



EDUCATION NTERNSHIP GUIDEBOOK ACADEMIC YEAR 2024/2025



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2025**

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FOREWORD

Praise and thanks be to God Almighty for His grace and permission, this book, Guidelines for Teaching Internships at Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), has been published.

The compilation of this Education Internship Guidelines book is intended to provide clear information and serve as a reference for students, Internship Supervisors (GPM), Internship Lecturers (DPM), and all parties involved in the implementation of the UPGRIS. This Education Internship Guidelines book broadly covers the Basic Concepts of Internships, Education Internship Requirements, the Mechanism for Implementing the Education Internship Programme, Assessment and Preparation of Education Internship Reports. This book also includes examples of the formats and assessment instruments required during the Education Internship activities.

This Education Internship Guidelines is expected to serve as a reference for all relevant parties to carry out their respective duties and responsibilities to the best of their ability, thereby minimising obstacles and difficulties.

We would like to express our gratitude to all parties who have provided input and suggestions in the preparation of UPGRIS Education Internship Implementation Guidelines so that this book could be published.

Finally, we hope that the implementation of the 2024 Education Internship Programme at the UPGRIS will run smoothly in accordance with its objective, which is to prepare future professional teachers. May God Almighty guide our steps. Amen.

Semarang, January 2025

Career Centre, PPL, and Internship

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CHAPTER I

INTRODUCTION

A. Foreword

Educational Internship is a work practice in schools for students studying in the Education Study Programme. The internship is carried out when students are in their sixth semester. The Educational Internship is intended to strengthen academic competence in education and study fields through various activities in schools. The Educational Internship is an implementation of IKU two, where students have the opportunity to study outside the campus.

UPGRIS is one of the Teacher Training Institutions (LPTK) tasked with educating professional prospective teachers. To become a prospective teacher, it is not enough to only have theoretical knowledge, but prospective teachers must also have the right attitude and teaching skills. In relation to the abilities that prospective teachers must possess, UPGRIS has developed a curriculum for the education study programme that guides the strengthening of knowledge, attitudes and skills of prospective teacher students. Among the courses that internalise the knowledge, attitudes and skills of students as prospective teachers is the Educational Internship activity.

B. Legal Basis

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
2. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
4. Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards.
5. Government Regulation No. 19 of 2017 concerning Amendments to Government Regulation No. 74 of 2008 concerning Teachers.
6. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI).
7. Ministry of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

8. Regulation of the Minister of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counsellor Competencies.
9. Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 concerning National Standards for Higher Education.
10. Ministry of Research, Technology, and Higher Education Regulation No. 55 of 2017 on Teacher Education Standards.
11. Guidelines for the development of higher education curricula supporting independent learning - independent campuses towards a Golden Indonesia, Directorate of Learning and Student Affairs, Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology, 2024.

C. Objectives of the Education Internship

After completing the Education Internship, students are expected to have the ability to:

1. Describe the general characteristics of students who will become their responsibility in educational practice
2. Describe the organisational structure and work procedures of a school
3. Describe school rules and regulations
4. Identifying routine curricular and extracurricular activities
5. Describing positive habits and practices at school
6. Examining the curriculum and teaching tools used by teachers
7. Examining the teaching strategies used by teachers;
8. Reviewing the evaluation system used by teachers;
9. Assisting teachers in developing lesson plans, learning media, teaching materials, and evaluation tools;
10. Examining the use of information and communication technology in learning;
11. Conduct teaching practice under the guidance of mentor teachers and supervising lecturers, with the aim of experiencing the learning process firsthand and strengthening the identity of prospective educators;
12. Carrying out tasks related to student guidance and extracurricular activities; and
13. Assisting teachers in carrying out administrative tasks

D. Scope of Educational Internship Activities

| Activities | Activity Details | Invoices |
|--------------------------|---|--|
| Orientation | Attend orientation at the internship school on the first day of school. Orientation materials are presented by the Headmaster or someone assigned by the Headmaster. The scope of orientation materials includes the school's vision and mission, the organisational structure the school's organisation the school's activities along with | Daily activity journal Orientation outcome report |
| Observation | Academic observation: Characteristics of students, learning tools, and implementation of learning; Non-academic observation: School management, learning environment at school, school culture Extracurricular observation | Observation results report Daily activity journal Critical analysis |
| Teaching assistance | Students assist Teachers Mentors carry out teaching duties at school with the following assistance steps: Students receive information about the duties of mentor teachers at school; GP and DPL determine the subjects and classes to be used for assistance; Students assist GP in developing teaching materials; prepare teaching materials, media and evaluation sheets; organise study groups, distribute worksheets or correct students' work; Recording and documenting all assistance activities; | Report results of teaching assistance Daily activity journal Critical analysis |
| Guided teaching practice | Students practise teaching skills with supervision from mentor teachers and guidance from supervising lecturers | Teaching tools Weekly critical analysis Daily activity journal Minimum of 8 teaching practice sessions Teaching practice videos (3 best videos, links) and (4 best videos for the BK programme). |

| Activities | Activity Details | Invoices |
|------------|-------------------------------------|--|
| | | Practice reflection journal Teaching |
| Reporting | Students prepare internship reports | Report (group, link) Article draft |

CHAPTER II

MANAGEMENT AND DESCRIPTION OF DUTIES

A. Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS)

UPGRIS is the institution that sends students to undertake educational internship programmes at early childhood education centres, primary schools, junior high schools, Islamic junior high schools, senior high schools, Islamic senior high schools, and vocational schools.

B. Professional Development Institute

The Professional Development Institute/LPP is a university body whose primary tasks include planning, establishing, implementing, evaluating, controlling, improving, and developing professional standards.

C. Career Centre, PPL and Internship

This centre coordinates the implementation of the Education Internship programme for education studies.

D. Internship Supervisor Coordinator

1. Establishing communication with the school principal or teacher coordinator, supervising lecturer and students
2. Deploying students to schools for in-person or online teaching internships in accordance with regulations.
3. Coordinating with the coordinator or relevant school officials regarding the implementation of the Education Internship
4. Withdrawing students from the Education Internship School either in person or online in accordance with regulations.

E. Supervising Lecturer for Internships

The Education Internship Supervisor is a lecturer responsible for:

1. Communicating and coordinating with supervising teachers and students online/offline;
2. Guiding and directing Education Internship students regarding the situation, conditions and issues in the implementation of learning in a comprehensive manner. For schools in the city of Semarang, guidance is provided twice offline. For schools outside the city of Semarang, guidance is provided once offline and

once online;

3. Providing support and assessing student outcomes on the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>
4. Assessing teaching practices and uploading grades on the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>

F. Partner Schools

Partner schools are early childhood education centres, primary schools, junior high schools, Islamic junior high schools, senior high schools, Islamic senior high schools, and vocational schools that serve as venues for educational internships.

G. Supervising Teacher Coordinator

The supervising teacher coordinator is one of the teachers assigned by the school to

1. Communicate with the Internship Supervisor Coordinator
2. Communicate the implementation of the Education Internship to the Mentor Teachers
3. Coordinate the placement of Education Internship students with the school
4. Coordinating the implementation of the Teaching Internship with the Mentor Teachers and students
5. Compiling grades from mentor Mentors for be uploaded to the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>
6. Coordinating the withdrawal of students from school

H. Teacher Mentor

A supervising teacher is a teacher who is tasked with

1. Provide technical guidance to education internship participants on the activities that need to be carried out during the education internship
2. Assessing students and submitting grades to the Mentor Teacher Coordinator
3. Participating in the deployment and withdrawal of Education Internship students at the school

I. Students

Education Internship students must meet the following requirements.

1. Be an active student in the Education Undergraduate Programme at the Universitas Persatuan Guru Republik Indonesia Semarang and have accumulated a minimum of 90 credits with a minimum GPA of 2.75;
2. Have completed the Study Plan Form for the current semester and listed PLP as

one of the study plans to be undertaken;

3. Have passed/are currently taking the Basic Educational Science Course group.
4. Female students who are more than five months pregnant must attach a doctor's certificate (related to pregnancy) and written permission from their husband.
5. Attending the Education Internship Briefing

CHAPTER III

IMPLEMENTATION OF EDUCATION INTERNSHIP

A. Implementation Period

The Education Internship Programme is conducted in the sixth semester with a duration of 3 months (January to April 2025). The schedule of activities for the Education Internship is presented in Table 3.1 below.

Table 3.1 Schedule of Educational Internship Activities

| No | Time | Activity |
|----|--------------------------------|--|
| 1 | 25 October 2024 | Socialisation |
| 2 | 31 October to 13 November 2024 | Registration |
| 3 | 31 October to 31 December 2024 | Payment |
| 4 | 8 January 2025 | Coordination with Partner Schools |
| 5 | 14 to 15 January 2025 | Orientation |
| 6 | 3–4 February 2025 | Internship Placement |
| 7 | 3 February to 24 April 2025 | Internship Implementation |
| 8 | 24/25 April 2025 | Internship Withdrawal |
| 9 | 25 to 30 April 2025 | Examination for Education Internship Conversion and Conversion Courses |
| 10 | 1 to 2 May 2025 | Verification of Education Internship Grades |
| 11 | 5 May 2025 | Evaluation of Internship Implementation |

The specific guidelines for the allocation of time for the Education Internship are outlined in Table 3.2.

Table 3.2 Guidelines for Allocating Educational Internships

| No | Activity | Time Allocation |
|----|--------------------------|--|
| 1 | Orientation | 1 day (8 hours) |
| 2 | Observation | 5 days (40 hours) |
| 3 | Teaching Assistance | 10 days (80 hours) |
| 4 | Guided Learning Practice | Per cycle @ 8 days = 40 days (320 hours) |
| 5 | Finalisation of report | 3 days (24 hours) |

Table 3.3 Details of Educational Internship Activities

| No | Activity | Implementation time | Activity details | Invoice |
|----|---------------------|---|--|---|
| 1 | Orientation | Day 1 Internship (1 day) 3–4 February 2025 | Attend orientation at the internship school on the first day of deployment/assignment at the school (accompanied by the Headmaster, Teacher Coordinator, and Teacher Mentor, as well as relevant parties at the school) | Orientation report (individual) Daily activity journal Submit to? Website_ https://simekar.uPersatuan Guru Republik Indonesias.ac.id/ |
| 2 | Observation | Day 2 to 7 (5 days) 5–10 February 2025 | Academic observation: Characteristics of students students, learning tools, and implementation of learning; Non-academic observation: School management, learning environment at school, school culture Extracurricular observation | Observation report (individual) Daily activity journal Critical analysis |
| 3 | Teaching Assistance | Day 8 to 17 (10 days) 11–21 February 2025 | Students assist mentor teachers in carrying out their teaching duties at school through the following assistance steps: Students receive information about the supervising teacher's duties at the school; GP and DPL determine subjects and classes that will be used for ssistance; Students assist GP in developing learning tools; preparing teaching | Teaching Assistance Report (individual) Daily activity journal Critical analysis |

| No | Activity | Implementation time | Activity details | Invoice |
|----|--------------------------|---|--|--|
| | | | materials, media, and evaluation sheets evaluation sheets; organising study groups, distributing worksheets or correcting students' work; Recording and documenting all assistance activities; | |
| 4 | Practice Guided Teaching | Day 18 to 57 22 February–19 April 2025 | Students practise their teaching skills teaching with Mentoring Teacher Administrator and guidance from the supervising lecturer. | Teaching tools Weekly critical analysis Daily activity journal Teaching practice of at least 8 sessions (for the BK programme: 3x classical guidance services, 2x group guidance services, 1x classical service, and 2x individual counselling services). Teaching practice videos (3 best videos, links) Four teaching practice videos for the BK programme (one video each for classical guidance services, group guidance services, group counselling services, and individual counselling services). Teaching practice reflection journal |
| 5 | Reporting | Day 58 to 60 (3 days) 21–23 April 2024 | Students prepare their internship reports | Internship report (group, link) Article draft |

B. Location

The Education Internship at UPGRIS is conducted at partner schools at the levels of Early Childhood Education (PAUD), Primary School (SD), Lower Secondary School (SMP), Upper Secondary School (SMA), Islamic High School (MA), and Vocational High School (SMK). Specifically for working students in the BK programme, the internship may be conducted at PKBM.

C. Registration Process

The registration process for the Teaching Internship is as follows.

