

BAB V

PENUTUP

5.1 Conclusion

This study has provided an in-depth description of the implementation of the Teaching Assistance Program (PAM) at SMP Negeri 1 Bawolato and the experiences of the education students involved. Key findings indicate that the program significantly contributes to strengthening students' pedagogical, social, and adaptive competencies, particularly in the context of rural education, which presents its own challenges. Students are able to practically internalize learning concepts through direct classroom engagement, reflecting the effectiveness of the experiential learning approach in building the professional readiness of prospective educators.

A synthesis of the findings demonstrates a strong link between students' field experiences and the program's initial goal, which is to bridge the gap between campus theory and classroom learning practices. The program's success is determined by factors such as the quality of teacher guidance, the availability of supporting resources, and the students' ability to adapt teaching strategies to real-world classroom conditions. The research also confirms that constructive social interactions and collaboration between students, teachers, and students are key components in achieving positive outcomes.

In terms of scientific contribution, this research broadens understanding of how higher education policies such as MBKM can be effectively implemented in remote areas. Thus, it provides important empirical evidence that the success of higher education transformation depends not only on policies at the central level but also on the capacity of local institutions and actors to adapt these policies into practice. Practically, the results of this research can serve as a reference for teacher education curriculum developers and teaching assistantship program designers in similar settings.

However, this study has several limitations that warrant consideration. First, the scope of the study was limited to a single partner school in a rural area, so generalization of the results should be done with caution. Second, the relatively short duration of the assistance program may have impacted the depth of students'

experiences in navigating more complex learning cycles. Therefore, further research is recommended to expand the program's location and duration, as well as incorporate a mixed-methods approach, to obtain a more comprehensive picture of the long-term impact of the assistance program on the professional development of future teachers.

5.2 Suggestions

It is recommended that universities strengthen mentoring and reflective activities to improve the effectiveness of the Teaching Assistance Program. Partner schools should provide consistent guidance and opportunities for student-teachers to participate actively in classroom learning. Future studies are encouraged to involve more schools and apply broader research methods to generate more comprehensive findings on the program's impact on prospective teacher development.