



A GUIDE TO FIELD TEACHING PRACTICES

**CENTER FOR DEVELOPMENT OF FIELD TEACHING PRACTICES AND FIELD WORK
PRACTICES (PP PPL AND PKL) LPMPP
YOGYAKARTA STATE UNIVERSITY
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A GUIDE TO FIELD TEACHING PRACTICES
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**CENTER FOR DEVELOPMENT OF FIELD TEACHING PRACTICES AND FIELD
WORK PRACTICES (PP PPL AND PKL) LPMPP
YOGYAKARTA STATE UNIVERSITY**

VISION

To become a center for the formation of educators and professional education with global perspectives

MISSION

1. Strengthening of teaching and educational practice courses according to the characteristics of the study program
2. Organizing professional micro learning
3. Managing professional School Field Introduction
4. Managing professional Field Teaching Practices
5. Serving excellent services to partner schools/institutions in a professional manner

PREFACE

Teacher is a professional position that provides expert services and demands adequate academic and pedagogical abilities. Teachers as professional positions must be prepared through a relatively long educational program designed based on teacher competency standards. To prepare professional teachers, it is necessary to prepare them since students take undergraduate programs, and later they will be strengthened in Teacher Professional Education (PPG).

With the issuance of Permenristekdikti Number 55/2017 concerning Teacher Education Standards, the term Field Experience Practice (PPL) for undergraduate programs has become Field Teaching Practice (PLP). PLP is a course to prepare and complete the competence of prospective educator students. Through PLP, students can practice the knowledge gained in lectures and can learn from the field. Thus, students can learn and receive various hands-on experiences that can lead students to become prospective educators who will be very useful and underlie students in taking PPG.

PLP quality improvement continues to be carried out progressively according to the vision and mission of PP PPL and PKL UNY. Improving the quality of PLP is carried out in a coordinated manner since taking or selecting study programs, micro learning, plotting partner schools, and placing students, debriefing, fielding, implementing in schools, to PLP assessments for students as a quality assurance process. Therefore, for the sake of the smoothness and quality of PLP, the PLP Guide has been compiled as a guide for all interested parties. It is hoped that this guide can be used as a guide for students, managers, and partner schools in the implementation of PLP. For the perfection of this PLP guide, criticism or suggestions will be accepted for reflection.

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CHAPTER I

INTRODUCTION

A. Background

Law of the Republic of Indonesia Number 14/2005 concerning Teachers and Lecturers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, basic, and secondary education. Teachers are professional educators and must be prepared through adequate educational programs designed based on teacher competency standards.

Teacher competence refers to Permendiknas Number 16/2007 concerning Academic Qualification Standards and Teacher Competencies. Teacher competency standards are developed as a whole from four main competencies, namely: pedagogic, personality, social, and professional competencies. The fourth competency integrated in teacher performance. Teacher competency standards include teacher core competencies which have been developed into PAUD/TK/RA teacher competencies, SD/MI class teachers, and subject teachers at SD/MI, SMP/MTs, SMA/MA, SMK/MAK, and SLB.

As in Government Regulation Number 19/2017 article 52, and clarified in Permendikbud Number 15/2018 concerning Fulfilment of Teacher Workload Article 3, that (1) Implementation of the workload of teachers for 37.5 (thirty seven point five) effective working hours includes main activities: (a) planning learning or mentoring; (b) carrying out learning or mentoring; (c) assessing learning outcomes or mentoring; (d) guiding and training students; and (e) carrying out additional tasks attached to the implementation of the main activities in accordance with the teacher's workload.

Teacher is a professional position that provides expert services and demands adequate academic and pedagogical abilities. Teachers as

professionals have a strategic role to actualise the vision of implementing learning in accordance with the principles of professionalism. To prepare professional teachers, they must comply with the Teacher Education Standards (SPG) as stipulated in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55/2017. Teacher Education Standards are the minimum criteria for undergraduate education programs and teacher professional education programs.

The undergraduate education program is an academic education program to produce educational graduates. The Teacher Professional Education Program (PPG) is an educational program organised after an applied undergraduate or graduate program to obtain an educator certificate in early childhood education through formal, basic, and/or secondary education. With the PPG Program, it has had an impact on changing the term PPL for undergraduate education programs that have been used so far.

As in Permenristekdikti No. 55/2017 that Introduction to PLP is a process of observation and apprenticeship conducted by students of the Bachelor of Education Program to study aspects of learning and management of education in educational units. Furthermore, the term PPL is the activity of students participating in the PPG Program to practice their abilities in learning at partner schools.

PLP does seem familiar, but it's actually not that shallow and simple. The weight and importance of PLP as a compulsory subject as emphasised in the PLP Program Guide from the Directorate of Learning that in the structure of the academic education curriculum for prospective teachers must place early exposure, namely: providing prospective teachers with PLP at the partner school as early as possible. Therefore, in order to avoid simplicity and duplication of the achievement targets of PLP activities, this guide was created.

B. Legal Basis

The basis for implementing PLP refers to the various laws and regulations that have passed as follows:

1. Law of the Republic of Indonesia Number 20/2003 concerning the National Education System.
2. Law of the Republic of Indonesia No. 14/2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia No. 12/2012 concerning Higher Education.
4. Government Regulation (PP) Number 13/2015 concerning the Second Amendment to Government Regulation Number 19/2005 concerning National Education Standards.
5. Government Regulation Number 19/2017 concerning Amendments to Government Regulation Number 74/2008 concerning Teachers.
6. Presidential Regulation Number 8/2012 concerning the Indonesian National Qualifications Framework (KKNI).
7. Regulation of the Minister of National Education Number 16/ 2007 concerning Standards of Academic Qualification and Teacher Competence.
8. Regulation of the Minister of National Education Number 27/2008 concerning Academic Qualification Standards and Counsellor Competence.
9. Regulation of the Minister of Education and Culture Number 15/ 2018 concerning Fulfilment of the Workload of Teachers, Principals, and School Supervisors.
10. Regulation of the Minister of Research, Technology and Higher Education Number 44/2015 concerning National Standards for Higher Education.
11. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55/2017 concerning Teacher Education Standards.

C. PLP Course Objectives

PLP is intended to build the foundation of educator identity and strengthen academic competence in education and fields of study accompanied by critical thinking and higher order thinking skills. The specific objectives of the PLP courses include:

1. knowing the academic and administrative tasks of teachers in learning and non-learning;
2. providing experience in compiling learning tools based on curriculum analysis and student development;
3. providing direct experience in the implementation of guided learning activities;
4. providing real experience in developing the potential of students through extracurricular activities;
5. providing opportunities for students to recognize, learn, and appreciate school problems related to the learning process.

D. Benefits of PLP Course

1. For Students
 - a. Gaining real experience and skills to carry out learning in schools.
 - b. Acquiring knowledge about the process of education and learning in schools.
 - c. Gaining hands-on experience of the duties of the teaching profession.
 - d. Strengthening the experience of how to think and work in an interdisciplinary manner, so that they can understand the relevance of the knowledge gained in college.

2. For Schools

- a. Getting the opportunity to participate in preparing prospective educators or professional educators.
- b. Acquiring science and technology in the learning process.
- c. Improving the partnership relationship between the school and UNY.
- d. Improving community relations in the environment around the school.

3. For UNY

- a. Obtaining feedback from schools for curriculum development and science and technology in accordance with school needs.
- b. Obtaining various learning resources and finding various problems for the development of innovation and quality of education.
- c. Creating better cooperation with schools, local governments and related agencies for the development of the implementation of the Tri Dharma of Higher Education.

CHAPTER II

COMPETENCY STANDARDS

PLP courses are a medium for students to recognize and apply the basics of the teaching profession. PLP is a forum for students to gain professional experience. PLP activities for students are faced with real conditions, such as: the ability to teach, socialise, build or develop the potential of students where they practice, educational administration and other managerial practices. Student participation in PLP in addition to learning, can also be in the form of involvement in extra activities, such as: scouting, sports, religion, and so on.

A. Understanding PLP Courses

The Introduction to Field Teaching Practice Course, hereinafter abbreviated as PLP, is the process of observation and apprenticeship conducted by students of the Bachelor of Education Program to study aspects of learning and management of education in educational units. Implementation activities and their time are adjusted to the school calendar. The objectives of the PLP course are to observe, practice teaching, and develop the teaching competence of students as prospective teachers/educators.

B. Competency Standards of PLP Course

Student teacher candidates must have academic qualifications and competence as learning agents, be physically and mentally healthy and have the ability to actualize national education goals. Competency standards for PLP courses are formulated with reference to the demands of the four teacher competencies, both in the context of learning and in the context of teachers' lives as members of the community. The four teacher competencies in question are pedagogic, personality, social, and professional competencies that are integrated in teacher performance.

The competency standards of the PLP courses refer to the competency standards of graduates of the undergraduate education program which are the minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills stated in the formulation of learning outcomes for graduates of undergraduate education programs. In Permenristekdikti Number 55/2017, the achievement of competence in the academic aspect of education and the field of science and/or expertise as in article 7 paragraph (4) includes:

1. understanding competence of students;
2. educating learning competencies;
3. mastering the field of science and/or expertise, and
4. acquiring attitude and personality competencies.

Furthermore, the standard content of the undergraduate education program is the minimum criteria for the level of breadth, depth, sequence, and interrelationships between learning materials and the scientific substance of the undergraduate education program. The content standard has four (4) points in accordance with Permenristekdikti Number 55/ 2017 Article 8 paragraph (2), namely:

1. understanding the characteristics of students,
2. mastering the field of study,
3. mastering educational methodologies,
4. having a personality as a teacher.

Of the four (4) items of content standards, they become the basis and reference in achieving PLP competence. Based on the graduate competency standards and content standards, they are further elaborated into 22 basic competencies and 66 indicators. The indicator formulation will provide information about the competencies that must be mastered by educational students and especially PLP participants that are measurable, and tested so that they can be used to determine student success in taking PLP which weighs 3 credits.

