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**PARTNER SCHOOLS EVALUATION OF PRE-SERVICE TEACHERS  
PERFORMANCE DURING FIELD PRACTICE:  
A CASE STUDY FROM FKIP UMMY SOLOK**

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**ABSTRACT**

*This study examines the performance evaluation of Field Practice (PLK) students from the Faculty of Teacher Training and Education (FKIP) UMMY Solok in 2025 based on assessments from partner schools. The research employed a descriptive quantitative method, collecting data through structured questionnaires distributed to supervising teachers at partner schools. Six key competency areas were assessed: professional ethics, communication skills, technology integration, teamwork and collegial collaboration, self-development and reflective practice, and teaching competence. The results indicate that PLK students demonstrated strong performance across all evaluated dimensions, with 100% of respondents rating teamwork and collegial collaboration, self-development and reflective practice, and teaching competence as "Good", while ethics and technology integration received 75% "Good" ratings and communication skills achieved 50% "Very Good" and 50% "Good" ratings. No "Sufficient" or "Poor" ratings were recorded in any category. These findings suggest that the PLK program at FKIP UMMY Solok effectively prepares pre-service teachers with essential competencies required in school settings, though continuous improvement in ethics and technology integration remains necessary.*

**Keyword:** *Field practice evaluation, pre-service teachers, partner school assessment, teaching competencies, teacher education*

## INTRODUCTION

Teacher education programs are fundamental in developing qualified educators capable of addressing the evolving demands of contemporary education systems. In Indonesia, Field Practice, referred to as *Praktik Lapangan Kependidikan (PLK)*, functions as a critical link between theoretical instruction obtained at the university level and its practical implementation in authentic classroom contexts. This experiential learning component enables pre-service teachers to refine pedagogical competencies, gain insight into classroom management and learner interactions, and cultivate their professional identity through mentorship and supervision by experienced educators.

The Faculty of Teacher Training and Education (FKIP) at Universitas Mahaputra Muhammad Yamin Solok has consistently prioritized the quality of its PLK program to ensure graduates possess the competencies required by the teaching profession. Regular evaluation of student performance during Field Practice provides valuable insights into program effectiveness and areas requiring enhancement. While numerous studies have examined pre-service teacher preparation, there remains a need for systematic assessment of specific competency areas as perceived by school-based supervisors who directly observe student teachers in authentic teaching contexts.

Building on this foundation, what is notably absent is a holistic, multidimensional evaluation that captures partner schools' perspectives across an integrated set of professional competencies rather than examining these dimensions in isolation. Previous studies tend to focus on singular or limited aspects such as instructional competence (e.g., classroom management and lesson delivery), communication skills, or technological literacy, often assessed through self-reports or university-supervised evaluations (Adhia, H. et al, 2024; Adhia, H. et al, 2025).

Moreover, much of the extant research focuses on isolated aspects of practicum performance. For instance, studies on mentor teacher perceptions often emphasize pedagogical competence or general teaching skills, such as perceptions of PKM PENJAS competencies at Universitas Negeri Jakarta, which report overall positive evaluations but do not systematically explore multiple professional competencies concurrently (Yusuf et.al, 2025). Similarly, research at Universitas Palangka Raya assessing mentor teacher perceptions centers on pedagogical competencies without incorporating broader professional dimensions such as ethical decision-making, technological literacy, and professional collaboration (Pinaridi et.al, 2024).

This gap is significant because partner schools occupy a unique evaluative position as direct stakeholders who observe pre-service teachers' professional behavior in authentic, day-to-day school contexts. Unlike university supervisors, who often rely on scheduled observations or formal assessment instruments, school mentors and administrators witness how pre-service teachers navigate institutional norms, interact with colleagues, manage ethical dilemmas, and adapt to the technological and collaborative demands of contemporary classrooms. Consequently, their perceptions provide critical, practice-oriented insights into the extent to which teacher education programs effectively translate theoretical preparation into professional readiness.

