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Chapter 2

The Level and Formation of the 5Cs of Positive Youth Development Among Students as Lecturer Assistants

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Abstract: This mixed-method approach study aims to identify the level and the formation process of the 5Cs of PYD among students as teaching assistants. We recruited all lecturer assistants in the psychology faculty at Atma Jaya Catholic University of Indonesia (AJCUI) (N = 76) to fill out the 5Cs questionnaires and interviewed five students from this population. We implemented an exploratory sequential design by conducting a quantitative followed by a qualitative approach. The instrument comprised the Indonesian adaptive 5C scale to measure their PYD level and questions asking how the assistant activities build their PYD characteristics. Due to the COVID-19 breaks, we collected quantitative and qualitative data online. We utilized descriptive statistics to describe the level of the 5Cs and thematic content analysis to identify their formation process. The result revealed that the student's 5Cs levels tend to be high ($M = 3.81$ (above the scale mid-score, 3); $SD = 0.57$). Activities such as providing feedback to their peers and juniors build more substantial competence on the subject matter and develop self-confidence. Helping their peers to resolve the task enhances their caring and character. Generally, working professionally as a lecturer assistant made them respect ethics and responsibility. Further, they can develop positive relationships with their peers. These findings strengthen previous studies explaining the impact of student teaching programs on positive youth development.

Keywords: Positive Youth Development, 5Cs, lecturer assistant, student teaching program

Introduction

Youths aged 15–25 years face risks. At that age, individual brain development is still immature; therefore, their decisions and choices sometimes do not reflect the best options (Yusuf & Sabarinah, 2018). Young people, primarily in their teenage years, are more likely to act on impulse. They often misinterpret others' emotions in their environment, experience various accidents, and engage in conflicts and potentially risky activities. They rarely tend to think before acting, hardly consider the consequences of their actions, or barely conceal their dangerous or inappropriate activities (Edwards & Rodak, 2016). Even so, we remain optimistic about our youth. Positive Youth Development (PYD) appreciates the enthusiasm (competent, caring, confident, connected, and having positive character) rather than the destructive side of youth (e.g., drugs, bullying, and disordered eating) (Lerner, 2005). PYD pursues youth welfare, meaning youths who can adapt to their lives and show promising results (Holsen et al., 2016).

Teachers, parents, and other youth supervisors can develop their positive characteristics in various activity programs such as sports-based, music-based, or education-based schemes. One education-based activity program considered promising to support PYD is offering youth to become teachers for their peers or younger children – the teenagers-as-teachers program (Worker et al., 2018).

Worker et al. (2018) stated that young people could learn more about roles, develop cognitive and socio-emotional skills, and place themselves in new contexts through the teenagers-as-teachers program. They understand their self-development through interaction with their younger colleagues and can evaluate their teaching skills via the development of their younger students. In this program, their interest in school and participation increases (Dean & Murdock, 1992). They are more engaged in real-life problem-solving, gaining insight into teamwork, evaluating their teaching performance, and being better prepared to enter adulthood (Murdock et al., 2003; Ripberger et al., 2009). They can also learn about social and emotional aspects (Shanahan, 2015) and better understand child development (Schine & Campbell, 1989).

In Indonesia, similar models of the teenager-as-teacher program are tutoring, mentoring, and teaching assistants in higher education (Tanojo, 2015). The senior students assist the lecturer in helping their younger students to

study. The program is implemented formally by the faculty. The assistants receive training and guidance from the lecturer on assisting their junior before the semester begins. The teaching assistants' activities depend on the type of assistance the lecturer expects. But generally, they should prepare themselves before giving feedback on their peer's assignments. They must ensure the work has been done before the lecturer discusses it in class. They must read and make notes on the material and discuss the project with the lecturer. They should supervise practicums, such as statistical analysis with specific software, organize the schedule of laboratory usage, observe and monitor the intake data through formal psychological testing, etc. These activities are mainly conducted outside of teaching hours.

At this moment, there is a crucial need to have students as teaching assistants, especially for faculty applying student-centered learning methods in their curriculum (Andriani et al., 2018; Raja et al., 2018; Widyaningrum & Damayanti, 2017). They may implement project-based, field practice teaching methods or laboratory practicum that force students to study independently. The authors conducted a small survey of the psychology students at Atma Jaya Catholic University of Indonesia (AJCUI) to understand the performance evaluation of the teaching assistants. The result showed that the students reported feeling satisfied with the support, especially when they felt frustrated doing their difficult assignments. The teaching assistant supported them in understanding the study material and encouraged them emotionally. They did not feel alone. This program shows promising positive psychological development for the students (both for the teaching assistant and the recipient of support). However, we have a problem: the number of students who are willing to be teaching assistants is insufficient. We have the intention to promote this program to the students. Therefore, we must explore the PYD level and the PYD formation process among the teaching assistants.

