



SUPPORTING DOCUMENTS

**“SELFIE (JUVENILE FILIAL SCHOOL / FORMAL EDUCATION
SERVICES AT SPECIAL CLASS DEVELOPMENT INSTITUTION
FOR CHILDREN (LPKA) CLASS I PALEMBANG)”**

**GOVERNMENT OF PALEMBANG CITY
EDUCATION OFFICE**

Jl. Pramuka, Srijaya, Kec. Alang-Alang Lebar, Kota Palembang, Sumatera Selatan 30151
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LEGAL FORCE



REGULATION OF THE PALEMBANG MAYOR
NUMBER 25 YEAR 2016

ABOUT

FILIAL SCHOOL FOR CHILDREN WITH LEGAL ISSUE AT THE SPECIAL
DEVELOPMENT INSTITUTE, CLASS I PALEMBANG

BY THE GRACE OF GOD ALMIGHTY

- Consideration :
- a. In order to achieve the Vision of the Palembang City Education Office, namely the realization of the City of Palembang to become a City of Education that is Civilized, Comprehensive and Qualified, needs to be informed. The mission of the Palembang City Education Office is to improve the equalization of 12-year compulsory education services and its quality and quantity at all levels both formal and non formal;
 - b. In the framework of implementing the Vision and Mission, the Palembang City Education Office is required to provide qualified education services for the entire community, including marginal groups (Children with legal issue) at the Special Development Institute, Class I, Palembang City.
 - c. To realize the mission, it needs to establish special education services in the form of Filial School;
 - d. Based on the considerations as referred to in letter a, letter b and letter c, it is necessary to stipulate the Mayor Regulation on Filial Schools for those children at the LPKA Class I Palembang.

Note.....

Note :

1. Law Number 28 Year 1959 concerning of the Establishment of Second Level Regions and Municipal Cities in South Sumatra (State Document of the Republic of Indonesia Year 1959 Number 73, Additional Document of the Republic of Indonesia Number 1821);
2. Law Number 20 Year 2003 concerning of the National Education System (Explanation in Additional Document of the Republic of Indonesia Number 4301);
3. Law Number 11 Year 2012 concerning of the Juvenile Criminal System (Explanation in Additional Document of the Republic of Indonesia Number 5332);
4. Law Number 23 Year 2014 concerning of the Local Government (State Document of the Republic of Indonesia Year 2014 Number 244, Additional Document of the Republic of Indonesia Number 5587), as amended several times, and recently by Law Number 9 Year 2015 concerning of Second Amendment to the Law Number 23 Year 2014 concerning of the Regional Government (State Document of the Republic of Indonesia Year 2015 Number 58, Additional Document of the Republic of Indonesia Number 5679);
5. Law Number 35 Year 2014 concerning of Amendment to the Law Number 23 Year 2002 concerning of Child Protection (State Document of the Republic of Indonesia Year 2014 Number 5606);
6. Government Regulation of the Republic of Indonesia Number 17 Year 2010 concerning of Management and Implementation of Education (State Document of the Republic of Indonesia Year 2010 Number 23, Additional Document of the Republic of Indonesia Number 5105);

DECISION.....

DECISION:

Decision: REGULATION OF THE MAYOR ABOUT FILIAL SCHOOLS FOR CHILDREN WITH LEGAL ISSUES AT THE SPECIAL DEVELOPMENT INSTITUTE OF CLASS I PALEMBANG.

CHAPTER I GENERAL REQUIREMENTS ARTICLE 1

In this Mayor Regulation, here are some definition of:

1. City means the City of Palembang.
2. City Government means the City Government of Palembang.
3. The Mayor means the Mayor of Palembang.
4. Education Office, hereinafter referred to as the Office, is the Palembang City Education Office.
5. Secretariat is the Secretariat of the Palembang City Education Office.
6. Field means the Field of Education Office in Palembang City.
7. Sub division means Sub division at the Palembang City Education Office.
8. Section means the Section at the Palembang City Education Office.
9. Filial School means a distant class that is opened outside of the central school.
10. Special Child Development Institute of Class I hereinafter referred to as LPKA Class I means the Special Child Development Institute of Palembang City, Class I.
11. The State Elementary School, hereinafter abbreviated as SDN, is a form of formal education unit that organizes general education at the level of basic education organized by the Regional Government.
12. The State Junior High School, hereinafter abbreviated as SMPN, is a form of formal education unit that organizes general education at the level of basic education as a continuation of Elementary Schools, Madrasah Ibtidaiyah, or other forms that are equivalent or continued from the learning outcomes that is recognized as equal to the Elementary School or Madrasah Ibtidaiyah, which is organized by the Regional Government.
13. State.....

13. State Senior High School, hereinafter abbreviated as SMAN, is one form of formal education unit organizing general education at secondary education level as a continuation of Junior High School, Madrasah Tsanawiyah, or other forms equivalent or advanced from learning outcomes recognized as equal or equivalent Junior High School or Madrasah Tsanawiyah, organized by the Regional Government.

CHAPTER II FORMATION

Article 2

Using this Mayor Regulation, the government holds a special education service in the form of Filial Schools or distance class for Children with the legal issue in LPKA Class I.

Article 3

Filial School as referred to in Article 2, located in LPKA Class I Palembang, together with the main school including:

- a. The Elementary School means SDN 25 Palembang.
- b. Junior High School means SMPN 22 Palembang.
- c. Senior High School means SMAN 11 Palembang.

CHAPTER III POSITION

Article 4

- (1) The Filial School as referred to in Article 2 is under and is responsible to the Head of Education Office.
- (2) The Filial School is an inseparable part of the central school and the Office of Education.

CHAPTER IV DUTY

Article 5

Filial School which is as part of the formal education units has the duty of carrying out the operational technical activities of the Office of Education in providing special education services for children with legal issues at LPKA Class I.

CHAPTER V.....

CHAPTER V

ORGANIZATION

The First Part

Organization structure

Article 6

Organization structure of Formal Education Unit of Filial School consists of:

- a. The leader is the Principal;
- b. Leadership assistants are the school administration staff; and
- c. Functional position category.

