teaching Assistance, students are required to carry out the program up to reporting activities (Faizah et al., 2022). At this stage, the Teaching Assistance participants create a group, which acts as a group coordinator. In accordance with what was explained by Lusia Mumtahana as the Field Supervisor, she explained that the objectives of the Teaching Assistance activities included: getting to know the academic and administrative duties of educators in learning and non-learning; providing experience in preparing learning tools based on curriculum analysis and learner development; providing direct experience in the implementation of guided learning activities; and providing opportunities for students to get to know, study and appreciate educational problems at school, which are related to the learning process and educational development.

In the implementation of teaching assistance carried out by Lamongan Islamic University, Islamic Education Study Program, to achieve maximum results there are several stages that are carried out, namely the preparation stage, the implementation stage, then the analysis and results stage.

First, Preparation: Debriefing is carried out for students and supervisors to provide the minimum knowledge needed in teaching assistance activities at MAN 1 Lamongan. Preparation is filled with observation activities to the pre-assignment school with the aim of knowing the situation and conditions at the school. From the observation, the teaching campus team identifies problems together and then reports them in the form of an initial report. The initial report is submitted in the first week of the assignment (Heri Dwi Santoso, et al., n.d.). The initial report includes the role of students in teaching assistance, the strategies that will be carried out in carrying out teaching assistance activities and the implementation of strategies in teaching assistance activities.

Second, Implementation. 1). Acceptance: The teaching assistance carried out at MAN 1 Lamongan began with a reception or opening ceremony which was held on March 16, 2022 in the MAN 1 Lamongan meeting room, which was attended by the principal, supervisors, and all teaching staff along with Islamic Education Study Program students. In this event, an explanation was given about the duties of teaching assistance students, with each tutor, as well as the distribution of subjects and teaching schedules. 2). Preparation: After each of the teaching assistantship students gets a subject section with the host teacher. We begin to be given direction or learning in making learning tools such as lesson plans. As well as deepening the material that will be taught for approximately 3 months of implementation. 3) Teaching: Learning devices have been prepared by each teaching assistance student, so that they can start KBM, at this stage students begin to stimulate children's stimulus to be more interested and interested in the learning that will be carried out, and find out the extent of students' understanding of the lessons that will take place. After knowing the understanding of students, students then mobilize the learning strategies that have been prepared. For each class, of course, it is not the same because of the different characters of the students, and the utilization of media in the classroom. Good learning is done by paying attention to learning objectives, the characteristics of students, the material being taught, the learning resources available, and the methods and media used. (Mumtahana et al., 2022).

The methods used include: First, the lecture method This method is always used to explain the material presented to students so that students can know the meaning of the material being taught. Second. Discussion Method This method will be used when students have different questions and arguments on a problem. This method aims to determine the midpoint of the arguments and problems owned by students and the teacher as an arbiter who can explain the conclusion of the discussion. Third, Question and Answer Method This method is used when the learning will end. This is done to re-explain what has been conveyed by the teacher, so that students can better remember the things that have been conveyed. Fourth, Memorization Method This memorization method is often used in the learning process, especially in Islamic Education learning. Which is identical to memorizing, moreover this method is also very good for honing the memory of students and increasing students' interest in reading. Most memorization methods are applied in Islamic boarding schools, these methods are used to memorize the Qur'an and Nadhom-Nadhom which are taught in Islamic boarding schools (Mumtahana & Aslamiyah, 2021).

From several methods that have been described, there are also media to support learning, such as whiteboards, LCD projectors, so that we are able to present the material optimally. By utilizing audio-visual media such as PPT, it is believed to be able to attract student interest in learning, as well as by adding some educational games to increase student enthusiasm in learning the material. 4). Assessment: In carrying out the teaching, we are also given the mandate by the Pamong teacher, to give an assessment of the class that we have been teaching. The goal is to find out how far their understanding of the material we have taught. The assessment is carried out in the form of daily assessments which can later add to the semester score. 5). Closing: After all the teaching assistance agenda had been carried out properly, and the time had shown the date of 08 June 2022, then our duty to teach at MAN 1 Lamongan ended, and then we hold a small farewell with the students, i.e. by taking pictures and telling stories and delivering messages and impressions for students while teaching (Teaching Assistance Report, 2022). The closing was also carried out formally in the conference hall together with related parties. With the end of this teaching assistance program, it indicates that the report assignment will begin soon. With the right guidance from the field supervisor's mother, it makes it easier for us to do the task.

### Teaching Assistance as a Substitute Teacher at MAN 1 Lamongan

Basically, the MBKM teaching assistance program is a program aimed at students whose main task is to replace teachers, they learn as a whole to become professional prospective teachers together with teachers in educational institutions. Teaching assistance program students are education and non-education program students who have an interest in education. In carrying out teaching assistance activities, students are equipped with basic knowledge about didactic methodics of learning in the Education Unit (Wahyuni & Riyanto, 2022).

