

# School Internship Orientation Programme (SIOP) of Undergraduate Students: An Outlook of Sport Education Students Readiness

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**Abstract:** The purpose of this study is to determine the readiness of Department of Sport Education students contending the implementation of School Internship Orientation Programme (SIOP). This research is quantitative descriptive. The method used in this study was a survey using a questionnaire as a primary instrument. The population used consists of 215 students of Physical Education and Recreation Program (PERP) and Primary Teacher Education Study Program (PTESP). The samples obtained through incidental sampling consist of 115 students and 61 PTESP students. Data processed through descriptive statistical techniques as outlined in the form of percentages. Results showed that: 1) PERP Study Program students with 48 students (41.74%) who were in the good enough category, followed by 31 people (26.96%) in the poor category, 19 students (16.52%) were in the average category and 5 (4.35%) were labeled terrible and 12 students were in the excellent category (10.43%); 2) PTESP Study Program students with 31 students (50.82%) who were in average category, 15 people were in the good category (24.59%), 12 were in the poor category (19.67%), 2 students were in the terrible category (3.28%), and only a student was in the excellent category (1.64%).

## 1 INTRODUCTION

The occupation as a teacher is currently experiencing a positive trend in which the interest of prospective students enrolling in educational study programs has increased significantly. This fact cannot be separated from the recognition of the occupation as a teacher. Juridically stated that educators are required to have a number of competencies. Law number 14 of 2005 mentioned 4 teacher competencies which include: pedagogical competencies, personality competencies, professional competencies, and social competencies. Academically, teachers are required to be able to display certain competencies as a logical consequence of changes that occur in today's society. In the decentralization of education, teachers become a very important foundation. Therefore, since in teacher pre-service education, prospective teacher students must have solid competence to be ready to face the duties and obligations as a professional teacher.

School Internship Orientation Programme (SIOP) shows that the competency of Physical Education And Recreation Program (Perp) And Primary Teacher Education Study Program (PTESP) students

as prospective PJOK teachers based on teacher ratings is mostly in the quite good category, Based on research results in Bantul regency (Priyandono, 2018) and in Sleman regency (Laksmono, 2018). This is an indication that something is strange and the problem must be sought considering that to become a professional teacher candidate ideally they have good competence and even very good. The level of basic teaching skills of School Internship Orientation Programme (SIOP) study programs in the Physical Education And Recreation Program (Perp) And Primary Teacher Education Study Program (PTESP) study program in Klaten district shows that the results are mostly in the good enough category, some students are still in the poor category (Ricardo's, 2018). On the other hand, there are still many problems in learning to teach that must be addressed for prospective teachers (Bullock, 2011).

Prospective teacher students still have little teaching practice, have not been able to take much from the results of field observations and sometimes are still confused with teacher education (Brophy & Pinnegar, 2005). Based on the results of interviews to several students, this has become one of the problems or obstacles for students to attend School Internship

Orientation Programme (SIOP). Students of Physical Education and Recreation Program (Perp) And Primary Teacher Education Study Program (PTESP) study program and Primary Teacher Education Study Program (PTESP), feel they do not have enough provision to carry out School Internship Orientation Programme (SIOP), this has an impact on decreasing self-confidence.

## 2 TEACHING INTERNSHIP

The objectives of practice teaching exercise as enumerated by (Akbar, 2002) are as follows:

1. to provide an opportunity of evaluating the students potentials as a teacher and suitability for the teaching profession,
2. to provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control,
3. to provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning,
4. to enable the student teachers effectively plan and prepare lessons,
5. to develop skills in the use of fundamental procedures, techniques and method of teaching,
6. to enable students acquire desirable characteristics/traits of a teacher and display appropriate behavior,
7. to develop desirable professional; interest, attitudes and ideas relative to teaching profession,
8. to provide student-teachers with opportunity to have teaching evaluation and to gain from constructive criticism,
9. to provide an opportunity for self-evaluation and to discover one's strength and weakness,
10. to develop skill in future teachers related to teaching like fluent speaking, meaningful reading, using the board and other teaching materials.

Other than the student-teachers, the participating and cooperating institution (the Universities/Colleges and the practice schools) the staff and the pupils also benefit from well planned, organized and implemented programme of Practice teaching.

