GUIDELINE OF EMANCIPATORY LEARNING

INTRODUCTION TO SCHOOL FIELD

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Guideline for Introduction to School Field in 2023

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PREFACE

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

Unesa as one of the leading Educational Personnel Education Institutions (LPTK) in Indonesia, has a teacher procurement program which includes academic education or the Bachelor of Education Program, as well as the Teacher Professional Education Program (PPG). To prepare prospective educators, Bachelor of Education Program students are given experience in schools called the Introduction to School Field (PLP). Students in 2019, 2020, and after, as an adjustment to the implementation of the Merdeka Learning-Campus Curriculum, learning practice courses will be carried out outside the University (outside Unesa), namely in schools for one semester with a load of 20 credits.

We hope that the implementation of this PLP will run well so that it provides useful results for the experience of educational students. Positive input that provides improvement value for the implementation of PLP is needed. Technical changes that are not contained in this Guidebook are also likely to occur due to dynamic developments. For this reason, we welcome input from various parties for the perfection of PLP goals for educational students at Unesa.

Surabaya, June 2023

Compilation Team

FOREWORDS

Surabaya State University (Unesa) as one of the leading 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 Indonesian people who are knowledgeable, play an active role in nation and state development, and have the ability to respond and answer 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 provisions, Unesa assumes its main role in three things, namely professional teacher trainers, education research and development centers, professional teacher training places. Unesa has a teacher procurement program that includes academic education or Bachelor of Education Program, as well as Teacher Professional Education Program (PPG). In the implementation of these two educational programs, Unesa has also been ready to welcome the implementation of the industrial revolution 4.0, 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 implementation of the industrial revolution 4.0 is embedding smart technology that can connect with various fields of human life.

As stated in Permenristekdikti No. 55 of 2017, to prepare prospective educators, students of the Bachelor of Education Program are given experience in schools called the Introduction to the School Field (PLP), and therefore I warmly welcome the presence of this Guidebook for the Introduction to the School Field in 2023. Along with the rolling of a new curriculum that is adaptive to current conditions, implementing the Independent Campus Learning Independent Curriculum requires the best quick and strategic steps. In line with this, PLP in 2023 will be carried out offline. This guidebook is expected to internalize all activities related to the implementation of PLP, both for students, Supervising Lecturers, Pamong Teachers, Sub Directorate of Merdeka Learning Merdeka Campus, and all stakeholders, so that the implementation of PLP can run well.

Finally, I would like to thank the Compilation Team for all their hard work in preparing the implementation of PLP in 2023. For students participating in PLP, I congratulate them on carrying out PLP, hopefully getting 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, among others, are changes, developments, and adjustments, especially those related to the curriculum for the preparation of professional teachers, especially the education curriculum for the Bachelor of Education Program. A quality Bachelor of Education Program education curriculum will produce quality prospective educators. Qualified prospective educators will be able to follow the Teacher Professional Education Program (PPG) well, and finally the output will be produced as professional teachers.

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 the practice of field experience between the PPG Program and the Bachelor of Education Program. In the PPG Program, field practice is manifested in the Field Experience Practice, hereinafter abbreviated as PPL, which is an activity for PPG Program students to practice their abilities in learning in partner schools. As for the Bachelor of Education Program, field practice is manifested in the Introduction to School Field, hereinafter abbreviated as PLP, which is a process of observation and apprenticeship carried out by Bachelor of Education Program students to study aspects of learning and education management in educational units (Directorate of Learning Directorate General of Learning and Student Affairs Ministry of Research Technology and Higher Education 2017).

One of the principles that must be considered in determining the curriculum development model for teacher education is the relationship between teaching and learning. Prospective teachers must be given the earliest experience through the Introduction to School Field (PLP) or internship in partner schools in stages. This is because prospective teachers are expected to have mastery of theories, methods, educational learning strategies in classroom lectures and must be linked and combined with how students learn in schools with all their socio-cultural backgrounds (environment).

To prepare students to become education scholars, Unesa organizes lectures based on school field experience and community education for the S-1 education program. The course is the Introduction to School Field (PLP) course, previously known as the Learning Management Program (PPP). The course contains a sequence of preparation of a bachelor of education through making lesson plans, learning simulations, microteaching, school observation, teaching planning, introduction and experience of teaching practice, student mentoring practice, and practice of school management and non-formal education.

Following up on Permenristekdikti No. 55 of 2017 and the Guidelines for the Undergraduate Field Introduction Program published 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

However, since 2021 and afterwards, as an adjustment based on the Independent Learning Curriculum - Independent Campus, field practice outside Unesa (at school), is carried out for 1 semester, with a total learning load of 20 credits (consisting of 8 subjects that are integrated and adjust the MBKM curriculum). PLP is a compulsory course for students in the S-1 education study program.

PLP is the culmination of all learning activities in each study program which contains knowledge and skills provision to students about:
(1) philosophical foundations and theoretical concepts of learning applied through simulation teaching and microteaching activities in their 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 observations, learning orientation, participating in several teacher/counselor/facilitator activities, and carrying out teaching/counseling exercises in schools and other educational institutions.

For the smooth implementation of the Introduction to the School Field for prospective education graduates, the Unesa PLP Guidebook 2023 is needed for supervisors, principals, student teachers, and students. In addition, the smooth running of PLP will be more optimal if 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 Year 2003 on the National Education System
2. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education.
3. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.
4. Regulation Government Republic ofIndonesia Number 4 Year 2014 about Organization of Higher Education and Management of Higher Education.
5. Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on 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 Permen Ristek and Dikti 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. Guidebook for the Implementation of MBKM 2020.

C. Definition

Permenristekdikti Number 55 of 2017 Article 1 point 8, states that PLP is a process of observation and apprenticeship carried out by Bachelor of Education Program students to study aspects of learning and education management 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 for students to implement learning outcomes through observing the learning process in schools / educational institutions, training in developing learning tools, and guided teaching and learning, and accompanied by reflective actions under the guidance and supervision of supervisors and mentor teachers 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 course that must be taken by students of the S-1 education study program. Through this course, students are given the opportunity to explore and strengthen competencies as prospective teachers in the field of study / counselors / facilitators. Students are expected to have a stable personality as prospective teachers, counselors, facilitators, as well as various learning experiences that make it possible to develop professionalism in a sustainable manner for students and be able to apply it concretely in terms of:

1. Creative and innovative curriculum development and subject area learning;
2. Lesson planning;
3. Implementation of learning;
4. Assessment of learning processes and outcomes;
5. Implementation of character strengthening education in the form of a school literacy program;
6. Develop learners' social and personality competencies.

D. Goal

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

1. Direct observation of school culture.
2. Observation of the organizational structure and governance in the school;
3. Observation of school rules and regulations;
4. Observation of ceremonial-formal activities atschool (e.g. flag ceremony, briefing meeting);
5. Observation activities routine in the form of curricular, cocurricular, and extracurricular; and
6. Observation of habituation practices and positive habits at school.

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

1. Studying the curriculum and learning tools used by the teacher;
2. Studying the learning strategies used by the teacher;

3. Learn the evaluation system used by the teacher;
4. Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools;
5. Studying the utilization of information and communication technology in learning;
6. Teaching practice with the guidance of student 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 tasks of mentoring students and extracurricular activities; and
8. Assist teachers in carrying out teacher administrative work tasks.

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 institution for developing education and learning as well as an introduction to schools covering all teacher duties, both academic and administrative.

F. Learning Outcomes and Learning Load

To strengthen and integrate the competencies of understanding students, 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 Pamong 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 learning assessment and evaluation;
7. Management of co-curricular and extracurricular activities; and
8. Teacher administrative work.

CHAPTER II
INTRODUCTION TO SCHOOL FIELD

A. Definition

Introduction to Schooling Field (PLP) is a field practice for the Bachelor of Education Program to provide field introductions related to schooling which are carried out outside the University. As a consequence of the Independent Learning Curriculum - Independent Campus, PLP is a form of implementation of lectures conducted off campus for one semester equivalent to a load of 20 credits. Technical implementation is regulated separately according to the Independent Learning Curriculum rolled out at Unesa. The integration of several courses inserted in real teaching practice (PLP) is intended to strengthen the academic competence of education and the field of study through various forms of activities in schools. The courses are as follows:

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

B. Goal

After participating in PLP activities, students are expected to be able to strengthen educational academic competencies and subject areas accompanied by critical thinking skills and higher-level thinking skills through the following activities:

1. Direct observation of school culture;
2. Observation of the organizational structure and governance in the school;
3. Observation of school rules and regulations;
4. bservation of ceremonial-formal activities atschool (e.g. flag ceremony, briefing meeting);
5. Observation activities routine in the form of curricular, cocurricular, and extracurricular;
6. Observation of habituation practices and positive habits at school;
7. Studying the curriculum and learning tools used by the teacher;
8. Studying the learning strategies used by the teacher;
9. Learn the evaluation system used by the teacher;
10. Assist teachers in developing teaching modules/RPPs, media, teaching materials, and assessment instruments as well as administrative tasks;
11. Studying the utilization of information and communication technology in learning;
12. Teaching practice with the guidance of student teachers and PLP supervisors, with the aim of experiencing the learning process firsthand;
13. Carry out student mentoring tasks 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 institution for developing education and learning, as well as assisting teachers' tasks, both academic and administrative.

