

Being an effective English teacher through internship: Voices from the involved parties

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ABSTRACT

The Indonesian national curriculum encourages higher education stakeholders to provide an internship program to increase students' employability. In the field of education, an internship comes in the form of a teaching practicum where all interns or prospective teachers get hands-on experience in schools to develop the characteristics of effective teachers. To identify areas for improvement in the running program, gathering insights from those involved is necessary. The current case study details how the internship program facilitates effective teaching for prospective teachers. This research also discussed recommendations from involved parties to obtain reliable references to improve the program. The data were collected by interviewing four prospective teachers, two university supervisors, and two mentor teachers. This study used transcribing, member checking, and coding to analyze the interview results. The data revealed that the four steps in the program, i.e., deployment, observation, coaching, and teaching practices, helped the prospective teachers to build a robust construct of effective teachers, including socio-affective skills, pedagogical competence, content knowledge, and personal qualities. Additionally, the findings demonstrated the participants' suggestions related to several technical issues of the program and recommendations to the prospective teachers

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regarding what they should do in joining the program. Regardless of improvements that the program should follow-up, all participants agree to say that the practice teaching facilitates prospective English teachers to develop competencies of being an effective teacher.

Keywords: *Effective English teacher characteristics; Teaching practice; Prospective teachers*

1. Introduction

Teaching practice is a common form of internship in an educational setting that aims to help students in education majors prepare themselves to be teachers in the future. Aglazor (2017) asserts that a teaching practice program serves as training for everyone seeking employment as a professional teacher. Additionally, this program enables prospective teachers to access a variety of hands-on experiences. For instance, prospective teachers can get experience as professional teachers by practicing teaching in a school (Chennat, 2014; Halim et al., 2018). Hence, the internship program supports prospective teachers to enhance their teaching skills and quality to be effective teachers.

Effective educators are those who possess the necessary teaching skills. Effective teachers, according to Wirantaka and Wahyudianawati (2021), are committed to their students and the teaching profession, feel responsible for the growth and success of their students, and pursue professional development. It implies that effective teachers are responsible for helping their students develop their learning. Researchers agreeably claim that effective teachers have a positive mindset, care about their students, and are patient, open-minded, tolerant, and kind (Panda & Nayak, 2014; Rossiandy, 2016; Stronge, 2018).

In addition, prospective teachers need to possess four competencies to be effective teachers. These abilities include socio-affective skills, pedagogical competence, subject matter knowledge or content knowledge, and personal attributes, according to Dewi et al. (2020), Faisal (2015), and Lao et al. (2017). Prospective teachers can develop the necessary competencies through practice teaching programs, which offer real-world experience in teaching, evaluation, administration, and addressing students' learning challenges (Lestari, 2020).

Future teachers can gain valuable experience and solve problems in a real classroom through teaching practice. In line with Becker et al. (2019) and Debreli (2016), the program fosters a thorough comprehension of the intricate nature of the teaching and learning process. For example, it allows them to create lessons, teach them, and evaluate different approaches to teaching. For future teachers to enjoy the process of teaching and learning, they need to prepare a reliable lesson plan, be knowledgeable about the subject matter, run an engaging class, come up with enjoyable activities, and evaluate students (Gallchóir et al., 2019).

Common problems found in the area of prospective teachers are that many of them have little to no idea how to carry out classroom instructions, what to grade students, or

how to prepare a class. The fact that they were enrolled in a teacher training institution did not automatically make them aware that they would be prepared to be a teacher. Many prospective teachers received teaching theories in class with minimal opportunities to apply the theories in real situations.

One of the teacher training institutions in Yogyakarta also offered an internship program. The program aims to improve prospective teachers' pedagogical competence, and it is mandatory for its students to participate in the program for six semesters. Teaching practice activities include school and classroom observation of elementary and secondary schools. Additionally, they receive training in lesson planning, teaching methodology, and learning process evaluation. In short, prospective teachers who enroll in this program gain experience that prepares them for real-world teaching situations in the classroom.

