PEDOMAN PROGRAM PENGUATAN PROFESIONAL KEPENDIDIKAN

PENDIDIKAN PROFESI GURU DAN JASA KEPROFESIAN
DIREKTORAT PENDIDIKAN
2022

GUIDELINES
PROFESSIONAL STRENGTHENING PROGRAM
EDUCATION (P3K)

TEACHER PROFESSIONAL EDUCATION DIVISION AND PROFESSIONAL SERVICES
DIRECTORATE OF EDUCATION
UNIVERSITY OF EDUCATION INDONESIA 2022

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KATA PENGANTAR

Dalam rangka meningkatkan *link and match* atau kesesuaian antara kurikulum di lembaga pendidikan dengan kebutuhan dunia kerja, serta memberikan kesempatan kepada mahasiswa untuk mengembangkan kompetensinya, Universitas Pendidikan Indonesia membuka Program Penguatan Profesional Kependidikan (P3K). Program ini dikembangkan untuk memberikan bekal yang lebih banyak dan mendalam kepada mahasiswa kependidikan UPI dalam praktik pendidikan di persekolahan. Program ini merupakan salah satu bentuk kegiatan MBKM mandiri yang disediakan universitas, oleh karena itu, setiap kegiatan pada program ini dapat dikonversi kepada mata kuliah dengan bobot 20 (dua puluh) satuan kredit semester (SKS). Bagi mahasiswa dari Program Pendidikan Disiplin Ilmu atau disebut dengan Prodi Pendidikan (Dik) merupakan program yang wajib ditempuh, baik pada semester 6 atau 7.

Secara umum P3K bertujuan untuk: 1) memberikan kesempatan kepada mahasiswa untuk mengambil hak belajar di luar kampus dalam rangka meningkatkan pengetahuan dan keterampilannya, baik *soft skills* maupun *hard skills*, sehingga mahasiswa menjadi lebih siap dan memiliki pengetahuan dan keterampilan yang relevan dengan kebutuhan lapangan dan perkembangan zaman, 2) memberikan wahana belajar kepada mahasiswa untuk mengembangkan kemampuan *experiential learning* dengan jalur yang fleksibel, sehingga dapat memfasilitasi mahasiswa dalam mengembangkan potensinya sesuai dengan *passion* dan bakatnya, 3) menyiapkan lulusan sebagai pemimpin masa depan bangsa yang unggul dan berkepribadian.

Untuk kelancaran kegiatan di atas, diperlukan buku pedoman pelaksanaan sebagai panduan bagi program studi, sekolah mitra, dosen pembimbing, guru pamong, dan mahasiswa yang terlibat dalam kegiatan P3K. Buku pedoman ini memuat kebijakan umum P3K dan hal-hal yang bersifat teknis dalam pelaksanaannya. Hal ini dimaksudkan untuk meningkatkan mutu penyelenggaraan program.

Akhirnya kami berharap semoga P3K dapat dilaksanakan secara optimal. Kepada tim penyusun buku pedoman, diucapkan banyak terima kasih. Semoga kehadiran buku pedoman ini dapat meningkatkan penyelenggaraan pendidikan di Universitas Pendidikan Indonesia.

Bandung,
REKTOR

D M. SOLEHUDDIN

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INTRODUCTION

A. Rational

In order to prepare students to face social change, technological advances, and the demands of the world of work, the Indonesian University of Education (UPI) has made many policy breakthroughs. This guideline is one of the breakthroughs which is expected to be an effective solution in preparing graduates who are competent in the field of education. The policy orientation is to increase *links and matches* that are expanded, namely not only relevant between the world of education and the world of industry and the world of work, but also relevant to the future with all its dynamics.

UPI as a tertiary institution based on LPTK (Educational Personnel Education Institute) is required to be able to design and implement innovative learning processes so that students can achieve learning outcomes in aspects of attitude, knowledge and skills optimally and are always relevant to the times, especially in the world of education .

Along with the Freedom to Learn Campus Merdeka (MBKM) policy, UPI welcomed it for a number of reasons. First, the Merdeka Campus program is in line with UPI's policy framework, namely providing opportunities for students to gain learning experiences outside their study program. MBKM is a form of autonomous and flexible learning for students so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs.

In an independent campus, students are no longer fully studying within their study program or on campus, but can also study off campus, according to their individual interests and needs. MBKM is an opportunity in formulating university revitalization policies, especially in developing *link and match* programs in the education sector.

Various forms of off-campus learning activities, including apprenticeship/work practice programs in industry or other workplaces, carrying out community service projects in villages, teaching in education units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/projects independent, and participate in humanitarian programs. However, all of these activities must be carried out by students with guidance from lecturers, so that what students carry out outside the campus can achieve goals that are in accordance with the profile of the desired study program. Thus, through the independent campus it is hoped that it can provide field contextual experiences that will improve student competency as a whole, be ready for work, or create new jobs.

Learning at the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality and needs

students, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through a well-designed and implemented independent learning program, students' *hard skills* and *soft skills* will be strongly formed. The Freedom to Learn Program - Merdeka Campus (MBKM) is expected to be able to answer the challenges of Higher Education to produce graduates who are in line with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society.

In order to revitalize and *link and match* programs as well as implement the MBKM policy, the Indonesian University of Education opened an Education Professional Strengthening Program (P3K). This program was developed to provide more and more in-depth provision to students in educational practice in schools. This program is an expansion of the existing PPLSP (Education Unit Field Introduction Program) which weighs 4 credits.

(semester credit unit). After adjusting to the MBKM program, then the quality increased to 20 credits. Thus, independent provided by the university.
Therefore, this program can be called an independent MBKM program at UPI because all of its activities can be converted into courses with a total weight of 20 SKS.

B. Legal Basis

The basis for implementing the UPI Educational Professional Experience Strengthening Program is:

1. Law of the Republic of Indonesia Number 12 of 2012 concerning Education Tall;
2. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;
3. Law of the Republic of Indonesia Number 20 of 2003 concerning the System National Education;
4. Government Regulation Number 26 of 2015 concerning Forms and Mechanisms of Legal Entity Public Higher Education Funding (State Gazette of the Republic of Indonesia of 2015 Number 110, Supplement to State Gazette of the Republic of Indonesia Number 5699) as amended by Government Regulation Number 8 of 2020 concerning Amendments to Regulations Government Number 26 of 2015 concerning Forms and Mechanisms of Legal Entity Public Higher Education Funding (State Gazette of the Republic of Indonesia of 2020 Number 28, Supplement to State Gazette of the Republic of Indonesia Number 6461);
5. Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2021 Number 87, Supplement to State Gazette of the Republic of Indonesia Number 6676);

6. Government Regulation of the Republic of Indonesia Number 15 of 2014 concerning Statutes of Indonesian Education Universities; 7. Government

Regulation of the Republic of Indonesia Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education;

8. Regulation of the President of the Republic of Indonesia Number 8 of 2012 concerning the Framework Indonesian National Qualification;

9. Regulation of the Minister of Manpower of the Republic of Indonesia Number 2 of 2016 concerning the National Work Competency Standardization System;

10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 Years 2020 concerning National Higher Education Standards;

11. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning Main Performance Indicators for State Universities (IKU-PTN).

12. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 concerning Recognition of Semester Credit Units for the Merdeka Campus Learning Program;

13. Regulation of the Board of Trustees Number 03/PER/MWA UPI/2015 concerning Regulations for the Implementation of Government Regulation Number 15 of 2014 concerning the Statutes of the Indonesian University of Education as amended several times, most recently by Regulation of the Board of Trustees Number 04/PER/MWA UPI/2019 regarding the Third Amendment to the Regulation of the Board of Trustees Number 03/PER/MWA UPI/2015 concerning Regulations for Implementing Government Regulation Number 15 of 2014 concerning Statutes of the Indonesian University of Education;

14. Decree of the Board of Trustees Number 13/UN40.MWA/KP/2020 concerning Dismissal of the Chancellor of the Indonesian University of Education as a Substitute for the 2015-2020 Service Period and Appointment of the Chancellor of the Indonesian Education University for the 2020-2025 Service Period;

15. Regulation of the Board of Trustees Number 04 of 2020 concerning the Strategic Plan of the Indonesian University of Education for 2021-2025;

16. Regulation of the Board of Trustees of the Indonesian University of Education Number 03/PER/MWA UPI/2015 concerning Regulations for Implementing Government Regulation Number 15 of 2014 concerning Statutes of the Indonesian University of Education; 17. Indonesian University of Education Academic Senate Regulation Number 02 of 2021

on Curriculum Development at the Indonesian University of Education;

18. Decree of the Academic Senate of the Indonesian University of Education Number 005./Senate Akd./UPI-SK/X/2010 concerning Re-design of Teacher Professional Education; 19. Decree of

the Chancellor of the Indonesian University of Education Number 004 of 2020 concerning Basic Provisions for the 2018 UPI Curriculum Development.

20. Regulation of the Chancellor of the Indonesian University of Education Number 25 of 2021 concerning Guidelines for Curriculum Development for the Indonesian University of Education Study Program.

C. Program Objectives

1. General Objectives

In general, the First Aid Program aims to: a.

Providing opportunities for students to take the right to study outside the campus in order to improve their knowledge and skills, both *soft skills* and *hard skills,* so that students become more prepared and have knowledge and skills that are relevant to the field needs of the world of education in the industrial era 4.0

b. Facilitate students to obtain *experiential learning* on relevant paths so they can develop their potential according to *their passion* and talent.

c. Preparing graduates as future leaders of the nation who are superior and personality, particularly in the field of education.

2. Specific Purpose

In particular, the First Aid Program aims to:

a. Provide knowledge and practical opportunities to students about the institutional structure of schools and the duties of teachers, both as educators and as administrators.

b. Provide knowledge and practical opportunities to students about the curriculum and its implementation in schools.

c. Providing opportunities for students to learn about the characteristics of students, especially the characteristics of *millennial learners.* d. Develop *technological pedagogical content knowledge* capabilities

(TPACK) students, both theoretical and practical.

e. Provide knowledge and skills to students about learning practices in the classroom, including:

1) analysis of learning needs;

2) analysis of learning outcomes (CP) according to curriculum demands and formulating learning objectives and/or indicators;

3) developing teaching materials in accordance with the demands of the competencies to be achieved, both in print and digital form;

4) develop skills in designing learning strategies and using learning models that are in accordance with the competencies to be achieved; 5) determine, develop, and use a variety of learning media,

both in the form of printed media, audio, video, and digital media (multimedia) that support learning strategies and competency achievement;

6) determine and develop *evaluation/assessment* techniques
learning that is in accordance with learning outcomes which includes
developing question grids, writing a variety of questions that can support
students' *higher order thinking* to processing and analyzing the values
obtained to determine decisions as a result of *evaluation/assessment.*

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CHAPTER II

PHILOSOPHICAL FOUNDATION

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The philosophical foundation of the First Aid Program refers to the *Experiential Learning Theory* from David Kolb (1984). This theoretical reference is only an option or rather deliberately chosen from among the many theories that "agree" with learning that assigns students to practice the theory they have acquired in real life both in the world of work and in the wider community. In his theory, Kolb argues that knowledge is not obtained from the process of transferring knowledge from someone to students, but is obtained through the transformation of experience. The experience gained by students is "transformed" into knowledge. Therefore, the learning process that is considered effective is if the teacher creates a certain *setting* and one of the relevant *settings,* among others, is in the form of *service learning.*

As it is known that *service learning* comes from Dewey's idea that education has a mission to make students active and responsible citizens in society (Kolb, 1984).

In many references, *service learning* is interpreted as a strategy in learning that is designed in such a way that students are encouraged to serve others. In addition to "learning" to practice the knowledge that has been obtained in the classroom, it can also increase awareness and social responsibility. Maurice (2010) states more emphatically that *service learning* is meaningful learning in society to develop academic aspects, personal development, and responsibility as a citizen. In line with Maurice, Jacoby et al. (2013) also said that *service learning* is a form of education about "engineering" experiences where students are involved in activities in the community so as to enhance student development.

Furco et al. (2001) defines *service learning* as a learning process through community service activities that integrates the school curriculum with various forms of community service activities.

From the opinion above, Bringle, et al. (2005) formulates the characteristics of *Service Learning ,* namely the existence of (1) an element of student participation in serving activities planned to meet the needs of the community, (2) students reflect in such a way on the *service learning* activities that they carry out so as to gain a deeper understanding of the knowledge acquired. obtained, can make a wider appreciation of discipline and a sense of responsibility towards society. Meanwhile, from Godfrey et al. (2006), there are three main elements in *service learning ,* namely (1) reality, (2) reflection, and (3) reciprocal relationships. Reality is the understanding of the community to be served. Students will be faced with social problems that are being faced by society. Stage

the second is a reflection activity, which is an activity that provides experience for students to measure the suitability of theory and the problems faced by society. The third stage is a reciprocal relationship, namely students and the community work together cooperatively in an activity and from it will become a learning experience so as to increase the knowledge and maturity of students.

The relationship between learning experience *(Experiential Learning)* with *Service* practice *Learning* can be summarized by Gerholz (2018) through the image below.
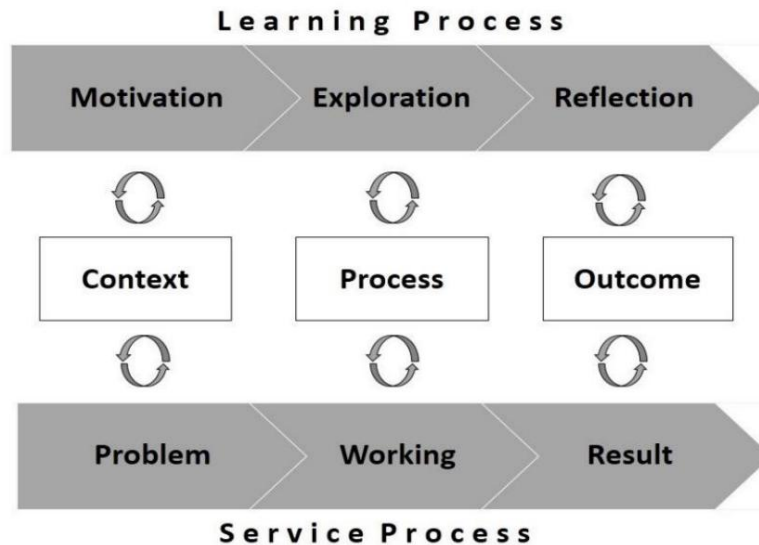
Image: *Service Learning* Concept
(Endah Setyowati and Alviani Permata, 2018; Gerholz, 2018,)

If the peak of the learning process is found in reflection activities, then students will get meaningful experience after going through the process of understanding the problem (problem), working (serving), and manifesting it in satisfying results. This is agreed by Brown (1998), he argues that reciprocity (reflection on results) is the most important factor that leads to the success of *service learning programs.*

In the concept of *knowledge management,* it must be recognized that the transfer process knowledge, no matter how sophisticated the strategy we have will not be able to produce a perfect "replication" of knowledge. As is known, knowledge is divided into three types, namely explicit knowledge, implicit knowledge, and tacit knowledge.

