



The Role and Contribution of Interns and PAI Teachers in Learning Development at SMAN 1 Nuhon

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ABSTRACT

The role and contribution of interns and Islamic Religious Education (PAI) teachers in the development of learning at SMAN 1 Nuhon aims to improve the effectiveness of teaching methods and students' understanding of PAI material. This study uses a descriptive qualitative approach with observation, interviews, and documentation analysis methods. The results show that PPL participants brought innovations to the learning process through more interactive methods, such as group discussions and the use of digital media. Students responded positively to the new methods implemented, with about 85% feeling that they found it easier to understand the material compared to conventional methods. However, the main challenges faced were limited time and the minimal involvement of PPL participants in lesson planning. Therefore, increasing the duration of PPL and integrating participants into the preparation of lesson plans could be an effective strategy to enhance their contribution to PAI learning.

INTRODUCTION

Islamic Religious Education (PAI) not only focuses on the transfer of religious knowledge, but also seeks to build spiritual awareness and implementation of Islamic values in daily life (Azhar et al., 2024). However, the effectiveness of PAI learning in senior high schools often faces various obstacles, both from pedagogical aspects, limited resources, to conventional teaching methods. Teachers are often faced with challenges in delivering material in order to attract students' interest in learning and increase their understanding of Islamic values more deeply. Therefore, the involvement of interns is expected to contribute to the innovation and development of more effective learning methods.

SMAN 1 Nuhon is one of the high schools that continues to improve the quality of education, including the teaching of PAI. The school is located in Nuhon sub-district, which has social and economic diversity. Most of the students come from families with middle to lower economic levels, which has an impact on their access to adequate educational facilities. In addition, the limited utilization of technology in the learning process is still a challenge. With the internship program for prospective student teachers, it is expected to provide added value to the PAI learning process in this school, both in terms of innovation in teaching methods and increased interaction between teachers and students.

They learned in college. Their presence not only assists in the teaching process, but also contributes to the development of more innovative and interactive learning methods. In this context, PPL participants play a role in providing new perspectives in teaching, both through the preparation of learning tools, the use of more varied teaching media, and a more adaptive approach to student needs. However, the effectiveness of the role and contribution of PPL participants in PPL participants, consisting of student teachers, have the opportunity to interact directly with students and implement learning theories and strategies that have improving the quality of PAI learning at SMAN 1 Nuhon still needs to be studied further to see the extent of its impact on classroom learning.

The main problem in PAI learning at SMAN 1 Nuhon is related to the teaching methods that are still dominated by conventional approaches. Teachers tend to use the lecture method which does not actively involve students in the learning process. This causes students' interest in learning to be low, especially for those who are more interested in collaborative and experiential learning methods. Therefore, this research will explore how the role and contribution of PPL participants and PAI teachers in developing more effective learning. The main focus of this study includes the extent to which PPL participants can contribute to the learning process, the innovations they apply in teaching methods, and the obstacles faced during field experience practice. In addition, this study will also look at how the collaboration between PPL participants and PAI teachers can have a positive impact on students' understanding of PAI subjects. This study aims to identify the role of PPL participants in supporting PAI learning at SMAN 1 Nuhon, analyze their contribution in improving the

effectiveness of teaching methods, and evaluate the form of collaboration between PPL participants and PAI teachers in learning development. In addition, this study will also identify the challenges faced during the implementation of PPL and assess the impact of PPL participants' involvement on students' understanding in PAI subjects. With this research, it is expected that a more comprehensive picture of the effectiveness of the PPL program in improving the quality of PAI learning in senior high schools can be obtained.

A number of previous studies have highlighted the importance of innovation in PAI learning to improve students' understanding of the material taught. (Azhar et al., 2024) revealed that PAI learning at the secondary level often still uses conventional methods that tend to be one-way. This causes students' involvement in the learning process to be low, so they are less motivated to understand the material more deeply. A study conducted by (Fikrie & Ariani, 2019) showed that the presence of PPL participants in the learning process can have a positive impact on student engagement in learning. PPL participants often bring more interactive learning methods, such as group discussions, digital media utilization, and project-based learning, which can increase students' interest and understanding of the material being taught. Meanwhile, research from (Ramdani et al., 2019) highlighted the importance of cooperation between teachers and PPL participants in improving learning effectiveness. Teachers with more experience can guide the PPL participants to adjust to classroom conditions, while the PPL participants can provide new perspectives in teaching strategies. However, in its implementation, the PPL program also faces various obstacles. Several studies have shown that the main challenges faced by student teachers are limited time to adapt to the school environment, lack of opportunity to fully apply the methods they have learned, and lack of experience in handling the classroom independently. (Clodya, 2021) found that many PPL participants felt less confident in teaching due to the lack of direct experience in managing the classroom. Therefore, a more intensive mentoring system is needed so that PPL participants can make a more optimal contribution to the learning process. Learning will be easy to accept if the delivery method is appropriate. (Lamadang, 2020)

