UNIVERSITAS
ISLAM
INDONESIA

The Guideliness of

Field Introdution of School (FIoS)

Chemistry Education Study Program

The Faculty of Mathematics and Natural Sciences
UNIVERSITAS ISLAM INDONESIA

PREFACE

Bismillaahirrahmanirrahiim

Alhamdulillaahirobbil'alamiin, all praises belong to Allah SWT who has given His blessings and guidance to all of us. Peace and salutation are always poured out to Akhiirul anbiyaa 'Nabiyallah Muhammad SAW and his family, friends, and all his followers until the end of the time.

This book is a guidance of introduction to the school fields as we call as Field Introduction of School (FIoS) *(Pengenalan Lapangan Persekolahan—PLP)* on Chemistry Education Study Program of Faculty of Mathematics and Natural Sciences, Islamic University of Indonesia. FIoS activities for the 2020/2021 academic year were carried out during the Covid-19 pandemic. As an effort to prevent the spread of covid-19, Chemistry Education Study Program of UII held (FIoS) with the scheme: regular FIoS, attend physically or online, and regional FIoS. It is hoped even the existence of Covid-19 pandemic does not diminish the essence of implementing FIoS and students will still get useful knowledge. We would like to thank all those who have supported the compilation of this book, especially all members of the drafting team, dean of FMIPA UII and staff, students, and schools as stakeholders for their input.

We hope that this book can be a guide for students for the smoothness of Field Introduction of School (FIoS).

Yogyakarta, December 2020

Drafting Team

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FIELD INTRODUCTION OF SCHOOL (FIoS)

CHEMISTRY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS AND NATURAL SCIENCE
UNIVERSITAS ISLAM INDONESIA
2020

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CHAPTER 1

CHEMISTRY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA

FIELD INTRODUCTION OF SCHOOL (FIoS)

CHAPTER I
GENERAL REQUIREMENTS

Provision 1: Term

In this Regulation what is meant by:
1. Faculty is FMIPA UII
2. Dean is dean FMIPA UII
3. Study Program is Chemistry Education Study Program of FMIPA UII
4. Chairperson of Study Program is Head of Chemistry Education Study Program of FMIPA UII
5. FIoS is the subject of field introduction of school
6. Supervising lecturer is supervisor lecturer of FIoS from Chemistry Education Study Program FMIPA UII
7. Institution is school for FIoS activity
8. Supervising teacher is supervisor teacher for students at school of FIoS
9. Student is student of Chemistry Education Study Program FMIPA UII
10. Assessment team is assessment team of FIoS

CHAPTER II
DEFINITION, FEATURE, AND SCOPE OF FIOS

Provision 2: The Definition of FIOS

1. FIoS is one of the compulsory subjects in the Chemistry Education Study Program FMIPA UII with a load of 4 Semester Credit Units (SCU) which is divided into 2 (two) courses, namely FIoS I and FIoS II and it is implemented by students outside the scope of University by carrying out practical in school at the high school and vocational school level both public or private.
2. The results of Field Introduction of School (FIoS) I are the learning tools, namely syllabus, Lesson Plan, and learning media. The results of Field Introduction of School (FIoS) II are teaching experiences, reports

of the implementation of FIoS, as well as student experiences in doing other school practices besides teaching.

Provision 3: The Feature of FIoS

The feature of FIoS is compulsory for every student and is a prerequisite for the Thesis.

Provision 4: The Purpose of FIoS

1. The purpose of FIoS is to provide opportunities for students to gain experiences before entering the world of work, to compare and apply academic knowledge that has been obtained from lectures.
2. FIoS is not intended as a substitute for Final Projects, student projects, or other theoretical academic activities.

Provision 5: The Scope of FIoS

The Scope of FIoS includes school activities related to planning, implementing, and learning evaluation.

CHAPTER III
SUPERVISOR LECTURER AND TEACHER

Provision 6: The Supervising Lecturer

1. Supervising lecturer is a lecturer who is appointed by the program study to assist the implementation of FIoS and writing the FIoS Report.
2. Every problem related to the preparation and implementation of FIoS must be consulted with the Supervising Lecturer.
3. The guidance period is a maximum of 1 semester (six months), started from the time the student implements FIoS.
4. The supervising lecturer who can not continue mentoring because of some reason can be replaced by another Supervising Lecturer that is appointed by the Head of the Study Program.

Provision 7: The Supervising Teacher

1. Supervising teacher is the teacher who is appointed by the school to guide FIoS.
2. Supervising teacher provides an assessment of the ability to develop learning tools, teaching, and FIoS reports by filling in the Learning Tool Assessment Sheet Form, Teaching Practices, and Assessment of the FIoS Report.

CHAPTER IV
ACADEMIC REQUIREMENTS

Provision 8: The Requirements of FIoS

Students must have a Certificate of Academic Advisor *(Dosen Pembimbing Akademik—DPA)* (Attachment 1) which states that they have collected at least 100 (one hundred) Semester Credit Units (SCU) with a Grade Point Average (GPA) is not less than 2.00 (scale 4.00), pass all pedagogical courses and accompanied by a printed of learning achievement report *(Kartu Hasil Studi-KHS)* from the Academic Division.

CHAPTER V
APPLICATION AND IMPLEMENTATION OF FIOS

Provision 9: Application and Implementation of FIOS

1. Student faces the secretary of the Chemistry Education Study Program and submits the requirements of FIoS, namely the final semester learning achievement report (KHS).
2. No later than 2 (two) days after students register for FIoS, the program study secretary submits an application letter to the school.
3. No later than one week after the application letter has been sent, the Study Program secretary receives and checks the response letter from the school.
4. The Study Program secretary divides students into schools where FIoS is placed.
5. The handover of FIoS students to the school is carried out by the supervising lecturer
6. The supervising lecturer must come to the school where the FIoS is at least 3 (three) times, those are at the time of handover, implementation, and withdrawal.

CHAPTER V
REPORT OF FIoS

Provision 10: The Report of FIoS

The report of FIoS is written according to the FIoS Guidelines for the Chemistry Education Study Program, Faculty of Mathematics and Natural Sciences, Islamic University of Indonesia

CHAPTER VI
IMPLEMENTATION AND COSTS

Provision 11: The Implementation of FIoS

1. The student is guided by one supervising teacher and one supervising Teacher.
2. The term of FIoS implementation is 2 (two) months.

Provision 12: Costs of FIoS

1. The costs of FIoS consist of the cost of supervising by the supervising teacher and the supervising lecturer.
2. All the FIoS costs are borne by students who do FIoS.

CHAPTER VII
ASSESSMENT

Provision 13: Assessment of FIoS

1. The Assessment of FIoS I includes the score of developing learning tools. The assessment of FIoS II includes the score of teaching practice and the report of FIoS.
2. The Score of FIoS I which is contained in the form of FIoS I score (Attachment 3) is the score of the development of learning tools (Attachment 2) that are obtained from the supervising teacher consists of 20% syllabus score, 60% average score of the lesson plan, and 20% learning media score.
3. The score of FIoS II is the teaching practice score (Attachment 4) that has been obtained from the supervising teacher and the supervising lecturer. The score of the FIoS report (Attachment 5) is obtained from the supervising teacher. Attitude score is obtained from the coordinator

of FIoS who is appointed by the school and the supervising teacher (Attachment 6).

