



## Diagnostic study of the transformation of educational internships in three public Islamic Universities in Indonesia



Edi Ansyah<sup>a</sup>  
Salamah<sup>b</sup>  
Alvin Yanuar Rahman<sup>c</sup>  
Azwar Rahmat<sup>d</sup>

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### Abstract

This study aims to diagnose the transformation of educational internship programs in three State Islamic Universities (UIN), namely UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung. The main focus of the research is to understand the changes that occur in the implementation of educational internships, the supporting and inhibiting factors of transformation, as well as the impact on students and institutions. The research method used was a diagnostic study with a qualitative approach. Data were collected through in-depth interviews, observations, and document analysis related to the internship program. The results showed that the transformation of the educational internship program involved significant changes in the curriculum, increased student involvement, and the use of technology in teaching. The main supporting factors include Merdeka Belajar-Kampus Merdeka policy support, supporting technology, and university commitment while inhibiting factors include variations in the quality of partner schools, limited technological infrastructure, and curriculum adjustment constraints. This transformation has a positive impact on improving students' teaching skills, better work readiness, and strengthening the university's academic reputation. This study concludes that while the transformation of the teaching internship program has provided many benefits, there are challenges that need to be overcome to ensure a more optimal and sustainable implementation. Recommendations for the future development of the internship program include improving the quality of partner schools, providing adequate technological infrastructure, and aligning the curriculum with the needs of the modern world of education.

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### Corresponding author:

Edi Ansyah,

UIN Fatmawati Sukarno Bengkulu, Indonesia.

Email address: [ediansyah@mail.uinfasbengkulu.ac.id](mailto:ediansyah@mail.uinfasbengkulu.ac.id)

<sup>a</sup> UIN Fatmawati Sukarno Bengkulu, Indonesia

<sup>b</sup> UIN Fatmawati Sukarno Bengkulu, Indonesia

<sup>c</sup> UIN Sunan Gunung Djati Bandung, Indonesia

<sup>d</sup> Sekolah Tinggi Ilmu Ekonomi Syariah NU Bengkulu, Indonesia

## 1 Introduction

Universitas Islam Negeri Fatmawati Sukarno Bengkulu offers various ways for students who are interested in becoming teachers to expand their knowledge, abilities, and attitudes, especially in the faculty of education (*learning by doing*). One of the compulsory courses for undergraduate education programs in the Faculty of Education is the educational internship. Other compulsory courses include English (S1), Mathematics Education (S1), Indonesian Language Education (S1), Islamic Religious Education Teacher Education (S1), Islamic Religious Education (S1), and Early Childhood Islamic Education (S1) (Team Development, 2021). Students can gain hands-on experience (prior exposure) through educational internships to help them develop their identity as potential instructors. In addition, it strengthens their basic abilities as future teachers and their pedagogical aptitude in the development of educational areas. Activities related to internships help students gain practical experience while developing their knowledge, appreciation, and abilities in the field of teacher preparation. The internship program is utilized to connect the concepts obtained by students in lectures while still paying attention to the actual state of the field, (Hidayat et al., 2021).

Educational internships are another type of experiential learning that emphasizes managerial and academic development. *Learning-by-doing* (LbD) activities are used in educational internships to develop the basic skills of prospective educators. LbD activities include student mentoring and participation in extracurricular activities while carrying out learning processes in specific areas under the implicit supervision of role models in teaching and administration. The internship is more focused on preparing learners to become teachers under the direction of a role model teacher, ensuring all teacher-related competencies of pedagogic competence, professional competence, social competence, and personality competence are measured. (Law No 14 of 2005 concerning Teachers and Lecturers article 10), (Hadaddo 2016).

Students receive a set of skills through practical fieldwork in the form of an internship program in addition to lecture activities. It takes a long process through the internship program to prepare prospective educators for their ability to understand, observe, and be able to present teaching in front of the class as expected and desired by students. Therefore, to achieve the objectives of the internship program, institutional strategies and policies are needed.

