

INDONESIAN TEACHER CODE OF ETHICS



EDUCATIONAL INTERNSHIP PROGRAM IMPLEMENTATION AND ASSESSMENT GUIDELINES

INTERNSHIP PROGRAM CENTER
LEARNING DEVELOPMENT AND QUALITY ASSURANCE INSTITUTE
UNIVERSITAS NEGERI PADANG

Association of Teachers of the Republic of Indonesia (PGRI) realizes that education is a field of service to God Almighty, the nation and homeland, and humanity in general. Indonesian Teachers' spirit of Pancasila and the Constitution of 1945 was partly responsible for realizing the ideals of the Republic of Indonesia's proclamation of independence on 17 August 1945. Therefore the Indonesian teacher is called to perform the following basics:

1. Teachers guide the students devoted entirely to forming a human development plan.
2. Teachers have professional honesty in implementing the curriculum according to the needs of their respective students.
3. The teacher establishes communication, especially in obtaining information about students but avoids all forms of abuse.
4. The teacher creates an atmosphere of school life and maintains the best possible relationship with parents to benefit students.
5. Teachers maintain good relationships with the community around their school and the broader community for educational purposes.
6. Teachers individually and or collectively try to develop and improve the quality of their profession.
7. Teachers create and maintain relationships between fellow teachers based on the work environment and the overall relationship.
8. Teachers jointly maintain, foster, and improve professional teacher organizations' quality as a means of service.
9. Teachers implement all the provisions which constitute government policy in the field of education.

PREFACE

Praise for the presence of Allah *Subhanahu wa Ta'ala* for His Grace and Gift to us, his servants, so that the manual book of the implementation of Education Professional Placement (PLK) UNP can be completed. This handbook contains information about PLK implementation and its assessment. This guidebook has been revised based on the previous PLK Implementation Guidebook to adapt to the latest developments and situations.

Being a teacher facing students in class and real school situations is needed for prospective educator students to have educator competencies and become teachers after completing their studies at UNP. Center for Field Experience Program (P3L), Institute for Learning Development and Quality Assurance. UNP tries to prepare and organize PLK effectively and efficiently. Students who enroll in PLK will be in the training school for approximately four months. Considering that there are around 2500 students who will enroll in PLK in one semester, many schools, tutors, and supervisors will be involved in this activity. We hope that PLK activities can provide the experience needed by prospective educators but do not interfere with the school's learning process.

Because the supervisor will visit schools to provide guidance, this PLK activity can also be used as a medium of communication between UNP and schools as UNP stakeholders. Hopefully, this book can be used as a guide for all parties related to PLK activities.

Padang, January 2018
Head of PPL Center LP3M
Universitas Negeri Padang

Dr. Waskito, MT
NIP. 196108081986021001

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CHAPTER I INTRODUCTION

A. Definition

Educational Professional Placement Program (PLK) is the academic activity enrolled by students of the educational study program of Universitas Negeri Padang at schools or other educational places (PAUD, TK, SD, SMP, SMA, SMK, and SKB). PLK is an intra-curricular activity coordinated by the Center of Field Experience Program (P3L) LP3M UNP with the name of the Educational Field Practice course (PLK).

B. Objectives

PLK aims to provide authentic experiences for students to feel and live the teacher's duties. It is expected that after completing the PLK, students will have educational competencies (pedagogic, professional, personal, and social competencies).

C. Scope

For students to have a complete experience as educators, PLK students must carry out learning activities (teaching) and outside learning (non-teaching). Learning activities refer to the activities of learning and teaching. PLK students carry out activities as professional educators conduct learning in class. Those activities include planning and implementing learning and assessment. Meanwhile, *non-teaching*

activities are related to school management and fostering the interests and talents of students.

