

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problems, research objectives, significance of the study, the delimitation, and definition of the key terms.

A. Background of The Study

Current development require students to face changes and become agents of change in aspects of life, including in the field of education (Marwiji, Qomaruzzaman and Zaqiah, 2023). Education has a very important mission and does not only demand a learning outcome. Education must train students to be able to think critically with the value of existing life and choose opportunities according to what students need. Education as an effort to influence, protect and assist students to reach maturity with sufficient ability to carry out their duties independently (Hidayati, Sulistiono and Ertanti, 2023). Education can be a measure of how advanced a country is and how good the resources owned by a country are. In this case, education is also continuous with the development of a person including physical, social, health, and intellectual abilities. Education can be used as a benchmark for individuals and countries. A country has good quality education if there are efficient and productive human resources (Atmanti, 2005).

Higher education institutions are required to design and implement all learning processes innovatively so that students can achieve learning outcomes including aspects of attitude, knowledge and skills optimally and relevantly. To answer this need, the Minister of Education and Culture

through Permendikbud No. 3 of 2020 concerning National Standards for Higher Education has established a Policy, namely Merdeka Belajar-Kampus Merdeka (MBKM). The Ministry of Education and Culture's policy on the Merdeka Curriculum and Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) program has been implemented nationally at the university level. MBKM is expected to be able to provide meaningful changes for the Indonesian nation so that Indonesia can keep up with the rapid changes of the times with qualified human resources (Stefanus et al., 2022). This policy provides students with the opportunity to study outside their study program.

Merdeka Belajar-Kampus Merdeka (MBKM) is a student activity to face social change, cultural change, and changes in the world of work in accordance with rapid technological developments. The Merdeka Belajar-Kampus Merdeka (MBKM) policy is expected to be the answer to all these demands. Merdeka Belajar-Kampus Merdeka (MBKM) is a form of learning in higher education that is autonomous and flexible. This activity can create a learning culture that is innovative, not restrictive, and according with student needs. The implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) program provides many opportunities for students to enrich and improve their insights and competencies in the real world according to their passion and ideals. In which, this program is in accordance with the demands of the development of science and skills at the global level. In preparing students to face changes in society, culture, the world of work, and rapid

technological advances, students' abilities must be prepared to better respond to the demands of the times (Komarudin & Aziz, 2022).

One of the steps that has been taken by the Institute Agama Islam Kediri (IAIN Kediri) in supporting the Merdeka Belajar-Kurikulum Merdeka (MBKM) policy is to adjust the curriculum and implement Merdeka Belajar-Kurikulum Merdeka (MBKM) which refers to Permendikbud No. 3 of 2020 and its implementation is recorded at the department level of each faculty at IAIN Kediri. One of the Merdeka Belajar Kurikulum Merdeka (MBKM) implementation activities that provides students with the opportunity to carry out activities at school is teaching assistance. The purpose of implementing the teaching assistance of Merdeka Belajar-Kurikulum Merdeka (MBKM) program is to provide students with the opportunity to gain more and broader experience in learning and produce the best graduate students according to the predetermined learning outcomes.

The implementation of teaching assistance in the Merdeka Curriculum is a strategic step to support the transformation of student-centered education. The students of education act as partners with teachers in designing and implementing innovative learning, in accordance with the principles of differentiation and project-based learning. However, implementation in the field faces various challenges such as limited teacher understanding of the new curriculum, technical incompatibility of teaching assistance programs on campus or at partners, and adaptation to formative assessment methods. Therefore, close collaboration between teachers, students, and educational

institutions is needed to overcome these obstacles and realize the goals of the Merdeka Curriculum effectively. This study aims to analyze the implementation of teaching assistance in the Merdeka Curriculum and analyze the suitability procedure and technique of teaching assistance in the Merdeka Curriculum. It is hoped that the results of this study can provide a positive contribution to educational practices in Indonesia, as well as strengthen the implementation of Merdeka Curriculum in educational environments. Based on the background of the problem above, the researcher wants to study the problem further using research by the title **The Implementation of Teaching Assistance for Students of English Department In The Merdeka Curriculum (MBKM).**

B. Research Problems

Based on the background of this study, the writer has determined the problems of the study that becomes the concern of discussion. The problem is written into a research question as follows:

How is the implementation of teaching assistance for students of English Department in the Merdeka Curriculum (MBKM)?