Explicit knowledge is knowledge that has been documented or stored in a tangible form, namely in the form of media, or the like. Explicit knowledge can be learned by people easily because it has been articulated inward
formal form. Implicit knowledge is knowledge that is "hidden" because it is still attached to the "owner" of knowledge. Need to practice and learn together with people who have knowledge. Implicit knowledge can

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learned through apprenticeship accompanied by the owner of the knowledge. Fred Nickols (2000) says that implicit knowledge can still be observed in terms of approaches, methods and actions, but to master it requires practice until the results are the same as the original. Implicit knowledge can already be articulated as academic, concrete, and can be realized in the form of books, copyrights, patents, or other expressions. Explicit knowledge has codification, stored in *databases*

and sharing through print and electronic media, and can be taught through formal education.

Tacit knowledge is knowledge that is more hidden in people who are talented and have certain "flying hours" so that they cannot be articulated theoretically because their knowledge has become an inseparable part of themselves. Capturing tacit knowledge is very difficult to do , whether written, described or articulated. The most appropriate example of tacit, for example, how to cook following a recipe from grandmother or parents. Even though it is according to the recipe, the taste is not the same as the result cooked by grandma. In the restaurant or hotel business, a chef who has worked for many years is a company asset. Before retiring, it is hoped that his knowledge and "feelings" will be transferred to the next generation. Carrillo et al, in Rochmiyati (2019) explained that *tacit knowledge* is more personal in nature which is developed through experience which is difficult to formulate and communicate. This *tacit knowledge* is influenced by educational factors (schools and training), organizational experience, and experience associating with various people/friends (Rohmiyati, 2019). From

From the explanation above, it is clear that the P3K program is a process of giving students the opportunity to acquire the three types of knowledge as mentioned above.

With its vision and mission, UPI carries out this educational process, which is seen as much broader than the teaching process, in bridging the gap between students' subjects and students' objects. Forming a mental attitude/personality for students, mastery of certain knowledge, skills and expertise that lasts for all students according to the development of the era in accordance with the development of the *industrial* era 4.0 and the needs of 21st *century skills* where students are expected to have: 1) critical thinking skills and problem solving *(critical thinking and problem solving skills);* 2) communication skills *(communication skills);* 3) creative skills to produce innovative works *(creativity and innovation skills);* and 4) collaboration skills .

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CHAPTER III

FORM OF P3K LEARNING ACTIVITIES AND ACHIEVEMENTS

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A. Forms of First Aid Program Activities

The Education Professional Strengthening Program (P3K) is an expansion and deepening of the Education Unit Field Introduction Program (PPLSP). At the Indonesian Education University, PLSP is an academic program designed to train students to master complete and integrated academic skills in the field of teacher training, as a basis and readiness to carry out their duties as professional teacher candidates. The place of training is in an education unit or school. At PPLSP, students carry out the learning process in a real, programmed, participatory, systematic, systemic manner and are guided effectively at a designated Educational Institution or Partner School (SM).

PPLSP is designed with a weight of 4 credits taken for one semester with activities that can be calculated are 16 teaching practices or exercises as evidenced by the preparation of a Learning Implementation Plan (RPP).

Other activities such as extracurricular activities, school administration, and other activities as additional activities. In the PPLSP expansion program, namely the Educational Professional Strengthening Program (P3K), it is designed to be more massive with various forms of activities that are more detailed with additional credit weights of 20 credits. In the context of the independent learning program, the First Aid Program can be equated with a form of the MBKM program, namely the Teaching Campus, which scores points on Key Performance Indicators (IKU).

P3K activities that are expanded from PPLSP and have a credit score are detailed in course form:

1) Teaching Practice (8 Credits)

Teaching Practice is the main subject in the P3K program. The activities consist of developing lesson plans and teaching practice in the classroom. Learning plan development activities are directed at developing student competencies related to knowledge and skills regarding concepts, learning design models, selecting delivery systems, and conducting learning needs analysis, identifying competencies, formulating goals, determining learning content/content, selecting methods and forms of evaluation learning to use. Teaching practice is an activity that will provide real teaching experience to equip knowledge and skills on how to apply various learning strategies that can be used in various subjects, levels of education, and in various types of education.

2) Development of teaching materials and educational media (4 credits)

The development of teaching materials and learning media is a course practicum, thus students are required to develop teaching materials and learning media. The form of teaching materials can be in the form of modules, *handouts,* or subject text books. This activity is to equip students with knowledge and skills on how to develop various teaching materials both in printed and digital form to support the learning process.

Media development is a series of student activities in preparing media and train skills in the use of learning resources. This activity equips students with knowledge and skills on how to develop and use a variety of learning media with various types of media. starting with developing printed media, audio, video, multimedia, and digital media at various levels of education.

3) Practice of Assessment of Learning Outcomes (4 Credits)

Practical learning outcomes assessment activities to equip students with knowledge and skills on how to use assessment tools for both formative and summative assessment learning. the scope of this course contains how to make a grid of questions, a variety of questions that can support HOTS, as well as process and analyze the results of the assessment.

4) School/madrasah Management Practice (2 Credits)

School/madrasah management practice activities are courses to provide a comprehensive understanding of management concepts, both within the scope of classroom management and school/madrasah administration. Within the scope of the class, students are expected to be able to identify the *classroom* components *management,* explaining the relationship between implementing classroom management and successful learning, and applying strategies for managing classes and behavior in the classroom. School/madrasah management includes activities to empower human resources and other resources to achieve school goals.

The scope is both internal and external. School internal management includes libraries, laboratories, buildings and other physical facilities, sources of funds, implementation of educational evaluations, and relationships between teachers and students; while external management includes the relationship between the school and the community, the education board, the education office and other parties related to school functions.

5) Extracurricular Development (2 Credits)

Extracurricular development is the practice of developing students' potential outside of class hours which can have a positive impact on strengthening character education. Students are expected to be able to develop profile characters

Pancasila students are: (1) global diversity, (2) work together, (3) creative, (4) critical reasoning, (5) independent, and (6) have faith, fear of God Almighty, and have noble character.

B. First Aid Program Learning Outcomes

The learning achievements of the First Aid Program are as follows:

1) Graduate Learning Outcomes (CPL)

S1   Fear of God Almighty and able to show religious attitude;

S2   Upholding human values in carrying out duties based on religion, morals and ethics;

S3   Contributing to improving the quality of life in society, nation, state and civilization based on Pancasila;

P1   Able to analyze material characteristics *(content knowledge),* student characteristics and choose approaches, strategies, models, methods, and assessments based on active, innovative, creative, effective, and fun educational theories and principles in every lesson;

KU6 Able to manage learning independently;

KU7 Able to maintain and develop a network with mentors, colleagues, peers both inside and outside the institution;

KU8 Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;

KU9 Able to carry out the process of self-evaluation of work groups under his responsibility, and able to manage learning independently; And

KK1 Able to plan, implement and evaluate/assess learning by utilizing various based learning resources

science and technology;

KK2 Able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and be able to evaluate the application of learning systems/models.

2) Course Learning Outcomes (CPMK)

a. CPMK Teaching Practice (8 Credits)

Learning Achievements for Teaching Practice Courses are:

(1) Students are able to examine the curriculum and learning outcomes in the subjects taught,

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(2) Students are able to develop components in learning tools (indicators, learning activities, and evaluation) in accordance with the provisions of the Curriculum,

(3) Students are able to analyze between concepts and the implementation of the preparation of learning tools and present the results.

