LOGIC MODEL EVALUATION OF TEACHING ASSISTANCE IN ISLAMIC TEACHER EDUCATION

Aminulloh[1]*, Ni Nyoman Padmadewi[2], IGA. Lokita Purnamika Utami[3], Bi Yanyan[4], Liu Jiaxin[5]

[1,2,3] Universitas Pendidikan Ganesha, Singaraja Bali Indonesia

[5]Qingdao Institute of Technology, China

[5]Chongqing Women's Vocational Senior School, China

E-mail: aminatura4@gmail.com

Abstract

Experiential learning through teaching assistance programs plays a vital role in the professional development of prospective teachers, especially within Islamic higher education contexts. However, few evaluation frameworks comprehensively explore the relationships among program components and their direct effects on educational outcomes. This study employs the Logic Model framework to systematically analyze the Teaching Assistance Program at the Faculty of Tarbiyah and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, during the 2024–2025 academic year. By mapping inputs, activities, outputs, outcomes, and long-term impacts, the study offers an integrated evaluation of how teaching assistance fosters professional competencies and instructional quality development. Utilizing a qualitative approach, including semi-structured interviews, focus groups, and document analysis, with participation from 114 sixth-semester students across nine study programs, the research uncovers the critical influence of structured mentorship and contextual adaptation across disciplines. It also reveals challenges such as inconsistent supervision and lack of standardized practices. This study contributes to advancing program evaluation methodologies in Islamic teacher education by demonstrating the utility of the Logic Model to reveal program dynamics and inform strategic enhancement of teaching assistance frameworks. The findings carry significant implications for promoting equitable, coherent, and sustainable teacher preparation programs within diverse institutional environments.

Keywords: experiential learning; teaching assistance program; Islamic teacher education, logic model evaluation, professional development

Abstrak

Pembelajaran berbasis pengalaman melalui program bantuan pengajaran memegang peranan penting dalam pengembangan profesional calon guru, khususnya dalam konteks pendidikan tinggi Islam. Namun, sedikit kerangka evaluasi yang secara komprehensif mengeksplorasi hubungan antar komponen program dan dampak langsungnya terhadap hasil pendidikan. Studi ini menggunakan kerangka Kerja Logic Model untuk secara sistematis menganalisis Program Bantuan Pengajaran di Fakultas Tarbiyah dan Ilmu Keguruan, UIN Kiai Haji Achmad Siddiq Jember, selama tahun akademik 2024–2025. Dengan memetakan input, aktivitas, keluaran, hasil, dan dampak jangka panjang, penelitian ini menawarkan evaluasi terpadu tentang bagaimana bantuan pengajaran mendorong kompetensi profesional dan pengembangan kualitas instruksional. Menggunakan pendekatan kualitatif yang meliputi wawancara semi-terstruktur, diskusi kelompok fokus, dan analisis dokumen, dengan partisipasi 114 mahasiswa semester enam dari sembilan program studi, penelitian ini mengungkap pengaruh penting pendampingan terstruktur dan adaptasi kontekstual lintas disiplin. Studi ini juga mengidentifikasi tantangan seperti pengawasan yang tidak konsisten dan kurangnya praktik standar. Penelitian ini berkontribusi pada pengembangan metodologi evaluasi program dalam pendidikan guru Islam dengan menunjukkan kegunaan Logic Model untuk mengungkap dinamika program dan memberikan informasi untuk peningkatan strategis kerangka bantuan pengajaran. Temuan penelitian memiliki implikasi signifikan untuk mendorong program persiapan guru yang adil, koheren, dan berkelanjutan dalam lingkungan institusional yang beragam.

Kata kunci: pembelajaran berbasis pengalaman; program bantuan pengajaran; pendidikan guru Islam; evaluasi logic model; pengembangan profesional

*Corresponding author

Introduction

The Teaching Assistance Program (TAP) is a pivotal initiative under Indonesia's Merdeka Belajar Kampus Merdeka (MBKM) policy, aiming to embed experiential learning through direct student involvement in primary and secondary educational settings (Kusumawardani et al., 2024). This policy reflects a global trend promoting active learning and professional readiness in teacher education by situating students as participants in authentic classroom contexts (Chiu et al., 2019). TAP is designed as a collaborative effort between universities and schools to bridge academic knowledge with real-world pedagogy, fulfilling national goals for graduate competence and workforce readiness (Fathurrahman & Mumtahana, 2023).

