

---

**RESPONS MAHASISWA PENDIDIKAN JASMANI TERHADAP PROGRAM ASISTENSI MENGAJAR**

**RESPONSES OF PHYSICAL EDUCATION STUDENTS TO TEACHING ASSISTANCE PROGRAM**

**Bayu Insanistyo<sup>1</sup>, Yahya Eko Nopiyanto<sup>2\*</sup>, Ipa Sari Kardi<sup>3</sup>, Ibrahim<sup>4</sup>**

<sup>1,2</sup> Physical Education, University of Bengkulu, Bengkulu, Indonesia

<sup>3,4</sup> Faculty of Sport Science, University of Cenderawasih, Papua, Indonesia

**\*Corresponding Author: Yahya Eko Nopiyanto, [yahyaekonopiyanto@unib.ac.id](mailto:yahyaekonopiyanto@unib.ac.id)**

Received: 2023-11-11; Revised: 2023-11-19; Accepted: 2023-11-23

---

**Abstrak**

Asistensi mengajar memberikan kesempatan kepada mahasiswa untuk mengembangkan potensi maupun minat untuk mengajar di satuan pendidikan di Indonesia. Namun, dalam pelaksanaan di lapangan program asistensi mengajar tidak terlepas dari berbagai hambatan dan berbagai respons dari mahasiswa. Tujuan penelitian ini adalah mengungkapkan respons mahasiswa penjas terhadap program asistensi mengajar pada tahun 2023. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi dalam penelitian ini berjumlah 69 mahasiswa penjas. Jumlah sampel dalam penelitian adalah berjumlah 38 mahasiswa yang diambil secara random sampling. Pengumpulan data menggunakan instrumen berupa angket yang memiliki validitas sebesar 0,511 – 0,877 dan nilai reliabilitas sebesar 0,969. Analisis data menggunakan deskriptif kuantitatif dengan persentase yang diklasifikasikan menjadi lima kategori. Hasil penelitian menunjukkan bahwa sebanyak 17 mahasiswa memberikan respons yang sangat baik, 13 mahasiswa memberikan respons yang baik, 7 mahasiswa memberikan repons dengan kategori cukup, 1 mahasiswa memberikan repons dengan kategori kurang. Dapat disimpulkan bahwa mahasiswa pendidikan jasmani memberikan respons yang positif terhadap pelaksanaan program asistensi mengajar pada tahun 2023.

**Keywords:** asistensi, penjas, mengajar, respons.

**Abstract**

*Teaching assistance provides opportunities for students to develop their potential and interest in teaching in educational units in Indonesia. However, the implementation in the field of the teaching assistance program cannot be separated from various obstacles and various responses from students. This research aims to reveal the response of physical education students to the teaching assistance program in 2023. This research uses quantitative descriptive methods. The population in this study was 69 physical education students. The number of samples in the research was 38 students taken by random sampling. Data collection uses an instrument in the form of a questionnaire which has a validity of 0.511 – 0.877 and a reliability value of 0.969. Data analysis uses quantitative description with percentages classified into five categories. The research results showed that 17 students gave very good responses, 13 students gave good responses, 7 students gave responses in the sufficient category, and 1 student gave responses in the poor category. It can be concluded that physical education students responded positively to the implementation of the teaching assistance program in 2023.*

**Keywords:** response, physical education, assistance, teaching.

**How To Cite:** Insanistyo, Bayu., Nopiyanto, Y. E., Kardi, I. S., Ibrahim, I. (2023). Responses of physical education students to teaching assistance program. *Journal Of Sports Education (JOPE)*, 5 (2), 137-144. doi:<http://dx.doi.org/10.31258/jope.5.2.137-144>



Journal Of Sport Education is an open-access article under the **CC-BY-SA 4.0**

## **INTRODUCTION**

Teaching assistance is one of the superior programs contained in Merdeka Belajar-Kampus Merdeka usually abbreviated as MBKM (Putri & Astutik, 2023). Teaching assistance is a learning activity carried out by students in collaboration with teachers, tutors, and facilitators in formal, non-formal, and informal education units spread across cities and villages in Indonesia (Fuadi, 2022). The aim to be achieved through this program is to provide opportunities for students to develop their interest in becoming teachers by teaching in educational units, and to help improve education evenly at every level of education by the demands of the times (Direktorat Jenderal Pendidikan Tinggi, 2020).

