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STUDENTS' REFLECTION ON THE EXPERIENCE IN ONLINE SCHOOL INTERNSHIP PROGRAM BASED ON EXPERIENTIAL LEARNING

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Abstract

Program Pengalaman Lapangan (School Internship Program), abbreviated as *PLP*, is an obligatory course in the curriculum of study programs under the faculty of teachers training and education. It adopts an experiential field learning to provide comprehensive, direct, and real experiences in school. A long-term goal is set to develop professional teacher competencies. In the Covid-19 pandemic, *PLP* has been implemented online. This research aimed to analyse the students' reflections on experiences in online *PLP* on School Environment to find out to what extent they understand the school environment, good and inspirational experiences, meaning or values that were developed by students, intentions for self-development that arouse based on the experience and reflections, obstacles faced by students and how to solve them. This research was a qualitative research. The results of the study indicated that students' experiences in getting to know the school environment were included in the good category, students gained various good and inspirational experiences, experiences in overcoming obstacles that arose due to the pandemic, developed meaning or values, and developed intentions for self-development as a teacher candidate. Thus, the meaningful learning cycle based on experiential learning was experienced by the students participating in the online *PLP*.

Keywords: experiential learning, field experiences, introduction to school environment, online learning, school internship program, students' reflections

Introduction

Pengenalan Lapangan Persekolahan/PLP (The School Internship Program) is a compulsory subject for students of *Fakultas Keguruan dan Ilmu Pendidikan/FKIP* (Faculty of Teacher Training and Education). This *PLP* program is an internship program conducted by students by being directly involved in the field at a school. *PLP* is categorized as an experiential or practical course that aims to provide comprehensive hands-on experiences, as prospective teachers, about the school and schooling, as well as develop skills and competencies that a professional teacher should possess. Therefore, *PLP* Program is expected to help students find the identity of a teacher and further strengthen the various competencies of a professional teacher (*Pedoman PLP Lingkungan Sekolah Daring*, 2020).

PLP is an application of experiential learning (EL) that is learning based on real experience. Kolb states that experiential learning is “a process by which knowledge is generated from making meaning as a result of direct experience”, or simply “learning from experience” (Zhou & Brown, 2017). Here, students learn through observation, interviews, and direct interaction with the school principal, teachers, students, education staffs, and all parties in the school.

The Coronavirus Disease (Covid-19) pandemic has forced schools and universities to shift totally from face-to-face to online learning (Nariman, 2021). Therefore, during the Covid-19 pandemic, the implementation of *PLP* uses a different model, namely online. This decision referred to the Announcement of a Joint Decree from the Government regarding Guidelines for the Implementation of Learning in the Even Semester of the 2020/2021 Academic Year during the Covid-19 Pandemic on November 20, 2020, in which learning activities both in grade schools and universities were still going on but carried out online. In online learning, teaching activities were carried out through online digital platforms in which schools, teachers and students used e-learning resources (Sahoo, Gulati, & Ul Haq, 2021). Broadly speaking, the concept of online *PLP* was that during the *PLP* implementation period students were in their respective residential locations, and interacted with the school through online communication media. Assistance from and consultation with both supervisors and guiding teachers were also carried out online.

Through the online learning platforms, students and teachers continued to conduct teaching and learning activities, even though they conducted in different places. This online learning policy implemented in most schools in Yogyakarta during the pandemic was that teachers had to be present at school in the working hours, and conducted online teaching activities while students studied at home. The interaction between teachers and students in learning activities was carried out through digital technology-based media, such as mobile phones and laptops that relied on the internet network. Various platforms were used to facilitate ongoing learning activities in the midst of the Covid-19 pandemic, such as the Learning Management System (LMS), Zoom Meetings, Google Classroom, Google Meet, e-mail, WhatsApp social media application, and many others.

As a field practice course, the implementation of online *PLP* was actually considered less than ideal to facilitate students so that they could not have real experience about schooling and develop teacher competence. *PLP* which is based on experiential learning prioritizes experience as the basis for acquiring knowledge. However, due to the worrying situation of sending students to school, and considering that the student's study period would be longer if the *PLP* program was postponed, online *PLP* was finally selected to be the solution. During the pandemic, online learning was the only alternative for continuing education, especially in higher education (Capinding, 2021; Mahyoob, 2020; Purwadi, Saputra, W. N. E., Wahyudi, A., Supriyanto, A., Mulyana, S., Rohmadheny, P. S., Ariyanto, R. D. & Kurniawan, 2021).

On the other hand, in online learning during pandemic there were many obstacles, which were often less supportive, for example, the internet connections were not stable, the teacher's or student's voice was not clear, the teaching materials were not standard, students could not concentrate, and the learning processes were not effective, which had an impact on decreasing the student competency

achievement (Ngabiyanto, Nurkhin, A., Mukhibad, H., 2021; Wismawarin, 2020). This phenomenon had prompted many experts and academicians to conduct researches on online learning implementations during the Covid-19 pandemic (Ngabiyanto et al., 2021). Likewise, a research on the implementation of online *PLP* was interesting to conduct.

In Sanata Dharma University, *PLP* is implemented in three stages, which consist of *PLP* on School Environment, *PLP* on Instructional Planning, and *PLP* on Instructional Implementation. In the period of January-February 2021, most of the study programs at FKIP, including *Pendidikan Bahasa Inggris* (*PBI* = the English Language Education Study Program) carried out *PLP* on School Environment, which was conducted in a block/compacted system lasting for ten days. In particular, *PBI* in January 2021 only conducted *PLP* on School Environment. Concerning this research, the survey that was selected to be the research method were limited to students' participating in *PLP* on School Environment conducted by *PBI* students.

