

**A REPORT OF INTERNSHIP PROGRAM AT *LEMBAGA PELATIHAN*
KERJA (LPK) ICB ENGLISH PALANGKA RAYA**

AN INTERNSHIP REPORT

BY

SRI CHANDI LARA SARI

213030201109



**UNIVERSITAS PALANGKA RAYA
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION**

2026

**A REPORT OF INTERNSHIP PROGRAM AT *LEMBAGA PELATIHAN
KERJA (LPK)* ICB ENGLISH PALANGKA RAYA**

AN INTERNSHIP REPORT

Presented to

Faculty of Teacher Training and Education

Universitas Palangka Raya

In partial fulfillment of the requirements

For the degree of

Sarjana Pendidikan

BY

SRI CHANDI LARA SARI

213020201109

UNIVERSITAS PALANGKA RAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGES AND ARTS EDUCATION

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

2026

STATEMENT OF ORIGINALITY

I, the undersigned:

Name : Sri Chandi Lara Sari
NIM : 213030201109
Study Program : English Language Education
Department : Languages and Arts Education
Faculty : Teaching Training and Education

Hereby solemnly declare that the final project report entitled **A REPORT OF INTERNSHIP PROGRAM AT LEMBAGA PELATIHAN KERJA (LPK) ICB ENGLISH PALANGKA RAYA**, which I have written, is entirely my own work and has not been copied or plagiarized, either in whole or in part, from any other source.

If, at any point in the future, it is proven or can be demonstrated that this final project report is the work of another person or contains plagiarism, either in whole or in part, I am willing to accept the consequences for such actions in accordance with the applicable regulations.

Palangka Raya, 10 July 2026

Declarant,



Sri Chandi Lara Sari

213030201109

APPROVAL OF FINAL PROJECT EXAMINING BOARD

A REPORT OF INTERNSHIP PROGRAM AT LEMBAGA PELATIHAN KERJA (LPK) ICB ENGLISH PALANGKA RAYA

This is to certify that this final project has been approved
by the Board of Examiners of English Education Study Program
Languages and Arts Education Department
Teacher Training and Education Faculty
University of Palangka Raya

BY :
SRI CHANDI LARA SARI

Date : 9 July 2026

Board of Examiners,

Name	Signature	Date	Position
Dr. Akhmad Fauzan, S. Pd., M. Pd. NIP. 19810612 200501 1 002		9 July 2026	Chair
Maida Norahmi, M. Pd NIP. 19891012 201504 2 001		9 July 2026	Member
Muhammad Subhan Fikri, M. Pd NIP. 19930120 202203 1 011		9 July 2026	Member

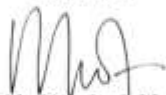
APPROVAL OF FINAL REPORT ADVISORY COMMITTEE

Title;	A REPORT OF INTERNSHIP PROGRAM AT LEMBAGA PELATIHAN KERJA (LPK) ICB ENGLISH PALANGKA RAYA
Name/Student Identification Number	SRI CHANDI LARA SARI / 213030201109
Study Program/Department	English for Education / Languages and Arts Education

This is to certify that this Sarjana Final Project Report has been approved by the Advisors

Approved by:

Advisor I,



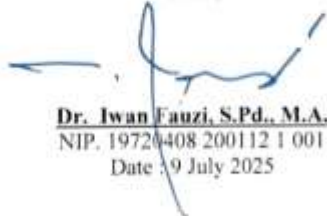
Maida Norahmi, M. Pd
NIP.19891012 201504 2 001
Date : 9 July 2026

Advisor II,



Muhammad Subhan Fikri, M. Pd
NIP. 19930120 202203 1 011
Date : 9 July 2026

Language and Art Education Department
Chair,



Dr. Iwan Fauzi, S.Pd., M.A.
NIP. 19720408 200112 1 001
Date : 9 July 2025

English Education Study Program,
Coordinator,



Dr. Akhmad Fauzan, S.Pd., M.Pd.
NIP. 19810612 200501 1 002
Date : 9 July 2025

Acknowledged by

Dean of Faculty of Teacher Training and Education
of Palangka Raya



Dr. Rinto Alexandro, S.E., M.M.
NIP. 19640827 200801 1 013

ABSTRACT

Sari, Sri Chandi Lara. 2026. A Report of Internship Program at Lembaga Pelatihan Kerja (LPK) ICB English Palangka Raya. English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya.

