PRACTICAL MODULE

SOCIAL SCIENCE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY

TEACHING ASSISTANCE GUIDELINES IN EDUCATIONAL INSTITUTIONS

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FOREWORD

All praise and gratitude are addressed to God Almighty, whose guidance and blessings have enabled the completion of this Teaching Assistance Implementation Guide. This guide serves as a concrete manifestation of the implementation of the Merdeka Belajar program at Lambung Mangkurat University (ULM). It is grounded in the Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education, as well as the official Merdeka Belajar–Kampus Merdeka Handbook issued by the Directorate of Higher Education. Additionally, this guide aligns with the Rector's Decree of Lambung Mangkurat University No. 1608/UN.8.1.2/SP/2020 regarding the Implementation Guidelines for the Merdeka Belajar–Kampus Merdeka Program at the Faculty of Teacher Training and Education, ULM.

This guidebook is published as a practical reference for implementing the Teaching Assistance Program in educational institutions. It elaborates on key policies outlined in the 2020 National Standards for Higher Education, the Educational Standards of the Faculty of Teacher Training and Education at Lambung Mangkurat University, the Merdeka Belajar Handbook, and other relevant sources that support the implementation of Merdeka Belajar within the faculty. It is our hope that the publication of this Teaching Assistance Implementation Guide will contribute to the effective and organized execution of the program at the Faculty of Teacher Training and Education, ensuring its alignment with institutional and national educational objectives.

We would like to extend our sincere appreciation to all parties who contributed to and supported the development of this guidebook. Their valuable input and collaboration have been instrumental in bringing this work to completion. The Teaching Assistance Implementation Guide is intended to serve as a primary reference for the organization and execution of the Teaching Assistance Program at the Faculty of Teacher Training and Education, Lambung Mangkurat University.

Banjarmasin,   2025

Drafting Team

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CHAPTER I

INTRODUCTION

A. Background

The Teaching Assistance Program in educational institutions is a collaborative learning activity in which university students engage alongside teachers—serving as tutors or facilitators—across various educational settings within the formal, non-formal, and informal education subsystems. Within the formal education subsystem, participating institutions range from early childhood education levels, such as kindergartens and playgroups (TK-KB), to primary (SD/MI or equivalents), junior secondary (SMP/MTs or equivalents), senior secondary schools (SMA/MA/SMK or equivalents), and Islamic boarding schools (pesantren), as stipulated in Law No. 18 of 2019 on Pesantren. In the non-formal education subsystem, students may be placed in learning centers such as training and course institutions, community learning activity centers, tutoring agencies, training organizations, social and community organizations, as well as youth and religious groups. The informal education subsystem encompasses learning activities that occur in family settings, early childhood service posts (POS PAUD), integrated health service posts, and various community-based hobby or interest groups. This wide range of settings reflects the program's inclusive approach to enhancing student teaching experience and strengthening the role of education in diverse community contexts.

The Teaching Assistance Program, as described above, is essentially an expansion of a previous initiative known as the Field Experience Practice (Praktik Pengalaman Lapangan or PPL), which had long been implemented for students at Lambung Mangkurat University. Often referred to as teaching practicum, this program was primarily carried out by students from the Faculty of Teacher Training and Education (FKIP) through partnerships between the university and various schools in South Kalimantan Province. Prior to 2016, the authority and administration of the PPL program were managed by a dedicated unit known as the Field Experience Practice Unit (Unit Praktik Pengalaman Lapangan or UPPL), which operated under the supervision of the Rectorate of Lambung Mangkurat University. The evolution from PPL to the current Teaching Assistance model reflects a broader and more integrated approach to preparing students for real-world educational settings within the

framework of the Merdeka Belajar curriculum.

On the other hand, to support students' teaching practice, the Faculty of Teacher Training and Education (FKIP) established a Microteaching Laboratory, where students receive teaching simulations and guidance prior to engaging in field practicum at schools. Since the former Field Experience Practice Unit (UPPL) was primarily intended for FKIP students, it was dissolved in 2016 and merged into the Microteaching Laboratory, forming a unified entity known as the Microteaching and Field Experience Practice Unit (UMTPPL). Consequently, all administrative and financial responsibilities— previously managed at the rectorate level—were transferred to FKIP. In 2021, the unit underwent another transformation and was renamed the Merdeka Belajar–Kampus Merdeka Unit (UMBKM), aligning with the faculty's efforts to fulfill its Key Performance Indicators (IKU), particularly IKU 2, which emphasizes student engagement in off-campus learning experiences. Under this new structure, the Teaching Assistance Program is managed and coordinated by UMBKM under the authority of the Dean. With this change, the term Field Experience Practice (PPL) was officially replaced by Teaching Assistance. However, the two programs differ significantly in terms of duration, activity intensity, and the academic credit recognition granted to students.

In response to the rapid changes in society, culture, the world of work, and technological advancement, it is essential that university students are equipped with competencies that are relevant to the demands of the current era. To address this need, the Faculty of Teacher Training and Education holds the responsibility to design and implement innovative learning processes, in line with the Merdeka Belajar–Kampus Merdeka (MBKM) policy framework. The MBKM approach emphasizes student-centered learning as a fundamental principle, fostering an environment where students are challenged and empowered to explore innovation, creativity, capacity building, personal development, and self-directed learning. When implemented effectively, this model not only enhances students' academic knowledge (hard skills) but also strengthens their interpersonal, adaptive, and reflective abilities (soft skills), preparing them holistically for real-world challenges.

The Teaching Assistance Program is a form of experiential learning in which university students are placed directly within educational institutions to engage in teaching-related activities. This program can be implemented in both urban and remote areas, reflecting its flexible and inclusive design. As one of the flagship initiatives under

the Merdeka Belajar–Kampus Merdeka (MBKM) policy, Teaching Assistance aims to address the ongoing challenges in Indonesia's education system—particularly the persistently low quality of primary and secondary education, as indicated by the country's ranking near the bottom (7th from last) in the 2018 PISA assessment. Given the vast number of educational institutions across the country, encompassing formal, non-formal, and informal subsystems, the program is designed not only to provide students with practical teaching experience but also to contribute meaningfully to the improvement of educational quality in diverse learning environments.

B.   Objectives

The Teaching Assistance Program in educational institutions aims to:

1.   Provide opportunities for students to teach and deepen their knowledge by becoming teachers in elementary and secondary education institutions.
2.   Equip students to improve their expertise and skills in developing learning strategies and technologies.
3.   Provide field experience for students in planning, implementing, evaluating, and following up on the learning process.
4.   Provide experience for students in guiding non-academic activities in educational institutions.
5.   Provide experience for students in administrative management in educational institutions.
6.   Accommodate the demands of the KPI 2 target (20 credits of off-campus study)..

C.   The Essence

The Teaching Assistance Program in educational institutions is an academic and non-academic engagement in which students collaborate under the supervision of academic advisors and mentor teachers within formal education settings. Conducted over the course of one semester, the program involves a wide range of educational activities and is formally recognized with a credit load of 20 to 22 credits (SKS). Participation in the program is mandatory for students in their sixth or seventh semester, as stipulated by an official Dean's Decree, except for those who are enrolled in other Merdeka Belajar–Kampus Merdeka (MBKM) programs during the same period. This structure ensures that all eligible students gain practical experience and professional exposure in the school

environment, which is integral to their academic and professional development as future educators.

D. Scope
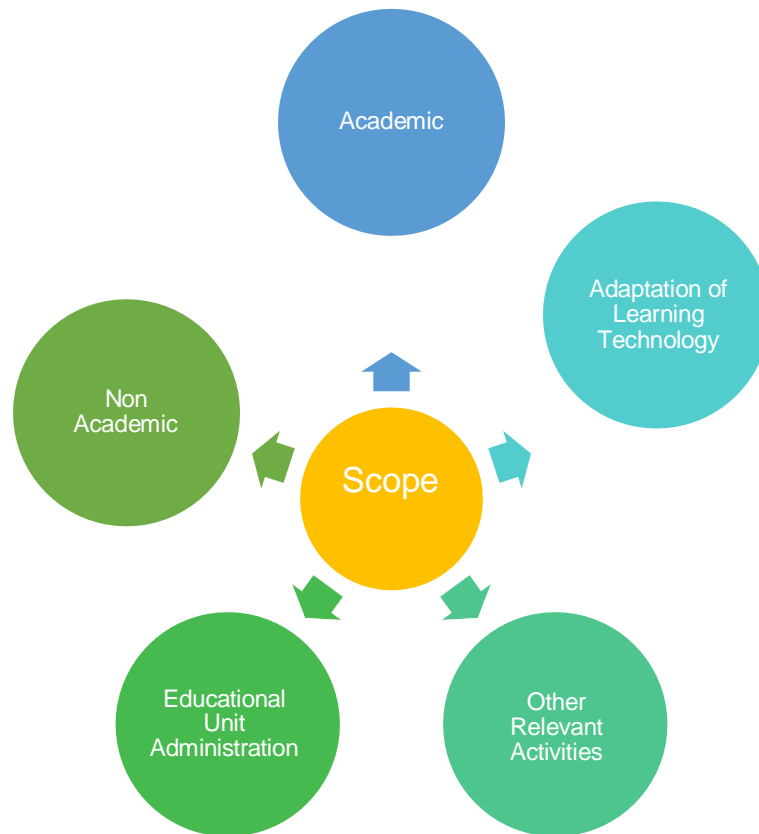
Figure 1. Scope of the Teaching Assistance Program

Scope of the Teaching Assistance Program

1. Academic

   a. The academic components of the Teaching Assistance Program encompass a range of essential activities designed to prepare and assess students' professional readiness. These activities include the development of instructional materials and lesson plans, the implementation of peer teaching sessions, as well as the observation and evaluation of students' attitudes and behaviors throughout their participation in the program. Conducted within educational institutions, these academic tasks are integral to ensuring that prospective teachers not only master pedagogical content and strategies but also demonstrate the professionalism and ethical conduct expected of educators in real classroom settings.

b. Technological adaptation in the teaching and learning process is a key aspect of the Teaching Assistance Program. This includes the digitalization of instructional materials, the development of digital-based learning media, the creation of digital assessment instruments, the integration of content into online learning management systems, and the implementation of the Merdeka Curriculum. These activities are designed to enhance students' digital pedagogical competencies and prepare them for the evolving demands of 21st-century education. By engaging in technology-integrated teaching practices, student-teachers are expected to contribute meaningfully to the digital transformation of classrooms and promote more interactive, inclusive, and learner-centered education.

c. Other relevant activities carried out by students in schools may also be recognized as part of course credit fulfillment, provided they align with the Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah or CPMK). These activities are identified and approved collaboratively by the study program coordinator and the lecturers responsible for the respective courses. For example, a student serving as a facilitator in a Pancasila Student Profile Strengthening Project may receive academic recognition if the role contributes meaningfully to the intended learning outcomes. This approach supports the flexibility and relevance of the Teaching Assistance Program, ensuring that students' real-world experiences are meaningfully integrated into their academic progress.

