

# ANALYSIS OF THE IMPLEMENTATION OF THE STUDENT EDUCATIONAL INTERNSHIP PROGRAM IN THE ECONOMIC EDUCATION STUDY PROGRAM DURING THE COVID-19 PANDEMIC

Tohir<sup>1</sup>, Jaryono<sup>2</sup>, Adi Indrayanto<sup>3</sup>, Lina Rifda Naufalin<sup>4</sup>, Aldila Krisnaresanti<sup>5</sup>

<sup>1</sup> Jenderal Soedirman University, tohir@unsoed.ac.id, Indonesia

<sup>2</sup> Jenderal Soedirman University, jaryono@unsoed.ac.id, Indonesia

<sup>3</sup> Jenderal Soedirman University, adi.indrayanto@unsoed.ac.id, Indonesia

<sup>4\*</sup> Jenderal Soedirman University, lina.naufalin@unsoed.ac.id, Indonesia

<sup>5</sup> Jenderal Soedirman University, aldila.krisnaresanti@unsoed.ac.id, Indonesia  
Lina Rifda Naufalin

---

## ABSTRACT

This study aims to analyze the implementation of the Educational Internship for Economic Education Students at Jenderal Soedirman University in Senior High Schools and Islamic Senior High Schools in Banyumas Regency. The qualitative descriptive method is able to provide an overview of the implementation of the Educational Internship by Economic Education Students at the internship site, so that an overview and input can be obtained on the contribution of input in efforts to improve the program in the future. The CIPP model analysis (context, input, process, and product) is used to answer the research questions. From the context aspect, it shows that students are able to demonstrate teaching skills and abilities in accordance with the demands of the curriculum, which changes from time to time, especially during the COVID-19 pandemic. The input aspect shows that each party related to the educational internship program is able to carry out their respective roles and functions according to their duties in the educational internship program. The process aspect shows that students carry out the program according to the manual and activity schedule, and the product aspect shows that educational internship activities are able to increase students' mastery of the four teaching competencies.

**Keywords:** Internship Implementation, Education;

---

## 1 Introduction

The COVID-19 pandemic in Indonesia began in early 2020. This has an impact on all aspects of human life, including education. The implementation of the school which was originally carried out face-to-face has turned into online through various platforms such as google meet, zoom, and the Learning management system provided by each education unit. Online learning is the term online is an acronym for "in the network" which is an activity carried out with an online system that utilizes the internet. According to Bilfaqih & Qomarudin (2015: 1) "Online learning is a program for

organizing online learning classes to reach a massive and broad target group". According to Ghirardini in Kartika (2018:27) "online provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs and using simulations and games".

Online learning has advantages and disadvantages. Nengrum et al (2021) analyzed the online learning process in Gorontalo district which showed that the online learning system has the advantage that material that has been taught can still be given back. However, deficiencies in online learning were found, namely not all parents have data/mobile phones, and the provision of material was not effective.

Weaknesses in online learning take into account the implementation of practice-based learning. Practical learning has special characteristics compared to theoretical learning. Practical learning is a process to improve the skills of students by using various methods in accordance with the skills provided and the equipment used. In addition, practical learning is an educational process that functions to guide students in a systematic and directed manner to be able to perform a skill.

The economic education study program is one of the study programs that run practical courses, namely in the practical apprenticeship courses. Educational internships are courses that aim to equip prospective teacher students by learning directly at partner schools. During the pandemic, educational internships were carried out in various ways, namely online and offline according to the rules at partner schools.

This study aims to analyze how the implementation of educational internships during the covid-19 pandemic as an evaluation and input material in developing an appropriate educational internship program.

## **2 Literature Review**

### **2.1 Educational internship**

According to (FKIP Pasundan University: 2016) Internship program Education aims to provide initial experience to build identity themselves as prospective educators, strengthen educational academic competence and field of study, strengthening the initial abilities of prospective teacher students, develop learning tools and pedagogical skills in develop the field of expertise of prospective educators to activities carry out learning.