4. The final score of FIoS 1 with the conversion score as follows:

No.	Alphabetical Value	Numerical Value	Minimum Score	Score Range
1.	**A**	4,00	80,00	80.00-100
2.	**A-**	3,75	77,50	77,50-79,99
3.	**A/B**	3,50	75,00	75,00-77,49
4.	**B+**	3,25	72,50	72,50-74,99
5.	**B**	3,00	70,00	70,00-72,49
6.	**B-**	2,75	67,50	67,50-69,99
7.	**B/C**	2,50	65,00	65,00-67,49
8.	**C+**	2,25	62,50	62,50-64,99
9.	**C**	2,00	60,00	60,00-62,49
10.	**C-**	1,75	55,00	55,00-59,99
11.	**C/D**	1,50	50,00	50,00-54,99
12.	**D+**	1,25	45,00	45,00-49,99
13.	**D**	1,00	40,00	40,00-44,99
14.	**E and F**	0,00	< 40,00	< 40,00

5. Students are declared to have passed FIoS if they get a minimum grade of B.
6. Students who do not pass will get additional assignments from the supervising lecturer.

CHAPTER VIII
ADDITIONAL REGULATIONS

1. Regarding the situation of the Covid-19 pandemic, the Chemistry Education Study Program held a Regional FIoS.
2. In the Regional FIoS Program, students are required to find the FIoS location independently.
3. The technical implementation of FIoS program during the Covid-19 pandemic is presented in Attachment 13.
4. Regarding the implementation of FIoS which is completely done online, non-teaching schooling activities are going to be transferred to the preparation of Chemistry learning media materials for high school and vocational school or essays related to non-teaching schooling activities. More detailed provisions that are related to media must be prepared and can be consulted with the supervising lecturer.

CHAPTER 2

CHEMISTRY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA

THE REPORT OF FIELD INTRODUCTION OF SCHOOL (FIoS)

The systematics of writing the FIoS Report is described as follows:

A. Page of Tittle

Page of Tittle or front cover contains:

1. Title of FIoS

The title of the FIoS must be short, descriptive, and accurately must indicate the contents of all writing and the school where the FIOS was implemented.

2. Purpose of FIOS

FIoS is proposed to fulfill one of the requirements subject for the Field Introduction of School Introduction (FIoS) in the Chemistry Education Study Program, Faculty of Mathematics and Natural Sciences, Islamic University of Indonesia.

3. Symbol of Islamic University of Indonesia

4. Name and Student Number

The name and student number who is submitting the FIoS are written in full (it may not use abbreviation). The student number is listed below the student's name.

5. Name of Study Program, Faculty and University

Chemistry Education Program Study, Faculty of Mathematics and Natural Sciences, Islamic University of Indonesia, Yogyakarta.

6. Completion Year of FIOS

The completion year of the FIoS is the year of the implementation of FIoS and it is placed under the word Yogyakarta.

An example of a page of title or cover page can be looked at in Attachment 8.

B. Endorsement Page

This page contains the title, student name, student number, date of approval, and the signature of the supervising teacher, supervising lecturer, and principal.

An example of a FIoS report ratification sheet is shown in Attachment 9.

C. Preface

The contents of the preface include thanks to the parties who helped

the implementation the FIoS

D. Table of Contents

It is filled with chapters and sub-chapters that are followed by pages.

F. Preliminary

In preliminary describes about:

1. School Description
   School descriptions include geographic location, brief history, vision and mission, organizational structure, curriculum, lists of teachers and employees, facilities, and infrastructure.
2. Objectives of FIoS
   This section contains the FIoS being carried out.

G. Implementation of FIoS

1. Learning Practice
   Learning practices include learning observation, learning preparation, learning implementation, and learning evaluation.
2. Schooling Practice
   Schooling practices include schooling pickets, administration, and student affairs.

H. Closing

The closing consists of evaluation, conclusions, and suggestions.

I. Attachments

1. School organizational structure
2. School blueprint
3. School educational calendar
4. Annual program
5. Semester program
6. Syllabus (**Attachment 10**)
7. Lesson plan (**Attachment 11**)
8. Attendance list of FIoS Student
9. Log Book of FIoS (**Attachment 12**)
10. List of student's name
11. Documentation of FIoS

The FIoS report is made in 3 (three) copies, 1 copy is submitted to the program study, 1 copy is submitted to the school, and 1 copy is for the person concerned.

CHAPTER 3

CHEMISTRY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA

TECHNIQUES OF FIoS REPORT PREPARATION

The Matters that need attention in preparing the FIoS report are:

A. Cover

a. The front cover of the FIoS report is made in thick, dark blue and filled with:
   1. The title of FIoS Report (font 14)
   2. The text “FioS Report” (font 12)
   3. Symbol of Islamic University of Indonesia (width 5 cm and height 6 cm)
   4. Name and student number of FIoS report maker (font 12)
   5. Name of Study Program (font 14)
   6. Name of Faculty (font 12)
   7. Nama University (font 14)
   8. Completion year of FIoS (font 14)

b. The typing on the cover is printed with the gold ink

B. Material and Size

The FIoS report is made with 70-gram HVS paper and must not be back and forth. The paper size is quarto (21 cm x 28 cm) or A4, it's typed and bound neatly.

C. Typing

1. Font

The FIoS report is typed in Times New Roman, size 12, for all manuscripts the same font is used. Letters must be upright and the use of italics are only for certain purposes, for example, to mark foreign terms, Latin names, plants or animals, book titles, or official magazine abbreviations.

2. Line Spacing

Line spacing is 1.5 spaces, except for direct quotations, table titles (list), and images that are more than 1 line, and bibliographies can be typed with 1 space.

3. The boundaries of typing

The boundaries of typing that are viewed from the edge of the paper are arranged as follows:

a. Top : 4 cm
b. Left : 4 cm

c. Bottom : 3 cm
d. Right : 3 cm

4. Filling of Space

The space on the FIoS report manuscript page must be filled in full. it means that typing must be started from the left edge to the right edge and don't let any space be wasted except:

a. Starting new paragraph
b. Equations, lists, pictures, subtitles, or other special things.

5. New Paragraph

New paragraph is started from typed to 6 of the boundary of the left edge of typing.

6. The Beginning of Sentence

Spelled numbers or math formulas that start a sentence, for example: Ten students (not the number of 10 students).

7. Title, subtitles, sub-titles, and others

a. The title must be written in all capital (capital) letters and arranged so that it is symmetrical with a distance of 4 cm from the top edge without ending in a dot.
b. Title is in bold
c. Subtitles are written symmetrically in the middle, all words are started with a capital letter except for conjunctions and prepositions and all are in bold without ending in a dot. The first sentence after the subtitles is started with a new paragraph.
d. Sub-tittles are typed starting from the left border and in bold, But only the first letter is capitalized, without being ended by a dot. The first sentence after the sub-titles is started with a new paragraph.
e. Sub-titles are written starting from the sixth type followed by a dot and printed in bold. Subsequent sentences are then typed backward in one line with sub-subtitles. Unless the sub-sub-titles can be written directly in the form of a sentence, but the one that serves as the sub-titles is placed first and printed in bold.

8. The details arranged down

a. If in the writing of the FIoS Report there are details that must be arranged down then use the sequence number with numbers or letters. The degree of detail is as follows: Roman numerals, uppercase letters, Arabic numerals, lowercase letters, Arabic numerals with closing parentheses, Arabic numerals with opening and closing parentheses, and lowercase letters with opening and closing parentheses.
b. As a note, the use of hyphens (-) placed in front of the details is not allowed, instead can be used numbering with Arabic numerals

and typed from the ninth typing.

