

2019

A GUIDE BOOK FOR SCHOOL PLACEMENT



Pusat Pengelolaan Praktik Pembelajaran

LP3M - UNESA

A GUIDE BOOK FOR SCHOOL PLACEMENT

This guide book is a reference for the implementation of School Placement (PLP in Indonesian) at Universitas Negeri Surabaya which is expected to be able to translate the enhancement in the quality of education students into direct application in partner schools and institutions. Supervisors, school principals, supervising teachers, facilitators, and other duty stakeholders are expected to seriously carry out the PLP program as well as possible. A well-executed program will provide maximum results which in turn can improve the quality of Universitas Negeri Surabaya students. This guide book is stipulated by Prof. Dr. Nurhasan, M.Kes in Surabaya on March 15, 2019.

With the existence of this guide book, the quality of education services can be realized properly through the procedures outlined in this book. All parties work hand in hand to increase the learning quality through education students who are basically novice teachers. The status of a novice teacher will change to become a great teacher when Universitas Negeri Surabaya's education students can undergo the PLP as well as possible. They will gain experience, guidance, and inspiration that come directly from students, supervising teachers, supervisors, and other parties.

To prepare students to become a bachelor of education, Universitas Negeri Surabaya holds lectures based on PLP and social education for the bachelor (S-1) of education program. The lecture is the School Placement (PLP in Indonesian), which was previously known as the Learning Management Program (PPP in Indonesian). This course contains a sequence of preparing a bachelor of education through making lesson plans, teaching simulations, microteaching, school observations, teaching planning, introduction and experience of teaching practices, student guidance practices, and the practice of managing schools and non-formal education. PLP is a compulsory subject for undergraduate education students. PLP is the estuary of all learning activities in each study program which contains knowledge and skills to students regarding: (1) philosophical foundations and theoretical concepts of learning which are applied through simulation teaching activities and microteaching in each faculty, 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 orientations, participating in several teacher/counselor/facilitator activities, and carrying out teaching/counseling practices in schools and other educational institutions (SKB in Indonesian).

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Pusat Pengelolaan Praktik Pembelajaran

LP3M - UNESA



**Learning Practice
Management Center**

LP3M UNESA

Guidebook for School Placement

In 2019

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**Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu
(LP3M) Universitas Negeri Surabaya
2019**

PREFACE

We praise and thank to The One and Only God for the completion of the 2019 School Placement Guidebook. This guidebook was published as a reference for School Placement (PLP) implementation at Surabaya State University based on Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards.

Surabaya State University as one of the leading Educational Personnel Education Institutions (LPTK) in Indonesia has a teacher procurement program that includes academic education or the Bachelor of Education Program and the Teacher Professional Education Program (PPG). To prepare prospective educators, college students of the Undergraduate Education Program are given experiences in school called School Placement (PLP).

Certainly, all parties hope that the implementation of this PLP will run well so that it will bring beneficial results for the experience of educational college students. Positive input that provides improvement value for the implementation of PLP is very needed. Technical changes not included in this Guidebook maybe occur due to dynamic developments. For this reason, we accept input and improve its implementation for the perfection of the PLP goals to education college students at Unesa.

Surabaya, 15 Maret 2019

Team

RECTOR'S FOREWORD

The role of Unesa as a teacher producer is now increasingly in the hearts of the community with all the programs offered through various expertise. The quality of the existence that has been accepted by the community should always be maintained so that Unesa will gain higher trust.

It has become Unesa's determination to improve the quality of college students so in one day they become figures who are able to grow and develop well in society. Quality for college students is a necessity that involves all lines. One aspect of improving, especially education college students, is the School Placement (PLP) as a form of academic application that has been obtained by students in college.

In order for the implementation of PLP in partner schools and institutions to run well, a guidebook is needed that provides equal steps for all parties. For this reason, Unesa welcomes this PLP Guidebook for Undergraduate students. This guidebook serves as a reference for the implementation of the School Placement (PLP) implementation at the State University of Surabaya which is expected to define the improvement in the quality of education college students into direct implementation in partner schools and institutions. Supervisors (DP), school principals, tutor teachers, facilitators, and other task stakeholders are expected to seriously carry out the PLP program as well as possible. A well-executed program will provide maximum results which in turn can improve the quality of Unesa college students.