We argue that teaching assistants' activities and jobs will likely help them develop the 5Cs: competence, confidence, character, caring, and connections. They can enhance their *cognitive competence* when they explain the subject material to their peers during the feedback session. By re-reading and re-studying the subject, they will have a deeper understanding of it. They must also be creative when explaining the subject material so their peers will better understand it. During feedback sessions on the assignment, peer objections may challenge them. They should still be objective, open to various ideas from

their peers, and show accommodative communication. Their competence to handle disagreements and stay in positive affection can strengthen their *social competence*. These activities are relevant to the definitions of *competence* described by Dimitrova and Wiium (2021).

They should develop *care* to support their peers to achieve excellent academic results. Showing empathy and compassion toward their peers will help the class achieve the study's goal. These virtues correspond to Abdul Kadir and Mohd's (2021) and Lerner's (2009) descriptions of *caring* in the 5Cs. Allied with Dimitrova & Wiium's (2021) explanation of *confidence* and *connection*, we believe that the achievement of helping others will contribute to their *confidence* and the positive interaction between the teaching assistants with their peers and lecturers in and outside the class can help them to build a healthy *connection*. When they successfully support their peers, they will have pride in their values and capacity, and when the relationship is constructed positively, they will gain assistance in future collaborations. A teaching assistant can shape their *character* through role management. There is a dynamic situation and function when they play their role as a "teacher" and a friend. They must consider the best moment when they should be teachers and when they should be friends. They learn how to conduct themselves as obedient, emphatic, disciplined, and ethical.

This study aims to (1) identify the level of the 5Cs of the teaching assistant and (2) describe the process of building the 5Cs in the teaching assistant. Identifying the level of 5Cs via the 5C scale will help to determine whether they have adequate scores of positive characteristics. Further, by employing interviews, we can understand how those positive characteristics can be developed through assistance activities. We expect the result will show which engagement during the interaction with the students could strengthen their positive traits and behaviors. The findings may give insight into how to shape particular positive behavior/character from the 5Cs by utilizing assistance activities and employing them in an education module. The interviews were conducted with several teaching assistants after measuring the population of teaching assistants in a faculty.

This study is significant both for theoretical academic and practical situations, considering little research discussing the psychological outcomes of being a teaching assistant in the university setting. So far, many studies have explored teenagers as teachers (Van Dam, 2019; Worker et al., 2019), the effect of the teaching assistant's work on the student's performance (Andriani et al.,

2017; Marx et al., 2016; Watcharapunyawong, 2018), or on work roles and the challenges of being a peer tutor (Abbot et al., 2018). These studies did not explain whether the process of being a teaching assistant could help the development of positive development characteristics. This study will fill a gap in the literature on the psychological impact of being a teaching assistant among emerging adults. We expect data on the level of 5Cs and explanations about the process of the formation of the 5Cs can support the faculty in developing a module or design to enhance the program.

Methods

Research Design

We applied a mixed-method approach with an exploratory sequence design to achieve our objective. The exploratory sequence design encompassed quantitative followed by qualitative data collection as a sequence to understand the results comprehensively (Creswell, 2015). The quantitative method will support us in identifying the level of the teaching assistants' 5Cs. Next, the qualitative approach will help us describe the formation process of the 5Cs in their activities. The participants were teaching assistants in the psychology faculty at AJCUI. We conducted a survey, collecting quantitative data from 76 teaching assistants at the bachelor level (Table 2.1 describes the number of teaching assistants and the subject's lecture). Next, for the interview in the qualitative approach, we randomly sampled five participants from that population using an online name lottery.

Research Instruments

Quantitative design. We applied the Indonesian-adapted version of the 5C scale (Suryani et al., 2019) and kept the five-point Likert-scale model of the instrument. Suryani et al. (2019) adapted and tested the psychometric elements of the scale by including 606 students (16–23 years old) from two cities, Jakarta (urban) and Bandar Baru (rural). It comprises five positive psychological aspects: competence (six items with Cronbach's alpha = .73), confidence (six items with Cronbach's alpha = .83), character (eight items with Cronbach's alpha = .71), caring (six items with Cronbach's alpha = .81), and

connection (eight items with Cronbach's alpha = .79). The Cronbach's alpha of all subscales was reliable with coefficient above .70. (Anastasi & Urbina, 1997). The samples of items in the 5C scales are displayed in Table 2.2.