2. Non Academic

   a. Educational Unit Administration

   As part of their engagement in the Teaching Assistance Program, students may also be involved in various administrative tasks within educational institutions. These administrative activities encompass a wide range of areas, including curriculum development, student affairs, human resources, facilities and infrastructure management, financial administration, correspondence and archiving, school-community relations, and special education services. Participation in these areas provides students with a broader understanding of school management and governance, equipping them with essential organizational and interpersonal skills that complement their teaching

competencies and prepare them for future roles as educators and education professionals.

    b.   Extracurricular Activities

In addition to academic and administrative tasks, student-teachers participating in the Teaching Assistance Program are also encouraged to contribute to the development of educational programs and the supervision of student extracurricular activities. These include managing and supporting school facilities such as libraries, laboratories, and student-run enterprises, as well as guiding students in a wide range of extracurricular domains such as scouting (Pramuka), the ceremonial flag-raising team (PASKIBRA), youth Red Cross (PMR), arts and culture, sports, student clubs, culinary arts, scientific writing, and other student initiatives. Engagement in these activities not only fosters a holistic learning environment for students in schools but also enables teaching assistants to cultivate leadership, creativity, and mentoring skills that are vital for their professional growth as future educators.

E. Benefits

1. For Students

    a.   Able to understand the relevance of early childhood, elementary, and secondary education to higher education.

    b.   Able to analyze problems and find solutions to help improve the quality of elementary and secondary education.

    c.   Able to create learning plans or service plans and develop learning technology.

    d.   Able to develop and implement technology appropriate to the potential of educational resources in educational institutions.

2. For Educational Institutions

    a.   Get the opportunity to participate in preparing prospective educators.

    b.   Improve partnerships between educational institutions and ULM.

3. For Lambung Mangkurat University

    a.   Obtain feedback from partner institutions to develop curricula and science and technology that meet their needs.

    b.   Obtain various learning resources and identify issues to foster innovation and educational quality.

c. Establish better collaboration with schools, local governments, and relevant agencies to develop the implementation of the Tri Dharma of Higher Education.

F. Target

This program is specifically intended for active students of the Faculty of Teacher Training and Education at Lambung Mangkurat University who are entering their sixth or seventh semester. It aims to provide these students with practical teaching experience and professional development opportunities as part of their academic progression.

CHAPTER II

RESPONSIBILITIES OF TEACHING ASSISTANCE PROGRAM IMPLEMENTERS IN EDUCATIONAL INSTITUTIONS

The duties and responsibilities of implementing Teaching Assistance in educational institutions are as follows.

A. University

1. Prepare a memorandum of understanding (MoU) with educational institutions.
2. Report the results of Teaching Assistance activities to the Ministry of Education, Culture, Research, and Technology.

B. Faculty

1. Provide opportunities for students to participate in the Teaching Assistantship program at the educational unit.
2. Assign a supervisor to provide mentoring, training, monitoring, and evaluation of Teaching Assistantship activities at the educational unit.
3. Establish a Cooperation Agreement (PKS) with the educational unit.
4. Coordinate the implementation of Teaching Assistantship at the educational unit.
5. Coordinate the implementation of Teaching Assistantship at the educational unit with the Vice Rector for Academic Affairs and the department/study program.
6. Develop Teaching Assistantship Learning Outcomes.
7. Provide resources (human resources and funding) for the implementation of Teaching Assistantship at the educational unit.
8. Issue a course recognition decision letter based on the proposal from the study program.
9. Report the results of Teaching Assistantship activities to the Rector.
10. Appoint a teaching assistantship monitoring teamMenunjuk tim monitoring kegiatan asistensi mengajar

C. Study Program

1. Socialize the Teaching Assistance program to students
2. Develop a Teaching Assistance program in the educational unit.

3. Aligning the study program's CPL with the faculty's CP for Teaching Assistantships, which students will receive during their Teaching Assistantship activities at their educational institution.
4. Proposing supervisors and their placement at educational institutions.
5. Providing guidance to students.
6. Recognizing Teaching Assistantship activities at educational institutions for credit recognition

D. Education Institutions

1. Ensure the smooth implementation of the Teaching Assistance Program in educational institutions in accordance with the established Cooperation Agreement (PKS).
2. Assign mentor teachers to supervise and facilitate the teaching assistance activities.
3. Conduct joint monitoring and evaluation of the program in collaboration with the Field Supervisor (DPL).
4. Provide assessments for students participating in the Teaching Assistance Program.

CHAPTER III

TEACHING ASSISTANCE IMPLEMENTATION MECHANISM

A. **Requirements**

1. Student Requirements

   Students who take the teaching assistant program at an educational unit must meet the following requirements.

   a. Active enrollment as a student in the sixth or seventh semester.

   b. Approval obtained from both the Academic Advisor and the Study Program Coordinator.

   c. Not currently subject to any academic or non-academic sanctions.

   d. Not concurrently participating in other Merdeka Belajar–Kampus Merdeka (MBKM) programs.

   e. Willingness to comply with all regulations and requirements set by the MBKM Unit of FKIP ULM and the assigned educational institution.

2. Requirements for Supervising Lecturers

   The requirements for the Teaching Assistant supervisor are as follows:

   a. Hold a minimum academic qualification of a master's degree (or applied master's) with an educational background relevant to their field of expertise or instruction.

   b. Serve as a civil servant lecturer (ASN), either as a permanent government employee or under a government work agreement (PPPK).

   c. Non-education lecturers must possess a certified instructional training credential, such as the Pekerti (Instructional Skills Development) and/or Applied Approach (AA) program.

   d. Officially nominated by the respective study program.

3. Requirements for Supervising Teachers

   Supervising teachers for the teaching assistant program in educational units must meet the following requirements.

   a. Hold the status of a permanent teacher at the assigned educational institution.

   b. Possess a minimum academic qualification of a bachelor's degree or applied bachelor's degree.

   c. Be officially employed as a civil servant teacher (ASN), government-contracted teacher (PPPK), or a foundation-appointed permanent teacher (GTY).

d. Formally appointed by the school principal to carry out the assigned responsibilities.

4. Requirements for Educational Institutions /Partner Institutions

Partner schools for the teaching assistant program in educational units must meet the following requirements.

a. The educational institution must hold an official accreditation status.

b. The institution must have class teachers or subject teachers whose expertise aligns with the students' academic backgrounds.

c. The institution must be willing to engage in collaboration through a formal cooperation agreement for the implementation of the Teaching Assistance Program.

B. Registration

Student registration for the Teaching Assistance Program in educational institutions is conducted independently through an online platform at https://mbkm.fkip.ulm.ac.id. The registration process requires validation from both the Academic Advisor and the Study Program Coordinator. The respective study program is responsible for verifying that applicants meet the eligibility requirements and for officially assigning qualified students to partner educational institutions. This system ensures transparency, accountability, and proper alignment between student qualifications and placement contexts.

C. Teaching Assistance Provision

Students carry out the Teaching Assistance Program in schools based on an implementation plan developed during the program orientation, under the guidance of an Academic Supervisor and a Mentor Teacher. The program is conducted over a minimum duration of twenty (20) weeks, during which students are expected to implement their assigned responsibilities, engage in both academic and non-academic school activities, and complete all required tasks. The program culminates in the submission of a final activity report. At each participating educational institution, a group leader is appointed from among the students to serve as the coordinator, facilitating communication and collaboration throughout the teaching assistance period.

Prior to the implementation of the Teaching Assistance program at the

Educational Unit, students receive training conducted in each Study Program. The training period for the Teaching Assistance is 2 (two) weeks. The purpose of the training is for students to master the following competencies.

1. Demonstrate a clear understanding and appreciation of the fundamental concepts, meaning, objectives, approaches, program structure, implementation, monitoring, and evaluation of the Teaching Assistance Program.
2. Possess knowledge of appropriate conduct within the school environment, along with a solid understanding of the applicable school curriculum.
3. Gain insight into the principles of school management and development.
4. Acquire the practical knowledge and skills necessary to carry out assigned tasks and responsibilities effectively within the school setting.
5. Develop the ability to collaborate and work in teams across interdisciplinary and cross-sectoral contexts to complete school-based assignments.
6. Apply effective and efficient time management skills during the implementation of the Teaching Assistance Program in educational institutions..

Recommendations for provision materials that can be provided by each study program include:

1. Understanding the Merdeka Curriculum, including its core policies, the mindset of educational transformation, and the design of the School Operational Curriculum (Kurikulum Operasional Satuan Pendidikan or KOSP).
2. Planning instruction through activities such as analyzing learning outcomes (Capaian Pembelajaran or CP), formulating learning objectives and learning trajectories (Alur Tujuan Pembelajaran or ATP), and developing teaching modules.
3. Applying differentiated instruction strategies, including differentiation of content, process, product, and learning environment to accommodate diverse student needs.
4. Designing assessments, including diagnostic assessments (cognitive and non-cognitive), formative and summative assessments, as well as delivering effective assessment feedback.
5. Implementing the Pancasila Student Profile Strengthening Project (P5), which covers its dimensions, elements and sub-elements, project execution, and final evaluation.
6. Practicing microteaching as a method to develop and refine instructional techniques in a controlled setting.
7. Demonstrating appropriate etiquette and professional conduct within the school

environment.

8. Engaging with additional subject-specific content tailored to the distinct characteristics and requirements of each study program.

D. School Selection

School selection is carried out by the study program coordinator based on the quota provided by the MBKM unit.

E. Activity Guidance and Job Description

Each student is guided by 1 (one) lecturer and 1 (one) supervising teacher with the following criteria.

1. Criteria for Supervising Lecturers and Mentor Teachers
    a. Supervising Lecturers
        1) Must be a faculty member of Lambung Mangkurat University.
        2) Preference is given to those with prior experience in supervising field practice programs such as PKL, KPL, or PLP.
        3) Recommended by the coordinator of the respective study program.
        4) Each lecturer may supervise a proportionate number of students within a single educational institution.
        5) Lecturers are permitted to supervise students assigned to more than one school.
    b. Supervising Teacher
        1) Preferably holds a teacher certification.
        2) Ideally has a minimum of five years of teaching experience.
        3) Officially appointed by the head of the educational institution.
        4) Each mentor teacher may supervise up to ten students, in accordance with their field of study.