1. Carefully read the Education Internship implementation guidelines
2. Download and print the application letter from the Career Centre, PPL, and Internship Office of UPGRIS via the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>
3. Search for a school by bringing the application letter from the Career Centre, PPL, and Internship Office (note the selection of the Education Internship school)
4. Register and simultaneously register the school for the Education Internship from September to November 2024 individually through the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>
5. Complete the identity information on the provided online form (the registered school cannot be changed)
6. Announcement of the selection of Education Internship participants.
7. At this stage, the names of students who have officially registered for the Education Internship will be announced. The announcement can be viewed via the website <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>
8. Determination of Education Internship schools
9. One school for a group of students from one study programme (specifically Early Childhood Education and Primary Education programmes) or across study programmes (all programmes except Early Childhood Education and Primary Education)
10. Each school accommodates between 6–15 students
11. Early Childhood Education (PAUD) Institutions (minimum of 6 students)
12. Primary Education Unit (minimum of 12–15 students)
13. Educational units for junior high schools, senior high schools, Islamic senior high schools, and vocational high schools (between 12 and 15 students)

14. Educational institutions tailor their programmes to specific fields of study. For Early Childhood Education (PAUD) programmes, the educational institution is an Early Childhood Education institution; for Primary School Teacher Education (PGSD) programmes, the educational institution is a Primary School; while programmes other than PAUD and PGSD can be conducted at Secondary Schools (SMP), Senior High Schools (SMA), Islamic Senior High Schools (MA), and Vocational High Schools (SMK).
15. Schools for educational internships are prioritised for those that have previously hosted PLP activities. The list of schools can be accessed via <https://simekar.uPersatuanGuru Republik Indonesias.ac.id/>
16. Announcement of the selection of schools for the Education Internship
17. At this stage, the names of students participating in the Education Internship, along with their assigned schools and academic advisors (DPM), are announced. The announcement can be viewed at <https://simekar.uPersatuan Guru Republik Indonesias.ac.id/>

D. Code of Conduct

The following are the regulations that students must adhere to during the implementation of the Education Internship.

1. Obey the rules that apply at school.
2. Behave and act appropriately, responsibly, politely, courteously, and honestly.
3. Follow all stages of the Education Internship programme according to the predetermined schedule.
4. Attend school regularly.
5. During the Teaching Internship, students must arrive on time as stipulated by the school and sign the attendance register. If a student is absent, they must provide official documentation (a doctor's note or other supporting documentation) to the supervising teacher or school authorities, as approved by the DPM. Consequences for unexcused absences by Teaching Internship participants.
6. Regular students must attend school every day and report their attendance by filling out the attendance sheet and daily journal.
7. Employee students must attend school for a minimum of two (2) days per week and report their attendance by filling out the attendance list and daily journal.
8. Carry out the Education Internship duties with full responsibility and high dedication.

E. Ethics

In carrying out the Education Internship, students must uphold ethics as a means of strengthening personal and social aspects.

1. Attire

Participants in the Educational Internship Programme are required to wear the specified attire.

a) Male students

You must wear a white long-sleeved shirt, black tie, black trousers (not jeans), belt, university jacket, and black dress shoes.

b) Female students

Must wear a white long-sleeved shirt (not tight-fitting and not transparent), a black long skirt (not jeans, not chiffon, and not tight-fitting), an academic gown, and black dress shoes, a white headscarf (for those who wear one), and for those who do not wear a headscarf, hair must be neat or tied up.

2. Behaviour

During their time at the partner school, Education Internship students must be honest, responsible, speak and behave politely, be disciplined, and comply with all rules and regulations set by the university and the school.

3. Communication

Respect and uphold the good name of the alma mater, school, and individuals; use polite, appropriate, and proper language; avoid spreading SARA, pornography, and acts of violence; convey and receive information that is true, appropriate, and accurate; respect and honour the work of others by citing the source of information; and do not disclose personal information; communication must be done at an appropriate time.

F. Supervision System

1. Guidance activities are carried out by Internship Guidance Lecturers (DPM) and supervising teachers. During their internship, students are expected to have at least 8 teaching opportunities.
2. DPM at schools in Semarang conduct guidance twice offline. Schools outside Semarang conduct guidance once offline and once online.
3. DPM at schools in Semarang conduct teaching practice assessments once in person. Schools outside Semarang conduct teaching practice assessments once online;

G. Educational Internship Outcomes

The implementation of educational internships by students is required to produce several outputs, namely

Table 3.4 Outcomes of Educational Internship Activities

| No | Output | Description |
|----|------------------------------|--|
| 1 | Education Internship Report | This is a report prepared in groups. Group members consist of a number of students who are undertaking an Education Internship at the same school (report format in the appendix: <u>IMPLEMENTATION REPORT OF THE EDUCATION INTERNSHIP</u> Error! Bookmark not defined. Submission for the University is uploaded via simekar in the form of a drive link. For schools, it is in the form of a printed manuscript with a black cover |
| 2 | Teaching Practice Documents | This is a document designed, used, and produced by students in carrying out teaching practice. The teaching practice document is adapted to the curriculum implemented at the school, including the Lesson Plan (RPP) and supporting tools (syllabus, RPP, LKPD, Media, teaching materials, assessment instruments, and student assessment results Teaching modules |
| 3 | Reflection teaching practice | Reflections compiled by students after they have completed their teaching practice. The results of these reflections are used as material for consideration in improving future teaching practices. Reflections are written on the worksheets provided in the appendix. Collection is carried out every after is completed teaching practice through https://simekar.uPersatuan Guru Republik Indonesias.ac.id/ |
| 4 | Video Teaching practice | Create 3 teaching practice videos; specifically, BK students must create 4 service practice videos (classical guidance services, group guidance, group counselling, and individual counselling). The duration of the videos is 15 to 20 minutes. The learning activities/services include an opening, main content, and closing. Collection is conducted through the https://simekar.uPersatuan Guru Republik Indonesias.ac.id/ |
| 5 | Journal | This is a journal filled out by students. The |

| No | Output | Description |
|----|---|---|
| | Extracurricular guidance | contents of the journal include student activities in conducting extracurricular mentoring during the Teaching Internship. |
| 6 | Critical of teaching practices | This is the result of an analysis compiled by students based on the results of their teaching practice reflections. The critical analysis is compiled individually by analysing the results of reflections supported by theoretical studies and related research results related to the topic (format in the appendix CRITICAL ANALYSIS 116). |
| 7 | Draft Scientific Paper/ Scientific Article | The draft scientific paper is a paper compiled individually by students based on the data from the critical analysis conducted during their teaching internship. The paper is written in the style of one of the journals planned for publication of the paper. |

H. Assessment System

The assessment of the teaching internship is based on the scores given by the DPM and the supervising teacher using the instrument provided in the appendix. The components and percentage of the assessment are presented in Table 3.5 below.

Table 3.5 Educational Internship Assessment

| No | Components assessed | Assessment Coordinator | | | |
|--------------|---|------------------------|------------|--------|---------------------------------|
| | | Weight | Evaluator | Weight | Evaluator |
| 1 | Materials preparation | 10 | | | Evaluation team |
| 2 | Education Internship Group Report | | | 20 | Supervising Teacher Coordinator |
| 3 | Teaching practice reflection | 10 | DPM | | |
| 4 | Teaching materials and Teaching practice/teaching practice videos | 45 | DPM | 80 | Mentor teacher |
| 5 | Daily activity journal | 10 | DPM | | |
| 6 | Critical analysis of teaching practices and article drafts | 25 | DPM | | |
| Total | 100 | | 100 | | |

Table 3.6 DPM Supervision Schedule

| No | Activity | Time | Instrument |
|----|------------------------------|----------------------------|--|
| 1 | Supervision I | 21 February - 7 March 2025 | Supervision Form I |
| 3 | Supervision II | 10 - 28 March 2025 | Guidance Form II and Assessment Form for Lesson Plans, Teaching Modules, and Teaching Practice |
| 4 | Teaching Practice Assessment | 2 to 22 April 2025 | Lesson Plan Assessment Form, Teaching Module, and Teaching Practice |

I. Conversion System

In general, the weighting of Educational Internship activities can be grouped into three forms, namely structured form, free form, and hybrid form.

1. Structured Form

The first form of equivalence or conversion is the structured form. The conversion is structured according to the curriculum undertaken by the student. SKS is expressed in the form of equivalence with the courses offered whose competencies are in line with the internship activities. For example, according to the convention results, each study programme will provide a conversion of 10 SKS for the Educational Internship activities undertaken by students with the courses that have been submitted by students in semester VI (as stated in the KRS) with the appropriate competencies.

As an example, students from the BK programme who participate in the Educational Internship will be equated with studying the following courses.

| No | Course Name | Credit |
|-------|---|------------|
| 1 | PLP | 4 SKS |
| 2 | Crisis counselling | 2 credits |
| 3 | Guidance Counselling Media in Secondary Schools | 2 credits |
| 4 | Cross-Cultural Counselling | 2 |
| Total | | 10 credits |

2. Free Form

Educational Internship activities conducted over a period of 3–6 months are equivalent to 10–20 credits without being equivalent to course credits. These credits are expressed in terms of the competencies acquired by students during the Educational Internship programme, both hard skills and soft skills, in accordance with the desired learning outcomes. These learning outcomes can be expressed in terms of these competencies.

According to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum regulations, the internship weight is 20 SKS. One SKS is equivalent to 170 minutes per week, and 16 weeks per semester.

So $1 \text{ SKS} = 170 \text{ minutes} \times 16 \text{ weeks/semester} = 2,720 \text{ minutes/semester}$. An educational internship worth 20 SKS is equivalent to 54,400 minutes or 906.67 hours. Here is an example of equivalence in free form.

| | | |
|----|-------------------------------------|-----------|
| 1 | Diversity & Multiculturalism | 2 SKS |
| 2 | Professional Development | 2 |
| 3 | Emotional and Social Learning | 2 |
| 4 | Community Development | 2 |
| 5 | Social Entrepreneurship | 2 credits |
| 6 | Talent Development | 2 |
| 7 | Inclusive and Innovative Leadership | 2 credits |
| 8 | Innovation and Design Thinking | 2 credits |
| 9 | Event Management | 2 credits |
| 10 | Team Communication and Cooperation | 2 credits |

In addition to achievement assessments, the experience or competencies gained during the educational internship can also be documented in the form of a portfolio as an SKPI (accompanying certificate for the diploma).

3. Hybrid form

In addition to the two forms described above, a hybrid form can also be designed, which is a combination of structured form and free form.

CHAPTER IV

CONCLUSION

Educational Internship is one of the MBKM programmes implemented in the sixth semester. Educational Internship aims to strengthen academic competence in education and foster professionalism through various activities at school for students as prospective teachers. To facilitate the implementation of Educational Internship, an Educational Internship guideline book has been compiled.

This Education Internship manual was compiled as a guide for implementing the Education Internship programme for education study programme students at the Universitas Persatuan Guru Republik Indonesia Semarang. In addition, this manual also serves as a guide for partner schools and related parties at Universitas Persatuan Guru Republik Indonesia Semarang, such as study programme leaders and the DPM, who are tasked with assisting students during their Education Internship at school.

APPENDIX

MICROTEACHING OBSERVATION INSTRUMENT



Study Programme (Bachelor):

Mathematics Education; Physics Education; Biology Education; Information Technology Education; Indonesian Language and Literature Education; English Language Education; Local Language and Literature Education; Pancasila and Civic Education; Economics Education; and and Physical Education, Health and Recreation; Guidance and Counseling; Elementary Teacher Education; Early Childhood Teacher Education

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CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

MICROTEACHING OBSERVATION TOOL

Instructions:

Please mark (cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the following Number column to assign competency scores to the trainee students for each observed aspect (number 4 indicates the highest score for each aspect)

For any additional notes or information related to the observed aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Observed Aspect | SCALE | | | | Notes |
|----|---|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Lesson opening skills | 1 | 2 | 3 | 4 | |
| 2 | The ability to attract attention and motivate students | 1 | 2 | 3 | 4 | |
| 3 | Depth and breadth of material | 1 | 2 | 3 | 4 | |
| 4 | Completeness material (Conceptual completeness) | 1 | 2 | 3 | 4 | |
| 5 | Accuracy of concepts/procedures | 1 | 2 | 3 | 4 | |
| 6 | Skills in using learning methods, models, and approaches | 1 | 2 | 3 | 4 | |
| 7 | Skills developing a variety of interactions | 1 | 2 | 3 | 4 | |
| 8 | Classroom management skills | 1 | 2 | 3 | 4 | |
| 9 | Time management skills | 1 | 2 | 3 | 4 | |
| 10 | Skills in organising learning resources and/or teaching materials | 1 | 2 | 3 | 4 | |
| 11 | Ability to use information technology in learning | 1 | 2 | 3 | 4 | |
| 12 | Skills using learning media | 1 | 2 | 3 | 4 | |
| 13 | Information technology (IT) skills for teaching and learning | 1 | 2 | 3 | 4 | |
| 14 | Volume and intonation of voice | 1 | 2 | 3 | 4 | |
| 15 | Proper and correct use of language, both spoken and written (in accordance with subject taught) | 1 | 2 | 3 | 4 | |
| 16 | Ability Developing higher-order thinking skills (HOTS) | 1 | 2 | 3 | 4 | |
| 17 | Ability using analogies/metaphors | 1 | 2 | 3 | 4 | |
| 18 | Ability to use nonverbal communication (gestures) | 1 | 2 | 3 | 4 | |
| 19 | Ability creating a pleasant learning environment | 1 | 2 | 3 | 4 | |
| 20 | Politeness Dress and/or appearance | 1 | 2 | 3 | 4 | |

| No | Observed Aspect | SCALE | | | | Notes |
|----|---|-------|---|---|---|-------|
| 21 | Skills Performing process assessment | 1 | 2 | 3 | 4 | |
| 22 | Skills Performing assess learning outcomes | 1 | 2 | 3 | 4 | |
| 23 | Ability to provide reinforcement and punishment | 1 | 2 | 3 | 4 | |
| 24 | Closing skills | 1 | 2 | 3 | 4 | |