At SMAN 1 Nuhon, the diverse social and economic conditions of students are one of the challenges in developing more effective learning. Although the school has adequate facilities, such as proper classrooms and a library, the utilization of technology in learning is still limited. In addition, most students are still accustomed to conventional learning methods, so innovation in teaching strategies is still an urgent need. Under these conditions, PPL participants have the potential to contribute to creating a more interesting and relevant learning experience for students. Thus, this research becomes relevant in examining how PPL participants can make a real contribution in improving the effectiveness of PAI learning at SMAN 1 Nuhon. The results of this study are expected to provide a deeper insight into the role of PPL participants in the world of education and provide recommendations for the development of programs in more effective PPL the future. In addition, the findings of this study can also be an evaluation material for higher education institutions in designing PPL programs that are

more applicable and oriented towards strengthening the competence of prospective teachers in the field.

LITERATURE REVIEW

In the context of the development of learning at SMAN 1 Nuhon, the role of Field Experience Practice (PPL) participants and Islamic Religious Education (PAI) teachers is examined. PPL participants, as student-teachers, bring new perspectives to the learning environment, particularly in applying innovative teaching methods. These methods, such as interactive group discussions and digital media use, are intended to enhance students' understanding and engagement with the material. The theoretical foundation for this research involves understanding the relationship between teaching strategies, student engagement, and the development of learning.

- ***H1: The Role of PPL Participants in Improving Learning Methods***

Previous studies, such as Fikrie & Ariani (2019), suggest that PPL participants positively influence student engagement by introducing more interactive methods that are well-received by students. These findings support the hypothesis that the introduction of such methods contributes to a more effective learning environment, particularly in the field of Islamic Religious Education.

Theories on Teaching and Learning Innovations

The application of innovative teaching methods, such as collaborative learning and technology integration, is central to this research. The theory underpinning these approaches highlights the importance of engaging students in ways that foster deeper understanding and critical thinking. This aligns with the study by Azhar et al. (2024), which emphasizes the need for pedagogical change to overcome the limitations of traditional, one-way teaching models.

- ***H2: The Collaboration Between PPL Participants and PAI Teachers***

Research by Ramdani et al. (2019) highlights that collaboration between experienced teachers and student-teachers fosters a more dynamic learning environment. This research supports the hypothesis that PPL participants' collaboration with PAI teachers leads to more effective teaching outcomes, as it allows for the blending of new ideas with proven methods.

Contextual Framework

The study of the role and contribution of PPL participants at SMAN 1 Nuhon is framed by a conceptual framework that examines the interplay between teaching strategies, student engagement, and the collaboration between teachers and interns. This framework provides insights into how these variables interact to influence learning outcomes.

METHODOLOGY

This research uses a descriptive qualitative approach with observation, interview, and documentation analysis methods to obtain data on the role and contribution of Field Experience Practice (PPL) participants and Islamic Religious Education (PAI) teachers in developing learning at SMAN 1 Nuhon. The research subjects consisted of PAI teachers, PPL participants, and students who were directly involved in the learning process. The research location was chosen based

on the ongoing PPL program and need to the school's improve the effectiveness of PAI teaching.

The research process began with direct observation of the interaction between PPL participants and PAI teachers in learning activities, focusing on teaching methods, student participation, and classroom dynamics. Semi-structured interviews were conducted with PAI teachers to find out the extent to which PPL participants contributed to learning and the challenges they faced. Interviews with PPL participants aimed to explore experiences their during practice, strategies used, and obstacles they encountered. Students were also interviewed to understand the impact of their presence on their understanding of PAI subjects. In addition, documentation analysis was conducted by reviewing lesson plans, teaching materials, and evaluation of student learning outcomes to assess the extent to which innovations in teaching strategies were implemented during the PPL.

