FINAL REPORT
TEACHING INTERNSHIP II
ODD SEMESTER ACADEMIC YEAR 2021/2022
AT SINGAPORE NATIONAL ACADEMY

Arranged By

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APPROVAL SHEET

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PREFACE

First of all, let us extend our gratitude to God Almighty, because His grace we can carry out Teaching Internship II at Singapore National Academy and can complete preparation of reports properly and in accordance with the specified time. We have extend our supreme gratitude to Singapore National Academy for providing such kind of opportunity for us to broaden our perception on how the real world in the field of teaching using Cambridge curriculum looks like as well organizing the whole internship program and its effort to make sure that the whole internship program to achieve its desired goals.

This Teaching Internship (II) aims to facilitate students of education study program in implementing the knowledge that has been learned in lectures to be applied in learning at school. Internship is an important component of pre-service teacher education program to provide field experience to the trainees. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. Internship is very important to shape the trainees into future professional educators.

On this occasion, we would like to send our sincere thanks to those who have helped and guided us during the implementation of this Teaching Internship II including:

1. Mrs. Evangelista Lus Windyana Palupi, S.Pd., M.Sc.as Academic Supervisor
2. Mr. Peter George Araman, B.A. as Principal of Singapore National Academy
3. Mrs. Helen Grace Rivera, B. Ed. as Vice Principal of Singapore National Academy
4. Ms. Anshna Arshina Mistral Kumar, Msc. as Chemistry mentor teacher
5. Students of Singapore National Academy grades IX, X, XI, and XII who have participated in learning and provided various experiences in online and hybrid teaching and learning activities.
6. As well as all the staff of Singapore National Academy that we can't mention one by one

The authors realize that this report is far from perfect and there are still many shortcomings. Therefore, we expect suggestions and criticisms for the perfection of this Teaching Internship report. Hopefully this report can be useful for readers in general.

Regards,

Surabaya, 09th December 2021

Authors

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ABSTRACT

Education is usually planned according to the individual and societal needs and is the most veritable instrument for change in any society. The quality of education provided in any society and the nature of change affected by that education are both dependable on the quality of teachers and effectiveness of their teaching in schools. Teaching is an activity performed by an individual (who is the teacher) whose intention is bring about learning. Teachers are persons who must undergo successful specialized training to be able to function effectively. Teaching involves the transfer of knowledge, skills and attitudes from one person to others. Therefore, a good teacher must first of all acquire and possess the knowledge, skills and attitudes he or she intends to transfer to through specialized training.

Teachers are not born but they can be made by teacher education. Internship is an important component of pre-service teacher education programme to provide field experience to the trainees. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. To prepare good prospective educators, UNESA provides students with the Bachelor of Education Program with an experience to teach in schools called the Teaching Internship.

This Teaching Internship aims to observe the school curriculum, school vision and mission, school rules and regulations, co-curricular and extracurricular activities, learning tools used by schools, implementation learning activities by utilizing ICT, classroom management, implementation of learning assessments and evaluations, teacher administration work and the obstacles experienced by schools during online and hybrid learning.

The implementation of Teaching Internship II for the 2021 period which was carried out online and hybrid due to the impact of the Covid-19 pandemic, began on 23rd August to 11st December 2021. The results obtained from the

Teaching Internship at Singapore National Academy, namely from every aspect starting from the school curriculum, learning tools and media used, implementation of learning activities by utilizing ICT at SNA, class management, implementation of learning assessment and evaluation, co-curricular and extracurricular activities, and constraints experienced and their solutions, show that Singapore National Academy is in a very good category. At SNA, students not only to be smart, but also to live as a human being. To become the thriving-individuals who can navigate this complex and ever-changing world through problem solving, collaboration, innovation, empathy and technology application. And become a generation of tomorrow's world.

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CHAPTER I
PRELIMINARY

A. Situation Analysis

According to Article 1 of RI Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need in society. Education is an important thing in a person's life. Education occurs in the family, community and especially in the school environment. Schools are one of the institutions that have an important role in improving the quality of an education. The role of schools cannot be separated from educators who are able to educate their students well. The role and duties of educators as the forefront of education in an effort to educate students are not light, because they not only teach science but also educate to shape the personality of students to become adult humans and be useful for themselves, their parents, society, religion, nation and state. So that educators need to be prepared properly in order to become professional education personnel.

The dynamics of the development of science and technology, social, and culture have a major influence in the world of education. To balance this, teachers are required to continue to add and develop their insights, knowledge, and professional skills as educators. No exception, prospective educator students are also expected to have adequate provisions so that they can carry out their duties well in the future. Teaching is an activity performed by an individual (who is the teacher) whose intention is bring about learning. Teachers are persons who must undergo successful specialized training to be able to function effectively. Teaching involves the transfer of knowledge, skills and attitudes from one person to others. Therefore, a good teacher must first of all acquire and possess the knowledge, skills and attitudes he or she intends to transfer to through specialized training.

The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. The Yashpal Committee Report (1993) on Learning without Burden recommended that the emphasis in these programs should be on enabling the trainees to acquire the ability for self learning and independent thinking. If internship programme is done with complete involvement of trainees, it may be useful in evaluating teacher's ability. It supports socialization within the profession, stimulates development of teaching-learning concepts, allows insight into new perspectives and enhances motivation to continue learning and reflecting. Internship would help trainees to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice.

State University of Surabaya is one of the universities that play an important role in creating professional education personnel. To be able to equip students in the field of education in a more tangible way, UNESA provides students with the Bachelor of Education Program with an experience to teach in schools called the Teaching Internship. Teaching Internship is a stage in the process of preparing professional teachers at the Bachelor of Education level, in the form of assignments to students to implement learning outcomes through observing the learning process in schools/educational institutions, training to develop learning tools, and accompanied by reflective action under the guidance and supervision of academic supervisors and mentor teachers. The implementation of Teaching Internship II for the 2021 period at Singapore National Academy which was carried out online and hybrid due to the impact of the Covid-19 pandemic, began on 23rd August to 11st December 2021.