9. Symmetrical setting

Figures, tables (lists), equations, titles, and subtitles are written symmetrically against the left and right edges of typing.

10. Names of chemicals and others

a. Common names of chemicals are written in lower case, such as chloramphenicol, morphine, sulfuric acid, and so on.

b. The name of the chemical or chemical term that already has an Indonesian name is written by the Indonesian name. The name of the chemical that does not yet have an Indonesian name is printed in italics.

Example:

Foreign name: Ethylene **Indonesian name**: Etilena, it is written etilena

Foreign name: Cracking **Indonesian name**: Perengkahan, it is written perengkahan.

Foreign name: Hydrocracking **Indonesian name**: it does not yet have an Indonesian name, so it is written *Hydrocracking*

a. The full scientific name for plants and animals consists of the genus name is started with a capital letter and the species name is started with a lowercase letter (underlined per word or in italics) and followed by an abbreviation for the name of the person who first used the scientific name and is recognized.

Example: Abrusprecatorius L. atau *Abrus precatorius L.*

b. Underline or italics are also given to the names of subspecies, varieties, sub-varieties, forms, or sub-forms.

Example: Andropogonternatus subsp. Macrothrix
Saxifragaaizoon var izoon subvar brevifolia forma multicaulis subforma surculosa
or
Andropogon ternatus subsp. Macrothrix
Saxifraga aizoon var. *izoon* subvar. *Brevifolia* forma *milticaulis* subforma *surculosa*.

D. Numbering

1. Pages

- The initial section of the FIoS Report starts from the title page to the list of figures, is given a page number with small roman numerals and it placed at the bottom center.
- Other sections from the introduction to the end of the report are given page numbers with Arabic numerals and are placed in the

upper right, except for the chapter titles which are placed in the bottom center. The pages in the Attachment are placed at the top right and continue from the manuscript pages.

2. Tables and attachments are numbered consecutively with Arabic numerals followed by a period. Tables or lists should be given sufficient titles so that they can stand on their own without having to look into the manuscript. The title of the table should be concise, clear and on topic, it doesn't have to be in perfect sentences. In the end, the title does not end with a dot.
   The writing of Table is placed on top of the table.
3. Figures
   figures are numbered with Arabic numerals followed by a dot.
   The writing of image is placed under the image.
4. Equations
   Serial numbers of equations in the form of mathematical formulas, chemical reactions, and others are written in Arabic numerals in parentheses (...) and are placed near the right edge.

E. Table (Lists and Figures)

1. Table (Lists)
   a. The title of table (lists) are placed symmetrically on top of the table, without ending with a dot. The title of the table should be concise, clear and on topic, it doesn't have to be in perfect sentences. Table titles that are more than one row are made in one space, the sentences on the second line are parallel to the first letter of the table title.
   b. Tables should be typed symmetrically and should not be chopped off, unless they are long, so it is impossible to type them on one page. If the table is more than one page, the table on the next page is given the head of the table.
   c. Columns are given names (subtitles) and are maintained so that the separation of the columns is sufficiently clear. If the column contains quantitative data, the units used (for example:%, mg) are entered as part of the subtitles.
   d. The table is larger than the paper size, so it must be made elongated, so the top of the table must be placed on the top left.
   e. The top and bottom of the table must be demarcated so that it is separate from the main description.

Example:

Table 1. Comparison of Learning Achievement in Control and Experimental Class at SMA Tunas Bangsa 56 Yogyakarta

Number	Score of Control Class	Score of Experimental Class
1	90	100
2	86	94
3	67	84
4	57	74
5	57	84

2. Figures
   a. Figures are charts, graphs, maps and photographs.
   b. The title of the figure is placed symmetrically below the picture, without ending with a dot.
   c. Place the picture arranged in such a way that it is symmetrical and cannot be truncated.
   d. The description of the image is written below the title of the image.
   e. The image is presented in landscape form, the top of the image is placed on the left side of the paper.
   f. The size of the image (width and height) is adjusted accordingly (do not be too thin or fat)
   g. The scale on the graph should be made to be easy to interpret (explained)
      Example:

Figure 1. Teacher is Teaching in The Class

F. Language

1. The Language Used
   The language used is standard Indonesian (there are subjects and predicates) and to be more perfect there should also be objects and descriptions.
2. The Sentences Form
   Sentences should not feature the first or second person (I, we, you,

etc.) but in a passive form. The presentation of the thank-you note in the preface, I replaced with the author.

3. The Terms
   a. The terms are used are those that have been changed to be Indonesian.
   b. Foreign terms that must be used, must be underlined per word or are written in italics.
4. Frequent Mistakes
   a. Connective words such as so, meanwhile, should not be used to begin a sentence.
   b. Prepositions such as on, are often used out of place. For example, it is placed in front of the subject to ruin the sentence structure.
   c. The words where and from are often less appropriate and treated like the words where and of in English. In Indonesia, such a form is not the standard form and should not be used.
   d. The prefixes to- and in- must be distinguished from the prepositions to and in.
   e. Punctuation must be used appropriately

THE LIST OF ATTACHMENT
FIELD INTRODUCTION OF SCHOOL (FIoS)

Attachment 1.	LETTER OF STATEMENT FROM ACADEMIC ADVISOR
Attachment 2.	DEVELOPMENT OF LEARNING DEVICES ASSESSMENT SHEETS
Attachment 3.	FORM OF SCORE FIoS I
Attachment 4.	TEACHING PRACTICE ASSESMENT SHEETS
Attachment 5.	REPORT OF FIoS ASSESMENT SHEETS
Attachment 6.	ATTITUDES OF STUDENT ASSESMENT SHEETS
Attachment 7.	FORM OF SCORE FIoS II
Attachment 8.	FORMAT OF SYLLABUS
Attachment 9.	FORMAT OF LESSON PLAN
Attachment 10.	REPORT TITLE PAGE OF FIELD INTRODUCTION OF SCHOOL (FIoS)
Attachment 11.	CONFIRMATION SHEET OF FIoS REPORT
Attachment 12.	FORMAT OF LOG BOOK FIoS
Attachment 13.	TECHNICAL IMPLEMENTATION OF FIoS

Attachment 1.	LETTER OF STATEMENT FROM ACADEMIC ADVISOR

LETTER OF STATEMENT
ACADEMIC ADVISOR LECTURER

The undersigned below verifies that:
Name of Student :
Student Number :
Faculty / Program Study :
Semester :

Has taken as many subjects as ..... SKS (Minimum 100 SKS), so that the student is allowed to follow the subject of Field Introduction of School Introduction to The School (FIoS).

Thus, we made this certificate in fact to be used as it should be.

Yogyakarta, ...
Academic Advisor Lecturer

(.....)

ASSESSMENT SHEETS
SYLLABUS

Name of Student : .....

NIM : .....

Class/Semester : .....

Tick the score column (√) according to your assessment based on the assessment rubric that has been attached!

NO	ASSESSMENT COMPONENTS	Score			
		1	2	3	4
A.	Systematic of Writing and Grammatical				
B.	Formulation of Competency Achievement Indicators				
C.	Selection of Approach/Model/Method or Description of Learning Activities				
D.	Selection of Learning resource/learning media				
E.	Determination of Time Allocation for Learning				
F.	Assessment of Learning Outcomes				
Score Total					

Value = $\frac{Score\_Total}{24} x100$ = ...

Yogyakarta, ...
Supervising Teacher

(.....)

