Bunayya : Jurnal Pendidikan Anak
Volume 12 Issue 2 (2026) Pages *557-581*
ISSN: 2460-4437, E-ISSN 2549-3329 (Online)
DOI: http://dx.doi.org/10.22373/bunayya.v12i2.36078

THE ROLE OF ASSISTANT TEACHERS IN SUPPORTING THE LEARNING PROCESS AT TK KARTIKA XIX-18 CISAAT

[1]Ayu Fitria, [2]Alfian Ashshidqi Poppyariyana, [3]Indra Zultiar
Universitas Muhammadiyah Sukabumi
Email: *ayuufitriaaa87@gmail.com*

Abstrak

Guru Pendamping memiliki posisi penting dalam mendukung penyelenggaraan pembelajaran di Pendidikan Anak Usia Dini. Meskipun demikian, kajian mengenai peran guru pendamping masih lebih banyak membahas tugasnya secara normatif, sehingga gambaran mengenai keterlibatannya dalam praktik pembelajaran belum banyak diungkap. Penelitian ini bertujuan mendeskripsikan peran guru pendamping dalam membantu proses pembelajaran di TK Kartika XIX-18 Cisaat, Kabupaten Sukabumi. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, serta penarikan kesimpulan. Temuan penelitian memperlihatkan bahwa Guru Pendamping tidak hanya berperan sebagai pendukung Guru Inti, tetapi juga terlibat secara aktif dalam seluruh rangkaian pembelajaran. Pada tahap perencanaan, guru pendamping berkontribusi dalam menyiapkan media, lingkungan belajar, serta memberikan masukan terhadap kegiatan yang disesuaikan dengan kebutuhan anak. Selama pelaksanaan pembelajaran, guru pendamping membantu mengelola kelas, memberikan pendampingan individual, memperkuat interaksi belajar dan menjaga suasana kelas tetap kondusif. Pada tahap evaluasi, guru pendamping melakukan pengamatan sebagai dasar penyusunan tindak lanjut pembelajaran. Temuan penelitian menunjukkan bahwa keterlibatan guru pendamping memberikan kontribusi terhadap terciptanya proses pembelajaran yang lebih efektif, kolaboratif dan berpusat pada kebutuhan perkembangan anak.
Kata Kunci: evaluasi pembelajaran; guru pendamping paud; pelaksanaan pembelajaran; perencanaan pembelajaran

Abstract

Assistant teachers play an important role in supporting learning in early childhood education. However, previous studies have mainly discussed their duties from a normative perspective, while their actual involvement in classroom practice has received limited attention. This study aimed to describe the role of assistant teachers in supporting the learning process at TK Kartika XIX-18 Cisaat, Sukabumi Regency. A qualitative approach with a case study method was employed. Data were collected through observations, interviews, and documentation and analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings reveal that assistant teachers function not merely as classroom assistants but as collaborative partners throughout the learning process. During the planning stage, they contributed to preparing learning media, organizing the learning environment, and providing input for activities based on children's needs. During implementation, they supported classroom management, provided individual assistance,

strengthened children's learning engagement, and maintained a conducive classroom atmosphere. During evaluation, assistant teachers observed children's development, documented learning outcomes, discussed the results with lead teachers, and used the findings to support follow-up learning plans. These findings indicate that continuous involvement of assistant teachers contributes to more effective, collaborative, and child-centered learning processes.

Keywords: *assistant teacher; early childhood education; learning evaluation; learning implementation; learning planning.*

Corresponding author: Ayu Fitria
Email Address: *ayuufitriaaa87@gmail.com*
Received 02 July 2026, Accepted 05 September 2026, Published 14 September 2026.

A. INTRODUCTION

Young children are undergoing what is referred to as the golden age, a period that occurs only once in a person's life and is marked by extremely rapid growth and development[1]. During this period, children typically show great curiosity, a limited attention span, and boundless energy[2], so they require appropriate guidance and stimulation from teachers. For this reason, the presence of competent teachers is a key determinant of the quality of early childhood education[3]. In accordance with Ministerial Regulation No. 137 of 2014, early childhood educators consist of PAUD Teachers, Assistant Teachers, and Junior Assistant Teachers, with the Lead Teacher holding primary responsibility for the teaching and learning process and the Assistant Teacher supporting its implementation[4]. Thus, besides the lead teacher, the presence of the assistant teacher is also an important part of supporting the creation of a learning process that matches children's developmental needs.

In early childhood learning, the

[1] Syifa Fauziah, Kartika Nurfitriani Dewi, and Ilham Swantyka Prahesti, *Buku Ajar Konsep Dasar Pendidikan Anak Usia Dini*, ed. by Sepriano (Jambi: PT. Sonpedia Publishing Indonesia, 2024).

[2] Iis Aprinawati, 'Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Berbicara Anak Usia Dini', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 1.1 (2017), 72 <https://doi.org/10.31004/obsesi.v1i1.33>.

[3] Ramdhan Witarsa and Melvi Lesmana Alim, 'Kompetensi Profesional Guru Pada Lembaga Pendidikan Anak Usia Dini', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.6 (2022), 5799–5807 <https://doi.org/10.31004/obsesi.v6i6.3258>.

[4] 'Permendikbud No. 137 Tahun 2014 - SN-PAUD'.

assistant teacher not only helps the lead teacher manage the classroom but also interacts directly with children by providing learning assistance, individual guidance, and observing children's development during activities. Therefore, the presence of the assistant teacher is an important part of creating an optimal learning process.

Theoretically, the role of the assistant teacher in early childhood learning can be understood through Vygotsky's social constructivism theory, which emphasizes that children's cognitive development occurs through interaction with individuals who possess greater knowledge or ability (*More Knowledgeable Other* or MKO). Through such interaction, children receive assistance (*scaffolding*) to complete tasks they are not yet able to perform independently, enabling them to reach the *Zone of Proximal Development (*ZPD), the stage of development that can be reached with the support of a more competent other. In the context of early childhood learning, the assistant teacher acts as the *More Knowledgeable Other* who provides guidance, direction, motivation, and learning assistance according to children's needs. Thus, the assistant teacher not only helps the lead teacher manage learning but also contributes to optimizing children's development and learning process by providing support suited to their developmental level.