Singapore National Academy school is a premier world-class school that offers quality Pre K to Year 12 seamless education using English

Language as its first medium of instruction, and Chinese Language and Bahasa Indonesia as second and third languages respectively. Singapore National Academy is located in 2 areas, namely Sidoarjo and Surabaya. SNA adopts the Singapore and Cambridge curricula to provide a solid foundation for developing and nurturing students' abilities. Learning in SNA expands beyond the classroom walls. Students are encouraged to embrace technology from a very young age. Students are inspired to enquire and imagine through activity-based lessons and experimental real-world learning journeys. Students are trained and equipped with essential skills such as leadership, teamwork, communication and self-direction as SNA is committed to providing a world-class education to prepare every child for tomorrow's world.

B. Objectives of Teaching Internship II Implementation

The purpose of Teaching Internship II Implementation in accordance with the Teaching Internship guidebook is to build a foundation for the identity of prospective educators through several forms of activities in schools as follows:

1. Observation of school culture.
2. Observation of organizational structure and governance in schools.
3. Observation of school rules and regulations.
4. Observation of ceremonial-formal activities at school.
5. Observation of routine activities in the form of curricular, co-curricular, and extra-curricular activities.
6. Observation of positive habituation practices at school.

In addition, students are expected to be able to strengthen their academic competence in education and fields of study accompanied by higher-order thinking skills through the following activities:

1. Studying the curriculum and learning tools used by teachers;
2. Studying the learning strategies used by the teacher;
3. Study the evaluation system used by teachers;
4. Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools.

5. Studying the use of information and communication technology (ICT) in learning;
6. Teaching practices with the guidance of mentor techers and academic supervisors, with the aim of directly experiencing the learning process, as well as strengthening the identity of prospective educators
7. Carry out student mentoring tasks and extracurricular activities, and
8. Assisting teachers in carrying out teacher administrative work tasks.

C. Benefits of Teaching Internship II Implementation

The benefits of this PPL program can be viewed from several components which can be described as follows:

1. For Teaching Internship Students/ Trainees

   Through this Teaching practice II activity, students can observe, learn, and have direct experience in teaching and learning activities that occur in schools. In addition, implementation of this Teaching Internship II can improving the academic quality of students as prospective educators and can provide students with professional work experience in a safe and structured environment with help from experts. Students can practice and improve their skills while also learning how to work and they can gain a better understanding of how what they are learning in school can help them with their future. Students can learn what the roles and responsibilities of a particular career are from people working in the field.

2. For School

   Establish good cooperation between Surabaya State University (UNESA) and Singapore National Academy.

3. For University

   With this Teaching Practice II activity, universities will obtain information about the teaching and learning process that is in accordance with the direct conditions found in schools, especially the curriculum used and learning tools that function to support teaching and learning activities at the school. So with this information universities can improve lecture activities so that they can prepare professional educators in every field of education.

CHAPTER II
IMPLEMENTATION OF TEACHING INTERNSHIP II

A. School Curriculum

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning. Singapore National Academy use Cambridge curriculum as a curriculum that is applied in teaching and learning activities and to provide a solid foundation for developing and nurturing students' abilities. The Cambridge international curriculum sets a global standard for education, and is recognised by universities and employers worldwide. The Cambridge international curriculum is flexible, challenging and inspiring, and international in approach. Cambridge students develop an informed curiosity and a lasting passion for learning. They also gain the essential skills they need for success at university and in their future careers. Cambridge programmes combine an emphasis on mastering subjects in depth with the development skills for study and work in the future. The Cambridge curriculum helps students make links between different aspects of a subject and also encourage students to develop higher order thinking skills, problem solving, critical thinking, independent research, collaboration and presenting arguments. These are transferable skills that will last a lifetime, preparing students for their future lives. There are 4 types of Cambridge programmes, Cambridge Primary (designed for 5–11 year olds), Cambridge Lower Secondary (designed for 11–14 year olds), Cambridge Upper Secondary (14-16 year olds, although it can be studied by younger or older learners), and Cambridge Advance (designed for 16-19 year olds).

Singapore National Academy use Cambride IGCSE curriculum for year 9 and year 10. IGCSE stands for International General Certificate of Secondary

Education. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. Cambridge IGCSE enables learners to:

- increase their understanding of the technological world
- take an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life

Cambridge IGCSE balances a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment. Cambridge IGCSE are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements. UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Singapore National Academy also use Cambride Cambridge International AS & A Level curriculum for year 11 and year 12. A Level stands for Advanced Level and AS Level stands for Advanced Subsidiary Level. An AS Level contains half the content of the corresponding A Level and is normally completed in one year. Cambridge International AS & A Level develops a set

of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment. Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.

The approach in Cambridge International AS & A Level encourages learners to be:

- confident, secure in their knowledge, keen to explore further and able to communicate effectively through the language of science
- responsible, developing efficient and safe scientific practices and working collaboratively with others
- reflective, able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment
- innovative, applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches
- engaged, developing an enquiring mind, keen to apply scientific skills in everyday life

B. Learning Tools and Media

According to Sudjana (2009), the teaching method is a way that teachers use in interaction with students during the lesson. This interaction process will run well if the students are active in following the learning. Therefore, it is necessary for teaching to apply teaching methods that can foster student learning activities. The methods commonly used in learning are lectures, discussions, demonstrations, and so forth. The use of learning methods can not stand alone because the media is also required as a tool to convey materials or information to students. Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more. (Musfiqon, 2012). Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition learning media will also increase students' learning motivation, this is in line with the statement expressed Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

Due to the Covid-19 pandemic, which currently still impacts all sectors, especially in the field of education, the Singapore National Academy has implemented an online and hybrid learning system. The hybrid learning system or hybrid class, is a class where some students come to school, but by doing a

swab test before entering the school area. If a student is declared negative for Covid-19, then students can do hybrid learning or practicum in the classroom or laboratory. Meanwhile, other students (who do not come to school) can do online learning. And learning tools and learning media that must be prepared by teachers before starting online class are lesson plans, Students worksheets (can use Google Jamboard, padlet, and quizzes using Quiziz), Powerpoint, and online lab simulation activities using virtual labs. And the syllabus used at the Singapore National Academy is the Cambridge syllabus (IGCSE syllabus and AS & A level syllabus). The learning process at Singapore National Academy uses interactive learning media, so this can make students more interesting, so it can make the learning process will be more interesting, lead to motivate student; can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and students not only listening to the material presented by the teacher, but also doing more learning activities such as: observing, doing, demonstrating, and others. So that with all the learning media used, it can encourage SNA's students to develop higher order thinking skills, problem solving, critical thinking, independent research, collaboration and presenting arguments.

