



# The Learning Achievement of Preservice Teachers from Internship: A Descriptive Study

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**Abstract.** This paper aims to analyze the learning achievement of internships for preservice teachers who carry out the School Field Program (SFP), especially for economics and business students. Regulations on SFP established six learning objectives to build the foundation of the teacher's professional identity, including 1) concerning the characteristics of students; 2) concerning the structure and governance in schools; 3) concerning the rules and regulations in the school; 4) identify ceremonial-formal activities in schools; 5) identify routine activities, such as intra-co-extracurricular activities at school; and 6) describe positive practice activities in schools [1]. Respondents (N = 196) involved preservice teachers in Accounting (n = 53), Business (n = 46), Economics (n = 52), and Office Administration (n = 45) from the Faculty of Economics, Universitas Negeri Medan – Indonesia. A descriptive study was applied to explore the learning achievement of the internship. Data collection was carried out for two weeks before the end of the internship using a questionnaire via google. The findings show that preservice teachers in Office Administration have the lowest average learning achievement compared to other fields. Furthermore, the habituation of positive activities at school is the most dominant in learning achievement, and intra-co-extracurricular activities are the learning achievement that has the lowest impact on them. The limitations of internship activities due to the Covid-19 pandemic have an impact that slows the learning achievement for internships. The online mode dominates internship activities so that activities that should be carried out in practice are not optimally implemented. Scholars and practitioners on campuses and schools can dig deeper into the challenges and opportunities of a post-pandemic hybrid internship program as a strategic solution to improve the competence and skills of preservice teachers.

**Keywords:** learning achievement · school field program · preservice teachers · descriptive study

## 1 Introduction

The teacher procurement program is organized by the Educational Institution and Education Personnel (EIEP), consisting of the Bachelor of Education Program and the Teacher Professional Education Program [2]. In addition, aiming to strengthen prospective educators' identity and form readiness as prospective educators, students of the Bachelor of Education Program are given an internship program in schools called Introduction to the School Field Program. Introduction to the School Field Program, abbreviated as SFP, is a process of observation and internship carried out by students of the Bachelor of Education Program to study aspects of learning and management in education units.

The Government launched the SFP in 2017 through the legal basis of the Regulation of the Minister of Research Technology and Higher Education number 55 concerning Teacher Education Standards [1]. Therefore, all EIEPs need to reconstruct education in the Bachelor of Education Program and Teacher Professional Education Program. The program SFP is carried out in 2 stages, namely SFP 1, which is aimed at building the foundation of educator identity which is carried out in semester 3 or 4, and SFP 2 is aimed at maturing the academic competence of education and preservice teachers' fields of study accompanied by critical thinking skills and high-level thinking carried out in semester 6 or 7.

The School Field Program stages 1 is the first step for preservice teachers to know the school environment, carried out in semester 3 or 4. After FSP 1, it will be continued with the SFP 2 in a higher semester. The core of FSP 1 activities is observation, analysis, and direct appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. In addition, the Universitas Negeri Medan also reconstructs the curriculum in educational programs, one of the EIEPs that majorly produce teachers on the island of Sumatra, to improve the competence and skills of preservice teachers [3]. The FSP was started at Universitas Negeri Medan in 2019. As a result, students' expectations for this program can improve their abilities and skills, primarily technical, professional, and teacher readiness [4].

This research aims to analyze the learning achievements of internships for preservice teachers who carry out internships via SFP, especially economics and business students. The regulations in the SFP set six learning achievements to build the foundation of the teacher's professional identity, including 1) identify the characteristics of students; 2) identify the structure and governance in schools; 3) identify the rules and regulations in the school; 4) identify ceremonial-formal activities in schools; 5) identify routine activities, such as intra-co-extracurricular at school; and 6) describe positive habitual activities at school [1].

## 2 Methodology

### *A. Research Design*

A quantitative research design with a descriptive approach is applied to this research. In addition, a descriptive study was used to explore preservice teachers' perceptions

regarding the 6 (six) learning achievements they perceived when completing the internship. The internship in question is the School Field Program (SFP), held from February to May 2022 in Sumatra Utara. This program is a mandatory Government policy implemented since 2017 on all campuses that have educational study programs.