Advisor I: Maida Norahmi, M.Pd. and **Advisor II:** Muhammad Subhan Fikri, M.Pd.

Keywords: Internship, English to Young Learners, Instructional Materials, Non-formal Education, Administrative Activities.

This internship was conducted at LPK ICB Palangka Raya, Central Kalimantan, from February to June 2025. The program aimed to provide practical experience in applying theoretical knowledge gained during academic study to real educational practice in a non-formal educational institution. The main objectives of the internship were to teach English to young learners, prepare and develop instructional materials, participate in team collaboration and institutional support, and take part in administrative activities. During the internship, the writer was involved in teaching English to young learners through basic vocabulary lessons such as colors, animals, fruits, numbers, and parts of the body. The learning activities were carried out through songs, worksheets, pictures, repetition, and simple games that were appropriate to the characteristics of kindergarten learners. In addition, the writer prepared and adapted instructional materials based on the modules provided by the institution by making them more interesting and interactive through simple exercises, visual support, and classroom activities based on Content-Based Instruction (CBI) and Total Physical Response (TPR).

The writer also participated in team collaboration and institutional support through coordination with teachers and staff in classroom preparation, learning activities, and special programs such as the Kartini Day celebration. In the administrative area, the writer was involved in organizing student data, supporting institutional documentation, preparing files, and assisting in the preparation of certificates for students and internship participants.

The internship results showed that the program contributed significantly to the writer's professional development in teaching, material preparation, teamwork, and administrative responsibility. The writer also gained a deeper understanding of the challenges and practices of working in a non-formal educational institution. Overall, the internship served as a meaningful bridge between academic learning and professional experience in the field of English education.

ABSTRACT

Sari, Sri Chandi Lara. 2026. Laporan Magang Program di Lembaga Pelatihan Kerja (LPK) ICB Palangka Raya. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya.

Pembimbing I: Maida Norahmi, M.Pd. dan Pembimbing II: Muhammad Subhan Fikri, M.Pd.

Kata Kunci: Magang, Bahasa Inggris untuk Anak Usia Dini, Bahan Ajar, Pendidikan Nonformal, Kegiatan Administrasi.

Program magang ini dilaksanakan di LPK ICB Palangka Raya, Kalimantan Tengah, pada bulan Februari sampai Juni 2025. Kegiatan ini bertujuan untuk memberikan pengalaman praktis dalam menerapkan pengetahuan teoretis yang diperoleh selama perkuliahan ke dalam praktik pendidikan yang nyata di lembaga pendidikan nonformal. Tujuan utama magang ini adalah mengajar bahasa Inggris kepada young learners, menyiapkan dan mengembangkan bahan ajar, berpartisipasi dalam kolaborasi tim dan dukungan kelembagaan, serta ikut serta dalam kegiatan administrasi. Selama pelaksanaan magang, penulis terlibat dalam kegiatan mengajar bahasa Inggris kepada young learners melalui materi kosakata dasar seperti warna, hewan, buah-buahan, angka, dan bagian tubuh. Kegiatan pembelajaran dilakukan melalui lagu, lembar kerja, gambar, pengulangan, dan permainan sederhana yang sesuai dengan karakteristik peserta didik usia taman kanak-kanak. Selain itu, penulis juga menyiapkan dan menyesuaikan bahan ajar berdasarkan modul yang telah disediakan oleh lembaga dengan membuatnya lebih menarik dan interaktif melalui latihan sederhana, dukungan visual, dan kegiatan kelas yang didasarkan pada Content-Based Instruction (CBI) dan Total Physical Response (TPR).