The government has set the ideal ratio at one teacher for a maximum of 15 children in playgroups and kindergartens[5]. However, conditions in the field show a different situation: Dapodik data for Sukabumi Regency from 331 kindergartens with 13,091 children and 869 teachers indicate that, on average, one teacher must handle 15-16 children, nearly reaching or even exceeding the upper limit of that ideal ratio. Interview results with a district-level kindergarten supervisor also indicate that a number of schools still lack teachers with an academic qualification matching the field of early childhood education, which has the potential to affect the pedagogical competence needed to provide

[5] 'Permendikbud No. 137 Tahun 2014 - SN-PAUD'.

learning guidance suited to children's developmental characteristics; some assistant teachers even hold only a senior high school diploma. Munawwir et al. explain that pedagogical competence is one aspect of teacher professionalism related to learning effectiveness. Accordingly, differences in the qualifications and competence of assistant teachers need attention, as they can affect the ability to provide guidance suited to children's learning needs.[6]

This condition deserves attention because a shortage of assistant teachers can make it difficult for the lead teacher to give sufficient attention to each child. It shows that the assistant teacher holds a strategic position in supporting the learning process. However, not all institutions yet have an adequate number of assistant teachers or adequately competent ones. It is therefore important to understand how assistant teachers carry out their role in learning.

Several previous studies have discussed the role of assistant teachers in early childhood education. Husain and Kaharu found that assistant teachers act as both educators and caregivers, helping create a conducive classroom while the lead teacher delivers material, and supporting children's holistic development, from concentration to communication skills[7]. Meanwhile, Sopakua and Ipapto reveal that the pedagogical competence of assistant teachers in understanding children's developmental characteristics still needs improvement[8]. Salsabila et al. further add that a less-than-ideal teacher-child ratio can make learning less optimal, since one teacher must handle more than one group of

[6] Yustia Shindy Irnanda, Rochmattul Ilmiah, and Universitas Islam Negeri Sunan Ampel Surabaya, 'Analisis Profesionalisme Guru Dalam Meningkatkan Kualitas Pembelajaran', *Jurnal Studi Guru Dan Pembelajaran*, 8.1 (2025) <https://doi.org/10.30605/jsgp.8.1.2025.5678>.

[7] Arimbi Nur Aurina and Zulkarnaen Zulkarnaen, 'Efektivitas Peran Guru Pendamping Dalam Meningkatkan Kualitas Pembelajaran Pada Anak Usia Dini', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.6 (2022), 6791–6802 <https://doi.org/10.31004/obsesi.v6i6.3450>.

[8] Samel Sopakua and Albertus R Ipapto, 'Kompetensi Pedagogi Guru Paud Dalam Mengelola Perkembangan Peserta Didik', *Jurnal Ilmiah MARACHRISTY*, X <https://doi.org/https://doi.org/10.37196/mc.v10i1.75>.

children at once[9]. These studies show that the presence of assistant teachers has a real effect on the quality of early childhood learning.

Although many studies have addressed this topic, most still focus on normative and quantitative aspects, such as meeting the teacher-child ratio. These studies have also not extensively examined how assistant teachers carry out their role at each stage of learning, nor have they placed that role within the perspective of Vygotsky's social constructivism, particularly as the *More Knowledgeable Other* who supports children in reaching the *Zone Of Proximal Development*. Therefore, this study uses that perspective to gain an in-depth understanding of how assistant teachers carry out their role in the planning, implementation, and evaluation stages of learning. In addition, few studies have examined all three stages together within a single school, particularly in an institution in Sukabumi Regency where the teacher-child ratio remains at the upper limit of the ideal standard; this gap is what the present study addresses. Based on this, the study aims to describe how assistant teachers help the process of planning, implementing, and evaluating learning at TK Kartika XIX-18 Cisaat, Sukabumi Regency. The *(novelty)* of this study lies in examining the role of the assistant teacher from beginning to end of the learning process, rather than only one stage or merely discussing teacher-child ratio figures as in previous studies. Through a case study approach, the findings of this study are expected to provide a clearer picture of the collaboration between lead teachers and assistant teachers, while also serving as a consideration for early childhood schools in improving the quality of their learning.

B. METHOD

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because the aim of the study is not to measure or calculate, but to gain an in-depth understanding of how the assistant teacher carries out their role in

[9] Ervina Salsabila and others, *The Impact Of Teacher Ratio On Student Learning Achievement At RA Yaspi Muneng 2 Article Information*, *JURNAL INDRIA Jurnal Ilmiah Pendidikan PraSekolah Dan Sekolah Awal*, 2025, X <http://journal.umpo.ac.id/index.php/indria/index>.

daily learning activities. With this approach, the researcher can explore the real experiences, interactions, and conditions that occur between the assistant teacher, the lead teacher, and the children in the classroom[10]. The case study design was chosen because the study focuses on only one school, allowing the phenomenon to be examined in more detail and depth as a single, whole entity[11]. This choice also matches the research problem, which seeks to examine the process, interaction, and meaning of the assistant teacher's involvement in the planning, implementation, and evaluation of learning.

The study was conducted at TK Kartika XIX-18 Cisaat, located at Jl. Suryakencana No. 60, Sukamanah Village, Cisaat District, Sukabumi Regency, West Java 43152. The school has 10 educators, consisting of 5 lead teachers, 4 assistant teachers, and 1 principal who also serves as a lead teacher because the school has not yet found a suitable replacement. There is a total of 106 students divided into 5 groups: A1 (21 children), A2 (21 children), B1 (25 children), B2 (24 children), and B3 (15 children). Assistant teachers are placed in groups A1, A2, B1, and B2, while group B3 has only a lead teacher without an assistant teacher. The participants in this study were the assistant teachers, lead teacher, and principal of TK Kartika XIX-18 Cisaat, who are parties directly involved in the learning process.

In qualitative research, the researcher serves as the main instrument. The researcher was directly present at the site to observe learning activities, conduct interviews, and collect the necessary documents. The researcher's presence involved no intervention in the course of learning, so that the data obtained reflect the actual conditions in the field[12].

