EDUCATIONAL INTERNSHIP GUIDELINE 2021

REVISED EDITION

Regulation for Educational Internship (PK)
2021

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Preface

Educators and education personnel are expected to be able to provide professional services and have adequate academic and pedagogical abilities. They must be prepared through relatively long educational programs designed based on targeted competencies. To do so, students of educational programs need to be prepared ever since they are studying for undergraduate programs, one of which is through Educational Internship (PK).

PK was developed by referring to several regulations, one of which is the Rector's Regulation of the Universitas Negeri Yogyakarta Number 5/2020 concerning the Emancipated Curriculum of the Undergraduate and Applied Undergraduate Programs of Universitas Negeri Yogyakarta. Through PK, students are expected to be able to practice the knowledge gained during their study, and can also learn from the field. Thus, students can learn and receive various hands-on experiences that can lead them to become prospective educators and educational personnel.

The improvement of the PK quality is carried out progressively and in coordinated ways through the selection of study programs' courses, microlearning, initiation of partners' collaboration, debriefing, deployment, implementation at PK locations, monitoring and evaluation of the implementation to PK assessment for students as the quality assurance process. Therefore, for the smooth and quality implementation of PK in 2021, this PK Guidebook has been prepared as a guide for all interested parties. It is hoped that these guidelines can be used as directions for students, managers, and partners in the PK implementation. For the quality of this manual, we welcome criticism and suggestions for reflection and improvement.

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CHAPTER I

INTRODUCTION

A. Background

Universitas Negeri Yogyakarta (UNY) is one of the universities with an educational background with the main task to implement the Three Pillars of Higher Education which includes education and teaching, research and publications, and community service. The implementation of the Three Pillars of Higher Education is carried out at all times and adapted to existing situations in order to enrich the life of the nation.

On this basis, UNY develops the fields of education and non-education. One of the learning outcomes at UNY, especially in both school and out-of-school education, is to create and prepare professional and functional educators and education personnel.

The preparation of educators is carried out in accordance with the Regulation of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Education Standards. Teacher Education Standards are the minimum criteria for undergraduate education programs and teacher professional education programs. Students who are prospective educators are prepared to acquire teacher competencies, namely professional, pedagogical, personality, and social competencies that are integrated with teacher performance.

The preparation of education personnel refers to the Regulation of the Ministry of State Apparatus Empowerment and Bureaucratic Reform 28 of 2019 concerning Equalization of Administrative Positions (Education Personnel) into Functional Positions. Education Standard of Education Personnel is the minimum criteria for a bachelor's degree of the education program and as functional education personnel. In non-teaching educational practices, students are prepared to acquire the competence of education personnel that includes the competence to plan programs, implement programs, have personality competencies and social competencies, which are integrated into the performance of prospective education personnel.

In line with the policy of the Ministry of Education and Culture of the Republic of Indonesia regarding the Emancipated Learning Curriculum, UNY is immediately issuing the Rector's Regulation of Universitas Negeri Yogyakarta Number 5 of 2020

concerning the Emancipated Learning for Undergraduate and Applied Undergraduate Programs. The implementation of policies related to this curriculum is one of the strategies to improve the quality and adaptability of institutions that are regulated in the Regulation of the Ministry of Education and Culture as well as the Regulation of the Ministry of State Apparatus Empowerment. However, the current situation due to COVID-19 has hampered various activities in the government institutions, the industrial world, the business world, and the community. This condition demands a fast response, as well as strategic, dynamic, and adaptive steps from universities in providing services, including various kinds of field practices for students, one of which is Educational Internship (PK).

In the Rector's Regulation, UNY expands the notion of Introduction to Teaching Fields (PLP) and Introduction to Non-Teaching Fields (PLNK) into Educational Internship (PK). PK that was developed based on the UNY Rector's Regulation Number 5 of 2020 is a PK that is carried out simultaneously with the Community Service Program (KKN).

PK is intentionally designed to build the foundation of educators/educational personnel/instructors/trainers' identity and strengthen the academic competence of educators and education personnel in the field of study accompanied by critical thinking and high-order thinking skills, to become excellent, creative, innovative, pious, independent students and scholars.

The implementation of simultaneous PK-KKN is an effective alternative in providing academic services to students on the educational and non-educational programs during the pandemic. During COVID-19, the implementation of the program can also be optimized to complete the Thesis Final Project (TAS). Thus, it is a special program followed by the simplicity of the service procedures and management. In relation to the prevention effort of the spread of COVID-19, the PK program can be conducted in schools/institutions/clubs/study groups in the community in students' area of origin, both individually and in small groups based on the distance from where they live.

The implementation of the simultaneous PK-KKN program is expected to provide academic service solutions during the pandemic, and on the other hand give a positive impact in developing creativity, learning innovation, and community service in order to participate in improving the potential of the local area.

B. PK Legal Basis

The basis of PK implementation is following applicable laws and regulations as follows:

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
2. Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education.
4. Government Regulation (GR) Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards.
5. GR Number 19 of 2017 concerning Amendments to GR Number 74 of 2008 concerning Teachers.
6. Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).
7. Regulation of the Ministry of National Education Number 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence.
8. Regulation of the Ministry of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competency.
9. Regulation of the Ministry of Education and Culture Number 15 of 2018 concerning Fulfillment of the Workload of Teachers, Principals, and School Supervisors.
10. Regulation of the Ministry 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 55 of 2017 concerning Teacher Education Standards.
12. Regulation of the Ministry of State Apparatus Empowerment and Bureaucratic Reform Number 28 of 2019 concerning Equalization of Administrative Positions (Education Personnel) into Functional Positions.
13. Universitas Negeri Yogyakarta Curriculum Development Guide Year 2019.
14. UNY Rector's Regulation Number 5 of 2020 concerning Emancipated Learning for Undergraduate and Applied Undergraduate Programs.

15. UNY Rector's Regulation Number 4 of 2021 concerning Community Service Units and Educational Internship.

C. Definition of PK

PK is an extension of PPL and PLNK conducted by students of the Bachelor of Education Programs to learn and practice their teaching skills and implement programs in the form of teaching activities as well as guided practice programs and schooling practices in institutions, clubs, formal, non-formal and informal education units both online and offline. The study load for PK courses is 6 credits. Meanwhile, the learning process is 170 (one hundred and seventy) minutes per week per semester. If it is calculated, the volume can be found as follows.

PK course load is 6 credits

1 credit unit= 170 minutes, then 170 x 6 = 1,020 minutes

1 semester = 16 face-to-face meetings, then 16 x 1,020 = 16,320 minutes

16.320 / 60 minutes = 272 hours (PK minimum hours of 6 credit)

D. PK Location

The implementation of PK-KKN that is integrated during the COVID-19 pandemic as stated in the UNY Rector's Regulation Number 5 of 2020 means that the location of PK can be schools, institutions, clubs, and study groups in the community near the students' domiciles. The location of the KKN is also in an area/region close to the student's domicile. Because it uses scheme 1, that the implementation of PK is fully integrated with KKN activities, PK and KKN are conducted simultaneously at the same time and location. Thus, PK is conducted in schools, institutions, clubs, and study groups in the community, while KKN is carried out in communities around schools, institutions, clubs, and study groups in the community.

During the COVID-19 pandemic, students can conduct PK in schools, institutions, clubs, and study groups in the community near the student's domicile or residence (houses/boarding houses) according to the conditions of their respective regions either online, offline, or blended. The implementation of PK that is carried out online, offline, and blended follows the following provisions.

1. PK participants are registered as active UNY students who have met the requirements and are registered as prospective PK participants;
2. PK can be implemented at schools, institutions, clubs, or study groups in the community near the student's residence;
3. PK activities are carried out based on the area of the village, sub-district, or district/city where students live;
4. PK can be done individually or in groups with a maximum number of 5 students who live closeby, and/or because of the program's needs;
5. If the PK is carried out in groups, coordination and communication between students is directed online and/or offline while still implementing the COVID-19 prevention protocol;
6. Each student/PK group is guided by a study-based DPL;
7. DPL is determined by the study program by following the provisions set by the ULKKN-PK.
8. The study-based DPL guides a maximum of 20 students;
9. Guidance is carried out online using online communication media facilities that help facilitate the mentoring process; and
10. Offline PK guidance can be carried out if the situation and conditions of the COVID-19 pandemic improve.

E. PK Goals

1. General Objectives

PK is intended to build the foundation for educators' and education personnel's identity and to strengthen their academic competence according to the field of study accompanied by critical thinking skills and high-level thinking skills.

In general, the purpose of implementing PK is to train prospective teachers and educational personnel to implement concepts, principles, or theories that have been obtained during the study.

2. Specific Objectives

The specific objectives of PK are as follows.

a. Introducing academic and administrative tasks to students both in learning and non-learning activities;

b. Providing an experience for students to develop learning tools and program preparation based on curriculum analysis and students' improvement;

c. Providing hands-on experience to students in the implementation of learning activities and programs in a guided manner;

d. Providing real experience to students in developing students' potential through extracurricular activities; and

e. Providing opportunities for students to recognize, learn and experience problems related to the learning process at schools, institutions, clubs, or study groups in the community.

F. Competence in PK

Prospective educators and education personnel must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to actualize national education goals. PK competency standards are formulated with reference to the Teacher Education Standards as the minimum criteria for undergraduate education programs and teacher professional education programs. The four teacher competencies in question are pedagogic, personality, social, and professional competencies that are integrated with teacher performance.

PK for educational personnel must be in accordance with PANRB Ministerial Regulation Number 28 of 2019 concerning Equalization of Administrative Positions (Education Personnel) into Functional Positions. Education Standards of Education Personnel are the minimum criteria for a bachelor's degree program for educational personnel and as functional education personnel. Non-teaching PK activities are actualized in four ways: the competence of education personnel, namely the competence to plan programs, implement programs, personality competencies, and social competencies that are integrated with the performance of prospective education personnel.

