

REPORT
EDUCATIONAL INTERNSHIP EXPERIENCE PROGRAM AT SMKN 2 SOLOK

*This Report is Delivered to Fulfill Part of the Requirements for Educational
Internship Course Semester July - December 2020
Faculty of Engineering Universitas Negeri Padang*



RAJUL HALIM PERDANA ISMET
NIM. 16067051

MECHANICAL ENGINEERING VOCATIONAL EDUCATION
DEPARTMENT OF MECHANICAL ENGINEERING
FACULTY OF ENGINEERING
UNIVERSITAS NEGERI PADANG
2020

HALAMAN PENGESAHAN
LAPORAN PENGALAMAN LAPANGAN KEPENDIDIKAN (PLK)

*Diajukan Sebagai Salah Satu Persyaratan dalam Menyelesaikan
Mata Kuliah Program Pengalaman Lapangan Kependidikan
Di Sekolah Menengah Kejuruan Negeri 2 Solok
Semester Juli – Desember 2020*

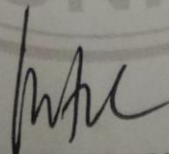
Disusun Oleh :

RAJUL HALIM PERDANA ISMET

NIM. 16067051

Mengetahui :

Dosen Pembimbing
Praktek Lapangan Kependidikan



Dr. Waskito, M.T

NIP. 19610808 198602 1 001

HALAMAN PENGESAHAN
LAPORAN PENGALAMAN LAPANGAN KEPENDIDIKAN (PLK)

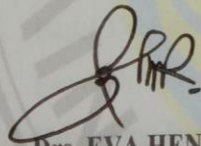
*Diajukan Sebagai Salah Satu Persyaratan Dalam Menyelesaikan
Mata Kuliah Program pengalaman Lapangan Kependidikan
Di Sekolah Menengah Kejuruan Negeri 2 Solok
Semester Juli – Desember 2020*

Disusun Oleh :

RAJUL HALIM PERDANA ISMET

NIM. 16067051

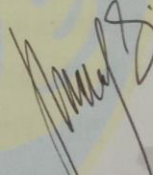
Disetujui Oleh:
Waka Kurikulum



Drs. EVA HENDRI

NIP. 19641211 199003 1 007

Disahkan Oleh :
Guru Pamong

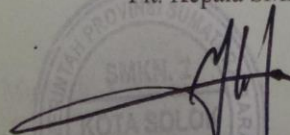


MULLIADL S.Pd

NIP. 19771816 201001 1 016

Mengetahui :

4
Plt. Kepala SMKN 2 Solok



YUNIZAL, S. Pd

NIP. 19760606 200604 1 020

FOREWORD



Praise and Gratitude are expressed for the presence of God Almighty who has given His grace and gifts, as well as health to the author so that he can complete the Education Field Experience report (PLK) at SMK Negeri 2 Solok.

This report was made to fulfill the assignment of the Educational Field Experience course after carrying out independent practical assignments given by the tutor at Solok 2 Vocational High School in the S1 Mechanical Engineering Education study program, Department of Mechanical Engineering, Faculty of Engineering - Padang State University.

In completing the writing of this report, many obstacles and difficulties were encountered, however, thanks to the help, guidance and encouragement of various parties, these were resolved properly. For that we would like to thank:

1. Mr. Dr. Fahmi Rizal, M.Pd, MT, as the Dean of FT-UNP.
2. Mr. Dr. Sukardi, MT., As the head of UPPL UNP.
3. Mr Drs. Purwantono, M.Pd., as the Head of the Department of Mechanical Engineering, FT-UNP.
4. Mr. Dr. Waskito, MT, as the Supervisor of PLK.
5. Mr. Yunizal, S. Pd., As the Principal of SMK Negeri 2 Solok.
6. Mr Drs. Eva Hendri, as Deputy Head of Curriculum of SMK Negeri 2 Solok
7. Mr. Mulliadi, S.Pd., as the Head of the Mechanical Engineering Department at SMK Negeri 2 Solok
8. Mr. Mulliadi, S.Pd., as the Pamong Teacher at SMK Negeri 2 Solok.
9. Board of teachers, staff and employees at SMK Negeri 2 Solok.
10. Fellow Students of Educational Field Experience at SMK Negeri 2 Solok.

As well as all parties who have helped in completing this report. Hopefully your help and goodwill will become good deeds and receive a reward in kind from God Almighty.

This report is still far from perfect, therefore it is hoped that constructive criticism and suggestions for perfection in the future. So it is hoped that this report will be useful for all readers.

Solok, 2 November 2020

Author

TABLE OF CONTENTS

ENDORSEMENT PAGE	
ENDORSEMENT PAGE	
FOREWORD	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF PICTURE	
CHAPTER I PRELIMINARY	
A. Background of LMA Implementation	
B. PLK Program Objectives	
C. Time and Place of the PLK.....	
CHAPTER II ENVIRONMENTAL INTRODUCTION SCHOOL	
A. Brief School History	
B. School profile.....	
1. Vision.....	
2. Mission.....	
3. Purpose.....	
C. State of the School	
1. Physical Condition of School.....	
2. State of the School Environment	
3. The State of the Student Teacher	
4. Social Interaction	
D. School Rules	
1. Teacher Rules.....	
2. Student Code of Conduct.....	
E. School Administration	
F. Learning Process Teach.....	
CHAPTER III PLK ACTIVITIES	
A. Teaching Activities	
B. Non Teaching Activities	
C. Cases and Solutions	
CHAPTER IV CLOSING	

A. Conclusion

B. Suggestion.....

ATTACHMENT

LIST OF TABLES

Table 1. PLK Activity Calendar	
Table 2. List of Principals of SMK Negeri 2 Solok from 1955-2020	
Table 3. School Area Data	
Table 4. School Building Space Data	
Table 5. Teacher Data	
Table 6. The number of students.....	
Table 7. PLK Implementation Activity Schedule.....	

LIST OF PICTURE

Picture 1. Picket Activities in the library	
Figure 2. Training	
Figure 3. Activities Following the Teacher Meeting	

CHAPTER I

INTRODUCTION

A. Background of PPLK Implementation

The Educational Field Experience Program (PPLK) is an application of all the courses that have been given to students as part of a teacher description. This program is designed to train students to master the abilities contained in the APKG (Teacher Skills Assessment Tool) so that they can become professional teacher candidates.

