

CHAPTER II

INTERNSHIP ACTIVITIES

In this chapter, we delve into the heart of the internship experience at MI Wahid Hasyim 02 Dau, providing a comprehensive exploration of the writer's activities, challenges, and discoveries during the four-month engagement. As a testament to the commitment to practical learning, this section elucidates the day-to-day involvement in the educational domain, offering insights into classroom management, collaborative projects, and interactions with professionals in the field.

The objectives set at the inception of the internship serve as guiding principles, steering the narrative toward the fulfillment of key goals. From developing a nuanced understanding of daily operations to actively contributing to educational projects and engaging with experienced educators, the writer's journey unfolds against the backdrop of a rich learning environment.

Beyond the scope of personal experiences, this chapter captures the spirit of the internship, which was characterized by offline tasks and a five-day weekly commitment to SD MI Wahid Hasyim 02 Dau. By limiting the focus to the writer's own journey from early August to early December, a detailed and valuable insight of the internship is presented by narrowing the focus on the writer's own experience from early August to early December, providing readers with an in-depth knowledge of the difficulties and successes achieved.

2.1 General Description of the Company



Figure 1. MI Wahid Hasyim 02

MI Wahid Hasyim 02 Dau is strong in its commitment to fulfilling its mission as an educational institution dedicated to fostering students' spiritual and intellectual development and producing a generation of highly competent, competitive individuals, and symbolizing justice for the entire population, as illustrated in Figure 1 of the MI Wahid Hasyim 02 Dau logo. As part of this commitment, students are routinely taught to read the Quran, and they are also provided with extracurricular activities to develop skills beyond academics.

The regular teaching of Quranic reading reflects the school's effort to incorporate spiritual values into its curriculum. This practice goes beyond being a religious routine; it serves as a means to instill values of faith, order, and connection with spiritual teachings among the students. In this way, MI Wahid Hasyim 02 Dau aims to create an educational environment that promotes spiritual growth as an integral part of the student's development.

In addition to religious teachings, the recognition of diverse skills is also considered crucial in education. Therefore, MI Wahid Hasyim 02 Dau offers a variety of extracurricular activities for students. These opportunities enable them to

develop additional skills, such as creativity, teamwork, and leadership, which are not only useful in an academic context but also contribute to their personal and professional growth.

MI Wahid Hasyim 02 is not only preparing students for academic excellence but also to become individuals rooted in spirituality, equipped with diverse skills, and ready to compete in a competitive world. This holistic approach reflects the school's commitment. The goal is to create a generation that is not only intellectually sharp but also has a strong moral and spiritual foundation.