### *B. Respondents*

Primary data sources come from preservice teachers from the Faculty of Economics, Universitas Negeri Medan – Indonesia, who will conduct internships in 2022. In addition, the respondents in this study involve preservice teachers from study programs in the Office Administration Education (n = 45), Accounting Education (n = 53), Business Education (n = 46), and Economic Education (n = 52).

### *C. Instrument*

Data collection uses an instrument adopted from the SFP implementation guidebook [5] which refers to the regulation of SFP learning achievements managed by the Ministry of Education, Culture, Research, and Technology [6]. Distribution of the instrument to respondents via google form (<https://s.id/EvaluasiPLP1-FEUnimed-2022>) which was carried out for two weeks before the internship completed.

### *D. Data Analysis*

Data analysis uses descriptive quantitative to collect information on a variable without manipulation or treatment so that it does not display the possibility of cause and effect [7–9]. Data from the perceptions of preservice teachers who carry out internships are described in detail related to learning achievements in each study program. Furthermore, student activities were explored in-depth to learning achievements from internships. The six objectives of SFP learning are: 1) identify the characteristics of students (LA1); 2) identify the structure and governance in schools (LA2); 3) identify the rules and regulations in the school (LA3); 4) identifying ceremonial-formal activities in schools (LA4); 5) identify routine activities, such as intra-co-extracurricular at school (LA5); and 6) describe positive habitual activities at school (LA6).

## **3 Result and Discussion**

### *A. Characteristics of Respondents*

This study is predominantly female (85.71%) than male (14.29%). There are more apprentices from newcomers (64.29%) when compared to students from Medan (35.71%), which means that even though they are currently entering the new normal era, those from outside Medan still stay in Medan to carry out internships regularly. Comply with the health protocols applied on campus and in schools. The apprentices are preservice teachers who come from Office Administration Education (22.96%), Accounting Education (27.04%), Business Education (23.47%), and Economics Education (26.53%).

Based on the experience of carrying out internships, they felt that the most meaningful activities comprehended the character of students (60.71%), the practice of positive

habits in schools (10.71%), structure and governance in schools (9.69%), implementation of rules and regulations in schools (8.67%), intra-co-extracurricular activities at school (7.65%), and ceremonial-formal activities at school (2.55%), respectively. In summary, information on the attributes of respondents is presented in Table 1.

# *B. Findings*

The findings of a descriptive study related to the learning achievements of preservice teachers in internships are discussed in depth in this section. In general, preservice teachers from Business Education (85.45%) have the highest average learning achievement compared to others, such as students from Economics Education (85.20%), Accounting Education (82.44%), and Office Administration Education (78.09%), respectively. More in-depth information showed that support from schools and campuses in internships significantly contributed to preservice teachers [10]. The preservice teachers of support from schools (such as; facilities and infrastructure, learning facilities, and policies) are significant for preservice teachers in Business Education (85.14%), Accounting Education (82.39%), Economics Education (82.37%), and Office Administration Education (80.74%), the same as the support from the campus to preservice teachers who carry out

**Table 1.** Characteristics of Respondents

Attributes		n	%	N
Gender	Male	28	14.29%	
	Female	168	85.71%	196
Origin	Resident (Medan)	70	35.71%	
	Newcomer	126	64.29%	196
Study program	Office Administration Education	45	22.96%	
	Accounting Education	53	27.04%	
	Business Education	46	23.47%	
	Economic Education	52	26.53%	196
Meaningful activities	Examining the characteristics of students	119	60.71%	
	Examining the structure and governance in schools	19	9.69%	
	Examining the rules and regulations in the school	17	8.67%	
	Identifying ceremonial-formal activities in schools	5	2.55%	
	Identify routine activities, such as intra-co-extracurricular at school	15	7.65%	
	Describe positive habitual activities at school	21	10.71%	196

internships, respectively. In addition to support from partners (schools) and the organizers (campus) of the internship, the role of the mentor (teacher) plays an important role in the student experience following the internship. The findings show that preservice teachers from Business Education (100%) are mentored by teachers who have conformity to the field of science of the apprentices. They are accompanied by preservice teachers from Accounting Education (98.11%), Economics Education (96.15%), and Office Administration Education. (91.11%), respectively. The findings of the descriptive study are the main reason why the performance of preservice teachers from Business Education has the most optimal learning achievements from internships.

