ATTACHE OF EDUCATION AND CULTURE
THE EMBASSY OF THE REPUBLIC OF INDONESIA, CANBERRA,
AUSTRALIA

GUIDELINES

INDONESIAN TEACHING ASSISTANT (ITA)/ GURU BANTU PROGRAM

2026

PETUNJUK TEKNIS
PROGRAM INDONESIAN TEACHING ASSISTANT (ITA)/GURU BANTU

I. Latar Belakang

Program Guru Bantu merupakan program kerja sama pendidikan yang bertujuan untuk mendukung pembelajaran Bahasa Indonesia di sekolah-sekolah dan universitas di Australia melalui penugasan mahasiswa calon guru (*pre-service teachers*) atau dosen dari Indonesia. Sekolah dapat memfasilitasi Guru Bantu untuk mata pelajaran lain.

Guru Bantu dapat berpartisipasi di universitas yang memiliki program Bahasa Indonesia dan Indonesian Studies.

Program ini juga memberikan pengalaman praktik mengajar internasional bagi mahasiswa dan dosen serta memperkuat hubungan kelembagaan antara sekolah di Australia, perguruan tinggi di Indonesia, dan perwakilan Republik Indonesia di Australia.

Program Guru Bantu telah berjalan sejak tahun 2023 dengan total peserta hingga tahun 2025 sebanyak 61 mahasiswa dari 5 universitas di Indonesia, yaitu:

1. Universitas Pendidikan Indonesia
2. Universitas Negeri Jakarta
3. Universitas Negeri Semarang
4. Universitas Negeri Surabaya
5. niversitas Muhammadiyah Prof. Dr. Hamka

Program ini memiliki target, yaitu 1) sekolah yang memiliki program Bahasa Indonesia dan 2) sekolah yang membuka kesempatan bagi mahasiswa Indonesia untuk menjadi asisten guru pada mata pelajaran non-Bahasa Indonesia, serta 3) universitas yang memiliki program Bahasa Indonesia dan Indonesian Studies.

Saat ini, terdapat beberapa sekolah dan universitas di Australia yang telah berpartisipasi dalam program Guru Bantu, yaitu:

1. Huntingtower School, Melbourne
2. Braemar College, Melbourne
3. Flinders University, Adelaide
4. Scottshead Public School, New South Wales
5. Canberra Grammar School, Canberra
6. Trinity Christian School, Canberra
7. St. Clare of Assisi, Canberra
8. Burgmann Anglican School, Canberra
9. Islamic School of Canberra

Khusus Islamic School of Canberra menerima Guru Bantu pada jenjang SD, SMP dan SMA selain mata pelajaran Bahasa Indonesia.

II. Tujuan Program

1. Mendukung pelaksanaan pembelajaran Bahasa Indonesia di sekolah/universitas di Australia.
2. Memberikan pengalaman praktik mengajar dan pengembangan kompetensi profesional bagi mahasiswa calon guru.
3. Meningkatkan pemahaman lintas budaya antara Indonesia dan Australia.
4. Memperkuat kerja sama pendidikan antara sekolah, perguruan tinggi, dan institusi terkait.

III. Ruang Lingkup Program

Program Guru Bantu dilaksanakan pada sekolah tingkat *primary* dan/atau *secondary* di Australia yang menyelenggarakan pembelajaran Bahasa Indonesia, sekolah yang menerima Guru Bantu pada mata pelajaran lainnya, serta universitas yang memiliki program Bahasa Indonesia dan Indonesian Studies.

IV. Peserta Program

A. Guru Bantu

Guru Bantu adalah mahasiswa aktif atau calon lulusan dari perguruan tinggi di Indonesia yang:

1. Berasal dari program studi Pendidikan Bahasa Indonesia, Pendidikan Bahasa, atau program studi lainnya
2. Diutamakan mahasiswa Sarjana minimal tingkat tiga, atau mahasiswa jenjang Magister atau Doktor
3. Memiliki kemampuan mengajar
4. Memiliki keterampilan budaya, seperti seni tari, seni musik dan lainnya
5. Memiliki kemampuan Bahasa Indonesia yang baik serta kemampuan Bahasa Inggris yang memadai.
6. Lulus proses seleksi yang ditetapkan oleh perguruan tinggi dan penyelenggara program.