D. Student Requirements

To be able to enroll in PLK courses, students must meet the following criteria:

1. Registered as UNP students.
2. Has completed a minimum of 120 credits of courses.
3. Have passed the course *Micro Teaching* or Special Teaching Methods or Micro-Learning with a minimum B grade.
4. Must take the briefing and pass the readiness test to enroll PLK.
5. Behave as an educator.

E. Supervisor Requirements

In carrying out PLK activities, students are guided by two people: (1) Teacher-Tutor from the teaching element in the training school and (2) Supervisor from the lecturers at UNP.

To become a teacher-tutor and supervisor must meet the following criteria:

1. Teacher-Tutor
 - a. Understands the concept of PLK.
 - b. Preferably those who have a civil service teacher training certificate or have participated in training activities and preparatory meetings for the PLK.
 - c. Willing to take the time to guide students.
 - d. Have a good personality and can be emulated by students.
 - e. Willing to provide opportunities for students to apply innovative learning processes.
 - f. Subjects being managed are following the direction of the student being guided.

- g. Teachers remain in local schools and have at least two years of experience in their field of study.
 - h. The minimum work period of 5 years.
 - i. Minimum group IIIb (first teacher) or equivalent and have an educational background qualify for S1.
2. Supervisor
- a. Understanding the concept of PLK
 - b. Willing to do all tasks
 - c. Willing to take the time to guide students.
 - d. Preferably those who qualify at least S2 education and have attended PLK briefing.
 - e. Preferably the supervisor for the course *Micro Teaching* or Special Teaching Method/learning process course.
 - f. Minimum Functional position is Lector.

CHAPTER II

PPLK ORGANIZATION MANAGEMENT

A. PPLK Governing Board

1. The Leader of UNP

- a. Rector of UNP establishes policies for organizing PLK.
- b. Vice-Rector I foster executors and monitors PLK activities.
- c. Vice-Rector II sets policies and provides funding for PLK activities.
- d. Vice-Rector III fosters student extracurricular activities in training schools.
- e. Vice-Rector IV fosters a pattern of cooperation between UNP and the PLK training school.
- f. The Learning Development and Quality Assurance Institute Chairperson performs cooperation and coordination with the related Education Office.
- g. Dean/Vice Dean I assist the Rector in fostering executors and monitoring all PLK activities.

2. Education Office Elements

- a. The Head of the Provincial Education Office is responsible for coaching and providing training schools: SMA, SMK, and SLB.
- b. The Head of the Regency/City Education Office is responsible for coaching and providing training schools: PAUD, Kindergarten, Elementary, and Middle School.

B. PLK Managers and Organizer

1. Internship Program Center (P3L)

a. The Head of P3L

The Head of P3L is responsible for the following:

- (1) planning, organizing, managing, and evaluating the PLK program;
- (2) reviewing the report on the implementation results from the leader of Teacher-Tutor/the school principal and the results of monitoring & evaluation;
- (3) handling exceptional cases encountered by students;
- (4) reporting the entire implementation to the Head of the LP3M UNP.

b. Supervisors are responsible for:

- (1) holding guided consultation meetings at training schools;
- (2) helping alleviate problems experienced by students;
- (3) monitoring the progress of the implementation of activities;
- (4) guiding the student's writing and assessing the student's reports;
- (5) receiving the Student Evaluation Book and Report from the teacher-tutor and submitting it to P3L;
- (6) recording the activities conducted and the problems encountered in a notebook and looking for alternative solutions;
- (7) attending and assessing students' final exams at training schools.

c. The administrative staff is in charge of assisting the Chairman in the administration.

d. The Head and Secretary of the Department are tasked with:

- (1) proposing supervisors
- (2) selecting prospective students who will register for P3L;
- (3) monitoring during the activity.