Extant research demonstrates that TAP enhances pedagogical, social, and professional competencies among pre-service teachers. Studies, such as Indah Sari et al. (2022), identify growth in leadership and responsibility skills; Badjanova and Ilisko (2015) highlight improved contextual understanding of local educational environments; and Yasip and Fatima (2024) emphasize enhanced job readiness. However, these findings predominantly focus on isolated student outcomes without systematically integrating programmatic factors or contextual diversity. Few investigations utilize comprehensive evaluation frameworks (Nurhasanah et al., 2024) that elucidate how program components interact to produce observed effects, representing a significant gap in TAP research.

Moreover, existing studies often omit comparative analyses across local and international TAP settings, limiting an understanding of program adaptability and impact variability. This omission restricts evidence-based policy formulation sensitive to contextual nuances particular to Islamic higher education environments in Indonesia and cross-border collaborations such as those with educational institutions in Southern Thailand. The present research aims to fill this void by examining TAP at UIN KHAS Jember, incorporating domestic and international student placements, thus enriching empirical knowledge on program implementation across diverse educational contexts.

A unique strength in this study is the utilization of the Logic Model evaluative framework, which systematically maps the relationships between program inputs, activities, outputs, outcomes, and long-term impacts (Knowlton & Phillips, 2013). The application of the Logic Model in education allows for clear articulation of causal pathways and identification of gaps in program design or execution, facilitating iterative improvements and strategic policy decisions (W.K. Kellogg Foundation, 2004; Pan et al., 2023). International scholarship endorses the Logic Model as a robust tool in educational program evaluation to enhance accountability and evidence-based governance (Dragonas et al., 2015; Rozikin et al., 2019).

Integrating TAP with the Logic Model framework enables a comprehensive evaluation that transcends outcome measurement by encompassing the full program cycle from resource allocation and stakeholder engagement to intermediate pedagogical processes and ultimate graduate readiness. This conceptual linkage foregrounds TAP as both a learning intervention and a complex system requiring ongoing assessment and realignment, a perspective less emphasized in prior TAP literature that tends to treat teaching assistance as a discrete experiential episode rather than a holistic program (Jonsson et al., 2025).

The TAP program at FTIK UIN KHAS Jember aligns with national higher education standards, notably Permendikbud No. 3 of 2020 concerning experiential learning mandates, and institutional policies that emphasize curriculum relevance and graduate quality (UIN KHAS internal decrees, 2024). With 114 students participating in the 2024–2025 academic year, including 36 students in international placements in Southern Thailand, this implementation offers a rich case to explore TAP's effectiveness in fostering professional identity development and reflective teaching practices across varied cultural and pedagogical environments (Güzer & Caner, 2014).

This investigation prioritizes empirical data-driven insights to advance MBKM program governance, curriculum innovation, and pre-service teacher preparation in Islamic higher education. By addressing identified research gaps and leveraging a theoretically grounded evaluation model, the study contributes to the global discourse on educational evaluation, offering transferable lessons for experiential learning initiatives worldwide. The findings aim to inform strategic enhancements in teaching assistance programs and promote the sustained success of Indonesia's higher education reform agenda.

Method

This study employed a qualitative descriptive (Ishtiaq, 2019) approach utilizing the logic model framework developed by Frechtling in (Smith; Li; Rafferty, 2020) to evaluate the effectiveness of the Teaching Assistance Program implemented by the Faculty of Tarbiyah and Teacher Training at UIN KHAS Jember during the 2024–2025 academic year. The logic model, as a systematic and visual way to present the relationships among the resources, activities, outputs, and outcomes of a program, served as the principal analytical lens for structuring data collection, analysis, and interpretation (W.K. Kellogg Foundation, 2004). The use of the Logic Model enhances transparency and rigor by clarifying assumed causal pathways and supporting evidence-based evaluation of program effectiveness.