C. Learning Outcomes

The study load for PLP courses is 3 credits or the equivalent of 256 effective hours, and is taken in a block system for two months. To strengthen and integrate students' understanding competence, educational learning, mastery of scientific fields and/or expertise, and personality, and to provide readiness for prospective educators, after participating in PLP activities, students under the guidance of a civil servant teacher are expected to understand:

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

D. Learning Outcomes

As has been described in the competency standards for PLP courses, to be clearer and more detailed, they are further elaborated in basic competencies and indicators. Of the four competency standards, then they are translated into 22 basic competencies and 66 indicators. The indicator formulation will provide information about the competencies that must be mastered by students that are measurable, and tested so that they can be used to determine student success in taking the PLP which weighs 3 credits. The following is a description of the basic competencies and indicators referred to in the PLP course.

Table 1. Description of Competency Standards Understanding the Characteristics of Learners

Basic Competencies	Indicator
a. Understanding the levels of cognitive, affective, and psychomotor abilities of students.	1) Identifying the level of development of students in the cognitive, affective, and psychomotor fields. 2) Compiling measurement instruments to determine students' cognitive, affective, and psychomotor levels.
b. Understanding various kinds of students' learning styles.	1) Identifying ways and learning styles of students in the subject. 2) Improving the ways and learning styles of students.
c. Able to identify potential, develop, and motivate students.	1) Identifying the academic, emotional, and social potential of students. 2) Identifying gifted students. 3) Identifying student interest in the subject. 4) Identifying the initial ability of learners to learn. 5) Describing learning theories, especially those related to how students construct their knowledge. 6) Identifying aspects of the personality of students, including self-confidence, self-awareness, openness, and determination.

d. Able to empathise with students	<ol style="list-style-type: none"> 1) Describing the attitudes and behaviour of students who are good and who are not good in accordance with the norms that apply at school. 2) Improving the attitudes and behaviour of students who are not good. 3) Providing support/appreciation to students who have good attitudes and behaviour.
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Table 2. Description of Competency Standards Mastering the Field of Study

Basic Competencies	Indicator
a. Mastering the substance of the subject.	<ol style="list-style-type: none"> 1) Describing the structure of the substance of the subject and the characteristics of the concepts in it. 2) Linking the concepts that exist in the subject as well as its function is to understand and solve problems related to the subject. 3) Applying the concepts of other subjects (other sciences) to support understanding of the subject. 4) Describing the specific methodology for the subject (paradigm, method, investigative technique, instrumentation) and how to communicate it.
b. Understanding the cognitive chain (sequential scientific material) in the field of	<ol style="list-style-type: none"> 1) Mapping the relationship between concepts or themes of scientific problems. 2) Determining the order of delivery of subject matter in the applicable subject

study/subject.	curriculum.
<p>c. Mastering the structure and material of the applicable subject curriculum.</p>	<ol style="list-style-type: none"> 1) Describing the objectives, scope, subject curriculum. 2) Providing additions, or revisions for deficiencies or errors in the descriptions of competencies and indicators in the subject curriculum. 3) Describing the breadth and depth of subject curriculum materials. 4) Mastering the essential concepts of the subject.
<p>d. Able to relate and apply subject matter according to the context and environment in everyday life.</p>	<ol style="list-style-type: none"> 1) Linking existing concepts in subjects with other sciences in explaining phenomena in the environment. 2) Applying the concepts that exist in the subject to solve problems in people's lives and their environment. 3) Identifying contextual topics or themes for each subject matter.
<p>e. Able to adapt subject matter to the development of students.</p>	<ol style="list-style-type: none"> 1) Identifying the subject matter in accordance with the intellectual development of students. 2) Choosing subject matter according to the curriculum space and allotted time. 3) Processing the subject matter to make it easier for students to understand.

Table 3. Description of Competency Standards Mastering Educative Learning Methodologies

Basic Competencies	Indicator
a. Mastering models, strategies, approaches, methods, and learning media	<ol style="list-style-type: none"> 1) Describing the models, strategies, approaches, and learning methods that are student-centred. 2) Choosing models, strategies, approaches, and learning methods that are student-centered. 3) Describing and selecting appropriate learning media (electronic and conventional) for the study of certain subjects.
b. Planning educational lessons.	<ol style="list-style-type: none"> 1) Developing syllabus and lesson plans that consider the characteristics of students to achieve the specified competencies. 2) Anticipating misconceptions that may occur to students in planning learning. 3) Selecting, designing, and making appropriate learning media for certain subject study materials.
c. Implementing educational lessons.	<ol style="list-style-type: none"> 1) Carrying out learning based on the syllabus and lesson plans that have been prepared. 2) Reflecting on the implementation of learning for improvement. 3) Reflecting on the implementation of learning for improvement. 4) Carrying out learning with various media and learning resources.

<p>d. Mastering the principles and procedures for the assessment process and student learning outcomes.</p>	<ol style="list-style-type: none"> 1) Describing the meaning, function and procedure of the assessment. 2) Developing alternative assessment instruments/tools in the form of tests and non-tests systematically. 3) Describing techniques for processing, analysing, and using assessment data.
<p>e. Planning and carrying out assessments of student learning processes and outcomes.</p>	<ol style="list-style-type: none"> 1) Making a grid of assessment processes and learning outcomes. 2) Making assessment instruments for learning processes and outcomes. 3) Applying assessment in learning. 4) Processing, analysing, interpreting the assessment results data as feedback for students, teachers and parents. 5) Administering the results of the assessment process and student learning outcomes.
<p>f. Utilising the results of the assessment to improve learning.</p>	<ol style="list-style-type: none"> 1) Utilising the results of the assessment to improve the assessment instrument. 2) Using assessment results to plan remedial programs and improve learning. 3) Utilising assessment results to plan and improve enrichment materials. 4) Utilising the results of the assessment for material in communicating with parents of students.
<p>g. Planning scientific studies in order to improve the quality of learning.</p>	<ol style="list-style-type: none"> 1) Identifying problems related to learning. 2) Planning research, especially classroom action research to find new ways to solve problems in learning.

h. Mastering class management.	<ol style="list-style-type: none"> 1) Creating a conducive learning atmosphere by involving all students. 2) Arranging the classroom according to the method used. 3) Designing classroom conditions to stimulate students to learn optimally.
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Table 4. Description of Social Competency Standards and Personality as a Teachers

Basic Competencies	Indicator
a. Able to adapt to the environment, especially the internal environment of the school/institution/ club	<ol style="list-style-type: none"> 1) Showing a good example in behaving and acting to students, teachers, employees and the school community. 2) Displaying attitudes and actions in accordance with religious values, nationality, ethics, and societal norms. 3) Being open to suggestions for improvement from the school environment. 4) Having a sense of caring for the entire school community.
b. Able to assess their own performance	<ol style="list-style-type: none"> 1) Reflecting on their performance in educating, teaching, fostering, training students. 2) Using the results of reflection to improve its performance. 3) Being open to criticism from others about their performance.

<p>c. Able to work individually or in groups, vertically or horizontally.</p>	<ol style="list-style-type: none"> 1) Being independent or in collaboration with colleagues or with teachers to plan and implement student-oriented learning programs. 2) Collaborating with colleagues, teachers to solve problems faced by schools/institutions/clubs, teachers, and students.
<p>d. Able to plan and carry out self-achievement in accordance with his profession.</p>	<ol style="list-style-type: none"> 1) Using the results of self-evaluation to improve performance. 2) Searching, finding, and selecting information from various sources to improve their professional abilities. 3) Having a clear program in order to improve his quality.
<p>e. Able to find new sources in the field of education.</p>	<ol style="list-style-type: none"> 1) Accessing electronic information sources to enrich knowledge in the field of education. 2) Browsing printed information to enrich knowledge in the field of education.

Source: PP PPL and PKL 2017

CHAPTER III

IMPLEMENTATION MECHANISM

A. Preparation

PLP courses are compulsory graduation courses that weigh 3 credits or 256 effective hours. PLP courses are held in time blocks for two months between July – August. For the successful implementation of PLP courses, there must be good preparation and planning. The preparation is intended to facilitate the process of achieving learning objectives as learning outcomes. To prepare for the PLP course, there are several things that need to be known, informed and prepared, both by prospective student tutors, partner schools, and managers in this case the PPL Development Centre and PKL.

1. PLP Participant Requirements

Students taking PLP courses must meet the following requirements.

1. Registered as a UNY undergraduate education student in the semester the PLP course is held.
2. Have taken a minimum of 90 credits with a minimum GPA of 2.50.
3. Have passed the micro learning course or its equivalent with a minimum grade of B.
4. Students report themselves and register with the PLP coordinator of their respective study programs as a basis for plotting.
5. Ensure and check personal data as PLP participants through the website: <http://sippl.lppmp.uny.ac.id>.
6. Participate in a series of PLP debriefing organised by each faculty.
7. At the time the PLP is held, students are not allowed to take other courses other than PLP.
8. Willing to follow the rules and regulations that apply at partner schools, behave politely, and having a natural appearance as a prospective teacher.

9. Pregnant female students, at the time of departure for PLP courses, their gestational age should not be more than 5 months or 20 weeks.

Furthermore, the student is required to submit:

- a) a certificate from an obstetrician, explaining the age and condition of the pregnancy,
- b) a certificate from the husband stating that he is permitted to carry out PLP courses, and is responsible for the risks that may occur.

2. Advisory Lecturer Requirements

To maintain the quality of PLP, it is necessary to determine the requirements for field supervisors (DPL). Requirements for PLP DPL lecturers must have a commitment to guide and meet the following requirements.