2. Training school

a. The school principal (leader of teacher-tutor) has the following duties:

- (1) accept students as a family in the school so that they do not feel strange being in the school;
- (2) facilitate students to perform orientation/observation, participation, and guided and non-teaching teaching exercises;
- (3) endeavor and maintain the smooth running of activities;
- (4) provide opportunities for students to participate in meetings and discussions held at school actively;
- (5) provide opportunities for students to get to know and study the education management administration in all of its aspects as well as other educational tasks;
- (6) provide guidance and assistance to students and teacher-tutors in overcoming various problems that emerged during the activities;
- (7) coordinate students in *non-teaching* activities both at school and outside of school.

b. The vice-leader of the teacher-tutor assists the teacher-tutor leader's duties in carrying out school activities.

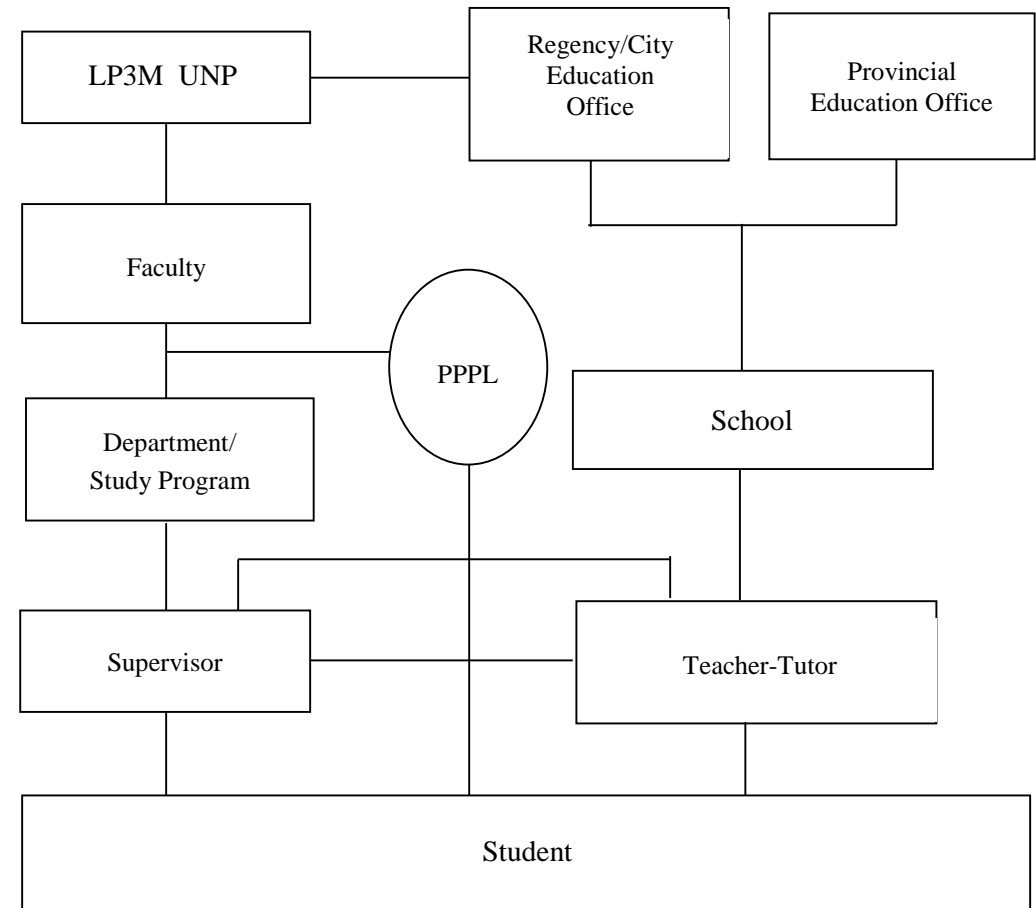
c. Teacher-Tutor has duties to:

- (1) explain/socialize to students about the duties of a teacher;
- (2) introduce the students (prospective teachers) to students at training schools;
- (3) explain students about the common problems in the classroom, the classroom rules, and so on;

- (4) explain to students about the teaching tools (educational media), learning resources available at schools, and so on;
- (5) provide and prepare classes for students who will practice the teaching;
- (6) guide the students in planning and implementing teaching practice;
- (7) discuss problems encountered in mentoring, when necessary, with the leader of teacher-tutor to find the solutions;
- (8) record the student's training progress in the Evaluation Book;
- (9) examine and assess other teaching and educational activities that have been performed by students and recording the results in the evaluation Book;
- (10) submit the students' evaluation book to the supervisor.

d. The Head of School Affairs is in charge of assisting the Teacher-Tutor Leader and the Vice-Leader of the Teacher-Tutor in administrative matters at the training school.

