

BAB IV

HASIL DAN PEMBAHASAN

This research yields several important findings related to the implementation of the Teaching Assistance Program (PAM) at SMP Negeri 1 Bawolato. The results are presented based on a thematic analysis of data collected through field observations, in-depth interviews with student participants and supervising teachers, and documentation of learning activities.

4.1 Strengthening Students' Pedagogical Competence

One of the key findings was a significant improvement in the pedagogical competence of the program's students. They demonstrated improved abilities in developing lesson plans (RPP), conducting formative assessments, and managing classroom dynamics with a more humanistic approach. In interviews, the majority of students stated that they learned not only from successes but also from mistakes in hands-on practice. This reflects the reflective learning process at the heart of Kolb's (1984) experiential learning cycle.

"I learned a lot from my first teaching session. It turns out that classroom theory is very different from real-world situations. I had to change my approach to get students more enthusiastic," said one student participant.

4.2 Collaboration with Supervising Teachers

The interaction between students and their mentors is a crucial factor in the program's effectiveness. At this school, collaboration was found to take two forms: formal mentoring and peer collaboration. In the mentoring context, teachers provide regular feedback, evaluate students' learning plans, and provide space for post-lesson discussions. However, not all teachers provide intensive mentoring. Students who receive extensive mentoring tend to feel more confident and adapt more quickly.

Table 1 below shows students' perceptions of the role of the supervising teacher:

Table 3.1 Student Perceptions of the Role of Supervisors

Guidance Aspects	Very Supportive	Quite Supportive	Less Supportive
<i>Evaluation of Lesson Plans and Syllabus</i>	68%	22%	10%
<i>Class Observation</i>	75%	20%	5%
<i>Post-Teaching Feedback</i>	60%	30%	10%
<i>Emotional Support</i>	55%	35%	10%

Source: Researcher's Process, 2025

From the table above, it can be seen that 60–75% of students feel they receive optimal support from teachers, although there is still room for improvement in the aspects of emotional support and in-depth reflection.

4.3 Implementation Challenges in Rural Contexts

Students face a number of unique challenges at SMP Negeri 1 Bawolato, which differ from schools in urban areas. These challenges include:

- Limited learning facilities and media, which forces students to innovate using whatever tools are available;
- The heterogeneous character of students, especially in terms of basic abilities and learning motivation;
- Differences in pedagogical culture, where students who are accustomed to modern strategies on campus have to adapt to conventional methods at school.

However, these challenges actually develop students' resilience and pedagogical flexibility. This supports Anderson and Stillman's (2011) study that found that experience in high-risk contexts can enhance prospective teachers' adaptive capacity.

4.4 Impact of the Program on Students and Schools

In addition to students, this program also had a positive impact on classroom dynamics. Students became more enthusiastic about lessons due to the variety of teaching methods and the close age proximity to the students.

Teachers reported that the presence of students helped lighten their workload, especially in managing large classes.

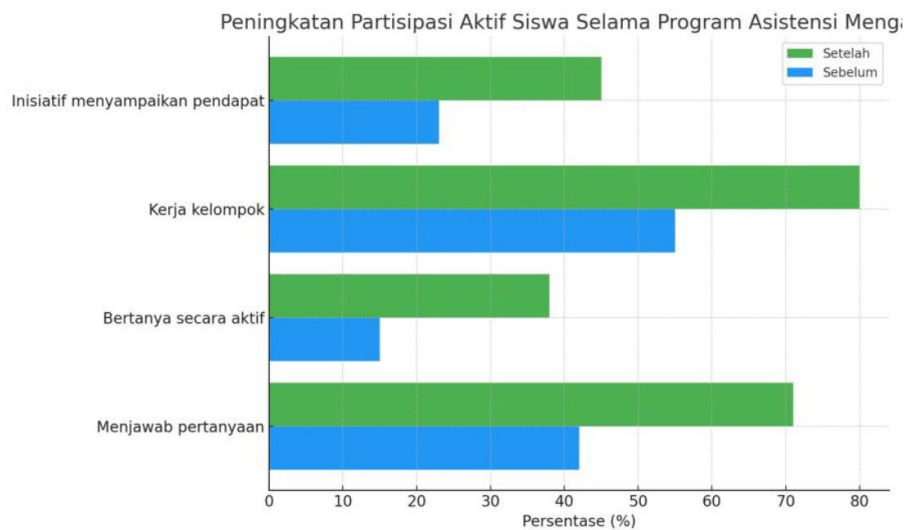


Figure 3.2 *Increasing Student Active Participation During the Teaching Assistance Pro-gram*