The program allows prospective teachers to apply what they learned in training to teach students in the classroom. According to Genelza (2022), Hojeij et al. (2021), Jogan (2019), Kazaz and Alagözlü (2020), Köksal and Genç (2019), prospective teachers can use this program to train and become professional teachers. The said studies, however, only concentrate on prospective teachers' experiences during the internship and their recommendations for the program. Research on the same area, which involved participating parties, such as mentor teachers and university supervisors, was scarce. The objectives of the research are twofold. First, it examines the internship program's phases as preparing prospective teachers to be effective. Two, it explores all the participating parties' perspectives towards the program in the future.

2. Literature review

2.1. Prospective teachers

Scholars use different terms to address prospective teachers, e.g., future teachers, student teachers, prospective teachers, or teacher candidates. The terms refer to university students who are considering becoming teachers and will get experience with teaching and learning in a classroom setting. The definition is in line with Inayah (2016). Furthermore, Nurjannah and Lestari (2021) and Tindowen et al. (2019) argue that prospective teachers are usually students from education majors who join teaching practice in school, field studies, school-based experience, or internship programs. It means prospective teachers can acquire knowledge and experience in teaching students by practicing it in the classroom.

Like in-service teachers, prospective teachers are required to design a lesson plan, manage the classroom, decide the teaching material and assessment, and give feedback to their students' work during the teaching practice. Aglazor (2017), Chennat (2014), and Tuasikal et al. (2021) confirmed that prospective teachers need to get a real teaching experience in a school where they learn how to interact with actual learners. They explore and learn how to teach students with different learning needs through an internship

program. Hence, prospective teachers can become qualified teachers with the experiences and knowledge they gain during their internship program (Lao et al., 2017).

2.2. EFL Teachers

In English as a Foreign Language (EFL) teaching and learning process, it has been discussed that teaching English is typical and calls for teachers to possess particular skills. English teachers are urged to have socio-affective skills (Genelza, 2022), pedagogical understanding (Faisal, 2015), and mastery of the language (Kazaz & Alagözlü, 2020). It indicates that English class activities emphasize more on the practice of language skills than cognitive capacity, which primarily stresses grammatical knowledge (Dewi et al., 2020). Although it is impossible to separate the knowledge of pedagogy and the target language from English language instruction, the capacity to select instructional strategies that best meet students' needs enable teachers to meet the learning objectives and develop their socio-affective skills.

2.3. Internship program

An internship is described as a program in which a student works for a business or organization to get experience in a particular field of employment and practice what they have learned theoretically in class. To develop and enhance their hard and soft skills, Husain and Mahfoodh (2021) argued that this program is a chance for students to apply the knowledge they have gained in school or at university into obvious action. Additionally, one of the main factors determining students' success in this program is their intensive communication with the people in the company or organization as their internship place (Aglazor, 2017; Becker et al., 2019). Thus, the internship program is designed to introduce and foster students' skills: resilience, problem-solving, decision-making, interpersonal interactions, organization, initiative, adaptability, and communication.

2.4. Teaching practice as an internship program

Teaching practice, teaching practicum, school-based teaching experience, field experience, or practicum are common names for the internship program in an educational field. The prospective teachers who experience these phrases in practice before beginning their careers as instructors have experienced the same meaning (Inayah, 2016; Lestari, 2020). According to Panda and Nayak (2014), an internship is a program prospective teachers must complete before beginning their careers. The internship program offers prospective teachers the chance to put their theoretical teaching knowledge into practice by working as teachers in schools.