With the existence of this guidebook, the quality of education services can be realized properly through the procedures outlined in the book. All parties work hand in hand to improve the quality of learning through educational college students who are basically novice teachers. The status of a novice teacher will change to become a great teacher when Unesa education college students can undergo the School Placement as well as possible. They will get experience, guidance, and inspiration that comes directly from students, tutors, tutors, and other parties.

Congratulations on implementing PLP in schools / partners. Hopefully, Unesa education college students will get real and useful experiences for themselves.

Surabaya, 15 Maret 2019

Unesa 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, development, and adjustments, especially those related to the curriculum for the preparation of professional teachers, especially the education curriculum for the Bachelor of Education Program. The quality education curriculum of the Bachelor of Education Program will produce quality prospective educators. Prospective educators with good quality will be able to participate in the Teacher Professional Education Program (PPG) well and eventually will produce an outcome 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 Undergraduate Education Program. In the PPG Program, practice in the field is manifested in Field Experience Practices, hereinafter abbreviated as PPL, is an activity of PPG Program participant students to practice their skills in learning in partner schools. As for the Undergraduate Education Program, practice in the field is manifested in the Introduction to School Field, hereinafter abbreviated as PLP, is the process of observation and apprenticeship carried out by students of the Undergraduate Education Program to study aspects of learning and management of education in educational units (Permenristekdikti Number. 55 of 2017, 2017).

One of the principles that must be considered in

determining the teacher education curriculum development model is the relationship between teaching and learning. Prospective teachers must be given experience as early as possible through the School Placement (PLP) or internships in partner schools in stages. This is because prospective teachers are expected to have mastery of theories, methods, instructional learning strategies in-class lectures, and be linked and integrated with how students learn in school with all their socio-cultural backgrounds (their environment).

To prepare college students to become bachelor's degrees in education, Unesa holds lectures based on PLP and social education for the Bachelor (S-1) of education program. The lecture is the School Placement (PLP), which was previously known as the Learning Management Program (PPP). This course contains a sequence of preparing a bachelor of education through making lesson plans, teaching simulations, microteaching, school observations, teaching planning, introduction and experience of teaching practices, student guidance practices, and school management practices, and non-formal education.

PLP is a compulsory subject for The Bachelor (S-1) of students. PLP is the estuary of all learning activities in each study program which contains knowledge and skills to college students regarding (1) philosophical foundations and theoretical concepts applied learning through simulated teaching activities and micro-teaching in each faculty, 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 practices in schools and other educational institutions (SKB).

For the smooth implementation of School Placement for

prospective education graduates, it is necessary to implement the 2019 Unesa PLP through implementation guidelines for supervisors, tutors, and school principals, as well as good cooperation with education service officials in districts/cities and provinces.

B. Institutes

1. Law of the Republic of Indonesia Number 20 of 2003 on National Education System
2. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education.
3. Government Regulation of the Republic of Indonesia Number 4 of 2014 on Implementation of Higher Education and Management of Higher Education.
5. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 on the Indonesian National Qualifications Framework.
6. Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on Strengthening Character Education.
7. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Higher Education Standards.

8. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 of 2015 on Amendments to the Minister of Research, Technology and Higher Education Regulation concerning National Higher Education Standards.
9. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 on Teacher Education Standards.

C. Definition

Permenristekdikti Number 55 of 2017 Article 1 point 8, states that PLP is a process of observation and apprenticeship carried out by college 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, 2017).

PLP is a stage in the process of preparing professional teachers at the Undergraduate Education Program level, in the form of assigning college 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 action under guidance and supervision of supervisory lecturers and tutor teachers in stages. The implementation of PLP can be held both domestically and abroad. One of the implementation of PLP abroad is the SEA-Teacher program, which will be regulated separately.

The School Placement (PLP) will be held in the 7th semester of 2019 with a weight of 4 credits. PLP is a subject that must be taken by students of the Bachelor (S-1) education study

program. Through this course, college students are given the opportunity to explore and strengthen their competencies as prospective teachers/counselors/facilitators. College students are expected to have personality stability as prospective teachers, counselors, facilitators, as well as various learning experiences that allow college students to develop professionalism in a sustainable manner and be able to apply them concretely and realistically 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 the social competence and personality of students.

