

CHAPTER II

INTERNSHIP ACTIVITIES

This chapter consists of three important parts which are general description of the company, internship activities, and possible problems.

2.1 General Description of the Company



Figure 2. 1 Logo SDK Yos Sudarso Kepanjen

SDK Yos Sudarso Kepanjen school is located at Jalan Punten No. 05, Kepanjen, Malang Regency, East Java. There are four educational stages in Yos Sudarso Kepanjen school which are Kindergarten, Elementary School, Junior High School, and Senior High School. Furthermore, all stages starting from kindergarten until Senior High School are located at the same address, but different buildings for each educational stage.

Yos Sudarso kepanjen school is sponsored by Carmel Foundation. The Carmel Foundation is a social and educational institution. This organization was created on a sense of care and support for the future and fate of the poor and downtrodden, particularly those living in distant areas. As a result, the Karmel

Foundation clearly identifies itself as a social and educational organization under the auspices of Malang Diocese. In the social sector, the Karmel Foundation focuses on orphans. Meanwhile, in the realm of education, the Karmel Foundation offers formal school instruction at all levels, including kindergarten, elementary school, middle school, high school, and vocational school.

The Carmel Foundation was originally named Carmelstichting. The Carmelite Missionary Pastors in Java established this foundation in 1926, with notarial document number 31, dated January 27, 1926, and signed by Notary Maximiliann Albert Edmond Amdela. Furthermore, Carmelstichting, which was formerly handled by the Carmelite Missionary Pastors in Java, was totally transferred to and maintained independently by the Diocese of Malang. The name Carmelstichting, which was still in Dutch, was eventually translated into Indonesian and became the Karmel Foundation.

There is also a vision and mission of SDK Yos Sudarso Kepanjen.

Vision:

The realization of a school that forms a generation with personality and quality in the academic, non-academic fields, love of culture, art, and responsibility based on love. Care for the poor.

Mission:

1. Improve students' intellectual abilities to obtain satisfactory learning results
2. Develop a self-confident attitude to compete in improving achievement by actively participating in activities that support academics
3. Develop an attitude of mutual cooperation, independence, and understanding of fellow school members

4. Educate students to behave politely based on their respective faith and beliefs
5. Carrying out extra-curricular activities: dance, music/kulintang, martial arts and scouting
6. Create a clean, beautiful, neat environment and a pleasant learning/working atmosphere
7. Creating the potential of the school community for shared prosperity

Below the writer shows the picture of the school organization structure in SDK Yos Sudarso Kepanjen. the school principal or the headmaster is Ms. Christiana Henis Wahyu Utami, S.Pd. Under the school principal is followed by the teachers and staff in the school. The teachers and staff in the academic year 2023-2024 at SDK Yos Sudarso Kepanjen are Ms. Endang as 1st-grade homeroom teacher, Ms. Patris as 2nd-grade homeroom teacher, Ms. Siswanti as 3rd-grade homeroom teacher, Mrs. Catarina as 4th-grade homeroom teacher and English teacher, Mr. Miko as 5th-grade homeroom teacher, and Mr. Yohanes as 6th-grade homeroom and P.E teacher.



Figure 2. 2 School Organization Structure

In SDK Yos Sudarso Kepanjen, the curriculum that was employed is the Indonesian national curriculum (K-13 revised) for the 3rd grade and 6th grade. For the 1st, 2nd, 4th and 5th grade is using Kurikulum Merdeka. In SDK Yos Sudarso Kepanjen There are six classrooms in total. The homeroom teacher is also be the teacher for almost all subjects in the school. Since SDK Yos Sudarso is mostly using Kurikulum Merdeka they use the school time in Saturday for subject called P5 which is Proyek Penguatan Profil Pelajar Pancasila (Project for Strengthening Pancasila Student Profiles). Also, there are other several rooms used for learning, such as Computer Room (for learning computer lesson). There is also library but unfortunately is unused so the writer use the library as the base while teaching at SDK Yos Sudarso Kepanjen.