Penulis juga berpartisipasi dalam kolaborasi tim dan dukungan kelembagaan melalui koordinasi dengan guru dan staf dalam persiapan kelas, pelaksanaan pembelajaran, dan kegiatan khusus seperti peringatan Hari Kartini. Pada bidang administrasi, penulis terlibat dalam penyusunan data siswa, dokumentasi kelembagaan, penyiapan berkas, serta membantu penyiapan sertifikat bagi siswa dan peserta magang.

Hasil magang menunjukkan bahwa program ini memberikan kontribusi yang signifikan terhadap pengembangan profesional penulis dalam bidang pengajaran, penyiapan bahan ajar, kerja sama tim, dan tanggung jawab administrasi. Penulis juga memperoleh pemahaman yang lebih mendalam tentang tantangan dan praktik kerja di lembaga pendidikan nonformal. Secara keseluruhan, kegiatan magang ini menjadi jembatan yang bermakna antara pembelajaran akademik dan pengalaman profesional di bidang pendidikan bahasa Inggris.

ACKNOWLEDGEMENT

First and foremost, the writer would like to express sincere gratitude to Almighty God for His blessings, grace, and guidance, which have enabled the writer to complete this internship report successfully.

This report is written to fulfill one of the academic requirements for completing the undergraduate degree in English Language Education at the Faculty of Teacher Training and Education, University of Palangka Raya. The internship was conducted at LPK ICB and TK ICB Palangka Raya from February 8 to June 8, 2025. During this period, the writer was actively involved in various academic and administrative activities, including assisting in English teaching for young learners and course students, preparing instructional materials, supporting institutional administration, and participating in school programs and special events. These experiences contributed significantly to the writer's academic development, professional competence, and personal growth.

The completion of this report would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, the writer would like to express deepest appreciation to:

1. The Dean of the Faculty of Teacher Training and Education, Dr. Rinto Alexandro, S.E., M.M., University of Palangka Raya, for granting academic

approval and institutional support for the implementation of the internship program.

2. The Head of the Department of Language and Arts Education, Dr. Iwan Fauzi, S.Pd., M.A., who has given permission for the academic direction and encouragement provided throughout the writer's academic journey.
3. The Coordinator of the English Language Education Study Program, Dr. Akhmad Fauzan, M.Pd., for organizing the internship program and facilitating coordination between the university and the host institution.
4. Maida Norahmi, M.Pd., as the academic advisor, for his invaluable guidance, constructive feedback, patience, and continuous support throughout the preparation and completion of this internship report.
5. Muhammad Subhan Fikri, M.Pd., as the second advisor, for her guidance, insightful suggestions, and support during the revision process of this report.
6. Dr. Akhmad Fauzan, M.Pd., as the examiner of this internship report, for the valuable time, constructive criticism, and thoughtful suggestions provided during the examination and revision process.
7. Drs. Dadang Amiludin, as the Head of LPK ICB Palangka Raya, for granting permission and providing the opportunity to conduct the internship at the institution.
8. All instructors and administrative staff of LPK ICB and TK ICB Palangka Raya, for their cooperation, support, and guidance during the internship period.

9. Fellow students and friends who provided assistance, motivation, and encouragement throughout the internship and report-writing process.
10. The writer's beloved parents, Mr. Redianto, Mrs. Sarinah, sister and brother for their endless prayers, unconditional support, love, and encouragement throughout the writer's academic journey.

The writer fully realizes that this report is not without limitations and shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is sincerely hoped that this internship report will be beneficial and informative for readers, particularly for students who will participate in similar internship programs in the future.

Palangka Raya, 24 Juni 2026



Sri Chandi Lara Sari

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	ii
APPROVAL OF FINAL PROJECT EXAMINING BOARD	iii
APPROVAL OF FINAL REPORT ADVISORY COMMITTEE	iv
ABSTRACT	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background	1
1.2 Objective	4
1.3 Benefits.....	7
CHAPTER II LITERATURE REVIEW	10
2.1 Independent Internship Program	10
2.2 LPK ICB Palangka Raya Standard Operating Procedure (SOP)	12
2.3 Teaching Basic English for TK (Young Learners).....	21
2.4 Instructional Material Development.....	23
2.5 Technology Integration using the TPACK Method	25
CHAPTER III IMPLEMENTATION METHOD	27
3.1 Subject, Location, and Schedule of Activity	27
3.1.1 Subject.....	28
3.1.2 Location.....	30
3.1.4 Schedule of Activity.....	37
3.2 Activity Implementation Procedure	41
3.2.1 Planning	41
3.2.2 Implementation	46

