

## CHAPTER II

### INTERNSHIP ACTIVITIES

#### 2.1 The General Description of the Company



*Figure 2.1. Klugee Logo*

Bilingual education is the focus of registered non-formal educational institution Klugee. In 2019, it was founded. It is located on Jl. Kalpataru No. 24 in Jatimulyo, Kec. Lowokwaru, Malang. The CLIL (Content and Language Integrated Learning English) technique, which involves teaching students a foreign language, is adapted by Klugee. The name Klugee is derived from the German word Klug, which denotes intelligence, wisdom, and cunning. Klugee intends to teach Indonesian primary school students the Common Core math standards in grades K–6. Klugee is a CLIL-based English course that tries to teach arithmetic in a foreign language. The CLIL teaching methodology is being used for the first time in an English course in Malang. With Klugee's dual-focused approach, students can study a subject and another language at the same time. According to Mossino

(2018), CLIL has two objectives. It is concerned not just with the language but also with the content. Both substance and language are connected, even if only one is given attention at a time. Klugee places a strong emphasis on the CLIL approach to help pupils learn a foreign language effectively. Students will gain new knowledge in a particular subject, like math, while simultaneously honing their English language abilities.

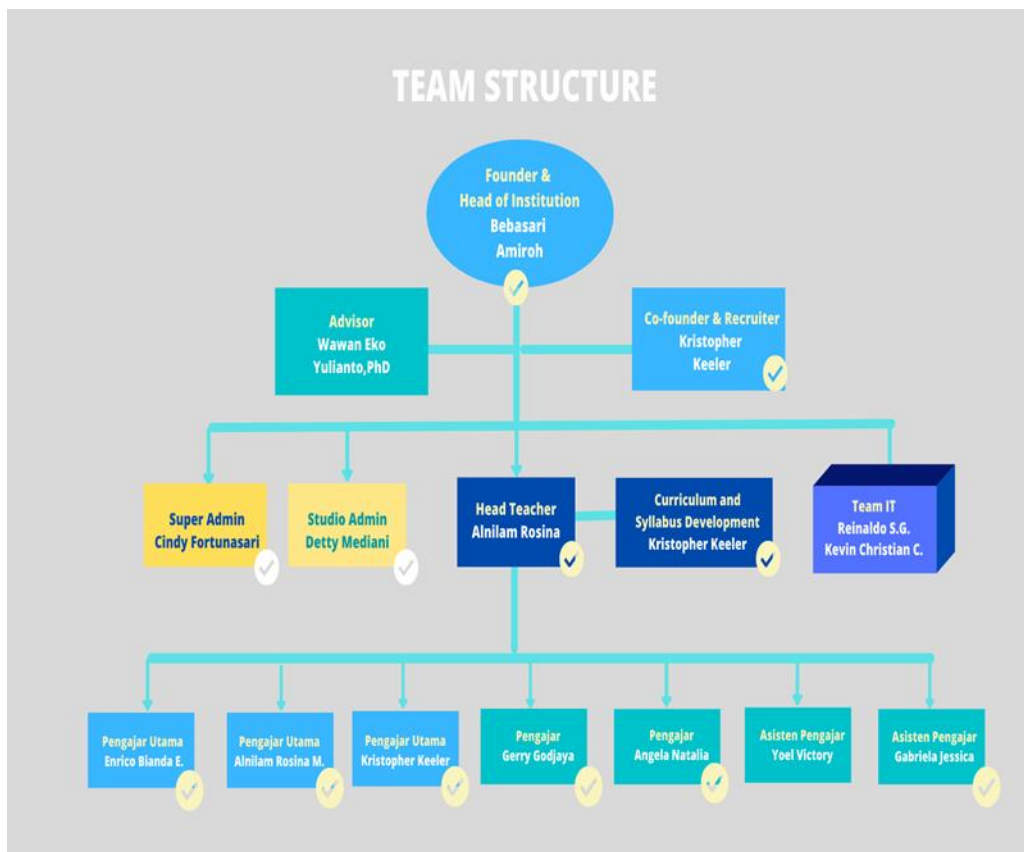


Due to high demand, the institution changed course in 2021 and began concentrating on teaching English Speech and English Public Speaking. The Speak Up curriculum includes instruction in speech and public speaking. This program is open to participants of all ages beginning at age 5 and has no upper age limit. High-achieving students, national fashion models, doctors, and non-governmental organizations are some of the clients of this Speak Up initiative. The Speak Up program has produced numerous competition champions in speech, pageant, and story-telling categories. In May 2022, Klugee will have 100 active students and hold more than 100 lessons per week, having begun with just 3 students in 2019. Ninety percent of Klugee students participate in the Speak Up program, and some of them

also take the SMARTIE and Coding for Kids programs to improve their critical thinking skills.



### 2.1.1 Klugee Organization Structure in 2022



1. Bebasari Amiroh, the institution's founder and leader

The institution's founder is the one who established it. She manages all facets of the institution's long- and short-term development.

2. Wawan Eko Yulianto, Ph.D., serves as an academic advisor and consultant. Academic advisors and consultants offer advice and guidance on matters about instruction and growth.

3. Co-founder Kristopher Keeler who is also as the recruiter. In practically every way, the co-founder assists the founder in making decisions about, creating, and carrying out short- and long-term objectives. When the institution's creator is unable to accept an invitation or attend a meeting, he can speak on their behalf. A recruiter strives to bring on new staff members or instructors for the school.

4. Bebasari Amiroh and Kristopher Keeler are the ones who developed the curriculum and the syllabus. The team responsible for developing the curriculum and syllabus creates physical and digital modules as well as updates and improves curricula. Additionally, they design and produce instructional materials for use in the classroom.

5. Super Admin: Cindy Fortunasari, who manages data management and legal administration is handled by the Super admin.

6. Detty Mediani, Front Admin. The front-admin officer oversees payments and client service.

7. Reinaldo Sebastian Gunawan, S.Kom., as the IT team.

8. Alnilam Rosalind Matelda, as the Head Teacher (promoted in June;

9. Bebasari Amiroh, Enrico Bianda Ekaristie, Alnilam Rosina Matelda, and Kristopher Keeler are the core instructors.

10. Teachers who work part-time: Gerry Hermawan Gojaya and Angela Putri Natalia Part-time instructors are those who have completed at least three

programs of full training and who teach a minimum of four sessions each week. They are accountable for developing lesson plans, running the class throughout the period, and monitoring students' advancement.

