

# Students's Perception Toward the Use of Lecturer's Assistant in Teaching and Learning Process

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## Abstract

The huge and unprecedented increase in teaching assistants (TAs) is one of the most profound changes to have taken place in Indonesia especially in the are of college over the past two decades. This rise in numbers of Teacher's Assistant can be seen as part of a general increase in education paraprofessionals with similar roles worldwide. Schools in Australia, Italy, Sweden, Canada, Finland, Germany, HongKong, Iceland, Ireland, Malta, SouthAfrica, aswell as the USA, have experienced similar increases in paraprofessionals or Teacher Assistant. Yet no other education system in the world has expanded both the number and role of its paraprofessionals to quite the same extent as the systems in England and Wales. In accordance this paper aims to know the effectiveness of lecturer's assistant in teaching in the class. This paper intended to investigate student's perception toward lecturer's assistant in the class and also to see the effectiveness of their way of teaching during teaching and learning process. The data of this research is collected by interview session from Ftik, Fsip and Feb Students in which they have a teaching and learning process with lecturer's assistant. At the end this research will contribute to further information about the effectiveness of lecturer's assistant in teaching and learning process to replace the lecurer during the class.

**Key words:** Teachers, Students, Assistant

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## INTRODUCTION

Teaching assistants (TAs) referred to as paraprofessionals, teacher aides, and paraeducators are increasingly being employed to support the participation of students into general education classrooms in many developed countries throughout the world in order to assist the teacher or lecturer in teaching and learning process ((Firmansyah et al., 2017), (Suprayogi et al., 2021), (Samanik, 2021). With the goal of providing teachers with more opportunities to interact with students and to collaborate with other professionals (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). TAs perform a range of non-instructional roles and appropriately trained and supervised TAs may deliver complementary instructional services designed to supplement rather than replace the instruction provided by teachers (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). By definition, TAs assist with classes, but many graduate students serve as the sole instructor for one or more classes each semester as a teaching fellow or graduate student instructor (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). Graduate and adult TAs generally have a fixed salary determined by each contract period (usually a semester or an academic year) (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017).

As the presence of TAs has grown in popularity, there has been some research base regarding their professional roles, efficacy, training, and experiences (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020). The results of prior research reviews show that TAs: (a) perform a variety of roles that were generally viewed positively by teachers and students, TAs, students and parents; (b) often assume primary

instructional roles which may hinder the performance of students and should be the responsibility of trained teachers; (c) can foster improved academic, behavioral and social outcomes for students when they are appropriately trained and supervised and; (d) rarely receive adequate training and supervision (Lestari & Wahyudin, 2020), (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020). The existence of TAs hope will reduce the stiffness that perhaps caused by the teacher or lecturer during teaching and learning process and students will get more attention in teaching and learning process due to the benefit they get when TAs teaching in the class (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021).

Thus, this paper is a modest attempt to bring a broader discussion of the study about student's perception toward the use of teacher/lecturer assistant in teaching and learning process in the class from three different faculties in one of the private university in Bandarlampung. This study will help to find any reasons, opinions or statements from students in three different faculties.

## LITERATURE REVIEW

Perception is a process in which individuals organize and interpret their sensory impressions to give meaning to their environment (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). According to Leavitt, perception in a broad sense is the view, understanding, or how a person sees and interprets something (Wulandari, 2018), (Setri & Setiawan, 2020), (Mertania & Amelia, 2020). Meanwhile, perception in the narrow sense means how a person sees things (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). Attitudes, motivations, interests, past experiences, expectations, targets, and situations are factors affecting someone's perception (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021).

The assistant acts as a bridge, helping with what they need to do to get from where they are currently to where they want to be (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007). Lecturer's Assistants offer operational and administrative support to lead teachers and also support students during school activities (E. Putri, 2022), (Ristiandika Arrahman, 2021). Top responsibilities described in a Lecturer's Assistant example resume include helping with lesson plans, instructing small groups of students, supervising students on the playground or inside the classroom, getting involved in school events organization, and attending meetings (Samanik & Lianasari, 2018), (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017). Our collection of resume samples reveals that the most sought-after skills in a Lecturer's Assistant are instruction, patience, supervision, observation spirit, and accuracy (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021).

## METHOD

In this research, to address the question, a qualitative research is conducted among 10 students from FTIK, FSIP and FEB students from first and third semester, at Universitas Teknokrat Indonesia, the subjects are come from different background of culture but all of them are homogeneous in the sense that all of them are Indonesian. The instrument used is in a form of interview to gain the information about the use of teacher or lecturer assistant in teaching and learning process in the class (Website & Cikarang, 2020), (Firmansyah M et al., 2017), (N. U. Putri et al., 2020). The main task in interviewing is to understand the meaning of what the interviewees say. A brief introduction to the purpose of the interview

session is given to the participants, they were asked by some questions from the interviewer in order to answer the research question.

## **RESULTS AND DISCUSSION**

The result gotten from the data that obtained in written interview from the respondents. This study reported The perception of Students in Universitas Teknokrat Indonesia about the use of teacher/lecturer assistant in teaching and learning process, the Students are come from first and third semester and the gender is both male and female. The results are presented to answer research question about the use of teacher/lecturer assistant in teaching and learning process and the factors that correlated with it.

At the first time the information to be obtained in the interview is the definition of teacher/lecturer's assistant by the respondents base on their own understanding to see their knowledge first about what is actually teacher/lecturer's assistant. Most of them said that Teacher/Lecturer's assistant are those people who teach in the class like common teacher/lecturer but chosen from students as well but seniors.