2.2 Internship Activities

The writer's internship activities were held for four months, and they were conducted offline, so the writer had to go to the school in person. The internship activities started from 2 August 2023 until 14 December 2023 (in accordance with the school's agreement). The writer was asked to come to the school three times a week (Wednesday, Thursday, and Saturday). The writer taught in a group of three for the 1st, 2nd, and 3rd grades. During the internship activities, the writer was supervised by Ms. Catarina Dwi Wijayanti S.Pd (she is usually called Ms. Catherine) as the English teacher of SDK Yos Sudarso Kepanjen. Other teachers there also helped and supervised the writer, especially the homeroom teacher of 1st to 3rd grade.

The writer met Ms. Christiana Henis Wahyu Utami, S.Pd on 31 July for introductions and information regarding the tasks they must complete during their

internship activities at SDK Yos Sudarso Kepanjen. On Wednesday, they taught two classes, the 2nd grade in the morning and the 1st grade after break time. On Thursday, they taught the 3rd grade. On Saturday, they usually had a fun learning session, learning English with games or movies, separated into two sessions. In the morning, they taught 1st to 3rd grade, and after break time until the end of the school day, they taught the 4th to 6th grade.



Figure 2. 3 our first visit to the school



Figure 2. 4 Meeting with the Principal

Because of the minimal number of teachers, there were five of them who performed the internship program of teaching English at SDK. Mrs. Catherine, their supervisor, divided them into two groups of two and three, with the group of two teaching the fourth and fifth grades. The group of three educated students in grades one through three. Because the school already had the English book, they utilized it as a teaching guide. For the writer, they were in charge of the 2nd grade. It meant they had to create the lesson plan for the second grade and be the one who taught in front of the students. The other two acted as assistants in managing the class.

In addition to their regular teaching schedule, they attended school for special celebrations like Independence Day and Scout Day. On Independence Day, they merely had the morning ceremony and shared lunch with all the teachers and staff. They were in charge of organizing an event on August 18 and 19 of 2023, which included a tournament in which all SDK Yos Sudarso students participated. On Scout Day, they also conducted a flag ceremony in the morning, followed by activities and competitions led by the teachers at SDK Yos Sudarso Kepanjen. The teachers asked them to accompany the students throughout the competition, particularly the first and second graders.



Figure 2. 5 Flag Ceremony in Independence Day



Figure 2. 6 Documentations with Teachers after Flag Ceremony

There are few competition that was held to celebrate the independence day such as the water competition that is followed by students from 4th to 6th grade. We also held lomba estafet karet, in which students used a straw to move the rubber from the front student to the bowl supplied at the back of the group. Students in grades 1 through 3 attended the estafet karet. Apart from that, there was lomba balap kelereng, which was held individually. Another competition is lomba makan kerupuk, in which contestants must feed each other kerupuk until they run out.



Figure 2. 7 Water Competition



Figure 2. 8 Estafet Karet Competition



Figure 2. 9 Balap Kelereng Competition



Figure 2. 10 Makan Kerupuk Competition

To celebrate Scout Day, all students and teachers held a flag ceremony in the morning. After that, they continued playing a variety of activities, such as learning to survive with a rope, counting steps from one place to another, and putting together random pictures and phrases.



Figure 2. 11 Arranging the Picture



Figure 2. 12 Scoutmaster



Figure 2. 13 Rigging Practice



Figure 2. 14 Scout Day Event



Figure 2. 15 Flag Ceremony in Scout Day

Learning always began with students greeting the teacher. After that, we started explaining the material to be studied and provided some important words to note. Following that, students did assignments from the LKS that is provided by the school and worksheets that had been prepared.



Figure 2. 16 Students Take a Note



Figure 2. 17 Students Doing the Exercise

Plural nouns

Grade 2 Nouns Worksheet

Write the plural words: Add "s" or "es".



Hint: For nouns ending in s, x, z, ch or sh, add -es at the end.

one box,
two boxes

- | | |
|----------------|-------------------|
| 1. block _____ | 9. sandwich _____ |
| 2. pot _____ | 10. apple _____ |
| 3. pan _____ | 11. orange _____ |
| 4. plate _____ | 12. chair _____ |
| 5. dish _____ | 13. table _____ |
| 6. spoon _____ | 14. truck _____ |
| 7. fork _____ | 15. car _____ |
| 8. box _____ | |



Figure 2. 18 Plural and Singular Worksheets

Name _____ Date _____

Read and Write: Numbers 11 - 20



Read the numbers and names and then copy them into the blanks below.