PK is a medium for students of educational study programs to recognize and apply the professional and functional foundations of educators and education personnel. PK is a place for students to gain professional and functional experience. Through PK activities, students are faced with real conditions, such as the ability to teach and implement programs, socialize, build or develop the potential of the students where he practices, educational administration, and other managerial

practices. Student participation in PK, in addition to learning and program implementation, can also be in the form of involvement in extracurricular activities, such as scouting, sports, religion, and so on.

G. Benefits of PK

Apart from the objectives described above, PK is also expected to provide benefits to several parties.

1. For students
   a. Gaining real experience and skills to carry out learning activity at schools, institutions, clubs, and learning groups in the community;
   b. Gaining knowledge about education and the learning process at schools, institutions, clubs, and study groups in the community;
   c. Gaining hands-on experience of the professional duties of teachers/educational personnel/trainers; and
   d. Strengthening experiences about how to think and work interdisciplinarily to understand the relevance of the knowledge gained from the university.
2. For schools/institutions/clubs/study groups in the community
   a. Getting opportunities to participate in preparing prospective educators/educational personnel/trainers;
   b. Gaining the knowledge of science and technology in the learning process;
   c. Improving partnership relationships between schools/institutions/clubs/learning groups in the community and UNY, and
   e. Improving community relations in the environment around schools/institutions/clubs/study groups in the community.
3. For university
   d. Receiving feedback from schools/institutions/clubs/study groups in the community for the development of curriculum and science and technology according to their needs;
   e. Obtaining various learning resources and figuring out various problems for the development of innovation and quality of education; and
   f. Establishing better cooperation with schools/institutions/clubs/learning groups in the community, local governments, and related agencies for the development of the implementation of the Tri Pillars of Higher Education.

CHAPTER II

PK IMPLEMENTATION SYSTEM

The implementation of simultaneous PK-KKN is an effective alternative in providing educational and non-educational students with academic services during the COVID-19 in accordance with UNY Rector's Regulation Number 5 of 2020 and UNY Rector's Decree No. 2.10/UN34/VI/2020 concerning Guidelines for the Prevention and Control of COVID-19 at UNY in Supporting the Sustainability of the Implementation of Academic and Non-academic Activities in the New Normal Era. Moreover, during the pandemic, the implementation of learning must be in line with the joint decision of the Ministry of Education and Culture, Ministry of Religion, Ministry of Health, and Ministry of Home Affairs of the Republic of Indonesia Number 03/KB/2021 Number 384 of 2021, Number HK.0 1.08/ MENKES/4242/2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Corona Virus Disease 2019 (COVID-19) Pandemic. The principle of education policy during the pandemic is to prioritize the health and safety of students, educators, education personnel, families, and society in general, as well as consider the growth and development of students and psychosocial conditions as an effort to fulfill educational services during the pandemic. For this reason, the implementation system of PK-KKN in schools/institutions/clubs/learning groups in the community can be carried out in an integrated or sequential manner either online, offline, or blended modes. The explanation of these systems and modes is described as follows.

A. **PK Implementation System at Schools/Institutions/Clubs/Learning Groups in the Community**

1. Integrated

   PK and KKN are conducted for one semester, starting from July 12 – December 11, 2021, for three days a week at schools/institutions/clubs/study groups in the community during that time period. Another three days per week are intended for KKN. PK locations are at schools/institutions/clubs/study groups in the community while the location of the KKN is chosen in a place close to the student's domicile. PK must be in accordance with the field of expertise.

   a. PK at Schools

PK can be employed at the following locations:

- Early Childhood Education (PAUD);
- Kindergarten (TK) or Raudlatul Atfal (RA) or Bustanul Atfal (BA);
- Elementary School (SD) or Madrasah Ibtidaiyah (MI);
- Junior High School (SMP) or Madrasah Tsanawiyah (MTs);
- Senior High School (SMA) or Madrasah Aliyah (MA);
- Vocational High School (SMK) or Vocational Madrasah Aliyah (MAK);
- Special Schools (SLB): SDLB/SMPLB/SMALB;
- Special Schools.

PK is conducted three days per week during the teaching practice or school activities focusing on the field of expertise or chosen activity.

b. PK in Institution

PK can be employed at the following institutions:

- School;
- Non-Formal Education Units e.g. Learning Activity Studios;
- Library;
- Learning centers;
- DPRD office;
- Ombudsman Institution;
- Department of Education, Youth, and Sports;
- Department of Library and Archives Services;
- Social Service for Women's Empowerment and Child Protection;
- Office of Population Control, Family Planning, Community and Village Empowerment;
- Development Planning Agency at Sub-National Level;
- National Population and Family Planning Agency;
- Agency for Personnel, Education and Training;
- Agency for Personnel and Human Resources Development;
- Education and Training Agency;
- Village Hall;
- Job Training Center;
- Center for Secondary Education;
- Center for Educational Communications and Technology;
- Center for Job Training and Productivity Development;
- Center for Social Welfare Education and Training;

- Center for the Development of Quality Assurance for Art Vocational Education and Culture;
- Center for the Development of Quality Assurance for Vocational Education of Art and Culture;
- Center for Multimedia Education and Culture Development;
- etc.

PK is conducted three days a week during students' practice in the institution in their field of expertise.

c. PK in Club

PK can be employed at the following clubs:

- Badminton Association (PB);
- Football School (SPB);
- Indonesian Pencak Silat Association (IPSI);
- Athletic Club;
- etc.

PK is conducted by choosing three days per week during practice hours or club activities in their area of expertise. PK in this club is mostly conducted on Saturdays and Sundays so they can be chosen according to the working days of the club.

d. PK in study groups in the community is intended for certain study programs in which the schools with their field of expertise are not accessible such as art study programs, out-of-school education study programs (PLS), French-language study programs, and others. The number of the participants is adjusted to their expertise, for example, PLS at least 2 participants, art 3 participants, French 3 participants, etc.

PK is conducted by choosing three days per week during practice hours or study group activities in the community in their field of expertise. PKs in study groups in this community are mostly conducted on Saturdays and Sundays, so students can choose according to the days that have been agreed on or scheduled by the study groups in the community.

KKN is conducted three days per week, outside of PK. PK is carried out from July 12 to December 11, 2021. The illustration of the timing of the integrated PK is shown in Table 1 and Table 2 below.

Table 1. Time Allocation for Integrated PK in Schools/Institutions per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
PK	PK	PK	KKN	KKN	KKN	KKN
PK	PK	PK	PK	KKN	KKN	KKN
KKN	KKN	PK	PK	PK	KKN	KKN
PK	PK	KKN	PK	PK	KKN	KKN
PK	KKN	PK	KKN	PK	PK	KKN

Table 2. PK Time Allocation in One Semester

YEAR 2021																				
JULY			AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER	
W1	W2	W3	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2
PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK
KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN	PK	KKN

Note:

W1: Week 1

W2: Week 2

W3: Week 3

W4: Week 4

2. Sequential

PK and KKN are conducted for one semester, from July 12 to December 11, 2021, by means that PK is carried out for five/six days per week at

schools/institutions/clubs/study groups in the community for two to three months. Another two or three months are allocated for KKN. The location of the school/institution/club/study group in the community where PK and KKN are close to the student's domicile. Schools/institutions/clubs/study groups in the community in which the PK is implemented should be selected based on the field of expertise.

PK is conducted around two to three months at the beginning or at the end of the semester. The KKN duration is two to three months at the beginning or at the end of the semester outside the PK (after/before PK). PK/KKN starts on the 12th of July/October and ends on September/11 December 2021. The PK's weekly time is adjusted to the working hours of schools/institutions/clubs/study groups in the community. Illustrations of the sequential PK are shown in Table 3 and Table 4.

Table 3. PK Sequential Time in Schools/Institutions per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
PK						
PK							

Table 4. Sequential PK Time in One Semester

YEAR 2021																				
JULY			AUGUST					SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER
W2	W3	W4	W1	W2	W3	W4	W5	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1
PK											KKN									
KKN											PK									

B. PK Implementation Mode

The implementation of PK activities must be in line with the joint decision of the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Ministry

of Home Affairs of the Republic of Indonesia regarding Guidelines for the Implementation of Learning During the Corona Virus Disease 2019 (COVID-19) Pandemic and adapted to the existing policies in schools/ institutions/clubs/learning groups in the community where PK is located. By considering these various aspects, the implementation of PK activities can be carried out by

1. Offline

   Learning/implementation of the program is conducted face-to-face at the same time and place, with reference to the Decree of the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Ministry of Home Affairs of the Republic of Indonesia Number 03/KB/2021 Number 384 of 2021 Number HK.01.08/MENKES/4242/2021 Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning During the Corona Virus Disease 2019 (Covid-19) Pandemic.

2. Online

   The learning/implementation of the program is conducted virtually at the same time and at different places/locations or at different times and places/locations. Learning/program implementation can use certain applications, and LMS (Learning Management System) or e-service.

3. Combination (Blended)

   Partial learning/implementation of the program is carried out directly by referring to the Decree of the Ministry of Education and Culture, Ministry of Religion, Ministry of Health, and Ministry of Home Affairs of the Republic of Indonesia Number 03/KB/2021 Number 384 of 2021 Number HK.0 1.08/MENKES/4242/2021 Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning During the Corona Virus Disease 2019 (COVID-19) Pandemic and some are carried out virtually or online using the internet, applications for certain learning/tasks, and LMS (Learning Management System) or e-services.

