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English Language Students' Perception on the Impact of Merdeka Belajar-Kampus Merdeka (MBKM) Teaching Assistance Program on Pedagogical Knowledge and Skills at the University of Mataram

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Abstract: This study aims to explore the perceptions of English Education students at Mataram University regarding the impact of the Teaching Assistance Program in the Merdeka Belajar Kampus Merdeka (MBKM) policy initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia on the development of their pedagogical knowledge and skills. This study uses a qualitative descriptive approach involving 25 students as through respondents semi-structured interviews, with data analysis conducted thematically through the stages of data reduction, data presentation, and conclusion drawing. The results show that the majority of students have a positive perception of this program, especially in improving their understanding of learning theory, learning strategies, and planning, assessment, and the ability to integrate theory with real practice in the classroom. This program also contributes significantly to the development of pedagogical skills such as classroom management, material delivery, the use of technology-based learning media, communication, and the ability to adapt to student characteristics and the school environment.

Keywords: student perception, MBKM, teaching assistance, pedagogical knowledge, pedagogical skills

INTRODUCTION

Indonesia's higher education sector has undergone significant transformation in response to the demands of twenty-first century development, particularly the need to bridge the persistent gap between graduates' theoretical competencies and the practical skills required by the modern workforce. Reports from the Ministry of Education and Culture (2021) reveal that employers frequently find university graduates underprepared in areas such as digital literacy, problem-solving, and professional collaboration, highlighting a structural misalignment between conventional higher education outcomes and labor market expectations. In response to this challenge, the Indonesian government launched the *Merdeka Belajar Kampus Merdeka* (MBKM) policy in 2019 as a strategic framework to reform higher education by promoting student-centered learning, expanding experiential learning opportunities, and increasing institutional autonomy (Ministry of Education and Culture, 2020). The policy was designed on the premise that conventional curricula, confined largely to classroom-based instruction, are insufficient to facilitate the holistic development of students' potential. MBKM therefore provides students with the flexibility to participate in off-campus learning activities for up to three semesters, equipping them with attitudes, knowledge, and skills necessary to thrive in the modern world (Astuti et al., 2022).

Among MBKM's flagship initiatives is the Teaching Assistance Program—known as *Asistensi Mengajar* (AM)—which places university students in primary and secondary schools to actively engage in teaching and learning activities. This program is designed to provide pre-service teachers, in particular, with direct classroom experience that enables them to apply pedagogical knowledge and develop teaching skills while simultaneously supporting schools in addressing educational challenges (Kemendikbudristek, 2021). Through this program, students are assigned to assist mentor teachers in developing lesson plans, managing classroom dynamics, implementing learning strategies, and evaluating student learning outcomes. The program has received positive responses from both participants and mentor teachers, as it helps students strengthen their theoretical understanding, communication abilities, and teaching practices (Wahyuningtyas et al., 2022). For English Language Education students specifically, participation in the Teaching Assistance Program holds particular value because it directly targets the development of pedagogical competencies essential to the English language teaching profession, including the ability to design communicative learning activities, adapt instructional strategies to diverse learner needs, and assess student language performance in authentic classroom contexts (Farmasari et al., 2023).

The development of students' professional competencies through the Teaching Assistance Program is inextricably linked to how they perceive and make meaning from their field experiences. Student perception, understood as the subjective evaluation, interpretation, and judgment that students form toward a particular program based on their experiences, is a critical lens through which the program's impact can be assessed (Arjanto et al., 2022). Perception is not a passive reception of stimuli but an active cognitive process through which individuals organize and assign meaning to experiences based on prior knowledge, motivation, and social context (Qiong, 2017). Suwanti et al. (2022) elaborate that student perception operates through a multistage process—stimulation, attention, interpretation, and response—shaped simultaneously by internal factors such as motivation, self-confidence, and teaching readiness, and external factors such as mentor support, school environment, and institutional

resources. This multidimensional character of perception means that students who participate in the same program may evaluate its impact very differently depending on the quality of mentoring received, the school context in which they are placed, and their own professional goals. Behkam et al. (2022) confirm this dynamic, showing that students who receive structured guidance from experienced mentors report more favorable perceptions of their learning environment and stronger confidence in classroom practice. Bauer et al. (2024) further demonstrate that long-term supervised internship experiences significantly increase pre-service teachers' perceived competence and deepen the bridging of theory with practice. The implication is that perception-based inquiry offers access to the subjective dimensions of student learning that objective performance metrics cannot capture, making it an indispensable approach for evaluating experiential learning programs in teacher education (Creswell, 2017).

