

The Influence of the Teaching Assistance Program based on Student Communication Skills and Teamwork Skills

Lovina Kharisma Enjelica*, Mustiningsih Mustiningsih, Ibrahim Bafadal

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: lovina.kharisma.2001316@students.um.ac.id

Abstract

The quality of the implementation of Teaching Assistance can be seen from the communication skills and teamwork skills of students after carrying out the activity. The quality of the implementation of Teaching Assistance is good, so students' communication skills improve and the quality of the implementation of Teaching Assistance is good, so teamwork skills increase. The research objectives are: (1) to describe the quality of the implementation of Teaching Assistance; (2) describe the quality of communication skills of students who graduated from Teaching Assistance; (3) describe the quality of teamwork skills of students who graduated from Teaching Assistance; (4) determine the influence of the quality of the implementation of Teaching Assistance on student communication skills; (5) determine the effect of the quality of the implementation of Teaching Assistance on student teamwork skills; (6) determine the effect of the quality of the implementation of Teaching Assistance on students' communication skills and teamwork skills. This research uses quantitative methods which are analyzed using descriptive analysis, simple linear regression analysis, and MANOVA test. The results of this research are (1) the quality of implementation of the Teaching Assistance Program for State University of Malang students is classified as high; (2) the quality of communication skills of students graduating from Teaching Assistance at State University of Malang is classified as high; (3) the quality of teamwork skills of students graduating from Teaching Assistance at State University of Malang is classified as high; (4) there is a significant influence between Teaching Assistance on the communication skills of State University of Malang students; (5) there is a significant influence between Teaching Assistance on the communication skills of State University of Malang students; (6) there is an influence of the Teaching Assistance program on the communication skills and teamwork skills of State University of Malang students.

Keywords : teaching assistance; communication skills; teamwork skills

1. Introduction

Education plays an important role in developing skills, knowledge, behavior and various values to influence students to participate and benefit from a global and sustainable future. In the coming year there are important challenges, namely learning to design goals clearly and regularly, working together with different views, finding untapped opportunities and analyzing big problems with various solutions. Education needs more goals by preparing young people for the world of work and educational institutions need to equip each student with skills based on needs. To become active, involved and responsible citizens (Kuncoro et al., 2022). So that Today's students must have soft skills consisting of communication skills, teamwork skills, problem solving skills, initiative, planning and organizing skills, and others. This is in accordance with the advice of the National Education Association (NEA) stating that it is necessary to prepare superior students from elementary to tertiary level educational institutions (Association, 2020). In line with the views of Setiyadi et al., (2022) that the implementation of Teaching Assistance includes academic, non-academic and other activities. Academic activities include literacy and numeracy learning activities, but non-academic activities include technology adaptation, administrative management, both for the school as a whole and for teachers specifically. Apart from that, students also gain improved soft skills.

Students have the opportunity to develop learning innovations that are useful for optimizing teaching activity models in educational units and students have the opportunity to develop activities and work programs based on the needs of the school they occupy (Kulata et al., 2023).

Explicitly, soft skills are very necessary for their benefits in planning and the job search process as well as career success at work. Of course, universities must be better at implementing a "soft skills" learning process such as communication, responsibility, and so on, if they want to face the existing changes successfully (Yanti & Faslah, 2021). Soft Skills are skills that are also very necessary in the world of work. Apart from having good hard skills, you are also required to have good soft skills. 21st Century communication skills have three aspects that are trained, namely systematics, language use, and content equipment (Medriati & Risdianto, 2020). Of course, these communication skills are needed to help students when they enter the world of work in education so that they have good interaction competence when implementing Teaching Assistance, so it is useful to exchange opinions and obtain various information in the field. Teamwork skills are part of the soft skills component that supports the Teaching Assistance program. Teamwork will arise when someone realizes that their goals are the same. According to Hisam (2018) Apart from that, team work is used to reduce workload which helps employees work well without various work demands, because the various tasks given are distributed evenly between team members.

So to find out whether the Teaching Assistance program affects students' communication skills and teamwork skills. This research was conducted as a foundation for higher education regarding the quality of implementation of Teaching Assistance. Băhnăreanu (2019) states that the education sector must make changes so that new skills are mastered by students in line with the development of science and technology. So there is a need for knowledge in improving the quality of implementing Teaching Assistance with communication skills. Of course, students interacting with many people with different characters and chronologies will have a strong influence in forming communication skills (Jufriadi et al., 2022). However, there is also a need for knowledge of improving the quality of implementation of Teaching Assistance with teamwork skills. These skills are provided for students to live more culturally in society and in the work environment (Wardhani et al., 2022; Seventika et al., 2017). Moreover, this view is based on Zebua et al., (2023) that students have demonstrated excellent abilities in mastering the class so that learning goes well. Students also use all methods and methods so that learning targets are achieved based on the RPH and apply all pedagogical and other aspects both in academic and non-academic activities during international teaching assistance.

Based on the background of the problems above, the quality of the implementation of Teaching Assistance can be seen from the communication skills and teamwork skills of students after carrying out the activity. So researchers conducted research entitled "The Influence of the Teaching Assistance Program based on Communication Skills and Teamwork Skills of State University of Malang Students".

2. Method

2.1. Types of research

This research applies a quantitative approach which is interpreted as a certain fundamental method in the philosophy of positivism in researching populations and samples. This approach is something that examines the status of a human group, an object, a situation, an element of thought or a current event whose research data consists of numbers and calculation analysis using statistics (Sugiyono, 2013:7).

2.2. Research sites

This research was conducted at the State University of Malang which is located on Jalan Semarang Number 5, Sumbersari Village, Lowokwaru District, Malang City. This research is specifically for Department students Primary School Teacher Education, Language Education, Indonesian and Regional Literature, and Accounting Education, because the researchers chose students for the even semester 2022/2023 who had carried out Teaching Assistance from three different faculty departments.