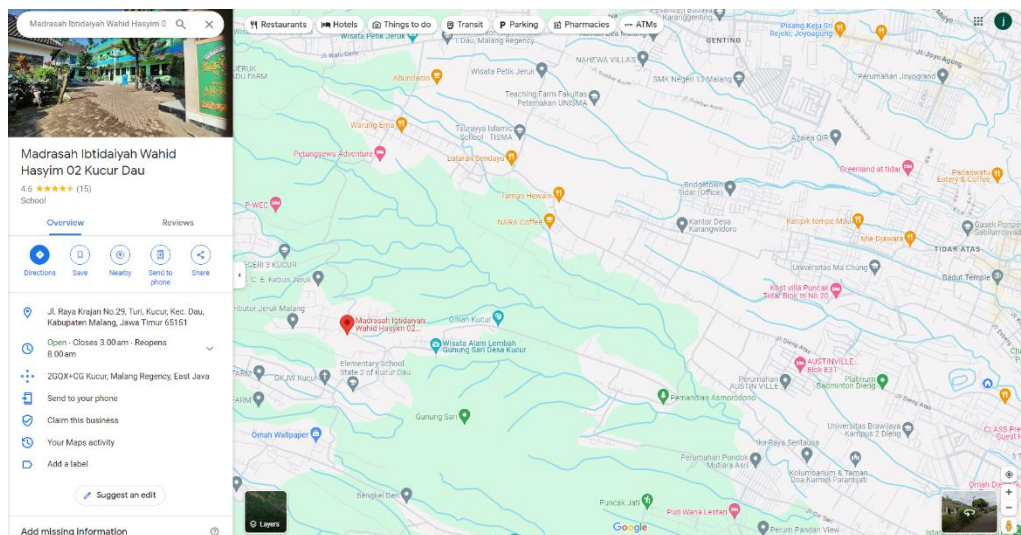


Figure 2 Location of MI Wahid Hasyim 02 Dau

The location of MI Wahid Hasyim 02 Dau is detailed in Figure 2, located at Jl. Raya Kucur Krajan No. 29, District of Dau, Malang Regency, East Java, presents itself as a private educational institution playing a crucial role in providing educational services in the region. Through interviews and observations conducted during the internship period, various aspects related to the existence and mission of

the school have been unveiled. The school has 17 classrooms accommodating 470 students, reflecting a significant scale in providing access to education for the local community. The relatively large number of students can be interpreted as evidence of the school's positive contribution to meeting the educational needs in the area.

With the National School Identification Number (NPSN) 69963397, Wahid Hasyim 02 Dau School was established as a private educational institution. This status reflects the school's independence in managing and organizing educational activities, providing flexibility in designing curricula and learning strategies in line with its vision and mission. Located in Malang Regency, East Java, the school's address indicates its strategic position in serving the surrounding community. Thus, Wahid Hasyim 02 Dau School has become the primary choice for the local community, especially for parents seeking Islamic education for their children without having to travel long distances to the city.

Identitas Satuan Pendidikan		Dokumen dan Perijinan	Sarana dan Prasarana	Kontak
Kementerian Pembina	: Kementerian Agama			
Naungan	: Lainnya			
NPVP	: AX6654			
No. SK Pendirian	:			
Tanggal SK Pendirian	:-			
Nomor SK Operasional	:			
Tanggal SK Operasional	:-			
File SK Operasional	: Silakan Upload SK			
Tanggal Upload SK Op.	:-			
Akreditasi	: B			

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Figure 3 Data Reference of MI Wahid Hasyim

Based on the latest data, figure 3 from Kemendikbud (the Ministry of Education and Culture), the B-level accreditation obtained by Wahid Hasyim 02

Dau School, as evidenced by certificate 159/BAN-S/M.35/SK/XII/2018, signifies the school's commitment to continually improving the quality of education. The accreditation date of December 1, 2018, serves as tangible evidence of a significant step in the school's journey. Interviews and observations confirm that the school has a good focus on providing quality education. The organizational structure, school policies, and extracurricular activities support an optimal learning environment, creating an atmosphere that allows students to develop.

2.2 Internship Activities

The writer's internship activities took place offline over the course of four months. Wednesday, August 2, 2023, marked the start of the internship, and Saturday, December 2, 2023, marked the end of the internship. The writer's internship activities involved teaching English. At the beginning of the internship, the writer and their fellow interns were supervised by an English teacher and one of the founders of MI Wahid Hasyim 02 Kucur, namely Mrs. Dian Indrianis Fitri, A.Md., S.Pd., M.Pd (commonly addressed as Mrs. Dian).

The writer and other fellow interns were scheduled to teach 3rd classes through 6th in MI (Elementary School) and class 7 in MTS (Junior High School), referred to in Figure 4 The Classes total approximately 15 classes for about a month. In the following month, with Mrs. Dian's consideration, the writer was assigned to teach in MI. Specifically focusing on classes 3 through 6 in Elementary School, amounting to a total of 11 classes, to ensure a more intensive teaching process. For a more detailed teaching schedule, the writer taught on Monday, Tuesday,

Wednesday, Thursday, and Saturday over the course of four months. On these days, English language classes were scheduled.



Figure 4. English lesson class by the wr 1

Mrs. Dian supplied the writer with a variety of educational materials, detailed in figure 4 and 5, including printed books and English worksheets designed for the specific class levels of the writer. Beyond this, the writer was granted both

freedom and responsibility, encompassing the task of formulating examination questions for 3rd to 6th grades and for MI (Madrasah Ibtidaiyah).

Diverging from the tasks assigned to other interns, the writer was uniquely tasked with the creation or discovery of 10 folktales, adding a creative and cultural dimension to their responsibilities. Additionally, the writer took the initiative to request the creation of final exam essay questions, showcasing a proactive approach to enhancing the assessment methods. Furthermore, in figure 5 the writer undertook the substantial responsibility of researching and compiling the life stories and biographies of inspirational community figures.