Guru Bantu yang berasal dari dosen perguruan tinggi berasal dari program studi pendidikan Bahasa Indonesia atau program lain yang relevan.

B. Mitra

Mitra adalah sekolah atau universitas di Australia yang:

1. Sekolah menyelenggarakan pembelajaran Bahasa Indonesia atau sekolah yang menerima pada mata pelajaran lainnya
2. Universitas yang memiliki program Bahasa Indonesia atau Indonesian Studies
3. Bersedia menerima Guru Bantu sesuai ketentuan program.
4. Menunjuk guru pendamping (supervising teacher) di sekolah.

V. Peran dan Tanggung Jawab

A. Guru Bantu

1. Membantu guru kelas dalam pembelajaran Bahasa Indonesia (*team teaching*) atau pembelajaran lainnya.
2. Mendukung kegiatan praktik berbicara dan pemahaman budaya Indonesia.
3. Membantu persiapan materi ajar dan aktivitas kelas.
4. Mematuhi kebijakan, aturan, dan kode etik sekolah mitra.
5. Melaporkan pelaksanaan kegiatan kepada pembimbing akademik dan koordinator program.
6. Guru Bantu pada program Bahasa Indonesia memberikan laporan kepada Badan Pengembangan dan Pembinaan Bahasa, Kemendikdasmen, jika memperoleh dukungan dana dari Badan Pengembangan dan Pembinaan Bahasa.

Guru Bantu di Universitas membantu program Indonesian Language and Indonesian Studies di Universitas.

B. Guru Pendamping di Sekolah

1. Membimbing dan mengarahkan Guru Bantu dalam kegiatan pembelajaran.
2. Memberikan supervisi dan umpan balik.
3. Menjadi penghubung antara sekolah dan penyelenggara program.

C. Perguruan Tinggi di Indonesia

1. Menyeleksi dan mempersiapkan calon Guru Bantu, dengan kriteria:

   a. Memiliki kemampuan Bahasa Inggris dan Bahasa Indonesia yang mumpuni, baik menulis, berbicara, dan mendengar. Diutamakan jika menguasai Bahasa lain.
   b. Memiliki keterampilan budaya Indonesia
   c. Diutamakan mahasiswa sarjana minimal tingkat tiga atau mahasiswa Magister atau Mahasiswa Doktor atau Dosen
   d. Mampu bekerja dalam tim dan berkomunikasi dengan baik dengan universitas, rekan sejawat, penyelenggara, serta pihak sekolah/universitas di Australia.
   e. Memiliki komitmen yang kuat terhadap program.

2. Memberikan pembimbingan akademik.
3. Melakukan monitoring dan evaluasi pelaksanaan program.

D. Penyelenggara Program

1. Mengkoordinasikan penempatan Guru Bantu.
2. Memfasilitasi komunikasi antar pihak terkait.
3. Melakukan evaluasi dan pelaporan program.

VI. Tujuan Program

Program Guru Bantu dilaksanakan selama **1 term (10 minggu)**, atau sesuai kesepakatan antara sekolah mitra dan penyelenggara program. Dosen di Universitas, maksimal 3 bulan penugasan, disesuaikan kebutuhan universitas di Australia.

VII. Status Guru Bantu di Sekolah

1. Guru Bantu **bukan pegawai sekolah** dan **bukan guru tetap**.
2. Guru Bantu tidak mengajar secara mandiri penuh dan selalu berada di bawah supervisi guru pendamping.
3. Guru Bantu bersifat sementara sesuai durasi program.

VIII. Pembiayaan

Pembiayaan program guru bantu dibagi menjadi:

a. Atdikbud, menyediakan akomodasi (tempat tinggal) bagi guru bantu selama program berlangsung. Bagi guru bantu yang bertugas di Canberra akan tinggal di Wisma Atdikbud, sedangkan guru bantu yang ditugaskan di negara bagian di luar Canberra akan tinggal di wisma sekolah atau tinggal bersama guru Bahasa Indonesia.

b. Kampus dan mahasiswa, menyediakan pembiayaan terkait paspor, visa, tiket pulang pergi, asuransi kesehatan, dan biaya hidup selama di Australia (kurang lebih $800-$1.000 AUD/bulan).