In the *qualitative approach*, we developed an interview protocol with items in the 5C scale as the reference (Table 2.3). We asked these questions on the field with probing and additional inquiries for more detailed information and deeper understanding.

Table 2.1 *Number of Participants Based on the Subject Lecture.*

Name of subject lecture	Number of classes	Number of teaching assistants	%
1. Bahasa Indonesia (Indonesian language)	1	1	1.32
2. Qualitative research method	7	7	9.21
3. Basic statistics	8	16	21.05
4. Inferential statistic	7	14	18.42
5. Psychometric	1	2	2.63
6. Test construction	5	10	13.15
7. Training	4	8	10.52
8. Observation and interview methods	9	18	23.67
Total	44	76	100

Table 2.2 *Samples of Items in the 5C Scales.*

Dimensions of 5Cs	Sample of items
Competence	1. I have a lot of friends. 2. I do very well in my classwork at school/university. 3. I am better than others my age at sports.
Confidence	1. I am happy with myself most of the time. 2. I really like the way I look. 3. I am good-looking.
Character	1. I hardly ever do things I know I shouldn't do 2. I usually act the way I am supposed to. 3. I help to make the world a better place to live in.

Caring	<ol style="list-style-type: none"> 1. When I see someone being taken advantage of, I want to help them. 2. When I see someone being picked on, I feel sorry for them. 3. When I see another person who is hurt or upset, I feel sorry for them.
Connection	<ol style="list-style-type: none"> 1. I receive a lot of encouragement at my school/university. 2. I am a useful and important member of my family. 3. I feel like an important member of my local community.

Table 2.3 List of Questions in the Interview Session.

Topics	Questions
Motivation	<p>What is your motivation for being a teaching assistant? Which subject were you responsible for?</p> <p><i>Probing: why did you choose that particular subject?</i></p> <p><i>Probing: what is the initial thought or experience that drove you to be an assistant in that subject?</i></p>
Activities	<p>What are your activities as a teaching assistant?</p> <p><i>Probing: What is your job description? Did you do more than your job description? What are they? Why did you do that?</i></p>
Benefit	<p>What is the benefit of being a teaching assistant?</p> <p><i>Probing: Did you think you experienced development compared to when you were not a teaching assistant?</i></p>
Competence	<p>How does being a teaching assistant help you develop the quality of your:</p> <ol style="list-style-type: none"> 1. Social skills? 2. Academic skills? 3. Cognitive abilities? 4. Work ability? <p><i>Probing: please explain your experience with this development.</i></p> <p><i>Probing: please describe your experience with this development.</i></p> <p><i>Probing: please tell me your experience with this development.</i></p> <p><i>Probing: please explain your experience with this development.</i></p>
Confidence	<p>How has being a teaching assistant helped you develop your self-confidence?</p>
Character	<p>How can being a teaching assistant help you develop respect for and obedience to the rules that apply in your environment?</p>

Caring	<p>How has being a teaching assistant helped you develop awareness and care for those around you?</p> <p><i>Probing: do you have an experience where you think you have improved your understanding of others?</i></p> <p><i>Probing: Did you ever feel that your empathy and sympathy are better than before you were a teaching assistant?</i></p>
Connection	<p>How has being a teaching assistant helped you build relationships with those around you?</p> <p><i>Probing: please explain how your network is getting wider by being a teaching assistant.</i></p> <p><i>Probing: Is your number of friends growing?</i></p> <p><i>Probing: Have you joined a new community?</i></p>

Data Analysis

The quantitative data. In data analysis for quantitative data, we identified the minimum and maximum 5Cs scores and then calculated their mean scores and standard deviation. We worked with participant total scores in each dimension divided by the number of items in each dimension; therefore, we have means scores in the 1–5 range. Subsequently, we compared the mean scores with the scale scores (1–5) to interpret the measurement results, whether below or above the scale’s mid-point, namely three. Next, we made a standard for diagnosing the scores by dividing the scale score range into four categories. Scores in the 1.00–2.00 range are categorized as very low, 2.01–3.00 as low, 3.01–4.00 as medium, and 4.01–5 as high. This setting standard method was encouraged by norm development steps explained by Anastasi and Urbina (1997), Crocker and Algina (2008), and Gilford and Fruchter (1978).

