

# Report on Teaching Assistance Activities at SDN 060883 Medan Petisah for the 2025/2026 School Year

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## Abstract

The Teaching Assistance Program is one form of implementation of the Merdeka Belajar Kampus Merdeka (Independent Learning-Independent Campus, MBKM) policy, which provides students with the opportunity to be directly involved in the learning process at formal educational institutions. This study aims to describe the implementation, challenges, and impact of the Teaching Assistance Program carried out by six students of the Primary School Teacher Education Study Program at SD Negeri 060883 Medan Petisah during the period of 5 March to 19 June 2026. The method used was descriptive qualitative, with data collected through participatory observation, documentation, and activity reflection during the assignment period. The results show that the students played an active role in four areas, namely academic learning, learning technology adaptation, non-academic activities, and school administration. Student involvement was shown to help increase students' learning motivation, ease teachers' administrative workload, and provide the university students with real-world experience in developing pedagogical, professional, social, and personal competencies as prospective educators. This program can serve as an effective model of collaboration between higher education institutions and partner schools in efforts to improve the quality of primary education.

**Keywords:** Technology Adaptation; Teaching Assistance; MBKM; Elementary School Teacher Education

## 1. Introduction

### 1.1. Purpose of Program Implementation

The policy of the Minister of Education and Culture through Regulation No. 3 of 2020 on National Higher Education Standards (SNDikti) [1] encourages higher education institutions to design innovative learning processes so that students can achieve optimal learning outcomes in the domains of attitude, knowledge, and skills. One form of implementation of this policy is the Merdeka Belajar Kampus Merdeka (MBKM) program [2], which includes a Teaching Assistance scheme at educational institutions. This program gives prospective educators the opportunity to be directly and collaboratively involved with teachers in the school learning process, at formal, non-formal, and informal levels of education.

The Asistensi Mengajar program aims to prepare students to become prospective educators who are able to apply the knowledge gained during their studies in real educational settings. In addition to supporting classroom learning, students are also required to design work programs, identify problems faced by the school, and formulate relevant solutions. This program aligns with efforts to equalize the quality of primary education while strengthening students' pedagogical, professional, social, and personal competencies as prospective teachers.

The Teaching Assistance activities discussed in this article were carried out by six students of the Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Katolik Santo Thomas, at SD Negeri 060883 Medan Petisah [3]. This partner school is located on Jalan Darusalam No. 11, Sei Sikambing D, Medan Petisah District, Medan City, North Sumatra Province, with National School ID Number (NPSN) 10209927. Established in 1989, the school covers an area of approximately 1,764 m<sup>2</sup>, implements the Kurikulum Merdeka, and holds classes on weekday mornings, six days a week, across seven study groups. This article aims to describe the implementation, the students' roles, and the impact of the Teaching Assistance Program on the pupils, the teachers, and the university students themselves.

Choosing a school of this size and profile is significant for the study, since a seven-group, six-day school schedule places considerable demands on a small permanent teaching staff. In this context, the presence of six teaching assistants represents a proportionally meaningful addition to classroom capacity, making SD Negeri 060883 Medan Petisah a suitable site for observing how structured university support can be absorbed into the daily rhythm of a moderately sized public elementary school without disrupting existing routines.

At the national level, the Merdeka Belajar Kampus Merdeka policy grants undergraduate students the right to spend up to three semesters learning outside their study program [2], one form of which can be fulfilled through teaching activities at educational institutions. This policy is expected to help bridge the gap between the competencies of teacher-education graduates and actual field needs, while accelerating the equalization of primary education quality across regions, including densely populated urban areas such as Medan Petisah District. Through this scheme, students act not merely as classroom assistants but also as partners to teachers in designing more varied and contextual learning strategies for primary school pupils.

## 1.2. Program Benefits

For students, this program provides a real space to create learning tools (like Teaching Modules and Lesson Plans) and sharpen soft skills (communication, time management, and adaptation). For partner schools, having students around helps speed up the adoption of learning technology and supports the completion of administrative work programs. Meanwhile, for Santo Thomas Catholic University Medan, this program strengthens strategic partnerships with local governments and boosts the reputation and quality of graduates from the PGSD study program.