SYLLABUS ASSESSMENT RUBRIC

Value Scale	Descriptors
1	None of the descriptors appear
2	One descriptor appears
3	Two descriptors appear
4	Three or more descriptors appear

A. Systematic of Writing and Grammatical

Descriptors

1. The contents of the Syllabus include Identity, Core Competency and Basic Competency, Competency Achievement Indicators *(Indikator Pencapaian Kompetensi-IPK)*, learning materials, Approaches/ Models/ Methods or Descriptions of Learning Activities, Time Allocation, Learning Resources, assessments, and signatures.
2. Word writing following Enhanced Spelling System *(Ejaan Yang Disempurnakan-EYD)*
3. Standard sentence structure

B. Formulation of Competency Achievement Indicators

Descriptors

1. Competency Achievement Indicators in accordance with Basic Competency
2. Using measurable operational verbs
3. Competency Achievement Indicators formulated from easy to difficult and simple to complex

C. Selection of Approach Model/ Method or Description of Learning Activities

Descriptors

1. Approach/Model/Method or Description of Learning Activities in accordance with GPA
2. Approach/Model/Method or Description of Learning Activities in accordance with the learning materials
3. Approach/Model/Method or Description of Learning Activities in accordance with the students' characteristics
4. Approach/Model/Method or Description of Learning Activities in accordance with school facilities and infrastructure

D. Selection of learning resource/learning media

Descriptors

1. Media in accordance with GPA
2. Media in accordance with learning materials
3. Media according to the characteristics of students
4. Media in accordance with school facilities and infrastructure

Information:

Media (tools) referred to in the assessment is everything that is used to present learning materials, making it easier for students to learn (e.g. drawings, models, maps, student worksheets, *power points,* etc.) excluding chalk, markers, and whiteboards.

E. Determination of Time Allocation for Learning

Descriptors

1. Time allocation is listed on the identity syllabus
2. Time allocation for each Basic Competency
3. Time allocation specified in the core activities in accordance with the scope of the material

F. Assessment of Learning Outcomes

Descriptors:

1. Assessment techniques are written
2. Assessment techniques in accordance with competency achievement indicators
3. Assessment instruments in accordance with assessment techniques

ASSESSMENT SHEET
LESSON PLAN (LS)

Student Name : Lutfia Nurul Isna

NIM : 17614036

Class/Semester : .....

Basic Competency : .....

Score 1-4 (one to four) in the score column according to your assessment based on the assessment rubric that has been attached!

NO	ASSESSMENT COMPONENTS	Score							
		LS 1	LS 2	LS 3	LS 4	LS 5	LS 6	LS 7	LS 8
A.	Formulation of competency achievement indicators and or learning objectives								
B.	Organizing learning materials								
C.	Selection of learning resource/learning media								
D.	Scenario/learning activities								
E.	Assignment of teaching and learning time allocation								
F.	Assessment of learning outcomes								
G.	Systematics of writing and grammatical								
Total score									
Average Total Score									

Value= $\frac{Average\_Total\_Score}{28} x100$ = ...

Yogyakarta, ...
Supervising Teacher

(.....)

RUBRIC ASSESSMENT
LESSON PLAN (LS)

Value Scale	Descriptors
1	None of the descriptors appear
2	One descriptor appears
3	Two descriptors appear
4	Three or more descriptors appear

A. Formulation of Competency Achievement Indicators and or Learning Objectives

Descriptors:

1. Formulation of Competency Achievement Indicators and or Learning Objectives in accordance with Core Competencies and Basic Competencies
2. Formulation of Competency Achievement Indicators and or Learning Objectives is clearly stated if it does not cause double interpretation
3. Formulation of Competency Achievement Indicators and or Learning Objectives is declared complete if it contains the condition of learning subject, operational verbs, targets, and success criteria
4. Formulation of Competency Achievement Indicators and or Learning Objectives is formulated in stages, when formulated from easy to difficult, from simple to complex, from concrete to abstract, from memorizing (C1) to creating (C6).

B. Organizing Learning Materials

Descriptors

1. Materials in accordance with student development
2. Order material from easy to difficult
3. Depth of material in accordance with Basic Competencies and Learning Objectives
4. Material update (breadth and up-to-date information)
5. Conformity of material with the allocation of time specified

C. Selection of learning resource/learning media

Descriptors

1. Media in accordance with learning objectives
2. Media in accordance with learning materials
3. Media according to the characteristics of students
4. Media in accordance with school facilities and infrastructure

Information:

Media (tools) referred to in the assessment is everything that is used to present learning materials, making it easier for students to learn (e.g. drawings, models, maps, student worksheets, *power points,* etc.) excluding chalk, markers, and whiteboards.

D. Scenario/Learning Activities

Descriptors

1. In accordance with the objectives and materials taught
2. According to the available time
3. In accordance with the available advice and the environment
4. Systematic

5. Enable student engagement

Information:

Teaching steps include pre activities, core activities, and post activities.

G. Determination of Allocation of Teaching and Learning Time

Descriptors

1. The overall time allocation is included in the learning plan
2. Allocation of time for each step of activities (pre activities, core activities, and post activities)
3. The allocation of core activity time is greater than the time of opening and closing activities
4. Allocation of time specified in the core activities in accordance with the scope of the material

Information:

Time allocation is the division of time for each stage/type of activity in a meeting.

H. Assessment of Learning Outcomes

Descriptors:

1. Assessment techniques in accordance with Competency Achievement Indicators and or learning objectives
2. Assessment instruments in accordance with assessment techniques
3. There are correct scoring guidelines

I. Systematic Writing and Language Use

Descriptors

1. Lesson Plan content includes identity, Core Competency and Basic Competency, Competency Achievement Indicators and or learning objectives, learning materials, approaches/models/methods, learning resources, tools and materials, learning activities (introduction, core, and closing), assessment and signature.
2. Word writing in accordance with Enhanced Spelling System *(Ejaan Yang Disempurnakan-EYD)*
3. Standard sentence structure
4. Communicative language

LEARNING MEDIA ASSESSMENT INSTRUMENTS
STUDENT WORKSHEET

Student Name : .....

NIM : .....

Class/Semester : .....

Basic Competency : .....

Tick the score column (√) according to your assessment based on the assessment rubric you have attached!

Assessment Aspects	Score			
	1	2	3	4
Didactic				
Construction				
Technical				

$$\text{Value} = \frac{\text{Total Score}}{12} \text{x} 100 = ...$$

Yogyakarta, ...
Supervising Teacher

(.....)

LEARNING MEDIA INSTRUMENT RUBRIC
STUDENT WORKSHEET

Value Scale	Descriptors
1	None of the descriptors appear
2	One descriptor appears
3	Two visible descriptors
4	Three or more visible descriptors

A. Didactic

Descriptors:

1. Materials according to the development of learners
2. Emphasize the concept discovery process
3. Pay attention to individual differences (ease of absorbing material)
4. Develop various abilities of learners

B. Construction

Descriptors:

1. Language according to the development of learners
2. Sentences are easy to understand
3. Communicative language
4. Provide space for writing and drawing/identity

C. Technical

Descriptors:

1. Size and typeface are legible
2. Consistent size and typeface
3. Consistent combination of writing and images (size)
4. Images according to learning materials
5. Clear picture
6. Consistent image layout, tables, graphs
7. Writing the correct formula/reaction/symbol

LEARNING MEDIA ASSESSMENT INSTRUMENTS
***POWERPOINT* (PPT)**

Student Name : .....

NIM : .....

Class/Semester : .....

Basic Competency : .....

Tick the score column (√) according to your assessment based on the assessment rubric you have attached!

