
The Dynamics of the Students Asistensi Mengajar Program on Madrasah Ibtidaiyah in Malang Raya

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Abstract. The Educational Institutions and Teacher Training Institutions (Lembaga Pendidik dan Tenaga Kependidikan—LPTK) are perceived as lacking innovation in developing educational and teaching practices aimed at producing professional and character-driven teachers. It aligns with new findings indicating the lack of professionalism among teachers, as evidenced by violations of the teachers' code of ethics. Moral and ethical breaches are also frequently reported in schools. The leadership of LPTK has responded to this phenomenon by introducing programs that integrate and synergize teaching theories and practices, including implementing best practices, such as the Asistensi Mengajar (AM) program. This evaluative research examines the educational and teaching internships at Madrasah Ibtidaiyah across Malang Raya. It aims to enhance the quality of prospective teachers, ensuring they are professional and character-driven. Interviews, observations, and document analysis revealed that supervising teachers highly evaluate the competencies of AM students from the PGMI (Primary School Teacher Education) program at FITK UIN Malang. However, weaknesses remain in the area of developing teaching modules. School principals also provided positive assessments, noting that students generally exceeded expectations. Nonetheless, issues like lack of discipline in completing final assignments and adhering to school working hours were highlighted. Internal factors remain a significant obstacle. This study recommends that the management of the AM program conduct evaluations and introduce innovations in its management development.

Keywords: asistensi mengajar; assessment, supervising teacher, student competence

INTRODUCTION

The behavior of teachers the community has glorified has been considered harmful and even leads to inappropriate behavior by an educator who is usually referred to as "Guru (di Gugu and di Tiru)" (Ali, 2022; Dianti, 2014). On the other hand, the teacher's job has become a separate profession, so learning activities in schools carried out by teachers must be carried out professionally. Therefore, teachers, in carrying out the tasks assigned to them, are often faced with four things as indicators of the level of mastery of the competencies that a teacher needs to have: professional, pedagogical, personal, and social. The level of mastery of these four competencies is often used to assess whether a teacher is experienced in carrying out his duties.

In addition, peoples also assesses the quality of teachers by using these criteria in an integrated manner so that there is a community assessment that shows that a particular teacher is considered good in behavior but not good in mastering the content, as well as there are teachers who are deemed reasonable in the field of subject matter

taught but not good in the social field of society. For this purpose, educational institutions that will produce graduates to become teachers require their students to take part in education and training activities and apprenticeships in the education and teaching profession, including what is called educational field experience practice (Praktik Pengalaman Lapangan—PPL); some are called integrative fieldwork practice (Praktik Kerja Lapangan Integratif—PKLI) which combines pedagogical, professional, social and personal competencies, and some names their activities with the term “Asistensi Mengajar” (AM), whose activity orientation emphasizes mastery of the four competencies with assistance and collaboration with accompanying teachers or senior teachers and among teachers.

Researchers have studied the professionalism of teachers in carrying out their professional duties. First, (Nurhasanah, 2023) examines learning design that impacts student behavior because students' attitudes and behavior are always associated with their teachers. The community will say that the teacher teaches well if a student has above-average academic ability. Therefore, every teaching and learning activity that each subject teacher will carry out can integrate character values to be achieved at each stage, namely planning, implementation, and evaluation, including in civic education learning (Dianti, 2014). The character possessed by a person will also have a tremendous influence on the group where he is, be it a small group such as a family or a large group such as a community, nation, or even country. Second, (Handayani, 2022) examines the teacher's code of ethics and the factors that cause violations committed by internal and external factors of the educator himself. Factors triggered by student errors (29.2%), teacher temperament (2.2%), reasons unknown to students (11.8%), and others, most of which are also triggered by student behavior (35.4%).

Meanwhile, Suhaila, (2021) found that moral and ethical violations are often committed in the school environment. The code of ethics of a profession is in the form of norms that must be followed by every member of the profession in carrying out their professional duties and in their life in society, namely from the remarks of students who offend the educator. Even so, an educator's professional code of ethics must still be held.

Third, Nur Ali examines that the management of educational components in an educational institution must be carried out professionally because the madrasah or school and family are miniatures of a nation's society. Suppose the condition of a society or nation is good. In that case, it means the atmosphere and behavior of the community that exists in the environment of educational institutions and the family are good. Conversely, if the atmosphere in the community in a nation is bad, then the quality of educational institutions' management and family members' behavior is also not good (Ali, 2022). The three research results imply that the quality of teachers and the management of education and learning activities in a school and madrasah must be done professionally because the institution will impact the community environment and the state apparatus. After all, the alums will work and return to their respective communities and families.