This task extended to generating approximately 10 pages of content, reflecting a commitment to highlighting real-life examples that could inspire and resonate with the students. In essence, the writer's engagement with the provided materials and the additional tasks assigned by Mrs. Dian showcases a dynamic and comprehensive approach to the internship responsibilities, combining the practical aspects of lesson planning with the creative exploration of folktales and the impactful narratives of inspirational community figures.



Tt

Figure 5. Writer's educational materials

Gc

y.

I was born in botand but my parents moved to United States when I was young, so I'm an American. I speak bath English and Finnish, I come to indonesia to learn about the culture because I like ethnic traditional dances. I have a dream to be a professional dancer one day, I live in Solo, a small town of Ceritral Java. I'm glad to know you all and hope that I can get help from you. Thank you.

Questions:

6. Who is introducing himself?

Answer.....

7. Where was he born?

Answer.....

8. Where do his parents live?

Answer.....

9. Does he speak Irish?

Answer.....

10. What does he do in Indonesia?

Answer.....

1. What is your name?

Answer.....

2. What can I call you?

Answer.....

3. When is your birthday?

Answer.....

4. Do you have any brothers or sisters?

Answer.....

5. What is your hobby?

Answer.....

Figure 6. Final Exam Essay Question 1

The lesson plans, referred to figure 6, indicate that there might be a reference or illustration related to the plans. As a means of motivation and guidance in their writing endeavors, Mrs. Dian also shared samples of her own works with the writer. This collaborative and hands-on approach seems designed to engage the writer in various aspects of language learning, testing, and creative writing.

The writer also took the initiative to create a PowerPoint presentation, referred to in figure 6. The title of the PowerPoint is "Symbiosis in Animals" for the students of MI Wahid Hasyim 02 Dau. In this comprehensive presentation, special attention was given to simplifying the content in English and Bahasa Indonesia to ensure the understanding of the students. The writer likely incorporated engaging visuals, simplified language, and perhaps interactive elements to cater to the comprehension level of the students of MI Wahid Hasyim 02 Dau.

The PowerPoint delved into the concept of symbiosis, explaining its various forms such as mutualism, commensalism, and parasitism in a manner that is accessible to the students. To facilitate better understanding, the writer may have provided relatable examples and case studies, making the content both educational and enjoyable for the students. To further enhance the learning experience, the writer may have incorporated visual aids, diagrams, and potentially short video clips. Additionally, the writer ensured clarity by translating explanations into Bahasa Indonesia.

READING LESSON PLAN

PREPARED BY JANICE G



CLASS: PRE-INTERMEDIATE

LEVEL: BEGINNER

TITLE & GENRE

ANIMALS AND ENVIRONMENT

NEW WORDS & VOCABULARY

- SYMBIOTIC
- INTERESTING
- BALANCE
- SURVIVAL
- POLLINATION
- BENEFICIAL
- MUTUALISM
- PARASITISM
- COMMENSALISM
- DISCOMFORT
- BRANCH

MATERIALS:

1. STORYTELLING PROPS (STUFFED ANIMALS, PICTURES OF ANIMALS)
2. WHITEBOARD AND MARKER
3. STORYBOOKS FEATURING ANIMALS (OPTIONAL)

ACTIVITY BEFORE READING:

START BY DISPLAYING PICTURES OF DIFFERENT ANIMALS ON THE WHITEBOARD OR WITH FLASHCARDS.

ENGAGE THE STUDENTS IN A BRIEF DISCUSSION ABOUT THEIR FAVORITE ANIMALS

ACTIVITY AFTER READING:

ASK THE STUDENTS TO REFLECT ON WHAT THEY LEARNED TODAY AND SHARE SOMETHING THEY FOUND INTERESTING OR CHALLENGING ABOUT CREATING THEIR OWN ANIMAL STORY.

