
THE ROLE OF FKIP STUDENTS OF LAMBUNG MANGKURAT UNIVERSITY IN THE TEACHING ASSISTANCE PROGRAM IN BANJARMASIN: A STUDY OF ACADEMIC AND NON-ACADEMIC ACTIVITIES

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Abstract

This study aimed to determine the roles of FKIP students at Lambung Mangkurat University in academic and non-academic activities within the Teaching Assistance Program in Banjarmasin City. The study employed a phenomenological method with a qualitative approach. The stages of this study included: 1. Informant identification, 2. Data collection, 3. Data analysis, and 4. Data validity. The results indicate that in the academic dimension, students are generally capable of designing and implementing learning in accordance with the pedagogical principles they have learned, although some challenges remain in mastering cross-disciplinary material and implementing comprehensive learning evaluations. Meanwhile, in the non-academic dimension, students demonstrate strong communication, collaboration, and leadership skills, particularly in establishing relationships with teachers and students and in managing extracurricular activities.

Kata Kunci:

Peran Mahasiswa; Program Bantuan Pengajaran; Kegiatan Akademik; Kegiatan Non-Akademik

Abstrak

Penelitian ini bertujuan untuk mengetahui peran mahasiswa FKIP Universitas Lambung Mangkurat dalam kegiatan akademik dan non-akademik dalam Program Bantuan Pengajaran di Kota Banjarmasin. Penelitian ini menggunakan metode fenomenologi dengan pendekatan kualitatif. Tahapan penelitian ini meliputi: 1. Identifikasi informan, 2. Pengumpulan data, 3. Analisis data, dan 4. Penarikan kesimpulan. Keabsahan data. Hasil penelitian menunjukkan bahwa pada dimensi akademik, mahasiswa secara umum mampu merancang dan melaksanakan pembelajaran sesuai dengan prinsip-prinsip pedagogi yang telah mereka pelajari, meskipun masih terdapat beberapa tantangan dalam penguasaan materi lintas disiplin ilmu dan pelaksanaan evaluasi pembelajaran yang komprehensif. Sementara itu, pada dimensi non-akademik, mahasiswa menunjukkan kemampuan komunikasi, kolaborasi, dan kepemimpinan yang baik, terutama dalam menjalin hubungan dengan guru dan siswa serta mengelola kegiatan ekstrakurikuler.

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INTRODUCTION

Education has a strategic role in building quality human resources, In the context of higher education, students of the Faculty of Teacher Training and Education (FKIP) have the responsibility to develop pedagogical and professional competencies that can be applied in the world of work, especially in the teaching profession (Rohman, 2020; Hayani Wulandari, 2023). One of the efforts made to improve the competence of prospective teacher students is through the Teaching Assistance Program (Zain & Aiyub, 2021; Hashim, 2025). This program provides students with hands-on experience in engaging in learning activities at school, both in academic and non-academic aspects. Over the past five years, the Teaching Assistance Program has become an integral part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative, which aims to improve the quality of education and provide practical experience for students (Bawadi et al., 2023; Antika et al., 2024; Koshak, 2020; Sultan & Tirtayasa, 2022). This program allows students to play an active role in the learning process at various levels of education, from Early Childhood Education (PAUD) to Senior High School (SMA) or equivalent (Jackson & Odier-guedj, 2021; Silaban et al., 2023).

However, the intensity of students' roles in this program still requires further study. To what extent do students contribute to academic and non-academic activities? Does this program have a significant impact on the development of students' competencies as future educators? These questions form the basis of this study to explore in-depth the role of FKIP students at Lambung Mangkurat University in the Teaching Assistance Program in Banjarmasin City. One of the universities implementing the Teaching Assistance Program is Lambung Mangkurat University. This program has been implemented systematically since 2023 and involves students from all study programs within the FKIP. (Basuki, et al., 2024). In its first year of implementation, 2023, 1,578 FKIP ULM students participated in the Teaching Assistance program. This number was then adjusted in 2024 to 1,025 students. This data, obtained from the Fourth Quarterly Report of Lambung Mangkurat University, reflects the consistency and continuity of the assistance program on campus (Humas FKIP, 2024). In 2025, this program will cover more levels of education, from early childhood education to senior high school. Based on data from the MBKM Unit of FKIP ULM, the student distribution is as follows: 80 students in Kindergarten/PAUD, 42 students in SLB, 324 students in Elementary School, 244 students in Junior High School, and 333 students in Senior High School. There are 30 Senior High Schools/Vocational High Schools/Man who