Through the presence of a teaching assistance program launched by the Ministry of Education and Culture, every educational institution is obliged to follow these instructions, including the Bengkulu University physical education study program. The teaching assistance program is attended by all physical education students who are in their seventh semester. The locations for implementing the teaching assistance program are spread across various levels of education, starting from elementary school to high school.

Various relevant studies regarding the conceptual implementation of Merdeka Belajar-Kampus Merdeka have been carried out by many researchers. Research conducted by (Budhi et al., 2022) revealed that the MBKM program had an impact on soft skills and students felt that MBKM was important to implement. Further research from (Fauzia et al., 2023) revealed that the obstacle experienced by students in implementing the MBKM program was curriculum adjustments. Research on the essence of MBKM and the essence of outstanding students has also been carried out by (Hasanah & Khoirut Tobib, 2023) which revealed that MBKM made a positive contribution to increasing student achievement in terms of knowledge and experience. However, none of the various studies mentioned have revealed student responses in terms of time management, motivation, social, pedagogical, personality, and professional aspects. Moreover, there has not been much research that specifically examines the response of physical education students to teaching assistance programs, especially in the physical education study program at Bengkulu University.

Many references state that the implementation of MBKM which includes Teaching Assistance has a positive impact on students (Arsyad & Widuhung, 2022; Chrisyarani et al., 2022; Anggraini et al., 2022; Suwanti et al., 2022). However, along the way, students experienced several obstacles. From the results of observations made by researchers while students were taking part in the teaching assistance program, it was found that students were often late for class, students were sleepy and lacked concentration when studying in class, most students complained about the many projects and reports that needed to be completed in the teaching assistance program. Starting from the problems encountered in the field, the researchers concluded that it was necessary to carry out further analysis through research to examine the response of physical education students to the teaching assistance program in 2023.

Based on observations made by researchers during students participating in the teaching assistance programme, it was found that students were often late for class, students were sleepy and lacked concentration when studying in class, most students complained about the many assignments and reports that had to be completed in the teaching assistance programme. Departing from the problems encountered in the field, the researcher concluded that it was necessary to conduct further analysis through research to examine the responses of Bengkulu University physical education students to the teaching assistance programme in 2023.

The update offered by the researcher through this study is to provide an overview through student responses in terms of six indicators, namely: time management, motivation, social, pedagogy, personality, and professional. These indicators have never been revealed by

previous researchers. From the description that has been written, the formulation in this study is how the response of Bengkulu University physical education students to the implementation of the 2023 teaching assistant programme. This study aims to determine the response of Bengkulu University physical education students in participating in the 2023 teaching assistant programme. The results of this study are useful for the manager and lecturer team of the physical education study programme as basic information to evaluate the implementation of the teaching assistant programme carried out by students in 2023.

## METHOD

This research is a quantitative descriptive study to find out in detail the response of physical education students to the teaching assistance program in 2023. The research was carried out in Bengkulu City in November 2023. The population in this study were all 7th-semester students who were active and registered as students taking part in the program teaching assistance with a total of 38 students. Using random sampling techniques to determine the number of samples so that a research sample is obtained. Research data collection uses an instrument in the form of a questionnaire developed by the researcher himself. The questionnaire was prepared based on a Likert scale. The questionnaire used meets the prerequisites for a good questionnaire with a validity value of 0.511 – 0.877 and a reliability value of 0.969. The questionnaire was developed based on 6 indicators, namely: time management, motivation, social, pedagogical, personality, and professional. The questionnaire grid can be seen in Table 1. The analysis in this research uses descriptive percentage analysis with the following formula. To find out the categories of student responses, a category formula is used which can be seen in Table 2.

$$P = f/n \times 100 \% \tag{1}$$

Note:

