



**Kampus  
Merdeka**  
INDONESIA JAYA

# GuideBook Educational Practice



Diterbitkan oleh:  
Unit KKN, PK, PI, dan Magang  
Universitas Negeri Yogyakarta

**Guidebook**  
**Educational**  
**Practice**

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Chapter 2

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# **Guidebook Educational Practice**

**KKN, PK, PI, and Internship  
Unit of Yogyakarta State  
University**

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# Foreword

We express our gratitude to the presence of Allah SWT, the One God, for the abundance of His grace and gifts, so that the Practical GuideThe 2023/2024 Academic Year Education (PK) Guidelines published by the KKN, PK, PI, and Internship Unit of Yogyakarta State University can be completed. This PK Guide is a refinement of the previous guide by accommodating various changes, demands, and the latest developments related to Yogyakarta State University regulations and policies. This guide contains concise, concise, and comprehensive information on PK Course Learning Outcomes, PK Implementation Patterns, PK Management, Work Program Development, and PK Monitoring and Evaluation.

This guide is a reference for undergraduate students.(S1), lecturers, partner schools and the extended family of Yogyakarta State University in implementing PK activities. For students, this guide can be used as a guideline in taking PK courses. For lecturers, this guide can be used as a guide in carrying out their duties as PK supervisors. For partner schools, this guide can be used as a guideline for implementing PK in schools. For the extended family of UNY, this guide can be used as a reference to provide the best service in organizing PK.

Hopefully this guidebook can be a clear operational guide for students and various parties in implementing educational practices in various locations. UNY's KKN, PK, PI and Internship Units express their appreciation and thanks to the Team for Compiling this Guide and the parties who have provided suggestions and input.



Rector,

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# Chapter I

## Introduction

### A. Background

Yogyakarta State University (UNY) is a university with an educational background with the main task of implementing the Tri Dharma of Higher Education which includes education, research, and community service. Based on this, UNY develops various fields of educational and non-educational sciences to produce professional educators and education personnel. One of the outputs of the educational process at UNY is producing professional educators as regulated in the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards. Professional teacher education standards have four competencies, namely professional, pedagogical, personality, and social competencies. Then, to produce education personnel is regulated in the Regulation of the Minister of Administrative and Bureaucratic Reform Number 28 of 2019 concerning the equivalence of Administrative Positions (Education Personnel) into Functional Positions. Education Standards for Education Personnel to obtain education personnel competencies include program planning, program implementation, personality competencies, and social competencies that are integrated in

performance of prospective educational staff.

The Ministry of Education, Culture, Research, and Technology's policy on Independent Learning and Independent Campus (Merdeka Belajar-Merdeka Kampus) was followed up by issuing Rector's Regulation No. 5 of 2020 concerning the Independent Learning and Independent Campus Curriculum for Undergraduate and Applied Undergraduate Programs. This policy was implemented to improve the quality and adaptability of the institution to existing policies, thus influencing the implementation of the Educational Practice (PK) course. The Rector's Regulation broadens the definition of Introduction to School Fields (PLP) and Introduction to Non-Teaching Fields (PLNK) to become PK courses.

The Community Service (PK) course is a university course aimed at building a foundation for student identity and strengthening the academic competencies of educators and education personnel. The PK course aims to enhance critical thinking, creativity, innovation, and problem-solving skills.

## **B. Legal Foundation**

The implementation of PK refers to various applicable laws and regulations as follows.

1. Republic of Indonesia Law Number 20 of 2003 concerning the National Education System
2. Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers.
3. Republic of Indonesia Law no. 12 of 2012 concerning Higher Education.
4. Government Regulation (PP) Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards.

5. Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers.
6. Presidential Regulation Number 8 of 2012 concerning the Framework Indonesian National Qualifications (KKNI).
7. Regulation of the Minister of National Education Number 16 of 2007 about Standards Academic Qualifications and Teacher Competencies.
8. Regulation of the Minister of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies.
9. Regulation of the Minister of Education and Culture Number 15 of 2018 concerning Fulfillment of the Workload of Teachers, School Principals, and School Supervisors.
10. Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Standards for Higher Education.
11. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 56 of 2022 concerning Teacher Education Standards.
12. Regulation of the Minister of Administrative and Bureaucratic Reform Number 28 of 2019 concerning the Equivalence of Administrative Positions (Education Personnel) to Functional Positions
13. Yogyakarta State University Curriculum Development Guide 2019.
14. UNY Chancellor Regulation Number 5 of 2020 concerning the Curriculum Merdeka Belajar- Merdeka Campus for Applied Undergraduate and Undergraduate Programs
15. UNY Chancellor Regulation Number 4 of 2021 concerning the Unit Real Work Lecture and Educational Practice Services.

### C. Course Description

The PK course is a basic education course that involves studying and practicing teaching/training/management skills through an assistance/mentoring process. This practice involves planning, implementing, and evaluating learning/training/management in formal and non-formal educational institutions, institutions, clubs, and industry.

The PK course load is 6 credits. The learning process is 170 (one hundred and seventy) minutes per week per semester. The calculation yields the following volume.

The PK course load is 6 credits

1 credit unit = 170 minutes, so  $170 \times 6 = 1,020$  minutes

1 semester = 16 face-to-face meetings, so  $16 \times 1,020 = 16,320$  minutes

$16,320 / 60$  minutes = 272 hours (minimum hours of PK 6 credits)

### D. Learning Achievements for PK Courses

The Learning Outcomes for the PK Course are divided into three the following aspects.

#### 1. Attitude Aspect

Attitude is correct and cultured behavior resulting from the internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research, and/or community service related to learning. Reflections of social attitude aspects include: honesty, discipline, responsibility, tolerance, mutual cooperation.

cooperative, polite, and self-confident. For a spiritual attitude

includes:

- a. Carrying out worship according to his religion;
- b. Maintaining good relations with fellow creaturesThe One Almighty God;
- c. Surrender (tawakal) to God after making efforts or do business;
- d. Thank God Almighty as the Indonesian nation;
- e. Respect the worship and beliefs of other religions;
- f. Behave, act and dress politely according to the norms and culture that apply at the activity location.

## 2. Knowledge Aspect

Knowledge is the mastery of concepts, theories, methods and/or philosophies of a particular field of science in a systematic manner.obtained through reasoning in the learning/training/management process, student work experience, research and/or community service related to learning. Knowledge aspects include:

- a. Master the basic philosophy of PK properly;
- b. Mastering the concept of learning/training/management as a basis for implementing PK;
- c. Able to conduct needs analysis at the activity location objectively and rationally;
- d. Able to formulate work programs based on needs analysis;
- e. Able to produce the technology and solutions needed to solve problems.

## 3. Skills Aspect

Skills are the ability to perform work using concepts, theories, methods, materials,



and/or instruments, obtained through learning, student work experience, research and/or community service related to learning/training/management. Skills aspects include:

- a. Able to formulate learning/training/management work programs that are appropriate to their field of expertise;
- b. Able to plan learning/training/management work programs that are appropriate to their field of expertise;
- c. Able to implement learning/training/management work programs that are appropriate to their field of expertise;
- d. Able to evaluate learning/training/management work programs that are appropriate to their field of expertise;

#### **E. Course Objectives**

The objectives of the PK course are as follows.

- a. Introducing the academic and administrative duties of educators and educational staff in learning and non-learning to students.
- b. Provide students with experience in composing learning tools, programs, and training.
- c. Providing students with direct experience in implementing learning activities and guided program implementation.
- d. Providing real experience to students in developing their potential through extracurricular and co-curricular activities (specifically PK at school); and

- e. Provide opportunities for students to get to know, study and internalize problems in schools, institutions, clubs, study groups in the community, or industry related to the learning process.

#### **F. Competence in PK**

Prospective student educators and education personnel must possess academic qualifications and competencies as learning agents, be physically and mentally healthy, and possess the ability to achieve national education goals. The PK competency standards are formulated by referring to the Teacher Education Standards, which are the minimum criteria for undergraduate education programs and teacher professional education programs. The four teacher competencies in question are pedagogical, personality, social, and professional competencies, which are integrated into teacher performance.

PK for education personnel must comply with Minister of Administrative and Bureaucratic Reform Regulation No. 28 of 2019 concerning the Equivalence of Administrative Positions (Education Personnel) to Functional Positions. Education Standards for Education Personnel are the minimum criteria for undergraduate education personnel programs and functional education personnel. Non-teaching PK activities are realized through four competencies for education personnel: program planning, program implementation, personality competency, and social competency, which are integrated into the performance of prospective education personnel.

PK is a medium for students in education study programs to learn and apply the professional and functional foundations of educators and education personnel. PK is a forum for students to gain professional and functional experience. Students in PK activities are exposed to

real conditions, such as the ability to teach and implement programs, socializing, building or developing the potential of the students in which they practice, and practicing educational administration and other managerial skills. Student participation in PK, in addition to learning and program implementation, can also take the form of involvement in extracurricular activities, such as scouting, sports, religious activities, and so on.

### **G. Benefits of PK**

The benefits of PK for several parties are as follows.

1. For Students
  - a. Gaining knowledge about the educational and learning processes in schools, institutions, clubs, study groups in the community, and industry;
  - b. Gain real skills and experience to implementing learning and programs in schools, institutions, clubs, study groups in the community, and industry;
  - c. Gain direct experience of the professional duties of educators/education personnel; and
  - d. Gain experience in how to think and work in an interdisciplinary manner so that you can understand the interconnectedness of the knowledge gained in college.
2. For Partners (Schools/Institutions/Clubs/Study Groups in Society/Industry)
  - a. Get the opportunity to contribute to preparing prospective educators and education personnel;
  - b. Obtain the latest information regarding developments in science and technology through lecturers and students; and

- c. Increase the intensity of partnership relations with the campus world.
3. For Universities
- a. Obtain feedback from partners for development curriculum and science and technology that suit their needs;
  - b. Obtaining various learning resources and finding various problems for developing innovation and quality of education; and
  - c. Establish better cooperation with partners to develop the implementation of the Tri Dharma of Higher Education.



# Chapter II

## Implementation of PK

PK is a mandatory course for education students, carrying a weight of 6 credits. To complete the PK course, you need to understand several important things, such as the time, location, and scheme.

### A. Execution time

The Community Service (PK) course is held in the odd and even semesters of the 2023/2024 academic year. The regular PK, RPL, and Collaboration schemes are held for three months, while the International PK is held according to the collaboration schedule. The even semester PK is held from January to March of the 2023/2024 academic year, while the odd semester PK is held in July. until Septemberacademic year 2023/2024.

### B. Location

PK can be held at formal and non-formal educational institutions, institutions, clubs, or industries. The location chosen depends on the area of expertise. The schools, institutions, clubs, and industries that can be used for PK are as follows.

#### 1. Formal educational institutions (schools) and non-formal

- 1) Early Childhood Education (PAUD);
- 2) Playgroup (KB);

- 3) Kindergarten (TK);
- 4) Elementary School (SD)/Islamic Elementary School (MI);
- 5) Junior High School (SMP)/Islamic Junior High School (MTs);
- 6) Secondary school/Senior High School (SMA)/Islamic Senior High School (MA);
- 7) Vocational High School (SMK)/Vocational Islamic High School (MAK);
- 8) Special Schools (SLB);
- 9) Other schools, for example Open Schools, One Roof Schools, Indonesian Schools abroad;
- 10) Community Learning Activity Center (PKBM);
- 11) Studio;
- 12) Training institutions;

## **2. Institution**

- 1) Education authorities, Culture, Youth and Sports;
- 2) Library and Archives Service;
- 3) Human Resources Development and Personnel Agency (BKPSDM);
- 4) Center for Development of Educational Quality Assurance/Vocational (BBPPMPV)
- 5) Education Quality Assurance Center (BPMP);
- 6) Hall/Secondary Education;
- 7) Tekkomdik Center;
- 8) Department of Culture;
- 9) Training Agency;
- 10) Center for Leading Teachers (BBGP)
- 11) Job Training and Productivity Development Center (BLKPP);
- 12) DPRD Office;
- 13) Ombudsman Institution;

- 14) Department of Social Services for Women's Empowerment and Child Protection;
- 15) Department of Population Control, Family Planning, Community and Village Empowerment;
- 16) Development Planning AgencyArea;
- 17) National Population and Family Planning Agency;
- 18) Personnel Agency,Education and training;
- 19) Center for Welfare Education and Training Social;
- 20) Center for Educational and Cultural Multimedia Development;
- 21) Sub-district/Kapanewon/Kemantren Office.

