Academic Guidelines

Introduction to School Field (PLP)

ACADEMIC DIRECTORATE
STATE UNIVERSITY OF SURABAYA

2023

MBKM UNESA
School Field Introduction Section

School Field Introduction Guidebook

Year 2023

Director : Prof. Dr. Nurhasan, M. Kes

Person responsible : Prof. Dr. Madlazim, M.Si.
Prof. Dr. Fida Rachmadiarti, M.Kes.

Drafting team :

Dr. M. Jacky, M.Si.
Rusly Hidayah, S.Si., M.Pd.
Dwi Anggorowati, S.Si., M.Si.
Supriyanto, S.Pd., M.Pd.
Said Jatmiko, S.Pd., M.Kes
Nur Qomariyah, S.Pd., M.Sc.
Dhiah Fitrayati, S.Pd., M.E.
Dr. Kusumawati Dwiningsih, M.Pd.
..Septina Alrianingrum, S.S., M.Pd.
Aris Rudi Purnomo, S.Si., M.Pd., M.Sc.

UNIVERSITAS NEGERI SURABAYA

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FOREWORD

Praise and gratitude we pray to God Almighty for the completion **School Field Identification Guidebook (PLP)** This year 2023. This guidebook was published as a reference for implementing the Introduction to Schooling Fields (PLP) at Surabaya State University (Unesa) based on the issuance of Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards and the 2020 MBKM Handbook.

Unesa as one of the leading Education Personnel Education Institutions (LPTK) in Indonesia, has a teacher procurement program that includes academic education or the Bachelor of Education Program, as well as the Teacher Professional Education Program (PPG). To prepare prospective educators, students of the Bachelor of Education Program are given experience in a school called Introduction to Schooling Field (PLP). Student batches of 2019, 2020 and after, as an adjustment to the implementation of the Independent Learning-Independent Campus Curriculum, practical learning courses that will be implemented outside Higher Education (outside Unesa) namely in schools for one semester with a load of 20 credits.

We hope that the implementation of this PLP goes well so as to provide useful results for the experience of educational students. Positive input that provides value for improvement for the implementation of PLP is very much needed. Technical changes that are not contained in this Manual are also likely to occur due to dynamic developments. For this reason, we received input from various parties for the sake of perfecting PLP goals for education students at Unesa.

Surabaya, June 2023

Drafting team

RECTOR'S SPEECH

Universitas Negeri Surabaya (Unesa) as one of the well-known State Higher Education in Indonesia, has a strategic role in carrying out the mandate of the 1945 Constitution in the field of education, namely educating the nation's life, by producing knowledgeable Indonesian people, playing an active role in the development of the nation and state, and having the ability to address and respond to a number of challenges to changes in this global world.

Based on Law no. 14 of 2005 concerning Teachers and Lecturers as well as various other legal provision products, Unesa has a main role in three things, namely creating professional teachers, educational research and development centers, and professional teacher training sites. Unesa has a teacher procurement program which includes academic education or the Bachelor of Education Program, as well as the Teacher Professional Education Program (PPG). In carrying out these two educational programs, Unesa is also ready to welcome the implementation of the 4.0 industrial revolution, where manufacturing technology has entered the trend of automation and data exchange. This includes cyber-physical systems, internet of things (IoT), cloud computing, and cognitive computing. This means that the application of the 4.0 industrial revolution instills intelligent technology that can be connected to various areas of human life.

As stated in Permenristekdikti No. 55 of 2017, to prepare prospective educators, students of the Undergraduate Education Program are given experience in a school called Introduction to Schooling Fields (PLP), and therefore I warmly welcome the presence of this 2023 Guide to Introduction to Schooling Fields. As the new curriculum adapts to current conditions, the implementation of the Independent Campus Learning Curriculum requires the best fast and strategic steps. In line with this, PLP in 2023 will be implemented offline. It is hoped that this guidebook will be able to internalize all activities related to the implementation of PLP, both for students, Supervisors, Teacher Pamong, Sub-Directorate of Independent Learning Independent Campus, as well as all stakeholders so that the implementation of PLP can run well.

Finally, I would like to thank the Drafting Team for all their hard work in preparing for the implementation of the 2023 PLP. For PLP participating students, I wish you good luck with PLP, I hope you get useful experience.

Surabaya, June 2023

Rector,

Prof. Dr. H. Nurhasan, M. Kes.

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CHAPTER I
INTRODUCTION

A. Rational

The implications of various laws and regulations related to teachers and education include changes, developments, and adjustments, especially those related to the curriculum for the preparation of professional teachers, especially the educational curriculum for the Bachelor of Education Program. The quality education curriculum of the Bachelor of Education Program will produce qualified prospective educator graduates. Qualified prospective educators will be able to take part in the Teacher Professional Education Program (PPG) properly, and in the end, an output will be produced as a professional teacher.

Referring to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards, it has stated a clear distinction regarding practical experience in the field between the PPG Program and the Bachelor of Education Program. In the PPG Program, practice in the field is realized in Field Experience Practice, hereinafter abbreviated as PPL, is an activity for students participating in the PPG Program to practice their abilities in learning at partner schools. As for the Bachelor of Education Program, practice in the field is manifested in the Introduction to Schooling Fields, hereinafter abbreviated as PLP, which is the process of observation/observation and apprenticeship carried out by students of the Bachelor of Education Program to study aspects of learning and management of education in educational units (Directorate of Learning, Directorate General of Learning and Student Affairs, Ministry of Technology Research and Higher Education 2017).

One of the principles that must be considered in determining the teacher education curriculum development model is the linkage of teaching and learning. Prospective teachers must be given experience as early as possible through Introduction to Schooling Fields (PLP) or internships in partner schools in stages. This is because prospective teachers are expected to have mastery of theories, methods, and learning strategies that educate in lectures in class and must be linked and integrated with how students study in schools with all their socio-cultural (environment) backgrounds.

To prepare students to become bachelors of education, Unesa organizes lectures based on field experience in schooling and social education for undergraduate education programs. The course is an Introduction to Schooling Field (PLP) course, which was previously known as the Learning Management Program (PPP). This course contains the sequence of preparing a bachelor of education through making lesson plans, learning simulations, microteaching, school observations, teaching planning, introduction and practical teaching experiences, student mentoring practices, and management practices in schools and non-formal education.

Following up on Permenristekdikti Number 55 of 2017 and the Guidelines for the Introduction to Schooling Field Programs for the Bachelor of Education Program issued by the Directorate of Learning-Directorate General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education in 2017, since 2019 the PPP course has adapted to become PLP, where the implementation will be divided into PLP I (1 credits)

in semester 4 and PLP II (3 credits) in semester 7. However, from 2021 onwards, as an adjustment based on the Merdeka Learning-Independence Curriculum, field practice outside Unesa (at Unesa school), held for 1 semester, with a total learning load of 20 credits (consisting of 8 integrated courses and adapting the MBKM curriculum). PLP is a compulsory subject for undergraduate students in educational study programs.

PLP is the estuary of all learning activities in each study program which contains knowledge and skills provision to students about (1) the philosophical foundations and theoretical concepts of learning that are applied through simulation and microteaching teaching activities in the respective faculties, and (2) experience and skills in managing learning in schools or educational institutions in the community. This is carried out through debriefing activities, school observation, learning orientation, participating in several teacher/counselor/facilitator activities, and carrying out teaching/counseling exercises in schools and other educational institutions.

For the sake of the smooth implementation of the Introduction to Schooling Fields for prospective undergraduate education, a 2023 Unesa PLP Handbook is needed for supervising lecturers, principals, tutors, and students. In addition, the smooth running of PLP will be more optimal if it is supported by good cooperation between Unesa and education office officials in districts/cities and provinces.

B. Legal basis

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
3. Regulation of the President of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.
4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education.
5. Regulation of the President of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education.
6. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards.
7. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 of 2015 concerning Amendments to the Minister of Research and Technology and Higher Education Regulations concerning National Higher Education Standards.
8. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards.
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.
10. MBKM Implementation Guidebook 2020.

C. Understanding

Permenristekdikti Number 55 of 2017 Article 1 point 8, states that PLP is a process of observation/observation and apprenticeship carried out by students of the Bachelor of Education Program to study aspects of learning and management of education in educational units.

PLP is a stage in the process of preparing professional teachers at the Bachelor of Education Program level, in the form of assignments to students to implement learning outcomes through observing the learning process in schools/educational institutions, training in developing learning tools, and guided teaching and learning, accompanied by reflective action under guidance and supervision of supervising lecturers and tutors in stages. PLP implementation can be held both domestically and abroad. One of the implementations of PLP abroad is the SEA-Teacher program and teaching in Indonesian schools abroad.

PLP is a subject that must be taken by students of the Bachelor of Education study program. Through this course, students are given the opportunity to deepen and strengthen their competence as prospective study teachers/counselors/facilitators. Students are expected to have personality stability as prospective teachers, counselors, and facilitators, as well as various learning experiences that make it possible to develop professionalism on an ongoing basis for students and be able to apply it concretely in terms of:

1. Curriculum development and learning in creative and innovative fields of study;
2. lesson planning;
3. Implementation of learning;
4. Assessment of learning processes and outcomes;
5. Implementation of character-strengthening education in the form of school literacy programs;
6. Develop social competence and personality of students.

D. Objective

The purpose of implementing PLP is to build a foundation for the identity of prospective educators through several forms of activities in schools as follows:

1. Direct 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 (for example flag ceremony, briefing meeting);
5. Observation of routine activities in the form of curricular, co-curricular, and extracurricular activities; And
6. Observation of habituation practices and positive habits in schools.

In addition, students are expected to be able to strengthen educational academic competence and field of study accompanied by high-order thinking skills through the following activities:

1. Study the curriculum and learning tools used by teachers;
2. Study the learning strategies used by teachers;
3. Studying the evaluation system used by the teacher;
4. Assisting teachers in developing Learning Implementation Plans (RPP), learning media,

teaching materials, and evaluation tools;
5. Study the use of information and communication technology in learning;
6. Teaching practice under the guidance of tutor teachers and PLP supervisors, with the aim of experiencing the learning process firsthand, as well as strengthening the identity of prospective educators;
7. Carry out the tasks of assisting students and extracurricular activities; And
8. Helping teachers in carrying out the tasks of teacher administration work.

E. Scope

The core of PLP activities is observation, analysis, and direct appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution as well as school introduction covering all teacher tasks, both academic and administrative tasks.