One of the central competencies that the Teaching Assistance Program aims to develop is pedagogical knowledge (PK), which refers to teachers' understanding of the processes, methods, and strategies of teaching that enable them to design, implement, and evaluate meaningful learning experiences. König et al. (2011) conceptualize general pedagogical knowledge as encompassing three core dimensions: general instructional knowledge (the capacity to design learning plans and deploy varied teaching strategies), classroom management and learning organization (the ability to structure the learning environment and regulate student behavior), and assessment and evaluation knowledge (the ability to develop and interpret assessment instruments meaningfully). PK is not a static or purely technical repertoire; Dadvand and Behzadpoor (2020) characterize it as a complex, contextual, and lifelong-developing body of professional expertise with nine interrelated dimensions, including knowledge of student characteristics, social and cultural contexts, classroom management strategies, and the application of equity principles in teaching. PK develops dynamically alongside teachers' experiences, students' needs, and shifts in the educational landscape. In the context of the MBKM Teaching Assistance Program, the development of PK occurs not only through academic coursework but through the application of pedagogical concepts in real teaching situations—a process that transforms abstract theoretical knowledge into contextual, practice-grounded understanding (Candra et al., 2020). This integration of PK with subject content knowledge gives rise to Pedagogical Content Knowledge (PCK), which enables teachers to translate disciplinary material into representations that are accessible and meaningful for learners at specific developmental stages (Nahar et al., 2017).

Alongside pedagogical knowledge, pedagogical skills constitute the practical dimension of teacher professionalism. Zhytnukhina and Martyniuk (2024) characterize pedagogical skills as a complex and dynamic art of educating that extends beyond technical teaching techniques to incorporate personality, professional knowledge, improvisation, and creativity in addressing classroom challenges. They identify four core categories of pedagogical skills: subject matter mastery, psychological understanding of learners, teaching methodology, and professional attitude. The development of these skills is substantially mediated by field practice experience. Merdekawaty et al. (2024) affirm that pedagogical skills in lesson planning, instructional strategy, classroom management, and learning evaluation develop most concretely when students engage directly with pupils, mentor teachers, and the school environment, as real-world classroom challenges require them to be adaptive, creative, and reflective. Hidayati et al. (2021) further demonstrate that the use of varied teaching strategies—such as role-playing, discussion, and project-based activities—during field practice significantly increases student teachers' adaptability and confidence. In the context of English Language Education, the capacity to develop communicative classroom activities, manage language-diverse learner groups, and integrate technology-based learning media are among the most critical pedagogical skills that pre-service teachers must cultivate through direct school-based experience (Arjanto et al., 2022).

Several prior studies have examined the impact of the MBKM Teaching Assistance Program on student competency development from various perspectives. Badrun et al. (2023) conducted a qualitative study investigating teachers' perceptions of the program at SMKN 1 Tidore and found that student participants contributed positively to learning activities through the use of creative instructional media, diverse teaching methodologies, and effective classroom management. Alamsyah et al. (2024) explored both pre-service teachers' and host teachers' perceptions at Yogyakarta University of Technology, finding that the program offered valuable hands-on experience in real classroom settings while also presenting challenges in classroom management, facility constraints, and communication. Kirana et al. (2024) investigated the program's effect on Islamic Education (PAI) students at UNISLA and reported improvements in students' classroom performance, self-motivation, creativity, and interpersonal communication. Sibua et al. (2024) examined the administrative architecture of the program at FKIP Khairun University, confirming its effectiveness in aligning university learning outcomes with workplace expectations, though issues in assessment clarity and institutional coordination were noted. Yamin et al. (2024), working at the University of Mataram, found that MBKM program participation improved prospective teachers' self-confidence, communication skills, and awareness of real classroom dynamics across four core competency dimensions. Nitami et al. (2023) further reported that English Education students perceived direct school-based teaching experience as a critical opportunity to develop professional skills including classroom management, communication, and leadership.

