

Implications of Teaching Experience in Internship Program III in Developing Pedagogical Competence of Prospective Student Teachers

Baiti Sadiyah¹, Norlela², Norhayatun³

Universitas Muhammadiyah Sampit, Indonesia

Article Info

Article history:

Received: 12 June 2026

Publish: 1 July 2026

Keywords:

Teaching experience;

Internship Program III;

Pedagogical competence;

Prospective teacher students;

Economic Education.

Abstract

The main objective of this study is to explore the impact of teaching experience in the Internship Program III on improving the pedagogical competence of student teachers in the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, Academic Year 2024/2025. A descriptive qualitative method was applied in this study. The subject determination was carried out through a purposive sampling technique, involving three students who had completed Internship Program III, plus one supporting informant. Information gathering was based on semi-structured interviews. Furthermore, the data were analyzed using NVivo 12 software by maximizing the Word Frequency Query Results and Text Search Query features, which were then applied and visualized into a Word Tree and Word Cloud. To ensure the validity of the data, the researcher implemented a source triangulation procedure. The research findings indicate the implications of student teaching experience in the Internship Program III on the pedagogical competence of student teachers. Specifically, this teaching experience facilitates students in mastering various aspects ranging from understanding educational insights and foundations, student characteristics, curriculum development, learning planning and implementation, utilization of learning technology, evaluation of learning outcomes, and development of student potential. Thus, Internship III has proven effective as a bridge that synergizes theory in the classroom as crucial preparation before entering the world of teaching.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Sadiyah's House

Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, Indonesia

Email Correspondent: baitisadiyah@gmail.com

1. INTRODUCTION

Referring to Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning process so that students can develop their potential, so that individuals who have intelligence, have self-control, personality, noble morals, religious spirituality, and skills needed for themselves, society, nation, and state. The achievement of these educational goals cannot be separated from the role of teachers as the main actors in the learning process in schools. In this context, the teaching profession occupies a very important position considering its role as a determining milestone in determining the quality of human resources and the quality of education (Kurniawan & Astuti, 2017).

In line with the mandate of Government Regulation No. PP No. 74 of 2008 Article 1 paragraph (1), teachers are recognized as professional educators who have the responsibility to teach, educate, guide, train, direct, and conduct evaluations and assessments of students. Based on this, educational study programs at universities that produce educational personnel have a mission to produce professional prospective teachers, especially in mastering

pedagogical competencies. According to Mustafa (2024), pedagogical competencies are fundamental skills that teachers have in controlling and managing the learning process. Prospective student teachers are not only required to be skilled in managing the teaching and learning process but also in managing learning spaces for students, interacting with students, and being able to integrate technology to create an interactive and safe atmosphere (Marisana, Iskandar, & Kurniawan, 2023).

Mastering pedagogical skills in teaching science is not sufficient if it relies solely on theory from lectures; it requires hands-on practice. One effort undertaken by universities is through internship programs at partner schools, which are expected to have implications for the development of pedagogical competence in prospective teacher students. According to Wijayanto et al. (2023), implications are the impact or consequences resulting from an action. On the other hand, Melati (2024) identifies internships as field-based learning activities that serve as a bridge for introducing students to the real world of work.

At the Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, the internship program is a compulsory course consisting of Internship I, Internship II, and Internship III. Internship III focuses on providing teaching experience for prospective teacher students at partner schools. In the 2024/2025 academic year, this program was attended by 60 students, 34 of whom were from the Economics Education Study Program. The activity, held from May 19 to June 5, 2025, represents a concrete manifestation of the institution's commitment to preparing students as future professional educators.

Various studies have shown that teaching practice experiences play a crucial role in developing the pedagogical competence of prospective teacher students. Adilah et al. (2025) stated that internship experiences help students understand the demands of the teaching profession and master aspects of pedagogical competence. Kristina, Sitorus, and Sadjarto (2020) also found that internship programs have a positive impact on pedagogical competence through hands-on experience in designing and implementing learning. Furthermore, Bof (2024) revealed that the Campus Teaching Program also supports the development of students' pedagogical competence.

Several previous studies have indicated that direct involvement in internship programs and field practice significantly contributes to improving the pedagogical skills of prospective educators. However, these studies were conducted on different subjects and locations and mostly used a quantitative approach. This study is novel because it focuses on students of the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, who have participated in the Internship Program III. Using a descriptive qualitative approach, it is hoped that it will provide a more in-depth picture of the implications of teaching experience in developing the pedagogical competence of prospective teachers.