The Educational Field Experience Program aims to make students / prospective teachers who will become teachers know the actual field conditions. Where a teacher must be competent and professional in his field and have the experience to pursue a career when he has become an actual teacher. In implementing PPLK, activities related to the teaching and learning process are arranged in annual programs, semester programs, details of effective weeks, syllabus, and lesson plans.

With this teaching program, the teacher in guiding students to learn more directed. This teaching program is made in accordance with GBPP which has been adjusted according to time, method, tools / facilities, material and steps - appropriate teaching steps. So that the learning objectives included in the GBPP can be achieved.

In order to teach effectively a teacher must increase learning opportunities for students. Student learning opportunities can be increased by involving students effectively in learning. Therefore, in the preparation of learning plans, methods, media, and good virtual classroom management in the teaching and learning process in virtual or online classes used must be appropriate and in accordance with the material being studied to achieve the lesson objectives.

Because if the goals have been achieved for the prospective teachers themselves, this success will lead to satisfaction, self-confidence and high morale for teaching.

The Educational Field Experience Program (PPLK) is one of the compulsory courses that every S1 / Akta IV student must take, after completing basic skills courses at both the University level and the Faculty level and a minimum of 120 credits of study. This practical field experience was carried out for approximately four months with a weight of 4 credits.

This is because the Educational Field Experience Program is one of the compulsory courses followed by educational students within the Padang State University campus. This is because the status of Padang State University as one of the outputs of this college is to produce

teachers, although today Padang State University has also been able to produce pure expertise (Pure Bachelor), however, Padang State University is still one of the leading campuses in producing teachers, at least for the current scope of Sumatra Island.

Implementation of the Educational Field Experience Program (PPLK) set by the UPT PPL UNP for the July - December 2020 semester.

Table 1. Calendar of Educational Field Experience Program Activities
(PPLK) Semester July - December 2018.

No.	Activities	Activity Date	Ket / Place
1.	PPLK Student Briefing	3 August 2020	UNP Campus (Online)
2.	Handover of PPLK students to the Dinas District / City Education	0 to 12 August 2020	Solok City Education Office
3.	Observation period at school	August 10 to 15 2020	SMKN 2 Solok
4.	Consultation with supervisors on campus and submission of Pamong documents to PPPL	August 17 to 20 2020	UNP Campus
5.	Guided Teaching Training Period (LMT)	24 August s / d 12 September 2020	SMKN 2 Solok
6.	Independent Teaching Training Period (LMM)	September 14 s / d November 2, 2020	SMKN 2 Solok

B. Purpose of the Educational Field Experience Program

The Educational Field Experience Program (PLK) generally aims to form young teacher candidates / educators who have the knowledge, skills, values and attitudes needed for every young teacher / prospective teacher. As for the students themselves, the goal is to train students to have the ability to use the knowledge they learn in real situations, both for teaching activities and non-teaching assignments.

This objective leads to 10 teacher competencies, namely:

1. Know the educational foundation.
2. Mastering the material to be taught.
3. Have the ability to acquire teaching and learning professions.
4. Has the ability to manage the class.
5. Manage PBM interactions.
6. Able to provide media.

7. Able to assess the competence of learning outcomes.
8. Familiar with the principles and results of research
9. Familiarize yourself with guidance and counseling functions and programs.
10. Know and organize educational administration.

The specific objective of the Educational Field Experience Program is to provide field experiences in training schools. Providing knowledge in the administration of school administration and applying teaching principles.

1. General purpose

The general objective of the Educational Field Experience Program (PPLK) is to shape the mental and personality of prospective educators with their respective competences from the three aspects

- a. Cognitive
- b. Affective
- c. Psychomotor

According to Hendiyat Sutopo (1984: 30) this goal basically leads to the basic capabilities that must be achieved and developed as follows:

- a. Knowing the lesson material being taught.
- b. Manage the learning process.
- c. Manage classes, labor, workshops.
- d. Knowing the basics of education.
- e. Mastering the use of media or learning resources.
- f. Hold interactions in learning.
- g. Assess student achievement.
- h. Know and organize school administration.
- i. Familiarize yourself with guidance and counseling functions and programs.
- j. Explore the principles and interpret learning outcomes.
- k. Able to develop themselves.
- l. Able integrate with friend profession, assembly teacher and Public.

2. Special purpose

Besides the general goals to be achieved in implementing PPLK, there are also specific objectives. With this Educational Field Experience Program, students can get an overview of the school, teaching activities, problems that arise in the learning process related to the implementation of learning in schools. Thus the specific purpose of

implementing this PPLK is to provide direct experience to students in the field in learning activities before being directly involved as real teaching staff.

CHAPTER II

INTRODUCTION TO THE SCHOOL ENVIRONMENT

A. Brief History of the School

SMK Negeri 2 Solok is one of six state senior high schools in the city of Solok, founded in 1955 under the name STM Solok. Although Solok City is classified as a small city, the people's desire to study here is very high, especially the surrounding community, so that it has become Solok city with the nickname city of education, besides the city of rice which has been known for a long time.

SMK Negeri 2 Solok is currently a Vocational High School originating from Solok State Middle School of Technology (STM Negeri Solok) including the oldest State STM in West Sumatra. This school was founded / established in 1955 based on instelling beslit on October 30, 1955 No. 4282 / B.III from the Teaching office of the Ministry of PPK. And started to open on October 1, 1955, occupying the SR Teladan building at Simpang Sigege, IV Suku Solok.

This school occupied the same building as SMEA Negeri Solok at that time and was concurrently the Principal of SMEA Negeri Solok, namely Mr. Ismail Rahim DT. Gunung Kayo. As the Head of Administration, it is held by Mr. M. Nazir ST.Rajo Intan. The term of office of Mr. Ismail Rahim at Mount Kayo's DT.Gunung Kayo only lasted three months, then the post of Head of School was held by Mr. Sutikno who came from Yogyakarta. Due to regional upheaval, the teaching and learning activities at STM in the mining section did not continue (stopped). As a result, Mr. M. Nazir ST.Rajo Intan reported this situation to the Head of Regional Senior High School Affairs of West Sumatra Province in Padang.

On July 1, 1998 Mr. M. Nazir ST.Rajo Intan was appointed as the temporary person in charge for the Solok Mining Section STM by the Head of the Senior High School Affairs of West Sumatra Province with Decree No. 158 / B.3 / 58 dated 3 August 1958.