C. Organization Structure



Remarks:

- **Command Line**
- **Coordination Line**

CHAPTER III

PROGRAM IMPLEMENTATION

A. Preparation

Before conducting the PLK, PPPL LP3M UNP takes the following preparatory steps:

1. Coordinate with departments to ask for predictions of students who will participate in the PLK and prospective supervisors.
2. For majors that have not provided predictions, predictive data for students who will take PLK are coordinated with the IT Center.
3. Create code sections for PLK courses to the IT Center.
4. Coordinate with Regency/City Education Offices and Provincial Education Office to determine PLK schools.
5. Map the number of students per major/study program to schools.
6. Register the student online.
7. Ensure the number of students who take the PLK in each school.
8. Conduct a briefing for students who will enroll in PLK.
9. Conduct out a briefing for PLK supervisors.
10. Prepare a guidebook for the implementation & assessment of the PLK and a consultation book.
11. Organize a calendar of PLK activities.

B. Implementation

1. Student Registration

- a. select PLK courses through the *online* UNP Portal.
- b. The IT Center of UNP arranges the schedule for taking courses.

2. Recruitment of Teacher-Tutors and Supervisors

- a. The principal proposes Teacher-tutors based on the criteria/requirements that have been set.
- b. The head of the department proposes lecturers based on predetermined criteria/requirements.

3. Deciding the Training Schools

Schools are determined based on coordination and cooperation agreements between P3L LP3M and Heads of Provincial and Regency/City Education Offices and School Principals.

4. Training and Briefing

Training and Briefing are conducted before students are placed and/or sent to training schools.

a. Student training and briefing

The training materials consist of: (1) competency and code of ethics for Indonesian teachers, (2) the scope of the PLK, (3) the implementation of the PLK at schools, (4) Learning Strategies, and (5) the guidance and assessment system of the PLK.

b. Teacher-Tutor training and briefing

The training and briefing materials for teacher-tutors consist of: (1) the scope of the PLK, (2) the mentoring system, (3) the assessment system, and (4) the socialization of activities at schools.

- c. supervisory lecturers training and briefing

The material for the meeting consists of (1) the scope of the PLK, (2) the management organization and the school, (3) the guidance and assessment system, (4) a description of the duties and responsibilities of the supervisor in implementing PLK at training schools.

5. Student Handover

The handover of students by PPPL is executed in stages following the scheme as below:

- a. PPPL hands over and escorts PLK students to the Head of the Regency/City Education Office.
- b. The Head of the Regency/City Education Office hands over the PLK students to the School Principal.
- c. The school principal hands over the PLK students to the Teacher-Tutor.

6. Rules at Partner Schools

In carrying out their activities during the PLK, the students follow the rules and regulations that apply and/or enforce the school where the PLK is located.

7. Guidance Activities

Guidance activities performed by teacher-tutors and supervisors refer to this manual. Supervisors' presence at training schools is expected when students perform/provide orientation services, guided training, independent training, and teaching performance examinations to provide student services.

8. Student activities and mentoring

There are two types of student activities during the PLK period: *teaching* activities and school development activities (*non-teaching*). Both types of activities will be assessed by utilizing continuous assessment. The activities assessed are: (1) Guided Teaching Practice (LMT), (2) Independent Teaching Practice (LMM), (3) Teaching Examination (UP), (4) Activities Nonteaching, and (5) PLK Report. Everything refers to the teacher's competence (pedagogic competence, personality, social, and professional).