P = Percentage, f = score obtained, n = maximum score

**Table 1.** The research questionnaire grid

No	Indicators	Item Positive	Item Negative
1	Time Management	4,5	1,2,3,6
2	Motivation	7, 8,9	10, 11
3	Social	12, 13, 14	15, 16
4	Pedagogic	17, 18, 19	20, 21
5	Personality	22, 23, 24	25
6	Professional	26, 27, 29	28, 30

**Table 2.** Formula of categories

No	Interval	Category
1	81-100 %	Very Good
2	61-80 %	Good
3	41-60 %	Moderate
4	21- 40 %	Less
5	0-21 %	Very Less

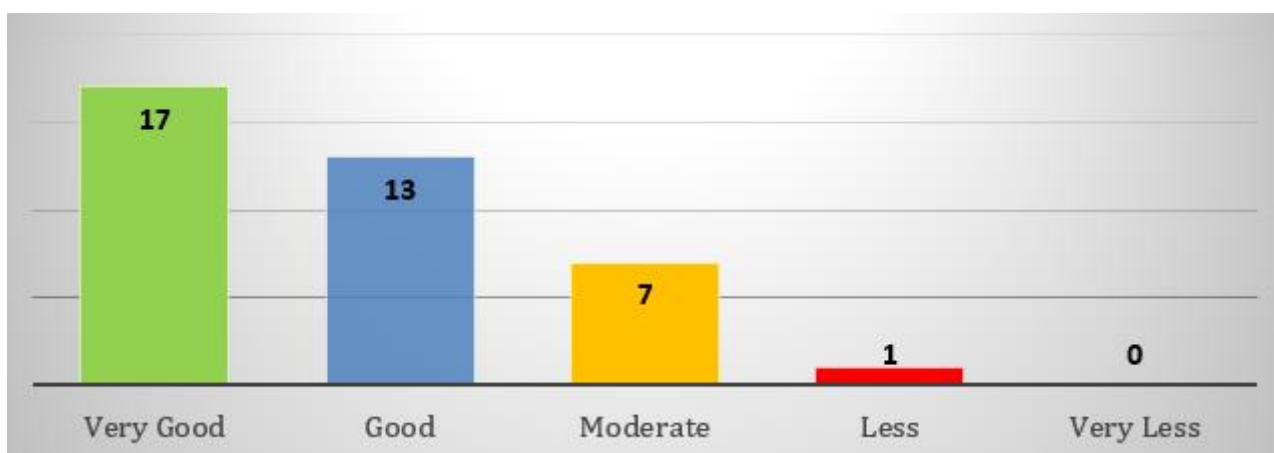
## RESULTS

Each student gave a different response to each statement compiled in the research instrument. The research results are displayed in the table and figure below.

**Table 3.** The Results of Research

No	Interval	Category	Frequency
1	81-100 %	Very Good	17
2	61-80 %	Good	13
3	41-60 %	Moderate	7
4	21- 40 %	Less	1
5	0-21 %	Very Less	0

Based on Table 3, it can be seen that in general physical education students have a positive response to the teaching assistance program which will be implemented in 2023. In frequency, 17 students had a very good response to the implementation of teaching assistance, 13 students had a good response, 7 students had sufficient responses, and 1 student had insufficient responses. Pictorially, the results of this research can be seen in Figure 1 below.



**Picture 1.** Respons of Physical Education students

## DISCUSSION

This research aims to reveal physical education students' responses to the teaching assistance program in terms of time management, motivation, social, pedagogical, personality, and professional indicators. The research results revealed that in general students gave a positive response to the implementation of the teaching assistance program in 2023.