11. Yoel Victory, Eugenius Gerardo Nagara, and Gabriela Jessica are part-time teaching assistants.

Part-time teaching assistants are those who are currently enrolled in at least three programs and who teach at least one session per week.

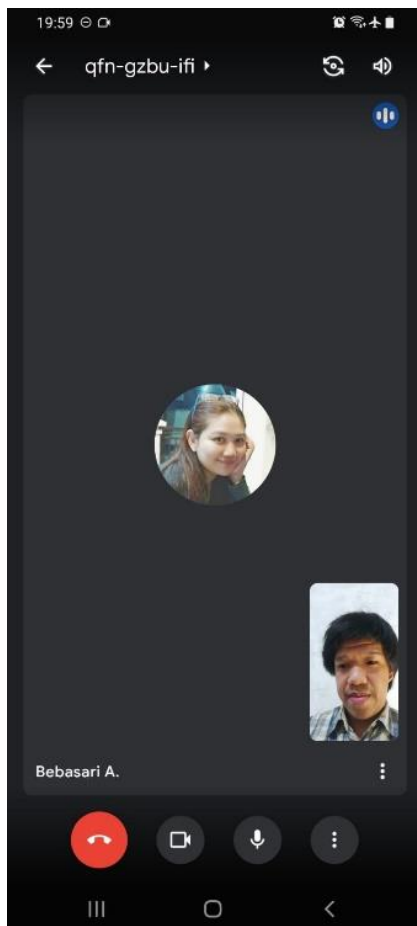
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*Figure 2.2. The Respected Tutors from Klugee 2022*

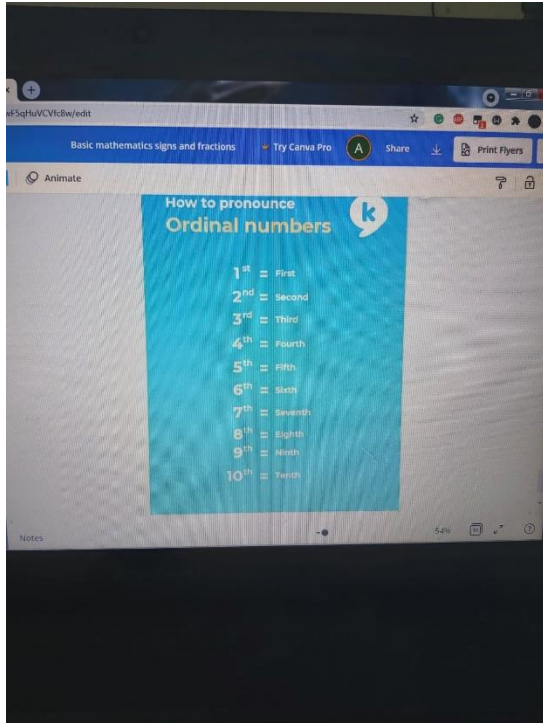
## 2.2 The Activity

My internship in Klugee started on the 2<sup>nd</sup> of August to the 2<sup>nd</sup> of November. When I was first accepted as an intern in Klugee, the owner, which is also the head teacher of Klugee, Bebasari Amiroh, which I called Mrs. Amy, asked me to be her assistant in making teaching materials for the children who study in Klugee. On the first day as her assistant, Mrs. Amy asked me whether I understand the tasks of a teaching material maker's assistant. I told her that it was not my first experience in making teaching materials for children. Nevertheless, Mrs. Amy still explained in detail about making teaching material for children.



*Figure 2.3. First meeting session, after accepted as intern Aug, 2-21*

The first task that was given to me by Mrs. Amy was, to learn basic features in Canva (<https://www.canva.com/>) that I will be using during the internship and to make teaching materials using the said website. The first teaching material that I had to make was creating a few slides about the ordinal number. It was not hard at all. After being checked by Mrs. Amy, the slides were completed without any problems.



*Figure 2.4. Ordinal Numbers Teaching Material Aug, 2-21*

The next task that Mrs. Amy gave me was making teaching material about the alphabet. Mrs. Amy gave me all the files and templates for the said teaching material, and instructed me on how to make it. I thought it will be easy at first, but was not as simple as it looked. After I completed around twenty-six slides and give them in to Mrs. Amy, I understood I had made lots of mistakes. I failed to grasp the essence of making teaching materials for kids, especially for those who didn't know how to pronounce the alphabet in English.

Since Mrs. Amy's explanation about making teaching material for kids was quite confusing, I asked Mrs. Amy for more information about what I should do to make it properly. Thus, we held an online meeting. At first, I thought my basic knowledge about teaching English to children should be enough, but after further explanation from Mrs. Amy, she told me that teaching English to children is not easy like what I learned on the internet. Then Mrs. Amy explained that teaching English to children requires more insight. For example, when making a slide about Alphabets, it requires two types in one slide, one big alphabet, and one little alphabet. I finally understood that the purpose of making two types of alphabets in one slide was to make the children understand and be more focused.

Mrs. Amy also explained that there was one more important thing that I had to remember when making teaching material for children. The font colors are limited to only two kinds of colors, otherwise, the children will get confused and can't focus enough on the topic. After the meeting session ended, I remade all of the slides. When I finished remaking all of the slides, I asked Mrs. Amy to check them. She thought it was good enough. After the checking session was done, I asked Mrs. Amy why we should add two different kinds of pictures to it. Mrs. Amy explained to me that the purpose was to make the children not easily bored by only looking at the alphabet.

