

REPORT
EDUCATIONAL INTERNSHIP EXPERIENCE PROGRAM AT SMKN 1
WEST SUMATERA

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



JULIO LUKMANUL ARDI
17067045

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

FOREWORD

Assalamualaikum Wr. Wb.

Praise the authors for the presence of God Almighty who has given His grace and gifts, as well as health so that the author can complete the Field Experience Program report at SMK Negeri 1 West Sumatra. This report the authors made in order to fulfill one of the course assignments of the Field Experience Program.

In completing the writing of this report the author encountered many obstacles and difficulties, but thanks to the help, guidance and encouragement of various parties, the authors can overcome this well. For that the authors would like to thank:

1. Mr. Dr. H. Sukardi, MT as Head of UPPL Padang State University.
2. Mr. Hendri Nurdin, MT as the PPL Advisor.
3. Mr Drs. Risman Jonededwi MM as the Principal of SMK Negeri 1 West Sumatra.
4. Mr Drs. Riza, M.Pd.T as the Head of the Mechanical Engineering Skills Program at SMK Negeri 1 West Sumatra.
5. Mr. Mardansyah, S.Pd as the Pamong Teacher at SMK Negeri 1 West Sumatra.
6. Mr. and Mrs. Assembly of teachers and administrative staff at SMK Negeri 1 West Sumatra.
7. The author's parents always pray for and provide moral, material and invaluable affection.
8. Fellow students of the Field Experience Program at SMK Negeri 1 West Sumatra semester July - December 2020 and all those who have helped the author complete this report.

The author says many thanks. The author realizes that this report is far from perfect, therefore the author expects criticism and suggestions that are constructive for future perfection. Finally, the authors hope this report is useful for all readers.

Padang, August 2020
College student

Julio Lukmanul Ardi
NIM. 17067045

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CHAPTER I

INTRODUCTION

A. PPL Implementation Background

Education is a light that tries to guide humans in determining the direction, purpose and meaning of life. Humans really need education through a process of awareness that tries to explore and develop their potential through teaching methods or other ways that have been recognized by society. Many educational institutions have been established to meet human or educational needs, one of which is Teacher education. Padang State University was established to produce teachers who have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by oneself, society, nation and state.

The Field Experience Program (PPL) is one of the programs implemented to master complete and integrated abilities so that after completing education students are ready to independently develop tasks as teachers at the pre-school education level. That is why PPL is a very fundamental part of all scheduled education programs, where everything is aimed at the introduction and understanding of conditions in Vocational High Schools (SMK). As well as involving prospective teachers for that directly in the educational process that takes place in an integrated manner between the practice carried out in the field and the theory obtained in college, as adequate provisions in various abilities related to the management of the teaching and learning process

From a curriculum point of view, PPL is a course program, the teaching and learning process required in teacher training. PPL is deliberately designed to prepare student teacher candidates to have or fully master the ability of integrated teachers, so that after the prospective teacher students become teachers, students can carry out their duties and responsibilities professionally. PPL activities are a set of components of pre-service teacher training that takes place in a cycle of theory and practice in layers and repeats at each step required in the training program. Each step in the training component always refers to the theory that has been learned and leads to the practice of implementing effective and efficient learning in various conditions.

PPL is an academic activity carried out by students in order to implement and improve pedagogical, professional, personal and social competences which include teacher knowledge, skills, attitudes and behavior with all aspects that are experienced in practice in school. PPL is one of the courses at Padang State University that must be taken by students of the Education Study Program.

As a subject, this program weighs 5 credits, which is implemented in training schools. The Field Experience Program (PPL) is carried out for one semester at the training school. While in school, these students are required to teach certain subjects as an application of the engineering knowledge that has been learned. In addition, students are also given the opportunity to apply their educational knowledge in an effort to increase the morale and ethics of students in training schools.