CHAPTER III

PK MANAGEMENT AND IMPLEMENTATION

A. PK Management

PK has a weight of 6 credits, which is equivalent to 272 hours and is carried out in semester 7. It is managed by the PK Division in the Community Service Program and Educational Internship Unit (ULKKN-PK) which is directly under the coordination of the Vice Chancellor for Academic Affairs. During PK, PK students are guided by DPL, PK location leaders, PK location coordinators (at PK locations with a minimum of 5 PK students), and supervisors at PK locations. The supervisors at the PK location are teachers from schools, educational administration staff from institutions, and coaches from clubs.

B. Duties and Obligations of Parties Involved in PK

Each party involved in thePKPK has certain duties and obligations as follows.

1. ULKKN-PK
   a. Responsible for the implementation of PK activities;
   b. Developing a schedule of PK activities starting from preparation, implementation, monitoring and evaluation, and preparing reports;
   c. Carrying out planning, preparation, implementation, and reporting of teaching practice activities;
   d. Organizing coordination activities with PK locations (schools/institutions/clubs/learning groups in the community);
   e. Organizing management coordination meetings, PK debriefing for DPL and students, and PK partners (schools/institutions/clubs/study groups in the community); and
   f. Conduct monitoring and evaluation of PK implementation.
2. PK Students
   a. Must attend a debriefing organized by KKNPKU/Faculty/Study Program;
   g. Must comply with school/institution/club rules;
   h. Carrying out observations and PK activities according to conditions at the location either online or offline;
   i. Behave and dress modestly while at the PK location.
3. Field Supervisor (DPL)
   a. Participating in a series of PK preparation activities;

b. Directing and explaining student rights and responsibilities;

c. Carrying out guidance at least four times (online/offline);

d. Guiding in a series of student PK activities, which include program preparation, program implementation, log-book filling, and reporting activity;

e. Assessing PK reports;

f. Having commitment and responsibility in the implementation of PK activities; and

g. Uploading the final PK result value to the system on the page http://pk.mkpk.uny.ac.id.

4. Supervisor at the PK location (Supervising Teacher/Administrative Staff Education/Coach)

a. Together with the head of the school/institution/club to coordinate planning and implementation of PK at the site;

b. Providing explanations to students about assignments and how to implementation of PK at the location;

c. Carrying out guidance, supervision, and assessment of PK activities; and

d. Submitting a report on the results of the implementation of PK to the school principal / principal club/chairman.

5. Principal/Head of Institution/Club/Location Coordinator

a. Fully responsible for the implementation of PK at the location;

b. Determine the supervising teacher/educational administration staff/coach;

c. PK supervisor and provide briefing and register it to the ULKNPK;

d. Together with teachers/educational administration staff/coaches, provide considerations regarding the PK program prepared by PK students; and

e. Facilitate, coordinate, monitor, and solve PK activity problems at the location.

C. Requirements for Parties Involved in PK

1. Requirements for PK Participants

Students who take PK courses must register and meet the following requirements:

a. Registered as a UNY undergraduate education student at a semester the PK course is held;

b. Have taken a minimum of 90 credits with a minimum GPA of 2.50;

c. Pregnant students may take PK online, however only allowed for a maximum of 2 weeks. When PK is implemented offline, the maximum allowable gestational

duration is 20 weeks. Students who are pregnant must have a certificate from an obstetrician and permission from the husband who declares responsibility against the risks that may occur;

d. Students register through the page http://pk.mkpk.uny.ac.id as a PK participant in 2021;

e. Must attend a series of PK debriefing organized by ULKKNPK /Faculty / Study Program respectively;

f. During the PK, students are allowed to take points lectures other than PK and Community Service Program (KKN), a maximum of 6 credits; and

g. Willing to follow the rules and regulations that apply in schools/institutions/clubs/learning groups in the community, behave politely, and have a good appearance as a prospective educator/staff education/coach.

2. Requirements for Field Supervisor (DPL)

Study Program-based PK DPL, namely lecturers in the same Education Study Program with PK students at UNY. PK DPL was proposed by the head of the department/ study program. She/ he has at least an Academic Assistant Expert Position and has become a lecturer for three years. PK DPL must have dedication and high commitment to guide PK students.

3. Requirements for Advisors at PK Locations

The supervisor at the PK location is a teacher/administrative staff education/coach, who is appointed by the head of the PK location. Teacher PK supervisors are teachers who have a bachelor's degree, which is linear with their field of study PK student studies, and so do PK supervisors in institutions/clubs who must have competencies parallel to PK students at that location. PK supervisors are registered with the ULKKNPK through the page http://pk.mkpk.uny.ac.id including the bank account number, for administrative needs, no later than one month after the student is in PK location.

4. PK Location Requirements

The implementation of PK will take place well if students, supervisors, and PK locations meet specific requirements. Conditions will be different 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 public and private registered with the Office of District/City or Provincial Education.

b. Institution

Institutions that can be used as PK locations are offices or institutions of non-formal education, for example, the Learning Activity Center (SKB), Community Learning Activities (PKBM), Art Studios, Guidance Institutions Learning, or other institutions in the village/sub-district that are in accordance with the PK student study program. Although institutions in this village/district can carry out PK during a pandemic around the student's domicile, no schools/institutions/clubs can be used as a PK location as in normal conditions.

c. Club

Location in a sports club, specifically for Program students Sports Coaching Education Study (PKO). The club chosen for PK location must be registered with the Parent Sports Organization or KONI at Regency/City or Provincial level.

D. Stages of PK Implementation

PK is carried out through the following stages.

1. PK Registration

Before registering through the system, students must contact schools/institutions/clubs online or attend in person by bringing a cover letter from the ULKNPK. In addition, students must know that he is accepted to carry out PK in the desired location. Furthermore, students register themselves as PK participants through the page http://pk.mkpk.uny.ac.id from 21st May to 6th June 2021 and check personal data as a PK participant on that page.

2. Plotting of Field Supervisors (DPL)

PK DPL comes from the same study program as PK students. Therefore, a PK DPL can guide a maximum of 20 students. The PK coordinator carries the DPL tasks for guiding at a location in each program study.

3. PK debriefing for DPL and students
    a. PK Debriefing Purpose
        The PK debriefing aims to equalize the perception of DPL and students about PK and its implementation.

    b. PK Briefing Materials
        1) Debriefing materials for DPL mainly include explanations of PK policies, rights, duties, responsibilities, and obligations of DPL in guide PKs.
        2) The debriefing material for students includes an explanation of PK policies, professional code of ethics (teachers/administrators education/coach), observations at PK locations, programs that can be carried out during PK in schools (learning and schooling); in institutions and clubs, reporting on the implementation of PK regularly, signs about communication, duties, and obligations of students at school teachers/educational staff/coach/DPL, as well as PK reporting at the end of PK activities.

    c. PK Debriefing Model
        PK debriefing is carried out online.
        a. Organizer
            1) ULKKNPK UNY carries out debriefing of DPL PK.
            2) Debriefing of PK students is carried out by ULKKNPK and followed up by the respective faculties/study programs.
        b. PK Debriefing Schedule
            In detail, the schedule for the debriefing is carried out according to the table following.

Table 5. PK Debriefing Schedule

DEBRIEFING	TIME	IN CHARGE
Student	7th July 2021	ULKKNPK
DPL	9th July 2021	ULKKNPK/ faculty/ study program

4. Observation at PK Locations

Students must make observations at the PK location after students are personally officially handed over to the location. PK location observations were carried out for two hours; the first-week students were deployed to the location (12th July to 24th July 2021).

Observations can be done both offline and online. Location observation PK aims to identify inventory problems in the PK location. The results of the observations were consulted with the supervisor at the PK location to be included in the PK program, which includes programs for learning and schooling or training programs and work programs. Things that can be observed at the location can be seen in Appendix 1 (for PK in schools), Appendix 2 (for PK in institutions), and Appendix 3 (for PK in the club).

5. Preparation of Work Programs and Discussions with Supervisors at PK Locations

PK is held on 12th July-11th December 2021. Students must carry out activities assigned by schools/institutions/clubs with guidance from PK DPL and supervisors on-site during the PK implementation. PK implementation can be done online or offline according to policies on PK locations. Student activities during PK include compiling work programs, carrying out mentoring, carrying out work programs, and reporting the results of activities. The equivalent PK program includes preparation, implementation, and evaluation. The preparation of the Plan Program must be

completed during the observation period and stated in the form of a matrix. The matrix format can be seen in Appendix 4.

6. Program Implementation

Students are required to carry out a work program that has been prepared with full responsibility and write it down in the log-book available on http://pk.mkpk.uny.ac.id page as a report to the teacher/staff education administration/coach/PK DPL. Program implementation can be done online or offline. Log-book reporting is carried out every weekend, or according to the agreement of DPL PK. log-book format can be seen in Appendix 5.

7. PK guidance

Students must be guided by a supervisor at the PK location while carrying out the PK. In addition, students must also do guidance with DPL. In student mentoring, there must be communication between DPL and the supervisor at the PK location. Guidance can be done offline or online, depending on the agreement between students and supervisors at PK and DPL locations. Guidance with DPL was carried out periodically, at least four times during the PK period.

8. PK Report Generation

Students must prepare a PK implementation report after the PK is complete and uploaded on the http://pk.mkpk.uny.ac.id page as report accountability for the implementation of PK. The PK report is known by the supervisor at the PK location, the head of the PK location, and the PK DPL. Students are also required to submit a report to the PK location. PK report uploaded no later than one day before withdrawal. The format and content of the PK report can be seen in Appendix F01e (for PK in schools/learning groups in the community), F02e (for PK in institutions), and F03e (for PK in clubs).

Some of the completeness reports for the evaluation of the PK program include preparation of matrices and daily log-books filled in online, reports of individual PK activities online, and attachments. For PK in schools, that need to be attached are the results of observations, school practices, and learning device products during PK activities, in the form of plans implementation of learning, teaching materials, learning media, devices assessment, and documentation of activities. For PK in

institutions that need to be attached are the results of observations, program implementation plans, results from program implementation, and activity documentation. In addition, attached are the results of observations, training session plans, implementation of the cycle micro-exercise, and activity documentation for PK in the club. Finally, for PK in study groups, community members that need to be attached are the results of observations, results of practice learning, and learning device products during PK activities, which is the form of learning implementation plans, teaching materials, learning media, assessment tools, and activity documentation.

