

Internship Program for Preservice Teachers of Economics and Business: An Exploratory Study

**Muhammad Bukhori Dalimunthe^{1*}, Danny Ajar Baskoro¹,
Riza Indriani², Haryadi² and Rosmala Dewi³**

¹*Economics Department, Faculty of Economics, Universitas Negeri Medan, 20221, Medan, Indonesia*

²*Management Department, Faculty of Economics, Universitas Negeri Medan, 20221, Medan, Indonesia*

³*Guidance and Counseling Department, Faculty of Education, Universitas Negeri Medan, 20221, Medan, Indonesia*

ABSTRACT

This study aims to explore internship programs for preservice teachers of economics and business at Universitas Negeri Medan. Students' perceptions were explored to assess their success in completing an internship program called the Program Lapangan Persekolahan (Field School Program). They collect information using a questionnaire based on learning outcomes mandated in the internship program. The questionnaire consists of 13 questions to explore their experience completing the internship program. This study involved 196 preservice teachers consisting of programs of economics education (n=49), accounting education (n=52), business education (n=44), and office administration education (n=51). Data analysis uses principal component analysis, which reduces all items and rotates them into new factors. The findings show that two new factors were formed, "observing the school environment" and "duration of the internship program ."It is crucial for lecturers to be well-prepared to guide students during internship programs. Students participating in such programs showed relatively equal abilities based on their scientific study program. The

internship program helps develop students' abilities to become professional teachers, and university leaders can engage stakeholders to maximize its benefits. Scholars can explore the professional abilities of future teachers through experiments and instructional design, leading to enhanced competencies in preservice teachers.

ARTICLE INFO

Article history:

Received: 12 December 2024

Published: 28 March 2025

DOI: <https://doi.org/10.47836/pp.1.2.013>

E-mail addresses:

daliori86@unimed.ac.id (Muhammad Bukhori Dalimunthe)

ajarbaskoro@unimed.ac.id (Danny Ajar Baskoro)

rizaindriani@unimed.ac.id (Riza Indriani)

haryadi.fe@gmail.com (Haryadi)

ros_dw@unimed.ac.id (Rosmala Dewi)

* Corresponding author

Keywords: Duration, field school program, observation, preservice teachers, principal component analysis

INTRODUCTION

Vocational high school economic and business teachers are crucial for preparing students for future economic and business challenges, enhancing basic economic literacy and promoting continuous professional development through in-service training (Gyau et al., 2021). Vocational high schools offer practical skills through project-based learning and internships, preparing students for careers and contributing to economic development (Naima 2024). Additionally, the content of economics teacher education programs needs to be relevant to effectively teach senior school economics students (Bello, 2022). The literature highlights a theory-practice gap in teacher education, requiring practical experiences, metacognitive support, and effective pedagogical content integration to prepare teachers for classroom scenarios (Phillips & Condy, 2023). Research indicates that reflective practice is crucial for preservice teachers to critically analyze their teaching approaches and align them with theoretical frameworks (Dooly & Sadler, 2013). Partnerships and school-based teacher education programs help address the theory-practice gap in preservice teacher training (Melnyk 2022). Integrating reflective practices into internship programs can help students evaluate their teaching methods and align them with theoretical frameworks (Dooly & Sadler, 2013). Partnerships and school-based teacher education programs can bridge this gap (Melnyk, 2022). Internship programs significantly influence students' perceptions of teaching, impacting career decisions and professional growth (Dalimunthe, 2022). UNIMED is implementing a Field School Program to enhance teaching readiness, improve pedagogical skills, and deepen education understanding through internship programs for preservice economics and business teachers.

PROBLEM STATEMENT

This study investigates factors influencing the success of an economics and business preservice teacher internship program at Universitas Negeri Medan, focusing on student perceptions and support.

