

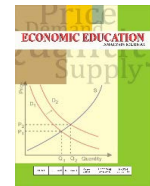


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## Educational Internship Analysis Using CIPP Model in the Economic Education Study Program

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### Abstract

The Educational Internship Program is a form of self-actualization for those who have received various educational theories ranging from codes of ethics and the teaching profession, classroom learning planning, making learning instruments, classroom management to learning evaluation. This research is a qualitative descriptive study that aims to analyze the implementation of Educational Internships Economic Education students at Jenderal Soedirman University in Senior Highschool and Islamic Senior Highschool in Banyumas Regency in terms of (1) Study Program Readiness in the Implementation of Educational Internships (2) School readiness in implementing Educational Internships (3) Students' readiness in implementing Educational Internships. The subjects in this study were Lecturers in the Economics Education Study Program, students who had carried out educational internships, teachers and students from SMA and MAN in Banyumas Regency which became the internship places for economic education students. The sampling technique used was purposive sampling method. The research respondents included 8 civil servant teachers, 8 principals, 7 supervising lecturers, 48 students participating in educational internships, and 40 students who had been taught by practical students. Data was collected using in-depth interview, Focus Group Discussion (FGD) observation and documentation techniques. The results of data collection were then analyzed using interactive model analysis techniques consisting of data collection, data reduction, data presentation, data quality testing, and drawing conclusions. In addition, the data obtained were analyzed using the CIPP model analysis (context, input, process, and product) which is a comprehensive evaluation mode based on its components.

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## INTRODUCTION

Human resources are the main asset and have a fundamental urgency in driving activity to achieve a purpose. Therefore, human resources development has become an essential aspect necessary to be conducted. As a fundamental urgency, human resource development also has a role in the national development process and is closely related to the national economy development dimension. In the education field, a teacher is one of the important human resources that needs to be reckoned with. Teachers have a huge role in developing the society in the future. In line with the mandate of the 4th paragraph of 1945 Constitution of the Republic of Indonesia (UUD 1945) that is to educate the life of the nation. As stated by Hamalik (2013) that teachers carry out the social-cultural tasks that beneficial in preparing the young generation in accordance with the future goals of the nation.

Teacher's quality has a contribution in determining the quality of education. In contrast, the quality of education will determine how the quality of the nation's young generation would be. Furthermore, to support the better quality of education, the contribution from all components such as students, teachers, curriculum, learning strategies, instructional media, facilities and infrastructures, time and funds availability, society, and socio-culture is necessary. All of those are inseparable parts of the national education system. Teachers as the education facilitator are demanded to have a competent work capacity, fulfill their tasks and responsibilities as stated in Law No 14 of the Year 2005 on Teachers and Lecturers (Undang Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen), that:

“Teachers are professional educators with the main tasks to teach, educate, guide, lead, train, assess, and evaluate the students in early education in the formal education tracks, elementary education, and high school education”.

As a profession with a demand of a competent work capacity, teachers should have main competencies in conducting their profession: pedagogy competency, personality competency, social competency, and professional competency (UU No 14 of the Year 2005, Article 10 (1)). Aside from having adequate competency, teachers should also fulfill the academic qualification that can be gained through a bachelor's degree or Diploma IV.

Jenderal Soedirman University as one of the higher education institution is also present in achieving the aims of national education. One of them is organizing the Economic Education study program under the Economic and Business Faculty, in which output acts as the means to create competent teachers that will be beneficial to society. Various programs are developed to support the improvement of the graduate's quality that will be ready to contribute in the education field to the society and corresponds to the employment needs. One of the means is through the Educational Internship course.

This Educational Internship course is a form of self-actualization for the Economic Education students that have received various educational theories, from the codes of ethic and teaching profession, classroom learning plan, learning instrument making, classroom management, to learning evaluation. This course is offered in the 7th semester after the students received the microteaching course. In its actualization, students then will directly practice their knowledge to the learning subjects or pupils in an actual classroom with real time duration. As stated by Hamalik (2014), that the contents of the teacher's education program should start from the principles and theories then developed with training programs or practices.