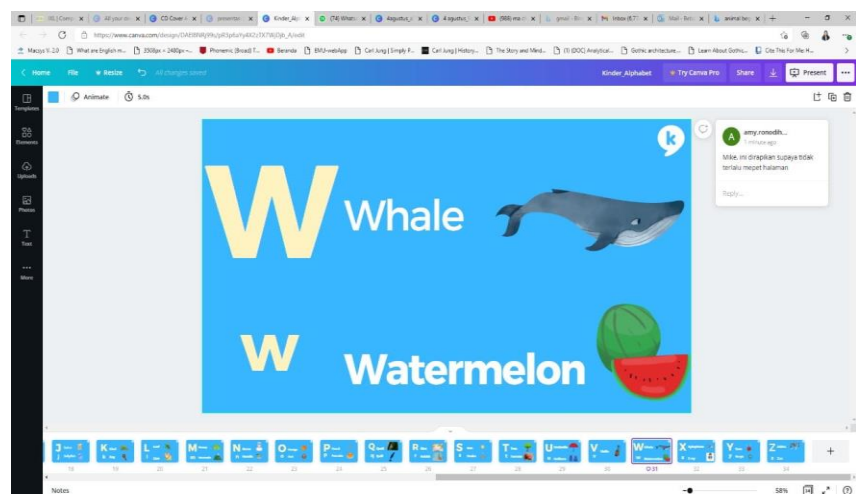
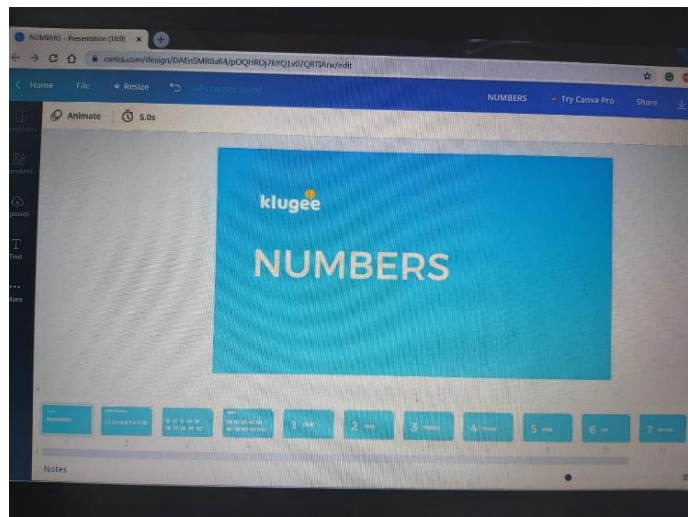


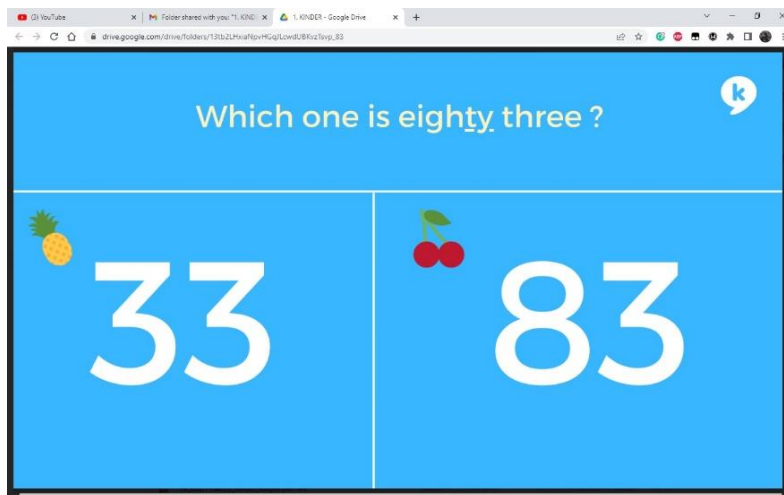
Figure 2.5. Alphabet Teaching Material Aug, 4-21



After completing the alphabet task, Mrs. Amy asked me to have a meeting session in a few days. She told me to make teaching materials about numbers, colors, greetings, likes and dislikes, foods and beverages, my family, daily activities, animals, hobbies, and lastly, vehicles. After I heard the list of my work, I knew that when making those, there must be some rules that I must follow. I asked Mrs. Amy for rules that I must follow when making the materials. Mrs. Amy said that there's no particular rule, and asked me to make them based on my creativity.



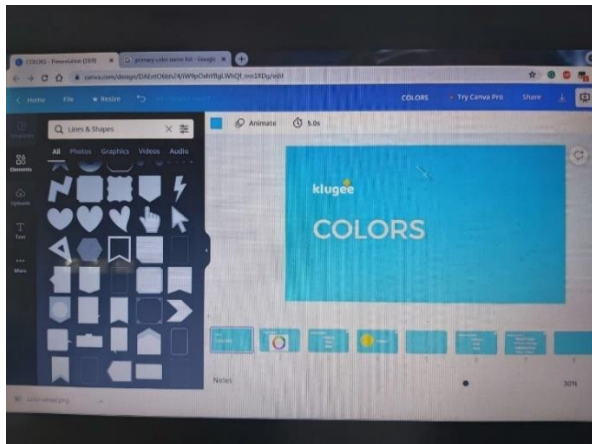
*Figure 2.6. Numbers Teaching Materials Aug, 17-21*



*Figure 2.7. Number Teaching Material Revision Aug, 18-21*

The first task that I worked with was numbers. It was not as easy as it looked. The first time I made it, I just made it based on the teaching material for young learners on the internet. I learned it thoroughly and after I completed it, I asked Mrs. Amy for a quality check. Mrs. Amy told me that it was not good enough. I put the number too small, and it might make the children unable to focus on the learning process later. So Mrs. Amy explained and showed me the proper way to make it. After I saw one slide made by Mrs. Amy, I fully understood that, I also had to put little pictures in it to make it more colorful. Thus, Mrs. Amy asked me to continue fixing the slide. After another quality check with Mrs. Amy, she praised me.

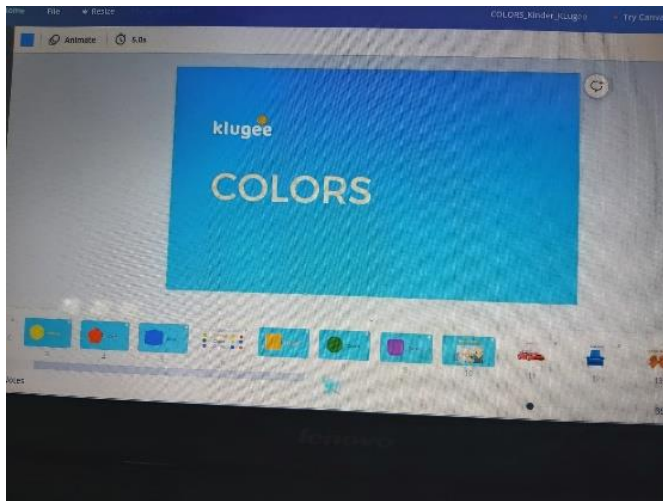
A few days later, I was tasked to make the next teaching material, the colors. On that same day after I made the teaching material, I contacted Mrs. Amy for the quality check. It turned out to be not good.



