INTERNSHIP PROGRAM AT LKP SAFIRA ENGLISH COURSE: FROM THEORY TO PRACTICE

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Abstract
This article on community service activities is written from the report of the students' internship for approximately three months at LKP Safira English Course Situbondo. The implementation team consisted of two students from the English Literature study program. While engaged at the partner institution, the team encountered issues related to the limited number of tutors and the lack of variety in teaching methods. Therefore, the team took the initiative to provide solutions in the form of integrating educational games into the learning process, strengthening vocabulary, creating wall magazines, and producing creative content. The activities carried out proved to have a positive impact on the students of LKP Safira English Course. They appeared more enthusiastic about learning due to the varied methods and media of instruction. From this, it can be concluded that the students' PKL activities at LKP Safira English Course can help address issues related to learning.

Key Words: english course, internship

INTRODUCTION

Human resources in the industry 4.0 era are expected to possess competencies in communication, including leading meetings, being speakers, and public speaking. This has become crucial in today's global era (Nasution & Sarah, 2016). Therefore, it would be highly beneficial if, from the elementary school level, Indonesian human resources begin honing their English language skills, both in writing and speaking, to prepare for increasingly fierce job competition (Sukmawati et al., 2023).

In the globalization era, English language course institutions play a vital role in facilitating communication and enhancing opportunities in various fields such as business, education, and international relations (Sofyan, 2021). These institutions also play an essential role in helping students improve their English skills. With structured and practice-oriented learning methods, English courses enable students to enhance their skills in writing, speaking, listening, and reading

in English. Moreover, these institutions provide a supportive learning environment where students can communicate confidently without fear of making mistakes. Therefore, English courses are important partners in preparing students to face challenges in the increasingly competitive and globalized job market and education sector.

However, many English course institutions in smaller cities in Indonesia, such as Situbondo, face various challenges. LKP Safira English Course, for instance, operates under the Ministry of Education, Culture, Research, and Technology and has been in operation since 2014. To this day, they only have one instructor, which makes the learning process less optimal. This can result in limited flexibility in course schedules and difficulties in providing adequate attention to each student. Additionally, with only one tutor, students may experience a lack of variety in teaching methods and learning styles. This can affect student engagement levels and lead to boredom in learning.

PROBLEMS AND SOLUTIONS

Based on the background explanation, it can be concluded that LKP Safira English Course faces challenges in optimizing the learning process due to having only one instructor. This situation results in limited individual attention for students and a lack of variety in teaching methods. Over time, these issues have the potential to decrease the overall quality of learning at LKP Safira English Course. To address these challenges, the implementation team has attempted to provide solutions as part of the problem-solving effort.

The Field Work Practice (PKL) program organized by the university was the first solution implemented. Several studies on the benefits of student internship programs as a means of applying theoretical knowledge to practical settings show that such activities not only provide students with learning opportunities but also prepare them for professional work environments (Lutfia & Rahadi, 2020). In other words, internship programs train students to develop the competencies needed to enter the workforce (Ismail et al., 2018).

As a partner institution of the university, LKP Safira English Course was given the opportunity to serve as a PKL placement for students. The implementation team consisted of two PKL students assigned for a practice period of approximately three months. During this PKL program, the implementation team, comprising students from the English Literature program, not only assisted in the learning process but also participated in the institution's administrative tasks. They contributed by preparing learning materials, providing guidance to students, and managing daily administration tasks such as recording student attendance and organizing course schedules. Through the involvement of PKL students, LKP Safira

English Course was able to expand its capacity to deliver improved learning services while simultaneously providing students with practical work experience.

Furthermore, the presence of PKL students as part of the implementation team was expected to bring fresh perspectives to the learning environment at LKP Safira English Course. Collaboration between the PKL students and the instructor facilitated productive discussions, idea exchanges, and the implementation of more innovative teaching methods.

METHOD

Since the focus of this initiative is to provide more individual attention to students and introduce variety in teaching methods, the implementation team, together with the partner institution, designed several activities aimed at optimizing the English learning process at LKP Safira English Course. These activities included integrating educational games into learning, strengthening vocabulary, creating wall magazines, and producing creative content. These programs were carried out over approximately three months. Below are the detailed implementation methods:

1. Planning

- **Goal and Objective Identification:**
  Defining the objectives of this community service initiative, both to improve the quality of English learning and to provide benefits to the surrounding community.
- **Team Formation:**
  Establishing a working team consisting of the implementation team and the partner tutor to organize and execute the activities.
- **Activity Scheduling:**
  Preparing a detailed schedule, including the timeline for each activity, location, and required resources.