IX. Evaluasi dan Pelaporan

1. Guru Bantu wajib menyusun laporan kegiatan di akhir penugasan.
2. Evaluasi dilakukan oleh sekolah mitra dan perguruan tinggi.
3. Hasil evaluasi digunakan untuk peningkatan kualitas program.

X. Penutup

Petunjuk Teknis ini menjadi acuan dalam pelaksanaan Program Guru Bantu di sekolah/Universitas di Australia. Hal-hal yang belum diatur dalam juknis ini akan ditetapkan kemudian sesuai kebutuhan dan kesepakatan para pihak.

Kontak:

Email: atdikbud.canberra@kemlu.go.id

TECHNICAL GUIDELINES
INDONESIAN TEACHING ASSISTANT (ITA)/GURU BANTU PROGRAM

A. Background

The Indonesian Teaching Assistant (ITA) Program is an educational cooperation program aimed at supporting Indonesian language learning in Australian schools and Universities through the placement of pre-service teachers and lecturers from Indonesia.

The program also provides international teaching experience for pre-service teachers and lecturers and strengthens institutional partnerships between Australian schools and Universities, Indonesian universities, and the Indonesian Government's representation in Australia.

In certain schools, opportunities are also available for assisting in non-Indonesian language subjects.

The ITA Program has been implemented since 2023, with a total of 61 student participants from five Indonesian universities up to 2025, namely:

1. Universitas Pendidikan Indonesia
2. Universitas Negeri Jakarta
3. Universitas Negeri Semarang
4. Universitas Negeri Surabaya
5. Universitas Muhammadiyah Prof. Dr. Hamka

The program targets two types of schools: (1) schools that offer Indonesian language programs, and (2) schools that provide opportunities for Indonesian students to serve as teaching assistants in non-Indonesian subjects. Schools and University that have participated in the program include:

1. Huntingtower School, Melbourne
2. Braemar College, Melbourne
3. Flinders University, Adelaide
4. Scottshead Public School, New South Wales
5. Canberra Grammar School, Canberra
6. Trinity Christian School, Canberra
7. St. Clare of Assisi, Canberra
8. Burgmann Anglican School, Canberra
9. Islamic School of Canberra

The Islamic School of Canberra hosts Teaching Assistants at the primary, and secondary levels, including in subjects beyond.

B. Program Objectives

1. To support the implementation of Indonesian language learning in Australian schools/ universities.
2. To provide international teaching practicum experience and professional competency development for pre-service teachers and lecturer.
3. To enhance intercultural understanding between Indonesia and Australia.
4. To strengthen educational cooperation among schools, universities, and related institutions.

C. Scope of the Program

The ITA Program is implemented in primary and/or secondary schools in Australia that offer Indonesian language programs, as well as schools that accept Teaching Assistants in other subject areas.

The program is also implemented in University that offer Indonesian Language or Indonesian Studies.

D. Program Participants

1. Teaching Assistants

Teaching Assistants are active students or prospective graduates from Indonesian universities who:

a. are from Indonesian language education programs, language education programs, or other relevant fields;
b. Preferably are at least third-year undergraduate students, or postgraduate (Master's or Doctoral) students;
c. Possess basic teaching competencies;
d. Have cultural skills, such as traditional dance, music, or other arts;
e. Have good Indonesian language proficiency and adequate English proficiency;
f. Pass the selection process conducted by universities and program organizers.

Teaching Assistants who are university lecturers come from Indonesian Language Education programs or other relevant academic fields.

2. Partners

Partners are Australian schools/universities that:

a. Offer Indonesian language programs or accept Teaching Assistants in other subjects in schools.
b. Offer Indonesian Language or Indonesian Studies in universities.
c. Are willing to host Teaching Assistants in accordance with program provisions.
d. Appoint a supervising teacher in schools.

E. Roles and Responsibilities

1. Teaching Assistants

a. Assist classroom teachers in Indonesian language lessons (team teaching) or other subjects in schools
b. Assist lecturer in Indonesian language or Indonesian studies
c. Support speaking practice activities and Indonesian cultural understanding;
d. Assist in preparing teaching materials and classroom activities;
e. Comply with school/university policies, regulations, and codes of conduct;
f. Report activities to academic supervisors and program coordinators.