(4) Students are able to analyze student learning needs

(5) Students are able to carry out the learning process in accordance with the learning plan

(6) Students are able to use a variety of effective learning methods and according to student learning needs

(7) Students are able to use instructional media that suit the learning needs of students

(8) Students are able to carry out appropriate learning assessments with a predetermined goal

(9) Students are able to carry out remedial learning (10) Students are able to carry out classroom management and student management.

b. CPMK Development of teaching materials and educational media (4 credits)
Learning Outcomes of Learning Materials and Media Development Courses Education is:

(1) Student's ability to identify essential teaching materials

(2) Students are able to analyze the essence of teaching materials as a part integral in the learning process

(3) students are able to design creative teaching materials for improve learning effectiveness

(4) students are able to develop creative teaching materials for improve learning effectiveness

(5) Students are able to compile media designs (GBIM), compile media *scripts/ storyboards ,* and are able to make media according to student learning needs

(6) Students are able to evaluate the effectiveness of teaching materials and media used in class

(7) Students are able to represent concepts in a form that is easily understood by students

c. CPMK Practice of Assessment of Learning Outcomes (4 Credits)
Learning Outcomes of Learning Outcomes Assessment Practice Course

(1) Students are able to compile learning evaluation designs (make assessment grids)

(2) Students are able to make a variety of learning assessment instruments that are in accordance with the learning objectives that have been set

(3) Students are able to analyze student learning outcomes to serve as feedback and improve the learning process

d. CPMK School/madrasah Management Practice (2 Credits)

The achievements of the School/Madrasah Management Practice Course are:

(1) Students are able to explain the principles of school/madrasah management from both internal and external aspects.

(2) Students are able to apply school/madrasah management theory. and education authorities.

(4) Students are able to analyze problems in Management School/Madrasah

e. CPMK Extracurricular Development Course (2 Credits)

The learning achievements of the Extracurricular Development Course are:

(1) Students are able to develop students' potential optimally and integrated which includes talents, interests, and creativity.

(2) Students are able to strengthen student personality to realize school resilience as an educational environment so that efforts to avoid negative influences and conflict with educational goals are avoided.

(3) Students are able to actualize student potential in achievement superior potential according to talents and interests.

(4) Students are able to prepare students to become citizens who are noble, democratic, respect human rights in order to create an independent society *(civil society).*

C. First Aid Program Weight and Outcomes

As explained in the previous section, in the First Aid program, students carry out many meaningful and strategic activities in the development of the educational profession. Below is an explanation of the bills asked to students after taking the first aid program.

Program output table as an indicator:

No	Activity	Credits	Out of the program (assignment bills)
1	Teaching Practice	8	Implementation Plan Learning (RPP) Learning Records
2	Development of teaching materials and educational media	4	Teaching Materials/Learning modules Instructional Media
3	Practice of Assessment of Learning Outcomes	4	Question pack grid Exam Question Package
4	School Management Practices	2	Classroom management practice reports and school
5	Extracurricular Development	2	Reports on the practice of guiding extracurriculars
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CHAPTER IV

PROCEDURES FOR IMPLEMENTING P3K

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A. Pre-Conditions for First Aid Implementation

P3K is a program that has a weight of 20 credits with a number of points courses provided by the university. Therefore P3K is not a subject like PPLSP. P3K is a program developed by UPI in the framework of the implementation of Independent Learning Campus Merdeka (MBKM). Student academic tasks include tasks to prepare and implement students and supervise student academic activities outside the classroom, while non-academic tasks include completing non-academic administration carried out at school. The P3K program is a mandatory program for students of the Disciplinary Education Study Program or known as the Education Study Program (Dik).

Students can carry out in odd or even semesters.

To carry out P3K there are several pre-conditions required in the implementation of P3K, namely:

1. There needs to be awareness from all parties, that the First Aid Program is a program that has a high positive value that provides real experience in the field and provides strengthening of the competence of educators to students.
2. The first aid program needs to be implemented in a systemic and systematic manner, planned, guided and integrated.
3. There is optimal readiness from the manager of the Bachelor of Education program, both academically and non-academically, and can place an integrated learning design, application of learning strategies, use of learning media, development of teaching materials, and practice of assessing learning outcomes.

4. There is good collaboration and coordination between Universities, Central Government, Regional Governments, especially the Office of Education and partner schools.
5. There is effective supervision carried out by competent supervisors (PLSP Supervisors and PLSP Teachers or other professional staff in the field) carried out both individually, in groups and in tripartite conferences .

6. There is support from universities and related institutions/agencies, which include management support, funding, facilities and infrastructure needed.

B. First Aid Implementation Procedure

The first aid program is carried out in stages, consisting of main activities and additional activities. The main activities include: (1) coordination, (2) debriefing, (3) orientation and field observations, (4) development of learning design programs/plans,

application of learning strategies, use of instructional media, development of teaching materials, and practice of assessing learning outcomes, (5) implementation of the program in stages under the guidance of academic supervisors (PA) and tutors, (6) preparation of reports, and (8) examinations. Additional activities include all non-academic activities assigned by the school, such as extracurricular activity guidance, mentoring students in science olympiads, and picket teachers. Everything must be carried out in a coordinated manner under the effective supervision of tutors and supervisors.
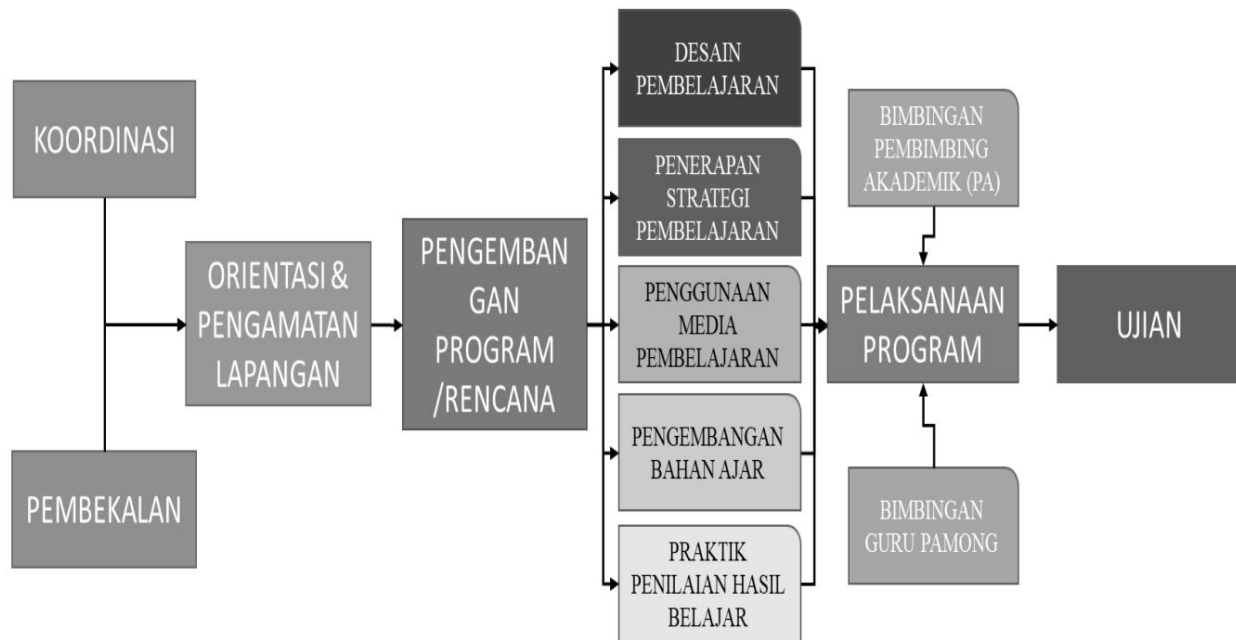
Figure 1

Flow Chart of First Aid Program Implementation Procedures

C. Determination of Education Units as Program Partners

Some of the requirements for partner schools include: 1. The partner school designated as the place for implementing the First Aid Program has been accredited at least B, 2. Has teachers who are certified and truly competent *(master teacher),* 3. Having facilities and infrastructure capable of supporting implementation good learning for students, and 4. Willing to become a partner on an ongoing basis which is manifested in the form of a written collaboration (Work Agreement) between UPI and the school.