C. Research Objectives

This study aims to determine the implementation of teaching assistance for students of English Department in the Merdeka Curriculum (MBKM).

D. Significance of The Study

1. The students

This research attempts to describe the implementation of teaching assistance in the Merdeka Curriculum that contribute to the student learning process. This research can be beneficial to students because it has a direct impact on their learning experience. It works to improve the quality of education and students' journey towards English language competency by describing how teaching assistantships can influence their learning, engagement, and learning system development.

2. The teachers

This research can serve as a guide for teachers in assisting the process of developing the implementation of teaching assistance in the merdeka curriculum and assist teachers in improving the quality, design and implementation of more innovative and effective learning in accordance with the principles of the merdeka curriculum.

3. For School

Research on the implementation of the Teaching Assistance program in the Merdeka Curriculum has a strategic role for schools in improving the quality of education. Through this research, schools can evaluate the effectiveness of collaboration between student educators and teachers in the learning process, as well as identify positive impacts on student learning motivation and innovation in teaching methods. In addition, this research helps schools understand the extent to which the Teaching

Assistance program contributes to overcoming challenges such as limited teaching staff and adaptation to learning technology. Thus, the results of this study can be the basis for strategic decision-making in curriculum development and improving teacher competency, as well as strengthening partnerships between higher education institutions and schools in supporting the effective implementation of the Merdeka Curriculum.

E. Relevant Studies

1. Implementasi Asistensi Mengajar, Adaptasi Teknologi, Dan Administrasi Dalam Program Surabaya Mengajar Sebagai Wadah Berproses Mahasiswa Dengan Terjun Langsung Pada SMPN 39 Surabaya. Kusnul Kotimah (2023). The Surabaya teaching assistance is part of Merdeka's curriculum (MBKM) to enrich student competence. Which, provides opportunities for students to learn outside the classroom by providing assistance to teachers and education personnel at the primary and secondary school levels. This programme invites students to contribute to improving the quality of learning at the elementary and junior high school levels for one semester. The programme assigns students to teach, assist with technology, and help school administration and teachers at the school. Students also have the responsibility of improving students' character and low interest in learning.

The purpose that can be achieved in the Surabaya teaching assistance batch 3 programme is a process of adding relationship, gaining experience outside the world of lectures, developing students' insights, character and soft skills, encouraging and spurring national development by fostering

student motivation to participate in development, and increasing the role and real contribution of universities and students in educational development in Indonesia.

2. Pelaksanaan Kampus Mengajar di Daerah 3T: Program Asistensi Mengajar Fakultas Keguruan dan Ilmu Pendidikan Universitas Pendidikan Muhammadiyah Sorong. Budi Santoso, Jusmin, Muhammad Muzakki, Mukhlas Triono, Fathurrahman (2023). This activity is motivated by teaching campus activities which is a form of implementing an merdeka curriculum (MBKM). The purpose of the teaching assistance programme at the University of Education Muhammadiyah Sorong is to empower students to assist the learning process in primary and junior high schools in Sorong regency. The method used in the service are direct teaching, developing learning device plans and learning media for school administration. The final result of this activity is that the programme is based on not fully effective. This can be seen from the lack of students who have the opportunity to hone their interpersonal and leadership skills during teaching assistance activities. Routine activities are teaching in class, making learning media and when on picket duty.
3. Efektivitas Pelaksanaan MBKM Mandiri Asistensi Mengajar di Sekolah Dasar pada Mahasiswa PGSD Bone. Abd. Hafid, Awaluddin Muin, & Asriadi (2023). This study aims to describe the implementation of the MBKM Mandiri Teaching Assistance in Elementary Schools (AMSD) programme at the PGSD Department, Campus VI UNM Watampone.