2.3. Research Data Collection Techniques

Data collection techniques are the main procedure in research, because the main aim of research is to obtain data without knowing the data collection techniques. The research did not find success data based on specified standards. Therefore, research data was collected using this questionnaire, which was distributed to find out how much the subject's response and responses were to the influence of the Teaching Assistance program on the communication skills and teamwork skills of State University of Malang students. This data collection was carried out to collect field data, so the variables were the Teaching Assistance program (X), communication skills (Y1), and teamwork skills (Y2) by creating questions and answers in the form of a Google form.

2.4. Instrument

This research uses documentation for variable (X) in collecting data on students of the Teaching Assistance program for the 2022/2023 even semester who have implemented the program. If the questionnaire is closed as a research instrument for variables (X), (Y1), and (Y2). A closed questionnaire is a questionnaire model that contains statements or questions that can only be answered based on the answers and is limited to the respondent (Arikunto, 2006:152). Researchers evaluate questions using a Likert scale to obtain data on the number of each variable. The use of the Likert scale is to measure perceptions, behavior and group views on a phenomenon. The use of a Likert scale, so that the variables being measured can be described in the form of dimensions, then sub variable dimensions and then broken down into various indicators that can be measured (Sudaryono, 2016:100). Therefore, the questionnaire in this study uses a Likert scale form. The gradations of this Likert scale are expressed from very positive, neutral to very negative. Respondents can answer the questions asked in the questionnaire by selecting the answer options provided. This study uses a Likert scale which has 4 answer categories, namely if the question is very positive, use always (weight 4), if the question is positive, use often (weight 3), if the question is negative, use rarely (weight 2), if the question is very negative, use never. ever (weight 1).

2.5. Data analysis technique

2.5.1. Descriptive Analysis

This research uses descriptive analysis techniques aimed at describing the Teaching Assistance program, communication skills, and teamwork skills of State University of Malang students. The procedures in the descriptive analysis technique consist of: (1) determining the number of interval classes; (2) determine the average (mean) of each variable; (3) determine the percentage size; (4) calculate the standard deviation.

2.5.2. Simple Linear Regression Analysis

Simple linear regression is an equation model that describes the influence of one predictor variable (X) on the response variable (Y). (Yuliara, 2016). Simple

regression analysis is also interpreted as analysis carried out on one independent variable and a dependent variable. The independent variable is symbolized by (X), if the dependent variable is symbolized by (Y) (Yudiatmaja, 2013:5). The similarity result will have the following formula:

$$= a + bXY$$

Information:

Y= Independent variable

a = Constant

b = Regression coefficient

X = Dependent variable

Decision making in simple linear regression refers to two things, as follows: a. If the significant value is <0.05, it is stated that variable X has an effect on variable Y. b. If the significant value is > 0.05, it is stated that variable X has no effect on variable Y.

2.5.3. MANOVA test

The MANOVA test or Multivariate Analysis of Variance using the GLM (Generalized Linear Model) method is useful in calculating regression analysis and variance of more than one dependent variable using one or more factor variables. Multivariate GLM analysis has the same principles as univariate where there is more than one dependent variable using the Wilks' Lambda, Pillai, Lawley-Hotelling, and Roy's Largest Root methods (Sutrisno & Wulandari Dewi, 2018)

3. Results and Discussion

3.1 Results

3.1.1 Descriptive Analysis Results

Table 1. Results of Descriptive Analysis of Teaching Assistance Variables

Statistics		
X		
N	Valid	183
	Missing	0
Mean		98.97
Std. Error of Mean		,749
Median		100.00
Mode		94
Std. Deviation		10,127
Variance		102,548
Range		60
Minimum		61
Maximum		121
Sum		18111

Based on Table 1, the Teaching Assistance variable has a standard deviation value of 10.127 which is greater than the mean value, namely 98.97. This states that the Teaching Assistance variable is heterogeneous. The mean value of Teaching Assistance is 98.97, so it can be interpreted that the majority of students carry out Teaching Assistance. The maximum and minimum values of this variable are 121 and 61. Based on the interval class calculation, the results of calculating the length of the interval class are 15 which can be used to determine the qualifications and interval value of the Teaching Assistance (X) variable. whose description is listed in Table 2.

Table 2. Frequency and Percentage of Each Teaching Assistance Variable

No	Intervals	Category	Frequency	Percentage
1	109 - 124	Very high	29	16%
2	93 - 108	Tall	116	63%
3	77 - 92	Low	32	18%
4	61 - 76	Very low	6	3%
Total			183	100%

Based on Table 2, of the 183 respondents, 29 respondents or 16% were in the very high category. The high category with the interval 93-108 was 116 respondents or 63%. The low category with the interval 77-92 was 32 respondents or 18%. Meanwhile, the very low category with an interval of 61-76 was 6 respondents or 3%. So the conclusion is that the quality level of implementation of Teaching Assistance at the State University of Malang is Proceedings Series of Educational Studies 6 categorized as high. Following are the percentage results in the form of a pie chart which are presented in Figure 1.