Before carrying out these activities, students must join an orientation or introduction to the school. During this orientation period, students plan activities that will be carried out during the PLK period, namely for 16 weeks as per the format in attachment 2. This orientation period is conducted in the first week.

- a. Guided Teaching Practice (LMT).

This activity aims to train students to be responsible for performing their duties as teachers. This activity is under the complete guidance of tutor teachers and supervisors. The approach used in mentoring is clinical supervision. Activities undertaken by students include:

- 1) Planning and compiling a syllabus, lesson plan (RPP), Service Units (SL), or other forms of equipment based on the Education Unit Level Curriculum (KTSP).
- 2) Conducting teaching training activities in the classroom
- 3) Assessing students' learning activities.
- 4) Analyzing and discussing the implementation of the teaching/service with the teacher-tutor and supervisor.

The frequency of guided training is conducted at least four times.

b. Independent Teaching Practice (LMM)

This activity aims to train students to take full responsibility as a teacher. In this activity, the guidance teacher and lecturer have reduced their supervisory role. However, at certain times (once or three times a week), feedback meetings still need to be held to guide students to reflect more deeply on their training experiences.

c. Teaching Examination

Teaching practice exams are performed if the teacher-tutor and supervisor have agreed that the student has achieved a sufficiently independent quality. The student also states that they are ready to be tested. A few days before, students prepare a syllabus and RPP / RSL (Service Unit Plan), which the teacher-tutor and supervisor approve.

1) Non-teaching Activities

Non-teaching activities are the PPLK student activities outside learning the activities. Activities that PLK students can carry out include:

- (a) If necessary, guiding students, who have difficulty in learning activities, conduct consultations with parents/guardians of students.
- (b) Doing class and school administration tasks, for example, attendance lists, grades lists, master lists, teacher transfer lists, student transfers, and so on.
- (c) Planning and carrying out extracurricular activities, such as scouting, red cross youth, Students' Mountaineering Club, School Health Clinic (UKS), Scout camp services, and formatting/mentoring apprenticeship study groups, and so on.

(d) Be actively involved in school activities, such as flag ceremonies, physical fitness exercises, cooperatives, laboratories, libraries, *wirid*, and feast day ceremonies.

(e) Involved in several activities held by the Subject Teacher Deliberation (MGMP), Teacher Working Group (KKG), and/or Advisory Teacher Conference (MGP)

(f) Knowing the structure and work procedures of schools, School Committees, Student Organizations, and Provincial and Regency/City Education Offices.

(g) Understanding/learning the process of promotion of teachers and administrative staff.

9. Monitoring and Evaluating the Administrative Implementation

The PLK administrator team evaluates PLK implementation through field monitoring and interviews with students, the supervisor, the teacher-tutor, the teacher-tutor leader, and the administrator team.

C. Time of PPL

PPL is implemented for one semester (16 weeks), twice a year, during the semester of July - December and January - June. Students are at school every day during PLK activities. For students who still have other courses besides PLK and at the same time with the implementation of PLK, they can be given dispensation not to attend school one day a week in order to attend lectures on campus. Students must show KRS to the teacher-tutor and the Principal.

D. Place of PPL

PPLK activities are conducted in PAUD / TK, SD, SMP / SMPLB, SMA, SMK, and SKB.