The educational internship program is expected to bridge between universities and educational institutions. However, it turns out that what is expected does not work as it should. Internship students only pass the course but have no significance. Based on the results of an initial interview with one of the educational internship committees at UIN Fatmawati Sukarno Bengkulu, he said that in almost every implementation of the internship, there are always obstacles experienced. For example, some schools are suddenly not willing to accept students for internships in their schools, teachers/tutors complain about the conditions of students who are interning, the funding aspect of slow payment of honorarium for tutors and DPL, and many more, (Hidayaturrahman, 2022). There is not much difference in the problems in other state universities. According to the results of Ismail et al.'s research, the methods used to implement the apprenticeship program are still ineffective because they are less organized and less selective, as well as the lack of strong coordination between the parties involved. (Muslih, 2014 in Ismail et al., 2018). Because the implementation of the educational apprenticeship program is not carried out according to established procedures, it is claimed to be less successful (Conference, 2019). Therefore, research on the obstacles to the implementation of educational internship programs in building student skills is deemed necessary. So that later a proposal for an apprenticeship program known as link and match will be obtained that is efficient and by educational needs. The principles learned in college can be used by students who complete internships. The internship intends to develop the basic identity of an educator through the following activities: direct observation of school culture, observation to develop fundamental pedagogical, interpersonal, and social skills, and observation to deepen understanding of students, (Utami 2015).

Therefore, to prove the results of the previous interview and some theories and previous research, a diagnostic study of the obstacles to the implementation of educational internships at three State Islamic Universities in Indonesia will be conducted, namely UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung.

## 2 Materials and Methods

This study provides a diagnostic analysis of the challenges faced by UIN Sunan Gunung Djati Bandung, UIN Syarif Hidayatullah Jakarta, and UIN Fatmawati Sukarno Bengkulu in implementing educational internships. A qualitative

research approach was used to conduct this study. Faculty leaders (deans, vice deans, and heads of departments/programmes of study), institutional and centre leaders, faculty quality assurance units, teachers, professors, lecturers, and researchers, as well as students at UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung will be the informants in this study. Data collection will be conducted through interviews and documentation at the three state universities mentioned above. To analyse the data, we will use qualitative data analysis using Tringgulasi data analysis.

### 3 Results and Discussions

The purpose of this activity is to identify the obstacles experienced by the Faculty of Teacher Training in implementing educational internships. It is undeniable that every implementation of an internship must have obstacles experienced, both from the planning, implementation, and evaluation stages. Therefore, with the help of a research team with adequate skills in their respective fields, this goal can be achieved as effectively as possible. The research team is a group of experts who are experienced in management, design of learning activities/programs, etc. They all consist of lecturers in the field of education who have an interest in learning and education management as well as learning development and innovation. The entire implementation team has expertise gained from study and is continuously involved in activities. educational internship, both as a committee, and field supervisor and as a monitoring team for educational internship activities.

In particular, the leaders of the Faculty of Tarbiyah and Tadris of UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung who will be partners in the activity are consulted before the activity begins to ensure that all relevant parties are on the same page. At the start of this work, several supporting tools were also created, including tools for selecting and assembling research tools. The instruments that had been created were then evaluated to ensure that the recordings were adequate and suitable for use as research instruments. The next activity was the implementation of the research. Researchers first conducted research at UIN Fatmawati Sukarno Bengkulu, especially at the Faculty of Tarbiyah and Tadris by distributing questionnaires to 18 respondents followed by conducting interviews with several respondents related to educational internship activities. After that, the research continued to UIN Syarif Hidayatullah Jakarta and UIN Sunan Gunung Djati Bandung, each of which had 16 respondents. Research in these two state universities is the same treatment as that carried out at UIN Bengkulu. After all the data is collected related to the obstacles of educational internship activities, it is analyzed to get the actual data, so that it can be concluded and decisions made. From these conclusions and decisions, strategies and policies will be designed that will be taken by each university in carrying out educational internship activities in the future. With the hope that the obstacles experienced during the educational internship activities can be overcome properly and correctly.

#### *Planning*

Educational Internship is an activity that provides early experience (*earlier exposure*) to build the identity of prospective educators, strengthen the academic competence of education and the field of study, strengthen the initial abilities of prospective teacher students, and develop learning tools and pedagogical skills in building prospective education expertise. Educational internships are academic and practical activities that focus more on managerial and learning areas in schools. The preparation of the Internship includes coaching and training of teachers' professional abilities and other educational tasks as well as tasks outside of education in a guided and integrated manner to fulfill the requirements of the education and non-education professions. The parties directly involved in the implementation of this SOP are the Dean together with all students participating in the Internship Faculty of Tarbiyah and Tadris and partner schools. Students are entitled to take part in the Internship after taking the prerequisite courses for the Internship.

The preparation of the PPL program begins with school observations which are carried out with the aim that prospective educators and education personnel know more about the situation and conditions that exist in an educational institution (school). This observation is carried out to obtain an overview of the situation, as well as knowledge and experience related to the situation and conditions of the school where students carry out PPL.

