



CLC (Community Learning Center) Think Indonesia School as the Learning Internship Practices for Department of Nonformal Education UNESA Students

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Keywords	Abstract
Internship, PKBM, Nonformal Education	Internship is one of the compulsory subjects for students. This internship program is a bridge to implement the theory that has been learned by students while conducting lectures with actual professional conditions in their scientific fields, including students majoring in Nonformal Education semester 7 who carry out their internship activities at CLC (Community Learning Center) Think Indonesia School. This type of research is descriptive research conducted using a qualitative approach, to analyze apprenticeships as learning practices carried out by students majoring in Nonformal Education. The data sources used in this study are primary and secondary sources collected through data collection techniques in the form of observation, interviews, and documentation, with the data analysis technique applied is the Miles and Huberman model. The results obtained in this study are that in carrying out internship activities, students participate in socializing the acceptance of new students (PPDB), preparing annual programs, compiling SOP and making habituations in the learning process, becoming study tutors, making lesson plans, and evaluating learning in management. PKBM institutions to provide an overview, abilities, skills in managing educational institutions and skilled in conducting learning.

INTRODUCTION

Internship is one of the compulsory subjects for students. An internship according to Harahap (2018) is a field experience activity that is carried out by going directly to an established institution or company which in this case is an educational institution and becomes the context of a learning apprenticeship (Harahap, 2018). This internship program is a bridge to implement the theory that has been learned by students while doing lectures with actual professional conditions in the field of work (Ismail et al., 2018). Resmi and Triharyanto in Nurhikmawati (2019) state that the learning process carried out through apprenticeship activities can grow and get used to participating in work directly. In addition, with this internship, students can improve their competence, especially in the field of study with a set of knowledge, skills, and behaviors that must be owned to support their professionalism.

One of the majors that holds learning internships is the Unesa Department of Nonformal Education. Learning internships for students of Nonformal Education are carried out in institutions that serve non-

formal education such as CLC (Community Learning Center), SKB (Learning Activity Center), LKP (Institute for Kursun and Training), Homeschooling, Early Childhood Education Institutions (PAUD) and many others.

The purpose of conducting educational internships by students of Nonformal Education is to increase knowledge, understanding, abilities, skills in organizing Nonformal Education both in the managerial sphere as well as in the process of the learning system. This is because managers of Nonformal Education must have high dedication to the tasks they carry out (Ismail et al., 2018). Reflecting on the National Education System Law No. 20 of 2003 regarding educational competence, article 35 which states 8 aspects of education delivery that must be managed according to the standards, namely process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards, financing standards and assessment standards, where things this is done in order to realize an increase in the quality of education, especially in the existence of Nonformal Education

(Shofwan & Kuntoro, 2014); (Rusdiana, 2014); (Raharjo, 2013); (Himaaturohmah, 2017).

As for one of the institutions that become learning partners for students majoring in Nonformal Education conducting internships is at CLC (Community Learning Center) Think Indonesia School. CLC (Community Learning Center) Think Indonesia School is a nonformal education unit where people can take part in learning activity programs (Ridwan, 2017). CLC Think Indonesia School is one of the CLCs located in Surabaya with the address at Jl. Raya Mastrip Numb. 28-28A, Kedurus, Karangpilang. CLC Think Indonesia School has several educational programs that synergize between nonformal and informal education which become *novelty* and comparison with other nonformal educational institutions. Among the programs provided are *Pure Homeschooling*, *Homeschooling and Activity*, and *Part School* which can answer the problem of the need for community education services. As an institution that provides nonformal education services, CLC Think Indonesia School also acts as a center for exchanging information and lifelong learning activities for the community which are carried out through its programs (Yulianingsih & Lestari, 2017).