The research questions were formulated as follows: 1) What are the *PBI* students' experiences in participating in the online *PLP* on School Environment in order to recognize the school environment? 2) What good and inspirational experiences have the students obtained from completing the online *PLP* on School Environment in the context of teacher education? 3) How do students solve the problems and obstacles they have faced in conducting the online *PLP* on School Environment? 4) Is the learning cycle in experiential learning theory experienced by students?

Experiential Learning

Morris T. Keeton and Pamela J. Tate (1978) define experiential as "Learning in which the learner is directly in touch with the realities of being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process" (Kolb & Kolb, 2017).

Experiential Learning Theory (ELT) defines learning as "...the process by which knowledge is created through the transformation of experience. Knowledge results from the combination of acquiring and transforming experience." (Kolb & Kolb, 2005). ELT provides a holistic model of the learning process and a multi-linear model of people development. adults. In other words, it is an inclusive adult learning model that intends to explain the complexities and differences between adult learners within a single framework. The focus of this theory is experience, which serves as the prime mover in learning, as knowledge is constructed through a transformative process of reflection on one's experience (Zhou & Brown, 2017).

The learning model developed from Experiential Learning Theory (ELT) contains two different ways to gain experience related to each other (dialectically) on a continuum, namely: concrete experience and abstract conceptualization. In addition, there are also two different ways to change experiences so that learning is achieved, namely: reflective observation and active experimentation. When these four ways are viewed together, they constitute a four-stage learning cycle that students should experience during the learning process. Learners start with concrete experiences, which then lead them to observe and reflect on their experiences. After this reflective observation stage, students then collect their thoughts to create an

abstract concept of what happened, which will serve as a guide for future actions. With this guide, students actively prove what they have built to shape new experiences and renew learning cycles (Kolb & Kolb, 2005; Kolb & Boyatzis, 1999; Zhou & Brown, 2017).

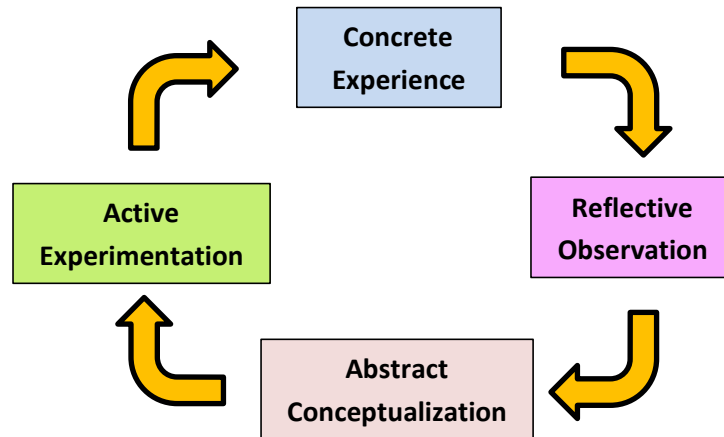


Figure 1. The Four Stages of the Learning Cycle in Experiential Learning Theory

Internship

Internship is a form of experiential learning. Davies states that internship is an experiential learning process, in which students get the opportunity to apply the theory they have learned from school to real work situations (Chen & Chen, 2011). There are many definitions of internship. Pauze, Johnson and Miller view that internship is similar to field work, field experience, practicum, co-op (cooperative education) or experiential learning. Internships are experiential learning that give students the opportunity to integrate and consolidate thought and action. Renganathan, Abdul Karim and Chong define internship as an opportunity for students to incorporate their work experience and knowledge into their studies by being in a supervised and planned professional work environment (Cheong, Yahya, Shen, & Yen, 2014).

In internship activities, students will have the opportunity to find their interests and future work goals under a professional mentor (Chen, Hu, Wang, & Chen, 2011). The importance of integrating classroom learning with real-world practical experience has been recognized as an important component of student engagement and development in higher education. Internships have been recognized as an effective way to bridge classroom learning with professional practice and have been cited as an integral aspect of educational and professional development (Stirling, Kerr, MacPherson, Banwell, Bandedaly, & Battaglia, 2017). In the context of teacher candidate education, the internship program provides many benefits. Students have the opportunity to practice teaching in schools, applying the knowledge they have learned in theoretical lectures so as to improve students' teaching abilities. In addition, students also get new information that was not given during lectures. Students gain a lot of experiences through internships at school, such as how to communicate, carry out learning, solve problems, and be aware of student behavior (Filiz & Durnali, 2019).

Pengenalan Lapangan Persekolahan (PLP)

In *Permenristekdikti Nomor 55 Tahun 2017* (Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 concerning Teacher Education Standards, it is explained that *Pengenalan Lapangan Persekolahan/PLP* (School Internship Program) is a process of observation and apprenticeship conducted by students of the Bachelor of Education Program to study aspects of learning and education management in an education unit that is school. Meanwhile, *Program Pengalaman Lapangan/PPL* (Field Practice Experience) is the practice learning program in *Program Profesi Guru/PPG* (Professional Teacher Education Program) curriculum intended to practice their professional skill as a teacher at school.