The Second Part

Duties and Functions of Organizational Elements

Paragraph 1

Head Master

Article 7

- (1) The principal has the task of leading, coordinating and controlling all school activities in carrying out some government affairs in the field of special education.
- (2) To carry out the tasks as referred to in Article (1), the Principal has the function of:
 - a. Arranging the work plan of Filial School Formal Education Unit in accordance with the Office Strategic Plan;
 - b. Planning, implementing, controlling, evaluating and reporting the Filial School activities;
 - c. Collecting and processing of data and information, carrying out an inventory of problems and implementing the problem solving related to the tasks of managing the Filial Schools;
 - d. Preparation of materials; policy, guidance, development and supervision and technical instructions as well based on their fields of work;
 - e. The implementation of coaching and controlling the learning process in accordance with applicable regulations;
 - f. The implementation of learning outcomes of the Filial School student;
 - g. The arrangement, empowerment and facilitation of increasing the professionalism of teachers / technical personnel;
 - h. The Implementation of inventory, procurement proposal and management of the facilities of Filial School;
 - i. The implementation of coaching and controlling the education, boy scouts, art and culture, and sport;

J. The Provision.....

- j. The provision of educational facilities and infrastructure in accordance with their authority;
- k. Implementation of guidelines for operational funding for the administration of Filial Schools in accordance with applicable regulations;
- l. Implementation of supervision of the educational calendar;
- m. Admission of new Filial School students in accordance with applicable regulations;
- n. The implementation of the evaluation of learning outcomes and the National Examination in Filial Schools in accordance with applicable regulations;
- o. The implementation of School Development, Sport Art, School Health Center, Enhancement of Character Building, and the School Environmental-based;
- p. Implementation of administration and household affairs of Filial School;
- q. Implementation of analysis and Carrier development of Filial School performance; and
- r. The implementation of other tasks given by the Head of Office in accordance with their duties.

Paragraph 2
School Administration Staff
Article 8

- (1) School Administration Staff has the task of assisting the Principal in managing general administrative affairs, employment, planning, evaluating and reporting.
- (2) To carry out the task, the School Administration Workers have the functions:
 - a. Materials preparation of work and activity plan of Filial School
 - b. Carrying out the administrative affairs in correspondence, archives, employment, and finance;
 - c. The implementation of administration and work order in the Filial School environment;
 - d. Implementation of administrative services to the Principal and within the Filial School environment;
 - e. Implementation of the school budget plan under the coordination of the Office Secretary;

f. Carrying.....

- f. Carrying out the inventory and maintenance of Filial school facilities and infrastructure;
- g. Compilation and inventory of regulations / policies related to Filial Schools;
- h. Implementation of coordination with agencies or other parties for the smooth of tasks;
- i. Preparation and submission of Filial School activity reports on a regular basis; and
- j. The implementation of other official assignments given by the Principal in accordance with their duties.

Paragraph 3
Functional Position Category
Article 9

- (1) The Functional Position Category has the task of carrying out some of the Filial School activities in a professional manner to meet the needs.
- (2) Functional Position Category in carrying out the task is responsible to the School Principal.

Article 10

- (1) Functional Position Category consist of a number of personnel in functional position levels divided into various category based on their area of expertise and skills.
- (2) The number of functional positions is determined based on the character, type, needs and workload.
- (3) Types and levels of functional positions are regulated in based on the applicable laws and regulations.

CHAPTER VI
WORKING PROCEDURE
THE FIRST PART
GENERAL
ARTICLE 11

- (1) Things that become the school elements are a unity that can not be separated.

(2) The Implementation.....

- (2) The implementation of duties and function of the School Principal as the organizer of Filial school affairs, the operational activities are conducted by the school administration and the classification of functional position based on the field of job description.
- (3) The position of the School Principal is under and responsible to the head of the Education Office through the Secretary.
- (4) In doing his job, the School Principal is obliged to apply the principles of coordination, integration, synchronization and simplification.

The Second Part
Report
Article 12

- (1) The School Principal is obliged to regularly provide accurate reports on the implementation of his duties in clear and punctual manner to the Head Office through the Secretary.
- (2) Arrangements regarding to the type of report and how to submit it, are guided by the applicable laws and regulations.

The Third Part
REPRESENTATIVE
Article 13

In case if the school principal is absent, he will be substituted by the School Administration Staff.

CHAPTER VII
EMPLOYMENT AND POSITION
THE FIRST PART
The Employment
Article 14

- (1) Appointment and dismissal of officials of the Principal of the Filial School Formal Education Unit are carried out based on the regulation.
- (2) Appointment of Officers and Employees as referred to in paragraph (1) must meet job competency standards.

The second part.....

The Second Part

Position

Article 15

- (1) The School Principal is a teacher who is given the task to lead and manage the Education Unit based on the regulation.
- (2) Administrative Staffs of education unit are the school administrative organizers.

BAB VIII

PARTNERSHIP

Article 16

- (1) In the framework of providing the special education that is qualified for Children with Legal Issue in LPKA Class I, the Office may establish partnerships with various related parties.
- (2) The partnership referred to in Article (1) is carried out on the principle of mutual need, strengthening and benefit in order to achieve a common goal.
- (3) The beginning and ending of partnership as referred to in Article (1) and Article (2) are carried out through a collective agreement mechanism based on the applicable laws and regulations.

CHAPTER IX

FINANCING

Article 17

- (1) Finance to support the activities of organizing the Filial School can be sourced from:
 - a. Regional income and expenditure budget;
 - b. State revenue and expenditure budget; and
 - c. The other legal and non-binding sources.
- (2) Approval, management and report of finance as referred to in Article (1) must be in accordance with the regulation

CHAPTER X.....

CHAPTER X
THE CLOSING PROVISION

Article 18

This Major Regulation will be applied on the date of valid regulation. The enactment of this Major Regulations by placing it in the Local News of Palembang City so that public will know it.

Palembang
Month Date 15 Agustus 2016
PALEMBANG MAYOR,

HARNOJOYO

Regulated in Palembang
On 15 Agustus 2016
The Task Executor, The Local Secretary
PALEMBANG CITY,

KURNIAWAN

THE LOCAL NEWS OF PALEMBANG CITY YEAR 2016 NUMBER 25

Acknowledged,
THE HEAD OF EDUCATION OFFICE

The image shows a circular official stamp in purple ink. The outer ring contains the text "PEMERINTAH KOTA PALEMBANG" at the top and "PALEMBANG" at the bottom, separated by two stars. The inner circle contains the text "DINAS PENDIDIKAN". Overlaid on the stamp is a handwritten signature in black ink.

H. AHMAD ZULINTO, S.Pd., M.M.



COOPERATION AGREEMENTS

Between

**DIRECTORATE GENERAL OF CORRECTIONAL FACILITY
MINISTRY OF JUSTICE AND HUMAN RIGHTS**

With

**DIRECTORATE GENERAL OF EARLY CHILDHOOD EDUCATION AND SOCIETY
EDUCATION**

DIRECTORATE GENERAL OF PRIMARY AND SECONDARY EDUCATION

And

**DIRECTORATE GENERAL OF TEACHERS AND EDUCATION PERSONNEL
MINISTRY OF EDUCATION AND CULTURE**

Number : PAS-38- HM.05.02 Tahun 2016

Number : 1139 / c / KS / 2a76

Number : 4061 / D / KS / 2016

Number : 17268 / B / KP / 2016

About

**IMPLEMENTATION OF PRIMARY, INTERMEDIATE AND NON FORMAL EDUCATION IN
CORRECTIONAL CENTER, INSTITUTIONAL DEVELOPMENT FOR CHILDREN,
TEMPORARY CHILD PLACEMENT INSTITUTION, STATE DETENTION HOUSE, AND
CORRECTIONAL INSTITUTION**