Data were collected using three techniques: observation, interviews, and documentation study. Observation

[10] Eka Mahendra Putra, 'Konsep Umum Penelitian Kualitatif Pada Ranah Pendidikan', *Dahzain Nur*, 15.1 (2025), 10–17 <https://doi.org/10.69834/dn.v15i1.282>.

[11] Putra.

[12] Arib Rusli and others, 'Strategi Pengumpulan Dan Pengelolaan Data Dalam Penelitian Pendidikan: Kajian Teoretis Dan Praktis', *Jurnal IHSAN : Jurnal Pendidikan Islam*, 3.3 (2025), 573–81 <https://doi.org/10.61104/ihsan.v3i3.1045>.

was conducted in a non-participant manner, meaning the researcher directly observed the assistant teacher's activities in the classroom without taking part in the learning process. The observation focused on three stages of learning: preparation before the activity began, guidance while the activity was underway, and involvement in evaluation after the activity ended. The researcher used an observation guide developed based on indicators of the assistant teacher's role referring to Ministerial Regulation No. 137 of 2014, and recorded the findings in field notes. Interviews were conducted semi-structurally with the assistant teachers, lead teacher, and principal. This technique was chosen to allow the researcher to explore participants' experiences and views more openly while remaining directed toward the research focus. The interview guide questions were developed from the same indicators as the observation guide, so that both complemented each other in exploring the same data from different points of view. A documentation study was conducted to obtain supporting data in the form of school documents, such as Daily Lesson Plans (RPPH), attendance lists, records of children's development, and children's work[13]. This study involved 4 informants: 1 principal, 1 lead teacher, and 2 assistant teachers from TK Kartika XIX-18 Cisaat. Informants were selected purposively until the information obtained was considered sufficient to address the research focus, based on direct involvement in the classroom learning process. The study was carried out in 2 stages: initial observation on 6 February 2026 to identify the general field conditions, and main data collection (observation, interviews, and documentation) on 25-26 May 2026, with observation focused on three stages of learning: planning, implementation, and evaluation. Before data collection, the researcher first obtained verbal participant consent *(informed consent)* from all informants, which included an explanation of the research aims, confidentiality of identity, and informants' right to refuse or withdraw

[13] Dameria Sinaga, *Buku Ajar Metodologi Penelitian (Penelitian Kualitatif) Dameria Sinaga UKI PRESS*, ed. by S.Ag.,M.Pd Aliwar (Jakarta, 2023).

their involvement at any time. Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing and verification. The data reduction stage involved sorting and focusing on data relevant to the research focus, then categorizing it based on three main themes: planning, implementation, and evaluation of learning. The data display stage involved arranging the reduced data into descriptive narratives and thematic tables to make it easier to understand. Finally, conclusion drawing and verification involved drawing meaning from the data presented and ensuring that the resulting conclusions were supported by sufficient evidence from the field. Data validity was tested through triangulation, namely checking data from various points of view to reduce ambiguity and ensure the research findings match actual field conditions[14]. The triangulation carried out comprised three types. First, method triangulation, namely comparing data from observation, interviews, and documentation for the same fact. Second, source triangulation, namely checking the consistency of information obtained from the assistant teachers, lead teacher, and principal. Third, time triangulation, namely collecting data at different times to ensure the consistency of findings. These three types of triangulation were used so that the data obtained would be truly accurate. The validity of the data in this study was further strengthened through *peer debriefing* with the academic supervisor. After each field data collection session, the researcher discussed the interview and observation findings with the academic supervisor to obtain feedback, check the consistency of data interpretation, and ensure that the analysis conducted matched the facts in the field and was not biased toward the researcher's viewpoint alone.

[14] Wiyanda Vera Nurfajriani and others, 'Triangulasi Data Dalam Analisis Data Kualitatif', *Jurnal Ilmiah Wahana Pendidikan*, 10.17 (2024), 826–33 <https://doi.org/10.5281/zenodo.13929272>.

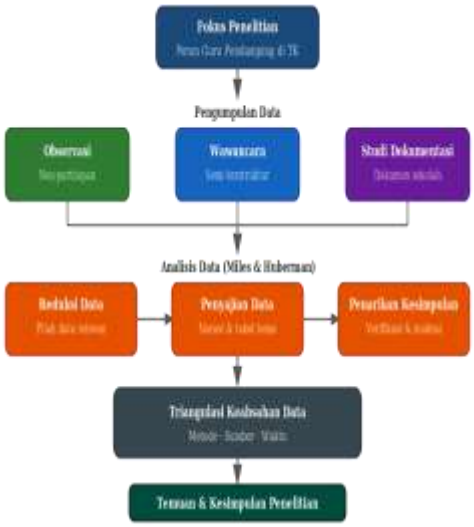


Figure 1. Research Design Flow

C. RESULTS AND DISCUSSION

This section presents the research findings along with their discussion, based on data obtained through interviews, observation, and documentation study at TK Kartika XIX-18 Cisaat, Sukabumi Regency. The discussion focuses on three aspects of the assistant teacher's role, namely in helping with the planning, implementation, and evaluation of learning.

1. The Role of the Assistant Teacher in Helping with Learning Planning

   Based on the results of interviews, observation, and documentation study, it was found that the assistant teacher is genuinely involved in the learning planning stage. This involvement includes discussion and coordination with the lead teacher before activities begin, preparation of learning media and tools, arrangement of the learning environment, understanding of children's characteristics, and providing input on the activities to be carried out.