Looking at the first indicator, it can be seen that physical education students gave a positive response. Through the implementation of the teaching assistance program, physical education students learn to manage their time between implementing the program and time for studying in class. Students felt that it was difficult to balance their time between teaching assistantships and coursework, and time for rest was decreasing. As is known, students while participating in the teaching assistance program are still charged with courses that must be taken in the seventh semester. The results of this research are in line with research which reveals that students learn to manage their time independently between attending lectures and participating in teaching assistance programs, and the negative impact is a lack of rest time and being too tired (Karlely et al., 2023). The ability to manage time is one of the skills needed by students to be able to carry out all academic activities on and off campus (Wolters & Brady, 2021). Therefore, special training is needed for physical education students to manage their time well. For example, arranging priority steps from the most important ones to be implemented, not delaying carrying out tasks or projects, preparing backup plans to anticipate failure in the first plan

Motivation is an important aspect that is the key to every success for students in carrying out all their academic activities (Caruth, 2018). Looking at the second indicator, namely

motivation, physical education students responded that students had high motivation to take part in the teaching assistance program. The high motivation of students to participate in teaching assistance activities can be influenced by various factors, including taking advantage of opportunities to build relationships with students outside the study program, and the opportunity to convert semester credit units (Anwar, 2022). Apart from that, another factor that contributes to the high motivation of students to participate in teaching assistance is that students feel that the teaching assistance program is positively beneficial for them, such as increasing self-confidence and communication skills (Fairuzzia et al., 2022), and increasing other competencies for students (Budi Bhakti et al., 2022).

Student competence is needed to carry out social interactions in the school environment where the teaching assistance program is implemented. As seen in Table 6, in terms of social indicators, physical education students responded positively to the implementation of the teaching assistance program. Physical education students revealed that the teaching assistance program helped students build social interactions with students and teachers at the school where the program was implemented. Apart from that, physical education students do not have conflicts with students or teachers. Students' ability to interact socially with students and teachers can be formed by direct experience in providing material to students at school. With the social interaction built by students with students and teachers, it will contribute to a sense of empathy (Nurhasanah & Nopianti, 2021), solving social problems at school together, and the ability to control oneself in the social environment at school (Maulida, 2023).

Student competence in understanding and recognizing student needs can be developed with teaching experience at school. Pedagogical competence is an important aspect that differentiates the teaching profession from other professions (Akbar, 2021). Pedagogical competency is an ability that students as prospective teachers must have because it is related to the ability to recognize student characteristics (Suherman, 2014). Physical education students' responses to the pedagogical indicators in Table 7 can be concluded that the teaching assistance program can help students improve their pedagogical competence. This can be seen from student responses which reveal that they can recognize student characteristics, apply learning principles, and carry out learning evaluations. The results of this research are in line with research conducted by (Hervany et al., 2022) that the assistance program has a very high impact on increasing students' pedagogical competence.

Students as prospective physical education teachers in the future are expected to have good personalities. Personality competency is a reflection of a teacher to provide a good role model to students through concrete actions (Arifudin & Ali, 2022; Hakim, 2015). From the research results presented in Table 8, it is known that students become better individuals after participating in the teaching assistance program. Physical education students strongly agree that teaching assistance has an impact on increasing personality maturity, being able to appreciate differences of opinion, and becoming a more disciplined person. The same thing was also revealed from previous studies that students' personalities will become more mature and open if they have had experience teaching directly at school together with students (Novitasari et al., 2013).

The final indicator that is part of this research is professionalism. Based on result, it is known that students have good responses to the statement items. Physical education students can overcome the lack of learning facilities and are serious about making students understand the material presented. Physical education students who have been guided, coached, and taught various materials theoretically are obliged to apply this knowledge in the field to become professional teacher candidates. A professional teacher is a teacher who can overcome various learning obstacles, has innovation in teaching, and the most important thing is to masters the learning material (Soedjono et al., 2023). Physical education teachers who have professional



competence will have the ability to deliver material well so that the goals of physical education to achieve children's growth and development can be achieved optimally (Raibowo et al., 2019) (Demchenko et al., 2021). Through a teaching assistance program that is well attended by students, students can increase their readiness as professional teacher candidates.

## CONCLUSION

Teaching assistance is a program that provides students with opportunities to develop their interests and talents to provide teaching material to students through direct practice in the field. Physical education students gave a positive response to the implementation of the Teaching Assistance program. This research has been carried out based on good research rules and ethics. However, this research cannot be separated from research limitations, such as not having studied the factors that influence students' negative responses to several statement items used in the questionnaire. Apart from that, the sample used in this research is specifically for physical education students who are taking part in a teaching assistance program so the results of this research cannot apply generally to samples that have different characteristics. The location used as a place to implement the teaching assistance program is in Bengkulu City. The differences in location between cities, sub-districts, and rural areas make it possible to provide differences in responses from the sample. Therefore, it is recommended for future researchers to involve varied samples from various study programs and Teaching Assistance locations.

