

PGSD Student Internship Program in The Framework of The MBKM Curriculum (Study of Internship Implementation in The Ngada Region, East Nusa Tenggara)

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Article Information	ABSTRACT
Received: April 2024	<p><i>Aim:</i> 1) Preparation for internships, 2) Implementation of internships, 3) Evaluation of internships in the PGSD STKIP Citra Bakti Ngada Study Program. 4) Reveal how the internship program can strengthen the competencies of prospective elementary school teachers. <i>Method:</i> This type of research is qualitative research, with a descriptive design, and uses a phenomenological approach. Data collection methods use questionnaires, interviews, and observation. The informants for this research were students of PGSD STKIP Citra Bakti Ngada class of 2020, DPM (Internship Supervisor), and tutor teachers. The data analysis method uses interactive analysis using data reduction, data presentation, and data verification. <i>Result and Discussions:</i> Preparation for the internship in the PGSD STKIP Citra Bakti Ngada study program has been carried out well, students have carried out registration procedures according to the provisions, and the DPM (internship supervisor) also provides debriefing to students before being sent to partner schools so that students understand and understand the purpose of holding an internship program. 2) The implementation of the internship program for students of the PGSD STKIP Citra Bakti Ngada study program class of 2020 is according to the guidelines in the internship handbook. 3) Partner elementary schools and DPM provide a joint evaluation at the end of the program 4) Implementation of an internship program for students of the PGSD STKIP Citra Bakti Ngada study program can strengthen the competency of prospective elementary school teachers because, judging from the SKGP (competency standards for novice teachers), it turns out that the competency of novice teachers is also possessed and found in students participating in the internship program as prospective teachers when carrying out the internship program at partner elementary schools. <i>Conclusion:</i> From the results of the research conducted, it can be concluded that the internship program carried out by PGSD STKIP Citra Bakti Ngada study program students runs by procedures and guidebooks. This internship program can also strengthen the competency of prospective elementary school teachers.</p>
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INTRODUCTION

Based on Law Number 12 of 2012 concerning Higher Education, one of the functions of higher education is to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent. Apart from that, Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards has also been implemented. In Article 15 (1) of the Minister of Education and Culture's Regulation, it is explained that this form of learning can be carried out inside and outside the Study Program. One form of learning outside the Study Program is learning at non-tertiary institutions in the form of an internship, which is carried out for a maximum of 1 (one) semester or the equivalent of 20 (forty) credit units. To realize this Permendikbud Regulation, the Ministry of Education and

Culture in 2020 has established the Independent Campus Learning (MBKM) policy, one of which is to provide opportunities for students to gain broader learning experiences and new competencies through several learning activities outside their study program, with the hope that in turn, it can produce graduates who are ready to win the increasingly complex challenges of life in the 21st century. STKIP Citra Bakti is one of the higher education institutions that is given the authority to provide education for education study programs. Education study programs are study programs that produce graduates who have competence in the fields of education and teaching. To produce graduates who comply with the 2020 Education Standards, the study program curriculum has been developed to equip students with qualifications that include attitudes, knowledge, and skills

appropriate to their field of expertise. These attitudes, knowledge, and skill competencies are provided through the learning process, student work experience, research, and community service related to learning. Students who do internships must be at an agency that matches the major they are taking so that what they learn on campus can be applied in the environment where they do their internship activities, and this is a means to introduce students to the work environment, usually, students are required to make reports about what and how they did during their internship. Internship study is an academic activity carried out by students by carrying out practical fieldwork directly at institutions or agencies that are relevant to the education that students take in college.