are partner schools in the implementation of this program, spread across various sub-districts in Banjarmasin City. These schools are the main locus of assistance activities as well as places for students to practice field experience in assisting the learning process, both academically and non-academically. The study programs that send their students to the Senior High School level consist of 10 study programs, namely: Sociology Education, Computer Education, Mathematics Education, Civics Education, Geography Education, Dance and Drama Education, Biology Education, Chemistry Education, Educational Technology, and Special Education. This cross-study program involvement demonstrates FKIP ULM's commitment to integrating the teaching assistance program as part of strengthening the professional competencies of prospective teacher students, which are not only limited to mastery of teaching materials but also to the ability to interact and contribute in the school environment.

Based on this background, this study formulates two main questions as the focus of the research: (1) What is the role of FKIP students at Lambung Mangkurat University in academic activities in the Teaching Assistance Program in Banjarmasin City? (2) What is the role of FKIP students at Lambung Mangkurat University in non-academic activities in the Teaching Assistance Program in Banjarmasin City?

Research on Teaching Assistantship programs has been extensively conducted at various universities in Indonesia. However, research specifically addressing students' roles in academic and non-academic activities in Banjarmasin City is still limited. The first search featured research by Rakhma & Chamidah, (2024). Research on students' contributions in introducing digital media for learning development shows dual benefits: accelerating students' learning comprehension and providing valuable experience for students in classroom management and interaction with diverse student backgrounds. Research by Laela Abidatul Itriani, Irvina Astrini Arianti, Diana, Diva Rahman, and Halimatu Pandriani shows that participation in a teaching assistantship program can improve students' soft skills, such as leadership, problem-solving, and collaboration—other research Fadhilah et al. (2025). The scope of activities and implementation of Teaching Assistance includes academic and non-academic activities, school administration, publications, and activities relevant to the course. The research results of Hafid & Muin (2023), shows that the implementation of independent teaching assistance includes: (1) planning stages including: observation and designing activities, (2) implementation stages including: FGD and implementation of activities, (3) presentation stages including: preparation, presentation, and feedback, (4) report preparation stages including: data collection and report preparation, and (5) monitoring and evaluation

stages including: monitoring, data collection, progress evaluation, feedback, and plan revision. The study conducted by Zulfiah & Christanti (2024) shows that student involvement in the implementation of Teaching Assistance can play a role in increasing the competence of educational institutions by inspiring the development of student learning methods.

Although various studies have highlighted the role of students in academic and non-academic activities through teaching assistantship programs, research specifically exploring the role of FKIP students at Lambung Mangkurat University in the context of educational culture in Banjarmasin City is still limited. The novelty of this study lies in its focus on understanding students' contributions to the teaching assistantship program, as well as its impact on the development of students' competencies as future educators. This study not only explores students' roles in classroom learning aspects, but also in non-academic activities that contribute to student character development.

METHOD

This study employed a phenomenological approach. A phenomenological approach serves as a valuable method for understanding and enhancing the role of students in teaching assistant positions, particularly in educational settings. This qualitative research design focuses on capturing the essence of lived experiences and the interpretation of those experiences among individuals involved in a particular phenomenon (Miller et al., 2018; Haidusek-Niazy et al., 2023). In the context of teaching assistance, phenomenology seeks to explain how students understand their roles and contributions, as well as the dynamics of their interactions with various groups (Abad Badruzaman, Hosaini, 2023). By using this methodology, researchers can uncover a nuanced understanding of how teaching assistants interpret their roles in the context of tutoring or mentoring (Neubauer et al., 2019). The interpretive perspective provided by phenomenology allows researchers and educators to engage more meaningfully with the lived realities of students, ultimately leading to better pedagogical practices and outcomes (Gönültaş, 2023). The phenomenological approach was chosen because it is able to reveal the subjective reality of students' experiences in depth through personal and reflective narratives (Alase, 2017).