Through the Ministry of Education, the government has launched the development of Indonesian people as a whole and all Indonesian people. This means that development is not only pursuing outward progress, such as food, clothing, housing, and others, but also *bathiniyah* development, such as education, security, free speech, and so on, which are evenly distributed throughout the country. In line with that, national

education aims to develop the potential of students to become human beings who are faithful and devoted to God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, the purpose of national education formulated in the National Education Law is to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kemendiknas, 2004).

This paper is a response to the potential of universities that have LPTK in designing innovative and modern educational experience practices in practical location schools to cause various problems that are sometimes fatal for prospective teachers, namely student practitioners, including, among others, they have not prepared in advance various student problems and how to anticipate them. During teaching practice, at least within 45 minutes, they must carry out various activities that sometimes exceed their limits. This will harm both parties, namely the class as a place of practice and the practicing students forming themselves into professional teachers. To realize this, FITK UIN Maulana Malik Ibrahim Malang, as an LPTK, participates by producing education personnel and professional SLTP-SLTA / MTs-MA teachers. The method taken, among others, is through training students in the field, called the field experience program (PPL), namely teaching practice in micro-teaching on campus and continued to madrasah and schools designated by FITK. The program was developed into the AM program. This program is an academic activity carried out by students, prepared based on vision and mission. It combines theoretical and practical activities of educational field experience within a set period with the principle of continuous learning that provides direct meaning for students and schools/madrasahs where the practice is practiced. The purpose of AM is for students to have a fundamental understanding of and experience in implementing education and teaching in training schools. They can (i) teach independently, (ii) provide guidance services to students, (iii) understand school administration and management, and (iv) carry out other educational tasks, both intra and extracurricular, as well as coordinate and communicate with peers and senior teachers or among teachers (Ali et al., 2024). Thus, LPTK is a vital component that realizes the quality of education and produces superior human resources.

Three arguments underlie this paper. First, teaching and education institutions (LPTK) are responsible for forming and producing professional prospective teacher profiles with Ulul albab characters who will teach in various madrasahs and schools. This profile is important to create a superior and firm society in carrying out *amar ma'ruf nahi munkar*.

The curriculum practiced in LPTK significantly impacts shaping and producing professional teacher candidates. Therefore, the assessment data of student teachers and school principals is urgent for LPTK to evaluate and improve continuously. Third, the assessment of the stakeholders of the practice location on the implementation of AM FITK as one of the LPTK is needed to understand and evaluate the KBM in schools and create synergy between senior teachers and prospective teachers. This data provides information about program development opportunities, challenges, and obstacles to make decisions relevant to the needs. The discussion of these three descriptions is the core of this paper's discussion.

METHOD

This study is evaluative and designed as survey research, one type of research heavily influenced by sociological developments and carried out for various purposes, including education. The research sample includes the principals and Pamong teachers in the MI environment in the Malang Raya area. This is based on the idea that these two parties can monitor the development of student competence every day in the madrasah and have a duty to guide and assess the competence of AM students in the PGMI FITK study program at UIN Malang. Data were collected through questionnaires, interviews, and documentation. The informants were selected based on qualitative principles and by purposive sampling with the criteria of madrasah leaders and mentor teachers.

In answering this research problem, the questionnaires that have been collected are classified into questionnaires for student teachers and questionnaires for school principals in each madrasah, then analyzed with descriptive statistics. The first part of the questionnaire, which consists of components of competence that the madrasah principal or student teacher must assess, is summed up. The score is determined using the formula:

$$\frac{\text{Z Real Score}}{\text{Z Maximum Score}} \times 100$$

In determining the assessment of Pamong teachers and madrasah heads who became the research sample on the competence of AM students in the PGMI FITK UIN Malang study program, the following criteria were used:

Table 1. Score Value and Criteria

Score Value	Criteria
84 – 100	Very good achievement
70 – 84	Good achievement
60 – 69	Fair achievement
50 – 59	Poor achievement
0 – 49	Very poor achievement

Data in the form of a description of the madrasah head's assessment of shaping attitudes, behaviors, and obstacles in implementing AM were analyzed through data reduction, data display, and data verification. Data validity was conducted through focus group discussions.