F. Learning Outcomes and Learning Load

To strengthen and integrate students' understanding competencies, educational learning, mastery of scientific fields and/or expertise, and personality, and to provide readiness for prospective educators after participating in PLP activities students under the guidance of tutor teachers are expected to understand about

1. Curriculum analysis;
2. Preparation of learning tools (teaching modules/RPP, media, teaching materials, and assessment instruments);
3. Implementation of learning activities using a variety of learning strategies and learning media;
4. Class management;
5. Utilization of information and communication technology in learning;
6. Implementation of assessment and evaluation of learning;
7. Management of co-curricular and extra-curricular activities; And
8. Teacher administrative work.

BAB II
SCHOOL FIELD INTRODUCTION

A. Understanding

Introduction to Schooling Field (PLP) is a field practice for the Bachelor of Education Program to provide an introduction to the field related to schooling which is carried out outside of Higher Education. As a consequence of the Free Learning-Free Campus Curriculum, PLP is a form of implementation of lectures conducted off-campus for one semester equivalent to a load of 20 credits. The technical implementation is regulated separately according to the Free Learning Curriculum rolled out at Unesa. Integrating several courses that are included in real teaching practice (PLP) is intended to strengthen educational academic competence and fields of study through various forms of activity in schools. The courses are as follows:

1. PLP-School Management 2 credits
2. PLP-School Program Development 2 credits
3. PLP-Analysis Curriculum 2 SKS
4. PLP-Learning Plan Development 3 credits
5. PLP-Development of Teaching Materials 3 credits
6. PLP-Development of Learning Media 2 credits
7. PLP-Learning Assessment 2 credits
8. PLP- Teaching Practice 4 credits.

B. Objective

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

1. Direct 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 (for example flag ceremony, briefing meeting);
5. Observation of routine activities in the form of curricular, co-curricular, and extracurricular activities;
6. Observation of habituation practices and positive habits in schools;
7. Study the curriculum and learning tools used by teachers;
8. Study the learning strategies used by teachers;
9. Studying the evaluation system used by the teacher;
10. Assist teachers in developing teaching modules/RPP, media, teaching materials, and assessment instruments as well as administrative tasks;
11. Study the use of information and communication technology in learning;
12. Teaching practice under the guidance of tutors and PLP supervisors, with the aim of experiencing the learning process firsthand;
13. Carry out the tasks of assisting students and extracurricular activities.

C. Scope

The scope of PLP includes observation, analysis, and direct involvement in activities related to school culture, school management, and school dynamics as an educational and learning development institution, as well as assisting teachers with both academic and administrative tasks.

D. Learning Outcomes and Learning Load

The PLP MBKM model has a learning load of 20 credits distributed in 8 courses with learning outcomes and the scope of each. It is hoped that the teaching practices that weigh 4 credits that students take while at partner schools can strengthen and integrate the competence of students' understanding, educational learning, mastery of scientific fields and/or expertise, and personality, and to provide readiness for prospective educators. So that after participating in PLP activities, students under the guidance of the Pamong Teacher and Supervisor are expected to have learning outcomes of being able to:

1. Describe the general characteristics of students;
2. Describe the organizational structure and work procedures of the school;
3. Describe the school rules and regulations;
4. Identify ceremonial-formal activities at school;
5. identify curricular, co-curricular, and extra-curricular activities;
6. Describe the positive practices and habits in schools;
7. Understanding curriculum analysis;
8. Understand the preparation of learning tools (teaching modules/RPP, media, teaching materials, and assessment instruments);
9. Understand the implementation of learning activities with a variety of learning strategies and learning media;
10. Understanding classroom management;
11. Understanding the use of information and communication technology in learning;
12. Understand the implementation of assessment and evaluation of learning;
13. Understand the management of co-curricular and extra-curricular activities.

E. Implementation and Requirements

1. Implementation

PLP activities at Unesa consist of 2 implementation patterns, namely:

a. PLP International School

1) Domestic International School PLP

PLP is carried out for 15 weeks (± 1 semester) and 20 hours a week at partner schools. The details of the activities carried out by PLP participants are as follows.

1. Participants are actively involved in English in observation activities and learn about
   a) Organizational structure and school governance;
   b) Ceremonial-formal activities at school (for example flag ceremony, briefing meeting);
   c) Routine activities in the form of curricular, co-curricular, extracurricular and positive habituation practices at school;
   d) Curriculum and learning tools used by teachers;

e) Learning strategies used by teachers;
f) The evaluation system used by the teacher;
g) Utilization of information and communication technology in learning;
h) Teaching practice at least eight times performed offline with the guidance of tutor teachers and PLP supervisors; And
i) Implementation of student assistance tasks and extracurricular activities.

2. Students carry out PLP MBKM equivalent to 20 credits which are integrated in 8 courses with the rationalization of student learning load at school as follows.

Table 1. Rationalization of Study Load for PLP Students at Domestic International Schools

Course Name	SKS (1 Credit = 170 minutes)	Minute Equivalent per Sunday				Activity Description
		Student PLP	Senior High School	Junior High School	Elementary School	
Mk-1: PLP-School Management	2	340	340 minutes			DPMK guidance and bills
Mk-2: PLP-School Program Development	2	340	340 minutes			DPMK guidance and bills
Mk-3: PLP-Curriculum Analysis	2	340	340 minutes			DPMK guidance and bills
Mk-4: PLP-Learning Plan Development	3	510	510 minutes			DPMK guidance and bills
Mk-5: PLP-Material Development Teach	3	510	510 minutes			DPMK guidance and bills
Mk-6: PLP-Development of Learning Media	2	340	340 minutes			DPMK guidance and bills
Mk-7: PLP-Assessment Learning	2	340	340 minutes			DPMK guidance and bills
Mk-8: PLP-Teaching Practice	4	680	720 min / 16 JP	680 min/ 17 JP	700 min / 20 JP	Teaching practice every week under the guidance of the Teacher Pamong

Notes: 1 JP SMA/SMK = 45 minutes; SMP/MTs = 40 minutes; SD/MI = 35 minutes

3. Students upload the Final Report on the Implementation of PLP (group report) individually a maximum of 7 days after the PLP has been completed via SIM ELLA.
4. PLP Supervisors visited partner schools 3 times, namely 1 time during handover (offline), 1 time in the middle of the PLP process (online), and 1 time during withdrawal from school (offline).
5. Pamong teachers provide intensive guidance while students are doing PLP at partner schools.
6. Field Supervisors upload a maximum value of 14 days after the PLP is carried out via SIM ELLA.

2) PLP International School Overseas

PLP is carried out for eight weeks (± 1 semester) in partner schools. The details of the activities carried out by PLP participants are as follows:

1. Participants are actively involved in English in observation activities and learn about:

a) Organizational structure and school governance;
b) Ceremonial-formal activities at school;
c) Routine activities in the form of curricular, co-curricular, extracurricular and positive habituation practices at school;
d) Study the curriculum and learning tools used by teachers;
e) Study the learning strategies used by teachers;
f) Studying the evaluation system used by the teacher;
g) Study the use of information and communication technology in learning;
h) Teaching practice at least 4 times performed offline with the guidance of tutor teachers and PLP supervisors; And
i) Carry out the tasks of assisting students and extracurricular activities.

2. Students carry out PLP MBKM equivalent to 20 credits which are integrated in 8 courses with the rationalization of study load at school as follows.

Table 2. Rationalization of Study Load for PLP Students at International Schools Abroad

Course Name	SKS (1 Credit = 170 minutes)	Minute Equivalent per Sunday				Activity Description
		Student PLP	Senior High School	Junior High School	Elementary School	
Mk-1: PLP-School Management	2	340	340 minutes			DPMK guidance and bills
Mk-2: PLP-School Program Development	2	340	340 minutes			DPMK guidance and bills
Mk-3: PLP-Curriculum Analysis	2	340	340 minutes			DPMK guidance and bills
Mk-4: PLP-Learning Plan Development	3	510	510 minutes			DPMK guidance and bills
Mk-5: PLP-Material Development Teach	3	510	510 minutes			DPMK guidance and bills
Mk-6: PLP-Development of Learning Media	2	340	340 minutes			DPMK guidance and bills
Mk-7: PLP-Assessment Learning	2	340	340 minutes			DPMK guidance and bills
Mk-8: PLP-Teaching Practice	4	680	720 min / 16 JP	680 min/ 17 JP	700 min / 20 JP	Teaching practice every week under the guidance of the Teacher Pamong

Notes: 1 JP SMA/SMK = 45 minutes; SMP/MTs = 40 minutes; SD/MI = 35 minutes

3. Students upload the Final Report on the Implementation of PLP (group report) individually a maximum of 7 days after the PLP has been completed via SIM ELLA.
4. PLP Supervisors visited partner schools to guide participants 3 times, namely 1 time during submission (offline), 1 time in the middle of the PLP process (online), and 1 time during withdrawal from school (offline).
5. Pamong teachers carry out intensive mentoring while students are doing PLP at partner schools.
6. Field Supervisors upload a maximum value of 14 days after the PLP is carried out via SIM ELLA.

b. PLP National School

PLP is carried out for 15 weeks (± 1 semester) and 20 hours a week at partner schools. The details of the activities carried out by PLP participants are as follows:

1. Participants are actively involved in observing and learning about
   a) organizational structure and school governance;
   b) ceremonial-formal activities at school (for example flag ceremony, briefing meeting);
   c) routine activities in the form of curricular, co-curricular, extracurricular and positive habituation practices at school;
   d) studying the curriculum and learning tools used by teachers;
   e) study the learning strategies used by teachers;
   f) studying the evaluation system used by teachers;
   g) study the use of information and communication technology in learning;
   h) teaching practice at least eight times performing offline with the guidance of tutor teachers and PLP supervisors;
   i) carrying out the tasks of assisting students and extracurricular activities.
2. Students carry out PLP MBKM equivalent to 20 credits which are integrated in 8 courses with the rationalization of student learning load at school as follows.

