Socialization of Provision of Internship II for English Students at the University of Prof. Dr. Hazairin SH

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Abstract

This socialization aims to provide provision for English students who will take part in the second internship program at school. The socialization and debriefing will be held on Monday 17 October 2022 in the C4 learning building at 08.00-14.00 WIB. The participants for apprentice II were all semester V students. Implementation of socialization and debriefing of apprentice II program for English students at Prof. Dr. Hazairin SH through the lecture method. Internship Program II aims to strengthen educational academic competence and linkages with academic competence in the field of study as well as determining the initial abilities of prospective teachers in developing learning tools through: reviewing the curriculum and learning tools used by teachers, reviewing learning strategies, reviewing evaluation systems, compiling and developing Learning Implementation Plans, developing learning media, developing teaching materials in accordance with the lesson plans; and development of evaluation tools in accordance with the objectives. Implementation of socialization and debriefing of apprentice program II for English students at the University of Prof. Dr. Hazairin SH makes students able to design learning tools, namely studying the curriculum, designing syllabus, and designing learning plans as well as being able to know the school environment carefully.

Keywords: debriefing, english student, internship 2, socialization

A. Introduction

The future of the nation's education is the responsibility of prospective teacher students as the next generation in the future. Student teacher candidates are a superior and valuable generation because they contribute to the development of the quality and character of children in a very dynamic and fast-developing era. Student teacher candidates must be able to become role models, educators, and mentors for students in the future. Student learning activities are influenced by the way the teacher teaches [1]. The failure of the learning and teaching process is influenced by the interactions between teachers and students that occur in the classroom [2]. Therefore, as prospective educators, prospective teacher students must be able to internalize the vision, mission, character and values of a teacher within themselves since they were still studying at tertiary institutions [3], [4].

Given the importance of the teacher's role in efforts to improve the quality of education, educational institutions that produce prospective teachers must direct their students to have experience in teaching and refer to the competencies needed in teaching in the field [5], [6]. Efforts that can be taken to increase competence in achieving quality in the field of education include the existence of an apprenticeship program. This program is one of the steps in bringing the quality of graduates closer to the demand for labor, especially as prospective teachers [7]–[9].

Educational internships are activities that provide early experience (earlier exposure) to build the identity of prospective educators, strengthen educational academic competence and fields of study, strengthen the initial abilities of student teacher candidates, develop learning tools and pedagogical skills in building the areas of expertise of prospective education [10], [11]. So it can be said that apprenticeship is an important part and is a precondition activity of the professional teacher preparation system [12], [13]. In addition, the internship program is also used as an effort to bridge the gap between the theory obtained by students in lectures and the actual professional conditions in the field [14], [15].

Internship activities are carried out at schools and in practice these Internship activities are carried out systematically by involving all stakeholders such as school principals or deputy principals, Internship tutors,

and Apprentice supervisors [16]. Internship programs at the Faculty of Teacher Training and Education are usually divided into apprentice 1, apprentice 2 and apprentice 3 programs. Internship 2 aims to strengthen educational academic competence related to academic competence in the field of study and determine the initial ability of prospective teachers in developing learning tools through curriculum and tool studies. learning used by teachers in schools [14], [17]. By participating in a good apprenticeship program, it is hoped that a prospective teacher will gain valuable experience that is beneficial for his readiness to become a professional teacher who plans all his learning systematically [18].

To be able to carry out the apprenticeship program 2 properly, it is necessary to socialize the debriefing regarding matters that will be directly related to apprenticeship 2 activities.

B.   Methods

Implementation of socialization and debriefing of apprentice program II for English students at the University of Prof. Dr. Hazairin SH through the lecture method. This socialization aims to provide provision for students who will take part in the second internship program at school. Internship Program II aims to strengthen educational academic competence and linkageswith academic competence in the field of study as well as determining the initial abilities of prospective teachers in developing learning tools through: reviewing the curriculum and learning tools used by teachers, reviewing learning strategies, reviewing evaluation systems, compiling and developing Learning Implementation Plans, developing learning media, development of teaching materials in accordance with the lesson plans; and development of evaluation tools in accordance with the objectives. Socialization and debriefing of the internship program II for English students was held on Monday, 17/10/2022 in the C4 learning building at 08.00-14.00 WIB. Apprentice II participants are all fifth semester students.