E. PK Financing

The cost of organizing PK is borne by DIPA UNY 2021. The honorarium is given to PK location leaders, supervisors at the PK location, and DPL. The amount of honorarium has been determined by ULKKNPK UNY. For smooth administration, data on the account number of the PK location leadership is required, coordinator at PK locations (for PK locations that have a minimum of 5 PK students), the supervisor at the location of PK, and DPL. The data must be sent to ULKKNPK after students are at the PK location and after the PK location, get an account to fill in the data on the PK page.

F. PK Assessment

1. Purpose

The objectives of the PK assessment are to:

a. Appreciate academic ability, improvement, and development student competence in the preparation of implementation plans learning/program plan/practice session plan, implementation learning/programs/training sessions;

b. Diagnosing student learning difficulties and encouraging students to improve their ability in the preparation of implementation plans learning/program plan/practice session plan, implementation learning/programs/training sessions;

c. Encouraging supervisors at PK and DPL locations to improve quality of service and guidance in planning implementation of learning/program plans/practice session plans, implementation of learning/programs/training sessions; and

d. Provide information to ULKNPK to make policy and decisions on the implementation of PK in schools/institutions/clubs/groups study in the community

2. Principles of PK Assessment

PK assessment principles include:

a. Educate

The assessment is carried out not solely to find the faults and weaknesses of students but to provide proper guidance to students. The assessment results must be perceived as awards for successful students and a trigger for improving more for the less successful.

b. Thorough

The assessment aims to assess the mastery of pedagogic competence, professional, personal, and social.

c. Continuous

The assessment is carried out in a planned, gradual, and continuous manner to get an overview of the progress and achievements of a college student. Assessment includes all abilities and results analyzed to determine the progress achieved.

d. Objective

The assessment is based on the actual situation, according to what is shown or done by students.

e. Fair

Assessment is open and meaningful so that it is further followed up, both by students and DPL.

f. Mean

Assessment should be easy to understand, meaningful, practical, and followed up by both students and DPL.

3. Assessment Aspect

The PK assessment includes five aspects, as follows:

a. Planning of learning/programs/exercise;
b. Implementation of learning/programs/exercise (comprehension competence students, educating learning competencies and competencies mastery of scientific fields and/or expertise);
c. Social competence;

d. Personal competence; and

e. PK Report

4. Appraiser and Appraiser Authority

   PK assessors consist of:

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

   b. Education administration staff assessed using forms F02a, F02b, F02c, and F02d

   c. Coach assesses using forms F03a, F03b, F03c, and F03d

   d. The Field Supervisor evaluates the PK report, using one of the following forms: form F01e (for PK in schools/study groups in the community), form F02e (for PK in the institution), and form F03e (for PK in the club).

5. Assessment Time

   The PK assessment by the supervisor at the PK location is carried out from the preparation of the program work to implementation. PK assessment in schools is carried out for each lesson plan and learning practice, while the assessment of social competence and personality is done at the beginning and end of PK. PK assessment in institutions is carried out for each program plan and program implementation, while assessment of social and personality competencies is carried out at the beginning and end of PK. PK assessment in the club is carried out for each planned training session and practice exercise micro-cycle, while the assessment of social and personality competence is performed at the beginning and end of the PK. Values (taking the best three scores) are inputted on the PK web page no later than one week after withdrawal.

6. Assessment Guidelines and Criteria

   The PK course assessment guidelines are as follows:

Table 6. PK Assessment Guidelines

RANGE SCORE		SCORE		QUALIFICATION
10	100	MARK	NUMBER	
8.6-10.0	86-100	A	4.00	Excellent
8.1-8.5	81-85	A-	3.75	Very good
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	Fair
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	4.0-5.5	D	1.00	Poor
0.0-4.0	4.0-5-5	E		Very poor

Source: UNY Academic Manual

7. Graduation Standard

    The passing grade for PK courses has the lowest score, namely B+ (76-80).

8. Assessment Mechanism

    The assessment form for each assessment aspect is available on the online PK system http://pk.mkpk.uny.ac.id. The score given for each component is between 1-10: with the condition 10 = special; 1 = very much bad.

Assessments for students who carry out PK in schools are as follows: the following: lesson planning (F01a), learning implementation (F01b), personality competence (F01c), and social competence (F01d) and PK report (F01e).

Assessments for students who carry out PK in institutions are as follows: following: program planning (F02a), program implementation (F02b), personality competence (F02c), social competence (F02d), and PK report (F02e).

Assessments for students who carry out PK in clubs are as follows: the following: training session planning (F03a), implementation of training sessions (F03b), personality competence (F03c), social competence (F03d), and PK report (F03e).

The final assessment uploaded to the system to determine pass is the three highest scores that have been done by the supervisor at the PK location. Note: Practical assessment for Counseling Guidance Study Program students and Early Childhood Education is not yet available in the guidebook; please adapt. ULKKNPK UNY has managed the PK assessment system policy since 2019 in online mode. Thus, ULKKNPK no longer sends assessment books in printed form to the PK location. In order to do an assessment, the supervisor at the PK location must enter the assessment page ULKKNPK, namely: pk.mkpk.uny.ac.id. Thus, both supervisors at PK locations must have a username and password to access the evaluation. Username and password are confidential and sent via email designated DPL. The pk.mkpk.uny.ac.id page can be accessed by UNY lecturers using their respective SSO usernames and passwords.

To understand the flow and online assessment techniques can be read at an online scoring system that is sent with a username and password. The assessment technique was also explained during coordination with the PK location leader.

n the data on the PK page.

G. Regulations and Sanctions for PK Students

Students who do not comply with the PK regulations, do not carry out their duties and responsibilities properly, or are involved in drug use and immoral crime acts may be subject to sanctions which can be in the form of:

1. Verbal warning;
2. Written warning;

3. Extension of PK time;
4. Value reduction; or
5. With withdrawals from practice before the time ends, students concerned are declared void and must repeat in the next PK period.

If the student's actions should be subject to these sanctions, then it is known that after the student completes the PK, the value of the PK course is deferred until the problem is resolved. PK managers carry out the determination of sanctions after going through the assessment, discussion, and deliberation.

CHAPTER IV

WORK PROGRAM DEVELOPMENT IN PK

The development of the PK program should be well-coordinated with the location of PK (schools, institutions, clubs, study groups in the community), namely leaders, the supervisor at the PK location, coordinator at the PK location (for PK locations that have a minimum of 5 PK students), and DPL. The PK program developed is aimed at to help achieve the vision and mission of PK, making it the basis/ PK implementation guidelines for students, and to help and facilitate students and PK locations (schools, institutions, clubs, study groups in the community) in order to work in a systematic and structured manner.

The PK program developed by students helps create a sense of togetherness in organizations (schools, institutions, clubs, study groups in the community), raising a sense of responsibility towards their respective duties and the excellent image of the organization. Especially during the Covid-19 pandemic.

Currently, PK provides benefits, among others, related to the use of IT in cultivating new habits in learning, online training, creativity utilizing online learning and training applications, and making learning media more creative and innovative.

A. Work Program in PK

The work program in PK during the Covid-19 pandemic focuses on the individual work program. The development of group work programs is not possible due to the Covid-19 pandemic. An individual work program is a work program that is carried out individually or independently by planning, implementing, and evaluating the program. During the Covid-19 pandemic, students can elaborate on a variety program that allows it to be carried out individually in accordance with each location. The time implications of individual programs are outlined in the work program matrix are intact to be his own.

B. Mechanism of Work Program Development in PK

Program development activities begin with site observations. Observation of what students do at the location is expected to provide an overview and comprehensive insight into the various programs that can be implemented or cannot be implemented by students. Students must consider wisely in making decisions about programs to be implemented. In addition, students must calculate the number of hours and their

distribution in the PK matrix. When students at specific study programs (e.g., coaching) have difficulties meeting the minimum PK working hours, it is recommended to increase the number of hours by looking for a location others who were consulted in advance with the supervisor at the PK location.

The following are the steps that must be taken by students in developing programs.

1. Inventory of PK programs according to location (schools, institutions, clubs, or study groups in the community)
2. The PK program in the selected school includes teaching and learning programs non-teaching. The PK program in the institution is to make an implementation plan program and implement the program according to their competence, for example, as policy researchers, policy analysts, and vocations. The PK program at the club includes developing an exercise program and implementing an exercise program. The exercise program can be described in micro-training programs and then described in the training session.
3. The selected program is then entered into the matrix. Matrix compiled weekly. The pattern of integration starts the first week until the sixteenth week. In weeks 15-16, expected students have prepared PK reports. Sequential pattern, starting the first week to the eighth week, and in the last week focus on preparing PK reports.
4. Students consult the programs that have been outlined in the Work Program Matrix (MPK), including the number of hours with DPL and the location advisor. The follow-up to this consultation was the improvement of the MPK.
5. Students upload MPK, which DPL and supervisor have approved in PK location to page pk.mkpk.uny.ac.id.

C. Examples of Programs in PK

The PK program of activities carried out can be in the form of developed learning and non-learning. The following are examples of activities that students can develop in implementing PK.