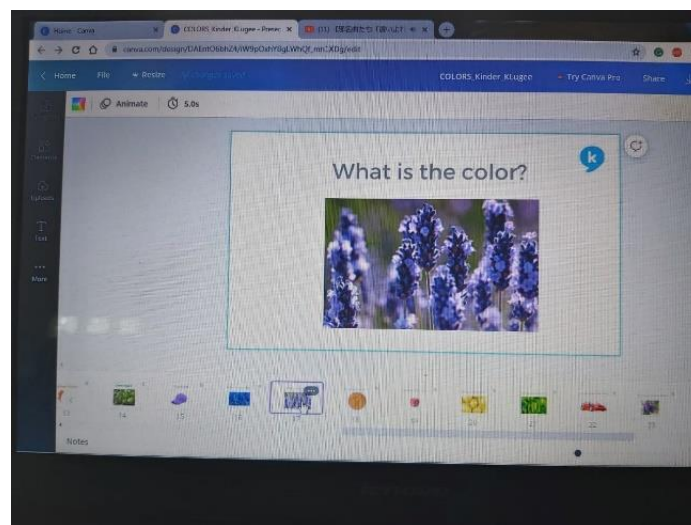
*Figure 2.8. Color Teaching Material Aug, 21-21*

Mrs. Amy told me that when making slides where there are words, pictures, and lots of colors, I have to find the balance for it. I must not stick to the templates too much. She also told me about the recent method that I used when making the numbers teaching material. Then I thought, that making slides based on the templates was not mean I had no freedom to make them more beautiful. I confirmed it with Mrs. Amy, and she said yes.

Then, Mrs. Amy kindly said another important thing to me that I have to remember when making the slides, especially about colors and vehicles. I couldn't add too many pictures, and I had to make it as compact as possible. Mrs. Amy also said that when it came to pictures, I must make a division between realistic pictures and cartoonish pictures. The purpose was the same as in the other slides, to make children not get bored easily, and to make them focused and fully understand what we are telling them.



*Figure 2.9. 1st Re-making Color Teaching Material Sep, 1-21*



*Figure 2.10. 2nd Re-making Color Teaching Material Sep, 1-21*

After I remade the teaching materials, finally I was proud of myself that the teaching materials turned out so pretty. Then after a quality check with Mrs. Amy, she said she was proud of me because, with just a few explanations, I could do it properly. Then Mrs. Amy gave me another task. I had to make two teaching materials, and after I finished them, we were going to have the quality check together as usual. Mrs. Amy gave me instructions about making the greetings teaching material. I listened carefully to what she said. I didn't want it to be a failure again, I wanted Mrs. Amy to accept it when I turned in it. After I listened to all the instructions, I saw the templates and asked Mrs. Amy what kind of pictures I could use in the teaching plan. Mrs. Amy told me that something cute but corresponding with the material would suffice. Surprisingly, making teaching material about greetings was not that hard compared to other teaching materials that I've worked on. I managed to do it properly, even after the quality check with Mrs. Amy, there were not a lot of mistakes