Generally, colleges with education majors offer internship programs to introduce school settings to prospective teachers. Tindowen et al. (2019) and Tuasikal et al. (2021) state that prospective teachers typically visit schools to improve their teaching skills under the guidance of experienced educators. Depending on the school's timetable and policies,

prospective teachers must either work full or part-time to teach in a regular classroom. This way, prospective teachers understand how to be good instructors by giving them hands-on teaching experience in a genuine school setting (Halim et al., 2018; Jogan, 2019; Marasigan, 2018). When joining the program, prospective teachers learn to cover their main concerns and teaching experiences, as stated by Hakim (2015). Prospective teachers' role is to bring strong attitudes and beliefs to their preparation to be good teaching and professional teachers from their previous experience as students (Kuswando, 2017; Lawson et al., 2015). By seeing and interacting with the teachers in the school partner, the internship program assists prospective teachers in better understanding the target profession and future possibilities of working circumstances. However, Li et al. (2023) revealed that students who joined teaching practice as an internship program had higher foreign language teaching anxiety (FLTA) compared to students who did not. To overcome that issue, the institutions should conduct induction session for students before sending them to the targeted school.

2.5. The significance of the internship program

The internship program is critical because it significantly contributes to the prospective teachers' professional development. The internship program also helps prospective teachers learn to organize lessons and deliver curriculum materials with the help of mentor teachers. According to Maaranen and Stenberg (2017), mentor teachers act as role models for prospective teachers by demonstrating, experimenting, problem-solving, and connecting to prior experiences. Through the examples provided, prospective teachers practice planning the implementation of learning well according to their tangible experiences and see how their mentor teachers do teaching activities. Hence, the internship program accommodates prospective teachers to build organizational skills for planning class activities in learning modules and managing students in the classroom.

Prabjandee (2019), Qiu et al. (2021), and Zhu (2017) explained that internship program gives prospective teachers real-world exposure to classroom teaching and learning procedures that they may observe, consider, and assess. Furthermore, they get an overview of the forms of learning tools from the teacher to later emulate and develop (Shalawati & Hadijah, 2018). Observing and identifying the learning process and activities outside the classroom facilitate prospective teachers to improve their initiative skills in generating ideas that can be implemented when they become real teachers in the future. The internship programs also allow prospective teachers to engage with teachers, students, school staff, and the school environment, which helps them develop their social and communication skills. As a result, they learn how to govern their conduct, which is crucial for personal development (Aglazor, 2017; Chennat, 2014).

The internship program is undeniably important as it allows prospective teachers to improve their teaching skills. Halim et al. (2018), Inayah (2016), and Jogan (2019) explained that prospective teachers can apply ideas developed in college to real

classrooms using different methods, strategies, and teaching styles. Internship programs also provide prospective teachers with various real learning difficulties in the class involving students (Lestari, 2020). This way, prospective teachers can develop their confidence and learn the skills and attitudes of a successful teacher, and in the end, they can be effective.

Problems faced by prospective teachers are not only concerned with pedagogical issues. Murtiningsih (2015) mentions that issues also arise among their colleagues. Each prospective teacher has their own personality and attitude, and often, they have to work in groups. During the internship program, conflicts among prospective teachers may occur, and they have to find the solutions that work for them. To do this, prospective teachers have to exercise their judgment and learn to communicate with others. In addition, they must understand their differences and be responsible for the given tasks. In short, education majors should take the internship program for training students to develop prospective teachers' professional in teaching and learning process.

3. Method

3.1. Research design

The current research employs the case study design. It is suitable for this study as the data were based on participants' personal experiences and explanations about the implementation and perspective of the internship program. The design also allowed the researchers to gain detailed and in-depth information to answer the research questions.

3.2. Participants

Four prospective teachers, two university supervisors, and two teachers participated in the research. The prospective teachers were seniors at the teacher training institution enrolled in internship programs for six semesters. Each year, they were assigned to conduct internship programs in elementary, middle, and high schools. All four prospective teachers were female and were selected because they showed the characteristics of effective teachers based on the longitudinal observations by the researchers and several university supervisors.

In addition, the university supervisors who participated in the data collection were experienced teachers whose responsibilities were to monitor the internship program implementation within the private university. The first university supervisor had overseen the internship program for eleven years. The second university supervisor also had five years of experience monitoring the internship program course.