The examples of a lesson plan on Energy transfer topic (IGCSE Chemistry) is attached in appendix 2.

C. Implementation of Learning Activities by Utilizing ICT

The Covid-19 outbreak that is currently hitting has had a huge impact on countries around the world, including Indonesia. The impact of Covid-19 has brought very significant changes, one of which is the changes that have occurred in the world of education. Education is one of the defining factors in building a good nation (Baiyere et al., 2016). So, for the smoothness of the teaching and learning process, innovation is needed to adapt to new normal conditions.

Amid the various difficulties faced during the pandemic, teachers are required to get used to utilizing the e-learning platform to impart education to students. E-learning was first used at the CBT system seminar in 1999. It refers to a learning system that is conducted through electronic media, also described as online or virtual learning. E-learning offers a convenient way to share reading material via the internet connection through documents, email, presentations, or webinars. IT has become a prominent part of modern education these days, showing the large involvement of ICT in the present teachinglearning process (Anderson, 2005; Sadikin & Hamidah, 2020). Educators or teachers can share study and lecture materials in the form of a PPT, PDF, or Word documents by uploading it to several tools, such as their respective school or university webpage, email, or another supported platform like WhatsApp or Google Classroom to maximum students during the lockdown.

Due to the main spread of Covid-19 is through close contact, and the virus can survive in the air for a certain period of time, the government recommends society to stay at home and apply physical and social distancing to reduce the rate of spread of the coronavirus. The government made a policy, namely learning from home so that learning is carried out online by utilizing the development of information technology as a learning medium, which is called e-learning (Roni Hamdani & Priatna, 2020; Sadikin & Hamidah, 2020).

E-learning is defined as technology-based learning with learning materials sent electronically to students via computer/internet networks so that students can acquire knowledge without having to face the teacher in class (Alqudah et

al., 2020; Mayer, 2019). ICT makes a positive contribution to learning in schools and to be effective it requires conscious efforts to mutually cooperate between principals, teachers, parents, students, and all supporting components including adequate infrastructure. E-learning cannot be separated from the use of the internet. Romi Satria Wahono stated that elearning infrastructure can be in the form of internet, computer networks, personal computers (PCs), and multimedia equipment. In addition to the aforementioned facilities, teleconference equipment is also needed if you want to conduct distance learning face-to-face via teleconference.

In accordance with the decision of the Sidoarjo District Government which said schools were allowed to carry out Hybrid activities. Therefore, Singapore National Academy follows these rules, so that in one class there are face-to-face students and students who join virtual/online. For this reason, the use of ICT-based platforms that can support learning activities greatly supports the achievement of a good learning process. In the implementation of online or hybrid learning activities, the Singapore National Academy greatly utilizes ICT in all learning activities, for example, the use of ICT in learning media, so that with this it can make the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and students not only listening to the material presented by the teacher, but also doing more learning activities such as: observing, doing, demonstrating, and others.

Here are some examples of the use of the digital platform used at Singapore National Academy:

1. Google Classroom

   Google Classroom is an application that allows the creation of classrooms in cyberspace. The Google Classroom application can be used by educators and students in the implementation of distance learning and serves to facilitate the teaching and learning process from a distance (Dewi et al., 2020; Setiawan & Wicaksono, 2020). The use of google classroom is considered the most effective and is the main platform used at Singapore National Academy because of its efficiency

and practicality. Not only as a medium of interaction between teachers and students, but also can be used as a medium in collecting student assignments and sharing the learning material. The implementation of learning with Google Classroom makes it easier to evaluate the implementation of the teaching and learning process.

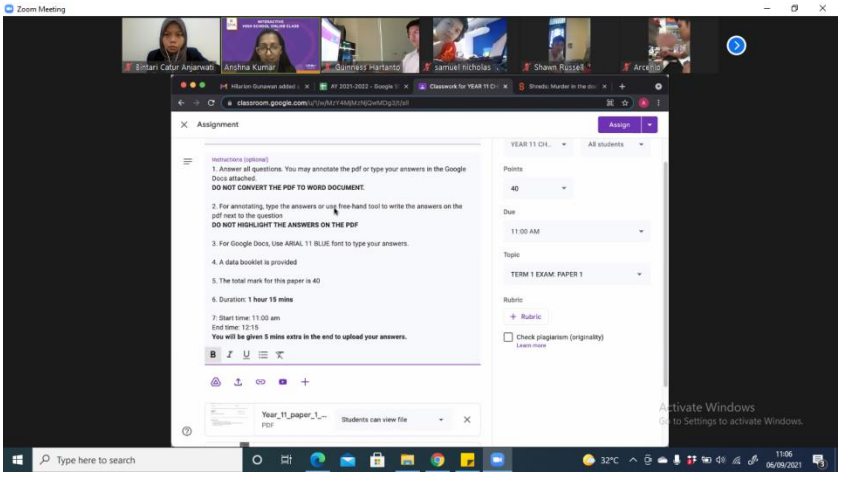

Figure 2.1 Google Classroom Utilization

2. Quizziz website

Learning activities at the Singapore National Academy also use the quizziz website as a means to do online quizzes. Quizziz is an online assessment tool that allows to teachers and students to create and use one another's quizzes. After providing students with a unique access code, a quiz can be presented live as a timed competition or used for homework with a specific deadline. After the quizzes have been completed, students and teacher can review their answers. Furthermore, the resulting data is compiled into a spreadsheet to give the instructor a clear visual of the students' performance in order to analyze trends in which areas might need the most focus in the future. This immediate feedback can be used by teachers to revise future learning activities and altar the focus of material by putting a larger emphasis on concepts that students are struggling with.