Until 1958 STM Negeri Solok for Mining had not yet graduated due to regional upheaval. In 1959, sponsored by Mr. M. Nazir ST.Rajo Intan, Busrin Burhan, Syamsul Bahar and Harsoyo, the Solok State STM Mining Section was developed with the addition of departments, namely the Department of Machinery and the Department of Water Building. Meanwhile, the Mining Department was discontinued. STM Negeri Solok with two new departments was led by the Principal of the School, Mr. Sutikno, who at that time was also the Head of STM Negeri Padang.

The Principal's tenure ended in 1960 and Mr Sutikno was replaced by Mr Harsoyo. It

was during this period of Mr. Harsoyo's leadership that STM Negeri Solok began to have a smooth teaching and learning process and began to develop well. Still under the leadership of Mr. Harsoyo, STM Negeri Solok began to produce its first graduates majoring in engineering and majoring in Water Building. And it turns out that these first graduates can prove the results of their education at STM Negeri Solok through the achievements and positions they can achieve in the engineering fields of Public Works, Contractors and Teaching / education, and so on. In 1962, Mr. Harsoyo's tenure ended and was replaced by Mr. Rustam.

Thus, under the leadership of Mr. Rustam, the second, third and fourth graduates continued to emerge with the achievements and good positions achieved by these graduates, both in the military and academic fields. In 1965 the Head of STM Negeri Solok was handed over from Mr. Rustam to Mr. Zoenibar Zobar. During Mr. Zoenibar Zobar's tenure, STM Negeri Solok added a new department, namely the Department of Building, and as the first graduate in 1969 coincided with the end of Mr. Zoenibar Zobar's term.

In 1970, the Head of STM Negeri Solok was held by Mr. Murni Yasin B.Sc, but his term of office was very short (± 1 year) because in 1971 he was appointed Head of STM Negeri No.1 Padang. In the period 1971 to 1980, STM Negeri Solok

led by Mr. Boesrin Boerhan with three majors, namely general machinery, water building and buildings. From 1980 to 1986, STM Negeri Solok was under the leadership of the School Principal Mr. M. Dinar B.Sc. and during this period there were two changes in the education process at STM Negeri Solok. The first change was that from the 1984-1994 academic year, a new curriculum, known as the 1984 curriculum, replaced the old curriculum, the enhanced 1964 Curriculum.

Although at that time many argued that the 1964 and 1964 curricula were refined with many weaknesses and the literary curriculum, the facts show that the graduates of STM Solok who embraced the curriculum achieved high achievements and good positions in the civil and military sectors, business, education, industry. , shipping and so on. These graduates were recorded as having reached S1, S2 and S3. This is strongly supported by two complete and broad subject matter from the curriculum.

Second, the merging of the Water Building Department with the Building Construction Department began in the 1985/1986 academic year under the name of the Building Department. But the merger of these two majors did not last long (three academic years) and in the 1989/1990 school year, the Department of Water Building and Building was reopened. The term of office of Mr. M. Dinar ended in 1986 and then the Head of STM Negeri Solok was held by Mr. Aldjufri K BSc. which ended 1996.

Starting in 1990, the development of STM Negeri Solok occurred in the addition of existing departments. The department of machinery was no longer opened and was replaced with the automotive mechanics study program, majoring in Water Building, majoring in Building, which changed to the Water Building and Building Building study program in one cluster, namely Clumps of Buildings.

The new major being added is the Communication Electronics major. In line with this curriculum change, STM Solok began occupying its new campus in Nan Balimo Village, Solok City, precisely on Jalan Tunas Bangsa No.1.

This was realized as a realization of the ADB Loan 715 - INO project assistance which began in 1989. This new campus has complete facilities, including:

1. Space Theory 16 spaces
2. Drawing space 2 space
3. Office
4. Library
5. 3 unit workshop
6. Supporting Room
7. Etc

Besides that, the teachers and staff are complete, so from then on, STM Negeri Solok has developed well. Starting in 1994, the 1994 curriculum took effect with four study programs, namely Water Building, Building Construction, Automotive Mechanics and Communication Electronics until now.

In 1996, the Head of STM Solok was handed over from Mr. Aldjufri K BSc. to Mr Drs. Wirnadi A. Based on the Decree of the Minister of Education and Culture, starting in 1997 STM Negeri Solok changed its name to SMK Negeri 2 Solok. Technology and Industry Section. Number 2 which characterizes this school is an indication that according to the history of its birth, STM Negeri Solok which changed its name to SMK Negeri 2 Solok was established after SMEA Negeri Solok which changed its name to SMK Negeri 1 Solok.

At the end of August 2000, the tenure of Mr Drs. Wirnadi. A ended and was replaced by Mr Drs. Rafatli who was entrusted to lead the next SMK Negeri 2 Solok. Mr Drs. Wirnadi. A was entrusted with leading SMK Negeri 05 Padang while Mr Drs. Rafatli was originally the principal of the Bukit Tinggi State Vocational School. During his tenure, Mr. Rafatli used the 2004 curriculum with the Building Engineering, Timber Engineering study program, which is known as the building major clusters. Department of Automotive Mechanical Engineering and Communication Electronics which exchange with the Audio Video

Department.

At the end of August 2006, the tenure of Mr Drs. Rafatli ended and was replaced by Mr. Niko Syahril SPd. During the tenure of Mr. Niko Sayhril S.Pd. Curriculumpun exchanged twice, namely mid 2006 to 2007 called KBK and mid 2008 until now called the KTSP curriculum with the addition of new study programs namely Automotive Body Engineering (Automotive Mechanics clumps), Building Image Engineering (building clumps) and Mechanical Engineering.

In early 2010, to be precise on March 29, 2010, the term of office of Mr. Niko Syahril S.Pd ended and was replaced by Drs. Erman R. MM. Until 2014. After the tenure of Mr Drs. Erman R. MM ended then replaced by Drs. Abdul Hadi, Sp. PSA up to now.

In mid-2016 at SMK Negeri 2 Solok, the 2013 curriculum was used for students in the 2016-2018 class (Class X, semester 1) while the previous batch continued the KTSP curriculum. In the same year during the tenure of Mr Drs. Abdul Hadi, Sp. PSA as the principal of SMK Negeri 2 Solok opened a new department, namely Electrical Utilization Installation Engineering (TIPTL).