Table 3. Rationalization of Study Load for PLP Students in National Schools

Course Name	SKS (1 Credit = 170 minutes)	Minute Equivalent per Sunday				Activity Description
		Student PLP	Senior High School	Junior High School	Elementary School	
Mk-1: PLP-School Management	2	340	340 minutes			DPMK guidance and bills
Mk-2: PLP-School Program Development	2	340	340 minutes			DPMK guidance and bills
Mk-3: PLP-Curriculum Analysis	2	340	340 minutes			DPMK guidance and bills
Mk-4: PLP-Learning Plan Development	3	510	510 minutes			DPMK guidance and bills
Mk-5: PLP-Material Development Teach	3	510	510 minutes			DPMK guidance and bills
Mk-6: PLP-Development of Learning Media	2	340	340 minutes			DPMK guidance and bills
Mk-7: PLP-Assessment Learning	2	340	340 minutes			DPMK guidance and bills
Mk-8: PLP-Teaching Practice	4	680	720 min / 16 JP	680 min/ 17 JP	700 min / 20 JP	Teaching practice every week under the guidance of the Teacher Pamong

Notes: 1 JP SMA/SMK = 45 minutes; SMP/MTs = 40 minutes; SD/MI = 35 minutes

3. Students upload the Final Report on the Implementation of PLP (group report) individually a maximum of 7 days after the PLP has been completed via SIM ELLA.
4. PLP Supervisors visited partner schools to guide participants 3 times, namely 1 time at the

time of handover,1 time in the middle of the PLP process, and 1 time during withdrawal from school.

5. Pamong teachers carry out intensive mentoring while students are doing PLP at partner schools.
6. Field Supervisors upload a maximum value of 14 days after the PLP is carried out via SIM ELLA.

2. Condition

a. Student

PLP-MBKM participating students must meet the following requirements.

1. Active as a Bachelor of Education Student in the current semester;
2. Register in Unesa's academic information system (Melisa →ELLA) in the Odd semester 2023/2024 period as a student participation in PLP-MBKM activities;
3. Have passed at least 100 credits of courses in the previous semester;
4. Have passed a microteaching course (or with an equivalent name) with the lowest grade B;
5. Have passed the Basic Education Courses (MKDK) and learning courses according to the respective Study Programs;
6. Have obtained the approval of the Study Program Coordinator, or the consideration of an Academic Advisor to take part in the PLP;
7. For students taking international PLP, both domestically and abroad, they must submit a Unesa TEP certificate with a minimum score of 475 and take part in the selection held by partner schools;
8. The technical departure and return of international PLP abroad deal directly with the Unesa Office of International Affairs.

b. Field Supervisor

The requirements for PLP field supervisors must meet the following criteria.

1. The lowest academic qualification is a master's or applied master's and has a background in accordance with the scientific field and/or expertise being taught;
2. Lecturers with non-educational qualifications must have a certificate of Moral learning training and/or AA;
3. Appointed by MBKM sub-directorate.

c. Subject Lecturer

The requirements for PLP lecturers must meet the following criteria.

1. The lowest academic qualification is a master's or applied master's and has a background in accordance with the scientific field and/or expertise being taught;
2. Lecturers with non-educational qualifications must have a certificate of Moral learning training and/or AA;
3. Appointed by MBKM sub-directorate.

d. Tutor teacher

The requirements for the Teacher Pamong for PLP are as follows.

1. Having the status of a permanent teacher at the place of implementation of School Field Identification;
2. The lowest academic qualification is an undergraduate or applied bachelor's degree

and educator certificate;

3. Has the lowest position Young Master; And
4. Appointed by the Principal of the place where the PLP is implemented.

e. Partner School

Partner schools for PLP must meet the following requirements.

1. The lowest partner school accreditation rating is B (Good);
2. Have teachers who meet the requirements as Teacher Pamong.

F. PLP Guidance System

1. PLP participant students are guided by supervisors.
2. One PLP supervisor guides students in 1-3 partner schools.
3. PLP supervisors carry out intensive mentoring offline or can communicate through existing media according to the agreement.
4. PLP supervisors at national schools provide guidance 3 (three) times offline, namely 1 time at the time of submission, 1 time in the middle of the PLP process, and 1 time at the time of withdrawal from school. As a form of monitoring, DPL will fill in the minutes and documentation after the school visit.
5. PLP supervisors at domestic international schools provide guidance 3 (three) times, namely 1 time during submission (online), 1 time in the middle of the PLP process (offline), and 1 time during withdrawal from school (online). As a form of monitoring, DPL will fill in the minutes and documentation after the school visit.
6. PLP supervising lecturers at overseas international schools provide guidance 3 (three) times online, namely at the time of submission, midway through the PLP process, and withdrawal from school. As a form of monitoring, DPL will fill in the minutes and documentation after the school visit.
7. The mentoring process by PLP supervisors includes (a) reflection on the results of activities carried out by students; (b) identification of problems and obstacles faced by students; and (c) identification of alternative solutions to problems faced by students.
8. Pamong teachers carry out intensive mentoring while students are doing PLP at partner schools, including preparation of learning tools, implementation of learning, assessment and evaluation, co-curricular, and extracurricular activities.

G. PLP Evaluation System

1. The PLP scoring system for MPK 1-7 adjusts to the MPK SLP bills made by each MPK lecturer for each study program.
2. The PLP scoring system for MPK 8, is described as follows:
   a. The components and weights of the MPK 8 assessment consist of:

Table 4. PLP Assessment Components and Weights

a	Assessment from tutors (individuals)	40%
b	Report on the implementation of PLP (group per study program) by the Supervisor	20%
c	Individual Performance Assessment by supervisors	40%

   b. The assessment uses the format provided (attached);
   The PLP score consists of the components of the Teacher Teacher Value (NGP), the PLP Implementation Report by the Supervisor (NLP), and the Individual

Performance Assessment (NKI) by the Supervisor, with the Final Score formula (NA) as follows:

Final Score (NA)

$$NA = \frac{(40\ x\ NGP) + (20\ x\ NLP) + (40\ x\ NKI)}{100}$$

Information
NA = PLP Final Value
NGP = Value of Teacher Pamong
NLP = Implementation Value of PLP Report
NKI = Individual Performance Value

The value of the Pamong Teacher

$$NA = \frac{(20\ x\ NBPR) + (30\ x\ NKMM) + (30\ x\ NLM) + (20\ X\ NKSP)}{100}$$

Information
NGP = The value of the Pamong Teacher
NBPR = Value of RPP/Teacher Module Development Assistance
NKMM = Assess Student Ability in Developing Learning Devices
NLM = The Value of Teaching Practice
NKSP = Value of Social Competence and Personality

Nilai Reporton PLP (NLP)
The value of the PLP Report (NLP) is obtained from the value of written reports in groups in one school in the same field of study which contains the implementation of PLP. The assessment is carried out by the supervising lecturer.
NLP = PLP Report Value (made on a scale of 0-100)

Individual Performance Value (NKI)

Individual Performance Scores (NKI) are carried out by supervisors through the available assessment rubrics. This assessment can be done during the mentoring or supervision process.

NKI = Individual Performance Score (built on a scale of 0-100)

c. Reports are compiled in groups and collected no later than 14 days after the PLP has been completed. If necessary (for example to fulfill a school request), a group report can be printed in two (2) copies: 1 for the student group concerned, and 1 for the school. Reports for the Head of the PLP Section are carried out collectively per

group per study program according to the partner school occupied, in the form of softcopy containing reports from each group, and uploaded individually via SIM ELLA.

d. Individual performance assessment is carried out by the Supervisor.
e. The Supervisor uploads the value through the ELLA SIM no later than 14 days after the PLP is completed.

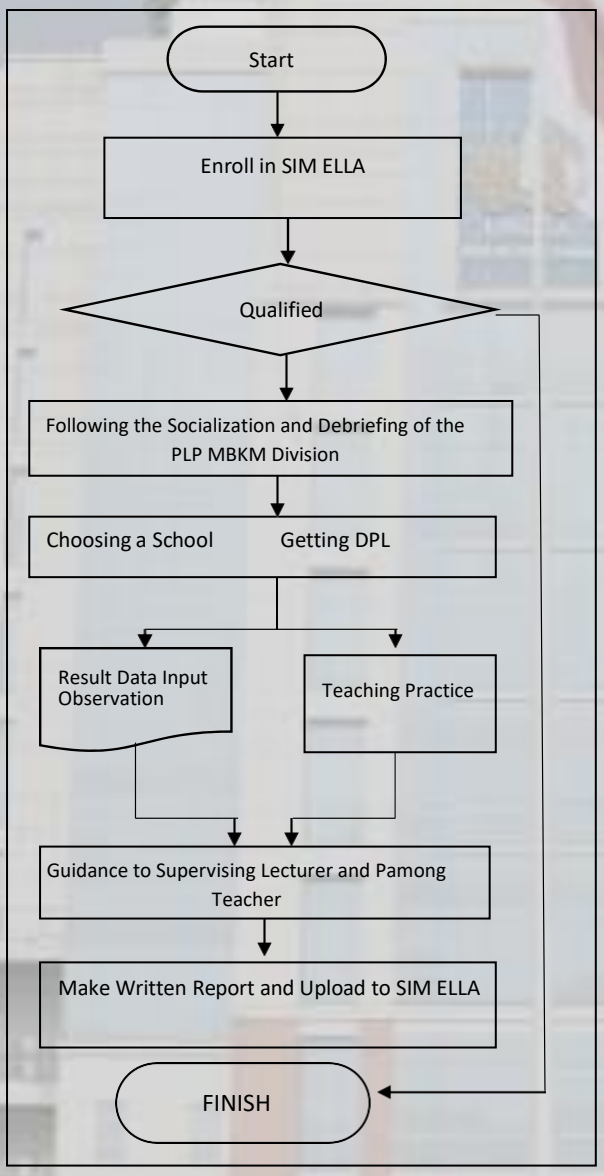
H. Coordination System

PLP as part of the experience program in schools, is managed by the School Field Introduction Section, Sub Directorate of Independent Learning-Independent Campus (MBKM) Universitas Negeri Surabaya. Several parties are involved and must be actively involved/participative in the implementation of PLP, namely as follows.

Table 5. PLP Cross-Functional Coordination System

No	Position	Role and function
1	Rector	University person in charge
2	Deputy Chancellor for Education, Student Affairs, and Alumni	Director
3	Academic Director	Director
4	Head of the Independent Learning Campus Sub Directorate	Director
5	Dean	Person in charge at the Faculty
6	vice dean of academic fields	Director at the Faculty
7	Head of the School Field Identification Section	Chief Executive
8	Study Program Coordinator	Head of Technical Implementation
9	Head of Partner School	Person in Charge at School
10	Tutor teacher	Guiding PLP Participants
11	Field Supervisor	Guiding PLP Participants

I. Flow of PLP Implementation



Apply for PLP through MELISA-PLP, 2023/2024 Odd Semester Period

1. Have passed at least 90 credits in the previous semester.
2. Have passed the micro-learning/micro-teaching course (or equivalent name).
3. Have passed the Basic Education Course (MKDK) and learning courses as stipulated by the respective Department / Study Program.
4. Have received approval from the Head of Department /DPA to take the 20 credits PLP.