Previously *PPL* belonged to curriculum of undergraduate *Strata-1/S1* program (=Bachelor) in teacher training and education, but after the issuance of *Permenristekdikti Number 55 of 2017*, *PPL* has belonged to *Pendidikan Profesi Guru/PPG* Program. Referring to this *Permenristekdikti*, *PLP* is obligatory experiential learning in *S1* curriculum.

In the curriculum of study programs at the Faculty of Teacher Training and Education, Sanata Dharma University, the School Internship Program Program, namely *PLP*, consists of 3 parts: 1) *PLP* on School Environment, 2) *PLP* on Instructional Planning, and 3) *PLP* on Instructional Implementation. *PLP* on School Environment aims to build the foundation of educator identity and enhance educational academic competence. *PLP* on Instructional Planning aims to enhance the academic competence in education and professional competence in the related field of study that is English education, and the basic ability of prospective teachers to develop instructional instruments. *PLP* on Instructional Implementation aims to provide initial experience (such as being a teacher assistant) to prospective teachers in implementing academic competence in education and professional competence, through guided teaching by a professional teacher at school (*Pedoman Pelaksanaan PLP, 2020a*).

There was no change in the learning outcomes of online *PLP* on School Environment, as compared to the previous implementation of the normal *PLP* which was conducted at school. There are three learning outcomes of the *PLP* on School Environment course, namely: 1) getting to know the school culture; 2) recognizing the characteristics of students; and 3) recognizing the image of an educator's identity.

The school locations for the online *PLP* implementation were also different from the *PLP* implementation before pandemic. All students participating in *PLP* before the pandemic conducted *PLP* in partner schools located in the DIY and Klaten areas. The implementation of *PLP* during pandemic provided opportunities for students to conduct *PLP* in schools located near their homes, especially for students who were returning to their home areas, outside the DIY and Klaten areas. In this case, students found their own school in which they conducted *PLP*. Students who stayed outside DIY and Klaten were also allowed to take *PLP* in DIY area.

Method

This research was a qualitative research. The purpose of this study was to analyse the results of reflection on the experiences of students participating in online *PLP* School Environment to find out the experiences of students in getting

to know school culture, students, and the identity of teachers; positive experiences gained; inspirational experiences; attitudes or values that develop in students; intentions/plans in the future as a follow-up to the meaning that has been obtained, especially for self-development as a prospective teacher; and problems/obstacles faced by students, as well as how to overcome these problems.

This research was conducted to students of the English Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, who have implemented *PLP* on School Environment. Data were collected by means of questionnaires which were distributed to students with a google form link. The questionnaire consisted of questions to reveal the implementation of online *PLP* on School Environment, and the results of reflections on student experiences while implementing the program. Broadly speaking, the questionnaire comprised: 1) the identity of the student, 2) the process of implementing the *PLP* on School Environment, which included the place of implementation of the *PLP*, the place of residence while carrying out the *PLP*, and the process of implementing the *PLP* (consultation process with the civil servant teacher, how to obtain information/data needed), used platform/technology application to get information/data online, 3) reflection of student experience, which included: a) Experience of getting to know the school culture, students, and teacher identity; b) positive experiences; c) inspiring experiences; d) meanings or values that developed in the individual students; e) intentions/plans in the future as a follow-up to the meaning that has been obtained, especially for self-development as a prospective teacher; f) problems/obstacles faced by students, and g) how to overcome these problems.

The obtained data were analyzed descriptively. Descriptive analysis was used to describe the data that had been collected without intending to make conclusions that applied to the general public or generalizations (Sugiyono, 2018). To find out to what extent the student experienced in getting to know school culture, students, and the identity of educators, a Likert scale was used. The data obtained were quantified and described based on categories which were interpreted using Benchmark Reference Assessment (PAP) Type II with percentile values as follows:

Table 1. Percentile Value Benchmark Reference Assessment (PAP) Type II

Percentile Values	Category
81%-100%	Very good
66%-80%	Good
56%-65%	Enough
46%-55%	Not good
0%-45%	Not very good

Findings and Discussion

Findings

Respondent Description

Respondents in this study were 62 students. Based on gender, the informants consisted of 15 (24.2%) male students and 47 (75.8%) female students. Based on places where the *PLP* on School Environment were implemented, as many as 53 respondents or 85.5% carried out *PLP* on School Environment in schools located in the DIY and Klaten areas and 9 respondents or 14.5% carried out *PLP* on School

Environment in schools outside the DIY and Klaten areas. Based on the place of residence, as many as 43 respondents or 69.4% lived in DIY and Klaten areas when carrying out *PLP* on School Environment and 19 respondents or 30.6% lived outside DIY and Klaten areas.

PLP on School Environment Implementation Process

Although *PLP* on School Environment was originally designed to be carried out online, in reality there were several schools that provided opportunities for students to come to school, conducted observations and direct interviews with various parties in the schools. The following describes in details the process of implementing *PLP* on School Environment, both online and offline, in DIY and Klaten areas as well as outside the areas.

Consultation with Guiding Teachers

During *PLP* on School Environment, consultations with the supervising teachers were carried out in several ways, namely: 1) face-to-face (Students were given the opportunity to come to school); 2) online from the place of residence; and 3) both. The proportion and number of students who consulted with their supervisors in each method are as follows:

Tabel 2. How to Consult a Guiding Teacher

How to Consult	Amount	Percentage
Face to face	11	17.7 %
Online from residence	21	33.9 %
Both of them	30	48.4 %
Total	62	100%

From Table 2. above, it is known that most of the students consulted in two ways, namely face-to-face and online, as many as 48.4%. Meanwhile, 17.7% of students consulted face-to-face, and 33.9% of students consulted online.