That is the brief history of SMK Negeri 2 Solok where as the forerunner was STM Negeri Solok majoring in mining which was established in 1955. At the age of 60 today, we pray that SMK Negeri 2 Solok will be under the leadership of the School Principal, namely Drs. Abdul Hadi, Sp. PSA will develop well and remain solid, in line with other SMK Negeri Technology and Industry groups in our Indonesia. The List of Names of the Principal of SMK Negeri 2 Solok from 1955 - 2020, namely:

Table 2. List of Names of Principals of SMK Negeri 2 Solok from 1955 - 2018

NO	NAME	NIP	PERIOD
1.	Ismail Rahim Dt. Mt. Kayo	-	1955 s / d 1956
2	Sutikno	-	1956 s / d 1958
3	M. Nasir St. Rajo	-	1958
4	Sutikno	-	1958 s / d 1960
5	Harsono	-	1960 s / d 1962
6	Rustam	-	1962 s / d 1965
7	Zoenibar	-	1965 s / d 1969
8	Pure Yasin	130118396	1969 - 1971
9	Boesrin Burhan	130118335	1971 s / d 1980
10	M. Dinar, B.Sc.	130118397	1980 s / d 1986

11	Aldjufri, B.Sc.	130142470	1986 s / d 1996
12	Drs.Wirnadi A.	131471139	1996-2000
13	Drs.Rafatli	131471136	2000 s / d 2006
14	Niko Syahril, SPd.	130999954	2006 to 2010
15	Drs.Erman R, MM	19630705 198903 1 005	2010-2015
16	Drs. Abdul Hadi, Sp. PSA	19610216 198603 1 003	2015 s / d 2018
17	Plt. Jaini, M. Pd	197205232005011004	2018 s / d 2020
18	Plt. Yunizal, S.Pd	197606062006041020	1 August 2020 up to now

B. School profile

1. Vision

Discipline, Productive, Competitive and Moral.

2. Mission

- a. Implement ISO 9001: 2008
- b. Learning is carried out with the 2008 spectrum edition of the School Curriculum.
- c. Implementing an ICT-based School Management Information System.
- d. Realizing an international standard school.

3. Destination

The objectives to be achieved by Vocational High School (SMK) Negeri 2 Solok are:

- a. Preparing students to become productive human beings, able to work independently, to fill job vacancies in the business / industrial world as middle-level workers, according to the competence in the expertise program of their choice
- b. Equipping students to be able to choose careers, be resilient and persistent in competence, adapt to the work environment and develop a professional attitude in the field of expertise they are interested in
- c. Equip students with science and information technology, in order to be able to develop themselves in the future both independently and through higher education levels

C. State of the School

1. School Physical Condition

- a. School Area

Table 3. School Area Data

No.	LAND TYPE	M ²	OWNERSHIP
-----	-----------	----------------	-----------

1	Total Land Area	40,000	Government
2	Building area	5,718	
3	Yard / Garden area	24,530	
4	Sports field	483	
5	Garden	9269	

b. School Building Room

Table 4. School Building Space Data

No.	Room type	Conditions in 2010	
		Space Area (M ²)	amount Room
A	Office room		
1	Principal's office	19.5	1
2	The vice head master chamber	48	1
3	Chair of the Study Program Room Expertise	126	3
4	Teacher's room	96	1
5	Administrative Service Room	60	1
6	BP / BK room	24	1
7	Leadership Meeting Room	39	1
B	Learning Activities		
1	Classroom	1872	28
2	Computer Labor Room:		
	a. Labor computer	90	1
	b. Multimedia room 1	90	1
	c. Multimedia room 2	90	1
3	Language Labor	-	-
4	IPA Labor	168	3
5	Labor Kimia	1	56
6	Physics Labor	1	56
7	Drawing room	2	360-
C	Supporting Education		
1	Library room	72	1
2	Production Unit Service Room	6	1

1	Religion and Character Education	-	2	2	-	4	-	3	1	2	2	4
2	Civic education	-	4	-	-	2	2	-	4	4	-	4
3	Indonesian	-	5	1	-	4	2	-	6	3	3	6
4	Mathematics	-	7	1	1	5	2	3	5	5	3	8
5	History	-	2	-	-	1	1	1	1	2	-	2
6	English	-	5	-	-	3	2	-	5	5	-	5
B	Territorial charge											
7	Art and culture	-	3	-	-	3	-	1	2	1	2	3
8	Penjas	-	3	-	-	3	-	2	1	2	1	3
C	Enthusiasts											
	vocational											
	C1. Basic Expertise											
9	Simulation and Digital Communication	-	3	-	-	3	-	3	-	2	1	3
10	Physics	-	6	-	-	4	2	2	4	6	-	6
11	Chemistry	-	2	-	-	1	1	1	1	2	-	2
	C3. Competency											
14	Construction and Property Engineering	-	13	-	-	4	9	10	3	13	-	13
15	Audio Video Techniques	-	10	2		5	7	9	3	12	-	12
16	Automotive Engineering	-	19	-	-	9	10	18	1	16	3	19
17	Electrical Engineering	-	7	-	-	5	2	3	4	5	2	7
18	Mechanical Engineering	-	5	-	-	5	-	5	-	2	3	5

19	BP / BK	-	3	-	-	2	1	1	2	2	1	3
Total number		0	99	6	1	63	41	62	43	84	21	105

Administrative Employee Data

No.	Type	Education			Age			Gender		Status		Amount
		SL TA	D III	S 1	<35	35-50	51-59	L	P	Civil servants	Non PNS	
1	Administrative Officer	11	2	11	4	19	1	12	12	3	21	24
Total number		11	2	11	4	19	1	12	12	3	21	24

In the following table, you can see the condition of the number of students at the beginning of the 2020/2021 school year:

Table 6. Number of Students

Class X

No.	Class name	Rombel	Number of new students		Students repeat		amount Students	Total number
			L	P	L	P		
1	X BKP 1	2	22	3	1		25	50
2	X BKP 2		24	1			25	
3	X DPIB 1	2	21	3			24	50
4	X DPIB 2		24	2			26	
5	X TAV 1		27	2	1		29	
6	X TAV 2		28	1	2		29	

7	X TAV 3	3	26	2	2		28	86
8	X TITL 1	2	38	1	3		39	79
9	X TITL 2		37	3			40	
10	X TKRO 1	4	36		5		36	141
11	X TKRO 2		35		4		35	
12	X TKRO 3		35		4		35	
13	X TKRO 4		35				35	
14	X TPBO	1	41				41	41
15	X TPM 1	2	37		1		37	76
16	X TPM 2		39		1		39	
amount		16	505	18	20		523	523