At the end of this program, students are required to report all their activities while in training school in the form of reports. This report will serve as an aspect of the assessment in completing the PPL course. Therefore, the author tries to put all the author's activities in the training school in the form of a report. Hopefully this report can describe all PPL activities that the author carried out during the period July - December 2020.

B. PPL Implementation Objectives

The Field Experience Program (PPL) is a series of student-programmed activities that allow students to recognize well the field that will become their place of assignment. PPL is given to students with a view to providing and equipping prospective teacher students with various abilities to carry out tasks, both teaching and other educational tasks (non teaching).

To find out the purpose of writing the report, we first describe PPL objectives in general and specifically.

1. General purpose

In general, PPL activities aim to introduce directly the actual situation at school so that what is obtained in college can be applied directly in the field as a vehicle for the formation of educational personnel who have a set of knowledge, skills, values, and attitudes needed for the teaching

profession so that they are able to apply in the implementation of education and teaching both at school and outside of school.

2. Special purpose

In detail, PPL is programmed with the aim that prospective teacher students can:

- a. Know carefully the physical environment, school administration and school social academics as a place of service later.
- b. Mastering various basic teaching skills.
- c. Implementing various teacher / educational abilities as a whole and integrated in real situations under the guidance of supervisors and tutors.
- d. To find out the guidelines for teaching and learning activities, assessment guidelines, guidance guidelines and guidelines for teaching and learning activities facilities and infrastructure.
- e. Looking for teaching and learning experiences applied in everyday life behavior and to find out about programs and development of teaching and learning activities in schools.

After describing the objectives of PPL, the writer concludes that the purpose of writing a report is to pour out the results of their experiences in school so that it becomes concrete evidence that students carry out PPL well with various problems and are able to determine their solutions carefully.

The purpose of writing this report is to train students to be able to evaluate the activities that have been carried out, in this case the activities carried out during PPL and to write them in the form of an accountable report.

C. Time and Place of PPL Implementation

The implementation of observation and orientation at the training school, from August 10 to November 2, 2020. Before carrying out observations and orientation, a handover ceremony of PPL students to the Padang City Education Office was held. The handover was carried out symbolically between the UPPL and school principals who were in the ranks of the Padang City Education Office. Various matters related to the implementation of the program during the next semester in the form of suggestions and implementation steps

were conveyed in the discussion, so that both parties agreed to guide and provide opportunities for students to apply educational knowledge at the school.

In this PPL process, the authors coordinated more with the civil service teachers in schools. The determination of the pamong teacher is based on the results of a joint meeting with the principal, curriculum assistant, administration assistant, and head of the field of study. The tutor who guided the author, namely Mr. Mardansyah, S.Pd, the training course entrusted to the author, namely NC / CNC and CAM for class XI and Class XII.

Based on the POL calendar for the July - December 2020 semester, it is determined that 17 August to 20 August 2020 is the period when students who take PPL are given the opportunity to consult with their supervisors. The matters that are the main points of the consultation with regard to the implementation of PPL activities in schools and to report the results of observations and orientation that have been carried out. As for the topics of guidance, namely:

1. The facilities available at the training school.
2. Problems encountered in the PBM process.
3. Making Teaching Tools and Learning Media.
4. Proble in activities good activities *teaching* non teaching in training school.
5. Making PPL reports which are carried out in training schools.

CHAPTER II

INTRODUCTION TO THE SCHOOL ENVIRONMENT

A. Brief History of the School

West Sumatra Vocational High School (SMKN) International Standard School Startup (RSBI) was established in accordance with the Decree of the Governor of West Sumatra Number: 892-276-2011 dated June 15, 2011 which is domiciled in Padang and is located at Jalan Muhammad Yunus Lubuk Lintah Tel. (0751) 26765 Padang Postal Code 25152 and Recommendation of the Director of Vocational Development of the Directorate General of Secondary Education, Ministry of Education and Culture of the Republic of Indonesia through letter number: 256/03 / MN / 2011 dated March 3, 2011 concerning the assistance of RSBI-oriented SMK Negeri West Sumatra as an effort to expand the function of BLPT West Sumatra Province which started operating in the 2011/2012 Academic Year.

