



Educational Internships in High Schools during Pandemic: Phenomenology of Learning Interactions

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ABSTRACT

This study intends to describe the interns' experiences of educational internships during pandemic in a public high school. It also aims to reveal intern responses to the use of technology in preparing learning interactions. This research was conducted in one of the public high schools in Purworejo. The subjects of this study were 7 educational internships students at Universitas Muhammadiyah Purworejo from various majors. The data were collected using observation, interviews with the intern and supervising teacher, and questionnaires. Data analysis using interpretative phenomenological analysis. The results showed the three themes in the educational internships experience during pandemic i.e. media, interaction, and strategy. The appropriate media and strategies are related to technological pedagogical, and content knowledge supports the emergence of appropriate interactions. Interaction of interns with supervising teachers is related to individual attitudes. The supervising teacher provides supervision to the interns before and after the learning practice. The internships experience teaches interns about the need for skills that enable learning interactions. One-sided interaction becomes a valuable experience for them, namely feelings of discomfort due to the lack or absence of student responses during learning. This raises awareness about how they should behave in the courses they attend.

Keywords: *Educational Internships; Experience; Learning Interaction; Online Learning*

1. INTRODUCTION

Internships have long been recognized as an important method of preparing students for professional careers. Hands-on experience, informal internships with active professionals, and exploratory learning through other institutions are fundamental ways to fine-tune students' skills and help them achieve new insights into their profession. As a supplement to theoretical education, it helps the students to gain new skills and experiences in practice and to reach the relevant field of business [1].

The internships program is an important part and is a precondition of the professional teacher preparation system. The Republic of Indonesia Law Number 14 of 2005 mandates that teachers must have professional, pedagogical, personality, and social competencies in accordance with the field of study and science they are engaged in. Educational internships are one form of independent campus activity that provides opportunities for students to gain work experience at school. Even in a pandemic atmosphere, off-campus learning activities must continue.

As internships are an effective transitional phase to professional development, much of the literature focuses on design theory and experience in its application [2]. During the pandemic, educational internships are still running. Research on educational internships focuses on evaluating the implementation of educational internships [3] from the use of context, input, process, and product evaluations [4], [5], as well as on the effects of implementing internships during a pandemic [5].

However, learning during a pandemic has different characteristics. In any case of a student's characteristics, the challenge of an online course (vis-à-vis a face-to-face course) may be more grounded in a few subject areas than in others [9]. Online learning also causes boredom for students that can reduce their interest in learning interaction [10][11]. It will also provide a different experience in the internships. The current research on the perception of interns focuses on measuring satisfaction with the implementation of internships [12]. How students perceive the internships experience requires research to be able to reveal the professional development needs of prospective teachers in the future.

So, this study intends to describe the interns' experiences of educational internships in high school during pandemic. It also explores students' perceptions of their ability to support the implementation of internships and the meaning they get from internships.

2. METHOD

This phenomenological study followed the protocols [13], that the phenomenological task is one of interpretation rather than description. This research was conducted in one of the best-ranked public high schools in Purworejo from July to November 2021, during the COVID-19 pandemic. The informants were 7 intern students of FKIP Universitas Muhammadiyah Purworejo and supervising teachers in the educational internships program. Students came from 6 programs: one from Economics Education, one from Javanese Language and Literature Education, one from Indonesian Language and Literature Education, one from English Education, two

from Mathematics Education, and one from Physics Education program. Data was collected using observation, interviews, and questionnaires. Interview conducted with the supervising teachers and interns separately. The interview was conducted using a zoom meeting conference and recorded with the permission of the person concerned. During the internships, researchers monitor the interns' progress. Data were analysed using Interpretative Phenomenological Analysis [14].

3. RESULT AND DISCUSSION

3.1. Textural Analysis

The researcher conducted a textural analysis by looking at the transcript of the interview with the subject and interview with the supervising teacher to obtain valid data. Table 1 is illustrating the process of emerging themes.