Meanwhile, the mentor teachers were in-service teachers who supervised the implementation of internship programs. The first mentor teacher had experienced mentoring various internship programs in the school for seven years. The second teacher advisor had also served as a mentor for five years for prospective teachers in internship programs. All participants were contacted personally through WhatsApp and agreed to participate. Consent was once again obtained before the interview started.

3.3. Data collection

In-depth interviews were used to gain rich data from the participants. The interview was a flexible method by which the researchers could recheck each participant's answers. An interview guideline was used as a guide in providing questions to the participants. The interview was conducted face-to-face and online according to the participants' agreement. The Indonesian language was used during the interviews to avoid misunderstandings or reluctance to the questions and answers. Using the language allowed the researchers to ask further questions to get more detailed information from the participants. The language allowed participants to confidently voice their opinions and feelings. The researchers used a smartphone, pen, and notebook to assist the interview process.

3.4. Data analysis

The interview results were analyzed through transcribing, member checking, and coding. Firstly, the researchers changed the recorded interview into written form. Secondly, the transcription results were returned to the participants for member-checking. This step was taken to ensure the trustworthiness of the data by asking the participants whether they would wish to alter the data they had given in the interviews. No participants offered any alterations to the data. Thirdly, the researchers labelled the interview data that delivers information needed in this study through four steps of coding: open coding, analytical coding, axial coding, and selective coding. After all those processes were conducted, the results are presented in the findings section.

4. Findings and discussion

The section is used to present the answer to the research questions: internship program implementation and recommendations for the program.

4.1. Internship program implementation

The data showed that all prospective teachers enrolled in the internship program for the first three years of their study. It was mandatory for them to enrol in the program every semester for one credit semester. In the first year, they carried out this program in elementary school, followed by junior high school in the second year and high school in the third year. In addition, all four prospective teachers described the four steps of their internship program: deployment to school, observation activities, coaching sessions, and teaching practices.

4.1.1. Deployment to school

This step was carried out at the beginning of the internship program in partner schools. They were assigned to a specific school selected by the department, and they had to conduct the internship program in the same school for the first year. The internship program was one credit, but the prospective teachers were required to spend

approximately 150 minutes per week. On the first day of the deployment, prospective teachers visited the school together with the university supervisors, meeting with the school officials.

The interview results revealed that all four prospective teachers highlighted socio-affective skills and personal qualities as the main aspects to be examined in the first year of the internship program. The first teacher candidate stated that meeting the principal and other teachers during the deployment process, she was aware that she had to improve her communication skills. She admitted that before joining the internship program, she and her friends used to speak more casually with their university teachers. She added, “I realize that communication is an initial provision to become a teacher because teachers must speak well.”

In addition, the second prospective teacher recalled, “In this process, I realized that we have also entered the school environment. So automatically, our behaviour is not being a student anymore. We have to behave like a teacher.”

From these perspectives, it can be viewed that school visits raised awareness of how they should behave and communicate with others. The deployment to school helped the prospective teachers understand what was expected from them in the long run. During the early stage of the internship program, they had to adjust to the unique characteristics of both the teachers and students. The prospective teachers were familiarized with the school's culture during deployment, allowing them to interact and demonstrate appropriate behaviour as future educators.

4.1.2. Observation activities

It is the second step, which was also the main activity of the internship program. The objective of this step is to help students comprehend the school surroundings. The interview results found that all four prospective teachers observed three aspects: teacher, students, and school environment. First, they focused on observing the teaching-learning process conducted. The second prospective teacher remarked, “In the classroom, I learned not just the lesson's content, but I also observed the teacher advisor explain the material to students in easy-to-understand language.” She also added that she observed what teaching methods and strategies were used, such as games or playing video according to the students' school level (elementary school, junior high school, and senior high school).