Beyond these direct benefits, the program also functions as an early professional filter, allowing students to test their genuine interest in teaching before committing to further pedagogical training such as Teacher Professional Education (PPG). Regular reflection sessions with the field supervising lecturer encouraged students to connect classroom experience with theoretical frameworks studied on campus, reinforcing a cycle of practice-informed learning that is central to the MBKM philosophy.

## 2. Method

This activity used a descriptive qualitative approach to systematically describe the implementation of the Teaching Assistance Program. The activity was carried out over three months, from 5 March to 19 June 2026, involving six students under the guidance of a field supervising lecturer and mentor teachers from the partner school. Data were collected through three main techniques: participatory observation of the classroom learning process, documentation of activities through photographs and field notes, and activity reflections prepared by the students at the end of each program stage.

The implementation covered four main stages: (1) observation of the school environment and learning process; (2) teaching practice, carried out both independently and collaboratively with classroom teachers; (3) participation in learning-technology adaptation and the school's non-academic activities; and (4) involvement in school administration, including grading student assignments and assisting with learning assessment. The collected data were then analyzed descriptively to obtain a comprehensive picture of the students' roles and the activity's impact on the partner school.

The instruments used for data collection included learning-activity observation sheets, visual documentation in the form of activity photographs, and weekly journals recording students' activities and achievements. In addition, students received regular feedback from their mentor teachers and field supervising lecturer through supervision sessions and evaluative discussions, which served as the basis for refining learning strategies in subsequent stages. All collected data were then reduced, categorized into four main activity domains, and presented narratively in the results and discussion section.

To ensure the credibility of the findings, data from the three collection techniques were cross-checked through source and technique triangulation, comparing observation notes, photographic evidence, and the students' weekly reflective journals. Discrepancies or unclear findings were clarified through informal discussions with mentor teachers, allowing the research team to confirm that the described activities genuinely reflected conditions in the field rather than isolated incidents.

UPT SDN 060883 Medan Petisah is a public elementary school with the NPSN number 10209927. The school is located in a densely populated urban area with paved roads suitable for both two- and four-wheeled vehicles. With its main vision of 'Creating students who are religious, nationalist, have integrity, independent, and have noble character,' the school actively conducts morning classes six days a week and provides various activities for students' personal development.

### 2.1. Program Implementation Results and Discussion

**TAcademic Field** In the academic pillar, students collaboratively work with their mentor teachers to create teaching modules based on the Merdeka Curriculum, tailored to the learning needs of the students in the class. Students are given full trust to manage the class, deliver lesson material, provide individual guidance to students who are struggling, and design comprehensive learning outcome evaluation instruments.

In practice, this responsibility spans core subjects such as Indonesian Language, Mathematics, Science, and Civics, with students adapting instructional pace and media to accommodate differences in reading ability and numeracy among pupils. For learners who fall behind, students provide supplementary sessions outside regular class hours, using simple visual aids and repetition-based exercises. This differentiated approach reflects the Kurikulum Merdeka's emphasis on meeting pupils where they are rather than applying a single uniform teaching method across the classroom.

### 2.2. Technology Adaptation in Learning

Technology adaptation is implemented to boost elementary students' learning motivation. Students introduce and make use of various digital platforms like Rumah Belajar Portal, Learning Accounts (Belajar.id), and other educational audio-visual media. Using digital content has been proven to save teachers' preparation time and present more engaging material visuals for students.

Learning technology can help teachers improve the quality of their teaching. By using learning technology, teachers can present lesson materials in a more engaging and interactive way. Additionally, learning technology can help teachers provide faster and more accurate

feedback to students. One of the main benefits of using learning technology is that it can increase students' motivation to learn. Students who are used to technology will find it easier to understand lesson materials presented with technology. Moreover, students will also enjoy learning with technology because they can learn in a more fun and interesting way.

Besides boosting students' motivation to learn, learning technology can also help teachers save time. By using learning technology, teachers no longer need to prepare lesson materials manually. They can use learning materials that are already available digitally. This will save teachers time so they can focus more on providing guidance and motivation to students. Here are some types of learning technology that can be used to support achieving learning goals at school, including: Rumah Belajar Portal, Educational Television, Educational Voice Radio, Learning Accounts (Belajar.id), and so on.

### 2.3. Non-Academic and Administrative Fields

Besides focusing on classroom learning, students actively participate in maintaining school facilities, organizing the library, storerooms, and office administration documentation. On the non-academic side, students assist with mandatory extracurricular activities like a monthly swimming program, leading flag ceremonies, celebrating religious events (like Easter), and taking part in promoting the school to the local community.