The present study addresses this limitation by adopting a comprehensive evaluation framework that systematically examines partner school perceptions across six interrelated dimensions: professional ethics, communication skills, technological literacy, collaboration, self-directed professional development, and instructional competence done in 2025. By doing so, it moves beyond fragmented assessments and offers a more nuanced, integrated understanding of pre-service teacher performance. In comparison with similar studies conducted at other institutions, which often prioritize either pedagogical or technological competencies in isolation, this research contributes a multidimensional perspective that reflects the complex, multifaceted nature of teaching professionalism. As such, it not only fills an empirical gap within the Indonesian context but also provides a comparative reference point for international scholarship on school–university partnerships in teacher education, highlighting how comprehensive, school-based evaluations can inform curriculum development, mentorship practices, and policy decisions aimed at strengthening pre-service teacher preparation.

## **METHOD**

### **Research Design**

This study adopted a descriptive quantitative research design to examine the professional performance of PLK (Field Practice) students from the Faculty of Teacher Training and Education (FKIP), UMMY Solok, during the 2025 academic year. The primary objective was to generate a systematic and empirical profile of student teachers' competencies as evaluated by partner school personnel who directly supervised their classroom and school-based activities. By employing a non-experimental, cross-sectional approach, the study aimed to capture evaluators' judgments at a single point in time, specifically at the conclusion of the

field practice period, thereby reflecting sustained observation rather than isolated teaching episodes.

### **Participants**

The participants consisted of four evaluators, comprising supervising teachers and school administrators from four partner schools that hosted FKIP UMMY Solok PLK students, namely SMP Negeri 5 Kota Solok, SMP Negeri 2 Kubung, SMA Negeri 2 Kota Solok, and SMA Negeri 3 Kota Solok. These evaluators were selected through purposive sampling based on their formal responsibility for mentoring, monitoring, and assessing student teachers throughout the duration of the PLK program. Their professional roles involved systematic classroom observation, structured feedback provision, and ongoing pedagogical guidance, positioning them as informed and contextually knowledgeable raters of student teachers' pedagogical and professional performance.

To enhance evaluator consistency, all raters employed a standardized assessment instrument aligned with the competency indicators established by FKIP UMMY Solok. Prior to data collection, the evaluators were briefed on the operational definitions of each assessment criterion and the rating scale to promote a shared understanding of performance descriptors and to minimize subjective interpretation. This procedural alignment was intended to strengthen inter-rater reliability by ensuring that judgments were guided by common benchmarks rather than individual expectations or institutional norms. The use of uniform scoring guidelines further supported comparability of ratings across the four school contexts.

Despite these measures, several methodological limitations should be acknowledged. The relatively small number of evaluators and the restricted institutional scope limit the generalizability of the findings beyond the specific partner schools involved in this study. Additionally, the evaluators' dual roles as mentors and assessors may have introduced potential bias, as professional relationships with student teachers could influence rating severity or leniency. Finally, the cross-sectional nature of the evaluation captures performance at a single point in time and may not fully reflect developmental changes in student teachers' competencies throughout the PLK program.

### **Instrumentation and Measurement**

Data were collected using a structured questionnaire developed specifically to assess student teachers' competencies from the perspective of partner schools. The instrument was

designed to operationalize six core competency domains that align with institutional and national standards for teacher professionalism: (1) professional ethics during school practice, (2) communication skills, (3) technology integration in instructional activities, (4) teamwork and collegial collaboration, (5) self-development and reflective practice, and (6) teaching competence, including pedagogical strategies and classroom management.

Each domain consisted of multiple indicators to enhance construct representation and measurement sensitivity. Responses were recorded using a four-point Likert-type scale: “Very Good” (*Sangat Baik*), “Good” (*Baik*), “Sufficient” (*Cukup*), and “Poor” (*Kurang*). The absence of a neutral midpoint was intended to encourage evaluators to make discriminative judgments regarding student performance.