How to Get the Information/Data Required

There were several ways to get the information/data needed by students from the school, namely: 1) communicating with the school online; 2) communicate with the school face to face; 3) direct observation to schools; 4) through the school's website; 5) others. Each student obtained data from the school in one or more ways. The following is data of how students obtained data from schools:

Table 3. How to Get Data (1)

How to Get Data	Amount	Percentage
Online communication only	3	4.8 %
Online communication, face-to-face	1	1.6 %
Online communication, face-to-face, and school observation	12	19.4 %
Communication online, face to face, school observation, and others	3	4.8 %
Online communication, face-to-face, school observations, and the school website	13	21 %

Online communication, face-to-face, school observations, school websites, and others	2	3.2 %
Online communication and others	2	3.2 %
Online communication and school web	5	8.1 %
Online communication and observation to school	1	1.6 %
Online communication, observations to schools, and the school website	3	4.8 %
Online communication, observations to schools, school websites, and more	2	3.2 %
Face-to-face communication and school observation	7	11.3 %
Face-to-face communication, school observations, and the school website	8	12.9 %
Total	62	100%

When viewed from each method of obtaining data, the number and proportion of resource persons who used each method are as follows:

Table 4. How to Get Data (2)

How to Get Data	Amount	Percentage
Online communication	47	75.8 %
Face-to-face communication	46	74.2 %
Observation to school	51	82.3 %
school website	33	53.2 %
Other	9	14.5 %

Based on the Table 4, the most widely used method by students in obtaining data during *PLP* on School Environment was direct observation to schools, which was 82.3%, followed by online communication (75.8%) and face-to-face communication (74.2 %).

Platforms/Technology Applications Used to Obtain Information/Data Online

The online platforms/technology applications, used to get information/data needed by students from schools, were: 1) video conferencing (Zoom, Google Meet, and others); 2) telephone; 3) Whatsapp; 4) e-mail; 5) others. Each student obtained data from the school using one or more platforms/applications. The following is the data platform/application used by students to get data from schools by online.

Tabel 5. Platforms/Applications Used to Get Information (1)

Platform/aplikasi	Amount	Percentage
<i>Video conference</i> (Zoom, Google Meet, etc.)	2	3.2 %
<i>Video conference</i> (Zoom, Google Meet, etc.), telephone, Whatshapp	5	8.1 %
<i>Video conference</i> (Zoom, Google Meet, etc.), Whatshapp	26	41.9 %
<i>Video conference</i> (Zoom, Google Meet, etc.), Whatshapp, E-mail	5	8.1 %
<i>Video conference</i> (Zoom, Google Meet, etc.), Whatshapp, others	6	9.7 %

Telephone, Whatshapp	3	4.8 %
Telephone, Whatshapp, e-mail	1	1.6 %
Whatshapp	8	12.9 %
Whatshapp, e-mail	3	4.8 %
Whatshapp, others	1	1.6 %
Others	2	3.2 %
Total	62	100%

When viewed from each platform/application used, the number and proportion of students who used each platform/application are as follows:

Tabel 6. Platforms/Applications Used to Get Information (2)

How to Get Data	Amount	Percentage
Video conferencing (Zoom, Google Meet, etc.)	44	71 %
Telephone	9	14.5 %
whatsapp	58	93.5 %
E-mail	9	14.5 %
Other	9	14.5 %

Based on the Table 6, the most widely used platform/application by students in obtaining data during *PLP* on School Environment was WhatsApp (93.5%), followed by video conferencing (71%).

Reflection on Student Experience

Reflection was an important part of *PLP* activities. Students reflected on their experiences while carrying out *PLP* activities. This section describes research data in the form of student reflections on the experience of implementing *PLP* on School Environment by online. The results of the reflection were related to: a) the extent to which students comprehend the school culture, students, and the identity of teachers; b) the gained positive experiences; c) the inspiring experiences; d) the attitudes or values that developed in the individual students; e) intentions/plans in the future as a follow-up to the meaning that had been obtained, especially for self-development as a prospective teacher; f) problems/obstacles faced by students and how to overcome these problems.

Experience Knowing School Culture, Students, and Teacher's Identity

There were various ways that students did in gaining learning experiences while carrying out online *PLP* on School Environment, namely:

1. Interview with the Principal (A)
2. Interview with *PLP* on School Environment Coordinator at School (B)
3. Interviews with teachers (C)
4. Interview with administrative/administrative employees (D)
5. Interview with students (E)
6. Documents obtained from school (F)
7. Others (G)

The following table presents data on the proportion of students in each way of getting a learning experience in each type of experience.