3.2.3	Evaluation	52
CHAPTER IV RESULT OF ACTIVITY AND DISCUSSION		57
4.1	Activity Result.....	57
4.2	Discussion	60
4.2.1	Teaching Basic Class for Young Learners (TK).....	61
4.2.2	Preparing and Developing Instructional Materials	69
4.2.3	Participating in Team Collaboration and Institutional Support	75
4.2.4	Participating in Administrative Activities.....	79
4.2.5	LPK ICB Palangka Raya Challenges.....	84
CHAPTER V CONCLUTION AND SUGGESTION.....		89
5.1	Conclusion.....	89
5.2	Suggestion	92
5.2.1	Improve for the Writer and Future Interns.....	93
5.2.2	Suggestion on Preparing and Developing Instructional Materials.....	94
5.2.3	Suggestion on Team Collaboration and Institutional Support.	94
5.2.4	Suggestion on Administrative Activities	95
REFERENCES.....		96
APPENDIX		99

LIST OF TABLES

Table 3 1. The Institutional Profile of LPK ICB.....	28
Table 3 2. Building facilities of ICB Palangka Raya	32
Table 3 3. Internship Timeline	38
Table 3 4. Weekly Internship schedule	44
Table 4 1. The teaching data	63
Table 4 2. The video materials from YouTube used.....	68
Table 4 3. The instructional material development.....	70
Table 4 4. Administrative Activities Conducted During the Internship at LPK ICB Palangka Raya	80

LIST OF FIGURES

Figure 2 1. SOP for Student Recruitment at LPK ICB Palangka Raya	14
Figure 2 2. SOP for Education at LPK ICB Palangka Raya	17
Figure 2 3. SOP for Marketing Management at LPK ICB Palangka Raya.....	18
Figure 2 4. SOP for Teacher Recruitment at LPK ICB Palangka Raya.....	20
Figure 3 1. LPK ICB location	31
Figure 3 2. LPK ICB Map.....	31
Figure 3 3. LPK ICB Organizational Structure.....	34
Figure 3 4. Initial Introduction Session at LPK ICB Palangka Raya.....	39
Figure 3 5. Orientation and Observation Classroom.....	39
Figure 3 6. Observed teaching approaches for young learners	42
Figure 3 7. Developing and managing worksheet.....	43
Figure 3 8. Discussing Material and Internship Schedule with staffs and instructors	43
Figure 3 9. Arranging and preparing student's document	44
Figure 3 10 Colors material.....	49
Figure 3 11 YouTube media for colors	49
Figure 3 12 Colors worksheet	50
Figure 4 1. Internship members introduction to students.....	62
Figure 4 2. Teaching TK	62
Figure 4 3. Animals Colouring Class.....	66
Figure 4 4. Learning colors using colored sand media.	66
Figure 4 5. Developing material based on Institutional module	74
Figure 4 6. Developing story telling worksheet	74
Figure 4 7. Kartini's day parade.....	78
Figure 4 8. Preparing Accessories for kindergarten student during Kartini Day.....	78
Figure 4 9. Arranging student's data.....	82
Figure 4 10. Student's data input	82
Figure 4 11. Making student registration form	83
Figure 4 12. Making student's graduation certificates.....	83
Figure 4 13. Making interns graduation certificates	83