Educational internships are activities carried out by students of Educational Institutions and Education Personnel (LPTK) who are placed in partner schools in order to form and prepare professional educator candidates so that they can meet the demands of the number and quality of teachers in schools in accordance with the standards of educators (Teachers). The educational internship program aims to provide initial experience to build the identity of prospective educators, strengthen educational academic competencies and fields of study, strengthen the initial abilities of prospective teacher students, develop learning tools and pedagogical skills in building the field of expertise of prospective educators to carrying out learning activities. Educational internships are academic and practical activities that focus more on managerial and school learning

### **2.2 Benefits of the Educational Internship Program**

Train sensitivity to phenomena that occur in SD/MI, SMP/MTs, SMA/MA or SMK After observing the school curriculum and learning process; 2. gain experience in accordance with the school level and in accordance with the profession to be involved so that they have academic competence in education and fields of study; 3. to reflect on his competence in teaching practice as a teacher assistant; and 4. to know more about teacher profiles so that they can behave as professional teachers.

### **3 Research Methodology**

This research is a qualitative research with descriptive research type. This research was conducted at SMA N 1, 2, 3, 4, and 5 Purwokerto, as well as MAN 1 and Man 2 Banyumas. Subjects in this study included principals, teachers and students in SMA and MAN where the research was conducted. The sampling method was carried out by purposive sampling, meaning that the principal, teachers, and students were determined as partners for educational internship students. the number of principals is 10, tutors are 10, and students are 20 students. The data was collected through in-depth interview, FGD, and observation techniques. In extracting data, researchers used the CIPP model.

However, the CIPP model cannot be separated from a number of weaknesses. Among these weaknesses are (1) because they focus on the information needed by decision makers and their staff, evaluators may be unresponsive to significant issues or issues; (2) the results of the evaluation are addressed to top management, so that this model may be unfair and undemocratic; and (3) the CIPP model is complex and requires a lot of funds, time, and other resources. (Mahmudi, 2011)

### **4 Result**

*Implementation of educational internships) for Economic Education students at Jenderal Sudirman University during the Covid-19 pandemic.*

Educational internships are a series of activities that are set for students or prospective teacher students by teaching or training outside of teaching. This educational internship is a form of activity to foster professional competence competencies required in work as teachers or other education personnel. The target to be achieved is the personality of prospective educators who are rich in knowledge, skills, values, and attitudes, as well as the behavior patterns needed in carrying out their profession and are competent and appropriate to use them in the implementation of education and teaching, both at school and outside school.

Based on the results of observations made, it is indicated that the education and training of prospective teachers in the form of an apprenticeship program has a positive value, not only to improve the skills and expertise of prospective teachers but can increase the pedagogic competence of students as better teacher candidates. The internship program has a very significant contribution to improve competence and open up a broader perspective for prospective teachers and think critically, creatively in dealing with their duties and functions. With internship activities, there have been many changes that have occurred in students, especially in facing the global era in looking at the world of education and teaching that is happening so fast. Meanwhile, on the other hand, teachers are faced with various factors, namely not all teachers are able to follow the progress that is happening in the world of education. Of course, the unpreparedness of some teachers to meet the

progress is not impossible, it will have an impact on the lack of success in the progress of the world of education (Kornelius; A. Margono; Martutiningsih, 2014).

The implementation of educational internships during the COVID-19 pandemic is indeed slightly different from the implementation of educational internships that are usually held. The difference is that during the implementation of the educational internship students carry out the online learning process with the LMS that has been provided by the school. Apart from LMS, students also teach using other digital learning platforms such as google meet, zoom, and WhatsApp groups. The ability of students to use digital learning media greatly affects the smoothness of the learning process.

Students are still required to attend school every day even though teaching and learning activities are carried out online. It aims to keep students familiar with the school environment and internalize the values that exist in the education unit.