Effectiveness is the main element to achieve a goal or target that has been determined in an organisation, activity or program. The purpose of the study was to determine (1) planning of AMSD activities, (2) implementation of AMSD activities, (3) presentation of the results of AMSD activities, (4) preparation of AMSD reports, and (5) monitoring and evaluation of AMSD. The type of research used a qualitative approach with a case study method. Data collection techniques included interviews and document studies. The results showed (1) the planning stage includes: observation and designing activities, (2) the implementation stage includes: FGD and activity implementation, (3) results presentation stage includes: preparation, presentation, and feedback, (4) report preparation stage includes: data collection and report writing, and (5) monitoring and evaluation stage includes: monitoring, data collection, progress evaluation, feedback, and plan revision.

4. Implementasi Pelaksanaan Merdeka Belajar-Kampus Merdeka (Studi Pada Mahasiswa Program Studi Pendidikan Akuntansi Universitas Negeri Makassar), Delia, C & Ridwan, M (2024). This study aims to analyze the implementation of Merdeka Belajar-Kampus Merdeka (MBKM). The results of this study indicate: (1) Teaching Assistance Registration at Educational Units has two types of registration requirements, namely general requirements and file requirements. However, in the 5th batch of registration there are additional document requirements, namely students must have a letter of approval from the academic supervisor for the

conversion of courses. Another obstacle is that the teaching assistance registration website cannot be accessed. (2) Teaching Assistance Briefing is given to students to prepare themselves before carrying out the assignment process. (3) Teaching Assistance contains tasks that must be carried out by field supervisors and mentor teachers while students are carrying out the program. Many creative ideas during the assignment period are practiced in work programs at school. (4) Reporting the results of student activities has types and functions of activity reports. There are also obstacles during the process of uploading the Teaching Assistance activity report at the Education Unit, namely the UNM MBKM SIM page which cannot be accessed and an error. (5) The Teaching Assistance Award is obtained as a requirement for converting courses and the obstacles faced by students during the conversion of courses are the lack of information from the study program regarding the conversion of courses. Other obstacles to the implementation of teaching assistance are the existence of supporting and inhibiting factors during teaching assistance activities.

F. The Limitation

This study focuses on the students experience and difficulties in implementing of teaching assistance in the Merdeka Curriculum. Furthermore, this study is limited to the object of study. The author uses 15 students of English Education of IAIN Kediri semester 8 who have completed the teaching assistance Merdeka Curriculum program.

G. Definition of Key Terms

1. Teaching Assistance

Teaching assistance in the Merdeka Curriculum (MBKM) refers to the activities of students who are involved in the MBKM programme and assist or accompany the learning process in the classroom or outside the classroom. These activities often aim to provide additional support to existing teaching, either in the form of practical activities or reinforcement of the concepts being taught.

2. Students of English Education 8th Semester

Students of English Education are individuals who are registered as learners in a study program that focuses on comprehensive English language mastery and they have the ability to teaching English to others. Students of English Education 8th semester have studied various courses so that they can master the linguistic, literary, theoretical and practical aspects of English teaching. They are also trained to design, implement, and evaluate English language learning at various levels of education (primary, secondary, or tertiary). Operationally, these students are actively involved in lecture activities, teaching practicums, and English language skill development in academic contexts as well as in the context of teaching students. In this study, Students of English Education 8th semester are the students who had implemented a teaching assistance program in the Merdeka Curriculum.

3. Merdeka Curriculum

Merdeka Curriculum is an Indonesian education curriculum system designed to provide flexibility and freedom for learners and educators in the learning process, emphasising the achievement of competencies that are relevant to the needs of the times. This curriculum aims to create learning that is more in line with the interests, talents and potential of learners, and allows them to engage in a variety of learning experiences that are more meaningful.