D. Learning Outcomes and Learning Load

PLP MBKM model has a learning load of 20 credits distributed in 8 subjects with their respective learning outcomes and scope. Teaching practices that weigh 4 credits undertaken by students while in partner schools are expected to strengthen and integrate the competencies of understanding students, 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 Pamong Teachers and Supervising Lecturers are expected to have capable learning outcomes:

1. Describe the general characteristics of learners;
2. Describe the organizational structure and working procedures of the school;
3. Describe school rules and regulations;
4. Identify ceremonial-formal activities at school;
5. Identify curricular, co-curricular and extracurricular activities;
6. Describe positive practices and habits at school;
7. Understand 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 various learning strategies and learning media;
10. Understand classroom management;
11. Understand the utilization of information and communication technology in learning;
12. Understand the implementation of learning assessment and evaluation;
13. Understand the management of co-curricular and extracurricular activities.

E. Implementation and Requirements

1. Implementation

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

a. International School PLP

1) In-Country International School PLP

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

1. Participants actively engage in English in observation activities and learn about:
   a) School organization and governance structure;
   b) Ceremonial-formal activities at school (e.g. 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) The learning strategy used by the teacher;
f) Evaluation system used by the teacher;
g) Utilization of information and communication technology in learning;
h) Teaching practice for at least 8 offline performances with the guidance of student teachers and PLP supervisors; and
i) Implementation tasks mentoring participants students and extracurricular activities.

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

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

Course Name	SKS (1 SKS = 170 minutes)	Equivalent Minutes per Week				Activity Description
		Mhs PLP	HIGH SCHOOL	SMP	SD	
Mk-1: PLP-School Management	2	340	340 minutes			DPMK guidance and bill
Mk-2: PLP-Development School Program	2	340	340 minutes			Guidance and bills DPMK
Mk-3: PLP-Analysis Curriculum	2	340	340 minutes			Guidance and bills DPMK
Mk-4: PLP-Learning Plan Development	3	510	510 minutes			DPMK guidance and bill
Mk-5: PLP-Development Teaching Materials	3	510	510 minutes			DPMK guidance and bill
Mk-6: PLP-Learning Media Development	2	340	340 minutes			DPMK guidance and bill
Mk-7: PLP-Assessment Learning	2	340	340 minutes			Guidance and bills DPMK
Mk-8: PLP-Practice Teaching	4	680	720 minutes / 16 JP	680 minutes / 17 JP	700 minutes / 20 JP	Teaching practice for each week with the guidance of Pamong Teacher

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

3. Students upload the Final PLP Implementation Report (group report) individually a maximum of 7 days after PLP is completed through SIM ELLA.
4. PLP supervisors visit partner schools for 3 times, namely 1 time during the handover (offline), 1 time in the middle of the PLP process (online), and 1 time when withdrawing from school (offline).
5. Pamong teachers provide intensive guidance while students are doing PLP in partner schools.
6. Field Supervisors upload grades a maximum of 14 days after the PLP is carried out through SIM ELLA.

2) Overseas International School PLP

PLP is carried out for 8 weeks (± 1 semester) in partner schools. The details of the activities carried out by PLP participants are as follows:

1. Participants actively engage in English in observation and learning activities:
   a) School organization and governance structure;
   b) Ceremonial-formal activities at school;
   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 the teacher;
   e) Studying the learning strategies used by the teacher;
   f) Learn the evaluation system used by the teacher;
   g) Studying the use of technologyinformation andcommunication in learning;
   h) Teaching practice for a minimum of 4 offline performances with the guidance of student teachers and PLP supervisors; and
   i) Carry out tasks mentoring participants and extracurricular activities.
2. Students carry out PLP MBKM equivalent to 20 credits which are integrated into 8 courses with the rationalization of the learning load at school as follows.

Table 2: Rationalization of PLP Student Learning Load in International Overseas Schools

Course Name	SKS (1 SKS = 170 minutes)	Equivalent Minutes per Week				Activity Description
		Mhs PLP	HIGH SCHOOL	SMP	SD	
Mk-1: PLP-Management School	2	340	340 minutes			Guidance and bills DPMK
Mk-2: PLP-Development School Program	2	340	340 minutes			Guidance and bills DPMK
Mk-3: PLP-Analysis Curriculum	2	340	340 minutes			Guidance and bills DPMK
Mk-4: PLP-Learning Plan Development	3	510	510 minutes			DPMK guidance and bill
Mk-5: PLP-Development Teaching Materials	3	510	510 minutes			DPMK guidance and bill
Mk-6: PLP-Development Learning Media	2	340	340 minutes			Guidance and bills DPMK
Mk-7: PLP-Assessment Learning	2	340	340 minutes			Guidance and bills DPMK
Mk-8: PLP-Practice Teaching	4	680	720 minutes / 16 JP	680 minutes / 17 JP	700 minutes / 20 JP	Weekly teaching practice with Pamong Teacher guidance

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

3. Students upload the Final PLP Implementation Report (group report) individually a maximum of 7 days after PLP is completed through SIM ELLA.
4. PLP supervisors visit partner schools to guide participants 3 times, namely 1 time at the time of handover (offline), 1 time in the middle of the PLP process (online), and 1 time at the time of withdrawal from school (offline).

5. Pamong teachers conduct intensive embedded mentoring during students' PLP in partner schools.
6. Field Supervisors upload grades maximum 14 days after PLP implemented through SIM ELLA.

b. National School PLP

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

1. Participants are actively involved in observation and learning about:
   a) organizational structure and school governance;
   b) ceremonial-formal activities at school (e.g. flag ceremonies, briefing meetings);
   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 the teacher;
   e) learning strategies used by the teacher;
   f) learn the evaluation system used by the teacher;
   g) study utilization of technology information and communication technology in learning;
   h) teaching practice at least 8 times offline with the guidance of the tutor and PLP supervisor;
   i) carry out tasks mentoring students and activities extracurricular.
2. Students carry out PLP MBKM equivalent to 20 credits integrated in 8 courses with the following rationalization of student learning load in schools.

Table 3. Rationalization of PLP Student Learning Load in National Schools

Course Name	SKS (1 SKS = 170 minutes)	Equivalent Minutes per Week				Activity Description
		Mhs PLP	HIGH SCHOOL	SMP	SD	
Mk-1: PLP-Management School	2	340	340 minutes			Guidance and bills DPMK
Mk-2: PLP-Development School Program	2	340	340 minutes			Guidance and bills DPMK
Mk-3: PLP-Analysis Curriculum	2	340	340 minutes			Guidance and bills DPMK
Mk-4: PLP-Development Learning Plan	3	510	510 minutes			Guidance and bills DPMK
Mk-5: PLP-Development Teaching Materials	3	510	510 minutes			DPMK guidance and bill
Mk-6: PLP-Development Learning Media	2	340	340 minutes			Guidance and bills DPMK
Mk-7: PLP-Assessment Learning	2	340	340 minutes			Guidance and bills DPMK
Mk-8: PLP-Practice Teaching	4	680	720 minutes / 16 JP	680 minutes / 17 JP	700 minutes / 20 JP	Weekly teaching practice with Pamong Teacher guidance

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

3. Students upload the Final PLP Implementation Report (group report) individually a maximum of 7 days after PLP is completed through SIM ELLA.
4. PLP supervisors visit partner schools to guide participants 3 times, namely 1 time during the handover, 1 time in the middle of the PLP process, and 1 time at the time of withdrawal from the school.
5. Pamong teachers conduct intensive embedded mentoring during students' PLP in partner schools.
6. Field Supervisors upload grades a maximum of 14 days after the PLP is carried out through SIM ELLA.

2. Requirements

a. Student

Students participating in PLP- MBKM must fulfill the following requirements.

1. Active as a student of the Bachelor of Education Program in the current semester;
2. Register in the Unesa academic information system (Melisa →ELLA) in the 2023/2024 odd semester period as student participation in PLP- MBKM activities;
3. Have passed at least 100 credits in the previous semester;
4. Have passed the micro-learning /micro-teaching course (or equivalent name) with a minimum grade of B;
5. Have passed the Basic Education Course (MKDK) and learning courses as determined by the respective Study Program;
6. Have received approval from the Study Program Coordinator, or consideration from the Academic Supervisor to take PLP;
7. For students who take international PLP, both domestically and abroad, they must submit a TEP Unesa certificate with a minimum score of 475 and take part in the selection organized by the partner school;
8. The technical departure and return of international PLP abroad is directly related to the Unesa International Affairs Office.

b. Field Supervisor

PLP field supervisor requirements must meet the following criteria.