Table 1 Textural analysis to the emerging theme

Subject	Emerging Theme	Transcript (Interns)	Exploratory Commentary (Supervising Teacher)
YM	1. Media	<ul style="list-style-type: none"> There is Google Classroom (GCR), contact WhatsApp(WA), no WA group Make and use learning video, duration 13-20 minutes Some did not attend the meeting. 	<ul style="list-style-type: none"> The video uses voiced PowerPoint (v-PPT) uploaded on YouTube
	2. Interaction	<ul style="list-style-type: none"> The response is not up to 10 students. Less active students, it seems lack the enthusiasm to learn, rarely ask. 	<ul style="list-style-type: none"> Obstacles are in students, at meetings, many are not active, they are still passive I always join G-meet Materials in GCR
	3. Strategy	<ul style="list-style-type: none"> Using the same strategy with supervising teachers 	
RNF	1. Media	<ul style="list-style-type: none"> I create and use videos The duration is 10 – 20 minutes 	<ul style="list-style-type: none"> Interns master technology Video and voice ppt
	2. Interaction	<ul style="list-style-type: none"> Some students are very active. They contact me, makes me quite happy to teach in that class. There are quite a number of students who quickly complete the task. 	<ul style="list-style-type: none"> Sharing between students is still lacking
	3. Strategy	<ul style="list-style-type: none"> It takes more than 1.5 months to be able to carry out the main tasks of the teacher from the initial chapter to the assessment, and remedial time Completing remedial assignments 	<ul style="list-style-type: none"> They make difficult category questions because they are still ideal. Learning, test, analysis, follow-up (remedial)
RA	1. Media	<ul style="list-style-type: none"> Using v-PPT then learning videos I got in later than the others. So how many meetings have the others entered, I just entered for the first time 	<ul style="list-style-type: none"> Using v-PPT and videos Communicative G-meet
	2. Interaction	<ul style="list-style-type: none"> In IPS 3, the interest is somewhat less. For IPS 1, the response is very good. I have a WA group from those 3 classes. If something is sudden before the lesson, I text them. If they have questions, they text me directly in private chat. 	<ul style="list-style-type: none"> There is a class's WA group Offline consultation, via WA and telephone Happy students full of enthusiasm
	3. Strategy	<ul style="list-style-type: none"> For assignments, from the three classes, there are still many who are late, only a few days to collect. 	<ul style="list-style-type: none"> From learning to assessment analysis. The follow-up is not enough
SI	1. Media	<ul style="list-style-type: none"> The GCR is only for attendance and sending materials. All meetings using G-meet/zoom I've never made a google form I have to make a ppt before the meeting 	<ul style="list-style-type: none"> Always use a zoom Once, meeting with me Evaluation using WA
	2. Interaction	<ul style="list-style-type: none"> I was not included in the wa group. 	<ul style="list-style-type: none"> Good interaction with students

Subject	Emerging Theme	Transcript (Interns)	Exploratory Commentary (Supervising Teacher)
	3. Strategy	<ul style="list-style-type: none"> After the presentation, I asked again what I had said, some students asked questions, some were silent There is a guide to imitate... the supervising teachers told me. 	<ul style="list-style-type: none"> The intern has not yet arrived at the follow-up evaluation. I trained her first Delivery of Javanese language learning is difficult.
EY	1. Media	<ul style="list-style-type: none"> Using G-meet and GCR, also WA group Every meeting, I make a learning video Video duration is about 10-26 minutes 	<ul style="list-style-type: none"> Combination of GCR forum with G-meet
	2. Interaction	<ul style="list-style-type: none"> There are classes whose children are less active, while other classes are very active. We ask students to watch the video first, then if something is not clear, they are asked to ask 	<ul style="list-style-type: none"> Communication only online, not so much to expect
	3. Strategy	<ul style="list-style-type: none"> Consulting the lesson plan before teaching class 	<ul style="list-style-type: none"> Consulting for lesson plan Material, daily test, remedial
AM	1. Media	<ul style="list-style-type: none"> I don't use videos, just use PPT I have no difficulty using IT The problem is definitely in the communication because it's online. 	<ul style="list-style-type: none"> Using ppt without sound, then G-meet and GCR
	2. Interaction	<ul style="list-style-type: none"> Better to use direct interaction In GCR, student response is still lacking. Student response is slow during the question and answers session 	<ul style="list-style-type: none"> Pretty good interaction Offline meet twice
	3. Strategy	<ul style="list-style-type: none"> I use G-meet at the beginning but it is recommended to use GCR 	<ul style="list-style-type: none"> From planning, teaching, evaluating, and remedial
TA	1. Media	<ul style="list-style-type: none"> I've never taught using GCR, I trained from the start how to release questions using G-form. 	<ul style="list-style-type: none"> Need to be deepened because coincidentally she was the first to use the GCR. The use of the technology needs to have collaborated with others
	2. Interaction	<ul style="list-style-type: none"> Some students are active, some are very difficult when asked to do assignments. They don't even do some of the tasks. In G-meet sometimes there are no students answer the greeting. When asked "Who wants to ask", only one or two responses. In GCR, students don't respond to my question, their response is the most... yes Miss. Thank you, Miss. 	<ul style="list-style-type: none"> Not maximizing time The class is quite interactive Deepening in learning activities is still necessary
	3. Strategy	<ul style="list-style-type: none"> The supervising teacher taught me how to use GCR and G-form for assignments. 	<ul style="list-style-type: none"> I teach her how to use G-meet, GCR, and G-form