D. Objectives

The purpose of organizing 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 the 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 habitual practices and positive habits at school.

In addition, it is hoped that college students will be able to strengthen academic competencies in education and fields of study accompanied by higher-order thinking skills through the following activities:

1. examine the curriculum and learning tools used by the teacher;
2. examine the learning strategies used by the teacher;
3. examine the evaluation system used by the teacher;
4. assist teachers in developing lesson plans, instructional media, teaching materials, and evaluation tools;
5. examine the use of information and communication technology in learning;
6. Teaching exercises with the guidance of tutor teachers and PLP supervisors, intending to directly experience the learning process, as well as strengthening the identity of prospective educators;;
7. carry out student assistance tasks and extracurricular activities; and
8. assist teachers in carrying out teacher administrative work duties.

E. Scope

The core of PLP activities is the activity of 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 duties, both academic and administrative tasks.

F. Learning Outcomes and Learning Load

To strengthen and integrate the competence of understanding students, educational learning, mastery of scientific fields and/or expertise, and personality, and to provide prospective educators with readiness, after participating in PLP activities, college students under the guidance of a tutor are expected to understand:

1. curriculum analysis,
2. preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments);
3. implementation of learning activities using a variety of learning strategies and learning media;
4. classroom management;
5. the use of information and communication technology in learning;
6. implementation of assessment and evaluation of learning;
7. management of co-curricular and extracurricular activities; and
8. teacher administrative work.

PLP has a study load of at least 4 credits.

CHAPTER II

REQUIREMENTS AND IMPLEMENTATION OF PLP

A. Requirements

1. College Students

PLP participant college students must meet the following requirements.

- a. passed at least 90 credits of courses in the previous semester;
- b. passed the micro-teaching course (or with an equivalent name) with the lowest score of B..
- c. passed the Basic Education Course (MKDK) and learning courses as determined by the respective Department/Study Program and have obtained the Head of Study Program's approval to take PLP (the form can be downloaded via simplp).

2. Supervisor

The requirements for PLP supervisors must be following the criteria.

- a. minimum academic qualification of master or master of applied and a background in accordance with the scientific field and/or expertise being handled;
- b. lecturers with non-educational qualifications must have a Pekerti learning training certificate and/or AA;
- c. has the lowest position as Expert Assistant; and
- d. proposed by the related faculty/study program

3. Tutor Teacher

The Tutor Teacher requirements for PLP are as follows.

- a. has the status of a permanent teacher at the school field introduction;
- b. has the lowest academic qualifications of undergraduate or applied degrees and certified educators;
- c. has the lowest position of Young Teacher (Guru Muda in Indonesian); and
- d. appointed by the Headmaster where the PLP is implemented

4. Partner School

Partner schools for PLP must be following the requirements.

- a. The lowest partner school accreditation rating is B (Good);
- b. Has teachers who meet the requirements as Pamong Teachers.

B. Implementation

PLP was held for 7 weeks (15 July 2019 - 5 September 2019) at partner schools. The details of the activities carried out by the PLP participants are as follows:

1. PLP participants carry out the following activities:
 - a. examine the curriculum and learning tools used by the teacher;
 - b. examine the learning strategies used by the teacher;
 - c. examine the evaluation system used by the teacher;
 - d. assist teachers in developing lesson plans, instructional media, teaching materials, and evaluation tools;
 - e. examine the use of information and communication technology in learning;

- f. teaching practice at least 4 times with the guidance of a tutor teacher and PLP supervisor, to directly experience the learning process, as well as strengthening the identity of prospective educators;
 - g. carry out student assistance tasks and extracurricular activities; and
 - h. assist teachers in carrying out teacher administrative work duties.
2. PLP supervisors guide at least 4 (four) times in partner schools, including handing over and returning college students.
3. The Tutor teacher conducts intensive mentoring as long as college students do PLP in partner schools.
4. Field Supervisors upload a maximum score of 14 days after PLP is implemented through SIMPLP.

C. PLP Guidance System

1. The PLP participant are guided by the PLP supervisor.
2. One PLP supervisor at least guides 4 (four) college students per study program or more depending on the conditions and availability of the number of supervisors.
3. PLP supervisors provide guidance intensively, both face-to-face and through other communication media.
4. PLP supervisors provide guidance at least 4 (four) times at partner schools, including handing over and returning students.