1. Academic qualifications of at least a master's or applied master's degree and a background in accordance with the scientific field and/or expertise being taught;
2. Lecturers with non-education qualifications must have a certificate of training in Pekerti and/or AA learning;
3. Appointed by the MBKM sub-directorate.

c. Course Lecturer

The requirements for lecturers teaching PLP courses must meet the following criteria.

1. Academic qualifications of at least a master's or applied master's degree and a background in accordance with the scientific field and/or expertise being taught;
2. Lecturers with non-education qualifications must have a certificate of training in Pekerti and/or AA learning;
3. Appointed by the MBKM sub-directorate.

d. Teacher Pamong

The Pamong Teacher requirements for PLP are as follows.

1. Permanent teacher status at the place of implementation of the Introduction to School Field;
2. Have at least a bachelor's or applied bachelor's degree and be a certified educator;
3. Have a position of at least Junior Teacher; and
4. Appointed by the Principal of the school where the PLP is conducted.

e. Partner School

Partner schools for PLP must fulfill the following requirements.

1. The accreditation rating of the partner school is at least B (Good);
2. Have a teacher who meets the requirements as a Pamong Teacher.

F. PLP Mentoring System

1. Students participating in PLP are guided by a supervisor.
2. One PLP supervisor guides students in 1-3 partner schools.
3. PLP supervisors conduct intensive mentoring offline or can communicate through existing media according to the agreement.
4. PLP supervisors in national schools conduct 3 (three) times of offline guidance, namely 1 time at the time of delivery, 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 visiting the school.
5. PLP supervisors in domestic international schools conduct 3 (three) times of guidance, namely 1 time at the time of submission (online), 1 time in the middle of the PLP process (offline), and 1 time at the time of withdrawal from school (online). As a form of monitoring, DPL will fill in the minutes and documentation after visiting the school.
6. PLP supervisors at international schools abroad conduct 3 (three) online mentoring, namely at the time of delivery, midway through the PLP process, and withdrawal from school. As a form of monitoring, DPL will fill in the minutes and documentation after visiting the school.
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. The mentor teacher provides intensive mentoring during the PLP at the partner school, including: preparation of learning tools, implementation of learning, assessment and evaluation, co-curricular and extracurricular activities.

G. PLP Assessment System

1. The PLP assessment system for MPK 1-7 adjusts to the RPS MPK bill carried out by each MPK lecturer in each study program.
2. The PLP assessment system for CGPA 8, is described as follows:
   a. The components and assessment weight of CGPA 8 consist of:

Table 4. Components and Weighting of PLP Assessment

a	Assessment from the host teacher (individual)	40%
b	PLP implementation report (group per study program) by lecturer Advisor	20%
c	Individual Performance Assessment by supervisor	40%

b. The assessment uses the format provided (attached);
The PLP score consists of the components of the Pamong Teacher Score (NGP), the PLP Implementation Report by the Supervising Lecturer (NLP), and the Individual Performance Assessment (NKI) by the Supervising Lecturer, with the Final Score (NA) formula as follows:

Final Grade (NA)

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

Description
NA= Final PLP Grade
NGP= Pamong Teacher Grade
NLP= PLP Implementation Report Score NKI= Individual Performance Score

Pamong Teacher Score

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

Description
NGP= Pamong Teacher Score
NBPR= Lesson Plan Development Assistance Score/teaching module score
NKMM = Student Ability Score in Developing Learning Devices
NLM= Teaching Practice Score
NKSP= Social and Personality Competency Score

PLP Report Score (NLP)
The value of the PLP Report (NLP) is obtained from the value of a group written report in one school in the same field of study which includes the implementation of PLP. The assessment is carried out by the supervisor.
NLP = PLP Report Score (made on a scale of 0-100)

Individual Performance Score (NKI)

The Individual Performance Score (IPC) is carried out by the supervisor through the available assessment rubric. This assessment can be done during the mentoring or supervision process.

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

c. The report is compiled as a group and collected no later than 14 days after the PLP has been completed. If necessary (for example to fulfill school requests), the group report can be printed as many as two (2) copies: 1 for the student group concerned, and 1 for the school. The report for the Head of the PLP Section is done collectively per group per study program according to the school partner occupied, in the form of a softcopy containing the report of each group, and uploaded individually through SIM ELLA.

d. Individual performance assessment is carried out by the Supervising Lecturer.

e. Supervisors upload grades through SIM ELLA no later than 14 days after the PLP is completed.

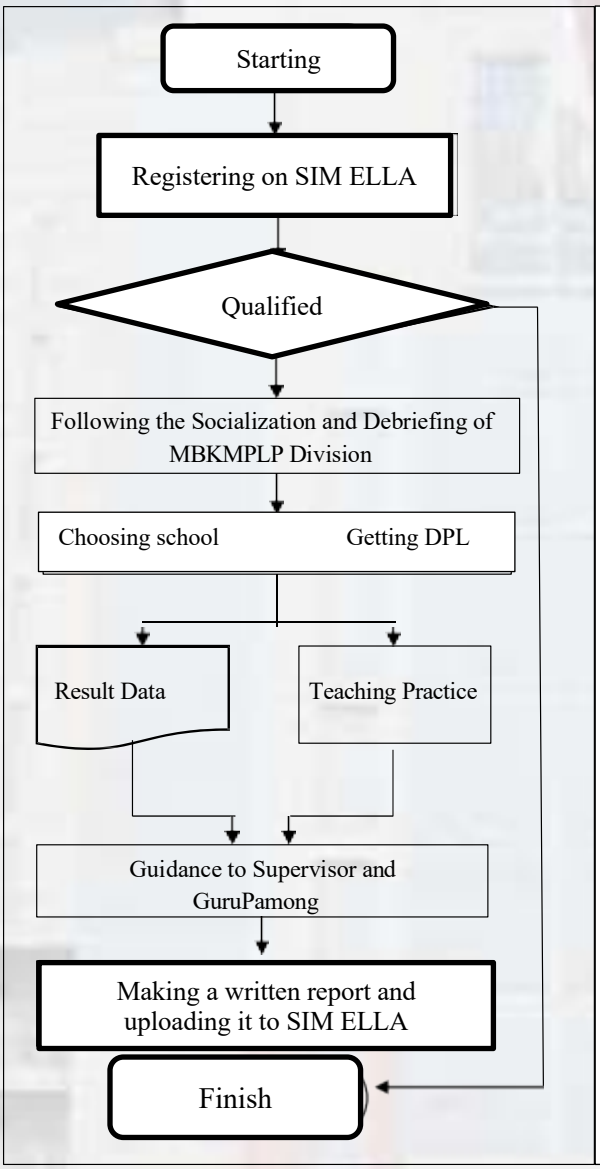
H. Coordination System

PLP as part of the school experience program is managed by the School Field Introduction Section, Sub Directorate of Merdeka Belajar - Merdeka Campus (MBKM), Surabaya State University. Some parties involved and must be actively involved / participatory in the implementation of PLP are as follows.

Table 5. PLP Cross-functional Coordination System

No.	Position	Role and function
1	Rector	University in charge
2	Vice Rector for Education, Student Affairs, and Alumni	Director
3	Academic Director	Director
4	Head of Sub Directorate of Merdeka Learning Merdeka Campus	Director
5	Dean	In charge of the Faculty
6	Vice Dean for Academic Affairs	Faculty Advisors
7	Chairperson of the School Field Introduction Section	Chief Executive Officer
8	Study Program Coordinator	Head of Technical Implementation
9	Partner School Principal	Person in Charge at School
10	Teacher Pamong	Mentoring PLP Participants
11	Field Supervisor	Mentoring PLP Participants

I. PLP Implementation Flow



Register for PLP via MELISA-PLP, odd semester period 2023/2024

1. 1.Have passed at least 90 credits of courses in the previous semesters.
2. Have passed a microteaching course (or equivalent name).
3. Have passed the Basic Education course (MKDK) and learning courses as determined by each Department/Prodi.
4. Have received approval from the Head of Study Program/DPA to take PLP 20 credits