On this Wednesday, Twenty-seventh of April, Two Thousand Sixteen
(27th April, 2016), located in Jakarta, we were undersigned:

1. I Wayan K. Dusak, as Directorate General Of Correctional Facility Ministry Of Justice And Human Rights, domiciled at Jl. Veteran 11 Central Jakarta. In this case act on behalf of Directorate General of Correctional Ministry of Justice and Human Rights, hereinafter referred to as **THE PARTY**
2. Harris Iskandar, as Directorate General Of Early Childhood Education And Society Education, domiciled at 3rd Floor of E Building, Jl. Jendral Sudirman, Senayan, Central Jakarta. In this case act on behalf of Directorate General Of Early Childhood Education And Society Education, hereinafter referred to as **SECOND PARTY**

3. Hamid Muhammad, as Directorate General Of Primary And Secondary Education Ministry Of Education And Culture, domiciled at 5th Floor of E Building, Jl. Jendral Sudirman, Senayan, Central Jakarta. In this case act on behalf of Directorate General Of Primary And Secondary Education Ministry Of Education And Culture, hereinafter referred to as **THIRD PARTY**
4. Sumarna Surapranata, as Directorate General Of Teachers And Education Personnel Ministry Of Education And Culture, domiciled at 11th Floor of D Building, Jl. Pintu 1, Senayan, Central Jakarta. In this case act on behalf of Directorate General Of Teachers And Education Personnel Ministry Of Education And Culture, hereinafter referred to as **FOURTH PARTY**

Next, the **PARTY**, **SECOND PARTY**, **THIRD PARTY**, and **FOURTH PARTY** are collectively referred to as **THE PARTIES**, agree to conduct cooperation agreement based on Article 3 Section 1, Memorandum of Understanding between the Ministry of Justice and Human Rights with the Ministry of Education and Culture number: M. HH-08. HM. 05.02 2015 and number: 02/IV/NK/2015 on organizing the education at Correctional Center, Institutional Development For Children, Temporary Child Placement Institution, State Detention House, And Correctional Institution, with the followings:

Article I

GOAL

This cooperation agreement aims to provide basic education services, and non-formal education at Correctional Center, Institutional Development For Children, Temporary Child Placement Institution, State Detention House, And Correctional Institution.

Article 2

SCOPE

The scope of this cooperation agreement includes:

(1) Primary and secondary education implementation:

- A. Open school programs of Elementary, Junior and Senior high schools;
- B. Drafting model of defence;
- C. Assistance in the procurement of educational facilities and infrastructure;
- D. Coordination and/or facilitation of provision for educators

(2) Non-formal education:

- A. Literacy Education Program;
- B. Equality Education Program (Package A, B, C);
- C. Provision of teaching materials

- D. Skills training program (Certificate of Competency);
- E. Assistance in the procurement of educational facilities and infrastructure;
- F. Educator assistance and enhancement

Article 3

DUTIES AND RESPONSIBILITIES

(1) **The PARTY** has duties and responsibilities:

- A. Prepare participants of learning model preparation;
- B. Prepare participants of non-formal education management;
- C. Preparing the educational backgrounds of correctional community in accordance with the education level that has been reached;
- D. Prepare a place of learning, competency test and learners;
- E. Proposed correctional technical unit as beneficiary education program Package;
- F. Set up an education manager.

(2) **SECOND PARTY** has duties and responsibilities:

- A. Assisting the provision of non-formal educational learning facilities;
- B. Coordinating the maintenance of non-formal education services with the provincial education office, district/city education office, and related offices;
- C. Monitoring and evaluating the implementation of non-formal education And correctional halls, special development institutes for children, temporary child placement agencies, state detention houses, and correctional institutions.

(3) **THIRD PARTY** has duties and responsibilities:

- A. Assisting the provision of primary and secondary education learning facilities;
- B. Coordinating the maintenance of primary and secondary education services with the provincial education office, district/city education office, and related agencies;
- C. Monitoring and evaluating the implementation of nonformal education at Correctional Center, Institutional Development For Children, Temporary Child Placement Institution, State Detention House, And Correctional Institution.

(4) **FOURTH PARTY** has the duties and responsibilities:

- A. Coordinating the maintenance of primary and secondary education services with the provincial education office, district/city education office, and related agencies;

- B. Monitoring and evaluating the provision of educators at Correctional Center, Institutional Development For Children, Temporary Child Placement Institution, State Detention House, And Correctional Institution.

Article 4

FINANCE

Finance arising as a result of the implementation of this cooperation agreement charged to **THE PARTIES** in accordance with the provisions of statutory regulations.

Article 5

MONITOR AND EVALUATION

Monitoring and evaluation of the implementation of this cooperation agreement is carried out by the **PARTIES** at least once in six months or according to the needs agreed upon by **THE PARTIES**.

Article 6

DISPUTE RESOLUTION

In case of disagreements or misunderstandings in cooperation agreements, **The PARTIES** agree to settle in order to achieve the deal.

Article 7

PERIOD

(1) The cooperation agreement is valid when signed by **THE PARTIES** until the end of a memorandum of understanding, and may be altered or terminated with written agreement based on **THE PARTIES** deal.

(2) If one of the parties wishes to change or terminate the cooperation agreement before the period as referred to in paragraph, the Party shall notify other parties in written agreement, no later than 3 (three) months in advance.

(3) Termination of this cooperation agreement does not affect the Ongoing activities that begin before the notification termination as referred to in paragraph (2), unless approved by **THE PARTIES**.

(1) This cooperation agreement may be terminated or voided by itself when:

- A. Changes in the provisions of statutory regulations and/or changes Government policy that does not allow the ongoing agreement cooperation;
- B. Force majeure, such as natural disasters and the security of state is not possible.

(2) The affected Party as mentioned in clause (1) section A, shall be

- A. Notify the other party at least 3 (three) months after the changes in the provisions of the laws and/or Government policy changes.

(3) Things that have not been set or are not sufficiently regulated in the Cooperation agreement will be governed by the agreement of **the PARTIES** written in the form of an addendum which is an integral part of This cooperation agreement.

Article 9

CLOSING

This cooperation agreement is made into four originals with stamps. Each writing is same, having the same legal power, and every party gets one original agreement.