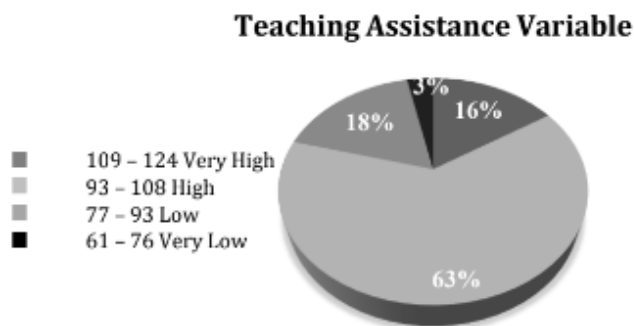


Figure 1. Percentage Diagram of Teaching Assistance Variables

Table 3. Results of Descriptive Analysis of Communication Skills Variables

Statistics		
Y1		
N	Valid	183
	Missing	0
Mean		95.85
Std. Error of Mean		,758
Median		98.00
Mode		100
Std. Deviation		10,256
Variance		105.192
Range		70
Minimum		42
Maximum		112
Sum		17541

Based on Table 3, the communication skills variable has a standard deviation value of 10.256, more than the mean value, namely 95.85. This states that the communication skills variable is heterogeneous. The mean value of communication skills is 95.85, so it can be interpreted that the quality of students' communication skills is very good. The maximum and minimum values of this variable are 112 and 42.

Based on the interval class calculation, the calculation results for the length of the interval class are 17.5, rounded up to 18, which can be used to determine the qualifications and interval value of the communication skills variable (Y1), the description of which is listed in Table 4.

Table 4. Frequency and Percentage of Each Communication Skills Variable

No	Intervals	Category	Frequency	Percentage
1	99 - 117	Very high	81	44%
2	80 - 98	Tall	96	52%
3	61 - 79	Low	3	2%
4	42 - 60	Very low	3	2%
Total			183	100%

Based on Table 4, of the 183 respondents, 81 respondents or 44% were in the very high category. The high category with the interval 80-98 was 96 respondents or 52%. The low category with the interval 61-79 was 3 respondents or 2%. Meanwhile, the very low category with an interval of 42-60 was 3 respondents or 2%. Therefore, it can be concluded that the level of quality of communication skills of State University of Malang students is categorized as high. Following are the percentage results in the form of a pie chart which are presented in Figure 2.

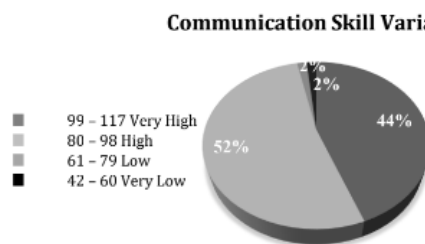


Figure 2. Percentage Diagram of Communication Skills Variables

Table 5. Results of Descriptive Analysis of Teamwork Skills Variables

Statistics		
Y2		
N	Valid	183
	Missing	0
Mean		75.21
Std. Error of Mean		,615
Median		76.00
Mode		74
Std. Deviation		8,324
Variance		69,286
Range		62
Minimum		26
Maximum		88
Sum		13763

The teamwork skills variable has a standard deviation value of 8.324 more than the mean value, namely 75.21. This states that the teamwork skills variable is heterogeneous. The mean value of teamwork skills is 75.21, so it can be interpreted that the quality of students' teamwork skills is very good. The maximum and minimum values of this variable are 88 and 26.

Based on the interval class calculation, the calculation results for the length of the interval class are 15.5, rounded up to 16, which can be used to determine the qualifications and interval value of the teamwork skills variable (Y2), the description of which is listed in Table 6.

Table 6. Frequency and Percentage of Each Teamwork Skills Variable

No	Intervals	Category	Frequency	Percentage
1	77 - 93	Very high	85	46%
2	60 - 76	Tall	92	50%
3	43 - 59	Low	5	3%
4	26 - 42	Very low	1	1%
Total			183	100%

Based on Table 6, of the 183 respondents, 85 respondents or 46% were in the very high category. The high category with the interval 60-76 was 92 respondents or 50%. The low category with the interval 43-59 was 5 respondents or 3%. Meanwhile, the very low category with an interval of 26-42 was 1 respondent or 1%. Therefore, it can be concluded that the level of quality of teamwork skills of State University of Malang students is categorized as high. Following are the percentage results in the form of a pie chart which are presented in Figure 3.

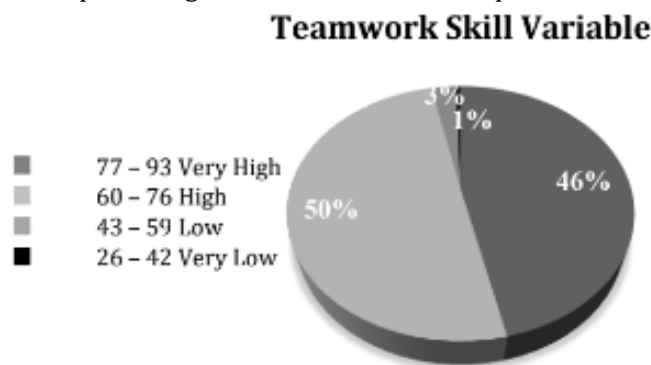


Figure 3. Percentage Diagram of Teamwork Skills Variables

3.1.2 Results of Simple Linear Regression Analysis

Table 7. Results of Simple Linear Regression Analysis for Variable X against Y1

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17114.724	1	17114.724	155,477	,000b
	Residual	19924,250	181	110,079		
Total		37038.973	182			

- a. Dependent Variable: Communication skills
- b. Predictors: (Constant), Teaching Assistance

According to the results above, the calculated F value is 155.477 with a significance level of $0.000 < 0.05$, so that the regression model can be used to predict the Teaching Assistance variable or whether there is an influence between the Teaching Assistance variable (X) on communication skills (Y1). So that H0 is rejected and H1 is not rejected which is presented in Table 7.

Table 8. Results of Simple Linear Regression Analysis for Variable X against Y2

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9327.895	1	9327.895	119,690	,000b
	Residual	14105.985	181	77,934		
Total		23433.880	182			

- a. Dependent Variable: Teamwork skills
- b. Predictors: (Constant), Teaching Assistance

According to the results above, the calculated F value is 119,690 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the Teaching Assistance variable or whether there is an influence between the Teaching Assistance variable (X) on teamwork skills (Y1). So that H0 is rejected and H1 is not rejected which is presented in Table 8.