### **3. Club and KKO**

- 1) Badminton Association (PB);
- 2) Football School (SSB);
- 3) Indonesian Pencak Silat Association (School);
- 4) Indonesian Volleyball Association (Selabora);
- 5) Athletic Club, Swimming Club, Karate Dojo, etc.;
- 6) The official club under the district sports association which collaborates with the department.

### **4. Industry**

Industries that can be used for PK are industries that own:

- 1) Training center;
- 2) Training Institution;
- 3) *Corporate University* and its kind.

### **C. PK Scheme**

PK activities consist of 5 schemes with the following terms and conditions.



### 1. Regular PK Scheme

Regular PK is a lecture that is attended regularly.  
with the following conditions.

- a. Registered as an active student at UNY in the Bachelor of Education program;
- b. The location placement is determined by UKKNPKPIM.

### 2. Mandiri PK Scheme

a. Independent PK is a PK lecture that is attended by students independently (non-MBKM) with the following provisions.

- 1) Students form independent groups of at least 8-10 students and consisting of at least 3 different study programs;
- 2) Students determine the location independently;
- 3) Student take care of permits independently;
- 4) Students cover their own transportation costs;
- 5) If the number of PK participants at the location does not meet the quota, students will automatically be transferred to regular PK.

b. Independent PK through the MBKM program (which will apply for PK recognition)

- 1) Students are currently or have carried out MBKM activities that can be recognized with PK courses.

### 3. PK RPL Scheme (Non-MBKM)

PK lectures are attended by students who take RPL lectures with the following provisions.

- a. Followed by students who take RPL lectures;
- b. Students form groups consisting of 2-5 people or individuals;
- c. Students propose DPL independently;

- d. Students determine the location independently or it is determined by UKKNPKPIM;
  - e. Students can apply for permits independently or through UKKNPKPIM;
  - f. Students cover their own transportation costs;
  - g. Students manage their accommodation independently;
  - h. If RPL students cannot choose a location directly independent, then it will be determined byUKKNPKPIM.
4. PK Cooperation Scheme
- PK lectures are implemented based on the initiative of cooperation between UNY and partners (companies and education offices), with the following provisions.
- a. Students form groups independently with a minimum of 8 and a maximum of 10 students;
  - b. Students bring a letter of application from the relevant institution to UKKNPKPIM;
  - c. The PK location area already has a cooperation agreementwith UNY or in the process of pioneering cooperation with UNY;
  - d. Studenttake care of permits independently;
  - e. Students cover their own transportation costs;
  - f. Students manage their accommodation independently.
5. International PK Scheme
- International PK lectures are held in several countries in accordance with UNY's collaboration. The implementation time of the activities is as follows:in the period from August to December 2023 (adjusted to the agreement between UNY and partners), with the following provisions.
- a. Students bearround trip ticket financing;
  - b. Students receive visa assistance from the university;

- c. Students cover living costs while in the country;
- d. Students haveget booster vaccination 1.

# **Chapter III**

## **Management and Implementation of PK**

### **A. PK Management**

Educational Internships (PK) are managed by the KKN, PK, PI, and Internship Unit, which is under and responsible to the Rector. Academically, they coordinate with the Vice Rector for Academic and Student Affairs. Administratively, the KKN, PK, PI, and Internship Unit coordinates with the Directorate of Academic, Student, and Alumni Affairs (DAKA). During the PK implementation, students are guided by DPL (Regional Leadership Development Program) and supervising teachers. PK supervisors are teachers at schools, educational administration staff (PK in institutions), coaches (PK in clubs), and mentors (PK in industry).

### **B. Duties and Obligations of the Parties Involved in the PK**

Each party involved in PK has duties and obligations as follows.

#### **1. UKKNPKPIM**

- a. Responsible for the implementation of PK activities;
- b. Prepare a schedule of PK activities starting from preparation, implementation, monitoring and evaluation, and preparation of reports;

- c. Carry out planning, preparation, implementation, and PPL reporting;
  - d. Organizing coordination activities with PK locations (schools/institutions/clubs);
  - e. Organizing coordination meetings for managers, PK training for DPL, students, and PK partners (schools/institutions/clubs/industry);
  - f. Conduct monitoring and evaluation of PK implementation.
2. StudentPK
- a. Must attend the briefing organized by UKKNPKPIM (provision by the Faculty/Study Program is tentative\*);
  - b. Comply with school/institution/club/industry regulations;
  - c. Carry out observations, prepare plans, carry out practices and make PK reports according to conditions at the location;
  - d. Carrying out guided teaching/training/management practices (according to the characteristics of each study program);
  - e. Conduct consultations with on-site supervisors PK and DPL;
  - f. Maintaining the good name of Yogyakarta State University;
  - g. Behave and dress politely while you are in PK location;
  - h. It is mandatory to fill in e-monev (students do not fill in KRS) PK course).
3. Field Supervisor (DPL)
- a. Following a series of PK preparation activities;
  - b. Directing and explaining students' rights and obligations;

- c. Carry out guidance at least 4 times on location (dropping and withdrawing are counted as guidance on location);
  - d. Guiding students in program preparation, program implementation, filling out logbooks and reporting activities;
  - e. Have commitment and responsibility in implementing PK activities;
  - f. Upload the final PK results according to the academic calendar UNY on the page <http://pk.mkpk.uny.ac.id>.
4. Supervisor at PK location
- a. Together with the school principal/head of institution/club chairman/industry leader, coordinate the planning and implementation of PK at the location;
  - b. Give explanation to students about tasks, and how to carry out PK at the location;
  - c. Carrying out guidance, supervision and assessment of PK activities;
  - d. Submit a report on the results of the implementation of PK to the principal/head of institution/club chairman/industry leader.
5. Principal/head of institution/club chairman/industry leader
- a. Fully responsible for the implementation of PK at the location;
  - b. Determine your PK supervisor and register with page <http://pk.mkpk.uny.ac.id>;
  - c. Together with the PK supervisor at the location, provide considerations regarding the PK program prepared by the PK students;
  - d. Facilitate, coordinate, monitor and solve problems of PK activities at the location.

### C. Requirements for Parties Involved in PK

#### 1. Requirements for Student Participants in PK

Students who take the PK course must register and fulfill the following requirements.

- a. Registered as an active student of UNY undergraduate program education;
- b. Have completed a minimum of 100 credits for odd semesters and 120 credits for even semester PK with a minimum GPA of 2.50;
- c. Female students who are pregnant at the time of the jump with a gestational age of more than 3 months are not permitted to participate in PK (proved by a certificate from a doctor/midwife, and if the gestational age is less than three months, there must be a letter of permission from the husband stating that he is responsible for any risks that may occur);
- d. Students register themselves via the page <http://pk.mkpk.uny.ac.id> as a PK participant in 2023;
- e. Must attend a series of PK briefings organized by UKKNPKPIM/Faculty/Respective Study Program (briefings by the Faculty/Study Program are tentative\*);
- f. When carrying out PK, students are allowed taking courses other than PK and KKN, maximum 6 credits;
- b. Willing to follow the rules and regulations in force at the PK location, behave politely, and have a natural appearance as a prospective educator/education staff/trainer.

#### 2. Field Supervisor Lecturer (DPL) Requirements

DPL PK is based on Study Program, namely lecturers at Study Program

The same education as PK students in the environment

UNY. DPL PK is proposed by the PK Study Program coordinator. DPL PK must have a minimum Academic Position of Assistant Expert and have been a lecturer for at least 3 years. DPL PK is required to have a high level of dedication and commitment to mentoring PK students.

### 3. Supervisor Requirements at the PK Location

The supervisor at the PK location is a teacher/coach/manager, appointed by the head of the PK location. PK supervisors are teachers who have a bachelor's degree in accordance with the PK student's field of study, and likewise, PK supervisors at institutions/clubs must have competencies appropriate to the PK students at that location. PK supervisors at the location are registered by the head of the institution/principal through the website <http://pk.mkpk.uny.ac.id> complete with bank account number (BNI, BRI, BTN, Mandiri, BSI, BPD DIY), for administrative purposes, no later than one month after the student is at the PK location.

### 4. PK Location Requirements

The implementation of the internship program will proceed smoothly if the students, supervisors, and the location meet certain requirements. These requirements will vary for schools, institutions, and clubs.

#### a. School

Schools that can be used as PK locations are PAUD, SD/MI, SMP/MTs, SMA/MA, SMK/MAK, both state and private, registered with the District/City or Provincial Education Office.

#### b. Institution

Institutions consist of formal and non-formal institutions. Formal institutions consist of formal offices/institutions as listed in chapter 2.



non-formal locations that can be used as PK locations are offices/non-formal educational institutions such as Community Learning Activity Centers (PKBM), Art Studios, or other institutions.

c. Club

Locations at sports clubs are specifically designated for students in the Sports Coaching Education (PKO) Study Program. Clubs selected for the PK location must be registered with the Main Sports Organization (KONI) at the Regency/City or Provincial level.

**D. Stages of PK Implementation**

PK is implemented through the following stages.

1. PK Registration

Students register themselves as PK participants via the page <http://pk.mkpk.uny.ac.id> and do a check personal data as a PK participant on that page.

PK registration is adjusted according to the scheme according to the page registration, time and conditions.

2. PK Location Placement

PK locations are determined based on a needs analysis matrix for each school/institution/club. Student placement at each PK location is based on a questionnaire completed by the school principal or institution head.

3. Plotting Field Supervisor (DPL)

The DPL PK comes from the same study program as the PK students. One DPL PK can supervise a maximum of 20 students. The assignment of DPLs to supervise at a location is handled by UKKNPKPIM.

4. PK provision for DPL and students
  - a. Purpose of PK Provision

PK briefing aims to equalize perceptions  
DPL and students about PK and its implementation.
  - b. PK Provision Material
    - (1) The provision material for DPL mainly includes an explanation of PK policies, rights, duties, responsibilities and obligations of DPL in guiding PK.
    - (2) The provision material for students includes: explanation of PK policies, professional code of ethics (teachers/educational administration staff/trainers/managers), observations at PK locations, programs that can be implemented during PK at school (learning and schooling), in institutions and in clubs, periodic reporting of PK implementation, guidelines for communication, student duties and obligations to teachers/educational staff/trainers/DPL, and PK reporting at the end of PK activities.
  - c. PK Provision Model

Provisioning PK is carried out offline.

    - a. Organizer
      - 1) DPL PK provisioning is carried out by UKKNPKPIM UNY.
      - 2) Provision of PK students is carried out by UKKNPKPIM and followed up by the respective faculties/study programs.
    - b. Briefing Schedule PK

The schedule for implementing the PK briefing is carried out before the deployment to the location.

## 5. Observation at PK Location

Students are required to conduct observations at the PK location after Students are officially handed over to the location. The PK site observation is carried out during the first week after students are deployed to the location. Observations are carried out directly at the PK site. The purpose of the PK site observation is to identify and inventory problems at the PK site. The results of the observations are consulted with the supervisor at the PK site to be incorporated into the PK program, which includes programs for learning and schooling or training programs and other work programs. Things that can be observed on site can be seen in Appendix 1 (for PK in schools), Appendix 2 (for PK in institutions), and Appendix 3 (for PK in clubs).