THE PARTY

I WAYAN K. DUSAK

SECOND PARTY

THIRD PARTY

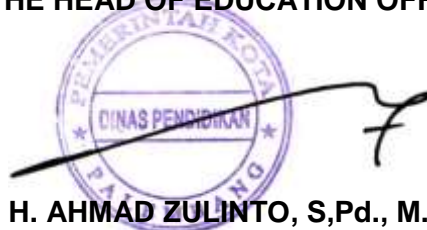
FOURTH PARTY

**HARRIS ISKANDAR
SURAPRANATA**

HAMID MUHAMMAD

SUMARNA

**Acknowledged,
THE HEAD OF EDUCATION OFFICE**


H. AHMAD ZULINTO, S.Pd., M.M.



**MEMORANDUM OF UNDERSTANDING
BETWEEN**

**MINISTRY OF LAW AND HUMAN RIGHTS OF THE REPUBLIC OF INDONESIA
AND
MINISTRY OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA**

NUMBER : M.HH-08.HM.05.02 YEAR 2015

NUMBER : 02/IV/NK/2015

ABOUT

**THE IMPLEMENTATION OF EDUCATION AT THE SOCIAL CENTER, CHILD
DEVELOPMENT INSTITUTE, TEMPORARY CHILD CARE, STATE PRISON AND
THE PENITENTIARY**

Today is the twenty-seventh of April Year Two Thousand and Fifteen
(27-04-15), located in Jakarta, and the authorized signs:

- I. YASONNA H. LAOLY :** Minister of Law and Human Rights of the
Republic of Indonesia, in this matter on the behalf of the
Ministry of Law and Human Rights of the Republic of
Indonesia, located on Jalan H.R Rasuna Said Kav. 6-7
Kuningan,
South Jakarta, subsequently referred to as the **FIRST PARTY**.
- II. ANIES BASWEDAN :** Minister of Education and Culture of the Republic
of Indonesia, in this matter on the behalf of Education and
Culture of the Republic of Indonesia, located on Jl. Jenderal
Sudirman, Senayan, Central Jakarta,
subsequently referred to as the **SECOND PARTY**.

THE FIRST PARTY and **THE SECOND PARTY** which are subsequently called as **THE PARTIES** which agree to hold a Memorandum of Understanding in implementing the education at the Social Center, Child Development Institute, Temporary Child Care, State Prison and the Penitentiary, with the following provisions:

THE PURPOSE

Article 1

This Memorandum of Understanding aims to provide educational services at the Social Center, Child Development Institute, Temporary Child Care, State Prison and the Penitentiary.

THE SCOPE

Article 2

The scope of this Memorandum of Understanding includes:

- a. The implementation of primary and secondary education;
- b. The implementation of non-formal / community education.

THE IMPLEMENTATION

Article 3

- (1) The implementation of this Memorandum of Understanding is going to be regulated further by **THE PARTIES** as set in a Cooperation Agreement which is inseparable part from this Memorandum of Understanding;
- (2) The Cooperation Agreement as referred to in article (1) will be prepared and implemented by **THE PARTIES** by appointing each representative based on their duties and functions.

THE TIME PERIOD

Article 4

- (1) This Memorandum of Understanding is valid for a period of 5 (five) years and can be extended or ended with the approval of **THE PARTIES**;
- (2) In the case if one party wishes to terminate the Memorandum of Understanding before the expiration of the period referred to in article (1), then the party must notify the other party in written, no later than 3 (three) months before ending;
- (3) The termination of this Memorandum of Understanding does not affect the ongoing activities that are started before the notice of termination as referred to in article (2), unless agreed by **THE PARTIES**.

THE FINANCING

Article 5

The Costs as a result of the implementation of this Memorandum of Understanding will be maintained by **THE PARTIES** in accordance with the regulations.

THE CLOSING

Article 6

This Memorandum of Understanding is made in 2 (two) original copies, sufficiently stamped, signed by **THE BOTH PARTIES** and each has the same legal force.

THE FIRST PARTY

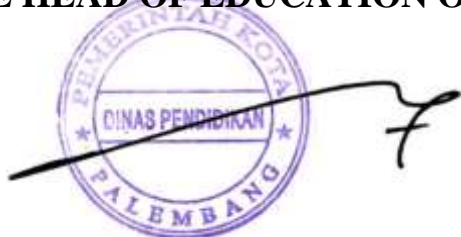
THE SECOND PARTY

YASSONA H. LAOLY

ANIES BASWEDAN

Acknowledged,

THE HEAD OF EDUCATION OFFICE

The image shows a circular official stamp in purple ink. The text around the perimeter reads "PEMERINTAH KOTA PALEMBANG" at the top and "DINAS PENDIDIKAN" at the bottom, separated by two small stars. A handwritten signature in black ink is written across the stamp, extending to the right.

H. AHMAD ZULINTO, S.Pd., M.M.

EVALUATION REPORT

**THE ASSESMENT REPORT OF TEACHER AND
HEADMASTER PERFORMANCE
AT PHILIAL SCHOOL IN LPKA CLASS I PALEMBANG**

LESSON YEAR 2018



**Oleh:
H. M. HUSEN, S.Pd., M.M.
NIP. 196012251984031005**

**GOVERNMENT OF PALEMBANG CITY
EDUCATION OFFICE**

2018

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CHAPTER I

PRELIMINARY

A. Background

Until now the teaching profession is still in high demand by the community, especially after the government policy on certification which provides a one-time basic salary allowance and other allowances that are quite promising, on the other hand the government also requires teachers to work professionally. According to Mulyasa (2013), it is better to improve the quality of education supported by qualified professional teachers, who can play their roles and functions properly in order to prepare quality human resources through quality learning processes as well.

Performance measurement of an educational institution is very important. To evaluate and plan for future education is necessary to measure performance appropriately, especially for the performance of teachers as implementers and even the spearhead of education. In this case, various information is needed to ensure that education and learning services have been carried out effectively, efficiently and accountably.

Thus, improving the quality of education must always be measured its performance through a variety of information, task control, funding reports, and the most important is the teacher's performance report because teachers have a very strategic role in determining the quality of education, which requires personality requirements and professional abilities that are standard and can be accounted for. In other words, performance appraisal is the responsibility of the institution and individual workers for their stakeholders.

Workers (in this case teachers and principals) not only have direct responsibility to their superiors but also to parents of students and the community at large. Their performance, good and bad, must be accountable to the community. Especially when it is remembered who hired teachers and school principals, they are obliged to

conduct an objective performance evaluation system that can be accountable to the community.

Performance appraisal for the performance of teachers, principals, and staff (school administration staff) is one of the competencies that must be mastered by school / madrasah supervisors. These competencies are included in the dimensions of educational evaluation competencies. Principal's performance can be measured from three aspects, namely: (a) behavior in carrying out tasks, namely the behavior of principals when carrying out managerial functions, (b) how to carry out tasks in achieving work results reflected in their commitment as a reflection of personal competence and his social competence, and (c) from the results of his work which are reflected in changes in the performance of the school he leads.

The implementation of education in the Special Class Development Institution for Children (LPKA) Palembang Class I as one of the places for organizing special service education, is a breakthrough in inclusive services in the field of education including services for children in conflict with the law (ABH), through Filial Schools in LPKA Class I Palembang, As a school that provides educational services, assessment and evaluation are carried out in order to improve and improve the quality of education.