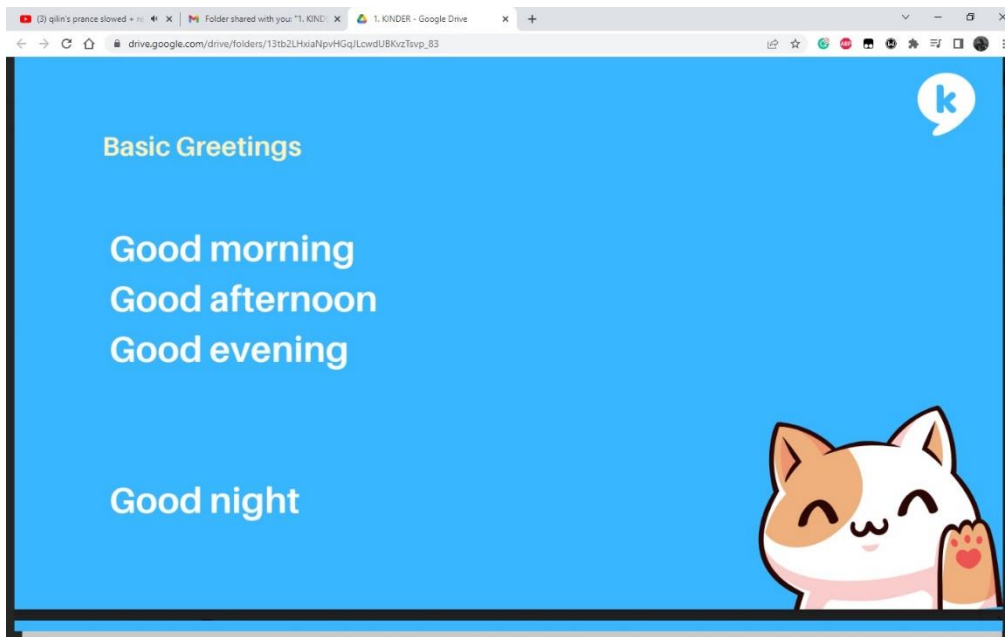


Figure 2. 11. Greetings Teaching Material Sep, 7-21

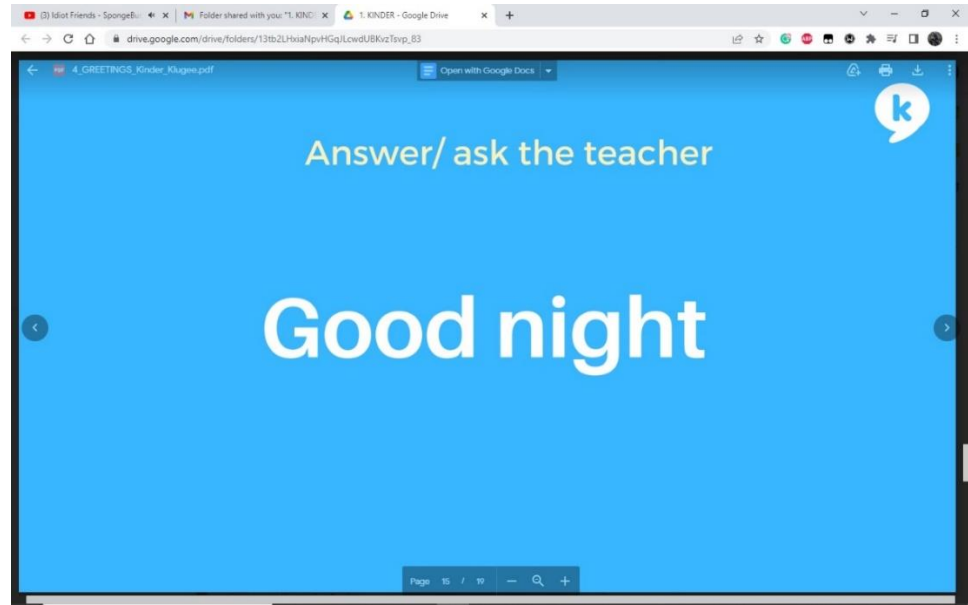


Figure 2. 12. Greetings Teaching Material Sep, 8-21

Then Mrs. Amy sent me the templates that I will be using for making teaching materials about likes and dislikes, food and beverages, and animals. Mrs. Amy told me that if possible, I have to finish the three materials before October. Thus, I tried to finish the first task about likes and dislikes that was given to me as perfectly as I could.

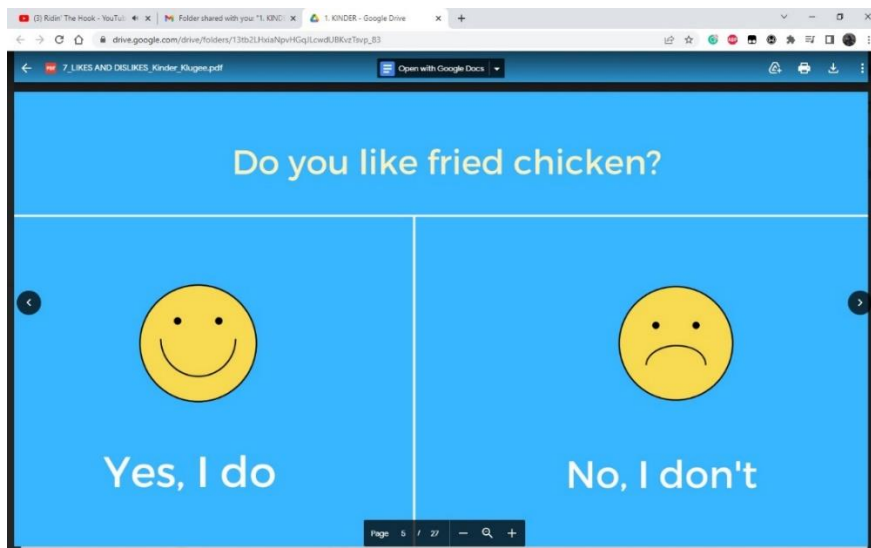


Figure 2.13. Likes and Dislikes Teaching Material Sep, 10-21

Compared to the greetings and the likes and dislikes teaching materials, making the foods and beverages teaching material was quite bothersome. It was because I had to pick and save many kinds of pictures that related to foods and beverages. I remembered what Mrs. Amy said about keeping the teaching materials pretty yet compact. Thankfully, after I finished it and held a meeting session with Mrs. Amy, she quite liked it. But she suggested me to change a few food images that are more preferred by the children, for example; using carrot instead of spinach. So I took the suggestion and replaced some of the pictures. After I replaced them, the material became nicer than before.

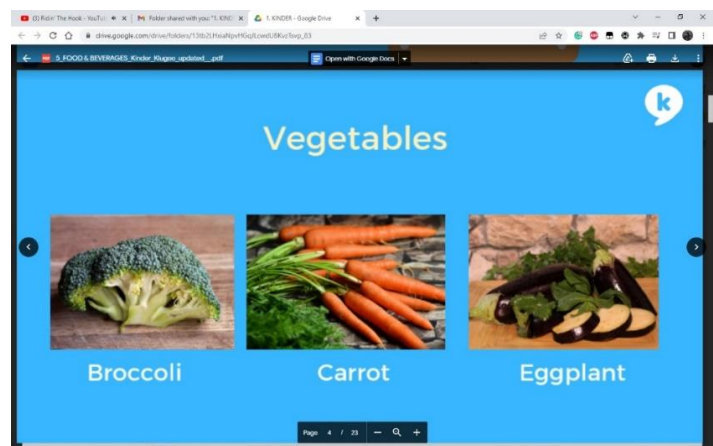


Figure 2.14. Foods and Beverages Teaching Material Sep, 17-21

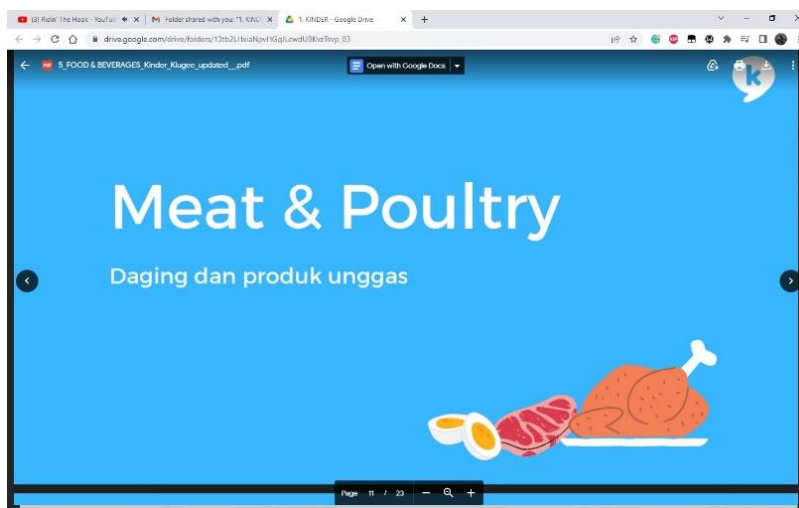


Figure 2.15. Foods and Beverages Teaching Material Sep, 18-21



Then after making the teaching material, Mrs. Amy told me that we were going to proceed to another topic. They were the my family and the daily activities teaching materials. This time, Mrs. Amy kindly gave me a break. After a few days of break, I started to work with the my family and the daily activities teaching materials. First, I made the my family teaching material. Since I already knew how to do it properly, it didn't cost me much of my time to complete the said teaching material.