   The first finding shows that before learning begins, the assistant teacher and the lead teacher always hold a discussion, although not always in a formal form. This discussion addresses the learning objectives, the media to be used, the division of tasks, and the conditions of children who need special attention. This was confirmed by the lead teacher, who stated: "*We usually always discuss things first. Even though the discussion isn't always as formal as a teachers' meeting, communication still goes on about the activities we're going to carry out. We discuss the learning objectives, the media to be used, the division of tasks, and several things that need attention during the activity.*" This statement was reinforced by the principal, who

said: "*Yes, dear, the assistant teacher does need to be involved in learning planning, although the form of involvement is adjusted to the division of tasks and the team already set at the school. So the lead teacher and the assistant teacher discuss with each other about the children's learning needs… The assistant teacher's involvement takes the form of helping to prepare learning needs, preparing the media and tools to be used, and giving input… input and opinions based on the results of observation during learning. The assistant teacher also joins the discussion about the children's conditions and needs, so that the activities designed can be adjusted to the students' development.*" This finding shows that the assistant teacher's involvement in pre-learning discussions not only helps the lead teacher design learning activities but also forms the basis for providing learning assistance *(scaffolding)* suited to each child's needs. This is in line with Azizah et al., who explain that early childhood learning planning includes setting goals and developmental targets as well as preparing tools and materials that support learning activities.[15] This pattern of discussion was also found in the context of post-pandemic early childhood learning, in which teachers consistently discuss activity plans together with fellow teachers and the principal so that the learning designed remains suited to children's development and needs[16]. From Vygotsky's perspective, information about children's abilities, interests, and characteristics conveyed by the assistant teacher can help the lead teacher design activities that fall within the *Zone of Proximal Development* (ZPD), so that children receive appropriate learning support through collaboration

[15] Nur Azizah and others, 'Ragam Metode Pembelajaran Menarik Untuk Anak Usia: Konsep Dan Praktek', *Jl. Ir H. Juanda No*, 8.1 (2024), 75–83 <https://doi.org/https://doi.org/10.24853/yby.8.1.75-83>.

[16] Reza Aulia and Nur Cahyati Ngaisah, 'Manajemen Pembelajaran Pendidikan Anak Usia Dini Pasca Pandemi Covid-19', *Bunayya : Jurnal Pendidikan Anak*, 9.1 (2023), 38 <https://doi.org/10.22373/bunayya.v9i1.16872>.

between the lead teacher and the assistant teacher.

This is in line with Ministerial Regulation No. 137 of 2014, which states that one of the pedagogical competencies of the assistant teacher is planning education, care, and protection program activities[17]. This finding is in line with Binolombangan's study, which shows that the assistant teacher is involved in the planning stage by helping the lead teacher design the program and prepare learning media. This involvement shows that the assistant teacher plays a role not only while learning activities are underway, but is also involved from the preparation stage through cooperation with the lead teacher. Thus, the results of this study show that discussion and communication between the assistant teacher and the lead teacher are an important part of preparing learning activities so that they match the children's goals and conditions.[18]

An interesting aspect of this study is that media preparation is carried out collaboratively, involving all teachers including the principal, especially for media such as costumes or props for thematic activities that require a lot of effort. This was conveyed by the lead teacher, namely

" *The assistant teacher is often involved, for the tools and media, but for the media we work together with the assistant teacher because we're usually also informed about what media needs to be bought – we just prepare the material.*"

This finding shows that media preparation at TK Kartika XIX-18 is not merely an administrative task but part of coordinated teamwork. Anggraini and Nasriah explain that learning planning includes preparing various needs so that activities can run effectively[19], and the assistant teacher understands

[17] 'Permendikbud No. 137 Tahun 2014 - SN-PAUD'.

[18] Pratiwi Binolombangan, 'Peran Guru Pendamping Dalam Membantu Proses Pembelajaran Pada TK Satap Bunong', *Indonesian Journal of Early Childhood Education (IJECE)*, 4.2 (2024), 32–42 <https://doi.org/10.30984/ijece.v4i2.1228>.

[19] Siska Elya Anggraini and Nasriah, *Perencanaan Pembelajaran Pendidikan Anak Usia Dini*, 1st edn (Jakarta: Kencana, 2023).

each child's characteristics through observation during learning activities. Based on the interviews and observations, the assistant teacher recognizes children who still have difficulty with cutting tasks, lack confidence when taking part in group activities, or need help completing certain tasks. Understanding these characteristics then forms the basis for determining the guidance given to each child according to their needs. As a concrete example, one assistant teacher stated: "*We once discussed UW (initial for the child's name). Before, when using scissors, she still had difficulty, so we prepared motor-skill exercises for her, like using rubber bands, or other stimulation that helps her motor skills.*"

In addition to recognizing academic ability, the assistant teacher also understands children's social and emotional character, such as children who tend to be quiet, active, or need more motivation while learning. This information is then conveyed to the lead teacher as a consideration in designing the next learning activities, so that the service provided better matches each child's condition. This is in line with the following statement from the lead teacher: "*Yes, it's adjusted, from what I've observed while teaching alongside the assistant teacher, every play activity is usually adjusted to the learning objective we want to achieve. Before the activity starts, we usually discuss the children's abilities and the developmental targets we want to work on. The assistant teacher also likes to join in, giving input on the kinds of games that appeal to children so they still feel like they're playing, even though there's a learning element built in that matches the planned objective.*"

The assistant teacher's involvement in preparing learning media shows that the process of guiding children has already begun at the planning stage. Fauzia, Kaenah, and Utami explain that differences in children's characteristics require different, well-prepared learning activity planning so that the activities given can run effectively. The findings of this study show that the assistant teacher has done exactly this by recognizing children who need

more help taking part in activities. This understanding then becomes the basis for the assistant teacher in determining the form of assistance given to the child.[20]. Media prepared according to children's characteristics and needs is one form of *scaffolding* that allows children to gain learning experiences suited to their developmental level. Thus, the assistant teacher plays a role not only in the technical aspect of providing media, but also in supporting learning that aligns with the concept of *Zone of Proximal Development* (ZPD) put forward by Vygotsky. Thus, the assistant teacher performs the function of the *More Knowledgeable Other* (MKO) who provides learning support suited to each child's development.

Lestariningrum affirms that early childhood learning planning needs to take into account children's needs and characteristics so that the learning environment prepared truly supports their growth and development[21]. This is also in line with the findings of Marwiyati and Kinasih that the assistant teacher contributes to preparing more conducive learning conditions for children[22]. The arrangement of the learning environment carried out by the assistant teacher also helps create a safe, comfortable, and conducive learning atmosphere, making it easier for children to interact with their environment and peers. From Vygotsky's perspective, the learning environment is an important part that supports social interaction as the basis for children's cognitive development. Therefore, the assistant teacher's involvement in arranging the learning environment is a form of support for children's learning

[20] Wulan Fauzia and others, 'Permasalahan Dalam Penyusunan Perencanaan Pembelajaran (Studi Kasus Pada Sebuah Sekolah Paud Di Serang)', 2580–4197 <https://doi.org/https://doi.org/10.24853/yby.7.1.69-81>.