Notwithstanding these contributions, significant gaps remain in the existing literature. The majority of prior studies have examined the Teaching Assistance Program from the perspectives of teachers or institutions (Badrun et al., 2023; Sibua et al., 2024), or have assessed general competency outcomes without differentiating between pedagogical knowledge and pedagogical skills as analytically distinct constructs (Kirana et al., 2024; Yamin et al., 2024). Studies that include student voices tend to involve mixed-discipline cohorts (Alamsyah et al., 2024), limiting the specificity of findings for English Language Education contexts. Most critically, no study to date has examined how English Language Education students at the University of Mataram specifically perceive the impact of the Teaching Assistance Program on their pedagogical knowledge and skills as separate, theoretically grounded dimensions of professional competence. This represents a meaningful empirical and contextual gap. The implementation of the MBKM policy also varies significantly across institutions and programs, leading

to inconsistencies in outcomes (Hartono et al., 2022), which further reinforces the need for context-specific, student-centered investigation. Based on this gap, the present study aims to explore the perceptions of English Language Education students at the University of Mataram regarding the impact of the MBKM Teaching Assistance Program on their pedagogical knowledge and skills. The findings are expected to provide evidence-based insights for refining program design, strengthening mentoring structures, and improving the alignment between the Teaching Assistance Program and the pedagogical development needs of pre-service English teachers.

RESEARCH METHOD

This study employed a qualitative descriptive research design to explore and describe the perceptions of English Language Education students regarding the impact of the MBKM Teaching Assistance Program on their pedagogical knowledge and skills. A qualitative approach was selected because it enables investigation of human experiences in their natural context, generates a holistic picture of lived realities, and allows meaning to be constructed directly from participants' perspectives (Creswell, 2017). The study drew on phenomenological and case study orientations, as it sought to identify essential meanings embedded in shared experiences among a bounded group of participants who underwent the same program within a specific institutional context.

The study was conducted at the English Language Education Study Program, Faculty of Teacher Training and Education (FKIP), University of Mataram, West Nusa Tenggara, Indonesia. The population comprised all English Language Education students who had formally participated in the MBKM Teaching Assistance Program. From this population, a sample of 25 students was selected through purposive sampling—a technique involving the deliberate selection of participants based on their relevance to the research objectives (Sugiyono, 2017). Inclusion criteria required that participants had officially completed at least one semester of the program, had direct classroom teaching experience during the placement, and were willing to contribute to both data collection instruments. Sample selection also considered variation in semester level, gender, and school placement context to ensure diverse perspectives.

Data were collected through methodological triangulation combining a closed-ended questionnaire and semi-structured interviews to increase the credibility and depth of findings (Sugiyono, 2017). The questionnaire comprised 15 statements organized into three sections—general perceptions of the Teaching Assistance Program (P1–P5), pedagogical knowledge (PK1–PK5), and pedagogical skills (PS1–PS5)—measured on a four-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). In the first phase, the questionnaire was distributed to all 25 participants to obtain a broad overview of perceptual tendencies. In the second phase, semi-structured interviews were conducted with the same participants to explore in greater depth the experiences and reasoning underlying their responses. All interviews were audio-recorded with participants' informed consent and subsequently transcribed for analysis.

Questionnaire data were analyzed using descriptive statistics by calculating the percentage of responses in each Likert scale category per item. Interview data were analyzed through thematic analysis, proceeding through three iterative stages: data reduction, data presentation, and conclusion drawing, guided by the theoretical frameworks of perception theory (Sarwono, 1983; Chaplin, 2006) and pedagogical knowledge theory (Shulman, 1987; König et al., 2011). Findings from both instruments were integrated through cross-data triangulation to verify consistency and produce a comprehensive account of students' perceptions.

RESULTS AND DISCUSSION

This section presents the findings of the research on English Language Education students' perceptions of the impact of the MBKM Teaching Assistance Program at the University of Mataram. The analysis focuses on three dimensions: (1) students' general perceptions of the program, (2) their perceived development of pedagogical knowledge, and (3) their perceived development of pedagogical skills. The findings are derived from questionnaire data collected from 25 respondents, supported by semi-structured interview responses, and discussed in relation to relevant theoretical frameworks and previous studies.

Students' General Perceptions of the Teaching Assistance Program

The questionnaire results regarding students' general perceptions of the MBKM Teaching Assistance Program are presented in Table 1 below.