Table 7. Proportion of Students in Each Way of Getting Learning Experience

No.	Type of Experience	Proportion of Students in Each Way of Gaining Learning Experience (%)						
		(A)	(B)	(C)	(D)	(E)	(F)	(G)
1	Recognize the implementation of the school's vision and mission	41.9	67.7	56.5	29	37.1	90.3	8.1
2	Recognize the school organizational structure	40.3	66.1	38.7	30.6	12.9	83.9	6.5
3	Recognize the implementation of school rules and regulations	35.5	67.7	64.5	29	45.2	66.1	11.3
4	Recognize the school achievements	22.6	61.3	53.2	21	25.8	85.5	6.5
5	Recognize the academic activities at school	22.6	64.5	62.9	14.5	46.8	59.7	12.9
6	Recognize the school network	21	69.4	51.6	27.4	9.7	46.8	9.7
7	Recognize the school's relationship with parents and the School Committee	16.1	69.4	51.6	21	17.7	21	9.7
8	Recognize the use of information technology in schools for learning, administration or communication	22.6	69.4	62.9	24.2	35.5	27.4	11.3
9	Recognize the peculiarities or good practices that appear in the school	32.3	64.5	59.7	16.1	35.5	40.3	9.7
10	Recognize the relationship between students	11.3	48.4	54.8	11.3	72.6	11.3	14.5
11	Recognize the development/characteristics of students at school	9.7	51.6	66.1	4.8	53.2	25.8	6.5
12	Identify problems that students usually encounter	6.5	48.4	67.7	6.5	62.9	11.3	9.7
13	Know the information about teacher attendance in schools and classes	22.6	62.3	56.5	17.7	12.9	37.1	11.3
14	Recognize the relationship between teachers and students and colleagues	17.7	61.3	69.4	19.4	54.8	11.3	8.1
15	Recognize the involvement of teachers in scientific activities, and professional associations	19.4	58.1	64.5	9.7	8.1	29	6.5

To obtain data from reflections on experiences in understanding school culture, students, and the identity of teachers which are formulated in the learning outcomes of *PLP* on School Environment courses was done by giving 15 questions to students. These questions were intended to determine to what extent students experienced in school in understanding school culture, students, and teacher identity. Each question provided 5 alternative answers measured in Likert scales. The following table presents the results of scoring and interpretation of student experience data in *PLP* on School Environment courses, based on Benchmark Reference Assessment or LAP Type II.

Table 8. Interpretation of Student Experience Data

Score range	Criteria	Frequency	Percentage
$X > 63$	Very good	10	16.1
$54 < x \leq 63$	Good	38	61.3
$48 < x \leq 54$	Enough	7	11.3
$42 < x \leq 48$	Not good	5	8.1
$x \leq 42$	Not very good	2	3.2
		62	100

The Table 8 shows that 16.1% of students are in the very good category, 61.3% of students are in the good category, 11.3% of students are in the moderate category, 8.1% of students are in the poor category, and 3, 2% of students are in the very poor category, in getting to know school culture, students, and the identity of teachers. Thus, it can be concluded that the experience of most of the students participating in *PLP* on School Environment is in the good category in recognizing school culture, students, and teacher identity.

Good Experiences Gained by Students During Implementing PLP School Environment

There were various good experiences that students had in *PLP* on School Environment courses. Broadly speaking, the good experiences experienced by students are summarized as follows:

1. Students could understand the school environment through interviews, documents, and photos, even though it was done online. Some students could get to know the school environment through direct observation, even though they did not meet with students.
2. Students understood more about school culture, student characteristics, educator identity, the meaning of the vision and mission of a school, school structure, school system, implementation of school rules and management which were quite complex
3. Students experience were perceived well and sincerely by the school. Teachers and employees were very friendly, open, and informative in providing the required data.
4. Students gained new things, valuable and enjoyable experiences, and inspiration through interviews and interactions with teachers, employees, and students, and gained deeper understanding of the teaching profession so that they were helped in preparing themselves to become teachers who could be an inspiration to others. Students also became more and more confident to become teachers.

5. Students gained experience in establishing relationships, communicating effectively and collaborating (long distance) with the school (principals, teachers, staff, and students) and fellow students, and lecturers, thereby improving public speaking skills which were useful as prospective teachers.
6. Students had experiences in participating in school activities.
7. Students knew the school's performance, obtained a lot of information and new insights about the process and ways of educating and managing schools.
8. Students improved their ability to work together in groups, because they were in different locations, some in Yogyakarta and some outside Yogyakarta.
9. Students increasingly understood the duties of each school member, the activities of educators, and the role of teachers in addition to their main task of teaching students. Students could also observe how school members work together to run school organizations.
10. Online *PLP* School Environment provided an interesting experience for students as prospective teachers for future preparation.
11. Students understood the “ups and downs” of teachers, the concerns and challenges faced by teachers and students, how to overcome various problems that arise in carrying out online learning. Teachers were still trying to get their students to take part in online learning activities.
12. Students gained experience in practicing patience.

Inspirational Experience Gained from Implementing PLP School Environment

There were various inspiring experiences that students gained through *PLP* on School Environment courses, most of which were conducted online. Broadly speaking, the inspiring experiences experienced by students are summarized as follows:

1. Students felt the fighting spirit of the teachers with tenacity, sincerity, and patience. They continued to work professionally and tried to teach as best as they could, even in the midst of pandemic and some limitations. Teachers were also happy and enthusiastic to make visits to students' homes, boarding houses, and dormitories to provide motivation and teaching to students.
2. Students found that teachers were always willing to develop their potential by participating in various kinds of activities as support so that they could teach according to the times.
3. There was a strong desire from students to become teachers who can be close to students.
4. Students admitted that students at schools were still enthusiastic in carrying out online learning. They realized that sometimes they felt lazy to take online lectures.
5. Students were impressed by the school's ability to manage teaching and learning activities during the pandemic. All school personnel looked ready to face the pandemic. Facilities such as hand washing stations and new lesson plans were ready for use.
6. Students obtained experience from teachers about the difficulty of teaching during a pandemic, which was very different from the period before the pandemic. For example, the responses of students who were not communicative, tended to only be silent readers in the group, the answers to assignments that

were collected were the same as several students, and the limited data quota for students due to the uneven distribution of quota from the government.