[21] Anik Lestariningrum, *Buku Perencanaan Pembelajaran Aud* (Adjie Media Nusantara, 2017).

[22] Sri Marwiyati and others, *Shadow Teacher Dalam Proses Pembelajaran Anak Usia Dini Di Lembaga Raudlatul Athfal*, *JoECCE Journal of Early Childhood and Character Education*, 2022, II <https://doi.org/10.21580/joecce.v2i1.10674>.

process. Overall, the findings at the planning stage show that the assistant teacher is not merely an implementer but also a planning partner who brings valuable information from their daily interaction with the children.

2. The Role of the Assistant Teacher in Helping with Learning Implementation

At the implementation stage, the findings show that the assistant teacher's involvement is very active and varied throughout learning activities. This involvement includes accompanying children throughout the activity, providing individual guidance to children who are struggling, repeating the lead teacher's instructions, giving motivation, and maintaining a conducive classroom. The assistant teacher is seen to always be present in the classroom area from the opening to the closing activity, including during the lunch break. The assistant teacher's presence allows the lead teacher to focus more on delivering material, while the assistant teacher ensures each child receives sufficient attention. This finding is in line with Aurina and Zulkarnaen, who found that the assistant teacher acts as both educator and caregiver, helping create a conducive classroom so that the lead teacher can carry out their duties more optimally[23]. A rather prominent finding in this study is the pattern of individual guidance provided by the assistant teacher to children who are struggling. The assistant teacher does not immediately give the answer, but instead approaches the child, provides examples step by step, and lets the child try on their own until they succeed. This pattern is reflected in the following statement from an assistant teacher: "*I usually give guidance step by step according to the child's ability. First I see which part is causing the child difficulty, then I give an example or explanation that's easier for the child to understand. I try not to give the answer straight away, but wait first to see whether the child can find a way to finish the task on their own, so the child feels more independent*

[23] Aurina and Zulkarnaen.

and confident." the lead teacher then reinforced the assistant teacher's statement as follows: *"While learning activities are going on, yes, the assistant teacher's role really helps me as the lead teacher. While I'm focused on explaining material or directing an activity, the assistant teacher helps accompany the children who need more attention. Sometimes there are children who don't yet understand the instructions, or who need help while doing a task — the assistant teacher can usually step in and guide them right away. I feel very helped by having the assistant teacher; the learning process becomes more conducive… yes, it's also more effective because my attention isn't divided.*". This finding can be understood through the concept of *Zone of Proximal Development* (ZPD) developed by Vygotsky. Khoirunnisa et al. explain that the ZPD is the range of abilities a child cannot yet perform independently but can achieve with the help of a more experienced other. This help can be given in the form of *scaffolding* consisting of support, guidance, and direction tailored to children's needs. Thus, the assistance provided by the assistant teacher in this study not only demonstrates a guidance function but is also a form of support that helps children complete activities they previously could not perform independently.[24]. Dita Yestika et al. also found that the assistant teacher performs the role of a guide who accompanies children in dealing with learning difficulties, a finding that aligns with what was found in this study[25].

In addition to individual guidance, the assistant teacher also consistently repeats the lead teacher's instructions to children who are not yet focused or who have not yet understood the direction given. As conveyed by an assistant teacher *"When the lead*

[24] Ersa Khoirunnisa and others, 'Analisis Penerapan Zone of Proximal Development (ZPD) Dalam Pembelajaran', *Jurnal Pengembangan Dan Evaluasi Pendidikan*, 2.3 (2025), 114–19 <https://doi.org/10.61692/jpep.v2i3.439>.

[25] Triya Dita Yestika, Syisva Nurwita, and Universitas Dehasen Bengkulu Corresponding Author, 'Peran Guru Pendamping Dalam Pelaksanaan Kurikulum Merdeka Di Tk Alam Mahira Kota Bengkulu', *Early Child Research and Practice - ECRP*, 2025, 187–90.

teacher is explaining an activity, I help by watching the children who may not yet understand the instructions… some children need the lead teacher's directions explained again, or need direct guidance while doing a task. I also help make sure the activity runs smoothly and the children stay engaged in learning. That way, the lead teacher can focus more on delivering material and directing the activity." This is important because not all children in the class can listen to the lead teacher's explanation at the same time, especially in groups with a fairly large number of children. Triana et al.'s study notes that the presence of the assistant teacher contributes positively to maintaining children's participation and concentration during learning[26] . This finding is reinforced by Furoivisha and Muhimmah, who show that teachers act as facilitators in optimizing the ZPD by identifying each student's ability individually, providing contextual assistance, and offering guidance tailored to each child's needs.[27]

This form of verbal motivation is evident in the following statement from an assistant teacher: "*I usually say, "You actually can do it, you just don't want to try – that's why everything has to be tried first." Then, if the child manages on their own, I give praise, like "Wow, your writing is so neat!" It's okay if they can't do it yet, what matters is that they're willing to try first.*" Furthermore, verbal motivation such as praise and emotional support given by the assistant teacher, including to children who are unwell, shows that their role extends beyond the cognitive aspect and touches on the social-emotional needs of young children. The motivation provided by the assistant teacher shows that

[26] Intan Triana and others, 'Efektivitas Guru Pendamping Dalam Pembelajaran Di Taman Kanak-
Kanak Aisyiyah Bustanul Athfal Tulaan', *Jurnal Rudhah*, 12 (2024) <http://dx.doi.org/10.30829/raudhah.v12i2.4014

[27] Najwa Amalia Furoivisha and Hitta Alfi Muhimmah, 'Peran Scaffolding Pada Zone of Proximal Development (ZPD) Berdasarkan Teori Vygotsky Di Kelas 2 SDN Sambikerep 1/479 Kota Surabaya', *Jurnal Multidisiplin Ilmu Akademik (JMIA)*, 3.2 (2026), 348–61 <https://doi.org/10.61722/jmia.v3i2.9288>.