2. Job Description
    a. Supervising Lecturers
        1) Guide students in the preparation of their activity matrix.
        2) Collaborate with mentor teachers to supervise, monitor, and evaluate the implementation of teaching assistance activities in the assigned educational institution.
        3) Assess student performance throughout the Teaching Assistance Program.

4) Conduct regular reviews, evaluations, and reflections on student activities to ensure meaningful learning and professional development..

b. Supervising Teacher

1) Supervise students in the implementation of the Teaching Assistance Program at the designated educational institution.

2) Evaluate the execution and outcomes of the teaching assistance activities carried out by students in the school.

c. Duties and Authorities of the Coordinating Lecturer

The Coordinating Lecturer is an academic staff member of the Faculty of Teacher Training and Education (FKIP) at Universitas Lambung Mangkurat who is appointed to serve as the institutional representative and mediator between the FKIP Teaching Assistance Department and partner schools during the implementation of the Teaching Assistance Program. Appointed by the FKIP Teaching Assistance Department, the Coordinating Lecturer plays a crucial role in ensuring effective communication, coordination, and collaboration between the university and the educational institutions involved throughout the program's duration.

The duties and responsibilities of the Coordinating Lecturer for the Teaching Assistance Program in educational institutions include observing and coordinating the implementation of teaching assistance activities:

1) Accompany and officially deliver the students to the assigned educational institution at the beginning of the teaching assistance program.

2) Regularly observe the implementation of the teaching assistance program in collaboration with the Supervising Lecturer, school-based practicum coordinator, and Mentor Teachers.

3) Conduct discussions and consultations with school or partner institution representatives regarding the strengths and areas for improvement in the teaching assistance implementation, as input for future enhancements.

4) Retrieve the students from the educational institution upon the completion of the teaching assistance program.

d. School Principal

1) Coordinate the implementation of the teaching assistance program in the educational institution in collaboration with the Program Coordinator.

2) Provide guidance and direction to students participating in the teaching assistance program at the assigned educational institution

e. Students

1) Study and comply with the rules and regulations of the educational institution.

2) Prepare a structured work program prior to implementation.

3) Execute the work program with discipline and demonstrate responsibility in carrying out the teaching assistance duties at the educational institution.

4) Engage in intensive discussions with academic and school-based mentors throughout the program.

5) Foster effective collaboration with peers, supervisors, and all relevant stakeholders within the school environment.

6) Compile and submit a comprehensive teaching assistance report on time, no later than seven days after completing the program.

F. Monitoring dan Evaluation

To enhance the quality of the Teaching Assistance Program, the MBKM Unit of FKIP ULM conducts monitoring and evaluation activities throughout the implementation of the program in schools. A dedicated monitoring and evaluation team is established to oversee this process, ensuring that the program runs effectively and meets its intended objectives. These activities are carried out at least once during the course of the teaching assistance period.
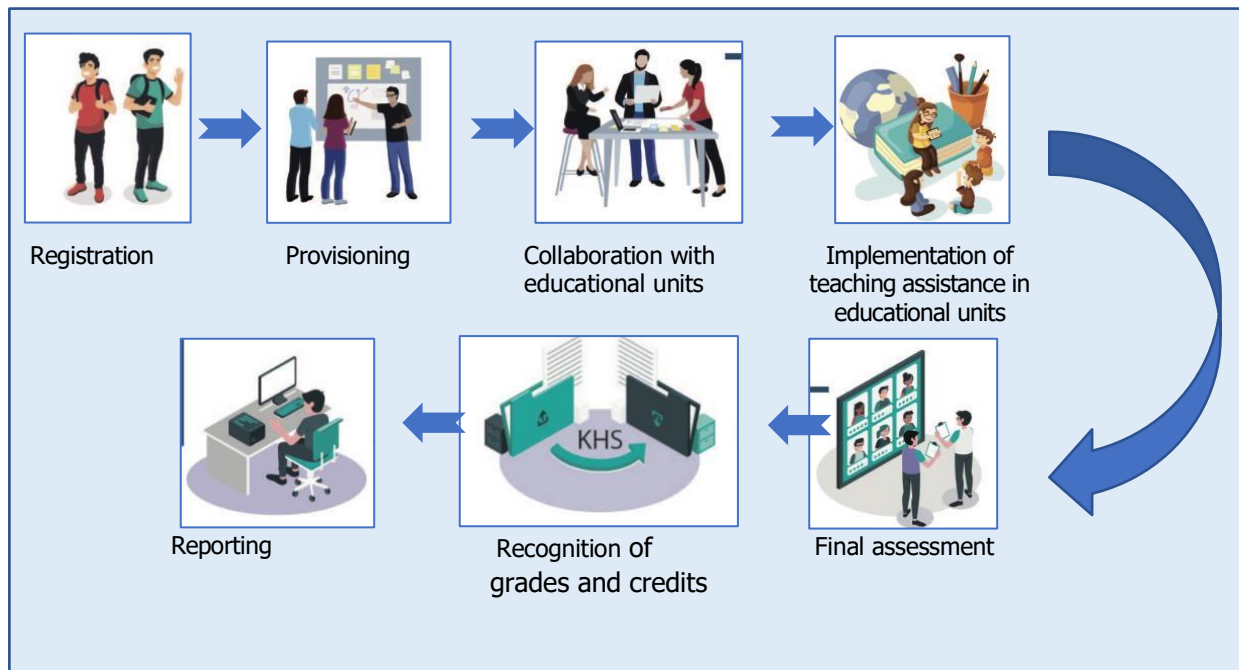
Figure 2. Teaching Assistance Process in Educational Units

Figure 3. Series of Implementation of Teaching Assistance in Educational Units

Figure 4. Teaching Assistance Timeline

Mahasiswa	Program Studi	Fakultas	Dosen Koordinator	Dosen Pembimbing	Pembimbing Mitra
					Pengisian formulir kesediaan oleh sekolah mitra
	Pendaftaran: pengisian penempatan mahasiswa dan dosen				
		Penandatanganan nota kerjasama			
Pengisian KRS reguler dan MBKM melalui SIMARI	Menyetujui KRS Mahasiswa				
				Pembekalan di kampus (1 pekan)	
			Pelepasan mahasiswa ke sekolah mitra		
Praktik asistensi mengajar: praktik dan mengisi log book di aplikasi MBKM FKIP ULM,				dosen memonitor dan mengevaluasi (tentatif)	Guru Pamong Melakukan Bimbingan
Konsultasi Laporan Akhir Asistensi Mengajar dan unggah Laporan Akhir ke aplikasi MBKM FKIP ULM				Pengisian nilai oleh dosen dan guru pamong: unggah hasil penilaian ke aplikasi MBKM FKIP ULM	
		Fakultas melaporkan hasil kegiatan Asistensi Mengajar kepada Rektor melalui Wakil Rektor Bidang Akademik			

Figure 5. SOP for Teaching Assistance 2024

CHAPTER IV
TEACHING ASSISTANCE ASSESSMENT

A. Teaching Assistance Assessment Components

1. Academic

   a. Academic activities within the Teaching Assistance Program include the development of lesson plans, the implementation of peer teaching, and the observation of students' attitudes and behavior during their placement in educational institutions. These activities are assessed collaboratively by both the Academic Supervisor and the Mentor Teacher..

   b. Adaptation of technology in learning

   This activity includes the digitalization of learning materials, the development of digital-based instructional media, the digitalization of assessment instruments, content management within online learning platforms, and the implementation of the Merdeka Curriculum. These components are evaluated by the Mentor Teacher.
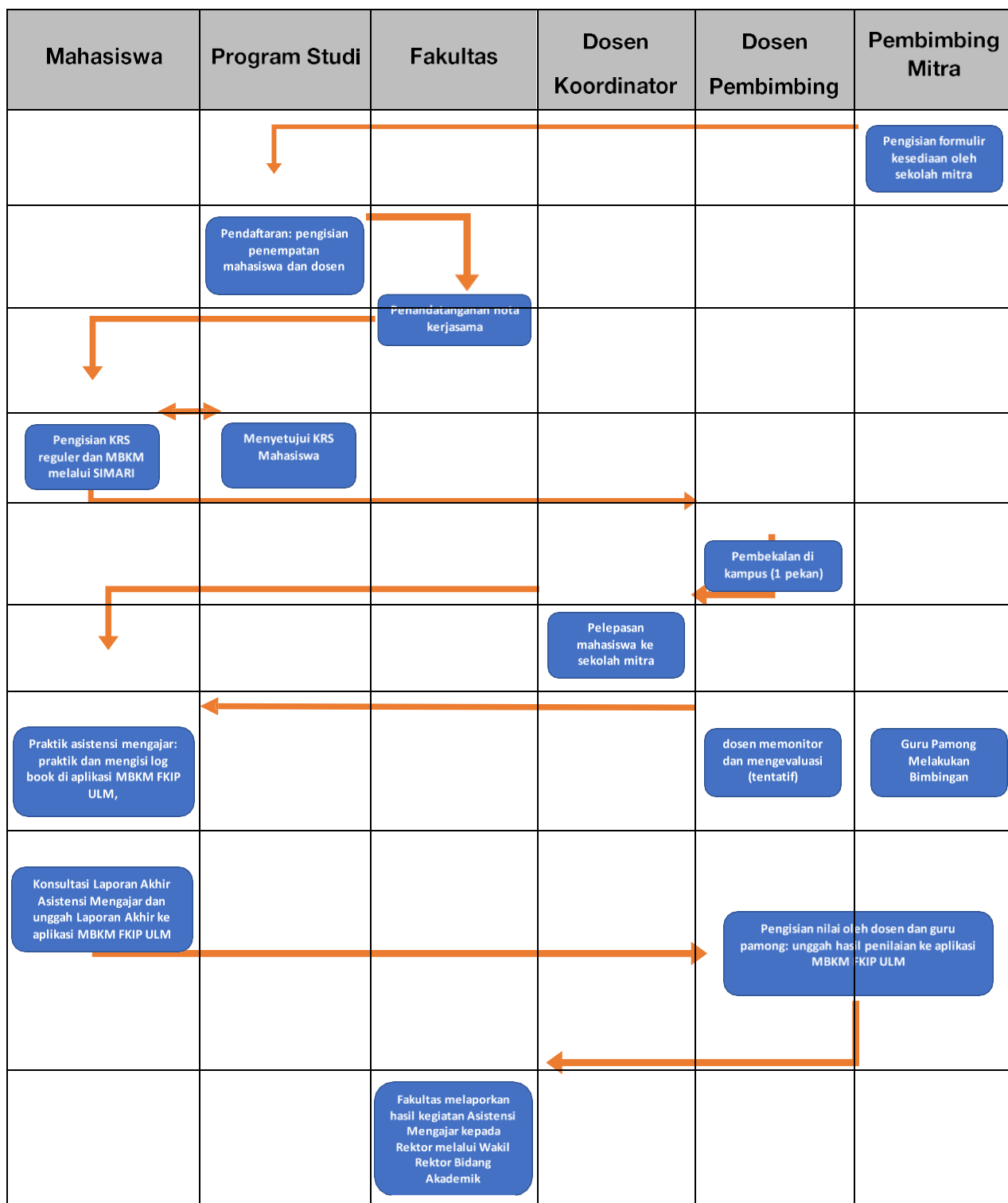
   c. Other activities relevant to course recognition

   Student activities in schools that align with the Course Learning Outcomes (CPMK) are recognized as part of course credit fulfillment. These activities are determined by the study program coordinator in collaboration with the course lecturer, such as serving as a facilitator for the Pancasila Student Profile Strengthening Project. These activities are assessed by the Academic Supervisor.