B. Focus Of Problems

Teacher performance assessment (PKG) can be interpreted as an effort to obtain a picture of the knowledge, skills, values and attitudes of teachers in carrying out learning activities that include planning, implementation and evaluation, which is shown in the classroom learning activities. In carrying out learning guided by the Ministry of National Education Regulation No. 41 2007 concerning standard processes for primary and secondary education.

C. Purpose of Performance Appraisal

PKG is essentially an activity to foster and develop professional teachers that are carried out from the teacher, by the teacher, and for the teacher. This is especially important for mapping the competencies and performance of all teachers in various levels and types of education. The results of the performance appraisal can be used by

teachers, principals, and supervisors to reflect on their tasks and functions in the context of giving services to the community and improving the quality of education through improving teacher performance.

He also hoped that performance evaluation could overcome the gap between teacher and teacher, between teacher and principal and supervisors, so that the results could become invaluable input for the development of education and career development of teachers in particular. In this case, the results of performance appraisal can be used as self-evaluation material for teachers so that they know the strengths, weaknesses, opportunities and challenges they have as materials to develop their potential and performance profiles that can be used as a reference in the preparation of the Sustainable Professional Development (PKB) program.

The results of the performance appraisal are also the basis for making improvements, coaching and development, as well as providing work performance scores which are then used as a reference for assessing teacher performance and obtaining teacher credit scores in order to develop their careers in accordance with applicable regulations. If all of this can be done well and objectively, quality and competitive education can be realized immediately so that we can build a dignified nation. This is possible because teachers who have high performance and dedication will be able to plan, implement, and assess learning effectively, efficiently and accountably.

D. Scope

The scope of the implementation of teacher performance appraisals includes: (a) Planning, (b) Implementation, and (c) Assessment. Whereas the scope of the performance evaluation for school principals includes: (a) Personality and Social Affairs, (b) Learning Leadership, (c) School Development, (d) Resource Management, (e) Entrepreneurship, and (f) Learning Supervision.

CHAPTER II

THOUGHTS FRAMEWORK TROUBLESHOOTING

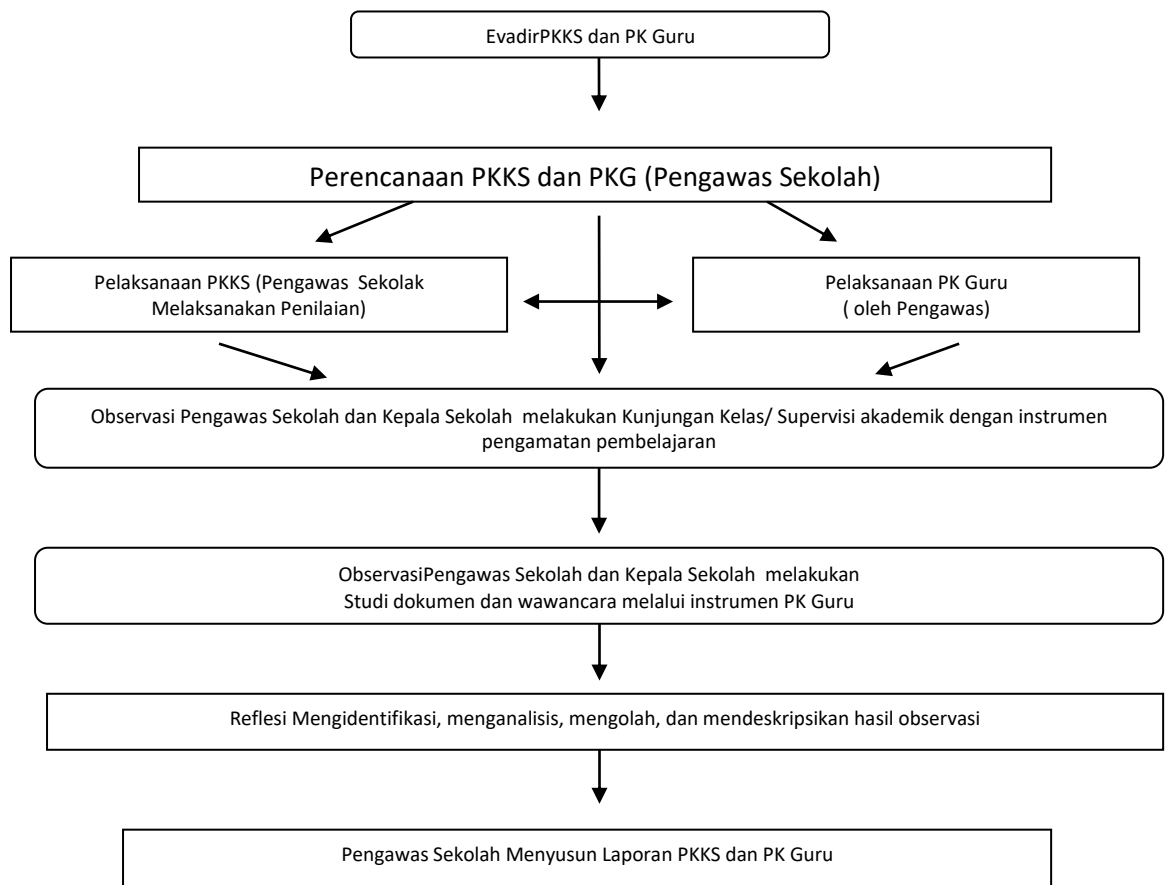
A. Concept

According to the Regulation of the Minister of State for Administrative Reform and Bureaucracy Reform Number 16 of 2009, PK GURU is an evaluation of each item of the teacher's main task activities in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in the mastery of knowledge, the application of knowledge and skills, as required competencies according to the mandate of the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. Mastery of competence and application of teacher knowledge and skills, will determine the achievement of the quality of the learning process or mentoring students, and the implementation of additional tasks relevant to schools / madrasahs, especially for teachers with additional assignments. The GURU PK system is an assessment system designed to identify the ability of teachers to carry out their tasks through the measurement of mastery of competencies shown in their performance.

Performance appraisal activities are carried out every semester as part of the learning process. At the beginning of the year formative teacher performance assessments were used as a basis for determining self-evaluation and continuing professional development (PKB). Then in the next semester at the end of the year an assessment of the performance of summative teachers is conducted.

B. Framework Theory

Whereas the framework for thinking in conducting KKPS and PK Teacher assessments can be shown in the following flow of activities ;



Teacher and headmaster performance evaluation can be carried out with the following procedures:

1. Stages of Planning

At this stage the teacher prepares a lesson plan which is then checked by the supervisor. The supervisor prepares the learning instrument as a supervision tool.

2. Implementation Stage

The teacher learns from the preliminary, core and closing activities. Supervisors make observations.

3. Grading Stage

At this stage the assessor assigns a value to each component of teacher performance and subsequently the value of the teacher's performance is determined.

4. Follow Up

Based on the results of an assessment of the performance of teachers from each teaching staff was analyzed, which then carried out coaching and development.