3.1.3 MANOVA Test Results

Table 9. MANOVA Test Results

Multivariate Testsa							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	,997	21698.185b	2,000	137,000	,000	,997
	Wilks' Lambda	,003	21698.185b	2,000	137,000	,000	,997
	Hotelling's Trace	316,762	21698.185b	2,000	137,000	,000	,997
	Roy's Largest Root	316,762	21698.185b	2,000	137,000	,000	,997
	Assistance Teach	Pillai's Trace	,931	2,734	88,000	276,000	,000
Assistance Teach	Wilks' Lambda	,230	3.375b	88,000	274,000	,000	,520
	Hotelling's Trace	2,640	4,081	88,000	272,000	,000	,569
	Roy's Largest Root	2,340	7.341c	44,000	138,000	,000	,701

a. Design: Intercept +

b. Exact statistics

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Based on the Wilks' Lambda value, the Fcount was obtained with a value of 3.375, the significant value of which is $0.000 < 0.05$, which means that H0 is rejected, so there is an influence of the Teaching Assistance program on students' communication skills and teamwork skills which is presented in Table 9.

3.2 Discussion

3.2.1 Quality of Implementation of Teaching Assistance for Malang State University Students

The results of the analysis confirm that the implementation of Teaching Assistance for State University of Malang students is classified in the high category, reaching a percentage of 63% which is in the interval 93-108, which can be concluded that the quality of implementation of Teaching Assistance for State University of Malang students is classified in the high category. This illustrates that students apply Teaching Assistance well. These findings indicate that students carry out Teaching Assistance with good abilities in pedagogical aspects and other aspects of educational and non-teaching activities. This view is based on the findings of Zebua et al., (2023) which states that students carry out the learning process with very good abilities. In this case, students also use all methods so that learning targets achieve the provisions of the daily learning plan and apply all pedagogical and other aspects in teaching and non-teaching educational activities. Apart from that, it is also in line with Septia's research findings (2024) states Proceedings Series of Educational Studies 11 that the success of implementing Teaching

Assistance is seen based on activities that have been carried out well, both in learning methods, learning media, and so on.

The context in implementing Teaching Assistance for State University of Malang students achieved a high level of implementation, of course this achievement did not happen just like that. This process involves collaboration with tutors and supervisors in formal education institutions which are the main foundation for the success of the program. Based on the description of respondents consisting of students from the departments of elementary school teacher education, language education, Indonesian and regional literature, and accounting education, the implementation of Teaching Assistance really provides students with the opportunity to deepen their knowledge by becoming teaching staff in educational units. This reflects the interest of one of the objectives of Teaching Assistance. The urgency of implementing Teaching Assistance cannot be denied that the MBKM program is the main foundation for improving the quality of education. This view is in line with Sobri et al., (2021) stated that Teaching Assistance is a learning model activity carried out by students in collaboration with supervising teachers and supervisors with the aim of increasing the relevance of elementary to secondary level education. Collaboration in Teaching Assistance activities produces effective learning stages for students, provides student experience and the latest innovations for schools (Rahmawati et al., 2023). The quality of implementing good teaching assistance requires students' ability to solve educational problems, which aims to apply the knowledge gained during lectures and broaden their horizons and gain experience at school (Jaya, 2021). This can be seen in terms of implementing activities that are relevant to the course, so students must be able to identify and solve problems in educational activities.

The success of students in overcoming educational problems certainly proves that the quality of the implementation of Teaching Assistance in schools is carried out based on existing procedures. Of course, in teaching assistance activities such as academics, adapting technology, administrative activities, non-academics, and other activities that are appropriate to the course. In fact, this achievement gives students new experiences and new relationships with teaching staff (Kotimah, 2023). This view is in line with Sobara (2022) stated that a lot of experience was gained from the Teaching Assistance program, namely that students knew about problems at school and how to deal with students with different personalities.

3.2.2 Quality of Communication Skills of Students Graduated from Teaching Assistance at State University of Malang

The findings from the analysis in this study indicate that the quality of communication skills of students who graduated from Teaching Assistance at the State University of Malang reached a high level, with a percentage reaching 52% in the 80-98 interval. It can be concluded that the quality of communication skills of students who graduated from Teaching Assistance at State University of Malang have the skills communicate well. This illustrates that Malang State University students have maximized the quality of their communication skills in achieving graduates of the Teaching Assistance program. Apart from that, most students have predominantly equivalent communication skills. Proceedings Series of Educational Studies 12

Basic student communication skills are considered the most important element in conveying ideas, concepts and information. This view is in line with the findings of Ibrahim et al.,(2021) states that communication skills are part of personal skills that will shape a person's personality and attitude. Communication skill assets cannot be seen in terms of personality, attitude and maturity in thinking. Of course, these communication skills are included in education because this communication occurs in the world of education. The success of

education is largely determined by the skills of the teaching staff, because the learning process is equivalent to practicing communication (Mahadi, 2017).

The quality of communication skills adapting to the form of communication applied by students of course consists of: (1) intrapersonal communication; (2) interpersonal communication; (3) group communication; (4) organizational communication; (5) mass communication; and (6) public communication. Intrapersonal communication, of course, students are able to process and store their own communication well based on their own interpretation. This view is in line with Ariati & Irene's research findings (2023) states that students in the intrapersonal communication process must go through the process of receiving information, processing, storing and reproducing it. If interpersonal communication is carried out, students fully involve verbal and non-verbal behavior and provide good feedback personally when communicating openly. In this way, the principle of communication is able to build relationships between humans (Anggraini et al., 2022). Furthermore, in group communication, students are able to share information and solve problems in the group. Sharing this information can of course be done face to face or through the media used.

