

Student Competency Evaluation in Internship Courses at Universitas Negeri Medan

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Abstract-The purpose of this study was to find out: (1) the level of students' understanding of the goals and targets that must be achieved in the implementation of the internship course at the State University of Medan; (2) the level of students' understanding of the mechanism expected in the implementation of internship courses at the State University of Medan; (3) the level of students' understanding of the expectations in the implementation of internship course at the State University of Medan; (4) the level of understanding of the school (teachers and school principals) about the benefits of conducting apprenticeship for student-teachers (teachers in trainings) and school teachers; and (5) Constraints faced by students in the implementation of internship course at school. This research was carried out at the State University of Medan in the odd semester of TA. 2018/2019. The research approach was Tyler's evaluation model. Data collection techniques were adjusted to the type of data obtained using questionnaires while the analysis was carried out using descriptive statistical approaches for quantitative data. While the data obtained through surveys and interviews, in the form of qualitative data, were analyzed with a classification approach. Based on the data analysis, it can be concluded that students show a good level of understanding of the goals or targets that must be achieved, the expectations and the mechanism in the implementation of the internship course. However, the schools (teachers and principals) seem to lack some understanding of the benefits of conducting apprenticeship for prospective students and teachers in the field of study. While the constraints faced by students in the implementation of internship courses at schools include the refusal of the school with the reason that students are very busy doing school activities, and there are still some students who still do not understand the purpose and mechanism of apprenticeship. In general, the students' competency in the internship course is still in the adequate category. Some suggestions that can be offered based on the findings are: the number of internship courses should be reduced (internship 1 and 2 only), there needs to be more intensive debriefing for students who will go on apprenticeship at schools, and course supervisors need to escort the students and provide comprehensive explanation to the schools at the beginning of the program.

Keywords-Competence, Internship Course

I. INTRODUCTION

One of the standard quality of higher education is the quality of the graduates and lecturers. Graduates who have good knowledge and skills are graduates who can follow the development of science and technology. One of the indicators on a good level when the university

graduates have the knowledge and skills following the field. Likewise, competent lecturers have qualifications in their areas (especially learning). Lecturers who have good scientific ideas and results will be able to transmit their knowledge to students so that they become graduates who have experience with the development. Graduates who master knowledge in their fields by technological developments will be easily absorbed by employment.

To meet the needs of the community, especially employment, university graduates assess user identification through tracking studies, field surveys, scientific meetings with professional organizations and elements of graduate users. The scope of the assessment covers issues the gap between the quality of graduates with the criteria of employment needs, the speed of development of science and technology beyond the rate that occurs in universities, develop work competency standards (knowledge, skills, attitude), the projected number of employment needs relevant sector absorption of graduates and its relevance to the field of science graduates, alumni network development and its contribution to the development of the institution.

In each review or change of the Unimed curriculum, tracer studies involving stakeholders are always carried out. The development of curriculum implementation at the State University of Medan presented in Figure 1 below.

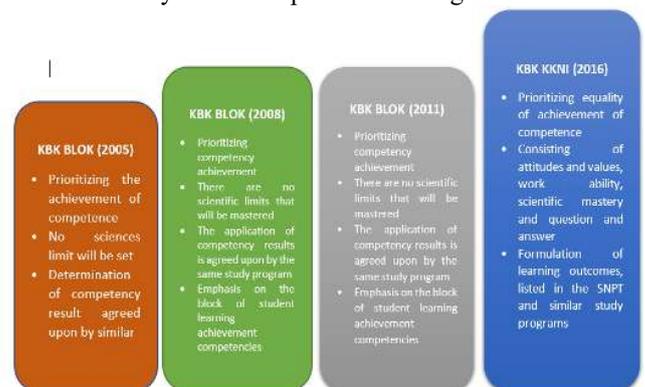


Fig. 1. Development of curriculum implementation at Universitas Negeri Medan (Source: [1]–[4])

One of the changes that can accommodate these expectations above is through curriculum changes because the curriculum can be used as a reference and the direction of education in the college. Therefore, Unimed

planned 2016/2017 in the academic year will implement the curriculum by the demands of the National Standards for Higher Education and KKNI. The curriculum change has implications for changes in curriculum components. Curriculum change is equal to changing mindsets and competence of lecturers, for lecturers are planners, implementers, and evaluators of the curriculum.