Information from Table 2 provides exciting findings to be discussed in more depth regarding the 6 (six) learning achievements of internships regulated in the SFP [6]. Furthermore, it descriptively describes preservice teachers' learning achievements in

**Table 2.** Learning Achievements From Internships and Other Information Based On Study Programs

Learning Achievements	Score (%)				Average
	Off. Adm. Edu	Acc. Edu	Buss. Edu	Eco. Edu	
LA1: Examining the characteristics of students	80.00	84.59	86.59	85.90	84.27
LA2: Examining the structure and governance in schools	80.37	83.33	85.87	88.14	84.43
LA3: Examining the rules and regulations in the school	74.81	84.00	88.00	89.10	83.98
LA4: Identifying ceremonial-formal activities in schools	75.56	79.56	82.97	81.41	79.87
LA5: Identify routine activities, such as intra-co-extracurricular at school	74.81	76.73	82.61	77.24	77.85
LA6: Describe positive habitual activities at school	82.96	86.48	86.59	89.42	86.36
Average	78.09	82.44	85.45	85.20	
<b>Other Information</b>					
School type					
Elementary School	2.22	0	0	0	–

(continued)

**Table 2.** (continued)

Learning Achievements	Score (%)				Average
	Off. Adm. Edu	Acc. Edu	Buss. Edu	Eco. Edu	
Junior School	0	0	0	7.69	–
High School	97.78	100	100	92.31	–
School support regarding facilities and policies	80.74	82.39	85.14	82.37	82.66
Campus support regarding facilities and policies	81.11	82.70	85.51	80.77	82.52
Matching the skills of the mentor (teacher) with students					
No	8.89	1.89	0	3.85	3.66
Yes	91.11	98.11	100	96.15	96.34
Intensity of mentoring with mentor (conventional and/or online)					
Never	6.67	3.77	10.87	3.85	6.29
1–2	6.67	11.32	2.17	13.46	8.41
3–4	17.78	18.87	17.39	25.00	19.76
More than 4	68.89	66.04	69.57	57.69	65.55
Intensity of guidance with supervisor (lecturer) (conventional and/or online)					
Never	0	0	4.35	3.85	2.05
1–2	8.89	24.53	10.87	13.46	14.44
3–4	28.89	26.42	23.91	25.00	26.05
More than 4	62.22	49.06	60.87	57.69	57.46

conducting internships in each study program. First, student characteristics (LA1) are student behavior and attitudes in learning activities in class and social activities at school. Furthermore, preservice teachers observe student characteristics through personal approaches, interviews, and mingling in student activities [11]. It explores various student characteristics such as extrovert, introvert, emotional, intelligence, or other harmful behavior. The findings of the descriptive study show that preservice teachers from Business Education (86.59) have the highest scores and even exceed the average score, which is followed by Economics Education (85.90%), Accounting Education (84.59%), and Office Administration Education (80%), respectively. Therefore, preservice teachers from Office Administration Education need to get serious attention and improve the implementation of internships because they have the lowest and below-average perception regarding their mastery of LA1. It requires a commitment from the organizers to explore more deeply the conditions experienced when they carry out the internship.

Second, the organizational structure and governance in schools (LA2) aim to provide students with an initial school management experience. Therefore, they discussed

with school leaders the duties and functions of the position structure in the school. As a result, preservice teachers from the study program of Economics Education (88.14%) have the highest average in this learning achievement. They were then followed by Business Education (85.87%), Accounting Education (83.33%), and Office Administration Education (80.37%), respectively. However, preservice teachers from Accounting Education and Office Administration Education have learning achievements below the average (84.43%), so improvements are needed to implement internships in these study programs.

Third, implementing school rules and regulations (LA3) aims to initiate student understanding and knowledge regarding the rules and regulations implemented by teachers, employees, students, and parents. These stakeholders work together to form optimal learning in schools. Then the role of parents is to continue the learning at home through the facilities provided by parents, such as tutoring and courses. Preservice teachers from the study program of Economics Education (89.10%) had the highest learning achievement in LA3. Furthermore, followed by Business Education (88.00%), Accounting Education (84.00%), and Office Administration Education (74.81%), respectively. On the other hand, preservice teachers from Office Administration Education have learning achievements below the average (83.98%). Further investigation is required concerning the internship carried out to improve the side of the campus or schools of the SFP program.