1. the minimum academic qualification of a master or applied master and a background in accordance with the field of science and/or expertise being taught.
2. non-educational qualified lecturers must have a learning training certificate for Instructional Skills Development (Pekerti) and/or Applied Approach (AA);
3. has the lowest position of Assistant Professor; and
4. proposed by the relevant study program;

3. Civil Service Teacher Requirements

The control of introducing the teaching profession to PLP students will depend very much on the adequacy of the civil service teachers in the school. The tutor for PLP must meet the following requirements.

1. Having a permanent status at the place of implementation of the PLP;
2. The minimum academic qualification is a bachelor's or applied bachelor's degree and a certified educator;
3. For teachers with ASN status, the lowest position is Junior Teacher; and
4. Appointed by the head of the school where the PLP is carried out.

4. Partner School Requirements

Partner schools for PLP must meet the following requirements.

1. The lowest partner school accreditation rating is B (Good).
2. The school has a study program that is relevant to the study program/relevant to prospective PLP students.
3. Have a teacher who meets the requirements as a civil servant teacher.
4. Preferably located in an area that is easily accessible by PLP participants.
5. Willing to be a partner of UNY in the implementation of PLP.

B. Participant Registration and Grouping

The PLP coordinator of each study program has a very large role in the successful implementation of the PLP course. PLP registration is done through the PLP coordinator of the study program. The PLP study program coordinator plays a role in determining and ensuring that students who register as potential PLP participants have passed micro learning, and ensure that they will not take other courses while attending PLP courses. After the students who register are declared to meet the requirements, the PLP study program's task is to plot students to partner schools according to the matrix that has been determined and agreed with PP PPL and PKL. The following is a chart or flow of PLP registration that applies at UNY.

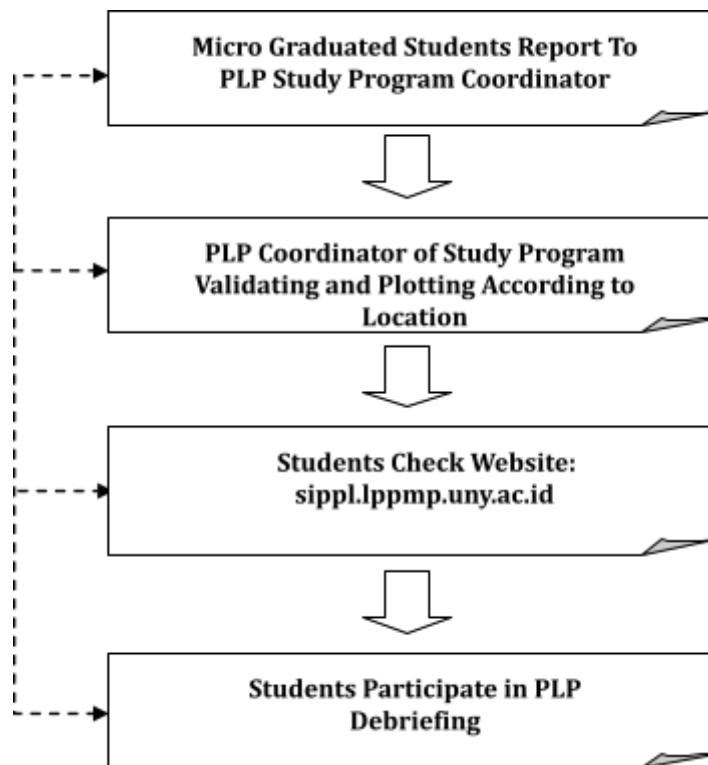


Figure 1. PLP Course Registration Flowchart

PLP participant plotting by the study program PLP coordinator is conducted online. Plotting of participants online is conducted through <http://sippl.lppmp.uny.ac.id> page. The lecturers use their respective SSO uny usernames and passwords. In order to help smooth input into the system, it is possible for the coordinator of the PLP study program to ask for student assistance, but after the manual plotting is completed. If the study program coordinator needs assistance from students in inputting participants into the system, they can be registered at the Puskom after obtaining approval from PP PPL and PKL to get a username and password.

The plotting time is in accordance with the schedule that has been determined jointly by the PLP study program coordinator with PP PPL and PKL based on the academic calendar that applies at UNY. In plotting the PLP

participating students, the study program coordinator needs to consider the fairness for each school. Plotting in one study program needs to pay attention to the character of the study program and school conditions, such as the number of study groups and school levels. To ensure the quality of the plotting of participants, which is carried out by the Study Program coordinator, the PPL Development Centre and PKL are tasked with coordinating. Furthermore, here are some aspects that need to be considered in plotting the location and placement of participants in the PLP course.

- a. School needs/demands
- b. School level
- c. School type
- d. Kinds of school
- e. Variation of majors/study programs
- f. Religion
- g. Distance
- h. Gender
- i. For female students to wear hijab or not
- j. Have a congenital disease or not
- k. Proportion (number of students)

C. PLP Course Debriefing

Prior to the implementation of the PLP course, students received briefings which were carried out in each of the UNY campus faculties provided by the coordinator of study programs, schools, and LPPMP, especially PP PPL and PKL.

1. The Purpose of the PLP Course Debriefing

The purpose of the debriefing is for students to master the following competencies.

- a. Understanding and appreciating the basic concepts, meanings, objectives, approaches, programs, implementation, monitoring, and evaluation of PLP courses.
- b. Having knowledge of life manners in relevant schools and knowledge of the curriculum that applies at the school.
- c. Having insight into school management and development.
- d. Possessing knowledge and practical skills so that they can carry out their programs and tasks at school.
- e. Having the knowledge to be able to behave and work in interdisciplinary and cross-sectoral groups in order to complete tasks at school.
- f. Having the ability to use time effectively and efficiently when carrying out PLP courses.

2. PLP Course Debriefing Materials

The material for the debriefing includes the implementation of education that is relevant to new policies in the field of education, material related to the technical aspects of PLP courses, the curriculum in schools and the manners of life in schools.

3. PLP Course Debriefing Model

The briefing is carried out in each faculty group with a list of guidance for students taking PLP courses distributed by the study program coordinator. The supplies were provided by schools, study program coordinators, and LPPMP especially PP PPL and PKL.

4. PLP Course Debriefing Graduation Requirements

PLP course participants who are declared to have passed the debriefing are participants who:

1. follow the entire series of debriefing in an orderly and disciplined manner.

2. participate in the deepening of the material with the PLP course tutor team.

5. PLP Course Debriefing Organiser

The PLP course debriefing is carried out by the PLP course team in accordance with the respective faculties and study programs as well as a predetermined schedule.

6. PLP Course Debriefing Schedule

Technically, the schedule for debriefing PLP courses will be announced by the Manager of the UNY PPL and PKL Development Centre based on the academic calendar prevailing at UNY in the current year.

D. PLP Course Implementation

The implementation of the PLP course has several stages and each stage has a series of activities that must be followed by each participant. PLP courses are held once a year, namely in a special term (July - August) of the current year. This time was chosen with the consideration that PLP is implemented with a block system, so that in that month students are expected to be able to concentrate fully on PLP course activities because they are not disturbed by lectures or other activities.

1. PLP Pre-Course Activities

Starting from the sixth term (6) or at the time of the implementation of micro learning courses, students must have entered the school to carry out several activities, among others.

- a. Socialisation and coordination.
- b. Observation of the learning process and managerial activities, learning tools, prota, prosem, learning media, laboratories, and others.

- c. Identification and inventory of problems.
- d. Determination of work programs and discussions with tutors.

2. Preparation of Program Design

The results of the PLP pre-course activities (integrated observation and orientation with micro-learning) above are then used to develop the PLP course program design. Programs are selected based on the following considerations.

- a. The basis for preparing lesson plans.
- b. School problems and potential.
- c. Referring to the school program
- d. Supporting factors needed (facilities and infrastructure).
- e. Availability of the necessary funds.
- f. Availability of time.
- g. Program continuity.

The work program must have been compiled in the form of a work program matrix for PLP courses, before being deployed or dispatched to partner schools. The work programs that can be developed in schools include those presented in table 5 as follows.

Table 5. Examples of PLP Course Programs

<ul style="list-style-type: none"> 1. Preparation learning tools 2. Guided teaching practice 3. Development of evaluation tools 4. Implementation of learning innovation 5. Teacher administration learning 6. Other activities that support teaching competence 7. Media development.

The work program in the PLP course is in the form of an individual program and there is no group program. The selected program is poured into the form of a PLP course work program matrix (attachment A01). The preparation of the work program into the matrix must be completed before the students are deployed.

3. Program Implementation

In carrying out the program students should strive to:

- a. complete the program on time;
- b. collaborate with colleagues. explore and develop the potential of the target audience to overcome problems;
- c. record all activities into a diary;
- d. carry out guided teaching practice at least 8 times;
- e. consider wisely if in the process of implementing the program there is a request from the civil servant teacher or field supervisor;
- f. replace the activities that have been programmed if there are other activities that come unexpectedly (incidentally) at the same time as the activities that have been programmed. If this happens, students need to report in writing;
- g. reflect on the work that has been done.

In implementing the PLP course, each student must make and fill out all the formats that have been determined carefully, precisely, and objectively.

E. Guidance System and Job Description

Starting in 2018, the UNY PPL and PKL Development Centre implemented a new policy, namely one PLP location or one partner school guided by a field supervisor (DPL). The appointment of DPL as far as possible takes into account the largest number of students in that location.

1. Guidance system

- a. Students participating in PLP are guided by a supervisor.

- b. One PLP supervisor guides 10-15 students in one location.
- c. PLP supervisors provide intensive guidance, either through face-to-face activities or through other communication media.
- d. PLP supervisors provide mentoring at partner schools.
Proof of guidance with DPL is done through a control book signed by the student
- e. The mentoring process by the PLP supervisor includes:
 - (1) reflection of the results of activities carried out by students;
 - (2) identification of problems and obstacles faced by students; as well as
 - (3) identification of alternative solutions to problems faced by students.
- f. The civil servant teacher carries out intensive mentoring while students carry out PLP at partner schools, including: preparation of learning tools, implementation of learning, assessment and evaluation, co-curricular and extracurricular activities, and implementation of teacher administration work.