learning support takes the form not only of academic assistance but also emotional support that can boost children's confidence. In Vygotsky's theory, positive interaction between teacher and child is part of the scaffolding process, because encouragement, praise, and motivation help children dare to try completing tasks they previously could not do alone. The assistant teacher also contributes to keeping the classroom conducive, as shown in the following statement from the lead teacher: "*Oh, that happens really often, every day, yeah. It's rare for the class to be completely calm — there's always a child talking, a child running around. Unless we say something like there's a 'soldier' coming, sort of like a threat. That's when the assistant teacher's role comes in — they accompany the children, helping the lead teacher get them to sit, to stand, to line up, for example,*" The assistant teacher also described their role in keeping the class conducive "*Um, generally I keep an eye on the classroom atmosphere and watch the children's condition throughout the activity. If a child starts getting bored, noisy, or bothering a friend, I go straight to them and invite them to refocus on the activity… I use a friendly, positive approach so the child feels comfortable, and once they feel comfortable they'll also follow the class rules without feeling forced.*" It can be understood that a conducive classroom is the result of teachers working together to manage the learning environment and accompany children throughout the activity. Overall, the findings show that the assistant teacher's role at the learning implementation stage is not limited to helping the lead teacher with technical aspects of learning, but also actively includes providing learning assistance, individual guidance, motivational reinforcement, and creating a conducive learning environment. This finding shows that the assistant teacher performs the function of a *More Knowlegdeable Other* through the provision of *scaffolding* tailored to each child's needs, so that the learning process runs more effectively and supports children's development optimally.

3. The Role of the Assistant Teacher in Helping with Learning Evaluation

At the evaluation stage, the assistant teacher was found to be involved in four types of activities: observing children's development, documenting activities and work, providing input to the lead teacher, and using observation results as material for follow-up learning.

The findings show that the assistant teacher conducts ongoing observation of children's development, covering aspects of language, social-emotional development, cognition, fine and gross motor skills, independence, and self-confidence. This aspect of self-confidence is important to attend to continuously, given that its reinforcement has been shown to be effective when carried out through consistent, supportive teacher strategies centered on children's active participation, such as giving opportunities to perform and providing positive reinforcement in daily activities.[28] The principal even referred to the assistant teacher as "the lead teacher's eyes in the field," because the assistant teacher moves around and interacts directly with children the most during activities. This aligns with the concept of the *more knowledgeable other* (MKO) in Vygotsky's sociocultural theory, which explains that an individual who has more direct interaction with a child can help gain a deeper understanding of that child's development[29]. Marwiyati and Kinasih also found that the assistant teacher helps the lead teacher obtain information on children's development that cannot always be directly observed by the lead teacher when having to manage the whole class[30]. As conveyed by an assistant teacher *"The observation I usually do is during learning activities, whether the children are learning or playing, um… when they interact with their friends, or when they follow the teacher's instructions, I pay attention to their behavior, attitude, ability, and development from their daily activities… I*

[28] Salsabila and Mursid, 'Strategi Guru Dalam Memperkuat Kepercayaan Diri Anak Usia Dini Di Taman Anak-Anak', *Bunayya : Jurnal Pendidikan Anak*, 12.2 (2026), 425–49 <https://doi.org/http://dx.doi.org/10.22373/bunayya.v12i2.34928>.

[29] Eka Kurniati, 'Teori Sosiokultural Vygotsky Untuk Anak Usia Dini', *JSPAUD: Jurnal Studi Pendidikan Anak Usia Dini*, 2025, 19–26.

[30] Marwiyati and others, II.

usually note down the important things I see during learning, especially the development or difficulties the child experiences. Those notes can be brief notes, or documentation of the child's work. After that, the information is discussed together with the lead teacher *to further analyze what treatment we should give the child going forward.*" Thus, evaluation is not carried out only at the end of learning but takes place continuously throughout the learning process. From Vygotsky's perspective, the observation results produced by the assistant teacher help identify children's actual ability and developmental potential. This information becomes the basis for determining the form of *scaffolding* to be given in the next activity, so that children receive learning support suited to the *Zone of Proximal Development* (ZPD).

The documentation carried out by the assistant teacher, in the form of activity photos, portfolios of children's work, and brief observation notes, serves as an important source of information supporting the assessment of children's development. This documentation gives a more systematic picture of children's development, making it easier for the lead teacher to carry out learning evaluation. The documentation data also serve as evidence of development that can be used as a basis for designing subsequent learning activities. Thus, documentation functions not only as learning administration but also as a basis for designing *scaffolding*.

The observation results produced by the assistant teacher serve not only to determine children's ability during an activity, but also as a basis for understanding each child's ongoing development.

This finding is supported by Marli'ah et al., who affirm that early childhood learning is oriented toward children's development, so that the entire evaluation process needs to take into account the needs and abilities of each student[31]. The final decision regarding the assessment and reporting of children's development remains the responsibility of the lead teacher, but the information gathered

[31] Siti Marli'ah And Others, *Strategi Pembelajaran Anak Usia Dini* , Ed. By Cahyo Andri Purnomo (Banten: PT Sada Kurnia Pustaka, 2024).

by the assistant teacher provides very helpful input for that process. Based on this, an assistant teacher stated " *Yes, I often give information or input to* the lead teacher . *For example, if a child shows fairly good social-emotional development – like being willing to lend things and take turns with friends – or, on the other hand, is having a particular difficulty. I pass that information along too, so that* the lead teacher *has a picture of each child's condition.*" She further explained *"I usually give input directly while discussing, after the children have gone home and learning is over, or when there's free time during a break after school. Sometimes I also write down the observation results, like making notes, so the information conveyed is clearer, in case something important gets missed.* The input given by the assistant teacher is the result of direct interaction with children during learning activities. This information helps the lead teacher gain a more complete picture of each child's development, so that learning decisions are not based solely on the observations of a single teacher.