Based on the background of the problem, the researcher is interested in examining in more depth the real contribution of teaching experience in Internship Program III to the development of pedagogical competence of prospective teacher students. This research is important to determine the extent to which the program plays a role in preparing students to face the demands of the teaching profession. Based on this description, this research was conducted with the title "Implications of Teaching Experience in Internship Program III in Developing Pedagogical Competence of Prospective Teacher Students". Therefore, this study aims to determine the implications of teaching experience in Internship Program III in developing pedagogical competence of prospective teacher students in the Economics Education Study Program, FKIP, Muhammadiyah University of Sampit, Academic Year 2024/2025.

2. RESEARCH METHODS

This study uses a qualitative approach with a descriptive method to examine the implications of teaching experience in the Internship Program III in developing the pedagogical competence of prospective teachers in the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, Academic Year 2024/2025. According to Muh. Fitrah in (Norlela & Julianta, 2023), qualitative research is a research method that uses data in the form of words, both verbally and in writing, obtained from observations of people and their behavior. Meanwhile, Hairani et al. (2023) stated that descriptive qualitative research aims to explain or describe phenomena that occur in the field.

The research was conducted at the Faculty of Teacher Training and Education, Muhammadiyah University of Sampit. The determination of subjects and informants was carried out using a purposive sampling technique. According to Dana T. Turner (Ksanjaya & Rahayu, 2022), purposive sampling is a sample selection technique carried out by selecting individuals who have certain characteristics according to the research objectives. The research subjects consisted of three students of the Economics Education Study Program, FKIP, Muhammadiyah University of Sampit, who had participated in Internship Programs I, II, and III, the academic class of 2022, morning class with a minimum grade of B, and had taken the Micro Teaching course with the initials YMD, WFH, and R. In this study, there was also one supporting informant, namely the lecturer in charge of the Micro Teaching course with the initials A.

Research data was collected through semi-structured interviews. According to Iba and Wardhana (2023), a semi-structured interview is a type of interview that combines elements of structured and unstructured interviews. Researchers have prepared a pre-designed framework of questions, but still provide opportunities for subjects and informants to explain their answers more broadly and in-depth. The interview guidelines in this study were compiled based on eight indicators of pedagogical competence proposed by Rachmawati et al. (2021): understanding educational insights or foundations, understanding students, curriculum/syllabus development, learning design, implementing educational and dialogical learning, utilizing learning technology, and Evaluation of Learning Outcomes (EHB), as well as developing students to actualize their various potentials.

Interview data was transcribed and then imported into NVivo 12 software for analysis using the Word Frequency Query and Text Search Query features. According to Wahyuddin and Ismayanti (2020), Word Frequency Query was used to identify dominant words in the interview results, while Text Search Query was used to understand the meaning and context of the words that were the focus of the analysis. The results of the analysis were visualized in the form of a Word Cloud and Word Tree, then interpreted and linked to relevant theories. To test the validity of the data, this study used source triangulation techniques by comparing and confirming information obtained from subjects and informants.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Understanding the Insights and Foundations of Education

In the Word Frequency Query Results feature visualized in Word Cloud, the dominant word “teacher” indicates that the teaching experience during the Internship Program III facilitates prospective teacher students to be directly involved in learning activities at school so that they gain a more realistic

1819 | **Implications of Teaching Experience in Internship Program III in Developing Pedagogical Competence of Prospective Student Teachers** (Baiti Sadiyah)

Figure 7. Word Frequency Query Results Learning Planning Indicators.

Through the Text Search Query feature applied through Word Tree using the word "Learning," information was obtained that student teachers' understanding of lesson planning improved after they participated in Internship Program III. The results of the Word Tree exploration showed that this process is interpreted as the ability to compile learning tools, select appropriate methods and media, and prepare learning steps systematically.



Figure 8. Text Search Query Results (Word Tree) for the Word “Learning”.

3.1.5. Implementation of Educational and Dialogic Learning

In the Word Frequency Query Results feature visualized by Word Cloud, the dominant word "learning" is the most frequently appearing term, which indicates that the teaching experience during the Internship Program III provides a more real understanding for prospective teacher students to implement learning directly in the classroom. In addition, the emergence of the word's "class", "teaching", "building", and "material" shows that the teaching practice experience helps prospective teacher students understand the importance of building interactions with students, delivering material effectively, and managing the class so that the learning process takes place more actively.



Figure 9. Word Frequency Query Results for Indicators of Educational and Dialogic Learning Implementation.