2. Non Academic

   a. Administration of Educational Units

   Administrative activities in educational institutions include tasks related to curriculum, student affairs, staffing, facilities and infrastructure, finance, correspondence and archiving, school-community relations, and special services. These activities are assessed by the Head of Administration or the assigned Mentor Teacher.

   b. Extracurricular Activities

   The development of educational programs encompasses the supervision of

student extracurricular activities, as well as the management of school facilities such as libraries, laboratories, business units, and various student organizations including Scouts, PASKIBRA, Red Cross Youth (PMR), arts and culture, sports, student activity units, culinary arts, and scientific work. These activities are evaluated by the assigned Mentor Teacher.

Table 1 The assessment criteria for Teaching Assistance activities are described below.

No	Assessment Components	Activity	Assessment criteria	Assessor	Max Score
1	Academic	Academic	- Teaching Module - Implementation of Learning - Student Attitudes and Behaviour	Mentor teachers and supervising lecturers	45
		Adaptation of technology in learning	- Digitisation of teaching materials - Learning media - Digitisation of learning assessments (assessment instruments) - Implementation of technology in school administration and non-academic activities	Mentor Teacher	25
		Other activities relevant to course recognition	- Other activities relevant to course recognition	Academic Supervisor	10
2	Non Academic	Administration of Educational Units	Carrying out administrative activities related to (a) curriculum, (b) student affairs, (c) personnel, (d) finance, (e) correspondence and filing, (f) school-community relations, (g) special services	Mentor Teacher / Head of Administration	10

		Non Academic Activity	- Extracurricular activities for students - Library management - Laboratory management	Mentor Teacher / Head of Library/Head of Laboratory	10
Total					100

The final value of Teaching Assistance is determined using the following formula:

$$NAM = \frac{((45)xNAk) + (25xNAdt) + (10xNKr) + (10xNAd) + (10xEks)}{100}$$

Explanation:

NAM : Teaching Assistance Score

Nak : Academic Score

NAdt : Score of Adaptation of technology in learning

NKr : Score of Other activities relevant to course recognition

NAd : Score of Administration of Educational Units

Neks : Score of Non Academic Activity

Notes*)

1. For study programs with specific characteristics, the weighting of assessment components is adjusted accordingly to reflect the distinct nature of each program.

2. The final evaluation represents the overall grade for the recognized course.

B. **Course Recognition Assessment**

Teaching assistance scores are recognised for each course, taking into account student activity during the course, so that recognised course scores may vary. The assessment of recognised courses is as follows::

$$NA = 90\%NAM + 10\%NPmk$$

Explanation:

NA : Final Grade for each Course Recognition

NAM : Teaching Assistance Score

NPmk : Provisioning Value

CHAPTER V

RECOGNITION OF TEACHING ASSISTANTS IN EDUCATIONAL INSTITUTIONS

Recognition of the Teaching Assistance programme in courses is determined by the Study Programme and coordinated with the Vice Dean for Academic Affairs. Recognition is given based on Course Learning Outcomes (CPMK). The provisions for course recognition are as follows.

A. **Course Recognition Requirements**

1. The number of recognised credits is 20-22 credits.

2. The recognised courses are those that support teaching and learning competencies.

3. The 20 credits recognised are relevant to the following activities:

   a. A two-week orientation (8 hours per day, 5 days per week)

   b. Teaching assistance practice at educational institutions must be conducted for a minimum of 10 sessions, with the remaining activities carried out by students in accordance with the scope of teaching assistance.

4. Recognition is granted after the completion of the semester during the implementation of teaching assistance at educational institutions.

5. Recognition is based on evidence of activities in the Activity Implementation Report submitted by the student.

B. **The Process of Recognising Teaching Assistance in Educational Units**

1. The Study Program Coordinator forms an Academic Assessment Team to evaluate recognition eligibility.

2. Recognition is granted based on submitted reports and fulfillment of the established requirements.

3. The recognition assessment results are submitted to the Dean for approval and issuance of an official Decree (Surat Keputusan).

4. The Study Program Operator is responsible for inputting the recognition grades into the Simari ULM academic system.

CHAPTER VI

ETHICS OF TEACHING ASSISTANCE IN EDUCATIONAL INSTITUTIONS

The ethics of teaching assistance in educational units are outlined as follows.

A. **Student Obligations**
1. Adhere to all regulations and rules set by the respective educational institution.
2. Complete all assigned tasks and responsibilities during the Teaching Assistance Program.
3. Show respect and maintain positive relationships with all members of the school community.
4. Uphold the reputation and integrity of FKIP ULM throughout the implementation of the Teaching Assistance Program..

B. **Comunication Ethics**
1. Communicate with the Academic Supervisor and Mentor Teacher in accordance with norms of politeness and respectful behavior.
2. Communication may be conducted through face-to-face meetings, telephone calls, or other available communication media..

C. **Dress Ethics**
1. Wear modest and neat clothing that adheres to the dress code established by the school or specified by the faculty.
2. The primary attire for teaching assistance consists of a white shirt and black trousers or skirt.
3. Female students are required to wear a plain-colored hijab without conspicuous accessories.
4. Shoes must be of a plain color, preferably dark-colored.
5. Refrain from wearing excessive jewelry, accessories, or makeup..

CHAPTER VII
TEACHING ASSISTANCE REPORTING

Upon completing the Teaching Assistance program at school, students are required to prepare a report following the format established by the MBKM Department. The report must reflect the students' work throughout the program and be approved by both the Mentor Teacher and the Academic Supervisor. Once approved, the report must be uploaded to the website https://mbkm.fkip.ulm.ac.id no later than one week after the completion of the program.

A. **General Provisions for Writing Teaching Assistance Reports**
   a. The Teaching Assistance Report is written and will be examined at the end of the teaching assistance activity (for credit recognition).
   b. The Teaching Assistance Report is submitted to:
      i. Study Programme (soft copy),
      ii. MBKM Unit (soft copy),
      iii. Education Unit (hard copy)

B. **Criteria for Writing Teaching Assistance Reports**
   Writing of Teaching Assistance reports in Education Units in accordance with the format as specified in Appendix 3.

APPENDIX

Appendix 1

LETTER OF RECOMMENDATION FOR TEACHING
ASSISTANCE IN AN EDUCATIONAL INSTITUTION

The undersigned :

Name   :

Position   :

Study Program   :

Certifies that the following student:

Name   :

Student ID Number   :

Is not currently subject to academic or non-academic sanctions and is not currently

participating in other MBKM learning activities..

                                                                 Banjarmasin, ...

Knowing,

Coordinator of Study Program   Academic Advisor

……………………….   ……………………….

NIP   NIP

TEACHING MODULE ASSESSMENT FORMAT

(for Mentor Teacher / Academic Supervisor)

Students Name   :

ID Number   : _____

Study Program   : _____

No	Aspects assessed	Score			
		1	...	...	n
1	The module must include all key components: identity, objectives, activities, assessment, criteria, and learning resources.				
2	Learning objectives should use clear, measurable, and observable operational verbs aligned with competency standards.				
3	Content must present relevant facts, concepts, principles, and procedures tied to the indicators.				
4	Materials should be organized systematically and match the allocated instructional time.				
5	Teaching methods must promote active learning and suit students' characteristics.				
6	Media and resources should align with learning goals and student needs.				
7	The lesson plan should include clear stages: introduction, main activities, and closing, with specific time allocations.				
8	Each stage must include detailed and structured learning steps.				
9	Evaluation methods must align with learning objectives.				
10	Assessment tools must include clear scoring guidelines.				
∑ Score					
$$Teaching\ Module\ Score = \frac{Total\ Score}{Maximum\ Score}\ x\ 100$$					
Suggestions/feedback:					

Notes:

Each statement item is scored on a scale of 1 to 4, with the following criteria;

    1 = Not good   2 = Fairly good   3 = Good   4 = Very good

FORMAT FOR EVALUATING GUIDED LEARNING IMPLEMENTATION

(for Mentor Teacher / Academic Supervisor)

Students Name : _____

ID Number : _____

Study Program : _____

No	Observed Aspects	Score		
		1	**..**	**n**
I	**INTRODUCTORY LEARNING ACTIVITIES**			
	1. Conducting perception activities			
	2. Conveying the competencies to be achieved and the activity plan			
II	**CORE LEARNING ACTIVITIES**			
A.	**Mastery of subject matter**			
	1. Demonstrate mastery of learning materials			
	2. Relate materials to other relevant knowledge			
	3. Deliver materials in accordance with the learning hierarchy			
	4. Relate materials to real life			
B.	**Learning approach/strategy**			
	1. Conduct learning in accordance with the competencies to be achieved.			
	2. Conduct student-centred learning.			
	3. Conduct learning in a sequential manner.			
	4. Conduct contextual learning.			
	5. Conduct learning that enables the development of positive habits.			
	6. Conduct learning in accordance with the allocated time.			
C.	**Utilisation of learning media/learning resources**			
	1. Demonstrate skills in using media			
	2. Produce engaging messages			
	3. Use media effectively and efficiently			
D.	**Learning that triggers and maintains student engagement**			
	1. Fostering active student participation in learning			

No	Observed Aspects	Score		
		1	**..**	**n**
	2. Respond positively to student participation			
	3. Facilitate teacher-student and student-student interactions			
	4. Demonstrate openness to student responses			
E.	**Special abilities in subject area learning**			
	1. Demonstrating correct mastery of concepts or not displaying conceptual errors (misconceptions) in teaching.			
	2. Demonstrating the use of direct and natural experiences appropriate to the environmental context in teaching concepts.			
	3. Developing process skills in learning.			
	4. Providing examples of the application of concepts/problem solving in everyday life.			
F.	**Assessment of learning processes and outcomes**			
	1. Conducting initial assessments			
	2. Monitoring learning progress			
	3. Assigning tasks according to competency			
	4. Conducting final assessments according to competency			
G.	**Use of language**			
	1. Use spoken language clearly and fluently.			
	2. Use written language correctly and appropriately.			
	3. Convey messages in an appropriate style.			
III.	**CLOSING ACTIVITIES**			
	Reflection and summary of learning			
	1. Conducting learning reflections with student involvement			
	2. Compiling summaries with student involvement			
	∑ Score			
	$Final\ Score = \dfrac{Total\ Score}{Maximum\ score} \times 100$			

No	Observed Aspects	Score		
		1	**..**	**n**
Feedback:				

Notes:

Each statement item is scored on a scale of 1 to 4, with the following criteria;

1 = Not good   2 = Fairly good   3 = Good   4 = Very good

Banjarmasin,

Assesor

……………………………………….