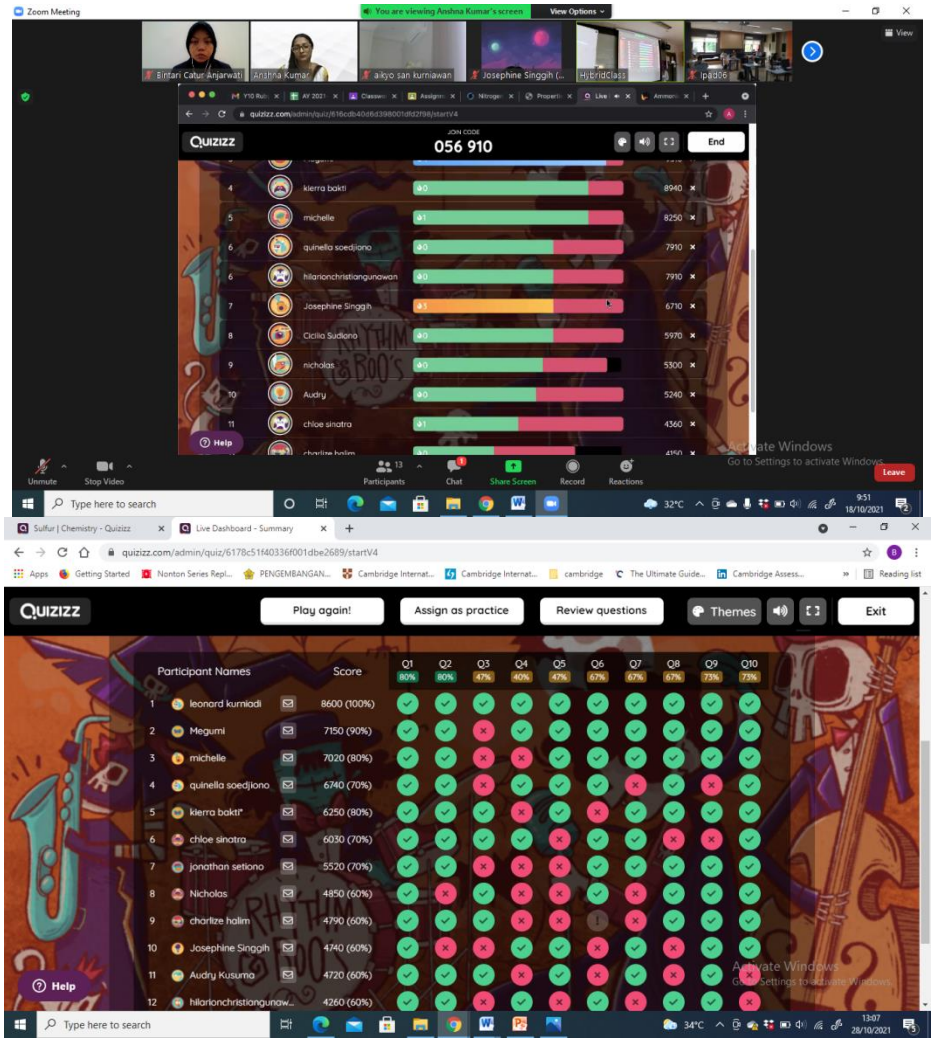

Figure 2.2 Quizziz Website Utilization

3. Google jamboard

Learning activities at the Singapore National Academy also use the google jamboard as a digital whiteboard for discussion, for example: in chemistry class, the teacher using google jamboard as a learning tool using the Brainstorming Carousel strategy. Google Jamboard is an application developed by Google which is a digital whiteboard. Like a conventional whiteboard, this jamboard can be used for media in explaining learning material by writing material, adding pictures and other information. In addition, it can also invite students to be interactive and collaborate during learning, especially during virtual face-to-face with students.

Jamboard is here to facilitate collaboration in real time between teachers and students so that they can make learning more interesting and interactive. Teachers in virtual face-to-face activities can display this Google Jamboard. Teachers can invite students to sketch ideas, solve problems or draw collaboratively and in sync. After being used in learning during virtual face-to-face with students, the results of student work can be saved automatically in the teacher's Google Drive account. So that this makes it easier for teachers to document learning outcomes and the link can be shared on Google Classroom.

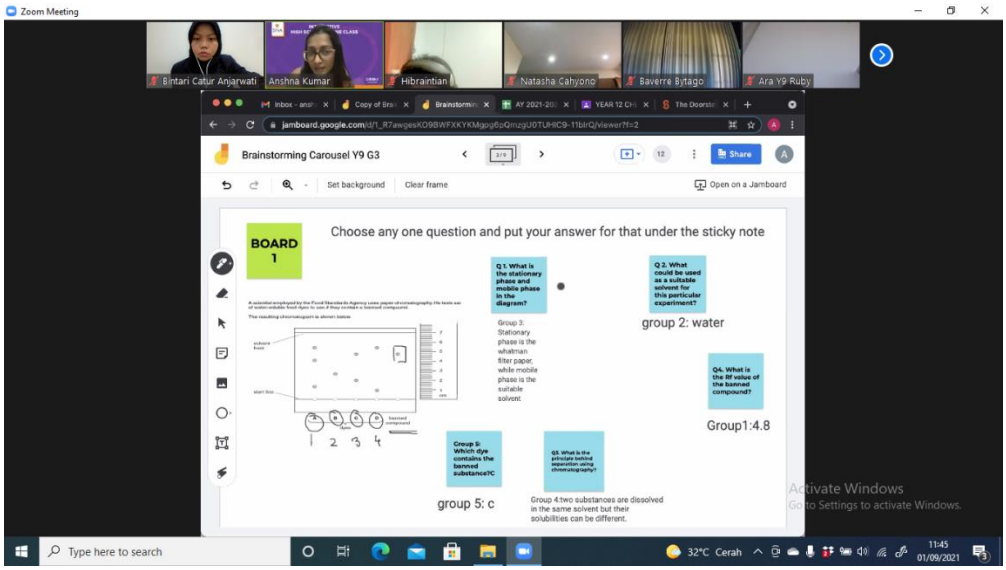

Figure 2.3 Google Jamboard Utilization

4. Padlet

Padlet is a digital board (board) where you can add the content in the form of posts. These posts can consist of a variety of content ranging from text and images, to documents and video and even small drawings, for example: in chemistry class, the teacher using padlets to give students written questions, and students can share their answers or ideas in the comments section of each question. Padlet is a website that provides users with a digital canvas. The user can post text, videos and images from a mobile device or a desktop. One of the great appeals of Padlet for classroom use is the fact that many people can post to the same board at the same time, making it very suitable for collaborative

work and the creation of projects. In order to access a board, students can be given a link or a QR code and access it from their phones, tablets or desktop computers at home. The website provides users with short links and QR codes that can be easily shared.