CHAPTER III

SUPERVISION APPROACHES AND METHODS

Teacher performance assessments are conducted by school supervisors on teachers at target schools by:

A. Document Study

School supervisors check the lesson plan documents prepared by the teacher that will be used for learning activities.

B. Class observations

In carrying out observations the supervisor records all learning activities carried out by the teacher and includes them in the learning supervision instrument. Furthermore, the supervisor determines the teacher's PK value.

C. Interview

To maintain the validity of the data a cross-check of observational data was done through interviews with the teacher concerned. In addition interviews were conducted with the school principal.

CHAPTER IV
RESULTS OF TEACHER PERFORMANCE ASSESSMENT PROGRAM (PKG)
SCHOOL PRINCIPAL PERFORMANCE ASSESSMENT (PKKS)

A. Result Of PKG

Average grades of teacher performance assessment results in learning

No	Aspect assessed	Filial SD (SDN 25 Palembang)	Filial SMP (SMPN 22 Palembang)	Filial SMA (SMAN 11 Palembang)	Average
A.	Planning				
1.	Tujuan Pembelajaran	3.00	3.00	2.00	2.67
2.	Learning Materials	2.75	2.25	2.00	2.29
3.	Learning strategy	2.75	2.50	2.75	2.67
4.	Media and Learning Resources	2.75	2.25	2.25	2.25
5.	Assessment	2.25	2.50	2.25	2.42
	Amount A	13.50	12.50	11.25	12.29
	Value	2.70	2.50	2.25	2.46
B.	Implementation				
1.	Ability to open lessons	2.75	2.25	2.50	2.42
2.	Practice attitude in the learning process	2.75	2.75	2.75	2.67
3.	Mastery of learning materials	3.00	2.50	2.75	2.75
4.	Learning process	2.25	2.25	2.25	2.21

5.	Using Media and learning resources	3.00	2.00	2.25	2.21
6.	Assessment	2.25	2.25	2.50	2.38
7.	Ability to close lessons	2.75	2.75	2.25	2.46
	Average B	18.75	16.75	17.25	17.13
	Average Rating	2.67	2.40	2.50	2.45

B. Result Of PKKS

No	Aspect assessed	Filial SD (SDN 25 Palembang)	Filial SMP (SMPN 22 Palembang)	Filial SMA (SMAN 11 Palembang)	Average
1.	Personality and Social	3,29	2,57	3,0	3,07
2.	Leadership Learning	3,30	3,50	3,0	3,12
3.	School development	2,86	3,71	3,14	3,17
4.	Resource Management	2,88	2,88	3,13	2,98
5.	Entrepreneurship	3,00	3,20	3,0	3,17
6	Learning Supervision	3,00	2,33	3,0	2,78
	verage	18,32	18,19	18,27	18,28
	Average Rating	76,32	75,81	76,12	76,16
	Category	B	B	B	B

C. Assessment Report Of Teacher and Headmaster Performance

No	Aspects	Activities	Goals	Target	Method	Obstacles	Achievement	Conclusion	Follow UP
1	Teacher Performance Assessment (PKG)	PKG implementation	8 Teachers Filial SD, 14 Teachers Filial SMP, 15 Teachers Filial SMA	100% Teachers PKG result is good	Guidance Technical Group Focus Discussion	Teacher and Headmaster understanding of performance assessment and function is still very limited	90% His PKG result teacher is good	Still need socialization about the functions and benefits of PKG and PKKS	Program socialization function and benefits of PKG and PKKS
2	School principal performance Assessment (PKKS)	Implementation of PKKS	1 KS Filial SD, 1 KS Filial SMP, 1 KS Filial SMA.	100% KS hasil PKKS nya baik	Guidance Technical Group Focus Discussion	Teacher and KS understanding of performance assessment and function is still very limited	90% The principal of his PKKS results is good	Still need socialization about the functions and benefits of PKG and PKKS	Program socialization function and benefits of PKG and PKKS

D. Discussion of Result PKG and PKKS

NO.	School Name	CASE FINDINGS	FOLLOW UP
1	Filial SD (SDN 25 Palembang)	PKG: Learning quality needs to be maximized PKKS: Supervision results need to be followed up	Academic supervisión Managerial supervision
2	Filial SMP (SMPN 22 Palembang)	PKG: Thematic RPP needs to be repaired PKKS: RKS and supervision results need to be followed up	Academic supervisión Managerial supervision
3	Filial SMA (SMAN 11 Palembang)	PKG: Learning quality needs to be maximized PKKS: Supervision results need to be followed up	Academic supervisión Managerial supervision

E. The Assessment of Teachers and Headmaster Performance

The results of the teacher's performance assessment show that in general, the teacher's performance has demonstrated good criteria, but with the change in curriculum, teachers need to be guided and accompanied, in order to carry out their duties meet the standard of process in Permendikbud number 65/2013 and Permendikbud number 57/2014, which mandates compulsory primary school teachers to perform science-based integrative thematic learning.

The result of the school principal showed that in general, the competency of the principal according to the competency standard of the school principal in Permendikbud number 13/2007 and number 28/2010 still need to be improved, both in managerial areas including the preparation of school programs, implementation of school programs, program supervision and evaluation, school leadership, and application of the SIM.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of teacher performance in 2018, can be concluded:

1. All teachers who are 8 people from elementary school, 14 people from junior high school and 15 people from senior high school have conducted good grades in doing activities of teaching.
2. All principals who are 1 person from elementary school, 1 person from junior high school and 1 person from senior high school have performed with good value.

B. Suggestions



1. The teachers enhance performance especially in the mastery of thematic learning so that the value gained from good becomes very good.
2. The headmasters intensify the implementation of the supervision of learning.

C. Follow Up

1. Hold seminars with RPP drafting material and thematic learning.
2. The principal schedules the supervision of the learning and performs it based on its schedule.

Acknowledged,

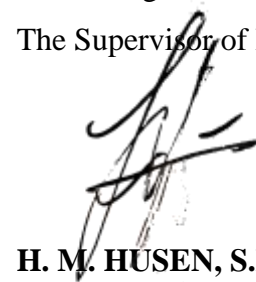
The Head of Education Office,

H. AHMAD ZULINTO, S.Pd., M.M.
Pembina Utama Muda
NIP. 196404181989031003

Palembang, 31 Desember 2018

The Supervisor of Philial School,



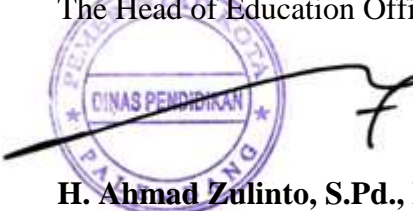
H. M. HUSEN, S.Pd., M.M.
Pembina Tingkat I
NIP. 196012251984031005

RESUME REPORT ANALYSIS RESULTS
NUMBER OF RESIDENTS OF LPKA KLAS I PALEMBANG RELATED TO THE EXISTENCE OF SCHOOL FILIAL
BASED ON CORRECTIONAL DATABASE SYSTEM (SDP) DIRJENPAS 2018