The school serves as the clinical experience laboratory for the student teachers. The co-operating school and its teachers are thereby provided the opportunity to develop and improve their supervising skills. The co-operating teachers also come in contact with teacher education experts from the participating college or university. This brings new ideas for improving the school's curriculum. To the pupils,

teaching provides them opportunities to experience new strategies and improved methods and materials for an effective teaching. Practice teaching assists the training institutions to evaluate the effectiveness of the entire pre-service teacher-education programme and see how effective it is. It also helps them to identify problems both of the school and the student teachers which require investigation and solution.

Practice teaching also creates a good environment for educators to conduct research as well as apply research findings to actual school situations. From the foregoing therefore, it is evident that practice teaching is a means for developing mutually beneficial relationships between the participating Colleges/Universities and the co-operating schools so that theory is tested by practice and vice versa. It must be emphasized however that the prime beneficiary of practice teaching is the student teacher for whom the whole range of activities is organized, spill over benefits accrue to the other participants (Ogbodo 2013).

In the internship, a co-teacher and a mentor share a class for one school term. Mentors play a crucial role in helping the co-teacher take on the responsibility for all aspects of classroom teaching. The mentor teacher needs to know how and when to let go of their responsibility and transfer it to their co-teacher. For some mentors this can be very challenging. The challenge in a small number of cases arises when there is evidence that the co-teacher is not confident and is not coping well with the class. The urge to take back the responsibility for some is difficult for some mentors to resist

## 3 FINDINGS

The results of the study showed: (1) PERP Study Program students. 48 students (41.74%) were in the good enough category, followed by 31 people (26.96%) in the poor category, 19 students (16.52%) were in the average category and 5 (4.35%) were labeled terrible and 12 students were in the excellent category (10.43%) (2) PTESP Study Program students. 31 students (50.82%) were in average category, 15 people were in the good category (24.59%), 12 were in the poor category (19.67%), 2 students were in the terrible category (3.28%), and only a student was in the excellent category (1.64%).

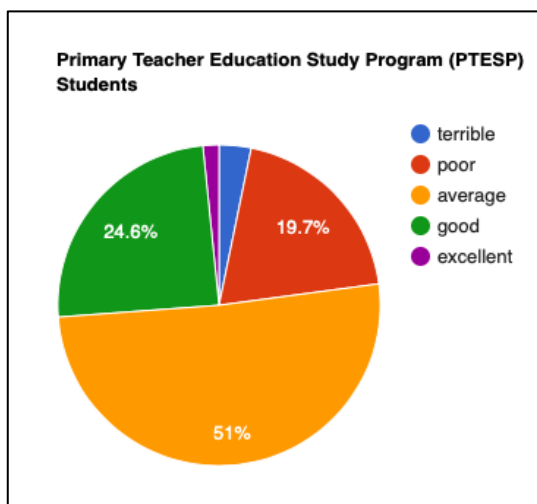


Figure 1: Diagram of Primari Teacher Education Study Program (PTESP) Students

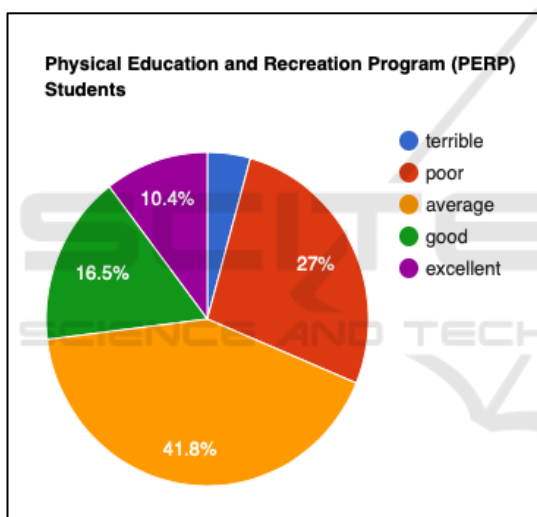


Figure 2: Diagram of Physical Education and Recreation Program (PERP) Students

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## 4 CONCLUSION

The research data has not been able to reach all students who are included in the research population. Therefore, this research is a snapshot of the readiness of students in both study programs that will implement. Qualitative data excerpts reveal that they need more real teaching practices in schools according to their level.