The qualitative data. We analyzed the participants’ reports from the interview by using the thematic analysis method. In this method, as Willig (2013) and Creswell (2015) explained, we identified and organized the patterns and meanings of the stories shared by the participants. To determine the pattern, we made coding and labels. From this, we conclude the theme. Next, we presented our findings to participants to guarantee an accurate analysis and avoid misinterpretation of the narration to achieve the result’s credibility.

Results

The 5Cs Level

The teaching assistants' 5Cs level tended to be at the medium and high levels (higher than scores 3 and 4) (Table 2.4). The lowest level was *competence* ($M = 3.26$, $SD = .26$, medium), and the highest was *character* ($M = 4.11$, $SD = .40$, high).

Table 2.4 Description of the Teaching Assistants' 5Cs Level.

5Cs	Min–Max Scores	<i>M</i>	<i>SD</i>	Level
Competence	1.50–4.67	3.26	.62	Medium
Confidence	1.33–5.00	3.80	.66	Medium
Character	3.00–5.00	4.11	.40	High
Caring	1.83–5.00	4.07	.61	High
Connection	2.25–4.88	3.83	.55	Medium

In qualitative approach, we prepared to include eight participants; however, our data achieved saturation when we interviewed the fifth participant. The five teaching assistants interviewed in this study have excellent GPAs (min 3.44; max 3.87, $M = 3.71$, $SD = .17$) and have been teaching assistants for 1–2 years ($M = 1.6$, $SD = .55$). They assisted lectures for subjects Basic Statistics, Bahasa Indonesia, Psychometrics, Test Construction, Observation & Interview Methods.

The Formation of 5Cs in Teaching Assistants' Activities

1. Motivation for being a teaching assistant

The participants revealed that they became teaching assistants because of personal interests such as the hobby of teaching, concern for helping others, and self-development.

When we talk about becoming an assistant, firstly because I want to help people... (WR).

I have a hobby. My hobby is teaching. So, I always wanted to be a teaching assistant; I want to teach. I want to share my knowledge with people. I've never been afraid of a lack of knowledge... (ME).

...that's why I want to try to be a teaching assistant at Bahasa Indonesia. I feel it's a good opportunity because I like feedback. No matter how often we write, sometimes we don't use effective sentences. So, I think it could help me to start from scratch again and improve my writing style (EV).

2. Task description of a teaching assistant

The participants described their tasks description and responsibilities as teaching assistants: managing deadlines and homework for the students, providing feedback on student assignments, giving marks for tasks and duties, discussing the subject material, coordinating with lecturers for practicum or fieldwork, and assessing students' home assignments.

...for example, when dealing with students who haven't submitted the assignments or have a bad mark on exercises, I can help them handle it and support them to raise their scores. I helped them. Some of them did not pay attention in class or ask many questions. I have to take care of and accompany them. (WR)

In my class, I applied feedback to improve the quality of their paper before they submitted it to the lecturer. As a teaching assistant in Basic Statistics, I guide them to make a good summary. Sometimes with my partner, we made exercise questions. Recently, we made a bank of questions to prepare them for the midterm test. They can exercise their comprehension (ME).

In the observation and interview methods class, it seems we did everything. We prepare the consultation schedule, arrange PPT for the practicum class, remind the lecturer about the topic and

agenda for the next class, and give feedback for their assignment from the lecturer (GA).

As teaching assistants, we facilitate lecturers and students. I thought the teaching assistant job was only teaching them in practicum. After getting involved, I found it is not only teaching (EV).

3. Benefit of being a teaching assistant

The participants explained that working as teaching assistants allowed them to train their social sensitivity, social adjustment, public speaking, time management, interpersonal relationships, subject mastery, and professionalism, as well as earn a salary.

When we meet more people, we understand how to interact with them, personally or as a group. We know how to approach this type or that type of person. We can appreciate individual differences (WR).

You know that I like teaching. Being a teaching assistant allowed me to train my public speaking ability. I also should have good time management skills because I have classes to attend and organizational activities, and I still have to give my time for this role. The last one, in this role, I am developing a social relationship. Outside the class, we can still be friends with our juniors. Supervising and accompanying them may build a closer relationship and make them feel more comfortable and confident studying the subject (ME).

I think I have improved. Before being a teaching assistant, I ignored the consequences of my writing. When I give feedback on my juniors' writing, I ask them to think about what they should do for the next sentence or paragraph. I also asked them what would happen in the current work's future. Not only say yes today but consider the consequences (BF).