Student organization communication fully follows the rules and norms as well as intended communication while communication within the organization is ongoing. Organizational communication is classified as organizing behavior that arises and how someone is involved in the process of interacting and giving meaning to what is happening (Siregar, 2014). This mass communication has two affective and behavioral effects. The quality of mass communication has an affective effect, students feel various feelings and are easily influenced by changes in communication in the media. When it comes to behavioral effects, students often understand media that is beneficial for their skills by considering the information they receive. This view is in line with Fitriansyah (2018) states that the affective effect has a high level of not only informing the audience, but knowing after being given the information. Behavioral effects can arise due to behavior in activities. Furthermore, in this public communication, students are required to build strong arguments. However, in general the mass communication that occurs to students adapts to certain circumstances.

3.2.3 Quality of Teamwork Skills for Students Graduated from Teaching Assistance at State University of Malang

The results of the analysis confirm that the quality of teamwork skills of State University of Malang students is classified in the high category, reaching a percentage of 50% which is in the 60-76 interval. It can be concluded that the quality of teamwork skills of students graduating from Teaching Assistance at State University of Malang have good teamwork skills. This illustrates that Malang State University students have maximized the quality of teamwork skills in achieving graduates of the Teaching Assistance program. Apart from that, the majority of students have met the work skills standards stated in The Proceedings Series of Educational Studies 13 seventh element of the Key Performance Indicator (IKU) is about actively discussing with the majority of student conversations along a collaborative model (Ministry of Education and Culture, 2020). There are stages of team work which are used as indicators, namely formation (forming), tempest (storming), norming (norming), implementation (performing), dissolution (adjourning) List in Raharso (2012).

Based on the formation stages, students look for the right position in the team. The process of seeking a position is carried out carefully in order to place oneself in team work by adjusting the competencies possessed by each individual. This allows each team member to see about themselves and others who join (Sutansyah & Yunita, 2024). Testing their strength in

teamwork, students get to know each other to maintain the team by building trust with other members. So that the shared vision and mission can be realized. This view is in line with the findings of Lasmi et al.,(2022) stated that developing trust is very important for sustainable achievement. So team members must be specific in stating goals, so they can measure improvement.

In this tempest or storming stage, each student interprets their roles and responsibilities. This requires defining and understanding the roles and responsibilities that have been assigned within the team. So you can determine how to achieve goals within the team. This team's achievements were carried out by forming SOP (Standard Operating Procedures) which were given certain limitations in order to achieve common goals within the team. This view is in line with A'Yuna's findings (2015) In sharing the tasks of a team, each member must define each task which is carried out collaboratively until reaching consensus. Furthermore, in the norming stage, students always obey and implement rules that are useful for realizing decisions within the team. So at this stage the team forms an agreement on roles, structure and norms which are useful as a foundation for correct behavior. This increases the attachment and commitment of group members (Febrianti et al., 2023).

In this implementation stage, students increase their task focus and group relationships. This focus is more dominant by working on the team's product well so that it exceeds the expectations of other members. So each member collaborates with each other to create synergy to build cooperation and provide solutions to conflicts within the team. There is the most important adaptive attitude in dealing with unexpected, emergency and critical work conditions; management of team limitations interactions; handling work stress in the team; resolve conflicts creatively; and need to learn the latest technology and steps. Teams that utilize diversity are more likely to adapt, while adaptive teams are more likely to succeed (Badrullah, 2021). Then, in the disbandment or adjourning stage, of course the student team felt emotions that peaked with the ritual (ceremonial) disbandment of the team. This disbandment states that the team's goals have been achieved by terminating authority properly and the team will be disbanded or transferred to another team. In this session, each member said goodbye to each other through problems in several previous phases (Hakiki & Anggraini, 2022).

3.2.4 The Influence of the Quality of Teaching Assistance Implementation on Communication Skills of Malang State University Students

Based on the results of hypothesis testing using simple linear regression analysis, the F count was 155,477 with a significance level of $0.000 < 0.05$, which states that the regression model can be used to predict the Teaching Assistance variable or that there is Proceedings Series of Educational Studies 14 an influence of the Teaching Assistance program on communication skills, so that H_0 is rejected and H_1 is not rejected. So, the conclusion is that there is a significant influence on the Teaching Assistance (X) and communication skills (Y1) variables. This explains that if the quality of the implementation of Teaching Assistance is improved, the communication skills of State University of Malang students will also increase. A person's communication skills are not formed instantly, but rather through a process that begins in daily habits. Impacts that influence communication skills can be grouped into three, namely affective, cognitive and behavioral impacts. This view is in line with Kustini (2017) mentioned that Based on the level classification, the impact of communication will occur on: (1) Cognitive impacts are those that arise in communication which cause an increase in intellectuality. The communicator's message is shown to the mind of the communicant. What this means is that the communicator only has the goal of changing the communicant's own thoughts; (2) the affective impact has a higher level

than the cognitive impact. The goal of the communicator is not just to know, but to be moved in his heart which creates special feelings. Such as moved, sad, happy, etc.; (3) the impact of this behavior has a very high level that arises in communicants through models of behavior, actions and activities.

The basis of the Teaching Assistance program is a learning activity model carried out by students collaboratively under tutor teachers and field supervisors in formal education units, with the aim of applying lecture knowledge and applying it in the world of work as well as getting the opportunity to go directly into the field to gain experience that has not yet been achieved. ever experienced. Supporting research results include research by Damayanti & Puspasari (2022) who gets values $\text{sig}.0.009 < 0.05$ and $t_{\text{count}} 2.650 > t_{\text{table}} 2.013$ means that Teaching Assistance or introduction to the school field has a significant influence on the communication skills of students majoring in office administration education at Surabaya State University. Meanwhile, the difference with this research is in terms of subjects and research locations.