5. The mentoring process by the PLP supervisor includes:
 - (a) reflecting 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.
6. The Tutor teachers carry out intensively attached guidance as long as students do PLP in partner schools, including: preparation of learning tools, implementation of learning, assessment and evaluation, co-curricular and extracurricular activities, and implementation of teacher administrative work.

D. PLP Assessment System

1. The components and weight of the PLP assessment consist of:

a.	Assessment of the tutor teacher (individual)	40%
b.	PLP implementation report (group per study program) by the Supervisor	20%
c.	Individual Performance Appraisal by Supervisor	40%

2. The assessment uses the format provided (attached); The PLP score consists of the components of the Tutor Teacher Assessment, the PLP Implementation Report by the Supervisor, and the Individual Performance Assessment by the Supervisor, with the Final score formula as follows:

Final Score (NA)

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

Information:

- NA = Final Score of PLP
- NGP = Score of the Tutor Teacher
- NLP = Score of the PLP Implementation Report
- NKI = Score of Individual Performance

Tutor Teacher Score (NGP)

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

Information:

- NGP = Score of the Tutor Teacher
- NBPR = Score of RPP Development Assistance
- NKMM = Score of college Student Ability in Developing Learning Devices
- NLM = Score of Teaching Practice
- NKSP = Score of Social and Personality Competency

Report Score (NLP)

Report Score (NLP) is obtained from the score of written reports in groups in one school in the same field of study which contains the implementation of PLP NLP = Report Score (made on a scale of 100)

Individual Performance Score (NKI)

The Individual Performance Score (NKI) is given by the Supervisor which is obtained from observing the performance of each PLP participant who is guided regarding the level of college student understanding of educational learning, the ability of college students to give understanding of students, college student understanding of curriculum and subjects, college student appearance

(language, ethics, how to dress).

NLP = Report Score (made on a scale of 100)

3. The assessment is carried out by the supervisor and tutor in accordance with the components and the weight of the determined assessment.
4. The lowest PLP passing grade with a score of 76.
5. Reports are compiled in groups and submitted no later than 14 days after the PLP has been completed. Two (two) copies of the group report are printed: 1 for the student group concerned, and 1 for the school. Reports for LP3M are carried out collectively per group according to partner schools in the form of softcopy on CD / DVD containing reports for each group.
6. Individual performance appraisal is carried out by the Field Supervisor in accordance with the agreement of the PLP participants being supervised.
7. Field Supervisor uploads the scores in the Unesa Siakad (SIMPLP) no later than 14 days after the PLP is completed

E. Coordination System

PLP as part of the school experience program, is managed by the Center for Management of Learning Practices, the Institute for Learning Development and Quality Assurance (LP3M), State University of Surabaya. Several parties are involved and must be actively/participatively involved in the implementation of PLP, namely as follows.

Table II-1 Inter-functional Coordination System for PLP

No	Position	Role and Function
1	Rector	Person in charge of the university
2	Vice Chancellor for Academic Affairs	Steering
3	Chairman of LP3M	Steering
4	Dean	Person in charge at the faculty
5	Vice dean of academic fields	Director at the faculty
6	Head of P4	Chief Executive
7	Head of Department / Head of Study Program	Chief technical executive
8	Secretary of Departments / Prodi	Technical executive member
9	Principal of Partner Schools	Person in charge at school
10	Tutor teacher	Guiding PLP participants
11	Field Supervisor	Guiding PLP participants