The Nonformal Education Internship is a compulsory subject program and must pass for students of the UNESA FIP Nonformal Education Department with a weight of 20 credits course *full practice* as an application of theoretical learning outcomes carried out while studying in class, besides that the learning internship is also a means of publication for the Department of Nonformal Education to *stakeholders* as graduate users. In addition, this learning internship activity is a program implemented by Surabaya State University students as a manifestation of the Tri Dharma of Higher Education which includes issues of education, research, and community service. One of the programs that have been planned as the implementation of higher education services to schools or educational institutions. The learning internship activities carried out by students majoring in Nonformal Education began on August 1 2022 and ended on November 11 2022 which took place at the Think Indonesia School Community Learning Activity Center (CLC). In carrying out this program it is hoped that PLP students will gain field experience regarding activities and matters relating to all activities in the Educational Institution.

So that from the description that has

been mentioned, this article will examine and analyze apprenticeship activities as learning practices carried out by students majoring in Nonformal Education at CLC Think Indonesia School with the title " CLC (Community Learning Center) Think Indonesia School as the Learning Internship Practices for Department of Nonformal Education UNESA Students".

THEORY STUDY

CLC

Community Learning Center or commonly called CLC is a non-formal educational institution organized and established from, by, for the community which is able to answer and provide solutions, especially in the educational needs of the surrounding community (Sulistiani et al., 2021); (Himayaturohmah, 2017); (Pradikto et al., 2021). The existence of CLC (Community Learning Center) is a continuation of *the Community Learning Center* which has existed for a long time in Indonesia (Yulianingsih & Lestari, 2017); (Lutviatiani & Yulianingsih, 2022b). As with formal educational institutions, CLC has a role in organizing educational programs, especially in the context of community empowerment. These nonformal education programs are tailored to the needs of the community, namely aiming to improve cognitive abilities (knowledge), skills by utilizing natural potential or surrounding infrastructure either through Women's Empowerment activities, Equality Education Programs (packages A, B, and C), Early Childhood Education, Functional Literacy Education, courses and many others (Pradikto et al., 2021); (Son, 2012); (Nugraha Permana Putra, 2019).

The large number of programs that can be organized by CLC institutions makes CLC as a nonformal educational institution have full institutional management capabilities to manage its institutions properly and systematically so that they are able to carry out and realize activities that suit community needs, so as to be able to achieve maximum learning outcomes (Nengsih et al. al., 2018); (Almaidah, 2017).

Learning Internships

Work practice programs or commonly known as apprenticeships (*internship*) is a learning activity carried out in the field. This activity is carried out with the aim of introducing, cultivating abilities, and familiarizing students' abilities to be trained in doing a job (Harahap, 2018). Internships are carried out to gain experience in actively

contributing to an institution or company by each apprentice, whether they are students (Ismail et al., 2018); (Octavianingrum, 2020); (Nurhikmawati et al., 2019). In line with this opinion, Danim in Ismail (2018), states that apprenticeship is a learning technique that involves individual observation of work and determining feedback to improve performance or correct errors. In essence, the internship program is a learning activity carried out to gain experience in contributing and working in real life.

So that with this activity it is hoped that students are expected to be able to participate and get something that is good and useful for themselves by forming a mentality, instilling work motivation, forming a hardworking, responsible, and tenacious spirit in doing work, as well as being a place to show their existence in the world of work maximally (Aswita, 2022).

The learning apprenticeship is an apprenticeship carried out by students majoring in education, including students of Nonformal Education through the concept of learning by doing (*learning by doing*). This internship is carried out as an effort to introduce students to the world of work, especially in the nonformal education field. This internship is carried out by students of Nonformal Education as a form of scientific implementation as well as systematically synchronous in educational programs at Higher Education to train skills in mastering managerial skills or teaching within the scope of nonformal institutions as well as being a means of developing a synchronous and harmonious learning system between the world of education and world of work (Yulianingsih et al., 2021); (Ismail et al., 2018).