Socialization and Implementation of the PLP Section

1. Choose a school according to the subject;
2. Observe the organizational structure and working procedures of the school, formal ceremonial activities at school (e.g. flag ceremony, briefing meeting), routine curricular, co-curricular and extracurricular activities, and the school's positive practices and habits.;
3. Studying the curriculum and learning tools used by the teacher;
4. Study learning strategies that
5. Studying the evaluation system used by the teacher;
6. Assist teachers in developing teaching modules/RPPs, learning media, teaching materials, and evaluation tools.;
7. Studying the utilization of information and communication technology in learning;
8. Carry out tasks of mentoring students and extracurricular activities.

Students make a written report in groups and upload it individually on the MELISA-PLP SIM.

Figure 1. Flow of PLP Implementation

I. PLP Supervisor Task Flow

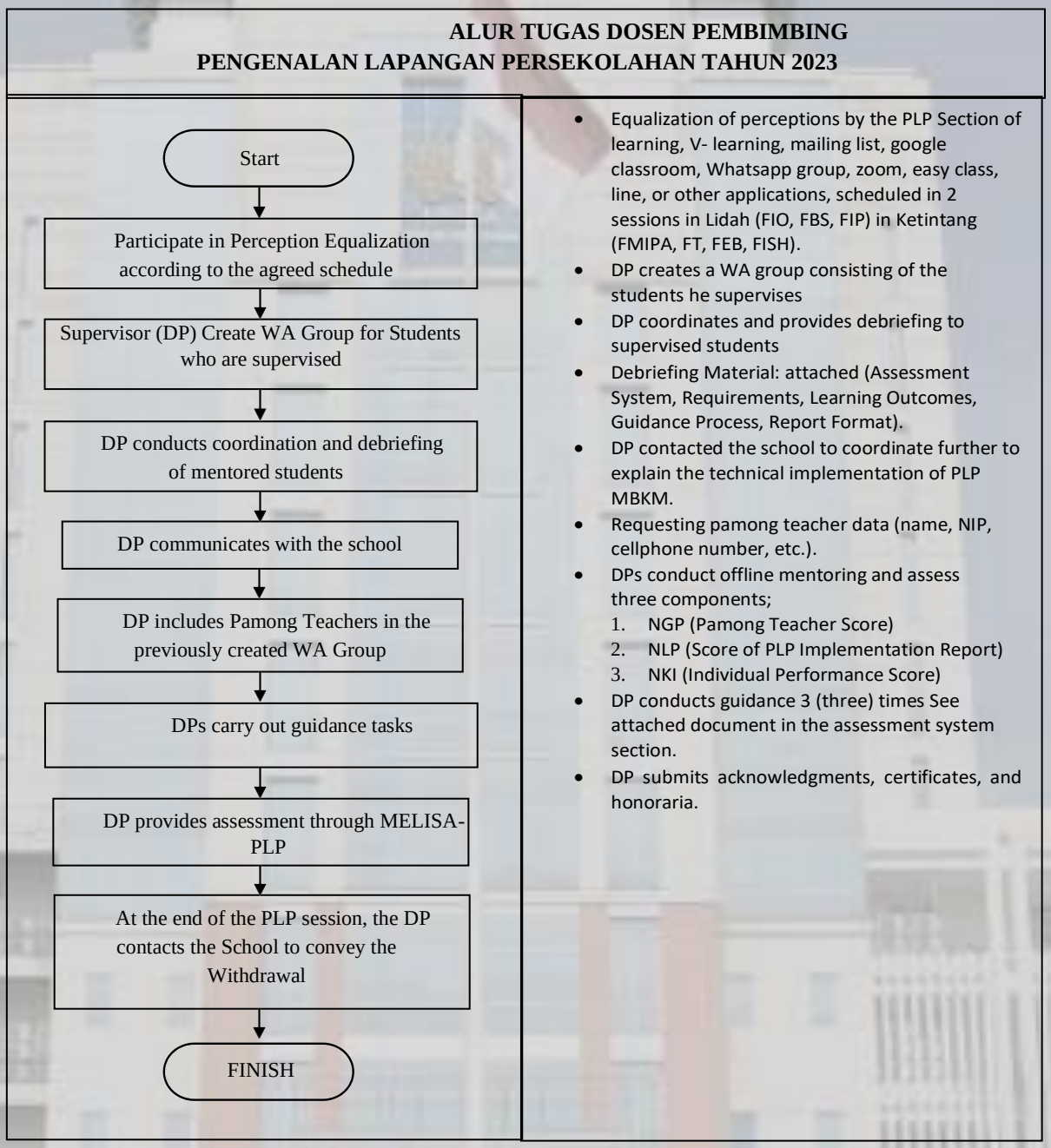


Figure 2. PLP Supervisor Task Flow

CHAPTER III
MONITORING AND EVALUATION

A. Monitoring of PLP Activities

1. Monitoring of the implementation of PLP is carried out by the Chancellor, Deputy Chancellor for Education, Student Affairs, and Alumni, Academic Director, Faculty Leaders, MBKM Sub-Directorate, School Field Introduction Section, and other parties who are competent and who assist in the smooth running of the monitoring process.
2. Monitoring is carried out by visiting partner schools by completing the monitoring instrument that has been prepared (attached).
3. Monitoring activities are carried out within a tentative time frame.
4. The schools monitored were partner schools (samples) determined by the head of the Introduction to Schooling Field section based on the principle of representation (representative).

B. Evaluation

Evaluation is carried out by the PLP Section by conducting *collecting* the data obtained from the results of monitoring, and becomes the basis for the development and improvement of PLP implementation in the future.

BIBLIOGRAPHY

Directorate of Learning Directorate General of Learning and Student Affairs Ministry of Technology Research and Higher Education. 2017.*School Field Introduction Program Guide Master of Education Program*. Jakarta: Directorate of Learning Directorate General of Learning and Student Affairs Ministry of Technology Research and Higher Education.

APPENDIX

Appendix 1. PLP Report Writing Format

1. **PLP Report Writing Format**
   a. Paper size and type: A4 70 grams
   b. Font type and size: Times New Roman, size 12.
   c. Margin spacing: left edge 4 cm, right 3 cm, top 3 cm, bottom 3 cm.
   d. Spacing between lines: 1.5 spaces and no spaces before or after paragraphs.
   e. Cover Color: Blue (turquoise blue) softcover binding.

2. **PLP Report Systematics (1 Group Consists of a maximum of 6 people from the same Study Program)**

Title page
School Field Identification Report Confirmation Page Foreword
List of contents
List of Tables
list of Figures
Abstract

CHAPTER I INTRODUCTION
A. Situation Analysis
B. Purpose of Implementation of PLP
C. Benefits of PLP Implementation

CHAPTER II IMPLEMENTATION OF PLP
A. Characteristics of Learners
B. Organizational Structure and Working Procedures
C. School Vision and Mission
D. School Rules and Regulations
E. Cocurricular and Extracurricular Activities
F. School Culture
G. School Curriculum
H. Learning Devices (Teaching Modules/RPP, Media, Teaching Materials, and Assessment Instruments)
I. Implementation of Learning Activities Using ICT
J. Class management
K. Implementation of Assessment and Evaluation of Learning
L. Teacher Administration Work
M. Constraints Experienced and Solutions

CHAPTER III CLOSING
A. The knot
B. Suggestion

BIBLIOGRAPHY
APPENDIX

3. Front Page and Approval Sheet

FINAL REPORT
SCHOOL FIELD INTRODUCTION
Odd SEMESTERS OF ACADEMIC YEAR 2023/2024
AT [NAME OF SCHOOL]

Compiled By:

1. [Student Name] [student ID]
2. [Student Name] [student ID]
3. [Student Name] [student ID]
4. [Student Name] [student ID]
5. [Student Name] [student ID]

SURABAYA STATE UNIVERSITY
FACULTY [NAME OF FACULTY]
STUDY PROGRAM [NAME OF STUDY]

2023

CONFIRMATION PAGE

This report on the implementation of the Introduction to Schooling Fields has been reviewed and approved on the date : … month … year … by:

Tutor teacher	Supervisor
(Full Name and Academic Title) NIP.	(Full Name and Academic Title) NIP.

Know,

Head of Sub Directorate Free Learning-Free Campus (MBKM)	Supervisor
Dr. M. Jacky, S.Sos., M.Si. NIP. 197607092006041001	(Full Name and Academic Title) NIP.

Appendix 2. PLP Observation Sheet for Students

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
SUB DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS (SMBKM)
Tongue Campus, Jalan Unesa Tongue Campus, Surabaya 602 13
Telephone : +6231- 99421834, 99421835, Facsimile : +6231- 99424002
Site:www.unesa.ac.id

PLP OBSERVATION SHEET
(For Students)
ASPECT OF SCHOOL CULTURE

Instruction:

1. This sheet is for recording the results of group work after carrying out PLP, on the Topic of School Culture.
2. This sheet is to identify habituation activities that occur in schools where PLP is located, which can build a good attitude (character) of school members.
3. Give a score to the observed indicators/aspects by circling the number in the score column (1 2 3 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good
4. Each existing activity can be added a description to describe it better.

Date *information acquiring* : …….....……....

School name : …….…….....

No	Observation Aspect	Score
1	3S Activities (Smile, Greet, Greeting)	**1 2 3 4 5**
2	Early learning conditioning	**1 2 3 4 5**
3	Implementation of the flag ceremony	**1 2 3 4 5**
4	Use of school uniform	**1 2 3 4 5**
5	Tips for keeping clean	**1 2 3 4 5**
6	Tips for keeping calm	**1 2 3 4 5**
7	Suggestions for using time	**1 2 3 4 5**
8	Assessing the personality of PLP students	**1 2 3 4 5**
9	Create a calm and comfortable atmosphere for learning	**1 2 3 4 5**
10	The atmosphere at school is fun	**1 2 3 4 5**

Group: …….