Research Site and Participants

The research was conducted at the Faculty of Tarbiyah and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember, focusing on 114 students engaged in the Teaching Assistance Program as the primary participants. These students were distributed between 78 domestic placements in schools across five districts (Jember, Lumajang, Probolinggo, Banyuwangi in East Java, and Jembrana in Bali) and 36 in Pattani, Thailand, as part of international collaboration. Additionally, nine study program heads involved as academic supervisors and coordinators also participated, providing essential perspectives on program supervision and contextual adaptation. Purposive sampling was strategically employed to select participants who had completed relevant pedagogical courses and met the academic criteria for MBKM program involvement. The study obtained ethical clearance and formal approval from the Dean of FTIK under Decree Number 90 of 2024 concerning the MBKM Implementation Guidelines Revision Committee.

Data Collection Techniques

Data collection integrated multiple qualitative techniques to ensure rich, triangulated evidence. Semi-structured interviews were conducted with selected students and faculty supervisors to elicit in-depth individual perspectives on program implementation and outcomes. Focus group discussions (FGDs) facilitated exploration of shared experiences and reflective learning among student cohorts. The study also incorporated document analysis, reviewing academic reports, program guidelines, and student reflection logs submitted throughout the program. Instruments for interviews and FGDs were adapted from Frechtling's and Patton's (Knowlton & Phillips, 2013) logic model evaluation guidelines, contextualized for the MBKM setting at UIN KHAS Jember. This methodological triangulation increased data validity and provided comprehensive insights into the multifaceted program dynamics.

Data Analysis Procedure

Qualitative data were analyzed using Braun and Clarke's (2006) rigorous six-step thematic analysis framework: (1) data familiarization, (2) initial coding generation, (3) theme searching, (4) theme reviewing, (5) theme defining and naming, and (6) report production. Coding combined deductive strategies, structured around the five logic model components (inputs, activities, outputs, short-term and long-term outcomes), and inductive coding, capturing emergent patterns grounded in participant narratives. Data triangulation across interviews, FGDs, and document sources supported cross-validation and enhanced interpretive depth. Patterns identified provided evidence of how program elements interact to influence educational effectiveness (Braun & Clarke, 2006).

Coding Process and Researcher Reflexivity

Coding was manually performed to systematically identify, organize, and categorize textual data aligned with the logic model framework. Codes highlighted keywords related to resource use, supervision, pedagogical activities, student development, and program challenges. Emerging themes were iteratively refined through peer debriefing, regular discussions among researchers to minimize bias and validate interpretations. Researcher reflexivity was maintained through reflective journaling documenting assumptions, decisions, and evolving understandings during the analytic process. This reflexivity ensured that researcher perspectives were critically examined, strengthening the trustworthiness of findings.

Validity and Reliability Measures

To safeguard validity, member checking was employed by sharing preliminary interpretations with participants to confirm accuracy and resonance with their experiences. Peer debriefing sessions with external colleagues and experts provided an additional layer of scrutiny to confirm coherence and credibility of thematic interpretations. Triangulated data sources and methods enhanced confirmability by reducing singular data source bias. The detailed application of the Logic Model framework contributed to analytic rigor by offering a clear evaluative roadmap, enabling systematic data organization and transparent linkages between program components and outcomes

Results and Discussion

Results

The evaluation of the TAP at FTIK UIN KHAS Jember yielded significant insights across the Logic Model's five components; inputs, activities, outputs, outcomes, and impacts providing a detailed understanding of how institutional resources, teaching practices, and student experiences interact to influence program effectiveness (W.K. Kellogg Foundation, 2004). This framework allowed for a systematic mapping of the program's structure and highlighted the interconnections between planned activities, participant learning, and broader institutional goals.