Fourth, ceremonial-formal school activities (LA4) aim to provide insight and experience related to school teaching activities, such as teacher council meetings, subject teachers' community meetings, and ceremonies [12]. They discuss with mentors and other teachers to get information on activities taken during one semester. Various modes of mentoring are carried out according to regulations in schools to reduce Covid-19. At LA4, they will get information on challenges and resources that can be optimized in carrying out classroom learning in the Covid-19 pandemic [13]. Preservice teachers from the study program of Business Education (82.97%) had the highest learning achievement scores in LA4. This finding is also supported by other information, which shows that preservice teachers from Business Education carry out the intensity of mentoring with mentors (69.57%) more regularly than other preservice teachers. Likewise, matching the mentor's expertise in preservice teachers in the field of Business Education is 100%, meaning that they are mentored by teachers who match their expertise with their field of knowledge. Then followed by Economic Education (81.41%), Accounting Education (79.56%), and Office Administration Education (75.56%), respectively. However, preservice teachers from Accounting Education and Office Administration Education have learning achievements below the average (79.87%).

Fifth, intra-co-extracurricular activities at school (LA5) aim to provide insight regarding activities carried out by students that support their learning in class and achievement outside the classroom [14]. Various intra-school organizations are provided to accommodate student activities at school. The school also cooperates with external parties such as Scouts, the Indonesian Red Cross, and other academic organizations to support students' cognitive, affective, and psychomotor exploration. However, the pandemic intervention was so strong that online learning was implemented to limit student activity. It is reflected in the LA5 learning achievement experienced by preservice

teachers, which is the lowest learning achievement (77.85%) compared to others. The intensity of preservice teachers is not optimal in conducting interviews and observations related to LA5 due to the Covid-19 pandemic. Preservice teachers from the study program of Business Education (82.61%) had the highest learning achievement than others, followed by Economics Education (77.24%), Accounting Education (76.73%), and Office Administration Education (74.81%), respectively.

Finally, the habit of positive activities in schools (LA6) aims to guide good teacher behavior so that students follow so that learning and the school environment become conducive and comfortable. Preservice teachers can observe the positive behavior of principals, teachers, staff, and students to form a safe and comfortable school from acts of violence, such as bullying. However, the Covid-19 pandemic has limited internship learning by preservice teachers. Some schools located distant from the city center conduct face-to-face learning. However, schools in the municipality carry out blended learning to adjust to new normal conditions in a pandemic. Most preservice teachers do internships in schools outside the municipality, so their observations are optimal for reaching LA6. It is proven that LA6 is the highest learning achievement (86.36%) compared to other learning achievements. Preservice teachers from the study program of Economics Education (89.42%) had the highest LA6 learning achievement compared to others. Then accompanied by preservice teachers from Business Education (86.59%), Accounting Education (86.48%), and Office Administration Education (82.96%).

Preservice teachers from Office Administration Education have LA6 learning achievements below the average (86.36%). This finding is consistent with others which show that they have the lowest overall learning achievements and are below average. A more in-depth investigation of these findings is needed to improve program services to meet the internship learning achievements set at the SFP nationally. The SFP stakeholders are expected to be seriously committed to developing the skills of preservice teachers through internships to gain experience and mastery of the identification of the teaching profession and the school environment to support them to become professional teachers in the future.

## 4 Conclusion

All preservice teachers have successfully completed internships with the criteria for learning achievement scores above 70. On the other hand, if it is viewed from the study program, the preservice teachers from Business Education have the highest average learning achievement from internships, then Economics Education, Accounting Education, and Office Administration Education. Facilities and policy support from schools and campuses and the intensity of guidance provided by mentors and supervisors contribute to increasing internship learning achievements. However, the Covid-19 pandemic presents challenges in carrying out internships. As the organizer of the SFP, the campus conducts online learning, which poses challenges during guidance and coordination. Meanwhile, schools conduct blended learning, which limits face-to-face learning. Preservice teachers must adapt and be resilient in dealing with learning conditions with various modes [15] that mentors and supervisors carry out internships. Cooperation and commitment from the campuses and partners of the SFP program is the main foundation that supports preservice teachers to complete internships. Various findings have



been presented in-depth as primary research so that scholars can continue other research topics related to internships conducted by preservice teachers.

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