ASSESSMENT OF ATTITUDE AND BEHAVIOUR IN TEACHING ASSISTANCE

(For Mentor Teacher / Academic Supervisor)

Students Name :
ID Number :
Study Program :

No	Aspects	Description	Score
1.	Responsibility	• Carry out teaching assistance tasks from the supervising teacher with full responsibility.	
2.	Honesty	• Do not plagiarise learning materials or commit other criminal acts.	
3.	Discipline	• Attend classes according to the agreed number and hours and be punctual.	
		• Carry out all tasks properly and submit them on time.	
		• Comply with all agreed rules and regulations.	
4.	Leadership	• Able to work well with colleagues.	
		• Able to manage all tasks under their responsibility correctly and systematically.	
5.	Politeness	• Wear formal and modest clothing.	
		• Speak politely.	
		• Behave and act appropriately.	
6.	Social skills	• Able to communicate and interact well with the Principal, Mentor Teacher, Teachers, and peers at school.	
		• Demonstrates concern and empathy towards the Mentor Teacher and peers.	
	$Score\ of\ Attitude\ and\ Behaviour = \dfrac{Total\ Score}{Maximum\ Score}\ x\ 100$		

Feedback from Mentor Teacher / Academic Supervisor
36

Notes:

Each statement item is scored on a scale of 1 to 4, with the following criteria;

1 = Not good   2 = Fairly good   3 = Good   4 = Very good

ASSESMENT FOR ADAPTATION OF TECHNOLOGY IN LEARNING

Student Name : _____

ID Number : _____

Studi Program : _____

No	Aspects	Score
1	Effectiveness of technology adaptation in learning	
2	Efficiency of technology use in learning	
3	Suitability of technology used to achieve learning objectives	
4	Ease of hardware required to access software, both programs and web pages	
5	Accuracy of software used	
6	Accessibility of selected software	
7	Ease of software operation	
8	Innovation of the learning media used	
9	Media that empathises with students	
10	Visual appeal of the learning media	
11	Enhances student motivation to learn	
12	Accommodates the presentation of stimuli, responses, and feedback expected in learning	
13	Provides learning experiences for students	
14	Has unique characteristics compared to other media	
15	Improves student learning outcomes	
	Total Score	
$Final\ Score\ =\ \dfrac{Total\ Score}{60} x100$		

Notes:

Each statement item is scored on a scale of 1 to 4, with the following criteria;

1 = Not good   2 = Fairly good   3 = Good   4 = Very good

Banjarmasin,

Academic Supervisor/ Mentor Teacher

ASSESMENT OF OTHER ACTIVITIES RELEVANT TO COURSE RECOGNITION

School Name : ……………………………………………………

Assesor Name : ……………………………………………………

Posisition : ……………………………………………………

Student Name : ……………………………………………………

No	Aspects assessed	Score Maximum score
1	Ability compile activities activities that are relevant with recognition course	4
2	Ability to carry out activities relevant to course recognition course	4
3	Ability to identify activity problems relevant to course recognition	4
4	Ability to solve problems of activities relevant to course recognition	4
5	Ability to compile reports on activities relevant to recognition course	4
6	Ability to produce works relevant to course recognition course	4
$NilaiSikapdanPerilaku = \dfrac{Jumlah\ Skor}{Skor\ Maksimum} x\ 100$		

Notes:

Each statement item is scored on a scale of 1 to 4, with the following criteria;

1 = Not good   2 = Fairly good   3 = Good   4 = Very good

Banjarmasin,

Assesor

SCHOOL ADMINISTRATION ASPECT ASSESSMENT FORMAT
(for Head of Administration)

Name of Practitioner   :
NIM   :
Study programme/field of study :

No	Aspect assessed	Score Maximum score
1	Ability to organise school administration activities, including: curriculum, student affairs, staffing, finance, correspondence and filing, facilities and infrastructure, school and community relations, and special services. special services.	4
2	Ability to carry out school administration activities diligently, thoroughly and active	4
3	Ability to co-operate with the school and peers	4
4	Ability to solve problems related to school administration activities	4
5	Ability to report school administration activities appropriately and comprehensive	4
∑ Maximum Score (4 X 5 aspects assessed)		

Notes:

Scoring on each item of statement with a range of numbers 1 to a maximum number of 4 with numerical criteria;

1= not good 2= quite good 3= good 4= very good

Banjarmasin,

Assessor

EXTRACURRICULAR ASSESSMENT FORMAT
(for Principal/Vice Principal/Library Head/Laboratory Head)

Name of Practitioner : _____

NIM : _____

Study programme / field of study: _____

No	Aspects assessed	Score Maximum
1	Ability to plan extracurricular activities for student extracurricular coaching	4
2	Ability to implement extracurricular activities for student extracurricular coaching	4
3	Ability to co-operate with the school and peers peers in completing students' extracurricular coaching activities	4
4	Ability to solve problems related to students' extracurricular coaching activities.	4
5	Ability to report on students' extracurricular coaching activities appropriately and comprehensively.	4
∑ Maximum Score (4 X 5 aspects assessed)		20
Suggestion:		

Notes;

The scoring of each statement item ranges from 1 to a maximum of 4 with numerical criteria;

1= not good 2= quite good 3= good 4= very good

Banjarmasin,
Assessor

Appendix 3
FORMAT AND SYSTEMATICS OF TEACHING ASSISTANCE REPORT

A. Teaching Assistance Report Writing Format
1. Paper Type and Size: HVS 70gram paper A4 size (290 x 210 mm).
2. Report Cover.
3. Endorsement sheet with a plain white base: The supervisor where the teaching assistantship is signed first.
4. Margins:
   - Top Edge: 3 cm
   - Bottom Edge: 3 cm
   - Left Edge: 3 cm
   - Right Edge: 2.0 cm.
5. Font Type: PT Sans, Normal, 12 pt (title), 11 pt (body).
6. Spacing: 1.15 (one).

B. Teaching Assistance Report
Systematics Outer Cover
Inside Cover
Endorsement Sheet Foreword Table of
Contents List of Figures
Table List
CHAPTER I. INTRODUCTION
A. Background

Description of the topic chosen in the Teaching Assistance activity. The background should show the urgency of the chosen topic, such as the uniqueness of the topic or the problems that must be solved.
B. Teaching Assistance Objectives

A description of the purpose of the student's teaching assistance at school.
C. Benefits of teaching assistance

Description of the benefits of activities aimed at: Institution (ULM), Partner School and Students.
CHAPTER II. PARTNER SCHOOL PROFILE
A. Partner School Location

Description of the location/conditions of the Teaching Assistance implementation site which is the context of the chosen topic.
B. Organisational Structure of Partner School

A description of the organisational structure of the Partner School which includes the organisational structure, education process, relevant provisions/regulations, etc.
C. Vision and Mission of the Partner School

Description of the Vision and Mission of the Partner School
D. Student Activities at Partner School

Description of student activities in carrying out activities and learning processes at Partner Schools.

CHAPTER III. IMPLEMENTATION OF TEACHING ASSISTANCE

A. Academic

1. Description of learning activities (academic) carried out by students while carrying out activities, including: development of learning tools and implementation of learning in accordance with the results of learning analysis and 21st century learning innovations.

2. Technology adaptation in learning

   Description of activities related to the development of various learning support tools (learning media, teaching materials, assessment instruments, online learning platforms) for academic, administrative and non-academic activities.

3. Other activities relevant for course recognition

   Describe activities at school that are relevant to the CPMK (Course Learning Outcomes) as course recognition. For example, project activities to strengthen the learning profile of Pancasila.

B. Non-Academic

1. Education Unit Administration

   Description of activities related to the role in learning and helping school leaders and teachers manage school administration in accordance with the provisions.

2. Extracurricular Activities

   Describe activities related to the development of educational programmes or fostering students' extracurricular activities.

CHAPTER IV. CONCLUSION AND SUGGESTIONS

A. Conclusion

   A summary description of the entire report, including what was learnt during the Teaching Assistance.

B. Suggestions

   Description of suggestions and recommendations as input for institutions (ULM), Partner Schools and the next batch of students in determining the specifications of teaching assistance activities.

CHAPTER V. SELF-REFLECTION

Description of student self-reflection while carrying out Teaching Assistance activities, including: (a) positive things received during lectures that are useful/relevant to work while being a teaching assistant, (b) the benefits of teaching assistance for the development of soft skills and the lack of soft skills they have, (c) description of the benefits of teaching assistance for the development of cognitive abilities and the lack of cognitive abilities they have, (d) description of plans for self-improvement/development, career, and further education.

APPENDIX

Contains documentation and supporting texts or documents that strengthen the report.

Cover Page Example

TEACHING ASSISTANCE ACTIVITY REPORT
AT ....
LESSON YEAR ......-......

To complete the tasks and fulfil the requirements of the Teaching Assistance
Programme in the Education Unit

By: Student Name
Student NIM

STUDY PROGRAMME ....
FACULTY ....
FKIP UNIVERSITAS LAMBUNG MANGKURAT
Month, Year

ENDORSEMENT SHEET FOR TEACHING ASSISTANCE REPORT

Hereby the student,

Name   :
NIM   :
Study Programme :

It is declared to have carried out the Teaching Assistance programme and the report written by the student has been approved by the Principal, Pamong Teacher, and Teaching Assistance Supervisor.

Banjarmasin,   2024

Supervising Lecturer   Pamong Teacher

Name of Lecturer   Teacher's name
NIP   NIP

Principal

Name of school
principal NIP

MBKM FKIP ULM

https://mbkm.fkip.ulm.ac.id

ENTREPRENEURSHIP PRACTICUM

Social Studies Education Study Programme
Faculty of Teacher Training and Education,
Lambung Mangkurat University
2024

FOREWORD

Praise and gratitude to God Almighty, for bestowing His blessings and guidance so that the preparation of Practicum Guidelines I: Entrepreneurship for the Social Studies Education Study Programme, Faculty of Teacher Training and Education can be completed.