The materials examined in this study include the learning methods applied, the utilization of teaching media, and the approach used by the PPL participants in increasing student engagement. The evaluation was conducted by analyzing changes in the learning approach, the level of student participation, and the effectiveness of collaboration between the PPL participants and PAI teachers. In addition, obstacles that arose during the PPL program were studied to provide recommendations for improving the effectiveness of similar programs in the future. The data obtained were analyzed thematically with the stages of data reduction, data presentation in the form of narrative descriptions, and conclusion drawing. The success of the activities was measured based on changes in teaching methods, increased student engagement, and the effectiveness of collaboration between PPL participants and PAI teachers. Students' response to the presence of PPL participants as well as the social and academic impacts of this program were also indicators in assessing the level of achievement of the activities. With this approach, study thisis expected to provide a comprehensive insight into the effectiveness of PPL participants in supporting PAI learning at SMAN 1 Nuhon as well as recommendations that can be applied for the development of PPL programs in the future.

RESULTS

This service activity is carried out by a team that is responsible for the design and presentation of training materials. The implementation of the service was carried out through the following stages:

1. *Survey with Observation*

The first survey was conducted on February 11, 2025 with the aim of obtaining data on the challenges and needs in learning at SMAN 1 Nuhon. On this occasion, a meeting and coordination with the Principal was conducted to understand the condition of the school and to discuss the role and contribution of interns and PAI teachers in the development of learning. Observations were made directly with the Principal to gain deeper insights related to strategies to improve the quality of education at SMAN 1 Nuhon.



Picture 1. Documentation of Initial Survey and Observation

2. *Designing Training Materials*

As part of the effort to develop learning at SMAN 1 Nuhon, interns and Islamic Education teachers play an active role in developing and delivering materials that are relevant to the needs of students. The materials were designed to improve students' understanding of Islamic Religious Education (PAI) learning as well as to provide a more interactive and applicable approach in the teaching and learning process.

3. *Delivery of Training Materials*

Material delivery was carried out in stages on February 12, 13, 14, 15, 17, 18, 20, 21, 22, 24, 25, and 26, 2025, then continued on March 6, 7, 8, 10, 11, and 12, 2025. This activity ended with a withdrawal session on March 13, 2025. In its implementation, the interns worked closely with PAI teachers in providing guidance, discussion, and assistance to students in order to create a more effective, dynamic, and appropriate learning process in accordance with the academic needs of SMAN 1 Nuhon.



Picture 2. Documentation of Material Delivery

The implementation of service activities in the form of the Field Experience Program (PPL) at SMAN 1 Nuhon has had a significant impact on various aspects, both for the individuals involved, the school community, and the educational institution as a whole. In the short term, the presence of student interns provides additional manpower in the learning process, while in the long

term, this program can improve the quality of teaching through the adaptation of new methods and approaches that are more in line with the characteristics of students.

Students who undergo PPL gain direct experience in the world of education, which not only trains teaching skills, but also builds an understanding of the dynamics of interaction between teachers and students. They are faced with real challenges, such as differences in student learning abilities and diversity of academic backgrounds in the classroom. This enriches insight and shapes a more flexible mindset in delivering material. On the other hand, the presence of PPL students also has an influence on students at SMAN 1 Nuhon. Based on observations during the program, there were visible changes in students' understanding of the material. Some students showed an increase in understanding after the PPL students participated in teaching, especially because the learning methods were more varied compared to those usually applied by permanent teachers. Although the method used still follows the existing pattern, namely the differentiation method, but PPL students bring a new approach in delivering the material, so that it is more in line with the needs of students.

According to research by (Clodya, 2021), the use of differentiation methods in learning can significantly improve student understanding, especially when combined with a hands-on experience-based approach. This is in line with the findings during the PPL implementation at SMAN 1 Nuhon, where the application of this method allows students to learn according to their own pace. Based on the data collected, about 40% of the students were at the fast comprehension level, 35% were in the medium category, and 25% needed more assistance in understanding the material. This difference is evident in their academic achievement, where some students have reached chapter 8 in the material, while others are still at chapter 6.

