

CHAPTER II INTERNSHIP ACTIVITIES

2.1. The General Description of the Company

SD Katolik Yos Sudarso is a school that focuses on the mutual development and overall well-being of its students and all stakeholders. SD Katolik Yos Sudarso founded in 1950 on Jl. Puntan No. 05, Kepanjen, Kab. Malang, and occupies an important position among educational institutions in Kabupaten Malang Kepanjen, East Java. Under the leadership of Christiana Henis Wahyu Utami (S.PdSD), the school has been recognized for its holistic approach to education and commitment to the well-being of the community. For the record, the school is officially affiliated with Yayasan Karmel/Keuskupan Malang and is identified by its statistical number 102051821041 and NPSN 20518716. The institution prides itself on providing students with more than just academic excellence. Their vision is to support well-rounded individuals with a solid academic foundation, a deep appreciation of culture and the arts, and a strong sense of social responsibility. The mission focuses on promoting intellectual development, instilling self-confidence, encouraging cooperation, promoting moral values and providing a diverse range of extracurricular activities including a variety of activities including dance, music, martial arts and scouting. SD Katolik Yos Sudarso's focus is not limited to academics but also emphasizes community well-being, not only for the students but for all involved. The school has been awarded Grade B accreditation with a score of 81, valid until 31st December 2026, and remains true to its commitment to maintaining educational excellence and all-round development. The institution's commitment to providing a comprehensive educational experience, coupled with a focus on character education and community welfare, makes SD Katolik Yos Sudarso a model of educational excellence in the region.

For inquiries or further information, individuals can reach out to the school via phone at 0341-3904371 or through email at sdkyoskepanjen@gmail.com.

As the Internship, I submit a photo of the SD Katholik Yossudarso logo and school organization structure:



Figure 1. SD Katholik Yos Sudarso logo

According to Figure 1, there are several symbols and in the image have distinct interpretations. Each aspect in the symbolic domain of Catholic school education logos bears great significance, containing enormous layers of meaning profoundly founded in Catholicism's faith and ideals. Here are some explanations for Catholic school logos that symbolize meaningful significance:

a. Star

In Catholic school education logos, the star sign might represent a prominent feature within these logos which serves as a multifaceted emblem signifying God, the almighty Creator and sustainer of the universe it embodies the essence of knowledge, a vital element in Catholic teachings, and it represents hope, a fundamental Christian virtue that provides optimism and faith.

b. The Cross

The cross, an iconic symbol in catholic school emblems, represents unmistakably Jesus Christ, the cornerstone of the Catholic faith it can be found anywhere there is a Christian presence and It represents not just Jesus' pivotal role, but also the tremendous

significance of his death and resurrection, which serve as the foundation of humanity's salvation. Furthermore, the cross represents Jesus' unselfish sacrifice a dramatic representation of his unbounded love for humanity.

c. Three intertwined circles

The representation of three little circles within Catholic school logos has its own importance, according to Figure 2, the symbol of three intertwined circles, reflecting the Trinity the key tenet in Catholicism, proclaiming God's unity in three distinct persons:

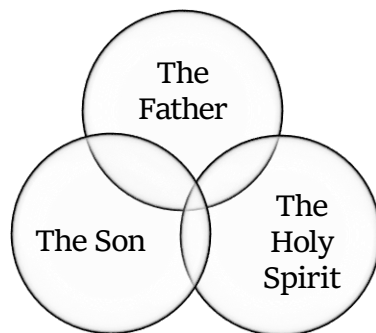


Figure 4. Three Intertwined circles

These circles also represent the concepts of unity and balance, both of which are taught as vital virtues within the domain of Catholic beliefs. In essence, these symbols symbolize significant Christian principles aimed at teaching love, wisdom, hope, sacrifice, unity, and balance in the hearts and minds of students who walk the corridors of Catholic educational institutions.

As shown in Figure 1, From the picture, there are several colors that have different meanings.

a. Blue

Blue represents intelligence, tranquility, and wisdom. The colour blue also represents the enormous sky and sea, which represents the breadth of knowledge and wisdom.