Education can be carried out well when the curriculum becomes the main support in the teaching and learning process (Fardiansyah, 2022). According to (Indarta et al, 2022), "The Independent Learning Curriculum is one of the new policies of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (KemendikbudRistek RI) which is aimed at realizing an innovative learning process and following student needs (student-centered)". The aim of the Independent Curriculum which is very important for teachers educators and students to know is to develop students' potential according to their respective interests and talents. The field practice program (PPL) that has been implemented so far is deemed to be insufficient and less effective in preparing undergraduate graduates (S1) for professional teacher education and in terms of intensity, students are considered less able to go directly to school and less close to the school environment, adding to the problems. What happens in the field, including when students do PPL, students do not receive information about school management or management of facilities and infrastructure, returns to the problem of tutor teachers who only focus on fostering the teaching and learning process. Therefore, a new program is needed that is felt to be more effective and efficient in facing the challenges and demands of the times in the current era of globalization, so a new idea was launched which was implemented under the name of the internship program. Based on the above background, the researcher conducted more in-depth research on the implementation of the internship program for students of the PGSD STKIP Citra Bakti Ngada study program as strengthening the competency of prospective elementary school teachers in 2020 to describe: 1) Preparation for internships at PGSD STKIP Citra Bakti Ngada. 2) Implementation of an internship at PGSD STKIP Citra Bakti Ngada. 3) Evaluation of internship at PGSD STKIP Citra Bakti Ngada. 4) Reveal how the internship program can reveal the competency of prospective elementary school teachers. The internship program at the new partner elementary school was carried out for the first time by 48 students of the 2020 PGSD STKIP Citra Bakti Ngada study program. Many students feel a little difficulty with the gradual implementation of the internship, experiencing difficulty in understanding the job description and how to act while at the partner elementary school because students need to adjust to the new program which they feel is good and able to achieve maximum and quality final results. The development of a new field experience

practice program which has been called PPL through KKN covers 2 main camps for preparing prospective teachers, namely: mastery of scientific competencies by the field of study and practice of learning skills including other skills that support the professionalism of prospective teachers. For this reason, the participation of university leaders, lecturers, DPL, administrators, tutors, school principals, and practice site employees all really helps the smooth running of the program (Mardiyanto, 2006). The implementation of the internship program is said to be sufficient and there must be further guidance from supervisors and tutors so that they can, produce professional teachers who can plan, implement, and evaluate effective and efficient learning processes in implementing internship programs in partner schools (Ismiyanto 2013). This study aims to determine the implementation of the internship program carried out by PGSD STKIP Citra Bakti study program students in the Ngada Regency area of East Nusa Tenggara which includes: 1) Preparation for internship. 2) Implementation of internships. 3) Evaluation of internships at the PGSD STKIP Citra Bakti Ngada Study Program. 4) Reveal how the internship program can strengthen the competency of prospective elementary school teachers.

METHOD

This type of research is qualitative research, with a descriptive design, and uses a content analysis approach. The informants for this research were students of the PGSD STKIP Citra Bakti Ngada study program class of 2020 with a total of 48 students, 7 DPM (Internship Supervisors), and 40 tutor teachers who were determined randomly. Data collection techniques used questionnaires, interviews with all research informants, including documentation in the form of internship program guidebooks and student internship reports, and unstructured observations that developed during the research in the form of field notes. Data analysis using the Miles and Huberman model, Sugiyono (2015) outlines the steps for data analysis in qualitative research as follows: a) Data reduction is data that is obtained then processed by triangulation and then summarized, the main things are selected, focus on important things. In this way, the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, searching for it if necessary. b) Presentation of data (data display), after the data has been reduced, the data is presented using descriptions, charts, relationships between categories, and the like. c) Data verification (concluding drawing/verification), initial data verification is temporary and will change if there is strong supporting evidence at the next stage of data collection. With these various data collection techniques, researchers can study, analyze, relate the data obtained, and present research results. The validity of the data in this research uses triangulation techniques which function to collect data from one source and use several of the same data collection techniques so that the desired research can be accepted as true (Alfansyur, 2020).