7. Students admitted that it could be fun to be a teacher in a good school environment.
8. Students were impressed with the actions taken by the school to help students who had limited technology and internet networks to participate in learning. For example, the school took the initiative to establish poskos in every sub-district in Ketapang district to distribute tasks to every student in the interior/village.
9. Students were impressed by the 5S culture (smiles, greetings, greetings, politeness, manners) that the school does. This was evident from the students who always greeted the teachers before entering school, and the daily prayer activities.
10. Students had the experience that said "Nothing is impossible as long as we are willing to try. Even though the conditions are not possible, but if we are willing to try, we will get good results".
11. The experience of the discipline of the entire school community, the excellent interaction of teachers, employees, and students had made the school atmosphere more lively, and learning comfortable.
12. Students found the commitment of teachers in carrying out learning, which could be seen from the fact that no teacher was late when starting online classes, and senior teachers were willing to learn technology in order to be able to teach during the pandemic.
13. Students found an idea of a good teacher or favorite teacher, namely a teacher who could teach in a friendly, patient, kind, sincere heart, supports students' interests and talents.
14. Students had experiences from teachers, in which teachers could position themselves as teachers as well as friends for students. There were times when the teacher had to be firm and wise in teaching in class (academic) and guiding students. However, they could still be friends who always supported for the character development of the students (non-academic). In addition, school principals, teachers, staff and employees also provided examples of discipline, namely being on time and being present for morning prayers. They put God at the top priority before carrying out activities and there are words of motivation that become a reference in carrying out activities.
15. Students had experiences from the teacher that when students were less interested in the material presented, the teacher had to continue to carry out their duties and try to understand how students learned so that they could convey the material well.
16. Students gained experience that as a teacher, it was very necessary to know the characteristics of students, such as students' backgrounds (physical, psychological, socio-economic and academic progress), because they greatly affected the progress of learning at school. Based on the results of the interviews, the teacher knew students well and were able to deal with various characteristics of different students. A teacher had to treat students according to their needs. Therefore, as a teacher, they had to learn to understand students and choose the right way to deal with students.

17. Students gained the experience that a teacher should try to create a pleasant learning atmosphere so that students could catch the learning material well. Teachers had be able to adjust learning conditions in case of sudden changes.
18. Students gained experience about the importance of the value of cooperation and mutual respect.
19. Students admitted that, as a teacher, they had to pay attention to many things when making a policy.
20. Students admitted that teachers and school staff had a huge responsibility in schools, and that building relationships in schools is very important.

Meanings/values Gained from Inspiring Experiences

There were meanings/values that developed in the individual students from the inspirational experiences gained during carrying out PLP School Environment. Broadly speaking, these values are summarized as follows:

1. Values of respecting others, respect, persistence, cooperation, mutual help, commitment, patience, kinship, responsibility, hard work, mutual help, mutual respect, discipline, optimism, perseverance, tolerance, good communication, thoroughness, honesty, solidarity, never give up, helping without choosing, spirit to move forward, innovative, more creative in finding information with limited resources.
2. Values of how to place yourself, divide your time well, being open to knowing the characteristics and situations of students, and willing to build good relationships with students' co-workers.
3. The value that, regardless of the conditions, must remain devoted wholeheartedly, must provide the best for students and be a role model for students. On the other hand, as a good teacher, he must learn to enter the world of students or in other words take a more specific approach so that the school's goal of creating a quality person is achieved.
4. The value of being open (more open) and sensitive to many things around us, keeping the spirit in various limitations.
5. The value that, even in any difficult situation, obligations are still obligations, keep moving forward even though obstacles befall us, and as long as we try, there must be a way.
6. Values of the importance of preparing for the future, deepening education in order to become a competent teacher, working hard in order to transfer knowledge well.
7. The value that being part of the school must be ready under any circumstances. In this pandemic period, where there is a limited distance in learning activities, teachers should be able to adapt to the current situation.
8. Discipline value, is the main component of a person in the process or offer and will produce a quality person.
9. The value of women's emancipation: Sometimes many people still think that women are not comparable to men and men are more deserving of education than women, in fact women are also comparable to men who are able to balance what men can do, for example in terms of achievement.
10. The value that a good teacher not only provides material but also understands the character of students; adapts to many student characteristics; gives more

emphasis on respect to students either as a person or their learning processes; and guides students according to their needs.

11. The meaning that being a teacher means a journey in the progress to become better in life. Teaching is a job that requires a willingness to be a lifelong learner.
12. The value that sincerity in helping others will be very visible and has an impact on others.
13. The enthusiasm of educators still radiates even though learning activities are happened by online. The teachers continue to provide the best service to their students.
14. There is a desire from students to mentally prepare themselves to face students in the future, because in the future students may have different emotional and thinking patterns, one of which is the effect of this pandemic, so it is necessary to mentally mature so that they can become teachers who can be “*digugu*” (Javanese) or imitated.
15. The meaning that being a teacher is not easy, because they have to pay attention to their students, and at the same time maintain their career.
16. The meaning that the success of a school is not only seen from the physical and financial aspects, but also from the dedication and high concern of the school to the students.