RESULT AND DISCUSSION

The Assessment of Pamong Teacher

In general, the assessment of Pamong teachers on several competencies, AM students teaching MI throughout Malang Raya obtained an average score of very good. However, the lowest score was 89 in assessing lesson plans and discipline. This can be seen in Figure 01 as follows:

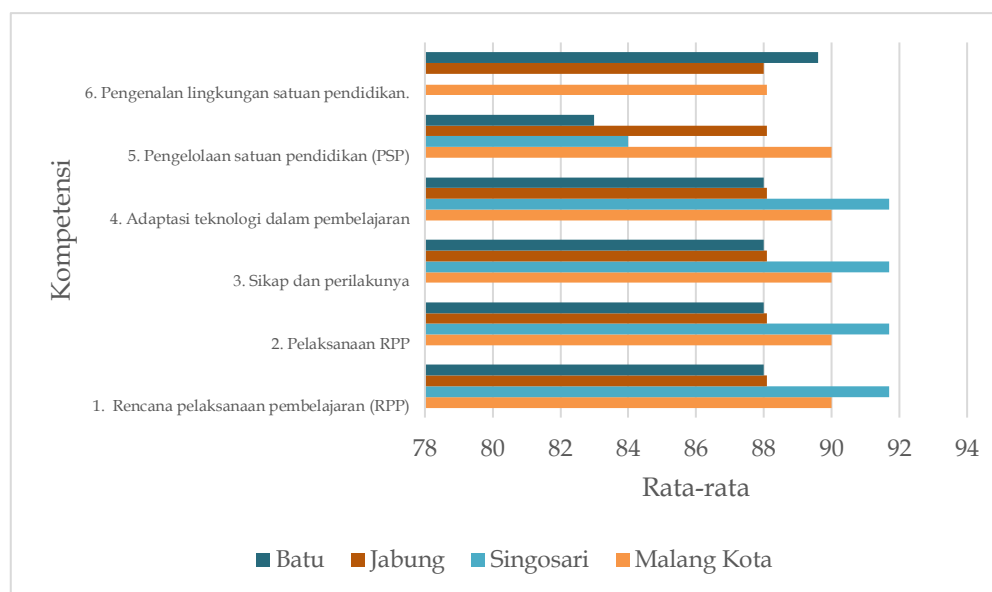


Figure 1. Competencies of AM Student's

The assessment of Pamong teachers at Madrasah Ibtidaiyah (MI) in the Malang City area on the competence of Asistensi Mengajar (AM) students in the aspects of lesson plans (RPP) and their implementation, attitudes, and behavior, adaptation of technology in learning and management of education units (PSP) is an average of 90 or very good. The Singosari area scored an average of 91.7, or excellent as well. Jabung in Malang district scored an excellent average score of 88.1. The Batu region rated it with an average score of 88 or very good.

The table above shows that the assessment of Pamong teachers on several aspects shows that AM students at MI throughout Malang Raya get perfect average scores. However, two students get low scores in the education unit management assessment. This happened at MI al Maarif Singosari. This condition was also confirmed by one of the student teachers. He stated as follows:

"The presence of Asistensi Mengajar students from the Faculty of Tarbiyah UIN Malang at MI al-Maarif Singosari is good, but there are still some students who often take permission because of student activities in student organizations. for the preparation of activity reports, in general, they are often late. They reason that there are many assignments from their lecturers and online lecture activities."

Similar conditions also occur at MI in the Batu area, as stated by one of the heads of MI: *"There is one student who is considered good or the lowest of the existing students. He often asks for permission because he has many assignments from his lecturer. Many students who practice teaching in this school are also still attending online lectures with their lecturers."*

To overcome these weaknesses, one of the heads of MI in Singosari, Malang Regency, suggested the following:

"I suggest sir. What if this Asistensi Mengajar activity next year is not held at the same time as the month of Ramadan? also, students are not involved with routine activities in student organizations and college assignments, so they focus on practical activities in schools. Maturnuwun it, we are still trusted to be occupied by the practice of UIN Malang students every year."

The assessment of Pamong teachers of MI throughout Malang Raya on AM student competence in aspects of attendance, discipline, honesty, responsibility, neatness in appearance, cooperation skills (communication, adaptation), work skills (dexterity, responsiveness, mastery of tools, ability to solve problems), initiative and innovation, and accuracy in preparing reports obtained good grades.

Based on Figure 1 above, it is obtained that from MI in the Singosari area, there is no data in the form of an assessment of Pamong teachers on the introduction of the education unit environment. This condition is because this location has long been the location of teaching practice for FITK UIN Malang students, so the principal and Pamong teachers already think that students understand and recognize the conditions of MI in this region. This was reflected in a discussion between the research team, principal, and student teachers at the MI Singosari office in Malang District.