Socialization and Implementation of the PLP Section

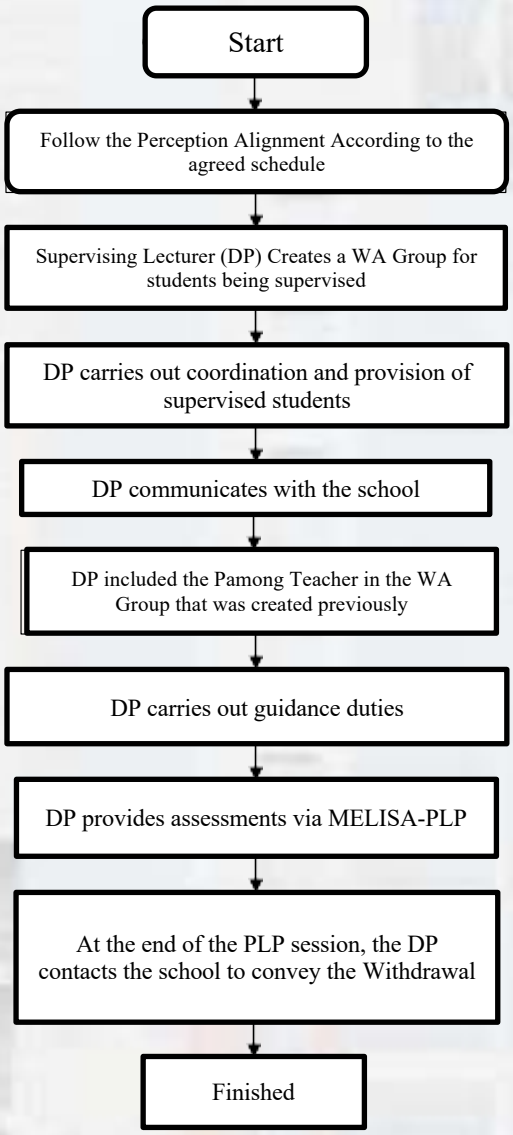
1. Choose a school according to the subject;
2. Observe the organizational structure and work procedures of the school, formal ceremonial activities at the school (for example: flag ceremony, briefing meeting), routine activities in the form of curricular, co-curricular and extra-curricular activities,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

Students make written reports as a group and upload them individually to SIM MELISA-PLP

Figure 1: Flow of PLP Implementation

J. PLP Supervisor Task Flow

FLOW OF DUTIES OF SCHOOL FIELD INTRODUCTION SUPERVISORS IN 2023



- Equalization of perceptions by the PLP Section of learning, V- learning, mailing lists, google classrooms, Whatsapp groups, zoom, easy class, line, or other applications, is scheduled in 2 sessions in Lidah (FIO, FBS, FIP) in Ketintang (FMIPA, FT, FEB, FISH).
- DP created a WA group consisting of students that he supervised
- DP coordinates and provides debriefing to supervised students
- Debriefing material: attached (Assessment System, Requirements, Learning Outcomes, Guidance Process, Report Format).
- DP contacts the school to coordinate further to explain the technical implementation of PLP MBKM.
- Requesting data from the host teacher (name, NIP, NoHP, etc.).
- DP conducts *offline* guidance and assess the three components;
  1. NGP (Pamong Teacher Score)
  2. NLP (PLP Implementation Report Value)
  3. NKI (Individual Performance Value)
- DP conducts guidance 3 (three) times See attached document in the assessment system section.
- DP presented the acknowledgments, certificates, and honorarium.

Figure 2: Flow of PLP Supervisor Duties

CHAPTER III
MONITORING AND EVALUATION

A. Monitoring PLP Activities

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

B. Evaluation

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

LITERATURE

Directorate of Learning Directorate General of Learning and Student Affairs Ministry of Research Technology and Higher Education. 2017. *Guidelines for the Introduction to School Field Program for Undergraduate Education Programs*. Jakarta: Directorate of Learning Directorate General of Learning and Student Affairs Ministry of Research Technology a n d Higher Education.

APPENDIX

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 distance: 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: Turquoise blue soft cover binding.

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

Title Page
Endorsement Page School Field Introduction Report Foreword Table of Contents
Table List Figure
List Abstract

CHAPTER I INTRODUCTION

A. Situation Analysis
B. Purpose of PLP Implementation
C. Benefits of PLP Implementation

CHAPTER II IMPLEMENTATION OF PLP

A. Characteristics of Learners
B. Organizational Structure and Work Procedures
C. School Vision and Mission
D. School Rules and Regulations
E. Curricular and Extracurricular Activities
F. School Culture
G. School Curriculum
H. Learning Tools (Teaching Modules/RPP, Media, Teaching Materials, and Assessment Instruments)
I. Implementation of Learning Activities Utilizing ICT
J. Classroom Management
K. Implementation of Learning Assessment and Evaluation
L. Teacher's Administrative Work
M. Obstacles and Solutions

CHAPTER III CLOSURE

A. Summary
B. Advice

BIBLIOGRAPHY
APPENDICES

3. Cover Page and Endorsement Sheet

SCHOOL FIELD
INTRODUCTION FINAL REPORT
ODD SEMESTER OF ACADEMIC YEAR 2023/2024
AT [SCHOOL NAME]

Compiled By:

1. [Student's name] [Student's name]
2. [Student's name] [Student's name]
3. [Student's name] [Student's name]
4. [Student's name] [Student's name]
5. [Student's name] [Student's name]

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

2023

ENDORSEMENT PAGE

This report on the implementation of the Introduction to School Field has been examined and approved on the date: ... month ... year ... by:

Tutor TeacherSupervising	Lecturer
(Full Name and Academic Title)	(Full Nameand Academic Title) NIP. NIP.

Knowing,

Head of Sub Directorate Merdeka Belajar-Kampus Merdeka (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
SURABAYA STATE UNIVERSITY
SUB-DIRECTORATE OF INDEPENDENT LEARNING INDEPENDENT CAMPUS (SMBKM)
Lidah Campus, Jalan Kampus Lidah Unesa, Surabaya 602 13 Phone:
+6231- 99421834, 99421835, Fax: +6231- 99424002
Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For students) SCHOOL
CULTURE ASPECT

Instructions:

1. This sheet is to record the results of group work after carrying out the PLP, on the topic of School Culture.
2. This sheet is to identify habituation activities that occur in the PLP school, which can build good attitudes (character) of the school community.
3. Score the observed indicators/aspects by circling the numbers in the score column (1 2 34 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = medium; 4 = good; 5 = very good
4. Each of the existing activities can have a description added to better describe it.

Date of *information acquiring* :..... School Name :

.....

No.	Observation Aspect	Score
1	3S activities (Smile, Greet, Greet)	**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	Prompt to maintain cleanliness	**1 2 3 4 5**
6	Advice on maintaining calm	**1 2 3 4 5**
7	Suggestions for utilizing time	**1 2 3 4 5**
8	Assessing the personality of PLP students	**1 2 3 4 5**
9	Creating a calm and comfortable atmosphere for learning	**1 2 3 4 5**
10	The atmosphere at school is pleasant	**1 2 3 4 5**

Group: .....

No.	Student Name	NIM
1		
2		
3		
4		
5		
6		

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
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+6231- 99421834, 99421835, Fax: +6231- 99424002
Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For Students)
ORGANIZATIONAL STRUCTURE AND WORK PROCEDURES (SOTK)

Instructions:

1. This sheet is to record the results of group work after carrying out the PLP, on the SOTK Topic.
2. This sheet is to describe the SOTK in the PLP school.
3. Put a check mark (√) in the column below Yes or No
4. Score the observed indicators/aspects by circling the numbers in the score column (1 23 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = medium; 4 = good; 5 = very good
5. 4. Each of the existing activities can have a description added to better describe it.

Date *information acquiring* : .....School

Name : .....

No.	Organizational Structure and Work Procedures	Applicability	
		YES	NOT
1	There is a school organization structure chart		
2	There is a job description for each component of the organization		

No.	Observation Aspect	Score
1	Organizational structure chart is clear to read	**1 2 3 4 5**
2	Physical condition of 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		

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
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Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For students)
SCHOOL VISION AND MISSION

Instructions:

1. This sheet is to record the results of group work after carrying out PLP, on the topic of School Vision and Mission.
2. This sheet is to describe the School Vision and Mission at the PLP school.
3. Put a check mark (√) in the column below Yes or No
4. Score the observed indicators/aspects by circling the numbers in the score column (1 23 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = medium; 4 = good; 5 = very good
5. Each of the existing activities can have a description added to better describe it.

Date *information acquiring* : .....School

Name : .....

No.	School Vision and Mission	Applicability	
		YES	NOT
1	There is a vision and mission of the school		
2	There is exposure of the school's vision and mission in several places		

No.	Observation Aspect	Score
1	Clarity of School Vision and Mission	1 2 3 4 5
2	Implementation of the School's Vision and Mission is carried out in real terms	1 2 3 4 5
3	Every member of the organization understands and implements the school's vision and mission.	1 2 3 4 5

Description/Description of School Vision and Mission

.....

....

Group: .....

No.	Student Name	NIM
1		
2		
3		
4		
5		
6		

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
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Website: www.unesa.ac.id

PLP OBSERVATION SHEET (For Students) COURSES AND EXTRACURSES

Instructions:

1. This sheet is to record the results of group work after carrying out the PLP, on the topic of Curricular and Extracurricular.
2. This sheet is to describe the co-curricular and extracurricular activities at the PLP school.
3. Put a check mark (√) in the column below Yes or No
4. Score the observed indicators/aspects by circling the numbers in the score column (1 23 4 5) according to the following criteria:
   1 = not good; 2 = less good; 3 = medium; 4 = good; 5 = very good
5. Each of the existing activities can have a description added to better describe it.

