

CHAPTER I INTRODUCTION

A. Background of the Study

According to Indonesian law, UUD No. 14 2005, the duty of the teacher as a professional educator are educating, teaching, leading, appreciating, and evaluating the students. The duty will be effective if the teachers have standard professional like competition, acquisition, qualification, and skill. All of the teachers should have standard of quality. This duty is already inherent in an integral in professional status. Teachers are individualis person who consciously experienced and well behaved individual that education takes places (Grambs., J.D: 141).

Teachers become role models in the community. The teacher is a source of knowledge and information in the community. A teacher should be profesional, because they graduated from school of education. Teachers should also experience the field work e.g work experience in college before undergraduate students in university are obliged to follow the practice field program which one is internship. Each prospective teachers must go through training to take in accordance to each education level. This training time is called internship which take place in school.

Internship is part of the job training. According to Hollenbeck, Gerhart and Wright (2003: 251) training is a planned effort to facilitate the learning of the job related knowledge, skills, and behavior by the employee. Internship program is new curriculum by the government in 2014, it has been regulated in UU No. 13 2003 about *Manpower*. Based on the rule of the Minister of Manpower and Transmigration No.Per.22/Men/IX/2009 about the state internship operator. In the ministerial regulation, internship is the part of a vocational training system that integrates training to work directly under the guidance and supervision of an instructor or more experienced workers in order to master a certain skill or trade. Therefore, internship is mean for students to increase knowledge and apply the knowledge, and then they have

obtained by applying it directly to the real work. internship experiences are considered to be an integral aspect of the educational and professional development of postsecondary students. Potential benefits of internships include: opportunities for students to translate knowledge learned in the classroom into practice, increased access by industry to the perspectives of a younger population within companies, and a chance for institutions to develop a strong reputation (Divine et al., 2007; Sattler, 2011; Schmutte, 1986; Thiel & Hartley, 1997). Internship was regarded as a container for students' to train themselves plunge into the real work. This is consistent with the views or perceptions regarding the importance of internship, so the students obtain the experience and explore their perceptions of the internship. Perception itself is a way of person against a phenomenon that occurs.

For a number of decades, colleges and universities have considerably expanded the teaching and learning environment beyond the classroom. One example is the inception of experiential education as a recognized pedagogy. According to John Dewey (1916/1944) one of the major proponents of experiential education, in the early 20th century Dewey advocated for learning experiences where students could employ the knowledge and skills they acquired in the classroom well beyond the confines of its four-walls. In the later part of the 20th century, David A. Kolb stressed, along with Dewey, need for experience to be organized and processed as a means to support learning. Kolb's view of learning led to the development of an experiential learning model consisting of four components: Concrete experience, observation and reflection, the development of abstract concepts, and testing in new situations. The countless the numbers of students participate in structured field placements where Kolb's model is often used as a standard to support the use of experiential learning (Kolb, 1984; Steffes, 2004; Sweitzer & King, 2009).

Therefore, the keys components of internship are reflection and perception. Reflection and perception connectand integrate work in the field, to the learning. According to Diambra, Cole-Zakrzewski & Zakrzewski,

2004; Wilson, Walsh, Kirby, 2008 several studies have focused on students perceptions of their internship experiences primarily in regards to preparedness and lessons learned. The current research differs in its focus. Specifically, it will study the extent of students' perception of their internship experiences changed from the beginning to the end of the semester and how their experiences influenced the development of their professional identities. In other words, internship is an important subject in which higher education and university particularly school of teacher training and education in Universitas Muhammadiyah Surakarta, it is not an exception, Universitas Muhammadiyah Surakarta has launched an internship program started from 2014. Internship at UMS consists of three periods: internship 1, internship 2, and internship 3. In the implementation of the internship 1, 2, and 3 are different. Internship 1 and 2 is held in two weeks, and internship 3 in one-month. The activity of internship 1 is the observation on academic and school learning process, internship 2 is having students to make lesson plan, as a preparation before teaching, and internship 3 as a teacher assisting practice. In this research, the researcher will investigate how students experience and perception the internship 1 program. The implementation of internship 1 is observation for two weeks, and only fifth semester studying are eligible to take it. (*Internship 1 Handbook FKIP and FAI UMS*).

Based on the rationale, the researcher is interested in exploring students' perspective on the internship program at Universitas Muhammadiyah Surakarta. The purpose of the research is **A PHENOMENOLOGICAL STUDY ON HOW STUDENT EXPERIENCE AND PERCEPTION "THE INTERNSHIP PROGRAM" AT UNIVERSITAS MUHAMMADIYAH SURAKARTA.**

B. Scope of the Study

The researcher focuses the research on student who has experienced internship 1 program at Universitas Muhammadiyah Surakarta.

C. Problem Statement

The research problem is “How do student perception about their experience in internship 1 program at Universitas Muhammadiyah Surakarta?”

D. Objective of the Study

The objective of the study in this research is to describe how the students their experience and perception in joining internship 1 program.

E. Significance of the Study

The researcher expects that this research can give benefits, both theoretical and practical benefit:

1. Theoretical Benefit

- a. The result of this paper can be added the references of phenomenological on experience and perception about internship.
- b. The result of this paper can be used as the references for those who want to conduct a research in phenomenology especially about internship experience.

2. Practical Benefit

The finding of the research hopefully contributes to the internship comite in the Universitas Muhammadiyah Surakarta in term of the internship 1 program from the perspective of students.

F. Research Paper Organization

The researcher organizes this research paper into five chapters:

1. Chapter I is introduction. It includes of background of the study, scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.
2. Chapter II is review of related literature. It discusses previous study, and internship.

3. Chapter III is research method. It consists of type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data
4. Chapter IV is research finding and discussion. In this chapter the researcher will describe the experience and perception the internship at Universitas Muhammadiyah Surakarta.
5. Chapter V is conclusion and suggestion. The last chapter that is followed bibliography, virtual references, and appendix.