2. Task Description

a. Field Supervisor

- 1) Guiding in the preparation of activity matrices and learning device plans.
- 2) Together with the teacher guide, monitor and evaluate the implementation of the learning process.
- 3) Coming to school at least 4 times in one period.
- 4) Assessing PLP courses.
- 5) Assessing PLP course reports online.
- 6) Dispatching and withdrawing PLP students.
- 7) Guidance techniques with DPL are carried out starting from submission to PLP course exams.
- 8) DPL checks, evaluates, and reflects on student activities.

b. Tutor

- 1) Guiding PLP course participants related to the learning process which includes preparation, guided and independent teaching practice, teacher administration and making evaluation tools.
- 2) Providing a teaching model or work model when students carry out observations.
- 3) Providing assignments or learning practice materials.
- 4) Assessing the implementation of PLP courses in schools.

c. Principals

- 1) Together with the PLP coordinator coordinate the implementation of PLP courses.
- 2) Providing guidance to PLP course participants related to the development of personality and social competencies.

d. Practical Students

- 1) Learning and obeying school rules.
- 2) Developing a work program.
- 3) Carrying out work programs with discipline and responsibility for the PLP course program.
- 4) Conducting intensive discussions with supervisors.
- 5) Fostering cooperation with colleagues, supervisors, and with all components in the school.
- 6) Compiling PLP course reports on time and submitted a maximum of 7 days (1 week) after being withdrawn.
- 7) Actively participating in school activities.
- 8) Being in school to carry out PLP courses according to the specified time.
- 9) Carrying out guided teaching practice at least 8 times.
- 10) Compiling PLP Course Reports

Each participant of the PLP course must prepare a final report.

(a) Report type

- (1) Individual reports, submitted to each DPL;
 - (2) The group report consists of an endorsement sheet with the original stamp from the school, abstracts and individual matrices from each PLP participant submitted to PP PPL and PKL.
 - (3) The group reports that go to school are the same as the systematic reports submitted to PP PPL and PKL.
- (b) Determination of the deadline for submitting PLP course reports. In the last week before students are withdrawn from the location, the PLP course report must have been completed, for that the preparation of the report must be carried out as early as possible. The terms and format for preparing the report are attached.

11) Technical guidance with DPL lecturers, students prepare:

- (a) PLP course matrix with a minimum number of hours 256 hours
- (b) weekly reports, namely activities 1 week ago and plans for future activities,
- (c) evidence of activities such as photos of activities,
- (d) agenda book
- (e) guidance card
- (f) control card
- (g) other data and activity plans

F. Place for PLP Courses

The location for the implementation of the PLP course is a school in the province of DIY and Central Java. The schools used for PLP include: PAUD, SD, SMP/MTs, SMA/SMK/MA, and SLB. The school that is used as the location for the PLP course is chosen by considering the suitability of the subject or activity material practised at the school and the student study program. The number of partner schools and their distribution depends on the number of potential PLP

participants, and the results of the coordination meeting between PP PPL and the PLP coordinator of study programs.

G. PLP Course Financing

The financing for the implementation of PLP courses refers to the applicable financial policies at Yogyakarta State universities. With the implementation of a single tuition fee (UKT) at UNY, the main funding for the implementation is charged to the UNY budget, while technical needs for students are the responsibility of the participating students.

H. Sanctions for Students Participating in PLP Courses

Students who do not comply with the provisions, do not carry out their duties and responsibilities properly, or are involved in drug use and immoral acts may be subject to the following sanctions.

1. Verbal warning.
2. Written warning.
3. Extension of time for PLP courses.
4. Value reduction.
5. Withdrawals from the practice place before the time ends, and the student concerned is declared disqualified and must repeat the following year.

If the case committed by the student is only discovered after the student is withdrawn from the location where the PLP is located, then the value of the PLP course is suspended until the case is completed. The determination of sanctions is carried out by the PLP course team together with PP PPL and PKL after going through assessment, discussion, and deliberation.

CHAPTER IV

EVALUATION

The PLP assessment system policy managed by the PPL Management Centre and PKL Yogyakarta State University since 2018 has been carried out online. Thus PP PPL and PKL no longer issue, and send yellow books for assessment to schools in printed form. To be able to make an assessment, both civil servant teachers, schools, and DPL lecturers must go to the PP PPL and PKL UNY assessment web, namely: <http://sippl.lppmp.uny.ac.id>. Thus, both DPL lecturers and civil servant teachers must have a username and password in order to be able to access the assessment.

In order to enter the sippl.lppmp.uny.ac.id page, UNY lecturers use the SSO username and password from their respective lecturers, while for school PLP coordinators, and tutors from partner schools, a confidential username and password will be given at the time of PLP deployment, or coordination with the school principal. To understand the flow and techniques of online assessment, read the online scoring system in the appendix to this guide. An explanation of the assessment technique will also be conveyed during coordination with the principal.

1. Components of the PLP Course Program Assessment

With the change in the assessment technique from manual to online form, of course there are some changes that must be made. These changes include the transfer of the format from manual to an online system that has been established by the UNY Computer Centre. The components assessed in the PLP course include 5 (five) aspects, which include the following.

- a. learning planning,
- b. Implementation of learning (competency of understanding of students, competence of educating learning and competence of mastery of scientific fields and/or expertise).
- c. attitude competence,
- d. personal competence, and
- e. PLP course report.

The scoring column for each of the above aspects is already available in the system. There is a division of roles in the assessment for each of the above. For lesson planning (F01), and implementation of learning (F02) filled in by the tutor teacher. Furthermore, personality competence (F03) and social competence (F04) are filled out by the tutor or school PLP coordinator, while the PLP report (F05) is filled out by DPL lecturers. The score given for each component is between 1-5. With the following conditions: (5) satisfactory (4) very good, (3) good, (2) sufficient, (1) less, and (0) all assessment criteria do not appear.

In order to meet the adequacy of students practising teaching, the tutor teacher fills out the assessment / inputs the value of teaching practice at least once a week or 6 (six) times. However, the final assessment used to determine whether or not it is passed is the highest value that has been inputted by the civil servant teacher. Furthermore, it should be noted that the learning practice assessment format that has been available in the online system is a general format. The practical assessment for the Guidance Counselling and Early Childhood Education Study Program students temporarily uses the existing format, while the Puskom Team develops an assessment format for the two study programs.

2. Appraiser and Appraiser Authority

The minimum passing grade for PLP is B+ (76-80).

- a. The civil servant teacher is tasked with assessing learning planning (F.01) and learning implementation (F.02), attitude and personality competencies (F.03 and F.04),
- b. Field Supervisor
Assessing PLP course reports (F.05).

3. Grading Time

The assessment of the PLP course program is carried out from the preparation of the work program to the process of guided teaching practice. Assessment of learning practices is carried out every week after completing the RPP and completing learning, while the assessment of personality attitudes is

carried out until the student ends attending PLP at school, or before being withdrawn. The assessment from the DPL Lecturer is no later than two (2) weeks after withdrawal.

4. Assessment Criteria

The PLP course assessment guidelines are as follows.

Value Standard		Grade		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	4,00,5,5	D	1,00	not enough
0,00 – 4,0	4,00-5,5	E		not much

Source: UNY Academic Manual

CHAPTER V

CLOSING

The government's policy on Teacher Education Standards (SPG) will have an impact on curriculum changes, including weights and bills in the implementation of PLP courses. PLP courses involve schools or other agencies outside of UNY. Therefore, the implementation of PLP courses must be carefully planned starting from registration, debriefing, submission, implementation, monitoring and evaluation, as well as withdrawals. For this reason, it is necessary to have good and clear coordination and division of roles between PLP managers at the study program, faculty, and university levels. Each stage needs quality assurance, so that it is in accordance with the expected goals.

The implementation of PLP courses requires a high commitment from all related components, and is expected to have a significant impact on PLP participating students, and the institutions/agencies where PLP is carried out. The impact for students is the understanding of students, educational learning competencies, competence in mastering the field of science and/or expertise, attitude and personality competencies in order to prepare teacher competencies to be further explored when taking the Teacher Professional Education Program. The impact on schools, local government/education offices is the contribution of ideas and inputs to increase the competence of prospective teachers.

It is necessary to continue to improve the quality of PLP courses and their management. For this reason, monitoring and evaluation of the implementation of PLP courses involving various partner components needs to be carried out so that problems that occur can be immediately resolved and existing deficiencies can be immediately corrected, or the next implementation. Furthermore, matters that have not been regulated in the PLP course guide, but appear and are needed in the implementation of this PLP can be specifically regulated and decided by the PLP course team, along with PP PPL PKL based on the principle of deliberation.

REFERENCE

- Field Teaching Practice Introduction Guide for Undergraduate Education Program, Directorate of Learning 2017.
- Yogyakarta State University Curriculum Development Guide 2019.
- Internship Guide III Integrated with Guided Field Practice Yogyakarta State University in 2017.
- Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).
- Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers.
- Government Regulation Number 13 of 2015 concerning the Second Amendment to Government Regulation 19 of 2005 concerning National Education Standards.
- Regulation of the Minister of National Education Number 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence.
- Regulation of the Minister of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competence.
- Regulation of the Minister of Education and Culture Number 15 of 2018 concerning Fulfillment of the Workload of Teachers, Principals, and School Supervisors.
- Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Standards for Higher Education.
- Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
- RI Law Number 14 of 2005 concerning Teachers and Lecturers. RI Law

Number 12 of 2012 concerning Higher Education.