As part of the curriculum of the Social Studies Education Study Programme with *learning outcomes* that create entrepreneurs who can contribute to the progress of the country, this guideline is expected to be a reference for Entrepreneurship supervisors and students of the Social Studies Education Study Programme in carrying out Entrepreneurship practicum.

For this reason, all suggestions and constructive criticism from lecturers, students and other competent experts are highly anticipated in order to improve this guideline in the future.

Banjarmasin, January 2024

Compilation Team

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PART I
PRACTICUM FLOWCHART I: ENTREPRENEURSHIP

```
                            ┌──────────────┐
                            │    start     │
                            └──────────────┘
                                   │
                    ┌──────────────────────────────┐
                    │  Students are divided into     │
                    │  groups with a limit of 4-5    │
                    │  members, then identify        │
                    │  business potential in the     │
                    │  surrounding environment       │
                    └──────────────────────────────┘
                                   │
```

Material:
1. Entrepreneurial Character
2. Creativity, Innovation, and Business Opportunities according to regional potentials
3. Marketing Strategy
4. Competitor Analysis
5. Financial Report

← → Provision of theory as a basis for debriefing ← → Output: Proposal

Proposal approved by the lecturer

IMPLEMENTATION

Preparation under the direction of entrepreneurship lecturers ← Report Preparation

Report submission:
Entrepreneurship Supervisor (hardcopy/softcopy)

Entrepreneurship Seminar ← → Conducted openly and simultaneously by all entrepreneurship students.

Completed

PART II
INFORMATION AND RULES OF PRACTICUM MECHANISM
I: ENTREPRENEURSHIP

I.   **Practicum I: Entrepreneurship** is an elective course of the Study Programme for all social studies education students of Lambung Mangkurat University (2 credits). So the mechanism, assessment and process have standards like ordinary courses.

II.   **The purpose of Practicum I: Entrepreneurship** is for students to develop entrepreneurial character, explore entrepreneurial potential and opportunities, and be able to contribute to increasing the percentage of entrepreneurs in Indonesia.

III. The academic requirements for taking the Entrepreneurship course are:
      - Have completed the previous prerequisite subjects and declared PASS

IV.   **Duration of Paktikum I: Entrepreneurship**: Minimum 14 days and maximum 27 days (3 weeks)

V.   As part of the curriculum of the Social Studies Education study programme, the position and rules of the Entrepreneurship course are as follows:
      A.   Each group of students will get a member with the number of (4-5) people for Entrepreneurship who have the **obligation**:
            (1) Make a business product plan,
            (2) Make a list of products that will be sold a maximum of 4 products
      J. Entrepreneurship report attachments MUST be fulfilled (attached to the flowchart and or attachment 5).

VI.   The Entrepreneurship Seminar will be conducted after all student groups have submitted their reports. The seminar will be conducted openly, as part of the Practicum I series. The seminar is planned to invite local entrepreneurs to provide a review of the practicum that has been carried out.

VII. The grade of Practicum I: Entrepreneurship is obtained from the assessment of teaching lecturers consisting of the Debriefing Process (10%), Field Activities (25%), Guidance consultation (25%), Report (40%).

PART III
TECHNIQUES AND PROCEDURES FOR
WRITING ENTREPRENEURSHIP
REPORTS

A. Paper Type and Size
Materials include materials for: manuscripts and covers
    a. Manuscript
    Manuscripts are typed on A4 size paper (+ 210 mm x 297 mm) and are not bound.
    b. Outer Cover
    The text printed on the cover can be seen in the attachment.

B. Typing
    1. Typeface
        a) The manuscript is typed in Times New Roman typeface, with font size 12, and the entire manuscript must use the same typeface.
        b) For certain purposes such as **foreign words** with emphasis can be written in **italics**.
    2. Line Spacing
    The distance between lines is made 2 spaces, except for table/ figure titles and bibliography typed with a distance of 1 (one) space.
    The distance between chapter titles and sub-chapter titles is made 3 spaces.
    3. Edge Boundaries
    The typing limit, in terms of the edge of the paper, is set as follows:

    4. Especially for the title page is made symmetricalNew Linea
    The typing of a new paragraph begins on the 7th beat from the left margin. The top and left margins are 4 cm, while the bottom and right margins are 3 cm.

C. Chapter and Sub-Chapter Writing
    1. Chapter title, chapter subtitles, chapter subtitles
        a) Chapter titles are written in all capital letters and arranged symmetrically in the centre without ending with a period. The chapter number is written before the chapter title, symmetrically in the centre.
        b) Chapter subtitles and chapter subtitles are preceded by the number of the chapter subtitles/chapter subtitles typed starting from the left edge, then all words are preceded by capital letters, except for conjunctions and prepositions, ending without a period. The first sentence after the chapter sub-title begins with a new paragraph typed starting from the 7th beat.

2. **Breakdown to the bottom**

   If in the writing of a manuscript there are details that must be arranged downwards, use sequential numbers with numbers or letters according to the degree of detail. The use of connecting lines or other symbols placed in front of the details is not allowed.

3. **Symmetrical Layout**

   Chapter titles, figure titles, table titles and lists, equations (formulas) should be placed symmetrically in the centre, meaning the left and right distances are the same.

D. Numbering

   This section is divided into page numbering, chapters, sub-chapters, sub-chapters, tables, figures and equations (formulae).

1. **Page Number**

   a) The initial part of the Entrepreneurship Report starting from the title page, until the table of contents page is numbered with small Roman numerals placed in the bottom centre. For example: i, ii, iii, iv, v and so on. Especially for the title page there is no need to write the number "i".

   b) The main part to the final part of the Entrepreneurship Report (Chapter I, II, III, etc.), page numbers use Arabic numerals. For example : 1, 2, 3 and so on.

   c) **The page number is placed at the top right, unless there is a chapter title at the top of the page, the page number is placed at the bottom centre.**

2. **Numbering of Chapters, Subchapters and Subsections**

   The numbering used is numbering with **Roman numerals**

   a. **Chapter Number**

      Chapter numbers are placed above the chapter title, written symmetrically in the centre (right and left aligned) with large Roman numerals and preceded by the writing **CHAPTER.**

      For example: Chapter I, Chapter II, Chapter III, Chapter IV and so on.

   b. **Subchapter Number**

      The sub-chapter number is placed before the sub-chapter title starting from the left edge with Arabic numerals. This sequence is expressed in uppercase letters. *For example* in CHAPTER I: 1.1. Title of Subchapter.

   c. **Sub-chapter Number**

      The sub-chapter number is placed before the title of the sub-chapter starting from the 7th beat from the left edge with Arabic numerals. *For example,* in Chapter II : 2.1.1 Sub-chapter headings

E. Bibliography Preparation Technique

   The technique for preparing the bibliography is as follows:

   a) The bibliography is arranged alphabetically, both vertically and horizontally. That is, the author's name starting with the letter Aab is placed above the name starting with Aac, Aad, Aba, so on.

   b) *The author's name is reversed, meaning that nicknames, clans, surnames, come first.* The fragment of the name that is reversed is preceded by a comma. The list of names as referred to in number (1) after the reversal.

c) Academic titles and positions can be included and placed after the whole name. The boundary of the name with the title is marked with a comma.
d) The bibliography is written from the left margin and if enough points are written in one line, then the second, third and so on lines are written 5-7 beats inward with a distance of 1 space.
e) The distance between one bibliography and another is 1 space.
f) If the author's name is the same, then the second, third and so on mentions are enough to give a long line 5-7 beats long and followed by other library elements.
g) If in the same year it is known that an author compiled more than one book, then code a, b, or c is given behind the year of publication.
h) The bibliography does not need to include pages (citations).
i) The bibliography is not numbered sequentially.
j) If the author is more than one person, the source of the literature is in the form of magazines, dailies, or unpublished works, anthologies, and so on. Apply as in footnotes. Only in the bibliography do not use the abbreviations *Ibid, oc. cit., and loc. cit.*

F. Report Submission

Entrepreneurship reports that have been bound in soft cover form, are collected no later than 2 weeks before the end of the current semester. Submission of entrepreneurship report to the Entrepreneurship lecturer (in the form of print out) and also file submission through ULM e-learning.

G. Entrepreneurship Seminar

Entrepreneurship Seminar is conducted as a form of accountability for the activities that have been carried out. Carried out in the form of group presentations with a maximum duration of 10 minutes / group in the form of parallel presentations.

4 cm

Appendix 1: Entrepreneurship Report Cover

ENTREPRENEURSHIP REPORT
Entrepreneurship Title...} typed

Font 14

Prepared to fulfil one of the requirements for
graduation in taking Practicum I: Entrepreneurship

Font 12

By:
STUDENT NAME STUDENT
IDENTIFICATION NUMBER

Font 14

4 cm   3 cm

Size 4 x 6

IPS EDUCATION STUDY PROGRAMME, FACULTY
OF TEACHER TRAINING AND EDUCATION, HULL
MANGKURAT UNIVERSITY
2024

Font 14

**ENTREPRENEURSHIP REPORT RATIFICATION
SHEET IPS EDUCATION STUDY PROGRAMME
FACULTY OF TEACHER TRAINING AND EDUCATION,
HULL MANGKURAT UNIVERSITY**

NAME	**NIM**
....	....
....	....
....	....

Declare that this report is true

Knowing and approving,

Lecturer in Entrepreneurship,

Raihanah Sari, S.Pd, M.Pd
NIP. 198906182023212031

Appendix 3: Systematic Practicum Proposal I: Entrepreneurship

ENDORSEMENT SHEET

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3.1.2. Media Usage Habits

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ATTESTATION SHEET

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2.3.2. Marketing Mix Analysis

2.3.3. SWOT Analysis

2.3.4. Business Competition Analysis

CHAPTER III INTEGRATED MARKETING COMMUNICATION

3.1. Target Market Analysis

3.1.1. Segmentation, Target Market, Target Audience and Positioning

3.1.2. Media Usage Habits

3.2. Integrated Marketing Communication Objectives

3.3. Message Strategy

3.4. Media Selection Strategy

CHAPTER IV BUSINESS RESULTS AND ANALYSIS

4.1. Business Implementation Method

4.2. Consumer Response

4.3. Integrated Marketing Communication Analysis

4.4. Calculation of Profit and Loss

4.5. Business Continuity Analysis

CHAPTER V CONCLUSIONS AND

5.1. Conclusion

5.2. Recommendation

s **LITERATURE**

APPENDIX

1. Entrepreneurship Products.
2. Business Progress Report (Daily)
3. Complete Financial Report

Appendix 5: List of Tables/Pictures/etc (space 1.5)

LIST OF TABLES

Appendix 6: Bibliography Example (1 space)
<div align="center">LITERATURE</div>

3 spaces

Book

7 beats

1 space

Age, Warren. K, Philip H. Ault & Edwin Emery. 1985. *Intruduction to Mass Comunication. Silver Anniversary Edition,* New York: Harper & RowPublisher.