RESULTS AND DISCUSSION

Results

Results and discussion are the main components that contain findings from research that has been carried out. This result contains research interpretation, explains the implications of research findings that have been carried out, and contains suggestions for the future. Results and discussion serve to answer the questions posed in the research, explain how the results support the answers, and how the answers fit with existing knowledge about the topic. The discussion is considered the heart of the research. The discussion is always related to the introduction, but not just repeating the theory; the discussion must contain an in-depth explanation of how the research that has been carried out provides a new understanding to the reader and produces new, unique,

interesting, and novelty values. It should be noted the discussion should be kept as short as possible, clearly and fully state, support, explain, and defend research answers, and discuss other important and directly relevant issues. Authors should be careful to provide comments and not repeat results. Side issues shouldn't be included, which tends to obscure the message. The results and discussion contain at least three things, namely: (1) description, (2) interpretation (explanation/explanation) of research results, and (3) discussion (comparison) of results compared to the results of previous studies. If the results and discussion sub-chapters are very long, sub-chapters can be made like the example above.

Table 1. Data from a survey of PGSD study program internship activities in Ngada Regency, East Nusa Tenggara Province (planning stage, implementation stage, and assessment/evaluation stage).

Question	Frequency					Percentage (%)				
	1	2	3	4	5	1	2	3	4	5
Students receive training related to the internship activities carried out	1	0	0	2	16	5.3%	0%	0%	10.5%	84.2%
Students prepare learning devices before carrying out learning activities in class	0	1	0	7	11	0%	5.3%	0%	36.8%	57.9%
The learning tools prepared by students follow the curriculum applicable to the school	0	1	1	7	10	0%	5.3%	5.3%	36.8%	52.6%
Students receive guidance from teachers in compiling learning tools	0	1	0	4	14	0%	5.3%	0%	21.1%	73.7%
The learning tools created by students include the Merdeka Belajar activity	0	1	0	5	13	0%	5.3%	0%	26.3%	68.4%
Students carry out learning activities by the RPP or teaching module prepared	0	1	0	4	14	0%	5.3%	0%	21.1%	73.7%
Has the material taught been understood by students?	0	0	1	12	6	0%	0%	5.3%	63.2%	31.6%
Students carry out apperception at the beginning of learning activities	1	0	1	3	14	5.3%	0%	5.3%	15.8%	73.7%
Students are active in learning activities	0	0	0	0	19	0%	0%	0%	0%	100%
Do learning outcomes lead to literacy and numeracy skills?	0	1	3	7	8	0%	5.3%	15.8%	36.8%	42.1%
Students prepare the assessment format in the learning tool	7	2	2	6	2	36.8%	10.5%	10.5%	31.6%	10.5%
Students carry out assessments in every learning activity	8	2	1	6	2	42.1%	10.5%	5.3%	31.6%	10.5%
The assessments made are appropriate and approved by the tutor and school principal	0	0	0	0	19	0%	0%	0%	0%	100%
Have all aspects of the assessment been assessed properly?	0	0	5	7	7	0%	0%	26.3%	36.8%	36.8%
The assessment aspects made include cognitive, affective, and psychomotor assessments of children	0	2	4	6	7	0%	10.5%	21.1%	31.6%	36.8%

Information:
1: Very bad
2: Not good
3: Fairly good

4: OK
5: Very good

Internship Planning Stage in the PGSD STKIP Citra Bakti Ngada Study Program

Preparation for the internship program at PGSD STKIP Citra Bakti Ngada begins with registration by students. The majority of 2020 PGSD students know the method and flow of registering for the internship program well. After registering, students receive training related to the internship program which is carried out for 3 months at partner schools. Providing students with knowledge and understanding of the objectives of the internship program is in line with Soewito's (2013) explanation that internship training is a strategy to provide students with an understanding of internships before they are deployed in the field (school, institution, or club).