There are not many obstacles in the preparation of educational internships, because the SOP is relatively good. Of course, every activity must have obstacles, even if they are few, such as the delay of the faculty in observing partner schools that will be used for students. In terms of students, the committee needs more time in determining the place of internship and students must be able to adjust to new group mates who usually have divisions between groups.

In overcoming these problems, efforts that can be made are: The faculty/campus must be disciplined in looking at the education calendar which can then determine when and where to carry out internships. Students must be able to mingle with group mates and if there is a dispute the group leader must resolve it and if the problem continues then the lecturer and the faculty will solve it. Some of the preparations made by universities (UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung) are: learning orientation and internship/PPL debriefing. Microteaching is a compulsory course and must be passed for students of educational study programs, especially before PPL / Internship III. This course is held one semester before the implementation of field experience practice, namely in semester VI. In this activity, prospective teacher students are trained in their skills in organizing the learning process in the classroom. In this course, students are divided into groups of 8 to 10 students each under the guidance and supervision of a supervisor. Each group holds micro-teaching with the supervisor once a week on a mutually agreed day and conducts micro-teaching for 15 - 20 minutes each time. Debriefing is held at the department level for all students who take PPL / Educational Internship courses. PPL/Internship Field Supervisors (DPL) are determined by the PPL / Internship coordinator of each department.

### *Internship implementation*

The educational internship procedure consists of three (3) stages including, *First*, Preparation. Students who will take part in the internship program are required to take part in preparation as prospective interns with the following procedures. 1) Fill out the registration form through the page provided by FTIK, 2) Take internship courses listed on KRS 3) Placement of internship program participants is arranged by the faculty 4) Announcement of the location of the internship program through the FTIK campus website 5) Following the internship program debriefing activities arranged and organized by FTIK UIN Syarif Hidayatullah Jakarta. *Second*, Implementation. The implementation of the internship program consists of handover, monitoring, and withdrawal. 1) Handover. The handover stage is carried out by officially handing over internship students by DPM to the head of the partner school or laboratory school accompanied by evidence of signing the handover minutes. Before handing over to the partner school, DPM is required to coordinate with the head of the partner school or laboratory school to agree on the handover time. 2) Monitoring. Monitoring is scheduled by FTIK UIN Syarif Hidayatullah Jakarta with a minimum implementation of once during the internship program. The monitoring mechanism and schedule are regulated by FTIK. 3) Withdrawal Withdrawal is carried out as a sign of the end of the implementation of the internship program with proof of signing the minutes of withdrawal. Withdrawal is carried out if the student has carried out all the activities of the internship program, the student has no dependents at the partner school or laboratory school and there is an agreement with the partner school or laboratory school. *Third*, Evaluation. Evaluation of the internship programme is carried out on the activities and management of the internship programme, as well as on students. The scope of the internship programme evaluation consists of: assessment and evaluation of the implementation of the internship programme.

### *Evaluation*

The obstacles faced in evaluating educational internship activities, *First*, some internship groups lack coordination due to random determination which causes students to form the beginning of communication in the educational internship process. *Second*, sometimes schools do not have facilities that are classified as sufficient in the learning process, making it difficult for students to apply the theory they have learned.

Efforts or solutions made to overcome these obstacles, FTIK and the educational internship committee seriously overcome by providing briefings to students on how to adjust to the school environment. Furthermore, the internship committee conducted observations of partner schools in advance in determining the place of internship (Cheung & Slavin, 2013).

The cooperation of the internship committee and the faculty in synergizing to prepare educational internship activities. The internship committee and FTIK UIN Syarif Hidayatullah Jakarta work together to prepare prospective teachers through changes, development, and adjustment of the curriculum to prepare professional teachers and the implications of various laws and regulations related to education and are arranged in the educational internship program. One of them is by fully coordinating starting from the preparation, implementation, and evaluation of the internship arranged systematically by the internship committee and FTIK (Nuryana, 2022; Al Sulim, 2012).

Regarding the achievement of the objectives of implementing the educational internship, it can be said that the percentage is 85%, which means good, in terms of preparation, implementation, and evaluation. To prepare prospective

teachers who have professional, pedagogic, personality, and social competencies in the related fields of study and science, it is necessary to make efforts to improve, including increasing teacher competence, developing curriculum content, improving learning quality, assessing student learning outcomes, providing adequate teaching materials, and providing learning facilities (Rutten et al., 2012; López-Pérez et al., 2011; Kesim & Ozarslan, 2012).

