A PHENOMENOLOGICAL STUDY ON HOW STUDENT EXPERIENCE AND PERCEPTION “THE INTERNSHIP PROGRAM” AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

Submitted as a Partial Fulfillment of the Requirements For Getting Bachelor Degree of Education in English Department

by

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ABSTRAK


Kata Kunci: mahasiswa, program magang, Universitas Muhammadiyah Surakarta.

ABSTRACT

This research discusses the students experience and perception in the internship program at Universitas Muhammadiyah Surakarta. The purpose of the research is to examine the experience and perception of students about internship program. Type of the research is phenomenological hermeneutic. The research subjects is student of the seventh semester. The technique of collecting data is in depth semi structure interview. Data validity is member checking. The results of this research demonstrate their experience and perception about internship programs; (1) Internship programs as job training and practice professionalism, (2) Activity of internship 1 is observation about the school environment and learning process, (3) The implementation of internship program classifie into three times and internship 1 for two weeks.

Key word: the student, internship program, Universitas Muhammadiyah Surakarta.

1. INTRODUCTION

Based on UU No. 14 2015 the task of the teachers in Indonesia are educating, teaching, leading, appreciating and evaluating the student. Teachers become role models in the community as a source of knowledge and information. A teacher must be qualified, skilled, and competitive. Internship is a new program in the faculty of teacher training, which is a part of the job
trainig. Internship is a new program outlined by the government in 2014, which has been regulated based on UU No. 13 2003 about Manpower. More specifically, *Peraturan Menteri Tenaga Kerja dan Transmigrasi no. Per.22/Men/IX/2009* about Operation Internship in the Interior. In the Ministerial Regulation, Internship is interpreted a part of a vocational training system that integrates training at institute as work, directly under the guidance and supervision of an instructor or more experienced workers in order to master a certain skill or trade. Therefore internship for student is to increase knowledge and apply the knowledge they have obtained by applying it to the real work.

Internship is the expand from teaching and learning environment outside the classroom. The internship program teaches the students to gain experience from the outside. According to John Dewey (1916/1944) student needs to experience learning outside the classroom. This learning is one of the main supporters of the educational experience. Dewey encourages students to gain experience which the student can use the knowledge and skills they have acquired.

This is consistent with the view or perceptions of the important internship experience, so the students can express their perceptions about internship. Perception is one's perspective on a phenomenon that occurs. According to Suhanadjı 2004 perspective is the perspective / insight someone to assess the problems that occur in the vicinity. In particular, they will study the extent of students' perceptions about their internship experience from start to finish, and how their experiences affect the development of their professional identity. In other words, the internship is an important subject in which higher education and university, especially teacher training schools and education at Universitas Muhammadiyah Surakarta.

New curriculum has been implemented at Universitas Muhammadiyah Surakarta start from 2014. In the implementation of the internship program is differentiated between the time and types, so that the activities are focused. The implementation is divided into three periods; internship 1 for two weeks,
internship 2 for two weeks, and internship 3 spend one-month. The activity of
the internship 1 is observation in the learning process and school academic,
internship 2 is create lesson plans as the preparation for teaching, and
internship 3 as help practice teacher. In this study, the author will investigate
how students experience and perception the internship program 1.
Implementation of the internship 1 is the observation for two weeks, and only
studying fifth semester is eligible to take it. *Internship Handbook 1 FKIP and
UMS FAI*. Based on that idea, researcher is interested in exploring the
perspective of students on the internship program at Universitas Muhammadiyah Surakarta. The purpose from this study is A
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2. RESEARCH METHOD
Type of this research is phenomenological research. The subject is an
undergraduate seventh semester student of English Department at Universitas
Muhammadiyah Surakarta who has participated internship 1 program. The
object of this research is to describe how the student’s perception in joining
internship program at Universitas Muhammadiyah Surakarta. Data obtained
from interview with the subject, the data in the form of interview transcripts.
Based on these data, the researcher used a data source in the form of semi
structure. Method of the data collection is taken by purposive sampling. A
technique identified the analysis used Hermeneutic phenomenology. Member
checking is a data validity by researcher.

3. RESEARCH FINDING AND DISCUSSION
3.1 FINDING
This chapter discusses the findings that have been presented above in
connection with the experience and perception of students on an internship
program at Universitas Muhammadiyah Surakarta. The finding are three explicative theme which will be listed as following;

3.1.1 Internship as a job training and profesionalism training to be a teacher.

3.1.2 Activities of internship 1 program is observation about academic school and learning process.

3.1.3 Implementation of internship is different between the previous program, it is divided in time and types.

Based on the themes will be described in the next section about argument of the student.