Class XI

No.	Class name	Rombel	Number of new students		Students repeat		amount	Total number
			L	P	L	P	Students	
1	XI BKP	1	20	1	5		30	30
2	XI DPIB 1	2	15	4	2		24	47
3	XI DPIB 2		16	3	1		23	
4	XI TAV 1	2	22		2		35	70
5	XI TAV 2		21	1	1		35	
6	XI TITL 1	2	24	1			24	46
7	XI TITL 2		23	1		1	22	
8	XI TKR 1		27				33	

9	XI TKR 2	2	24	1	1		35	68
10	XI TPBO	1	27		2		15	15
11	XI TPM	2	28				34	34
amount		12	300	12		1	310	310

Class XII

No.	Class name	Rombel	Number of new students		Students repeat		amount	Total number
			L	P	L	P	Students	
1	XII BKP	1	23				26	26
2	XII DPIB	1	21	1			35	35
4	XII TAV 1	2	20				23	44
5	XII TAV 2		21				21	
6	XII TITL 1	2	24	4			24	48
7	XII TITL 2		28				24	
8	XII TKR 1	3	21				37	74
9	XII TKR 2		24				37	
10	XII TKR 3		24				24	
11	XII TPBO	1	27				24	24
12	XII TPM 1	2	32				23	46
13	XII TPM 2						23	
amount		12	286	6			321	321

No.	Class	L	P	amount	ROMBEL
1	X	440	19	507	16
2	XI	316	12	310	12
3	XII			321	12
Total				1168	40

SMK Negeri 2 Solok also has extracurricular activities that all students can participate in. This activity is supervised by the supervisor teacher. These extracurricular activities include: Learning to Read and Understanding Al-qur'an, Theater & Drama, Scouts, Pencak silat and other student organizations.

4. Social interaction

a. Teacher-Teacher Relations

Overall there is a good relationship between fellow teachers. This can be seen by the familiarity between the teachers and good cooperation in terms of lessons or problems that concern students. Even though there were differences of opinion, they were all resolved properly.

b. Teacher-Student Relationship

In general, the relationship between teachers and students at SMK Negeri 2 Solok is also good, but there are some students who do not respect teachers. This can be seen in the language style and communication between teachers and students. There are some students who do not respect the teacher and speak disrespectfully. However, there are also some students who uphold norms and respect for teachers at SMK Negeri 2 Solok.

c. Student-Student Relationships

Relations between fellow students are also generally good. Especially for male students, their close relationship can be seen. This can be seen in the absence of differences and classifications of relationships among students even though they consist of different majors.

d. Overall Social Relations

Overall, the relationship between each school apparatus starting from the principal, teachers, administrative staff, students and school caretakers is well-established. This can be seen from the mutual desire among school members to create

a quality educational atmosphere. Even if there were differences of opinion, this matter was well resolved.

D. School Regulations

In general, the rules of SMK Negeri 2 Solok have been implemented well. However, there are still some students who violate these rules and regulations. Violation of this regulation can be seen in the presence of students who arrive late to school, not neatly dressed / incomplete. Students who violate the rules and regulations will be subject to sanctions according to the level of violation. For those who are late, students are not allowed to enter class and are not allowed to attend lessons. Students who want permission to leave school must have the permission of the picket teacher on duty.

1. Teacher Rules

- a. Hours of study every day at 07.30 WIB and teachers must be at school at 07.15 and employees enter at 07.30 every day.
- b. Every teacher who contacts the class in order to bring learning documents into the classroom, efforts are made to complement the media (for practical teachers, they must use a jobsheet).
- c. Teacher and employee uniforms:
 - 1) Monday Local Government Yellow Clothes
 - 2) Tuesday Local Government Yellow Clothes
 - 3) Wednesday PGRI Clothing
 - 4) Thursday Batik Service Clothes
 - 5) Muslim wear Friday
 - 6) Polite Free Saturday (Scout outfit recommended)
- d. Teachers and employees who were unable to attend should write a letter asking for permission. (There is no important reason, so write down the activities that caused the inability to attend).
- e. For teachers who do not carry out PBM tasks because they are not present (whatever the reason is), they should look for a replacement day / hour so that students are not disadvantaged.
- f. All staff and teachers who teach Monday must attend the Flag Ceremony. Teachers who do not teach Monday must attend the flag ceremony every first Monday of the month.

2. Student Code of Conduct

The following rules apply to all students at SMK Negeri 2 Solok as follows:

a. Presence

- 1) Except Monday, at 07.30 WIB all students enter the class.
- 2) Every Monday, students carry out a ceremony to raise the red and white flag, the participants of the ceremony consist of students, school principals, a board of teachers and administrative staff.
- 3) After the bell / siren rings, students enter their respective premises in an orderly manner while waiting for the teacher to teach.
- 4) Students who are late, alpha or withdraw are given sanctions in the form of direct warnings and fines made according to student agreement.
- 5) Students who are absent due to an obstacle must send a letter that is known to their parents or guardians, and due to illness for more than two days must bring a doctor's certificate.
- 6) Students who are absent from studying for 3 (three) consecutive days without informing the school are given a penalty in the form of suspension or are not allowed to study within a certain time or are expelled from school.

b. Dress and Neat

- 1) Every student is required to dress in school uniform, namely:
- 2) School clothes in white clothes and gray pants complete with the student council symbol, the attributes of the school's direction and location, wearing a black belt and worn for daily theory lessons.
- 3) The practice uniform is worn only for each practice.
- 4) Scout uniforms are worn in theory lessons every Wednesday and Saturday.
- 5) Sports uniforms may only be worn during sports hours and during mutual cooperation.
- 6) Muslim clothes / koko clothes are worn every Friday.
- 7) Students are not allowed to wear sandals to school.
- 8) Students are not allowed to wear any accessories such as earrings, necklaces, bracelets, non-school hats and dye their hair to school.
- 9) Students should not wear pencil pants to school.

c. Teaching and learning activities

- 1) Every time starting lessons, the first hour of students praying together led by the class teacher.