In the execution of the Educational Internship, there are many things that need to be learned and prepared by the involved parties, such as Study Program, students, and partner schools. Study Program as the executor and the instrument maker and also the evaluator of Educational Internship program should

prepare the students skills in fulfilling the needs of the execution of Educational Internship, performing the socializations to partner schools by preparing the seasoned human resources, time allocation, facilities and infrastructures availability, and the funds availability. Students, as the subjects of the program's executor, should be able to comprehend the successful achievements of the Educational Internship by optimizing their capabilities and innovating their teaching practices. Moreover for the schools as the partner and facilitators of the Educational Internship should understand the school's purpose, role, and contribution in supporting the success of this Educational Internship program.

At present, the Educational Internship by Economic Education students of Jenderal Soedirman University is conducted at various Senior High Schools and Islamic High Schools in Banyumas regency that consists of 8 schools, including SMA N 1 Purwokerto, SMA N 2 Purwokerto, SMA N 3 Purwokerto, SMA N 4 Purwokerto, SMA N 5 Purwokerto, SMA N 1 Baturaden, MAN 1 Banyumas, and MAN 2 Banyumas. Where in its execution, we were faced with some in-field problems.

Problems that arise in the fields are: the students could not optimally innovate their learning process with material delivery or learning model, so some pupils evaluate that the lesson could not be fully understood; Low authority and charisma of the students in the internship practice at schools leads to the decrease of respect and appreciation from the learners; Different facilities and infrastructures at each school creates different chance to organize the teaching-learning practice among the students; The schools was not optimally empowering and giving opportunities to the internship students to explore themselves in the non-academic activities; Study Program has not yet explained in detail on how the internship student's self-actualization in the means of basic teacher skills achievement, which involves the pedagogy skill, social skill, personality skill, and professional skill.

Based on these description and pheno-

menons that happened, we are interested in researching the topic of the analysis of educational internship implementation on the Economic Education students of Jenderal Soedirman University in Senior High School and Islamic High School in Banyumas regency, with these following problems: (1) How is the readiness of the study program in the implementation of the student's educational internship, (2) How is the school's readiness in the implementation of educational internship of Economic Education's students, (3) How is the students' readiness in the implementation of educational internship of Economic Education's students?

So the specific aim of this research is based on the problems mentioned above, which is to analyze the readiness of the Study Program, Students, and schools in the implementation of educational internship for Economic Education's students of Jenderal Soedirman University at Senior High Schools and Islamic High Schools in Banyumas regency.

This research is a form of the researchers and institution, Jenderal Soedirman University, contribution in aiding to give input to the authorities, schools, teachers, and students in the educational internship program. This is in line with the Research Master Plan (Rencana Induk Penelitian (RIP)) UNSOED in the social engineering, rural development, and community empowerment fields. This research will later be expected to give a depiction on how the readiness of educational internship program implementation conducted by the Economic Education students of Jenderal Soedirman University is. Furthermore it is also for the policymaker to assess whether the this educational internship program implementation has been executed well or not with all of the existing problems, urgencies, and readiness, any things that need to be fixed in the execution of educational internship program implementation, and any footholds that need to be improved by the Study Program, schools, and students. The novelty of this research is the readiness of the Study Program, schools, and students, in which these research

problems have not been researched prior.

The purpose of this study is to analyze the readiness of the Study Program, school readiness, and student readiness in implementing educational internships.

## METHODS

This research is a research with two approaches, qualitative approach with descriptive qualitative research type. Descriptive qualitative is a method to describe, depict, compare data and conditions and explain a condition in such a way before drawing a conclusion (Sugiyono, 2014). In this research, a qualitative approach is used to seek the answers to in-depth questions that can not be manifested in numbers.