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D. Requirements for prospective Program Participants

Students can take part in the First Aid Program with the following conditions.
1. Students have completed 5 semesters or have completed at least
    100 credits with GPA ÿ 2.5.
2. Have passed four General Courses (4 MKU: Religion, Indonesian Language, Citizenship, and Pancasila),
    Basic Education Courses (MKDK), Field Study Learning Skills Courses (MKKPBS), and Microteaching .

3. Students who take part in the First Aid Program are required to contract courses that will be used as
    conversion courses for 20 credits.

E. Implementation Time and Mechanism

1. Execution Time

The UPI First Aid Program is held in even semesters and odd semesters.
Implementation in the even semester starts from January to June, while the implementation in the odd semester starts from July to December. Details of the P3K implementation schedule will be explained through a Circular Letter of the Director of the Directorate of Education.

The effective time for carrying out the first aid program is 906.6 hours (minimum) or the equivalent of 20 credits (practicum). The effective time for student practice every day is 8 hours so that 906.6/8 = 113.32 working days (minimum). Effective time is calculated based on attendance at school.

2. Implementation Mechanism

The implementation of the First Aid Program is carried out with the following mechanism:
a. Students enroll in the study program by attaching proof of the requirements they must fulfill;

b. The Study Program determines supervisor lecturers;
c. The Study Program reports the names of students and supervising lecturers to the Faculty Akmawa
    section to make a letter of recommendation from the faculty leadership;

d. The Study Program registers prospective first aid students to the PPGJK Division
    Directorate of Education by including the name of the prospective supervising lecturer;

e. The PPGJK Division places students in partner schools;
f. The PPGJK Division provides direction, both to students and to their supervising lecturers;

g. The PPGJK Division together with supervisors accompany students to school
    partners;
h. Students carry out the First Aid Program according to a predetermined time
    by carrying out activities as written in part G;

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i. Supervising lecturers supervise activities, both on campus and in partner schools directly. Supervision in the field (school) can be carried out by *surprise* directly to the class with the supervising teacher, holding discussions between the student supervising lecturer and the supervising teacher or the school, and/or by carrying out *open lessons.* j. If students have completed all the main activities and additional activities assigned, students can enter the final stage of the program by submitting an assessment request to the school and PPGJK. The assessment request is accompanied by an activity report and evidence of the implementation of the activity, and must be known by the supervising lecturer and supervising teacher.

k. The school sets the time for student assessment. Assessment is carried out comprehensively, jointly between the school, supervising teachers, and supervising lecturers.

l. After the assessment was carried out, the school reported to PPGJK and stated that students had finished carrying out the First Aid Program by attaching all evidence of activities carried out by students and proof of their assessment.

m. PPGJK returns students to the Study Program along with all evidence of activities and evidence of assessment as a reference for the Study Program in converting First Aid activities to courses.
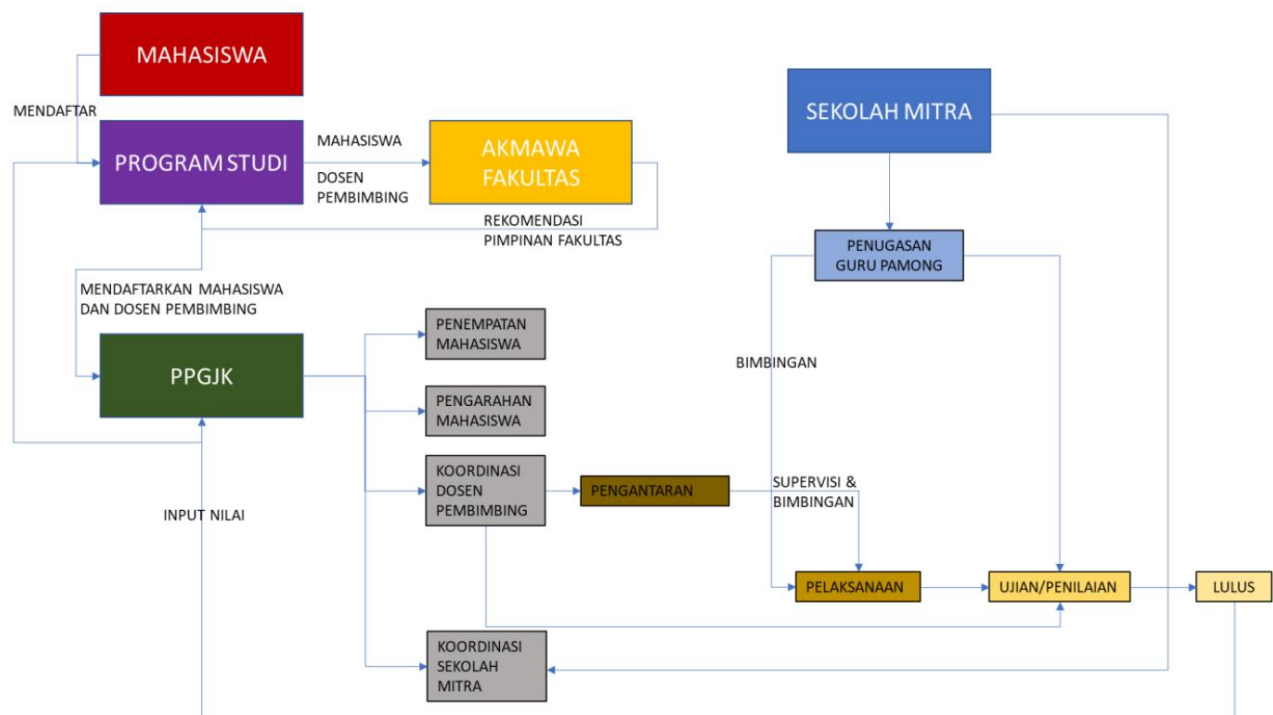
Figure 2 Flowchart of First Aid Program Implementation Mechanisms

F. Reporting and Assessment

  1. Reporting

Students make reports in stages 2 times, namely:

a. Preliminary Report which contains reports on the results of the orientation and planning of first aid activities in schools). Initial reports are submitted by First Aid Program implementers no later than March (for Even semesters), and September (for Odd semesters).

b. Final Report which contains a report on the implementation of First Aid activities in accordance with planned.

Reports are assessed by teachers and supervisors. The report is submitted to the school to be forwarded to the PPGJK together with all evidence of the assessment.

  2. Assessment

Assessment is carried out by supervising teachers, supervisors, and school principals. Assessment includes daily performance, teaching performance, performance in carrying out additional tasks, preliminary reports and final reports. Performance evaluation is carried out by supervising teachers and school principals based on observations of students' daily performance during first aid activities.

Assessment of teaching performance is carried out by supervising lecturers, supervising teachers, and school principals, and is allowed if the *open lesson* assessment is attended by teachers/colleagues of the same subject. Assessment of daily performance and additional performance can be done through student presentations related to all first aid activities that have been carried out, including initial reports and final reports.

CHAPTER V QUALITY STANDARDS OF P3K IMPLEMENTATION

The P3K program is a "replication" program of the Ministry's MBKM program, namely the Teaching Assistance Campus Program in Education Units (Independence Campus). Therefore, this program will be recorded in the IKU ranking. For this reason, to fulfill the provisions of the KPI, it is necessary to set quality standards, namely:

1. Students are guaranteed to get a total of 20 credits, therefore parties must encourage students to complete the First Aid program completely

2. Determine the status of the First Aid program as a replication of the Teaching Campus program or Teaching Assistant in the Education Unit.

