

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains terms and synthesizes the previous literature related to the impacts of Teaching Assistance as service learning on students of Universitas Muhammadiyah Malang at SMAN 3 Malang. In this chapter, this study will inform theories and explanations about service learning, Teaching Assistance, and the impacts of Teaching Assistance service learning on students.

2.1 Service Learning

Service learning is an approach that blends academic learning and citizenship training. This is accomplished by a single well-articulated project in which students are taught and immersed in real-world demands to enhance the setting (Rodríguez-Ferrer et al., 2023). Service learning technique focused on citizenship education, influenced by active pedagogies, and compatible with other educational strategies such as cooperative learning and project-based learning. According to Halberstadt et al. (2019), service learning is a method of connecting the classroom with the outside world. Olagoke-Oladokun et al. (2020) define service learning as a teaching and learning technique in which students share their knowledge and abilities to help solve community problems. In contrast to other educational methods, service learning places a special emphasis on the use of real-world examples, reciprocal interchange with partners from the field, and didactically assisted reflection on theory and practice. Leung et al. (2021) convey that service learning is a credit-bearing experiential learning procedure in which students apply what they have gained in academic courses (both knowledge and abilities) to help the community by serving people in need. Through service

learning, Students' services benefit community stakeholders, and critical reflecting exercises help students achieve their educational goals.

Mason & Dunens, (2019) stated that service learning is an experiential learning strategy in which community participation is included into course content to improve student learning results and advance community objectives. Service learning is more than just volunteering related to a course; it is a deliberate pedagogy that "ensures that both the service and the learning improve one other". To accomplish this, courses should be based on introspection, reciprocity, and social transformation. Service learning seeks to combine course material with actual community involvement. This is often accomplished by (1) linking course objectives to community service, (2) providing a learning experience for all parties involved (particularly students and community partners), (3) responding to the needs of community partners, and (4) reflecting on the service learning experience. Moreover, Schanz & Giles (2021) mentioned that service learning has been proved to improve students' academic performance. For example, service learning project completion has been linked to higher course averages and graduation rates. Service learning exposes students to professional-relevant skills beyond academic performance. Students who want to work in service-related industries might consider what parts of their working lives will probably be commonplace.

2.2 Teaching Assistance as Service Learning

Under the Ministry of Education and Culture, the government created the Merdeka belajar-Kampus Mengajar initiative, which includes Teaching Assistance. In this program, aspiring educators receive training to become licensed teachers as they pursue their education (Irawan, 2022). Wilczenski and

Comey in Altinok, (2020) stated that service learning is a framework that integrates students' social, emotional, professional, and academic development goals. Students at Teaching Assistance are given the chance to put the theory they have studied in college into reality by putting programs into place and carrying out reporting tasks (Santi et al., 2023). As mentioned in Bui & Nguyen (2021) that service learning gives students the chance to put their academic knowledge to use in the real world by allowing them to reflect on their hands-on learning through a planned activity. In contrast to typical volunteer work or internships, service learning is purposefully created to attain reciprocity by appreciating the advantages for the receiver as well as the learning opportunities for the students (Choi et al., 2023). The purpose of starting Teaching Assistance program was to provide students the chance to understand how to grow as individuals outside campus by using Teaching Assistance in the education unit (Kusuma et al., 2024). Future educators who wish to contribute to improving the quality of education are also inspired and equipped with new abilities by firsthand experience in the field (Restiningtyas et al., 2022).

Teaching Assistance activities are one of the character-building activities that prospective graduates of the Faculty of Teacher Training and Education (FKIP) engage in as early as possible (Rahmawati & Huzni, 2023). The Teaching Assistance program in educational units aims to give chances for students interested in education to participate in teaching and expand their knowledge by becoming instructors in educational units. Bui & Nguyen (2021) defines that service learning refers to the mix of community service and academic study. Students will use their academic knowledge and abilities to address the needs of their communities via different activities. To decrease current barriers, Teaching

Assistance is required to support teaching and learning activities in schools. In addition, it may support educators in managing their classrooms, providing supplies for the classroom, and introducing students to learning models and activity props (Muda et al., 2021). Furthermore, Altinok (2020) claimed that students can acquire the skills that teachers want them to, as well as learn about their community, interact with social institutions, work together, engage in problem-solving and social interaction.

2.3 The Impacts of Teaching Assistance as Service Learning

Service learning is a type of experiential learning that blends significant community services and academic activities to give both a learning opportunity for students and advantages to the community (Choi et al., 2023). On the previous study by Azwar et al. (2024) with the title “*Peran Asistensi Mengajar dalam Meningkatkan Kualitas Pembelajaran di Era Kampus Merdeka*” found that teaching assistants has an impacts in fostering interactive learning, skill development, and technology integration in the learning process. This study adds to the knowledge of the function of teaching assistants during the Kampus Merdeka era and makes recommendations for educational institutions and policymakers in building successful learning practices. Azwar et al. (2024) also stated that the majority of the examined research noted that when Teaching Assistance were actively involved in the learning process, students' conceptual comprehension and analytical skills significantly improved. They help to provide an atmosphere for learning that is more flexible and sensitive to the demands of each individual learner. Activities organized by Teaching Assistance have given aspiring educators or teachers insight and a sense of responsibility for the administration and learning process at school.

On the previous study by Firdausi & Christanti (2024) with the title “*Asistensi Mengajar untuk Merdeka Belajar Kampus Merdeka: Studi Kasus Madrasah Aliyah Bilingual Nahdlatul Ulama Sidoarjo*”, The teaching assistant program has an impacts on educators and teachers a better understanding of the management and learning process in schools, as well as a sense of responsibility. It has also given them access to educational experiences that can enhance their professionalism and aptitude as future educators. They have also given them educational experience that can enhance their professional skills or abilities. Furthermore, the program enables students to create creative pedagogical tactics and assess and implement the many teaching techniques they have acquired (Ana Christanti et al., 2024).

Based on the result of the research by Rahmawati & Huzni (2023) entitled “*Pemanfaatan Metode Survei sebagai Strategi Evaluasi Kegiatan Teaching Assistance dalam Mendukung Program Merdeka Belajar Kampus*”, students that participate in Teaching Assistance events receive valuable impacts in the field. They get a great deal of knowledge on how to design laboratories, create lesson plans, manage the classroom so that instruction may go smoothly, and inspire students to build a strong passion for learning. As they prepare to become prospective instructors after completing their studies, they may also immediately comprehend the characteristics of students and handle difficulties that develop in the school environment.

Ana Christanti et al. (2024) in their research entitled “*Catatan Implementasi Program Asistensi Mengajar di Lembaga Pendidikan*” demonstrates how student participation in the use of Teaching Assistance may stimulate the growth of students' learning styles and so contribute to the enhancement of educational

institutions' competency. (Ana Christanti et al. (2024) also mentioned that Teaching Assistance has shown to be an excellent strategy for motivating students to actively participate in the learning process. This activity has impacted students to participate more in knowledge discovery and critical thinking by promoting conversation, problem solving, and reflection. This theory is align with Brand et al. (2019) that mentioned that service learning fosters a better comprehension of the learning process and enhances communication, critical thinking, and problem-solving abilities.