"All of us here understand the quality and behaviour of UIN Malang students, including the Tarbiyah faculty. Some of the teachers in the Maarif Singosari Foundation are also lecturers at UIN Malang, so many students are allowed to do their coursework in schools in the Maarif Singosari environment, mainly since the MI, MTs, Aliyah and SMA are located close together."

In the Batu area, four students conducted AM at MI in the Batu area, and Pamong teachers assessed them with an average score of 89.6, which is very good for introducing the education unit environment. Two students were rated good, with a score of 85. As for MI in the Jabung area, Malang district, the Pamong teachers assessed AM students on the aspect of introducing the education unit environment with an average score of 88.1 or very good. Similarly, Pamong teachers in MI in Malang City assessed AM students with an average score of 88, which is also very good.

The Principle of Assessment

The assessment from the headmaster includes aspects of program development, collaboration with peers, teachers, and master teachers, as well as aspects of innovation and utilization of technology for learning activities (learning media and activating the library). Based on document data in the microteaching laboratory, information was obtained that there was no assessment in the form of a score from the principal. Meanwhile, the research team obtained the assessment results by observing the school location through limited FGD. The result is the assessment of principals of MI on AM students ability to carry out their tasks in this school, including the following:

"AM students in carrying out extracurricular program tasks well". One of the principals of MI in the Singosari area assessed that AM students' ability to carry out program development activities was above the prescribed standard. He shared that *"The ability of AM students to carry out program development activities is above the standard."*

The assessment of the heads of MI at Batu and Singosari on the ability of AM students to collaborate with student teachers and peers in implementing the Asistensi Mengajar program at school is *"the ability of AM students in collaborating with student teachers, peers in implementing the Asistensi Mengajar program at school has collaborated and communicated well."* The principal's assessment of AM students' ability to develop learning innovation programs is *"The ability of Asistensi Mengajar students in developing learning innovation programs has used innovative media such as pictures or teaching aids."*

For the principles assessment of AM students ability to make reports on each activity, namely *"the ability of Asistensi Mengajar students to make reports on each activity is considered good enough."* Meanwhile, several school principals in the Batu area who can be contacted to be visited provide an assessment of AM students of FITK UIN Maulana Malik Ibrahim Malang, namely: (1) Asistensi Mengajar students in carrying out extracurricular program tasks well. (2) *"The ability of AM students to carry out program development activities is good. They also contribute in reviving the library by creating Madding activity programs and Madding competitions.* (3) The ability of Asistensi Mengajar students in collaborating with host teachers, peers in implementing Asistensi Mengajar programs at school has collaborated and communicated well. However, they are less responsive to the situation in the school environment. (4) The ability of Asistensi Mengajar students in developing learning innovation programs has used innovative media. (5) The ability of AM students in making reports on each activity is considered good enough. However, when submitting reports, some are sometimes undisciplined and on time. (6) Only a few students participate in extracurricular activities, it is hoped that in the future AM students will participate in the development of extracurricular programs. For example, some students are proficient in writing Arabic and proficient in English. This can be used as an extracurricular program.

The assessment of the head of MI in the Malang city area in carrying out program development activities, namely, *"...the ability of Asistensi Mengajar students in carrying out program development activities is quite good, it is hoped that in the future it can be even better..."* in collaborating with student teachers, peers in implementing Asistensi Mengajar programs at school, namely *"... there are some students who can cooperate and collaborate well, but there are some students who have not been able to cooperate and collaborate well due to lack of self-confidence..."*

In developing learning innovation programs, namely *"...the ability of Asistensi Mengajar students in developing learning innovation programs is good. Judging from the work of friends in making teaching aids that the host teacher guides are good..."* In making reports on each activity, *"...the ability of students to make reports has been carried out and sent on time..."*

In carrying out extracurricular program tasks, *"...the ability of Asistensi Mengajar students to carry out extracurricular program tasks can run well, such as assisting extracurricular activities..."* In program development activities, *"...Asistensi Mengajar students develop religious moderation and parenting programs..."* In cooperating with student teachers and peers in implementing Asistensi Mengajar programs at school, *"...students can work well with student teachers and peers in implementing Asistensi Mengajar programs at school. Students always deliberate among friends before entering the classroom and ask the host teacher if there are difficulties..."* In developing learning innovation programs, *"...Asistensi Mengajar students already have good abilities in developing learning innovation programs by making concrete media and being able to integrate media with current technology..."* In making reports on each activity, namely *"...Asistensi Mengajar students already have good abilities and discipline in making reports on each activity..."*