3. The study program and/or P2GJK Division determines internal supervisors implementation of activities

4. Have a partnership that meets the requirements in accordance with the provisions apply.

5. Meet the number of hours of activity:

The First Aid Program has a weight of 20 credits equivalent to:
= 170 minutes x 20 credits x 16 meetings =
54,400 minutes =
906.6 hours (minimum)

The effective time for student practice every day is 8 hours, so
= 906.6/8
= 113.32 workdays (minimum)
Evidence of effective use of time is evidenced by *the logbook* compiled by students

6. Students carry out all program activities and are proven by conditions required in this guide.

7. Followed by all students from the Disciplinary Education Study Program or called Education Study Program (Dik).

8. This program is considered successful if it gets points on Key Performance Indicators (IKU) University

CHAPTER VI CLOSING

The First Aid Handbook is expected to be a solution for universities to obtain the best quality of organizing educational practicums, besides that, of course, it is hoped that it can add Key Performance Indicator (IKU) points. Therefore, every student of the Disciplinary Science Education Study Program is expected to take the whole process seriously and responsibly.

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APPENDIX OF ASSESSMENT INSTRUMENTS

MAIN ACTIVITIES IN THE FIRST AID PROGRAM

RPP ASSESSMENT INSTRUMENT
UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM

STUDENT NAME : ....
NIM : ....
STUDY PROGRAM : ....

NO.	RPP	VALUE SCALE					
		1	2	3	4		
1	Formulation of Learning Objectives a. The formulation of objectives describes the achievement of basic competencies and competency achievement indicators b. The formulation of objectives describes the achievement of cognitive aspects, psychomotor, and affective c. The formulation of objectives at least includes components of students, materials lessons, and the level of achievement of cognitive, psychomotor, and affective aspects d. The formulation of objectives provides guidance on the approach or learning methods to be applied 2. Description of						
	Competency Achievement Indicators a. Indicators are translated from basic competencies b. Indicators are formulated based on competency aspects (cognitive, psychomotor, affective) c. Indicators are formulated using operational words (measurable in the form of results) not exceeding verbs in basic competence d. Each Indicator contains only one operational verb 3 Learning Materials						
	a. Teaching materials are arranged referring to indicators of competency achievement b. Teaching materials are arranged systematically based on the structure of knowledge c. Teaching materials are arranged based on the scope of basic competence d. Teaching materials are designed based on the time allocation for PBM meetings						
4	Learning Steps (Scenario) a. Preliminary activities describe the complete stages b. Core activities show effective and efficient learning process activities c. The core activities show learning scenarios reflecting higher student activity d. The core activities demonstrate good application of basic teaching skills and appropriate use of time e. The core activity demonstrates the application of the learning approach according to the competencies to be achieved f. The evaluation activity shows the final stage in the application of learning assessment, concluding and the reconciliation stage learning 5						
	Learning Media a. Media adapted to the demands of goals/indicators/competencies base b. The selected media clarifies the material being taught						

NO.	RPP	VALUE SCALE					
		1	**2**	**3**	**4**		
	c. Media adapted to class conditions d. The selected media will strengthen the participant's concept internalization educate						
6	Evaluation a. Include types, techniques, and forms of evaluation b. Items relevant to objectives/indicators/basic competencies c. Items pay attention to the distribution of difficulty levels d. Items according to time allocation **Total**						
	Aspect Value RPP						
	Value ÿ	ÿ (Value Scale) ÿÿÿÿÿÿ ÿ 6					

Place, Date, Year
P3K tutor

Clear name
NIP/NIK

RPP ASSESSMENT RECAPITULATION
UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM
(Score Scale 1 – 4)

STUDENT NAME   : ....
NIM   : ....
STUDY PROGRAM   : ....

No.	RPP	MEETING										
		1 2 3 4 5 6 7 8 9 10 11							12 13 14 15 16			
1	Formulation of Learning Objectives a. The formulation of objectives describes the achievement of basic competencies and indicators of competency achievement b. The formulation of objectives describes the achievement of cognitive, psychomotor, and affective aspects c. The formulation of objectives at least includes student components, subject matter, and levels of achievement in cognitive, psychomotor, and affective aspects d. The formulation of objectives provides clues to the learning approach or method to be applied											
2	Elaboration of Competency Achievement Indicators a. Indicators are translated from basic competencies b. Indicators are formulated based on competency aspects (cognitive, psychomotor, affective) c. Indicators are formulated using operational words (measurable in the form of results) not exceeding verbs in basic competence d. Each Indicator contains only one operational verb of Learning Material											
3	a. Teaching materials are arranged according to competency achievement indicators b. Teaching materials are arranged systematically based on structure knowledge c. Teaching materials are arranged based on the scope of competence base d. Teaching materials are designed based on time allocation PBM meeting											

No.	RPP	MEETING																					
		1	2	3	4	5	6	7	8	9	10	11						12	13	14	15	16		
4	Learning Steps (Scenario) a. Preliminary activities describe the stages that intact b. Core activities show effective and efficient learning process activities c. The core activities show learning scenarios reflecting higher student activity d. The core activities demonstrate good application of basic teaching skills and appropriate use of time e. The core activity shows the application of a learning approach according to the competencies to be achieved f. Evaluation activities indicate the final stage in application of learning assessment, concluding and reconciliation stages of learning																						
5	Media Learning a. The media is adjusted to the demands of objectives/indicators/basic competencies b. The selected media clarifies the material being taught c. Media adapted to class conditions d. The selected media will strengthen the internalization of the concept learners																						
6	Evaluation a. Include the types, techniques, and forms of evaluation b. The items are relevant to the objectives/indicators/competencies base c. Items pay attention to the distribution of difficulty levels d. Items according to time allocation																						
	Number of Aspect Values																						
	Average per Meeting																						

Place, Date, Year
P3K tutor

Clear name
NIP.

TEACHING PERFORMANCE ASSESSMENT INSTRUMENT
UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM

STUDENT NAME   : ....
NIM   : ....
STUDY PROGRAM   : ....

No.	TEACHING APPEARANCE	VALUE SCALE					
		1	2	3	4		
1	INTRODUCTION Ability to Open Lessons a. Show enthusiasm and attract the attention of students b. Motivating students regarding the subject matter to be taught c. Associating the previous teaching material with the material that will be given d. Provide references to the teaching material to be taught e. Delivering activity plans for example, individual, group work, and make observations.						

2	CORE ACTIVITIES
	
	Mastery of Subject Matter
	a. Ability to adapt material to learning objectives.
	b. Ability to associate material with other relevant knowledge,
	    developments in science and technology, and real life.
	c. Presenting the discussion of learning material appropriately. d. Present material systematically, logically (easy for participants to understand
	    educate)						

3	Application of Educational Learning Strategies a. Carry out learning in accordance with the competencies that will be achieved. b. Carry out learning in a coherent manner. c. Apply basic teaching skills well d. Implement classroom management. e. Carry out contextual learning. f. Do the learning due to the planned time allocation g. Show joy and enthusiasm so that an effective learning process grows. h. Use good and correct written and spoken language.						

4	Utilization of Learning Resources/Media in Learning
	a. Demonstrate skills in the use of sources and media
	    learn learning.
	b. Produce media display as an interesting message and
	    contextual.
	c. Involve students in the use of media and resources
	    learn learning						

5	CLOSING
	
	a. Reflect or make a summary by involving students. b. Carry out an
	    assessment.
	c. Collecting work as portfolio
	material. d. Carry out follow-up by providing direction
	activities
	    next and enrichment task.						

	Number of Aspect Values						
	RPP Value (Average)						

RECAPITULATION OF TEACHING APPEARANCE ASSESSMENT RESULTS
UPI PROFESSIONAL EDUCATIONAL EXPERIENCE STRENGTHENING PROGRAM
(Score Scale 1 – 4)

STUDENT NAME   : ....

NIM   : ....

STUDY PROGRAM   : ....