The educational internship programs at the three UINs (UIN Fatmawati Sukarno Bengkulu, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Gunung Djati Bandung) are similar in terms of objectives, namely equipping student teachers with teaching experience and other practical skills. Based on Dewey's (1938), educational theory, authentic learning experiences are essential for developing practical skills. Educational internships provide opportunities for students to apply educational theory in real practice, in line with the principle of 'learning by doing' introduced by Dewey.

The transformation of the internship programs at the three universities showed significant changes, especially in three main aspects: curriculum, student engagement, and the use of technology (Riyanti et al., 2022). Curriculum Changes: Based on the Merdeka Belajar-Kampus Merdeka (MBKM) policy introduced by the Indonesian Ministry of Education and Culture, the higher education curriculum underwent major changes to provide students with flexibility in developing skills relevant to industry needs. In this context, internships are no longer just part of the study program but a core component equivalent to a course. Studies by Wijaya (2021) show that the integration of internship programs into the curriculum significantly improves graduates' work readiness, as they gain more in-depth practical experience (Chan et al., 2017; Lam et al., 2013).

Increased Student Engagement: Internships are now not only limited to teaching practice, but involve students in various administrative activities, curriculum development, and educational research (Cheung & Slavin, 2012; Gerjets & Hesse, 2004). This is consistent with research conducted by Zeichner (2010), which shows that students' involvement in various aspects of school activities during internships enhances their understanding of the complexities of the teaching profession.

Use of Technology in Learning: The use of technology during the internship also underwent a significant transformation. According to Vygotsky's theory of 'scaffolding,' the use of technological aids in learning helps students reach higher levels of understanding through support from student teachers and lecturers. Technologies such as Learning Management Systems (LMS), e-learning platforms, and digital evaluation tools support students in developing interactive teaching methods that suit the needs of learners in the digital era. Research by Anderson & Dron (2011) shows that technology-based learning can improve student engagement and learning outcomes if used appropriately.

Supporting and inhibiting factors for the transformation of educational internship activities are supporting factors: (a) Government Policy Support: The implementation of the Merdeka Belajar-Kampus Merdeka policy is a strong basis for universities to make curriculum changes that are more flexible and orientated towards the world of work. According to Nugroho (2020), this policy has spurred the transformation of higher education in Indonesia, including the implementation of internships. (b) Availability of Supporting Technology: In line with the theory of educational innovation by Rogers (2003), the existence of technology such as LMS and learning applications provides new facilities that support innovation in teaching and learning activities. (c) Commitment from University Leaders: Support from university leaders is crucial in providing facilities and infrastructure as well as funding for the internship program. A study by Fullan (2015) shows that effective leadership can be a key factor in the success of educational innovation.

As for the inhibiting factors: (a) Variations in the quality of partner schools: Quality issues in partner schools, especially in remote areas, affect the quality of students' internship experience. Some schools may not be ready to integrate technology or have limited resources. This is consistent with the findings by Darling-Hammond (2012), who pointed out that the quality of the internship is highly dependent on the readiness and support of the partner institution. (b) Technology Infrastructure Limitations: In areas with limited internet access or inadequate availability of technological devices, the implementation of technology in internships is challenging. According to research by Warschauer (2003), the digital divide can affect the success of technology-based programs. (c) Slow Curriculum Adjustment: The process of adjusting the curriculum to fit the demands of MBKM and the practical needs in the field requires time and readiness from the university. This is in line with Fullan's theory of educational change, which states that changes in education require time and continuous support from all parties.

## 4 Conclusion

This research This study found that the competence of teachers at MAN Bengkulu City in implementing the Merdeka Curriculum is quite good. Implementing the Merdeka Curriculum is quite good, but still requires improvement in several aspects. Improvement in several aspects. Teachers show a good understanding of the basic principles of the Merdeka Curriculum, such as learning flexibility and focus on developing learners' competencies. On developing learners' competencies. They are also able to design and implement learning that is by student characteristics and local needs.

However, challenges include the lack of in-depth implementation of innovative learning strategies, as well as limitations in utilizing digital technology as part of the learning process. In addition, there is a need to improve teachers' ability to conduct competency-oriented assessments, to support a more objective and thorough can support a more objective and thorough assessment process.

Overall, this study recommends increasing training programs and training and mentoring programs for teachers in implementing the Merdeka Curriculum, as well as providing adequate resources to support more dynamic and student-centered learning. Student-centered learning. This is expected to strengthen teacher competence and quality of education in MAN Kota Bengkulu.

### *Conflict of interest statement*

The authors declared that they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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