COMPARISON DEGREE



Small



Smaller



Smallest



Tall



Taller



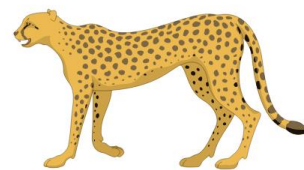
Tallest



Fast



Faster



Fastest

Figure 7. Lesson Plan 1

OUR TARGET HERE



Nature is full of interesting symbiotic relationships between animals that are vital to our ecosystem's balance and our planet's survival.

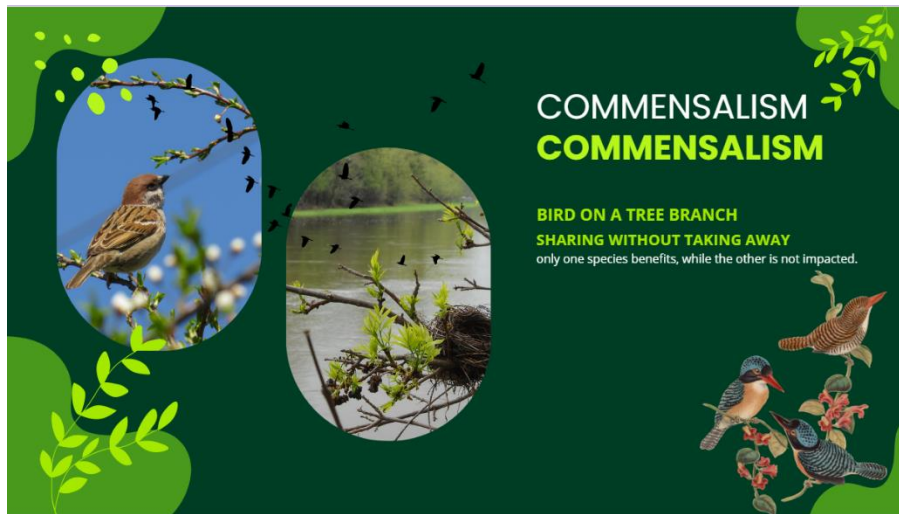
MUTUALISM BEE AND FLOWER

A vibrant illustration of a bee and a flower, symbolizing their mutually beneficial relationship in pollination and nectar collection.

PARASITISM A TICK ON A DOG

parasites can cause problems or discomfort for their hosts





COMMENSALISM
COMMENSALISM

BIRD ON A TREE BRANCH
SHARING WITHOUT TAKING AWAY
only one species benefits, while the other is not impacted.

This slide features a dark green background with light green leaf-like shapes. On the left, there are two circular images: the top one shows a brown bird perched on a branch with white flowers, and the bottom one shows a bird's nest on a branch over a body of water. On the right, there is an illustration of several colorful birds perched on a branch with red flowers.



EXERCISE TIME!
WHAT TYPE OF SYMBIOSIS?
a Koala sleep on a branch of tree

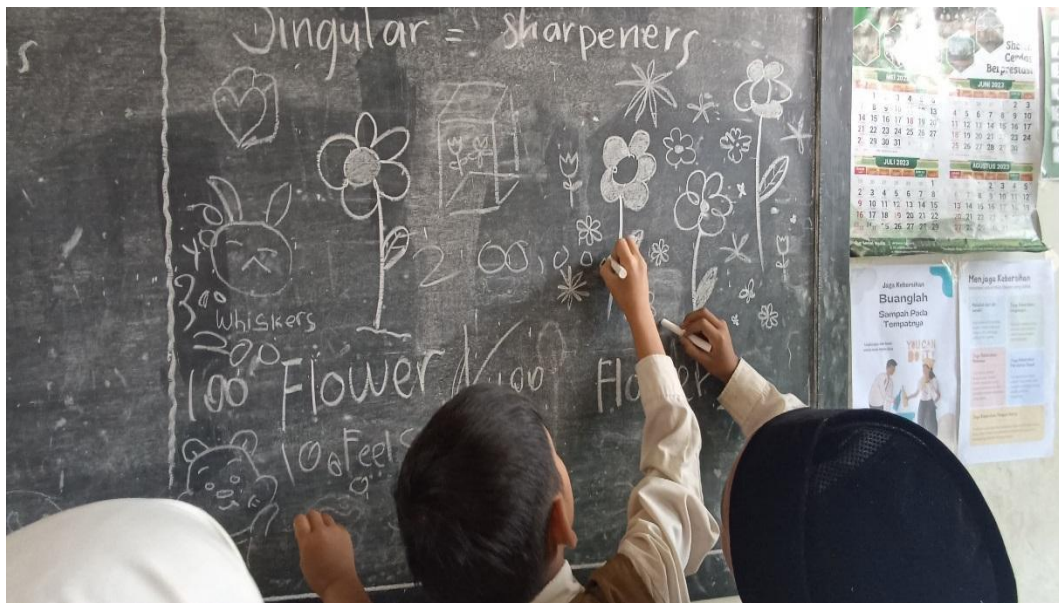
This slide has a dark green background with light green leaf-like shapes. On the right side, there is a circular image of a koala clinging to a tree trunk. The text on the left asks for the type of symbiosis and provides the example of a koala sleeping on a tree branch.