Prior to administration, the questionnaire underwent content validation through expert review by faculty members with backgrounds in teacher education and educational measurement. This process ensured clarity of wording, relevance of indicators, and alignment between items and the intended competency constructs. Minor revisions were implemented based on expert feedback to improve face validity and internal coherence. The final instrument was distributed in paper-based format at the end of the PLK period to ensure that ratings reflected cumulative and sustained observations of student teachers’ performance across instructional and non-instructional contexts.

### **Data Collection Procedure**

Data collection was conducted during the final week of the Field Practice program in 2025. Evaluators were provided with standardized instructions and a brief scoring guideline to promote consistency in interpretation of the rating categories. They were asked to complete the questionnaire independently based on their professional judgment and documented observations of each student teacher’s performance throughout the placement period. Completed questionnaires were collected directly by the researcher to maintain data integrity and confidentiality.

### **Data Analysis**

The data were analyzed using descriptive statistical techniques. Frequency counts and percentage distributions were calculated for each response category across the six competency domains. Mean percentage scores were used to summarize overall performance trends and to identify relative strengths and areas requiring pedagogical or programmatic improvement

within the PLK framework. The results were presented in tabular and narrative form to facilitate transparency, interpretability, and cross-domain comparison.

Although the study did not employ inferential statistical procedures due to its descriptive and exploratory nature, the quantitative summaries provide a baseline for institutional evaluation and serve as a foundation for future comparative, correlational, or longitudinal investigations into the effectiveness of field practice programs in developing professional teaching competencies.

## FINDINGS AND DISCUSSION

### Findings

The evaluation results from partner schools regarding FKIP UMMY Solok PLK students' performance in 2025 revealed positive outcomes across all assessed competency areas. The data from the evaluators of school partners can be seen in the following table.

**Table 1: Evaluation Results of Field Practice Students in 2025 Based on Partner Schools**  
Assesments

No.	Questions	Very Good	Good	Sufficient	Poor
1	How would you assess the professional ethics of FKIP UMMY PLK students during their field practice at your school?	25%	75%	-	-
2	How would you evaluate the communication skills of FKIP UMMY PLK students during their field practice at your school?	50%	50%	-	-
3	How would you evaluate the technological proficiency of FKIP UMMY PLK students during their field practice at your school?	25%	75%	-	-
4	How would you assess the teamwork abilities of FKIP UMMY PLK students during their field practice at your school?	-	100%	-	-
5	How would you assess the self-development and professional growth of FKIP UMMY PLK students during their field practice at your school?	-	100%	-	-
6	How would you evaluate the teaching competence of FKIP UMMY PLK students during their field practice at your school?	-	100%	-	-

The detailed findings for each competency are presented below.

#### *Professional Ethics During School Practice*

Regarding to the professional ethics exhibited by PLK students during their Field Practice, 25% of partner school evaluators classified students performance as “Very Good”, while the remaining 75% assigned a “Good” rating. Notably, no respondents selected the “Sufficient” or “Poor” categories for this dimension. This distribution suggests a consistently high standard of professional conduct among the pre-service teachers, reflecting their ability to adhere to institutional norms, demonstrate responsibility, and maintain appropriate professional behavior in school settings.

#### *Communication Skills*

The communication competencies of PLK students attained the highest proportion of “Very Good” ratings across all evaluated domains. Specifically, 50% of partner school evaluators assessed students’ communication skills as “Very Good”, while the remaining 50% assigned a “Good” rating. This distribution indicates a high level of communicative proficiency among the participants, suggesting their capacity to convey instructional content clearly, engage effectively with learners, and maintain constructive interactions with colleagues and school personnel.

#### *Technology in Instructional Activities*

The evaluation of technological proficiency indicated that 25% of partner school assessors rated PLK students’ use of technology as “Very Good”, while the remaining 75% assigned a “Good” rating. Notably, no responses fell within the “Sufficient” or “Poor” categories. This pattern suggests that students possess an adequate level of technological preparedness, enabling them to integrate digital tools and instructional media effectively into their teaching practices.