One of the best things about Padlet for teachers is how very easy it is to use, even for young students. It works on computers and laptops, plus devices like Chromebooks, iPads, or smartphones. Perhaps most importantly, teachers can control whether contributions have students' names on them or are made anonymously. This empowers students who might otherwise feel too timid to share.

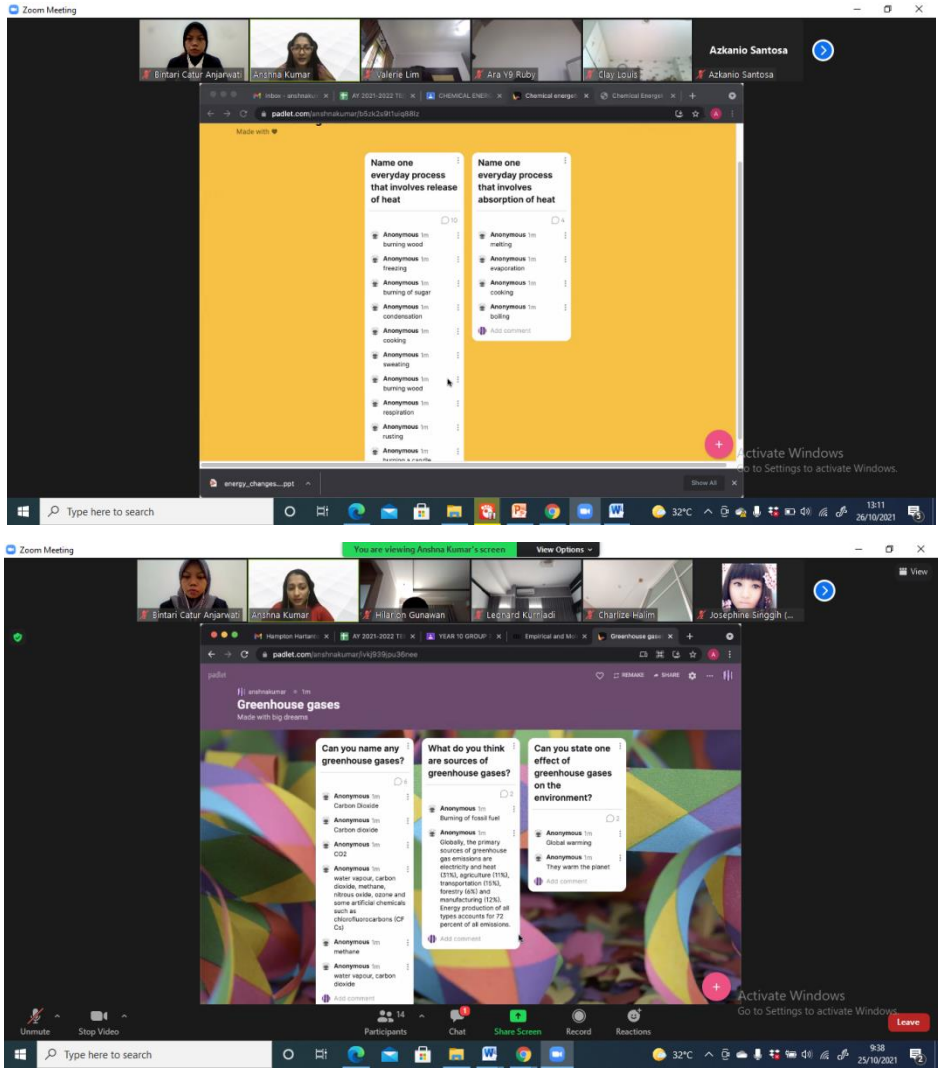

Figure 2.4 Padlet Utilization

5. Virtual Laboratory

Due to the main spread of Covid-19 which causes online and hybrid learning to be carried out, the Singapore National Academy utilizes ICT technology in the form of a virtual lab as a substitute for physical practicum activities in the laboratory. However, the Singapore National Academy has also carried out a hybrid class for practical physical activities in the laboratory, while maintaining very strict health protocols. Virtual Lab is a web site or software for interactive learning based on simulation of real phenomena. It allows students to explore a topic by comparing and contrasting different scenarios, to pause and restart application for reflection and note taking, to get practical experimentation experience over the Internet. Here are the uses of the virtual Lab in teaching and learning activities at the Singapore National Academy:

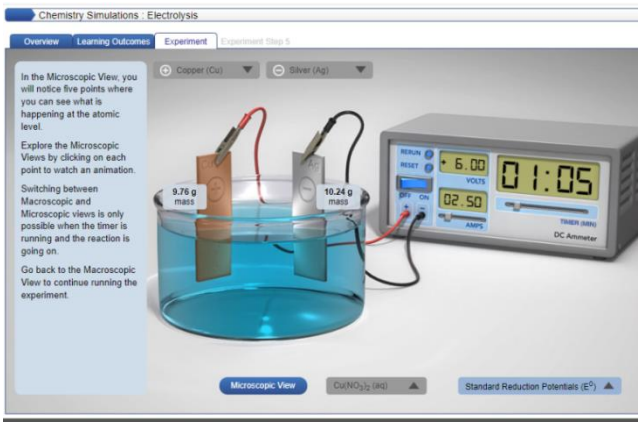

Figure 2.5 Virtual Lab Utilization on Electrolysis Topic

D. Class management

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement. Classroom management is the ability of a teacher to organize, nurture, and manage the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. The objective of classroom management is to provide facilities for a variety of learning activities of

students in the social, emotional, and intellectual in the classroom. In the management class, the most important is the role of manager of the class or the teacher. Teachers play a role in selecting the most effective learning strategies and also design the class curriculum. Implementation of an effective role of the teacher will create a learning environment that is more convenient, interactive and active and effective. The objectives of class management are as follows:

1. Realizing classroom conditions both as a learning environment or as a study group that allows the development of the abilities of each student.
2. Remove barriers that hinder effective learning interactions.
3. Provide facilities or equipment and arrange them so that they are conducive to student learning activities that are in accordance with the demands of their social, emotional, and intellectual growth and development.
4. Fostering the behavior of students according to their social, economic, cultural, and individual attitudes.