Date *information acquiring* : .....School
Name : .....

No	Curricular and Extracurricular Activities	Applicability		Description
		YES	NOT	
1	There are co-curricular and extracurricular activities			
2	There is a schedule for co-curricular and extracurricular activities.			
3	There is co-curricular and extracurricular coaching			
4	Every teacher is a co-curricular and extracurricular coach			
5	Every student is required to participate in extracurricular and co-curricular activities.			

Description of co-curricular and extracurricular activities
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.....
.....
.....
.....
.....

Group: .....

No.	Student Name	NIM
1		
2		
3		
4		
5		
6		

Appendix 3. PLP Assessment Instrument

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
SUB DIRECTORATE OF INDEPENDENT LEARNING ON INDEPENDENT CAMPUS
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Website: www.unesa.ac.id

PLP OBSERVATION SHEET (For Pamong Teacher) PERSONAL AND SOCIAL COMPETENCIES

Full Name of Student Assessed:
Student Identification Number (NIM) :
Date of Observation :
School Name :

Instructions:
Score the indicators/aspects observed by circling the numbers in the s c o r e column (1 2 3 4 5) according to the following criteria:
1 = not good; 2 = less good; 3 = medium; 4 = good; 5 = very good

No.	Indicator/Aspect Observed	Score				
1	Student authority as a teacher	**1**	**2**	**3**	**4**	**5**
2	Discipline (obeying the r u l e s)	**1**	**2**	**3**	**4**	**5**
3	responsible	**1**	**2**	**3**	**4**	**5**
4	exemplary behavior	**1**	**2**	**3**	**4**	**5**
5	Self-confidence	**1**	**2**	**3**	**4**	**5**
6	Communication skills	**1**	**2**	**3**	**4**	**5**
7	Outgoing attitude in socializing	**1**	**2**	**3**	**4**	**5**
8	Ability to cooperate	**1**	**2**	**3**	**4**	**5**
9	Responsive (quick to respond) 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**
	TOTAL SCORE					

Participant's score = $\frac{\text{Total score}}{55} \text{ x } 100 = \cdots$

Appraiser,

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

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
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99421835, Fax: +6231- 99424002
Website: www.unesa.ac.id

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

Name of Student being assessed:
NIM :
Study Program :
Field of Study :

Instructions:
Score the observed indicators/aspects by circling the numbers (1 2 3 4 5) according to the following criteria:
1 = not good
2 = less good
3 = medium
4 = good
5 = very good

No.	Indicator/Aspect observed	Score
1	Completeness of RPP / Teaching Module components (School Identity, Subject / Theme and Sub Theme, Class / Semester, Time Allocation, Principal Matter, KD / Learning Achievement, Indicators, Learning objectives, learning materials, methods, media, learning resources, steps, etc.). learning and evaluation)	1 2 3 4 5
2	Clarity formulation indicators/objectives learning includes suitability with KD / Learning Achievement, using operational verbs, covering knowledge, attitudes, and skills	1 2 3 4 5
3	Presentation of teaching materials relevant to the formulation of achievement indicators competence	1 2 3 4 5
4	The organization of teaching materials is presented coherently, systematically and systematically. in accordance with the time allocation	1 2 3 4 5
5	The selection of learning methods encourages students to be active, helps students achieve the specified competencies, and is in accordance with the learning objectives. learner characteristics	1 2 3 4 5
6	The selection of learning resources/media is relevant to the objectives, materials, and learner characteristics	1 2 3 4 5
7	Steps learning presented includes introduction, core, and closing stages with clear time allocations for each stage. stages	1 2 3 4 5
8	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	Completeness of evaluation instruments including questions, keys, and scoring guidelines	1 2 3 4 5
Σ Score		

Display Score to= $\frac{\sum Skor}{50} x\ 100$	

DIREKTORAT AKADEMIK UNIVERSITAS NEGERI SURABAYA

ADVICE:

Appraiser,

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

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
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99421835, Fax: +6231- 99424002
Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For Pamong Teacher)
STUDENTS' ABILITY TO HELP DEVELOP RPP / TEACHING MODULES

Full Name of Student Assessed:
Student Identification Number (NIM) :
Date of Observation :
School Name :

Instructions:
Score the indicators/aspects observed 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 = medium; 4 = good; 5 = very good

No.	Indicator/Aspect Observed	Score
1	Perseverance	**1 2 3 4 5**
2	Persistence	**1 2 3 4 5**
3	Smoothness	**1 2 3 4 5**
4	Mastery of RPP Concept	**1 2 3 4 5**
5	Ability to operationalize lesson plan preparation guidelines	**1 2 3 4 5**
	TOTAL SCORE	

Notes/additional information:
.....
.....
.....
.....
.....
.....
.....

PARTICIPANT SCORE = $\frac{\text{TOTAL SCORE}}{25}$ X 100 =

Appraiser,

(.....)
Full Name with titleNIP/NRP.

MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
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+6231- 99421834, 99421835, Fax: +6231-99424002
Website: www.unesa.ac.id

TEACHING PRACTICE ASSESSMENT FORMAT
(For Pamong Teacher)

Name of Student being assessed:
NIM :
Study Program :
Date of Observation :
Field of Study :

Instructions:
Score the observed indicators/aspects by circling the numbers (1 2 3 4 5) according to the following criteria:
1 = not good
2 = less good
3 = medium
4 = good
5 = very good

No.	Indicator/Aspect observed	Score				
I	**PRELIMINARY LEARNING ACTIVITIES**					
	1. Conduct an apperception activity	1	2	3	4	5
	2. Present the objectives 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 materials	1	2	3	4	5
	2. Relate the material to other relevant knowledge	1	2	3	4	5
	3. Delivering material according to the learning hierarchy	1	2	3	4	5
	4. Relate the material to the reality of life	1	2	3	4	5
B	**Learning approach/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. Implementing learning in a coherent manner	1	2	3	4	5
	4. Implement contextualized learning	1	2	3	4	5
	5. Implement learning that enables the growth of positive habits	1	2	3	4	5
	6. Carry out learning in accordance with the allocated time	1	2	3	4	5
C	**Utilization of learning media/resources**					
	1. Demonstrate skill in the use of media	1	2	3	4	5
	2. Produce compelling messages	1	2	3	4	5
	3. Using media effectively and efficiently	1	2	3	4	5
D	**Learning that triggers and maintains student engagement**					
	1. Fostering students' active participation in learning	1	2	3	4	5
	2. Responds positively to student participation	1	2	3	4	5
	3. Facilitate teacher-student and student-student interaction 4.	1	2	3	4	5
	4. Demonstrate an open attitude towards sisal responses	1	2	3	4	5
E	**Specialized skills in subject area learning**					

No.	Indicator/Aspect observed	Score				
	1. Displays mastery of the concept correctly or not displaying misconceptions in teaching	1	2	3	4	5
	2. Demonstrate the use of appropriate direct and natural experiences 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 application of concepts/problem solving in daily life	1	2	3	4	5
F	**Assessment of learning process and outcomes**					
	1. Conduct initial assessment	1	2	3	4	5
	2. Monitoring learning progress	1	2	3	4	5
	3. Provide tasks in accordance with competencies	1	2	3	4	5
	4. Conduct final assessment in accordance with competencies	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. Deliver the message in an appropriate style	1	2	3	4	5
III	**LEARNING CLOSURE ACTIVITIES**					
	Learning Reflection and Summary					
	1. Reflect on learning by involving students	1	2	3	4	5
	2. Summarize by involving students	1	2	3	4	5
Σ Score						
Display Score to= $\frac{\Sigma Skor}{340} x\ 100$						

ADVICE:

City, Date
Pamong
Teacher,

(Name of Pamong Teacher)

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
SUB DIRECTORATE OF INDEPENDENT CAMPUS LEARNING (SMBKM)
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Website: www.unesa.ac.id

VALUE OF PLP TUTOR IN 2023
(For Pamong Teacher)

Study Program :
Name of Supervisor :
PLP Place :

No.	Name	NIM	NBPR	NKMM	NLM	NKSP	Value End	Value Lettering
1								
2								
3								
4								
5								

NB:
The values in the NBPR, NKMM, NLM, and NKSP columns are filled in between 0 - 100 without multiplying the weight NGP = $\frac{(20\ x\ NBPR)+(30\ \ x\ \ NKMM)+(30\ \ x\ \ NLM)+(20\ \ x\ \ NKSP)}{100}$

Description:
NGP =Grade of Pamong Teacher
NBPR = RPP Development Assistance Score
NKMM Student Ability Scorein Developing Learning Tools NLM = Teaching Practice Score
NKSP = Social and Personality Competency Score