The success of this program can be measured through several indicators, including the improvement of students' understanding, acceptance of new teaching methods, as well as the response of the host teacher to the performance of PPL students. From the results of classroom observations and interviews with student teachers, it was found that most students were able to understand the material better after the PPL students taught. The student teachers also assessed that the methods applied by the PPL students were in accordance with the needs of the students. In the evaluation conducted at the end of the program, around 85% of students stated that they found it easier to understand the material taught by the PPL students than before. This shows that the presence of student interns has a positive impact in helping students understand the lessons. A study by Rahman & Wibowo (2020) also revealed that the presence of additional teaching staff in the form of student interns can increase the level of student engagement in learning, which in turn contributes to improved learning outcomes. In addition, the response from the student teachers is also one of the main indicators in assessing the success of the program. In the interviews conducted, teachers stated that the student interns had carried out their duties well and demonstrated sufficient teaching skills. However, they also noted that there were some

challenges faced, especially in terms of limited time and limitations in developing learning materials independently.

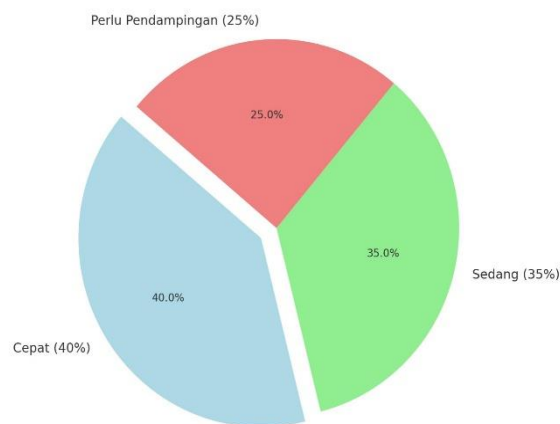
One of the advantages of this activity is the flexibility in the learning approach. Although PPL students follow the method set by the host teacher, they are still given the freedom to deliver the material in their own style. This allows for variation in delivery, which can help students better understand the lesson from a different perspective. Some PPL students are closer to the students, so the interaction is more effective in creating a comfortable learning atmosphere. However, there are some weaknesses in this program. One of them is the limited time given for the implementation of PPL. With a duration of only 35 days, including a holiday at the beginning of Ramadan, PPL students have very limited time to really adapt and make a maximum contribution to teaching. In addition, because PPL students are not involved in the preparation of lesson plans, they can only implement existing methods without the opportunity to design more innovative learning materials.

According to the results of research by (Ismail et al., 2022), one of the factors that affect the effectiveness of internship programs in education is the duration of the program. The study showed that the longer the interns were involved in teaching activities, the greater the impact on the development of their teaching skills as well as the effectiveness of classroom learning. In the context of PPL at SMAN 1 Nuhon, time constraints are a major challenge in ensuring that PPL students can make maximum contributions.

In the implementation of activities, some of the challenges faced include differences in students' level of understanding of the material, limitations in applying new methods, and short duration. PPL students need to adjust their teaching methods to reach students with different levels of understanding, which in practice is not always easy. In addition, since the differentiation method has become the main pattern in teaching, PPL students do not have much room to explore methods other than that might be more effective. On the other hand, this program has great potential for further development. One of the opportunities that can be utilized is to extend the duration of the PPL or to hold a mentoring program after the PPL students have completed their assignment period. For example, students can continue to contribute to teaching through online platforms, providing consultation to students who need additional guidance. This can help overcome the challenges faced by students with slower comprehension, allowing them to catch up with their learning. In addition, the integration of PPL students in the preparation of learning materials can be a good step to improve the effectiveness of this program. If PPL students are given the opportunity to be involved in lesson planning, they can propose new methods that are better suited to students' needs. Thus, this program is not only a teaching exercise for students, but also can contribute to the development of a better learning system in schools.

PPL activities at SMAN 1 Nuhon have had a positive impact on various parties, although there are still challenges that need to be overcome. The presence of PPL students helps improve students' understanding of the material, although there are still differences in learning speed. With further evaluation and development, this program has the potential to be more effective and provide greater benefits to the world of education.

Distribusi Tingkat Pemahaman Siswa dalam Program PPL di SMAN 1 Nuhon



Picture 3

The results of the implementation of PPL at SMAN 1 Nuhon had a positive impact on students, students, and educational institutions. PPL students gained direct teaching experience and adapted to the dynamics of learning, while students showed increased understanding thanks to variations in the delivery of material, although the methods used still followed the differentiation pattern that had been applied previously. Indicators of success can be seen from the increase in student understanding, where around 85% found it easier to understand the material, as well as a positive response from the student teachers to the students' teaching methods. However, time constraints and the lack of student involvement in lesson planning are challenges that need to be improved.