Score = (achieved score maximum score) x 100

Final Note:

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....., 2025

Observer

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ASSESSMENT INSTRUMENT FOR TEACHING MODULE



Study Programme (Bachelor):

Mathematics Education; Physics Education; Biology Education; Information Technology Education; Indonesian Language and Literature Education; English Language Education; Local Language and Literature Education; Pancasila and Civic Education; Economics Education; and and Physical Education, Health and Recreation; Guidance and Counseling; Elementary Teacher Education; Early Childhood Teacher Education

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UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

TEACHING MODULE ASSESSMENT TOOL

Instructions:

Please mark (with a cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the Numbers column below to give a score (4 being the best score for each aspect). For any additional notes/information related to the aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Aspects Assessed | Score | | | | Notes |
|----|--|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Completeness of teaching module identity | | | | | |
| 2 | Alignment of learning objectives with CP | | | | | |
| 3 | The formulation of objectives includes the ABCD components (Audience, Behaviour, Condition, Degree), using operational verbs that are accurate | | | | | |
| 4 | The formulation of objectives implement HOTS | | | | | |
| 5 | Clarity of the main concepts to be studied Covering core knowledge, skills, and attitudes. | | | | | |
| 6 | Asking meaningful questions and provocative questions that target core concepts. | | | | | |
| 7 | Designing learning materials in accordance with CP and indicators based on TPACK (Technological, Pedagogical, Content Knowledge) | | | | | |
| 8 | Compiling learning materials comprehensively and structurally | | | | | |
| 9 | Alignment of activity flow with time allocation | | | | | |
| 10 | Logical sequence of learning | | | | | |
| 11 | A series of activities oriented towards strengthening competencies and higher-order thinking skills | | | | | |

| No | Aspects Assessed | Score | | | | Notes |
|----|--|-------|--|--|--|-------|
| 12 | Including various activities (including remedial and enrichment) that are student-centred/make students active participants. | | | | | |
| 13 | Designing learning learning that is relevant to real-life situations | | | | | |
| 14 | Designing innovative learning strategies using approaches, models, and methods that align with 21st-century skills-based learning objectives (4Cs) | | | | | |
| 15 | Designing learning learning that are innovative, meaningful and enjoyable | | | | | |
| 16 | Determining learning models and designing strategies that adapt TPACK | | | | | |
| 17 | Utilising ICT with multi-mode to design learning media | | | | | |
| 18 | Utilising learning resources via the internet/ online sources | | | | | |
| 19 | Utilising events or interesting real-life problems as learning resources | | | | | |
| 20 | Utilising concrete media/real objects non-ICT media in learning | | | | | |
| 21 | Designing student worksheets in accordance with learning objectives learning and learning materials learning | | | | | |
| 22 | The existence of alternative activities to be implemented in different school environments. | | | | | |
| 24 | Teaching modules contain local wisdom from the local area | | | | | |
| 25 | Use of clear and easily understandable language. | | | | | |
| 26 | Appropriateness of learning resources/ media with the objectives and content of the material. | | | | | |
| 27 | Suitability selection learning resources/ media with student characteristics | | | | | |
| 28 | Clarity assessment to measuring the achievement of learning objectives. | | | | | |
| 29 | A form of assessment that provides feedback on the student's learning | | | | | |

| No | Aspects Assessed | Score | | | | Notes |
|----|--|-------|--|--|--|-------|
| | process. | | | | | |
| 30 | The presence of key questions that help teachers and students to reflect on classroom learning activities. | | | | | |
| 31 | Designing evaluations that are in line with learning indicators, covering aspects of attitude, knowledge, and skills | | | | | |
| 32 | Alignment of assessments listed in the teaching module with learning activities. | | | | | |
| 33 | Developing HOTS evaluation instruments | | | | | |
| 34 | Bibliography | | | | | |

| | |
|-------------|--|
| Total Score | |
|-------------|--|

Score = (actual score : maximum score) x 100

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**ASSESSMENT TOOL FOR TEACHING PRACTICE IN SCHOOLS OR
LEARNING VIDEOS**



Study Programme (Bachelor):

**Mathematics Education; Physics Education; Biology Education; Information
Technology Education; Indonesian Language and Literature Education;
English Language Education; Local Language and Literature Education;
Pancasila and Civic Education; Economics Education; and and Physical
Education, Health and Recreation; Guidance and Counseling; Elementary
Teacher Education; Early Childhood Teacher Education**

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SEMARANG**

2025

**ASSESSMENT TOOL FOR THE IMPLEMENTATION OF TEACHING
PRACTICE OR LEARNING VIDEOS**

Instructions:

Please mark (cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the following Number column to assign competency scores to the trainee students for each observed aspect (number 4 indicates the highest score for each aspect).

For additional notes/information related to the observed aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Observed Aspect | SCALE | | | | Notes |
|----|---|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Lesson opening skills | 1 | 2 | 3 | 4 | |
| 2 | Skills in attracting attention and motivating students | 1 | 2 | 3 | 4 | |
| 3 | Depth and breadth of material | 1 | 2 | 3 | 4 | |
| 4 | Completeness material (Conceptual completeness) | 1 | 2 | 3 | 4 | |
| 5 | Accuracy of concepts/procedures | 1 | 2 | 3 | 4 | |
| 6 | Skills in using learning methods, models, and approaches | 1 | 2 | 3 | 4 | |
| 7 | Skills developing a variety of interactions | 1 | 2 | 3 | 4 | |
| 8 | Classroom management skills | 1 | 2 | 3 | 4 | |
| 9 | Time management skills | 1 | 2 | 3 | 4 | |
| 10 | Skills in organising learning resources and/or teaching materials | 1 | 2 | 3 | 4 | |

Score = (actual score : maximum score) x 100 Final

Note:

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Appendix 4. Assessment Instrument for the Teaching Practice Module at School
Assessment Instrument for School-Based Teaching Practice Modules



Study Programme (Bachelor):

**Mathematics Education; Physics Education; Biology Education; Information
Technology Education; Indonesian Language and Literature Education;
English Language Education; Local Language and Literature Education;
Pancasila and Civic Education; Economics Education; and and Physical
Education, Health and Recreation; Guidance and Counseling; Elementary
Teacher Education; Early Childhood Teacher Education**

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SEMARANG
2025**

TEACHING MODULE ASSESSMENT TOOL

Instructions:

Please mark (cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the following Number column to assign a score (number 4 indicates the highest score for each aspect)

For any additional notes or information regarding the aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Aspects assessed | Score | | | | Notes |
|----|--|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Completeness of teaching module identity | | | | | |
| 2 | Alignment of learning objectives with the targeted CP. | | | | | |
| 3 | Learning objectives include the ABCD components (Audience, Behaviour, Condition, Degree), using appropriate operational verbs. appropriate | | | | | |
| 4 | The formulation of objectives implement HOTS | | | | | |
| 5 | The clarity of the main concepts to be studied includes core knowledge, skills, and attitudes. | | | | | |
| 6 | Include meaningful questions and prompting questions that target core concepts. | | | | | |
| 7 | Designing learning learning in accordance with CP and TPACK-based indicators (Technological, Pedagogical, Content Knowledge) | | | | | |
| 8 | Developing comprehensive and structured learning materials | | | | | |
| 9 | Alignment of activity flow with time allocation | | | | | |
| 10 | Logical sequence of learning | | | | | |
| 11 | Orientation of the series of activities towards strengthening competencies and higher-order thinking skills. | | | | | |
| 12 | Including various activities (including remedial and enrichment) that are student-centred/make students active | | | | | |

| No | Aspects assessed | Score | | | | Notes |
|----|--|-------|--|--|--|-------|
| | participants. | | | | | |
| 13 | Designing learning learning that is relevant to real-life situations | | | | | |
| 14 | Designing innovative learning strategies using approaches, models, and methods that align with 21st century skills based learning objectives (4Cs) | | | | | |
| 15 | Designing a learning learning that innovative, meaningful and enjoyable | | | | | |
| | Determining a of learning and designing strategies that adapt TPACK | | | | | |
| 16 | Utilising ICT with multiple modes to design learning media | | | | | |
| 17 | Utilising learning resources via the internet/online sources | | | | | |
| 18 | Utilising events or interesting real-life problems as learning resources | | | | | |
| 19 | Utilising concrete media/non-ICT real objects in learning | | | | | |
| 20 | Designing the use of learning media to train attitudes and skills | | | | | |
| 21 | Designing student worksheets in accordance with learning objectives learning and learning materials learning | | | | | |
| 22 | The existence of alternative activities to be implemented in different school environments. | | | | | |
| 23 | Module teaching can accommodate students with different needs. | | | | | |
| 24 | Teaching modules contain local wisdom from the area | | | | | |
| 25 | Use of clear and easily understandable language. | | | | | |
| 26 | Suitability of learning resources/media with the objectives and content of the material. | | | | | |
| 27 | Appropriateness selection learning resources/ media with student characteristics | | | | | |
| 28 | Clarity assessment to measuring the achievement of learning objectives. | | | | | |
| 29 | A form of assessment that provides feedback on the student's learning process. | | | | | |
| 30 | The presence of key questions that help teachers and students reflect on | | | | | |

| No | Aspects assessed | Score | | | | Notes |
|-------------|---|-------|--|--|--|-------|
| | classroom learning activities. | | | | | |
| 31 | Designing evaluations that align with learning indicators, covering aspects of attitude, knowledge, and skills. | | | | | |
| 32 | Alignment of assessments outlined in the teaching module with learning activities. | | | | | |
| 33 | Developing HOTS evaluation instruments | | | | | |
| 34 | Bibliography | | | | | |
| Total Score | | | | | | |

Score = (achieved score : maximum score) x 100

....., 2025

Observer

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Appendix 8 Observation

INTERVIEW SHEET GENERAL CHARACTERISTICS OF STUDENTS

Instructions:

This form is used to describe the general characteristics of students at the Education Internship School.

Please complete this form based on interviews with teachers.

Each activity listed may be supplemented with a description to provide a clearer and more detailed explanation.

Name of School Observed :

Date of Observation :

| No | Aspects Asked | Interview Results Notes |
|-----------|--|--------------------------------|
| 1 | In general, where do the students come from? | |
| 2 | How the economic background of the of the students? | |
| 3. | In general, what are the learning interests of the students? | |
| 4. | In general, how motivated are students to learn to participate in teaching and learning activities? | |
| 6. | What are the characteristics of students' learning styles? | |
| 7. | In general, what are the learning styles of students? | |
| 8. | How the literacy skills of students? | |
| 9. | How numeracy skills of students? | |
| 10. | How students' ability to participate in teaching and learning activities? | |
| 11. | Is there a relationship between students' interests, motivation, learning styles, literacy and numeracy skills, and planning? | |
| 12. | Is there a relationship between interest, motivation, learning style, literacy and numeracy skills and numeracy skills with learning outcomes? | |
| 13. | Is there a relationship between interest, motivation, learning style, literacy skills, numeracy skills, and | |

| No | Aspects Asked | Interview Results Notes |
|----|---------------------------|-------------------------|
| | numeracy with achievement | |

Description of interview results/additional information:

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Known,

DPM

Student Name, Student ID Number

1.

2.

3.

4.

NPP.

SCHOOL CULTURE OBSERVATION SHEET

Instructions:

This sheet is used to identify habitual activities that occur at the school where the Education Internship takes place, which can build good attitudes (character) among school members. Please tick (√) the column below Yes or No.

Each activity can be accompanied by a description to explain it more clearly.