Blue is frequently used in Catholic school education logos to represent God's majesty and the wisdom of His teachings.

b. Yellow

Yellow represents happiness, cheerfulness, and optimism. The colour yellow also represents the sun, which is the source of life and energy. Yellow is frequently used in Catholic school education logos to represent kids' happiness and excitement.

c. Red

The colour red represents passion, courage, and love. The colour red also represents fire, which represents a blazing spirit. Red is frequently used in Catholic school education logos to represent Christ's spirit and love.

d. White

The colour white represents purity, purity, and truth. The colour white also depicts snow, which indicates freshness and clarity. White is frequently used in Catholic school education logos to represent the sanctity and purity of Catholic teachings.

e. Brown

Brown represents fertility, well-being, and warmth. The dark colour also represents the dirt, which is the source of life. The colour brown is frequently used in Catholic school education logos to represent caring and empathy for others.

In conclusion, the symbols featured in Catholic school logos are intended to convey key Christian qualities such as love, wisdom, hope, sacrifice, unity, and balance. The cross symbolizes Jesus' sacrifice and the cornerstone of the Catholic faith, while the three intertwined circles indicate trust in the Trinity. The star represents God as the Creator, as well as the value of knowledge and hope. These symbols, together with the use of color, convey deep meanings and serve as reminders of the ideals taught in Catholic schools.



Figure 7. SDK Yos Sudarso School Organization Structure

Under the leadership of Christiana Henis Wahyu Utami (S.PdSD), she is one of the important parts in the structure of a school, begin with primary education and progressing to secondary education. Principals are teachers who are assigned the duty and mandate of leading all types of school activities, both operational and non-operational, relating to schools and their structures. She has many responsibilities and authorities, including managerial, planning, and monitoring functions, as well as support and social functions.

As shown in Figure 3, SDK YOS SUDARSO has six homeroom instructors who play a key part in the classroom learning process, including:

- a. Implementing learning in line with the applicable curriculum
- b. Developing and implementing learning programs
- c. Evaluating student learning outcomes
- d. Providing guidance and counseling to students

Mrs. Aloysia Endang is the homeroom teacher for grade one, Patricia Suti'ah is the homeroom teacher for grade two, Mrs. Yosepha Siswanti is the homeroom teacher for grade three, and Ms. Catharina Dwi Wijayanti is the homeroom teacher for grade 4, Mr. Michael Sepyarso is the homeroom teacher for grade five, and Mr. Yohanes Wagiman is the homeroom teacher for grade six.

Subsequently, a strong organizational structure can facilitate smooth implementation of education it is possible to establish a pleasant and beneficial working environment with the help of a proper school organizational structure.

2.2The Activities

Many activities were undertaken by me as a teacher while participating in the internship program at SD Katolik Yos Sudarso, and they are described in the following:

1. 17th August competition



Figure 4. Students playing game

SD Katholik Yos Sudarso Kepanjen 5th grade students competed in the August competition on August 18th . According to Figure 4, this competition was held as part of a series of events to honor the Republic of Indonesia's Independence Day. This competition was attended by all students, and it is also one of the most useful activities for students. Through this project, students can obtain a better grasp of nationalism while also improving their abilities and character.

2. Clean friday (Juma't bersih)



Figure 5. Me and My students cleaning the school grounds

According to Figure 5, clean Friday is the culmination of a cleaning effort carried out by all school members, including students, teachers, and other educational workers. This sort of activity is normally carried out on Friday mornings before teaching and learning activities start. Students actively participating in Clean Friday help create a cleaner and healthier learning environment.

Clean Friday activities usually include the following:

- a. Cleaning classrooms, including sweeping, cutting grass, and cleaning tables and chairs.
- b. Maintaining the school grounds

c. Maintaining school facilities

Clean Friday shifts the school environment from one of learning to one of conscious care. As students work together to enhance their environment, these activities promote shared responsibility and teamwork. While dealing with filth and disorder, students become increasingly concerned about the well-being of their school, fostering a sense of ownership and pride in their educational oasis. The ultimate effect is not only a cleaner school but also a community brought together by a similar objective and a greater appreciation for their learning environment.