In the Text Search Query feature applied through Word Tree through words, researchers focused the search on the word "Learning," showing that student teachers gained an understanding of the implementation of educational and dialogic learning after participating in Internship Program III. The results of

different abilities, interests, and learning styles, requiring an appropriate learning approach.

The teaching practice experience helps them adapt methods, media, and learning strategies to students' needs, while also building better communication to create active and enjoyable learning. The results of this study reinforce previous research conducted by Adilah et al. (2025), which revealed that internship experience helps students understand student characteristics and strengthens their ability to guide them. Thus, Internship Program III is an important tool for prospective teacher students to develop pedagogical skills before entering the world of education.

3.2.3. Curriculum/Syllabus Development

The research results show that the teaching experience during the Internship Program III provided the student teachers with the opportunity to directly understand curriculum implementation and syllabus development. Students recognized that the curriculum serves as the basis for determining objectives, materials, and learning processes according to student needs. This experience supported the development of pedagogical competence through the ability to develop teaching modules, adapt materials, and design learning flows based on curriculum demands and classroom conditions.

These findings align with the research of Jumriati et al. (2026), which stated that teaching practice experiences help students understand the implementation of the Independent Curriculum and the use of learning tools. Therefore, the Internship Program III has implications for developing student teachers' understanding of curriculum and syllabus development.

3.2.4. Learning Planning

Teaching experience during Internship Program III has implications for prospective teacher students' understanding of the importance of lesson planning. Students recognize that successful learning is influenced by the readiness of learning tools, methods, media, and systematically arranged learning steps. Teaching practice experience also supports the development of pedagogical competence through the ability to develop teaching modules, select learning media and methods, and adapt them to student conditions.

The findings of this study align with those of Adilah et al. (2025), which showed that internship experiences help students understand and apply various components of lesson planning. Consistent with this finding, this study demonstrates that Internship Program III has implications for developing student teachers' learning planning skills.

3.2.5. Implementation of Educational and Dialogic Learning

The Internship Program III provides prospective teacher students with real-world experience in understanding the implementation of educational and dialogic learning. This experience helps students realize that learning focuses not only on how to deliver material, but also on the ability to build two-way communication and actively engage students. They learn to manage classroom interactions, engage students in the learning process, and create an active and enjoyable learning environment through various teaching approaches.

The results of this study are similar to those of Adilah et al. (2025), who stated that internship experiences can foster student creativity in creating a fun learning environment while simultaneously developing teaching skills. Therefore, Internship Program III has implications for developing student teachers' abilities in implementing educational and dialogic learning.

3.2.6. Utilization of Learning Technology

The teaching experience during the Internship Program III provides prospective teacher students with the opportunity to understand the importance of utilizing technology in learning. Students recognize that technology can be used to support the development of learning materials, the delivery of materials, and the implementation of evaluations. This experience helps students become more adaptive in selecting technology that suits their learning needs and student characteristics.

The results of this study are similar to those of Adilah et al. (2025), who stated that internship experience contributes to mastery of pedagogical competencies, particularly in the utilization of learning technology. Therefore, Internship Program III helps prospective teacher students integrate pedagogical skills with developments in educational technology.

3.2.7. Evaluation of Learning Outcomes (EHB)

The teaching experience during Internship Program III provides prospective teacher students with the opportunity to understand that evaluating learning outcomes is a crucial part of the learning process. Students learn that assessment is not only used to determine students' final grades but also to monitor their learning progress. This understanding supports the development of prospective teacher students' pedagogical competence through the ability to develop assessment instruments, conduct objective evaluations, and use evaluation results as reflection material to improve subsequent teaching.

The results of this study align with those of Adilah et al. (2025), who stated that teaching experience during internships contributes to mastery of pedagogical competencies, particularly in the aspect of learning evaluation. Consistent with this, this study demonstrates that Internship Program III has implications for developing the abilities of prospective teacher students in conducting learning outcome evaluations.

3.2.8. Developing Students to Actualize Their Various Potentials

The involvement of student teachers in the Internship Program III provides firsthand experience in the importance of developing student potential. Through classroom interactions, students understand that each student has different interests, talents, and abilities, requiring attention and opportunities to develop. This teaching practice experience also strengthens the pedagogical competence of student teachers. Students learn to provide motivation, guidance, and support to students and create a learning environment that encourages active participation and the development of personal potential.

The results of this study reinforce previous research by Aam and Azwar (2021), which stated that the educational process plays a crucial role in developing students' potential through learning and teacher mentoring. Therefore, the Internship Program III has implications for developing the skills of prospective teacher students in recognizing, guiding, and facilitating students in realizing their various potentials.