## 6. Program Preparation Work and Discussion with Supervisor at PK Location

The internship program is conducted over a three-month period. During the internship, students are required to carry out activities assigned by their school/institution/club under the guidance of the DPL PK and a supervisor at the internship location. Student activities during the internship include developing a work program, providing guidance, implementing the work program, and reporting on the results of the activities. An equivalent internship program includes preparation, implementation, and evaluation. The program plan must be completed during the observation period and included in the report in matrix form. The matrix format can be seen in **Appendix 4**.

## 7. Program Implementation

Students are required to carry out the work program that has been compiled with full responsibility, and written in

the log-book available on the page <http://pk.mkpk.>

[uny.ac.id](http://uny.ac.id). as a report to teachers/educational administration staff/trainers/DPL PK. Implementation of Educational Practice is carried out offline/face-to-face. Log-book reporting is done every weekend, or according to the agreement with DPL PK. The logbook format can be seen in Appendix 5.

#### 8. PK Guidance

Students are required to undergo guidance from a supervisor at the PK and DPL locations. Guidance can be arranged by agreement between the student and the supervisor at the PK and DPL locations. Guidance with the DPL is conducted periodically, at least four times during the PK period.

#### 9. Report CreationPK

Students compile a report on the implementation of PK after PK is completed and upload it to the page <http://pk.mkpk.uny.ac.id> as a report on the accountability of the implementation of PK. PK reports are known by the supervisor at the PK location, the leader of the PK location, and the DPL PK. Students are also required to prepare and submit reports to the PK location. PK reports must be uploaded no later than one day before withdrawal. The format and content of the PK report can be seen in Attachments F01e (for PK at school/study groups in the community), F02e (for PK at institutions), and F03e (for PK at clubs).

Some report requirements for evaluation of PK program includes matrix preparation, *log book* daily, individual PK activity reports, and attachments (articles and video links) online.

- a. **The PK attachments at school are the results of observations, results of school practices, and learning device products during PK activities, in the form of**

**RPP, teaching materials, learning media, assessment devices, and activity documentation.**

- b. The PK attachment in the institution is the result of observations, plansprogram implementation, program implementation results, and activity documentation.
- c. The PK attachments in the club are the results of observations, training session plans, implementation of micro training cycles, and documentation of activities.
- d. The PK attachments in industry are the results of observations, results of training practices, and training device products during PK activities, which are in the form of training implementation plans, teaching materials, training media, assessment devices, and activity documentation.

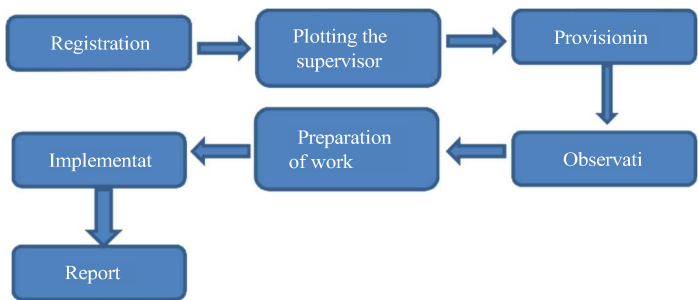


Figure 1. Diagram of PK Implementation Stages

E. PK Financing

The costs of organizing PK are charged to the University's DIPAYogyakarta State University for the 2023/2024 academic year. Honorariums are awarded to the PK location leaders, supervisors at the PK location, and DPLs. The honorarium amounts are determined in accordance with UNY's Input Cost Standards (SBM).

For smooth administration, the account numbers of the student's PK location leader, supervisor at the PK location, and DPL are required. This data must be sent to UKKNPKPIM after the student arrives at the PK location and after the PK location has an account to enter the data on the PK page.

## **F. PK Assessment**

### **1. Objective**

The purpose of the PK assessment is to:

- a. Appreciating academic abilities, improving and developing student competencies in preparing learning/program/training implementation plans, implementing learning/programs/training;
- b. Diagnosing students' learning difficulties and encouraging them to improve their abilities in preparing learning/program/training implementation plans, implementing learning/program/training;
- c. Encourage mentors at PK and DPL locations to improve the quality of their services and guidance in preparing learning/program/training implementation plans, implementing learning/program/training;
- d. Provide information to UKKNPKPIM to make policies and decisions on implementing PK in schools/institutions/clubs.



## 2. PK Assessment Principles

PK assessment principles includes:

### a. Educate

Assessments are conducted not solely to identify student errors and weaknesses, but also to provide appropriate guidance. Assessment results should be perceived as a reward for successful students and a catalyst for further improvement for those who are less successful.

### b. Comprehensive

The assessment is directed at assessing mastery of pedagogical, professional, personality and social competencies.

### c. Sustainable

Assessments are conducted in a planned, gradual, and continuous manner to obtain a picture of student development and achievement. Assessments cover all abilities, and the results are analyzed to determine progress.

### d. Objective

Assessment is based on actual conditions, namely according to what is displayed or done by students.

### e. Fair

Assessment is open and meaningful so that further progress can be made  
can be followed up, both by students and DPL.

### f. Meaningful

Assessments should be easy to understand, meaningful, useful and actionable by both students and DPL.

### 3. Assessment Aspects

The PK assessment includes five aspects, as follows

- a. Planning learning/program/training;
- b. Implementation of learning/programs/training (competencies student understanding, educational learning competencies and mastery competencies in scientific fields and/or expertise);
- c. Competences social;
- d. Personality competencies; and
- e. PK output.

PK outputs are in the form of learning devices consisting of:

- (1) activity matrix with a minimum of 272 hours (according to the format in the manual)
- (2) logbook/daily notes (according to the format in the manual)
- (3) report (according to the format in the manual)
- (4) RPP (3 best, one of which will be made into a learning video)
- (5) teaching materials
- (6) instructional Media
- (7) video of the implementation of learning/program/exercise based on one of the 3 best lesson plans with a duration of 10 - 15 minutes (according to the template)
- (8) scientific articles based on activities carried out at the PK location, and
- (9) photos of activities.

### 4. Assessors and Assessor Authority PK Assessors consist of:

- a. The supervising teacher assesses using forms F01a, F01b, F01c, and F01d

- b. Educational administration staff assess using **form F02a, F02b, F02c, and F02d**
  - c. The trainer assesses using forms F03a, F03b, F03c, and F03d
5. The Field Supervisor assesses the PK report, using one of the following forms: form F01e (for PK at school), form F02e (for PK at an institution), and form F03e (for PK at a club).
6. Assessment Time

Grades (the best three grades taken) must be entered on the PK page no later than one week after the draw. PK assessment by the supervisor at the PK location is carried out from the time the work program is prepared through its implementation. The following provisions apply.

- a. PK assessment in schools is carried out for each RPP and learning practice, while social and personality competency assessment is carried out from the beginning to the end of PK.
- b. PK assessment in the institution is carried out for each program plan and program implementation, while social and personality competency assessment is carried out from the beginning to the end of PK.
- c. PK assessment in the club is carried out for each training implementation plan and micro-cycle training practice, while social and personality competency assessment is carried out from the beginning to the end of PK.

## 7. Assessment Guidelines and Criteria

Table6. PK Assessment Guidelines

StandardMark		Mark		Qualification
10	100	Letter	Number	
8.6 - 10.0	86 - 100	A	4.00	Special
8.1 - 8.5	81 - 85	A-	3.75	Very well
7.6 - 8.0	76 - 80	B+	3.25	More from Good
7.1 - 7.5	71 - 75	B	3.00	Good
6.6 - 7.0	66 - 70	B-	2.75	Quite good
6.1 - 6.5	61 - 65	C+	2.25	More from Enough
5.6 - 6.0	56 - 60	C	2.00	Enough
4.0- 5.5	40- 55	D	1.00	Not enough
0.0 -4.0	00 -40	E		Not enough

Source: UNY Academic Guidelines

## 8. Graduation Standards

The lowest passing grade for the PK course is B+ (76-80).

## 9. Assessment Mechanism

Assessment forms for each assessment aspect are available in the online PK system. <http://pk.mkpk.uny.ac.id>. The score given for each component is between 1-10 with the provisions 10 = excellent; 1 = very poor.

- Assessment for students who carry out PK at school, namely: learning planning (F01a), learning implementation (F01b), personality competency (F01c), and social competency (F01d) and PK report (F01e).
- Assessment for students who carry out PK in institutions are as follows: program planning

(F02a), program implementation (F02b), personality competency (F02c), and social competency (F02d), and PK report (F02e).

- c. Assessment for students who carry out PK in clubs is planning the implementation of training (F03a) and implementation of training sessions (F03b), personality competency (F03c), social competency (F03d) and PK reports (F03e).

The final assessments uploaded to the system to determine graduation are the three highest scores that have been carried out by the supervisor at the PK location.

The PK assessment system policy managed by UKKNPKPIM UNY has been carried out online since 2019, thus UKKNPKPIM no longer sends printed assessment books to PK locations. In order to carry out assessments, supervisors at PK locations must log in to the UKKNPKPIM assessment page, namely: [pk.mkpk.uny.ac.id](http://pk.mkpk.uny.ac.id). Thus, both supervisors at PK locations must have a username and password to be able to access the assessment. The username and password are confidential and are sent through the designated DPL. The [pk.mkpk.uny.ac.id](http://pk.mkpk.uny.ac.id) page can be accessed by UNY lecturers using their respective SSO usernames and passwords.

The flow and techniques of online assessment can be read at An online assessment system is sent along with a username and password. An explanation of the assessment technique is also provided during coordination with the PK location leader.

## **G. Regulations and Sanctions for PK Students**

Students who do not comply with PK regulations, do not carry out their duties and responsibilities properly, or

involved in drug use and immoral acts can subject to sanctions which may include:

1. Verbal warning;
2. Written warning;
3. Extension of PK time;
4. Reduction in value; or
5. Withdrawal from the practice location before the time is up, and the student concerned is declared to have failed and must repeat the practice in the next PK period.

If a student's actions, which warrant sanctions, are only discovered after the student has completed the student-centered assessment (PK), their PK course grade will be suspended until the matter is resolved. The PK administrator will determine the sanctions after review, discussion, and deliberation.



# **Chapter IV**

## **Development of PK Work Program**

Students develop a PK work program based on the CPMK for the Educational Practice course. The development of the PK work program should be coordinated with the leadership, supervisors at the PK location, and the DPL. Students develop the PK work program as a reference for implementation, facilitating the students and the PK location, fostering a sense of togetherness and responsibility through systematic performance.

### **A. PK Work Program**

The PK work program consists of individual and group work programs. Individual work programs are work programs implemented individually or independently at the planning, implementation, and evaluation stages of individual programs. Group work programs are work programs implemented in groups (more than 50% of the group members) at the planning, implementation, and evaluation stages of group programs. Student group work programs can elaborate various programs that can be implemented individually according to their respective locations. The time implications of individual programs that



poured into the work program matrix is complete and becomes owned by individual students.

### **B. Mechanism for Preparing Work Programs in PK**

The program development process begins with a site observation. The observations conducted by students on-site are expected to provide a comprehensive overview and insight into the various programs that can and cannot be implemented. Students must consider carefully when making decisions about which programs to implement. Furthermore, they must carefully calculate the number of hours and their distribution in the PK matrix. Steps to prepare a PK work program are as follows.

1. Inventory of PK programs according to location;
2. Determine teaching and non-teaching PK work programs;
3. The program that has been determined, is then entered into the matrix. The matrix is created weekly. Sunday First, deployment, observation, and program development. The program is implemented from week 2 to week 11. In week 12, students focus on preparing reports and preparing for the PK exam.
4. Students consult on the work program that has been stated in the Work Program Matrix (MPK) to DPL and location guides;
5. Students upload MPK that has been approved by DPL and supervisors at PK locations to the page [pk.mkpk.uny.ac.id](http://pk.mkpk.uny.ac.id).

### **C. Example of PK Work Program**

The PK Work Program implemented can include teaching and non-teaching activities. The following are examples of activities.

which students can develop in implementing PK.