3.2.5 The Influence of the Quality of Teaching Assistance Implementation on Teamwork Skills of State University of Malang Students

Based on the results of hypothesis testing using simple linear regression analysis, the Fcount result was 119.690 with a significance level of $0.000 < 0.05$, which states that the regression model can be used to predict the Teaching Assistance variable or that there is an influence of the Teaching Assistance program on teamwork skills, so that H_0 is rejected and H_1 not rejected. So, the conclusion is that there is a significant influence on the Teaching Assistance (X) and teamwork skills (Y2) variables. This explains that if the quality of the implementation of Teaching Assistance is improved, the teamwork skills of State University of Malang students will also increase. In implementing the Teaching Assistance program, there is a scope of activities carried out by students consisting of: academics, adapting technology, administrative activities, non-academics, and other activities in accordance with the course. This view is in accordance with Santoso (2023) states that the scope of Teaching Assistance includes learning in all subjects which only focus on literacy and numeracy, technology adaptation, and school administration.

Supporting research is the findings obtained by Prihatmoko (2016) The results of his research stated that there was a significant and positive influence of teamwork competence (teamwork = $0.000 < 0.05$; $r = 0.573$), which means that there was a significant and positive influence of teamwork competence on the project. effectiveness of students Proceedings Series of Educational Studies 15 engaged in group assignments in Industrial and Organizational Psychology classes. Meanwhile, the difference with this research lies in the subject and location of the research.

3.2.6 The Influence of the Quality of Teaching Assistance Implementation on Communication Skills and Teamwork Skills of State University of Malang

Students Based on the results of hypothesis testing using the MANOVA (Multivariate Analysis of Variance) test, the Fcount result was 3.375 with a significance value of $0.000 < 0.05$, the meaning of which was that H_0 was rejected. So there is an influence of the Teaching Assistance Program on students' communication skills and teamwork skills. This confirms that the Assistance program (X) has a significant influence on the quality of communication skills (Y1) and teamwork skills (Y2) of State University of Malang students. Thus, this policy has an important role in increasing student interest and deepening the knowledge gained during

lectures to become teaching staff. This research is in line with the views of Nurmaisi et al., (2023) states that in Teaching Assistance students are required to carry out routine teaching practices that interact with students by instilling self-confidence and improving good communication competence. Soft skills such as teamwork are practiced directly from the field, when students carry out academic and non-academic activities.

In the coming year there are important challenges, namely learning to design goals clearly and regularly, working together with different views, finding untapped opportunities, and analyzing big problems with various solutions. Education requires more goals by preparing young people for the world of work and educational institutions equip each student with skills based on needs. So that you become an active, involved and responsible citizen (Kuncoro et al., 2022). Efforts to improve the quality of education and solve problems in educational units can be carried out by implementing the MBKM Teaching Assistance Program, if you pay close attention, students who carry out Teaching Assistance are tasked with and responsible for submitting proposals for collaboration with educational partners. Each student carries out the authority and responsibility to become a teacher's assistant to teach under the guidance of lecturers and teacher guidance determined by the school (Stefanus et al., 2022).

The hope is that in the future, students will improve their soft skills by adjusting the scope of activities in line with problems in the educational unit. Therefore, the conclusion from the results of this research is that if the implementation of Teaching Assistance increases, the quality of communication skills and teamwork skills will also increase continuously.

3. Conclusion

The conclusions from this research are: (1) the quality of implementation of the Teaching Assistance Program for State University of Malang students is classified as high; (2) the quality of communication skills of students graduating from Teaching Assistance at Proceedings Series of Educational Studies 16 State University of Malang is classified as high; (3) the quality of teamwork skills of students graduating from Teaching Assistance at State University of Malang is classified as high; (4) there is a significant influence between Teaching Assistance on the communication skills of State University of Malang students; (5) there is a significant influence between Teaching Assistance on the communication skills of State University of Malang students; (6) there is an influence of the Teaching Assistance program on the communication skills and teamwork skills of State University of Malang students. This is based on the reality that communication skills and teamwork skills are very necessary in the process of carrying out Teaching Assistance, because the scope of activities requires good communication and forms of cooperation.

References

- A'Yuna, Q. (2015). Teamwork Management in the Implementation of Total Quality Management at Pondok Moderna Darussalam Gontor Putri 3 [Yogyakarta State University].
<https://core.ac.uk/download/pdf/33536381.pdf>
- Afzaliza, N., Ibrahim, N., & Mahbob, MH (2021). Student Personal Skills as a Form of Communication Skills and Their Importance in the World Job Market. *Journal of Communication*, 37(1), 209–226.
<https://journalarticle.ukm.my/16656/1/44819-152430-1-PB.pdf>
- Anggraini, C., Ritonga, DH, Kristina, L., & Syam, M. (2022). Interpersonal Communication. *Multi-Disciplinary Journal of Dehasen (MUDE)*, 1(3), 337–342. <https://jurnal.unived.ac.id/index.php/mude/article/view/2611/2124>
- Ariati, Y., & Irene, CS (2023). Intrapersonal Communication and Self-Concept in Overseas Students Case Study: Students at Tarakanita College of Communication and Secretariat. *Journal of Communication Science and Business*, 8(April), 205–214.
- Arikunto, S. (2006). *Research Procedures A Practical Approach*. Rineka Cipta.