F. The flow of PLP implementation

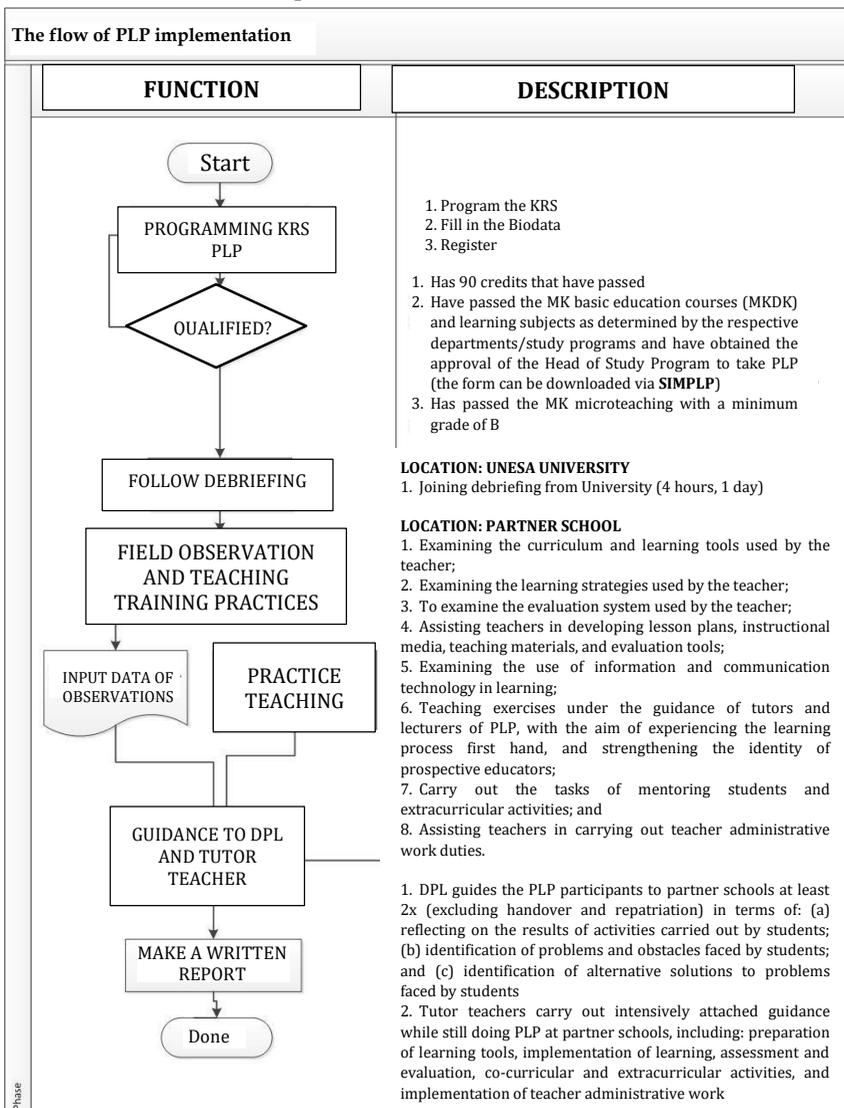


Figure II-1 The Flow of Implementation PLP

CHAPTER III

MONITORING AND EVALUATING

A. Monitoring of PLP Activities

1. Monitoring the implementation of PLP is carried out by the LP3M Quality Assurance Division, Faculty Leaders, Learning Practice Management Center, and other competent parties as well as LP3M staff who help the monitoring process run smoothly.
2. Monitoring is carried out by visiting partner schools by filling in the monitoring instruments that have been prepared (attached).
3. Monitoring activities are carried out within the scheduled timeframe (tentative).
4. The monitored school is a sample school determined by the Center for Management of Learning Practices (P4) based on the principle of representation (representative).

B. Evaluation

Evaluasi dilakukan dengan cara melakukan *collecting* data-data yang diperoleh dari hasil monitoring, dan menjadi dasar pengembangan serta perbaikan pelaksanaan PLP pada masa yang akan datang.

REFERENCES

Direktorat Pembelajaran Ditjen Pembelajaran dan Kemahasiswaan (2017) *Panduan Program Pengenalan Lapangan Persekolahan Program Sarjana Pendidikan*. Jakarta.

Permenristekdikti No. 55 Tahun 2017 (2017) *Permenristekdikti-Nomor-55-Tahun-2017*.

ATTACHMENTS

Attachment 1 *PLP Report Writing Format*

1. Report Format

- Paper size and type : A4 70 grams
- Font size and size : times new roman size 12.
- Margin distance : left edge 4 cm, right 3 cm, top 3 cm, bottom 3 cm.
- Line spacing : 1.5 spaces and no spaces before or after paragraphs.
- Cover Color : Soft cover volume in blue (turquoise blue).