Assessment Aspects	Score			
	1	2	3	4
Content				
Technical				
Serving				

$$\text{Value} = \frac{\text{Total Score}}{12} \text{x} 100 = ...$$

Yogyakarta, ...
Supervising Teacher

(.....)

LEARNING MEDIA INSTRUMENT RUBRIC
POWERPOINT

Value Scale	Descriptors
1	None of the descriptors appear
2	One descriptor appears
3	Two visible descriptors
4	Three or more visible descriptors

A. Contents

Descriptors:

1. One slide is no more than one message
2. Material strengthen each other instead of repeating messages
3. Materials in learning media in accordance with Core Competency, Basic Competency, and learning objectives
4. Materials in the correct learning media

B. Technical

Descriptors:

1. Images/videos/tables/graphics according to material
2. Correct image/video/table/graph
3. Images/videos/tables/graphics are clearly visible
4. The type, size, and color of the letters are legible

C. Presentation

Descriptors:

1. The presentation flow of the material is systematic and clear
2. Consistent image/video/table/graphic layout
3. Clear and easy media operation

Attachment 3. **FORM OF SCORE FIoS I**

SCORE of FIoS I

NAME :
STUDENT NUMBER :
PROGRAM STUDY :
SCHOOL :
ACADEMIC YEAR :

No	Components	Quality (%)	Score (N)	B · N	Score Conversion (Alphabetical value) (From the amount B x N)
1.	Score of Syllabus	20			
2.	Average score of Lesson Plan	60			
3.	Score of Learning Devices	20			
Total		**100**			

Yogyakarta, ……..

Supervising Lecturer

Supervising Teacher

(.....)

(.....)

Head of Chemistry Education
Study Program FMIPA UII

(.....)

SCORE CONVERSION FROM NUMBER TO ALPHABET

No.	Alphabetical Value	Numerical value	Minimum Score	Score Range
1.	**A**	4,00	80,00	80,00-100
2.	**A-**	3,75	77,50	77,50-79,99
3.	**A/B**	3,50	75,00	75,00-77,49
4.	**B+**	3,25	72,50	72,50-74,99
5.	**B**	3,00	70,00	70,00-72,49
6.	**B-**	2,75	67,50	67,50-69,99
7.	**B/C**	2,50	65,00	65,00-67,49
8.	**C+**	2,25	62,50	62,50-64,99
9.	**C**	2,00	60,00	60,00-62,49
10.	**C-**	1,75	55,00	55,00-59,99
11.	**C/D**	1,50	50,00	50,00-54,99
12.	**D+**	1,25	45,00	45,00-49,99
13.	**D**	1,00	40,00	40,00-44,99
14.	**E dan F**	0,00	< 40,00	< 40,00

Attachment 4. **TEACHING PRACTICE ASSESSMENT SHEETS**

ASSESSMENT SHEETS
TEACHING PRACTICE IN THE CLASS

NAME OF STUDENT : .....

Assess the teaching practice of students in the classroom with fulfilling in the score column with the following conditions:
Score:
0 = Not done or not observed
1 = Done or observed

No	INDICATORS/ASPECTS OBSERVED	SCORE							
	MEETING IN TEACHING PRACTICE	1	2	3	4	5	6	7	8
I	**PRE LEARNING**								
1.	The learning media has been well prepared								
2.	Checking student readiness								
II	**OPENING OF LEARNING**								
1.	Doing apperception activities								
2.	Delivering competencies (objectives to be achieved and activity plans)								
III	**THE CORE OF LEARNING ACTIVITIES**								
A.	**Mastery of learning material**								
1.	The learning material is conveyed coherently								
2.	Linking material with other relevant knowledge								

No	INDICATORS/ASPECTS OBSERVED	SCORE							
	MEETING IN TEACHING PRACTICE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
3.	The concepts that are presented are accurate								
4.	The concept conveyed is correct in accordance with the development of chemistry (not wrong concept)								
5.	There are no misconceptions caused by an inadequate explanation of the concept								
B.	**Approach/model/method of learning**								
1.	Implement the learning in accordance with the competencies to be achieved								
2.	Implement the learning in a sequential manner								
3.	Master the class								
4.	Implement contextual learning								
5.	Implement learning that allows the growth of positive habits								
6.	Carry out learning in accordance with the planned time allocation								
C.	**Utilization of learning resources/media**								
1.	Demonstrate skills in the use of instructional media and or learning resources								
2.	Involving students in the creation and/or use of learning resources/media								
3.	sources / media of learning that used supports the achievement of learning objectives								
D.	**Self-stimulating learning nurtures student engagement**								

No	INDICATORS/ASPECTS OBSERVED	SCORE							
	MEETING IN TEACHING PRACTICE	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1.	Fostering student participation actively through teachers, students, learning resources								
2.	Respond positively to student's participation								
3.	Show an open attitude towards student responses								
4.	Build a conducive atmosphere								
5.	Fostering the joy and enthusiasm of students in learning								
E.	**Assessment of learning processes and outcomes**								
1.	Monitor learning progress								
2.	Conduct a final assessment according to competence								
F.	**The use of language**								
1.	Use oral language clearly and fluently								
2.	Use good and correct body language								
IV	**CLOSING**								
1.	Doing Reflection or make a summary by involving students								
2.	Evaluating the achievement of learning objectives (realm of attitudes and or knowledge and or skills)								
3.	Carry out follow-up actions by providing directions, or activities, or tasks as part of remedies/enrichment								
Score Total									
Average of Score Total									

$$Value = \frac{Average\ of\ Score\ Total}{30} x\ 100 = \cdots$$

Yogyakarta, ……
Supervising Teacher/Lecturer

(.....)

Note: Assessment of Teaching Practice by Supervising Teacher at least 4 times

AVERAGE VALUE OF TEACHING PRACTICES IN CLASS

NAME OF STUDENT : .....

Average Score	Value	Average Teaching Practice Value
Average Teaching Practice Score from the Supervising Teacher		
Average Teaching Practice Score from the Supervising Lecturer		

Yogyakarta, ……..

Supervising Lecturer

Supervising Teacher

(…….....)

(…….)

Attachment 5. **REPORT OF FIoS ASSESSMENT SHEETS**

ASSESSMENT FORM FOR FIoS REPORT

NAME : ……

Give a score of 1-4 (one to four) in the score column according to your assessment based on the attached scoring rubric!

Aspects	Score	Quality (%)	Value	Quality X Value
A. The truth of report content		40		
B. The truth of spelling and language		40		
C. Punctuality		20		
Total				

The Column of Value is Fulfilled With:

Score 4, The value = 100

Score 3, The value = 75

Score 2, The value = 50

Score 1, The value = 25

Yogyakarta, ...
Supervising Teacher

(.....)

FIoS REPORT EVALUATION GUIDELINES

A. The truth of report content

Descriptor Scale/Rating Scale

1. The content of the report is incomplete, inconsistent, and incorrect
2. Fill in the complete report, but it is inconsistent and incorrect
3. Fill in the complete and correct report according to systematics but not systematically
4. Fill in the report complete, orderly, and correctly in accordance with the systematic writing of the report

B. Writing and language permission

Descriptor/Rating Scale

1. The writing does not follow the applicable rules Enhanced Spelling System
2. Follow the rules of the Enhanced Spelling System and use effective sentences
3. Follow the rules of the Enhanced Spelling System and use effective sentences with a logical/sequential arrangement
4. The writing follows the applicable rules, SPOK is clear, effective, and logical sentences/sequence

C. Punctuality

Descriptor Scale/Rating Scale

1. The time for collecting the FIoS report is later than 2 days from the specified time.
2. The time for collecting the FIoS report is 2 days later than the specified time.
3. The time for collecting the FIoS report is 1 day later than the specified time.
4. FIoS report collection time in accordance with the specified time.