#### *Teamwork and Collegial Collaboration*

The assessment of collaborative competencies yielded a uniformly positive outcome, with all partner school evaluators (100%) rating PLK students’ teamwork abilities as “Good”. This dimension exhibited the most consistent evaluation pattern among the assessed areas; however, no respondents assigned a “Very Good” rating.

This result suggests that students demonstrate reliable and satisfactory collaboration with peers, mentor teachers, and school staff.

#### *Self-Development and Reflective Practice*

The competency of self-development, which includes students' initiative, reflective practices, and orientation toward professional growth, was uniformly evaluated as "Good" by all partner school assessors (100%). This unanimous rating indicates a consistent level of engagement in professional development activities and a sustained commitment to self-improvement among the PLK students.

#### *Teaching Competence*

The central dimension of teaching competence, which comprises pedagogical skills, the application of subject matter knowledge, and classroom management, was uniformly rated as "Good" by all partner school evaluators (100%). This outcome indicates that PLK students consistently demonstrated satisfactory instructional performance throughout their field practice.

### **Discussion**

The evaluation results demonstrate that FKIP UMMY Solok PLK students in 2025 performed well across all assessed competency dimensions, with no ratings in the "Sufficient" or "Poor" categories. This overall positive assessment suggests that the teacher preparation program effectively develops essential professional competencies required in authentic school settings.

The communication skills dimension obtained the highest proportion of "Very Good" ratings (50%), reflecting a pronounced level of proficiency in this domain. Communication is widely recognized as a core professional competency for teachers, as it underpins effective interaction not only with students, but also with colleagues, school administrators, and parents. As highlighted by Stronge and Hindman (2021), strong communicative ability plays a critical role in facilitating classroom management, ensuring instructional clarity, and fostering positive interpersonal relationships within educational settings. The high level of achievement observed in this dimension indicates that the FKIP UMMY Solok curriculum provides systematic and meaningful

opportunities for pre-service teachers to develop and refine their communicative competence. These opportunities appear to be embedded in both theoretical coursework and structured practical experiences, enabling students to transfer communication strategies from academic contexts to authentic classroom and school environments prior to their field placement.

The dimension of professional ethics was evaluated predominantly at the “Good” level (75%), with a further 25% of assessments indicating “Very Good” performance. This dimension includes indicators such as punctuality, professional appearance, respectful interpersonal behavior, maintenance of confidentiality, and compliance with institutional regulations. These favorable outcomes are consistent with the findings of Colnerud and Granström (2020), who emphasize that systematic ethical preparation within teacher education programs plays a critical role in shaping pre-service teachers’ professional conduct during field-based experiences. The absence of “Sufficient” or “Poor” ratings reflects effective internalization of professional norms among the participants. Nevertheless, the comparatively lower proportion of “Very Good” evaluations, relative to other competency domains such as communication, suggests that greater curricular and supervisory emphasis on ethical reasoning and reflective practice may further strengthen this dimension.

Technology integration competence showed a pattern similar to ethics, with 25% “Very Good” and 75% “Good” ratings. In contemporary educational contexts, technological proficiency extends beyond basic computer literacy to encompass pedagogical technology integration, digital resource utilization, and online learning facilitation. Koehler and Mishra (2019) emphasize that effective technology integration requires technological pedagogical content knowledge (TPACK) that combines technology skills with pedagogical understanding and content expertise. While the positive ratings indicate adequate preparation, the absence of higher “Very Good” proportions suggests opportunities for strengthening technology integration components in the PLK preparation process.