No	Aspects	Activities	Goals	Target	Method	Obstacles	Achievement	Conclusion	Follow UP
1	Quantity	Analysis of the number of children facing law as residents of LPKA	children in conflict with the law in LPKA Class I Palembang	00% can complete the school and can return to the community well	Analysis of data on the number of LPKA students and residents since the school was established	Filial school students continue to decrease	98% of school students do not repeat Violation of the law	School filial is able to change attitudes, improve knowledge and skills, so that they can be back to received in the community	To maintain the existence of filial schools, recommended to the Office of the Ministry of Justice and Human rights of South Sumatra to transfer the children facing the law at LPKA / prison child regency / city of South Sumatra to be transferred to the LPKA Class I Palembang

Palembang, 31 Desember 2018

The Head of Education Office,



H. Ahmad Zulinto, S.Pd., M.M.

Pembina Utama Muda

NIP. 196404181989031003

MONTHLY REPORT
SD NEGERI 25 FILIAL PALEMBANG
SMP NEGERI 22 FILIAL PALEMBANG
LPKA CLASS I PALEMBANG
OCTOBER 2019



JL. INSPEKTUR MARZUKI KM 4,5
KEL. SIRING AGUNG KEC. ILIR BARAT I
PALEMBANG SUMATERA SELATAN



MINISTRY OF JUSTICE AND HUMAN RIGHTS
REGIONAL OFFICE OF SOUTH SUMATERA
CHILDREN SPECIAL DEVELOPMENT INSTITUTE CLASS I PALEMBANG
Jalan Inspektur Marzuki km 4,5 kel Siring Agung Palembang 30138
Email : lpkapalembang@gmail.com

Yth. Mayor Of Palembang
C.q Education Office of Palembang City
In Palembang

November 2019

COVERING LETTER

Nomor : W6.Pas2.UM.01.01-906

No.	Official documents submitted	Quantity	Remark
1.	Monthly report of students joining education at SDN 25 and SMPN 22 Filial LPKA Palembang Month: Oktober 2019	1 (One) File	Delivered with respect as a report and used as necessary

KEPALA
KEPALA
LEMBAGA
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.
NIP. 196602081990031001

Copy;

1. The Head of Ministry Of Law and Human Rights South Sumatera in Palembang
2. The Head of SD Negeri 25 Filial Palembang in Palembang
3. The Head of SMP Negeri 22 Filil Palembang in Palembang
4. Files

STUDENT RECAPITULATION SD NEGERI 25 FILIAL LPKA CLASS I PALEMBANG
ACADEMIC YEAR 2019/2020

GRADE IV (FOURTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Dendi	IN	
2	M. Andika	IN	
3	Umar Dhani	IN	
4	Rediansyah	IN	
5	Gusfar Dinata	IN	

GRADE V (FIFTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Amir Saputra	IN	
2	Arya Nanda	IN	
3	Ferianto	IN	
4	Putra Supriadi	IN	
5	Satria Suharta	IN	
6	Dian Toro	IN	
7	Ahmad Fahrezi	IN	

GRADE V (FIFTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Dj. Yandi Faisal	IN	
2	Nendi Mulya	IN	

Note: The released students are permitted / allowed to attend school

Total SD Student Grade IV: 5 people, Grade V: 7 people, Grade VI: 2 people = 14 people

KEPALA
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LEMBAGA FILIAL

WAHYU HIDAYAT, Bc.IP., S.E., M.SI.
NIP. 196602081990031001

STUDENT RECAPITULATION SMP NEGERI 22 FILIAL LPKA CLASS I
PALEMBANG

ACADEMIC YEAR 2018/2019

GRADE VII (SEVENTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Jafar Umar	IN	
2	Enggo M	IN	
3	Pranata A	IN	
4	M. Rozi	IN	

GRADE VIII (EIGHTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Alam Nasution	IN	
2	Nanda Eriadi	IN	
3	Pramita Rosadi	IN	
4	Rio A	IN	
5	Tri Yuliansa	IN	
6	Irfan Sudrajat	IN	
7	Sulaiman	IN	
8	Riski M	IN	

GRADE IX (NINTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Aditia	IN	
2	M. Irfan	IN	
3	M. Jefri	IN	
4	Ari Manda	IN	

Note: The released students are permitted / allowed to attend school

Total SMP Student Grade VII: 4 people, Grade VIII: 8 people, Grade IX: 4 people = 16 people

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KEPALA
LEMBAGA FILIAL

WAHYU HIDAYAT, Bc.IP., S.E., M.SI.
NIP. 196602081990031001

MONTHLY REPORT
SMA NEGERI 11 FILIAL PALEMBANG
LPKA CLASS I PALEMBANG
OCTOBER 2019



JL. INSPEKTUR MARZUKI KM 4,5
KEL. SIRING AGUNG KEC. ILIR BARAT I
PALEMBANG SUMATERA SELATAN



MINISTRY OF JUSTICE AND HUMAN RIGHTS
REGIONAL OFFICE OF SOUTH SUMATERA
CHILDREN SPECIAL DEVELOPMENT INSTITUTE CLASS I PALEMBANG
Jalan Inspektur Marzuki km 4,5 kel Siring Agung Palembang 30138
Email : lpkapalembang@gmail.com

Yth. Mayor Of Palembang
C.q Education Office of Palembang City
In Palembang

November 2019

COVERING LETTER

Nomor : W6.Pas2.UM.01.01-906

No.	Official documents submitted	Quantity	Remark
1.	Monthly report of students joining education at SMAN 11 Filial LPKA Palembang Month: Oktober 2019	1 (One) File	Delivered with respect as a report and used as necessary

KEPALA
KEPALA
LEMBAGA
WAHYU HIDAYAT, Bc.IP., S.E., M.SI.
NIP. 196602081990031001

Copy;

1. The Head of Ministry Of Law and Human Rights South Sumatera in Palembang
2. The Head of SD Negeri 25 Filial Palembang in Palembang
3. The Head of SMP Negeri 22 Filil Palembang in Palembang
4. Files

STUDENT RECAPITULATION SMAN 11 FILIAL LPKA CLASS I PALEMBANG
ACADEMIC YEAR 2019/2020

GRADE X (TENTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Jery	IN	
2	M. Reynaldo	IN	
3	M. Satiawan	IN	
4	Willi Anggara	IN	
5	Arli Erlan S	IN	
6	Virgo Verdiaz	IN	
7	Reza	IN	
8	Birto Bachtiar	IN	
9	Fahrul Rozi	IN	

GRADE XI (ELEVENTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Ihsan Thamrin	IN	
2	Asep P	IN	
3	Hari Rama	IN	
4	Riski Saputra	IN	
5	Stefanus Richard	IN	
6	Nanda Al Fajri	IN	
7	Aldi Sadewo		OUT
8	Rian Winandra		OUT