The collaboration between the assistant teacher and the lead teacher in evaluating children's development shows that the process of providing learning assistance is carried out jointly. The information obtained by the assistant teacher becomes the basis for designing the next form of *scaffolding* suited to children's learning needs. A finding that distinguishes this study from previous research is the discovery of a cyclical feedback mechanism: the assistant teacher's observation results are used not only to evaluate children's development but also directly influence the planning of subsequent learning activities. As conveyed by the lead teacher *"Um… yes, the observation results we get later become a reference for planning the next learning activities. If there are still children who are struggling, we adjust the activities we give so they better suit the child's needs. Besides that, we also use the observation results to… decide on the methods, media, and guidance that will be more effective for the next activity – for example, during the color-mixing experiment project, the children were so enthusiastic that we could use that activity again, maybe bringing it back a few weeks later in the learning. One example of an assistant teacher's observation result that was then used to decide the next learning activity was, um, that when the children played outside they*

were very orderly, none of them were running around, and with that the lead teacher decided to plan the next learning activity as outdoor play, while I practiced making the children form a circle and stay orderly, with a lesson that was engaging and not boring for them. And third, there was something the children asked me very critically about – for example, the water filter I used, filtering water using cotton, stone, sand, and gravel. There, the children were very enthusiastic and kept asking, "How did the water that used to be dirty become clean, how did the murky water become so clear?" The children paid very close attention, in a genuinely open atmosphere that made them cheerful and eager to watch me.". When the assistant teacher reported that the children were very enthusiastic about the color-mixing experiment, the lead teacher then considered repeating a similar lesson the following week. Conversely, when a child was found to be struggling with cutting, the assistant teacher and lead teacher together designed additional fine motor stimulation. This cyclical pattern, from evaluative observation to planning, is a finding that has not been widely revealed explicitly in previous research, and represents a genuine contribution of this study in broadening the understanding of the assistant teacher's strategic role in early childhood learning. The use of observation results as follow-up material shows that learning evaluation does not stop at the assessment process but is used as a basis for designing the next lesson. This is in line with the concept of early childhood learning evaluation, which emphasizes that assessment results are used to improve learning services according to children's developmental needs. From Vygotsky's perspective, learning follow-up is a form of adjusting *scaffolding* based on the development the child has achieved. The assistant teacher uses previous observation results to determine the form of assistance still needed, so that children can develop gradually toward greater independence within the *Zone of Proximal Development* (ZPD)

This finding is also in line with Fitrah et al., who explain that every child has different characteristics and developmental stages, so observation results need to be used as a basis for

providing appropriate stimulation[32]. Overall, the findings show that the assistant teacher's involvement at the evaluation stage is not limited to helping observe children's development, but also includes documenting learning outcomes, providing input to the lead teacher, and using evaluation results as a basis for learning follow-up. This finding shows that the assistant teacher plays an important role in ensuring the evaluation process runs continuously and supports the design of learning that better matches each child's developmental needs. From Vygotsky's perspective, this entire process is part of the effort to provide *scaffolding* that is continuously adjusted based on the child's development, so that learning can support the achievement of the *Zone of Proximal Development* (ZPD)

D. CONCLUSION

The findings of this study show that the assistant teacher does not merely function as a complement to the lead teacher, but is an important part of organizing collaborative learning in early childhood education. Schools therefore need to give assistant teachers room to be actively involved from the planning stage through implementation to the evaluation of learning, so that children's needs can be met more optimally. Theoretically, this finding strengthens the relevance of the concept of the *Zone Of Proximal Development* (ZPD) and the *More Knowledgeable Other* (MKO) from Vygotsky in the context of early childhood education, showing that the MKO role does not always rest solely with the lead teacher, but can be distributed collaboratively between the lead teacher and the assistant teacher throughout learning. Practically, this finding signals the importance of early childhood institutions designing collaboration between lead teachers and assistant teachers, not only at the implementation stage but also from the planning and evaluation stages of learning. This finding can also serve as input for early childhood education

[32] Fitrah and others, *Dasar-Dasar Pendidikan Anak Usia Dini*, ed. by mukhlisin (CV. Intake Pustaka, 2025).

policymakers to view the assistant teacher as an important part of the learning system, not merely as additional staff. This study used a case study approach at a single early childhood institution, so the findings obtained are contextual and are not intended to be generalized to all early childhood institutions. School characteristics, the number of assistant teachers, and the working culture of each institution may produce different results. Future research is recommended to involve more early childhood institutions with diverse characteristics in order to obtain a broader picture of the assistant teacher's role. In addition, future research could also examine the relationship between the assistant teacher's academic qualifications, teaching experience, and the quality of learning implementation, in order to gain a more comprehensive understanding of the factors that influence the effectiveness of early childhood learning support.

REFERENCES

Anggraini, S. E., & Nasriah. (2023). *Perencanaan Pembelajaran Pendidikan Anak Usia Dini* (1st ed.). KENCANA.

Aprinawati, I. (2017). Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *1*(1), 72. https://doi.org/10.31004/obsesi.v1i1.33

Arib Rusli, Muhammad Fadhil, Maulana Ishaq, Rully Hidayatullah, & Harmonedi, H. (2025). Strategi Pengumpulan dan Pengelolaan Data dalam Penelitian Pendidikan: Kajian Teoretis dan Praktis. *Jurnal IHSAN : Jurnal Pendidikan Islam*, *3*(3), 573–581. https://doi.org/10.61104/ihsan.v3i3.1045

Aulia, R., & Ngaisah, N. C. (2023). Manajemen Pembelajaran Pendidikan Anak Usia Dini Pasca Pandemi Covid-19. *Bunayya : Jurnal Pendidikan Anak*, *9*(1), 38. https://doi.org/10.22373/bunayya.v9i1.16872

Aurina, A. N., & Zulkarnaen, Z. (2022). Efektivitas Peran Guru Pendamping dalam Meningkatkan Kualitas Pembelajaran pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(6), 6791–6802. https://doi.org/10.31004/obsesi.v6i6.3450

Azizah, N., Mutolib, A., Tim, C., & Tangerang Selatan, K. (2024). Ragam Metode Pembelajaran

Menarik Untuk Anak Usiadini : Konsep Dan Praktek. *Jl. Ir H. Juanda No*, *8*(1), 75–83. https://doi.org/https://doi.org/10.24853/yby.8.1.75-83

Binolombangan, P. (2024). Peran Guru Pendamping Dalam Membantu Proses Pembelajaran Pada TK Satap Bunong. *Indonesian Journal of Early Childhood Education (IJECE)*, *4*(2), 32–42. https://doi.org/10.30984/ijece.v4i2.1228

Dita Yestika, T., Nurwita, S., & Dehasen Bengkulu Corresponding Author, U. (2025). Peran Guru Pendamping Dalam Pelaksanaan Kurikulum Merdeka Di Tk Alam Mahira Kota Bengkulu. *Early Child Research and Practice - ECRP*, (6), 187–190.