2. Report Systematics

Title page

PLP Report Validation Page

Preface

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Abstract

CHAPTER I : INTRODUCTION

A. Situation Analysis

B. Purpose of implementing the PLP

C. Benefits of implementing PLP

CHAPTER II : IMPLEMENTING PLP

A. Students Characteristics

B. Organizational Structure and Work Procedures

C. Vision and Mission of the School

D. School Rules and Regulations

E. Co-curricular and extracurricular activities

F. School Culture

G. Constraints experienced and their solutions

CHAPTER III : CLOSING

A. Conclusion

B. Suggestions

References

Attachments

**FINAL REPORT OF SCHOOL PLACEMENT
ODD SEMESTER OF ACADEMIC YEAR 2019/2020
IN [NAME OF SCHOOL]**



Arranged by:

1. [Student Name] [Student's NIM]
2. [Student Name] [Student's NIM]
3. [Student Name] [Student's NIM]
4. [Student Name] [Student's NIM]
5. [Student Name] [Student's NIM]

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

2019

Attachment 2 Report Validation Page Format

VALIDATION PAGE

The report on the implementation of the School Introduction to School has been reviewed and approved on: month year..... by:

Tutor Teacher

Supervisor

Name (Complete with Degree)
NIP.

Name (Complete with Degree)
NIP.

Knowing :

Chairman of the Learning
Development and Quality
Assurance Institute
(LP3M)

Headmaster

Dr. Bachtiar Syaiful Bachri, M.Pd.
NIP. 1967 0426 1991 03 1009

(Complete Name with Degree)
NIP.

Attachment 3 Observation Sheet For College Students



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
 UNIVERSITAS NEGERI SURABAYA
 LEMBAGA PENGEMBANGAN PEMBELAJARAN DAN
 PENJAMINAN MUTU (LP3M)

Kampus Lidah Wetan
 Jl. Lidah Wetan Surabaya 64732
 Telp. 031-51169396/51169397
 Laman: lp3m.unesa.ac.id
 Email: lp3m@unesa.ac.id

Instructions:

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

Observation Date :

School Name :

No	Observation Aspects	Score				
1	3S Activities (Smile, Greetings, -)	1	2	3	4	5
2	The initial conditioning of learning	1	2	3	4	5
3	Implementation of the flag ceremony	1	2	3	4	5
4	Use of school uniforms	1	2	3	4	5
5	Hygiene advice	1	2	3	4	5
6	Advice Maintain calm	1	2	3	4	5
7	Prompts take advantage of 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 studying	1	2	3	4	5
10	The atmosphere at school is fun	1	2	3	4	5

Group:

Name of College Students:

1. (NIM)
2. (NIM)
3. (NIM)
4. (NIM)
5. (NIM)



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

Instructions:

1. This sheet is for recording group work results after implementing the PLP, on the SOTK Topic.
2. This sheet is to describe the SOTK in the school where the PLP is located.
3. Put a check mark (√) in the column below Yes or No
4. Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:
 1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good
5. Each existing activity can be added with a description to describe it better.

Observation Date :
 Name of School :

No	ORGANIZATIONAL STRUCTURE AND WORK PROCEDURES	Implementation				
		YES	NO			
1	There is a school organizational chart					
2	There is a job description for each component of the organization					
No	Observation Aspects	Score				
1	The organizational 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 has understood	1	2	3	4	5

School's SOTK descriptions

.....

Group:

Name of College Students:

1. (NIM)
2. (NIM)
3. (NIM)
4. (NIM)
5. (NIM)

:



**PLP OBSERVATION SHEET (For College Students)
 SCHOOL VISION AND MISSION**

Instructions:

1. This sheet is for recording group work results after implementing the PLP, on the School Vision and Mission Topic.
2. This sheet is to describe the School Vision and Mission in the school where the PLP is located.
3. Put a check mark (√) in the column below Yes or No
4. Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:
 1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good
5. Each existing activity can be added with a description to describe it better.

Observation Date :
 Name of School :

No	SCHOOL VISION AND MISSIONS	Implementation				
		YES	NO			
1	There is a vision and mission of the school					
2	There are explanations of the school's vision and mission in several places					
No	Observational Aspects	Score				
1	Clarity of School Vision and Mission	1	2	3	4	5
2	The implementation of the School Vision and Mission is carried out in real terms	1	2	3	4	5
3	Every member of the organization understands and implements	1	2	3	4	5

School's SOTK descriptions

.....