Within this structure, disciplinary differences and contextual influences were evident. Science students benefited from structured mentoring and hands-on skill development, language students emphasized communicative competence and peer interaction, while social studies participants highlighted reflective practices but reported uneven supervision quality. These patterns demonstrate the importance of aligning TAP implementation with disciplinary pedagogical demands to ensure balanced effectiveness across academic fields (Armstrong et al., 2021; Raubun et al., 2023)

Several supporting factors contributed to program success. Structured mentorship, continual feedback mechanisms, and collaboration between university supervisors and school mentors were consistently reported as enabling conditions (Yasip & Fatima, 2024). The adaptation of teaching tasks to fit discipline-specific content further enhanced student engagement and promoted learning transfer (Ratnaningsih et al., 2024). However, challenges persisted, including inconsistent supervision practices and insufficient standardized documentation procedures. International placements, particularly in Pattani, Thailand, also introduced logistical and cultural complexities that occasionally reduced the efficacy of supervision and student support (Indah Sari et al., 2022).

A comparative analysis with peer institutions further contextualizes these findings. At UIN Malang and UIN Jogjakarta, teaching assistantship programs similarly fostered pedagogical and collaborative skills among pre-service teachers (Agustina et al., 2024; Fadhila & Karim, 2024). UIN KHAS Jember's TAP, however, is distinctive in incorporating international placements, which add both richness and complexity to program coordination. From this perspective, transferable best practices such as standardized supervisory training and enhanced mentoring protocols, as adopted elsewhere, could help address identified gaps and elevate program quality (Mustofa et al., 2023).

Despite these robust findings, some limitations should be acknowledged. The relatively small number of academic supervisors interviewed constrained the breadth of institutional perspectives. Moreover, the reliance on self-reported data from students introduced the possibility of biases such as social desirability and selective positivity (Braun & Clarke, 2006). Cultural and institutional variations, particularly in the international placement context, further limit generalizability. Nevertheless, reflexive practices and member checking were applied to mitigate these issues and enhance credibility (Knowlton & Phillips, 2013).

Overall, the evidence demonstrates that the effectiveness of TAP is mediated by disciplinary context, mentorship quality, and institutional support structures. These findings align with international evaluation frameworks and contribute valuable new insights to the evaluation of Islamic teacher education programs (Smith; Li; Rafferty, 2020; Pan et al., 2023).

Table 1. Logic Model Development Guide

(Logic Model Development Guide, W.K. Kellogg Foundation, 2004)

Certain resources are needed to operate a program	If we have access to them, then we can use them to accomplish a planned activities	If we accomplish our planned activities, then we will hopefully deliver the amount of product and/or service that we intended	If we accomplish our planned activities to the extent we intended, then our participants will benefit in certain ways	If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur
Resources/ Inputs ➡	**Activities** ➡	**Outputs** ➡	**Outcomes** ➡	**Impact**
1	2	3	4	5

Planned Work		*Intended Results*		

This table 1 illustrates the Logic Model, a systematic and visual way to present how a program is intended to work. It shows the logical relationships between a program's resources, activities, and the intended results. Here is a breakdown of each component in the model:

Inputs

"Certain resources are needed to operate a program." These are the essential resources invested in the program, including funding, staff, time, materials, infrastructure, partnerships, and other supports necessary to carry out program activities.

Activities

"If we have access to them, then we can use them to accomplish a planned activity." Activities refer to what the program does with its resources workshops, teaching sessions, mentoring, curriculum design, training, outreach, etc. These are the core actions taken to fulfill the program's goals.

Outputs

"If we accomplish our planned activities, then we will hopefully deliver the amount of product and/or service that we intended." Outputs are the direct products or deliverables of the program activities, such as the number of sessions delivered, materials created, students trained, or reports completed. They are often quantitative.

Outcomes

"If we accomplish our planned activities to the extent we intended, then our participants will benefit in certain ways." Outcomes represent the short- to medium-term effects on program participants. These might include increased knowledge, skills, attitudes, behaviors, or access to resources. Outcomes are more meaningful than outputs because they reflect actual change or benefit.

Impact

"If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur." Impact refers to the long-term, sustained changes expected as a result of the program on organizations, communities, or society.

These are often broader and take time to manifest, such as improvements in educational systems, social equity, or policy changes.