RESEARCH QUESTIONS

How do preservice teachers of economics and business at Universitas Negeri Medan perceive the effectiveness of Program Lapangan Persekolahan (Field School Program) in preparing them for professional teaching careers? The study involved 196 teaching students from Fakultas Ekonomi Universitas Negeri Medan, utilizing a quantitative design and survey approach to gather in-depth data on their experiences (Table 1).

Table 1

Question items covering various aspects of learning outcomes targeted in the internship program

Code	Variable and Question
X1	Student Interest <i>How would you rate your interest in the PLP 1 program?</i>
X2	Characteristics of Students <i>How do you assess the PLP 1 program as useful for describing student characteristics?</i>
X3	Organizational Structure and Work Procedures <i>Do you think the PLP 1 program is useful for describing the organizational structure and work procedures at partner schools?</i>
X4	Rules And Regulations <i>How do you assess the PLP 1 program as useful for describing rules and regulations in partner schools?</i>
X5	Ceremonial-Formal Activities at Partner Schools <i>How do you assess the PLP 1 program as useful for describing ceremonial-formal activities in partner schools? (for example, ceremonies, teachers' council meetings, Economic Subject Teachers' Deliberation meetings, and other ceremonial-formal activities)</i>
X6	Routine Intracurricular, Co-Curricular and Extracurricular Activities <i>How do you rate the PLP 1 program as useful for describing routine activities in the form of intracurricular (laboratory practice, remedial), co-curricular (for example, visits to museums, industry visits), and extracurricular (for example, football/basketball clubs, pencak silat, art, nature lover, scout) at partner schools?</i>
X7	Positive Habitual Practices <i>How do you assess the PLP 1 program as useful for describing positive habitual practices in partner schools? (for example, praying before learning activities, discipline, cleanliness, worship)</i>
X8	Preparation of Tutors In Guiding Students <i>How do you assess the preparation of tutors in guiding during the implementation of the PLP 1 program?</i>
X9	Preparation of Supervising Lecturers (DPL) <i>How do you assess the preparation of supervisory lecturers (DPL) in guiding during the implementation of the PLP 1 program?</i>
X10	Comfort and Convenience Facilities From Partner Schools <i>How do you assess the comfort and convenience of partner schools supporting the PLP 1 program?</i>
X11	Comfort and Convenience Facilities on Campus <i>How do you assess the comfort and convenience of campus facilities supporting the PLP 1 program?</i>
X12	Length of Time For Implementing <i>How do you assess the time needed to implement the PLP 1 program?</i>
X13	PLP Program as an Educational Experience <i>How would you rate the PLP 1 program as an educational experience that will help you do your job or assignment better?</i>

The Principal Component Analysis (PCA) technique was used to analyze questionnaire data, reducing 13 items into meaningful factors and establishing evaluation models for higher education systems. (Chen et al., 2021). The study shows that Principal Component

Analysis (PCA) is effective in predicting student performance and interpreting educational data patterns, especially when the Kaiser-Meyer-Olkin (KMO) metric exceeds 0.5. The study reveals a strong correlation between 13 variables, with “beneficial space” having the highest communalities value. Factors 1 and 2 contribute significantly to total variance (Sarstedt & Mooi, 2014). References like Ananda et al. (2022) discuss how the duration of internship programs significantly influences students’ practical experience and teaching skills, preparing them for successful careers in Economics and Business.

The internship program emphasizes observing school environments to enhance preservice teachers’ teaching strategies, student engagement, and classroom management, contextualizing theoretical knowledge and practical teaching approaches (Dube et al., 2023). This bridges the gap between theory and practice, improving teaching self-efficacy and instructional effectiveness (Halimi & Halimi, 2022). Internship program length affects preservice teacher learning. Longer programs lead to better understanding, feedback, skill development, and relationships. Research shows that longer internships improve learning and teaching skills (Bayer & Öner 2022). Internship programs in Economics and Business enhance teacher preparation by providing practical experience, observing school environments, and enhancing skills and professional insights for successful teaching careers.

CONCLUSION

The research on Universitas Negeri Medan’s Faculty of Economics students’ participation in the PLP 1 program enhanced their understanding of the school environment and provided a meaningful educational experience.