1. Develop a Learning Implementation Plan/Implementation Plan
2. Exercise Program/Plan for Implementation, both offline and online;
3. Implement distance learning/programs/training, both online, offline, or blended;
4. Prepare teaching materials;
5. Creating learning media;

6. Making assessment instruments;
7. Create exercise programs, micro-training programs, and training sessions;
8. Managing matches, such as match committees, officials;
9. Applying program instruments in accordance with their competencies;
10. Develop learning/training models;
11. Developing library/institutional administration;
12. Arrange study groups in the community;
13. Create a project base according to their respective expertise;
14. Imaginary teaching;
15. Assisting in extracurricular and co-curricular activities school/institution;
16. Assistance in sparring/testing activities;
17. Participate in virtual/online school/institutional/club meetings;
18. Assisting youth activities in accordance with the field scientific study program;
19. Participate in virtual/online national holiday ceremonies;
20. Assistance in tutoring activities in the community according to the field of his studies;
21. And so on.

Here are some things that PK students should pay attention to in developing a PK program:

1. Completing the PK program on time;
2. Cooperating with colleagues;
3. Explore and develop the potential of the target audience to overcome problems;
4. Record all activities in a diary;
5. If other activities come unexpectedly (incidentally) in at the same time as the activities that have been programmed, these activities are included in the additional program / incidental program; and
6. Reflect on the work that has been done.

Based on the explanation in this chapter, students can develop various PK programs that can be implemented online in accordance with the approval of DPL and the supervisor at the PK location. Therefore, program selection and determination of proper and proportional work will help students complete PK well. Furthermore, students are expected to have the initiative to actively communicate and collaborate well during carrying out PK in their respective locations, considering the limitations of the time Covid-19 pandemic.

CHAPTER V

MONITORING AND EVALUATION OF PK

PK is part of the curriculum structure to support the achievement competence of students of educational study programs. To achieve the goal program, a good management system is needed (good governance), from planning to monitoring and evaluation in the implementation.

Monitoring and evaluation are crucial because the results will be used to guide leaders to make development decisions organization (Moerdiyanto, 2011:1). Therefore in a series of Practice Educational monitoring and evaluation activities are also carried out. Monitoring and evaluation are two integrated types of activities, considering that both are related to each other. Related data will be obtained from monitoring or monitoring with the implementation of PK whose results are used for evaluation purposes.

A. Objectives of PK Monitoring and Evaluation

Monitoring and evaluation, in general, have the objectives of knowing whether the PK has been appropriately implemented and whether the objective activity has been achieved. The specific objectives of PK monitoring and evaluation are to:

1. Knowing the things that support the implementation of PK;
2. Obtaining data/information, especially regarding problems/obstacles in implementation;
3. Identify appropriate program needs to be accommodated;
4. Obtaining data/information on the progress of PK implementation (for the benefit of assessment); and
5. Obtaining data/information as a basis for the manager's improvements and/or PK development.

B. Implementation Time of PK Monitoring and Evaluation

To get accurate data/information, monitoring evaluation is held during the PK and carried out continuously and periodically. In order to get an overview of implementation during the PK period, monitoring and evaluation are designed in three activities that represent time implementation, namely at the beginning, middle, and end of program implementation.

Thus, monitoring and evaluation are scheduled for implementation on:

1. Beginning of PK period

    In the first monitoring and evaluation, it is hoped that data/information will be obtained regarding registration, debriefing, observation, and programming.

2. Mid period PK

    The second monitoring and evaluation are hoped that data/information on program implementation by PK students, including driving and inhibiting factors, implementation of mentoring, financing, and others.

3. End of PK period

    The last monitoring and evaluation were carried out to obtain data/information related to the implementation of the PK student program, mentoring, assessment, program benefits, and feedback from stakeholders.

C. **Monitoring and Evaluation Implementation Mechanism**

    Monitoring and evaluation activities are systematic activities that are carried out in a gradual system, which includes:

1. Planning Stage

    At this stage, planning for monitoring and evaluation activities such as determination of monitoring and evaluation techniques, preparation of instruments (analysis) aspects, preparation of grids, arranging items or items according to grids and tests test the instrument), determination of implementers, scheduling and planning/development of information systems.

2. Implementation Stage

    At this stage, monitoring and evaluation activities are carried out to obtain data/information with techniques and instruments that have been compiled, which is carried out online and offline, especially for distributing and filling out the questionnaire.

3. Reporting Stage

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

4. Follow-up Stage

It can be done through Focus Group Discussion (FGD) and policy determination to improve follow-up PK activities.

D. PK Monitoring and Evaluation Officer/Officer

Monitoring and evaluation activities are carried out by parties who has duties and authority related to the management of PK, namely:

1. University Leader

   One of the duties of university leaders is to lead the implementation of education and foster the academic community and its relationship with the environment. In addition, leaders are the policymakers and responsible for the implementation of programs at the university, including PK, therefore must be involved in monitoring and evaluation activities to obtain material for consideration in the context of improvement, development, and making policies related to PK and similar programs which in turn will improve the quality of the university.

2. ULKKNPK is a particular unit under the Chancellor to plan and manage KKN programs and Educational Practices.
3. The head of the faculty is in charge of academics and cooperation because PK is a course as part of academic activities and cooperation.
4. UNY Higher Education Quality Development Center

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

E. PK Monitoring and Evaluation Techniques

An essential process in monitoring and evaluation activities is the collection of PK implementation data. This data collection is an activity to uncover empirical facts in the field. The results of this data collection are used for conclusions on research activities, including monitoring and evaluation (Moerdiyanto, 2011: 13). The techniques used in PK monitoring and evaluation are: as follows.

1. The survey, data collection through respondent activities to answer questions using a tool in the form of a list of questions in pre-made questionnaires. Respondents in monitoring and PK evaluation include PK students, PK location leaders, supervisors at PK location, and DPL. Questionnaires for monitoring and evaluation needs are in the form of an open and closed questionnaire. Following filling out, the questionnaire is carried out online through an information system that ULKKNP has developed.

2. Observation or observation, data collection is carried out in a visit to the PK location. Through this activity, the implementer of monitoring and evaluation can observe directly to get empirical facts at the PK location, which was also used to validate the survey results.

3. Interviews, data collection through direct interaction between respondents and executors/officers of monitoring and evaluation both offline and online 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, in the form of complex files or soft files, to obtain data/information related to the implementation of PK. For example, documents can be in the form of a work program matrix, portfolio learning tools, Training Implementation Plan, Implementation Plan Programs, log books/diaries, reports, photos of activities, and others.

F. PK Monitoring and Evaluation Instruments

A data collection activity (as an essential part of monitoring evaluation) requires the right instrument to get accurate data so that monitoring and evaluation results are more efficient. Based on technique monitoring and evaluation described above, the instruments used are:

1. The questionnaire contains questions to PK respondents in the form of a questionnaire open and closed.

2. Observation guidelines as a reference for implementing evaluation monitoring contain any observed components.

3. Documentation guidelines containing signs for the use of documents as a data source

The instrument's preparation departs from the analysis of variables as components of monitoring and evaluation. Components that will be revealed through activities PK monitoring and evaluation includes:

1. Against PK students
   a. There is the availability of adequate PK services starting from the registration process to withdrawal and appraisal.
   b. Clarity of PK administration procedures.
   c. The ability of PK students to identify problems for compiling programs.
   d. Barriers to the implementation of the PK program.
2. To the supervisor at the PK location
   a. The ability of PK students to identify problems to compose the program.
   b. The ability of PK students to learn practices at school or implement programs in schools, institutions, clubs, and study groups in the community both offline and/or online.
   c. PK students' ability to compile learning tools or offline and/or online program tools, such as the Implementation Plan Lessons Learned, Program Implementation Plans, Session Implementation Plans Exercise and more.
   d. The ability of PK students to communicate with students' supervisors and colleagues at PK locations.
   e. The ability of PK students to collaborate with parties at the PK location.
   f. Clarity of PK administration procedures.
   g. Availability of an adequate financing system.
   h. Barriers to the implementation of the PK program.

3. DPL

   a. The ability of PK students to identify problems for compiling programs.
   b. The ability of PK students to learn practices at school or implement programs in schools, institutions, clubs, and study groups in the community both offline and/or online.
   c. PK students can compile learning tools or offline and/or online program tools, such as the Implementation Plan Lessons Learned, Program Implementation Plans, Session Implementation Plans Exercise, and more.
   d. The ability of PK students to communicate with DPL.
   e. Clarity of PK administration procedures.
   f. Availability of an adequate financing system.
   g. Obstacles in the implementation of PK.

4. PK Location Leader
   a. The student's ability to communicate leadership and work environment.

b. Clarity of PK administration procedures.

c. Availability of an adequate financing system.

d. PK benefits for PK students and PK locations.

CHAPTER VI

CLOS

The government's policy on Teacher Education Standards (SPG) has an impact on curriculum changes, including weights and claims in the implementation of PK. PK involves schools or other agencies outside of UNY. Therefore, the implementation of PK courses must be carefully planned starting from registration, debriefing, implementation, assessment, monitoring & evaluation, and withdrawal. Accordingly, it is necessary to have good and clear coordination and division of roles between PK at the study program level, management, and university level.

The implementation of PK requires a high commitment from all components, and is expected to have a meaningful impact on PK students, and the institutions/agencies where PK is carried out. The impact for students is the understanding of students, educational learning competencies, knowledge and/or skill mastery competencies, attitude competencies and skills to prepare teacher competencies will be further explored when taking the Teacher Professional Education Program. The impact on Schools, Local Governments/Education Offices is the contribution of thoughts and inputs to improve the competence of prospective teachers.

PK quality and management need to be continued. For this reason, monitoring and evaluation of PK implementation involving various partner components needs to be carried out so that problems that occur can be immediately resolved and deficiencies can be immediately corrected, or the next implementation. Furthermore, matters that have not been regulated in this PK Guidebook, but appear and are needed in the implementation of this PLP can be specifically regulated and decided by the team at the ULKKN-PK based on the principle of deliberation.