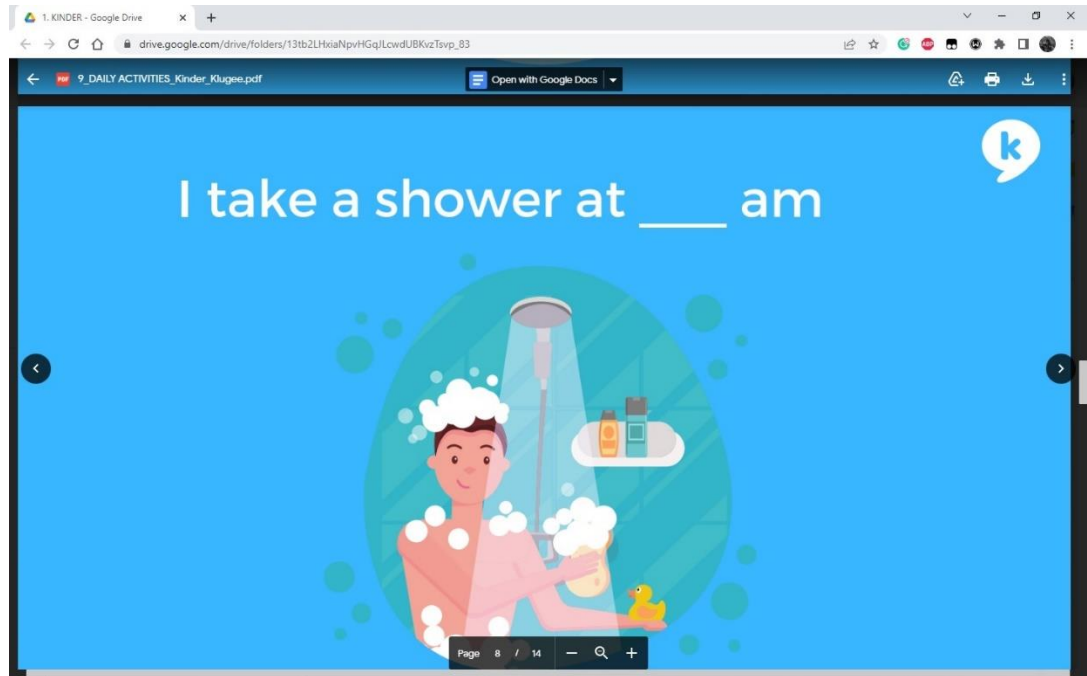
I knew Mrs. Amy told me that the meeting session will be held when I was done with the two teaching materials, but I still felt that something was amiss, so I asked Mrs. Amy to hold a meeting. Mrs. Amy was already happy about the result, but she told me to change the family tree picture. Instead of using the one from the internet, she asked me to make it myself. Thus, after I made the family tree picture properly by myself, I completed my task and proceeded to the next task.



*Figure 2.16. My Family Teaching Material Oct, 3-21*

The next teaching material was the daily activities. This time I completed it without consulting with Mrs. Amy. The only problem that I experienced while making the teaching material was finding the correct and

best pictures. It was not hard but not that easy either. I couldn't just pick some random pictures. I had to consider whether the pictures are proper for children, and don't have any double meanings to them.



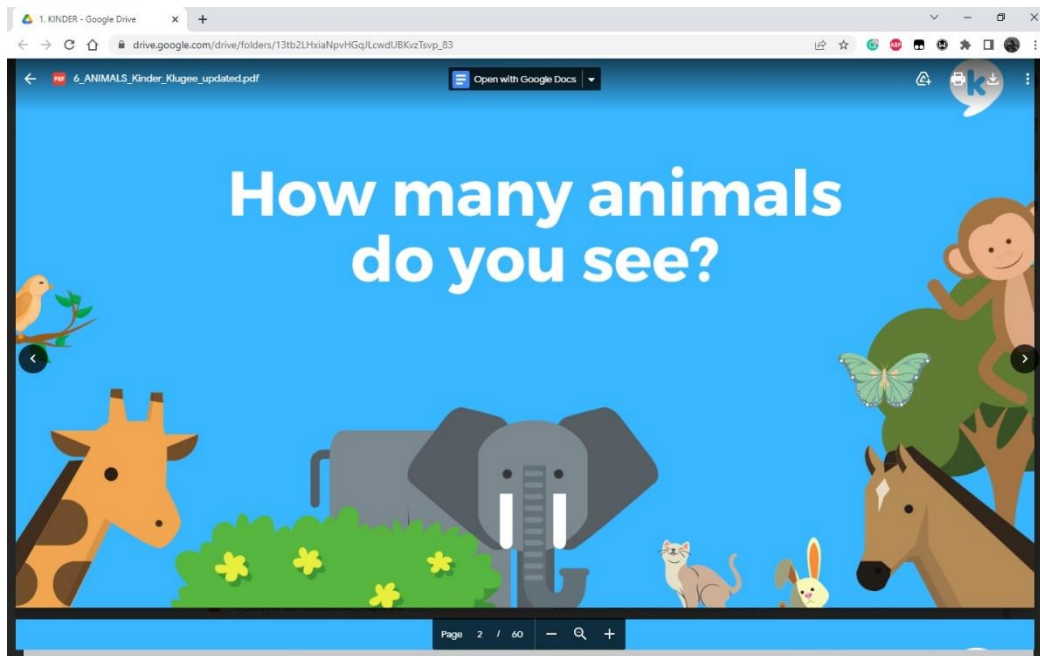
*Figure 2.17. Daily Activities Teaching Material Oct, 9-21*

After a meeting session for a quality check, Mrs. Amy told me that just the pictures were still not good. Mrs. Amy told me that she will change them by herself later. Then she told me that I could proceed to the next teaching material. After seeing the list of teaching materials, there were three more, the animals, the hobbies, and the vehicles. Since my internship was ending on November 2-2021, I hope I could finish them before the said date.