Based on the decision of the Constitutional Court Number: 5 / PUU-X / 2012 and the circular of the Minister of Education and Culture Number: 017 / MPK / SE / 2013 dated January 30, 2013, all schools that have received permission from the Ministry of Education and Culture as Standard School Stubs International (RSBI) has the status of being a regular school that is fostered by the Provincial / Regency / City Government and the Decree of the Governor of West Sumatra Number: 420-757- 2013 dated 25 September 2013 concerning the Change of Name of the West Sumatra State Vocational High School Starting an International Standard School (RSBI) to become West Sumatra 1 Vocational High School, which is located at Jalan Muhammad Yunus Lubuk Lintah, Padang.

On March 8, 2019 the Head of the West Sumatra Provincial Education Office, Drs. Burhasman, MM handed over the assets of the former Padang Technical Education Training Center (BLPT) to SMKN 1 West Sumatra which was marked by the signing of the submission inscription. West Sumatra 1 Vocational High School (SMK) is a school in technology and industry. This school initially consisted of 3 skill competencies, namely the Department of

Mechanical Engineering, Mechatronics, and Light Vehicle Engineering. However, along with the community's need for vocational education, the school develops majors into 12 skill competencies, namely Automotive Light Vehicle Engineering, Motorcycle Engineering and Business, Mechatronics, Audio Video Engineering, Industrial Electronics Engineering, Modeling Design Engineering and Building Information, Business Engineering. Construction and Property, Mechanical Engineering, Welding Engineering, Industrial Mechanical Engineering, Electrical Power Installation Engineering, and Cooling and Air Conditioning Engineering.

B. School profile

SCHOOL NAME	: SMK Negeri 1 West Sumatra
STATUS	: Negeri
NPSN	: 10310780
NSS	: 401086109051
ADDRESS	: Jln. M. Yunus, Lubuk Lintah Padang
RT / RW	: 03/02
LOAN	: Lubuk Lintah
DISTRICTS	: Kuranji
CITY	: Padang
POSTAL CODE	: 25152
TELEPHONE	: (0751) 26755
ESTABLISHMENT SK	: Governor of Sumatra West
NUMBER	: 892-276-2011
DATE OF SK	: June 15th 2011
TOTAL RUBBER	: 43 Rombel
EXPERTISE PROGRAM	: 1. Technique Machine 2. Electrical engineering 3. Automotive Engineering 4. Construction & Property Engineering 5. Electrical Engineering
HEAD OF SCHOOL	: Drs. Risman Jondedwi, MM
GOVERNMENT EMPLOYEES	: 73 Person

HONORARIUM EMPLOYEES : 25 Person
ADMINISTRATIVE PERSONEL: 3 Person
ADM NON PNS : 23 Person
PEOPLE NUMBER OF STUDENTS : 1,232 Person
CLASS X : 527 Person
CLASS XI : 384 Person
CLASS XII : 294 Person
CLASS XIII : 27 Person

1. Vision

Creating human character, smart and competitive in order to compete in the Global Market.

2. Mission

- a. Realizing noble, religious, honest and disciplined moral values.
- b. Realizing increased creativity, hard work and independence.
- c. The realization of increased tolerance, curiosity, a spirit of togetherness and love of peace.
- d. The realization of a culture development and a school environment that is conducive, clean, beautiful, shady and comfortable.
- e. The realization of an increase in the competence of students who are able to compete at regional, national and international levels.
- f. The realization of an increase in the competence of educators and education personnel in accordance with the demands of national education development.
- g. The realization of an increase in the availability of facilities and infrastructure that are relevant, up-to-date and have future insight.
- h. The realization of the development of education management standards that refer to school-based management.
- i. The realization of the development of educational assessment standards in accordance with the demands of curriculum development.

3. Destination

- a. Developing a curriculum with an integrated environmental character and culture.