The population in this study were all high schools and Islamic Senior Highschool in Banyumas district, totaling 53 schools. The subjects dalam penelitian ini diambil menggunakan Teknik purposive sample. The purposive sample in this research is the subject of this research are the parties involved in the educational internship program of the UNSOED economic education study program. Based on the purposive sampling, it was obtained that there were 8 teachers, 8 principals, 7 supervisors, 48 students who were apprentices for education, and 40 students who had been taught by practical students. The determination of the amount was also carried out with consideration of the limited time and energy of the research team. Schools involved in this study are these eight schools, SMA N 1 Purwokerto, SMA N 2 Purwokerto, SMA N 3 Purwokerto, SMA N 4 Purwokerto, SMA N 5 Purwokerto, SMA N 1 Baturraden, MAN 1, and MAN 2 Banyumas.

The data collection method used in this research was primary data and secondary data. Primary data in this study is the educational internship implementation data that was obtained through direct interviews with the Study Program, partner schools, and educational internship students. At the same time, secondary data in this research is the data that

was obtained from the documentation study. Techniques used in data collection are interviews, observation, documentation study, literature, and other sources relevant to the research.

The analysis method in the qualitative data was analyzed by interactive model analysis technique that consists of data collection, data reduction, data display, data quality check, and conclusion drawing. Aside from that, this study also used CIPP (context, input, process, product) model analysis technique, an evaluation method that is more comprehensive or thorough by evaluating from the context, input, process, to product (Stufflebeam, 1986).

## RESULTS AND DISCUSSION

### **Study Program's Readiness in the Educational Internship Implementation of the Economic Education Students of Jenderal Soedirman University at Senior High Schools and Islamic High Schools in Banyumas regency**

The Educational Internship is a form of self-actualization for economic education students who have received various educational theories from the codes of ethic and teaching profession, classroom learning plan, learning instrument making, classroom management, to learning evaluation. In its implementation, the study program has a significant role in this Educational Internship program. Because they act as the organizer, instrument maker, and evaluator of the Educational Internship program. The study program has to prepare the students' skills in fulfilling the needs of Educational Internship, conducting socializations to partner schools by preparing seasoned human resources, time allocation, facilities and infrastructures availability, and funds availability. Educational Internship usually starts from planning, training to monitor the students.

Suparno (1994) said that the Implementation of the Field Experience Program (Educational Practice) is aimed at the formation of professional teachers through training ac-

tivities in schools, so that prospective teacher students are able to: "(1) master various basic teaching skills, and (2) apply various professional abilities teachers, (3) draw conclusions about the educational value of appreciation and experience in training through reflection, and pour the results of that reflection into a report. Based on the results of the analysis using the CIPP model conducted with Forum Group Discussions (FGD) and interviews, the following results were obtained.

Viewed from the context aspect, the results of the study show that in the readiness of implementing educational internships, the study program has understood the required goals and development objectives of the ongoing educational internship program, both those that are to be achieved and those that have not been achieved. This is very influential in the implementation of educational internships, especially for students who carry out. By knowing this, the study program will be able to evaluate what has not been achieved and what needs to be improved. Especially in the role of the Study Program study program as the organizer and instrument maker as well as the evaluator of the Educational Internship program.

Based on the analysis result using the CIPP model performed by Forum Group Discussion (FGD) and interviews, we gained results as follows. Based on the context aspect, research results showed that in the educational internship implementation readiness, the study program has already understood the purpose needed and the development purpose from the well-executed educational internship program that wished to be achieved or those that have not been accepted as well. This has a huge impact on the educational internship, especially on the students who conducted this program. By learning about these things, the study program will be able to evaluate any things that still have not been achieved and needs to be improved. Particularly in the role of Study Program as the organizer and evaluator of the Educational Internship program.