**Teaching activities**

1. Prepare a Learning Implementation Plan (Teaching Module)/Program Implementation Plan/Training Implementation Plan;
2. Compiling teaching materials;
3. Creating learning media;
4. Making LKPD;
5. Creating assessment instruments;
6. etc.

**Non-teaching activities**

1. Managing matches, such as match committee, official;
2. Applying program instruments according to competency;
3. Develop learning/training models;
4. Developing library/institution administration;
5. Makeproject base according to their respective expertise;
6. Make a video of the implementation of the learning/program/  
Exercise;
7. Provide assistance for extracurricular and co-curricular activities at schools/institutions;
8. Assistance with training/trial activities;
9. Attending school/institution/club meetings;
10. Provide mentoring for youth activities in accordance with the scientific field of the study program;
11. Participating in national holiday ceremonies;
12. The PK program in the institution is to make a program implementation plan and implement the program according to its competency,for example as a policy researcher, policy analyst and

Vocational. The PK program at the club includes developing and implementing training programs. Training programs can be outlined in micro-training programs and then elaborated upon in training sessions.

13. etc.

Things that PK students must pay attention to in developing PK programs are as follows.

- 1) Complete the PK program on time;
- 2) Establish collaboration with colleagues;
- 3) Explore and develop the potential of target audiences to overcome problems;
- 4) Record all activities in a diary;
- 5) If there are other activities that come unexpectedly (are incidental) at the same time as the programmed activities, these activities are included in the additional program/incidental program; and
- 6) Reflect on the work program that has been carried out.

Based on the explanation in this chapter, students can develop various internship programs in accordance with the approval of the DPL and the supervisor at the internship location. Selecting and determining an appropriate and proportional work program will help students successfully complete their internship. Students are expected to take the initiative to actively communicate and collaborate during their internship at their respective locations.

# Chapter V

## Monitoring and Evaluation of PK

The Community Service (PK) course is part of the curriculum structure to support the achievement of competencies in education study programs. This course can be effectively implemented through a management system consisting of planning, supervision, and evaluation. Supervision and evaluation are crucial, as the results can serve as guidelines for leaders in making organizational development decisions. Therefore, monitoring and evaluation activities are crucial for the implementation of the PK course. The results of monitoring the implementation of the PK course can be used for work program evaluation purposes.

### A. Objectives of PK Monitoring and Evaluation

Monitoring and evaluation generally aim to determine the implementation and achievement of PK in accordance with its objectives. The specific objectives of PK monitoring and evaluation are as follows.

1. Knowthings that support the implementation of PK;
2. Obtaining data or information, especially regarding problems/obstacles in implementing PK;

3. Identify program needs that are worthy of being accommodated;
4. Obtaining data or information on the implementation of PK; and
5. Obtaining data or information as a basis for consideration repair and/or PK development by the manager.

#### **B. Time for Implementation of PK Monitoring and Evaluation**

To obtain valid data or information, monitoring and evaluation are conducted during the PK program and are carried out continuously and periodically. To obtain an overview of implementation throughout the PK period, monitoring and evaluation are designed to occur twice, representing the implementation period: midway through and at the end of the program. Monitoring and evaluation are scheduled for:

##### **1. Mid-period PK**

Monitoring and evaluation in the middle of the program to obtain data/information on the implementation of the work program by PK students, including supporting and inhibiting factors, implementation of guidance, financing and others.

##### **2. End of PK period**

Monitoring and evaluation at the end of the program to obtain data/information related to the implementation of the PK student program, guidance, assessment, program benefits and feedback from stakeholders.

#### **C. Mechanism Implementation of Monitoring and Evaluation**

Monitoring and evaluation activities are activities systematically in stages which include the following stages.

1. Planning Stage

At this stage, monitoring and activity planning is prepared. evaluation such as determining monitoring and evaluation techniques, compiling instruments (aspect analysis, compiling grids, compiling items or points according to grids and instrument trials), determining implementation, scheduling and planning/development of information systems.

2. Implementation Stage

At this stage, monitoring and evaluation activities are carried out. to obtain data/information using the techniques and instruments that have been prepared.

3. Reporting Stage

At this stage, the results of monitoring and evaluation of PK activities are described.

4. Follow-up Stage

At this stage, follow-up is carried out to improve activities. PK through Focus Group Discussion (FGD), recommendations, and policy improvements.

#### **D. PK Monitoring and Evaluation Implementer/Officer**

Monitoring and evaluation activities are carried out by the leadership

and the UKKNPKPIM team, with the following tasks.

1. University Leadership

Leadership is the policy-making body responsible for monitoring and evaluating the PK program. Monitoring and evaluation activities by leadership serve as considerations for improving, developing, and formulating PK policies.

2. UKKNPKPIM

UKKNPKPIM is a special unit under the Chancellor tasked with planning, implementing, and evaluating programs

PK, assisted by the faculty PK team at UNY.

3. Faculty Leaders

The faculty leader who oversees academic and student affairs is tasked with monitoring and evaluating the implementation of the PK program within the faculty.

4. UNY Higher Education Quality Development Center

In accordance with its main duties and functions, this party also oversees the implementation of PK to develop the quality of Tri Dharma activities of higher education, including the PK program.

**E. PK Monitoring and Evaluation Techniques**

Monitoring and evaluation techniques are conducted using surveys, observation, interviews, and documentation. This data collection is an activity to uncover empirical facts in the field. The results of this data collection are used to draw conclusions during monitoring and evaluation activities.

1. Survey, data collection through the activities of respondents answering questions using a tool in the form of a list of questions in a questionnaire/survey that has been prepared previously. Respondents in the monitoring and evaluation of PK include PK students, PK location leaders, PK location supervisors, and DPL. The questionnaire for monitoring and evaluation needs is in the form of open and closed questionnaires. The distribution and completion of the questionnaire is carried out online, namely through an information system that has been developed by UKKNPKPIM.
2. Observation or observation, data collection is carried out This takes the form of visits to the PK locations. Through these activities, monitoring and evaluation implementers can directly observe and obtain empirical evidence at the PK locations, which is also used to validate survey results.

3. Interviews, data collection through direct interaction between respondents and monitoring and evaluation implementers/officers in the form of questions and answers to obtain data/information regarding PK in more depth.
4. Documentation, data collection is carried out using various documents as secondary data, both official and personal documents, documents in the form of hard files and soft files to obtain data/information related to the implementation of PK. Documents can be in the form of work program matrices, learning tool portfolios, Training Implementation Plans, Program Implementation Plans, log books/diaries, reports, activity photos, and others.

#### **F. PK Monitoring and Evaluation Instruments**

The PK monitoring and evaluation instruments use questionnaires, observation guidelines, and documentation guidelines. These three instruments are explained below.

1. Questionnaire, containing questions to PK respondents which is in the form of an open and closed questionnaire.
2. Observation guidelines as a reference for monitoring implementers evaluation that includes what components are observed.
3. Documentation guidelines containing usage guidelines documents as data sources.

The instrument development begins with an analysis of variables as components of the monitoring and evaluation objects. The components to be uncovered through PK monitoring and evaluation activities include:

1. Student PK
  - a. Availability of adequate PK services starting from the process



registration to withdrawal and assessment.

- b. Clarity of procedures for administering PK.
  - c. The ability of PK students to identify problems to develop programs.
  - d. Obstacles in implementing the PK program.
2. Supervisor at PK location
- a. The ability of PK students to identify problems to develop programs.
  - b. The ability of PK students in learning practices at school or implementing programs in schools, institutions, and clubs.
  - c. Student abilities PK in compiling the device learning/program/training.
  - d. PK students' ability to communicate with mentors and colleagues at the PK location.
  - e. PK students' ability to work together with parties at the PK location.
  - f. Clarity of procedures for administering PK.
  - g. Availability of adequate financing systems.
  - h. Obstacles in implementing the PK program.
3. DPL
- a. The ability of PK students to identify problems to develop programs.
  - b. The ability of PK students in learning practices at school or implementing programs in schools, institutions, and clubs.
  - c. Student abilities PK in compiling the device learning/program/training.
  - d. PK students' ability to communicate with DPL.
  - e. Clarity of procedures for administering PK.
  - f. Availability of adequate financing systems.

- g. Obstacles in the implementation of PK.
- 4. Location LeaderPK
  - a. Students' ability to communicate with leaders and the work environment.
  - b. Clarity of procedures for administering PK.
  - c. Availability of adequate financing systems.
  - d. Benefits of PK for PK students and PK locations.



# Chapter VI

## Conclusion

The government's policy on Teacher Education Standards (SPG) has impacted curriculum changes, including the weighting and charges for implementing PK. PK involves schools or other institutions outside of UNY. Therefore, the implementation of PK courses must be carefully planned, starting from registration, briefing, submission, implementation, assessment, monitoring and evaluation, and withdrawal. Therefore, coordination and a clear and effective division of roles are required between PK administrators at the study program, faculty, and university levels.

The implementation of PK requires a high level of commitment from all relevant components and is expected to have a significant impact on student participants and the institutions/agencies where the PK is conducted. The impact on students is student understanding, educational learning competencies, mastery of scientific fields and/or expertise, attitude and personality competencies to prepare teacher competencies that will be further explored when taking the Teacher Professional Education Program. The impact on schools, local governments/education offices is the provision of ideas and input to improve the competency of prospective teachers.

Continuous improvement of the quality of PK and its management is necessary. Therefore, monitoring and evaluation of PK implementation is essential.

A collaborative effort involving various partner components is necessary to ensure that any issues that arise can be resolved promptly and any deficiencies corrected, or for the next implementation. Furthermore, matters not yet covered in this PK Guidebook but that arise and are necessary for the implementation of this PLP can be specifically regulated and decided upon by the KKNPKPIM team based on the principle of deliberation.

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### Appendix 1. PK Observation Format in Schools



#### PK OBSERVATION FORMATAT SCHOOL

Forstud  
ent

NAME : Date. OBSERVATION:  
Student ID Number : NAME SCHOOL :  
Faculty/Department/Study Program: ADDRESS :

No.	Observed Aspects	Description of Observation Results	Information
1	School Conditions		
	a. Location/Environment		
	b. Building		
	c. Facilities/Infrastructure		
	• Library		
	• Classroom		
	• Workshop		
	• Laboratory		
	• Sports and Health		
	d. Learning Facilities/Infrastructure		
	e. Internet		
	f. Learning Facilities Other		
	g. Web and Social Media		
	h. Guidance and Counseling Facilities		
	i. UKS facilities		

	j. OSIS Organization and Facilities		
	k. Place of Worship		
	l. Student Cooperative		
	m. Extracurricular		
	n. Teacher Potential		
	o. Student Potential		
	p. Others (Toilet, Kitchen, Parking, etc.)		
2.	Learning		
	a. Implementati on of Learning		
	b. Learning Tools		
	c. Learning Process		
	d. Implementation of Teacher Teaching		
	e. Interaction between teacher and student and student to student		
	f. Evaluation Activities		
3.	Other aspects		

Note: As material for compiling work programsPK

Headmaster,

.....,..... 2023

Student,

.....

\_\_\_\_NP. Student ID.