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APPENDICES

Appendix 1. Education Practice (PK) Observation Format at School

<table>
<tr><td rowspan="3"></td><td colspan="2">EDUCATION PRACTICE OBSERVATION FORMAT
AT SCHOOL</td><td rowspan="3">for student</td></tr>
<tr><td colspan="2">Universitas Negeri Yogyakarta</td></tr>
</table>

NAME :   DATE OF OBSERVATION :
STUDENT ID :   SCHOOL :
FAC/DEPT/STUDY PROGRAM :   ADDRESS :

No.	Aspects Observed	Description of Observation Results	Other information
1	School Condition		
	a. Location/Environment		
	b. Building		
	c. Infrastructure		
	• Library		
	• Classroom		
	• Workshop		
	• Laboratory		
	• Sports and Health		
	d. Suitability with Covid-19 Health Protocols		
	e. Online Learning Facilities/Infrastructure		
	F. Internet		
	f. Learning Facilities		
	g. Library Availability		
	h. Counseling Guidance Facilities		
	i. School Health Clinic Facilities		
	j. Student Council Organization and Facilities		
	k. Worship place		
	l. Student Cooperative		
	m. Extracurricular		
	n. Teacher Potential		
	o. Student Potential		
	p. Miscellaneous (Kitchen, Parking, Etc.)		
2.	Learning		
	a. Implementation of Learning in the Time of the Covid-19 Pandemic		
	b. Learning Media		

	c. Learning process		
	d. Implementation of Teaching Teacher		
	e. Student Behavior		
	f. Evaluation Activities		
	g. Other Aspects		

Note: As materials for PK program preparation

......., ... 2021

Headmaster,   Student,

....
....
Civil Servant ID.   Student ID.

Appendix 2. Education Practice (PK) Observation Format in Institution

**PK OBSERVATION FORMAT
IN INSTITUTION**
Universitas Negeri Yogyakarta

for student

NAME :   DATE :
STUDENT ID :   NAME OF INSTITUTION :
FAC/DEPT/STUDY PROGRAM :   ADDRESS :

No.	Aspects Observed	Description of Observation Results	Other information
1	Physical Observation		
	a. Location/Environment		
	b. Building Condition		
	c. Condition of Facilities/Infrastructure		
	d. Supporting Facilities (places for prayer, toilets, canteen, etc.)		
	e. Workspace arrangement		
	f. Personnel		
	g. Other aspects		
2.	Observation of Work Procedure		
	a. Organizational Structure Work Procedure		
	b. Institutional Governance Regulations		
	c. Institutional Work Program		
	d. Implementation of Work During the Covid 19 Pandemic		
	e. Inter-Personnel Work Climate		
	f. Work Program Evaluation		
	g. The results achieved		

Note: As materials for PK program preparation

                                                        ...., ... 2021
Head of institution,   Student,

....
Civil Servant ID.   Student ID.

Appendix 3. EP Observation Format at Club

| | For student |

PK OBSERVATION FORMAT
AT CLUB
Universitas Negeri Yogyakarta

NAME   :   DATE OF OBSERVATION:
STUDENT ID   :   CLUB NAME   :
FAC/DEPT/STUDY :   ADDRESS   :
PROGRAM

No.	Aspects Observed	Description of Observation Result	Other Information
1	Club Condition		
	a. Location Condition		
	b. Building Condition		
	c. Organizational structure		
	d. Trainer Potential		
	e. Potential Participants		
2.	Training Process		
	a. Exercise Program		
	b. Program Implementation		
3	Club Administration		
	a. Data Information System		
	b. Financial administration		
	c. Athlete Report Card/Assessment		
4	Club Facilities		
	a. Infrastructure		
	b. Supporting Facilities (MCK, Canteen, Parking, etc.)		

Note: As materials for the preparation of work programs

                                        ...., ... 2021
Club president,   Student,

....
Civil Servant ID.   Student ID.

Appendix 4. Work Program Matrix Format PK

EP WORK PROGRAM MATRIX
Universitas Negeri Yogyakarta

Untuk mahasiswa

LOCATION NAME   :   NAME   :
ADDRESS   :   STUDENT ID   :

STUDY PROGRAM   :

SUPERVISOR AT PK   :   Practical Supervisor   :

No	PK Activity Program	Number of Hours Per Week								Number of Hours
		I	II	III	III	Etc.			XVI	
1	Activity Program 1									
	a. Preparation									
	b. Implementation									
	c.Evaluation and Follow-up									
2	Activity Program 2									
	a. Preparation									
	b. Implementation									
	c. Evaluation and Follow-up									
	Others									
	Number of Hours									

.........., ... 2021
Knowing/Accepting by   written by,
Headmaster/Head of Institution/Club President,   Practical Supervisor,
…………………………………………….   …………………………………………….   ……………………………….

Appendix 5. EP Implementation Weekly Report Format

EP Implementation Weekly Report
Universitas Negeri Yogyakarta

LOCATION   :   STUDENT NAME   :
ADDRESS   :   STUDENT ID   :

STUDY PROGRAM   :   SUPERVISOR ON LOCATION :
PRACTICAL SUPERVISOR :

No.	Date/Day	Activities	Results	Obstacles	Solutions

Accepting by :
Practical Supervisor   Supervisor on location   Student,
Civil Servant ID. :   Student ID :
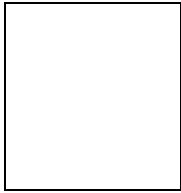
Appendix 6. PK Report Terms

PK REPORT 2021

1. Report Preparation Time

The preparation of the report must begin from the time the student is handed over to the location until before the PK ends so that the report can be completed before the student withdrawal activity is carried out. Report uploaded on page http://pk.mkpk.uny.ac.id.

2. Report Writing Format

a. Paper Size

The paper size for compiling a PK Activity Report is folio.

b. Font type and size

The font used for compiling the report is 12 for Times New Roman or 11 for Arial.

c. Margin distance

The width or distance of the margins is the left edge of 4 cm, the right 3 cm,

the top 3 cm, and the bottom 3 cm.

d. Distance between lines

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

3. Report Systematics

Title

PK Report Authentication Page

Acknowledgement

Table of Content

Appendices

Documentations (if any)

Abstract

4. Further Information

Abstract consists of summary of the program, methods and implementation results.

The results analysis contains the achievement of the implementation of EP program, the presence or absence of gaps in theory and practice, obstacles and factors supporting the implementation of activities.

Reflection contains 1) strengths, opportunities, challenges and weaknesses, 2) self-ability; 3) expectations in implementing PK, 4) added value obtained by students after implementing PK.

Appendix 7. PK Report Cover Format

<div align="center">

EDUCATIONAL PRACTICE
REPORT
UNIVERSITAS NEGERI YOGYAKARTA

COURSE/PROFICIENCY AREAS:
LOCATION: :

</div>

This paper was compiled to fulfill Practical Education Course Assignment

Practical Supervisor   :_____
Civil Servant ID   : _____
Supervisor on location   : _____

<div align="center">

By:

Name
Student ID

STUDY PROGRAM
DEPARTMENT
FACULTY
YEAR

</div>

Appendix 8. PK Report Authentication Paper Format

VALIDATION PAPER

EDUCATIONAL PRACTICE REPORT AT….

Name   :

Student ID   :

Study Program/Department   :

Faculty   :

       Has carried out Educational Practices in….from the date….until the date….. The results of the activities are included in the text of this report.

Headmaster/Head of Institution/Club President

Student ID.

Student,

_____   _____

PRACTICAL SUPERVISOR   Head of ULKKN-PK

_____   _____

Civil Servant ID.   Civil Servant ID.

Appendix 9. PK Warnings for Utilization of Assessment Instrument

EDUCATIONAL PRACTICES (PK) WARNINGS
FOR UTILIZATION OF ASSESSMENT INSTRUMENT

This assessment format is prepared for assist the implementation of student's evaluation PK activity at UNY. Several formats in this book are used to assess PK program as documents to determine PK process performance and the result. The F 01 format is used to assess PK in school areas and study groups in community, F02 is used to assess the implementation of PK at institutions, and F03 is used to assess PK implementation at club

No.	Code	The use	Assessor
1.	F01a	To assess the Lesson plan	The PK Supervisor at school or Public Figure (for PK at study groups in community)
	F01b	To assess learning process	PK Supervisor at School or Public Figure (for PK at study groups in community)
	F01c	To assess personality competences	PK Supervisor at School or Public Figure (for PK at study groups in community)
	F01d	To assess social competences	Supervisor on location or Public Figure (for PK at study groups in community)
	F01e	To assess PK report at school	PK Supervisor at School or Public Figure (for PK at study groups in community)
	F01f	To recap the PK score at school	PK Supervisor
2.	F02a	To assess the lesson plan	PK Supervisor in institution
	F02b	To assess program implementation	PK Supervisor in institution

	F02c	To assess personality competences	PK Supervisor in institution
	F02d	To assess social competences	PK Supervisor in institution
	F02e	To assess PK report in institution	PK Supervisor
	F02f	To recap the PK score in institution	PK Supervisor
3	F03a	To assess training session plan	Coach
	F03b	To assess the implementation of training session	Coach
	F03c	To assess personality competences	Coach
	F03d	To assess social competences	Coach
	F03e	To assess PK report at club	PK Supervisor
	F03f	To recap PK scores at club	PK Supervisor

The assessment is carried out using the following procedures.

1. For supervisors at PK location, please open page: http://pk.mkpk.uny.ac.id using SSO UNY then enter the username and password that has been given to the headmaster/head of institution/Club

2. The assessment format with code F01 is filled out by the Headmaster or community leader (for PK in study groups in the community).
   The assessment format with code F02 is filled out by the head of the institution (for students from the Education Policy Study Program, Educational Management, Non-Formal Education, and Educational Technology).
   The scoring format with code F03 is filled out by the club president.