Q1= What is teacher/lecturer's assistant in your opinion ???

R1= The ones who teach us in the class with the lecturer beside of them

R2= Someone who teach us during the class like lecturer

R3= She or He are a person who teach us about the subject of ours

R4= Well teacher or lecturer's assistant is somebody who replace the teacher or lecturer to give us a lesson in the class

R5= They act like a teacher or lecturer and sometimes nice and sometimes so evil in teaching in the class

R6= Actually teacher or lecturer's assistant is our seniors who chosen by the lecturer to teach in the class

R7= Lecturer's assistant is people who teach in the class like lecturer but they speak more clear than a lecturer and also we can interact with them more

R8= Lecturer's assistant is someone who teach us patiently and never get mad if we make mistake

R9= They are the ones who recruited by the lecturer to teach in the class

R10= Lecturer's assistant is those people who teach in the class like the lecturer but most of them are still student's college

The second information to be obtained in this reasearch is their opinion about the use of teacher/lecturer's assistant in teaching and learning process replacing the original lecturer/teacher. Most of them agree if lecturer's assistant teaching in the class and they enjoy it because sometimes lecturer's assistant is more relax than a lecturer in teaching the material.

Q2= What is your opinion when the assistant of lecturer take over the class and replace the original lecturer ???

R1= The lesson explained by them can be received well because he/she explained more in bahasa instead of english

R2= Teacher/lecturer assistant is nicer rather than regular teacher, maybe because they still college student as well

R3= Actually it does not matter if it is lecturer or the assistant teaching in the class, what matter is the knowledge can be received by us as a students

R4= I enjoy the real lecturer rather than the assistant because I think lecturer is smarter than the assistant and know more about the lesson

R5= Lecturer assistant is very relax in teaching in the class and I enjoy the class with them

R6= The lecturer assistant is more friendly and we can discuss anything in the class without any hesitation

R7= I enjoy the class more if the lecturer's assistant teach in the class

R8= We can have an interesting conversation with lecturer's assistant and we can ask anything to them

The third information gotten by the interview is their comment or constructive feedback toward their lecturer's assistant for the future. Most of them give a positive feedback toward the lecturer's assistant and also they enjoy the class especially if the lecturer's assistant is a woman because it give them kind of spirit to learn the material.

Q3= Is there any comment or constructive feedback for the lecturer's assistant ???

R1= Hope in the next class they will teach us again because I enjoy when they teaching in the class

R2= I believe they are not perfect in teaching in the class because they still a student like us but I also believe that they will be better in the future

R3= I can understand english better with the lecturer's assistant rather than when the original lecturer teach and I like it

R4= The whole class is enjoying the class of english for business because the lecturer's assistant is beautiful and easy going

R5= Hope in the next semester all subjects will be taught by the lecturer's assistant because I enjoy it

R6= Teknokrat needs to recruit more lecturer's assistant because it is more effective and the students also enjoy them in teaching and learning process

R7= Some of the lecturer's assistant are good and some of them are so evil, but he is very good in giving a support and motivation to their students

R8= I like the lecturer's assistant especially if it is a girl because we can enjoy the class and it will give us a spirit in learning the material

R9= Teknokrat have to pay the lecturer more and also the lecturer's assistant so they will be more creative and also good in teaching and learning process

R10= Sometimes the lecturer's assistant is more creative in making the students active in the class

The fourth information collected from the respondent is their opinion if they offered to be a lecturer's assistant. Most of them are agree to be a lecturer's assistant because the benefit that they can get and also some of them have a dream to be a teacher or lecturer and some of them are also does not want to be a lecturer's assistant because it needs more than just a smart brain.

Q4= What do you think if you are given a chance to be a lecturer's assistant ???

R1= Maybe I will take that chance because I will share my knowledge to the new students

R2= Im not sure I can be a lecturer's assistant because Im not that smart

R3= Im very interested to teach and share my knowledge because I love teaching and I cannot wait to be a lecture's assistant

R4= Before we become a lecturer's assistant, we need to learn more and more and we have to be a smart student

R5= I have a dream to be a teacher in the future but sometimes I want to be a lecturer as well, and become a lecturer's assistant maybe can be my starting point

R6= Become a lecturer's assistant is not easy, and I think I cannot be like that except study hard and learn more

R7= Maybe I will take that chance and I will teach my student patiently and also give them motivation

R8= I dont have any intention to be a lecturer's assistant but I enjoy when they teaching in the class

R9= Maybe I will joint and I just want to give a try

R10= Become a lecturer's assistant requires us no only smart but also diligent and have good time management

## **CONCLUSION**

From the finding above it can be inferred that most of the students from 3 different faculties in Universitas Teknokrat Indonesia are enjoy the role of Lecturer's assistant in teaching and learning process and also most of them are interested if they offered to be a lecturer's assistent in the future and according to the data obtained in this research we can conclude that a role of lecturer's assistant have an impact on the way how they receive the knowledge delivered by the lecturer's assistant, most of them are also agree that they can be better in their subject because lecturer's assistant is more relax than the original lecturer

but we cannot deny that we still need the role of original lecturer because they can give the best feedback and also subjective and objective record of our performance in our class. The presence of lecturer's assistant will also give an impact into the performance of the students because the students will enjoy them more than the original lecturer.

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