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Douglas Kellner. 2000. *Intellectuals, the New Public Spheres and Techno-Politics.* http://www.gseis.ucla.edu/courses/ed253a/newDK/intell.htm

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Department of Communication Sciences Centre for Media Sociology-Free Univ. Brussels.

Paper

Hamad, Ibn. 1999. *Mass Media and the Construction of Social Reality: Problems and Methodological Implications.* Paper for Biweekly Discussion of Communication Department FISIP UI. Depok: FISIP UI.

Mass Media

Kompas, Saturday, 12 January 2000, pp. 1. There is Political Coercion to Ask Akbar Tandjung to Resign.

Kompas.Thursday, 08 November 2001, p.6.BEMIPB demands Akbar Tandjung from his position.

Thesis, Thesis

Hartini, 2004. *Student Voice Reform and the Company.Thesis.* Jakarta: Postgraduate Social Studies Education, Bina Bangun Bangsa University.

Appendix 7: Daily Journal of Entrepreneurship

DAILY JOURNAL OF PRACTICUM
ACTIVITIES I:
ENTREPRENEURSHIP IPS
FACULTY OF TEACHER TRAINING AND EDUCATION,
UNIVERSITAS LAMBUNG MANGKURAT*

NO	NAME	NIM
....	....	....
..	...	....
....	....	....
..	...	...
....	....	....
..	....	....

No	Day/Date	Activity Description

Lines can be reproduced as needed

Entrepreneurship Supervisor

(_____)

Name & signature

Appendix 8: Entrepreneurship Report Guidance Sheet

PRACTICUM REPORT GUIDANCE SHEET I: ENTREPRENEURSHIP IPS EDUCATION STUDY PROGRAMME FACULTY OF TEACHER TRAINING AND EDUCATION, HULL MANGKURAT UNIVERSITY*

NO	NAME	NIM
....	....	....
....	....	....
....	....	....

NO	DATE	ACTIVITY	FILE

Lines can be reproduced as needed

Approved,

Entrepreneurship Supervisor

(_____)

Name and NIP

PRACTICUM ASSESSMENT SHEET I: ENTREPRENEURSHIP IPS EDUCATION STUDY PROGRAMME FACULTY OF TEACHER EDUCATION AND SCIENCE EDUCATIONUNIVERSITAS LAMBUNG MANGKURAT

Lecturer in charge of the subject : ....

NO	NAME OF STUDENT	NIM	COUNSELLING (10%)	CONSULTATION (25%)	FIELD ACTIVITIES (25%)	REPORT (40%)	TOTAL	QUALITY LETTER*

Advisor Notes:
....
....
....
....
....
....

Quality Letter:
A : 80-100
B : 70-79
C : 60-69
D : 50-59
E : 0-49

TOURISM
PRACTICUM

Social Studies Education Study Programme
Faculty of Teacher Training and Education,
Lambung Mangkurat University
2024

FOREWORD

Praise and gratitude to God Almighty, for bestowing His blessings and guidance so that the preparation of the Tourism Practicum of the Social Studies Education Study Programme, Faculty of Teacher Training and Education can be completed.

As part of the curriculum of the Social Studies Education Study Programme with *learning outcomes* that create students who can contribute to the world of tourism, this guideline is expected to be a reference for Tourism teachers and students of the Social Studies Education Study Programme in carrying out the Tourism practicum.

For this reason, all suggestions and constructive criticism from lecturers, students and other competent experts are highly anticipated in order to improve this practicum module in the future.
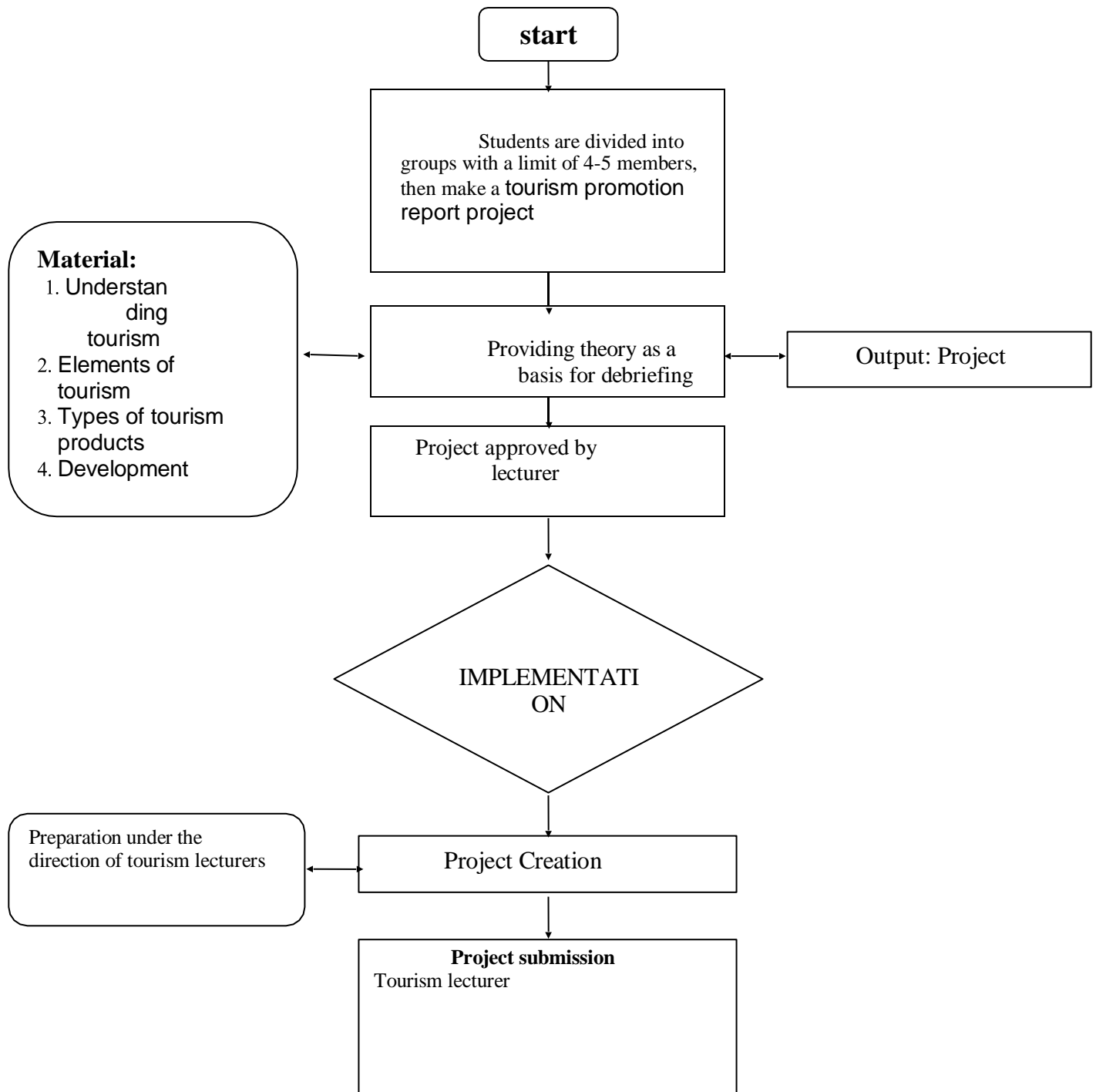
Banjarmasin, January 2024

Compilation Team

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LIST OF ATTACHMENTS

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PART I
PRACTICUM FLOWCHART I: TOURISM

```
                        ┌──────────────┐
                        │    start     │
                        └──────────────┘
                               │
        ┌──────────────────────────────────────────┐
        │        Students are divided into          │
        │   groups with a limit of 4-5 members,     │
        │   then make a tourism promotion           │
        │   report project                          │
        └──────────────────────────────────────────┘
                               │
```

Material:
  1. Understan
       ding
       tourism
  2. Elements of
     tourism
  3. Types of tourism
     products
  4. Development

Providing theory as a
basis for debriefing

Output: Project

Project approved by
lecturer

IMPLEMENTATI
ON

Preparation under the
direction of tourism lecturers

Project Creation

Project submission
Tourism lecturer

PART II
INFORMATION AND RULES OF PRACTICUM MECHANISM
I: TOURISM

I. **Practicum I: TOURISM** is a compulsory course for all social studies education students at Lambung Mangkurat University (2 credits). So the mechanism, assessment and process have standards like ordinary courses.

II. **The purpose of Practicum: PARIWISATA** is for students to be able to design promotional designs for tourist packages in the South Kalimantan area.

III. The academic requirements for taking the TOURISM course are:
   - Have completed the previous prerequisite courses and declared PASS

IV. **Duration of Practicum I: TOURISM**: Minimum 14 days and maximum 28 days (4 weeks).

V. As part of the curriculum of the Social Studies Education study programme, the position and rules of the Tourism course are as follows:
   A. Each group of students will get a member with the number (4- 5) of people for TOURISM who have the **obligation**:
      (1) Make a tourism product plan,
      (2) Design a promotional design for tour packages in the South Kalimantan area J. Attachments to the MANDATORY TOURISM report are fulfilled (attached to the flowchart and or attachment 5).

VI. The value of Practicum I: TOURISM is obtained from the assessment of the teaching lecturer which consists of the promotional design process (50%), Field Activities (50%).

<div style="text-align: center;">

PART III
TECHNIQUES AND PROCEDURES FOR
WRITING TOURISM DESIGN

</div>

A. Assignment
  Objective

This project assignment aims to train students in designing tourism promotion strategies that are innovative, research-based, and relevant to local potential. Students are expected to be able to:

- Identify the tourism potential of a region.
- Develop a media-based promotion strategy (print, digital, audio visual, etc.).
- Design communicative and attractive promotional materials.