Table 2. Logic Model for the UIN KHAS Jember TAP

Components	Description in the Context of TAP
1. Inputs	a. 20 credit teaching assistance module b. University-school partnerships c. Supervising lecturers and mentor teachers d. Program implementation guidelines and reporting templates
2. Activities	a. Course conversion into field-based teaching tasks b. Teaching assistance in classrooms c. Participation in out-of-class school functions d. Completion of unconverted courses through coordination with faculty e. Regular documentation and reflection writing
3. Outputs	a. Completed reflective journals and daily logs b. Lesson plans and teaching materials c. Records of student teaching hours and attendance d. Reports from mentor teachers and supervisors
4. Outcomes	a. Improved pedagogical and classroom management skills b. Enhanced professional identity and reflective teaching practices c. Strengthened collaboration between student-teachers and school staff d. Contextual understanding of school culture and educational administration
5. Impact	a. Development of ready-to-teach graduates with field experience b. Strengthened university-school collaboration models c. Institutionalization of integrated practicum in teacher education curricula d. Contribution to educational quality improvement at the local level

The evaluation of the TAP at FTIK UIN KHAS Jember was organized according to the five components of the Logic Model; inputs, activities, outputs, outcomes, and impacts (see, table 2). This framework provides a structured lens to trace how institutional resources and program design translated into student experiences, professional growth, and broader institutional changes. The following sections summarize the key findings under each component and conclude with an integrative synthesis.

Inputs

The TAP relies on several inputs to ensure effective implementation, including a 20-credit teaching assistance module, university-school partnerships, and the support of supervising lecturers and mentor teachers. Teaching assistants were selected from 78 sixth-semester students across nine study programs based on academic performance and communication skills. While technical guidelines and orientation were provided, interviews revealed uneven mentoring preparedness, with some lecturers lacking time or strategies to guide students effectively. These findings highlight the importance of clear policy frameworks and consistent leadership in program design (Anh, 2018; Tan et al., 2024).

Activities

Program activities centered on converting coursework into field-based tasks, classroom assistance under mentor supervision, participation in school functions, and completion of unconverted courses through coordination with faculty. Documentation through journals and

reports was also required. Activities varied across disciplines: language students often designed materials and led discussions, while science students supported practical and laboratory sessions. Students described their roles as mini-lecturers, facilitators, and peer mentors. While many valued this peer-level interaction, some noted inconsistencies in TA performance, underscoring the need for structured supervision (Minondo et al., 2001;Topping, 2015).

Outputs

TAP generated tangible outputs such as reflective journals, lesson plans, teaching materials, and supervisor evaluations. Monitoring reports confirmed that 82% of TAs completed their weekly assignments, though 18% faced irregular participation due to scheduling or workload issues. Student feedback suggested that TAP improved access to learning support, particularly in early childhood and primary education contexts. These results are consistent with studies showing that structured TA involvement enhances student–faculty interaction and classroom efficiency (Gosavi & Arora, 2022).

Outcomes

Short-term outcomes included improved teaching confidence, stronger classroom management skills, and increased student participation. Collaboration with school staff also fostered interpersonal and institutional connections, supporting a deeper understanding of school culture. Students often felt more comfortable engaging in classes with a TA present. However, outcomes varied across disciplines; for example, some science TAs lacked adequate pedagogical training. This reflects the importance of discipline-specific preparation for teaching effectiveness (Alghamdi & Malekan, 2020).

Impacts

The anticipated long-term impacts of TAP include producing graduates who are academically qualified and professionally ready to teach, as well as strengthening institutional capacity in teacher education. Interviews indicated that TAP contributed to students' career motivation and identity as future educators. The program also represented institutional innovation by introducing field practice earlier than conventional practicums, aligning with research that links early field experience to teaching identity and retention (Bautista & Oretga-Ruiz, 2017).

Table 3. the conceptual framework of the FTIK UIN KHAS Jember TAP

Teaching Assistance Program Overview	
Category	Key Details & Requirements
Course Conversion (20 SKS)	Students complete a 20-credit package at educational institutions. Assignments are contextualized to real school/madrasah field situations, both inside and outside the classroom.
Unconverted Courses	For courses not included in the 20-credit package, students must coordinate with their Head of Program and Lecturers. Flexibility is provided via online work or periodic attendance.