No.	TEACHING APPEARANCE	MEETING																		
		1 2 3 4 5 6 7 8 9										10	11	12 13 14 15 16					
1	INTRODUCTION Ability to Open Lessons a. Show enthusiasm and attract the attention of students b. Motivating students related to the subject matter that will be taught c. Associating the previous teaching material with the material that will be given d. Provide references to the teaching material to be taught e. Delivering activity plans for example, individual, group work, and making observations.																			
2	CORE ACTIVITIES Mastery of Subject Matter a. Ability to adapt material to learning objectives. b. Ability to associate material with other relevant knowledge, developments in science and technology, and real life. c. Presenting the discussion of learning material appropriately. d. Presenting material in a systematic, logical, easy to understand learners)																			
3	Application of Educational Learning Strategies a. Carry out learning in accordance with the competencies to be achieved. b. Carry out learning in a coherent manner. c. Apply basic teaching skills with Good d. Implement classroom management. e. Carry out contextual learning.																			

No.	TEACHING APPEARANCE	MEETING								
		1 2 3 4 5 6 7 8 9					10	11	12 13 14 15 16		
	f. Carry out learning according to the allocation planned time g. Show joy and enthusiasm so that an effective learning process grows. h. Use good written and spoken language and Correct.										
4	Utilization of Learning Resources/Media in Learning a. Demonstrate skills in the use of learning resources and learning media. b. Generates media display as message interesting and contextual. c. Involve students in the use of media and learning resources										
5	CLOSING a. Reflect or make a summary by involving students. b. Carry out an assessment. c. Collecting work as portfolio material. d. Carry out follow-up by giving directions for subsequent activities and enrichment assignments.										
	Number of Aspect Values										
	Average per Meeting										

Place, Date, Year
P3K tutor

Clear name
NIP.

Appendix 2 Assessment Instrument for Teaching Material Development Courses and Educational Media (4 Credits)

ASSESSMENT INSTRUMENTS FOR DEVELOPMENT OF TEACHING MATERIALS AND MEDIA EDUCATION UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM

A. Teaching Material Assessment Instrument

No.	Assessment Aspects	Scoring scale					
		Yes		No			
1	The material presented is correct in accordance with the scientific field						
2	Free from concept errors and or misconceptions						
		1	2 3 4 5				
3	Coverage of Material (has breadth and depth of material according to learning objectives)						
4	Material accuracy						
5	Updates						
6	Contains spiritual, social, and productivity values						
7	Presentation Techniques						
8	Material Presentation Support						
9	Presentation of Learning						
10	In accordance with the level of development of students						
11	Communicative						
12	Dialogical and interactive						
13	Straightforward in sentence structure according to EYD						
14	Clutter flow of thought						
15	Coherence						
16	Use of terms and symbols/symbols						

Assessment team notes

No.	Topic	Sub Topics	Comments/Reviews/Recommendations

B. Educational Media Assessment Instrument

No.	Assessment Aspects	Scoring scale			
		Yes		No	
1	The material presented has the truth in accordance with the scientific field				
2	Free from concept errors and or misconceptions				
		1 2 3 4 5			
3	Indicates the recency value				
4	Adequacy and depth of material				
5	Adequacy of references used				
6	The suitability of the media delivery strategy with the characteristics of the audience (students) concerned				
7	The accuracy of the delivery strategy so as to enable ease and speed of understanding and mastery of material, concepts or skills				
8	The level of possibility encourages students' ability to think critically and solve problems				
9	The level of contextuality with application/application in real life in accordance with the characteristics of the audience (students) concerned				
10	*Relative advantage,* accuracy of media selection compared to other media				
11	Clarity of narrative, audio, video, animation, simulation and suitability of language and communication styles with the characteristics of the audience (students)				
12	The accuracy of the selection of narration, audio, video, animation, simulation with the purpose and content of the material				
13	The attractiveness of learning multimedia packaging				
14	The accuracy and attractiveness of learning multimedia as a whole				
15	Ease of use				

16 Levels of possible interest and motivation of students When used in both individual learning and in the classroom						
17 Possible can be used for learning individually by students and or teaching aids for teachers						
18 Level of possibility encourages critical thinking and problem solving skills						
19 The level of contextuality with application/application in real life in accordance with the characteristics of the audience (students) concerned						

Appraiser Notes

No.	Topic	Sub Topics	Comments/Reviews/Recommendations

Appendix 3 Assessment Instrument for Practice Course Assessment of Learning Outcomes (4 Credits)

INSTRUMENT OF PRACTICE ASSESSMENT OF LEARNING OUTCOMES
UPI PROFESSIONAL EDUCATIONAL PROGRAM

STUDENT NAME : ....
NIM : ....
STUDY PROGRAM : ....

NO	RATED ASPECT	VALUE SCALE 2			
		1	3 4		
	ASSESSMENT NEEDS ANALYSIS				
1	Identify the need for assessment of learning outcomes				
2	Formulate the purpose of the assessment				
3	arrange the grid				
	TEST INSTRUMENTS				
1	Write test questions				
2	Review the test questions				
3	Carry out a pilot test				
4	Analyze the test items				
5	Fixing the test.				
6	Assemble the test.				
7	Carry out the test.				
8	Interpret test results.				
9	Making use of test results				
	NON-TEST INSTRUMENTS				
1	Write non-test questions				
2	Review non-test questions				
3	Conduct non-test instrument trials				
4	Analyze non-test question items				
5	Fixed non-test instrument				
6	Assemble the non-test instrument				
7	Carry out measurements				
8	Interpret non-test measurement results				
9	Utilizing measurement results				
	Amount	.....	.....	.....	.....
	ÿ Aspect Value Value ÿ ÿÿÿÿÿÿÿÿÿ ÿ Number of activities				

Place, Date, Year
P3K tutor

Clear name
NIP.

Appendix 4 Assessment Instrument for School/Madrasah Management Practice Courses (2 Credits)

SCHOOL/MADRASAH PRACTICE ASSESSMENT INSTRUMENT
UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM

STUDENT NAME : ....
NIM : ....
STUDY PROGRAM : ....

INSTRUCTION:

Activity aspects number 1 (three) to aspect number 10 (ten) can be selected by the practitioner at least 3 (three) activities

No.	Rated aspect	VALUE SCALE			
		1 2 3 4			
1	Compilation of School Work Plans (RKS)				
2	Preparation of School Activities and Budget Plans (RKAS)				
3	Activities in PPDB activities				
4	Activities in the supervision of the school principal				
5	Activities in the preparation of the school curriculum				
6	Activities in the preparation of the School Committee Program				
7	Activities in School Accreditation activities				
8	Activities in School Public Relations activities				
9	Activities in School Meeting activities				
10	Activities in Infrastructure Management activities School				
11	Activities in library management				
12	Activities in laboratory management				
13	Activities in the implementation of educational evaluation				
14	Activities in the management of relationships between teachers, students, and school relations with the community, education councils, and education offices.				
	Amount	.....	.....	.....	.....
	ÿ Aspect Value Personal Social Value ÿ ÿÿÿÿÿÿÿÿÿ ÿ Number of activities				

place, date, year
P3K tutor

clear name
NIP.

ASSESSMENT FORMAT
CLASS AND SCHOOL/MADRASA MANAGEMENT IMPLEMENTATION

STUDENT NAME   : ....
NIM   : ....
STUDY PROGRAM   : ....