Surabaya,

Assessment Supervisor,

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

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
SUB DIRECTORATE OF INDEPENDENT LEARNING ON INDEPENDENT CAMPUS
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Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For Supervisor) A S S E S S M E N T
O F PLP REPORT (PRODI GROUP)

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

No.	Assessment Components	Weight	Score	Weight x Score
1	Systematization of Writing	10		
2	Report content	40		
3	Appropriateness of conclusions and recommendations	15		
4	Writing style	10		
5	Language	15		
6	Completeness of the report (photos, endorsements, and attachments)	10		
			TOTAL SCORE	

Score between 1 - 5:
1 = very poor; 2 = poor; 3 = medium; 4 = good; 5 = very good

$$\text{PARTICIPANT SCORE} = \frac{\text{SKOR TOTAL}}{500} \times 100 = \ldots\ldots\ldots\ldots$$

Appraiser,

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

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
INDEPENDENT SUBREACTORATE LEARNS INDEPENDENT CAMPUS
Lidah Campus, Jalan Kampus Lidah Unesa, Surabaya 602 13 Phone: +6231- 99421834, 99421835,
Fax: +6231- 99424002
Website: www.unesa.ac.id

PLP OBSERVATION SHEET
(For Supervisor) INDIVIDUAL PERFORMANCE ASSESSMENT

Student Name :
Student Identification Number (NIM) :
Date of Observation :
School Name :

No.	Assessment Component	Weight	Score	Weight x Score
1	Participants' understanding of educational learning in PLP	30		
2	Participants' ability to provide understanding to learners	20		
3	Participants' understanding of the curriculum and mastery of learning material	30		
4	Participant's appearance/performance: • Attitude/Ethics • Language • How to dress	20		
			TOTAL SCORE	

Score between 1 - 5:
1 = very poor; 2 = poor; 3 = medium; 4 = good; 5 = very good

$$\text{PARTICIPANT SCORE} = \frac{\text{SKOR TOTAL}}{500} \times 100 = \ldots\ldots\ldots\ldots$$

Appraiser,

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

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
SUB DIRECTORATE OF INDEPENDENT LEARNING ON INDEPENDENT CAMPUS (SMBKM)
Lidah Campus, Jalan Kampus Lidah Unesa, Surabaya 602 13 Phone: +6231- 99421834, 99421835,
Fax: +6231- 99424002
Website: www.unesa.ac.id

FINAL PLP SCORE IN 2023
(For Supervisor)

Program Study :
Name of Supervisor :
PLP Place :

No.	Name	NIM	Pamong Teacher Grade (NGP)	Value of PLP Implementation Report (NLP)	Individual Performance Score (NKI)	Final Grade	Letter Grade
1							
2							
3							
4							
5							

NB:
The values in the NGP, NLP, and NKI columns are filled in between 0 - 100 without multiplying the weights.

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

Description:
NA = PLP Final Grade
NGP = Pamong Teacher Score
NLP = PLP Implementation Report Score
NKI = Individual Performance Score

Surabaya,

Assessment Supervisor,

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

Ket:
*Input grades directly through SIMPLP. The above format is for the Supervisor's archive

Appendix 4. Monitoring and Evaluation Instrument

MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
SURABAYA STATE UNIVERSITY
SUB DIRECTORATE OF INDEPENDENT LEARNING ON INDEPENDENT CAMPUS
Lidah Campus, Jalan Kampus Lidah Unesa, Surabaya 602 13 Phone: +6231- 99421834, 99421835, Fax: +6231- 99424002
Website: www.unesa.ac.id

MONITORING AND EVALUATION INSTRUMENT FOR THE IMPLEMENTATION OF PLP UNESA STUDENTS

Principal's name :
.....School/MadrasahPLP Location:
.....

Instructions:
Mark √ (check) in the Yes or No column and fill in the answers if required in the notes column.

No.	Implementation of the Principal's Tasks	Yes	No	Note
1	Receive the arrival of PLP students, prepare an outline of the orientation program, introduce students to teachers/mentors and school staff. others.			
2	Provide data on subjects/themes and classes* that have been determined for PLP participants.			
3	Providing data on student teachers according to Needs.			
4	Coordinate student teachers and staff.			
5	Plan and organize the implementation of orientation/observation for students.			
6	Provide opportunities for students to conduct class observations and matters related to school administration.			
7	Provide direction to PLP students on the outlines of school management policies.			
8	Facilitate school needs with placement of PLP students according to the field of study.			
Another thing that needs attention is related to the implementation of PLP:				

..... , ... 2023

Monitoring Officer,

(Lighted Name)
NIP

BK Student Assessment Instrument

GUIDANCE AND COUNSELING PROGRAM ASSESSMENT INSTRUMENTS (IPPBK)

Participant Name : .....

Participants's number : .....

Which school are you from : .....

Evaluation : **Workshop**

NO	PROGRAM ASPECTS	SCORE
1.	RATIONALE	
	a. Describe the Counselee's Needs	1 2 3 4 5
	b. Based on school policies and the national education system	1 2 3 4 5
	c. Referring to the results of evaluation of previous BK service implementation	1 2 3 4 5
	d. According to the school's strengths and weaknesses	1 2 3 4 5
	Sub Total Score	
2.	PROGRAM OBJECTIVES	
	a. Leads to achieving optimal client development	1 2 3 4 5
	b. Supporting the achievement of the goals of school and national education institutions	1 2 3 4 5
	C. Is ideal and realistically achievable	1 2 3 4 5
	d. Includes general goals and specific goals	1 2 3 4 5
	Sub Total Score	
3.	SERVICE AREA	
	a. Covers all aspects of counselee development	1 2 3 4 5
	b. Describes the service needs of all counselees	1 2 3 4 5
	C. Balance of services between personal, social, study and career	1 2 3 4 5
	Sub Total Score	
4.	SERVICE STRATEGY	
	a. Relevant to the purpose and area of service	1 2 3 4 5
	b. Realistic to be implemented	1 2 3 4 5
	C. Describe the present which allows the client to appreciate it	1 2 3 4 5
	d. Supported by adequate equipment and media	1 2 3 4 5
	Sub Total Score	
5.	SERVICE PERSONNEL	
	a. Describes the competency/expertise and authority of the service	1 2 3 4 5
	b. Sufficient to carry out service tasks	1 2 3 4 5
	C. Describe the responsibilities of all school personnel d.	1 2 3 4 5
	Describes service coordination and communication	1 2 3 4 5
	Sub Total Score	
6.	SERVICE IMPLEMENTATION TIME	
	a. In accordance with the school academic calendar	1 2 3 4 5
	b. Have a balance between services	1 2 3 4 5
	C. Realistic and appropriate to the needs of the counselee and school	1 2 3 4 5
	d. Well scheduled	1 2 3 4 5
	Sub Total Score	
7.	SUPPORTING FACILITIES	
	a. Clarity of budget requirements and funding sources	1 2 3 4 5
	b. Availability of a place to provide adequate guidance and counseling	1 2 3 4 5
	C. Availability of service equipment as needed	1 2 3 4 5
	d. Completeness of library materials adequately	1 2 3 4 5
	Sub Total Score	
8.	EVALUATION PLAN	
	a. BK evaluation is carried out on programs, processes and service results	1 2 3 4 5
	b. Have clarity of objectives and evaluation aspects	1 2 3 4 5
	C. Have clarity on evaluation methods and timing	1 2 3 4 5
	d. Involve personnel who have expertise and authority	1 2 3 4 5
	e. Used as material for further BK program development	1 2 3 4 5
	Sub Total Score	
	TOTAL SCORES	

TOTAL SCORE VALUE x 100 =
160

Comments/Notes:

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Surabaya, ... **2015**

Appraiser I

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NIA:

Assessor II

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NIA:

INSTRUMENT FOR ASSESSMENT

OF INDIVIDUAL COUNSELING SERVICE IMPLEMENTATION PLAN (IPRPLKI)

Participant Name: .....

Which school are you from : .....

Participants's number : .....