On the administrative side, students help mentor teachers record daily attendance, compile student grade books, and organize archival documents required for school accreditation. These tasks, while routine, are essential to the smooth operation of the school and often go unnoticed despite consuming a significant portion of teachers' working hours. By taking on part of this administrative burden, students free up more time for teachers to focus on lesson preparation and direct engagement with pupils, indirectly improving the overall quality of classroom instruction.

### 2.4. Impact of the Program

The Teaching Assistance Program, held from May 5, 2026, has had a transformative impact on students of the PGSD study program at Santo Thomas Catholic University Medan. Through real interactions at UPT SDN 060883 Medan Petisah, students' cognitive and social competencies as future professional teachers have grown rapidly. Although there are still challenges in classroom conflict management, this program has successfully bridged the gap between college theory and the real dynamics of elementary education. For future career development, continuing studies in the Teacher Professional Education (PPG) program or pursuing a Master's degree (S2) is a long-term commitment aimed at advancing the quality of national education.

Feedback gathered informally from mentor teachers indicates that pupils became noticeably more responsive in class discussions after digital media were introduced, while teachers reported that pre-prepared teaching modules reduced their lesson-planning time by several hours per week. These qualitative indicators, although not statistically measured, are consistent with the study's overall finding that sustained student involvement produces tangible benefits for both learning quality and teacher workload within a single semester.

School administration is a system of managing schools that includes planning, organizing, implementing, and supervising school activities. The goal of school administration is to create an effective and efficient learning environment and improve the quality of education. This administration provides important information to enhance the management of education and teaching-learning activities. It also helps implement the curriculum through well-planned, organized, and managed work mechanisms. This process involves the execution and control of all aspects of school operations with the main goal of achieving the educational vision and mission.

Effective school administration also plays a supporting role in shaping how teaching assistants are integrated into daily school routines. Clear scheduling, transparent communication between the school head and mentor teachers, and well-documented work programs helped students understand their responsibilities from the outset, reducing role ambiguity and allowing them to contribute meaningfully from the earliest weeks of the assignment rather than spending an extended period simply observing.

Non-academic activities are part of student activities that are just as important as academic activities. This is because there are many skills that students need which can be gained by participating in non-academic activities. Here are the non-academic activities carried out at SD NEGERI 060883 Medan Petisah:

Among the recurring non-academic activities are the weekly flag-raising ceremony, which students take turns leading to build public-speaking confidence among pupils, and a scheduled swimming program that doubles as both a physical education activity and an opportunity for students to practice safety supervision. During religious celebrations such as Easter, students helped design simple classroom decorations and short devotional activities suited to elementary-age pupils, while community outreach efforts included accompanying the school's mobile promotional visits to nearby neighborhoods to introduce prospective new students to the school's programs.



Fig. 1: Impact of the Program 1



**Fig. 1:** Impact of the Program 2

### 3. Benefits of Teaching Assistance

#### 3.1. Benefits of Teaching Assistantship for Students

Students can apply the knowledge gained during their studies directly with formal school partners. Students learn a great deal and are able to create and organize the necessary components before and after the learning period, such as lesson plans, learning media, modules, etc. Students are able to actively participate in all school activities. Students gain a wealth of new knowledge as future educators. Students are able to find solutions to any problems that arise during the learning process. Students develop program designs tailored to school issues and offer solutions to the school.

These benefits are most evident when students are given genuine responsibility rather than treated merely as observers. Mentor teachers who delegated real classroom tasks, such as leading a full lesson or managing small-group activities, reported that students showed faster growth in confidence and instructional judgment compared to those assigned only supporting roles, suggesting that the depth of responsibility given during the assignment directly shapes the depth of professional learning gained.

#### 3.2. Benefits of Teaching Assistance for schools

Schools can assign assignments and request assistance from students participating in the teaching assistantship program, such as soliciting and accommodating creative and innovative ideas from students to drive school performance improvement. Schools can experience and benefit from the student teaching assistantship program. The student teaching assistantships are able to analyze any problems or shortcomings at the school, making it easier for the school to address any issues. Schools gain new knowledge from the students' experiences and accumulated knowledge.