Reviewed from the input aspect, the role

of the study program is very important. The study program has to be able to give various inputs to support the educational internship program. A good input will lead to good results, or at least it will not be too far off from the initial expectation. Input from educational internship program given by this study program involves the input for the students and the schools. For students, the study program gives various training, socialization, and guide book that can be used by the students as the guide in undertaking the educational internship program. With the execution of this event, the students are expected to learn anything that needs to be performed and prepared in the educational internship program at schools. The provision of internships provided to students is needed to increase knowledge in internship activities, among others, in terms of providing direction to students before internships, the committee and the internship coordinator explain in detail the activities that will be carried out at the internship, supervisors provide serious guidance to students so that the planning and implementation of internships are more coordinated (Rugaiyah, 2011).

In monitoring and as the one responsible for the students, the study program also assigns the lecturers as the field mentor of the students. Students may consult their field mentors regarding the process of the educational internship. Lecturers also have a role in monitoring and evaluating the students in their guidance. Not only for the students, but the study program also gives input to the schools where the educational internship takes place, this input is in the form of a guide on the execution of the educational internship program, and also for the tutor teacher that will be able to guide and lead the students when conducting the learning process at schools. With the input given by the study program, it is expected that it will have a positive impact on the success of the Educational Internship program of the Economic Education of the Jenderal Soedirman University at Senior High Schools and Islamic High Schools in Banyumas regency.

Reviewed from the process aspect which is a series of events that need to be taken to gain the expected results from the execution of educational internship, the study program has conducted the execution, monitoring, guidance, and evaluation processes well. In the process of educational internship that has been going on, the execution was not conducted according to the schedule established prior, this is caused by the Covid-19 pandemic that leads to the limited events and the need to readjust the schedule from the schools. In the monitoring and guidance process performed by Field Mentor Lecturers, monitoring and supervision are being held by various methods. Some monitor by routine communications and give guidance via online, some perform direct monitoring to the schools by prior coordination. In the monitoring and guidance process, most of the students undertaking the educational internship activities swiftly, but there were also some obstacles met by the students, particularly in the learning process that is conducted via online. In the evaluation process, the study program evaluates the students from the reports and guidance conducted by the Field Mentor Lecturers and Tutor teachers. From these evaluation results, the study program can determine the score gained in the educational internship program. Reviewed from the product aspect or the expected results of the educational internship program are the achievements of the educational internship aims, relations between study program and the schools, and the impact of the events for the surrounding area.

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 fun-

ctions.

With internship activities, there have been many changes that have occurred to students, especially in facing the global era in looking at the world of education and teaching that is happening so fast. While 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).

In the purpose achievements, the educational internship program is considered to be well-executed, even though there are some process that need to be improved. But these things will not become a big problem because the purpose of this program is so that the students can gain the experience to perform direct learning process to the pupils and directly experienced how to be a teacher.

#### **School's Readiness in the Educational Internship Implementation of the Economic Education Students of Jenderal Soedirman University at Senior High Schools and Islamic High Schools in Banyumas Regency**

Schools as the partner and facilitator of the Educational Internship program have to understand the purpose, role, and contribution of the schools in supporting the success of the Educational Internship program. Based on the analysis using CIPP model performed by Forum Group Discussion (FGD) and interviews, we obtained results as follows. Reviewed from the context aspect, research results showed that in the educational internship process, the schools had understood the purpose, role, and contribution that need to be prepared and given. So the educational internship process can be well-executed as expected.

Reviewed from the input aspect, research results showed that the role performed by the schools in the execution of the educational internship is very optimally executed.

The schools give out various good inputs for the study program as well as the students. The schools have coordinated well with the study program to develop a good relationship, leading to the process going on swiftly, whether from the administration or the execution sectors. This has a positive impact on the execution of educational internship program.

For the students, the schools provide various adequate facilities and infrastructures to support the learning process. This is also supported by the quality and quantity of the facilities and infrastructures available at Senior High Schools and Islamic High Schools in Banyumas regency that has cooperated in the execution of this educational internship program. The schools also facilitate the tutor teachers that has been coordinated with the study program to be able to guide the students directly while conducting the learning process to the pupils. This has also been performed well, where the students can always ask or exchange opinions regarding the learning process. Tutor teachers are also the ones in charge of the students when the learning process is taking place. Every school must also have its own rules and order, this also applies to the students in the Educational Internship. Monitoring is also performed directly by the schools, in this case by the school principal and tutor teachers to ensure that the events may progress according to the rules.