2. Collaborative Approach

- **Stakeholder Involvement:**
  Engaging all relevant stakeholders, including lecturers, students, and the partner tutor, in planning and executing the activities.
- **Regular Meetings and Communication:**
  Conducting regular meetings with stakeholders to ensure smooth coordination and maximum support.

3. Activity Implementation

- **Interactive and Participatory Learning Methods:**
  Employing methods such as group discussions, simulations, and collaborative projects in every activity.

- **Active Student Participation:**
  Involving students actively in all stages of the activities, including planning, implementation, and evaluation.

4. Monitoring and Evaluation

- **Periodic Monitoring:**
  Regularly overseeing the progress of activities to ensure all phases align with the plan.
- **Reflection Sessions:**
  Conducting joint reflection sessions with lecturers, the implementation team, and the partner tutor to evaluate the program's success and identify areas for improvement.
- **Feedback Collection:**
  Gathering data and feedback from students, parents, and other stakeholders to assess the impact and effectiveness of the community service program.

5. Result Dissemination

- **Public Awareness:**
  Sharing the outcomes of the community service activities with the broader community through various platforms, such as social media and academic articles.
- **Partnership Development:**
  Establishing collaborations with related institutions or local governments to expand the impact of the program.

By systematically and collaboratively applying this method, the community service activities at LKP Safira English Course are expected to bring significant benefits to both students and the surrounding community.

RESULTS AND DISCUSSION
a. Integration of Educational Games into Learning
Several educational games were integrated into the learning process, including Descriptive Game, Picture Puzzle, Guess the Word, Guess the Picture, and Word Bingo.

Descriptive Game
In this activity, each student selects a different worksheet containing images with English vocabulary. They are tasked with understanding these images and memorizing the vocabulary listed on their sheet. One by one, students take turns presenting in front of their classmates, describing the images from their sheet.

This game is designed to enhance students' public speaking skills. The vocabulary provided includes the names of objects, professions, and animals. Students practice describing their selected words using their existing vocabulary, accompanied by small gestures to simplify the description process.

Despite some students encountering challenges with limited vocabulary, their enthusiasm for practicing speaking was evident. This enthusiasm demonstrates that the game effectively helps students develop their English-speaking skills (Bimantara, 2012).

Figure 1. Students play Descriptive Game

The **Picture Puzzle** game consists of pieces of an image that, when assembled, form a complete picture as part of a group activity. Students are tasked with correctly putting the pieces together and naming the objects or scenes depicted in the image.

This game aims to enhance students' **creativity** in solving puzzles and identifying connected images. Additionally, it has been shown to improve students' **cognitive skills**, **fine motor skills**, and **social-emotional abilities** (Akbar et al., 2022).
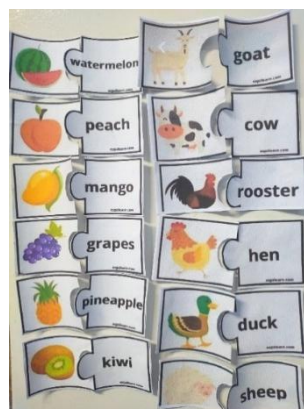

Figure 2. Picture Puzzle Created by the Implementation Team

In the **Guess the Word** game, students are given several sentences that hint at specific words chosen based on categories set by the implementation team, such as animals, professions, and buildings. Students are then tasked with solving these clues within a 30-minute time limit.

This game aims to develop students' **English vocabulary**, allowing them to expand their knowledge across various vocabulary domains and enhance their ability to understand and use words in appropriate contexts.

Figure 3. Students Play the Guess the Word Game

In the **Guess the Picture** game, students take turns coming forward and selecting an image at random. The student must then guess the object or situation depicted in the image.

The purpose of this game is to test students' ability to **identify and interpret** objects or situations shown in the images.

Figure 4. Guess the Picture Media

Word Bingo is an effective and enjoyable game designed to introduce and enhance students' English skills. The primary goal is to introduce new vocabulary in an interactive manner.