Fauzia, W., Yulia Utami, S., Islam Pendidikan Anak Usia Dini, J., Tarbiyah dan Keguruan, F., Islam Negeri Sultan Maulana Hasanuddin Banten, U., & Raya Syeikh Nawawi Bantaniy No, J. (n.d.). *Permasalahan Dalam Penyusunan Perencanaan Pembelajaran (Studi Kasus Pada Sebuah Sekolah PAUD Di Serang)*. 2580–4197. https://doi.org/https://doi.org/10.24853/yby.7.1.69-81

Fauziah, S., Dewi, K. N., & Prahesti, I. S. (2024). *Buku Ajar Konsep Dasar Pendidikan Anak Usia Dini* (Sepriano, Ed.). PT. Sonpedia Publishing Indonesia.

Fitrah, Sa'adah, I. H., Kusnandar, D., Mubarok, H. D., Ridwan, A., Retnoningsih, Haris, A., Asy'ariyah, I., Supriyanti, Mansur, M., Ramdani, P., & Dini, A. (2025). *Dasar-dasar Pendidikan Anak Usia Dini* (mukhlisin, Ed.). CV. Intake Pustaka.

Furoivisha, N. A., & Muhimmah, H. A. (2026). Peran Scaffolding pada Zone of Proximal Development (ZPD) Berdasarkan Teori Vygotsky di Kelas 2 SDN Sambikerep 1/479 Kota Surabaya. *Jurnal Multidisiplin Ilmu Akademik (JMIA)*, *3*(2), 348–361. https://doi.org/10.61722/jmia.v3i2.9288

Khoirunnisa, E., Nur, Z., Ryan, Z., Nuruddin, I., Riska, N. E., Khoirunnisa, E., Studi, P., Guru, P., & Dasar, S. (2025). Analisis Penerapan Zone of Proximal Development (ZPD) dalam Pembelajaran. *Jurnal Pengembangan Dan Evaluasi Pendidikan*, *2*(3), 114–119. https://doi.org/10.61692/jpep.v2i3.439

Kurniati, E. (2025). Teori Sosiokultural Vygotsky untuk Anak Usia Dini. *JSPAUD: Jurnal Studi Pendidikan Anak Usia Dini*, 19–26.

Lestariningrum, A. (2017). *Buku Perencanaan Pembelajaran AUD*. Adjie Media Nusantara.

Marli'ah, S., Maulani, G., Novianti, W., Nur, M., Missouri, R., Romadhoo, K., Mayasari, Listyorio, T. N., Usnur, H. U., Siregar, W. R., Hadikusumo, A. R., Simanungkalit, N. L., Pratamawati, A., Syarifah, T., Dewi, R. W. N., Jamin, S. N., & Chairunnisa. (2024). *Strategi Pembelajaran Anak Usia Dini* (C. A. Purnomo, Ed.). PT SADA KURNIA PUSTAKA.

Marwiyati, S., Sekar, A., Program, K., Ftik, S. P., & Salatiga, I. (2022). Shadow Teacher dalam Proses Pembelajaran Anak Usia Dini di Lembaga Raudlatul Athfal. In *JoECCE Journal of Early Childhood and Character Education* (Vol. 2, Number 1). https://doi.org/10.21580/joecce.v2i1.10674

Permendikbud No. 137 Tahun 2014 - SN-PAUD. (n.d.).

Putra, E. M. (2025). Konsep Umum Penelitian Kualitatif Pada Ranah Pendidikan. *Dahzain Nur*, *15*(1), 10–17. https://doi.org/10.69834/dn.v15i1.282

Salsabila, E., Meisya Kesuma, Y., Astuti, W., & Rahayuning Panuti, P. (2025). The Impact Of Teacher Ratio On Student Learning Achievement At RA Yaspi Muneng 2 Article Information. In *JURNAL INDRIA Jurnal Ilmiah Pendidikan PraSekolah dan Sekolah Awal* (Vol. 10, Number 2). http://journal.umpo.ac.id/index.php/indria/index

Salsabila, & Mursid. (2026). Strategi Guru Dalam Memperkuat Kepercayaan Diri Anak Usia Dini Di Taman Anak-Anak. *Bunayya : Jurnal Pendidikan Anak*, *12*(2), 425–449. https://doi.org/http://dx.doi.org/10.22373/bunayya.v12i2.34928

Shindy Irnanda, Y., Ilmiah, R., & Islam Negeri Sunan Ampel Surabaya, U. (2025). Analisis Profesionalisme Guru dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Studi Guru Dan Pembelajaran*, *8*(1). https://doi.org/10.30605/jsgp.8.1.2025.5678

Sinaga, D. (2023). *Buku Ajar Metodologi Penelitian (Penelitian Kualitatif) Dameria Sinaga UKI PRESS* (S. A. ,M. P. Aliwar, Ed.).

Sopakua, S., & Ipapto, A. R. Kompetensi Pedagogi Guru Paud Dalam Mengelola Perkembangan Peserta Didik. *Jurnal Ilmiah MARACHRISTY*, *X*. https://doi.org/https://doi.org/10.37196/mc.v10i1.75

Triana, I., Khadijah, K., Wahyuni, S., & Saad, M. A. (2024). Efektivitas Guru Pendamping Dalam Pembelajaran Di Taman Kanak-kanak Aisyiyah Bustanul Athfal Tulaan, Kabupaten Aceh Singkil. *Jurnal Raudhah*, *12*(2), 241. https://doi.org/10.30829/raudhah.v12i2.4014

Vera Nurfajriani, W., Ilhami, M. W., Mahendra, A., Sirodj, R. A., Afgani, W., Negeri, U. I., Fatah, R., & Abstract, P. (2024). Triangulasi Data Dalam Analisis Data Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, *10*(17), 826–833. https://doi.org/10.5281/zenodo.13929272

Witarsa, R., & Alim, M. L. (2022). Kompetensi Profesional Guru pada Lembaga Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(6), 5799–5807. https://doi.org/10.31004/obsesi.v6i6.3258