One of the principals of MI in Jabung stated that students in carrying out extracurricular program tasks, namely *"...the ability of Asistensi Mengajar students in carrying out extracurricular program tasks have not been able to develop extracurricular programs..."* In carrying out program development activities, *"...the ability of Asistensi*

Mengajar students in carrying out program development activities still lacks mature personal preparation..." In cooperating with student teachers and peers in carrying out Asistensi Mengajar programs at school, namely "...Asistensi Mengajar students can work well with student teachers and also their peers in carrying out Asistensi Mengajar programs at school..." In developing learning innovation programs, "...the ability of Asistensi Mengajar students in developing learning innovation programs can already develop innovative media such as print..." In making reports on each activity, namely "...Asistensi Mengajar students have made reports, but the collection still lacks discipline..."

The inhibiting factors in the implementation of Asistensi Mengajar

Based on the results of visits to research locations, several inhibiting factors from the implementation of AM were obtained, including that AM activities in 2024 were carried out in even semesters, in which there was a Romadlon month so that students were not optimal in carrying out the tasks assigned by the faculty because there were many days off, besides that, students were considered still not ready and independent to carry out teaching activities in the classroom because they were still in semester 6. This is as stated by one of the MI school principals in Malang district as follows;

"... for the teaching practice of the AM Faculty of Tarbiyah next year, I suggest it, sir. What if the activities are not held at the same time as the month of Ramadan? Also, students have not done coursework from their lecturers because they say that they also take online courses with their lecturers to focus on practical activities in school...."

The same thing was also stated by one of the heads of MI from Batu City as follows:

"...students of faculty of tarbiyah participating in this AM practice are good, especially in making innovations and learning media. Unfortunately, they often ask permission to go to campus for campus activities and say they still have many assignments from their lecturers. Shouldn't they be excused from student activities and not attend lectures..."

About the tasks of the mentor teacher based on the AM FITK UIN Maulana Malik Ibrahim Malang 2024 guidebook (Ali et al., 2024), information was obtained during a limited FGD at one of the MI in Malang district as illustrated by the conclusion of the FGD as follows;

"...that the lesson plans prepared by AM practice students still feel that they have not followed Kurmer. After the students were asked, they answered that they had not mastered the Kurmer material because they had not obtained sufficient knowledge from the faculty and field supervisors (DPL). This condition is because one of them is still in the 6th semester, and Kurikulum Merderka material is a new, so the lesson plans prepared by students still have many shortcomings..."

Other inhibiting factors of AM activities in schools were obtained from limited free discussions when the research team met and chatted with school principals in the MI head offices in Batu and Singosari. The information summarized includes (1) AM practice activities are carried out in semester 6 (even) in which there are many Ramadhan holidays and students are also not ready for teaching practice, so students cannot carry out their duties optimally, (2) Students often ask for permission during effective school hours to take part in student activities in their respective study programs. This hindered the smooth running of the tasks the principal and the student teachers gave. (3) The students were still busy with lecture assignments from their respective lecturers because in

addition to participating in AM practice, they were also still taking courses at the same time as the implementation of AM in schools, and (4) The students found it challenging to do AM tasks because there was a revision of the AM guidebook in the middle of the implementation of AM activities so that they were less than optimal in understanding the guidebook.

Based on the data above, the activities of AM FITK UIN Malang are running well. Meanwhile, in implementing extracurricular programs, AM students generally perform well. Their presence in the practice school is considered important in developing extracurricular programs. This is stated by Hasani et al., (2024) that in the context of education, the role of students as teaching assistants significantly impacts intracurricular and extracurricular activities in the school environment. The role of students as teaching assistants can provide several benefits of assistance in extracurricular activities; for example, students can help manage extracurricular activities such as clubs, competitions, or art activities that can enrich students' learning experiences outside of regular class hours and can motivate students to learn. If AM students help students with their learning activities, they can increase their learning motivation (Husna & Karimah, 2023). AM students can also utilize virtual reality technology primarily used in gaming. It can also be used in learning activities because this media has various other roles, such as simulation and interactive learning (Baroroh et al., 2024). Similarly, senior teachers mentor students in developing learning designs and tools (Astika et al., 2024).