Name of School Observed:

Date of Observation:

| No | Organisational Structure and Work Procedures | Implementation | | Notes |
|----|--|----------------|----|-------|
| | | Yes | No | |
| 1 | School Vision and Mission | | | |
| 2 | There is Vision and Mission and Mission | | | |
| 3 | There is diagram structure of the school organisation | | | |
| 4 | There is a job description for each component of the school organisation | | | |
| 5 | There is socialisation of the school work | | | |
| 6 | There is a socialisation of school rules at school | | | |
| 7 | There are facilities and infrastructure : | | | |
| | a. Facilities | | | |
| | 1) Educational equipment | | | |
| | 2) Educational media | | | |
| | 3) Books and learning resources | | | |
| | 4) Consumables | | | |
| | 5) A conducive and comfortable learning environment | | | |
| | b. Infrastructure (referring to SNP) | | | |
| | 1) Classrooms | | | |
| | 2) Headmaster's office | | | |
| | 3) Teachers' room | | | |
| | 4) Administration Room | | | |
| | 5) Library | | | |
| | 6) Canteen | | | |
| | 7) Sports Field | | | |
| | 8) Health Room | | | |
| | 9) Laboratory | | | |
| | 10) Place of Worship | | | |
| | 11) Toilet/Bathroom | | | |

| No | Organisational Structure and Work Procedures | Implementation | | Notes |
|----|--|----------------|----|-------|
| | | Yes | No | |
| | 12) Place washing | | | |

Description of interview results/additional information:

.....,2025

Known,

DPM

Student Name, Student ID Number

1.

2.

3.

4.

NPP.

BEST PRACTICES OBSERVATION SHEET

Instructions:

This sheet is used to describe the implementation of best practices at the Education Internship School.

Please tick (√) the column below Yes or No.

Each activity can be supplemented with a description to explain it more clearly and thoroughly.

Name of School Observed:

Date of Observation:

| No | Observation Aspects | Implementation | | Notes |
|----|---|----------------|----|-------|
| | | Yes | No | |
| 1 | Ceremony | | | |
| 2 | Good Habits | | | |
| | a. Implementation lining up before entering the classroom | | | |
| | b. Implementation of student discipline (completeness of uniforms, cleanliness, | | | |
| | c. Practice Habitualisation 5M health protocol | | | |
| | d. Practice Habituation disposal waste on | | | |
| 3 | School Uniforms | | | |
| 4 | Character Building | | | |
| 5 | Harmony among Residents School | | | |
| 6 | Achievements of the School | | | |
| | a. Awards Teachers with outstanding achievements | | | |
| | b. Awards Students achievement | | | |

Description of observation results/additional information

.....,2025

Known,
DPM

Student Name, Student ID Number

- 1.
 - 2.
 - 3.
 - 4.
- NPP.

Appendix 9.

SCHOOL RULES AND REGULATIONS OBSERVATION SHEET

Instructions:

This form is used to describe the School Rules and Regulations at the Education Internship School.

Please tick (√) the column below Yes or No.

Each activity listed may be accompanied by a description to provide a clearer and more detailed explanation.

Name of the School Being Observed:

Date of Observation:

| No | Observation Aspect | Implementation | | Notes |
|----|--|----------------|----|-------|
| | | Yes | No | |
| 1 | There are school rules | | | |
| 2 | There are class rules | | | |
| 3 | There are teacher rules | | | |
| 4 | There are student rules | | | |
| 5 | The imposition of sanctions for violations of the tata | | | |
| 6 | The existence of Assistance | | | |

Description of observation results/additional information:

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.....,2025

Known,

DPM

Student Name, Student ID Number

- 1.
- 2.
- 3.
- 4.

NPP.

Appendix 10.

CURRICULAR ACTIVITY OBSERVATION SHEET

Instructions:

This form is used to describe the implementation of curricular activities at the Education Internship School.

Please tick (√) the column below Yes or No.

Each activity may be supplemented with a description to provide a clearer and more detailed explanation.

Name of School Observed :

Date of Observation :

| No | Observation Aspect | Implementation | | Notes |
|----|--|----------------|----|-------|
| | | Yes | No | |
| 1. | There are curricular/curriculum-based activities () | | | |
| 2. | There are guidelines and objectives for the curricular/teaching and learning activities held at the school | | | |
| 3. | There are supporting tools for curricular/KBM activities developed by teachers | | | |
| 4. | The development of learning learning tools is carried out | | | |
| 5 | The of learning are developed by subject teacher groups | | | |
| 6. | There is a schedule for the implementation of the Curriculum/Classroom Teaching and Learning | | | |
| 7. | There are specialised teachers for each subject/ (PGSD/PAUD: class teacher) | | | |
| 8. | Every student participates well in the Curriculum/ Classroom Learning Activities | | | |
| 9. | Teacher attendance is recorded in activities | | | |
| 10 | There is attendance for participants students in the activity | | | |
| 11 | There are program output targets Curriculum/ Teaching and Learning Activities | | | |
| 12 | There are activities evaluation | | | |

| No | Observation Aspect | Implementation | | Notes |
|----|---------------------------------|----------------|--|-------|
| | Curriculum/Classroom Activities | | | |

.....,2025

Known,

DPM

Student Name, Student ID Number

1.

2.

3.

4.

NPP.

Appendix 11.

CO-CURRICULAR ACTIVITY OBSERVATION SHEET

Instructions:

This form is used to describe the implementation of co-curricular activities at the Education Internship School.

Please tick (√) the appropriate box below 'Yes' or 'No'.

Each activity listed may be supplemented with a description to provide a clearer and more detailed explanation.

Name of School :

Observed :

Date of Observation :

| No | Observation Aspect | Implementation | | Notes |
|-----|---|----------------|----|-------|
| | | Yes | No | |
| 1. | There are co-curricular activities | | | |
| 2. | There are guidelines and objectives for activities that are organised outside | | | |
| 3. | There is a schedule for implementation | | | |
| 4. | Has a person in charge implementer and co-curricular supervisor/trainer | | | |
| 6. | Each student participates in co-curricular activities | | | |
| 7. | There is attendance attendance of the Coach/Trainer in | | | |
| 8. | There is attendance of participants students in the | | | |
| 9. | There are programme outcomes targets co-curricular | | | |
| 10. | Conducting evaluation of co-curricular activities | | | |

Description of observation results/additional information:

.....,2025

Known,
DPM

Student Name, Student ID Number

- 1.
 - 2.
 - 3.
 - 4.
- NPP.

Appendix 12.

EXTRACURRICULAR ACTIVITY OBSERVATION SHEET

Instructions:

This form is used to describe the implementation of extracurricular activities at the Education Internship School.

Please tick (√) the column below Yes or No.

Each activity can be supplemented with a description to provide a clearer and more detailed explanation.

Name of School Observed:

Date of Observation:

| No | Observation Aspect | Implementation | | Notes |
|-----|---|----------------|----|-------|
| | | Yes | No | |
| 1 | There is activities | | | |
| 2. | There are guidelines and objectives for extracurricular activities held at the school | | | |
| 3. | There is an implementation schedule | | | |
| 4. | There is a a person in charge implementer and extracurricular supervisor/coach | | | |
| 6. | Every student participates in extracurricular activities | | | |
| 7. | There is attendance for the presence of the Advisor/ Coach in | | | |
| 8. | There is attendance of participants students in the | | | |
| 9. | There are programme outcome targets extracurricular | | | |
| 10. | Conducting evaluation of extracurricular activities | | | |

Description of observation results/additional information:

.....,2025

Known,
DPM

Student Name, Student ID Number

- 1.
 - 2.
 - 3.
 - 4.
- NPP.

Appendix 13. Microteaching Observation Instrument

**MICROTEACHING IMPLEMENTATION OBSERVATION
INSTRUMENT**



Study Programme (Bachelor):

**Mathematics Education; Physics Education; Biology Education; Information
Technology Education; Indonesian Language and Literature Education;
English Language Education; Local Language and Literature Education;
Pancasila and Civic Education; Economics Education; and and Physical
Education, Health and Recreation; Guidance and Counseling; Elementary
Teacher Education; Early Childhood Teacher Education**

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UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

MICROTEACHING IMPLEMENTATION OBSERVATION TOOL

Instructions:

Please mark (cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the following Number column to assign competency scores to the intern students for each observed aspect (number 4 indicates the highest score for each aspect) For any additional notes/information related to the observed aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Observed Aspect | Scale | | | | Notes |
|----|---|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Lesson opening skills | 1 | 2 | 3 | 4 | |
| 2 | Skills Engaging attention and motivating students | 1 | 2 | 3 | 4 | |
| 3 | Depth and breadth of material | 1 | 2 | 3 | 4 | |
| 4 | Completeness material (Conceptual completeness) | 1 | 2 | 3 | 4 | |
| 5 | Accuracy of concepts/procedures | 1 | 2 | 3 | 4 | |
| 6 | Skills using learning methods, models, and approaches | 1 | 2 | 3 | 4 | |
| 7 | Skills developing variations in interaction | 1 | 2 | 3 | 4 | |
| 8 | Classroom management skills | 1 | 2 | 3 | 4 | |
| 9 | Time management skills | 1 | 2 | 3 | 4 | |
| 10 | Skills organising learning resources and/or teaching materials | 1 | 2 | 3 | 4 | |
| 11 | Ability using technology information in learning | 1 | 2 | 3 | 4 | |
| 12 | Media literacy learning | 1 | 2 | 3 | 4 | |
| 13 | Information technology skills (IT) for teaching and learning | 1 | 2 | 3 | 4 | |
| 14 | Volume and intonation of voice | 1 | 2 | 3 | 4 | |
| 15 | Proper and correct use of language, both spoken and written (in accordance with subject taught) | 1 | 2 | 3 | 4 | |
| 16 | Ability to develop high-order thinking skills (HOTS) | 1 | 2 | 3 | 4 | |
| 17 | Ability using analogies/ metaphors | 1 | 2 | 3 | 4 | |
| 18 | Ability use nonverbal communication (gestures) | 1 | 2 | 3 | 4 | |
| 19 | Ability to create a pleasant learning atmosphere a pleasant learning atmosphere | 1 | 2 | 3 | 4 | |
| 20 | Politeness Dress code and/or appearance | 1 | 2 | 3 | 4 | |

| No | Observed Aspect | Scale | | | | Notes |
|-------------|---|-------|---|---|---|-------|
| 21 | Skills in conducting assessments Process | 1 | 2 | 3 | 4 | |
| 22 | Skills in conducting assessments learning outcomes | 1 | 2 | 3 | 4 | |
| 23 | The ability to provide reinforcement and punishment | 1 | 2 | 3 | 4 | |
| 24 | Skills for closing lessons | 1 | 2 | 3 | 4 | |
| Total Score | | | | | | |

$$\text{Grade} = (\text{score obtained} : \text{maximum score}) \times 100$$

Final Notes:

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Appendix 14. Lesson Plan Assessment Instrument

**ASSESSMENT TOOL FOR THE IMPLEMENTATION PLAN OF
LEARNING**



Study Programme (Bachelor):

**Mathematics Education; Physics Education; Biology Education; Information
Technology Education; Indonesian Language and Literature Education;
English Language Education; Local Language and Literature Education;
Pancasila and Civic Education; Economics Education; and and Physical
Education, Health and Recreation; Guidance and Counseling; Elementary
Teacher Education; Early Childhood Teacher Education**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

LEARNING IMPLEMENTATION PLAN ASSESSMENT TOOL

Instructions:

Please mark (with a cross, circle, or other symbol) the numbers 1, 2, 3, or 4 under the Numbers column below to give a score (4 indicates the best score for each aspect).

For any additional notes or information regarding the aspects, please write them in the Notes column.