B. Project Report Structure

The project report is organised systematically in the form of a structured scientific work with the following format:

1. Cover Page

Contains:

- Project Title
- Student/Group Name
- NIM
- Course Name
- Name of lecturer
- Name of Institution
- Academic Year

2. Foreword (Optional)
3. Table of Contents
4. Chapter I: Introduction

Contains:

- **Background of the Problem**
- **Problem Formulation**
- **Project Objectives**
- **Project Benefits**
- **Data Collection Method** (field observation, interview, literature study)

5. Chapter II: Literature Review/Theoretical Study

- Basic concept of tourism promotion
- Tourism promotion media (print, digital, audiovisual, etc.)
- Tourism destination branding strategy
- Previous studies (if any)

6. Chapter III: Promotion Design

Contains a description of the project designed, including:

- A brief description of the tourist destination
- Target tourists
- Promotional themes and messages
- Media used (brochures, videos, social media, websites, etc.)
- Promotion activity plan (timeline, budget if any)
- Visualisation of promotional design (mock-ups, images, storyboards, media links)

7. Chapter IV: Conclusions and Suggestions

- General conclusions from the design results
- Suggestions for further development

8. Bibliography

Compiled according to scientific writing style (APA Style or according to the provisions of the lecturer)

9. Appendix

- Activity documentation
- Graphic design / video / other promotional media
- Interview/observation instruments (if any)

C. Writing Technique

1. **Writing Format**
   o Paper size: A4
   o Margins: 4 cm left, 3 cm right, 3 cm top and bottom
   o Spacing: 1.5
   o Typeface: Times New Roman or Calibri
   o Font size: 12 pt
   o Paragraphs: Left-right alignment (justify), 1.25 cm indentation
2. **Numbering**
   o Chapters use Roman numerals (I, II, III, ...)
   o Sub-chapters use Arabic numerals (1.1, 1.2, 1.3, ...)
   o Pages starting from the introduction, located at the bottom right
3. **Language Systematics**
   o Use standard Indonesian language according to PUEBI
   o Avoid using informal words
   o Narration must be straightforward, logical, and coherent
4. **Citation and Bibliography**
   o Use the citation style according to the specified guidelines (e.g. APA, IEEE, or other).
   o Bibliography must be alphabetised and include all references cited.

D. Assessment

The assessment is based on the following aspects:

Assessment Aspects	Weight
Accuracy of Tourism Potential Analysis	20%
Innovation and Creativity of Design	25%
Appropriateness of Promotion Media	20%
Writing and Report Structure	15%
Documentation and Visualisation	10%
Project Presentation (if applicable)	10%

GUIDE

FIELD WORK PRACTICE (PKL) IPS

EDUCATION STUDY PROGRAMME

Prepared by:

Social Studies Education Study Programme Lecturer Team

FACULTY OF TEACHER TRAINING AND

EDUCATION, UNIVERSITAS LAMBUNG

MANGKURAT BANJARMASIN

A. Introduction

Field Work Practice (PKL) is a form of experiential learning implementation that aims to integrate theoretical knowledge gained in college with real practice in the field. Through this activity, students are expected to be able to hone skills, broaden horizons, and increase social sensitivity to various problems that occur in society.

PKL is also a forum for strengthening academic values, professionalism, and community service. In the context of higher education, PKL is an integral part of the educational process that encourages students to learn directly from social reality, develop cross-field competencies, and build networks with various stakeholders.

PKL activities are designed in a structured and systematic manner by involving supervisors, work partners, and other supporting institutions. The implementation of this activity is not only result-orientated, but also a deep and reflective learning process. Therefore, a complete understanding of the form of activities, implementation mechanisms, assessments, and responsibilities of each party involved is needed.

B. Activity Objectives

In general, the purpose of implementing Field Work Practices is to provide direct learning experience to students through active involvement in educational, research, and community service activities. Specifically, the objectives of PKL activities are as follows:

1. Improve students' ability to apply scientific theories and concepts in a real context in the field.

2. Develop professional skills, such as communication, collaboration, leadership, problem solving, and decision making.

3. Foster a sense of social responsibility, empathy, and concern for problems in society.

4. Encourage students to think critically and reflectively on social, cultural, economic, and educational dynamics in the surrounding environment.

5. Become a vehicle for character building and student academic integrity through experiential learning.

6. Strengthening the synergy between universities and communities through mutually beneficial collaborative programmes.

With these objectives, PKL is expected to be an important part of a complete, sustainable, and meaningful learning process for students, institutions, and partners where activities are carried out.

C. Form of Activity

Field Work Practice (PKL) activities are designed as an experiential learning process that allows students to interact directly with the real environment, both in the context of education, research, and community service. In order to achieve this goal, PKL activities are focused on three main forms of activities, namely: (1) teaching assistance in educational units; (2) field research; and (3) village development programmes. The selection of the form of activity is based on the results of coordination between students, field supervisors,

and PKL location partners, as well as considering local potential, community needs, and learning objectives.

1. Teaching Assistance in Education Units

Teaching assistance is a form of PKL activity that places students in formal educational institutions, such as elementary schools, junior high schools, and senior high schools, according to their scientific background. The main purpose of this activity is to provide students with direct experience in the learning process and classroom management, while strengthening pedagogical, social, and professional competencies.

Teaching assistance activities include various aspects, including:

- Observation of the learning process in the classroom to understand the dynamics of interaction between teachers and students, the learning strategies applied, and the socio-cultural context of the school.

- Preparation of learning tools, such as lesson plans (lesson plans), LKPD (student worksheets), and teaching media, with the supervision of student teachers and supervisors.

- Guided teaching practice, where students are given the opportunity to teach directly in front of the class, with assistance and evaluation by teachers and lecturers.

- Extracurricular activities, such as assisting the implementation of scouting, art, sports, or student council activities, as a means of strengthening social relations and character building.

- Periodic reflection and evaluation, both individually and in groups, to discuss obstacles, successes, and improvement strategies during the implementation of activities.

    Through teaching assistance activities, students not only understand learning theory practically, but also learn to face the real challenges faced by educators in a dynamic context. Hopefully, students will be able to develop empathy, communication skills, and creativity in delivering material according to the character of students.

2. Field Research

    Field research in the context of PKL is intended as an effort by students to study various social, cultural, economic, or educational phenomena at the location of activities, with a scientific approach. Students are expected to be able to formulate problems, compile research instruments, conduct data collection, and write scientific reports based on findings in the field. Some stages that need to be considered in field research activities are as follows:

- Problem identification and research proposal preparation: Students formulate a topic that is relevant to the conditions at the PKL location and their scientific background. The proposal includes objectives, benefits, theoretical framework, methodology, and implementation schedule.

- Field data collection, which can be done through observation, interview, questionnaire distribution, documentation, and literature study. Research ethics must be upheld, including seeking consent from informants and maintaining data confidentiality.

- Data analysis, using qualitative or quantitative approaches in accordance with the research design. Students are encouraged to use appropriate analytical tools, such as manual coding, statistical software, or narrative analysis.

- Preparation of a research report that includes an introduction, literature review, methodology, results and discussion, conclusions, and suggestions. The report must fulfil academic standards and scientific writing style.

- Dissemination of research results, such as presentation of results in discussion forums, local seminars, or through simple publications that can be shared with site partners. This research activity aims to train students to become novice researchers who are critical and sensitive to real problems in society. In addition, it is hoped that the results of the research can contribute in the form of input. or policy recommendations to relevant parties at the local level.

3. Building a Village

The village building programme is a form of PKL activity that focuses on community service through active participation in developing local potential. This activity is carried out at the village or kelurahan level which is a partner of the university, with a focus on community empowerment, preservation of local culture, and improving the quality of life of the community through a participatory approach. Village development activities can include various activities, among others:

- Social and potential mapping of the village, including identification of human resources, natural resources, local wisdom, and problems faced by the local community.

- Implementation of empowerment programmes, such as skills training (entrepreneurship, digital marketing, waste management), health and nutrition education, financial literacy, or capacity building programmes for farmer groups/UMKM.

- Revitalisation of local culture, such as documentation of oral traditions, traditional games, regional culinary specialities, or art activities that support the preservation of local cultural identity.

- Strengthening village institutions, through village administration assistance, preparation of village profiles, village information systems, or development of information technology-based public service systems.

- Cross-sector collaboration, involving the village government, NGOs, local communities, and universities, as a form of synergy to encourage sustainable development.

The approach used in village development activities is participatory, involving the community as the main subject in the process of programme planning, implementation and evaluation. This is so that every intervention carried out can be accepted, owned, and continued by the local community.

D. PKL Activity Organiser

The implementation of PKL activities involves various parties who have strategic roles and support each other, including:

- Students as the main implementers of activities, who design, implement, and evaluate activities based on guidance and direction.

- Supervisors as academic assistants, who provide supervision during the implementation process, evaluate the progress of activities, and ensure the achievement of learning outcomes.

- Site partners (schools, village governments, community institutions) as providers of locations, local information, and facilitators of the implementation of activities in the field.

- The PKL programme coordinator at the study programme or faculty level who is in charge of coordinating the overall administration, monitoring, and evaluation of the programme.

Each implementer has their own roles and responsibilities that are described in detail in the technical implementation guidelines. Effective collaboration between implementing elements is the key to the success of PKL as a vehicle for collaborative learning.

E. Assessment Mechanism

Assessment of PKL activities includes three main aspects, namely: (1) implementation process; (2) activity results; and (3) student attitudes and ethics. Assessment is carried out in stages and integrated between supervisors, location partners, and self-assessment by students.

1. Process Assessment. Process assessment includes aspects of discipline, activeness, independence, and cooperation during the implementation of PKL. Lecturers and field partners will provide weekly progress notes and conduct periodic evaluations based on direct observation and student logbook reports.

2. Result Assessment. The results of PKL activities are evaluated based on the outputs produced, such as final reports, learning products, research reports, or empowerment programmes. Assessment criteria include systematics, accuracy of content, usefulness, and quality of presentation.

3. Attitude and Ethics Assessment. This aspect assesses politeness, responsibility, communication skills, and ethics in interacting with the community, partners, and co-workers. The assessment is carried out qualitatively with an observation and reflection approach.

	Practicum Activity	Assessment Indicator			Score
		Unsatisfactory Score range 50 - 60	Satisfactory Score range 70 - 80	Exemplary Grade range 90 - 100	50 - 100
1	Teaching Assistance	No initiative to fulfil obligations as a teacher in the education unit	Carry out obligations as a teacher to design, implement and evaluate learning in the education unit education unit	Participate in curricular, co-curricular and extra-curricular activities in the education unit	
2	Research	Do not have a scientific attitude to identify	Produce research reports that are in accordance with	Produce research reports and scientific articles	

		research problems and compile the results of research	guidelines for writing scientific papers in the Social Studies Study Programme Social Studies Education	based on research problems	
3	Building the Village	Not having the initiative to participate in village development activities	Carry out obligations in village development activities	Able to communicate (written and oral) to improve the quality of village development activities village	

The total final PKL score will be converted into a scale of 100 and categorised into letter grades according to the institution's academic standards.

H. Activity Reflection and Evaluation

Every form of PKL activity must be documented and reflected upon by students through daily logbooks, activity reports, and presentation of results. This reflection aims to develop a critical understanding of the learning process and results, as well as being an evaluation material for the improvement of the PKL programme in the future. Evaluation is carried out by supervisors, field partners, and students themselves, covering aspects of participation, usefulness, and competent development.