Institutionally, Unimed held a curriculum oriented KKNI workshop involving external resource persons who were seen as motivating the study program to begin designing the curriculum. Unimed reorganizes the curriculum that includes competencies, materials, processes and assessment systems. Unimed is rearranging PPL and PKL (in the form of more planned, structured and measurable internships). Unimed reorganizes the institutional order that allows it to be responsive to the acquisition of the required competence four-domain KKNI concept. Unimed rearranges all institutional, programmatic, research, service (partner schools or Lab School, partner industries, other institutions). Reorganize the selection system of new Unimed students and new lecturers and support staff.

In 2017 Unimed has evaluated the implementation of 6 subject assignments on changes in learning behavior of Unimed students. The results showed that most Unimed lecturers implemented six types of tasks for each subject and there was a significant positive correlation between the implementation of 6 types of subject assignments and Unimed student learning behavior. So the application of 6 types of subject assignments contributes to changes in learning behavior of Unimed students [4].

If we refer to the KKNI, then the Strata 1 education level is at level 6 ([5], [6]) To improve the quality of graduates, especially in the implementation of learning, Unimed applies an apprenticeship learning mode. Apprenticeship activities carried out in schools were carried out systematically. This activity involves all stakeholders such as school principals, apprentice tutors (GPM), and apprentice supervisors (DPM). Through apprenticeship activities for students of education study programs, it is expected that four teacher competencies will be formed as mandated by the UUGD, namely personality, social, pedagogic, and professional competence. So far, the achievement of these four competencies has only been based on professional teacher education (PPG) which only lasted two semesters. This competence can be achieved through a gradual process. Therefore, the introduction of the school environment must be carried out early, well programmed and well planned.

The sowing of teacher attitudes for prospective teachers requires a long time and is impossible to achieve in just one year, namely the PPG program. Therefore, internship courses are offered in 3 semesters, namely internship 1 in semester 2, practicum 2 in semester 4, and internship 3 in semester 6. The cultivation of teacher

attitudes must be successful in several phases so that the implementation of the internship course requires an early warning system. This system will help students ensure that they are still on the right track. This internship activity is a compulsory subject for the educational study program at Unimed. The internship program consists of: (1) internship 1 (School Observation); (2) internship 2 (Development of Learning Devices); and (3) internship 3 (Guided Teaching).

The internship courses that have been held in Unimed are one internship courses and internships 2. The internship course is a new subject so that there are many obstacles encountered in the implementation of the course. Various efforts were made to improve the quality of the internship course implementation, namely by examining various barriers to conducting apprenticeship, understanding lecturers, students, and schools in conducting internships.

The goal of this study was to determine the: (1) level of understanding of students about the goals and targets that must be achieved in the implementation of the internship course at Unimed; (2) level of student understanding of the mechanisms of which are expected in the application of apprenticeship courses at Unimed; (3) level of students' knowledge of the supposed achievements in the implementation of the internship course at Unimed; level of understanding of the school (teachers and school principals) about the benefits of conducting internships for prospective teachers and subject matter teachers; and (5) the constraints faced by students in the implementation of internship courses at school.

Internships are academic activities listed in the curriculum of all Study Programs in Universitas Negeri Medan. Courses are one of the events that must be carried out by Unimed students to get a bachelor's degree. Apprenticeship activities include an initial introduction to school culture and the involvement of educational activities in schools. This activity is expected to be able to form the four required competencies to become professional teachers, namely: pedagogic competence, professional competence, personal competence, and social competence. This internship program consists of Internship I, Internship II and Internship III courses. The internship program aims to: (1) broaden students' horizons about the world of the teaching profession by providing opportunities to experience firsthand the implementation of activities in schools and partners (in-curricular, co-curricular, extracurricular and school culture). (2) Providing opportunities for students to establish networking with teachers at school. (3) Students get experience in school management, physical schools, school residents, socio-cultural schools. (4) Applying theoretical knowledge into the world of practice to foster work knowledge by the background of the field of student science. (5) Train students' ability to become independent individuals, able to behave, able to solve problems and

make decisions in work.(6) Fostering the ability to interact socially with others in the world of work.

Internships have benefits for students and school. Benefits for students participating in the course are: (1) Students can apply and enhance the knowledge gained on the lecture bench. (2) improve students' ability to master teacher competencies. (3) the opportunity to establish self-confidence, because it can add and enhance the skills and expertise of the teaching profession. (4) Students get understanding, and experience in the field of management and school culture. (5) gain experience through observation of the process of forming educational, personality, and social competencies in schools. (6) get experience and appreciation through observing the learning process in the classroom. (7) gain experience on how to think and work in an interdisciplinary manner, so that they can understand the interrelatedness of science in overcoming educational problems in schools. (8) obtaining reasoning ability in reviewing, formulating and solving educational problems in schools. (9) Gain experience and skills to carry out managerial learning and activities at school. (10) Increase the ability to act as a motivator, facilitator, dynamic actor, and help thinking like a problem solver in school.