A 20–30% increase in student participation across multiple indicators indicates that the program provides a more interactive and motivating learning experience.

Integration of Theory and Practice

The findings of this study confirm that PAM serves as a tangible bridge between peda-gogical theory taught on campus and real-world classroom needs. Students explicitly stated that this experience broadened their perspectives on the role of teachers, encompassing not only knowledge transfer but also emotional management, interpersonal communication, and adapting to the dynamics of students' social environments.

As Zeichner (2010) defined it, effective teacher education is one that enables students to construct knowledge from experience and critically reflect on their practice. This study demonstrates that this has occurred in the research context, with students as active actors who not only carry out instructions but also reformulate their strategies independently based on classroom realities.

Comparison

To strengthen the validity and relevance of the research findings, it is important to com-pare the results of this study with similar studies in both local and global contexts. The com-parison focused on three main aspects: the implementation context, the methodological ap-proach, and the outcomes related to the development of prospective teacher competencies.

4.5 Implementation Context

Most previous research on teaching assistance practices has been conducted in urban contexts with relatively adequate educational infrastructure. For example, a study by Putra and Handayani (2022), which evaluated the MBKM program at a leading school in a large city, showed that students had easy access to learning media and received intensive mentoring from their supervising teachers. This contrasts significantly with the findings at SMP Negeri 1 Bawolato, where students faced limited facilities, a lack of access to digital learning technology, and an imbalance in the number of teachers.

This difference in context demonstrates that this research's contribution lies in exploring the dynamics of assistance programs in rural contexts, which have been underrepresented in both national and international literature. This aligns with the findings of Anderson and Stillman (2011) who emphasized the importance of social and geographic context in influencing the effectiveness of education students' fieldwork.

4.6 Methodological Approach

This study uses a descriptive qualitative approach with thematic analysis developed by Braun and Clarke (2006), which allows for in-depth exploration of students' experiences in a contextualized manner. This approach differs from the survey-based quantitative methods often used in previous studies (e.g., Nugroho, 2021; Rahmawati et al., 2023), which focus more on measuring participants' perceptions and satisfaction levels.

With a more reflective and narrative approach, this research not only produces descriptive data but also conceptual insights into how students develop pedagogical competencies in challenging real-world settings. Thus, the methodological contribution of this research is the presentation of a context-rich empirical narrative that can be used to develop educational policies based on real-world practices (policy from the field).

4.7 Contribution to Student Competency Development

Table 3.2 below presents a comparison between the results of this study and three similar studies previously published. The comparison focuses on student competency outcomes and their engagement in classroom dynamics.

Study/Source	Location Context	Methodology	Key Results
Putra & Handayani (2022)	Urban School (Jakarta)	Quantitative	Improvement of theoretical pedagogical knowledge
Nursalim & Fauziah (2020)	Semi-urban school	Mix	Students are active as co-teachers

<i>Rahmawati et al. (2023)</i>	<i>College only</i>	<i>Online survey</i>	<i>Positive perception of MBKM policy</i>
<i>This research</i>	<i>Rural, remote</i>	<i>Qualitative narrative</i>	<i>Real strengthening of pedagogical, social, and adaptive competencies</i>

Source: Researcher's Process, 2025

The table above demonstrates the uniqueness of this study in terms of context and depth of reflection on student experiences. While other studies have focused more on administrative perceptions and accomplishments, this study offers empirical data from real-world classroom practice with limited resources.