The next teaching material was about animals. It was the easiest one for me, since I really liked animals, I knew most of the children's favorite animals. I put mostly real pictures of animals except for the opening slides of the teaching materials. I also put some animal pictures that were rarely mentioned in children's books, I thought it might broaden their knowledge about animals. Surprisingly, after a meeting session with Mrs. Amy, she

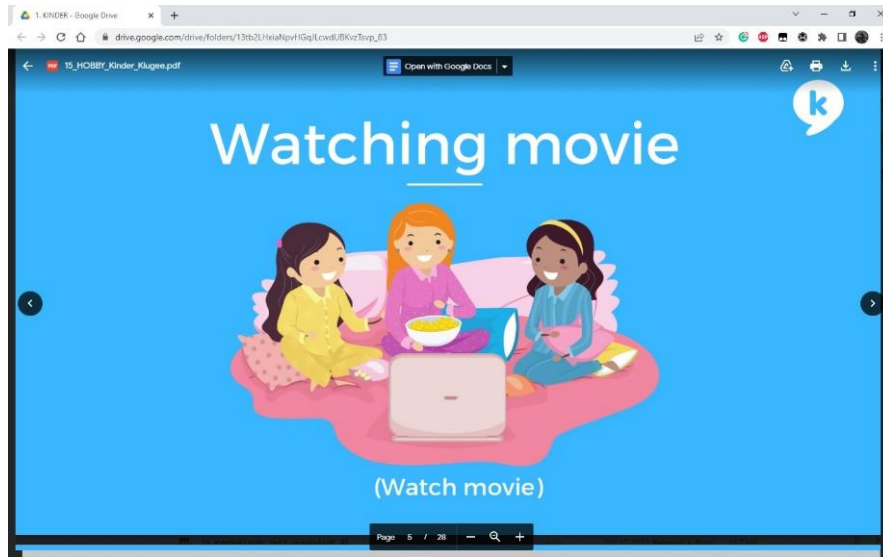


was very happy about the result, and only two animal pictures that she wanted me to change since the pronunciation might be too hard for children.



*Figure 2.18. Animal Teaching Material Oct, 12-21*

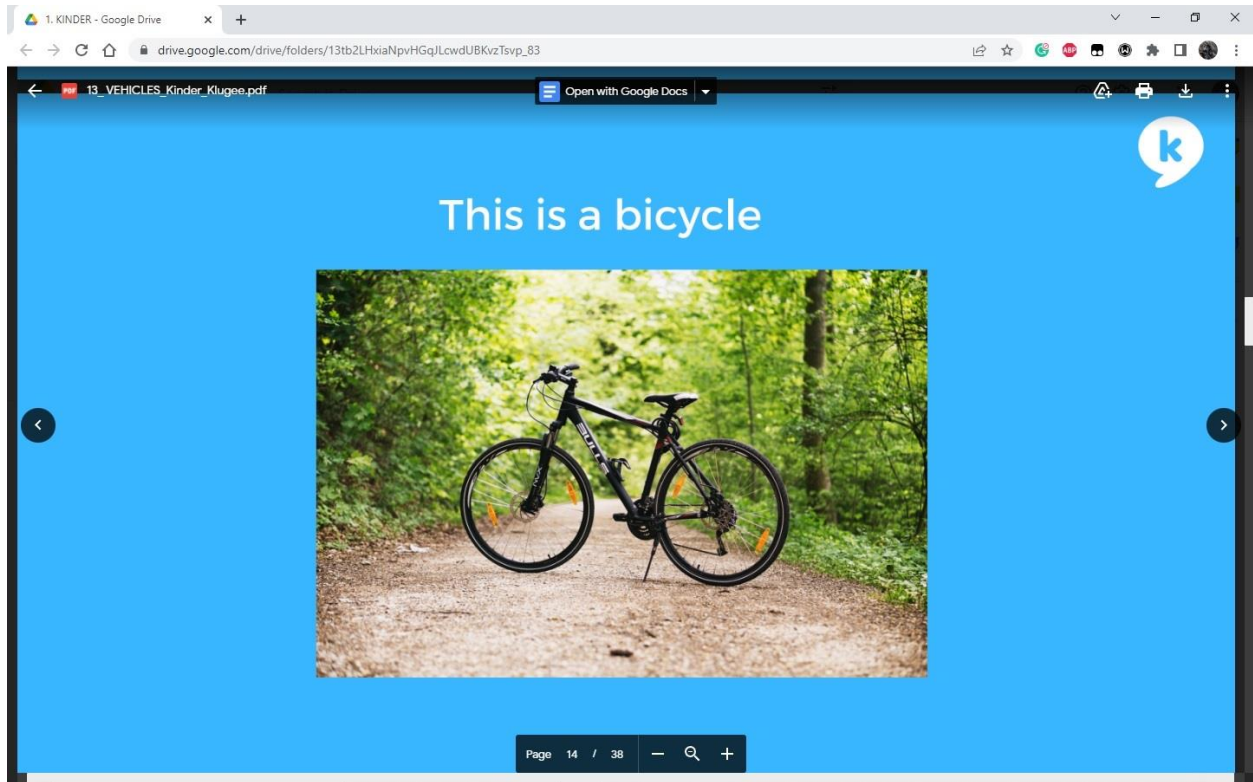
Then, I proceeded to the next one which was the hobbies teaching material. This teaching material was quite easy. The difficult part when I was making the teaching material was browsing through the internet and Canva's pictures list. As for this one, Mrs. Amy told me to make it with less realistic pictures. It was annoying because I had to scroll down for quite a long time just to find a picture that I think is good to fit along the text. After a meeting session with Mrs. Amy, some of the pictures were not good enough, so Mrs. Amy gave me some advice to find the perfect pictures. Mrs. Amy told me that to find pictures that include humans in it, you had to think like the children. If you really thought it was good and attractive, then it will suffice. If not, then you better not use it. I tried to fix it, and kept in my mind the advice from Mrs. Amy. After the second quality check, Mrs. Amy was happy about the result and asked me to proceed to the final task, the vehicles.



*Figure 2.19. Hobbies Teaching Material Oct, 18-21*

While I and Mrs. Amy were still in the meeting session, Mrs. Amy gave me a suggestion for the vehicles teaching plan. She told me that to make the children know the real object of vehicles, I must not use any cartoonish pictures.