WHAT TYPE OF SYMBIOSIS?
Cleaner fish and shark

This slide has a dark green background with light green leaf-like shapes. On the right side, there is a circular image of a shark with a cleaner fish attached to its belly. The text on the left asks for the type of symbiosis and provides the example of cleaner fish and a shark. There are also small illustrations of an anchor and coral at the bottom left.

Figure 8. The writer's PPT



The writer was also given a chance by Mrs. Alief to teach 1st and 2nd-grade students in MI, detailed in Figur 7 and 8. Due to Mrs. Alief having a scheduling conflict for teaching English to these classes for two weeks. During this time, the materials provided to the writer by Mrs. Alief included textbooks and worksheets. The writer aimed to make the learning environment more enjoyable, can be observed in Figure 9 by involving the students in singing while memorizing the lesson content in English and even incorporating drawing activities to reinforce their understanding of nouns.



Figure 9. Teaching English at 2nd Grade

2.3 The problems

Several certain problems have been identified based on the writer's completion of the internship program. The problems are as follows:

1. Not Recognizing Students' Abilities

During this internship phase, the writer encountered several challenges, primarily related to the English language proficiency of the students in the classroom. Most of the students showed some limits in their ability to write, speak and understand both in bahasa and English. This limitation created a significant barrier in effectively delivering the curriculum and ensuring optimal understanding. The main source of this issue is the lack of identifying students' competencies before material delivery. For instance, when the writer followed the textbooks' or worksheets' directions, almost all of the students could not entirely comprehend the lesson since they were unfamiliar with the basic English language.

To improve comprehension, every vocabulary word has to be translated one at a time. In the midst of this, writers also need to stay focused on explaining the prepared material. It's a delicate balance – making sure each student pays attention and comprehends the content, while simultaneously presenting the information in a clear and engaging manner. Just as some students appreciate visuals, while others prefer hands-on activities. Moreover, it is important to acknowledge that the appropriate learning approach for one child may not necessarily be effective for another (Angkat, Novianti, & Ramadani, 2023).

The writer has to adapt and connect with each student individually. Beyond mere translation of words, the goal is to ensure that every student not only learns

but also enjoys and understands the written material in a way that resonates with them personally. When preparing lesson plan materials, the writer encountered some difficulties. In the first week of teaching, the writer realized that students from 3rd grade to 6th grade lacked sufficient understanding of the vocabulary present in the Student Worksheet (LKS). Therefore, the writer felt the need to lower the difficulty level in the lesson plan according to the grade level being targeted.

The writer carefully adjusted the lesson plan material with this strategy, especially for grade X. Unfortunately, the writer found that all classes, ranging from 3rd grade to 6th grade, actually had similar basic English language abilities. According to Mrs. Dian, this is considered normal because students at MI Wahid Hayim 02 Dau come from diverse family backgrounds and have different ways of thinking.

In the fifth week (after the writer returned from campus activities in Jakarta), the writer took the initiative to invite fellow interns and Mrs. Dian for a discussion and advice session. This was especially significant as Mrs. Dian served as the coordinator at the writer's internship placement. The outcome of this discussion was valuable advice given to the writer and other fellow interns – they were advised to always be diligent in dealing with the students at MI Wahid Hasyim 02 Dau. Mrs. Dian emphasized that the students here are different from those in the city, underscoring the importance of patience and diligence when working with them. Not to forget, the writer also submitted assignments, which involved creating English language posters to aid in classroom learning. These posters would be utilized by Mrs. Dian to teach students at both MI and MTS.