No	Student name	NIM
1		
2		
3		
4		
5		
6		

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
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PLP OBSERVATION SHEET
(For Students)
ORGANIZATIONAL STRUCTURE AND WORK SYSTEM (SOTK)

Instruction:
1. This sheet is for recording the results of group work after carrying out PLP, on SOTK Topics.
2. This sheet is to describe the SOTK at the school where the PLP is.
3. Put a tick (√) in the column below Yes or No
4. Give a score to the observed indicators/aspects by circling the numbers in the score column (1 2 3 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good
5. Each existing activity can be added with a description to describe it better.

Date *information acquiring* : …….…….....……...

School name : …….…….....

No	Organizational Structure and Working Procedures	Execution	
		OF	NO
1	There is a chart of the organizational structure of the school		
2	There is a job description for each organizational component		

No	Observation Aspect	Score
1	The organizational structure chart is clear to read	1 2 3 4 5
2	The physical condition of the organizational structure chart	1 2 3 4 5
3	The ability of each member of the organization to understand their duties	1 2 3 4 5

Description/Description of School SOTK
……
……
……
……
……
……
……
……
……

Group: …….

No	Student name	NIM
1		
2		
3		
4		
5		
6		

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Site: www.unesa.ac.id

PLP OBSERVATION SHEET
(For Students)
VISION MISSION SCHOOL

Instruction:

1. This sheet is for recording the results of group work after carrying out PLP, on the topic of the School's Vision and Mission.
2. This sheet is to describe the Vision and Mission of the School in the school where the PLP is.
3. Put a tick (√) in the column below Yes or No
4. Give a score to the observed indicators/aspects by circling the numbers in the score column (1 2 3 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good
5. Each existing activity can be added a description to describe it better.

Date*information acquiring* : …….…….....……....

School name : …….…….…….....

No	School Vision and Mission	Execution	
		OF	NO
1	There is a school vision and mission		
2	There is a presentation of the school's vision and mission in several places		

No	Observation Aspect	Score
1	Clarity of Vision and Mission of the School	**1 2 3 4 5**
2	The implementation of the School's Vision and Mission is carried out in a real way	**1 2 3 4 5**
3	Every member of the organization understands and implements the vision and mission of the school	**1 2 3 4 5**

Description/Description of the School's Vision and Mission

.....

.....

Group: …….

No	Student name	NIM
1		
2		
3		
4		
5		
6		

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PLP OBSERVATION SHEET
(For Students)
COCURICULAR AND EXTRACURRICULAR

Instruction:

1. This sheet is for recording the results of group work after carrying out PLP, on TopicsCocurricular and Extracurricular.
2. This sheet is for the description Cocurricular and Extracurricular School in the school where PLP.
3. Put a tick (√) in the column below Yes or No
4. Give a score to the observed indicators/aspects by circling the numbers in the score column (1 2 3 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good
5. Each existing activity can be added a description to describe it better.

Date*information acquiring* : …….…….....……....
School name : …….…….…….....

NO	Cocurricular and Extracurricular Activities	Execution		Information
		OF	NO	
1	There are co-curricular and extra-curricular activities			
2	There is a co-curricular and extracurricular implementation schedule			
3	There is co-curricular and extra-curricular training			
4	Each teacher becomes co-curricular and extra-curricular coaches			
5	Every student is required to attend co-curricular and extra-curricular activities			

Co-curricular and extra-curricular descriptions/descriptions
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Group: …….

No	Student name	NIM
1		
2		
3		
4		
5		
6		

Appendix 3. PLP Assessment Instrument

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
SUB DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS
Tongue Campus, Jalan Unesa Tongue Campus, Surabaya 602 13
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PLP OBSERVATION SHEET
(For Teacher Pamong)
PERSONAL AND SOCIAL COMPETENCE

Full name of the student being assessed:
Student Identification Number (NIM) :
Observation Date :
School name :

Instruction:
Give a score to the observed indicators/aspects by circling the numbers in the score column (1 2 3 4 5) according to the following criteria:
1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good

No	Observed Indicators/Aspects	Score
1	The authority of students as teachers	**1 2 3 4 5**
2	Discipline (obeying the rules)	**1 2 3 4 5**
3	responsible	**1 2 3 4 5**
4	behavior can be imitated	**1 2 3 4 5**
5	Self confidence	**1 2 3 4 5**
6	Ability to communicate	**1 2 3 4 5**
7	Sociable/friendly attitude in association	**1 2 3 4 5**
8	Collaboration ability	**1 2 3 4 5**
9	Responsive (quick response) to various circumstances	**1 2 3 4 5**
10	Neatness in appearance	**1 2 3 4 5**
11	Activeness in extra and co-curricular assistance	**1 2 3 4 5**
	SHOES TOTAL	

$$Participant\ Value\ = \frac{Shoes\ total}{55} x\ 100 = \cdots$$

Appraiser,

(.....)
Full Name with academic degree
NIP/NRP

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Site:www.unesa.ac.id

LEARNING IMPLEMENTATION PLAN (RPP) / TEACHING MODULE ASSESSMENT FORMAT
(For Teacher Pamong)

The name of the student being assessed :
NIM :
Study program :
Field of study :

Instruction:
Give a score to the observed indicators/aspects by circling the number (1 2 3 4 5) according to the following criteria:
1 = not good
2 = less good
3 = moderate
4 = good
5 = very good

No	Observed indicators/aspects	Score				
1	Completeness of lesson plans/module components (School Identity, Subjects/Themes and Sub-Themes, Class/Semester, Time Allocation, Main Materials, KD/Learning Outcomes, Indicators, Learning Objectives, Learning Materials, Methods, Media, Learning Resources, Learning Steps and evaluation)	1	2	3	4	5
2	The clarity of the formulation of learning indicators/objectives includes compatibility with KD/Learning Outcomes, using operational verbs, including knowledge, attitudes, and skills	1	2	3	4	5
3	The presentation of teaching materials is relevant to the formulation of competency achievement indicators	1	2	3	4	5
4	Organizing teaching materials is presented coherently, systematically and in accordance with the time allocation	1	2	3	4	5
5	The selection of learning methods encourages active students, helps students achieve the specified competencies, and is in accordance with the characteristics of students	1	2	3	4	5
6	The selection of learning sources/media is relevant to the objectives, materials, and characteristics of students	1	2	3	4	5
7	The learning steps presented include the preliminary, core, closing stages with a clear time allocation for each stage	1	2	3	4	5
8	The steps are presented in detail at each stage of the learning activity	1	2	3	4	5
9	Appropriateness of evaluation techniques with learning objectives	1	2	3	4	5
10	The completeness of the evaluation instrument includes questions, keys, and scoring guidelines	1	2	3	4	5
Σ Score						
Display Score to …….. $= \frac{\Sigma \quad Score}{50} \; x \; 100$						
SUGGESTION:						

Appraiser,

(.....)
Full Name with title
NIP/NRP.

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PLP OBSERVATION SHEET
(For Teacher Pamong)
STUDENT ABILITY IN HELPING DEVELOP RPP / TEACHING MODULES

Full name of the student being assessed:
Student Identification Number (NIM) :
Observation Date :
School name :

Instruction:
Give a score to the observed indicators/aspects by circling the numbers in the score column (1 2 3 4 5) according to the following criteria:
1 = not good; 2 = less good; 3 = moderate; 4 = good; 5 = very good

No	Observed Indicators/Aspects	Score
1	Perseverance	**1 2 3 4 5**
2	Persistence/seriousness	**1 2 3 4 5**
3	Smoothness	**1 2 3 4 5**
4	Mastery of RPP Concepts	**1 2 3 4 5**
5	Ability to operationalize guidelines for drafting RPP	**1 2 3 4 5**
	SHOES TOTAL	

Notes/additional information:
……
……
……
……
……
……
……

$PARTICIPANT\ VALUE\ = \frac{SHOES\ TOTAL}{25}\ X\ 100 =$

Appraiser,

(.....)
Full Name with NIP/NRP title.

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UNIVERSITAS NEGERI SURABAYA
DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS
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Site:www.unesa.ac.id

TEACHING TRAINING EVALUATION FORMAT
(For Teacher Pamong)

The name of the student being assessed :
NIM :
Study program :
Observation Date :
Field of study :

Instruction:
Give a score to the observed indicators/aspects by circling the number (1 2 3 4 5) according to the following criteria:
1 = not good
2 = less good
3 = moderate
4 = good
5 = very good

No	Observed indicators/aspects	Score				
I	**LEARNING INTRODUCTION ACTIVITIES**					
	1. Doing apperception	1	2	3	4	5
	2. Convey the goals to be achieved and the activity plan	1	2	3	4	5
II	**CORE LEARNING ACTIVITIES**					
A	**Mastery of subject matter**					
	1. Demonstrate mastery of learning material	1	2	3	4	5
	2. Associate material with other relevant knowledge	1	2	3	4	5
	3. Delivering material according to the learning hierarchy	1	2	3	4	5
	4. Associating material with the reality of life	1	2	3	4	5
B	**Approach/learning strategy**					
	1. Carry out learning according to the competencies to be achieved	1	2	3	4	5
	2. Implement student-centered learning	1	2	3	4	5
	3. Carry out learning in a coherent manner	1	2	3	4	5
	4. Carry out contextual learning	1	2	3	4	5
	5. Carry out learning that allows the growth of positive habits	1	2	3	4	5
	6. Carry out learning according to the allocated time	1	2	3	4	5
C	**Utilization of learning media / learning resources**					
	1. Demonstrate skills in the use of media	1	2	3	4	5
	2. Produces an interesting message	1	2	3	4	5
	3. Use media effectively and efficiently	1	2	3	4	5
D	**Learning that triggers and maintains student engagement**					
	1. Grow students' active participation in learning	1	2	3	4	5
	2. Respond positively to student participation	1	2	3	4	5
	3. Facilitate teacher-student interaction and students	1	2	3	4	5
	4. Demonstrate an open attitude to the sisal response	1	2	3	4	5
E	**Special abilities in learning the field of study**					
	1. Displays mastery of concepts correctly or does not display conceptual errors (misconceptions) in teaching	1	2	3	4	5

