

Students Perception of the Management of the Teaching Interenship Program During the Covid-19 Pandemic

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Abstract

This study aims to describe students' perceptions of the preparation, implementation, and results of the management of the teaching internship program during the Covid-19 pandemic. The data collection technique is done through a questionnaire. The students' perceptions are expressed in five levels category, that is very good category, good category, fair category, poor category, and very poor category. The results showed that the students' perceptions of: (1) the components of the preparation of managers in teaching internship program were in the fair category, (2) the components of the implementation of the teaching internship program showed a good category, and (3) the components of the results of the implementation of the teaching internship program were in good category. In general, the conclusion of this study shows that students' perceptions of the management of the teaching internship program during the Covid-19 pandemic are in a good category.

Keywords: Students perception; management of the teaching internship program

1. Introduction

Professional teachers do not necessarily just happen, but they need to undergo certain stages that are required to become teachers both preservice and inservice. One of the stages that must be undertaken is taking part in the teaching internship program. This program can be said to be a bridge between the knowledge gained during study/lecture to become a teacher and actually carry out their duties as a professional teacher. The teaching practice program in schools is an effort to introduce prospective teachers to the world of their profession. Through field practice activities, students get to know the essence of competencies that a teacher must have. In the process of training future teachers to simulate the education system in higher education institutions, such interactive methods are considered effective (Stepanivna & Aristarkhivna, 2018).

Experience in field practice provides provisions for students to get to know the outside world apart from the academic world obtained on campus. In addition, the diversity of institutions in which the practice is held is considered to provide experience for prospective teacher students how to adapt themselves in the academic, social and teacher professional context. Lawlor suggested that there are two kinds of preparation that teachers need. They need a deep and thorough academic foundation in their subjects and they need closely supervised on-the-job training in teaching practice (Orchard & Winch, 2015).

The professional training of prospective teachers is considered as a series of actions within its components, such as theoretical, practical, methodological and cultural studies. The need to apply an integrative approach in fields such as interdisciplinary integration, integration of activities in education, professionalism, research, socio-cultural activities, education system integration and didactic (Rakhimbaeva *et al.*, 2019). Such critical reflexivity has been recognized as fundamental in higher education to help develop "relevant" learning for their future professional practice. what makes the internship experience a successful opportunity for the parties involved, and the role of a mentor/tutor in maintaining relevant and effective learning (Ripamonti *et al.*, 2018).

Teaching practice as a medium to hone students' teaching abilities, in order to apply the knowledge that has been obtained through learning in educational programs. In addition, an introduction to student characteristics so that prospective teachers learn preventive approaches to classroom management is associated with increased student involvement. The findings suggest that teachers rely primarily on practices for setting expectations, practices from professional development resources critical skills for classroom management, and practices that sanction students for behavioral violations. However, there are also encouraging indications that teachers are trying to prevent unproductive behavior by encouraging student involvement in learning activities while overcoming bad behavior in simple ways (Hepburn *et al.*, 2020).

Teaching practice can be used as a teaching method in training prospective teachers for experiential learning theory. In accordance with the basic view of experiential learning theory of learning and the qualitative case study paradigm in line with each other within the framework of principles such as subjectivity, environmental interaction, holism, contextuality, constructivism, and access to information (Arseven, 2018). The results of the study (Gagarumus, 2014), the pre-service teachers stated that they found apprenticeship training in practical schools useful for future teaching life, but they did not find the theoretical training provided in the classroom useful for various reasons. They assessed the program's weaknesses: short course duration, late night lessons, crowded classes, and the teaching staff had a negative impact on students: they were indifferent, and there were almost the same topics in every lesson. This means that they are largely dissatisfied with the quality as a whole, so that the operation is sufficient. As some suggestions, it is suggested that the program duration be extended for a long period of time, and instructors should be selected from those who can energize the class, have communication skills, can create discipline in the classroom, and have experience in traditional classroom teaching (Filiz & Durnali, 2019).

Various studies also show that 91.7% of students think that field practice activities are very effective in increasing their knowledge of school-based management materials (Gagarumus, 2014). Upon entering a teaching apprenticeship, these pre-existing expectations or imaginations are challenged by the realities they face. Their involvement with apprenticeship, resilience and professional practice negotiation proved to be important for the development of their teacher's identity (Nghia & Tai, 2017). Participants' confidence in their role as teachers increased slightly, and pedagogical skills improved especially after they had completed their coursework. Most of the respondents found the course useful or very useful (Odaen *et al.*, 2019).

2. Research Method

The method section consists of a description concerning the research design, data sources, data collection, and data analysis.

The design used in this research is descriptive quantitative. Descriptive research is research that seeks to describe events or incidents that are the center of attention, then described in numbers (Sudjana, 1989). Quantitatively because it uses numerical data (Creswell, 2009). The data source came from all students participating in the internship program, as many as 260 students. The research subjects were students participating in the teaching internship program in the odd semester of the 2020/2021 academic year, Universitas PGRI Ronggolawe. Data was collected using a questionnaire instrument via Google Forms. There are 13 questions/statements that must be responded to by students. Student responses indicate an assessment of their perceptions of the preparation, implementation, and results of the teaching internship program. The data were then analyzed using descriptive statistics, namely the percentage. Based on the results of further data analysis, information about student perceptions of the implementation of the teaching intership program can be obtained into five categories, namely Very Good Category, Good Category, Fair Category, Poor Category, Very Poor Category.