APPENDICES

FIELD TEACHING PRACTICE (PLP) RECOGNITION ASSESSMENT INSTRUMENT SIGNS

This Assessment Format was prepared to assist the implementation of the assessment of UNY Student PLP Activities who practice at school. Several formats in this book are used to assess the PLP program, as a document to determine the achievement of the process and work results of student practitioners.

No.	Code	Use	Assessm ent
1.	F01	To assess the Learning Implementation Plan	DPL & Civil Service Teachers
2.	F02	To assess the Learning Process	DPL & Civil Service Teachers
3. 4.	F03	To assess Personal Competence	DPL PPL / Supervisor / Student Friend
	F04	To assess Social Competence	DPL PPL/Public Teacher/Student Friend
5.	F05	To grade the PLP Report	DPL PLP

The evaluation mechanism followed, respectively, is as follows.

1. Open the <http://sippl.lppmp.uny.ac.id> page with a username and password for lecturers using UNY SSO, for school PLP coordinators using the username and password shared by PP PPL and PKL, while for tutors using the same username and password provided by the school PLP coordinator.
2. Forms 1 (F01) to F04 are filled out by partner schools, while F05 are filled out by PLP Field Supervisors.
3. Complete assessment from the school no later than one day before the withdrawal of PLP students is carried out.
4. The teacher or the school gives an assessment to the practitioner 6 (six) times on the online system during the PLP.
5. Assessment from the Field Supervisor no later than 2 weeks after withdrawal.



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 Psw. 230,308

F01

For DPL & Civil
 Service Teachers

**ASSESSMENT FORMAT
 LEARNING IMPLEMENTATION PLAN (RPP)
 YEAR :.....**

Scoring Instructions:

1. Fill in this format every time a student makes a lesson plan (RPP), by giving a score of (5) satisfactory (4) very good; (3) good; (2) quite good; (1) not good; and (0) all assessment criteria do not appear
2. Add the numbers down to get the total score
3. Mr/Mrs Supervisor please fill in the notes in the column below when checking the Lesson Plan.

No.	Assessment Focus	Learning Score					
		1	2	3	4	5	6
1.	Formulation of learning indicators						
2.	Selection and organisation of teaching materials						
3.	Character Rating						
4.	Selection of learning media/tools						
5.	Scenarios/learning activities/Scientific Method						
6.	Selection of learning resources						
7.	Assessment of learning outcomes						
Total Score(1 s.d.7)							
Amount (items 1 s.d. 7) Score = ----- x100=----- 28							
Final Score of Learning Process (take the best)							

RPP No.	Teacher's Comments/Notes
1	
2	
3	
4	
5	
6	

Field Supervisor,

Teacher,

..... NIP

..... NIP



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 Psw. 230,308

F02

For DPL & Civil
 Service Teachers

**FORMAT OF ASSESSMENT
 OF THE LEARNING PROCESS IN CLASS/ FIELD/ WORKSHOP
 YEAR:**

Scoring Instructions:

1. Fill in this format every time a student makes a lesson plan (RPP), by giving a score of (5) satisfactory (4) very good; (3) good; (2) quite good; (1) not good; and (0) all assessment criteria do not appear
2. Add the numbers down to get the total score
3. Mr/Mrs Supervisor please fill in the notes in the column below when checking the Lesson Plan.

No.	Assessment Focus	Learning Score					
		1	2	3	4	5	6
1.	Opening Lessons						
2.	Submission of Material						
3.	Learning Interaction; Learning Scenario(Scientific Method/Problem Based Learning, Discovery Learning)						
4.	Language Use; Performance						
5.	Time Allocation						
6.	Evaluation						
7.	Closing the Lesson						
Total Score(1 s.d.6)							
Amount (items 1 s.d. 6) Score = ----- x100=----- 24							
Final Score of Learning Process (take the best)							

RPP No.	Teacher's Comments/Notes
1	
2	
3	
4	
5	
6	

Field Supervisor,

Teacher,

..... NIP

..... NIP



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F03

For DPL & Civil
 Service Teachers

PERSONAL COMPETENCE SUPERVISION FORMAT

Scoring Instructions:

1. Give a score in terms of (5) satisfactory (4) very good, (3) good, (2) quite good, and (1) not good.
2. Calculate the performance value of the total score divided by the number of components

No.	Components / Aspects	Grading Time	
		Beginning	End
1.	Friendliness		
2.	Sociability		
3.	Criticality		
4.	Creativity		
5.	Calm		
6.	Confidence		
7.	Courtesy		
8.	Eloquence		
9.	Warmth in Communication		
10.	Maturity		
11.	Modesty		
12.	Neatness		
13.	Modesty in Appearance		
	Total Score		
$\text{Nilai} = \frac{\text{jumlah skor (butir 1 \frac{5}{d} 13)}}{52} \times 100$			

Time	Comments (PLP School Coordinator / Student Friend)
Beginning	
Eng	

.....

.....
 NIP/NIM



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F04

For DPL & Civil
 Service Teachers

SOCIAL COMPETENCY SUPERVISION FORMAT

Instructions for Use of the Supervision Sheet:

1. Give a score of (5) satisfactory, (4) in very good appearance, (3) good, (2) quite good, and (1) not yet good
2. Calculate the performance value of the total score divided by the number of components

No.	Assessment Focus	Learning Score					
		1	2	3	4	5	6
1.	Formulation of learning indicators						
2.	Selection and organisation of teaching materials						
3.	Character Rating						
4.	Selection of learning media/tools						
5.	Scenarios/learning activities/Scientific Method						
6.	Selection of learning resources						
7.	Assessment of learning outcomes						
Total Score(1 s.d.7)							
Amount (items 1 s.d. 7)							
Score = ----- x100=----- 28							
Final Score of Learning Process (take the best)							

RPP No.	Teacher's Comments/Notes
1	
2	
3	
4	
5	
6	

Field Supervisor,

Teacher,

..... NIP

..... NIP



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AND FIELD WORK PRACTICES (PP PPL AND PKL) LPMPP
Address : Karangmalang, Yogyakarta 55281, Tel (0274) 586168
Psw. 230,308

F05


For DPL & Civil
Service Teachers

PLP ASSESSMENT SHEET

No.	Assessed report components	Max Score	Component Code	Score
1.	Contents of the report	40	N ₁	
2.	Conclusions and recommendations	30	N ₂	
3.	Systematics of writing, grammar, and language	30	N ₃	
PLP Report Score				

Yogyakarta,
Field Supervisor

.....
NIP

 YOGYAKARTA STATE UNIVERSITY	UNY PLP WORK PROGRAM MATRIX YEAR:	A01
		Practical Student

	LOCATION NUMBER	:
	SCHOOL NAME	:
	SCHOOL ADDRESS	:

No.	PLP Programs / Activities	Number of Hours per Week									Numbers of Hours
		1	2	3	4	5	6	7	8	dst.	
1.	(Program/Activity 1)										
	a. Preparation										
	b. Implementation										
	c. Evaluation & follow up										
2.	(Program/Activity 1)										
	a. Preparation										
	b. Implementation										
	c. Evaluation & follow up										
3.	(Program/Activity 1)										
	a. Preparation										
	b. Implementation										
	c. Evaluation & follow up										

School Principal

Field Supervisor,

..... NIP

..... NIP



YOGYAKARTA STATE UNIVERSITY

WEEKLY REPORT OF PLP IMPLEMENTATION

A02

Practical Student

School Name : Student Name :
 School Address : Student ID :
 Teacher : Faculty/Study Program :
 DPL :

No.	Day/Date	Activity Material	Result	Obstacle	Solution

School Principal

Field Supervisor,

Student

..... NIP

..... NIP

.....
NIM



YOGYAKARTA STATE UNIVERSITY

PLP GUIDANCE CARD AT SCHOOL

A03

Practical Student

School Name : Student Name :
 School Address : Student ID :
 Teacher : Faculty/Study Program :
 DPL :

No.	Attendance Day/Date	Number of Students	Guidance Material	Notes	Signature

Head of PP PPL PKL,


School Principal

PPL Group Leader,

..... NIP

..... NIP

.....
NIM

 YOGYAKARTA STATE UNIVERSITY	TEACHER GUIDANCE REPORT Year:	A04
		DPL

LOCATION NUMBER :

SCHOOL NAME :

SCHOOL ADDRESS :

DPL NAME :

REPORTS / SUGGESTIONS / SUGGESTIONS:

Submitted on.....
 Field Supervisor,

..... NIP

Note: If this page is not enough, you can continue on the opposite page.

PLP REPORT

A05
For Student

1. Report Compilation Time

The preparation of the report must have started from the time it was deployed to the location until before the PLP ended so that the PLP exam could be carried out before the student was withdrawn from the location.

2. Report Writing Format

a. Paper size and type

The paper size for compiling PLP Activity Reports (Groups and Individuals) is F4 with HVS type weighing 70gr.

b. Uppercase

The font used to compile the report is 12 for Times New Roman and 11 for Arial (computer)

c. Margin distance

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

d. Distance between lines

The distance between one line and the next line is 1.5 spaces

e. Cover colour

The colour of the cover uses the colour according to the district,

Yogyakarta	: White	Semarang	: Light Blue
Sleman	: Green	Surakarta	: Ivory
Bantul	: Red	Wonogiri	: Light Green
Gunung Kidul	: Yellow	Temanggung	: Orange

Kulon Progo	: Brown	Banjarnegara	: Grey
Purworejo	: Pink	Luar Negeri	: Maroon
Klaten	: Purple		
Magelang	: Blue		

3. Report Systematic

The PLP report systematics is as follows.

Title page

PLP Report Approval Page

Preface

Table of contents

Abstract

CHAPTER I INTRODUCTION

Situation Analysis (problem & learning potential)

PLP Program Formulation & Activity Design

Benefit

CHAPTER II: IMPLEMENTATION OF PLP

Lesson Planning

Implementation of Guided and Independent Learning

Analysis of Implementation Results and Reflection

CHAPTER III CLOSING

Conclusion

Suggestion

Bibliography

Appendix

4. Others

The abstract of group reports and all individual PPL matrices are bound together with softcopy on CD and the cover is adjusted accordingly. Individual reports are bound, the cover is adjusted to the Faculty flag respectively and submitted to DPL.