## Appendix 2. PK Observation Format at the Institution



### PK OBSERVATION FORMAT IN THE INSTITUTION

For student  
ent

STUDENT NAME: \_\_\_\_\_ Date. OBSERVATION: \_\_\_\_\_  
 Student ID Number : \_\_\_\_\_ NAME INSTITUTION : \_\_\_\_\_  
 Faculty/Department/Study Program : \_\_\_\_\_ ADDRESS : \_\_\_\_\_

No.	Observed Aspects	Description of Observation Results	Information
1.	Observation Physique		
	a. Location/Environmental Conditions		
	b. Condition of the building		
	c. Condition of Facilities/Infrastructure		
	e. Supporting Facilities (Places of Worship, Toilets, Canteen, etc.)		
	f. Workspace Arrangement		
	g. Personnel Conditions		
	h. Other Aspects		
2.	Observation Working procedure		
	a. Organizational Structure of Work Procedures		
	b. Governance Regulations Institution		
	c. Institutional Work Program		
	d. Work Implementation		
	e. Work Climate Between Personnel		
	g. Work Program Evaluation		

	h. Results Achieved		
--	---------------------	--	--

dw	i. Development Program		
	j. Other Aspects		
	Web and Social Media Institution		

Note: As material for compiling work programsPK

HeadInstitution ..... 2023  
Student,

.....  
NIP Student ID Number

**Appendix 3. PK Observation Format in Clubs**

**PK OBSERVATION  
FORMAT IN THE  
CLUB**

For student  
ent

STUDENT NAME : DATE OF :  
OBSERVATION :  
Student ID Number : CLUB NAME :  
Faculty/Department : ADDRESS :  
/Study Program

No.	Observed Aspects	Description of Observation Results	Information
1	Club Conditions		
	a. Location Conditions		
	b. Condition of the building		
	c. Organizational Structure		
	d. Coach Potential		
	e. Potential Participants		
2.	Training Process		
	a. Training Program		
	b. Program Implementation		
3	Administration Club		
	a. Data Information System		
	b. Financial Administration		
	c. Athlete Report/Assessment		
4	Club Facilities		
	a. Condition of Facilities/Infrastructure		
	b. Supporting Facilities (Toilet, Canteen, Parking, etc.)		

5.	Web and Social Media		
6.	Other Aspects		

Note: Asmaterials for preparing work programs

HeadInstitution ..... 2023  
Student,

.....  
NIP .....  
Student ID Number





**PK WORK PROGRAM  
MATRIXYOGYAKARTA STATE  
UNIVERSITY**

For  
students

LOCATION NAME:  
LOCATION ADDRESS:  
SUPERVISOR AT:  
LOCATIONPK :

NAME STUDENT :  
Student ID Number :  
STUDY PROGRAM :  
NAMEDPL :

NO	PK Activity Program	Number of Hours Per Week												Numb er of Hour s
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
A. TEACHING PROGRAM (Proportion ~ 60%)														
1.	Activity Program 1													
	a. Preparation													
	b. Implementation													
	c. Evaluation and Follow-up													

2.	etc.														
Appendix 4. PK Work Program Matrix Format															
B. NON-TEACHING PROGRAMS (Proportion ~ 40%)															
	Etc.														
	Number of Hours														

Acknowledge/Agree

Principal/Head of Institution/Chair of Club, Field Supervisor,

.....,..... 2023

What makes,

.....

.....

NIP

.....

NIM



**Appendix 5. Weekly PK Implementation Report Format**



**WEEKLY REPORT ON PK  
IMPLEMENTATION  
YOGYAKARTA  
STATE UNIVERSITY**

For  
students

LOCATION NAME : NAME STUDENT :  
LOCATION ADDRESS : Student ID Number :  
SUPERVISOR LOCATION : STUDY PROGRAM  
:DPL NAME :

No.	Day/Date	Activity Material	Results	Obstacle	Solution

Know : ..... 2023  
Field Supervisor Supervisor on Student  
location

.....  
NIP Student ID Number

**Attachment 6. Provisions for PK Reports****2023 PK REPORT****1. Report Preparation Time**

Report preparation begins from the time students are handed over to the location until the end of the internship. This ensures the report can be completed before student withdrawal. The report is uploaded to the website. <http://pk.mkpk.uny.ac.id>.

**2. Writing Format Report****a. Paper size**

The paper size for compiling reports is A4.

**b. Font type and size**

The font type and size used to compile the report is 12 font size for Times New Roman or 11 for Arial.

**c. Margin distance**

The width or distance of the margin is the left edge 4 cm, right 3 cm, and top 3 cm, bottom 3 cm.

**d. Line spacing**

Single line spacing with the next line measuring 1.5 spaces.

**3. Report**

Systematics Title Page

Approval Page

Foreword Table of

Contents

List of Tables (if any) List of

Figures (if any) List of

Attachments Abstract

**CHAPTER I INTRODUCTION**

A. Situation Analysis (Problems & Learning Potential/  
Training)

B. Program Formulation & Activity Design PK

**CHAPTER II: PREPARATION, IMPLEMENTATION, RESULT ANALYSIS AND REFLECTION**

A. Preparation

B. Implementation of PK

C. Analysis Implementation Results and Reflection

### CHAPTER III CLOSING

A. Conclusion

B. Bibliography Suggestions Appendix

4. Etc

- a. The abstract consists of a summary of the program, methods and results of its implementation.
- b. The analysis of the results contains a description of the achievement of the implementation of the PK program, whether there are gaps between theory and practice, obstacles and supporting factors for the implementation of activities.
- c. The reflection contains a description of 1) strengths, opportunities, challenges and weaknesses, 2) self-abilities; 3) expectations in implementing PK, 4) added value obtained by students after implementing PK.

**Appendix 7. Report Cover Format**

**REPORTEDUCATI  
ONAL PRACTICE  
YOGYAKARTA STATE UNIVERSITY**

SUBJECT/FIELD OF EXPERTISE: LOCATION:

This report was prepared to fulfill the course assignment. Practice  
EducationFiel

d Supervisor: NIP :

Location Supervisor :



By:

Student  
ID Name

STUDY PROGRAM  
FACULTY  
YOGYAKARTA STATE UNIVERSITY YEAR

## Appendix 8.PK Report Approval Sheet Format

### APPROVAL SHEET FOR

#### EDUCATIONAL PRACTICE REPORT IN....

Name :  
 Student ID Number :  
 Study Program/Department:  
 Faculty :

Has carry out Educational Practice in....from the date....until  
 date.....

The results of the activities covered in this report manuscript.

Principal/Head  
 Club  
 Institution/Chairman

PK Students

\_\_\_\_\_  
 Student ID Number

Head of UKKNPK

SupervisorField

\_\_\_\_\_  
 NIP

\_\_\_\_\_  
 NIP



## Appendix 9. Format and Systematics of Writing Scientific

### Articles Format and Systematics of Writing

#### Scientific Articles

PK students are required to produce output in the form of a scientific article based on the activities undertaken during their stay at the PK location. The scientific article can be research-based (using primary or secondary data) or non-research-based.

#### A. Scientific Article Provisions

1. Scientific articles are written individually under the guidance of a field supervisor. The name of the field supervisor is listed as the corresponding author and placed last in the author list.
2. Scientific articles are written in Indonesian. They are written without a table of contents or appendices. The minimum number of pages is 6 (eight) and the maximum is 15 (fifteen). The main pages are numbered with Arabic numerals: 1, 2, 3, ..., which is placed in the upper right corner. Page numbering 1 (one) starting from the title page of the scientific article.
3. Scientific articles are written with:
  - a. The font type is Times New Roman size 12;
  - b. Paragraph text uses 1.15 line spacing and text alignment uses left and right alignment;
  - c. *Layout* using A-4 paper size, one column, left margin 4 cm, right, top and bottom margins 3 cm each.
4. Scientific article files are uploaded on the [pk.mkpk.uny.ac.id](http://pk.mkpk.uny.ac.id) page.

## B. Scientific Article Template

THE TITLE IS MADE CONCISE, MAXIMUM 20 WORDS, WITH HIGHLIGHTINGKEYWORDS FOR SCIENTIFIC ACTIVITIES AND THEIR MAIN RESULTS, IN CAPITAL LETTERS, AVOID ABBREVIATIONS

First Author<sup>1</sup>), Corresponding Author<sup>2</sup>)\*

<sup>1</sup> Study Program ..., Faculty ..., Yogyakarta State University

<sup>2</sup> Study Programs ..., Faculty ..., Yogyakarta State University

1 email.....@student.uny.ac.id

<sup>2</sup>email .....@uny.ac.id

### **ABSTRACT**

The abstract contains a brief narrative of the background of the problem, thenThe general aims and objectives are outlined. The method is also presented briefly and sequentially, along with the data analysis method (if it's research). The results are presented concisely and coherently, especially the key points of the activities undertaken (which can be findings). The abstract concludes with a conclusion in line with its objectives.

Keywords: background, objectives, methods, results, conclusions. (3-5 words/phrases)

### **ABSTRACT**

*Abstract contains a brief narrative background to the problem, explaining the aims and objectives in general. It also briefs the sequential methods,presented along with how the analysis is performed (if it is a research). Results or the main points or important findings are presented in a concise and coherent manner. The abstract then summarized into a conclusion according to the objectives.*

*Keywords: background, objectives, methods, results, conclusion. (3-5 words/phrases)*

Systematics of writing Title, Author's Name, Institution Address, Abstract and Abstract:

1. The article title, author's name, institutional address, abstract, and abstract are written on one page. The text uses 1.0 line spacing. The layout uses A-4 paper size, one column, with a left margin of 4 cm, and a right, top, and bottom margin of 3 cm each.
2. The title of the article is written in Times New Roman font size 12, bold and upright, maximum 20 words, capital letters, and avoid abbreviations.
3. The author's name and institutional address, as well as the corresponding author's, are written in Times New Roman, size 10, normal print. The authors' names are written directly below the title, along with the name of the study program, faculty, and university. The corresponding author's name is listed below. Both authors' email addresses are listed (YSU email).
4. Abstract and keywords are written in Times New Roman font size 11. Indonesian abstracts are arranged in one paragraph format, printed upright, text aligned left and right, and contain no more than 250 words. English abstracts are arranged in one paragraph format, printed italic, text aligned left and right, and contain no more than 250 words.

Writing systemIntroduction to Bibliography:

### **Introduction (Times New Roman 12 bold)**

The introduction contains a narrative of the background, the focus of the problem, the objectives of the research or study being conducted, and the benefits and potential, with references from various literature sources. Information from the research is presented.or previous studies show the sophistication and creativity of the substance of the research or study (Times New Roman 12 font, normal print).

### **Method (Times New Roman 12 font, bold)**

In general, if an article is based on research, it contains the research design, stages of research carried out, research variables and indicators, data collection sources and techniques, data analysis techniques,

and conclusions of research results (Times New Roman 12 font print normal). If it is not research-based, this section is not necessary.

### **Results and Discussion (Times New Roman 12 font, bold)**

If the scientific article is based on research, this section explains the results of the data analysis obtained. The results of the data analysis are presented in tables and/or figures, accompanied by explanations. The data analysis uses theory to answer the research questions and may include successful problem-solving, differences and similarities between observations and information found in various literature/previous research (Times New Roman 12 font, normal print).

Images/photos or illustrations are created at a resolution sufficient to be clearly legible. Image captions/titles are placed below the image in Times New Roman 11 font and single-spaced. Image captions should contain independent information related to the image's meaning. Tables are created in standard format (without horizontal or vertical lines). Table captions/titles are placed above the table in Times New Roman 11 font and single-spaced.

If the article is not research-based, there is no need for a presentation of the results. The presentation in the discussion can be divided into several subheadings. The discussion is analytical, argumentative, logical, and critical in nature. The content of the discussion reflects the author's position/attitude towards the problem that is the focus of the article. All references cited in the presentation, (Name, year) for indirect quotations or (Name, year: page) for direct quotations, are listed in the References List.

### **Conclusion (Times New Roman 12 font, bold)**

In general, the conclusion shows the answer to the objectives that have been set. stated in the introduction (normal Times New Roman 12 font).

### **Acknowledgments (Times New Roman 12 font, bold)**

This section contains thanks to the institutions that provided assistance or background for the study, or

others who do not qualify as the main writer of the manuscript (letter *Times New Roman* 12 normal print).

### **Bibliography (Times New Roman 12 font, bold)**

The bibliography is written in Times New Roman font size 12 in normal print. The text uses 1.15 line spacing and text alignment using left and right justification. The bibliography contains information about the sources that have been referred to in the body of the paper. Each referenced source in the manuscript must appear in the bibliography, and vice versa. The bibliography format follows the Harvard style (last name, year and arranged alphabetically). The bibliography contains complete information on the source of information arranged alphabetically and in accordance with writing provisions (Harvard style).