Mentor teachers also noted that having students present created a natural mentoring dynamic in the opposite direction: explaining classroom routines and pupil characteristics to newcomers prompted teachers to reflect more explicitly on their own teaching rationale, something that is easy to overlook in the day-to-day pace of full-time teaching. This mutual exchange suggests that the value of the program for schools extends beyond added labor capacity to include a modest but meaningful boost in reflective teaching practice among the permanent staff.

#### 3.3. Benefits of Teaching Assistantship for St. Thomas Catholic University Medan

The teaching assistantship program not only benefits students and schools, but also has a positive impact on Santo Thomas Catholic University Medan. Some of these benefits include:

1. **Improving Institutional Reputation**  
Universities that actively participate in teaching assistantship programs can build an image as educational institutions that care about improving the quality of learning in schools and the development of prospective educators.
2. **Strengthening Collaboration with Schools and the Government**  
This program encourages universities to establish partnerships with schools, education offices, and related institutions, which can open up opportunities for broader collaboration in the education sector.
3. **Improving Graduate Quality**  
Students who participate in teaching assistantships have better practical experience, making them better prepared to enter the workforce, particularly in the field of education. This has an impact on improving the quality of university graduates.
4. **Supporting the Implementation of the Independent Curriculum**  
Universities that implement teaching assistantship programs contribute to the implementation of the Independent Curriculum, particularly by providing students with real-world experience in education.
5. **Enriching Field-Based Research and Community Engagement**  
The recurring presence of students at partner schools generates a steady stream of field data and practical insight that can feed into further academic research, community service reports, and curriculum evaluation at the university level, reinforcing the institution's broader commitment to the Tridharma Perguruan Tinggi.

## 4. Conclusion

The Teaching Assistance Program implemented by six Primary School Teacher Education students at SD Negeri 060883 Medan Petisah from March to June 2026 has demonstrated its effectiveness as a bridge between higher education and the realities of primary school teaching. Across the four focus areas identified in this study, academic learning, technology adaptation, non-academic activities, and school administration, the students consistently applied the four teacher competencies emphasized by Regulation No. 3 of 2020 on National Higher Education Standards: pedagogical, professional, social, and personal competence. The program's descriptive qualitative findings indicate that structured, sustained engagement over a full semester allows prospective teachers to move beyond theoretical classroom learning toward genuine, contextual professional practice.

These findings are broadly consistent with prior literature on field-based teacher preparation, which emphasizes that competency development accelerates when students are placed in authentic, responsibility-bearing roles rather than passive observation. The present study extends this understanding by illustrating how such development unfolds specifically within an Indonesian public elementary school setting operating under the Kurikulum Merdeka, where flexibility in instructional design creates additional space for prospective teachers to exercise professional judgment.

For the pupils of SD Negeri 060883, the presence of teaching assistants translated into more varied instructional media, faster feedback, and greater exposure to digital learning platforms such as Rumah Belajar Portal and Belajar.id. For the mentor teachers, the collaboration eased administrative burdens and introduced fresh pedagogical approaches, while for the university students themselves, the assignment served as an authentic testing ground for classroom management, curriculum design, and interpersonal skills that classroom instruction alone cannot fully cultivate. At the institutional level, the program strengthened Universitas Katolik Santo Thomas's partnership with local schools and government bodies and reinforced its reputation as an institution committed to elevating the quality of primary education in North Sumatra.

Nonetheless, several challenges remain, particularly in classroom conflict management and in adapting quickly to the varying digital literacy levels among pupils. Future iterations of the Teaching Assistance Program would benefit from more structured pre-assignment training in classroom behavior management, closer and more frequent supervision from field lecturers, and a clearer framework for evaluating the long-term impact of technology adaptation on learning outcomes. With these refinements, the program can continue to serve as a replicable model of collaboration between teacher-education institutions and partner schools, ultimately supporting the broader goal of equitable, high-quality primary education across Indonesia.

Overall, the experience at SD Negeri 060883 Medan Petisah affirms that teaching assistance is most effective when treated not as a one-way service from university to school, but as a genuine two-way partnership in which pupils, teachers, and prospective educators each gain something distinct. Sustaining this reciprocity, through clearer role definitions, better-prepared students, and more consistent institutional support, will be essential if the program is to be scaled to other partner schools in the years ahead.

## References

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