Internship Implementation Stage in the PGSD STKIP Citra Bakti Ngada Study Program

The location of partner schools also supports the implementation of the internship program, with the majority of partner schools for the PGSD STKIP Citra Bakti Ngada internship program being located in urban and rural areas, this is very strategic when viewed from its location, right in front of the school is a highway with lots of transportation. During implementing the internship program at partner schools, students can easily obtain clarity on the data they need. In the first week of the internship, students carry out school observations. Next, in the second week of the internship, students carry out activities to develop learning tools by the curriculum applicable at school. After developing learning tools, students carry out the learning process in class and students can understand the material being taught. This is proven by the percentage gain of 63.2%. Students are also able to carry out apperception at the beginning of learning activities, for example, students ask questions at the beginning of activities regarding previous subjects and students who answer will be given a salute or applause so that students are enthusiastic about answering questions from the teacher. Another example is asking questions that are appropriate to the learning topic to motivate students, arouse student interest, and update the knowledge that students already have. Student learning outcomes also lead to literacy and numeracy skills. This is proven by the percentage of research results obtained at 42.1%.

Assessment/Evaluation of Internships in the PGSD STKIP Citra Bakti Ngada Study Program

In connection with assessment, students can carry out assessments in learning. Not only cognitive assessment but also assessment of children's attitudes. Partner elementary schools also always provide evaluations at the end of each internship program. Then the DPM (internship supervisor) also provides a joint evaluation at the end of each internship program, this is according to previous research by Rindrayani (2016), namely that with the guidance of the supervisor, students can improve and motivate themselves in carrying out their internship as well as possible.

The difficulties faced by students in this internship program are that many students have difficulty understanding the content of

the material even though it has been explained many times. After interviewing with the class teacher regarding these students, the class teacher answered that the students' difficulties in understanding were caused by hereditary factors and for these students, special assistance must be provided. At the end of the internship, each student participating in the internship is required to make an internship report as a group.

Internship Programs Can Strengthen the Competencies of Prospective Elementary School Teachers

Based on the research findings on how the Internship Program can strengthen the competency of prospective elementary school teachers as follows: In terms of competency in mastering the field of study (pedagogy), namely: (a) intern students understand curriculum terms. (b) students can formulate learning indicators. (c) Intern students can prepare learning materials. (d) internship students master the teaching knowledge. (e) internship students master the knowledge taught. The results of these findings are by the SKGP (competency standards for beginner teachers) for elementary schools, Directorate of Educational Development for Educational Personnel and Higher Education Personnel (2006), namely that competence in mastering the field of study (pedagogy) is described as follows: (1) able to practice various basic education learning activities. (2) master the concepts of pedagogical and educational psychology. (3) recognize the relationship between education and social problems and everyday life. (4) master how to develop an educational curriculum. (5) master the principles of basic education management and administration. Regarding the competence of understanding students (personality), namely: (a) internship students have self-confidence. (b) internship students have consequences & preparation in the profession. (c) internship students always evaluate their weaknesses. The results of these findings are by SKGP (standard competence of beginner teachers) elementary school Directorate of Educational Development of Educational Personnel and Higher Education Personnel (2006), namely the competence of understanding students (personality) is described as follows: (1) recognize the psychological and physical characteristics of students. (2) be able to identify physical abnormalities and students' mental health. (3) mastering various principles of students' psychological and physical development. (4) getting to know the students' environment. In terms of learning mastery competencies in education (social), namely: (a) students can communicate. (b) students have organizational skills. The results of these findings are by the SKGP (competency standards for beginner teachers) for elementary schools, Directorate of Educational Development for Educational Personnel and Higher Education Personnel (2006), namely the competence of learning mastery in education (social) is described as follows: (1) able to communicate verbally and in writing and intelligent in providing educational services. (2) have an interest in joining a professional organization and contributing to improving the quality of the teaching profession in the field of basic education.

In personality and professional development competencies, namely (a) students are skilled in organizing the sequence of

material. (b) students are skilled in preparing learning materials. (c) students are skilled at formulating learning indicators. (d) students master teacher knowledge. (e) students master the knowledge taught. The results of these findings are by the SKGP (competency standards for beginner teachers) for elementary schools, Directorate of Educational Development for Educational Personnel and Higher Education Personnel (2006), namely personality and professional development competencies (professionals) are described as follows: (1) able to understand oneself and others, so that you can learn to understand and appreciate other people. (2) able to develop a value system and teacher code of ethics. (3) have a strong belief and dedication to the teaching profession in the field of basic education. (4) able to empower the community for educational purposes.