C.   Result and Discussion

Internship is a means for students to gain knowledge by applying it directly to the field. The internship program has a weight of 1 credit (Intern I and II) and 2 credits (Intern III). Internship activities are carried out at schools, the guidance is carried out by Apprentice Supervisors and Apprentice Supervisors.

On Monday 17 October 2022, Prof. Dr. Hazairin SH held socialization and debriefing of the 2022 internship activities which were delivered to all students which were organized by the Faculty of Teaching and Education, University of Prof. Dr. Hazairin SH in the Hall Building. The implementation of the socialization and debriefing of apprentice programs 1, II, III was attended by three Study Programs, including English, Geography, and Counseling Guidance Study Programs. The material for apprenticeship training includes the nature of the apprenticeship, the basis of the apprenticeship, the level of the apprenticeship, the objectives of the apprenticeship, the apprenticeship requirements and procedures.

Figure 1. Socialization of Internships I, II, III organized by the Faculty of Teaching and Education, University of Prof. Dr. Hazairin SH in the Hall Building

Implementation of socialization and debriefing of apprentice program II for English students at the University of Prof. Dr. Hazairin SH aims to prepare students to take part in an internship program so students can understand the objectives, requirements, procedures, implementation and scope of the internship. The specific objective of this apprenticeship program is that students are able to design learning tools, namely studying the curriculum, designing syllabuses, and designing learning plans as well as being able to get to know the school environment closely as a place for internships. The benefits of internship II for students include gaining experience in the interrelationships of ways of collaboration, so that they can understand the linkages of knowledge in solving problems, can increase knowledge and improve knowledge and ability in making and compiling learning tools. While the benefits for the school, including the school getting input in the form of suggestions to fix things that are still lacking and creating collaboration between the school where the apprentice is held and the university Prof. Dr. Hazairin SH.

Implementation of socialization and debriefing of apprentice program II for English students at the University of Prof. Dr. Hazairin SH enables students to design learning tools, namely studying the curriculum, designing syllabuses, designing learning plans and being able to get to know the school environment closely. Learning Implementation Plan is a plan that describes learning procedures and management to achieve a KD specified in the standard content described in the syllabus. Planning the learning process includes syllabus and learning plans that contain learning objectives, learning resources, and assessment of learning outcomes. The components of the Learning Implementation Plan consist of school identity including: (school, subjects, class/semester, time allocation), Core Competencies, Basic Competency and Indicators, learning objectives, learning materials, learning methods, media, tools, learning resources, steps of learning activities (introduction, core activities, and closing), types and techniques of assessment, forms of instruments, assessment guidelines. Learning media used by subject teachers include textbooks, blackboards, markers and other media used by teachers to support the teaching and learning process.Learning strategies are the methods used by a teacher/teacher to convey learning material that aims to make it easier for students to accept and understand learning material. The learning method is the method/procedure used by the teacher to achieve the learning objectives. The use of learning strategies and methods in class is taking notes, lecturing and memorizing. The evaluation system uses structured assignments, for example group discussions to make papers, oral tests and written tests.

D. Conclusion

Implementation of socialization and debriefing of apprentice program II for English students at the University of Prof. Dr. Hazairin SH enables students to design learning tools, namely studying the curriculum, designing syllabuses, designing learning plans and being able to get to know the school environment closely. The preparation of the syllabus and lesson plans is adjusted to the learning approach used. After carrying out internship II students are expected to be able to compile and develop a Learning Implementation Plan, compile and develop teaching materials according to the RPP and create and develop interesting media according to the Learning Implementation Plan.

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