The difference between online and offline learning provides a challenge for student interns to hone creativity and innovation in delivering learning. In addition to creativity, the ability to manage classes in online learning is also very necessary. This is a positive value for students who take part in educational internships during the covid-19 pandemic. In addition to the advantages, of course, educational internships during the COVID-19 pandemic also have disadvantages, namely students cannot learn to manage classes directly and get to know students in depth, some activities such as extracurricular activities are not held so that students do not get additional experience during educational internships.

## **5 Discussion**

Many factors affect the establishment of a professional performance. Including, the performance of a teacher which is related to the factors that affect his teaching ability, both internally and externally. Performance is closely related to work results. This condition is in accordance with the opinion of Hasibuan (2003) which states that "performance or work performance is a work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time". Internal factors that influence, for example, the belief system that becomes the way of life of a teacher, it has a great influence in improving the ability and professionalism of a teacher.

In carrying out this research, the CIPP evaluation model was used. In this model there are several stages, namely contextual evaluation which is useful for assessing several aspects of the implementation of the educational internship program. After that, the input evaluation stage aims to link the objectives, context, input, process with the results of the implementation of the economic education internship program at Jenderal Sudirman University in SMA and MAN in Banyumas Regency. This evaluation is also to determine the suitability of the environment in helping the achievement of program goals and objectives. Furthermore, the process evaluation stage is directed at how far the activities carried out have been carried out according to the plan. And the last evaluation on the product or the results are directed at the things that show the changes that occur in the raw input. The results of the research regarding the evaluation of the economic education educational internship program at Jenderal Sudirman University in SMA and MAN in Banyumas Regency using the CIPP model are as follows:

Viewed from the context aspect, context evaluation is an evaluation related to information in determining goals and objectives, defining the relevant environment and identifying deviations in needs. For example in curriculum evaluation, context evaluation will involve general objectives which include: background, institutional goals, main components of the program and so on. (Fernandes, 1984).

Aspects of Context (Context) Implementation of the educational internship for Economic Education at Jenderal Soedirman University, seen from the context aspect includes problems and needs in the implementation of educational internships.

Based on the problems, education is seen as one aspect that has a major role in shaping the next generation, which is expected to produce quality and responsible human beings and be able to anticipate the future. Theoretically, as a prospective teacher it is not enough just to be equipped with knowledge about education, but must be equipped with sufficient experience as an aeducational internshipication between theory and the reality faced in the field. Mastery of teaching skills and basic abilities is an important element for prospective teacher students, especially with the demands of a curriculum that changes from time to time. Based on this, educational internship are very necessary to be implemented. With the implementation of this educational internship, prospective educator students are expected to be able to gain knowledge that they have not obtained in college, but also the real situation of the world of education through the reality they see and experience in the field.

Based on Needs, educational internship, is an intracurricular activity that must be carried out by all students. These activities include training and educational tasks outside of teaching which are carried out with an integrated guidance to meet the requirements for the formation of a professional teaching profession. Educational internship is the culmination of all educational programs that have been lived and experienced by students in college. Educational intrrnship is a training event to aeducational internshipy various knowledge gained in lectures in the context of forming professional teachers. Thus, Educational internship is a program that promotes aeducational internshipicable and integrated abilities from all previous learning experiences into training in the form of performance in all matters relating to teacher positions, both teaching activities and other teacher duties.

Judging from the input aspect, the Implementation of the General Sudirman University Economic Education educational internship to achieve the desired goals of the General Sudirman University Economic Education educational internship, there are inputs that contribute respectively. These include field supervisors, school principals, civil servant teachers, and students who run educational internship.

Based on the field supervisor (DPL) the Educational Educational internship is carried out in a guided, directed and integrated way. In this activity, student teacher candidates (practitioners) are guided by a supervisor, observed improvement in students' teaching abilities from the initial stage to the end of the activity, DPL also conducts an assessment of student teaching practices.