During the Covid-19 pandemic, teaching and learning activities at Singapore National Academy were carried out using the online and hybrid learning system. Hybrid learning is an educational approach where students choose between participating online or in person. The classroom management procedures used during learning activities at Singapore National Academy are asking students to raise their hands or turn on the mic if they want to ask questions, students can also answer or ask questions via chat box. Provide opportunities for students to summarize and understand the material that was taught on that day. By applying the classroom management procedures, it will make the class more structured and not chaotic. The teacher provides verbal reinforcement (for example: good job) to students' answers, so students can find out whether the answer is correct or there are still mistakes in their answer. At the end of the learning process, the teacher gives conclusions and asks questions to students or gives the students worksheet about the topic that was discussed on that day to measure and ensure students' understanding. The teacher also conveys learning material or topics that will be discussed at the

next meeting, so that students can prepare themselves by learning in advance about the material that will be discussed at the next meeting.

E. Implementation of Learning Assessment and Evaluation

Good assessment lies at the heart of a good education. Cambridge assessments are designed to be fair, valid, reliable and practicable, so that every Cambridge exam provides a true picture of a student's ability. This means our assessments have real, lasting value and can be a lifelong passport to further study or employment. Learning assessment and evaluation in Singapore National Academy is carried out after students complete the material given, in each of the topic. Before the students get the test, the teachers give them some worksheet to do, so that it can measure and ensure student understanding before entering the next topic. The worksheets could be graded or not based on the agreement between the students and teachers. The teacher can also give the student some project before give the test for each topic. After finishing the class test for particular topic, students can learn the new topic. And after the class test, usually the teacher and students will discuss the answers to each number of questions, and the teacher will give tips or step by step on how to answer the questions correctly. So that students will be able to find out where their mistakes are in answering questions, and can improve student understanding and make it easier for students to answer the exam.

For the exam, teachers give the students some revision paper to do for practicing. The revision papers contain of previous topic that the students have studied before. Teachers guide and help the student to learn and do the revision paper before the exam week comes.

Here is the detail of assessment for IGCSE curriculum and AS & A Level curriculum:

Table 2.1 Assessment for Cambridge IGCSE Curriculum

Core Assessment		
Type of Paper	**Time/Marks**	**Details**
Paper 1 – Multiple Choice	45 minutes, 40 marks	Forty compulsory multiple-choice items of the four-option type. This paper tests assessment objectives AO1 and AO2
Paper 3 – Theory (Core)	1 hour 15 minutes, 80 mark	Short-answer and structured questions testing assessment objectives AO1 and AO2.
Extended Assessment		
Type of Paper	**Time/Marks**	**Details**
Paper 2 – Multiple Choice (Extended)	45 minutes, 40 marks	Forty compulsory multiple-choice items of the four-option type. This paper tests assessment objectives AO1 and AO2
Paper 4 – Theory (Extended)	1 hour 15 minutes, 80 mark	Short-answer and structured questions testing assessment objectives AO1 and AO2

Practical Assessment		
Type of Paper	**Time/Marks**	**Details**
Paper 5 – Practical Test	1 hour 15 minutes, 40 mark	This paper tests assessment objective AO3 in a practical context
Paper 6 – Alternative to Practical	1 hour, 40 marks	This paper tests assessment objective AO3 in a written paper

Table 2.2 Assessment for Cambridge AS & A Level Curriculum

Type of Paper	Time/Marks	Details
Paper 1 – Multiple Choice	Written paper, 1 hour 15 minutes, 40 marks	Forty multiple-choice questions of the four-choice type, testing assessment objectives AO1 and AO2. Questions are based on the AS Level syllabus content.
Paper 2 – AS Level Structured Questions	Written paper, 1 hour 15 minutes, 60 marks	Structured questions testing assessment objectives AO1 and AO2. Questions are based on the AS Level syllabus content.
Paper 3 – Advance Practical Skills	Practical test, 2 hours, 40 marks	This paper tests assessment objective AO3 in a practical context. Questions are based on the practical skills (including the use of a light microscope) in the Practical assessment section of the syllabus for

		Paper 3. The context of the questions may be outside the syllabus content.
Paper 4 – A Level Stuctures Questions	Written paper, 2 hours, 100 marks	Structured questions testing assessment objectives AO1 and AO2. Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Paper 5 – Planning, Analysis and Evaluation	Written paper, 1 hour 15 minutes, 30 marks	Structured questions testing assessment objective AO3. Questions are based on the practical skills of planning, analysis and evaluation in the Practical assessment section of the syllabus for Paper 5. The context of the questions may be outside the syllabus content.

F. Co Curricular and After School Activities

Singapore National Academy has Co-curricural and After School Activities for the students. Here is the schedule for the Co-curricural activities:

Table 2.3 Lower Primary (Y1 –Y3)

No	Tuesday (08.00 – 09.00)	Venue	PIC
1.	Home Economics	Cooking Laboratory	Ms Veronika
2.	Photography	iPad's Classroom 2	Ms Vivi
3.	Young Entrepreneur	Y2 Pearl Classroom	Ms Devian
4.	Media Club	Y1 Ruby Classroom	Ms Evelyn
5.	Basketball	Backyard	Pak Adi & Ms Ivy
6.	Futsal	Backyard	Pak Sholeh
7.	Badminton	Indoor Stadium	Pak Majid
8.	Golf	Golf Court	Pak Tris
9.	Karate	Yoga Room	Ms Argha & Ms Cyntia
10.	Tennis	Tennis Court	

Table 2.4 Lower Primary (Y1 –Y3)

No	Thursday (07.30 – 09.00)	Venue	PIC
1.	Home Economics	Cooking Laboratory	Ms Veronika
2.	Photography	iPad's Classroom 2	Ms Vivi
3.	Young Entrepreneur	Y2 Pearl Classroom	Ms Devian
4.	Media Club	Y1 Ruby Classroom	Ms Evelyn
5.	Basketball	Backyard	Pak Adi & Ms Ivy
6.	Futsal	Backyard	Pak Sholeh
7.	Badminton	Indoor Stadium	Pak Majid
8.	Floor Ball	Backyard	Pak Tris
9.	Karate	Yoga Room	Ms Argha & Ms Cyntia
10.	Tennis	Tennis Court	