## REFERENCES

- Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Anggraini, S., Palupi, A., Hadi, K., & Arsyad, A. T. (2022). Analisis dampak program pertukaran pelajar merdeka belajar kampus merdeka terhadap mahasiswa internal. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 3(2), 62. <https://doi.org/10.36722/jaiss.v3i2.1025>
- Anwar, R. N. (2022). Anwar, R. N. (2022). Peran mata kuliah modul nusantara dalam peningkatan sikap toleransi mahasiswa program pertukaran mahasiswa merdeka. *Jurnal Pendidikan Dan Kewirausahaan*, 10(2), 646-655. *Jurnal Pendidikan Dan Konseling*, 4(2), 1106-1111. <https://doi.org/10.47668/pkwu.v10i2.471>
- Arifudin, O., & Ali, H. R. (2022). Teacher personality competence in building the character of students. *International Journal of Education and Digital Learning* |, 1(1), 5-12. <https://ij.lafadzpublishing.com/index.php/IJEDL/index>
- Arsyad, A. T., & Widuhung, S. D. (2022). Dampak merdeka belajar kampus merdeka terhadap kualitas mahasiswa. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 3(2), 88. <https://doi.org/10.36722/jaiss.v3i2.1027>
- Budhi, W., Chaerunisak, U. H., Khasanah, U., Putri, A. T., Dinarsih, D., Fadhya, N. A., Chichhi, C., & Rochmiyati, S. (2022). Tantangan implementasi merdeka belajar kampus merdeka pada mahasiswa universitas sarjanawiyata tamansiswa. *Wacana Akademika: Majalah Ilmiah Kependidikan*, 6(3), 275-284. <https://jurnal.ustjogja.ac.id/index.php/wacanaakademika/article/view/13492>
- Budi Bhakti, Y., Tola, B., & Triana, D. D. (2022). Aitpo (antecedent, input, transaction, product,

outcomes): mixed model evaluasi cipp dan countenance sebagai pendekatan evaluasi program kampus mengajar. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 3(1), 11–24. <https://doi.org/10.56806/jh.v3i1.61>

Caruth, G. D. (2018). Student engagement, retention, and motivation: assessing academic success in today's college students. *Participatory Educational Research*, 5(1), 17–30. <https://doi.org/10.17275/per.18.4.5.1>

Chrisyarani, D. D., Rahayu, S., Yulianti, Y., Meviana, I., Asmah, A., & Ladamay, I. (2022). Analisis dampak pengembangan dan implementasi kurikulum mbkm terhadap kepuasan mahasiswa fip unikama. *Jurnal Bidang Pendidikan Dasar*, 6(1), 47–55. <https://doi.org/10.21067/jbpd.v6i1.6617>

Demchenko, I., Maksymchuk, B., Bilan, V., Maksymchuk, I., & Kalynovska, I. (2021). Training future physical education teachers for professional activities under the conditions of inclusive education. *Brain. Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 191–213. <https://doi.org/10.18662/brain/12.3/227>

Direktorat Jenderal Pendidikan Tinggi. (2020). *Buku panduan merdeka belajar kampus merdeka*.

Fairuzia, F., Haryono, L. A., Reonaldo, F. G., & Tiatry, S. (2022). Mbkm mengajar di smp x dki jakarta : manfaat bagi mahasiswa. *Seri Seminar Nasional Ke-IV Universitas Tarumanegara Tahun 2022 (SERINA IV UNTAR 2022)*, 415–422.