Based on the principal, in implementing educational internship the principal has various tasks to carry out. These tasks include planning and coordinating guided activities for student practitioners. Provide the widest opportunity for student practitioners to develop their abilities at the school. Observing all activities, both teaching and non-teaching that can be carried out by student

practitioners. As well as being responsible for the implementation of educational internship activities in the school concerned. Chazan, Center, and Wards (in Avramidis, 2010) say that the supportive role of principals towards teachers is considered to have a positive impact on teacher attitudes that tend to be positive. Richmond, Irvine, Cizman, & Lupart (2013) also say the same thing where principals who play a role in inclusive education, for example providing direction, examples or advice have a relationship with teacher attitudes.

Based on the tutor teacher, in the implementation of the educational internship, the tutor teacher really determines the success in achieving the goal (increasing the competence of student practitioners). The civil servant teacher has a task that is no less important than other aspects.

Then based on students, in its implementation students carry out various activities, the main activity is learning activities. The learning activities include conducting teaching activities and conducting non-teaching activities.

In teaching activities, students make written preparations and prepare themselves every time they teach, record student attendance, use innovative learning methods and models, use learning media, carry out teaching practices, evaluate students after each delivery of material, and actively participate in activities. – other curricular activities.

Conducting Non Teaching Activities in this non teaching activity, student practitioners must be able to establish harmonious relationships with students, guiding students for extra-curricular activities. Students on several occasions encountered several obstacles. However, this happens, it is possible that there are still practical students who do not understand what they should do at the school where they are do the educational internship.

In terms of the process aspect, the Educational Educational internship consists of several stages, namely the observation stage and the implementation stage.

Based on the observation stage, this observation is carried out to schools that will be occupied for practice. The purpose of the observation is to determine the school's willingness to be occupied by educational internship, to determine the quota of educational internship students that can be accepted by the school, the observer conveys financial problems or the honorarium of the principal and civil servant teachers. The implementation of this observation was carried out before the implementation of educational internship activities, from the results of observations obtained data on the name of the principal, the names of the civil servant teachers.

Then at the implementation stage, based on the educational internship guidebook that the educational internship Educational Implementation was carried out for several months. At this implementation stage, it begins with the submission of practical students by field supervisors to their respective schools where they practice. Educational activities that must be carried out by student practitioners are Teaching Activities (teaching activities). This teaching activity requires cooperation and mutual coordination between Field Supervisors (DPL). Non Teaching Activities In this non teaching activity, the supervising teacher is the tutor and the assessor is the principal. Non teaching activities, students must be able to establish close relationships with students. Then the activities of the Field Supervisors based on the guidelines of the Field Supervisors are tasked with guiding and directing students in carrying out educational internship, in practice the supervisors are very open and direct the students well, both when they are about to start educational internship activities and when they are already in the implementation of educational internship activities.



And lastly, in terms of product aspects, the educational internship Education activities are in accordance with the implementation guidelines that aim to make teacher candidate students get the competencies that must be possessed by a teacher, namely pedagogic competence, personality competence, social competence, and professional competence.

## 6 Conclusion

The conclusions in this study include the implementation of the economic education internship at Jenderal Sudirman University in SMA and MAN in Banyuasin Regency has been in accordance with the objectives and is running well. The study program party also carries out their duties appropriately, related to planning, debriefing and supervising students who carry out educational internship programs. The school strongly supports the implementation of educational internship activities by providing various facilities and good coordination with study programs and students.

Students who carry out educational internships in the learning process must be more active and interactive in order to create. With educational internships, students are expected to be able to gain various knowledge, skills, and professional attitudes of students as prospective educators. The obstacle that becomes an obstacle in implementing the economic education internship at Jenderal Sudirman University in SMA and MAN in Banyuasin Regency is the online learning process. So that there are several obstacles such as connections, less active students, and less understanding of the material from the students. The difference between online and offline learning provides a challenge for student interns to hone creativity and innovation in delivering learning. In addition to creativity, the ability to manage classes in online learning is also very necessary. This is a positive value for students who take part in educational internships during the covid-19 pandemic.