Group:

Name of College Students:

1. (NIM)
2. (NIM)
3. (NIM)
4. (NIM)
5. (NIM)

:



**PLP OBSERVATION SHEET (For Students)
 CO-CURRICULAR AND EXTRACURRICULAR**

Instructions:

1. This sheet is for recording group work results after implementing the PLP, on the co-curricular and extracurricular Topic.
2. This sheet is to describe the co-curricular and extracurricular in the school where the PLP is located.
3. Put a check mark (√) in the column below Yes or No
4. Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:
5. 1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good
6. Each existing activity can be added with a description to describe it better.

Observation Date :

Name of School :

No	Co-Curricular and Extracurricular Activities	Implementation		Description
		YES	NO	
1	There are co-curricular and extracurricular activities			
2	There is a schedule for co-curricular and extracurricular activities			
3	There are co-curricular and extracurricular coaching			
4	Each teacher becomes a co-curricular and extracurricular coach			
5	Every student is required to take co-curricular and extracurricular activities			

Co-Curricular and Extracurricular descriptions

.....

Group:

Name of College Students:

- a. (NIM)
- b. (NIM)
- c. (NIM)
- d. (NIM)
- e. (NIM)

Attachment 4 Observation Sheet For Tutor Teachers



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PENJAMINAN MUTU (LP3M)

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Telp. 031-51169396/51169397
Laman: lp3m.unesa.ac.id.
Email: lp3m@unesa.ac.id.

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

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

Instructions:

Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:

1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good

No	Indicators / Aspects Observed	Score				
1	The authority of students as teachers	1	2	3	4	5
2	Discipline (obeying rules)	1	2	3	4	5
3	Responsible	1	2	3	4	5
4	Exemplary behavior	1	2	3	4	5
5	Confidence	1	2	3	4	5
6	Communication skills	1	2	3	4	5
7	Friendly / sociable attitude	1	2	3	4	5
8	The ability to work together	1	2	3	4	5
9	Responsive (responsive) 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 = $\frac{TOTAL\ SCORE}{55} \times 100 = \dots\dots\dots$

Evaluator,

(.....)
Complete Name with Degree
NIP/NRP.

PLP OBSERVATION SHEET (For Tutor Teacher)
STUDENT ABILITIES IN DEVELOPING LEARNING DEVICES

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

Instructions:

Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:

1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good

No	Indicators / Aspects Observed	Score
1	The suitability of the formulation of achievement indicators with basic competencies	1 2 3 4 5
2	The suitability of the formulation of achievement indicators with the learning material	1 2 3 4 5
3	The accuracy of using learning media	1 2 3 4 5
4	The accuracy of choosing the learning method	1 2 3 4 5
5	Suitability of learning steps	1 2 3 4 5
6	The conformity of the assessment technique with the specified indicators	1 2 3 4 5
7	The conformity of the assessment instrument with the assessment technique	1 2 3 4 5
8	The accuracy of IT selection.	1 2 3 4 5
9	Use of IT	1 2 3 4 5
TOTAL SCORE		

Notes or Additional Information

.....

Participant's Score = $\frac{TOTAL\ SCORE}{45} \times 100 = \dots\dots\dots$

Evaluator,

(.....)
 Complete Name with Degree
 NIP/NRP.

**PLP OBSERVATION SHEET (For Tutor Teacher)
THE ABILITY OF STUDENTS TO HELP DEVELOP RPP**

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

Instructions:

Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:

1 = poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good

No	Indicators / Aspects Observed	Score				
1	Perseverance	1	2	3	4	5
2	Persistence / sincerity	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 RPP preparation guidelines	1	2	3	4	5
TOTAL SCORE						

Notes or Additional Information

.....

Participant's score = $\frac{TOTAL\ SCORE}{25} \times 100 = \dots\dots\dots$

Evaluator,

(.....)
 Complete Name with Degree
 NIP/NRP.