Benefits for the School where the internship is: (1) The school has the trust and the opportunity to participate in preparing professional teacher candidates. (2) Schools get help in thinking, energy, science, and technology in planning and implementing school development. (3) Schools have the opportunity to partner with Medan State University in improving education quality, especially the learning process.

Design and Mechanism Of Apprentice

The internship program is a compulsory subject for every student of education study program. Internship courses are designed in a Semester Learning Plan (RPS) so that each lecturer must develop RPS in each study program. The scope of the RPS internship is as follows: Internship 1 (School Observation) is held in semester 2:

- a. Observation of school culture and education management in schools.
- b. Observations on teacher activities in schools are related to Pedagogic, Personal, Social, and Professional abilities.
- c. Observation of students activities
- d. Students Observation of the learning process in class.
- e. Students reflect on the results of observations of the learning process.
- f. Preparation of a final report on apprenticeship activities 1

Internship 2 (Development of learning devices) is carried out in semester 4:

- a. Review the curriculum and learning tools used by the teacher.
- b. Review the strategies of learning.
- c. Review the scoring system.
- d. Students are designing RPP.

- e. Develop learning media.
- f. Develop teaching materials.
- g. Develop student worksheets.
- h. Develop assessment tools.
- i. Prepare reports on internship activities 2.

Internship Mechanisms and Procedures

Apprenticeship briefing aims to get students an explanation in 1) understanding competencies, goals, and apprenticeship mechanisms, 2) using apprenticeship instruments, 3) being able to work in a participatory manner to complete internships, and 4) managing time well to streamline implementation of tasks internship. Apprenticeship debriefing is carried out by Internship Advisors (DPM) on campus according to the schedule determined by the dialogue approach. DPM acts as the speaker and regulator of the dialogue. Must be followed by all students in an orderly and disciplined manner. The study program management team compiles the debriefing material. The debriefing material includes developing insights on internships. Debriefing is carried out using the Pre- and Post Test approach.

The implementation of course 1 (School Observation) is carried out to observe and reflect: school culture and management, teacher competence, understanding of students, and PBM implementation. Internship 2 (Development of Learning Tools) is carried out to develop and compile learning plans, create learning media, collect teaching materials, create student worksheets, and compile assessment sheets. Implementation of Internship 3 (Guided Teaching) consists of supervised teaching practice activities (being teacher assistant), and non-teaching activities [7]

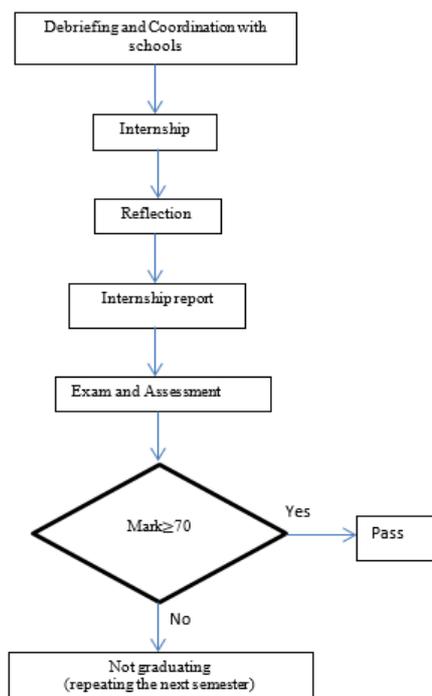


Fig. 2. Chart of Internship Mechanisms and Procedures

Guidance

Coaching is the process of assisting individuals to be able to understand themselves and their environment. The assistance is intended to support the personal development of individuals who are guided. Coaching is a continuous activity. The mentor acts as a facilitator of individual development so that students are expected to actively develop themselves, overcome problems, and make decisions independently.

a. Main Duty of Supervisor

The duties of the supervising lecturer are (1) Guiding students during internship activities at partner schools and when reflecting. (2) The supervisor conducts monitoring of the implementation of apprenticeship at school. (3) Advisors review weekly journals and student internship reports. (4) Counselors assess students. (5) Guidance evaluates the implementation of the internship

b. Criteria and Determination of Guidance

The requirements for internship supervisors are (1) Permanent lecturers who have a minimum academic qualification of strata 2 (S2) that is relevant (at least one level of education in the field of knowledge). (2) Lecturers who have passed the certification program (3) Lecturers who have a minimum work period of 5 years with the functional position of the lecturer; (4) Preferred lecturers who have teaching experience in school; (5) Lecturers who have a high commitment in carrying out their duties and responsibilities as mentors.