No	Observed indicators/aspects	Score				
	2. Demonstrate the use of direct and natural experience according to environmental context in teaching concepts	1	2	3	4	5
	3. Develop process skills in learning.	1	2	3	4	5
	4. Give examples of the application of concepts/problem-solving in everyday life	1	2	3	4	5
F	**Assessment of learning processes and outcomes**					
	1. Conduct an initial assessment	1	2	3	4	5
	2. Monitor learning progress	1	2	3	4	5
	3. Give tasks according to competence	1	2	3	4	5
	4. Conduct a final assessment according to competence	1	2	3	4	5
G	**Language usage**					
	1. Use spoken language clearly and fluently	1	2	3	4	5
	2. Use good and correct written language	1	2	3	4	5
	3. Convey the message with the appropriate style	1	2	3	4	5
III	**CLOSING LEARNING ACTIVITIES**					
	Learning Reflection and Summary					
	1. Reflecting on learning by involving students	1	2	3	4	5
	2. Compile a summary by involving students	1	2	3	4	5
Σ Score						
Display Score to …….. $= \frac{\Sigma \ Score}{340} \ x \ 100$						

SUGGESTION:

City, Date
Pamong teacher,

(Name of Pamong Teacher)

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
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Site:www.unesa.ac.id

VALUE OF PAMONG PLP TEACHERS IN 2023
(For Teacher Pamong)

Study program :
Name of Supervisor :
PLP place :

No	No	NIM	NBPR	NKMM	NLM	NKSP	Final score	Letter Value
1								
2								
3								
4								
5								

NB:
Values in the NBPR, NKMM, NLM, and NKSP columns are filled between 0 – 100 without multiplied by weight

NGP = $\frac{(20\ x\ NBPR)+(30\ x\ NKMM)+(30\ x\ NLM)+(20\ x\ NKSP)}{100}$

Information:
NGP = The value of the Pamong Teacher
NBPR = RPP Development Assistance Value
NKMM = Assess Student Ability in Developing Learning Devices
NLM = The Value of Teaching Practice
NKSP = Value of Social Competence and Personality

Surabaya,

Assessor Advisor,

(.....)
Full Name with title
NIP

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PLP OBSERVATION SHEET
(For Supervisors)
ASSESSMENT OF PLP REPORT (PRODUCT GROUP)

Group : …….
Name of Student/NIM : 1 ……..
2 ……...
3 ……...
4 ……...
5 ……...

No	Assessment Component	Weight	Score	Weight x Score
1	Writing system	10		
2	Contents of the report	40		
3	Appropriateness of conclusions and recommendations	15		
4	Writing grammar	10		
5	Language	15		
6	Report completeness (photos, validation, and attachments	10		
			SHOES TOTAL	

Score between 1 – 5:
1 = very unfavorable; 2 = less good; 3 = moderate; 4 = good; 5 = very good

PARTICIPANT VALUE = $\frac{\text{SHOES TOTAL}}{500}$ X 100= ……

Appraiser,

(.....)
Full Name with title
NIP/NRP.

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
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PLP OBSERVATION SHEET
(For Supervisors) ASSESSMENT OF INDIVIDUAL PERFORMANCE

Student name :
Student Identification Number (NIM):
Observation Date :
School name :

No	Assessment Component	Weight	Score	Weight x Score
1	Participants' understanding of educational learning in PLP	30		
2	The ability of participants to provide understanding to students	20		
3	Participants' understanding of the curriculum and mastery of subject matter	30		
4	Appearance/performance of participants: • Attitude/Ethics • Language • How to dress	20		
			SHOES TOTAL	

Score between 1 – 5:
1 = very unfavorable; 2 = less good; 3 = moderate; 4 = good; 5 = very good

PARTICIPANT VALUE = $\frac{\text{SHOES TOTAL}}{500}$ X 100= ……

Appraiser,

(.....)
Full Name with title
NIP/NRP.

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
SUB DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS (SMBKM)
Tongue Campus, Unesa Tongue Campus Road, Surabaya 602 13 Telephone : +6231- 99421834, 99421835, Facsimile : +6231- 99424002
Site:www.unesa.ac.id

PLP FINAL VALUES IN 2023
(For Supervisors)

Study program :
Advisor's name :
PLP place :

No	No	NIM	Teacher Teacher Value (NGP)	Value of PLP Implementation Report (NLP)	Individual Performance Value (NKI)	Final score	Letter Value
1							
2							
3							
4							
5							

NB:
Values in the NGP, NLP, and NKI columns are filled between 0 – 100 without multiplying by weight

$$NA = \frac{(40\ x\ NGP)+(20\ x\ \text{NLP}) + (40\ \text{x NKI})}{100}$$

Information:
NA = PLP Final Score
NGP = The value of the Pamong Teacher
NLP = Value of PLP Implementation Report
NKI = Individual Performance Value

Surabaya,

Assessor Advisor,

(.....)
Full Name with title
NIP

Is:
*Input Value directly via SIMPLP. The format above is for the Supervisor Lecturer's archive

Appendix 4. Monitoring and Evaluation Instruments

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
SUB DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS
Tongue Campus, Unesa Tongue Campus Road, Surabaya 602 13 Telephone : +6231- 99421834, 99421835, Facsimile : +6231- 99424002
Site:www.unesa.ac.id

MONITORING INSTRUMENTS AND EVALUATION OF THE IMPLEMENTATION OF PLP UNESA STUDENTS

Principal Name : …….....
School/Madrasah PLP Location : ……..... .....

Instruction:
Put a √ (check) in the Yes or No column and fill in the answer if requested in the notes column

No	Implementation of Principal's Duties	Of	No	Notes
1	Receiving arrivals of PLP students, preparing an outline of the orientation program, introducing students to teachers/guardians and school staff other.			
2	Provide data on subjects/themes and classes* that have been determined for participants PLP.			
3	Provide tutor data as needed.			
4	Coordinate tutors and staff.			
5	Plan and organize orientation/observation for students.			
6	Provide opportunities for students to carry out observation activities in class and matters related to school administration.			
7	Provide direction to PLP students regarding the outlines of school management policies.			
8	Facilitating school needs by placing PLP students according to their field of study.			
Other things that need attention related to the implementation of PLP:				

…… , ……. 2023
monitoring officer,

(Bright Name)
NIP

Appendix 5. BK Student Assessment Instrument

GUIDANCE AND COUNSELING PROGRAM ASSESSMENT INSTRUMENT (IPPBK)

Participant Name :

Participants's number :

Which school are you from :

Assessment : Workshop

NO	PROGRAM ASPECT	SCORE
1.	**POLICY OF THINKING**	
	a. Describe the needs of the counselee	1 2 3 4 5
	b. Be based on school policies and the national education system	1 2 3 4 5
	c. Referring to the results of the previous evaluation of the implementation of counseling services	1 2 3 4 5
	d. According to the strengths and weaknesses of the school	1 2 3 4 5
	Shoes Sub Total	
2.	**PROGRAM OBJECTIVES**	
	a. Leads to the achievement of optimal counselee development	1 2 3 4 5
	b. Supporting the achievement of goals of national schools and education institutions	1 2 3 4 5
	c. It is ideal and realistically achievable	1 2 3 4 5
	d. Includes general goals and special goals	1 2 3 4 5
	Shoes Sub Total	
3.	**SERVICE FIELD**	
	a. Covers all aspects of counselee development	1 2 3 4 5
	b. Describe the service needs of all counselees	1 2 3 4 5
	c. Service balance between personal, social, study and career	1 2 3 4 5
	Shoes Sub Total	
4.	**SERVICE STRATEGY**	
	a. Relevant to the purpose and service area	1 2 3 4 5
	b. Realistic to implement	1 2 3 4 5
	c. Describe the present that allows the counselee to appreciate	1 2 3 4 5
	d. Supported by adequate equipment and media	1 2 3 4 5
	Shoes Sub Total	
5.	**SERVICE PERSONNEL**	
	a. Describe the competence/expertise and authority of the service	1 2 3 4 5
	b. Adequate to perform service duties	1 2 3 4 5
	c. Describe the responsibilities of all school personnel	1 2 3 4 5
	d. Describe service coordination and communication	1 2 3 4 5
	Shoes Sub Total	
6.	**SERVICE IMPLEMENTATION TIME**	
	a. According to the school's academic calendar	1 2 3 4 5
	b. Have a balance of services	1 2 3 4 5
	c. Realistic and in accordance with the needs of counselees and schools	1 2 3 4 5
	d. Well scheduled	1 2 3 4 5
	Shoes Sub Total	
7.	**SUPPORTING FACILITIES**	
	a. Clarity of budget requirements and sources of financing	1 2 3 4 5
	b. Availability of adequate guidance and counseling venues	1 2 3 4 5
	c. Availability of service equipment as needed	1 2 3 4 5
	d. Adequate library equipment	1 2 3 4 5
	Shoes Sub Total	
8.	**EVALUATION PLAN**	
	a. BK evaluation is carried out on programs, processes, and service outcomes	1 2 3 4 5

NO	PROGRAM ASPECT	SCORE
	b. Have clarity of purpose and aspects of evaluation	1 2 3 4 5
	c. Have clarity of evaluation method and time	1 2 3 4 5
	d. Involve personnel with expertise and authority	1 2 3 4 5
	e. Serve as material for the development of the next BK program	1 2 3 4 5
	Shoes Sub Total	
	TOTAL SCORING	

VALUE = $\frac{SHOES\ TOTAL}{160}$ **X 100 =**

Comments/Notes :

Surabaya, ... , 2015

Appraiser I

.....
NIA

Appraiser II

.....
NIA

ASSESSMENT INSTRUMENT

IMPLEMENTATION PLAN OF INDIVIDUAL COUNSELING SERVICES (IPRLKI)

Participant Name :

Participants's number :

Which school are you from :