Future Intentions/Plans for Self-Development as a Pre-service Teacher

The future intentions or plans expressed by the students as a follow-up to the meanings that have been obtained, especially for self-development as prospective teachers, are summarized as follows:

1. As prospective teachers, students would try to be the right example for students as best they can and work wholeheartedly in accordance with the vision and mission of the school where they work, always updating their skills and knowledge so that when teaching they can give the right things for the students.
2. Students wanted to become teachers who are professional, creative, innovative, and try to adapt to the existing culture, changes, patient and friendly to students, can understand students, responsible, open to students, active, and humanist, liked by students (not a teacher who is feared but respected), can build close relationships with students, teachers who really explore their roles and try their best in carrying out their duties.
3. Students intended to become wise teachers, would always adapt to existing situations and conditions, be disciplined, explore the field or material they are concerned in, learn to control emotions, care more to the students, and have an open mind.
4. Students intended to study harder to prepare themselves as well as possible to become good, qualified/competent teachers, able to manage classes, understand the different characteristics of other people; trying to always help others and develop self-character/personality in order to be a good role model for students.
5. Students wanted to be more patient in dealing with all situations and accepting circumstances, developing students' interests and *talents* (non-academic), and shaping students' better characters.

6. Students would be more innovative, especially in terms of learning media because of the development of science and technology so that students are more enthusiastic in learning.
7. Students wanted to try to understand the materials for teaching, develop in recognizing the characteristics of other people, try to be able to manage time well, and build good relationships with every one.
8. Students tried to be optimistic that they would be able to overcome the challenges in teaching as long as they would be willing to try and give their best.
9. Students wanted to become good and professional teachers by applying kinship values in teaching, making good relationship with employees at school, obeying school rules, not being arbitrary to students, and empathizing with others.
10. Students would learn more about learning psychology and human psychology so that they could carry out learning well and students would get something valuable.
11. Students would create interesting learning activities for students so that they could stimulate students to be motivated in learning.
12. As prospective teachers, students wanted to have patience, able to find solutions to problems, understand problems faced by students, try to help students follow the lessons well and meaningfully, and explain the materials clearly and understood by the students very well.
13. Students wanted to take the opportunity to learn to be educating volunteer in teaching communities.

Constraints/Problems Faced When Implementing PLP on School Environment and How to Overcome Them

The following summarizes the various problems faced by students while carrying out PLP on School Environment and how to overcome them.

Table 9. Problems Faced by Students and How to Overcome Them

No.	Problems	How to Overcome
1.	Difficult internet network, internet connection that was not smooth/unstable, especially when using video conferencing (eg: Zoom, Google Meet) which required a lot of quota.	1) Find a suitable place and time to get a strong signal. 2) Look for free wifi or hitch a ride at a neighbor's house. Buy a card from a provider that has a strong and inexpensive network. 3) Asking the school's permission to come and make observations to the school directly. 4) Cooperate, communicate and help each other with other group members.
2.	Information/documents obtained from schools were incomplete and inaccurate, because the communication was not optimal.	1) Look for supporting data on the school's website and also monitor the school's social media accounts. 2) Share tasks with some friends to find data from the school, especially the PLP on School Environment coordinator at the school.
3.	Lack of understanding of students at school because there was no direct interaction with students, as	1) Make a questionnaire in the form of a google form which is then distributed to students. Ask the tutor for help and wait.

	well as difficulties in contacting students, observing and interviewing students directly because of the pandemic.	2) Share information with other friends.
4.	Difficulty in communicating and coordinating with group mates, especially friends from other study programs and friends outside Java, causing misunderstandings among students which sometimes hindered the smooth running of <i>PLP</i> activities.	1) Often ask other friends and respond immediately if there are questions through the group and try to always hold the cellphone. 2) By discussing and collaborating with friends to solve existing problems. 3) Try to be patient and try to communicate via WhatsApp group
5.	Students had difficulty in communicating with the supervising lecturer (long response), causing lack of guidance and direction from the supervisor.	1) Discuss with friends in the WA group about the problems they faced. 2) Frequently contact the supervisor.
6.	It was difficult to adjust the schedule for online interviews with teachers, principals, and students because at that time they still had their own duties, and some teachers worked from home (WFH) and some at school.	1) Discuss with friends in the same group and communicate with the <i>PLP</i> on School Environment coordinator at the school and the supervising lecturer. 2) Contact the school, such as teachers or staff, so that they can assist in collecting data. 3) Make sure before coming to school to meet the teachers so that they can meet. 4) Contact resource persons and adjust the schedule again, as well as studying the provided documents .
7.	Difficulty in contacting/communicating with the school (teachers and employees), and lack of intensity in meeting with supervising teachers, for example slow responding due to busyness, so that it became an obstacle in getting data. In addition, long distance communication also made it difficult for students to get complete information.	1) Try to communicate with the supervising teacher through the WA group and finally being able to overcome the problem. 2) Wait for an answer from the teacher and looking at the school's website 3) Request data in enough span of time 4) Maintain good communication between friends in a group, and still respect each other's busyness. 5) Consult with the supervisor.
8.	Because the <i>PLP</i> on School Environment was done by online, the data obtained were incomplete and there were not many opportunities to see directly the condition of the school.	1) Conduct online interviews and distribute questionnaires to students. 2) Try to get school-related information from other friends and discuss with group friends or with teachers online.
9.	Students who were not in Yogyakarta could not get directly involved in interviews with teachers or students.	1) Job distribution: They prepared reports and analyzed the results of interviews, as well as documents provided by other friends. 2) Communicate with friends to get the information needed.