Reviewed from the process aspect, research results showed that the schools had executed various things well. Starting from well coordination process with the study program, then performing the administration process that is easy for the students. Next, the schools actually still have to prepare a few things to support the Educational Internship. This can also be applied to sustainable education. One of those things is that they have to be able to pay attention to their students who undertake the learning process via online. This pandemic caused the learning process can not be held face-to-face, so every learning process has to be held via online. There are still many students who are very inconvenienced by the cur-

rent learning process, whether by the network, time, or monitoring that is lacking towards the students. This is also experienced by some of the educational internship students that undertake the learning process. This should get more attention so that the learning process can remain effective and the students can still gain beneficial knowledge.

Reviewed from the product aspect or the expected results from the educational internship program is the purpose achievement of the educational internship for the students. In the execution process at schools, the pupils are the side that directly experienced the learning process conducted by the educational internship students. With this educational internship program, the pupils get more passionate in undertaking the learning process and the teachers get helps in performing the learning process. The utilization of available facilities and infrastructures also supports the good learning process. Despite some problems arise, those did not lessening the essence and significance of the educational internship process execution at the schools.

#### **Students' Readiness in the Educational Internship Implementation of the Economic Education Students of Jenderal Soedirman University at Senior High Schools and Islamic High Schools in Banyumas regency**

Teachers are one of the educational factors that play an important role in the implementation of teaching programs in schools. Behind the success of students, there must be a great teacher. The teaching profession is a noble profession because it is able to educate, teach, guide, direct, train, assess, evaluate and even become an example or example for students that can be applied in the context of everyday life. Therefore, it is necessary to improve the quality of teachers by improving pedagogic abilities, personality abilities, and social skills. The improvement of student competence through the internship program has reached professional standards and is used as a role model for prospective teachers (Ismail et al., 2018).

The Educational Internship has the purpose of shaping the knowledge, skills, professionalism of the students as a teacher-to-be. The educational internship is aimed so that the students can directly experience the learning process and strengthen their identity as a teacher. Based on the analysis result using the CIPP model performed by Forum Group Discussion (FGD) and interviews, we obtained the results as follows.

Reviewed from the context, research results showed that the students had understood the purpose and function of this educational internship program. The students undertake the Educational Internship activities to achieve the novice teacher competencies: pedagogy competency, professional competency, personality competency, and social competency. The impacts from this educational internship program are also very significant for the students. With the educational internship program, students that initially have not performed a direct learning process can gain these experiences. They can also understand the application of the courses learned and learn to become a good teacher.

Reviewed from the input aspect, research results showed that the students give good inputs, particularly in the learning process. In the implementation, the students undertake various training to prepare various things that will be performed in the educational internship program. This affected their readiness in the learning process conducted. They prepared various material and learning method that will be applied and prepare themselves to learn how to perform a good and proper learning process. In the execution, they also utilize various facilities and infrastructures given by the schools as well as from the study program, so that the educational internship program can be executed well by the students.

Reviewed from the process aspect, research results showed that with the educational internship program, the students start training to be able to apply the competencies as novice teachers. Competence is a set of actions full of one's responsibility as a prerequisite that

he is able to carry out the specific task (Majid, 2011). Teacher competence is divided into 4 parts consisting of pedagogic competence, personality competence, social competence, and professional competence. The importance of skills in classroom management must be possessed by students before carrying out field experience practices (Rhamayanti, 2018). Knowledge of how to plan, prepare and develop teaching materials in the classroom is an important skill to learned (Ulla, 2016).