Discussion

This study shows the results that internship preparation, internship implementation, and internship evaluation have been carried out well and the internship program can strengthen the competency of prospective elementary school teachers. Internship is a mandatory course that students need to complete as a way to prepare themselves for real-world activities and become human resources who are ready to work (Rusidi, 2019). In the internship planning stage, students are given internship training for 4 days. Internship training focuses on increasing students' understanding of the MBKM program regarding preparation, implementation, and assessment as well as instilling ethics and positive attitudes in students (Rizki et al, 2023). According to Hashim (2023), the briefing aims to provide insight regarding the mechanism for implementing the internship up to the final evaluation that will be carried out.

Next, in the first week of the internship, students carry out observations. The aim of this observation activity is for students to know the situation and conditions of the school, both physical and non-physical, and the rules and activities carried out at partner schools. In the 2nd week, students carry out learning tool development activities. The development of learning tools is very important to increase the effectiveness of learning and help students achieve the desired results. The development of learning tools must be by the curriculum applicable to the school. The curriculum that applies in partner schools is the Merdeka Curriculum. In preparation for implementing the new Independent Curriculum, prospective teachers must quickly adapt and familiarize themselves with the Independent Curriculum. The Merdeka Curriculum uses the term phase to group students based on their age, where Phase A is for grades I and II, Phase B is for grades III and IV, and Phase C is for grades V and VI. Sudarto et al, (2021) stated that the implementation of the Independent Curriculum must be integrated into every lesson in the classroom. Kurmer must be interpreted by all teachers in terms of how to design unique learning plans that can maximize student learning outcomes (Ardianti & Amalia, 2022). The design of the learning plan is not rigid but can accommodate every learning objective to be achieved. This challenge must be answered in such a way as a teacher competency challenge related to pedagogical competency. Currently, the Independent Curriculum provides

a looser but more disciplined reference. The Merdeka Curriculum wants to achieve student learning outcomes with student outcomes with a Pancasila profile (Lestari et al, 2022). Ekawati & Susanti (2022) stated that elementary school teachers' preparation when designing Independent Curriculum learning plans still encountered several obstacles. For this reason, prospective elementary school teachers need to be given knowledge and experience in designing Independent Curriculum learning plans. The material related to the RPP based on the Independent Learning Curriculum is: determining learning objectives, learning materials, learning methods, learning resources, and assessment. According to Surya and Pebrian (2022), Teaching modules can be considered as RPPs, so that teachers who use teaching modules provided by the Government do not need to develop them independently. Teachers will later be able to develop teaching modules that have been provided by the government according to the needs and characteristics of students as well as the context of the education unit. The Merdeka Curriculum emphasizes the importance of literacy and numeracy-based learning in all subjects. Literacy and numeracy, these two things are the focus of the Independent Curriculum, readiness regarding technology adaptation which requires an understanding of digital literacy for both teachers and students. Digital literacy is a basic skill in the use and production of digital media. Mastery of digital literacy, especially for teachers in the Independent Curriculum era, is very important, which can help teachers prepare and store learning materials in digital form (Soedarto Harjono, 2018). For this reason, prospective teachers need to be taught skills in using technology as a medium and means of supporting learning.

Evaluation activities for the implementation of the internship program are carried out by students, tutors, and supervisors. According to Dale (2019), Overall, the results of evaluation activities should inform at least 5 criteria, namely: 1) Relevance, namely the extent to which the activity is by the goals and objectives. 2) Effectiveness, the level of the program's ability to achieve goals, 3) Efficiency, the extent to which human resources are utilized in a timely or economical manner, 4) Impact, positive and negative changes resulting from the program, 5) Sustainability, the extent to which the environment created by the program can continue after the program ends. Based on this description, it can be said that evaluation activities must at least be selective, diagnostic, and able to measure the level of success of a program. The main purpose of the evaluation is to help interns learn from experience, expand practices and activities in the future, and accountability for resources in making decisions on future initiatives. At the end of the internship, each student participating in the internship is required to make an internship report both as a group and individually, this is appropriate with previous research by Utami (2015), the aim of preparing this report is to describe Field Experience Practice activities in a series of PPL activities, especially at Panggang State Elementary School, Sedayu District, Bantul Regency at the beginning of the 2015 academic year.