3. Results and Discussion

3.1 Student Perceptions of the Preparation for the Implementation of the Teaching Internship Program during the Covid-19 Pandemic

To ensure that every planned activity can be carried out optimally, careful preparation is required. The same is the case with the internship program activities under the coordination of the organizing agency. There are four questions / statements related to the preparation component of the teaching internship program. Based on data collection, information was obtained about students' perceptions of preparation for organizing the teaching internship program, as follows:

- (1) Regarding the clarity of information on registration, most students stated that it was quite clear (44.4%) and there were 13.5% who stated it was unclear.
- (2) Regarding the clarity of the procedure for implementing the internship teaching program starting from the implementation of simulations to reporting on practical activities in schools, most students stated that it was quite clear (43.8%) and there were 14.3% stated that it was unclear and 2.3% stated not clear.
- (3) Regarding the clarity of information about the implementation time, most students stated that it was quite clear (43.8%) and there were 7.7% who stated that it was unclear and 1.2% stated that it was not clear.
- (4) Regarding the registration procedure, some students stated that it was quite easy (45%) and 7.7% stated it was unclear.

Based on the results of this data processing, it can be seen about students' perceptions of the preparation for organizing the teaching internship program. The preparation for the implementation of the teaching internship program is in the fair category. Most of the preparatory components still show a fair category. For this reason,

the implementation of the upcoming teaching internship program needs to be more prepared. Moreover, in this preparation component there are still things that are unclear and unclear. In the information regarding registration, 14.3% stated it was unclear and 2.3% stated it was unclear. Likewise, about the clarity of information on the implementation time and registration procedure, there were still 7.7% each who stated it was unclear. This really needs serious attention for the successful implementation of the upcoming teaching internship program, especially during the Covid-19 pandemic.

3.2 Student Perceptions of the Implementation of the Teaching Internship Program during the Covid-19 Pandemic

There are six questions/statements related to the implementation component of the teaching internship program. Based on data collection, information was obtained about student perceptions of the implementation of the internship teaching program, as follows:

- (1) Regarding the delivery of material in debriefing by the organizers, most students stated it was quite clear (48.1%) and there were 10% who stated it was unclear and 0.8% stated it was not clear.
- (2) In relation to the procedure for placing students in schools, most of the students said it was good (41.5%) and there was 3.8% who said it was not good and 0% said it was not good.
- (3) Regarding the welcome/acceptance of student participants by the school (the principal, teachers, and staff) most of the students said it was good (46.5%) and 0.8% said it was not good and 0.4% said it was not good. .
- (4) Regarding the enthusiasm of the school (the principal, teachers, and staff) towards the activities carried out by students, some students expressed enthusiasm (52.7%) and 2.7% said they were less enthusiastic.
- (5) Regarding the provision of guidance by the simulation supervisor before the implementation of the practice in school, some students stated that it was good (45.9%) and 1.5% stated that it was not good.
- (6) Regarding the provision of guidance by among teachers on the implementation of teaching internship program in schools, some students stated that it was good (53.1%) and 1.5% stated that it was not good.

Based on the results of data processing, it can be seen about students' perceptions of the implementation of the teaching internship program. The implementation of the teaching internship program is in the good category. Even though the implementation of the internship program teaching students' perceptions is in the good category, there are still things that need to be improved, especially in terms of delivering material at the time of debriefing. There are still 10% of students who state it is unclear. This includes a significant amount of attention.

3.3 Student Perceptions of the Results of the Implementation of the Teaching Internship Program during the Covid-19 Pandemic

There are three questions/statements related to the components of the results of the implementation of the teaching internship program. Based on data collection, information was obtained about students' perceptions of the results of the implementation of the internship teaching program, as follows:

- (1) In relation to the suitability of the types of activities programmed by the organizers with the realization of internship teaching activities in schools, some students stated that they were appropriate (42.3%) and 4.2% stated that they were not suitable and 0.4% stated that they were not.
- (2) Regarding the achievement of the target number of teaching practices set by the organizer with the realization of the number of teaching practices carried out in the school, the enthusiasm of the school (Principals, Teachers, and Staff) some students stated that they had reached the target (53.5%) and 1.9 % stated that they did not reach the target, and 0.4% stated that they did not reach the target.
- (3) With regard to the timeliness of completing the implementation of the internship teaching in schools, some students stated that they were on time (62.2%) and 3.8% stated that they were not on time and 0.4% stated that they were not on time.

Based on the results of this data processing, it can be seen about the students' perceptions of the results of the implementation of the teaching internship program. The results of the implementation of the teaching internship program are in the good category. Although the results of the implementation of the internship program teaching students' perceptions are in the good category, there are still things that need to be improved, especially in terms of the suitability of the types of activities programmed by the organizers with the realization of teaching internships in schools. There were still 4.2% of students who stated that they were not suitable. This includes the amount that needs to be considered.

4. Conclusion

Based on the data analysis above, it can be concluded that students' perceptions of the teaching internship program are as follows: (1) the components of the preparation of managers in teaching internship program were in the fair category, (2) the components of the implementation of the teaching internship program showed a good category, and (3) the components of the results of the implementation of the teaching internship program were in good category. In general, the conclusion of this study shows that students' perceptions of the management of the teaching internship program during the Covid-19 pandemic are in a good category.

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