Assessment : Workshop

NO	ASPECT OF COUNSELING SERVICES	SCORE
1.	**OBJECTIVE STATEMENT**	
	a. The accuracy of the formulation of the purpose of counseling services	1 2 3 4 5
	b. Relevance of goals with counselee problems	1 2 3 4 5
	Shoes Sub Total	
2.	**PROBLEM FORMULATION**	
	a. Accuracy in describing the problems experienced by the counselee	1 2 3 4 5
	b. Accuracy in determining the cause of the counselee's problem	1 2 3 4 5
	c. Accuracy in describing the strengths and weaknesses of the counselee	1 2 3 4 5
	Shoes Sub Total	
3.	**PROBLEM SOLVING TECHNIQUE**	
	a. The accuracy of the selection of counseling techniques according to the counselee's problem	1 2 3 4 5
	b. The relevance of the selection of counseling techniques with the aim of problem solving	1 2 3 4 5
	Shoes Sub Total	
4.	**COUNSELING ACTIVITY STAGE**	
	a. Accuracy and directionality of the activity formulation that will be carried out by the counselor in each step:	1 2 3 4 5
	1) **Opening** (clarity and direction of the counselor's activities with the aim of the opening stage)	1 2 3 4 5
	2) **Transition** (clarity and direction of the counselor's activities with the goal of the transitional stage)	1 2 3 4 5
	3) **Core** (clarity and direction of intervention that the counselor will use to change the counselee's behavior in achieving the set goals)	1 2 3 4 5
	4) **Closing** (clarity of the direction of the counselor's activities with the aim of the closing stage, including: summarizing, reflecting, providing reinforcement, and following up)	1 2 3 4 5
	Shoes Sub Total	
5.	**COUNSELING EVALUATION PLAN**	
	a. Relevance of the formulation of the evaluation with the purpose of counseling	1 2 3 4 5
	b. The relevance of the evaluation formulation with the stages of counseling activities	1 2 3 4 5
	c. Clarity of counseling success criteria	1 2 3 4 5
	d. Clarity of follow-up after counseling	1 2 3 4 5
	Shoes Sub Total	
	SHOES TOTAL	

VALUE = $\frac{SHOES\ TOTAL}{80}$ **X 100 =**

Comments/Notes :

Surabaya, ... , 2015

Appraiser I	Appraiser II
.....	.....
NIA	NIA

ASSESSMENT INSTRUMENT

GROUP GUIDANCE SERVICE PLAN

Participant Name :

Participants's number :

Which school are you from :

Assessment : Workshop

No	ASPECT OF GUIDANCE SERVICES	SCORE
1.	Topic Relevance with Counselee Needs or Competence	1 2 3 4 5
2.	The accuracy of the formulation of service objectives	1 2 3 4 5
3.	Relevance of techniques/methods with guidance purposes	1 2 3 4 5
4.	The relevance of tools and media to the topic of guidance	1 2 3 4 5
5.	**The clarity and direction of the activity formulation carried out by the BK teacher in each step:**	
	a. **Opening** (clarity and direction of the activities of the BK teacher with the aim of the opening stage)	1 2 3 4 5
	b. **Transition** (clarity and direction of BK teacher activities with the aim of the transition phase)	1 2 3 4 5
	c. **Core** (clarity and direction of intervention that will be carried out by the counseling teacher to change the counselee's behavior in achieving the goals set)	1 2 3 4 5
	d. **Closing** (clarity of the direction of the BK teacher's activities with the aim of the closing stage, including: summarizing, reflecting, providing reinforcement, and following up)	1 2 3 4 5
6.	Completeness of RPLBK (source materials/references, supporting tools, data support/mapping of counselee needs)	1 2 3 4 5
7.	Originality and creativity in preparing/compilers of RPLBK	1 2 3 4 5
	SHOES TOTAL	

VALUE = $\frac{SHOES\ TOTAL}{50} \times 100 =$

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Appraiser II

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NIA:

INDIVIDUAL COUNSELING PRACTICE ASSESSMENT INSTRUMENT (IPPKIN)

Participant Name : .....

Participants's number : .....

No	INDIVIDUAL COUNSELING SKILLS	SCORE				
A.	**ATTENDING**					
1	**BUILDING RELATIONSHIPS**					
	a. Demonstrate empathy for the need for counseling	1	2	3	4	5
	b. Communicating respect for the counselee	1	2	3	4	5
	c. Delivering words of acceptance (opening) when the counselee comes	1	2	3	4	5
	d. Communicate the role of the counselor	1	2	3	4	5
	e. Convey the purpose of counseling to the counselee	1	2	3	4	5
	f. Finding the counselee's needs concretely	1	2	3	4	5
	g. Demonstrates empathy for the counselee's needs	1	2	3	4	5
2	**SEAT POSITION**					
	a. Adjust the position and distance of sitting	1	2	3	4	5
	b. Adjust the recline to sit comfortably	1	2	3	4	5
	c. Make eye contact	1	2	3	4	5
	d. Regulates hand and foot movements	1	2	3	4	5
	e. Make the necessary touches to provide comfort to the counselee	1	2	3	4	5
3	**OBSERVE**					
	a. Demonstrate an understanding of the counselee's body movements	1	2	3	4	5
	b. Demonstrate an understanding of the counselee's expressions	1	2	3	4	5
	c. Demonstrate an understanding of the counselee's thoughts on facial expressions and body movements of the counselee	1	2	3	4	5
4	**LISTEN**					
	a. Focusing attention on the counselee's talk about the events he experienced	1	2	3	4	5
	b. Focusing on the process of the events experienced by the counselee	1	2	3	4	5
	c. Pay attention when the counselee speaks	1	2	3	4	5
B	**RESPONDING**					
1	**RESPOND TO CONTENT**	1	2	3	4	5
	a. Respond to the counselee's statements in chronological order of importance	1	2	3	4	5
	b. Respond to counselee statements based on cause and effect	1	2	3	4	5
	c. Facilitating the counselee to explore the contents of the conversation	1	2	3	4	5
2	**RESPOND TO FEELINGS**					
	a. Responding to the counselee's feelings through the counselee's thoughts	1	2	3	4	5
	b. Responding to the counselee's feelings through the counselee's experience	1	2	3	4	5
3	**RESPOND TO MEANING**					
	a. Respond to the feelings and thoughts of the counselee	1	2	3	4	5
	b. Respond to the counselee's feelings by giving reasons for the causes of those feelings	1	2	3	4	5

No	INDIVIDUAL COUNSELING SKILLS	SCORE				
C	**PERSONALIZING (PERSONALIZING PROBLEMS AND OBJECTIVES)**					
	1. Personalize the deficiencies that exist in the counselee	1	2	3	4	5
	2. Personalize the circumstances (problems) experienced by the counselee because they do not have certain abilities	1	2	3	4	5
	3. Formulate the counselee's shortcomings and at the same time indicate the counselee's desire to do something	1	2	3	4	5
D	**INITIATING (INITIATING COUNSELING ACTIVITIES)**					
	1. Formulate activities or steps that will be carried out by the counselee	1	2	3	4	5
	2. Develop the initial/middle/final steps that the counselee will take	1	2	3	4	5
	3. Set a time to start doing the initial activities (steps).	1	2	3	4	5
	4. Together with the counselee, set a meeting time to monitor the steps the counselee will take	1	2	3	4	5
	5. Provide positive/negative reinforcement to counselees to carry out their activity plans	1	2	3	4	5
SHOES TOTAL						

VALUE = $\frac{SHOES\ TOTAL}{160}$ **×100 =**

Comments/Notes:

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Surabaya, ... 2023

Appraiser I

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NIA:

Appraiser II

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NIA:

ASSESSMENT INSTRUMENT

GROUP GUIDANCE SERVICE IMPLEMENTATION PRACTICES

Participant Name : .....

Participants's number : .....

Which school are you from: .....

No	INDIVIDUAL COUNSELING SKILLS	SCORE				
1.	**STAGE OF FORMATION**					
	a. Disclose the purpose of guidance service activities	1	2	3	4	5
	b. Describe the ways in which the service will be implemented	1	2	3	4	5
	c. Explain the basics of guidance activities	1	2	3	4	5
	d. Facilitate the occurrence of self-disclosure of members	1	2	3	4	5
	e. Implementation of warm-up/familiarity activities	1	2	3	4	5
	f. Show respect to the counselee (warm, genuine, willing to help, and full of empathy)	1	2	3	4	5
	Sub Total					
2.	**TRANSITION / TRANSITION STAGE**					
	a. Describe the activities to be undertaken in the next stage	1	2	3	4	5
	b. Maintaining a group atmosphere so that it remains enthusiastic, compact, and focused on goals	1	2	3	4	5
	c. Accept the counselee's differences openly	1	2	3	4	5
	d. Facilitate changes in the atmosphere of interaction between group members	1	2	3	4	5
	Sub Total					
3.	**CORE ACTIVITY STAGE (BEHAVIOR CHANGE)**					
	a. Ability to encourage members to share thoughts and experiences	1	2	3	4	5
	b. Ability to control yourself; do not take over the problem of difficulties found by the counselee	1	2	3	4	5
	c. Ability to manage activity traffic in a directed manner	1	2	3	4	5
	d. Ability to motivate group members to be active	1	2	3	4	5
	e. Ability to use intervention techniques that are relevant to the expected behavior change	1	2	3	4	5
	f. Self-control ability (active but not dominating the conversation)					
	Sub Total					
4.	**CLOSING STAGE**					
	a. Notify the activity will be ended soon	1	2	3	4	5
	b. Ability to summarize the process and results of activities	1	2	3	4	5
	c. Discuss further activities deemed necessary	1	2	3	4	5
	d. Convey messages and hopes	1	2	3	4	5
	Sub Total					
	SHOES TOTAL					

VALUE = $\frac{SHOES\ TOTAL}{100}$ **×100 =**

Comments/Notes:

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Surabaya, ... 2015

Appraiser I	Appraiser II
.....	.....
NIA:	NIA:

ASSESSMENT INSTRUMENT

MEDIA GUIDANCE AND COUNSELING SERVICES

Participant Name : .....

Participants's number : .....

Which school are you from: .....

Assessment : Workshop

No	ASPECT	SCORE				
1.	Clarity of the contents of the material/message presented/delivered	1	2	3	4	5
2.	Target accuracy (media users/message recipients)	1	2	3	4	5
3.	The suitability of the media with the material/message	1	2	3	4	5
4.	Served media size	1	2	3	4	5
5.	Ease of use	1	2	3	4	5
6.	Clarity of usage procedures	1	2	3	4	5
7.	Conformity between media, materials, and service objectives	1	2	3	4	5
8.	Interesting media appearance	1	2	3	4	5
9.	Presentation format settings	1	2	3	4	5
SHOES TOTAL						

VALUE = $\frac{SHOES\ TOTAL}{50}$ **×100 =**

Comments/Notes:

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Surabaya, ...