By creating an engaging atmosphere, this game not only helps students learn new words but also improves their **concentration** and **attention** to avoid missing the called words. It serves as an interactive and captivating way to expand students' vocabulary and boost their confidence and fluency in using English.

Figure 5. Students Play Word Bingo

The integration of games into the learning process has significantly motivated and engaged students. They show great enthusiasm whenever a new game is introduced, actively participating in each game. Moreover, they frequently ask if they will play games during every session, as it makes them excited to attend each class.

Overall, the use of educational games in English language learning offers several benefits, such as stimulating brain development and encouraging students' creative thinking (Zega, 2023). Additionally, educational games are one of the most effective methods for capturing students' interest in learning, which in turn increases their engagement and participation in the learning process (Hariadi et al., 2023).

a. **Vocabulary Strengthening**

Since the majority of students at LKP Safira English Course are elementary school students, the focus of the learning process is on **strengthening vocabulary** to support their language skills. Vocabulary strengthening is implemented across all language skills: listening, speaking, reading, and writing.

Various media, such as **flashcards**, **puzzle cards**, and **posters**, are used to motivate and capture students' attention during the learning process. These tools make learning more interactive and engaging, helping students effectively expand their vocabulary in a fun and stimulating way.

Figure 6. The Learning Process at LKP Safira English Course

Vocabulary strengthening is crucial for students, especially elementary school students, as it forms the foundation for the learning process in reading, writing, and speaking. With a strong vocabulary foundation, students can easily understand both written and spoken texts. Furthermore, possessing a strong vocabulary enables students to express ideas and thoughts more effectively, both orally and in writing (Andani & Anggraini, 2023).

Additionally, by using engaging media, vocabulary teaching can become more effective and appealing to students. This approach helps students expand their vocabulary in a more efficient and enjoyable way (Fatdha, 2018; Agung et al., 2022).

b. Creation of a Wall Magazine

The creation of a wall magazine aims to attract students' interest in reading English texts while providing relevant information related to other learning topics. Initially, the wall magazine was planned to be funded by the partner using wood and glass materials, which would allow the information to be updated weekly. However, due to time constraints, the implementation team took the initiative to create a paper-based wall magazine in the third week of May, towards the end of the internship period.

Despite the challenges, this change still allowed for the presentation of engaging and relevant information to students, while achieving the main goal of creating the wall magazine. The presence of the wall magazine provided students with additional reading opportunities. Additionally, it helped strengthen the reading environment, allowing students to become accustomed to this activity and enhance their literacy skills (Amirudin & Ningtyas, 2024).

Unfortunately, due to some limitations, students only participated as readers. It would have been better if students were also given the chance to contribute by writing for the wall magazine, as this could help develop their **writing skills** and **creativity** (Nasir, 2013).

Figure 7. Creation of a Wall Magazine

c. Creation of Creative Content

The final activity involved the creation of promotional videos for LKP Safira English Course, which included a **profile video** of the institution, an introduction to the available programs, and **testimonials** showcasing students' achievements. These videos were uploaded to the partner's personal TikTok account. The process engaged both students and the field supervisor.

The goal of this activity was to reach more students and introduce the benefits of the language courses, the quality of teaching, special offers, and student testimonials. Additionally, the activity aimed to strengthen the partner's brand and reputation by providing relevant and useful content for prospective students and the wider community.

However, there was a limitation: LKP Safira English Course's social media account still used the owner's name, rather than a dedicated account for the institution's activities. As a result, the content posted on this account was mixed with personal content from the owner.

Figure 8. Tiktok Account of LKP Safira English Course

CONCLUSIONS

From the explanation of the previous community service activities, we can conclude that the students' internship activities at LKP Safira English Course significantly supported the learning process. The presence of the internship participants, who were the implementers of this activity, helped address the issue of the limited number of tutors. Moreover, the introduction of varied teaching methods and media proved effective in increasing students' motivation to attend and learn English. This shows that internship activities can be beneficial not only for the students themselves but also for the institutions where they are placed.

Therefore, this experience can serve as a valuable insight for partner institutions like LKP Safira English Course (and other similar institutions) to continue collaborating with universities in the areas of education, research, or community service.

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