3. The Complete assessment from school given one-day maximum time before the withdrawal of PK students is carried out.

4. Schools/institutions/clubs give assessments to PK students 3 (three) times on the online system during PK activity.

5. Assessment by Supervisor is completed no later than 2 weeks after the withdrawal of students from the PK location.

6. The PK course assessment guidelines are as follows.

Score Standard		Scores		Qualifications
10	100	Letter	Number	
8,6 – 10,0	86 –100	A	4,00	Excellent
8,1 – 8,5	81 – 85	A-	3,75	Very good
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	Good enough

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	Less
0,00 – 4,0	4,00-5,5	E		More less

Source: UNY Academic Manual Book

Appendix 10. Lesson plan Format for PK at School

		FO1a
	UNIVERSITAS NEGERI YOGYAKARTA UNIT LAYANAN KULIAH KERJA NYATA DAN PRAKTIK KEPENDIDIKAN (ULKKNPK) Address : Karangmalang, Yogyakarta 55281 Phone. (0274) 548204	For tutor and public figures (for PK at study groups in community)

**ASSESSMENT FORMAT
LESSON PLAN
(PK AT SCHOOL)**

Scoring Instructions:
1. Fill the format each time students arrange a lesson plan by giving a score of 1 – 10. (Criteria: 10 = excellent; 1 = very bad).
2. Write down the aggregate scores (aspects 1 to 7) to get the total score for each lesson plan (from the 3-best lesson plans).
3. Give some comments (or suggestions) in the space provided after observing the lesson plan prepared by PK students.

No	Assessment aspects	Scores		
		Lesson plan 1	Lesson plan 2	Lesson plan 3
1.	Formulation of competency assessment indicators			
2.	Formulation of learning objectives			
3.	Learning Activities			
4.	Teaching materials			
5.	Instructional Media			
6.	Learning Resources			
7.	Evaluation			
Aggregate score (1 – 7 aspects)				
Score of lesson plan = Aggregate score X 10 / 7				

Final Score of lesson plan (The average value of the best 3 lesson plans)	

Lesson plan	Comments
1	
2	
3	

……………….. , ………………………… 2021

Practical Supervisor,   Tutor,

……………………………   ……………………………

Civil Servant ID   Civil Servant ID

Appendix 11. Learning Implementation Assessment Format for PK in Schools

UNIVERSITAS NEGERI YOGYAKARTA **UNIT LAYANAN KULIAH KERJA NYATA DAN** **PRAKTIK KEPENDIDIKAN (ULKKNPK)** **Address : Karangmalang, Yogyakarta 55281** **Phone. (0274) 548204**	**FO1b** For tutor and public figures (for PK at study groups in community)

ASSESSMENT FORMAT
LEARNING IMPLEMENTATION
(PK IN SCHOOLS)

Scoring Instructions:
1. Fill the format each time students arrange a lesson plan by giving a score of 1 – 10. (Criteria: 10 = excellent; 1 = very bad).
2. Write down the aggregate scores (aspects 1 to 7) to get the total score for each learning implementation (from the 3-best learning implementation).
3. Give some comments (or suggestions) in the space provided after observing the learning implementation by students.

No	Assessment Aspects*	Scores		
		1	2	3
1.	Introduction			
2.	Mastery of learning materials			
3.	Classroom management			
4.	The utilization of instructional media			
5.	Time management			
6.	Good and correct language (oral and written)			
7.	Technology information in learning			
8.	Nonverbal communication (including voice)			
9.	Implementation of the assessment			
10.	Closing			
Total Score (1 – 10 aspect)				
Final Score (The average score of 3 times teaching)				

* Aspects of assessment for the BK Study Program can be adjusted to the characteristics of the study program.

Practice	Comments
1	
2	
3	

……………….. , ………………………… 2021

Practical Supervisor,   Tutor,

……………………………….   ……………………………….
NIP   NIP

UNIVERSITAS NEGERI YOGYAKARTA **UNIT LAYANAN KULIAH KERJA NYATA DAN** **PRAKTIK KEPENDIDIKAN (ULKKNPK)** **Address : Karangmalang, Yogyakarta 55281** **Phone. (0274) 548204**	**FO1c**
	For tutor and public figures (for PK at study groups in community)

ASSESMENT FORMAT
PERSONALITY COMPETENCES
(PK IN SCHOOLS)

Scoring Instructions:

1. Fill the format by giving a score of 1 – 10. (Criteria: 10 = excellent; 1 = very bad).
2. Write down the aggregate scores (aspects 1 to 7) to get the total score
3. Give some comments (or suggestions) in the space provided after observing personality competencies of PK students from the beginning to the end of the implementation of the PK program

No	Assessment Aspects*	Scores
1.	Consistent behavior according to norms	
2.	Become an independent educator	
3.	Have a good work ethic	
4.	Being an open-minded and wise person in action)	
5.	Authority as a teacher	
6.	Noble character	
7.	Exemplary	
Total score (1 – 7 aspects)		
Score = Aggregate score X 10 7		
Final Score of Personality Competences		

* The assessment aspect for the BK Study Program can be adjusted to the characteristics of the study program.

Comments:

.... , ... 2021

Practical Supervisor,   Tutor,

…………………………   …………………………………….
NIP   NIP

Appendix 13. Social Competency Assessment Format for PK in Schools

 UNIVERSITAS NEGERI YOGYAKARTA **UNIT LAYANAN KULIAH KERJA NYATA DAN** **PRAKTIK KEPENDIDIKAN (ULKKNPK)** **Address : Karangmalang, Yogyakarta 55281** **Phone. (0274) 548204**	**FO1d**	
	For tutor and public figures (for PK at study groups in community)	

ASSESSMENT FORMAT
SOCIAL COMPETENCIES
(PK IN SCHOOLS)

Scoring Instructions:
1. Fill the format by giving a score of 1 – 10. (Criteria: 10 = excellent; 1 = very bad).
2. Write down the aggregate scores (aspects 1 to 6) to get the total score
3. Give some comments (or suggestions) in the space provided after observing social competencies of PK students from the beginning to the end of the implementation of the PK program

No	Assessment aspects	Scores
1.	Be inclusive, act objectively, and non-discriminatory	
2.	Communicate effectively, empathically and politely with other educators and education staff	
3.	Adapt and carry out duties as a teacher in various environments with socio-cultural diversity	
4.	Communicate well both in oral and written	
5.	Communicate and get along effectively, empathically and politely with students	
6.	Communicate and get along effectively, empathically and politely with parents and the surrounding community	
Total Score (1 – 6 aspects)		
Score = <u>Aggregate score</u> X 10 6		
Final Score		

Comments:

.... , ... 2021

Practical Supervisor   Tutor,

……………………………   ……………………………………
NIP   NIP

Appendix 14. PK Report Assessment Format for PK in Schools

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**F01e**
	For DPL

FORMAT OF PK ASSESSMENT REPORT

Student Name   : ……………….............

Student Number   : ……………................

Faculty/Department/Major   : ……………................

School   : …………………………..

No.	Assessment Aspect	Maximum Score	Score
1.	Report content	40	
2.	Systematic of writing, grammar, and language	30	
3.	Attachments	30	
	PK Report Score		

Yogyakarta,...........................2021

Field Supervisor,

………………………. NIP

Appendix 15. PK Score Recapitulation Format for PK in School

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**F01f**
	For DPL

FORMAT RECAPITULATION OF PK SCORE

Student Name   : ………………..
Student Number   : ………………..
Faculty/Department/Major   : ………………..
School   : ………………..

Assessment Aspect	Original Score	Score (0-100)	Quality	Score (Score X Quality)
Lesson Plan	F01a		2	
Learning Implementation	F01b		3	
Personal Competence	F01c		2	
Social Competence	F01d		2	
PK Report	F01e		1	
Total Score of PK				
PK Final Score= $\dfrac{PK\ Total\ Score}{10}$				

Yogyakarta,   2021

Field Supervisor,

……………………………………

NIP

Appendix 16. Program Implementation Plan Assessment Format for PK in Institutions

		F02a
	UNIVERSITAS NEGERI YOGYAKARTA **UNIT OF COMMUNITY SERVICES AND** **EDUCATIONAL PRACTICES** **(ULKKNPK)** **Address :Karangmalang, Yogyakarta** **Telp. (0274) 548204**	For DPL of PK

FORMAT OF ASSESSMENT PROGRAM IMPLEMENTATION PLAN (PK IN INSTITUTIONS)

Scoring Instruction:

1. Fill out this format each time a student prepares a Program 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 Program Implementation Plans).
3. Provide comments (suggestions/input) in the space provided after observing the Program Implementation Plan prepared by PK students.

No	Assessment Aspect	Score		
		PIP 1	PIP 2	PIP 3
1.	Rational Plan of Activity			
2.	Eligibility of the Activity Plan			
3.	Integration of Activities with Institutional Programs			
4.	Evaluation Plan			
5.	Follow-up Plan			
Total Score (Aspect 1 to 5)				
RPP Score = $\frac{\text{Total Final Score}}{5} \times 10$				
RPP Final Score (Average Score the best of 3 RPP)				

RPP No-	Supervisor at PK Location Comment
1	
2	
3	

Yogyakarta , ………………………… 2021

Field Supervisor,   Supervisor at PK Locations,

……………………………   ………………………
NIP   NIP

Appendix 17. Program Implementation Assessment Format for PK in Institution

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address : Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F02b
	For
	DPL at PK Location

FORMAT OF ASSESSMENT PROGRAM IMPLEMENTATION PLAN
(PK IN INSTITUTIONS)

Scoring Instruction:

1. Fill out this format each time a student prepares a Program Implementation Plan (RPP) by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up these scores (aspects 1 to 5) to get the total score for each (of the 3 best program implementations).
3. Give 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.	Follow-up Program			
Total Score (Aspect 1 to 5)				
Score Plan of Implementation Program $= \frac{\text{Total Score}}{5} \text{ X } 10$				
Final Score of Program Implementation (Average score of 3 times the implementation program)				

Yogyakarta, ………………………… 2021

Field Supervisor,

Supervisor at PK Locations,

…………………………….
NIP

…………………
NIP

Appendix 18. Personality Competency Assessment Format for PK in Institutions

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) **Address:Karangmalang, Yogyakarta 55281** **Tel. (0274) 548204**	**FO2c** For DPL at PK Location

FORMAT OF PERSONAL COMPETENCE ASSESSMENT
(PK IN INSTITUTIONS)

Scoring Instructions:

1. Fill in this form by giving a score of 1 – 10. (General Criteria: 10 = excellent; 1 = very poor).
2. Add up the scores (aspects 1 to 7) to get the total score.
3. Give general comments in the space provided about 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 according to norms	
2.	Independence in acting as educational administrative staff	
3.	Work ethic as an educational administrative staff	
4.	Wisdom in thinking and acting (openness of thinking and acting)	
5.	Authority as an educational administrative staff	
6.	Noble morals	
7.	Exemplary	
Total score of personality competence (Aspect 1 to 7)		
Personality competency score = $\frac{\text{Total Score}}{7}$ X 10		
Final Score of Personal Competency		

Supervisor at PK Location Comment:

.... , ... 2021

Field Supervisor,	Supervisor PK at Locations,
………………………	....
NIP.	NIP. .....