Teaching Assistants in Indonesian language programs must also submit reports to the Agency for Language Development and Cultivation, Ministry of Primary and Secondary Education, if receiving funding support from the agency.

2. School Supervising Teachers

a. Guide and direct Teaching Assistants in instructional activities;
b. Provide supervision and feedback;
c. Serve as liaison between the school and program organizers.

3. Universities in Indonesia

Universities in Indonesia are responsible for selecting and preparing Teaching Assistants based on the following criteria:

a. Adequate English and Indonesian proficiency in speaking, listening, reading, and writing; additional languages are an advantage;
b. Possession of Indonesian cultural skills;
c. Preferably third-year undergraduate or postgraduate students;
d. Ability to work in teams and communicate effectively with universities, colleagues, organizers, and schools;
e. Strong commitment to the program.

Universities also provide academic supervision and conduct monitoring and evaluation of the program.

4. Program Organizers

a. Coordinate Teaching Assistant placements;
b. Facilitate communication among all stakeholders;
c. Conduct program evaluation and reporting.

F. Duration and Implementation Period

The ITA Program is implemented for one school term (approximately 10 weeks) or maximum three months in universities, or according to agreements between partner schools/universities and program organizers.

G. Status of Teaching Assistants

1. Teaching Assistants are not school employees and are not permanent teachers;
2. Teaching Assistants do not teach independently and must always work under the supervision of a school mentor;
3. Teaching Assistant status is temporary and limited to the duration of the program.

H. Duration and Implementation Period

Funding for the ITA Program is shared as follows:

1. The Education and Culture Attaché (Atdikbud) provides accommodation for Teaching Assistants during the program. Those assigned in Canberra will stay at the Atdikbud Residence, while those assigned in other states may stay in school housing or with Indonesian language teachers.
2. Universities and students cover passport fees, visa fees, round-trip airfare, health insurance, and living expenses in Australia (approximately AUD 800–1,000 per month).

I. Evaluation and Reporting

Teaching Assistants are required to submit a final activity report at the end of their placement. Evaluation is conducted by partner schools and universities, and the results are used to improve future program implementation.

J. Closing

These Technical Guidelines serve as the operational reference for implementing the Indonesian Teaching Assistant Program in Australian schools/universities. Matters not regulated in this document will be determined later in accordance with needs and mutual agreements among stakeholders.

Contact:

Email: atdikbud.canberra@kemlu.go.id

LAMPIRAN A: FORMAT LOGBOOK HARIAN / APPENDIX A: DAILY LOGBOOK TEMPLATE

Identitas Guru Bantu / Teaching Assistant Information:

Nama / Name: _____

Universitas / University: _____

Sekolah Mitra / Partner School: _____

Periode / Period: _____

Tanggal/ Date	Kegiatan/ Activities	Peran/ Role	Pembelajaran/ Lesson Learnt	Tantangan/ Challenges	Tindak Lanjut/ Follow-up

Catatan Guru Pendamping / Mentor's Notes:

_____

Tanda Tangan / Signature: _____ Tanggal / Date: _____

LAMPIRAN B: FORMAT LAPORAN AKHIR / APPENDIX B: FINAL REPORT TEMPLATE

1. Pendahuluan (latar belakang sekolah dan konteks penugasan)
   Introduction (school background and placement context)

   ....

2. Deskripsi Kegiatan (peran dalam pembelajaran, kegiatan budaya, dan dukungan sekolah)
   Description of Activities (teaching support, cultural activities, school support)

   ....

3. Analisis Pembelajaran (kompetensi yang berkembang, tantangan, dan strategi)
   Learning Analysis (skills developed, challenges, strategies)

   ....

4. Refleksi Interkultural dan Profesional
   Intercultural and Professional Reflection

   ....

5. Kontribusi terhadap Sekolah dan Siswa
   Contribution to School and Students

   ....

6. Kesimpulan dan Rekomendasi
   Conclusion and Recommendations

   ....

7. Lampiran (foto, perangkat ajar, logbook)
   Appendices (photos, teaching materials, logbook)

   ....