Here is the schedule for the After School activities:

Table 2.5 Lower Primary (Y1 –Y3)

	Time	Venue	PIC
Monday			
Basketball (Y1-Y3)	03.00 – 04.30	Alim Husin Hall	Ms Ivy
Scouts (Y1-Y6)	03.00 – 04.30	Indoor Stadium	Ms Evelyn
Tuesday			
Gavel Club (Y1-Y3)	03.00 – 04.00	Y2 Ruby Classroom	Ms Veronika
Futsal (Y1-Y3)	03.00 – 04.30	Backyard	Pak Eli
Thursday			
Basketball (Y1-Y3)	03.00 – 04.30	Alim Husin Hall	Ms Ivy
Friday			
Futsal (Y1-Y3)	03.00 – 04.30	Backyard	Pak Eli

Table 2.6 Upper Primary (Y4 –Y6)

	Time	Venue	PIC
Monday			
Scouts (Y4-Y6)	03.00 – 04.00	Indoor Stadium	Ms Evelyn
Young Innovator (Y4-Y6)	03.00 – 04.00	Y5 Pearl Classroom	Ms Veronika
Futsal (Y4-Y6)	03.00 – 04.30	Court beside pool	Pak Sholeh
Science Remedial			Science Teacher
Tuesday			
Basketball (Y4-Y6)	03.00 – 04.00	Alim Husin Hall	Ms Ivy
Junior Stuco (Y4-Y6)	03.00 – 04.00	StuCo Hub	Ms Devian
Basketball Girls (Y4-Y6)	03.00 – 04.00	Court Beside Tennis	Ms Cyntia
Creative Writing	03.00 – 04.00	Y6 Pearl Classroom	Ms Evelyn
Wednesday			
Math Remedial			Math Teacher
Thursday			
Basketball (Y4-Y6)	03.00 – 04.30	Alim Husin Hall	Ms Ivy

Chinese Remidial			Chinese Teacher
Friday			
Futsal (Y4-Y6)	03.00 – 04.30	Court Beside Pool	Pak Sholeh
Basketball Girls (Y4-Y6)	03.00 – 04.00	Court Beside Tennis	Ms Cynthia
English Remedial			English Teacher

G. Constraints experienced and their solutions

During the period of internship in Singapore National Academy there is no such a big constraints. The common problem for the teaching process is about the connection. Sometimes both students and teachers experience this kind of thing. The solution to this problem is to provide a backup internet network or hotspot that has a better network, so that when one network experiences problems or internet issues, it can be quickly handled by changing internet networks.

CHAPTER III
CONCLUSIONS

Based on the experience during the Teaching Internship II program held by the State University of Surabaya at Singapore National Academy, it can be concluded that:

1. Singapore National Academy (SNA) School is a premier world class school that offers quality Pre K-12 seamless education that uses English Language as its first medium of instruction, Chinese Language and Bahasa Indonesia as second and third languages respectively. Singapore National Academy has high quality in academic and non-academic fields. This is because both school principals and educators provide facilities and infrastructure, programs or opportunities that can support students in achieving achievements.
2. Singapore National Academy uses two curriculums for students who are in year 9-12, Cambride IGCSE Curriculum and Cambridge A & AS Level Curriculum. Singapore National Academy use Cambride IGCSE curriculum for year 9 and year 10 and Cambridge A & AS Level for year 11 and 12.
3. Due to the Covid-19 pandemic, which currently still impacts all sectors, especially in the field of education, the Singapore National Academy has implemented an online and hybrid learning system, with the implementation of very strict health protocols.
4. The learning process at Singapore National Academy uses interactive learning media or uses some digital platform to help the students learn during the pandemic. There are Google Classroom, Quizzizz website, Google Jamboard, Padlet, and Virtual Laboratory, so this can make students more interesting, lead to motivate student, can clarify learning materials, and the learning process becomes more varied.
5. In the implementation of online or hybrid learning activities, the Singapore National Academy greatly utilizes ICT in all learning activities.

6. Classroom management used or implemented at the Singapore National Academy is very good, by applying the classroom management procedures, it will make the class more structured and not chaotic.
7. Learning assessment and evaluation in Singapore National Academy is carried out after students complete the material given. Teachers always complete the materials for each topic and then give the test. For the exam, teachers give the students some revision paper to do for practicing. The revision papers contain of previous topic that the students have studied before. The paper for the exam given based on the guide from the syllabus.
8. Singapore National Academy has Co-curricural and After School Activities for the students to develop their talents and interest aside from academic level.
9. The teachers at Singapore National Academy have a close relationship with the students. This is evidenced by the behavior and grammar of students to teachers who show intimacy but remain polite.

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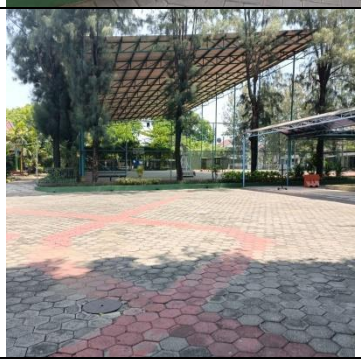
APPENDICES

Appendix 1 : Singapore National Academy Facilities

Picture

Appendix 2: The example of Chemistry Lesson Plan

Detailed Lesson Plan Template

Session title	Energy Transfer	**Date**	2nd November 2021	**Location**	Chemistry zoom class

Learner group	Junior High School Year 9 G3	**Duration**	1 hour 30 minutes	**Group size**	18 students

Learning aims *A statement which provides the scope of the subject and the overall intent of the course*	• Describe the release of heat energy by burning fuels • State the use of hydrogen as a fuel • Describe radioactive isotopes, such as ^{235}U, as a source of energy • Describe the use of hydrogen as a fuel reacting with oxygen to generate electricity in a fuel cell. (Details of the construction and operation of a fuel cell are not required)

Learning objectives *What are learners expected to learn after completing the lesson? These should be specific and able to be assessed.*	At the end of the lesson, the students will be able to: • Through the class discussion, students will be able to describe the burning fuels process to release energy in the form of heat • Through the class discussion, students will be able to state the use of hydrogen as a fuel, in Students Worksheet • Through the class discussion, students will be able to describe the use of hydrogen as a fuel reacting with oxygen to generate electricity in a fuel cell, in Students Worksheet • Through the class discussion, students will be able to describe radioactive isotopes, such as ^{235}U as a source of energy, in Students Worksheet