Notes:

Systematics of FIoS Report Writing can be found in CHAPTER II of the FIoS Handbook

Attachment 6. **ATTITUDES OF FIoS STUDENT ASSESSMENT SHEETS**

INSTRUMENT FOR ATTITUDES OF PLP STUDENT ASSESSMENT
CHEMISTRY EDUCATION STUDY PROGRAM UNIVERSITAS ISLAM INDONESIA

Name of Student :

Filling Instructions:

1. Mr./Mrs. are requested to provide an assessment of the attitude of students with a score: 1-4 in the columns provided in accordance with the criteria provided.
2. Criteria for assessing student attitudes as follows:
   4 = Always done
   3 = Often done
   2 = Sometimes done
   1 = Never done

ASPECTS	INDICATORS	SCORE
Discipline	1. On time in teaching	
	2. Complied with school discipline	
	3. Made permission when obstructed in carrying out school duties	
	4. Wear clothes in accordance with the provisions of both when physically present and online learning	
Responsibility	1. Completed the assigned task	
	2. Completed assignments on time	
	3. Attended school activities	
Politeness	1. Being polite in speaking	
	2. Being polite in behavior	
	3. Receiving suggestions and criticism from others	
Concern	1. Empathize with students	
	2. Interact with school residents	
	3. Cooperate with other PLP students or school residents	
TOTAL		

Score = $\frac{Amount\_of\_Score}{52} x100$ = …….....

SUGGESTIONS

Mr./Mrs. are requested to provide criticism, messages, impressions, and suggestions to the students assessed.

Yogyakarta, ……

Supervising Teacher/PLP Coordinator

(……)

AVERAGE SCORE OF FIoS STUDENT'S ATTITUDES

Name Students : .....
Student Number : .....
Study Program : .....

Evaluator	Score	Average Score of FIoS Student's Attitudes
Supervising Teacher		
PLP Coordinator		

Yogyakarta, ……..
Supervising Teacher

FIoS Coordinator

(…….....)

(…….)

Attachment 7. **FORM OF SCORE FIoS II**

SCORE OF FIoS II

Name of Student : .....

No	Components	Quality (%)	Score (N)	B · N	Score Conversion (Alphabetical value) (From the amount B x N)
1.	Average Score of Teaching Practice	70			
2.	Score of PLP Report	20			
3.	Average Score of Attitudes	10			
TOTAL		**100**			

Yogyakarta, ……..

Supervising Lecturer

Supervising Teacher

(.....)

(.....)

Head of Chemistry Education
Study Program FMIPA UII

(.....)

SCORE CONVERSION FROM NUMBER TO ALPHABET

No.	Alphabetical Value	Numerical value	Minimum Score	Score Range
1.	**A**	4,00	80,00	80,00-100
2.	**A-**	3,75	77,50	77,50-79,99
3.	**A/B**	3,50	75,00	75,00-77,49
4.	**B+**	3,25	72,50	72,50-74,99
5.	**B**	3,00	70,00	70,00-72,49
6.	**B-**	2,75	67,50	67,50-69,99
7.	**B/C**	2,50	65,00	65,00-67,49
8.	**C+**	2,25	62,50	62,50-64,99
9.	**C**	2,00	60,00	60,00-62,49
10.	**C-**	1,75	55,00	55,00-59,99
11.	**C/D**	1,50	50,00	50,00-54,99
12.	**D+**	1,25	45,00	45,00-49,99
13.	**D**	1,00	40,00	40,00-44,99
14.	**E dan F**	0,00	< 40,00	< 40,00

Attachment 8.	FORMAT OF SYLLABUS

SYLLABUS

Educational Unit : ……..

Subject : ……..

Class/Semester : ……..

Time Allocation : ……..

Core Competency : ……..

Basic Competency	Indicators of Competence Achievement	Subject Matter	Learning Activities	Time Allocation	Learning Resources	Assessment

Yogyakarta, ……..

Supervising Teacher

FIoS Student

(.....)

(.....)

Note: The complete and detailed format of the syllabus follows the format from the school

Attachment 9.	FORMAT OF LESSON PLAN

LESSON PLAN

`

Educational Unit :
Subject :
Class/Semester :
Meeting :
Time Allocation : minutes
Core Competency :

Basic Competency :

A. Indicator
B. Objective of learning
C. Subject matter
D. (Description of learning)
E. Approach /Model/Method of Learning
F. Learning Activities
G. Media, Tools / Materials, and Learning Resources
   (Media must be attached to the RPP)
   1. Media
   2. Tools
   3. Materials
   4. Learning Resources

1. Assessment, Remedial, and Enrichment of Learning
   1. Assessment technique
   2. Assessment Instrument (it must be attached)
   3. Learning of Remedial, and Enrichment

Yogyakarta, ……..

Supervising Teacher PLP Student

(.....) (.....)

Note: The complete and detailed RPP format follows the format from school

LESSON PLAN

Educational Unit : SMA UII
Subject : Kimia
Class/Semester : XI/1
Subuject Matter : Hydrocarbon
Time Allocation : 90 Minutes (2 hours of study)

A. Objective of Learning

After participating in learning process with the Think Pair Share (TPS) learning model, students are hoped to be able to apply an attitude of tolerance and mutual cooperation well and can:

1. Mention the peculiarities of the carbon atoms in carbon compounds correctly
2. Determine the type of C atom in hydrocarbon compounds (primary, secondary, tertiary, and quaternary) correctly
3. Determine the IUPAC names of alkanes, alkenes and alkyne compounds correctly

B. Learning Activities

Activity	Description	Duration
Opening	• The teacher gives greeting • The teacher checks the attendance of the students • The teacher asks how their condition are • The teacher conveyed his apperception regarding the use of hydrocarbon compound products in everyday life • The teacher conveys the motivation to be more enthusiastic in learning Chemistry • The teacher conveys learning objectives and scenarios of Learning	10 Minutes
Core activities	***Think*** **(15** minutes**)** • Students are directed to explore initial knowledge from short material explanations by the teacher • Students are directed to think individually about the answers to the questions in the worksheet ***Pair*** **(20** minutes**)** • Students are directed to make groups in pairs • Students are directed to discuss their respective answers	65 minutes

Activity	Description	Duration
	Share **(30** minutes**)** Students are directed to present the results of group discussions in front of the class	
Closing	1. The teacher directs students to conclude the material that has been studied 2. The teacher evaluates learning by giving questions to measure the achievement of learning objectives 3. The teacher provides a follow-up in the form of questions to deepen the material or assignments to study the next material, namely: petroleum 4. The teacher closes the lesson	15 minutes

C. Assessment

Assessment	Assessment Techniques	Assessment instrument
Attitude	Observation	Form of Observation
Knowledge	Written Test	Questions

Yogyakarta, December 13th 2020

Teacher

Dina Dania Navieta

Attachment 1. Student's Worksheet

Paraffin is a hydrocarbon compound that is widely used in the manufacture of products in everyday life. In industry, paraffin is used in the fertilizer industry, tire production, electrical equipment, pharmaceuticals, cosmetics, matches, and fabrics.