METHOD

This type of research is descriptive research, which describes the internship activities carried out by students majoring in Nonformal Education at UNESA at CLC Think Indonesia School. The approach applied is qualitative (*qualitative research*), which is a research approach used to examine the condition of an object naturally and is carried out to obtain the required data in a mandala manner which is then analyzed and presented in the form of a description (Sugiyono, 2018); (Moleong, 2016).

This research was conducted at the CLC (Community Learning Center) Think Indonesia School, located on Jl. Raya mattrip no. 28-28A, Kedurus, Kec. Karangpilang, Surabaya. The data sources used are primary and secondary data sources. Primary sources

through data collection by applying participatory observation techniques, interviews, and documentation, while secondary data sources are obtained by conducting *literature* in scientific journals that are relevant to the topic being studied (Prof. Dr. Yatim Riyanto, 2007). The analysis technique used is the Miles and Huberman analysis model, which is carried out by collecting data, data reduction, presentation, and drawing conclusions (Prof. Dr. Emzir, 2016).

RESULTS AND DISCUSSION

From the results of research conducted at the Think Indonesia School (CLC) Community Learning Center, located on Jl. Raya Mastrip Numb. 28-28A, Kedurus, Karangpilang, Surabaya related to student learning internship activities can be seen from the activities carried out during the following internships,

PPDB (New Student Acceptance) Socialization

As an educational institution that is organized non-formally based on the community, in its implementation it requires a network of institutional partnerships to introduce and maintain the existence of the institution to the community (Suryawahyuni Latief et al., 2022). One way that can be done is to socialize PPDB (New Student Acceptance). PPDB is an annual program carried out by every educational institution, including the CLC Think Indonesia School institution. This is in accordance with Permendikbud No. 86 of 2014, that in the implementation of student admissions, it is done by registering students, who can then take part in learning and teaching activities.

PPDB (New Student Acceptance) is carried out by coordinating with the CLC Think Indonesia School PPDB (New Student Acceptance) team, such as by preparing the venue, distributing invitations to local residents, preparing a rundown of activity events, preparing administration such as registration forms, *brochures*, or pamphlets and presence of prospective applicants in each learning program at CLC Think Indonesia School. The main purpose of carrying out PPDB activities is to introduce the institution to the wider community.

Compilation of the CLC Think Indonesia School's Annual Program

The application of the CLC management strategy concept begins with comprehensive planning that can anticipate needs while carrying out extensive learning and

institutional activities, and is able to help realize the vision and mission of the institution (Puspito et al., 2021). With the planning process, it will be able to help maximize learning resources to the fullest.

One of the most crucial activities to be carried out in the world of education in both formal and non-formal educational institutions is the preparation of an annual program. This annual program is a guideline for the implementation of activity programs that are structured to be carried out for one year (2 semesters) both activity programs to support academic and non-academic students as well as a venue for the existence of the educational institution being managed. As for the internship activities at CLC Think Indonesia School, students participate in compiling the annual program, so that students will be trained in analyzing community learning needs to serve as educational program services at the Institute. The annual programming model that is carried out at CLC Think Indonesia School is arranged according to the month in each academic year, the name of the activity program, the time allocation for activities carried out, and the division of responsibilities by the manager. This annual program design is the basis for implementing program development and is conditional in accordance with future needs.

Making SOP Habituation in Learning

Standard Operational Procedure (SOP) is a guideline used to carry out tasks, activities, work. Every institution as a place to carry out workers must have an SOP that is used to regulate members of the organization. Likewise, at the CLC Think Indonesia School Institute where Nonformal Education Unesa students do internships. During the internship, students actively participate in preparing habituation SOPs in the learning process. The preparation of this SOP is based on the vision and mission of CLC Think Indonesia School. The SOPs that are implemented at CLC Think Indonesia School consist of activities before learning, teaching and learning processes, and after learning. The SOP that is prepared for the process before learning is carried out, namely by doing ice-breaking, gymnastics with light movements, and has the benefit of training students' gross motor skills. Then, SOPs when the learning process is carried out, namely by getting students to be prepared, getting students used to praying by reading study prayers before learning begins and when delivering subject matter tutors are required not only to use the lecture method,