- 2) If the teaching teacher has not yet entered the class, the class leader contacts the teacher or picket teacher.
- 3) During class hours students are not allowed to be outside the classroom, except with the permission of the teaching teacher.
- 4) Students who leave the school grounds during the lesson must have the permission of the teaching teacher and picket teacher.
- 5) On end lesson closed with prayer grateful and say greetings led by the class president.

d. Extracurricular activities

- 1) Every student of SMKN 2 Solok is required to be a member of OSIS SMKN 2 Solok, which is the only organization that is intra-school.
- 2) Every student is required to be a member of the school library
- 3) Each student is required to take part in one or more of the following activities: Football, volleyball, rohis (Islamic spirituality), scouting, basket ball, takraw, etc.

e. Cleanliness

- 1) Every student is responsible for the implementation of cleanliness in school.
- 2) Each student is responsible for the cleanliness of each class by dividing the students' daily pickets. 10 (ten) minutes before the first lesson begins, the class is in a clean state.
- 3) All students must dispose of trash in its place, for those who violate will be subject to sanctions.
- 4) Students are prohibited from scribbling on walls, desks, poles or other buildings in the school environment.
- 5) Students are not allowed; smoking, drinking alcoholic beverages and engaging in drug abuse, carrying sharp weapons except practical tools, engaging in fights, fighting, gambling or promiscuity.
- 6) Every student in daily life must reflect harmony, togetherness, kinship, intimacy and harmony.

f. Holidays / Flag Ceremony

- 1) Every student is required to attend the flag ceremony every Monday.
- 2) The flag ceremony officer is carried out in turn by each class under the guidance of the homeroom teacher, the student council administrator and supervisor.
- 3) Every student is required to attend the commemoration of National and Religious holidays.

g. Classification of Violations

- 1) Violation of this code of conduct will be subject to the following sanctions; oral and written warnings, written warnings to parents / guardians, replacing and repairing damaged or lost infrastructure, for students involved, providing other educational penalties commensurate with the mistakes / violations committed, suspension (temporary dismissal), returned to the person parents / guardians (dismissal as student).

h. Attitude and Behavior

Each student is issued directly if:

- 1) Proven to have committed sexual harassment, immorality, gambling and drinking alcohol.
- 2) Making brawls or inviting friends to fight, so that they are processed by the authorities.
- 3) Opposing or fighting against teachers and employees at school either with words or physical actions.
- 4) Committing criminal acts (stealing, mugging and others) that are legally processed.

i. Other things

Matters that have not been listed in this code of conduct will be regulated separately by the school principal and the board of teachers and employees.

NOTE:

All parents / guardians of students are asked to consciously and positively help so that the school discipline rules can be obeyed.

E. School Administration

School administration is all efforts carried out jointly to utilize all resources effectively and efficiently for the realization of educational goals. School administration managers can be grouped into two forms including:

1. General Management

Before education is implemented in a school, it is necessary to make and determine work steps. The principal, assisted by a board of teachers and administrative staff, prepares general annual work programs such as curriculum, student affairs, staffing equipment and equipment, finance and other activities that can support the smooth learning process.

2. Management Specifically

In accordance with the manual for the implementation of administration in schools issued by the Ministry of Education and Culture, Directorate General of Elementary and Middle and Middle School, Jakarta 1994. Management administration school in a manner special divided Becomes five sorts including:

a. Management of Teaching and Learning Administration (Teaching Process)

- 1) Documenting the set of assessment questions
- 2) Documenting the results of the assessment
- 3) Delivering the results of the assessment in accordance with predetermined procedures
- 4) Report card format
- 5) Organize the implementation of curricular and extra-curricular activities
- 6) Manage the implementation of the assessment
- 7) Arranging annual programs, semester programs, and other preparations

b. Student Administration Management

The scope of student administration includes several things, including:

- 1) New student Admission
- 2) Guidance and counseling program
- 3) Implementation of the Student Orientation Period
- 4) Student learning groupings
- 5) Student Council attendance
- 6) Student mutations
- 7) Living environment
- 8) Statistics board
- 9) Organize student handbooks

c. Employee Administration Management

Personnel administration is managed by the head of administration who has been appointed by the principal. This employee management aims to create a pleasant working atmosphere. The things that must be considered in personnel administration include:

- 1) Provision of employee file formats
- 2) Completeness of files for each employee
- 3) Procurement of blackboards about staffing or school staff lists

d. Equipment Administration

All school equipment must be properly cared for in order to survive within the deadline for the item's eligibility. Closer supervision is expected of subject teachers who need these tools. It is advisable for field teachers to make regular reports regarding the equipment needed and the existence of reports on repairs of items that are no longer suitable for use.

In its management, the administration of school equipment can be grouped into two forms of reports, namely immovable items, such as land and buildings and movable objects, both consumable and non-consumable, such as furniture, office equipment, books, and educational props.

e. Library Administration

Library administration holder, held by the administration and assisted by a library employee. In managing library administration there are several things that need to be considered, including:

- 1) Record all book collections owned by the school library.
- 2) Classify all books based on the type and scope of discussion.
- 3) Creating a catalog is making a list of short descriptions of information about a collection so that it is easy to find
- 4) Providing administrative equipment for each collection
- 5) Arrange collections on shelves to make it easier for officers to perform services

f. Teaching and learning process

SMK Negeri 2 Solok applies the 2013 curriculum (K13). The 2013 curriculum is applied to all students. The school has prepared preparations for dealing with PBM with the K13 curriculum. To improve the quality of teaching several teachers have been appointed to attend the 2013 curriculum implementation training.

The teaching and learning process at SMK Negeri 2 Solok starts at 07.30 WIB up to 16.00 WIB, except Friday PBM activities starting at 07.30 WIB to 11.30 WIB. PBM activities consist of theory and practice. The teaching and learning process is carried out on Monday to Saturday every week.

CHAPTER III

PLK ACTIVITIES

A. Teaching Activities

In accordance with the department that the author is taking, namely the Department of Mechanical Engineering, at SMKN 2 Solok the Pamong Teacher is a teacher from the Mechanical Engineering Department, Mr. Mulliadi, S.Pd.

At the training school the writer got the task to teach as many as 3 locales, namely X TPM 1, XI TPM, and XII TPM 1. The following is a schedule of activities during the implementation of PLK semester July - December 2020.

Table 7: Schedule of PLK implementation activities for the
July-December 2020 semester

Day	ACTIVITY TIME (STUDY HOURS)					
	1-2	3-4	5-6	7-8	9-10	11-12
Monday	UPB	PBM	PBM	PICKET	-	-
Tuesday	PBM	PBM	PBM	PICKET	-	-
Wednesday	PBM	PBM	PBM	-	-	-
Thursday	PICKET	PICKET	PICKET	-	-	-
Friday	Kultum	-	-	-	-	-
Saturday	-	-	-	-	-	-

Information :

- Mechanical Engineering Drawing Class X TPM 1.
- Lathe Machining Technique in class XI TPM.
- NC / CNC Machining Techniques class XII TPM 1.