Table 1. Students' Perceptions of the Teaching Assistance Program

No	Statements	SD	D	A	SA	Total Positive (%)
P1	The Teaching Assistance program is useful for my professional development	–	4%	52%	44%	96%
P2	This program increased my motivation to become a teacher	8%	4%	40%	48%	88%
P3	I feel more confident after joining the Teaching Assistance program	4%	–	48%	48%	96%
P4	Support from my mentor teacher/supervisor made my experience better	–	4%	64%	32%	96%
P5	The school situation (facilities, environment, students) affects my view of this program	–	16%	40%	44%	84%

Note: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

As shown in Table 1, the majority of students held a positive perception of the Teaching Assistance Program, with total positive responses (agree and strongly agree) ranging from 84% to 96% across all items. The highest positive response (96%) was recorded for three items: the program's usefulness for professional development (P1), increased self-confidence (P3), and mentor teacher support (P4), indicating that students widely recognized the program as a meaningful contribution to their professional readiness. A slightly lower but still strong positive response (88%) was observed for increased teaching motivation (P2), while the item concerning school environment (P5) recorded the lowest positive response (84%), accompanied by the highest negative response (16%).

These findings are substantiated by interview data. Regarding professional development, one respondent explained:

"The program enhanced my teaching skills, broadened my understanding of educational theories, and provided practical experience. It also offered opportunities for feedback, reflection, and growth, ultimately strengthening my confidence and effectiveness as an educator."

In terms of teaching motivation, another respondent stated:

"The program strengthened my motivation to become a teacher because I experienced teaching directly. Even though it was challenging, it made me realize that teaching is meaningful."

Regarding self-confidence, a respondent noted:

"At first I was nervous, but after several weeks of teaching, I became more confident in managing the class and delivering lessons."

The 16% negative response to P5, however, reflects challenges related to school conditions. One respondent commented:

"The school facilities were limited, and some students were difficult to manage, which made the teaching experience more challenging."

These findings are consistent with Suwanti et al. (2022), who found that students' perceptions of the MBKM program are shaped by both internal factors—such as motivation, self-confidence, and teaching readiness—and external factors, including mentor guidance and school environment. The strong positive responses to P1, P3, and P4 confirm that mentoring quality and direct teaching experience are the primary drivers of positive perceptions, while school conditions remain a source of variability in students' experiences. This is also in line with Nitami et al. (2023), who reported that students valued school-based teaching experience as a critical opportunity to develop professional competencies including classroom management, communication, and leadership.

Students' Perceived Development of Pedagogical Knowledge

Table 2 presents the questionnaire results regarding students' perceived development of pedagogical knowledge after participating in the Teaching Assistance Program.

Table 2. Students' Pedagogical Knowledge after Participating in the Teaching Assistance Program

No	Statements	SD	D	A	SA	Total Positive (%)
PK1	The Teaching Assistance program helped me understand teaching theories	–	16%	44%	40%	84%
PK2	This program improved my understanding of teaching strategies	–	12%	36%	52%	88%
PK3	I understand better how to make assessments (formative/summative)	–	12%	40%	48%	88%
PK4	This program made me more skilled in preparing lesson plans	–	12%	44%	44%	88%
PK5	I can connect theories I learned at university with classroom practice	–	8%	44%	48%	92%

Note: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 2 shows that the majority of students perceived an improvement in pedagogical knowledge following their participation in the program, with positive response rates ranging from 84% to 92% across all indicators. The highest positive response (92%) was recorded for PK5—the ability to connect university-acquired theories with classroom practice—accompanied by the lowest negative response (8%), indicating that the theory-to-practice bridge is the dimension most consistently developed through the program. Items related to teaching strategies (PK2), assessment (PK3), and lesson planning (PK4) each recorded 88% positive responses, while the understanding of teaching theories (PK1) received the lowest positive response (84%) alongside the highest negative response (16%), suggesting that theoretical comprehension is more variably experienced across participants.

Interview data strongly corroborated these findings. Regarding theoretical understanding, one respondent explained:

"Concepts that I previously knew only from textbooks, such as student-centered learning, classroom management, differentiated instruction, and formative assessment, became much clearer once I could apply them directly with students."

On assessment knowledge (PK3), a respondent described:

"The program taught me to create assessments that matched the learning objectives, including quizzes, observation sheets, and performance-based assessments. I learned to evaluate students not only through tests but also through participation, project work, and classroom behavior."