but by applying innovative and adaptive methods according to the learning needs of students. More than that, after the learning activities are carried out, as an effort to maximize the learning outcomes carried out, it is also accustomed to carrying out outing classes that are adapted to the material that has been provided, so that students are able to implement the knowledge gained between learning activities carried out in the classroom outside the classroom. . As well as the last SOP carried out after learning. This is done by recalling to students related to the material that has been studied then the tutor directs students to tidy up the items brought for study, and continues by praying and greeting each other with each other and the teacher. As a result, habituation like this will shape the habituation of students to become self-disciplined individuals and their environment.

Becoming a Tutor at CLC Think Indonesia School

The learning process that occurs in every educational institution is inseparable from the active role of the tutor, facilitator, or teacher. Apart from carrying out teaching duties by transferring knowledge, the educator's task is also to instill good values (affection) which can affect the learning motivation of each student (Nisa & Sujarwo, 2020); (Yustiani et al., 2015). Nisa (2020) states that learning becomes behavior and complex actions are carried out, where in this learning process it becomes a way for individuals to become more aware of their environment and change their behavior, so tutors are needed who can assist them in the learning phase.

In the implementation of nonformal education, apart from being a manager, one can also become a tutor. This is similar to what students of non-formal education do during their internships at CLC Think Indonesia School and also participate as tutors or learning facilitators for their students. This teaching activity is carried out in accordance with the SOP and habits that have been made before. The existence of an SOP that has been made is able to help tutors to adjust the application of learning methods and strategies that are carried out with the conditions of their students.

Making Learning Devices (RPP and Learning Media)

Learning and teaching activities are a very complex process, from planning to evaluation, much attention is paid because it can be a benchmark for the success of the learning activities carried out (Fibrianti, 2020). As was done by Nonformal Education

students during their apprenticeship at CLC Think Indonesia School, students are given the opportunity to learn to prepare the learning process from start to finish, one of the stages carried out at the beginning is the preparation stage by making an RPP (Learning Implementation Plan).

CLC Think Indonesia School implements the Free Learning Curriculum that has been decided by the Ministry of Culture, Research and Technology. Students in this process have the opportunity to explore and develop learning activities through lesson plans that have been prepared beforehand without forgetting the vision and mission of the institution.

Conducting Learning Evaluation

The final stage in learning activities is evaluation. Evaluation of learning is carried out to assess, to measure and to see how successful the learning activities have been implemented (Lutviatiani & Yulianingsih, 2022). In carrying out internship activities at CLC Think Indonesia School, students also carry out learning evaluations. Evaluation is carried out after the learning process.

Evaluation on CLC Think Indonesia School is carried out to find out the interests, talents, abilities and weaknesses of the students. So that from this process, the learning tutor can readjust the learning method or strategy to be applied, so that the relationship between the tutor and students, as well as learning outcomes will be synergistic. Besides being aimed at the learning process being carried out, this evaluation is also aimed at learning tutors and parents to address their children as students during the learning process at CLC Think Indonesia School and the impact it has on them at home. Learning tutors cannot force children to want to learn according to the tutor's wishes, but tutors can provide material that is in accordance with the activities or interests of their students (Shofwan & Kuntoro, 2014).

CONCLUSION

Based on the results of research conducted related to apprenticeship activities as learning practices carried out by students majoring in Nonformal Education at CLC Think Indonesia School, it can be concluded that nonformal education internships are carried out to provide an overview, ability, skills in managing educational institutions as well as being skilled in conducting learning. This effort was carried out during the apprenticeship through socialization activities for the

acceptance of new students (PPDB), preparation of the annual program, compiling SOPs and carrying out habituation in the learning process, becoming study tutors, making lesson plans, and conducting learning evaluations.

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