3.2 DISCUSSION

3.2.1 Definition of internship

The students interpret that internship as job training and professionalism training. Therefore, internship is a place to practice and gain experience for the student that professional before they are plunged into the real work.

In the education world, internship programs as a key condition to get a college degree. The internship program is an important part of the experience and perception the students at Universitas Muhammadiyah Surakarta. Sulasmii said;

“Magang suatu program di sekolah, kalau di universitas tergantung sama jurusannya kalau di sekolah itu magang seperti pkl latihan kerja. Nah, sama kalau di fakultas fkip magang itu untuk melatih keprofesional mahasiswa sebagai guru. Program magang itu kalau menurut saya itu, pelatihan kerja buat mahasiswa sebelum terjun kedunia pendidikan.”

Thats the way, Sulasmii said that internship as a professionalism training and job training before into the real work, because the action needs professionalism and training. So, the government apply new program namely internship program, it is happen to improve grade education. This finding is accordance with UU No. 13 2003 (9).
3.2.2 Activities of internship

Internship training as job training and professionalism train to carry out the activities in question in an agency. This activity will be trained the students to interact with the environment, as well as internship 1 is observation. Observation school environment includes administration, finance, buildings, teachers, etc.

"Kegiatan magang 1 yaitu observasi, yang mana berhubungan dengan pengenalan lingkungan sekolah, seperti administrasi, susunan organisasi, dan kepegawaianya.”

Internship 1 was conducted over two weeks to train students to interact with their surroundings. The internship is expected the presence of a flow materials of students have learned in college with the implementation of activities in the real work. This internship activities conducted to obtain information which is then poured into a scientific form. In addition, students also learned how is the activities during internship take place.

3.2.3 Implementation of the internship

Implementation of the internship program has been done in school. The implementation of the internship program is different before between the time and types. This implementation is divided into three periods: internship 1, internship 2, and internship 3. The types of the Implementation internship are internship 1 and 2 for two weeks, and internship 3 for one month.

“magang itu kan kaitannya dengan sekolah”

“tapi untuk tahun ini e, specialnya khususnya buat tahun saya ya, eee itu dimulai dari magangnya itu dipecah-pecah tiga kali.”

Based on the new curriculum of KKNI are regulated in UU No. 8 2012. The implementation of internship collaborated to school. Implementation will be provided an overview to the students to apply the knowledge obtained, then applied in the real world. The implementation consists of the implementation of the internship 1, the
time for two weeks with observation and implementation of the internship 2, the time for two weeks with the activity of making English lesson plans, and implementation of the internship 3 for one month, the activities is teaching practice, it means differentiated that activities can be focussed.

4. CONCLUSION AND SUGGESTION

Based on the interviews with student in the previous chapter, the researcher found some conclusions. She also gives some suggestions for the implementation of the internship program at Universitas Muhammadiyah Surakarta.

4.1 Conclusion

From the result of the research, the researcher concludes as follows:

4.1.1 Students interpret the internship as job training and professionalism training. The program is the first step to practice to gain experience and skills to train prospective educators, so professional when it plunged into the world of work.

4.1.2 Activities of the internship is an activity undertaken by the achievement of certain goals. Internship 1 is observation, with activities recognizing a school environment. Observations made in order to introduce students about school environment existing activities, such as interaction with teachers, students, administration, school finance, etc. This activity will introduce students to train their guts.

4.1.3 Implementation of the internship program is divided the time and type of activities. Time of the implementation, the internship is divided into three times. Among other things, the internship 1 was conducted for two weeks, implementation internship 2 is equal to internship 1 and implementation internship 3 for one month. Meanwhile, the type of activities, the activities of the implementation internship 1 focused on
observation internship 2 focused on making english lesson plan, and internship 3 focused on preparing students to become assistant teacher.

4.2 Suggestion

Based on the Conclusions, the researcher gives suggestion as follows:

4.2.1 The implementation of the internship committee upcoming internship followed by using a good setting, including early socialization, and students are given an perception of the relevant information, so that students are ready and mature.

4.2.2 To the next researcher, expected to carry out further research to find topics other issues such as the implementation internship 2 and 3 program, that the subject of evaluation for future research.

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