Student Name :

Programme of Study :

Student ID :

| No | Aspects assessed | Score | | | | Notes |
|----|---|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Completeness of RPM identity | | | | | |
| 2 | Alignment of learning objectives with KD and competency achievement indicators | | | | | |
| 3 | The formulation of objectives includes the ABCD components (Audience, Behaviour, Condition, Degree), using words operational Appropriate operationalisation | | | | | |
| 4 | Formulation of objectives implementing HOTS | | | | | |
| 5 | Designing learning materials in accordance with KD and indicators based on TPACK (Technological, Pedagogical, Content Knowledge) | | | | | |
| 6 | Comprehensively compiling comprehensively | | | | | |
| 7 | Designing structured learning materials | | | | | |
| 8 | Designing learning materials that are relevant to real-life situations | | | | | |
| 9 | Designing worksheets for students in accordance with learning indicators and materials | | | | | |
| 10 | Determining the of learning and designing strategies that adapt TPACK | | | | | |

| No | Aspects assessed | Score | | | | Notes |
|-------------|---|-------|--|--|--|-------|
| 11 | Designing 21st-century skills-based learning strategies (4Cs) | | | | | |
| 12 | Designing innovative learning strategies using approaches, models, and methods that align with learning objectives learning | | | | | |
| 13 | Designing innovative learning scenarios that are meaningful and enjoyable | | | | | |
| 14 | Utilising ICT with multi-modal approaches to design learning media | | | | | |
| 15 | Utilising concrete media/real objects that are not ICT in learning | | | | | |
| 16 | Designing the use of learning media to train attitudes and skills | | | | | |
| 17 | Utilising events or interesting real-life problems as learning resources | | | | | |
| 18 | Utilising sources learning through the internet/ online sources | | | | | |
| 19 | Designing evaluations that are in line with learning indicators, covering aspects of attitude, knowledge, and skills | | | | | |
| 20 | Designing authentic assessments | | | | | |
| 21 | Developing HOTS evaluation instruments | | | | | |
| Total score | | | | | | |

Grade = (score obtained : maximum score) x 100

Final Notes:

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Observer

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*) Assessment instrument for the implementation plan of the MODULAJAR (Merdeka Curriculum) learning module specifically for PGSD

ASSESSMENT GUIDELINES FOR TEACHING MODULES IN THE PGSD PROGRAMME

Student Name :

Student ID :

School :

Instructions :

Please assign a score of 1, 2, 3, or 4

1 = not good

2 = Fairly good

3 = good

4 = very good

in the score column

For any additional notes or information regarding the aspect, please write them in the Notes column.

| Observation Aspect | Score | Notes |
|---|-------|-------|
| Alignment of learning objectives with the intended CP. | | |
| Clarity of the main concepts to be studied, core knowledge, skills, and attitudes to be learned. | | |
| Meaningful questions and prompting questions that target core concepts. | | |
| The sequence of activities | | |
| The suitability of the sequence of activities with the time allocation | | |
| Orientation sequence of activities in strengthening competencies and higher-order thinking skills. | | |
| Inclusion of various activities (including remedial and enrichment) that are student-centred/make students active participants. | | |
| Assessment of learning along with assessment methods to check student readiness. | | |
| Clarity of assessment to measure the achievement of Learning Objectives. | | |
| Assessment forms that provide feedback on the learning process of students. | | |
| The logical sequence of learning | | |
| The presence of key questions that help teachers and students reflect on classroom learning activities. | | |

| Observation Aspect | Score | Notes |
|--|-------|-------|
| The alignment of the assessments listed in the teaching module with learning activities. | | |
| The existence of alternative activities to be implemented in different school environments. | | |
| The teaching module can accommodate students with different needs. | | |
| Teaching modules incorporate local wisdom from the local area | | |
| The use of language that is clear and easy to understand. | | |
| Appropriateness of the selection of learning resources/media with the objectives and content of the material | | |
| Appropriateness of learning resources/media selection based on student characteristics | | |
| References | | |

Grade = (score obtained : maximum score) x 100

Final Notes:

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Observer

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Appendix 15. Teaching practice assessment instrument

TEACHING PRACTICE OR LEARNING VIDEO ASSESSMENT TOOL



**Study Programme (Bachelor):
Elementary Teacher Education**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

**ASSESSMENT TOOL FOR THE IMPLEMENTATION OF TEACHING
PRACTICE OR LEARNING VIDEOS**

Instructions:

Please mark (with a cross, circle, or other symbol) the numbers 1, 2, 3, or 4 under the Numbers column below to give a competency score to the intern for each aspect observed (number 4 indicates the highest score for each aspect). For additional notes/information related to the aspects observed, please write them in the Notes column.

Student Name :

Student ID :

School :

| No | Observed Aspect | Scale | | | | Notes |
|----|--|-------|---|---|---|-------|
| 1 | Lesson opening skills | 1 | 2 | 3 | 4 | |
| 2 | Skills Attractive attention and motivate students | 1 | 2 | 3 | 4 | |
| 3 | Depth and breadth of material | 1 | 2 | 3 | 4 | |
| 4 | Completeness material (Conceptual completeness) | 1 | 2 | 3 | 4 | |
| 5 | Accuracy of concepts/procedures | 1 | 2 | 3 | 4 | |
| 6 | Skills using learning methods, models, and approaches | 1 | 2 | 3 | 4 | |
| 7 | Skills developing a variety of interactions | 1 | 2 | 3 | 4 | |
| 8 | Classroom management skills | 1 | 2 | 3 | 4 | |
| 9 | Time management skills | 1 | 2 | 3 | 4 | |
| 10 | Skills organising learning resources and/or teaching materials | 1 | 2 | 3 | 4 | |
| 11 | Ability using technology information in learning | 1 | 2 | 3 | 4 | |
| 12 | Media literacy learning | 1 | 2 | 3 | 4 | |
| 13 | Information technology skills (IT) for teaching and learning | 1 | 2 | 3 | 4 | |
| 14 | Volume and tone of voice | 1 | 2 | 3 | 4 | |
| 15 | Proper use of language, both correct use of language, | 1 | 2 | 3 | 4 | |

| No | Observed Aspect | Scale | | | | Notes |
|----|---|-------|---|---|---|-------|
| | both spoken and written (inaccordance with the subjevt being taught) | | | | | |
| 16 | The ability to develop higher-order thinking skills (HOTS) | 1 | 2 | 3 | 4 | |
| 12 | Media literacy learning | 1 | 2 | 3 | 4 | |
| 17 | Ability using analogies/ metaphors | 1 | 2 | 3 | 4 | |
| 18 | Ability use nonverbal communication (gestures) | 1 | 2 | 3 | 4 | |
| 19 | Ability to create a pleasant learning atmosphere a pleasant learning atmosphere | 1 | 2 | 3 | 4 | |
| 20 | Politeness Dress code and/or Appearance | 1 | 2 | 3 | 4 | |
| 21 | Skills in conducting assessments Process | 1 | 2 | 3 | 4 | |
| 22 | Skills in conducting assessments learning outcomes | 1 | 2 | 3 | 4 | |
| 23 | Ability to provide reinforcement and punishment | 1 | 2 | 3 | 4 | |
| 24 | Skills for closing lessons | 1 | 2 | 3 | 4 | |
| | | | | | | |
| | | | | | | |

Score = (points obtained : maximum points) x 100 Final

Final Notes:

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Observer

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**ASSESSMENT INSTRUMENT FOR THE LEARNING
IMPLEMENTATION PLAN**



**Study Programme (Bachelor):
Early Childhood Teacher Education**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

ASSESSMENT TOOL
STUDENT LEARNING PLAN FOR PG-PAUD

Name: _____ Student ID Number: _____

Instructions for Completion:

Fill in the format according to your assessment of the student during PLP II

For each aspect, assign a score: (4) excellent, (3) good, (2) fair, (1) poor Add up the scores to obtain the total score

| No | Aspects assessed | Score | | | | Notes |
|-------------|--|-------|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Formulating KD with clearly in accordance with the theme/sub-theme | | | | | |
| 2 | Selecting and organising teaching materials in accordance with the KD | | | | | |
| 3 | Selecting sources and media in accordance with the KD and material | | | | | |
| 4 | Formulating learning scenarios using a scientific approach in accordance with the KD | | | | | |
| 5 | Developing comprehensive assessment instruments in accordance with the curriculum indicators | | | | | |
| Total score | | | | | | |

Score = (achieved score : maximum score) x 100

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Observer

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Appendix 17. Assessment instrument for teaching practice
**ASSESSMENT TOOL FOR THE IMPLEMENTATION OF TEACHING
PRACTICES OR LEARNING VIDEOS**



**Study Programme (Bachelor):
Early Childhood Teacher Education**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

IMPLEMENTATION OF PG-PAUD STUDENT LEARNING

Instructions:

Please mark (cross, circle, or other symbol) the numbers 1, 2, 3, or 4 in the following Number column to assign competency scores to Microteaching participants for each observed aspect (number 4 indicates the highest score for each aspect).

For any additional notes or information related to the observed aspects, please write them in the Notes column.

Student Name :

Student ID :

School :

| No | Observed Aspect | Scale | | | | Notes |
|----|---|-------|---|---|---|-------|
| 1 | Lesson opening skills | 1 | 2 | 3 | 4 | |
| 2 | Skills Engaging attention and motivating students | 1 | 2 | 3 | 4 | |
| 3 | Depth and breadth of material | 1 | 2 | 3 | 4 | |
| 4 | Completeness Materials (Conceptual concept) | 1 | 2 | 3 | 4 | |
| 5 | Concept/procedure accuracy | 1 | 2 | 3 | 4 | |
| 6 | Skills using methods, models, and approaches learning | 1 | 2 | 3 | 4 | |
| 7 | Skills developing a variety of interactions | 1 | 2 | 3 | 4 | |
| 8 | Classroom management skills | 1 | 2 | 3 | 4 | |
| 9 | Time management skills | 1 | 2 | 3 | 4 | |
| 10 | Skills organising learning resources and/ or teaching materials | 1 | 2 | 3 | 4 | |
| 11 | Ability using technology information in learning | 1 | 2 | 3 | 4 | |
| 12 | Media literacy learning | 1 | 2 | 3 | 4 | |
| 13 | Information technology skills (IT) for teaching and learning | 1 | 2 | 3 | 4 | |
| 14 | Volume and tone of voice | 1 | 2 | 3 | 4 | |
| 15 | Proper use of language, both correct use of language, both spoken and written (in accordance with the subject being taught) | 1 | 2 | 3 | 4 | |

| No | Observed Aspect | Scale | | | | Notes |
|----|---|-------|---|---|---|-------|
| 16 | Ability to develop high-order thinking skills (HOTS) | 1 | 2 | 3 | 4 | |
| 17 | Ability using analogies/ metaphors | 1 | 2 | 3 | 4 | |
| 18 | Ability use of nonverbal communication (gestures) | 1 | 2 | 3 | 4 | |
| 19 | Ability to create a pleasant learning atmosphere a pleasant learning atmosphere | 1 | 2 | 3 | 4 | |
| 20 | Politeness Dress code and/ or Appearance | 1 | 2 | 3 | 4 | |
| 21 | Skills in conducting assessments Process | 1 | 2 | 3 | 4 | |
| 22 | Skills in conducting assessments learning outcomes | 1 | 2 | 3 | 4 | |
| 23 | Ability to provide reinforcement and punishment | 1 | 2 | 3 | 4 | |
| 24 | Skills for closing lessons | 1 | 2 | 3 | 4 | |

Score = (actual score : maximum score) x 100

Final Notes:

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....., 2025

Observer

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Appendix 18. Teaching Practice Journal

TEACHING PRACTICE REFLECTION JOURNAL

To:

Student Name :

Study Programme :

Student ID :

Internship School :

KD :

GPA :

| No | Problem that arise in teaching and learning practices | Causative factors | Solutions implemented |
|----|---|-------------------|-----------------------|
| | | | |
| | | | |
| | | | |

.....2025

Practitioners

(.....)

**SELF-REFLECTION ON TEACHING PRACTICE UNIVERSITAS
PERSATUAN GURU REPUBLIK INDONESIA SEMARANG YEAR 2024**

Student Name :

Programme of Study :

Student ID :

Internship School :

1. Description of Teaching Practice Reflection

1) Description of Teaching Practice Reflection 1

- a) Issues arising in teaching practice 1
- b) Consistency between learning device planning and learning implementation 1
- c) Factors causing the findings in points a and b in learning 1
- d) Solutions implemented to address the problems that arose in learning 1

2) Description of the Second Teaching Practice Reflection

- a) Problems that arose in teaching practice 2
- b) Alignment between instructional design planning and instructional implementation 2
- c) Factors causing the findings in points a and b in lesson 2
- d) Solutions implemented to address issues arising in learning 2

3) Description of Teaching Practice Reflection 3

- a) Problems arising in teaching practice 3
- b) The alignment between the planning of teaching materials and the implementation of teaching practice 3
- c) Factors causing the findings in points a and b in teaching practice 3
- d) Solutions implemented to address the problems arising in teaching practice 3

2. Description of the impact of the implemented solutions

3. Conclusion

4. Description of important knowledge gained

ASSESSMENT SHEET

SELF-REFLECTION ON EDUCATIONAL INTERNSHIP ACTIVITIES

Student Name :

Student ID :

Program :

School :

Assessment Guidelines

Please provide an assessment of the report in accordance with the assessment criteria in the provided columns, using a scoring range of 60–100.

| No. | Aspect | Weight | Score (60-100) | Total (weight × score) |
|---------------------------------------|---|--------|----------------|------------------------|
| 1. | Logical flow of the reflection description | 20 | | |
| 2 | Interrelationship between reflection contents | 20 | | |
| 3. | Writing style and language | 20 | | |
| 4 | Analysis | 20 | | |
| 5. | Conclusion | 20 | | |
| Total Score | | | | |
| $Nf = \frac{\text{total score}}{100}$ | | | | |

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DPL

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NPP.