1. What is the chemical formula of paraffin?
2. Write the structure of the paraffin?
3. Explain one of the peculiarities of the carbon atom that you can observe after you write the paraffin structure in point 2!
4. Look for some sources of information, and discuss with your partner the peculiarities of the carbon atom!
5. Determine the type of carbon atom from the paraffin structure above!
6. Give examples of everyday life products that contain hydrocarbon compounds!
7. Determine the IUPAC name from the example you wrote in point 6!

Attachment 2. Attitude Assessment

Learning objectives: Students can apply an attitude of tolerance, mutual cooperation and responsibility well

Assessment Instruments Give a score:
0: if the indicator is not observed or not carried out
1: if the indicator is observed or carried out

Aspects	Indicator	Score				
		Ali	**Adi**	**Ani**	**Ari**	**Ayi**
Tolerance Operational definition: to be tolerant (appreciate, allow, give chance) positions (opinions, views, beliefs, habits, behaviors, etc.) that are different or contradictory to Own stand	Appreciate other opinions during the discussion					
	Give others the opportunity to Express an opinion					
	Disputing other opinions politely					
	It does not interupt other people's talk					
Mutual cooperation Operational definition: Work together (help each other)	Give an explanation If there are friends who do not understand the material					
	Participate in Complete group assignments					
	Express your opinion During group discussions					
	Participate in delivering results of Group discussion					
Amount of Score						

Score = $\frac{\text{Amount of Score}}{8}$ X 100

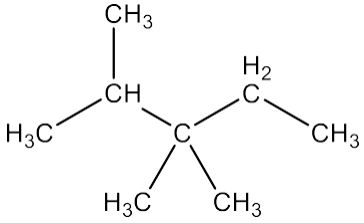
Attachment 2. Knowledge Assessment

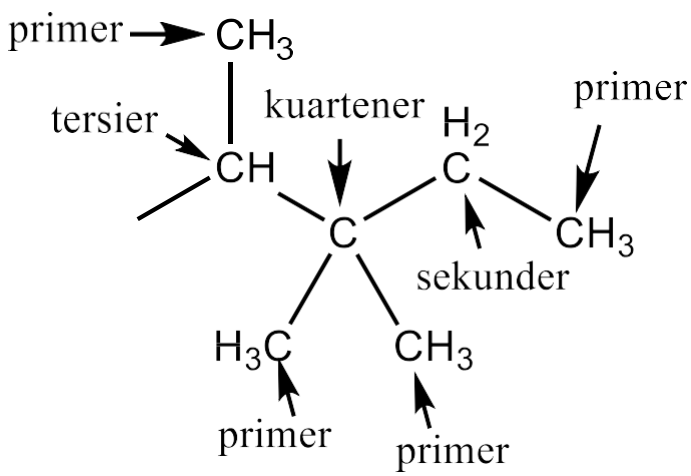
Learning objectives:

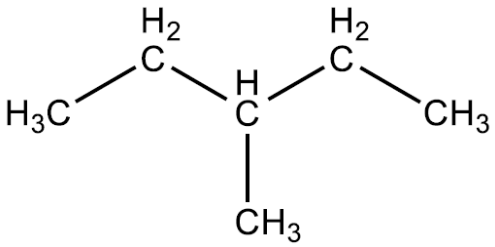
1. Mention the peculiarities of the carbon atoms in carbon compounds correctly
2. Determine the type of C atom in hydrocarbon compounds (primary, secondary, tertiary, and quaternary) correctly
3. Determine the IUPAC names of alkanes, alkenes and alkune compounds correctly

Assessment Instruments:

Learing Objectives:	:	Mention the peculiarities of the carbon atoms in carbon compounds correctly
Question	:	Mention the peculiarities of the carbon atom in hydrocarbon compounds!
Answer	:	1. The Fingers of Carbon are Relatively Small 2. Carbon Atoms Have 4 Valence Electrons 3. Carbon atoms can form carbon chains
Scoring Rubric	:	Score 4: Mention 3 (three) characteristics of carbon atoms correctly Score 3: Mention 2 (two) characteristics of carbon atoms correctly Score 2: Mention 1 (one) characteristics of carbon atoms correctly Score 1: Answered but none of the peculiarities of the carbon atom were mentioned Score 0: Not answered at all

Learing Objectives:	:	Determine the type of C atom in hydrocarbon compounds (primary, secondary, Tertiary, and quaternary) correctly
Soal	:	Consider the structure of the following hydrocarbons!  Determine the type of carbon atom of each C atom in the structure above!

Answer	:	
Scoring rubric	:	Score 10: Students can determine the type of carbon atom from 8 carbons correctly Score 9: Students can determine the type of carbon atom from 7 carbons correctly Score 8: Students can determine the type of carbon atom from 6 carbons correctly Score 7: Students can determine the type of carbon atom from 5 carbons correctly Score 6: Students can determine the type of carbon atom from 4 carbons correctly Score 5: Students can determine the type of carbon atom from 3 carbons correctly Score 4: Students can determine the type of carbon atom from 2 carbons correctly Score 3: Students can determine the type of carbon atom from 1 carbons correctly Score 2: determine the type of carbon atom but, it is incorrect Score 1: only write down the structure of the hydrocarbon compound Skor 0: not answer at all

Learning Objectives	:	Determine the IUPAC names of alkane, alkene, and alkane compounds correctly
Question	:	Consider the structure of the following hydrocarbons!  Determine the IUPAC name of the hydrocarbon compound above!
Answer	:	3-methyl pentane

Scoring Rubric		Score 4	:	Answer the IUPAC name correctly and the writing rules are also correct
		Score 3	:	Answer the IUPAC name correctly but the writing rules are incorrect
		Score 2	:	Answer the IUPAC name incorrectly and the writing rules are also incorrect
		Score 1	:	Not Answer

$$\text{Score} = \frac{\text{Score Total}}{18} x100$$

Attachment 10. **REPORT TITLE PAGE OF FIELD INTRODUCTION OF SCHOOL (FIoS)**

REPORT
INTRODUCTION TO THE SCHOOL FIELD (PLP)
AT SMA/MA/SMK .....
ACADEMIC YEAR .....

Submitted to Fulfil One of the Subject Requirements
Introduction to The School Field (PLP) in Chemistry Education Program Study
Faculty of Mathematics and Natural Sciences
Universitas Islam Indonesia

Compiled By:
WIDYA PRASASTI UTAMI
Student Number: 15614017

CHEMISTRY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA
2021

Attachment 11.	CONFIRMATION SHEET OF FIoS REPORT

REPORT
FIELD INTRODUCTION OF SCHOOL (FIoS)
AT SMA/MA/SMK .....
ACADEMIC YEAR .....

Compiled by:

……
Student Number: ……

Has been approved by the Supervising Lecturer and Supervising Teacher

Yogyakarta, ……..

Supervising Lecturer	Supervising Teacher
(.....)	(.....)
	NIP. .....

Head of Chemistry Education
Study Program FMIPA UII

(.....)

Attachment 12.	LOG BOOK OF FIoS

LOG BOOK

FIELD INTRODUCTION OF SCHOOL (FIoS)

AT SMA/MA/SMK .....

ACADEMIC YEAR .....

Submitted to Fulfil One of the Subject Requirements

Field Introduction of School (FIoS) in Chemistry Education Study Program

Faculty of Mathematics and Natural Sciences

Universitas Islam Indonesia

Compiled by:

WIDYA PRASASTI UTAMI

Student Number: 15614017

CHEMISTRY EDUCATION STUDY PROGRAM

FACULTY OF MATHEMATICS AND NATURAL SCIENCES

UNIVERSITAS ISLAM INDONESIA

YOGYAKARTA

2021

ACTIVITY I
DESIGNATION OF FIoS STUDENTS

EDUCATIONAL UNIT :……
DAY, DATE : ……
PLACE : ……
SUPERVISING LECTURER : ……

THE SCHOOL PARTIES THAT ATTENDED :

1.
2.