E. The Systematics of PLK Report

Students must make a PLK report at the end of the PLK period. The PLK Report

Format follows the systematics below:

- Title
- Validation Page
- Preface
- Table of Contents
- List of Appendices
- Chapter I Introduction
 - A. Background for the Implementation of PLK
 - B. Purpose of PLK
 - C. Time and place of PLK
- Chapter II Introduction to School Environment
 - A. Brief History of the School
 - B. School Profile
 - 1. Vision
 - 2. Mission
 - 3. Objective
 - C. School Condition
 - 1. Physical Condition of the School
 - 2. Environment Condition of the School
 - 3. The Teachers and Students at the School
 - 4. Social Interaction
 - D. School Rules
 - 1. Teacher Rules
 - 2. Students Rules
 - E. School Administration
 - F. Teaching and Learning Process
- Chapter IV PLK Activities
 - A. Teaching Activities
 - B. Non-teaching Activities
 - C. Cases and Their Solutions
- Chapter V Closing
- Appendices

CHAPTER IV

CLOSING

This handbook has two functions. It contains information and instructions on the implementation of PLK at schools and the writing of PTK. This book is also a document for the assessment of PLK students. Every student who joins PLK is provided with this guidebook. This guidebook must be submitted to UPPL UNP along with the consultation book by the supervisor. The supervisor is also asked to make a recapitulation of the students' grades they supervise, as shown in the format shown in Appendix 9.

Hopefully, this PLK guidebook can improve the quality of PLK.

APPENDICES

Appendix 2

Appendix 1

HYMNE GURU
(Pahlawan Tanpa Tanda Jasa)
Written by: Sartono

*Terpujilah wahai engkau ibu bapak guru
 Namamu akan selalu hidup dalam sanubariku
 Semua baktimu akan ku ukir didalam hatiku
 Sebagai prasasti trima kasihku 'tuk pengabdianmu*

*Engkau sebagai pelita dalam kegelapan
 Engkau laksana embun penyejuk dalam kehausan
 Engkau patriot pahlawan bangsa pembangun insan cendekia*

THE FORM OF THE SCHEDULE OF EDUCATION INTERNSHIP ACTIVITIES
 STUDENTS OF UNP AT THE TRAINING SCHOOL
 (SEMESTER)

Week	Date	Monday				Tuesday				Wednesday			
		1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8	1-2	3-4	5-6	7-8
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													

School Principal

Supervisor

(_____)

(_____)

Note:

- a. Filled in by PPL-K students.
- b. Fill in the format by coloring the available columns.

LETTER OF CONSULTATION

The undersigned is the Supervisor/Teacher-Tutor of the PPL student
 - 200, states that:

Name of Student:
NIM :
Major/ Program:
Training School:

Have consulted with us (Supervisor/Teacher-Tutor) regarding the Lesson Plan (RPP) for one PPL period.

The results of the consultation (in connection with the readiness RPP)

Padang,
 Supervisor / Teacher-Tutor

NIP.

Thursday				Friday				Saturday				Information
1-2	3-4	5-6	7-8	1-2	3-4	5-6	7- 8	1-2	3-4	5-6	7-8	

Teacher-Tutor (_____)
 Student (_____)

- Note:**
- Please return it to the UPPL before the student returns to the training school
 - * Cross out unnecessary

LETTER OF STATEMENT

The undersigned below is:

Name :
NIP :
Occupation : **Lecturer in the department of**
The Faculty of UNP Padang

Explained that the student whose name is below, in this semester must consult with me in order to complete the Thesis / Final Project entitled. The student is:

Name :
Department/Faculty. :
BP :
Consultation Day *) :

Thank you for your attention..

Padang, the
Lecturer.

.....
NIP.

**ASSESSMENT INSTRUMENTS OF LMT, LMM, AND PERFORMANCE TEST
 PLK OF UNIVERSITAS NEGERI PADANG**

2017

Directions:

According to the following criteria, give scores on the learning implementation items by circling the numbers in the column (1, 2, 3, 4, 5).