4. CONCLUSION

Based on the research findings, the teaching experience in the Internship Program III serves as a vehicle for transforming pedagogical knowledge from theoretical to practical learning. The direct involvement of student teachers in various learning activities at school enables them to gain a more comprehensive understanding of teacher duties and

responsibilities, as well as the dynamics of learning, which cannot be fully achieved through lectures.

Research findings indicate that the development of pedagogical competence of prospective teacher students does not occur solely through mastery of theory, but rather through teaching experiences that provide opportunities to face learning situations directly, make adjustments to student needs, and make pedagogical decisions in a concrete form. Thus, Internship Program III has implications for the development of pedagogical competence of prospective teacher students through teaching experiences that bridge this knowledge, can be achieved to enter the teaching profession and carry out effective learning practices.

5. ACKNOWLEDGMENTS

The author would like to thank the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, for the support and facilities provided during the implementation of this research. The author also expresses appreciation to all parties who assisted and participated in this research.

6. BIBLIOGRAPHY

- Aam, A., & Azwar, R. (2021). *Pengembangkan Potensi Diri Peserta Didik Melalui Proses Pendidikan*. *Journal of Elementary Education*, 28-45.
- Adilah, Y. N., Julia, J., & Karlina, D. A. (2025). *Keselarasan Pengembangan Magang Mahasiswa PGSD dengan Pengembangan Kompetensi Pedagogik: Perspektif Mahasiswa Program Magang*. *Pedagogik: Jurnal Pedagogik dan Dinamika Pendidikan*, 108-119.
- Bof, R. K. (2024). *Pengaruh Implementasi Program Kampus Mengajar Angkatan 6 Terhadap Kompetensi Pedagogik Mahasiswa FKIP Universitas Flores*. *KSPEKTASI: Jurnal Pendidikan Ekonomi*, 60-68.
- Hairani, innuddin, M., Rachman, D. F., Fathoni, A., & Hadi, S. (2023). *Sosialisasi Internet Sehat, cerdas, Kreatif dan Produktif pada Masyarakat Kalijati Baru*. *Valid Jurnal Pengabdian*, 1-10.
- Iba, Z., & Wardhana, A. (2023). *Metode Penelitian*. Purbalingga: CV. Eureka Media Aksara.
- Jumriati, Erniati, Syukriady, D., Supriadi, S, H. A., Nurdiansyah, E., . . . Jumrita. (2026). *Pendampingan Program Magang Pendidikan Sebagai Upaya Pengembangan dan Optimalisasi keterampilan Mengajar Mahasiswa*. *Jurnal Abdimas Indonesia*, 228-243.
- Kristina, F., Sitorus, D. S., & Sadjarto, A. (2020). *Analisis Pengaruh Program Magang dan Efikasi Diri Terhadap Kompetensi Pedagogik*. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 14-24.
- Kurniawan, A., & Astuti, A. P. (2017). *Deskripsi Kompetensi Pedagogik Guru dan Calon Guru Kimia SMA Muhammadiyah 1 Semarang*. *Prosiding Seminar Nasional & Internasional*, 1-7.
- Marisana, D., Iskandar, S., & Kurniawan, D. T. (2023). *Penggunaan Platform Merdeka Mengajar untuk Meningkatkan Kompetensi Guru di Sekolah Dasar*. *Jurnal Basicedu*, 139-150.
- Melati, D. (2024). *Evaluasi pelaksanaan magang Mahasiswa Vokasi untuk Peningkatan Kualitas Program Magang di Kampus Politeknik Jakarta internasional*. *ECo-fin*, 290-302.
- Mustafa, P. S. (2024). *Buku Ajar Profesi Keguruan Untuk Mahasiswa Pendidikan dan keguruan*. Mataram: CV PUSTAKA MADANI.

- Norlela, & Julianta, I. (2023). Interest in Learning Using Visual Media in Social Studies. *SOSIAL: Jurnal Pendidikan dan Pembelajaran Ilmu Pengetahuan Sosial*, 91-100.
- Rachmawati, D. W., Ghozali, M. I., Nasution, B., Firmansyah, H., Asiah, S., Ridho, A., . . . Yandri, Y. K. (2021). *Teori & Konsep Pedagogik*. Cirebon: Penerbit Insania.
- Wahyuddin, & Ismayanti, M. (2020). Persepsi Guru Mengenai Guru Ideal. *Jurnal Nalar Pendidikan*, 104-103.
- Wahyudiyono. (2019). Implikasi Penggunaan Internet Terhadap partisipasi Sosial di Jawa Timur. *Jurnal Komunika*, 63-68.