So on,

THE BRIEF DESCRIPTION OF THE SCHOOL'S GREETINGS, MESSAGES AND RULES

MESSAGE FROM SUPERVISING TEACHER (Write briefly and the points and other important things)
RECEPTION AND MASSAGES FROM HEADMASTER
RECEPTION FROM VICE HEADMASTER IN CURRICULUM FIELD
RECEPTION FROM VICE HEADMASTER IN STUDENT FIELD
RECEPTION FROM SUPERVISING TEACHER
RULES OF SCHOOL THAT SHOULD BE OBEDIENT

ACTIVITY 2
OBSERVATION TO THE SCHOOL FIELDS

EDUCATIONAL UNIT :……
ADDRESS : ……
TELEPHONE NUMBER ……
NAME OF HEADMASTER : ……
NAME OF PLP COORDINATOR : ……
NAME OF SUPERVISING TEACHER……
WIDE OF SCHOOL : ……
BOUNDARY OF SCHOOL : ……

THE NUMBER OF TEACHERS :……
THE NUMBER OF EMPLOYEES :……

BRIEF DESCRIPTION OF SCHOOL CONDITIONS

(Contains information regarding the vision and mission of the school, the school's strategic goals, and plans, the school plan, the number and names of teachers and employees, the facilities and infrastructure owned by the school (if there is a laboratory, write down information about the inventory of tools and materials in the laboratory), extracurricular activities (a brief description of the activity material and implementation schedule), the school's achievements).

ACTIVITY 3

DEVELOPMENT OF LEARNING DEVICES PRACTICE

INTRODUCTION TO SCHOOL THE FIELD (PLP) I

NAME OF SUPERVISING TEACHER :……

CONTROL OF LEARNING DEVICES CONSULTATION

NO	DAY, DATE	LEARNING DEVICES	THINGS THAT WERE CONSULTED	SUGGESTIONS FROM SUPERVISING TEACHER	SUPERVISING TEACHER'S SIGNATURE

ACTIVITY 4

DEVELOPMENT OF LEARNING MEDIA PRACTICE

FIELD INTRODUCTION OF SCHOOL (FIoS) I

NAME OF SUPERVISING LECTURER :……

CONTROL OF LEARNING MEDIA CONSULTATION

NO	DAY, DATE	LEARNING MEDIA	THINGS THAT WERE CONSULTED	SUGGESTIONS FROM SUPERVISING LECTURER	SUPERVISING LECTURER'S SIGNATURE

ACTIVITY 5
SCHOOLING PRACTICE

NO	DAY, DATE	ACTIVITY	DESCRIPTION OF ACTIVITIES	SUPERVISING TEACHER'S SIGNATURE
		Example: Teacher's picket	(write the activities description)	
		Watching for Deuteronomy		

Yogyakarta, …….

Supervising Lecturer of FIoS

(……..)

ACTIVITY 5
TEACHING PRACTICE

CURRICULUM :
CLASS/SEMESTER :
NAME OF SUPERVSING TEACHER :

NO	DAY, DATE	COMPETENCY	DESCRIPTION OF LEARNING ACTIVITIES	SUPERVISING TEACHER'S SIGNATURE

Yogyakarta, …….

Supervising Lecturer of FIoS

(……..)

ACTIVITY …..
WITHDRAWAL OF FIoS STUDENTS

EDUCATIONAL UNIT :……
DAY, DATE : ……
PLACE : ……
SUPERVISING LECTURER : ……

THE SCHOOL PARTIES THAT ATTENDED :

1.
2.
So on,

RECEPTION FROM SUPERVISING LECTURER (Write briefly and the points and other important things)
RECEPTION FROM HEADMASTER
RECEPTION FROM VICE HEADMASTER IN CURRICULUM FIELD
RECEPTION FROM VICE HEADMASTER IN STUDENTS FIELD
RECEPTION FROM SUPERVISING TEACHER
RECEPTION FROM STUDENT REPRESENTATIVE

1. **Protocol for implementation of Regular FIoS Present Physically**
   REGULAR PLP ATTENDS PHYSICALLY
   1. Location: SMA Cangkringan, MAN 4 Sleman, SMAN I Pakem
   2. Designation: it starts on January 4th 2020
   3. Protocol: for 14 days before being deployed, students are required to strictly self-isolate
   4. Protocol: at the latest 1 day before being deployed, students must show the results of the RAPID COVID-19 test (from PARAHITA)
   5. Protocol: During interacting with school residents, students must apply health protocols for the prevention of Covid-19 Protocol

2. **Implementation of Online Regular FIoS**
   ONLINE REGULAR FIoS
   1. LOCATION
      SMK Cangkringan
   2. DESIGNATION
      It starts on January 4th 2020 (conditional)
   3. PROTOCOL
      Students carry out FIoS from home or boarding house while adhering to health protocols
   4. NON-TEACHING ACTIVITIES
      Because students are not required to attend, it will be further conveyed in exchange for non-teaching schooling activities
      MECHANISM OF GUIDANCE
   5. Students are required to communicate the learning tools to the supervising teacher and lecturer with the agreed technique
   6. REPORTING
      Students are still required to report all FIoS activities to their supervising lecturer and Teacher

3. **Protocol for Implementation of Regional FIoS**
   REGIONAL FIoS
   1. Location of FIoS
      Students are required to find the location of FIoS independently
   2. Submission
      After getting a school that is ready to accept, students are required to fill in the form https://bit.ly/PLP_Daerah_PKIM
   3. Protocol
      Students who are required by the school to be present physically must go through the same protocol as the regular PLP scheme to be present physically
   4. PROTOCOL
      Students who are required by the school to be present physically must go through a health protocol from the school

5. Files of FIoS
   Files required for assessment administration will be sent in the form of soft files and hard files (via package)
6. Guidance
   Students are required to report daily FIoS activities to the supervising lecturer
7. Reporting
   Students are still required to prepare a FIoS report and submit it to the program study in the form of a soft file

Attachment 13. TECHNICAL IMPLEMENTATION OF FIoS in COVID-19 PANDEMIC

As an effort to prevent the spread of Covid-19, the Chemistry Education Study Program provides rules for implementing FIoS which are described as follows:

1. FIoS Scheme

The Chemistry Education Study Program organizes FIoS with the following scheme:

A. FIoS Regular Attend Physically: in this scheme, students are required to be physically present at the school in accordance with the provisions of the school both when learning is carried out face-to-face and online. Provisions that must be observed: students take regular FIoS in Yogyakarta, program study prepare schools for the FIoS location, students are required to follow the special FIoS Health protocol from the Study Program.
B. FIoS Regular Online: in this scheme, students are required to carry out all schooling activities online in accordance with the provisions of the School. Provisions that must be observed: students take regular FIoS in Yogyakarta, program study prepares schools for FIoS locations, non-teaching schooling activities are replaced with other activities that can be consulted with field supervisors.
C. Regional FIoS: in this scheme students independently search for schools where FIoS is located in their residence area.

1. Regular FIoS Implementation Protocol Physically Present

2. Regular Online FIoS Implementation Protocol

3. Regional FIoS Implementation Protocol