No.	RATED ASPECT	VALUE SCALE			
		1	2 3		4
1	Have a semester program plan for school management and administration activities				
2	Have administrative completeness of activities; activity programs, activity schedules, activity structures, organizational presence, activity journals, notebooks, and activity guidebooks				
2	Have the ability, knowledge, and skills related to school management and administration				
3	Discipline in carrying out activities				
4	Innovative and creative in carrying out activities				
5	Using good communication with school leaders in carrying out activities				
6	Coordinate in carrying out activities with school administrators				
7	Read and use the implementation guide activity				
8	Make a report and follow up the results of the implementation of activities				
9					
10					
	Amount	.....	.....	.....	.....
	ÿ Aspect Value Personal Social Value ÿ ÿÿÿÿÿÿÿÿ ÿ Number of activities				

place, date, year
P3K tutor

clear name
NIP.

EXTRACULICULAR DEVELOPMENT ASSESSMENT INSTRUMENT
UPI PROFESSIONAL EDUCATION STRENGTHENING PROGRAM

STUDENT NAME   : ....
NIM   : ....
STUDY PROGRAM   : ....

NO	RATED ASPECT	VALUE SCALE			
		1	2 3		4
1	Develop an extracurricular activity coaching program implemented				
2	Make a plan for the need for funds in implementing an activity, and submitted directly to the head school				
2	Train students directly in extracurricular activities				
3	Fostering, guiding students in participation in competitions inside and outside of school.				
4	Fostering and guiding each activity Deliberation of Class Representatives and OSIS				
5	Motivate and provide direction to participants students, record activity information				
6	Increase activities and utilize potential school and community environment				
7	Evaluating extracurricular programs.				
8	Evaluating and researching students who achievement				
9	Create and send absentee recap data every month to the vice principal of Student Affairs and known to the principal				
10	Together with BP/BK handle students who have problems.				
11	Together with the Environmental Manager, arrange and Supervise the cleanliness of the school environment.	.....	.....	.....	.....
12	Make a report on the implementation of extracurricular activities at the end of each semester, and the overall report at the end of the year				

Place, Date, Year
P3K tutor

Clear name
NIP.

APPENDIX OF ASSESSMENT INSTRUMENTS

DAILY PERFORMANCE AND AID PROGRAM REPORTS

Appendix 6 Daily Performance Appraisal Format

DAILY PERFORMANCE ASSESSMENT INSTRUMENTS AND ADDITIONAL TASKS
UPI PROFESSIONAL EDUCATIONAL EXPERIENCE PROGRAM
(Score Scale 1 – 4)

STUDENT NAME : ....
NIM : ....
STUDY PROGRAM : ....

NO	Rated aspect	VALUE SCALE				
		1	2	3	4	
1	Leadership shown inside and outside the classroom during first aid activities					
2	Responsibility for tasks related to educational assignments during First Aid					
3	Emotional stability inside and outside the classroom during first aid					
4	Social interaction with Leaders and teachers in partner schools during First Aid					
5	Social interaction with fellow practitioners at partner schools during first aid					
6	Discipline in implementing rules and regulations in first aid activities					
7	Attitude has shown as a prospective teacher / educator					
8	How to dress already shows as a prospective teacher / educator					
	Amount	.....	.....	.....	.....	
	ÿ Aspect Value Personal Social Value ÿ ÿÿÿÿÿÿÿÿÿ ÿ 8					

place, date, year
P3K tutor

clear name
NIP.

Appendix 7 Form of initial and final report assessment

FORMAT OF ASSESSMENT REPORT BEGINNING/FINAL FIRST PRORAM
P3K UPI PROFESSIONAL EDUCATIONAL EXPERIENCE STRENGTHENING PROGRAM
(Score Scale 1 – 4)

STUDENT NAME NIM   : ....
PROG.   : ....
STUDIES   : ....

No.	Rated aspect	Mark (N)	Weight (B)	N x B
1	Writing Technique	....	1	....
2	Language	....	2	....
3	Contents (Appendix 2)	....	3	....
			ÿ Weight = 6 ÿ NxB =	......

Individual Report Value =

$$\frac{ÿ\,(\,N \times B\,)}{6} \quad ....$$

place, date, year
First Aid Teacher

Clear name
NIP.

ATTACHMENT

INSTRUCTIONS FOR PREPARING P3K PROGRAM REPORTS

Appendix 8 Preliminary report format

GUIDELINES FOR WRITING INITIAL P3K REPORT

A. Understanding

The initial report is a report on the first aid activity plan that has been consulted with the tutor teacher and supervising lecturer.

B. Report Content and Systematics

This initial report contains work plans that will be carried out by students including daily assignment plans, additional assignment plans and main learning plans, with the following systematics.

CHAPTER I INTRODUCTION

A. History of School Development (brief)

B. School Organizational Structure
C. School Location Plan

D. Condition of School Academic Community Facilities (Teachers, Employees, Students, Facilities PBM)

CHAPTER II P3K WORK PLAN

A. Daily Task Plan

B. Additional Task Plan

C. Main Learning Task Plan

CHAPTER III IMPLEMENTATION STRATEGY AND SUCCESS INDICATORS

(Based on the contents of CHAPTER II)

CHAPTER IV ADWAL AND TIME OF IMPLEMENTATION

EXAMPLE OF INITIAL REPORT FRONT PAGE

PRELIMINARY REPORT

PROFESSIONAL EXPERIENCE STRENGTHENING PROFESSIONAL P3K UPI

AT SMA NEGERI 8 BANDUNG

EVEN/ODD SEMESTER OF YEAR ....

By:

Asep Suryana

20263333

English major

TEACHER PROFESSIONAL EDUCATION AND PROFESSIONAL SERVICES DIVISION (PPGJK)

DIRECTORATE OF EDUCATION

INDONESIAN EDUCATION UNIVERSITY

2022

SAMPLE OF APPROVAL SHEET OF INITIAL REPORT

INITIAL REPORT
OF PROFESSIONAL EXPERIENCE STRENGTHENING IN EDUCATION (UPI
P3K) PROGRAM
AT SMA NEGERI 8 BANDUNG
EVEN/ODN SEMESTER OF YEARS ....

Agree:

Know   Bandung,
Supervisor   Tutor teacher,

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

Appendix 9 Final report format

INSTRUCTIONS FOR WRITING A FINAL FIRST REPORT

A. Understanding

The final report is a report on the implementation of the first aid activity plan that has been consulted with the teacher and supervisor.

B. Report Content and Systematics

This final report contains the implementation of the planned activities students include the implementation of daily tasks, the implementation of additional tasks and the main implementation of learning, with the following systematics.

CHAPTER I INTRODUCTION

A. Implementation of Daily Tasks, Additional Tasks, and Main Learning Tasks
B. Strategy for Implementing Duties
C. Achievements of success/Indicators of Success

CHAPTER II PROBLEMS FACED

A. Problems in the Implementation of Daily Tasks B. Problems in the Implementation of Additional Tasks
C. Problems in the Implementation of Additional Tasks

CHAPTER III PROBLEM SOLVING STRATEGIES (based on the contents of BABI and CHAPTER II)

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion
B. Suggestion

EXAMPLE OF FINAL REPORT FRONT PAGE

FINAL REPORT
P3K PROFESSIONAL EXPERIENCE STRENGTHENING PROGRAM
UPI
AT SMA NEGERI 8 BANDUNG
EVEN/ODD SEMESTER OF YEAR ....

By:

Asep Suryana
20263333
English major

TEACHER PROFESSIONAL EDUCATION AND PROFESSIONAL SERVICES DIVISION (PPGJK)
DIRECTORATE OF EDUCATION
UNIVERSITY OF EDUCATION INDONESIA
2022

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SAMPLE OF APPROVAL SHEET OF FINAL REPORT

**FINAL REPORT
OF THE UPI EDUCATIONAL PROFESSIONAL EXPERIENCE STRENGTHENING
PROGRAM IN SMA NEGERI 8
BANDUNG EVEN/ODD SEMESTERS OF YEARS ....**

Agree:

know   Bandung,
Supervisor   Tutor teacher,

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