Teacher competence includes pedagogical, professional, personality, and social competence. For this reason, teachers

need to continue to upgrade themselves and develop their competencies to provide enjoyable learning in implementing the Independent Curriculum and educating students' character. This opinion is supported by the results of research conducted by Tono Supriatna (in Nugraha, 2022), as implementers of learning activities carried out in schools, sooner or later teachers must be prepared to implement the Independent Curriculum. According to Angga et al (2022), implementing the Independent Curriculum requires teachers to be creative and innovative in learning methods, media, and techniques. One of the keys to success that determines the success of curriculum implementation is the teacher because the teacher is an important factor that has a big influence, the teacher manages the class by determining the continuity of the learning process in the class and even really determines the success or failure of students in learning (Tanjung, 2021). In terms of managing the class, teacher competence is needed which can support the learning process well to achieve learning objectives (Rahman, 2021). The Merdeka Curriculum, which has good intentions to improve and enhance the learning outcomes that students wish to achieve, has not received a good response in the field, especially from teachers as educators who will implement the Merdeka Curriculum in the learning process at school (Avriansyah & Shagena, 2022). Teachers feel various difficulties in implementing this new curriculum in learning. The new policies that accompany this curriculum are considered difficult because there is still minimal provision received, resulting in a lack of readiness and understanding of teachers towards the Independent Curriculum (Dewi and Mudrikah, 2023). Sumarsih et al (2022) also said that one of the initial difficulties encountered in implementing the Independent Curriculum was training teachers and teaching staff to apply the new learning paradigm. The research results presented by Ahmad (2021), stated that in implementing the Independent Curriculum teachers need to learn more so that they have the skills and can easily implement them. Improving the quality of teachers and teaching staff is carried out by providing appropriate training and education (Yunida, et al 2022). The aim is for teachers and educational staff to be able to teach using methods that are by the Independent Learning Curriculum so that learning can be delivered better and more effectively (Susapti, 2018). Apart from the competencies that teachers must master, educational background and experience in learning also indirectly influence learning (Musyadad, 2022). This is because teachers' experiences vary. According to (Sulaeman, 2022), two aspects of an educator's or teacher's background and teaching experience can influence a teacher's competence, namely in the field of education and teaching. For this reason, it is necessary to provide experience and understanding of the Independent Curriculum from the time you become a prospective teacher. Prospective teachers need to be equipped with several competencies that have been developed by the objectives of the Independent Curriculum, especially prospective elementary school teachers. Specifically in the implementation of the Merdeka Curriculum at the elementary school level, the important things for the essentials of IKM include understanding the surrounding environment through

combining science and social studies into science and science, integration of computational thinking in Indonesian, mathematics and science as subjects, and English as an elective subject (Miftakhuddin, 2022).

CONCLUSION

From the results of the research conducted, it can be concluded that 1) In preparation for the internship, students have registered and received training related to the internship program being implemented. 2) Carrying out internships, students can design learning tools by the curriculum applicable in partner schools, namely the Merdeka Curriculum, and can carry out the learning process well so that learning objectives can be achieved. 3) Evaluation of the internship, the school, DPM (Internship Supervisor), and students evaluate at the end of the internship activity regarding the extent and impact of the internship activity which was carried out for 3 months. 4) The internship program can strengthen the competency of prospective elementary school teachers. Through internships, students gain knowledge and strengthen their competency as prospective teachers who are creative, innovative, and able to adapt to technology and the curriculum. owned and available to students participating in the internship program as prospective teachers when carrying out the internship program at partner elementary schools.

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