While the criteria for teacher apprenticeship supervisors are: (1) permanent teachers who have academic qualifications of at least the relevant education level 1 (S1); (2) The teacher must have passed the teacher certification program; and (3) the supervising teacher is a teacher who has a field of study relevant to the student study program.

Assessment and Evaluation

Definition of Internship Assessment and Evaluation. The evaluation is intended to obtain some information about the achievements or competencies accomplished by students before, during and after the implementation of the internship. An apprenticeship evaluation is designed to describe, obtain, and present useful information to improve the application of the next course. The purpose of Apprenticeship Assessment 1 is to determine the level of student understanding about (1) school culture. (2) School management. (3) Four professional teacher competencies. (4) students know the characteristics of students. (5) Students see the implementation of the learning process in the classroom

The purpose of Apprenticeship Assessment 2 is to determine the level of understanding and ability of students: (1) The ability of students to analyze the syllabus in the field of study. (2) The strength of students to develop Learning Implementation Plans (RPP). (3) the ability of students to compile teaching materials by the

RPP. (4) The strength of students to make attractive media by the RPP. (5) The ability of students to compile student worksheets by the RPP. (6) Student's ability to collect evaluation tools by the objectives.

The purpose of Apprenticeship Assessment 3, to determine the level of student ability: (1) The ability of students to develop Learning Implementation Plans and Learning Devices; (2) The ability of students to carry out guided learning; (3) The ability of students to carry out remedial and enrichment learning; and (4) The ability of students to carry out non-teaching activities.

1. Assessment is carried out with the principles of educative, authentic, objective, accountable and transparent.
2. Educative. The principle of educative assessment is an assessment that motivates students to be able to improve planning and ways of learning and achieve graduate learning outcomes.
3. Authentic. The principle of authentic assessment is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect the ability of students during the learning process.
4. Objectives The principle of objective assessment is an assessment based on standards agreed between lecturers and students and free from the influence of the appraisers' subjectivity and those assessed.
5. Accountable, The principle of responsible valuation, is an assessment carried out by clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.
6. Transparent which is carried out in an integrated manner The principle of transparent appraisal is an assessment whose procedures and evaluation results are accessible to all stakeholders.

II. RESEARCH METHODS

This research was carried out at the Universitas Negeri Medan with the implementation time in the odd semester of TA. 2018/2019. The population of this study was all internship lecturers at the State University of Medan who had attended apprenticeship 1 and internship 2. The research sample was taken from several lecturers involved for apprenticeship 1 and traineeship 2 for representatives in each study program. Random sampling based on study programs in each faculty.

The variable that is the focus of this research is the perception of the field lecturer of the Universitas Negeri Medan on the implementation of internship 1 and internship 2 and how the application of the lecturer in the field in carrying out internship courses 1 and internship 2. Unimed hopes the implementation of the internship course is by the direction of the lecturer and the procedures listed in the book guidance, how are the assignment was given to students in the field and the extent to which the professors of the internship course understand about the internship itself. The approach taken in this research is the evaluative approach[7].

The type of evaluation carried out is the Tyler evaluation model[8]. The steps in evaluating the implementation of internship courses at the Universitas Negeri Medan are as follows: 1) Identifying the program objectives. 2) The lecturer is defining each target into concrete behavioral terms by the contents of the program. 3) Identify situations where goals will be used. The sequence of these steps must be precise. 4) Prepare a way to present the real position. A suitable case needs to be conditioned so that it resembles the actual job. 5) Prepare ways to obtain student records through reflection. 6) Decide on terms that will be used in the assessment. However, the tradition of scoring or grading the correct answers usually fails to reflect the results achieved by students. 7) Prepare tools to obtain data from representative samples.

Fitzpatrick, Sanders & Worthen state almost the same thing about Tyler's approach, namely: 1) Making goals (goals) or broad goals (objectives). 2) Classify goals and objectives. 3) Define objectives regarding behavior. 4) Find the conditions where targets can be achieved. 5) Develop or select measurement techniques. 6) Collect performance data. 7) Compare student performance data with behaviors expressed in objectives[9].