Attestation is signed by the Principal and wet stamped.

**(INDIVIDUAL/GROUP*) REPORT
FIELD TEACHING PRACTICE**

.....

[SCHOOL NAME]



Compiled by:

[NAME OF STUDENT]

[STUDENT ID]

[STUDENT STUDY PROGRAM]

[STUDENT FACULTY]

YOGYAKARTA STATE UNIVERSITY

YEAR

ENDORSEMENT PAGE

The undersigned certify that the following students:

Name :

NIM :

Study Programme :

Faculty :

Has carried out PLP activities in from the date of until the date of The results of the activities are included in the text of this report. This School Field Introduction Report (PLP) has been approved and endorsed by:

Field Supervisor (DPL),

PLP Teacher,

.....
NIP

.....
NIP

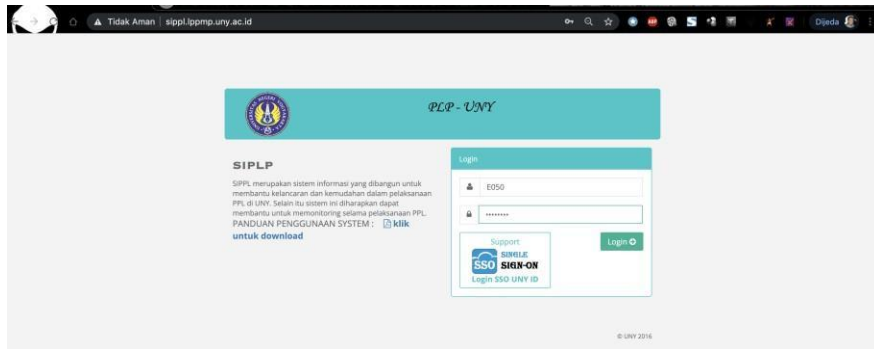
Known by,
School Principal

.....
NIP

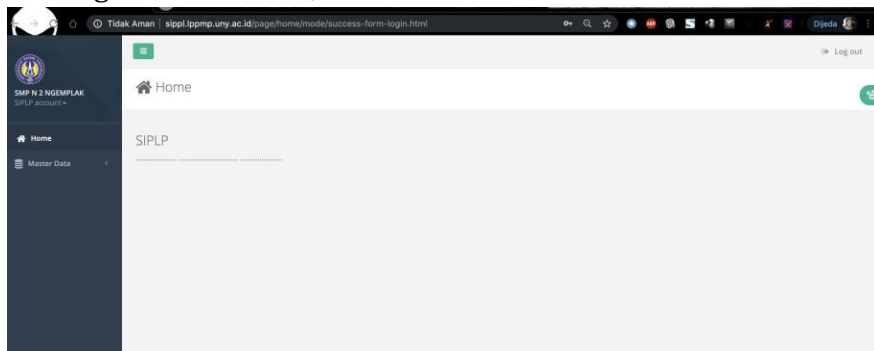
ADDING AND PLOTTING PPL TEACHERS

ADDITION OF PPL TEACHER

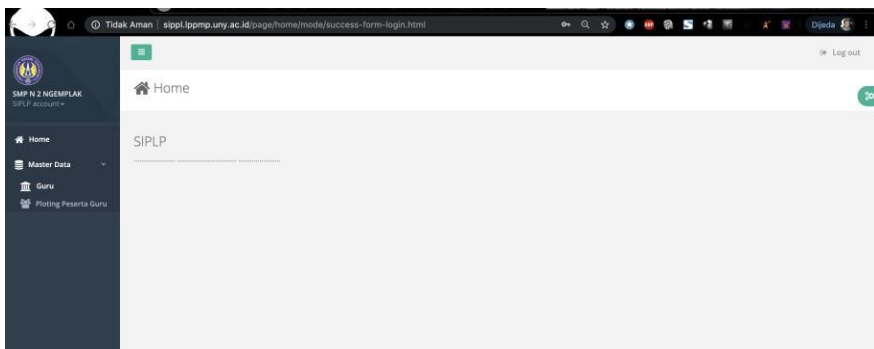
1. Open the web address: sippi.lppmp.uny.ac.id. Login using the school account sent by the UNY PLP Unit.



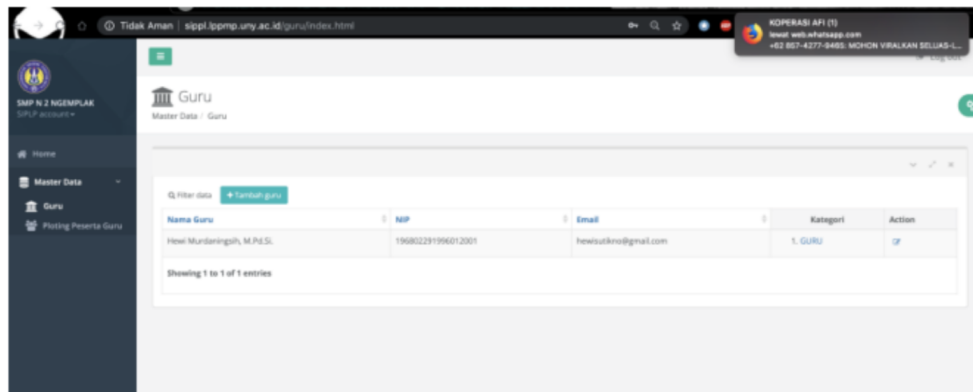
2. If the login is successful, click the Master Data menu.



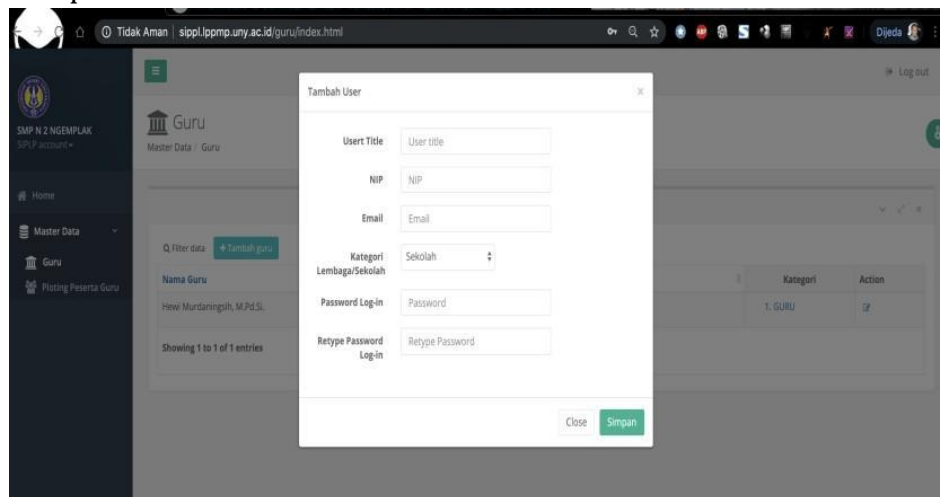
3. Click Teacher.



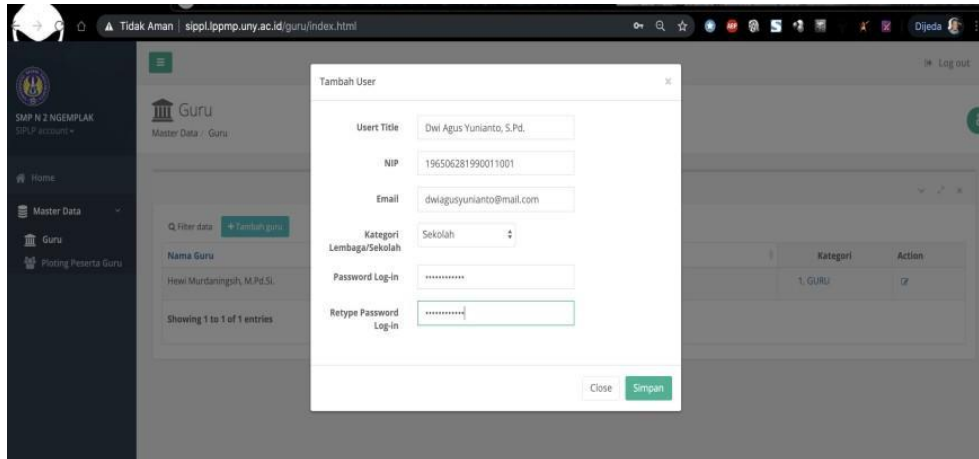
4. A list of registered teachers will be displayed. To add, click Add Teacher.



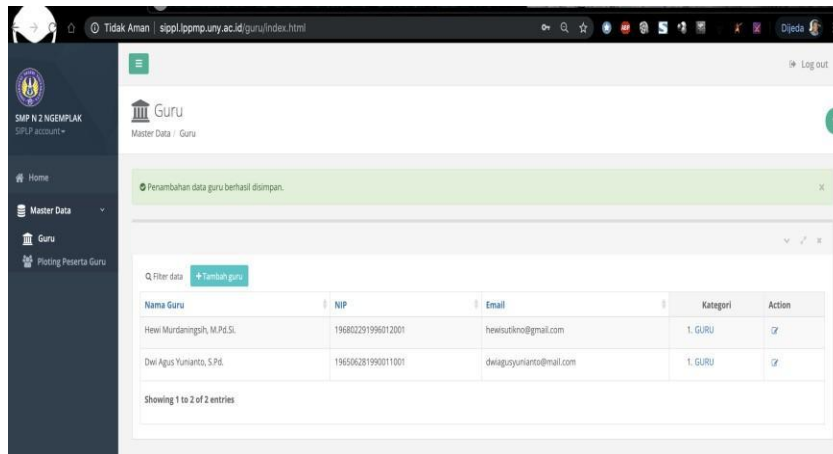
5. Complete the fields with the correct data.