### **Format Compiling References and Bibliography**

Bibliography is written using the Harvard system (author-date style). The Harvard system uses the author's name and year of publication in alphabetical order. Publications by the same author and in the same year are written by adding the letters a, b, or c and so on immediately after the year of publication (both in the bibliography and in the citation in the manuscript). Internet addresses are written in italics. There are many variations of the Harvard system used in various journals around the world. Bibliography is compiled using Mendeley reference management software developed by Elsevier.

How to write a bibliography follows the format and systematics:

No	Writing Source	Writing Format
1	Book	<p>Author1, Author2, Author.... (Last name, first name abbreviated).  Year of publication. Title of book (italics). Edition, Publisher. Place of publication.</p> <p>O'Brien, JA and Marakas, JM 2011. Management Information Systems. 10th Edition. McGraw-Hill.  New York.USA.</p>
2	Articles or Journals	<p>Author1, Author2, Author.... (Last name, first name abbreviated).  Year of publication. Title of book (italics). Edition, Publisher. Place of publication.</p> <p>Cartlidge, J. 2012. Crossing boundaries:Using fact and fiction in adult learning. <i>The Journal of Artistic and Creative Education</i>. 6 (1):94-111.</p>
3	Seminar/Conference Proceedings	<p>Author1, Author2, Author.... (Last name, first name abbreviated).  Year of publication. Title of article. Name of conference (italicized). Date, Month and Year, City, Country. Pages.</p> <p>Michael, R. 2011. Integrating innovation into enterprise architecturemanagement. Proceedings on Tenth International Conference on Wirtschaft's Informatik. 16-18 February 2011, Zurich, Switzerland. pp. 776-786.</p>

4	Thesis/Dissertation	<p>Author (Last name, first name abbreviated). Year of publication. Title. Thesis, Dissertation, or Dissertation (italicized). University.</p> <p>Soegandhi. 2009. Application of bankruptcy models to regional companies in East Java. Thesis. Faculty of Economics, Joyonegoro University, Surabaya.</p>
5	Website	<p>Author (Last name, first name abbreviated). Year. Title (italics). UniformResources Locator (URL). Date accessed.</p> <p>Ahmed,S. and Zlate, A. 2012. Capital flows to emerging market economies: A brave new world Hyperlink reference not valid. URL: <a href="https://newworld/234/paper">https://newworld/234/paper</a>. Retrieved June 18, 2013.</p>
6	Laws and Regulations	<p>Author's Name. Year of Publication. Title of document, i.e. Law or Government Regulation. Publication Information. Publisher. Place of Publication.</p> <p>Government of Indonesia. 2017. Law No. 7 of 2017 concerning General Elections. State Gazette of the Republic of Indonesia 2017, No. 60. State Secretariat. Jakarta.</p> <p>Constitutional Court. 2008. <i>RegulationConstitutional Court Guidelines for Proceedings in Disputes Regarding Regional Head Election Results. PMK Number 15 of 2008</i>. Jakarta.</p>

7	Newspapers or other print media	<p>Author's Name. (Last name, first name abbreviated). Year of publication. Title of article. Place of publication: Media name. (date, month, year), page number.</p> <p>Linawati, S. 2012. The Wisdom of the New Leaders' Policies. Jakarta: Media Indonesia. (March 15, 2012), p. 4 &amp; 5.</p>
8	Film or Video	<p>Name of Film Producer or Video Creator. Year of Publication. Title of film or video. Location of production. Name of producer. Length of film/video</p> <p>Petrix, B. (Producer). 1992. On the Edge of <i>The Forest</i>. Hobart, Australia: Tasmanian Film Corporation. 30 minutes.</p>



**Appendix 10. Learning Video Flow Template**

**FLOW TEMPLATE  
LEARNING  
VIDEOS/PROGRAMS/EXERCISES  
MAXIMUM  
DURATION 10 MINUTES  
(Uploaded on YouTube)**

**A. INTRODUCTORY PART SHOW**

1. Opening Show
  - a. Animation of UNY and school/institution/club/industry logos
  - b. UKKNPK
  - c. Greetings to the audience
  - d. Video Title
  - e. Student identity (name, student ID number, study program, faculty) and DPL name
  - f. PK location identity (name of school/institution/club/industry, district/city, province)
2. Introduction
  - a. Descriptions short video
  - b. Objective video

**B. CORE PART SHOW**

Describe the activities in stages:

1. Learning/Program/Training Planning
2. Implementation of Learning/Program/Training
3. Evaluation Learning/Program/Training

**C. CLOSING SHOW**

1. Closing remarks
2. Saying Thank You
  - a. Rector
  - b. DPL
  - c. Leader PK location
  - d. Supervisor at PK location
  - e. And etc
3. Shows of the crew involved

## Appendix 11. Guidelines for Using PK Assessment Instruments

### GUIDELINES FOR USING INSTRUMENT FOR ASSESSING EDUCATIONAL PRACTICES (PK)

This assessment format was prepared to assist in the implementation of the assessment of UNY students' PK activities. Several formats in this book are used to assess the PK program as documents to determine the achievements of the PK process and work results. Format F01 is used for the PK assessment of non-BK study program students at school, F02 is used for the PK assessment of BK study program students at school, F03 is used for the PK assessment at institutions, and F04 is used for the PK assessment at clubs.

No.	Code	Use	Assessor
1.	F01a	To assess the Learning Implementation Plan	TutorPK at school
	F01b	To assess the implementation of learning	TutorPK at school
	F01c	To assess personality competencies	TutorPK at school
	F01d	To assess social competence	TutorPK at school
	F01e	To assess the PK report	DPL PK
	F01f	To summarize PK values	DPL PK

2.	F02a	To assess the Plan Implementation of BK Services	PK mentor at school
	F02b	To assess the implementation of BK services	PK mentor at school
	F02c	To assess personality competencies	PK Supervisor at School
	F02d	To assess social competence	PK mentor at school
	F02e	To assess the PK report	DPL PK
	F02f	To summarize PK values in schools, industry, or society	DPL PK
3.	F03a	To assess the Plan/Program Implementation	PK Supervisor at the institution
	F03b	To assess program implementation	PK Supervisor at the institution
	F03c	To evaluate personality competency	PK Supervisor at the institution
	F03d	To assess social competence	PK Supervisor at the institution
	F03e	To assess the PK report	DPL PK
	F03f	To summarize PK values	DPL PK
4.	F04a	To assess the Session Plan Exercise	Coach
	F04b	To assess Implementation Training Session	Coach
	F04c	To evaluate personal competency	Coach
	F04d	To assess social competence	Coach
	F04e	To assess the PK report	DPL PK
	F04h	To recap the values/PK	DPL PK

5.	F05	To assess scientific articles	DPL PK
6.	F06	For menil ai video learning/program/training	DPL PK


The assessment is carried out using the following mechanism.

1. open the page <http://pk.mkpk.uny.ac.id> by using SSOUNY for DPL, and the username and password that have been given to the PK location leader
2. A complete assessment from the school/institution/club no later than one day before the PK student withdrawal is carried out.
3. Schools/institutions/clubs provide assessments to PK students as many as 3 (three) times in the PK system during the PK period.
4. The assessment by DPL will be completed no later than 2 (two) weeks. after withdrawal of students from the PK location.
5. Course assessment guidelines PK is as follows.

Standard Values		Mark		Qualification
10	100	Letter	Number	
8.6 – 10.0	86 – 100	A	4.00	Special
8.1 – 8.5	81 – 85	A-	3.75	Very well
7.6 – 8.0	76 – 80	B+	3.25	More than good
7.1 – 7.5	71 – 75	B	3.00	Good
6.6 – 7.0	66 – 70	B-	2.75	Quite good
6.1 – 6.5	61 – 65	C+	2.25	More than enough
5.6 – 6.0	56 – 60	C	2.00	Enough
4.0 – 5.0	40 – 55	D	1.00	Not enough
0.0 – 4.0	0 – 54	E		Not enough

Source: UNY Academic Guidelines

## Appendix 12. Learning Implementation Plan (RPP) Assessment Format for PK in Schools (Non-BK Study Program)

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO1a
		For the mentorin schools/co mmunities/i ndustry

### ASSESSMENT FORMAT LEARNING IMPLEMENTATION PLAN (RPP) (PK IN SCHOOL FOR NON-BK STUDY PROGRAM STUDENTS)

Filling Instructions:

1. Fill in this format every time a student prepares a lesson plan by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very bad).
2. Add up the scores (aspects 1 to 7) to get the total score for each lesson plan (from the 3 best lesson plans).
3. Provide comments (suggestions/input) in the space provided after examine the lesson plans prepared by students.

No	Assessment Aspects	Score		
		Lesson Plan 1	Lesson Plan 2	Lesson Plan 3
1.	Formulation of learning objectives			
2.	Learning Activities			
3.	Teaching materials			
4.	Instructional Media			
5.	Learning Resources			
6.	Evaluation			
Total Score (Aspects 1 to 6)				
Lesson Plan Score = Total Score x 10 6				

Final RPP Score (Average score of the 3 best RPPs)	
RPP ke-	Supervisor's Comments at the PK Location
1	
2	
3	


Field Supervisor

....., ..... 2023  
 Supervisor at PK Location

.....  
 NIP

.....  
 NIP

### Appendix 13. Learning Implementation Assessment Format for PK inSchool (Non-BK Study Program)

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F01b
		For tutors at school

#### LEARNING IMPLEMENTATION ASSESSMENT FORMAT(PK AT SCHOOL FOR NON-BK STUDY PROGRAM STUDENTS)

Filling Instructions:

1. Fill in this format every time a student carries out learning by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 10) to get the total score for each learning implementation (from the 3 best learning implementations).
3. Provide comments (suggestions/input) in the space provided after observing the implementation of learning by students.

No	Assessment Aspects*	Score		
		1	2	3
1.	Introductionlearning			
2.	Mastery of learning materials			
3.	Classroom management			
4.	Use of media and learning tools			
5.	Time management			
6.	Good and correct use of language (oral and written)			
7.	Use of information technology in learning			
8.	Nonverbal communication (includingvoice)			

9.	Implementation of assessment			
10.	Closing the lesson			
Learning Implementation Value = Total Score				
Final Value of Learning Implementation (Average Value)average of Learning Implementation Values 1, 2, and 3)				
Learning to-		Supervisor's Comments at the PK Location		
1				
2				
3				

Supervisor  
Field,

....., ..... 2023


Supervisor at  
PK Location,

.....  
NIP

.....  
NIP



#### Appendix 14. Personality Competency Assessment Format for PK in Schools (Non-BK Study Program)

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO1c
		For tutors at school

#### PERSONALITY COMPETENCY ASSESSMENT FORMAT(PK AT NON-BK STUDY PROGRAM SCHOOLS)

Filling Instructions:

1. Please fill out this form by scoring 1-10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 7) to get the total score.
3. Provide general comments in the space provided regarding the personality competencies of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Consistency in act according to norms	
2.	Independence in acting as an educator	
3.	Work ethic as an educator	
4.	Wisdom in thinking and acting (openness) think and act)	
5.	Authority as a teacher	
6.	Noble morals	
7.	Exemplary behavior	
Total personality competency scores (Aspects 1 to 7)		
Final Personality Competency Score = $\frac{\text{Total Score} \times 10}{7}$		

Supervisor's Comments at the PK Location


Field Supervisor,

....., ..... 2023  
Supervisor at PK Location,

.....  
NIP

.....  
NIP

### Appendix 15. Social Competency Assessment Format for PK in Schools(Non-BK Study Program)

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F01d
		For tutors at school

#### ASSESSMENT FORMATSOCIAL COMPETENCE (PK AT SCHOOL FOR NON-BK STUDY PROGRAM STUDENTS)

Filling Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 6) to get the total score.
3. Provide general comments in the space provided regarding the social competence of PK students from the beginning to the end of the PK program implementation.