The dimensions of teamwork, self-development, and teaching competence were uniformly rated at the “Good” (100%) level by all evaluators, indicating stable and consistent performance across these core areas. Despite this positive assessment, the absence of “Very Good” classifications merits further consideration, as it may reflect a

plateau in the level of demonstrated proficiency. Teamwork, which is fundamental to collaborative lesson planning, participation in professional learning communities, and engagement in school-wide initiatives, was characterized by satisfactory yet not outstanding performance. In line with the findings of Vangrieken, Dochy, Raes, and Kyndt (2018), collaborative competence is understood to evolve through sustained, structured opportunities for joint practice and systematic reflection. Accordingly, the unanimous “Good” ratings suggest that foundational collaborative and professional skills have been adequately developed; however, the integration of more intensive team-based pedagogical projects, peer mentoring, and reflective supervision may further enhance these competencies and promote higher levels of professional performance across all three dimensions.

Self-development competence encompasses reflective practice, professional growth orientation, initiative, and responsiveness to feedback, qualities essential for continuous professional learning. Korthagen and Vasalos (2022) argue that reflective capacity represents a cornerstone of teacher development, enabling practitioners to learn from experience and adapt practice. The unanimous "Good" ratings indicate satisfactory development of these qualities, though structured reflection protocols and professional development planning might enhance self-development competencies to "Very Good" levels.

Teaching competence, the central dimension encompassing pedagogical knowledge, instructional skills, content delivery, and classroom management, received 100% "Good" ratings. This result aligns with research by Darling-Hammond and Bransford (2020) indicating that Field Practice significantly contributes to pedagogical development when supported by adequate preparation and supervision. The consistent positive ratings validate the PLK program's effectiveness in developing teaching abilities, though the absence of "Very Good" ratings suggests opportunities for enhanced instructional preparation or more challenging practice contexts.

The absence of any "Sufficient" or "Poor" ratings across all dimensions represents a significant strength of the PLK program, indicating that quality standards are consistently met. However, the concentration of ratings in the "Good" category, with limited "Very Good" assessments, suggests that while baseline competencies are well-developed, there remains potential for cultivating excellence across dimensions. This

pattern may reflect conservative evaluation tendencies among assessors, moderate performance expectations, or actual performance levels requiring enhancement.

Several important implications can be drawn from these results. First, the PLK program appears to be effective in preparing pre-service teachers with the foundational competencies required for successful engagement in Field Practice, as evidenced by consistently positive evaluations across all assessed dimensions. This finding suggests a strong alignment between the program's curricular design and the professional demands of authentic school settings. Second, the consistently high performance in communication skills emerges as a distinctive program strength that may serve as a pedagogical benchmark for the enhancement of other competency domains, particularly those requiring interpersonal engagement and collaborative practice. Third, the predominance of "Good" rather than "Very Good" ratings in areas such as professional ethics, technology integration, teamwork, self-development, and teaching competence indicates the need for more targeted and systematic interventions. These may include the incorporation of advanced instructional technologies, structured ethical reasoning modules, collaborative project-based learning, and guided reflective practice to promote deeper professional growth. Finally, the evaluative input provided by partner schools constitutes a valuable source of external, practice-based assessment that complements university based evaluations, thereby strengthening the overall validity and reliability of the program's quality assurance processes and informing continuous program improvement.

## **CONCLUSION AND SUGGESTION**

This study concludes that the PLK program at FKIP UMMY Solok in 2025 has effectively prepared pre-service teachers for real school settings, as shown by partner school evaluations that consistently rated students as "Good" or "Very Good" across six key competencies: ethics, communication skills, technology use, teamwork, self-development, and teaching competence. Communication skills were identified as a clear strength, while the dominance of "Good" ratings in other areas indicates that students have met expected standards but still have room to improve toward higher levels of performance. The use of standardized assessment criteria from partner schools also strengthens the objectivity and consistency of the evaluation process and provides a

useful model for quality assurance in teacher education. Based on these findings, it is recommended that communication skills continue to be strengthened across all courses, while professional ethics, technology integration, teamwork, self-development, and teaching competence be further enhanced through targeted curriculum and policy support, including reflective practice, technology-based learning aligned with national standards, structured collaborative activities, systematic self-reflection, and more advanced pedagogical training. Future studies are encouraged to apply this evaluation model to different cohorts and institutions and to examine its long-term impact on pre-service teacher performance during field practice.

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