Second, all four prospective teachers pointed out that they observed students' classroom characteristics, attitudes, and behaviour. They also observed students' responses to the teaching and learning process being conducted by their teacher. The observation activity changed prospective teachers' perspectives about teaching and learning. The third prospective teacher said, “I realize that students in a classroom are different, so I must seek how to handle them when becoming a teacher.”

Third, apart from observing the teaching-learning process in the classroom, the prospective teachers also observed how the school administration, the library facility, the extracurricular activities, the laboratory, and the cafeteria were managed. Thus, the

prospective teachers were also familiar with the various activities happening in the school surroundings.

In summary, observation activity, as the main step of the internship program, guides them to learn about the teaching-learning process, allows them to identify students' differences, and understand teachers' duties in and outside the classroom. Observation activities helped prospective teachers build their socio-affective skills, pedagogical competence, and personal qualities as effective teacher characteristics.

4.1.3. Coaching sessions

The third step of the internship program is coaching sessions where the teacher advisor and prospective teachers discussed the teaching preparation. This step was held for a few weeks and aimed to familiarize prospective teachers with the administration work that a teacher had to take before teaching. According to the interview results, all four prospective teachers learned to create the teaching materials, lesson plans, teaching media, and evaluation tools during this coaching session.

The fourth prospective teacher explained that it was her first-time designing lesson plans, teaching media, or evaluation tools and that she needed plenty of time to understand the new experiences. Fortunately, the teacher advisor provided samples of lesson plans, teaching media, and evaluation instruments. In addition, the teacher advisor gave feedback on their work, which allowed prospective students to revise their designed teaching instruments to meet the teacher advisor's expectations.

From the four prospective teachers' information, the coaching session allowed them to design a lesson plan, a teaching media, and an evaluation tool. Prospective teachers also had several sessions with the teacher advisor to discuss the feedback so that they could revise their designed teaching instruments. To conclude, the coaching sessions developed prospective teachers' content knowledge and pedagogical competence. It is due to the fact that prospective teachers were required to understand what to teach when designing the teaching instruments.

4.1.4. Teaching practices

Teaching practices were conducted as the final activity in the internship program. All four prospective teachers highlighted that they practiced their pedagogical skills in their third year by teaching the teacher advisor's classes. Based on the teacher advisor's guidance and the teaching instruments they had prepared, prospective teachers performed three steps when teaching: pre-, whilst-, and post-teaching.

Generally, prospective teachers greeted and introduced themselves to students during the pre-teaching stage, especially in the first meeting. The interview results revealed that all four prospective teachers ensured they and the students knew each other. The second prospective teacher remembered that the teacher advisor introduced her to the students. She continued, "When introducing myself, I observed the students' response

and attitude towards my welcome in their class. After that, I started to teach, and the teacher will be in the back class to supervise me.”

In the whilst-teaching stage, the prospective teachers asserted that they delivered the material to the students using the teaching media they made in the coaching session. They chose video and presentation slides to help the students comprehend the material and enjoy learning. The first prospective teacher said she used exciting learning videos from YouTube and slides when teaching. While teaching, she also tried to interact with students to ensure their relationship was not too formal.

In the post-teaching stage, the prospective teachers assessed students by giving questions or quizzes about the materials they just learned. Based on the interview results, they conducted evaluation processes to find out how well the students understood the materials. The third pre-service teacher claimed that the evaluation process helped her reflect on how her teaching accommodated the students learning. She also used the evaluation process in designing future lesson plans, deciding on teaching media, and choosing assessments for students.

In short, the stages in teaching practices were helpful for prospective teachers to be more prepared as future teachers because every stage allows them to experience the real-class environment. Additionally, teaching practices guide them to become effective teachers as the process builds their socio-affective skills, pedagogical competence, content knowledge, and personal qualities. Therefore, prospective teachers can implement the theories they learn in college about teaching materials such as lesson plans, teaching media, and evaluation tools during the teaching practices in the internship program.

4.2. Recommendations for the internship program

The interview results showed some recommendations for internship program implementation from all eight participants: four prospective teachers, two university supervisors, and two teacher advisors. They highlighted three aspects, including the teaching practices, the internship timeline, and the prospective teachers themselves. The recommendations are expected to improve the quality of future internship program implementation.