3. P5 Activity (Pancasila Student Profile Strengthening Project)



Figure 6. P5 activities with educational games

P5 activities are those that take place outside of lesson time. These exercises are intended to help learners develop competence and character by the pancasila learner profile. P5 activities must be created and implemented with the active participation of learners. Based on the image above, we provide P5 activity material with educational games that we have packed according to their class, such as guessing animal names with movements, whisper

games, and arranging sentences from various types of vocabulary that we have previously prepared.

As shown in Figure 6, this game is divided into two sessions, morning for small classes and afternoon for large classes. A range of terms is provided in the game based on our students' demands and ability levels. We choose an educational game to help students develop their creativity while learning many areas of English, such as vocabulary, grammar, and idiomatic expressions. Not only that, but we can use educational games to assist students in enhancing their determination to learn while also improving their English skills such as reading, writing, speaking, and listening.

4. Month of the Rosary Mass



Figure 7. My students become misdinar

The month of the rosary is a month dedicated to honoring the rosary, a prayer that consists of 15 events from Jesus and Mary's lives. Rosary Day is traditionally observed in October. During the Rosary month, Catholics are encouraged to meditate on significant events in Jesus and Mary's lives by praying the rosary. Furthermore, Catholics are encouraged to deepen their devotion to the Virgin Mary, who is seen as God's human intermediary. The Rosary is commonly celebrated at Catholic churches and schools in Indonesia. During this

month, multiple liturgical and devotional activities, like as the Mass, are generally scheduled to recite the Rosary together.

Here are some of the activities that are frequently held during the Rosary month at SD Katholik Yos Sudarso:

- a. Rosary ceremony: Every Friday in October a rosary is held. This Mass normally starts with everyone praying the Rosary together. Students from the SD Katholik Yos Sudarso will conduct a mass before the class begins, as shown in Figure 7.
- b. Rosary prayer together his prayer is led by a priest and is attended by all students, teachers, and other educators.

As a result, "the month of the Rosary" denotes a period of enhanced focus on this prayer within the Catholic faith, marked by celebration, contemplation, and increased recitation.

5. Tupoksi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
KURIKULUM MERDEKA	
Oleh: Ratih Dheviyanti Nur	
Kelas / Semester	: V/ I
Mata Pelajaran	: Bahasa Inggris
Materi Pembelajaran	: I Have Got a Stomache
Alokasi Waktu	: 2 x pertemuan (2 x 35 menit)
A. Tujuan Pembelajaran	
1. Siswa dapat menyebutkan berbagai jenis penyakit dalam bahasa Inggris.	
2. Siswa dapat membuat kalimat menggunakan kosakata tentang penyakit dalam bahasa Inggris.	
3. Siswa dapat memahami pentingnya menjaga kesehatan.	
B. Indikator Pembelajaran	
1. Siswa menyebutkan nama penyakit dalam bahasa Inggris saat guru menunjukkan gambar atau menjelaskan gejala penyakit tersebut.	
2. Siswa menyusun kalimat menggunakan kosakata tentang penyakit atau dengan meminta siswa menceritakan pengalaman mereka saat sakit.	
3. Siswa menjelaskan cara menjaga kesehatan atau dengan meminta siswa membuat poster tentang pentingnya menjaga kesehatan.	
C. Kegiatan Pembelajaran	

Figure 8. Picture of RPP

Tupoksi, also known as the fundamental tasks and functions, the duties and responsibilities of an elementary school teacher, are the duties and responsibilities that an elementary school teacher must carry out. The Regulation of the Minister of-Education and Culture of the

Republic of Indonesia Number 28 of 2016 on Graduate Competency Standards for Primary and Secondary Education outlines the obligations and responsibilities of primary school teachers.

Primary school teachers' roles and responsibilities include the following areas:

- a. The field of learning
- b. The field of self-development
- c. Field of guidance and counselling
- d. Administration

As shown in Figure 8, I was in charge of carrying out English topic learning as a substitute for the subject teacher during the Internship activities. I was also in charge of class administration, such as creating attendance lists, tracking attendance, and grading students. Furthermore, the subject instructor is responsible for guiding and mentoring students in the classroom.

As a result, the Tupoksi of elementary school instructors listed above are the primary duties and obligations of a teacher. Teachers who understand and carry out their responsibilities effectively and efficiently will be able to create quality graduates.