The implementation of Teaching Assistance at Lamongan Islamic University was carried out at MAN 1 Lamongan. Among the students who participated in the Teaching Assistance Program are as in the following table:

No	Names	Subjects
1	Alvi Harismawan	Al-Qur'an Hadits
2	M. Iqbal Karim	Al-Qur'an Hadits
3	Lailatul Fitrotin nisa'	Fiqih
4	Winda Latifatul M	Fiqih
5	I'zatun Nada	SKI
6	M baihaqi Mughni M	Aqidah Akhlaq

Table: 1.2. Names and Subjects of Teaching Assistants at MAN 1 Lamongna

According to Izzatun Nada, before carrying out learning, students in the teaching assistance program are given direction by the supervising teacher, as well as given direction and understanding of how to make correct lesson plans. Learning tools are used as a reference, basis or signpost for teachers in carrying out learning in order to achieve the expected goals, without learning tools will cause learning to be undirected (Setiyadi et al., 2022). Learning Device as a Guide, meaning that the learning device is used as a reference for a teacher regarding the implementation of learning in the classroom, and is used as a guide for developing the teaching process in the classroom.

### **Teaching Assistance as a Counseling Guidance Teacher at MAN 1 Lamongan**

In addition to the fields of study that contain the values of Islamic religious education such as al qur'an hadith, fiqh, aqidah akhlak and history of Islamic culture, the field of study of counseling guidance or counseling is also converted in the MBKM Teaching Assistance program at MAN 1 Lamongan. Educational guidance and counseling is a process of helping students to gain direction and self-understanding in order to make choices to achieve their goals. The focus of this guidance is to assist the self-development of each student through school (Akhmad Muhaimin Azzet, 2012). It is expected that students who participate in this program can actively participate in assisting growth and development in the teaching and learning process both outside and outside the classroom as well as assisting in solving student problems that often interfere with students in their learning process at school. The counseling guidance process in schools is an integral part of the Education Process, in other words there is a link, continuity and integration between education and counseling guidance programs so that the education process runs well and meets the needs of students optimally (Melik Budiarti, 2017).

Teaching assistance students are expected to learn consciously in providing counseling guidance to students in order to become a provision when they become teachers as expressed by Mr. Shochib as a counseling guidance teacher at MAN 1 Lamongan "students can learn to assist students who are conducting coaching or mentoring by counseling guidance teachers in a special counseling guidance room, in this room students can freely approach from heart to heart with students." (Basri, 2010). Because guidance and counseling is in the realm of education, its position is part of education itself, because guidance and counseling is also aimed at guiding and educating and helping individuals to be able to live better (Basri, 2010). This certainly opens up the widest possible learning space for students who participate in this teaching assistance program, because they not only replace teachers but participate directly in the counseling guidance assistance process.

### **Strengths and Weaknesses of the MBKM Teaching Assistance Program at MAN 1 Lamongan**

There are many advantages as well as disadvantages in the implementation of the MBKM Teaching Assistance program at MAN 1 Lamongan, among the advantages are 1). Making the world of lectures more flexible, by following the MBKM Teaching Assistance. So, it is allowed not to take courses at the original college and get a 20 SKS value transfer. 2. Giving students to explore the study they are taking. 3). Can prepare themselves to enter the world of work. 4). And provide a place for students to plunge into society. The disadvantages are: 1). HR preparation that has not been structured because it is still the first time. 2). Education and teaching that has not been well planned. However, these shortcomings can be overcome due to the guidance of the MAN 1 Lamongna Pamong teacher. In line with what Winda said, many things were learned by the three MBKM students as teaching assistants. At the madrasah, they are guided on how to teach and make the right learning tools

## CONCLUSION

Teaching assistance is one of the Independent Campus Learning (MBKM) programs launched by the Ministry of Education and Culture to give students the right to study outside the study program. In teaching assistance activities carried out at MAN 1 Lamongan, students gain new experiences that can shape their character to become good and professional teacher candidates. with maximum guidance and cooperation by tutors, it makes it easier for students to carry out teaching and learning activities in this teaching assistance program. There are three stages that students participating in teaching assistance go through. The preparation stage includes briefing on the concept of teaching assistance, student functions and tasks, reflection, and planning for teaching assistance. Next is the implementation stage, including acceptance and observation, making a teaching plan, implementing teaching, carrying out assessments, and reflecting on closing the program. The final stage is analysis and results, including attitude competency analysis, knowledge competency. From these findings, this research strengthens that with MBKM teaching assistance can provide new experiences for students that were never previously available when studying on campus. And with teaching assistance, you will be able to help students solve several problems. This research is still very limited by time and lack of information, it is hoped that there will be further research regarding MBKM teaching assistance at MAN 1 Lamongan..

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