Fauzia, R., Fikri, M. A., Habibah, J. H., & Rakhmawati, N. A. (2023). Analisis perspektif mahasiswa sistem informasi its terhadap kurikulum merdeka belajar kampus merdeka. *Jurnal Pendidikan*, 24(1), 1–11. <https://doi.org/10.52850/jpn.v24i1.8043>

Fuadi, T. M. (2022). Konsep merdeka belajar-kampus merdeka (mbkm) : aplikasinya dalam pendidikan biologi. *Prosiding Seminar Nasional Biotik*, 9(2), 38. <https://doi.org/10.22373/pbio.v9i2.11594>

Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal Of Engineering And Science*, 4(2), 1–12. [www.theijes.com](http://www.theijes.com)

Hasanah, U., & Khoirut Tobib, A. S. (2023). Esensi merdeka belajar kampus merdeka dan eksistensi mahasiswa berprestasi. *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 14(3), 199–206. <http://journal.ummat.ac.id/index.php/paedagoria/article/view/13999>

Hervany, Q., Herkulana, H., & Ulfah, M. (2022). Pengaruh program plp 2 terhadap pengembangan kompetensi pedagogik mahasiswa pendidikan ekonomi fkip untan. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 11(8), 1184. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/57726>

Karley, M., Razak, A., & Maulidya Djalal, N. (2023). Keterampilan manajemen waktu pada mahasiswa psikologi universitas negeri makassar yang menjalani program merdeka belajar kampus merdeka (mbkm) bkp proyek kemanusiaan. *Social Philanthropic*, 2(1), 44–

51. <https://doi.org/10.31599/sp.v2i1.2724>

- Maulida, M. N. (2023). Asistensi mengajar melalui program surabaya mengajar pada smp negeri 39 surabaya. *JURNAL JPPMI Jurnal Pengabdian Pada Masyarakat Indonesia*, 2(3), 66–72. <https://jurnal.ugp.ac.id/index.php/jppmi/article/view/682>
- Novitasari, F., Ngadiman, & Sumaryati, S. (2013). Pengaruh ppl terhadap kesiapan mahasiswa prodi ekonomi fkip uns menjadi tenaga pendidik. *Jupe UNS*, 1(2), 1–13. <https://jurnal.fkip.uns.ac.id/index.php/ekonomi/article/view/2551>
- Nurhasanah, A., & Nopianti, H. (2021). Peran mahasiswa program kampus mengajar dalam meningkatkan kompetensi sdn 48 bengkulu tengah. *Prosiding Seminar Nasional Pengabdian Kepasaa Masyarakat*, 3(1), 166–173. <http://journal.unilak.ac.id/index.php/SNPKM/article/view/8066>
- Putri, I. F., & Astutik, A. P. (2023). Implementasi merdeka belajar - kampus merdeka (mbkm) di universitas muhammadiyah sidoarjo. *Asatiza: Jurnal Pendidikan*, 4(2), 125–136. <https://doi.org/10.46963/asatiza.v4i2.936>
- Raibowo, S., Nopiyanto, Y. E., & Muna, M. K. (2019). Pemahaman guru pjok tentang standar kompetensi profesional. *Journal Of Sport Education (JOPE)*, 2(1), 10. <https://doi.org/10.31258/jope.2.1.10-15>
- Soedjono, S., Sudana, I. M., & Royana, I. F. (2023). Manajemen kompetensi profesional guru pendidikan jasmani sekolah menengah atas (sma). *Journal of Physical Activity and Sports (JPAS)*, 4(1), 27–33. <https://doi.org/10.53869/jpas.v4i1.190>
- Suherman, A. (2014). Pengembangan model program pelatihan profesi untuk meningkatkan kompetensi pedagogis mahasiswa pgsd penjas. *Jurnal Cakrawala Pendidikan*, 1(1), 138–146. <https://doi.org/10.21831/cp.v1i1.1870>
- Suwanti, V., Suastika, I. K., Ferdiani, R. D., & Harianto, W. (2022). Analisis dampak implementasi program mbkm kampus mengajar pada persepsi mahasiswa. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6(3), 814. <https://doi.org/10.33578/pjr.v6i3.8773>
- Wolters, C. A., & Brady, A. C. (2021). College students' time management: a self-regulated learning perspective. *Educational Psychology Review*, 33(4), 1319–1351. <https://doi.org/10.1007/s10648-020-09519-z>