4.2.1. Recommendations for teaching practices

This aspect was confirmed by four out of eight participants that came from the prospective teachers. They stated that the observation in the internship program was ideally conducted for the whole semester instead of only a few hours a week. The fourth prospective teacher said, “I still lack teaching skills. Unfortunately, the teaching practices only occurred when we enrolled in this program in the sixth semester. It will be better if we get a chance to do the teaching practices in elementary and junior high school, too. So, we can have teaching experiences at different school levels with different students.”

As suggested by the prospective teachers, teaching practices conducted only in senior high school for a few months were considered insufficient for prospective teachers to hone their teaching skills, especially when they had to wait until the sixth semester. Prospective teachers hope to improve their skills by teaching at all school levels.

4.2.2. Recommendations for the prospective teachers

The other recommendation was intended for all prospective teachers joining the internship program. Based on the interview results, the teacher advisors stated that prospective teachers should use the internship program to train themselves to be a teacher and that prospective teachers should be aware of the importance of the internship program. In addition, the second teacher advisor echoed, “The teachers should prepare various teaching tools, not just relying on laptops, as not all schools support this media.” The statement highlighted prospective teachers’ overreliance on laptops and LCD projectors when teaching, which was, in reality, not all schools were equipped with these devices.

From the second teacher advisor’s statement, prospective teachers should be prepared well, especially in teaching practices. In the internship program, teaching practices were the step where the prospective teachers applied the teaching materials and other instruments they had prepared in the coaching sessions. In short, prospective teachers should consider whether their teaching media fit with students’ characteristics and the school’s facilities. Hence, the prospective teachers needed to be more creative and adaptive in creating the teaching instruments.

4.3. Discussion

The findings revealed that each step of the internship program, i.e., deployment to school, observation activities, coaching sessions, and teaching practices. All steps were considered helpful to prospective teachers to build effective teacher characteristics. The deployment step guides them in preparing themselves to be a teacher. By following this step, the prospective teachers can construct their communication skills as a part of socio-affective skills and personal qualities. It is in line with Yuan and Lee (2014) that communication skills are vital for everyone having a teaching job. Panda and Nayak (2014) also presented that of 120 prospective teachers joining the internship program in their study, 32.5% agreed that communication was a problem. In other words, building communication skills is quite challenging, so prospective teachers can use the deployment-to-the-school step to observe and interact with students and teachers during the internship program.

Besides, the research by Tindowen et al. (2019) revealed that prospective teachers should understand not only the internship program itself, but also other aspects like the school environment, course expectations, ethical practice, and behaviour in school, and other crucial matters. In addition, Tindowen et al. stated that the understanding and awareness of these matters depend significantly on the orientation received by the

prospective teachers. The orientation or deployment to the school can help prospective teachers succeed in the work environment, which is a formal education setting. This deployment set prospective teachers' expectations and began their integrating process into the work and professional culture. If they follow the deployment-to-school step, the prospective teachers will find it easier to adapt to the professional behaviour of a teacher.

This second step of the internship program, observation activities, can help prospective teachers understand students' differences regarding effective teacher characteristics: socio-affective skills and personal qualities. Stronge (2018) claimed that an effective English teacher understands how to talk to students about their issues while engaging them in teaching and learning activities. Observation may raise prospective teachers' understanding of students' differences and require different treatment. In addition, Rossiandy's study (2016) revealed that effective teachers should be able to personalize the learning for their students.

Prospective teachers should use their knowledge of learning processes to determine the most effective strategy to help students learn successfully. Similar findings are also found from Wirantaka and Wahyudianawati (2021), which revealed that an effective teacher should be familiar with each student's abilities and learning challenges. In other words, observation can build prospective teachers' socio-affective skills and personal qualities. Through observation, they may determine the suitable learning media for students with different characters. Understanding how different students learn will help prospective teachers prepare for and anticipate the types of students they will encounter in the classroom (Lestari, 2020).