**PLP OBSERVATION SHEET (For Tutor Teacher)
TEACHING TRAINING**

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

Instructions:

Give a score on the indicators / aspects observed by circling the number in the score column (1 2 3 4 5) according to the following criteria:

1 = not good; 2 = not good; 3 = moderate; 4 = good; 5 = very good

No	Indicators / Aspects Observed	Score				
1	Opening the lessons	1	2	3	4	5
2	Demonstrate mastery of learning material	1	2	3	4	5
3	Demonstrate the ability to carry out learning steps according to the scientific approach (Model 5 M)	1	2	3	4	5
4	Demonstrate the ability to choose media that is in accordance with the characteristics of learning	1	2	3	4	5
5	Demonstrate the ability to use media effectively and efficiently	1	2	3	4	5
6	Utilizing ICT in learning	1	2	3	4	5
7	Demonstrate the ability to manage/facilitate class	1	2	3	4	5
8	Use spoken and written language clearly, well, and correctly	1	2	3	4	5
9	Indicates an appropriate style (gesture)	1	2	3	4	5
10	Close the lesson by making a summary	1	2	3	4	5
TOTAL SCORE						

Notes or Additional Information

.....

Participant's score = $\frac{TOTAL\ SCORE}{50} \times 100 = \dots\dots\dots$

Evaluator,

(.....)
 Complete Name with Degree
 NIP/NRP.

Attachment 5 Assessment Sheet for Supervisory Lecturers



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PLP OBSERVATION SHEET (FOR SUPERVISORS) ASSESSMENT OF PLP REPORT (GROUP OF STUDY PROGRAM)

Group :

Name Of Colege Students/NIM : 1

2

3

4

5

No	Assessment Component	Quality	Score	Quality x Score
1	Writing systematics	10		
2	Contents of the report	40		
3	Suitability of conclusions and recommendations	15		
4	Orthography	10		
5	Language	15		
6	Completeness of reports (photos, endorsements, and attachments)	10		
TOTAL SCORE				

Score between 1 - 5:

1 = very poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good

Participant's Score = $\frac{\text{TOTAL SCORE}}{500} \times 100 = \dots\dots\dots$

Evaluator,

(.....)
Complete Name with Degree
NIP/NRP.

**PLP OBSERVATION SHEET (FOR SUPERVISORS)
INDIVIDUAL PERFORMANCE ASSESSMENT**

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

No	Assessment Component	Quality	Score	Quality 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: <ul style="list-style-type: none"> • Attitudes / Ethics • Language • How to dress 	20		
TOTAL SCORE				

Score between 1 - 5:

1 = very poor; 2 = not good; 3 = moderate; 4 = good; 5 = very good

Participant's Score = $\frac{\text{TOTAL SCORE}}{500} \times 100 = \dots\dots\dots$

Evaluator,

(.....)

Complete Name with Degree

NIP/NRP.

Attachment 6 Final Assesment



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PLP FINAL SCORE IN 2019

Name of College Student :
 NIM :
 Study Program :
 Name of Supervisor :
 Place of PLP :

No	Name	NIM	Score from Tutor Teacher (NGP) (40%)	Score of the PLP Implementation Report (NLP) (20%)	The Score of individual work (NKI) (40%)	Final Score	Grades
1							
2							
3							

Surabaya,2019

Evaluator,

(.....)

Complete name with degree

NIP

FOR LEADER

Attachment 7 Monitoring and Evaluation



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MONITORING AND EVALUATION INSTRUMENTS
THE IMPLEMENTATION OF PLP COLLEGE STUDENTS
UNESA

Name of Headmaster :
 School/Madrasah of Location of PLP :

Direction:

Give \checkmark (check) in Yes or No column and fill in the answer if asked in the note column

No	Implementation of Headmaster Duties	Yes	No	Note
1	Accept the arrival of PLP college students, preparing an outline of the orientation program, introducing college students to teachers/tutors and other school staff.			
2	Provide data on subjects/themes and classes * that have been determined for the PLP participants.			
3	Provide tutor teacher data as needed.			
4	Coordinate tutor teachers and staff.			
5	Plan and carry out the implementation of orientation/observation for college students.			
6	Provide opportunities for college students to conduct classroom observations and matters related to school administration.			
7	Provide direction to PLP college students about the outline of school management policies.			
8	Assessing the personality of PLP college students.			
Other things that need attention related to the implementation of PLP:				

.....2019.

Monitoring Officer,

(Name)

NIP: