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“Promoting Global Diversity, Partnership and Prosperity through English Development”

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AN EVALUATION OF INTERNSHIP PROGRAM FOR PROSPECTIVE MADRASA AND PAI TEACHERS IN BANTEN AND JAKARTA LPTK

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Abstract

The purpose of this study is to evaluate the implementation of educational internships program. This research was carried out in the Islamic Education Department of Islamic State University Syarif Hidayatullah Jakarta and Islamic University of Sultan Maulana Hansanuddin Banten. This study uses Kirkpatrick evaluation model. The population of this study was Islamic education students, teachers and supervisors of the students who practiced an internship in 2018. Data collection techniques used questionnaires distributed to all respondents, interviews with some respondents, and documentation. The validity used fact finding, namely logic validity. The analysis of scores was using the average to be assessed based on the assessment criteria. The results of the study show that most of the implementation of internship practices are good, but there needs to be some improvement in some indicators.

Keywords: *Program Evaluation, Educational Internship, Kirkpatrick Evaluation Model*

INTRODUCTION

Human Development report in 2016 entitled 'Human Development for All ', which was released by the United Nations Development Program (UNDP) shows The Indonesian Human Development Index (HDI) for 2015 was 0.689. This places Indonesia in the medium human development category, and ranks 113 out of 188 countries and regions. This reflects the progress that has been achieved by Indonesian government in terms of life expectancy at birth, the average years of schooling, expectations of schooling and gross national income (GNI) per capita during that period. However, Indonesia's HDI dropped sharply to 0.563 (down 18.2 percent) if the gap is taken into account.

The low of Indonesian Human Development Index (HDI) and student ranking in the PISA standard is an impact of the low quality of education in Indonesia. Talking about the problem of low education in Indonesia, it cannot be separated from the matter of teachers' competence and professionalism improvement. The teacher becomes the central point and the beginning of all education development. It cannot be denied that the teacher is the front guard in improving the quality of education as it is teachers who interact directly with students in the

classroom. Thus, teachers who teach need to be qualified.

Teacher preparation as a profession is stated in Government Regulation Number 74 (PP No. 74) in 2008. Teachers should not only have to qualify for S1, they should also have an educator professional certificate obtained through professional education organized by the college that has an accredited teacher procurement program, both held by the Government and the community.

Several previous studies related to program evaluation indicate that the readiness of the implementation of internship practices in terms of goals and objectives is good, but the availability of a number of specialized training rooms for internships is still lacking.

Based on some of the problems above, the researchers want to conduct further research on educational internships at the Faculties of Tarbiyah and Teacher Training, at State Islamic University of Sultan Maulana Hasanuddin Banten and Syarif Hidayatullah State Islamic University Jakarta.

Based on the problems, the formulation of the problem can be made in the research questions as follows:

1. How is the preparation and implementation of student internships practiced?

2. What is the satisfaction of student services in implementing internships?

RESEARCH METHODS

A. Research Approach

The study used Kirkpatrick program evaluation model. It is used to determine the level of inequality of a program, the level of effectiveness of a program. In addition, the evaluation of this program aims to find the results of a program outside the planned program objectives.

Kirkpatrick introduced his evaluation model for the first time in 1975. This model is recognized as having advantages for it is comprehensive, simple, and can be applied in a variety of training situations. In Kirkpatrick's model, evaluation is carried out through four evaluation stages or categories, namely reaction, learning, behaviour, and result.

The data collection tool used in this approach can be notes on cases, interview guidelines, questionnaires, transcripts of sound recordings, videos, or in the form of photos, sociograms, revisions, judicial reviews. The subjects of this study took place in two locations, namely: 1) Islamic Education Study Program (PAI) at the Faculty of Tarbiyah and Teacher Training (FITK) Syarif Hidayatullah State Islamic University (UIN) Jakarta.

B. Results Analysis and Discussion

Four aspects of evaluating are context, *input*, process, and product. They illustrate the implementation of the overall *Internship Practice*. The aspects of context means the program readiness whether anything has been existed for implementing the program. The *input* aspect is an improvement, a preparation of what does not yet exist in the context. The aspect of process is the implementation of the program by utilizing all preparedness and preparation that has been done. Product aspects are the results achieved after the implementation of the program.

The aspects of context in the implementation of *Internship Practices* in Islamic Religious Education still include sufficient criteria. This is because the number of special rooms for *Internship Practice* is still lacking when compared to the number of groups made.

The results of the implementation of *Internship Practices* from student and lecturer respondents is the highest criteria. Indicators of level of satisfaction, student skills, and personality as prospective teachers are in good

criteria. This can not be separated from the connection with other aspects. Process aspects are already in high criteria, indicators in process aspects are already high even though there are two indicators still in sufficient criteria.

Aspects of the process that is already high is what causes the already high levels of product aspects. Relation to the *input* aspect that the input aspect is classified as high. Even though the infrastructure facilities are still quite sufficient and program preparation indicators, student respondents are still relatively sufficient while the lecturer respondents are high. This is because students have prepared all preparations before implementing good practice, so the overall results of the *input* aspects are high.

The aspects of context is still in sufficient criteria. The objective and the target in this aspect are good, but with a low *Internship Practice* room indicator, then group indicators and supervisors are still quite sufficient. Then there needs to be an increase made on the input aspect.

From the results of these data, it is clear that there is a relationship to the implementation of *Internship Practices* in PAI study programs on all four aspects, namely context, input, process, and product.

CONCLUSION

The conclusions from this research is that Readiness to implement *internship program* in Islamic Education in terms of goals and objectives is good, but the availability of a number of specialized training rooms for *this programe* is still not good; The group made is good with an ideal number of 5-10 students in the group; Infrastructure facilities for special laboratory space for *internship practices* are not good in terms of maintenance and room-use schedules; Most of the preparation of student learning devices is good; The chance to practice of teaching for students is getting better

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