- Association, N. E. (2020). Our mission is to realize the power and promise of 21st century learning for every student—in early learning, in school, and beyond school—across the country and around the globe. Battelle For Kids. <http://www.p21.org/documents/Critical Skills>
- Badrullah. (2021). Sipatokkong Journal BPSDM South Sulawesi Leading and Developing a Team. South Sulawesi BPSDM Sipatokkong Journal, 2(1), 180–192. <https://ojs.bpsdmsulsel.id/index.php/sipatokkong/article/view/155/113>
- Bähnäreanu, C. (2019). World economic forum 2019: globalization 4.0–A better version. Strategic Impact, 1(72+ 73), 79–82. <https://www.ceeol.com/search/viewpdf?id=865747>
- Damayanti, R., & Puspasari, D. (2022). The Influence of Interpersonal Communication on the Teaching Readiness of PLP Students at the Office Administration Study Program, Surabaya State University. Journal of Office Administration: Education and Practice, 2(2), 115–131. <https://ejournal.unesa.ac.id/index.php/joa/article/view/49275>
- Febrianti, AA, Novita, A., Nurhalizah, S., & Rahmawati, M. (2023). Creating Effective Work and Performance in the Kuningan Student Association (IMK) Organization. OSF PretaK, 1(1), 1–10. <https://osf.io/preprints/osf/bpha8>
- Fitriansyah, F. (2018). The Effects of Mass Communication on Audiences (Descriptive Study of the Use of Social Media in Shaping Adolescent Behavior). Bina Sarana Informatika Humanities Journal, 18(2), 171–178. <https://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala/article/view/4228/2588>
- Hakiki, MS, & Anggraini, DA (2022). Leadership, Conflict and Conflict Management Literature Study. Mandar: Social Science Journal, 1(2), 121–131. <https://ojs.unsulbar.ac.id/index.php/mandarssj/article/view/2058/1114>
- Jaya, A. (2021). Teaching Assistance for the Psychology and Educational Sciences Study Program, Muhammadiyah University of Sidoarjo. UMSIDA Press.
- Jufriadi, A., Huda, C., Aji, SD, Pratiwi, HY, & Ayu, HD (2022). Merdeka Campus 21 st Century Skills Analysis through The Implementation of Merdeka Belajar Kampus Merdeka Curriculum. Journal of Education and Culture, 7(1), 39–53. <http://jurnaldikbud.kemdikbud.go.id/index.php/jpnk/article/view/2482/578>
- Ministry of Education and Culture. (2020). Handbook of Key Performance Indicators for State Universities. In Directorate General of Higher Education (1 ed., p. 32). Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. <https://dikti.kemdikbud.go.id/wp-content/uploads/2020/11/Buku-Panduan>
- Indikator-Kinerja-Utama-PTN.pdf
- Kotimah, K. (2023). Implementation of Teaching Assistance, Technology Adaptation, and Administration in the Surabaya Teaching Program as a forum for student processes by directly participating in SMPN 39 Surabaya. Journal of Public Relations Services, 1(2), 120–135. <https://journal.widyakarya.ac.id/index.php/jphm>
- widyakarya/article/view/675/726
- Kulata, MI, Asriati, N., & Okianna. (2023). Analysis of the Implementation of the Teaching Assistance Program and Teaching Campus for Economics Education Students at FKIP Untan. Equatorial Journal of Education and Teaching, 12(12), 2715–2723. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/71000/75676600710>
- Kuncoro, J., Handayani, A., & Suprihatin, T. (2022). Increasing Soft Skills through Independent Campus Learning Activities (MBKM). Projections, 17(1), 112–126. <https://jurnal.unissula.ac.id/index.php/projection/article/view/20431>
- Kustini, H. (2017). Communication skills (1 ed.). Deepublish.
- Lasmi, A., Bayhaqi, H., & Suhairi. (2022). Dawatuna: Journal of Communication and Islamic Broadcasting Dawatuna: Journal of Communication and Islamic Broadcasting. Dawatuna: Journal of Communication and Islamic Broadcasting, 2(1), 35–45. <https://doi.org/10.47476/dawatuna.v2i1.509>
- Mahadi, U. (2017). Humanist communication. Shi'ar, 17(01), 11–20. [file:///C:/Users/theodora/Downloads/901-1778-1-SM \(1\).pdf](file:///C:/Users/theodora/Downloads/901-1778-1-SM (1).pdf)
- Medriati, R., & Risdianto, E. (2020). Application of the Student Centered Learning (SCL) Approach to Improve the Creative and Communicative Thinking Skills of Physics Education Students Semester III at Bengkulu University. Journal of Coil Physics, 3(1), 67–74. <https://doi.org/10.33369/jkf.3.1.67-74>
- Nurmaisi, Hidayatulah, IA, & Vehtasvili. (2023). Teaching, Non-Teaching and School Administration Activities in MBKM Teaching Assistance in Pangkalpinang. Journal of Community Service, 6(1), 103–115. https://ejournal.iaibrahimy.ac.id/index.php/Abdi_Kami/article/view/1771/979
- Prihatmoko, RLE (2016). The Relationship between Teamwork Competence and Project Team Effectiveness in USD Psychology Student Group Work. Research Journal, 20(1), 16–24. <https://e-journal.usd.ac.id/index.php/JP/article/view/850>
- Raharso, S. (2012). Manage team processes. Managerial Journal, 11(1), 1–15. <https://ejournal.upi.edu/index.php/manajerial/article/view/2120>
- Rahmawati, S., Irgamni, Nurlailir, Suhendrayatna, Huzni, S., Marwan, Yaman, A., Syukri, M., & Zuhri, S. (2023). Utilization of Survey Methods as an Evaluation Strategy for Teaching Assistance Activities in