No.	Assessment Aspects	Score
1.	Be inclusive, act objectively, and not discriminatory	
2.	Communicate effectively, empathetically and politely with fellow educators and educational staff	
3.	Adapting and carrying out duties as a teacher in various environments with diversity socio-cultural	
4.	Communicate wellverbally and in writing	
5.	Communicate and socialize effectively, empathetically and polite to students	
6.	Communicate and socialize effectively, empathetically and politely with parents/guardians of students and the surrounding community.	

Total social competence scores (Aspects 1 to 6)	
Final score for social competence = Total score 10 6	
Supervisor's Comments at the PK Location	


Field Supervisor,

....., ..... 2023  
 Supervisor at PK Location,

.....  
 NIP

.....  
 NIP

**Appendix 16. PK Report Assessment Format for PK in Schools (Non-BK Study Program)**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO1e
		For DPL

**PK REPORT ASSESSMENT  
FORMAT (PK IN NON-BK STUDY  
PROGRAM SCHOOLS)**

Student Name : .....  
Student ID Number : .....  
Faculty/Department/Study Program : .....  
School : .....

No.	Assessment Aspects	Maximum score	Score
1.	Contents of the report	40	
2.	Systematics of writing, grammar, and Language	30	
3.	Completeness of attachments	30	
MarkPK Report			

Yogyakarta, ..... 2023  
Field Supervisor,

.....  
...NIP

### Appendix 17. Format for Recapitulation of PK Values for PK in Non-BK Study Program Schools

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO1h
		For DPL

#### PK VALUE RECAPITULATION FORMAT(PK AT NON-BK STUDY PROGRAM SCHOOLS)


Student Name : .....  
 Student ID Number : .....  
 Faculty/Department/Study Program : .....  
 School : .....

Assessment Aspects	Origin Value	Score (0-100)	Weight	Value (Weighted score)
Lesson plan	F01a		2	
Implementation of Learning	F01b		3	
Competence Personality	F01c		2	
Social Competence	F01d		2	
PK Report	F01e		2	
Scientific Articles	F05		1	
Learning Videos	F06		1	
Total value PK				
Final PK Value = Total PK Value				
13				

Yogyakarta, ..... 2023  
 Field Supervisor,



### Appendix 18. Guidance and Counseling Service Implementation Plan (RPL) Assessment Format

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO2a
		For tutors at school

#### ASSESSMENT FORMAT GUIDANCE AND SERVICE IMPLEMENTATION PLAN (RPL)COUNSELING (PK AT SCHOOL OF GUIDANCE AND COUNSELING STUDY PROGRAM)

Filling Instructions:

1. Fill in this format every time a student prepares a RPL BK by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very bad).
2. Add up the scores (aspects 1 to 7) to get  
total score for each RPL BK (from the 3 best RPL BK).
3. Provide comments (suggestions/input) in the space provided after examining the RPL BK prepared by students.

No	Assessment Aspects	Score
1.	The ability to choose assessment techniques according to the needs of guidance and counseling services Counseling	
2.	Ability to choose assessment techniques to reveal basic abilities and personal tendencies of the client	
3.	Ability to use assessment results to reveal basic abilities and tendenciesclient's personal	
4.	Ability to access documentation data about clients in guidance and counseling services Counseling	



5.	Ability to use assessment results in guidance and counseling services appropriately	
6.	Ability to create guidance and service plans counseling based on the results of needs analysis	
7.	Ability to evaluate the process and results of guidance and counseling services	
Total Score (Aspects 1 to 7)		
Final Score = Total Score 10 7		

Supervisor's Comments at the PK Location

Field Supervisor,

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NIP

....., ..... 2023


Supervisor at PK Location,

.....

NIP

### Appendix 19. Guidance and Counseling Services Implementation Assessment Format

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO2b
		For tutors at school

#### ASSESSMENT FORMAT IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES(PK AT SCHOOL OF GUIDANCE AND COUNSELING STUDY PROGRAM)

Filling Instructions:

1. Fill in this format every time a student carries out BK services by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very bad).
2. Add up the scores (aspects 1 to 10) to get the total score for each implementation of guidance and counseling services (from the 3 best implementations of BK services).
3. Provide comments (suggestions/input) in the space provided after observing the implementation of guidance and counseling services by students.

No	Assessment Aspects	Score
1.	Ability to organize classical guidance/ group guidance	
2.	Ability to provide guidance cross-class	
3.	Ability to implement a collaborative approach in guidance services and counseling	
4.	Ability to apply guidance and counseling services according to conditions and demands working area	

5.	Ability to apply various services guidance and counseling	
6.	Ability to apply referral/home procedures case visit/meeting	
7.	Ability to develop guidance service media and counseling	
8.	Ability to diagnose learning difficulties	
9.	Ability to implement counseling plans individual: humanistic/behavioristic/cognitive and/postmodern	
10.	Ability implementing group counseling design	
Total Score of Guidance and Counseling Service Implementation (Aspects 1 to 10)		
Final Score = Total Score		
Supervisor's Comments at the PK Location		

Field Supervisor,

....., ..... 2023

Supervisor at PK Location,


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NIP

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NIP

## Appendix 20. Personality Competency Assessment Format for Guidance and Counseling Study Program

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO2c
		For school guidance teachers and community leaders

### PERSONALITY COMPETENCY ASSESSMENT FORMAT(PK AT SCHOOL OF GUIDANCE AND COUNSELING STUDY PROGRAM)

Filling Instructions:

1. Please fill out this form by scoring 1-10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 7) to get the total score.
3. Provide general comments in the space provided regarding the personality competencies of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Consistency in action according to the norms	
2.	Independence in acting as a guidance and counseling teacher	
3.	Work ethic as a guidance counselor	
4.	Wisdom in thinking and acting (openness) think and act)	
5.	Authority as a guidance counselor	
6.	Noble morals	
7.	Exemplary behavior	
Total Personality Competency Score (Aspects 1 to 7)		
Final Personality Competency Score = Total Score 10		
7		

Supervisor's Comments at the PK Location


Field Supervisor,

....., ..... 2023  
Supervisor at PK Location,

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NIP

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NIP

## Appendix 21. Social Competency Assessment Format for Guidance and Counseling Study Program

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO2d
		For supervising teachers at PK locations

### SOCIAL COMPETENCY ASSESSMENT FORMAT(PK AT SCHOOL OF GUIDANCE AND COUNSELING STUDY PROGRAM)

Filling Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 6) to get the total score.
3. Provide general comments in the space provided regarding the social competence of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Be inclusive, act objectively, and not discriminatory	
2.	Communicate effectively, empathetically and politely with fellow educators and education personnel	
3.	Adapting and carrying out duties as a teacher in various environments with socio-cultural diversity	
4.	Communicate well verbally and in writing	
5.	Communicate and socialize effectively, empathetically and polite with students	
6.	Communicate and socialize effectively, empathetically and politely with parents/guardians of students and the	

	surrounding community.	
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Total social competence scores (Aspects 1 to 6)	
Final Social Competence Score = Total Score 10 6	
Supervisor's Comments at the PK Location	

Field Supervisor,


....., ..... 2023

Supervisor at PK Location,

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NIP.....  
NIP



**Appendix 22. Guidance and Counseling Study Program PK Report  
Assessment Format**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F02e
		For DPL

**PK REPORT ASSESSMENT SHEET (PK AT SCHOOL OF BK STUDY PROGRAM)**

Student Name :.....  
Student ID Number :.....  
Faculty/Department/Study Program:  
..... School :  
.....

No.	Assessment Aspects	Maximum score	Score
1.	Contents of the report	40	
2.	Systematics of writing, grammar, and language	30	
3.	Completeness of attachments	30	
PK Report Value			

Yogyakarta,. ..... 2023  
Field Supervisor,

.....  
...NIP

### Appendix 23. Format for Recapitulation of PK Values for Guidance and Counseling Study Program

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F02f
		For DPL

### PK VALUE RECAPITULATION FORMAT (PK IN SCHOOL OF GUIDANCE AND COUNSELING STUDY PROGRAM)

NameStudent: .....  
 Student ID :.....  
 Faculty/Department/Study Program:  
 ..... School :.....


Assessment Aspects	Orig in of Valu e	Score (0-100)	Weigh t	Mark(W eighted score)
Implementation Plan BK Services	F02a		2	
Implementation of BK Services	F02b		3	
CompetencePersonality	F02c		2	
Social Competence	F02d		2	
ReportPK	F02e		2	
Scientific Articles	F05		1	
Service Video	F06		1	
Total PK value				
Final PK Value = $\frac{\text{TotalPK Value}}{13}$				

Yogyakarta, ..... 2023  
 Field Supervisor,

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## Appendix 24. Program Implementation Plan Assessment Format for PK in Institutions

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO3a
		For Supervisors in PK Location

### PROGRAM IMPLEMENTATION PLAN ASSESSMENT FORMAT(PK IN INSTITUTION)

Scoring Instructions:

1. Fill in this format every time a student prepares a Program Implementation Plan (RPP) by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very bad).
2. Add up the scores (aspects 1 to 5) to get the total score for each (of the 3 best Program Implementation Plans).
3. Provide comments (suggestions/input) in the space provided after reviewing the Program Implementation Plan prepared by the student.

No	Assessment Aspects	Score		
		Lesson Plan 1	Lesson Plan 2	Lesson Plan 3
1.	Rational PlanActivity			
2.	Feasibility of Activity Plan			
3.	Integration of Activities with Institutional Programs			
4.	Evaluation Design			
5.	Follow-up Plan			
Total Score (Aspects 1 to 5)				
Plan ScoreProgram Implementation = Total Score 10				
5				

Final RPP Score (Average score of the 3 best RPPs)		
RPP ke-	Supervisor's Comments at the PK Location	
1		
2		
3		


Field Supervisor,

..... , ..... 2023  
Supervisor at PK Location,

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NIP

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NIP

### Attachment 25. Program Implementation Assessment Format for PK in Institutions

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	<b>F03b</b>  For Supervisors in PK Location

### ASSESSMENT FORMAT PROGRAM IMPLEMENTATION (PK IN INSTITUTIONS)

Scoring Instructions:

1. Fill out this format every time a student carries out a program with score 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 5) to get the total score for each (of the 3 best program implementations).
3. Provide comments (suggestions/input) in the space provided after observing the implementation of the program by students.

No	Assessment Aspects	Score		
		1	2	3
1.	Program Preparation			
2.	Program Implementation			
3.	Program Evaluation			
4.	Results achieved			
5.	Program Follow-up			
Total Score (Aspects 1 to 5)				
Plan Score Program Implementation = Total Score 10 5				

Final Program Implementation Score (Average Score)from 3 times implementing the program)	
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Field Supervisor,

..... , ..... 2023  
Supervisor at PK Location,


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NIP

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NIP





## Appendix 26. Personality Competency Assessment Format for PK in Institutions

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F03c
		For Supervisors in PK Location

### PERSONALITY COMPETENCY ASSESSMENT FORMAT(PK IN INSTITUTION)

Scoring Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 7) to get the total score.
3. Provide general comments in the space provided regarding the personality competencies of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Consistency in acting in accordance with norm	
2.	Independence in acting as a workforce administration education	
3.	Work ethic as an educational administration staff	
4.	Wisdom in thinking and acting (openness of thought and action)	
5.	Authority as powered educational administration	
6.	Noble morals	
7.	Exemplary behavior	
Total Personality Competency Score (Aspects 1 to 7)		


Final Personality Competency Score = Total Score 10 7	
Supervisor's Comments at the PK Location	

Field Supervisor, ..... 2023  
Supervisor at PK Location,

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NIP

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NIP

**Appendix 27. Social Competency Assessment Format for PK in Institutions**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F03d
		For Supervisors in PK Location

**SOCIAL COMPETENCY ASSESSMENT FORMAT(PK IN INSTITUTION)**

Scoring Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 5) to get the total score.
3. Provide general comments in the space provided regarding the social competence of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Be inclusive, act objectively and not discriminatory	
2.	Communicate effectively, empathetically and politely with fellow education staff	
3.	Adapting and carrying out duties as educational staff in various environments with socio-cultural diversity	
4.	Communicate well verbally and in writing	
5.	Communicate and socialize effectively, empathetically and polite to the surrounding community	
Total social competence scores (Aspects 1 to 5)		
Final Social Competence Score = Total Score 10		

Supervisor's Comments at the PK Location

Field Supervisor,


....., ..... 2023

Supervisor at PK Location,

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NIP

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NIP

Appendix 28. PK Report Assessment Format for PK in Institutions

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F03e
		For DPL

PK REPORT ASSESSMENT SHEET (PK IN INSTITUTION)


Student Name : .....  
Student ID Number : .....  
Faculty/Department/Study Program : .....  
School : .....