1 = very bad, 2 = not good, 3 = not good, 4 = good, 5 = very good

No	Indicators / Aspects Assessed	Score
I.	Preliminary activities	
1.	Preparing students physically and psychologically by greeting and greeting	1 2 3 4 5
2.	Motivating students to learn by carrying out activities contextually	1 2 3 4 5
3.	Asking questions to link the material to be studied with previous learning materials or implementing perceptions	1 2 3 4 5
4.	Explaining learning objectives or essential competencies to be achieved	1 2 3 4 5
5.	Delivering coverage material and explanation of activity descriptions	1 2 3 4 5
6.	Delivering competencies that students will achieve	1 2 3 4 5
7.	Delivering activity plans, for example, individual, group work, and conducting observations	1 2 3 4 5

II	Core Activities	
A	Mastery of Learning Materials	
8.	Demonstrating the ability to adapt material with learning objectives	1 2 3 4 5
9.	Demonstrating the ability to link the material with other relevant knowledge, science and technology development, and real-life	1 2 3 4 5
10.	Presenting the discussion of learning materials appropriately	1 2 3 4 5
11.	Presenting material systematically (easy to difficult, from concrete to abstract)	1 2 3 4 5
B	Application of Educational Learning Strategies	
12.	Conducting learning according to competencies will be achieved	1 2 3 4 5
13.	Conducting learning in order	1 2 3 4 5
14.	Mastering the class	1 2 3 4 5
15.	Conducting learning that fosters learners' active participation in asking questions	1 2 3 4 5
16.	Conducting learning that fosters active participation of learners in expressing opinions	1 2 3 4 5
17.	Carrying out learning that develops skills in students' accordance with the teaching material	1 2 3 4 5
18.	Carrying out contextual learning	1 2 3 4 5
19.	Conducting learning that allows the growth of habits and positive attitudes (<i>nurturing effect</i>)	1 2 3 4 5
20.	Conducting learning following the planned time allocation	1 2 3 4 5

C	Application of the <i>Scientific Approach</i>	
21.	Facilitating students to carry out activities to observe	1 2 3 4 5
22.	Inviting students to ask <i>what, why, and how</i>	1 2 3 4 5
23.	Facilitating and presenting activities for students to collect information	1 2 3 4 5
24.	Facilitating and presenting activities for students to associate data and or information collected	1 2 3 4 5
25.	Facilitating and presenting activities for students to <i>communicate the</i> knowledge and skills they have acquired	1 2 3 4 5
D	Utilization of Learning Resources / Media in Learning	
26.	Showing skills in the use of various learning resources	1 2 3 4 5
27.	Showing skills in the use of learning media	1 2 3 4 5
28.	Involving students in the use of learning resources	1 2 3 4 5
29.	Involving participants students in the use of learning media	1 2 3 4 5
30.	Producing interesting messages	1 2 3 4 5
E	Implementation of Assessment Processes and Learning Outcomes	
31.	Conducting attitude assessment/observation	1 2 3 4 5
32.	Conducting knowledge assessments	1 2 3 4 5
33.	Conducting skills assessments	1 2 3 4 5
F	Involving Students in Learning	
34.	Fostering active participation students through interaction with teachers, students, learning resources	1 2 3 4 5
35.	Respond positively to student participation	1 2 3 4 5

36.	Showing an open attitude towards participant responses, students	1 2 3 4 5
37.	Showing interpersonal relationships conducive	1 2 3 4 5
38.	Cultivating cheerfulness and enthusiasm of learners in learning	1 2 3 4 5
G	Language Usage Right and the Right to Education	
39.	Using spoken language clearly and fluently	1 2 3 4 5
40.	Using spoken language well and correctly	1 2 3 4 5
III.	Closing Learning	
41.	Facilitating and guiding students to summarize subject matter	1 2 3 4 5
42.	Facilitating and guiding students to reflect on learning processes and materials	1 2 3 4 5
43.	Giving oral or written tests	1 2 3 4 5
44.	Collecting work results as portfolio material	1 2 3 4 5
45.	Carrying out follow-up actions by providing direction for the next activity and enrichment assignments	1 2 3 4 5
	Total Score	
	Score	

Note:

$$\text{Value} = \frac{\text{Total Score}}{225} \times 100$$

This instrument is specifically for those who use the K-13

Padang,
Appraisers,

(.....)
NIP

Attachment 4

ASSESSMENT INSTRUMENTS OF LMT, LMM, AND PERFORMANCE TEST

PLK UNIVERSITAS NEGERI PADANG

2017

Directions:

According to the following criteria, give scores on the learning implementation items by circling the numbers in the column (1, 2, 3, 4, 5).