- Supporting the Independent Campus Learning Program. *Journal of the Center for Community Innovation*, 5(April), 102–115. <https://journal.ipb.ac.id/index.php/pim/article/view/46239>
- Santoso, B., Muzakki, M., & Fathurrahman, MT (2023). Implementation of Teaching Campuses in 3T Areas: Teaching Assistance Program at the Faculty of Teacher Training and Education, Muhammadiyah University of Education, Sorong. *ABDIMASA Community Service Journal*, 6(1), 14–20. <https://unimuda.ejournal.id/jurnalabdimasa/article/view/3592>.
- Sanyal, S., & Hisam, M. W. (2018). The Impact of Teamwork on Work Performance of Employees: A Study of Faculty Members at Dhofar University. *IOSR Journal of Business and Management*, 20(3), 15–22. <https://doi.org/10.9790/487X-2003011522>
- Septia, A. (2024). Analysis of the Implementation of Teaching Assistance at FKIP Riau University for Physical Sciences at MA Darul Hikmah (Analysis of the Implementation of Teaching Assistance at FKIP Riau University for Physical Sciences at MA Darul Hikmah). *Journal of Humanities and Education Sciences (Jahidik)*, 3(2), 57–66. <https://penerbitgoodwood.com/index.php/Jahidik/article/view/2455/798>
- Setiyadi, B., Febryanti, N., Salsabila, G., Afsa, PP, Asmarinda, DP, Oktarizka, DA, Arindra, A., & Zahrak, N. (2022). Improving the Quality of Learning through Teaching Assistance Assistance (Campus Teaching Program at Tunas Abadi Elementary School, Jambi City). *Bernas: Journal of Community Service*, 3(3), 381–386. <https://doi.org/10.31949/jb.v3i3.2690>
- Seventika, SY, Sukestiyarno, YL, & Mariani, S. (2017). Critical thinking analysis based on Facione (2015) – Angelo (1995) logical mathematics material of vocational high school (VHS). *International Conference on Mathematics, Science and Education*, 983. <https://iopscience.iop.org/article/10.1088/1742-6596/983/1/012067/pdf>
- Siregar, N. (2014). ORGANIZATIONAL COMMUNICATION INTERACTION. *Journal of Social Sciences - Faculty of ISIPOL UMA*, 5(1), 27–40. <https://ojs.uma.ac.id/index.php/perspeksi/article/view/105/67>
- Sobara, I. (2022). Exploration of the Experiences of Malang State University German Language Education Study Program Students While Participating in the Teaching Assistance Program. *National Seminar on Language and Literature Learning*, 6, 63–71. <http://repository.um.ac.id/1552/>
- Sobri, AY, Kusdiyanti, H., Didin, W., Pramono, Asmianto, Asfani, K., Amiq, F., Ayundasari, L., & Fitriady, G. (2021). Guide to Implementing Teaching Assistance in Education Units (1 ed.). Malang State University. <https://lp3.um.ac.id/wp-content/uploads/simple-file-list/Panduan-Pelaksanaan-Assistance-Mengajar-rev1.pdf>
- Stefanus, P., Panatra, V., Prasetya, M., & Tiatri, S. (2022). Overview of MBKM Teaching Assistance at SMP X Tangerang City. Overview of MBKM Teaching Assistance at SMP X Tangerang City, 481–488. [http://download.garuda.kemdikbud.go.id/article.php?article=2948514&val=26130&title=IMAGE OF MBKM TEACHING ASSISTANCE AT SMP X SCHOOL OF TANGERANG CITY](http://download.garuda.kemdikbud.go.id/article.php?article=2948514&val=26130&title=IMAGE%20OF%20MBKM%20TEACHING%20ASSISTANCE%20AT%20SMP%20X%20SCHOOL%20OF%20TANGERANG%20CITY).
- Sudaryono. (2016). *Educational Research Methods* (I. Fahmi & E. Wahyudin (ed.); 1 ed.). Kencana.
- Sugiyono, D. (2013). *Quantitative, Qualitative, and R&D Research Methods* (19 ed.). Alfabet.
- Sutansyah, L., & Yunita, R. (2024). Group Dynamics (The Group Dynamics): Meaning and Urgency. *Innovative and Cultural Scholars: Journal of the Social Sciences and Humanities*, 1(3), 337–341. <https://glorespublication.org/index.php/cendib/article/view/357/225>
- Sutrisno, & Wulandari Dewi. (2018). Multivariate Analysis of Variance (MANOVA) to Enrich Educational Research Results. *AXIOMA*, 9(1), 37–53. <https://journal.upgris.ac.id/index.php/aksioma/article/view/2472/0>
- Wardhani, JD, Katoningsih, S., Guru, P., Anak, P., Dini, U., & Surakarta, UM (2022). PGPAUD Study Program Students' Perceptions of the Implementation of Life Skills in the MBKM Program. *Obsession Journal: Journal of Early Childhood Education*, 6(5), 5318–5330. <https://obsesi.or.id/index.php/obsesi/article/view/2353/pdf>
- Yanti, N., & Faslah, R. (2021). The Urgency of Soft Skills Development in Higher Education. *Mau'izhah Vol*, 11(2), 1–15. <http://ojs.stit.syekhburhanuddin.ac.id/index.php/mauizhah/article/download/68/65>.
- Yudiatmaja, F. (2013). *Regression Analysis Using the SPSS Statistical Computer Application* (1 ed.). PT Gramedia Pustaka Utama.
- Yuliara, IM (2016). Simple Linear Regression Module. In Faculty of Mathematics and Science, Udayana University (p. 2). Udayana University. https://simdos.unud.ac.id/uploads/file_pendidikan_1_dir/3218126438990fa0771ddb555f70be42.pdf.
- Zebua, AM, Anwar, S., & Rahmi, L. (2023). Analysis of the Implementation of the International Teaching Assistance Program by Geography Students Based on the Perceptions of National High School Students in Malaysia. *INNOVATIVE: Journal Of Social Science Research*, 3(3), 3756–3764. <https://innovative.org/index.php/Innovative/article/view/2547>