ACKNOWLEDGEMENT

This study expresses gratitude to Universitas Negeri Medan’s leadership, preservice teachers, lecturers, supervisors, families, and friends for their support, resources, and insights on the internship program for preservice teachers, highlighting the importance of professional preparation.

REFERENCES

- Ananda, G. C., Ramadhan, Z., Suwarno, B., & Alamsyah, B. (2022). Socialization of the international certified internship program in support of the merdeka belajar-kampus merdeka policy at the faculty of teacher training and education, santo thomas catholic university, medan. *International Journal of Community Service*, 2(3), 344-347. <https://doi.org/10.51601/ijcs.v2i3.112>
- Bayer, G., & Öner, D. (2022). The role of a virtual internship in developing preservice teachers’ technological pedagogical content knowledge. *Boğaziçi Üniversitesi Eğitim Dergisi*, 39(1),81–104. <https://doi.org/10.52597/buje.978272>

- Bello, M. B. (2022). Relevance of economics teacher education curriculum contents in the teaching of senior school economics in Nigeria. *KDU Journal of Multidisciplinary Studies*, 4(2), 30-42. <https://doi.org/10.4038/kjms.v4i2.49>
- Chen, Z., Han, Y., Liu, G., & Yu, J. (2021, June 28-30). Visual analysis of the education system's potential value by PCA model. [Paper presentation]. *IEEE International Conference on Artificial Intelligence and Computer Applications (ICAICA)*, Dalian, China. <https://doi.org/10.1109/ICAICA52286.2021.9497982>
- Dalimunthe, M. B. (2022). Kirkpatrick four-level model evaluation: An evaluation scale on the preservice teacher's internship program. *Journal of Education Research and Evaluation*, 6(2), 367-376. <https://doi.org/10.23887/jere.v6i2.43535>
- Dooly, M., & Sadler, R. (2013). Filling in the gaps: Linking theory and practice through telecollaboration in teacher education. *ReCALL*, 25(1), 4-29. <https://doi.org/10.1017/s0958344012000237>
- Dube, C. M., Mncube, D., & Uleanya, C. (2023). Exploring preservice teachers' classroom management skills during teaching practice: Perspectives of university supervisors. *Space and Culture, India*, 11(1), 56-67. <https://doi.org/10.20896/saci.v11i1.1313>
- Gyau, E. B., Osei-Mensah, J., Amonoo, G., & Akowuah, S. (2021). Evaluating the effectiveness of teaching economics at the senior high school level. *International Journal of Research and Innovation in Social Science*, 5(8), 93-103. <https://doi.org/10.47772/ijriss.2021.5806>
- Halimi, F., & Halimi, R. (2022). Pre-service teachers' perceptions on active learning strategies in online classrooms. *Journal of Educational and Social Research*, 12(5), 222-234. <https://doi.org/10.36941/jesr-2022-0136>
- Melnyk, O. (2022). Improving governance of vocational teacher education in Ukraine within Erasmus+ project. In *8th International Conference on Higher Education Advances (HEAD'22)* (pp. 331-338). Editorial Universitat Politècnica de València. <https://doi.org/10.4995/head22.2022.14648>
- Naima, S., Khatun, H., & Gurung, S. (2022). The ability of students in the hospitality accommodation program at vocational high school to write paragraphs using English terms in the food and beverage service subject. *Journal Evaluation in Education (JEE)*, 3(4), 130-134. <https://doi.org/10.37251/jee.v3i4.934>
- Phillips, H. N., & Condry, J. (2023). Pedagogical dilemma in teacher education: Bridging the theory practice gap. *South African Journal of Higher Education*, 37(2), 201-217. <https://doi.org/10.20853/37-2-4610>
- Sarstedt, M., & Mooi, E. (2014). Factor analysis. In *A Concise Guide to Market Research: The Process, Data, and Methods Using IBM SPSS Statistics* (pp. 235-272). Springer.