With respect to the theory-practice connection (PK5), respondents cited concrete examples of applying university learning theories in schools:

"I applied the communicative language teaching theory by encouraging students to practice speaking through pair and group activities, which helped them use English more confidently."

"I used constructivism from uni by having students build history knowledge through group research and debates instead of just telling facts—it made learning active and stuck better in real class."

The negative responses on PK1 (16%) and PK2–PK4 (12%) were explained by variations in school context and teaching opportunity. One respondent noted:

"I did not have many opportunities to teach directly, so my understanding of teaching theory did not improve as much as I expected."

These findings are consistent with König et al. (2011), who identify lesson planning, classroom management, and

assessment as core dimensions of general pedagogical knowledge that develop through authentic teaching contexts. The dominance of positive responses on PK5 specifically validates the role of the Teaching Assistance Program as an effective theory-practice bridge, a finding that aligns with Candra et al. (2020), who argued that pedagogical understanding develops optimally when individuals integrate theoretical knowledge with teaching practice. The results also echo those of Alamsyah et al. (2024), who found that direct teaching experience enabled pre-service teachers to relate pedagogical theory to real classroom situations, and Badrun et al. (2023), who reported that student involvement in the Teaching Assistance Program positively contributed to their understanding of learning strategies. The variability in PK1 responses suggests that theoretical comprehension is more dependent on the quality of mentoring and the diversity of classroom situations encountered, as also noted by Bauer et al. (2024), who found that the depth of supervised field experience significantly influences pre-service teachers' perceived competence.

Students' Perceived Development of Pedagogical Skills

Table 3 presents the questionnaire results regarding students' perceived development of pedagogical skills following participation in the program.

Table 3. Students' Pedagogical Skills after Participating in the Teaching Assistance Program

No	Statements	SD	D	A	SA	Total Positive (%)
PS1	The Teaching Assistance program improved my lesson planning skills	–	16%	40%	44%	84%
PS2	I became more effective in teaching in the classroom	–	12%	40%	48%	88%
PS3	This program helped me manage the classroom better	–	16%	40%	44%	84%
PS4	I was able to connect the lesson content with real-life examples for students	–	12%	36%	52%	88%
PS5	This program encouraged me to reflect on my teaching	–	12%	28%	60%	88%

Note: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

As indicated in Table 3, the majority of students reported positive perceptions of pedagogical skill development across all five indicators, with total positive responses ranging from 84% to 88%. The indicators of classroom teaching effectiveness (PS2), connecting content to real-life examples (PS4), and reflective teaching practice (PS5) each recorded the highest positive response (88%) with 12% negative responses, reflecting that applied skills developed most consistently through direct classroom engagement. Lesson planning (PS1) and classroom management (PS3) each received 84% positive responses alongside 16% negative responses, indicating that these two areas show the most variability in perceived development—likely because opportunities to independently plan lessons and manage classrooms were not equally distributed across school placements.

Interview data richly elaborated these patterns. Regarding classroom teaching effectiveness and adaptive strategy use, one respondent shared:

> *"During the MBKM Teaching Assistance Program, I learned to adjust my teaching approach based on students' behavior in the classroom. When students seemed bored or distracted, I used simple interactive activities like games or group tasks. This helped me realize that choosing the right strategy is important to keep students engaged and make the lesson more effective."*

The use of educational technology as a pedagogical tool was also widely reported. Respondents described using digital media to enhance instruction:

> *"I used PowerPoint, videos, and online tools like Kahoot during my teaching. These media made my lessons more fun and easier for students to understand. They also helped me explain topics clearly and keep students interested."*

On connecting lesson content to students' lived experiences (PS4), a respondent explained:

> *"Through the program, I learned to relate the lesson content to real-life situations that students are familiar with, such as daily activities or school experiences. This approach helped students engage more actively and understand the lesson better."*

Regarding reflective practice (PS5), respondents demonstrated structured post-teaching reflection:

> *"During the MBKM teaching assistance program, I usually reflected after teaching by thinking about how students responded to my lesson. If they seemed confused or less active, I realized that I needed to change my explanation or activity. This helped me improve my teaching step by step in the next meetings."*