GRADE XII (TWELTH) STUDENT NAME

NO	STUDENT NAME	REMARK	
1	Agung Pramudia	IN	
2	Anwarudin	IN	
3	Amin Sanjaya	IN	
4	Roy Hendra	IN	
5	Nendi Hidayat	IN	
6	M. Aldo Saputra		OUT
7	M. Taufik		OUT
8	Novranda		OUT
9	Agung Kusuma		OUT

10	Ridho Eka		OUT
11	Jeni Pratam		OUT

Note: The released students are permitted / allowed to attend school

Total SMA Student Grade X: 9 people, Grade XI: 8 people, Grade XII: 11 people = 28 people

KEPALA



WAHYU HIDAYAT, Bc.IP., S.E., M.SI.
NIP. 196602081990031001

NEWS

**NEWS ABOUT FILIAL SCHOOL / FORMAL EDUCATION SERVICE
CHILD PRISONERS AT CHILD SPECIAL DEVELOPMENT
CLASS I PALEMBANG**

1. Title : Denmark and UNDP's Support to restorative justice, Indonesia
Source : ScandAsia.Com
Scope : Internasional Level
Date Of Publication : 19 April 2018
Link :
<https://www.google.com/url?q=https://scandasia.com/denmark-and-undps-support-to-restorative-justice-indonesia/&sa=U&ved=0ahUKEwiWp9Kd18jaAhXLRo8KHYMmAhQ4ChCpAggNKAawAQ&usg=AOvVaw3ViuV-5ZvIJ3we1-xDuLnZ>
2. Title : 14 LPKA Palembang Residents Join National Exam
Source : REPUBLIKA.co.id
Scope : National Level
Date Of Publication : 4 April 2016
Link : Ctrl + Click to follow link
<https://www.republika.co.id/berita/pendidikan/eduaction/16/04/04/o53rka384-14-penghuni-lpka-palembang-ikut-unbk>
3. Title : Palembang Pioneers LPKA With The Concept Of Inclusive Education.
Source : vivasumsel.com
Scope : National Level
Date Of Publication : 21 Februari 2017
Link : Ctrl + Click to follow link
<http://vivasumsel.com/satu-satunya-di-indonesia-palembang-miliki-lpka-dengan-konsep-pendidikan-inklusi/>
4. Title : Filial School Reduces Children Residivist at LPKA Pakjo Palembang
Source : Bulletin Metropolis
Scope : National Level
Date Of Publication : 21 Februari 2017
Link : Ctrl + Click to follow link
<http://bulletinmetropolis.com/home/?p=32172>

5. Title : Child Prisoners Take National Exam Simulation
Source : SimburNews.Com
Scope : National Level
Date Of Publication : 22 Maret 2017
Link : Ctrl + Click to follow link
<https://www.simburnews.com/?p=8126>
6. Title : Denmark and UNDP's Support to restorative justice, Indonesia
Source : rri.co.id
Scope : National Level
Date Of Publication : 7 April 2017
Link : Ctrl + Click to follow link
http://www.rri.co.id/palembang/post/berita/515634/daerah/denmark_dan_undp_dukung_keadilan_restoratif_di_indonesia.html
7. Title : Palembang City Government Will Propose Special Budget For LPKA Pakjo Palembang
Source : TRIBUN SUMSEL.com
Scope : National Level
Date Of Publication : 12 April 2017
Link : Ctrl + Click to follow link
<https://sumsel.tribunnews.com/2017/04/12/pemkot-palembang-akan-ajukan-anggaran-khusus-untuk-lpka-pakjo-palembang>
8. Title : Visit Pakjo Prison Alex Noerdin Determined To Make LPKA Pakjo The Best Prison In Indonesia
Source : TRIBUNSUMSEL.com
Scope : National Level
Date Of Publication : 18 Agustus 2017
Link : Ctrl + Click to follow link
<https://sumsel.tribunnews.com/2017/08/18/kunjungi-lapas-pakjo-alex-noerdin-bertekad-jadikan-lpka-pakjo-jadi-lapas-terbaik-di-indonesia>
9. Title : Denmark Ambassador: Children LPKA In Palembang Is The Best Children's Prison I've Ever Visited
Source : SRIPOKU.com
Scope : National Level

Date Of Publication : 17 April 2018
Link : Ctrl + Click to follow link
<http://palembang.tribunnews.com/2018/04/17/dubes-denmark-lpka-anak-di-palembang-lapas-terbaik-yang-pernah-saya-kunjungi>.

10. Title : Fostered Citizen LPKA Palembang Joined National Exam

Source : ANTARASUMSEL

Scope : National Level

Date Of Publication : 23 April 2018

Link : Ctrl + Click to follow link

<https://sumsel.antaranews.com/berita/333043/warga-binaan-lpka-palembang-ikut-ujian-nasional>

11. Title : Foreign Students Call Palembang Children's Prison Conditions Better Than Australia dan The Philippines

Source : TRIBUN SUMSEL.com

Scope : National Level

Date Of Publication : 24 Agustus 2018

Link : Ctrl + Click to follow link

<https://sumsel.tribunnews.com/2018/08/24/mahasiswa-asing-sebut-kondisi-penjara-anak-palembang-lebih-baik-dibandingkan-australia-dan-filipina>

12. Title : Selfi Innovation Becomes Featured Palembang in SINOVIK 2019

Source : SUMEKS.CO

Scope : National Level

Date Of Publication : 12 Juli 2019

Link : Ctrl + Click to follow link

<https://sumeks.co/inovasi-selfi-jadi-unggulan-palembang-dalam-sinovik-2019/?page28332434234=2>

13. Title : School In Lapas Palembang Enter The Top 99 Public Service Innovations

Source : ANTARASUMSEL.com

Scope : National Level

Date Of Publication : 15 Juli 2019

Link : Ctrl + Click to follow link

<https://sumsel.antaranews.com/berita/391293/sekolah-lapas-palembang-masuk-top-99-inovasi-pelayanan-publik>

14. Title : The Head Of The Office Of Education And Culture Of Palembang Received Award From The Republic Of Indonesia Ministry Of Law and Human Rights

Source : TVSUMSEL.com

Scope : National Level

Date Of Publication : 28 Mei 2019

Link : Ctrl + Click to follow link

<http://tvsumsel.com/kadisdik-kota-palembang-terima-penghargaan-dari-kemenkumham-ri/>

15. Title : Commemorating National Children's Day, Sudirman dan South Sumatra Governor Appreciate Achievement Achieved by LPKA Class I Palembang

Source : sumsel.kemenkumham.go.id

Scope : National Level

Date Of Publication : 23 Juli 2019

Link : Ctrl + Click to follow link

<https://sumsel.kemenkumham.go.id/berita-kanwil/berita-utama/3778-peringati-hari-anak-nasional-sudirman-dan-gubernur-sumsel-apresiasi-prestasi-yang-diraih-lpka-klas-i-palembang>