The procedures carried out in this evaluative research. 1) The researcher is making research preparations including coordination and designing and equating perceptions. 2) Formulating research objectives and research objectives as well as discussion of research instruments, 3) Validating the tools that have been compiled. 4) Collecting research data on research subjects, 5) Conducting data analysis and 6) Discussions on the results of data analysis as well as preparing recommendations (follow-up), and 7) Preparation of reports([10]–[12]. Data collection techniques in this research is a combination of several ways that survey, observation and interviews using several tools/instruments of research. As for data collection techniques, sources and tools of data collection that will be collected in this study are presented in the following table.

TABLE I. DATA COLLECTION TECHNIQUES

Data source	Collected Data	Collection Techniques	Instruments / research tools Collection techniques	Sample
College student	Implementation of Internship Courses on campus and at school	Survey and Interview	Survey Sheet and interview guidelines	Representatives of each study program
Lecturer	Implementation of Internship Courses on campus	Survey and Interview	Survey Sheet and interview rubric	All internship lecturers 1 and internships 2
Partner School	Implementation of internships by students at the school	Survey and Interview	Survey Sheet and interview guidelines	Representatives of each study program

Source: [12]

Data collection techniques conducted in this study are adjusted to the type of data obtained. In research obtained using a questionnaire, in the form of quantitative

data were analyzed by the descriptive statistical approach. While the data collected through surveys and interviews, in the type of qualitative data were analyzed with a classification approach. Furthermore, to see the relationship between the variables of the study, correlation analysis was conducted.

III. RESULTS AND DISCUSSION

Based on the results of a survey of students, teachers, and schools involved in the internship activities the following results were obtained. The results of the questionnaire related to 4 aspects of understanding the internship subjects that students responded to can be seen in Figure 3.

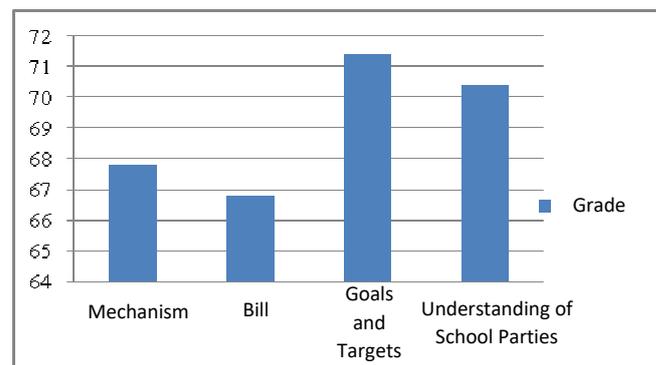


Fig. 3. Level 4 Aspects of Internship Course Aspects

Based on Figure 3. It can be explained that the level of students' understanding of the goals and targets that must be achieved, about the expected mechanism, about the bills, and knowledge of the school (teachers and principals) about the benefits of conducting internships for prospective teachers and subject teachers still exists in a position quite understanding. That is, the score value of each aspect is (1) understanding of the goal 67.8; (2) understanding of the mechanism 66.8; (3) understanding of bills 71.4; and (4) understanding of the school 70.4.

The constraints faced by students in the implementation of internship courses in schools are entirely palliative and in general are obstacles to the number of students who are in school. The school also said the same thing to the supervisor and the students who were interning. This condition is caused by the number of LPTK activities conducted in schools including regular PPLT, PPL PPG, placement 1, and course 2.

Based on data and exposure Figure 3. It is seen that the planning and implementation of apprenticeship for Unimed students still need to be improved. Regarding preparation, data is required related to the conditions of the school for internship purposes. Internship 1 (School Observation) is held in the semester, internship 2 (Development of learning tools) is carried out in semester 4 and continued with course 3 (guided teaching). This condition makes the school quite busy serving internship students and PPL.

IV. CONCLUSION

Based on the data analysis, it can be concluded that the level of students' understanding of the goals or targets that must be achieved, the level of students' understanding of the bills and the level of students' understanding of the mechanism, in the implementation of the internship course is quite understanding. The level of understanding of the schools (teachers and principals) about the benefits of conducting apprenticeship for prospective students and teachers in the field of study still lacks understanding. While the constraints faced by students in the implementation of internship courses at schools include obstacles to the refusal of the school with the reason that students are very busy doing school activities, there are still some students who still do not understand the purpose and mechanism of apprenticeship. So that in general the students' competency in the internship course is still in quite an adequate category. Some suggestions that can be submitted based on the findings of the apprenticeship field for students to be reduced to internships 1 and two only, there needs to be more intensive debriefing for students who will be apprenticed, and need to be delivered by supervisors and more comprehensive explanation to the school.

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