2.2 The Problems

Nevertheless, difficulties also appear in the internship program held in SD Katolik Yos Sudarso. As evidenced by my experiences teaching fifth-grade students at SD Katolik Yos Sudarso, engaging young learners in English language education presents various problems. Two key difficulties occurred in decreased reading engagement among children and individual inattention during classes. These internal and external problems not only impact students language development but also raise issues about their overall well-being and the effectiveness of the instructional methods used. This investigation seeks to unravel these difficulties'

complexities and illuminate potential solutions for establishing a more successful and engaging English learning environment.

a. Declining Reading Engagement Among Children

When I was teaching English at SDK Yos Sudarso in grade 5, I read a fairy story to my students in English. The class was not overcrowded, but some of my students were drowsy and did not pay attention as I read the fairy tale, and some other students frequently interrupted their friends while I continued reading the fairy story. Rather than listening to or reading English fairy tale materials, my students opted to play or work on homework from other topics such as physics. As an apprentice teacher, I noticed that my student's enthusiasm for reading had significantly diminished.

As a teacher, this is a huge issue for me. I was concerned that if my students' reading interests continued to dwindle, it would have a negative impact on their development. After two weeks, I began to investigate what was causing my student's enthusiasm for reading to wane. I even asked my students, but they could not provide a definitive answer. Finally, I decided to conduct additional observations and discovered various reasons indicating that my students' enthusiasm for reading was waning, particularly from internal and external causes. Internal variables include:

- a. Limited vocabulary: Because they are new to the language, their English vocabulary is limited. Some of the story's essential words may be difficult for them to grasp.
- b. Students have trouble comprehension: since the text has a convoluted sentence structure, and they frequently stop in the middle of a sentence because they don't understand the meaning of the words they are reading.

- c. Unfamiliar cultural allusions or contexts: Some of the English stories I've told involve circumstances that are new to my students. This can make it difficult for children to grasp the story's content and moral message.
- d. A lack of enthusiasm to read: If students are not driven to read in English, they will not put out the effort to comprehend the stories.
- e. A lack of reading practice: If my students do not develop the habit of reading in English regularly, they will struggle to improve their reading skills.

In addition to internal elements influenced by the students, I discovered some external factors that influence my student's enthusiasm for reading. I'll go over the internal aspects below:

- a. The school library is inadequate: The school library's book collection is restricted and does not correspond to the interests of the youngsters.
- b. Teaching methods: Because teachers rarely read in front of the class, the teaching style utilized by teachers can have a significant impact.
- c. Family Reading Culture: If reading books, particularly fairy tales in English, is not valued in kids' families, it may damage their interest and reading skills.
- d. Parental Support: Parental support for English language learning can have a significant impact. Parents that encourage and support their children to read contribute to a pleasant learning environment.

b. Individuals inattention

That morning at SDK Yos Sudarso, I was explaining English lessons in the 5th-grade classroom. After I introduced the content "Tastes in Food" in this session, my students were able to accurately recognize and discuss certain flavours in food and drinks. Then, in this session, my students were able to compose phrases describing the

taste of food and drinks and distinguish between the various flavours that the tongue can detect. However, some students in the class did not appear to be paying attention to my earlier remarks. They were conversing with their peers, fiddling with their stationery, or simply staring blankly at the front of the class.

To be honest, as an apprentice teacher who had only been in the classroom for a few weeks, I was concerned about the well-being of my students. I was perplexed as to why my students found it so difficult to concentrate on the stuff I presented in front of the class. I've been concerned about the health of my students since that incident.

Students in the fifth grade at SDK Yos Sudarso. As time passed, I saw that 5th-grade students are in a transitional age, where they are going through developmental changes that affect their attention span. They are going through developmental changes that are affecting their attention span. Their ability to focus for long periods of time is affected by cognitive development at this age. Students begin to develop their curiosity and sense of independence throughout this period. Students may become more readily distracted as a result of this. Furthermore, I correct the fact that the learning materials I supply may be foreign to my students. The relevancy of the subject matter to their daily life is critical, for example, when I use words like "Spaghetti" or "Pizza" that are strange to their ears, they will be less interested in participating in the class. As the days passed, I gradually realized that the student different demands and learning abilities resulted in individual variances within the class.