In the third month of the internship, Ms. Dian gave the author an additional task, which was to train several selected students to prepare for the speech competition. The purpose was to prepare them for the speech competition. Ms. Dian suggested that the author choose students who are fluent in English to give speeches or tell short stories. Based on her experience as a teacher, Ms. Dian gave several names of students to the author as suggestions for candidates for the competition.

The writer tried to carry out the task in accordance with Ms. Dian's direction. The writer also taught vocabulary that was a little higher in level than the one in the lesson plan. However, unfortunately, the writer has not succeeded in finding students who fit the criteria desired by Mrs. Dian. Not only that, the writer also gave assignments to 3rd grade to 6th grade to make short stories using English. As a result, students were not excited when doing the assignment, with the reason that they did not know what to write.

The writer decided to make the assignment written in Indonesian and become homework, the author advised that it must be collected next week for the test grade. The writer checked the results of the students' short stories, and the homework results of class 3B were quite good. They had the desire to work even in Indonesian, but most of the words could not be read into a sentence. This is a serious issue, considering most students struggle even with reading and writing.

2. Low Promotion of Prosocial Behavior

Despite these obstacles, teachers at MI Wahid Hasyim 02 also endeavor to build positive relationships with students. The importance of good relationships between teachers and students is not only related to academic aspects, but also includes social and emotional aspects. Teachers realize that close relationships and mutual understanding are necessary to achieve optimal results in the teaching-learning process.

This effort aims to encourage positive interactions between students and teachers, with the hope that learning not only shapes academic understanding but also positive and prosocial behavior in the classroom. A reference from Eysenck (2018) mentions that positive teacher-student relationships can improve children's prosocial behavior. The writer also notes that there needs to be a re-evaluation of the efforts that have been made at MI Wahid Hasyim, considering that the observation results show that teachers need to better understand how to control speech and behavior.

In addition, the writer noted information from fellow interns about physical violence that occurred at MI Wahid Hasyim. This indicates that there needs to be improvement in the management of discipline and control over behavior at school. The writer also found that there is a perception among teachers who think that student delinquency should be tolerated because they are still innocent, indicating a broadening of views regarding character building and discipline in schools.

First, a significant problem arises from the lack of concern of most teachers for student behavior at MI Wahid Hasyim 02 Dau. This unconcern resulted in students exhibiting disrespectful behavior, especially towards the author and fellow

interns. Many teachers chose to turn a blind eye to student activities in the classroom, even when students engaged in inappropriate language and drawings. The justification for this lack of intervention is often rooted in the belief that patience is required, given the young age and innocence of the students, as well as their diverse family backgrounds.

Secondly, the tendency of most teachers to focus on religious education, and neglect the emphasis on developing good social behavior and morality, poses another challenge. This observation comes from a complaint one teacher made about another teacher. For example, during an English lesson, Teacher X diverted the class to play games and deliver religious lectures. This happened when the author had an additional assignment to teach a class at MTS Wahid Hasyim 02 Dau.

Another issue of concern at MI Wahid Hasyim 02 Dau is the presence of plastic food wrappers scattered in the school environment. These plastic wrappers are found scattered around the trash bins, in the drains, and even on the classroom floor. The absence of written rules or verbal reminders from teachers contributes to this problem.

The improper disposal of plastic food packaging not only shows a lack of environmental awareness among students, but also highlights the need for structured rules and guidelines in schools. Without clear regulations and reinforcement from teachers, students may not fully understand the importance of proper waste disposal and its impact on the cleanliness and aesthetics of their learning environment.

In addition, a lenient perspective towards student misbehavior contributes to a culture of disrespect, especially towards teachers, writers, other interns or other guests. The belief that such behavior can be excused due to students' innocence can unintentionally foster an environment where students feel unmanageable in their actions, leading to potential disruptions in the learning atmosphere and hindering the overall educational experience. It is crucial to address this problem to foster a more balanced and effective educational environment at MI Wahid Hasyim 02 Dau.