Coaching session helps prospective teachers prepare their pedagogical competence and content knowledge to be effective English teachers. Effective teachers ensure their students comprehend the material before tests. According to Wirantaka and Wahyudianawati (2021), effective English teachers in the millennial era provide multiple explanations of the lesson and use teaching materials to deliver instructions. In addition, Debreli (2016) and Dewi et al.'s study (2020) also presented that pedagogical competence and content knowledge enable teachers to guide their students to get some learning strategies following students' proficiency levels. Lestari's study (2020) also revealed that creating a lesson plan experience can help prospective teachers build their pedagogical competence and content knowledge –important skills they should have as future teachers. Therefore, coaching session helps prospective teachers understand the process of preparing teaching instruments suitable for students' different characteristics in the classroom.

Meanwhile, during teaching practices, prospective teachers can build good relationships and exercise their socio-affective skills and personal qualities. The relationship is not only inside but also outside the classroom. In Aglazor's (2017), Becker et al.'s (2019), and Chennat's (2014) studies, effective teachers do not only refer to teacher-student relationships in the classroom but also to interact outside the classroom. Through an internship program, especially the teaching practices, prospective teachers

can build their rapport with students, including how to interact with different students and handle it in the future, should they meet similar students' behaviour. In addition, Jogan (2019) reflected and evaluated the effectiveness of the school internship program as perceived by prospective teachers. The questionnaire data presented that 52.2% of the prospective teachers strongly agreed, and 47.8% agreed that the internship program's teaching practices allow them to integrate theory and practice and adequately plan and deliver lessons and assessments. It means that teaching practices also build prospective teachers' pedagogical competence and content knowledge, as found in this current study. The presented findings in this current research are consistent with the earlier studies focusing on implementing the internship program. With the help of this program, prospective teachers develop an understanding of the roles and responsibilities of professional teachers. Thus, the internship program is a significant process for prospective teachers to prepare and qualify themselves as effective teachers with socio-affective skills, pedagogical competence, content knowledge, and personal qualities.

5. Conclusion

This study investigates the implementation of the internship program to prepare prospective teachers to become effective teachers and identifies the recommendations for this future program. The findings presented how the series of steps in the internship program: deployment to school, observation activities, coaching sessions, and teaching practices build effective teacher characteristics for prospective teachers, including socio-affective skills, pedagogical competence, content knowledge, and personal qualities. Moreover, the findings showed some recommendations regarding the teaching practices, the internship timeline, and the prospective teachers themselves so that this program is more facilitative for its participants.

The internship program seeks to assist aspiring educators in becoming ready to work as educators. Students must enrol in this program in the education department of a higher education institution to help them become effective instructors who have four attributes: socio-affective skills, pedagogical competence, content knowledge, and personal qualities. Additionally, this program is made to instruct aspiring teachers in the creation of lesson plans, the development of teaching materials, the delivery of the lessons, and the evaluation of students' learning outcomes. It is imperative to investigate how the internship program implementation is perceived by prospective teachers so that the program can produce potential future effective teachers.

From the findings, prospective teachers are expected to realize the internship program's importance in building their pedagogical and personality as professional teachers. Prospective teachers hopefully optimize themselves in going through every step of this program. On the other hand, this study is limited to investigating the internship program implementation experienced by prospective teachers. Hence, a more varied range of participants and departments/majors is needed to support the existing literature.

This study may encourage other departments in higher education to have internship programs to develop a specific schedule for prospective teachers to conduct and complete this program. To make prospective teachers focused on doing this program, the majors should adjust the timeline of the internship program to the partner agencies' schedule. This study may also encourage other researchers to analyze different objects and methods in the same field and topic as this current study. Other researchers can explore other parties' views involved, such as university supervisors, teacher advisors, or the heads of the partner agencies, to broaden their views regarding the implementation of this program.

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