Making this teaching material was less difficult than the hobbies teaching material. It was not that hard to find good vehicle pictures, both on the internet and in Canva. So I managed to finish it quite fast, and I asked Mrs. Amy for a quality check and it went smoothly. Then Mrs. Amy asked me about my own opinion about the picture of a few vehicles, and why I chose them. My reason to use some of the vehicles that were not quite mainstream was because I wanted to broaden the children's knowledge about unusual vehicles. Mrs. Amy was quite pleased by my answer, so there were not many things that I had to fix. Mrs. Amy only asked to tidy it up a little bit and then the quality check was done.



*Figure 2.20. Vehicles Teaching Material Oct, 22-21*

Two days later, after I managed to complete all the teaching materials, Mrs. Amy asked me to assist her and help her to make another teaching materials about multiply, division, addition, and subtraction. Since it was a new thing for me, I asked Mrs. Amy to guide me when making Mathematic English teaching material. But Mrs. Amy told me that I don't need to be worried because the plan was for us to make this together while in the meeting session. She told me to help her check the slides whether there were mistakes or not and was tidy enough or not.

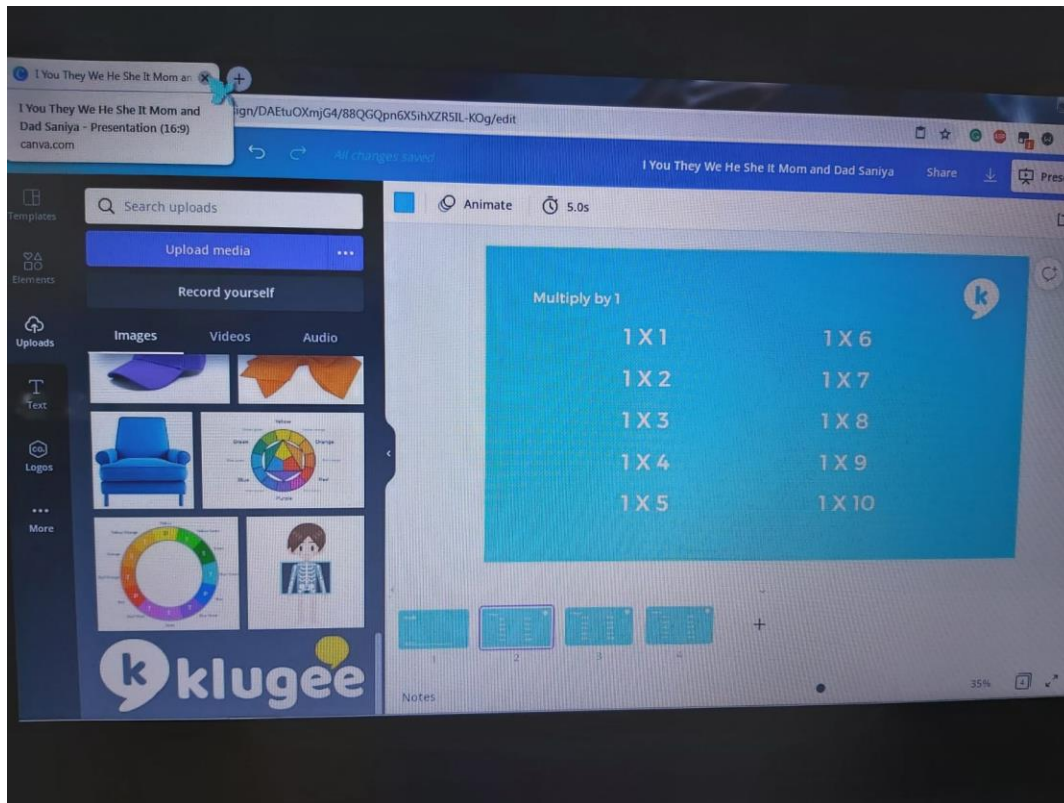


Figure 2.21. Multiply Teaching Material Oct, 24-21

Making math in English teaching materials was not easy at all, it was hard. The position of the numbers, how to make them tidy, how to make them compact, and how to manage the slides so the children can focus on the teaching plan while learning later. There were so much that I have to consider. Fortunately, when I made the teaching materials about multiply, division, addition, and subtraction, Mrs. Amy was there too to help me. It was interesting to work together with the owner of Klugee. It made me excited. Finally, after completing all the tasks given to me, on November 2, my internship ended. Part of me was sad because the internship period was finished. But on the other hand, I was happy that I could complete my internship, and made the owner of Klugee, Bebasari Amiroh, happy by having me as an intern in Klugee.

### 2.3 The Problems

When I had an internship at Klugee, I found a few problems. The problems were lack of experience, work from home, and inefficient deadlines. These problems were some coming from me, while some were from the company itself.

### **2.3.1 Lack of experience**

I had an experience when making teaching material, when I taught English at SD Kalam Kudus, Malang. For exact, it was when I got an assignment to teach English at elementary school. But when I was having an internship at Klugee, the knowledge that I had was not enough. I was making a lot of mistakes. The results were that Mrs. Amy had to always be ready to answer my questions. Due to my lack of experience, I had to rely on Mrs. Amy, my mother, and my brother a lot, to give me an idea when I made the teaching materials. As a result, I couldn't be fully independent.

### **2.3.2 Work from home**

Since I was in Bogor when I had an internship at Klugee, at first I thought it wouldn't become a problem. But after the first and second tasks that Mrs. Amy gave me, it became a big problem. When I was working on the second task, I was confused about how to do it, and how to pick proper pictures. I couldn't ask Mrs. Amy about the problem that I had at that time immediately. I had to wait for a few hours, and sometimes I had to wait until tomorrow until I got the response from Mrs. Amy. That particular thing quite made me frustrated, since I didn't know how busy Mrs. Amy was. So what I could do was just to be patient until I got a response from her.

### **2.3.3 Uncertain deadline**

When I had an internship at Klugee, one of the main problems that I managed to find was Mrs. Amy didn't tell me about the deadline for the work that she gave me. I didn't know for sure, was this her method when she gave someone a responsibility or did she just forget about it. But since

I didn't want to make a bad impression, I always tried to do my job efficiently even though there was no deadline for it. Although not every work was without a deadline, some of them were. Of course, it would be a problem if Mrs. Amy later had another intern or person that worked with her, and because there was no deadline that person became lazy and forget about the task that Mrs. Amy gave to them. As for the official teachers that worked with Mrs. Amy directly in Klugee, I didn't have any information about how they worked or how Mrs. Amy treated them.