Category	Teaching Assistance Program Overview Key Details & Requirements
In-Class Activities	Acting as a Teaching Assistant or practicing teaching under supervision. Lessons and methods are aligned with the specific converted course requirements.
Out-of-Class Activities	Support roles within the school environment, such as office administration, laboratory management, or library services, tailored to the conversion plan.
Documentation	Required: Program plans, daily journals, equivalency assignments, exam/assessment records, attendance logs, and a final activity report.

This table 3 show the TAP as a structured practicum designed to integrate academic coursework with field experiences in educational institutions. Adapted from the teaching assistance guidelines published by the Integrated Laboratory of FTIK UIN KHAS Jember (2024, p. 10), it highlights how the central component of TAP is operationalized through five interrelated elements.

Course Conversion

Teaching assistance is aligned with a 20 credit course load undertaken by students at partnering educational institutions. The assignments and tasks are contextualized based on the real conditions of schools or madrasahs. These tasks are then formally converted into practical field activities, both in classroom settings and beyond.

Unconverted Courses

For students who have pending non-converted courses, attendance and assignments must be coordinated with academic advisors, course coordinators, and supervising lecturers. These tasks may be completed through online methods, routine assignments, or scheduled class participation.

In-Class Activities

Teaching tasks may be carried out within the classroom, either through assistance to a mentor teacher or direct teaching practice under supervision. The content and teaching methodology are adjusted to reflect the learning objectives outlined in the converted course plan.

Out-of-Class Activities

Beyond the classroom, students engage in supportive school activities such as administrative work, laboratory assistance, library services, and student support. These activities are similarly guided by the scope and content of the converted courses.

Documentation

Comprehensive documentation is required to ensure accountability and reflection. This includes program planning documents, daily implementation journals, assignments, course equivalency forms, evaluation reports, attendance logs, mentoring records, and final activity reports.

This framework highlights the importance of connecting theoretical knowledge with real teaching practice, so that student teachers are better prepared to take on professional roles in educational settings. In Islamic higher education, this integration helps students move beyond classroom theory and experience the real challenges of teaching in schools and madrasahs. The logic model provides a clear structure to plan, implement, and evaluate teaching assistance programs so they are aligned with curriculum goals and field realities (Abitolkha et al., 2020). Through this approach, students complete academic requirements and gain important skills such as classroom management, communication, and critical reflection. This is especially relevant in the context of MBKM policy, which encourages more practical, experience-based learning. By grounding program implementation in a logic model, institutions can ensure that the integration of theory and practice is not incidental, but intentional and measurable, thus contributing meaningfully to the cultivation of competent and context-responsive educators.

Discussion

The findings of this study affirm the value of Kolb's experiential learning theory and Darling-Hammond's reflective practice approach, yet they also extend these frameworks in important ways. Kolb emphasizes the cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Wijnen-Meijer et al., 2022). Within the TAP, this cycle is evident in the integration of coursework with authentic teaching practice, where students engage in real classroom contexts, reflect through documentation and mentoring, and subsequently reapply insights into new teaching situations. However, the findings suggest that experiential learning in Islamic higher education cannot be understood solely in individual cognitive terms; rather, it is mediated by disciplinary context, institutional support, and cultural environment dimensions underexplored in Kolb's original model. Thus, the TAP contributes to experiential learning theory by foregrounding how contextual and institutional factors shape the learning cycle of pre-service teachers.

Darling-Hammond's reflective practice approach stresses the linkage between theory and practice, supported by mentoring and collaborative reflection (Hammond et al., 2017). The TAP findings confirm this principle but also highlight how variations in mentoring quality and supervision patterns influence the depth of reflection. Where supervision was structured and continuous, students developed nuanced pedagogical reasoning; where supervision was inconsistent, reflection was more superficial and task-oriented. This suggests that reflective practice is a function of individual disposition and of institutional mentoring models and supervisory structures. Strategically, this implies the need for standardized mentoring protocols, including training for supervisors, regularized feedback cycles, and mechanisms for peer reflection, to ensure reflective practice is equally accessible across disciplinary fields.