Pedagogic competency is the teacher's skill in managing the learning process that related to the students, consists of comprehension to the educational foundation and insight, comprehension on the students, development of curriculum or syllabus, learning plan, perform learning process that is dialogic and educational, education technology utilization, study result evaluation, and the students' development to actualize their potentials (Sagala, 2013). In its execution, students have understood anything that needs to be delivered, particularly the material that needed to be taught, so the pupils can understand the lesson. The students have also tried to make the lesson exciting and interactive. In the facilitation utilization, especially in using technology for learning process, the students have utilized them optimally. The students, who belong to the millennial generation, surely understand how to use the technology and facilities well.

Professional competency includes various teacher's professionalism skills in the learning process as well as understanding the pupils. The students undertake the Educational Internship program and performing the learning process optimally. Before conducting the learning process, the students go deep into the material so that when the learning process is taking place, they have a deep understanding of their teaching materials. After the learning is over, they also conduct various learning evaluation processes, whether by holding questions and answers sessions or by tasks assignments. Another important note is that the students are always trying to motivate the learners to keep studying and achieving



their dreams.

Personality competency is a firm, stable, mature, wise and thoughtful, authoritative, and noble personality skill that becomes the model for the pupils and society, self-evaluate their own performance and developing themselves independently and continuously. In its execution, the students surely have been imprinted various ethics, whether in learning process or in interacting with others. This will surely always be applied in various events in Educational Internship.

Social competency is the teacher's skills as part of society. In this case, the students should be able to communicate and interact with various elements in society. These interactions are the interaction between students and pupils, the interaction between students and teachers, the interaction between students and school principal, and the interaction between students and parents or society. In the Educational Internship program, the students surely often interact with the school's pupils in the learning process, but the students should be able to get close to create a comfortable and interactive atmosphere. Even though in the implementation, these interactions make the students considered more as a friend by the pupils, and may lead to few things that made the pupils have lack of respect towards the students who are learning to be a teacher. In the interaction with the teachers and the school principal, the students really respect and have a good attitude towards them. Teachers and school principals are the facilitator and mentors in the schools, so a good relationship and interaction with them will make the Educational Internship process move swiftly and yield an optimum result. Not only with the people in the schools, but the students also interact with the general society. They learn how to understand society, particularly in the scope of education.

In the educational process, there are a lot of things to be done and paid attention to. The students are always performing those things well because the purpose of this activities is to gain experience and improve each

student's individual skills. We can conclude that in the professional competency, the students are ready. This readiness is displayed by arranging and learning a material to gain proficiency of the material and a mindset concept that supports the subjects that they are in charge of.

In the pedagogy competency, this readiness is displayed by knowing the characteristics of their pupils, planning the learning activities according to the expected learning purpose, and managing the classroom effectively. In the social competency, this readiness is displayed by often interacting and communicating with other teachers, pupils, and other school employees to maintain a good relationship with the whole school's community.

In the personality aspect this readiness is displayed by trying to speak politely, act mature, accept feedbacks from the pupils, and give the chances for the pupils to participate in the learning process. Reviewed from the product aspect, research results showed that the students are grateful and enthusiastic with this educational internship program because with this program, they can directly gain in-field experiences. There are many things they gained, such as experiences in teaching, classroom management, assignments corrections, score grading, and arranging a good and proper RPP and education administration. Furthermore many other experiences can be gained from the execution of the educational internship.

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 Hasisbuan (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.

## CONCLUSION

From the results of the research and discussion, conclusions can be drawn about the analysis of the implementation of educational internships in the Economic Education Study Program using the CIPP method. The average context aspect in the implementation of educational internships is very good. This means that the understanding and knowledge of the study program, schools and students about the concepts and objectives of educational internships is very important for the success of the program.

The average input aspect in the implementation of the educational internship program has been carried out well. That way it can be interpreted that the input aspect in the implementation of a good educational internship will help in achieving the success and smooth running of educational internship activities. The average process aspect in the educational program is carried out very well. It can be interpreted that the process carried out by study programs, schools, and students in an educational internship program is a decisive thing and is the most important thing to be able to achieve the goals of implementing an educational internship. The average product aspect in the implementation of educational internships is good. This shows that the results or products of this educational internship have a very high impact on study programs, schools and students.

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