Nevertheless, this program has great potential to be developed further, for example by extending the duration of PPL, integrating students in the preparation of lesson plans, or opening online mentoring after the program is completed. With proper evaluation and development, PPL can become a more effective tool in improving the quality of education in schools.

DISCUSSION

This section presents the analysis of the research findings, providing an explanation of the results based on the specific topic under investigation. It is important to note that the figures related to statistical tests should not be included in this section, but rather interpreted and discussed within the context of the study. By doing so, the researcher provides an academic explanation of the data and aligns the findings with the established theory and literature relevant to the area of inquiry.

In this study, the implementation of the Field Experience Practice (PPL) at SMAN 1 Nuhon has had a notable impact on students' understanding of Islamic Religious Education (PAI). PPL participants introduced new approaches that differ from traditional teaching methods. Their involvement enhanced the learning process by introducing more interactive methods, such as group discussions and digital media, which fostered greater student engagement. As a result, a majority of the students around 85% reported that the PPL methods helped them grasp the material more easily compared to the conventional approaches previously used. However, certain challenges emerged during the course of the program. The limited time available for PPL students to fully integrate and contribute to lesson planning was identified as a significant obstacle. With only a short duration for the field experience, PPL students faced difficulties in fully utilizing their skills and knowledge to design innovative teaching methods. This limitation affects their ability to make a lasting impact on the development of the learning process.

The collaboration between PAI teachers and PPL participants also played an essential role in the successful implementation of the teaching methods. Teachers guided PPL students and assisted them in adapting their strategies to the classroom environment. At the same time, the presence of PPL students brought fresh perspectives that contributed to the improvement of the learning experience. Another factor that influenced the effectiveness of the PPL program was the varying levels of student comprehension. While some students demonstrated a strong grasp of the material, others needed additional support to fully engage with the content. The differentiation approach used in teaching allowed students to progress at their own pace, but it also highlighted the need for more personalized methods for those struggling with the material.

The research further revealed that extending the duration of the PPL program could enhance its impact. A longer internship period would provide PPL students with more time to adapt and develop their teaching skills. Moreover, involving PPL participants in the preparation of lesson plans could improve the quality of the learning materials and increase their contribution to the teaching process. In conclusion, the PPL program at SMAN 1 Nuhon has shown positive outcomes, including improved student engagement and a better understanding of the material. However, the challenges related to time constraints and the limited involvement of PPL students in lesson planning need to be addressed in future iterations of the program. With adjustments such as longer internships and more opportunities for PPL students to design lessons, the effectiveness of the program could be significantly enhanced, benefiting both students and educators alike.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of PPL at SMAN 1 Nuhon had a positive impact on students, students, and the school. Students gained direct teaching experience, while students showed increased understanding of PAI thanks to more interactive learning methods. Most students found it easier to understand the material, and the student teachers responded positively to the contribution of the PPL students. However, time constraints and the lack of student involvement in lesson planning are challenges that need to be improved. To improve the effectiveness of the program, an evaluation of the duration of the PPL, integration in the preparation of lesson plans, and opportunities for further assistance are needed. With further development, this program has the potential to improve the quality of PAI learning more significantly.

FURTHER STUDY

Every study is accompanied by certain limitations. This research, while providing valuable insights into the role and contribution of interns and PAI teachers in the learning process at SMAN 1 Nuhon, has a few constraints. One limitation is the brief duration of the Field Experience Practice (PPL) program, which limited the ability to assess the long-term impacts of the interventions. Additionally, the lack of involvement of interns in the preparation of lesson plans restricted their ability to contribute fully to the innovation of teaching methods. Furthermore, the study was conducted in a single school context, which may not fully represent the broader educational settings.

Future research could explore the long-term effects of interns' contributions by extending the duration of the program. It would also be beneficial to examine how increasing the interns' involvement in lesson planning influences the learning outcomes and the development of innovative teaching strategies. Furthermore, future studies could include multiple schools to compare the effectiveness of different PPL models and determine the transferability of findings across various educational contexts. This would provide a broader understanding of how internships can support educational improvements in diverse environments.

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