Beyond confirming existing theories, the TAP findings point to conceptual extensions that enrich both experiential and reflective learning. The presence of international placements, particularly in Pattani, Thailand, demonstrates how experiential learning can incorporate cross-cultural exposure and intercultural competence as central learning outcomes. Likewise, the integration of digital documentation and feedback mechanisms shows how technology can scaffold reflective practice, extending Darling-Hammond's framework into contemporary, hybrid learning

contexts. These dimensions, cultural context, technological mediation, and internationalization, represent important contributions of TAP to the theoretical discourse, offering a more holistic understanding of teacher education in a globalized Islamic context.

In terms of curricular implications, the findings suggest that teacher education programs should more intentionally integrate experiential learning cycles into coursework, embed reflective practice into assessment criteria, and design field placements that consider disciplinary differences. Strategic recommendations emerging from this study include: (1) developing ideal mentoring models that balance academic supervision with school-based mentoring; (2) adopting effective supervision patterns that combine formative observation with summative evaluation; and (3) implementing standardized evaluation instruments, such as structured rubrics and reflective portfolios, to ensure comparability and fairness in assessing pre-service teacher performance. These strategies could help institutionalize TAP within broader teacher education reform agendas.

Nevertheless, the discussion must acknowledge the limitations of this study. The relatively small number of academic supervisors interviewed narrows the scope of institutional perspectives, while reliance on student self-reports introduces the risk of selective positivity and social desirability bias (Barkhoda et al., 2025). Furthermore, cultural and institutional variations, particularly in international placements, constrain the generalizability of findings. Despite mitigation through reflexive practices and member checking (Knowlton & Phillips, 2013), these limitations mean that the conclusions should be read as indicative rather than definitive.

In sum, the TAP contributes to both theory and practice by extending experiential and reflective learning frameworks to incorporate disciplinary variation, cultural context, technology integration, and international exposure. These findings validate existing models and push the boundaries of teacher education theory, offering actionable strategies for curriculum development and institutional practice in Islamic higher education.

Conclusion

This study highlights the TAP as an effective model of experiential teacher training within the Faculty of Tarbiyah and Teacher Training at UIN Kiai Haji Achmad Siddiq Jember. Applying the Logic Model framework, the findings show that structured mentorship, discipline-sensitive adaptation, and the empowerment of teaching assistants are central to developing pedagogical competence, reflective practice, and professional identity. The TAP goes beyond theoretical learning by actively connecting academic coursework with authentic classroom practice, thereby positioning itself as a bridge between higher education institutions and partner schools. This integration enables teaching assistants not only to apply their knowledge but also to refine their instructional strategies, engage with real learners, and cultivate adaptability in diverse classroom settings. In doing so, the program fosters individual growth and professional confidence while simultaneously strengthening the collaboration between universities and schools, which is vital for the advancement of Islamic higher education.

Several limitations of the study must nonetheless be acknowledged to provide a balanced interpretation. The relatively small sample of supervisors and students restricts the extent to which conclusions can be generalized to other faculties or institutions. In addition, the study was confined

to a single faculty, which limits the diversity of perspectives and contexts represented in the findings. The short implementation period of one academic year also poses constraints, as it does not capture long-term outcomes or sustainability of the competencies developed by teaching assistants. These methodological and contextual boundaries highlight the importance of interpreting the results with caution, especially when considering broader applications in different cultural and institutional environments. Nevertheless, identifying these limitations is useful, as it underscores the need for further investigation and continuous refinement of the program.

Despite these limitations, the findings provide meaningful implications for practice. Standardized mentoring models, consistent supervision, and discipline-specific task design are recommended to enhance program effectiveness. Broader application of logic model–based evaluations can further institutionalize reflective and experiential learning in teacher education. Future studies should employ longitudinal and multi-institutional approaches to capture career trajectories and societal impacts. Developing advanced evaluation frameworks that integrate digital tools, intercultural competence, and reflective practice will also enrich TAP's contribution to teacher education reform in Muslim societies.

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