I can have a better understanding of the subject materials. The juniors prefer to ask their seniors rather than the lecturer to understand the problems in the assignment. So, I need to read and study more to respond to their questions (GA).

The benefit is we receive a salary, but I did not see the amount. Working in this program allows me to learn more. I can study from two different lecturers for the subject (EV).

4. The formation of social competence

The participants described that the activities of a teaching assistant could support them in developing their social adjustment because they work with many students and lecturers. They also learned to be open to various opinions and perspectives and speak and act assertively.

I feel at least I can help them. I learned how to communicate and treat them well. I can't use the same approach and generalize my treatment to everyone because they are different. Maybe giving this treatment to that person will work, but not to others, or the treatment can impact each person differently (WR).

... socializing, of course. I can get to know more student types. Some ask and request us impolitely as if we are their servant or contrary, they ask us very politely, or those who are afraid to ask and to the point of doubting themselves. I think it's cool that they can feel comfortable talking to us. It is also a privilege to have a relationship with the lecturer (BF).

...I learned a lot about assertiveness, and how to speak assertively. I think it changed a lot in me (GA).

As a teaching assistant, I must learn how to accommodate the lecturer and the students. We also should have a good relationship with them, and it is not easy. I understand how to handle the students (EV).

5. The formation of cognitive and academic competence

The participants explained that being a teaching assistant can aid them in sharpening their analytical thinking, decision-making, and critical thinking, widening their perspective and deepening their understanding of the subject. These developments are beneficial for their subsequent study.

The work as a teaching assistant sharpens concentration and makes you think faster. We cannot waste time because we must give feedback on the students' papers, which is a lot! (BF)

About decision-making, I felt a dilemma. I cannot give bad or good grades for the quiz subjectively because we have the answer key. It stresses me because our role is to support them in reaching better scores. Then, when I find one or two words similar to the key, I can accept them as the correct answer (EV).

... academically, it helps me. At the beginning of being a teaching assistant, I forgot the definition, function, and logic of standard deviation usage. By helping my juniors, I learn again and now can keep remembering it (ME).

It helps me widen my perspective. Moreover, the method I learned in class while running my role as teaching assistant supports me a lot for my final thesis (BF).

It recalls my memory of Psychometrics. I know that Basic Statistics is different than Psychometrics. But Basic Statistics is fundamental for Psychometrics, so remembering it helps me avoid misdirecting the students (GA).

6. The formation of professionalism

The participants revealed that being a teaching assistant coaches them to be responsible and professional: in appearance, in making objective and fair decisions, and in being responsive.

...for example, about the time arrangement. First, you are not allowed to be late! When making scheduled meetings, you should confirm with the lecturer and not miscommunicate with the students. Even if there is miscommunication, we must apologize; the mistake is on us. Probably it was because of a misunderstanding. It has to be fair, so you can't just blame the students like that (BF).

... just professional. Sometimes the students are my juniors in a student organization. I know them well. Because of our closeness, sometimes they ask questions to which I should not reveal the answer (GA).

When we are in an online class, I have to open my camera. I think we should not wear a T-shirt, but if we don't have a choice, the T-shirt should be in good shape. Do not show your messy appearance (ME).

7. The formation of the connection

The participants described that being a teaching assistant widens their connection.

We can also get to know the other teaching assistants and make friends with them (WR).

... previously we already knew each other, but through this class, we can be closer friends than before (ME).

Of course, I could have more friends. At first, our relationship was between mentee and mentor, but then we could be friends (BF).

8. The formation of confidence

The participants described that the status of a teaching assistant could enhance their self-confidence. When they do public speaking in lecturing, they gain confidence.

Being a teaching assistant makes me feel “I am a plus”, and I have confidence when talking to others who are still learning (WR).

I gain confidence when I do public speaking. Academically, I am confident because I have mastered the subject previously (ME).

Students in my class were the ones who were repeating the course. Therefore, I am confident in my mastery of the subject (EV).

9. Formation of character.

The participants explained that they learned to respect others and conduct themselves ethically in interacting and communicating with the students and lecturers.

My schedule on Wednesday is full. I have classes from the morning until the afternoon. Next, I teach until evening followed by a meeting. Suddenly at 9 p.m., a student contacted me and asked for a discussion about the subject material, which forced me to open a book again. I didn't know how to react to that. That is a challenge for me. I learned how to be assertive and accommodating at the same time. But because I like teaching, I tried my best to help them (ME).