No.	Assessment Aspects	Maximum score	Score
1.	Contents of the report	40	
2.	Systematics of writing, grammar, and language	30	
3.	Completeness of attachments	30	
MarkPK Report			

Yogyakarta, ..... 2023  
Field Supervisor,

.....  
...NIP

**Appendix 29. Format for Recapitulation of PK Values for PK in Institutions**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO3f
		For DPL

**PK VALUE RECAPITULATION FORMAT (PK IN INSTITUTIONS)**


Student Name : .....  
 Student ID Number : .....  
 Faculty/Department/Study Program : .....  
 School : .....

Assessment Aspects	Origin of Value	Score (0-100)	Weight	Value (Score)X weight)
Program Implementation Plan	F02a		2	
Program Implementation	F02b		3	
Competence Personality	F02c		2	
Social Competence	F02d		2	
PK Report	F02e		2	
Scientific Articles	F05		1	
Video Program	F06		1	
Total value PK				
Final PK Score = Total Score 13				

Yogyakarta, ..... 2023  
 Field Supervisor,

.....  
NIP

**Appendix 30. Training Session Plan Assessment Format for PK in Clubs**

 <b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO4a
	For Supervisors in PK Location

**TRAINING IMPLEMENTATION PLAN ASSESSMENT  
FORMAT(PK IN CLUB)**

Scoring Instructions:

1. Fill in this format every time a student prepares a Training Implementation Plan (RPP) by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 5) to get the total score for each (of the 3 best Practice Session Plans).
3. Provide comments (suggestions/input) in the space provided after reviewing the Practice Session Plan prepared by the students.

No	Assessment Aspects	Score		
		Lesson Plan 1	Lesson Plan 2	Lesson Plan 3
1.	Rational Implementation Plan Training			
2.	Feasibility of Implementation Plan Training			
3.	Integration of Implementation Plans Training with Club Program			
4.	Implementation Evaluation Plan Training			
5.	Follow-up Plan			
Total Score (Aspects 1 to 5)				

Implementation Plan Value Training = <u>Total score</u> 13				
Final RPP Score (Average score of the 3 best RPPs)				
RPP ke-	Supervisor's Comments at the PK Location			
1				
2				
3				

Field Supervisor,

....., ..... 2023

Supervisor at PK Location,

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NIP

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NIP



**Attachment 31. Format for Assessment of Implementation of Practice Sessions for PK in Club**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO4b
		For Supervisors in PK Location

**TRAINING SESSION IMPLEMENTATION ASSESSMENT SHEET (PK IN CLUB)**

Scoring Instructions:

1. Fill out this format every time a student carries out a program with score 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 5) to get the total score for each (of the 3 best practice session executions).
3. Provide comments (suggestions/input) in the space provided after observing the implementation of training sessions by PK students.

No	Assessment Aspects	Score		
		1	2	3
1.	Training Session Preparation			
2.	Implementation of the Training Session			
3.	Training Session Evaluation			
4.	Achievement of Training Session Implementation			
5.	Follow-up Training Program			
Total Program Implementation Score (Aspects 1 to 5)				
Final Program Implementation Score (Average score from 3 program implementations)				


Field Supervisor,

....., ..... 2023  
Supervisor at PK Location,

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NIP

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NIP

### Appendix 32. Personality Competency Assessment Format for PK in Clubs

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO4c
		For Supervisors in PK Location

#### PERSONALITY COMPETENCY ASSESSMENT FORMAT (PK DI CLUB)

Scoring Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 7) to get the total score.
3. Provide general comments in the space provided regarding the personality competencies of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Consistency in acting accordingly with norms	
2.	Independence in acting as a coach	
3.	Work ethic as a coach	
4.	Wisdom in thinking and acting (openness in thinking and acting)	
5.	Authority as a coach	
6.	Noble morals	
7.	Exemplary behavior	
Total Personality Competency Score (Aspects 1 to 7)		
Final Personality Competency Score = $\frac{\text{Total score}}{7} \times 10$		

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Supervisor's Comments at the PK Location

Field Supervisor, ..... 2023  
Supervisor at PK Location,

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NIP

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**Appendix 33. Social Competencies for PK in Clubs**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO3d
		For Coaches/ Coach

**SOCIAL COMPETENCY ASSESSMENT FORMAT(PK IN CLUB)**

Scoring Instructions:

1. Please fill in this form by scoring 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 5) to get the total score.
3. Provide general comments in the space provided regarding the social competence of PK students from the beginning to the end of the PK program implementation.

No	Assessment Aspects	Score
1.	Be inclusive, act objectively and not be discriminatory	
2.	Communicate effectively, empathetically and politely with fellow coaches and club administrators.	
3.	Adapt and carry out duties as a trainer in various environments with socio-cultural diversity.	
4.	Communicate well verbally and in writing	
5.	Communicate and socialize effectively, empathetically and politely with trainees (athletes), parents of children/trainers (athletes), and the surrounding community	
Total Social Competence Score(Aspects 1 to 5)		
Final Social Competence Score = Total score x 10		
7		

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Supervisor's Comments at the PK Location

Field Supervisor, ..... Supervisor at PK Location, 2023

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NIP

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NIP

Appendix 34. PK Report Assessment Format for PK in Clubs

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F03e
		For DPL

PK REPORT ASSESSMENT SHEET (PK IN CLUB)


Student Name : .....  
Student ID Number : .....  
Faculty/Department/Study Program : .....  
School : .....

No.	Assessment Aspects	Maximum score	Score
1.	Contents of the report	40	
2.	Systematics of writing, grammar, and Language	30	
3.	Completeness of attachments	30	
MarkPK Report			

Yogyakarta, ..... 2023  
Field Supervisor,

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...NIP

### Appendix 35. PK Value Recapitulation Format for PK in Clubs

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO3e
		For DPL

### PK VALUE RECAPITULATION FORMAT (PK IN CLUB)

Student Name : .....  
 Student ID Number : .....  
 Faculty/Department/Study Program : .....  
 School : .....

Assessment Aspects	Orig in of Value	Score (0-100)	Weight	Value (Score X Weight)
Implementation Plan Training	F04a		2	
Implementation of the Training Session	F04b		3	
Competence Personality	F04c		2	
Social Competence	F04d		2	
PK Report	F04e		2	
Scientific Articles	F05		1	
Exercise Video	F06		1	
Total value PK				
Final PK Score = Total score x 10 13				


Yogyakarta, ..... 2023  
 Field Supervisor,

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**Attachment36. Scientific Article Assessment Format**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F05
		For DPL

**SCIENTIFIC ARTICLE EVALUATION FORMAT**

Filling Instructions:

1. Fill out this form to evaluate scientific articles written by students. by giving a score of 1 – 10.
2. Provide comments (suggestions/input) in the space provided after examine scientific articles written by students.

No	Assessment Aspects	Score
1	Title	
2	Abstract	
3	Introduction	
4	Method	
5	Results and Discussion	
6	Conclusion	
7	bibliography	
AmountScore		
Scientific Article Value = $10 \times \text{Jumlah Skor} / 7$		

CommentField Supervisor
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..... 2023

Field Supervisor

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**Appendix 37. Learning/Program/Exercise Video Assessment Format**

	<b>YOGYAKARTA STATE UNIVERSITY</b> <b>REAL WORK LECTURE AND</b> <b>EDUCATIONAL PRACTICE UNIT</b> <b>(UKKNPKPIM)</b> Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	FO5
		For DPL

**ASSESSMENT FORMAT**  
**LEARNING VIDEOS/PROGRAMS/EXERCISES**

**Filling Instructions:**

1. Please fill out this form to rate the learning video/program/exercise made by students by giving a score of 1 – 10.
2. Provide comments (suggestions/input) in the space provided after examining the videos made by students.

No.	Assessment Aspects	Weight	Score	Value = Weight x Score
1.	Video content	4		
2.	Style and organization (arrangement)	2		
3.	Creativity	2		
4.	Display (audio, visual, narration, animation, etc.)	2		
Value of Learning Videos/Programs/Exercises = Total Value				
<div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>				

....., ..... 2023  
 Field Supervisor

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 NIP



**Attachment 38. IAP Attachment Format Learning/Program/Training**

**IMPLEMENTATION OF  
COOPERATION BETWEEN  
STUDY PROGRAM .....  
STATE UNIVERSITY OF  
YOGYAKARTA WITH  
SMP ..... ABOUT  
IMPLEMENTATION OF EDUCATIONAL PRACTICES (PK)**

Number : .....

Number : .....

On this day, ....., date ....., month ....., year ....., Which undersigned below:

1. ....: Dean of Faculty.....UniversityCountry Yogyakarta, therefore legally represents and acts for and on behalf of the Study Program.....UniversityCountry Yogyakarta, which is domiciled at Jalan Colombo, No. 1, Karangmalang, Caturtunggal, Depok, Sleman, hereinafter referred to as the FIRST PARTY.
2. ....: Principal ....., District....., which is domiciled in ..... furthermore called as the SECOND PARTY.

**FIRST PARTY** and the **SECOND PARTY** hereinafter referred to as the **PARTIES**. Hereby agree to jointly create an Implementation of Cooperation regarding the implementation of Educational Practice (PK) carried out by the **PARTIES** as regulated in the following article.

**Article 1**  
**PURPOSE AND**  
**OBJECTIVES**

- (1) The purpose of the Implementation of this Cooperation is to serve as a basis for the framework of cooperation drawn up by the PARTIES in accordance with the scope of the Implementation of this Cooperation.
- (2) The purpose of implementing this cooperation is to mutually support the activities of the PARTIES in the framework of cooperation related to the implementation of Educational Practice (PK).

**Article 2**  
**SCOPE OF ACTIVITIES**

- (1) The scope of this collaborative activity includes cooperation in implementing Educational Practices (PK).
- (2) The list of schools/institutions, students and lecturers who participated in the activity is: (attached)

**Article 3**

**FINANCING**

Financing for the implementation of this cooperation will be borne by the PARTIES in accordance with mutual agreement.

**Article 4 TERM**

The implementation period for this Cooperation Agreement is 6 (six) months and is valid from the date of signing this Cooperation Agreement Implementation document.

**Article 5**  
**CLOSING**

- (1) Changes to the Cooperation Implementation document can be made with the approval of the PARTIES.
- (2) The implementation of this Cooperation can be considered invalid if one of the PARTIES or PARTIES does not fulfill the provisions in the Implementation of the Cooperation.

- (3) Matters that are not or have not been regulated in the Implementation of this Cooperation document will be regulated later by the PARTIES on the basis of deliberation or consensus which will then be set out in an Addendum and will be an inseparable part of the Implementation of this Cooperation.
- (4) The Cooperation Implementation Document is prepared and signed by THE PARTIES in 2 (two) copies which have the same legal force.

**FIRST PARTY,**

**THE SECOND PARTY,**

.....  
NIP .....

.....  
NIP .....



**Kampus  
Merdeka**  
INDONESIA JAYA

**UNIT  
KKN, PK, PI  
DAN MAGANG**