The stages in implementing this research include 1. Identification of informants, 2. Data collection in the form of (a) in-depth interviews to explore the experiences, perceptions, and meanings constructed by students during the assistance program. (b) Participatory observation at partner schools allows researchers to observe student interactions in academic and non-academic activities. (c) Documentation of activity reports, daily journals, and evaluation notes from field supervisors and mentor teachers. 3. Data Analysis: The analysis

was conducted using an interpretive phenomenological approach according to Moustakas (2025), which includes: (a) Epoche (bracketing) to suspend the researcher's assumptions, (b) Horizontalization to identify significant statements from informant narratives, and (c) Clustering of Meanings to group important themes. (d) Textural and Structural Description to form an essential understanding of informant experiences. 4. Data validity is guaranteed through source triangulation (interviews from different informants), technique triangulation (combining interviews, observations, and documentation), and member checking (discussions among team members to evaluate interpretation results).

RESULTS AND DISCUSSION

The research results show that ULM Faculty of Teacher Training and Education students who participated in the teaching assistantship program demonstrated significant performance in both academic and non-academic areas. In the academic dimension, students were generally able to design and implement learning in accordance with the pedagogical principles they had learned (Lindqvist et al., 2023; Abetang et al., 2020). Although some obstacles were still encountered in mastering cross-disciplinary material and implementing comprehensive learning evaluations, in the non-academic dimension, students demonstrated good communication, collaboration, and leadership skills, particularly in establishing relationships with teachers and students and in managing extracurricular activities (Dias-oliveira et al., 2024). Furthermore, students were able to adapt to the school environment, although they still required guidance and support from their supervising teachers at the beginning of their placement. This finding reinforces the importance of developing holistic competencies in prospective teacher education, emphasizing not only academic aspects but also social and emotional aspects as part of their professional readiness. The following are the students' roles based on the subdimensions and indicators analyzed:

Table 1. The Role of FKIP ULM Students in Academic and Non-academic Activities

<i>Main Aspects</i>	<i>Subdimensi</i>	<i>Analyzed Indicators</i>
<i>Academic</i>	1. Pedagogical Competence	a) Learning planning b) Classroom management
	2. Mastery of Material	Understanding of subject content
	3. Teaching Strategy	Creativity and innovation in teaching methods
	4. Learning Evaluation	Ability to create and analyze assessments
<i>Non-Academic</i>	1. Soft Skills	a) Communication b) Cooperation
	2. Leadership Character	a) Initiative b) Responsibility
	3. Social Relations	Interaction with students, teachers, and the community
	4. Environmental Adaptation	Ability to adapt to local schools

Source: Results of data analysis (2025).

The Role of Students in Academic Activities

The role of FKIP students from Lambung Mangkurat University (ULM) in the teaching assistantship program at senior high schools (SMA) in Banjarmasin. One of the main aspects observed was the students' pedagogical competence as prospective teachers. The results showed that most students demonstrated quite good pedagogical competence. They were able to develop systematic and structured Lesson Plans (RPPs) in accordance with applicable curriculum standards. The students' ability to develop RPPs was also demonstrated through the integration of learning objectives, core activities, and assessment of learning outcomes. They understood the importance of RPPs as the primary guide in the learning process (Abetang et al., 2020; Cupido & Norodien-Fataar, 2018). As stated by Mayudana & Sukendra (2020) Lesson plans are part of the planning that determines the success of classroom teaching. ULM FKIP students have demonstrated their ability to align core competencies with achievement indicators. learning outcomes. In addition, students' use of learning media is also a positive indicator of their pedagogical competence (Huang et al., 2024). They do not only rely on textbooks, but also try to provide relevant visual and digital aids (Abetang et al., 2020). This is in line with the opinion Wardani et al. (2024), that learning media can increase student engagement and accelerate understanding of concepts.

However, research findings also indicate that significant challenges remain in mastering teaching materials. Students experience difficulties, especially when placed in elementary school, which requires mastery of multiple disciplines simultaneously. When asked to teach multiple subjects, such as social studies, sociology, economics, and history, in one day, several students admitted to feeling a lack of confidence. This challenge may be linked to the educational curriculum at the tertiary level, which tends to focus on field specialization. As emphasized by Kusumawati (2024) Education students tend to focus on only one area of study in depth, while in the field, they are required to be flexible in teaching various subjects. This is an important consideration for the future development of the FKIP curriculum. In terms of learning strategies, most students still use conventional approaches, such as lectures and Q&A. This could be their initial adaptation to the school environment and student needs. However, some students are beginning to demonstrate exploratory efforts by implementing project-based learning methods and educational games (Oliveira et al., 2025).

The project-based approach adopted by some students is a positive indication that they are beginning to understand the importance of active student involvement in learning (Farrow et al., 2024). In one case, a student invited students to create a mini-project about

recycling waste. This activity not only trained students' critical thinking skills but also increased their environmental awareness.(Ritonga et al., 2020) (Ayhan Koçoğlu, 2025)Meanwhile, the use of educational games appears to be able to create a more enjoyable learning atmosphere. Students developed a board game containing thematic questions that students could play in groups. This strategy reinforces the concept of cooperative learning, as explained by Asiri et al. (2024), that group work can improve learning outcomes through social interaction.

However, the learning evaluation aspect remains a weakness in the implementation of teaching assistance. Most students have not fully implemented formative and summative assessment techniques. Evaluations tend to be final, such as daily tests, and do not reflect the complete learning process. In observations, students often fail to design varied assessment instruments. Assessments focus solely on true-false answers or short answer questions, without considering aspects of students' process skills and attitudes. However, according to the Minister of Education and Culture Regulation No. 23 of 2016, assessments should encompass knowledge, attitudes, and skills holistically. Formative assessments, such as student reflections, daily journals, or learning portfolios, are still rarely used. Assessments help teachers determine the extent to which students have achieved learning objectives, including cognitive, affective, and psychomotor aspects. This allows teachers to see the level of success of the learning that has been implemented. This highlights the need for further training in learning evaluation. Students need to be given a deeper understanding of alternative assessments that can continuously reflect student learning progress (Potgieter et al., 2025; Cullen et al., 2025).

These findings reflect that the role of students in teaching assistance is still developing. Although they have demonstrated adequate pedagogical competence, mentoring is still needed, particularly in mastering the material and implementing learning evaluations. The role of mentor teachers in guiding students is crucial (Wang et al., 2025). Students also realized that the field experience was very different from the theory they learned on campus. Many of them mentioned that the program was their first opportunity to interact directly with students in a full-fledged teaching situation. According to one informant, "We learned that being a teacher is not just about delivering material, but how to create a lively classroom climate." Overall, the teaching assistantship program contributed significantly to students' professional development. They began to develop their identity as educators while also learning to navigate real-life classroom dynamics. This program also helps them hone their adaptability and creative thinking skills (Fleisch & Sch, 2024).

The Role of Non-Academic Activities

Students from the Faculty of Teacher Training and Education at Lambung Mangkurat University (ULM) participating in a teaching assistantship program at high schools in Banjarmasin demonstrated outstanding non-academic abilities. One key aspect evident was their strong communication skills, both with their supervising teachers and with students. These communication skills reflect the students' readiness to build professional relationships in the educational environment (Ismail et al., 2023). They are able to convey ideas, accept input, and engage in constructive discussions with teachers at school. This is in line with the opinion of Saragih et al. (2021) Effective communication is a crucial foundation for a successful educational process. In addition to teachers, students also demonstrated excellent interpersonal communication skills with students. They were able to foster friendly interactions while maintaining professional boundaries as future educators. This two-way communication made students feel comfortable and more open to the learning process (Dias-oliveira et al., 2024).

Students' collaborative skills are also commendable. They can work in teams with teachers, support learning activities, and even participate in implementing school programs as one of the supervising teachers stated in an interview, "The students are very cooperative. They not only come to teach, but also help the school in various activities." This shows that FKIP students are not only learning to be teachers but also playing a role as part of the school community (Onen, 2023). This collaboration reinforces the values of professionalism and mutual cooperation that are important in the world of education, as emphasized by Kurniawan (2019), that teachers do not work alone, but as part of the school social system.