In general, AM students perform well in carrying out extracurricular program tasks. However, some students still need to be more active in developing activities according to their expertise, as described by one of the heads of MI in Malang district that "only a few students participate in extracurricular activities, it is hoped that in the future AM students will participate in developing extracurricular programs. For example, some students are proficient in writing Arabic and proficient in English. This can be used as an activity" because AM practising students are expected to obtain 10 competencies, namely: (1) The ability to master the subject matter presented, (2) The ability to manage teaching and learning programs, (3) The ability to manage classes, (4) The ability to use media/learning resources, (5) The ability to master educational foundations, (6) The ability to manage teaching and learning interactions, (7) The ability to assess student achievement for teaching education, (8) The ability to recognize the functions and programs of guidance and counselling services, (9) The ability to recognize and organize school administration, and (10) The ability to understand the principles and interpret the results of educational research for teaching purposes (Ali, 2021; Nurtanto, 2014). Evaluation is used to see the suitability between the context and input, the process carried out, and the results obtained. It is necessary for program managers so that AM program managers can find out which competencies are best mastered by students. Many program evaluation models can be used, such as the CIPP model used for learning program evaluation (Fahrudin, 2020), teaching factory program evaluation (Yoto et al., 2024). Superior Madrasah Pilot Program evaluation (Dicky Artanto et al., 2023) and fieldwork practice program evaluation (Juri et al., 2021).

The ten competencies have been simplified into four competencies namely: professional, namely competence in academic matters; personal, namely the possession of the personality of a Pancasila teacher who loves his nation and country and obeys the

religion he believes in; social, namely the ability to relate to the social community in everyday life where he works, both formal and informal, and school management competencies. In addition, AM students are also involved in developing school programs such as library activities, religious moderation, and parenting. The role of these students is also important in developing innovative programs that can enrich the learning process in elementary schools. The innovative programs they develop can increase student learning motivation with a more fun, interactive approach. Increasing student motivation is an absolute requirement in learning. Students who learn without motivation or lack motivation will not achieve optimal success when receiving learning materials or participating in learning activities (Boiliu & Telaumbanua, 2022).

Regarding media development and learning innovation, students have also shown good abilities and used innovative and interactive media, such as video, zoom, images and electronic and non-electronic props by design (Dianti, 2023). In addition, these Asistensi Mengajar students have shown superior ability to integrate modern learning technology and media, making the teaching and learning process more relevant to today's digital age. This is reinforced by the results of an interview with one of the MI Pamong teachers in Malang district that "*... AM students already have good abilities in developing learning innovation programs by making concrete media and being able to integrate media with current technology...*" According to Siringoringo & Alfaridzi, (2024), student's ability to integrate technology with modern learning media can increase accessibility to educational resources. Using technology, students can access learning materials from various places and at any time through digital learning platforms to make learning more flexible and affordable. In addition, using technology allows the presentation of learning materials to be more interactive and engaging.

Regarding cooperation, most students can collaborate and communicate well with the host teacher and peers, although some still lack confidence. Moreover, in terms of making activity reports, AM students have made them well. However, it is necessary to improve consistency in discipline because some students are not on time in submitting activity reports.

CONCLUSSION

Pamong teachers' assessment of the competence of AM students in the study program of PGMI FITK UIN Malang is excellent but still weak in preparing lesson plans or teaching modules based on an independent curriculum. Likewise, the principals' assessment of the competence of AM students in the study program of PGMI is good and above the standard. However, they lack discipline in doing final assignments and AM reports and working during effective school hours. The factors that hinder the implementation of AM in the study program of PGMI include (1) AM activities are carried out in semester 6 (even) in which there are many romadlon holidays and students are not ready for teaching practice, (2) students often ask for permission during effective school hours to take part in student activities in their respective study programs, (3) students are still busy with lecture assignments from their respective lecturers, and (4) students find it challenging to do AM assignments because there is a revision of the AM guidebook in the midst of implementing AM activities.

Based on the above conclusions, this study suggests several things, including (1) The Micro Teaching Team, as the manager of AM, is expected to consider the psychological aspects of participants, even or odd semesters, and discipline over the implementation of AM guidelines and conduct program evaluations, for example with the CIPP model, (2) AM practice schools, such as Madrasah Ibtidaiyah, are expected to actively participate in improving the quality of prospective educators and education personnel, and (3) Participant of AM students should focus on AM activities while still obeying the regulations in the guidebook of AM FITK and the regulations of the school where they practice.

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