Appendix 20. Assessment Instrument for the Programme Implementation Plan (RPL) for the BK/microBK Study Programme

ASSESSMENT TOOL FOR CLASSICAL GUIDANCE SERVICE PLAN



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

ASSESSMENT SHEET

CLASSICAL GUIDANCE SERVICE PLAN

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the supervising teacher by circling the appropriate score column, with the following explanations.

Score 1: if the practice performed is very poor/very inappropriate

Score 2: if the practice performed is poor/inappropriate

Score 3: if the practice performed is good/appropriate

Score 4: if the practice is excellent/highly appropriate

| No | Assessment Aspect | Score | | | |
|--|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Ability to formulate classical guidance service objectives | | | | | |
| 1 | Service objectives in line with student needs | 1 | 2 | 3 | 4 |
| 2. | The purpose of sequential services and implementing HOTS | 1 | 2 | 3 | 4 |
| Ability to formulate topics for classical guidance services (a) according to student needs, (b) according to student development levels, (c) current issues, (d) beneficial in life, and (e) inspiring positive behaviour | | | | | |
| 3. | The formulation of classical guidance topics is implementable and clearly described. | 1 | 2 | 3 | 4 |
| Ability to design classical guidance materials | | | | | |
| 4. | Designing materials in accordance with the objectives of classical guidance based on Technology Pedagogy and Content Knowledge (TPACK) from various sources | 1 | 2 | 3 | 4 |
| 5. | The material is organised in a comprehensive, complete, and clear manner | 1 | 2 | 3 | 4 |
| 6. | Relevant with the life real and oriented towards the 21st century | 1 | 2 | 3 | 4 |
| Ability to choose classical guidance strategies, methods, and techniques | | | | | |
| 7. | Design of classical guidance services using innovative approaches, methods, and techniques in accordance with the objectives and counselling materials. | 1 | 2 | 3 | 4 |

| | | | | | |
|---|--|---|---|---|---|
| 8. | Classical guidance service design using practical approaches, methods, and techniques appropriate to the students' level of development | 1 | 2 | 3 | 4 |
| <p>Ability to organise the steps of classical guidance activities</p> <p>Opening;</p> <p>(1) fostering a positive classroom atmosphere, (2) communicating objectives, (3) explaining the steps involved in providing guidance, (4) explaining the role and duties of the guidance counsellor</p> <p>Transition;</p> <p>(1) explaining the next steps to be taken, (2) maintaining a lively, cohesive atmosphere focused on the objectives, (3) facilitating interaction, (4) guiding students to the next step</p> <p>Core Activities;</p> <p>(1) discussing topics, (2) self-reflection and guidance material, (3) designing personal plans, (4) conceptualisation/conclusions</p> <p>Closing;</p> <p>(1) summarising the activity process, (2) summarising the activity results, (3) determining follow-up activities, (4) conveying students' messages and expectations</p> | | | | | |
| 9. | Opening opening covering the entire the steps of the activity described accurately and clearly | 1 | 2 | 3 | 4 |
| 10. | The transition steps cover all the steps of the activity described accurately and clearly. | 1 | 2 | 3 | 4 |
| 11. | The core steps encompass all the steps of the activity described accurately and clearly in accordance with the established guidance strategy/ method/counselling technique established | 1 | 2 | 3 | 4 |
| 12. | The closing activities cover all the steps described in a precise and clear manner. | 1 | 2 | 3 | 4 |
| <p>The ability to select media based on criteria;</p> <p>(a) appropriate to the objective, (b) appropriate to the topic, (c) appropriate to the material, (d) practical in accordance with the students' level of development, (e) efficient and effective</p> | | | | | |
| 13. | Selection media includes criteria and assisting in the achievement of guidance service objectives | 1 | 2 | 3 | 4 |

| | | | | | |
|---|--|---|---|---|---|
| Ability to evaluate; process evaluation (a) suitability of classical guidance application, (b) strategy application, (c) media use, (d) attractiveness and clarity of delivery, (e) student engagement | | | | | |
| 14. | Process evaluation encompasses all aspects of assessment described with clear, measurable statements and appropriate assessment criteria. | 1 | 2 | 3 | 4 |
| Ability to evaluate; evaluation of results (a) in accordance with the formulation of guidance objectives, (b) incorporating elements of knowledge, attitude, and skills, (c) using appropriate methods, (d) using appropriate instruments | | | | | |
| 15. | The evaluation of results covers all aspects of assessment described with clear, measurable statements, with appropriate assessment criteria | 1 | 2 | 3 | 4 |
| Ability to plan follow-up (a) emphasising the importance of the material to students, (b) assigning projects (c) providing opportunities for further services | | | | | |
| 16. | Follow-up covers all aspects of assessment described with appropriate, clear statements that reinforce positive change for students. | 1 | 2 | 3 | 4 |
| Completeness of RPLBK (a) Complete RPLBK, (b) Neat, (c) Clear and correct language, (d) Includes sources of material, (e) Original RPLBK | | | | | |
| 17. | The RPLBK covers all components completely, accurately, clearly, and neatly. | 1 | 2 | 3 | 4 |

Score = (points obtained : maximum points) x 100

Semarang, _____ 2025

Mentor Teacher

(.....)

Appendix 21. Assessment Instrument for the Programme Implementation Plan (RPL) for the BK/microBK Study Programme

ASSESSMENT TOOL FOR GROUP GUIDANCE SERVICE PLAN



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

ASSESSMENT SHEET

GROUP GUIDANCE SERVICE PLAN

Name :
 Student ID :
 Program :
 School :

Assessment Guidelines

This form is completed by the supervising teacher by circling the appropriate score column, with the following explanations.

Score 1: if the practice performed is very poor/very inappropriate

Score 2: if the practice performed is poor/inappropriate

Score 3: if the practice performed is good/appropriate

Score 4: if the practice performed is very good/very appropriate

| No. | Assessment Aspect | Score | | | |
|--|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Ability to formulate group counselling service objectives | | | | | |
| 1. | Service objectives in line with student needs | 1 | 2 | 3 | 4 |
| 2. | The purpose of sequential services and implementing HOTS | 1 | 2 | 3 | 4 |
| Ability to formulate topics for group guidance services (a) according to student needs, (b) according to student development levels, (c) current issues, (d) beneficial in life, and (e) inspiring positive behaviour | | | | | |
| 3. | The formulation of classical guidance topics is implementable and clearly described | 1 | 2 | 3 | 4 |
| Ability to design classical guidance materials | | | | | |
| 4. | Designing materials in accordance with the objectives of classical guidance based on Technology Pedagogy and Content Knowledge (TPACK) from various sources | 1 | 2 | 3 | 4 |
| 5. | The material is comprehensive, complete, and clear. | 1 | 2 | 3 | 4 |
| 6. | Relevant/relevant with the life real and oriented towards the 21st century | 1 | 2 | 3 | 4 |
| Ability to select strategies, methods, and techniques for group guidance | | | | | |
| 7. | Designing group guidance scenarios using innovative approaches, methods, and techniques in line with the objectives and guidance material. | 1 | 2 | 3 | 4 |

| | | | | | |
|---|--|---|---|---|---|
| 8. | The design of group guidance services uses practical approaches, methods, and techniques that are appropriate to the students' level of development. | 1 | 2 | 3 | 4 |
| <p>Ability to develop counselling scenarios in the opening, transition, core, and closing stages</p> <p>Opening;</p> <p>(1) welcoming, introducing, and getting acquainted;</p> <p>(2) conveying the objectives;</p> <p>(3) explaining the steps for implementing the service;</p> <p>(4) explaining the principles of the service;</p> <p>(5) explaining the roles and duties of the counsellor and group members</p> <p>Transition;</p> <p>(1) explaining the next steps,</p> <p>(2) maintaining a positive, cohesive atmosphere focused on the objectives,</p> <p>(3) facilitating interaction,</p> <p>(4) guiding students to the next step</p> <p>Core Activities;</p> <p>(1) discussion of the topic,</p> <p>(2) self-reflection and guidance material,</p> <p>(3) personal planning,</p> <p>(4) conceptualisation/conclusion</p> <p>Closing;</p> <p>(1) summarising the activity process,</p> <p>(2) summarising the activity results,</p> <p>(3) determining follow-up activities,</p> <p>(4) conveying students' messages and expectations</p> | | | | | |
| 9. | Opening opening covering the entire steps of the activity described accurately and clearly. | 1 | 2 | 3 | |
| 10. | The transition steps cover all the steps of the activity described accurately and clearly. | 1 | 2 | 3 | |
| 11. | The core steps encompass all the steps of the activities described precisely and clearly in accordance with the established guidance strategies/methods/techniques | 1 | 2 | 3 | 4 |
| 12. | Closing activities include all steps described accurately and clearly | 1 | 2 | 3 | |
| <p>The ability to select media based on criteria;</p> <p>(a) appropriate to the objective,</p> <p>(b) appropriate to the topic,</p> <p>(c) appropriate to the material,</p> <p>(d) practical in accordance with the students' level of development,</p> <p>(e) efficient and effective</p> | | | | | |
| 13. | Selection media includes criteria and assisting in the achievement of guidance service objectives | 1 | 2 | 3 | 4 |

| | | | | | |
|---|--|---|---|---|---|
| Ability to evaluate; process evaluation (a) suitability of classical guidance application, (b) strategy application, (c) media usage, (d) attractiveness and clarity of delivery, (e) group member involvement | | | | | |
| 14. | Process evaluation covers all aspects of assessment described with clear, measurable statements and appropriate assessment criteria. | 1 | 2 | 3 | |
| Ability to evaluate; evaluation of results (a) in accordance with the formulation of guidance objectives, (b) incorporating elements of knowledge, attitude, and skills, (c) using appropriate methods, (d) using appropriate instruments | | | | | |
| 15. | Evaluation of outcomes encompasses all aspects of assessment described with clear, measurable statements, with appropriate assessment criteria | 1 | 2 | 3 | |
| Ability to plan follow-up actions (a) emphasising the importance of the material to students, (b) assigning projects (c) providing opportunities for further services | | | | | |
| 16. | Follow-up covers all aspects of assessment described with appropriate, clear statements that reinforce positive change for students. | 1 | 2 | 3 | 4 |
| Completeness of RPLBK (a) Complete RPLBK, (b) Neat, (c) Clear and correct language, (d) Includes source material, (e) Original RPLBK | | | | | |
| 17. | RPLBK covers all components completely, accurately, clearly, and neatly. | 1 | 2 | 3 | |

Score = (points obtained : maximum points) x 100

Semarang, _____ 2025

Teacher Mentor

(.....)

Appendix 22. Assessment Instrument for the Programme Implementation Plan (RPL) for the BK/microBK Study Programme

ASSESSMENT TOOL FOR GROUP COUNSELLING SERVICE PLAN



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

GROUP COUNSELLING SERVICE PLAN ASSESSMENT FORM

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the supervising teacher by circling the score column provided, with the following explanations.

Score 1: if the practice is very poor/highly inappropriate
Score 2: if the practice is poor/inappropriate

Score 3: if the practice is good/appropriate

Score 4: if the practice carried out is very good/very appropriate

| No. | Assessment Aspect | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Formulation of specific problems, according to the context of the needs and level of development of group members | 1 | 2 | 3 | 4 |
| 2 | Formulation of specific objectives, using operational verbs and in accordance with the problems faced by group members | 1 | 2 | 3 | 4 |
| 3. | Problem-solving approach issues in line with counselling objectives counselling and group member issues | 1 | 2 | 3 | 4 |
| 4. | Strategies, methods, and techniques for group counselling | 1 | 2 | 3 | |
| 5. | Media in accordance with the problem-solving approach, group counselling objectives | 1 | 2 | 3 | 4 |
| 6. | The opening stage is clear and focused on building relationships between group leaders and group members, fostering participation active group members and linking it to the next stage | 1 | 2 | 3 | 4 |
| 7. | A clear and focused transition phase to increase productivity service delivery services, improving stability member group active actively, and intensively linking to the next stage | 1 | 2 | 3 | 4 |
| 8. | The core stage is clear and focused on implementing group counselling procedures in accordance with the chosen counselling approach and the objectives expected to be achieved by the group members group | 1 | 2 | 3 | 4 |
| 9. | The closing stage is clear and focused on announcing that the activity will end, summarising the process and results | 1 | 2 | 3 | |

| | | | | | |
|-----|---|---|---|---|---|
| | of the activity, discussing follow-up activities, and requesting for group members to share messages and hopes | | | | |
| 10. | Evaluate the comprehensive service process in accordance with the objectives of group counselling services | 1 | 2 | 3 | |
| 11. | Evaluation of the results of comprehensive service activities in accordance with the objectives of group counselling services | 1 | 2 | 3 | |
| 12. | RPL BK covers all components completely, accurately, clearly, and neatly | 1 | 2 | 3 | 4 |

Score = (points obtained : maximum points) x 100

Semarang, _____ 2025

Appendix 23. Assessment Instrument for the Implementation Plan of the Programme
(RPL) for the BK/microBK Study Programme

**ASSESSMENT TOOL FOR THE INDIVIDUAL COUNSELLING
SERVICE PLAN**



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

INDIVIDUAL COUNSELLING SERVICE PLAN ASSESSMENT SHEET

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the supervising teacher by circling the appropriate score column, with the following explanations.