The teaching training period is divided into 2, namely:

1. Guided Teaching Exercise (LMT)

Based on the PLK calendar, the Guided Teaching Practice period starts from August 24 to September 12 2020. The Guided Teaching Practice period lasts three meetings. At the first meeting the writer was at the side while paying attention to the tutor teacher providing learning material in

virtual / online classes. In the next two meetings, the author was given the opportunity to directly provide learning material to students under the guidance of the tutor in virtual / online classes. During the Guided Teaching Exercise period, the writer can find out how the tutor provides learning material, knowing the character and learning methods of students in virtual classes.

As for the general description of the activities that the author did in the initial activities the author said greetings, asked about the student's condition, and took the student's presence. In the main activity of the writer uploading videos on YouTube in virtual classes, learning is accompanied by a slide of the material that the author teaches, then students are given the task to identify and search for material being studied from other references. On the closing slide, the writer concludes the results of the existing material.

And in the following weeks the author was entrusted by the tutor teacher to teach independently in virtual / online classes, however, the tutor teacher continued to monitor and provide guidance in the teaching and learning process.

2. Independent Teaching Practice (LMM)

In independent teaching training activities, the author is given full authority to teach in virtual classes and organize other activities such as student learning assessments and so on.

Although teaching independently, the author continues to carry out discussions and consultations with tutor teachers relating to the teaching and learning process. From the teaching and learning process carried out, everything can run smoothly according to the initial planning.

As for the general description of the activities that the author does from the beginning to the end of learning during the Independent Teaching Exercise, the author adjusts the reference to the Learning Implementation Plan (RPP) which the author prepares in the early weeks of the LMA implementation, while the initial activities the writer says greetings, asks the student's condition, and takes the student's presence .

In the main activity, the author uploads videos on YouTube for learning and is accompanied by a slide of the material that the author teaches, then students are given the task to identify and search for material being studied from other references.

For the closing activity, the writer concludes the results of the material taught on the power point slides, for students who do not understand the material, students are encouraged to ask through the WA Group or independently.

Even though in the Independent Teaching Exercise activities the writer can teach in virtual / online classes without being accompanied by a tutor, the authors still report every activity that has been carried out in the classroom after the learning process is complete.

B. Non Teaching Activities

Non Teaching Activities are activities that are carried out outside of teaching time. The Non Teaching activities carried out are:

1. Pickets in the Library

This activity is part of the non-teaching activities at school. The activities carried out are fixing the facilities is in a less orderly department so that it becomes organized and tidy, overcomes late students who are not allowed to enter by subject teachers by giving punishment or sanctions and emphasizing / motivating students so that they are not late again and helping to teach when the subject teacher is not present or find the right solution.



Figure 1. Library pickets (new book data)

collection)
Source: Personal documentation

2. Picket in Administrative Room (TU)

This activity is part of the non-teaching activities at school. The activities carried out are fixing the facilities in the department that are less organized so that they become organized and tidy, overcoming late students who are not allowed to enter by subject teachers by giving punishment or sanctions and emphasizing / motivating students not to be late again and helping teaching when the subject teacher is not present or finding appropriate solutions.

3. Attending School Activities

School activities that were followed were in the form of events carried out at school including following training held from the Padang State University (UNP) campus which was held 2 days in a row. In addition, events that are not routine include attending teacher council meetings in the department and filling in events on national holidays.



Figure 2. Training



Figure 3. Attending the Teacher's Meeting

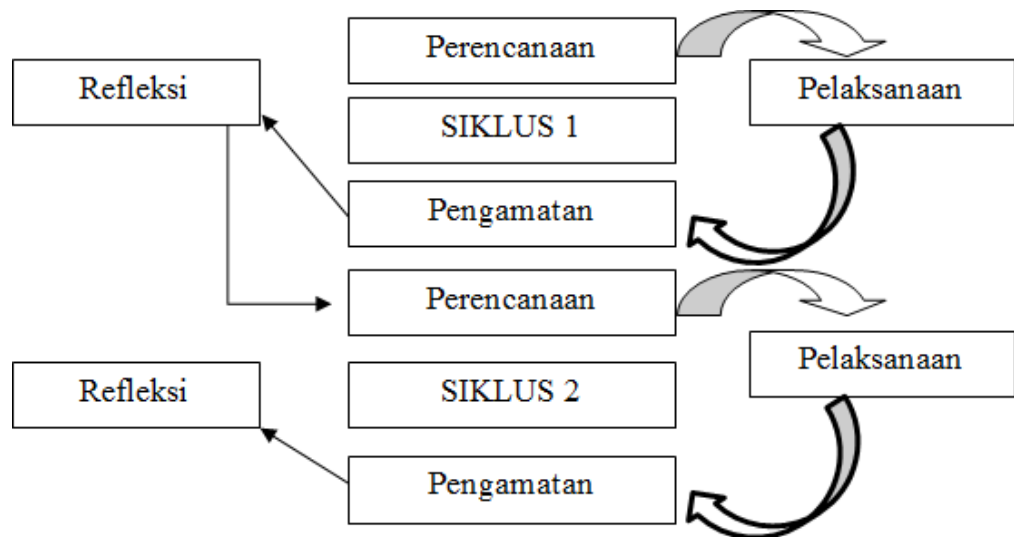
C. Cases and Solutions

Classroom action research (PTK) is action research conducted in class (Classroom action research). According to Hopkins (Rochiati, 2005: 12) states that "CAR is a form of reflective study by actors of action, and CAR is carried out to improve the ability of teachers to perform tasks, deepen understanding of the actions taken, and improve the conditions of learning practices have been done".

This Classroom Action Research (CAR) aims to improve the quality of the process and student learning outcomes.

1. The Cycle of the HTA Stages

This action research was carried out in two cycles consisting of several meetings, the following is a description of the cycle according to Arikunto (2006: 97):



During the teaching and learning process, there were several problems that arose, both in the PBM process and in activities outside the PBM. Many factors that cause these cases or problems can arise, from intrinsic factors or extrinsic factors to the school. As for the cases that the authors encountered, they were related to motivation and study habits. Low learning motivation is also an obstacle faced by the author. Likewise with students' learning habits when studying. The following is a description of the case and how to solve it:

a. Cycle I

1) Planning

The following is the planning stage that is planned, namely:

- a) Determine learning objectives.
- b) Identify student characteristics (initial abilities, interests, learning styles, etc.).
- c) Choosing the subject matter.
- d) Develop learning materials in the form of examples, illustrations, interactive videos and so on for students to learn.
- e) Prepare learning tools and media.
- f) Assessing the process and student learning outcomes.