Evaluation : **Workshop**

NO	ASPECTS OF INDIVIDUAL COUNSELING SERVICES	SCORE
1.	FORMULATION OF OBJECTIVES	
	a. The accuracy of formulating the goals of counseling services	1 2 3 4 5
	b. The relevance of goals to the client's problems	1 2 3 4 5
	Sub Total Score	
2.	FORMULATION OF THE PROBLEM	
	a. Accuracy in describing the problem experienced by the client	1 2 3 4 5
	b. Accuracy in determining the cause of the client's problem	1 2 3 4 5
	C. Accuracy in describing the client's strengths and weaknesses	1 2 3 4 5
	Sub Total Score	
3.	PROBLEM SOLVING TECHNIQUES	
	a. The accuracy of selecting counseling techniques according to the client's problem	1 2 3 4 5
	b. The relevance of selecting counseling techniques for problem solving purposes	1 2 3 4 5
	Sub Total Score	
4.	STAGES OF COUNSELING ACTIVITIES	
	a. Clarity and direction in the formulation of activities that the counselor will carry out in each step:	1 2 3 4 5
	1) Opening (clarity and direction of the counselor's activities with the goals of the stage opening) 2)	1 2 3 4 5
	Transition (clarity and direction of the counselor's activities with the aim of the transition stage)	1 2 3 4 5
	3) Core (clarity and directness of the intervention that the counselor will use to change the client'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
	Sub Total Score	
5.	COUNSELING EVALUATION PLAN	
	a. The relevance of evaluation formulations to counseling objectives	1 2 3 4 5
	b. The relevance of the evaluation formulation to the stages of counseling activities	1 2 3 4 5
	C. Clarity of criteria for successful counseling	1 2 3 4 5
	d. Clarity of follow-up after counseling	1 2 3 4 5
	Sub Total Score	
	TOTAL SCORE	

TOTAL SCORE VALUE x 100 =
80

Comments/Notes:

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Surabaya, ... **2015**

Appraiser I

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NIA:

Assessor II

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NIA:

GROUP GUIDANCE

SERVICE PLAN ASSESSMENT INSTRUMENTS

Participant Name : .....

Participant's number : .....

Which school are you from : .....

Assessment : Workshop

NO	APEK OF GUIDANCE SERVICES	SCORE
1.	The relevance of the topic to the client's needs or competencies	1 2 3 4 5
2.	Accuracy in the formulation of service objectives	1 2 3 4 5
3.	Relevance of techniques/methods to guidance objectives	1 2 3 4 5
4.	The relevance of tools and media to the guidance topic	1 2 3 4 5
5.	Clarity and directness of the formulation of activities carried out by the guidance and counseling teacher in each step:	
	a. Opening (clarity and direction of the guidance and counseling teacher's activities with the objectives of the stage opening)	1 2 3 4 5
	b. Transition (clarity and direction of the guidance and counseling teacher's activities with the aim of the transition stage)	1 2 3 4 5
	c. Core (clarity and directness of interventions that will be used by guidance and counseling teachers to change the client's behavior in achieving the goals that have been set) d. Closing	1 2 3 4 5
	(clarity of the direction of the guidance and counseling 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 the RPLBK (material sources/references, support for tools, data support/mapping of counselee needs)	1 2 3 4 5
7.	Originality and creativity in preparing/compiling the RPLBK	1 2 3 4 5
	TOTAL SCORE	

TOTAL SCORE VALUE x 100 =
50

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Assessor II

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NIA:

INDIVIDUAL COUNSELING PRACTICE ASSESSMENT INSTRUMENT (IPPKIN)

Participant Name : .....

Participants's number : .....

NO	INDIVIDUAL COUNSELING SKILLS	SCORE
A.	ATTENDING (ATTENTION)	
1.	BUILD RELATIONSHIPS	
	a. Demonstrates empathy for the client's needs	1 2 3 4 5
	b. Communicate respect for the client	1 2 3 4 5
	C. Deliver words of acceptance (opening) when the counselee arrives	1 2 3 4 5
	d. Communicate the counselor's role	1 2 3 4 5
	e. Convey the goals of counseling to the counselee	1 2 3 4 5
	f. Find the client's needs concretely	1 2 3 4 5
2.	POSITIONING SITTING	
	a. Adjust the sitting position and distance	1 2 3 4 5
	b. Adjust your sitting inclination in a relaxed manner	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. Carry out the necessary touches to provide a sense of comfort to the client	1 2 3 4 5
3.	OBSERVE	
	a. Demonstrates understanding of the client's body movements	1 2 3 4 5
	b. Demonstrate understanding of the client's expressions	1 2 3 4 5
	c. Demonstrate understanding of the client's thoughts through facial expressions and body movements	1 2 3 4 5
4.	LISTEN	
	a. Focus attention on the client's conversation about the events they experienced	1 2 3 4 5
	b. Focuses on the process of events experienced by the client	1 2 3 4 5
	C. Pay attention when the counselee speaks	1 2 3 4 5
B.	**RESPONDING**	
1.	RESPONDING TO CONTENT	
	a. Respond to the counselee's statement based on chronological order of importance	1 2 3 4 5
	b. Respond to the counselee's statement based on cause and effect	1 2 3 4 5
	C. Facilitate the counselee to explore the content of the conversation	1 2 3 4 5
2.	RESPONDING TO FEELINGS	
	a. Responding to the counselee's feelings through the counselee's thoughts	1 2 3 4 5
	b. Responding to the client's feelings through the client's experience	1 2 3 4 5
3.	RESPONDING TO MEANING	
	a. Responding to the counselee's feelings and thoughts	1 2 3 4 5
	b. Respond to the client's feelings by providing reasons for the feelings That	1 2 3 4 5
C.	PERSONALIZING (PERSONALIZING PROBLEMS AND GOALS)	
	1. Personalize the client's shortcomings	1 2 3 4 5
	2. Personalize the situation (problem) experienced by the client because they do not have certain abilities	1 2 3 4 5
	3. Formulate the client's shortcomings and at the same time show the client's desire to do something	1 2 3 4 5
D.	INITIATING (INITIALIZING COUNSELEE ACTIVITIES)	
	1. Formulate the activities or steps that the counselee will take	1 2 3 4 5
	2. Develop the initial/intermediate/final steps that the counselee will take	1 2 3 4 5
	3. Set a time to start carrying out initial activities (steps).	1 2 3 4 5
	4. Together with the counselee, determine a meeting time to monitor the steps the counselee will take	1 2 3 4 5
	5. Provide positive/negative reinforcement for the counselee to carry out the activity plan	1 2 3 4 5
	TOTAL SCORE	

TOTAL SCORE VALUE x 100 = ____ / 160

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Assessor II

.....

NIA:

ASSESSMENT INSTRUMENTS

PRACTICES FOR IMPLEMENTING GROUP GUIDANCE SERVICES

Participant Name : .....

Participant's number : .....

Witchedion are you from : .....

NO	INDIVIDUAL COUNSELING SKILLS	SCORE				
1.	FORMATION STAGE					
	a. Reveal the objectives of guidance service activities	1	2	3	4	5
	b. Explain how the service will be implemented	1	2	3	4	5
	C. Explain the principles of guidance activities	1	2	3	4	5
	d. Facilitate members' self-disclosure	1	2	3	4	5
	e. Implementation of warming/familiarity activities	1	2	3	4	5
	f. Shows respect for the client (warm, sincere, willing to help, and full of empathy)	1	2	3	4	5
	Sub Total					
2.	TRANSITIONAL/TRANSITION STAGE					
	a. Explain the activities that will be undertaken in the next stage	1	2	3	4	5
	b. Maintain a group atmosphere so that it remains enthusiastic, unified 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 ACTIVITIES STAGE (BEHAVIOR CHANGE)					
	a. Ability to encourage members to share thoughts and experiences	1	2	3	4	5
	b. Ability to control oneself; does not take over the problems found by the counselee	1	2	3	4	5
	c. Ability to manage traffic activities 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 desired behavior change f.	1	2	3	4	5
	Ability to control yourself (active but not dominating the conversation)	1	2	3	4	5
	Sub Total					
4.	CLOSING STAGE					
	a. Notify the activity will end 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. Express messages and hopes	1	2	3	4	5
	Sub Total					
	TOTAL SCORE					

TOTAL SCORE VALUE x 100 =
100

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Assessor II

.....

NIA:

ASSESSMENT INSTRUMENTS

GUIDANCE AND COUNSELING SERVICES MEDIA

Participant Name : .....

Participants's number : .....

Which school are you from : .....

Evaluation : **Workshop**

NO	ASPECT	SCORE				
1.	Clarity of the content of the material/message presented/delivered	1	2	3	4	5
2.	Target accuracy (media users / message recipients)	1	2	3	4	5
3.	Suitability of the media to the material/message	1	2	3	4	5
4.	The size of the media served	1	2	3	4	5
6.	Ease of use	1	2	3	4	5
7.	Clarity of usage procedures	1	2	3	4	5
8.	Conformity between media, materials and service objectives	1	2	3	4	5
9.	Attractive media appearance	1	2	3	4	5
10	Presentation format settings	1	2	3	4	5
	TOTAL SCORE					

VALUE = $\frac{\text{TOTAL SCORE}}{50} \times 100 =$

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA :

Appraiser II

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NIA:

ASSESSMENT INSTRUMENTS

DEVELOPMENT OF GUIDANCE AND COUNSELING INSTRUMENTS

Participant Name : .....
Participant Number : .....
from Assessment : .....
School : **Workshop**

NO	ASPECT	SCORE				
1.	Clarity of the data you want to obtain	1	2	3	4	5
2.	Accuracy of the type of instrument (suitability of the type of instrument to the aspect you want to reveal/measure)	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
6.	Instrument format/display settings	1	2	3	4	5
7.	Instrument readability	1	2	3	4	5
8.	Ease of analysis of data collection results	1	2	3	4	5
	TOTAL SCORE					

TOTAL SCORE VALUE x 100 =
40

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Evaluator II

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NIA:

ASSESSMENT INSTRUMENTS

GROUP COUNSELING SERVICE PLAN

Participant Name : .....