Score 1: if the practice performed is very poor/very inappropriate

Score 2: if the practice performed is poor/inappropriate

Score 3: if the practice performed is good/appropriate

Score 4: if the practice performed is very good/very appropriate

| No. | Assessment Aspect | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Formulation of specific problems, according to the context of the needs and level of development of group members | 1 | 2 | 3 | 4 |
| 2. | Formulation of specific objectives, using operational verbs and in accordance with the problems faced by group members | 1 | 2 | 3 | 4 |
| 3. | Problem-solving approach issues in line with counselling objectives counselling and group member issues | 1 | 2 | 3 | 4 |
| 4. | Strategies, methods, and techniques of group counselling | 1 | 2 | 3 | 4 |
| 5. | Media appropriate to the problem-solving approach, group counselling objectives | 1 | 2 | 3 | 4 |
| 6. | Complete, sequential, and appropriate stages of individual counselling services in line with the problem-solving approach, counselling objectives, and counselee issues | 1 | 2 | 3 | 4 |
| 7. | Comprehensive evaluation of counselling activities in accordance with the objectives of individual counselling services and the counselee's level of development. | 1 | 2 | 3 | 4 |
| 8. | RPLBK covers all components completely, accurately, clearly, and neatly | 1 | 2 | 3 | 4 |

Score = (points obtained : maximum points) x 100

Semarang, _____ 2025

Mentor Teacher

(.....)

**ASSESSMENT INSTRUMENT FOR CLASSICAL GUIDANCE
PRACTICE**



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

CLASSICAL GUIDANCE PRACTICE ASSESSMENT SHEET

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the Observer by circling the score column provided, with the following explanations.

Score 1: if the practice is very poor/highly inappropriate
 Score 2: if the practice is poor/inappropriate

Score 3: if the practice is good/appropriate

Score 4: if the practice carried out is very good/very appropriate

| No. | Assessment Aspect | Score | | | |
|------------------------|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| PERSONALITY | | | | | |
| 1. | Well-mannered, attentive, motivating and inspiring to students | 1 | 2 | 3 | 4 |
| 2. | Speak politely and treat all students fairly and objectively | 1 | 2 | 3 | 4 |
| 3. | Appear confident and able to respond appropriately, accompanied by complete examples | 1 | 2 | 3 | 4 |
| 4. | Showing empathy to students in the process of providing classical guidance | 1 | 2 | 3 | 4 |
| FORMATION STAGE | | | | | |
| 5. | Establishing good relationships; by greeting students and facilitating initial engagement by expressing understanding and experiences | 1 | 2 | 3 | 4 |
| 6. | Conveying the objectives and topics of the service, explaining the stages of guidance activities, and explaining the roles of the guidance counsellor and students in classical guidance service activities | 1 | 2 | 3 | 4 |
| TRANSITION | | | | | |
| 7. | Explain the activities in the next stage and maintain an enthusiastic and focused classroom atmosphere, guiding students so that they appear ready to enter the next stage. | 1 | 2 | 3 | 4 |
| CORE ACTIVITIES | | | | | |
| 8. | Presenting topics according to guidance techniques, engaging and encouraging student participation | 1 | 2 | 3 | 4 |
| 9. | Maintaining classroom dynamics and facilitating active and engaging discussions of ideas and experiences | 1 | 2 | 3 | 4 |

| | | | | | |
|---------|--|---|---|---|---|
| 10. | Delivering guidance material in accordance with the objectives by applying Technology Pedagogy and Content Knowledge (TPACK) from various sources | 1 | 2 | 3 | 4 |
| 11. | Providing examples by involving all students in a critical, humanistic, innovative, creative, collaborative, and communicative manner in accordance with the character of Indonesia using IT | 1 | 2 | 3 | 4 |
| 12. | Using engaging media that can motivate student involvement | 1 | 2 | 3 | 4 |
| 13. | Encourage students to reflect on themselves and the content of the topic being discussed, and assist in self-understanding and self-planning | 1 | 2 | 3 | 4 |
| 14. | Summarise the process and results of the activity, convey follow-up activities, and express messages and hopes. | 1 | 2 | 3 | 4 |
| CLOSING | | | | | |
| 15. | Conducting process and outcome evaluations covering all evaluation indicators | 1 | 2 | 3 | 4 |
| 16. | Communicating follow-up activity plans; emphasising the importance of the material, providing projects, opportunities follow-up services and subsequent service improvements | 1 | 2 | 3 | 4 |

Score = (achieved score : maximum score) x 100

Semarang, _____ 2025

Observer

(.....)

GROUP COUNSELLING PRACTICE ASSESSMENT INSTRUMENT



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

2025

GROUP COUNSELLING PRACTICE ASSESSMENT SHEET

Name :

Student ID :

Program :

School :

Assessment Guidelines

This sheet is filled in by the Observer by circling the available score column, with the following explanations.

Score 1: if the practice carried out is very poor/very inappropriate

Score 2: if the practice carried out is poor/inappropriate

Score 3: if the practice is good/appropriate

Score 4: if the practice carried out is very good/very appropriate

| No. | Assessment Aspect | Score | | | |
|------------------------|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| PERSONALITY | | | | | |
| 1. | Well-mannered, attentive, motivating and inspiring to group members | 1 | 2 | 3 | 4 |
| 2. | Speak politely and treat all group members fairly and objectively | 1 | 2 | 3 | 4 |
| 3. | Appearing confident and able to provide appropriate responses accompanied by complete examples | 1 | 2 | 3 | 4 |
| 4. | Showing empathy to group members in the group counselling process | 1 | 2 | 3 | 4 |
| FORMATION STAGE | | | | | |
| 5. | Building rapport by greeting group members and facilitating initial engagement by acknowledging their understanding and experiences. | 1 | 2 | 3 | 4 |
| 6. | Conducting introductions and or bonding in an engaging and warm manner and encourage full participation of group members | 1 | 2 | 3 | 4 |
| 7. | Explaining the principles and stages of group guidance activities accurately, clearly, smoothly, and interestingly | 1 | 2 | 3 | 4 |
| 8. | Encouraging group members to express themselves and displaying activities in a smooth, interesting and motivating manner to encourage group member involvement. | 1 | 2 | 3 | 4 |
| 9. | Communicating the objectives and topics of the service, explaining the stages of the guidance activity, and clarifying the roles of the counsellor and group members in the service activity group counselling | 1 | 2 | 3 | 4 |

| No. | Assessment Aspect | Score | | | |
|---------------|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| TRANSITION | | | | | |
| 10. | Explain the activities in the next stage and maintain an enthusiastic and focused classroom atmosphere, guiding students so that they are ready to enter the next stage. | 1 | 2 | 3 | 4 |
| CORE ACTIVITY | | | | | |
| 11. | Presenting topics according to guidance techniques, engaging and encouraging group member involvement | 1 | 2 | 3 | 4 |
| 12. | Applying techniques guidance based on procedures implementation guidance with stages that are appropriate, engaging, and actively involving group members | 1 | 2 | 3 | 4 |
| 13. | Maintain group dynamics to sustain an active atmosphere/discussion of ideas and experiences in an engaging manner within the group guidance setting. | 1 | 2 | 3 | 4 |
| 14. | Delivering guidance material in accordance with the objectives by applying Technology Pedagogy and Content Knowledge (TPACK) from various sources | 1 | 2 | 3 | 4 |
| 15. | Providing examples by involving all students in a critical, humanistic, innovative, creative, collaborative, and communicative manner in line with Indonesian character using IT | 1 | 2 | 3 | 4 |
| 16. | Using engaging media that can motivate student involvement | 1 | 2 | 3 | 4 |
| 17. | Encouraging students to engage in self-reflection and reflection on the topic of discussion, as well as assisting in self-understanding and students' self-planning | 1 | 2 | 3 | 4 |
| 18. | Summarise the process and results of the activity, convey follow-up activities, and express messages and expectations. | 1 | 2 | 3 | 4 |
| CLOSING | | | | | |
| 19. | Conducting process evaluation and outcome evaluation includes all evaluation indicators | 1 | 2 | 3 | 4 |
| 20. | Communicating follow-up activity plans; emphasising the importance of the material, providing project, opportunities for further services and subsequent service improvements | 1 | 2 | 3 | 4 |

Score = (achieved score : maximum score) x 100

Semarang, _____ 2025

Observer

(_____)

GROUP COUNSELLING PRACTICE ASSESSMENT INSTRUMENT



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

GROUP COUNSELLING PRACTICE EVALUATION FORM

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the Observer by circling the appropriate score column, with the following explanations.

Score 1: if the practice performed is very poor/very inappropriate

Score 2: if the practice performed is poor/inappropriate

Score 3: if the practice performed is good/appropriate

Score 4: if the practice is excellent/highly appropriate

| No. | Assessment Aspect | Score | | | |
|------------------------|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| PERSONALITY | | | | | |
| 1. | Well-mannered, attentive, motivating and inspiring to group members | 1 | 2 | 3 | 4 |
| 2. | Speak politely and treat all group members fairly and objectively | 1 | 2 | 3 | 4 |
| 3. | Appearing confident and able to provide appropriate responses accompanied by complete examples | 1 | 2 | 3 | 4 |
| 4. | Demonstrate empathy towards group members in the group counselling process | 1 | 2 | 3 | 4 |
| FORMATION STAGE | | | | | |
| 5. | Establishing good relationships by greeting group members and facilitating initial engagement by expressing the understanding and experiences of group members | 1 | 2 | 3 | 4 |
| 6. | Conduct introductions and/or familiarisation in an engaging and warm manner and encourage full participation from group members | 1 | 2 | 3 | 4 |
| 7. | Group counselling is structured systematically and collaboratively with group members; the objectives, stages, principles, roles of leaders and members and the counselling time contract | 1 | 2 | 3 | 4 |
| 8. | Encouraging self-disclosure among group members and showcasing activities in a smoothly, attract and motivating group member engagement | 1 | 2 | 3 | 4 |
| TRANSITION | | | | | |
| 10. | Providing attention and empathy to improve the conducive environment and stability of group members playing an active role in entering the core stage | 1 | 2 | 3 | 4 |

| CORE ACTIVITIES | | | | | |
|--------------------------|---|---|---|---|---|
| 11. | Identification of problems and selection of priority issues Group members involve all group members | 1 | 2 | 3 | 4 |
| 12 | Understanding the problem and formulating the causes of the problem involves all group members. | 1 | 2 | 3 | 4 |
| 13. | Formulation of problem-solving objectives by group members involving all group members | 1 | 2 | 3 | 4 |
| 14. | Discussion alternative solutions problems group members carried out involving all members of the group | 1 | 2 | 3 | 4 |
| 15. | Discussion of alternative problem-solving procedures involves all group members | 1 | 2 | 3 | 4 |
| CLOSING | | | | | |
| 19. | Conducting the closure of group counselling services in accordance with the contract timeframe and summarising the results of group counselling, involving all group members intensively. | 1 | 2 | 3 | 4 |
| EVALUATION AND FOLLOW-UP | | | | | |
| 20. | Process evaluation and outcome evaluation are conducted systematically using appropriate techniques, and follow-up activities are planned according to the needs of the group members. group | 1 | 2 | 3 | 4 |

Score = (achieved score : maximum score) x 100

Semarang, _____ 2025

Observer

(_____)

ASSESSMENT TOOL FOR INDIVIDUAL COUNSELLING PRACTICE



**Study Programme (Bachelor):
Guidance and Counseling**

**CAREER CENTRE, TEACHING PRACTICE / PPL, AND INTERNSHIPS
CENTRE FOR PROFESSIONAL DEVELOPMENT (LPP)
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG
2025**

Individual Counselling Practice Assessment Form

Name :

Student ID :

Program :

School :

Assessment Guidelines

This form is completed by the Observer by circling the appropriate score column, with the following explanations.