## Acknowledgements

We thank LPPM UNSOED for providing research funds so that this research can be carried out properly and smoothly and to the management department of the faculty of economics and business who has provided support and organized the ISCA 2021 event.

## References

- Arikunto, Suharsimi (2004). *Evaluasi Program Pendidikan*. Jakarta. Penerbit Bumi Aksara.
- Avramidis, E. & Norwich, B, (2010). Teacher's attitudes towards integration/inclusion: a review of literature. *European Journal of Special Needs Education*, 1 (2), 129-147
- Awan Gumelar dan Tjep Dahyat. (2002). *Kompetensi Kepribadian, Sosial dan Profesional*. Bandung: Gatra Karya Prima.
- Bilfaqih, Y., & Qomarudin, M. N. (2015). *Esensi Pengembangan Pembelajaran Daring* (H. Rahmadhani & D. W. Handayani (eds.)). Penerbit Deepublish
- Fanani, M. Zainal. Persepsi Guru Pamong Terhadap Pelaksanaan Praktik Pengalaman Lapangan (MAGANG KEPENDIDIKAN) Mahasiswa. *Jurnal Realita Vol. 14* No. 2 Juli 2016.

- Fernandes, H.J.X. (1984). *Testing and Measurement*. Jakarta: National Education Planning, Evaluation and Curriculum Development.
- Ghirardini, B. (2011). *E-learning Methodologies*. Germany: Federal Ministry of Food, Agriculture and Consumer Protection.
- Mahmudi, I. (2011). *CIPP: Suatu model evaluasi program pendidikan*. At-Ta'dib, 6(1).
- Mulyasa. (2007). *Menjadi Guru Profesional Merupakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosdakarya.
- Nengrum, T. A., Pettasolong, N., & Nuriman, M. (2021). Kelebihan dan Kekurangan Pembelajaran Luring dan Daring dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo. *Jurnal Pendidikan*, 30(1), 1–12. <http://journal.univetbantara.ac.id/index.php/jp/article/view/1190>
- Permendiknas. (2006). *Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar dan Menengah*. Ditjen. Menajemen Pendidikan Dasar dan Menengah.
- Slameto. (2010). *Belajar & Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta
- Stufflebeam, David L and Shinkfield, Anthony J. (1986). *Systematic Evaluation*. USA: Kluwer-Nijhoff Publishing.
- Suharsimi Arikunto. (1990). *Manajemen Pengajaran Secara Manusiawi*. Jakarta: Rineka Cipta
- Syaiful Sagala. (2013). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta
- Trianto, et.al. (2006). *Tinjauan Yuridis Hak serta Kewajiban Pendidik Menurut Undang-Undang Guru dan Dosen*. Jakarta: Prestasi Pustaka.
- Undang-Undang Republik Indonesia No. 20 tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Dirjend. Pendidikan Dasar dan Menengah.
- Kornelius; A. Margono; Hartutiningsih. (2014). Pendidikan dan Pelatihan Guru dalam Meningkatkan Kualitas Pendidik di SMP Negeri 27 Sendawar Kabupaten Kutai Barat. *eJournal Administrative Reform*, 2(3), 1811–1823.
- Rhamayanti, Y. (2018). Pentingnya Keterampilan Dasar Mengajar Bagi Mahasiswa Praktek Pengalaman Lapangan (EDUCATIONAL INTERNSHIP) Prodi Pendidikan Matematika. *EKSAKTA Jurnal Penelitian Dan Pembelajaran MIPA*, 3(1), 65–72
- Richmond, D. M. G., Irvine, A., Loreman, T. Cizman, J. L., & Lupart, J. (2013). Teacher perspectives on inclusive education in Rural Alberta, Canada. *Canada Journal of Education*, 36 (1), (195-239)