Time	Content and teacher activity	Learner activity	Formative assessment	Learning materials and resources
	How are you explaining and illustrating the topic?	What are the learners doing to help them understand the topic?	How do you plan to assess learning as it is happening?	What resources will you use that will support the teaching and learning activities?
2 min	The teacher states that the topic that will be discussed in today's lesson is energy transfer	Students listen to the teacher		
3 min	The teacher asks one of students to read the learning objective of today's lesson.	One of students read the learning objective in PPT slide		Power Point
4 min	Before starting the lesson, the teacher ask students: • What is the definition of energy did you know? • What is the definition of fuel?	Students answer questions given by the teacher on padlet	Question and answer	Padlet: https://padlet.com/bintaricatur18098/s0hjr2olc9hcma10
4 min	The teacher explains the definition of energy and the law of conservation of energy. The teacher also explain the definition of fuels and state that the process of burning fuels to obtain their energy in the form of heat, is the example of the law of conservation energy	Students listen to the explanation given by the teacher attentively		Power Point
3 min	The teacher explains the 3 types of fuels that will be discussed,	Students listen to the explanation given by the teacher attentively		Power Point

Time	Content and teacher activity	Learner activity	Formative assessment	Learning materials and resources
	namely fossil fuels, growing fuels and nuclear fuels. And giving the example of each type of fuels.			
5 min	The teacher explains that fossil fuels release energy in the form of heat when they undergo combustion and explain the combustion reaction that occurs when burning the fossil fuels.	Students listen to the explanation given by the teacher attentively		Power Point
3 min	The teacher asks students: • What is the example of burning fossil fuels to release energy in the form of heat in daily life?	Students answer questions given by the teacher on padlet	Question and answer	Padlet: https://padlet.com/bintaricatur18098/s0hjr2olc9hcma10
5 min	The teacher giving the example of burning fossil fuels to release energy in the form of heat in daily life.	Students listen to the explanation given by the teacher attentively		
3 min	The teacher giving the guiding question to students: • Based on the example of burning fossil fuels to release energy in the form of heat in daily life that are very much and occur every day. So what are the criteria makes a good	Students answer questions given by the teacher on padlet	Question and answer	Power Point Padlet: https://padlet.com/bintaricatur18098/s0hjr2olc9hcma10

Time	Content and teacher activity	Learner activity	Formative assessment	Learning materials and resources
5 min	fuel? The teacher explains the fuel criteria can be said to be good fuel The teacher ask students to use hand signals to check the understanding.	Students listen to the explanation given by the teacher attentively Students show or give thumbs up if they understood. Otherwise, they can raise hand if there is still something that is not understood	Hand Signals	Power Point
5 min	The teacher explains the second type of fuels, namely growing fuels. The teacher also explains the ethanol and hydrogen as the example of growing fuel.	Students listen to the explanation given by the teacher attentively		Power Point
2 min	The teacher shows a video about the hydrogen fuel cell process as a way to make fuel.	Students listen to the explanation given by the teacher attentively		Link of hydrogen fuel cell video: https://www.youtube.com/watch?v=a4pXAmljdUA
7 min	The teacher states that the use of hydrogen as a fuel reacting with oxygen to generate electricity in a fuel cell	Students listen to the explanation given by the teacher attentively		Power Point
3 min	The teacher ask students: • What do you think are the advantages of using hydrogen as a fuel compared to using fossil fuels?	Students answer questions given by the teacher on padlet	Question and Answer	Padlet: https://padlet.com/bintaricatur18098/s0hjr2olc9hcma10
5 min	The teacher explains the	Students listen to the explanation given by the teacher attentively		Power Point

Time	Content and teacher activity	Learner activity	Formative assessment	Learning materials and resources
	advantages and disadvantages of using hydrogen as a fuel. The teacher ask students to use hand signals to check the understanding.	Students show or give thumbs up if they understood. Otherwise, they can raise hand if there is still something that is not understood	Hand signals	
5 min	The teacher explain the third type of fuel, namely nuclear fuel that contain unstable atoms called radioisotopes, and the radioisotope that commonly used in nuclear fuels is uranium-235.	Students listen to the explanation given by the teacher attentively		Power Point
3 min	The teacher giving the guiding question to students: • Why do you think uranium is ideal for nuclear fuels?	Students answer questions given by the teacher on padlet	Question and Answer	Padlet https://padlet.com/bintaricatur18098/s0hjr2olc9hcma10
6 min	The teacher explain the reason why nuclear fuels is using uranium	Students listen to the explanation given by the teacher attentively		Power Point
5 min	The teacher explains the advantages and disadvantages of nuclear fuels. The teacher ask students to use hand signals to check the understanding.	Students listen to the explanation given by the teacher attentively Students show or give thumbs up if they understood. Otherwise, they can raise hand if there is still something that is not understood Students can join using the class	Hand Signals	Power Point Link of quizizz :

Time	Content and teacher activity	Learner activity	Formative assessment	Learning materials and resources
3 min	The teacher reviewing the material that has been discussed on that day, using quizizz.com. The teacher ask students to join in quiz using the class code or the link shared by the teacher	code or the link shared by the teacher		https://quizizz.com/admin/quiz/617dd6bc90fe0b001d49fc11/hydrogen-fuel-cells
10 min	The teacher ask students to do a quiz about the energy from fuel	Students doing a quiz about the energy from fuel contained in quizizz.com	Quizzes	
5 min	The teacher reviews the question that most of students struggling, contained in quizizz.com understood	Students listen to the explanation given by the teacher attentively and can ask if there is still material that has not been understood	Question and Answer	
2 min	The teacher provide a summary by giving a checklist on the lesson objectives that have been achieved through learning that day	Students listen to the teacher		Power Point
2 min	The teacher conveys the material to be discuss at the next meeting			Syllabus

REFLECTION

1. What went well in this lesson? Why?
2. What problems did I experience? Why?
3. What could I have done differently?
4. What did I learn from this experience that will help me in the future?