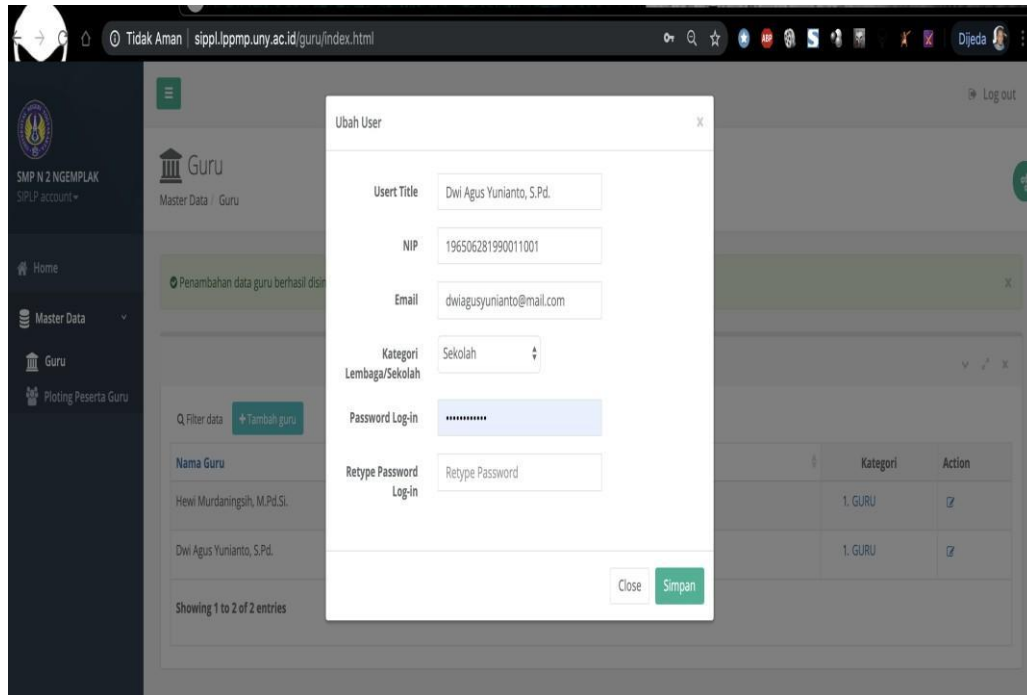
- User Title : fill with Name and Title NIP : fill with NIP
 Email: fill in the teacher's email
 Institution/School Category: choose according to the type of institution
 Login Password: enter the password for the teacher login (free, minimum 8 characters)
 Retype Password Login: the fields are the same as those entered in the Login Password field
 Click Save



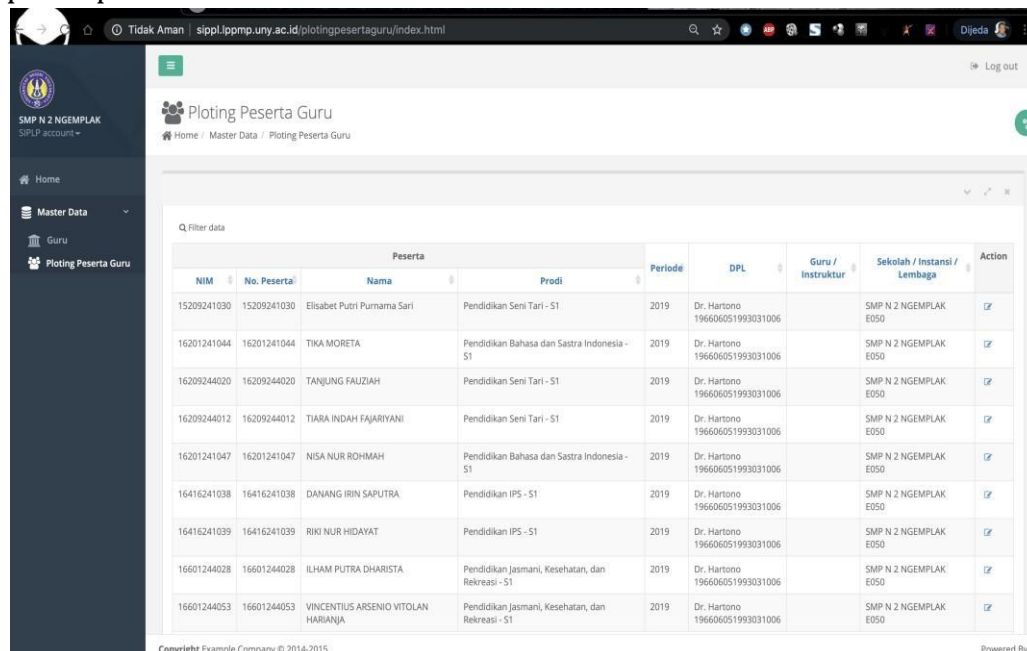
- The name of the added teacher will appear in the teacher list. To edit, click the icon in the Action column in the row corresponding to the teacher to be edited.



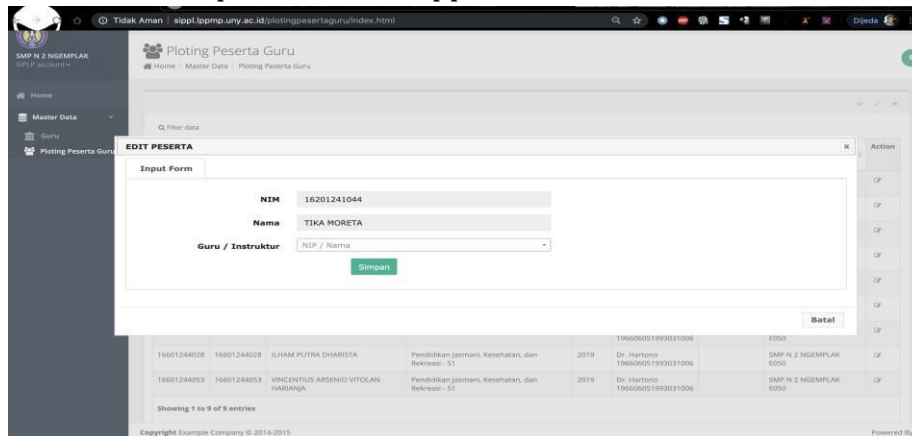
- Fill in the correct data. This facility can also be used to change the Password for the edited teacher.



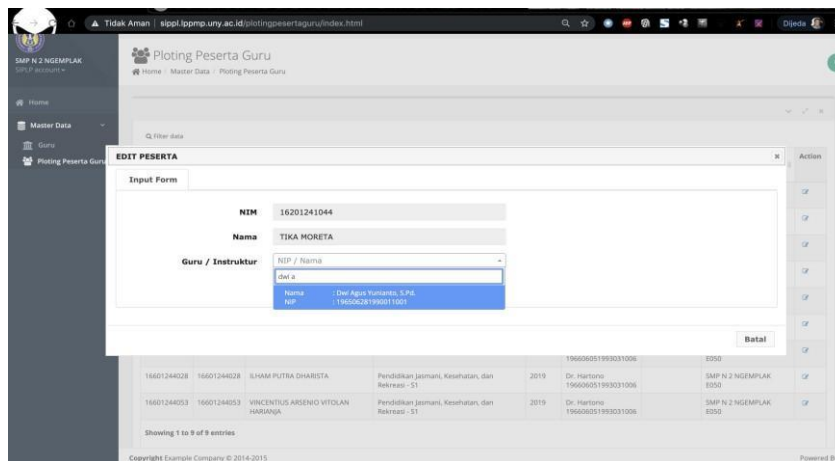
- Click the Teacher Participant Plotting menu, a list of PLP participants in the school will be displayed. Click the icon in the Action column to plot the participants.



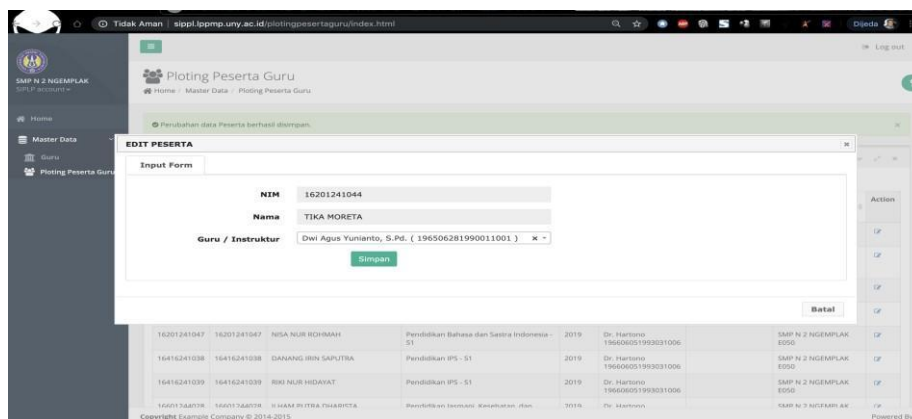
10. The Edit Participant form will appear.



11. In the Teacher/Instructor column, type the name of the teacher to be plotted. When three characters are entered, the corresponding teacher's name is displayed.



12. Click on the name of the teacher to plot. Then click Save if you have filled in the appropriate teacher's name.



13. In the plotting table, the Teacher/Instructor column will be filled according to the teacher that has been plotted.

Perubahan data Peserta berhasil disimpan.