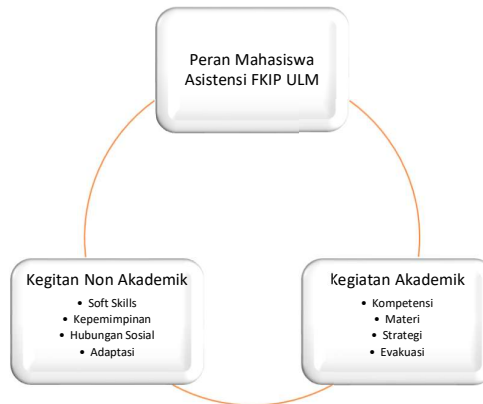
From a leadership perspective, several students stand out for their initiative. They actively participate in managing extracurricular activities, such as organizing reading clubs, student creativity competitions, and religious activities. These initiatives demonstrate that students are not only implementers but also initiators of educational activities. Involvement in extracurricular activities is an important indicator of student leadership development (Teng et al., 2024). According to Damayanti et al. (2021), Non-formal activities like these provide a space for prospective teachers to develop managerial and social leadership skills, which are essential for educational practice. Furthermore, the students' social relationships with the school community are generally harmonious. Students maintain ethical communication, respect local norms, and demonstrate politeness and openness. This harmonious working environment supports the overall smooth running of the teaching assistance program (Rakhma & Chamidah, 2024; Koshak, 2020). However, several social challenges were also

encountered, particularly related to cultural and linguistic differences. At some schools, students struggled to understand the local dialect or customs. This led to minor miscommunications early in the placement period.

This obstacle demonstrates the importance of cross-cultural training before students are deployed into the field. As stated by Saragih et al. (2021) Multicultural understanding is crucial in a heterogeneous educational environment, especially in an area like Banjarmasin, which is rich in ethnic and cultural diversity. Despite these challenges, students demonstrate a strong ability to adapt to the school environment. They learn to understand students' situations and needs and adapt their interaction styles to the existing social context (Dimmock et al., 2021). This adaptation occurs gradually, especially during the first weeks of placement. Early in the placement period, some students expressed a need for assistance in understanding the school's organizational structure, work culture, and prevailing social norms. The role of the supervising teacher is crucial at this stage. They provide direction, correction, and moral encouragement to the students. Over time, students become more confident and independent. They can carry out their roles more actively and flexibly. This successful adaptation demonstrates that field experience plays a significant role in shaping students' resilience and flexibility as future educators (Pepele et al., 2010), overall, the results indicate that the non-academic dimensions of the FKIP ULM students developed quite well during the teaching assistantship program. They not only learned about teaching but also built relationships, understood the social dynamics of the school, and developed soft skills crucial for their future professional careers (Alharbi, 2025).

Thus, the aspects of communication, leadership, social relations, and environmental adaptation become important foundations for the success of this program (Pepele et al., 2010). These findings provide important input for institutions to pay more attention to the development of non-academic competencies in teacher education curricula, in order to produce educators who are not only cognitively intelligent but also socially and emotionally mature.

Based on the explanation above regarding the role of academic activities and non-academic activities of students in the teaching assistance program at senior high schools in Banjarmasin city, this can be seen from the following scheme:



Scheme 1. The Role of ULM FKIP Student Assistants
Data Analysis Results Source

CONCLUSION

The academic role of FKIP ULM students in the teaching assistantship program in Banjarmasin City is significant. Students are able to apply the knowledge they have gained in college to real-life learning practices in schools, including in planning, implementing, and evaluating the teaching and learning process. The application of this pedagogical competency demonstrates their initial readiness as prospective professional educators, while also serving as a means of strengthening the integration between theory and practice in teacher education. In addition to academic aspects, students' non-academic contributions also have a positive impact, particularly in the development of character, leadership, and social skills. Their involvement in extracurricular activities, social interactions with the school community, and their ability to adapt to the local educational environment reflect the importance of strengthening soft skills in the teaching profession. This teaching assistantship program not only provides valuable contextual experience for students but also strengthens the role of FKIP ULM students in community service through tangible contributions to the field of education in Banjarmasin.

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