2) Implementation

The learning implementation in cycle I lasts 6X45 minutes in

the Lathe Machining Engineering subject for class XI students Mechanical Engineering. In practice, the researcher acts as a teacher in carrying out learning according to the lesson plans that have been prepared. The details are as follows:

- a) Starting the learning action, the researcher says hello
- b) Asking the student's condition
- c) Check student attendance
- d) Delivering topics, objectives and delivering subject matter.

The material discussed in this meeting is explained beforehand, videos and subject matter are uploaded on YouTube. After students receive learning material from the teacher, students are given the opportunity to take notes, and are then assigned to collect the material concerned from other references and then discuss it.

This task is carried out to see the extent to which students can understand the material provided by the teacher and see the student's ability to find material from other references. After this activity, the teacher assesses each student and notes what happened in cycle I related to the implementation of the Lathe Machining Engineering subject for class XI of Mechanical Engineering at SMKN 2 Solok.

3) Observation

In this stage, observations are carried out on the implementation of actions during the learning process in cycle I on the subject of Lathe Machining Engineering class XI Machining Engineering at SMKN 2 Solok, namely:

- a) When PBM takes place, students tend to ignore virtual classes, such as not taking absences, and not doing assignments at all.
- b) There are some students who are late in collecting assignments and some even don't do the assignments given by the teacher.
- c) Lack of student motivation in learning can be seen when many students rarely repeat lessons that have been delivered in previous meetings. No sense of wanting to be more active when learning whether it is asking the teacher or increasing personal knowledge and experience.

d) Students are slow to complete the assignment given.

4) Reflection / analysis

Based on the results of observations, most of the students motivation to learn is still lacking, this can be seen from students who do not pay attention, do not show interest in participating in the learning given and lack of interest in students to take an active role in discussion activities. So that analysis must be carried out again for further action so that the goal can be achieved.

b. Cycle II

1) Planning

The following is the planning stage that is planned with the tutor, namely:

- a) Develop learning goals.
- b) Identify student characteristics (initial abilities, interests, learning styles, etc.).
- c) Develop subject matter.
- d) Develop learning materials in the form of examples, illustrations, interactive videos and so on for students to learn.
- e) Organize learning topics from simple to complex and from concrete to abstract.
- f) Prepare learning tools and media.
- g) Assessing the process and student learning outcomes.

2) Implementation

The learning implementation in cycle II lasts 6X45 minutes in the subject of Lathe Machining Engineering in class XI students of Mechanical Engineering. In practice, the researcher acts as a teacher in carrying out learning according to the lesson plans that have been prepared. The details are as follows:

- a) Starting the learning action, the researcher says hello
- b) Asking the student's condition
- c) Check student attendance

d) Delivering topics, objectives and delivering subject matter.

The material discussed in this meeting is explained beforehand, videos and lesson materials are uploaded via YouTube and virtual classes / learning houses. After students receive learning material from the teacher, students are given the opportunity to take notes, and are then assigned to collect the material concerned from other references and then discuss it in front of the class.

This task is carried out to see the extent to which students can understand the material provided by the teacher and see the student's ability to find material from other references. After this activity, the teacher assesses each student and notes what happened in cycle II related to the implementation of the Lathe Machining Engineering subject for class XI of Mechanical Engineering at SMKN 2 Solok.

3) Observation

In this stage, observations are carried out on the implementation of the action during the learning process in cycle II on the subject of Lathe Machining Engineering class XI Mechanical Engineering at SMKN 2 Solok, namely:

- a) When PBM took place, students began to ask a lot of questions that were not understood through WA personally.
- b) When the teacher gives questions and quizzes, students play an active role, some students collect assignments on time.
- c) Students are eager to complete assignments when PBM and the grades obtained by students are increasing.
- d) In the second cycle, there were still some students who were not there to take absences and also collect assignments.

4) Reflection / analysis

Based on the reflection of the results in cycle I, the researcher continued the research to cycle II by improving the action. The things that were observed were the same as in cycle I, namely:

- a) Motivation to learn is very necessary for students because with

the learning motivation given by the teacher to students, it will give birth to attention to do everything diligently for a long time, be more concentrated, easy to remember and not easily bored with what they are learning. With the learning motivation that exists in students, it is hoped that students will get good learning outcomes.

- b) The solution to the case of lack of learning motivation in students is before the teacher delivers the teacher's lesson to motivate students either in the form of words of enthusiasm or the benefits of the lesson to be delivered. Which is associated with the relationship between lessons with their future later.
- c) Then when students look bored in the middle of learning, the teacher displays motivational videos of the teacher's personal experiences or other great figures. Likewise, at the end of the lesson the teacher continues to motivate students to keep repeating their lessons at home.
- d) Bad habits that are often done by students such as not caring at all in the learning process in virtual classrooms / learning houses. In this case, the teacher's initial action was to warn the student. If it has not been corrected, the student will be asked to face the homeroom teacher and call the parents.

CHAPTER IV

CLOSING

A. Conclusion

Based on the Educational Field Practice that the author has done, it can be concluded that:

1. The practice of the Educational Field Experience Program (PPLK), which is carried out, provides a lot of experience for students to feel and live the real tasks of educators in school.
2. SMK N 2 Solok is one of the top schools in the City of Solok, this can be seen from the many achievements obtained and often appointed by SMKN 2 Solok students as representatives of Solok City in LKS and PORPROV competitions.
3. In general, the teaching and learning process at SMK Negeri 2 Solok has been going well. In terms of facilities and infrastructure, SMKN 2 Solok has met the eligibility standards for conducting a learning process.
4. In the learning process there are still students who are less disciplined and less motivated in learning, but this is circumvented by high discipline enforcement and presenting interesting material in every lesson that takes place.

B. Suggestion

The suggestions that the author can provide include:

1. It is hoped that the learning process at SMK N 2 Solok will continue to run well, always improving student achievement in order to educate the nation's children
2. It is expected that school principals continue to implement effective supervision programs to assist teachers in improving teaching competencies.
3. It is hoped that SMK Negeri 2 Solok will collaborate with other schools to improve the quality of learning and school networks.