11 eleven	16 sixteen
_____	_____
_____	_____
12 twelve	17 seventeen
_____	_____
_____	_____
13 thirteen	18 eighteen
_____	_____
_____	_____
14 fourteen	19 nineteen
_____	_____
_____	_____
15 fifteen	20 twenty
_____	_____
_____	_____



Figure 2. 19 Numbers 11 to 20 Worksheets

2.3 The Problems

From the internship program that has been passed by the writer, there are several possible problems found. The problems are as follows:

1. Student's Attention and Behavior During Class

Many students in class 2 liked drawing attention to themselves. They enjoyed speaking and telling stories; therefore, they did not pay attention to the lessons being taught in front of the class. Some students also frequently strolled around during

class. Students frequently fought over minor issues such as being taunted or disagreeing with what their peers said, and they cried as a result, so we had to take care of this first before proceeding with the learning process. Aside from that, many students enjoyed asking questions outside of the class during the learning process. Once, in the middle of the learning process, two students were having fun conversing to themselves; at first, we kept telling them to concentrate and listen to the lesson we were explaining in front of the class. Finally, they argued, and one of them cried because he was taunted about the spectacles he had brought to school that day. In the end, we had to calm the two children before continuing to explain the instructional material.

Some students, however, refused to follow their teachers' directions. Even if she did not grasp the lesson that had been taught, she did not want to ask about it. But she asked other questions, including personal questions like “Miss, where did you live?” ,“Did you already have a boyfriend?”, They even requested a phone number to call every day. However, we were certain that she did not request a phone number to inquire about lessons but rather to play games and other activities that, in our judgment, had nothing to do with teaching. There was also a student with fairly bad eyesight, but every time we instructed him to shift and seat forward so he could see better and follow the class, he refused with the excuse "I am fine, I can see clearly from here."

2. Number of Students in a Class

I only had this difficulty in second grade. The second grade of SDK Yos Sudarso Kepanjen had 22 students. The third grade had eleven students, and the

First grade had only eight students. This also had an impact on the problem I mentioned earlier. Because of the enormous number of kids and the fact that they were so active, the classroom felt quite cramped, and it could be difficult to move around for me. However, this appeared to have not stopped these children from walking and even running around the classroom. The enormous number of students often overwhelmed us because they all preferred to talk, and sometimes we were reprimanded because their voices impaired the learning process in the other class. Because there were so many active and attention-seeking children, we sometimes became confused about which one to care for first. As a result, the classroom environment might have become quite unproductive at times.

3. Lack of Students' Discipline

Another problem I encountered was the lack of student discipline at school. Many students were late and even continually left for no apparent reason. Every morning we met at least three children who were late, and they looked relaxed even though they were late. There was one kid who could be excused from going home due to illness for up to two weeks at a time, and this happened frequently during the semester. Aside from that, many students enjoyed speaking inappropriately, even in front of us and other teachers. Even though the bell had sounded and they believed it was not class time, they had to wait for the instructor to call them in. When the bell sounded, kids might sometimes have rushed to the cafeteria. Even after break, students continued to eat and brought food into the classroom. If the teacher was not there, they always had assignments to complete, but they were extremely noisy, conversing with friends, and even walking out of class. Even when

there was a teacher there, kids might have been rather loud. Students often used permission to use the restroom as an excuse to walk out of class.

4. School Regulations are Less Strict towards Students

The final problem that I addressed was that school restrictions were not strict enough for the students. In actuality, this led to a lack of discipline among students because they were not punished for being late on several occasions. When a student was absent for no apparent reason, the school imposed no further sanctions on the student. The teachers just scolded them and warned them if there was a fight. They did not receive counseling or consequences for their actions. When students did not bring textbooks, they simply did their tasks on another piece of paper. Aside from that, we questioned numerous times to the class that was assigned to us because the teacher was unable to attend. We questioned about their class schedule; did they not look at and read their lesson schedule while preparing textbooks to be brought, resulting in many students not bringing books at the same time? They said that they did not know the particular lesson that day because the lessons were frequently switched. This caused individuals to disregard norms such as carrying textbooks, entering class when the bell rings, and even eating in class during class time.