Appendix 19. Social Competency Assessment Format for PK in Institutions

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address:Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**FO2d**
	For DPL at PK Location

FORMAT ASSESSMENT OF SOCIAL COMPETENCE (PK IN INSTITUTIONS)

Scoring Instructions:
1. Fill in this form 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.
3. Give general comments in the space provided about the social competence of PK students from the beginning to the end of the implementation of the PK program.

No	Assessment Aspect	Score
1.	Act inclusive, objectively and non-discriminatory	
2.	Communicate effectively, emphatically and politely with fellow education staff	
3.	Adapt and carry out duties as educational staff in various environments with socio-cultural diversity	
4.	Communicate well orally and in writing	
5.	Communicate and get along effectively, emphatically and politely with the surrounding community	
Total score of social competence (Aspect 1 to 5)		
Score of social competence = Total score X10 5		
Final score of social competence		

Supervisor at PK Location Comment:

................., ... 2021

Field Supervisor,

Supervisor at PK Locations,

…………………………

....

NIP. ....

NIP. .....

Appendix 20. PK Report Assessment Format for PK in Institutions

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICE (ULKKNPK) Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**F02e**
	For DPL

<div align="center">

PK REPORT ASSESSMENT SHEET

(PK IN INSTITUTIONS)

</div>

Student Name : …………………............

Student Number : …………………................

Faculty/Department/Major : …………………................

School : …………………………..

No.	Assessment Aspect	Maximum Score	Score
1.	Report content	40	
2.	Systematic of writing, grammar, and language	30	
3.	Attachments	30	
	PK Report Score		

Yogyakarta,............................2021

Field Supervisor,

……………………………………

NIP

Appendix 21. PK Value Recapitulation Format for PK in Institutions

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address : Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**F02f**
	For DPL

FORMAT RECAPITULATION OF PK SCORE

(PK IN INSTITUTION)

Student Name   : ………………..
Student Number   : ………………..
Faculty/Department/Major : ………………..
School   : ………………..

Assessment Aspect	Original Score	Score (0-100)	Quality	Score (Score X Quality)
Program Implementation Plan	F02a		2	
Program Implementation	F02b		3	
Personal Competence	F02c		2	
Social Competence	F02d		2	
PK Report	F02e		1	
PK Total score				
PK Total Score PK Final Score = 10				

Yogyakarta,..........................2021

Field Supervisor,

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NIP

Appendix 22. Training Session Plan Assessment Format for PK in Club

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address: Karangmalang,Yogyakarta 55281 Tel. (0274) 548204	**F03a**
	For Coach

FORMAT OF TRAINING SESSION PLAN   ASSESSMENT   (PK IN

CLUB)

Scoring Instructions:
1. Fill out this format each time a student prepares a Training Session Plan (RSL) 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 (out of the 3 Training Session Plans with the best).
3. Give comments (suggestions/inputs) in the space provided after observing the Training Session Plan prepared by PK students.

No	Assessment Aspect	Score		
		RSL 1	RSL 2	RSL 3
1.	Rational Training Session Plan			
2.	Training Session Plan Eligibility			
3.	Integration of Training Session Plans with Club Programs			
4.	Training Session Evaluation Plan			
5.	Follow up plan			
	Total Score (Aspect 1 to 5)			
	Training Implementation Plan Score = Total Score X 10 5			
	RPP Final Score (Average Score the best of 3 RPP)			

RPP No-	Coach Comment
1	
2	
3	

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Field Supervisor,

Coach

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NIP

Appendix 23. Training Session Implementation Assessment Format for TP in Club

UNIVERSITAS NEGERI YOGYAKARTA UNIT COMMUNTY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address: Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	F03b
	For Coach

TRAINING SESSION IMPLEMENTATION ASSESSMENT SHEET

(PK IN CLUB)

Scoring Instruction:
1. Fill out this format each time a student carries out the program 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 program implementations).
3. Provide comments (suggestions/input) in the space provided after observing the implementation of the program by PK students

No	Assessment Aspect	Score		
		1	2	3
1.	Training Session Preparation			
2.	Implementation of the Training Session			
3.	Evaluation of the Training Session			
4.	Achievement of the Implementation of the Training Session			
5.	Follow-up Exercise Program			
Total Score of Program Implementation (Aspect 1 to 5)				
Final Score of Program Implementation (Average score of 3 times carrying out the training)				

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Field Supervisor,

Coach,

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80

Appendix 24. Personality Competency Assessment Format for PK in Club

	UNIVERSITAS NEGERI YOGYAKARTA **UNIT OF COMMUNITY SERVICES AND EDUCATIONAL** **PRACTICES** **(ULKKNPK)** **Alamat : Karangmalang, Yogyakarta 55281** **Tel. (0274) 548204**	**FO3c** For Coach

FORMAT OF PERSONAL
COMPETENCE ASSESSMENT
(PK IN CLUB)

Scoring instructions:
  1. Fill in this form by giving a score of 1 – 10.(General Criteria: 10 = excellent; 1 = very
    poor).
  2. Add up the scores (aspects 1 to 7) to get the total score.
    3. Give general comments in the space provided about the personality competencies of PK
  students from the beginning to the end of the PK program implementation.

No	Assessment Aspect	Score
1.	Consistency in acting according to norms	
2.	Independence in acting as a coach	
3.	Work ethic as a coach	
4.	Wisdom in thinking and acting (openness of thinking and acting)	
5.	Authority as a coach	
6.	Noble morals	
7.	Exemplary	
Total score of personality competence (Aspect 1 to 7)		
Personality competency score = Total Score X 10 7		
Personal Competency Final Score		

Coach Comment:

.... , ... 2021

Field Supervisor,   Coach,

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NIP. ....   NIP. .....

Appendix 25. Social Competency Assessment Format for TP in Club

<table>
<tr><td colspan="2" align="center">UNIVERSITAS NEGERI YOGYAKARTA
UNIT OF COMMUNITY
SERVICES AND EDUCATIONAL
PRACTICES

(ULKKNPK)
Addres: Karangmalang, Yogyakarta 55281
Tel. (0274) 548204</td><td>FO3d</td></tr>
<tr><td colspan="2"></td><td>For Coach</td></tr>
</table>

FORMAT ASSESSMENT OF SOCIAL COMPETENCE (PK IN CLUB)

Scoring Instructions:
1. Fill in this form 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.
3. Give general comments in the space provided about the social competence of PK students from the beginning to the end of the implementation of the PK program.

No	Assessment Aspect	Score
1.	Act inclusive, objectively and non-discriminatory	
2.	Communicate effectively, emphatically 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 orally and in writing	
5.	Communicate and socialize effectively, emphatically and politely with training children (athletes), parents of training children (athletes), and the surrounding community	
	Total score of social competence (Aspect 1 to 5)	
	Social competence score = $\dfrac{\text{Total Score} \times 10}{5}$	
	Final Score of Social Competence	

Coach Comment:

.... , ... 2021

Field Supervisor,   Coach,

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NIP. ....   NIP. .....

Appendix 26. PK Report Assessment Format for PK in Club

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address : Karangmalang, Yogyakarta 55281 Tel. (0274) 548204	**F03e**
	For DPL

PK REPORT ASSESSMENT SHEET

(PK IN CLUB)

Student Name   : …………………..............

Student Number   : …………………................

Faculty/Department/Major : ………………..................

School   : …………………………..

No.	Assessment Aspect	Maximum Score	Score
1.	Report content	40	
2.	Systematic of writing, grammar, and language	30	
3.	Attachments	30	
	PK Score Report		

Yogyakarta,   2021

Field Supervisor,

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NIP

Appendix 27. PK Score Recapitulation Format for PK in Club

UNIVERSITAS NEGERI YOGYAKARTA UNIT OF COMMUNITY SERVICES AND EDUCATIONAL PRACTICES (ULKKNPK) Address : Karangmalang, Yogyakarta 55281 Telp. (0274) 548204	**F03f**
	For DPL

FORMAT RECAPITULATION OF TP SCORE

Student Name   : ………………..
Student Number   : ………………..
Faculty/Department/Major   : ………………..
School   : ………………..

Assessment Aspect	Original Score	Score (0-100)	Quality	Score (ScoreXQuality)
Training Session Plan	F03a		2	
Practice Session Implementation	F03b		3	
Personal Competence	F03c		2	
Social Competence	F03d		2	
PK report	F03e		1	
PK Total Score				
PK Final Score $= \dfrac{PK\ Total\ Score}{10}$				

Yogyakarta,............................2021

Field Supervisor,

……………………………………

NIP