1 = not very good, 2 = not good, 3 = not good, 4 = good, 5 = very good

NO	INDICATORS / ASPECTS OBSERVED	Score
I. PRE-LEARNING		
1.	Preparing students to learn	1 2 3 4 5
2.	Doing perceptions	1 2 3 4 5
II. CORE ACTIVITIES LEARNING		
A.	Mastery of Learning Materials	
3.	Demonstrating mastery of learning materials	1 2 3 4 5
4.	Linking material with other relevant knowledge	1 2 3 4 5
5.	Delivering material clearly, following the learning hierarchy and student characteristics	1 2 3 4 5
6.	Linking material with the realities of life	1 2 3 4 5
B.	Learning approaches/strategies	
7.	Conducting learning based on the competencies (objectives) to be achieved and characteristics of students	1 2 3 4 5
8.	Conducting learning coherently	1 2 3 4 5
9.	Mastering class	1 2 3 4 5
10.	Carrying out contextual learning	1 2 3 4 5

11.	Conducting learning that allows the growth of positive habits	1 2 3 4 5
12.	Conducting learning under the planned time allocation	1 2 3 4 5
C.	Utilization Learning Resources / Learning Media	
13.	Utilizing media effectively and efficiently	1 2 3 4 5
14.	Producing interesting messages	1 2 3 4 5
15.	Involving students in the use of media	1 2 3 4 5
D.	Learning that Maintain Student Involvement	
16.	Fostering students' active participation in learning	1 2 3 4 5
17.	Showing an open attitude towards student responses	1 2 3 4 5
18.	Fostering students' joy and enthusiasm in learning	1 2 3 4 5
E.	Assessment Process and Learning Outcomes	
19.	Monitoring learning progress during the process	1 2 3 4 5
20.	Conducting final assessments according to competence (objectives)	1 2 3 4 5
F.	Language	
21.	Using spoken and written language, well, and correctly	1 2 3 4 5
22.	Delivering messages in an appropriate manner	1 2 3 4 5
III. CLOSING		
23.	Reflecting or making a summary involving students	1 2 3 4 5
24.	Carrying out a follow-up by providing directions, or activities, or assignments as part of remedies/enrichment	1 2 3 4 5
	Total Score	
	Score	

This instrument is specifically for those who use KTSP

Padang,
Appraiser,

(.....)
NIP / NIK

$$\text{Value} = \frac{\text{Total Score}}{120} \times 100$$

Nonteaching Assessment Instruments

Direction:

As following criteria, give a score on the items related to the implementation of the non-learning aspect by circling the numbers in the column (1, 2, 3, 4, 5).

1 = not very good, 2 = not good, 3 = not very good, 4 = good, 5 = very good

No.	assessment aspects	Score
1.	Activeness in duty activities	1 2 3 4 5
2.	Activeness in school administration activities	1 2 3 4 5
3.	Activeness in school extracurricular activities	1 2 3 4 5
4.	Activeness in national holidays	1 2 3 4 5
5.	Activeness in school activities	1 2 3 4 5
6.	Work ethic	1 2 3 4 5
7.	Attitudes and behavior according to the profession of teachers	1 2 3 4 5
8.	Attitudes towards students, peers, parents of students, and environment	1 2 3 4 5
9.	Attitude wanting to show the best performance	1 2 3 4 5
10.	Creativity	1 2 3 4 5
Total score		
Score		

Notes:

$$\text{Value} = \frac{\text{Total Score}}{50} \times 100$$

Supervisor,

.....
NIP

Padang,
Teacher-Tutor

.....
NIP