Score 1: if the practice performed is very poor/very inappropriate

Score 2: if the practice performed is poor/inappropriate

Score 3: if the practice performed is good/appropriate

Score 4: if the practice is excellent/highly appropriate

| No. | Assessment Aspect | Score | | | |
|---|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| PERSONALITY | | | | | |
| 1. | Well-mannered, attentive, and motivating motivation and inspiration to group members | 1 | 2 | 3 | 4 |
| 2. | Speak politely and treat all group members fairly and objectively | 1 | 2 | 3 | 4 |
| 3. | Appearing confident and able to provide appropriate responses accurately, accompanied by complete examples | 1 | 2 | 3 | 4 |
| 4. | Demonstrating empathy towards group members during the group counselling process | 1 | 2 | 3 | 4 |
| ATTENDING (Attention) | | | | | |
| 5. | Relationship building is carried out through acceptance, appreciation, sincerity, and empathy in establishing familiarity, discussing neutral topics, and structuring counselling, including time contracts | 1 | 2 | 3 | 4 |
| 6. | Displaying gestures and facial expressions flexibly throughout the entire time frame | 1 | 2 | 3 | 4 |
| 7. | Observe the counselee by demonstrating an accurate understanding of nonverbal expressions throughout the counselling session | 1 | 2 | 3 | 4 |
| 8. | Listening counselee with focusing attention on verbal expressions and the manner of expression throughout the entire counselling session | 1 | 2 | 3 | 4 |
| RESPONDING (Providing Responses) | | | | | |
| 9. | Responding to the counselee's statements with appropriate and healing words or sentences throughout the entire counselling session | 1 | 2 | 3 | 4 |
| 10. | Responding to the counselee's feelings with appropriate words or sentences throughout the entire counselling | 1 | 2 | 3 | 4 |

| | | | | | |
|--|---|---|---|---|---|
| | process | | | | |
| 11. | Responding to the meaning of the counselee's experience with appropriate statements throughout the entire counselling process | 1 | 2 | 3 | |
| PERSONALISING (Personalising problems and goals) | | | | | |
| 12. | Personalising problems and goals the counselee with appropriate statements | 1 | 2 | 3 | 4 |
| INITIATING (Initiating counselling activities) | | | | | |
| 13. | Initiate counselling activities to determine the steps needed to achieve the objectives, and implement those steps | 1 | 2 | 3 | 4 |
| IMPLEMENT PROCEDURES Counselling ACCORDING TO THE THE APPROACH THE SELECTED COUNSELLING APPROACH | | | | | |
| 14. | Conducting counselling procedures in sequence and in accordance with the selected counselling approach | | | | |
| APPLYING COUNSELLING STRATEGIES/TECHNIQUES IN ACCORDANCE WITH THE SELECTED COUNSELLING APPROACH | | | | | |
| 15. | Applying counselling strategies/techniques in sequence and in accordance with the chosen counselling approach | | | | |
| CONDUCT COUNSELLING EVALUATION | | | | | |
| 16. | Conducting an evaluation of the implementation of counselling procedures and the effectiveness of achieving counselling objectives | | | | |
| CLOSING THE COUNSELLING SESSION | | | | | |
| 17. | Ending counselling in accordance with the time contract and involving the counselee in informing them that the activity will be concluded, summarising the results of the activity, and discussing intensive follow-up activities | | | | |

Score = (achieved score : maximum score) x 100

Semarang, _____ 2025

Observer

(_____)

Appendix 28. DPL/Mentor Guidance Journal

**SUPERVISION JOURNAL FOR FIELD SUPERVISORS/TEACHERS
SUPERVISING EDUCATION INTERNSHIPS**

Name of Field Supervisor/ Mentor Teacher :

Institution :

Name of Intern :

.....

.....

.....

.....

.....

etc.

| No | Time | Practitioner's Name | Guidance Material | Remarks |
|----|------|---------------------|-------------------|---------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Appendix 29. Example of an Education Internship Group Report

**EDUCATION INTERNSHIP IMPLEMENTATION REPORT
AT STATE SENIOR HIGH SCHOOL (SMA) 1 SEMARANG
(Times New Roman, Bold, 14, Capital)**



**UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG**

(logo, size 3 cm x 3 cm)

**Submitted to Fulfil the Requirements for Completion of the Education
Internship Programme
(Times New Roman, Bold, 12)**

Prepared by :

Student Name (Student ID Number)
Student Name (Student ID Number)
Student Name (Student ID Number)
Student Name (Student ID Number)
Student Name (Student ID Number)

(Times New Roman, Bold, 12)

**FACULTY OF EDUCATION ...
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA
SEMARANG UNION SEMARANG
MONTH AND YEAR**

(Times New Roman, Bold, 12, Capital)

APPROVAL PAGE
(Times New Roman, Bold, 12, Capital)

The Educational Internship Activity Report has been reviewed and approved by:

.....,..... 2025
Supervising Teacher Coordinator

(.....)
NPP.....

Title Page
Approval Page
Foreword
Table of Contents

CHAPTER I INTRODUCTION

Situation Analysis
Educational Internship Activity Plan

CHAPTER II IMPLEMENTATION

Description of the Implementation of the
Educational Internship Discussion of the Results
of the Implementation of the Educational
Internship Analysis of the Results

CHAPTER III CONCLUSION

Conclusion
Recommendations

REFERENCES

APPENDICES

List of Tables (if any)
List of Figures (if any)
List of Charts (if any)

DAILY ACTIVITY JOURNAL FORM

Name :

Student ID :

Program :

Practical School :

| Day | Day/Date | Activity Name | Task Completion Method | New things learned |
|-----|----------------------------|---------------|------------------------|--------------------|
| 1 | Wednesday, 24 January 2024 | Orientation | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Note: to be completed during the educational internship

ORIENTATION RESULTS REPORT

Name :
Student ID :
Program :
Practical School :

The orientation report contains: the school's vision and mission, the school's organisational structure and its duties, supervising teachers and their duties, the learning schedule, school rules, communication and dress code ethics, school culture, academic and non-academic school activities, and student duties while at school.

Based on the orientation results, outline:

The school's vision, mission, and objectives

.....
.....
.....

The school's organisational structure and responsibilities

.....
.....
.....

Names of student mentors and their duties

.....

Student teaching schedule

.....
.....

School rules

.....
.....

Communication and Dress Code

.....
.....

School culture

.....
.....

Academic and non-academic activities at school

.....
.....
.....

Student assignments during school

.....
.....
.....

TEACHING ASSISTANCE REPORT

The report contains: a description of good practices learned while serving as a teaching assistant.

While carrying out duties as a teaching assistant, describe:

What academic assignments do you work on?

.....
.....
.....

What obstacles did you encounter in carrying out your academic assignments?

.....
.....
.....

What efforts have you made to overcome these challenges?

.....
.....

How effective were your efforts in resolving these challenges?

.....
.....
.....

What non-academic tasks do you undertake?

.....
.....
.....

What challenges have you encountered in carrying out non-academic tasks?

.....
.....
.....

What efforts did you make to overcome these challenges?

.....
.....

How effective were your efforts in resolving these challenges?

.....
.....
.....

Describe the best practices you have learned

.....

GUIDED TEACHING PRACTICE DOCUMENT

The document contains:

1. Teaching modules, or
2. Syllabus
3. Lesson Plan
4. Student worksheets
5. Learning media
6. Teaching materials
7. Assessment instruments
8. Student assessment results

CRITICAL ANALYSIS

This is an analysis compiled by students based on the results of **observations, teaching assistance and guided teaching practice**. Critical analysis is compiled individually by analysing the results of reflections supported by theoretical studies from relevant research results (research articles).

Critical Analysis Form

Student Name :

Programme of Study :

Student ID Number :

Internship School :

Analysis of week ... (observation period/teaching assistance/guided teaching practice)

| No | Analysis Component | Description |
|----|---|-------------|
| 1 | Learning problems or student learning outcomes found | |
| 2 | Alternative solutions you have found to address problems in learning or student learning outcomes. (Analyse 5 articles sourced from journals and list the references) | Article 1: |
| | | Article 2: |
| | | Article 3: |
| | | Article 4: |
| | | Article 5: |
| 3 | Based on the problems and alternative solutions, what new knowledge have you gained? | |
| 4 | Formulate potential problems that can be researched | |

LEARNING VIDEO

Create at least 3 educational videos, with the following requirements:

1. Video duration: 15 to 20 minutes
2. Include introductory, main, and concluding learning activities (BK programme may adjust).
3. Submission must be made via SIMEKAR in the form of *a video link* (not a direct video file)
4. Deadline: 24 April 2025

EDUCATION INTERNSHIP REPORT

This is a report prepared in groups. Group members consist of several students who are undertaking their internship at the same school. (The report format is attached in the handbook).

Submission method:

1. Campus: upload via SIMEKAR in the form of *a drive link*
2. School: Printed copy with a black cover.

ARTICLE DRAFT

This is a draft article prepared by students based on the results of critical analysis (format adapted to the target journal).



**CAREER CENTRE, PPL AND INTERNSHIP PROGRAMME
PROFESSIONAL DEVELOPMENT INSTITUTE
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG**

GUIDANCE SHEET I

Day/Date :
Time :
School :
Student Name :
Student ID :

| | |
|-------------------------------------|--|
| Activities to be carried out by DPM | Monitoring activities and progress, and guiding students' abilities in conducting teaching assistance and preparing reports on teaching assistance outcomes. Monitoring activities and progress, and guiding students in conducting critical analysis |
|-------------------------------------|--|

| No | Form of Activity | Description of Guidance Outcomes |
|----|--|---|
| 1 | Scope of activities of students during teaching assistance | |
| 2 | Challenges faced by students in conducting teaching assistance and solutions directed by DPM | <u>Challenges:</u> <u>DPM solution guidelines:</u> |

| No | Form of Activity | Description of Guidance Outcomes |
|----|---|--|
| 3 | Challenges faced by students in preparing teaching assistance reports and solutions directed by the DPM | <p><u>Challenges:</u></p> <p><u>DPM Solution Guidelines:</u></p> |
| 4 | Student challenges in preparing critical analyses and solutions guided by the DPM | <p><u>Challenges:</u></p> <p><u>DPM solution guidelines:</u></p> |
| 5 | Best practices that acquired by students during teaching assistance | |

Semarang,
Students
Signed

Name
Student ID

Supervising Teacher
Signed

Name
Employee ID Number



**CAREER CENTRE, PPL AND INTERNSHIP PROGRAMME
PROFESSIONAL DEVELOPMENT INSTITUTE
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG**

GUIDANCE SHEET II

Day/Date :
Time :
School :
Student Name :
Student ID :

| | |
|-------------------------------------|---|
| Activities to be carried out by DPM | <p>Monitoring activities and progress, and guiding students in preparing teaching materials and conducting guided teaching practice</p> <p>Monitoring activities and progress, and guiding students in conducting critical analysis</p> |
|-------------------------------------|---|

| No | Form of Activity | Description of Guidance Outcomes |
|----|---|---|
| 1 | Challenges faced by students in developing learning tools and solutions that guided by DPM | <p><u>Challenges:</u></p> <p><u>DPM solution guidance:</u></p> |
| 2 | Basic teaching skills that students still need to optimise in teaching practice and suggestions directed by DPM | <p><u>KDM that need to be optimised:</u></p> <p><u>DPM Guidance:</u></p> |
| 3 | Challenges faced by students in creating teaching practice videos and solutions provided by DPM | <p><u>Challenges:</u></p> <p><u>DPM solution guidelines:</u></p> |

| No | Form of Activity | Description of Guidance Outcomes |
|----|---|--|
| 4 | Student challenges in writing critical analyses and solutions guided by DPM | <p><u>Challenges:</u></p> <p><u>DPM solution guidelines:</u></p> |
| 5 | Good practices acquired by students during teaching practice | |

Semarang,
Students
Signed

Supervising Teacher
Signed

Name
Student ID

Name
Employee ID Number



**CAREER CENTRE, PPL AND INTERNSHIP PROGRAMME
PROFESSIONAL DEVELOPMENT INSTITUTE
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG**

GUIDANCE SHEET III

Day/Date :
Time :
School :
Student Name :
Student ID :

| | |
|--|---|
| Activities that must be carried out by the Student Council | Assessing students' ability to prepare teaching materials and conducting guided teaching practice |
|--|---|

| No | Type of Activity | Description of Assessment Results |
|----|--|-----------------------------------|
| 1 | Students' ability to develop teaching materials | |
| 2 | Basic teaching skills that still need to be optimised | |
| 3 | Students' ability to conduct learning assessments | |
| 4 | Students' mastery of teaching material concepts | |
| 5 | Development of students' ability to conduct teaching practice teaching | |

Semarang,
Students
Signed

Supervising Teacher
Signed

Name
Student ID

Name
Employee ID Number