REFERENCES

- Aldridge, J. M., Fraser, B. J., & Fozdar, F. (2022). Unpacking collective teacher efficacy in primary schools: student achievement, school climate, and collaboration. *The Australian Educational Researcher*.
- Al Rajafi, G., Salija, K., & Basri, M. (2024). Implementing animated videos to enhance vocabulary comprehension among EFL learners. *International Journal of Language Education*.
- Albaladejo, S. A., Coyle, Y., & de Larios, J. R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76, 292–303.
- Baxter, J. A., & Hult, A. (2019). Forms and practices of accountability in education. *Educational Assessment, Evaluation and Accountability*.
- Bhabha, J., & West, A. (2022). Evaluating the effectiveness of student-record systems in conflict-affected settings. *International Journal of Educational Development*.
- Birenbaum, M., Kimron, H., Shilton, H., & Shahor, N. (2025). Teacher collaboration: conceptualisation and practice. *Professional Development in Education*.
- Celik, T. I., Cay, T., & Kanadli, S. (2021). The effect of Total Physical Response method on vocabulary learning/teaching: A mixed research synthesis. *English Language Teaching*, 14(12).
- Coyle, Y., Gómez Gracia, R., & de Larios, J. R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76, 292–303.
- Davis, G. M. (2024). Investigating the substantive linguistic effects of using songs for teaching second or foreign languages to preschool, primary and secondary school learners: A systematic review of intervention research. *System*, 122, 103252.
- Fakultas Keguruan dan Ilmu Pendidikan Universitas Palangka Raya. (2024). *Buku panduan tugas akhir pengganti skripsi*.

- Fakultas Keguruan dan Ilmu Pendidikan Universitas Palangka Raya. (2025). *Buku panduan penulisan skripsi*.
- Hanifa, R., Yusuf, F. N., Yusra, S. R., & Suherdi, D. (2024). Adapting EFL materials and its influences on Indonesia secondary school students' language learning. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, 69.
- Kemendikbud. (2020). *Buku panduan Merdeka Belajar Kampus Merdeka*.
- Khorasgani, A. T., & Khanehgir, M. (2017). Teaching new vocabulary to young learners: Using two methods total physical response and keyword method. *International Journal of Evaluation and Research in Education*, 6(2), 150–156.
- Kim, Y.-S. G., Curby, T. W., & Winsler, A. (2023). The effects of a science and social studies content-based shared book reading intervention on preschool dual language learners' vocabulary outcomes. *Early Childhood Research Quarterly*.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Leemann, R. J., Traeger, T., & Imdorf, C. (2024). Intra-professional collaboration and organization of work among teachers. *Journal of Professions and Organization*, 11(1), 83–101.
- Macedonia, M., Müschenborn, J., & Lotze, M. (2021). Learning foreign language vocabulary with gestures and pictures enhances vocabulary memory for several months post-learning in eight-year-old school children. *Educational Psychology Review*, 33, 815–850.
- Martinez, J., & McAbee, S. (2020). School administrator support of teachers: A systematic review. *Administrator Support*.
- Nation, I. S. P., & Macalister, J. (2020). *Language curriculum design* (2nd ed.). Routledge.
- Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
- Polat, N., Mahalingappa, L., & Kayi-Aydar, H. (2023). Developing instructional materials for English learners in the content areas. *TESOL Journal*.

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453–465.
- Sepranata, W. (2025). *Internship report at Intercontinental Communication Bridge (ICB) Palangka Raya* (Unpublished internship report). University of Palangka Raya.
- Sky, M. L. (2025). *Internship report at a course and training institution Intercontinental Communication Bridge (ICB) College Palangka Raya* (Unpublished internship report). University of Palangka Raya.
- Stoller, F. L. (2008). Content-Based Instruction. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education*. Springer.
- Sulistiyo, U., Mukminin, A., & Harun, R. (2022). Internship programs and students' professional development in teacher education. *Journal of Education and Learning*, 16(2), 145–156.
- Ukaogba, O., & Nwankwo, C. (2020). Effective record management in academic institutions. Cited in: *Student Registration and Records Management Services towards Administrative Efficiency*.
- Visone, M. B. M., & Liu, Y. (2022). Teachers' perceptions of collaboration within an evolving teacher evaluation context. *Professional Development in Education*.
- Wardhani, A., Variiani, V., & Aini, N. (2024). The role of communication skills in students' internship performance. *Journal of Educational Research and Practice*, 9(1), 45–54.