When I need to confirm something with the lecturer, I try to respect her time. When the students and I finish our discussion at 8 p.m., I will confirm with the lecturer the following day (BF).

I am concerned about my communication with the lecturer and the student. I should use a different approach to keep respect for them and be effective (EV).

10. The formation of caring

The participants reported that being a teaching assistant fostered empathy for the students. The participants gave attention to and listened to those who had academic problems and those who wanted to learn more and were enthusiastic.

I applied to be a teaching assistant because I want to help. Even when I retired as a teaching assistant, I liked helping my peers when they had a problem with the subject (WR).

When exercising questions, some ask for additional time, about five minutes. I saw they were serious and enthusiastic; I could tolerate it and support them to finish their assignment. I think it is OK for exercise, but I cannot do it for the exam (ME).

Some students don't know about item analysis. So, I encourage them and share the resources I have. I share the book and links to related journal topics (BF).

I care for them by reminding them to submit tasks and assignments the night before and the day of the deadline. I am eager to ensure they submit all tasks to have complete grades (EV).

Communicative Validity

We utilized the communicative validity method to ensure the credibility of the analysis. We summarized and presented the results and asked for feedback from the participants. All participants agreed with the results. They also confirmed that being a teaching assistant developed and enhanced their skill, competencies, and character, as mentioned in the 5Cs.

Discussion

This study aimed to describe the teaching assistants' 5Cs level and the formation of the 5Cs through the teaching assistant activities. We found that the

5Cs levels are medium tending to be high, with character and caring means scores as the highest. In qualitative analysis, we found that one activity, namely marking scores on exercise questions and assignments, could contribute to their positive development. For example, when a teaching assistant has to mark scores on tasks or assignments, they want to raise the student's score by grading the work process and not only based on the rubric fulfillment (right-wrong answers). However, they found that some students' performance is still below standard even though they have given better scores and accommodated them with various resources (books, journals, videos, etc.). Here, the teaching assistant found a dilemma and dissatisfaction. Through this experience, they could learn how to cope with unfortunate events even when they had helped those in need. This experience is relevant to the 5Cs' character, caring, and professionalism.

The competence, confidence, and connection were at a medium level. The teaching assistant reported that being involved in teaching activities allowed them to deepen their knowledge of the subject by reviewing the topics before lecturing in practicum sessions and by writing the questions and answers for exercises, quizzes, or assignments. At the same time, this activity can build their self-confidence. After re-studying the subject, they believe they have sufficient knowledge to be shared. Further, practicing public speaking could enhance their self-confidence. The connection was built by having interactions and activities with the students and the lecturer (note: they can be assistants for more than one subject). With this connection, they can have more resources and extend their support systems which are probably beneficial for their future. For example, they can consult the lecturer they work with besides their supervisor when doing a bachelor thesis and ask the students to participate in their research thesis. The interaction also improves the social competence of the teaching assistant. They should be sensitive to when and how to ask and respond to their communicant partners.

Regarding the research questions presented in this study, we may conclude that the teaching assistants had an adequate level of positive development. The process of 5Cs formation in a teaching assistant program involving managing class activities, supervising, and tutoring peers was able to form competence, confidence, character, connection, and care for the youth. These findings are relevant to Murdock et al. (2003) and Worker et al. (2008) in that the teenager-as-teacher program can develop young people's PYD.

The teaching assistants also mentioned the benefits of being an assistant. They can rehearse their social skills, deepen their knowledge, elevate their positive character, and earn a salary. Earning a salary made them respectful and responsible about their job. This study confirmed that teaching assistant activities are valuable for the positive psychological development of young people.

Limitations of the Study and Future Direction

We understand that the method in this study is still lacking. Although we employed random sampling in qualitative data collection, we should consider using extreme case sampling to match the explanatory sequence design. The quantitative approach gave us the score distribution of the 5Cs to identify the participants with the lowest and highest scores. Participants belonging to these extreme positions may provide richer interview data.

Next, we did not determine whether the current 5Cs level resulted from the teaching assistant activities because we did not measure them before their job. We did not conduct a comparison analysis, which we consider essential to test the effect of the activities. Therefore, we suggest that the subsequent research measure the pre-and post-test of 5Cs before and after the teaching assistant activity. This study has relatively strong validity because we included the population in the 5Cs measurement. Moreover, in the qualitative data analysis, we achieved data saturation. We suggest the researcher ask the participants about their 5Cs before and after finishing their roles in future studies.

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