Participants's number : .....

Which school are you from : .....

Assessment : Workshop

NO	APEK OF GUIDANCE SERVICES	SCORE				
1.	Selection of group members	1	2	3	4	5
2.	Accuracy in formulating counseling goals	1	2	3	4	5
3.	The relevance of the choice of intervention techniques to the expected behavior changes. Clarity	1	2	3	4	5
4.	and directness of the formulation of activities carried out by the guidance and counseling teacher in each step:					
	a. Formation stage (clarity and direction of the guidance and counseling teacher's activities with the aim of the opening stage)	1	2	3	4	5
	b. Transition stage (clarity and direction of the guidance and counseling teacher's activities with the aim of the transition stage)	1	2	3	4	5
	c. Activity implementation stage (clarity and directness of the intervention that will be used by the guidance and counseling teacher to change the client's behavior in achieving the stated goals 1 2 3 4 5)					
	d. 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 further action 1 2 3 4 5)					
5.	Plan for evaluation/assessment of the counseling process and results	1	2	3	4	5
	TOTAL SCORE					

TOTAL SCORE VALUE x 100 = ...

40

Comments/Notes:

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Surabaya, ... 2015

Aporaiser I

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NIA:

Assessor II

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NIA:

INSTRUMENT FOR ASSESSMENT

OF GROUP COUNSELING SERVICE PRACTICES

Participant Name : .....

Name of study program : .....

Participants's number : .....

NO	INDIVIDUAL COUNSELING SKILLS	SCORE				
1.	Preparation of group counseling settings	1	2	3	4	5
2.	Attending ability	1	2	3	4	5
3.	FORMATION STAGE					
	a. Express the purpose of the activity	1	2	3	4	5
	b. Explain how to carry out group counseling	1	2	3	4	5
	C. Explain the principles of group counseling	1	2	3	4	5
	d. Facilitate members' self-disclosure	1	2	3	4	5
	e. Implementation of warming/familiarity activities	1	2	3	4	5
2.	TRANSITIONAL STAGE					
	a. Explain the activities that will be undertaken in the next stage	1	2	3	4	5
	b. Maintain a group atmosphere so that it remains enthusiastic, unified and focused on goals	1	2	3	4	5
	C. Facilitate changes in the atmosphere of interaction between group members	1	2	3	4	5
3.	CORE ACTIVITIES STAGE (BEHAVIOR CHANGE)					
	a. Ability to encourage members to share thoughts and experiences	1	2	3	4	5
	b. Ability to control oneself; not taking over the problem	1	2	3	4	5
	C. Ability to manage communication 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 relevant to the desired behavior change	1	2	3	4	5
	f. Ability to be active but not dominate the conversation	1	2	3	4	5
4.	CLOSING STAGE					
	a. Notify counseling will end soon	1	2	3	4	5
	b. Ability to summarize the process and results of counseling	1	2	3	4	5
	c. Discuss further activities deemed necessary	1	2	3	4	5
	d. Express messages and hopes	1	2	3	4	5
	TOTAL SCORE					

$$\text{VALUE} = \frac{\text{TOTAL SCORE}}{100} \times 100 =$$

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Assessor II

.....

NIA:

CLASSIC GUIDANCE

SERVICE PLAN ASSESSMENT INSTRUMENT

Participant Name : .....

Participants's number : .....

Which school are you from : .....

Evaluation : **Workshop**

NO	APEK OF GUIDANCE SERVICES	SCORE
1.	The relevance of the topic to the client's needs or competencies	1 2 3 4 5
2.	Accuracy in the formulation of service objectives	1 2 3 4 5
3.	Relevance of techniques/methods to guidance objectives	1 2 3 4 5
4.	The relevance of tools and media to the guidance topic	1 2 3 4 5
5.	Clarity and directness of the formulation of activities carried out by the guidance and counseling teacher in each step:	
	a. Opening (clarity and direction of the guidance and counseling teacher's activities with the aim of the opening stage)	1 2 3 4 5
	b. Transition (clarity and direction of the guidance and counseling teacher's activities with the aim of the transition stage)	1 2 3 4 5
	c. Core (clarity and directness of the intervention that will be used by the guidance and 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 guidance and counseling 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 the RPLBK (material sources/references, support for tools, data support/mapping of counselee needs)	1 2 3 4 5
7.	Originality and creativity in preparing/compiling the RPLBK	1 2 3 4 5
	TOTAL SCORE	

TOTAL SCORE VALUE x 100 =
50

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

.....

NIA:

Assessor II

.....

NIA:

CLASSIC GUIDANCE

SERVICE PRACTICE ASSESSMENT INSTRUMENT

Participant Name: .....

Participant's number : .....

Which school are you from : .....

NO	APEK OF GUIDANCE SERVICES	SCORE				
1.	Ability to use time	1	2	3	4	5
2.	Ability to present & mastery of material	1	2	3	4	5
3.	Ability to develop student activities	1	2	3	4	5
4.	Ability to foster student creativity	1	2	3	4	5
5.	Class 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.	Ability to foster 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
	TOTAL SCORE					

TOTAL SCORE VALUE x 100 = ...

60

Comments/Notes:

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Surabaya, ... 2015

Appraiser I

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NIA:

Appraiser II

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NIA:

Appendix 6. Education Management (MP) Student Assessment Instrument

APPENDIX 6.1.

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

STUDENT NAME : .....
NIM : .....
GUIDE NAME : .....
INTERNSHIP/PLP PLACE: .....

COMPONENT	SUB COMPONENTS	VARIABLES	SUB VARIABLES	VALUE SCALE 0-100	KET
A. Professional	Planning	1. Preparation of Program Design a. Contents b. Systematics c. Language	Background		
			Objective		
			Benefit		
			Forms of activity		
			Target		
			Arable Field		
			Schedule of activities		
	Implementation	1. PLP/ Educational Management Internship Activities	Mastery of job descriptions in each field		
			Ability to deliver excellent service		
			Ability in problem/ needs analysis		
			Ability to apply Information and Communication Technology (ICT)		
			Resource optimization capabilities		
	Evaluation/ Reporting	1. Report Writing Process	Consultation Activities		
			Consultation Materials		
		2. PLP/Education Management Internship Report Results	Contents of the report		
			Report systematics		
			Material in the report		
			Sharpness of analysis in reports		
	Deepening of Internship Material	Deepening	Mastery of material		
			Personal appearance		
			Communication skills		
			Integrity and noble morals		

COMPONENT	SUB COMPONENTS	VARIABLES	SUB VARIABLES	MARK SCALE 0-100	KET
B. Personal	Personal Traits	Personality while carrying out PLP(Educational) Management Internship duties	Work ethic		
			Creativity and innovation		
			Thoroughness and consistency		
			Honesty		
			Discipline/Attendance		
			Assertiveness (Dispute and Dissent)		
			Self-control		
			Responsibility		
C. Social	Communication Ability	Communicate during PLP(Educational) Management Internship	Teamwork (group/inter-staf)		
			Effective communication		
			Concern for others		
			Member acceptance		
			Adjustment/adaptation		
FINAL VALUE (AVERAGE)					

APPENDIX 6.2

ASSESSMENT FORMAT FOR INTERNSHIP IN
THE EDUCATION MANAGEMENT INTERNSHIP PROGRAM,
EDUCATION MANAGEMENT DEPARTMENT FIP UNESA

STUDENT NAME : .....
NIM : .....
GUIDE NAME: .....
INTERNSHIP/PLP PLACE: .....

COMPONENT	VARIABLES	SUB VARIABLES	VALUE SCALE 0-100	KET
A. Professional	1. Preparation of Program Design	Ability to design programs according to areas of expertise and needs of partner institutions		
	2. PPL/ Educational Management Internship Activities	Mastery of job descriptions in each field		
		Ability to provide excellent service		
		Ability to analyze problems/needs Ability		
		to apply Information and Communication Technology (ICT)		
		Resource optimization capabilities		
B. Personal	1. Personality during PPL/ Educational Management Internship	Integrity and noble morals		
		Work ethic		
		Creativity and innovation		
		Thoroughness and perseverance		
		Honesty		
		Discipline/Attendance		
		Appearance (ethics and etiquette)		
		Self-control		
		Responsibility		
C. Social	2. Communication during PPL/ Education Management Internship	Teamwork (group/between staff)		
		Effective communication		
		Concern for others		
		Member acceptance		
		Adjustment/adaptation		
FINAL VALUE (AVERAGE)				