After completing educational internships, interns get a very valuable interaction experience that penetrates them and makes them aware of their strengths and weaknesses. The results of the questionnaire on the reflection of abilities in educational internships that they

have or have not mastered, and which should be mastered, are presented in table 2.

Answering questions about how they felt when interactions with students did not go as expected, they gave similar responses, as in Table 3.

Table 2 Intern's reflection after the educational internships

Skills	Transcript	Subject
Skills you already have	<ul style="list-style-type: none"> the process of making learning administration 	EY, RFN, RA
	<ul style="list-style-type: none"> digital media/platforms used in learning at school (Google Meet, Google Classroom, Google Form, and WA Group) 	EY, RFN, RA, YM
	<ul style="list-style-type: none"> make students interact with their teachers, ask questions 	SI
	<ul style="list-style-type: none"> operating MS Office and the platforms used by the school 	AM
	<ul style="list-style-type: none"> ability to deal with students 	TA
Skills you don't have	<ul style="list-style-type: none"> mastering the matter 	YM
	<ul style="list-style-type: none"> class management 	EY, RFN, YM
	<ul style="list-style-type: none"> convey the material clearly so that students understand what is being conveyed 	EY, RFN, RA, YM
	<ul style="list-style-type: none"> implement direct/offline teaching 	
	<ul style="list-style-type: none"> make an appropriate assessment question 	EY, RFN, RA
	<ul style="list-style-type: none"> lack of mastery of the Javanese vocabulary of "Krama" and the use of verbs 	EY, RFN, RA
	<ul style="list-style-type: none"> make a lesson plan, need the help of a supervising teacher 	SI
<ul style="list-style-type: none"> information technology 	AM TA	

Skills	Transcript	Subject
Skills you should have	<ul style="list-style-type: none"> the ability to make students understand the material getting students to contribute and play an active role create learning media that attract students' interest in learning processing student scores and analyzing the items used in the assessment 	EY, RFN, RA EY, RFN, TA, RA, YM EY, RFN, TA, RA RFN
	<ul style="list-style-type: none"> master all the material that will be delivered, learn a lot of good and correct Javanese "Krama" vocabulary 	SI, RA
	<ul style="list-style-type: none"> open or close learning, explain learning materials, and design innovative creative learning activities 	AM, TA
	<ul style="list-style-type: none"> make a lesson plan 	TA
	<ul style="list-style-type: none"> be a fun teacher who is respected 	TA
	<ul style="list-style-type: none"> be confident when teaching or relieving nervousness 	RA

Table 3 Internalization of reflection results in interactions

Time	Subject	The expression
(42:02)	RA	Now I know the feeling when teaching students to be silent.
(42:29)	SI	It's like not being heard. So, they were silent when asked. Who am I teaching
(42:51)	SI	Did you pay attention to this or not? I'm delivering material, how come there's no response. Do you understand? Or some don't understand but are afraid to ask questions? That's what I thought.
(43:21)	RFN	If it's me, tomorrow if you go to college, don't bother the lecturer
(42:40)	YM	It doesn't comfortable if you ignore it

3.2. Experience and internalization

This research generates 3 themes in the interaction of interns during educational internships in high school, namely: media, interactions, and strategy.

3.2.1. Media

The first theme is Media. The media includes the use of technology in learning, both as a container and a tool. The media used by the school are GCR, G-meet, v-PPT,

and learning videos. Interns generally do not have any problems in using technology. They take advantage of technology in learning by using social media R, G-Meet, G-form, and WhatsApp as discussion forums. There was only one intern who initially had difficulty because had never used media or technology before. Despite this, she quickly mastered the use of technology with the help of supervising teachers. The support from the supervising teacher became a very valuable experience for her, as conveyed in the following transcript (Table 4).

Table 4 Transcript

38: 03	RA	I got a lot from the supervising teacher. For example, using GCR, because I've never taught using GCR. I trained from the beginning how to release questions with G-form. I was taught from the beginning.
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It appears that the supervising teacher's support for the weaknesses or shortcomings of interns helps self-confidence.