Filter data		Peserta			Periode	DPL	Guru / Instruktur	Sekolah / Instansi / Lembaga	Action
NIM	No. Peserta	Nama	Pradi						
15209241030	15209241030	Elisabet Putri Purnama Sari	Pendidikan Seni Tari - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16201241044	16201241044	TIKA MORETA	Pendidikan Bahasa dan Sastra Indonesia - S1	2019	Dr. Hartono 19660051993031006	Dwi Agus Yudianto, S.Pd, 196508281990011001	SMP N 2 NGEEMPLAK ESD		G
16209244020	16209244020	YANJUNG FAUZIHA	Pendidikan Seni Tari - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16209244012	16209244012	SIABA INDAH FAJARHYANI	Pendidikan Seni Tari - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16201241047	16201241047	NISA NUR ROHMAH	Pendidikan Bahasa dan Sastra Indonesia - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16416241038	16416241038	DIANANG RIN SAPUTRA	Pendidikan IPS - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16416241039	16416241039	BIKI NUR HIDAYAT	Pendidikan IPS - S1	2019	Dr. Hartono 19660051993031006		SMP N 2 NGEEMPLAK ESD		G
16401744018	16401744018	SIHAM PRITRA INHARITA	Pendidikan Ekonomi Kesehatan, Bioteknologi	2019	Dr. Hartono		SMP N 2 NGEEMPLAK ESD		G

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14. Fill in the data correctly.

Profile

Profile

Nama lengkap: Dwi Agus Yudianto, S.Pd.

no: 196508281990011001

email: dwi.agus.yudianto@gmail.com

No. HP: no. HP

Alamat: Alamat sesuai KTP

Nomor rekening: Nomor rekening

Rekening atas nama: Rekening atas nama

Nama Bank: Nama Bank

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15. Log in as a teacher using the NIP and password set by the person in charge of the PPL in the step above.

PPL - UNY

SIPLP

SIPLP, merupakan sistem informasi yang dibangun untuk membantu kelancaran dan kemudahan dalam pelaksanaan PPL di UNY. Dengan itu sistem ini diharapkan dapat membantu dalam memonitoring kegiatan pelaksanaan PPL.

PANDUAN PERGGUNAAN SYSTEM : [klik disini](#)

Login

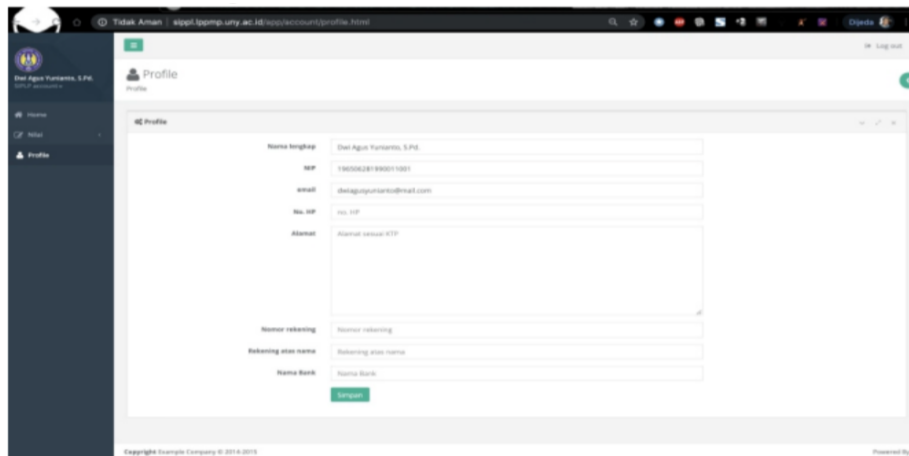
NIP: 196508281990011001

Password: [Redacted]

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16. Fill in the data carefully and correctly.

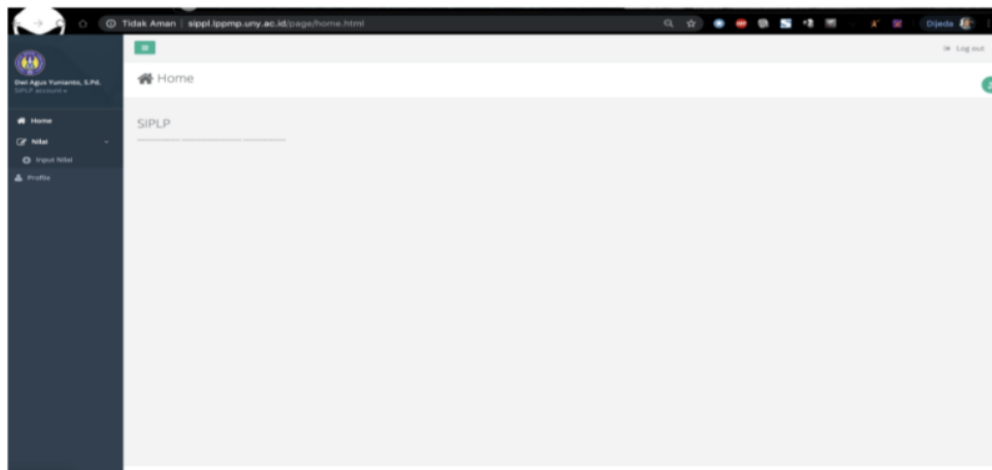


The screenshot shows a web browser window with the URL `sipp.lppmp.uny.ac.id/index/home.html`. The page title is "Profile". On the left, there is a sidebar with the user's name "Dwi Agus Yudianto, S.Pd." and navigation links for "Home", "Nilai", "Input Nilai", and "Profile". The main content area contains a form with the following fields:

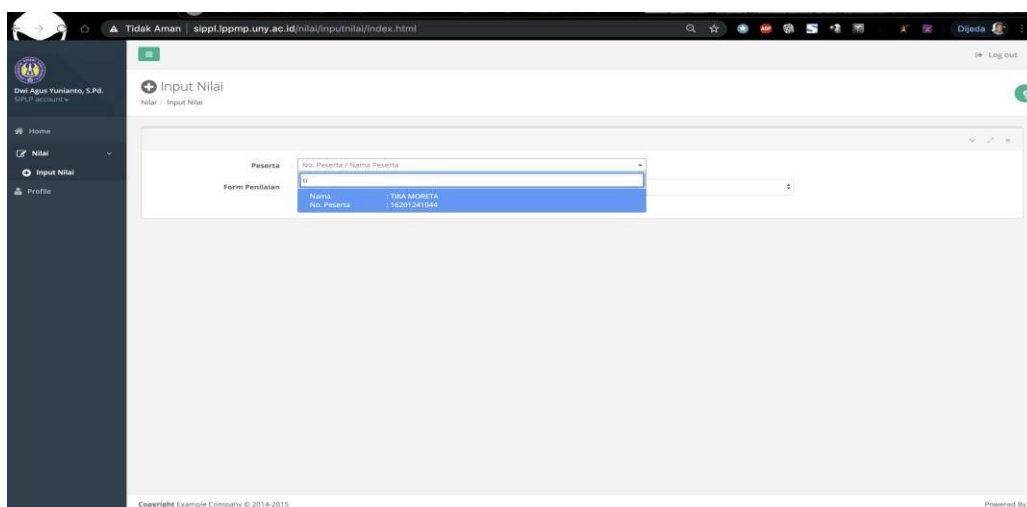
- Nama lengkap**: Dwi Agus Yudianto, S.Pd.
- NIP**: 19650221-19801-1001
- email**: dwiaguspurtonid@gmail.com
- No. HP**: 081-551-1010
- Alamat**: Alamat rumah 01P
- Nomor rekening**: Nomor rekening
- Rekening atas nama**: Rekening atas nama
- Nama Bank**: Nama Bank

At the bottom of the form is a green "Simpan" button. The footer of the page reads "Copyright Example Company © 2014-2015" and "Powered By".

17. Then click Save.



18. To start grading, click Grades, click Input Grades, type the name of the student in the Participant column.

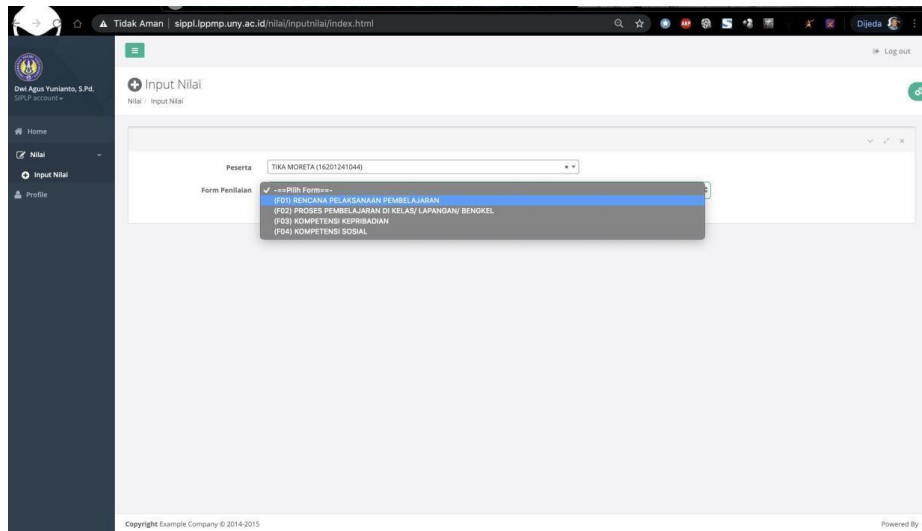


The screenshot shows the web browser window with the URL `sipp.lppmp.uny.ac.id/nilai/inputnilai/index.html`. The page title is "Input Nilai". The sidebar on the left has the "Input Nilai" link highlighted. The main content area contains a form with a dropdown menu labeled "Peserta" and a "Form Penilaian" section. The dropdown menu is open, showing a list of participants:

No. Peserta / Nama Peserta
1
Nama: TWA MURITA
No. Peserta: 18201241044

The footer of the page reads "Copyright Example Company © 2014-2015" and "Powered By".

19. Select the instrument to be filled in the Assessment Form.



20. Fill in the value of each aspect with a range of 1 to 5.