	3) Try to help when friends in Yogyakarta had difficulties.
10. Difficulty in analyzing the situation of students/student relationships with teachers because they did not meet them directly.	Ask a lot of questions, observe more details and listen carefully to the information given.
11. There was miscommunication between students and students, students and the school, as well as students and supervisors.	1) Discuss with friends and wait for information from the school. 2) Immediately contact the party concerned to ask for an explanation and/or provide an explanation regarding the topic at the root of the miscommunication.
12. Difficulty in determining what activities should be carried out on the first day of PLP implementation.	Ask the supervisor and discuss with the group
13. There were students who were not motivated to carry out <i>PLP</i> online so that these students did not want to try to work very well. Meanwhile, other students had been trying hard to find data from schools. This disturbed the psychological condition of other friends and the efficient completion of <i>PLP</i> activities.	Speak carefully to students who were not motivated to take <i>PLP</i> , and could finally be invited to work together. Meanwhile, friends who had been trying hard to find data, consult reports, ask for signatures, and submit reports to school, motivated themselves that what they were experiencing now would be a useful in the future.
14. Lack of insight into the ins and outs of schools, and lack of an overview of school conditions because <i>PLP</i> was not carried out directly.	Ask the school's permission to come and make direct observations in school.

Discussion

From the results of reflection on student experiences in understanding the school environment which includes: school culture, students, and teacher identity in the online *PLP* School Environment implementation, it shows that students could understand the school environment in accordance with learning outcomes in *PLP* School Environment courses. This can be seen from the reflection scores obtained by the questionnaire, indicating that most of the students were in the good category. This can be interpreted that although *PLP* on School Environment was mostly conducted by online, in general it can be said that the learning process could still take place well.

Reflection activities are integrated in the *PLP* course, helping students in interpreting every experience they experience, so that they can form new abstract conceptualizations. In this case reflection is an important process in supporting learning through experience. According to Wurdinger & Allison, the learning process occurs when a person goes through experiences, reflects on them, and forms concepts that can be applied to future experiences. According to Kolb's theory, reflecting on experiences allows one to make connections between experiences and

theoretical concepts that can then help refine and enhance similar future experiences. Living an experience without reflection leaves the learning that occurs (Wurdinger & Allison, 2017).

Reflection activities are not only needed in the learning process of prospective teacher students through apprenticeship programs, but are also still needed in the professional development of teachers. Personal development, as part of professional development, is often done through reflective activities. Teachers as active participants in learning are encouraged to carry out professional development through reflective practice. This focus on reflection and active participation in professional development is theoretically supported by experiential learning theory (Girvan, Conneely, & Tangney, 2016). Reflection on action as a key tool for professional development has been used both as a tool for self-direction (Minott, 2010), and to develop understanding and practice through sharing experiences (Girvan et al., 2016). In the development of teacher professionalism, the application of experiential learning has been widely carried out. The focus is on teachers' experiences in developing learning practices in the classroom, teachers experimenting, reflecting on, and adapting new theories, practices and content to suit their contexts.

The positive experiences that students get, and the obstacles they face, as well as the values and attitudes that develop within students during the implementation of PLP School Environment, help students prepare themselves as prospective teachers comprehensively. All experiences experienced and reflected by students become new knowledge that can be useful in the next learning process as well as when they become teachers. As revealed by Chen et al. (2011) that internship activities help familiarize apprentices with practical skills, improve social relationships, motivate future learning, and develop socially acceptable personalities.

Various obstacles that are actually faced by students with the Covid-19 pandemic, have indirectly trained students to solve new problems that they have never experienced. This kind of experience actually plays a role in enriching students' knowledge and skills. This is in accordance with what was conveyed by Wurdinger & Carlson, that experiential learning also prioritizes the application of direct learning principles, using problem solving processes, overcoming real problems, encouraging social interaction and interaction with content, and using several subjects in an interdisciplinary manner (Wurdinger & Allison, 2017).

Students also find many inspirational experiences while conducting PLP School Environment online. The experience is certainly a meaningful and memorable experience for students, which can stimulate the emergence of positive intentions that are beneficial for their personal development as pre-service teachers. Experiential learning provides authentic real-world practice through situations students experience (they can see the consequences of their or others' actions) and authentic, real-world feedback from employers that encourages further learning (Ambrose & Poklop, 2015). Thus, Kolb's Experiential Learning Theory, has great potential in the educational environment and the ability to improve the teacher education process (Clark, Threeton, & Ewing, 2010).

Conclusion

PLP courses as a form of implementing experiential learning are intended to provide direct experience to prospective teacher students in order to understand the world of schooling and develop their competencies as a whole so that they have adequate provisions when they enter the world of education as a teacher.

During the Covid-19 pandemic, *PLP* was carried out online, so most students could not get hands-on experience at the school where *PLP* was implemented. Interaction of students with supervising teachers and students is done remotely. This practice is less than ideal for *PLP* courses which are field practice courses.

The data obtained from the students, in the form of reflections on their experiences while carrying out *PLP* School Environment, shows that although *PLP* was mostly carried out online, students could gain experience in getting to know the school environment well. Various good experiences, experiences of overcoming obstacles that arouse due to the pandemic, the development of positive meanings and values also complemented and enriched student learning experiences in *PLP* School Environment courses. Inspirational experiences were also experienced by the students, thus giving rise to positive intentions for self-development that were useful for them and while undergoing the profession as a teacher. Thus, the learning cycle in experiential learning theory, namely from concrete experience, reflective observation, abstract conceptualization, and active experimentation were experienced by students who conducted *PLP* School Environment, which was mostly carried out online.

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