2015

Appraiser I

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NIA:

Appraiser II

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NIA:

ASSESSMENT INSTRUMENT

DEVELOPMENT OF GUIDANCE AND COUNSELING INSTRUMENTS

Participant Name : ……

Participants's number : ……

Which school are you from: ……

Assessment : Workshop

NO	ASPECT	SCORE				
1.	Clarity of data to be obtained	1	2	3	4	5
2.	The accuracy of the type of instrument (the suitability of the type of instrument with the aspects to be disclosed/measured)	1	2	3	4	5
3.	Clarity of instructions in the instrument	1	2	3	4	5
4.	Ease of administration	1	2	3	4	5
5.	Instrument format/display settings	1	2	3	4	5
6.	Instrument legibility	1	2	3	4	5
7.	Ease of analysis of data collection results	1	2	3	4	5
SHOES TOTAL						

VALUE = $\frac{SHOES\ TOTAL}{40}$ **X 100 =**

Comments/Notes:

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Surabaya, …… 2015

Appraiser I

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NIA:

Appraiser II

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NIA:

ASSESSMENT INSTRUMENT

GROUP COUNSELING SERVICE PLAN

Participant Name : ……

Participants's number : ……

Which school are you from: ……

Assessment : Workshop

NO	ASPECT OF GUIDANCE SERVICES	SCORE				
1.	Selection of group members	1	2	3	4	5
2.	The accuracy of the formulation of counseling goals	1	2	3	4	5
3.	The relevance of the choice of intervention technique to the expected behavior change	1	2	3	4	5
4.	The clarity and skills of the activity formulation carried out by the guidance counselor in each step:	1	2	3	4	5
	a. Formation stage (clarity and direction of BK teacher activities with the aim of opening)	1	2	3	4	5
	b. Transitional stage (clarity and direction of the guidance and counseling teacher's activities with the aim of the transitional stage)	1	2	3	4	5
	c. The implementation stage of the activity (clarity and direction of the intervention that will be used by the counseling teacher to change the counselee's behavior in achieving the goals that have been created)	1	2	3	4	5
	d. The closing stage (clarity of the direction of the guidance and counseling teacher's activities with the aim of the ending stage, including: summarizing, reflecting, providing reinforcement, and following up)	1	2	3	4	5
5,	Plan for evaluation/assessment of counseling processes and results	1	2	3	4	5
SHOES TOTAL						

VALUE = $\frac{SHOES\ TOTAL}{40}$ **X 100 =**

Comments/Notes:

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Surabaya, …… 2015

Appraiser I

……..

NIA:

Appraiser II

…….

NIA:

ASSESSMENT INSTRUMENT

PRACTICE OF GROUP COUNSELING SERVICES

Participant Name : ……

Which school are you from: ……

Participants's number : ……

NO	INDIVIDUAL COUNSELING SKILLS	SCORE			
1.	Setting up group counseling settings	1	2	3	4
2.	Attending ability	1	2	3	4
3.	**STAGE OF FORMATION**				
	a. State the purpose of the activity	1	2	3	4
	b. Explain the ways of implementing group counseling	1	2	3	4
	c. Explain the principles of group counseling	1	2	3	4
	d. Facilitate the occurrence of self-disclosure of members	1	2	3	4
	e. Implementation of warm-up/familiarity activities	1	2	3	4
2.	**TRANSITION / TRANSITION STAGE**				
	a. Describe the activities to be undertaken in the next stage	1	2	3	4
	b. Maintaining a group atmosphere so that it remains enthusiastic, compact, and focused on goals	1	2	3	4
	c. Facilitate changes in the atmosphere of interaction between group members	1	2	3	4
3.	**CORE ACTIVITY STAGE (BEHAVIOR CHANGE)**				
	a. Capability encourages members to share thoughts and experiences	1	2	3	4
	b. Ability to control yourself; don't take over the problem	1	2	3	4
	c. Ability to manage communication traffic in a directed manner	1	2	3	4
	d. Ability to motivate group members to be active	1	2	3	4
	e. Ability to use intervention techniques that are relevant to the expected behavior change	1	2	3	4
	f. The ability to be active but not dominate the conversation	1	2	3	4
4.	**CLOSING STAGE**				
	a. Informed counseling will end soon	1	2	3	4
	b. Ability to summarize the process and results of counseling	1	2	3	4
	c. Discuss further activities deemed necessary	1	2	3	4
	d. Convey messages and hopes	1	2	3	4
	SHOES TOTAL				

VALUE = $\frac{SHOES\ TOTAL}{100}$ **X 100 =**

Comments/Notes:

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……
……

Surabaya, …… 2015

Appraiser I	Appraiser II
……..	…….
NIA:	NIA:

ASSESSMENT INSTRUMENT

CLASSICAL GUIDANCE SERVICE PLAN

Participant Name : ……..

Participants's number : ……..

Which school are you from: ……..

Assessment : Workshop

No	ASPECT OF GUIDANCE SERVICES	SCORE
1.	The relevance of the topic to the counselee's needs or competencies	1 2 3 4 5
2.	The accuracy of the formulation of service objectives	1 2 3 4 5
3.	Relevance of techniques/methods with guidance purposes	1 2 3 4 5
4.	The relevance of tools and media to the topic of guidance	1 2 3 4 5
5.	**The clarity and direction of the activity formulation carried out by the guidance counselor at each step:**	1 2 3 4 5
	a. Opening (clarity and direction of the activities of the BK teacher with the aim of the opening stage)	1 2 3 4 5
	b. Transition (clarity and direction of BK teacher activities with the aim of the transition phase)	1 2 3 4 5
	c. Core (clarity and direction of intervention that will be used by the counseling teacher to change the counselee's behavior in achieving the set goals)	1 2 3 4 5
	d. Closing (clarity of the direction of the BK teacher's activities with the aim of the closing stage, including: summarizing, reflecting, providing reinforcement, and following up)	1 2 3 4 5
6.	Completeness of RPLBK (source materials/references, supporting tools, data support/mapping counselee needs)	1 2 3 4 5
7.	Originality and creativity in preparing/composing RPLBK	1 2 3 4 5
	SHOES TOTAL	

VALUE = $\frac{SHOES\ TOTAL}{50}$ × **100** =

Comments/Notes :

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……

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Surabaya, ……...2015

Appraiser I

……

NIA :

Appraiser II

……

NIA :

ASSESSMENT INSTRUMENT

CLASSIC GUIDANCE SERVICE PRACTICES

Participant Name : ……..

Participants's number : ……..

Which school are you from: ……..

No	ASPECT OF GUIDANCE SERVICES	SCORE				
1.	Time use ability	1	2	3	4	5
2.	Ability to present & master of the material	1	2	3	4	5
3.	Ability to develop student activities	1	2	3	4	5
4.	The ability to foster student creativity	1	2	3	4	5
5.	Classroom management skills	1	2	3	4	5
6.	Ability to use the environment as a learning resource	1	2	3	4	5
7.	The ability to grow students in expressing opinions	1	2	3	4	5
8.	Language ability	1	2	3	4	5
9.	The ability to create a pleasant atmosphere	1	2	3	4	5
10.	Ability to use techniques and methods	1	2	3	4	5
11.	Ability to use guidance media	1	2	3	4	5
12.	Ability to evaluate results	1	2	3	4	5
SHOES TOTAL						

VALUE = $\frac{SHOES\ TOTAL}{60}$ **× 100 =**

Comments/Notes:

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Surabaya, ……...2015

Appraiser I

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NIA :

Appraiser II

……

NIA :

Appendix 6. Educational Management Student Assessment Instrument (MP)

APPENDIX 6.1.

ASSESSMENT FORMAT FOR FIELD SUPERVISORS (DPL)
IN EDUCATION MANAGEMENT INTERNSHIP PROGRAM
UNESA FIP EDUCATION MANAGEMENT DEPARTMENT

STUDENT NAME : .....
NIM : .....
ADVISOR'S NAME : .....
INTERNSHIP PLACE/PLP : .....

COMPONENT	SUB COMPONENT	VARIABLE	SUB VARIABEL	VALUE SCALE 0-100	CAPT
A. professional	Planning	1. Preparation of Program Plan a. Head b. Systematics c. Language	Background		
			Objective		
			Benefit		
			Forms of activity		
			Target		
			Garage Field		
			Schedule of activities		
	Implementation	1. Educational Management PLP/Internship Activities	Mastery of job descriptions in each field		
			Ability to provide excellent service		
			Ability in problem/needs analysis		
			Ability to apply Information and Communication Technology (ICT)		
			Resource optimization capabilities		
	Evaluation/ Reporting	1. Report Writing Process	Consulting Activities		
			Consultation Material		
		2. Results of Education Management PLP/Internship Report	Contents of the report		
			Report Systematics		
			Material in the Report		
			Analytical acumen in reports		
	In-depth Apprenticeship Material	Interior	Material Mastery		
			Self appearance		
			Communication skills		
B. Personal	Personal Traits		Integrity and noble character		

COMPONENT	SUB COMPONENT	VARIABLE	SUB VARIABEL	VALUE SCALE 0-100	CAPT
		Personality while carrying out PLP / Educational Management Internship tasks	Work ethic		
			Creativity and innovative		
			Thoroughness and perseverance		
			Honesty		
			Discipline/Attendance		
			Appearance (Ethics and Etiquette)		
			Self-control		
			Responsibility		
C. Social	Communication Skills	Communicating during the Education Management PLP/Internship	Teamwork (group/staff)		
			Effective communication		
			Concern for others		
			Member acceptance		
			Adjustment/adaptation		
FINAL SCORE (AVERAGE)					

APPENDIX 6.2.

ASSESSMENT FORMAT FOR PAMONG
IN EDUCATION MANAGEMENT INTERNSHIP PROGRAM
DEPARTMENT OF EDUCATION MANAGEMENT FIP UNES

STUDENT NAME : ……
NIM : ……
ADVISOR'S NAME : ……
INTERNSHIP PLACE/PLP : ……

COMPONENT	VARIABLE	SUB VARIABLE	VALUE SCALE 0-100	CAPT
A. professional	1. Preparation of Program Plan	Ability to design programs according to areas of expertise and needs of partner institutions		
	2. Educational Management PLP/Internship Activities	Mastery of job descriptions in each field		
		Ability to provide excellent service		
		Ability in problem/needs analysis		
		Ability to apply Information and Communication Technology (ICT)		
		Resource optimization capabilities		
B. Personal	1. Personality while carrying out PLP / Education Management Internship	Integrity and noble character		
		Work ethic		
		Creativity and innovation		
		Thoroughness and perseverance		
		Honesty		
		Discipline/Attendance		
		Appearance (etiquette and etiquette)		
		Self-control		
		Responsibility		
C. Social	1. Communication during the PLP/Internship in Education Management	Teamwork (group/staff)		
		Effective communication		
		Concern for others		
		Member acceptance		
		Adjustment/adaptation		
FINAL SCORE (AVERAGE)				