> *"After each session, I reflected by writing notes about what went well and what needed improvement. I also discussed my experience with my mentor and peers to get feedback and ideas for better lesson delivery next time."*

The 12–16% negative responses on PS1 and PS3 were attributed to limited autonomy in teaching practice. One respondent explained:

> *"I did not always have the chance to teach or manage the class directly, so my classroom management skills did not improve as much as I expected."*

> *"Lesson planning was mostly done by the supervising teacher, so I was not fully involved in preparing the lesson plans."*

These findings align with Zhytnukhina and Martyniuk (2024), who characterize pedagogical skills as a dynamic, multidimensional art of educating that encompasses subject mastery, psychological understanding of learners, teaching methodology, and professional attitude. The strong positive responses to PS2, PS4, and PS5 in particular reflect what Merdekawaty et al. (2024) describe as the adaptive, creative, and reflective dimensions of pedagogical skill that emerge most visibly through direct school-based experience. The use of technology-based media aligns with Elmiana (2019), who demonstrated that visualization tools improve student understanding, maintain attention, and stimulate creativity in language learning contexts. The variability in PS1 and PS3

responses is consistent with Rosanja et al. (2024), who identified insufficient mentoring and limited opportunities for autonomous teaching practice as persistent challenges in the Teaching Assistance Program, indicating that pedagogical skill development is partly contingent on the degree of student agency afforded within individual school placements.

Integration of Pedagogical Knowledge and Pedagogical Skills

Taken together, the questionnaire and interview findings reveal that pedagogical knowledge and pedagogical skills developed simultaneously and in a mutually reinforcing manner throughout students' participation in the MBKM Teaching Assistance Program. Pedagogical knowledge—encompassing understanding of learning theories, instructional strategies, assessment, and lesson planning—provided the conceptual foundation through which students made sense of their classroom experiences and structured their teaching decisions. Pedagogical skills, in turn, gave practical form to that knowledge, enabling students to implement, evaluate, and iteratively refine their instructional approach within real classroom dynamics.

This reciprocal relationship is consistent with König et al. (2011), who argue that general pedagogical knowledge is not a static technical repertoire but an integrated body of professional expertise that develops through the continuous interplay of theory, reflection, and practice. It also aligns with the findings of Alamsyah et al. (2024) and Kirana et al. (2024), both of whom confirmed that teaching experience enables the simultaneous development of theoretical understanding and practical skills among pre-service teachers. The results further support Kolb's (1984) experiential learning theory, which positions professional skill development as a cyclical process of direct experience, reflective observation, abstract conceptualization, and active experimentation. Students' accounts of adjusting teaching strategies based on student responses, designing context-relevant assessments, and engaging in structured post-lesson reflection all reflect the activation of this experiential learning cycle within the Teaching Assistance Program.

Variations in outcomes—reflected in the 8–16% negative responses across indicators—highlight that the quality and depth of pedagogical development are not uniform across participants. Differences in school context, mentoring intensity, and the degree of autonomous teaching involvement shape the extent to which students internalize and enact pedagogical competencies. These findings underscore the importance of structured mentoring, pre-program pedagogical preparation, and post-program reflection activities as mechanisms for optimizing the program's impact on students' professional development as future English teachers.

CONCLUSION

Based on the findings, English Language Education students at the University of Mataram held predominantly positive perceptions of the impact of the MBKM Teaching Assistance Program on both their pedagogical knowledge and pedagogical skills. In terms of pedagogical knowledge, students reported that the program deepened their understanding of learning theories, instructional strategies, lesson planning, and assessment, with the strongest outcome being their enhanced ability to connect theoretical knowledge acquired at university with real classroom practice. In terms of pedagogical skills, students perceived notable improvements in classroom management, instructional delivery, educational technology use, communication with students, and reflective teaching practice, developed through direct and active engagement in the teaching and learning process at partner schools. The findings further reveal that pedagogical knowledge and pedagogical skills developed simultaneously and in a mutually reinforcing manner throughout the program, as the integration of theoretical understanding and authentic teaching experience contributed to the formation of comprehensive pedagogical competence. These results affirm that the MBKM Teaching Assistance Program plays a strategic role in bridging the gap between campus-based learning and professional teaching practice, and in preparing English Education students to become adaptive and professionally responsive educators.

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Conflicts of Interest

The author declares no conflict of interest.

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