3.2.2. Interaction

Texture analysis shows that interns pay more attention to their interactions with students than with tutors. The focus of the interaction that was recorded strongly was the student's response to learning activities using both GCR and G-meet. The interaction between teachers and students did not run smoothly. Even though the intern has used the Meet, the students did not give a sufficient response. The response that appears is just a greeting response, not a response to the concept of the subject matter. This shows that online communication using both G-meet and GCR is not effective. The role of media/technology is not enough to bridge the interaction. This is where the ability to juxtapose the use of

technology with the delivery of messages in the form of content knowledge is often called technological pedagogical content knowledge.

Technological pedagogical and content knowledge (TPACK) is something that teachers and prospective teachers need to pay attention to improve their professional abilities. Knowledge of TPACK has the potential to help teachers solve problems regarding the integration of information technology into teaching and learning activities [15]. TPACK knowledge is knowledge about how to facilitate learning on certain materials that combine pedagogic and technological approaches [8].

3.2.3. Strategy

As [16] points out, interns need to emulate the fast-paced and ever-changing contemporary school environment with its complex system influenced by

external and internal forces. This imitation strategy seems to be used by interns when they start the internships process, from planning, preparing, and how to give assignments. This imitation cannot be done immediately but must take into account certain situations and characteristics. For example, YM takes lecturers as

roles and imitates how to deliver material during meetings. Because the characteristics of students are different from students, and the time used is also limited, this imitation does not work. This is evident from the following excerpt (Table 5).

Table 5 Excerpt

02: 31	YM	Usually, lectures use zoom, so the lecturer conveys the material, then there is interaction from the students. In this case, face-to-face via zoom or meet is limited, ma'am. I've had one meeting using G-meet but from 30 students, only 20 children attended. So I think less effective. So finally I decided that the G-meet was only one meeting, then the next meeting I held a meeting through the forum at the GCR. The supervising teacher also suggested that.
05: 38	YM	Some lecturers teach through wa groups. So it's like a forum on GCR, you can send pictures, so you can interact through pictures.

Other interns imitated the teacher's strategy after the mistake. The supervising teacher provides instructions to follow or imitate. Because of interns' awareness of their weaknesses (Table 2), the imitation helps them in carrying out the main tasks and functions of the teacher.

3.2.4. Reflection and Internalization of Experience

Interns feel anxiety when they find things that are not in line with their expectations. For example, YM, at the

beginning of the internships, had the confidence to carry out the tasks of educational internships. She is confident that he can manage the class, because of her previous experience, she has given tutoring from the first semester of college until now. But apparently, she found it difficult when she entered the real class. She found a great variety of characters and abilities, as shown in the following interview excerpt (Table 6).

Table 6 Interview excerpt

01: 05	YM	"Since the first semester, I have been giving tutoring to students. I am confident in delivering this material... It turns out that in practice in the field it is a little different. In one class, students have various characters and abilities."
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Likewise, with other interns, RA gets different pressures when her progress lags behind her friends because of things that are against her will. When her

friend has progressed, she just started, as in the following interview excerpt (Table 7).

Table 7 Interview excerpt

45: 00	RA	"I was quite nervous yesterday. Initially, I got class XI so I immediately made learning tools. But after a week, my supervising teacher said that I got class XII because another Indonesian teacher retired. ... I started from scratch. I started later than the others. . So, I started when another meeting was already in. I'm confused, can it be finished or not. But finally finished"
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Interns experience pressure from professional anxiety, namely anxiety related to teachers' main duties and functions, expressed as a professional teacher action that manifests itself in feelings of fear and anxiety [17]. This is related to internship assignments, where interns are like a teacher who often experiences their work as stressful due to lack of student motivation, time and work pressure, constant reform, problematic relationships with peers, increased administrative activities, and classroom management problems [18]. This anxiety is related to the main tasks and functions of the teacher, so it can be expressed as a feeling of anxiety or is called professional anxiety. An important part of teacher professional anxiety concerns classroom management and teacher interpersonal behavior (the ability to create positive teacher-student relationships) [19]. Difficulties with

classroom management are not a reason for apprentices to leave practice.

4. CONCLUSION

This research shows 3 main themes felt by educational interns, namely the use of media (information technology) which must be supported by mastery of pedagogy, the use of various media is not enough to strongly elicit appropriate responses in learning, imitation strategies must consider certain characteristics, but the supervision of the supervising teacher supports imitation works well. This research is expected to be a consideration for the design of educational internships to bridge the professional abilities of prospective teachers.

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