- b. Increase the awareness of school residents to the preservation and pollution of the school environment.
- c. Developing an education system that can produce competent graduates.
- d. Increase cooperation with the industrial world and society to develop education, improve the quality of graduates and the absorption of graduates.
- e. Implementing teaching factory through practical product development and environmental culture.

C. State of the School

1. School Physical Condition

SMK Negeri 1 West Sumatra is located in a strategic location so that students can study safely and comfortably.

a. Surface area

SMK Negeri 1 West Sumatra stands and is on a land area of 40,034 M² + 26.8M².

b. Number of classrooms

SMK Negeri 1 West Sumatra has 17 theoretical classrooms, 7 practice rooms / workshops, 1 drawing room and 1 language laboratory, 1 multimedia laboratory.

c. Classroom size

The classrooms are 9 x 7 m in size, while the practice room measures 16 mx 48 m, some are practice rooms and some are 64 mx 16 m, namely the light vehicle engineering practice room.

d. Other existing buildings

Other existing buildings are as follows:

- 1) Principal & Vice Principal 1 room measuring 8 mx 4 m.
- 2) Teacher Room 1 unit measuring 7 mx 9 m.
- 3) TU room 1 unit measuring 4 mx 4 m.
- 4) The prayer room is 10 mx 10 m in size.
- 5) Common Room (Hall) 1 unit measuring 8 mx 8 m.
- 6) Cooperative room measuring 3 mx 4 m.
- 7) Student Council room is 3 mx 4 m in size.

- 8) BK room measuring 3 mx 4 m.
- 9) UKS room measuring 3 mx 4 m.
- 10) 12 student toilet units.
- 11) Student dormitories of 20 units measuring 24 mx 10 m.

e. School field

The school grounds are wide enough to be used to carry out flag ceremonies and gather students.

f. School facility

1) Library

The library room with a room size of 12 mx 12 m and 8 mx 16 m is equipped with table and chairs as a reading area, storage for bags / books, bookshelves and a management room.

2) Laboratory

SMK Negeri 1 West Sumatra has a laboratory consisting of:

- a) Physics Labor.
- b) Language Labor.
- c) Image Labor.
- d) Multimedia Labor.

At SMK Negeri 1 West Sumatra there are 7 workshops which are used for:

- a) 1 room CNC and Machining workshop.
- b) 1 room Electrical Workshop.
- c) Workshop Work Bench 1 space.
- d) Welding / Fabrication Workshop 1 room.
- e) 1 room Automotive Workshop.
- f) Workshop Building 1 room.
- g) Electronics Workshop 1 room.

2. State of the School Environment

a. The type of building that surrounds the school

Previously, this school was located side by side with BLPT, which is a place for training teachers and students, including teachers and vocational school students all over West Sumatra, before finally being handed over to the SMK Negeri 1 West Sumatra.

b. School environmental conditions

The condition of the school environment is good, comfortable, calm, away from noise and has cool air, also effective in carrying out teaching and learning activities.

3. Teacher and Student Condition

a. Teacher

Teachers at SMK Negeri 1 West Sumatra consist of Permanent Employee Teachers, Non-Permanent Employee Teachers and Administrative Staff Teachers. The following is a list of the names of each employee at SMK Negeri 1 West Sumatra:

1) Government Employees

No.	NAME / NIP	LEVEL / GOAL	KET
1	Drs. Risman Jondedwi, MM NIP. 19641202 199003 1 004	Advisor / IV.a	Headmaster
2	Drs. Budy Prianto NIP.19651013 199103 1 005	Advisor / IV.a	Curriculum Waka
3	Drs. Junaidi NIP. 19620630 198603 1 004	Advisor / IV.a	Student Council
4	Nora Margaret, S.Si., M.Pd NIP. 19740806 200312 2 004	Advisor / IV.a	Deputy Public Relations
5	Edwin, S.Pd., M.Pd.T NIP.19860124 201001 1 016	Administrators Tk 1 / III.d	Waka Facilities and Infrastructure
6	Drs. H. Riza, M.Pd.T NIP. 19640122 198903 1 002	Advisor / IV.a	Mechanical Engineering KPK
7	Drs. Naldi Agus NIP.19651113 198903 1 003	Advisor / IV.a	Electronics Engineering KPK
8	Yuniswar, S.Pd., M.Pd.T NIP.19720605 200604 1 003	Administration Tk.1 / III.d	Automotive Engineering KPK
9	Lazuardi, S.Pd NIP. 19680121 199402 1 001	Administration. 1 / III.d	KPK Construction & Property Engineering
10	Subur, M.Pd.T NIP.19730805 200501 1 006	Administration Tk.1 / III.d	Electricity Engineering KPK

11	Dra. Hj. Enny Erita, M.Pd NIP. 19601029 198802 1 001	Advisor / IV.a	
12	Deswil, ST NIP. 19601229 199003 1 004	Advisor / IV.a	
13	Drs. H. Erizal NIP. 19610822 198803 1 004	Advisor / IV.a	
14	Dra. Hj. Eni Hidayat, M.Pd NIP. 19620310 198503 2 006	Advisor / IV.a	
15	Drs. Junaidi (B) NIP. 19620813 198803 1 005	Advisor / IV.a	
16	Drs. Supriadi NIP. 1962115 198703 1 004	Advisor / IV.a	
17	Drs. Martadinata NIP. 19630814 198603 1 009	Advisor / IV.a	
18	M. Rizal NIP.19630204 198803 1 004	Advisor / IV.a	
19	Drs. Prawoto, M.Pd NIP. 19630321 198903 1 008	Advisor / IV.a	
20	Aditiawarman, ST NIP. 19630513 199003 1 003	Advisor / IV.a	
21	Drs. H. Marselis NIP. 19630515 199112 1 001	Advisor / IV.a	
22	M. Irsal, S.Pd NIP. 19630630 198703 1 003	Advisor / IV.a	
23	Tamrin, ST NIP. 199650207 198910 1 001	Advisor / IV.a	
24	Drs. Mardiah NIP.19660322 199003 2 002	Advisor / IV.a	
25	Marjani, S.Pd NIP. 19660320 199102 1 001	Advisor / IV.a	
26	Ir. Meiza Trisna NIP. 19660210 195512 1 001	Advisor / IV.a	
27	Drs. Rinaldi Aswan NIP. 19660210 199512 1 001	Advisor / IV.a	
28	Witrinaldi, S.Pd NIP. 19660404 199102 1 001	Advisor / IV.a	

29	Dra. Nismah NIP.19670103 199003 2 001	Advisor / IV.a	
30	Desmiati, S.Pd NIP. 19701212 199512 2 004	Advisor / IV.a	
31	Dewi Suriyanti, S.Pd., M.Pd NIP. 19780625 200312 2 001	Advisor / IV.a	
32	Zaini, S.Pd NIP.19651231 200501 1 072	Advisor / IV.a	
33	Drs. H. Elfis, M.Pd.T NIP.19611107 198802 1 001	Advisor Tk.1 / IV.b	
34	Drs. Paria Suparni, M.Pd.T NIP. 19630630 198803 1 003	Advisor Tk.1 / IV.b	
35	Dra. Mudrika Welli, S.Pd NIP. 199630609 198803 2 002	Advisor Tk.1 / IV.b	
36	Drs. Efrison NIP. 19640828 198903 1 006	Advisor Tk.1 / IV.b	
37	Drs. Asrudin Putra, M.Pd.T NIP. 19671230 199412 1 001	Advisor Tk / IV.b	
38	Drs. Muhammad Asykar NIP. 19661213 200012 1 001	Administration Tk.1 / III.d	
39	Mardansyah, S.Pd NIP. 19671111 199103 1 004	Administration Tk.1 / III.d	
40	Sekar Sari, S.Pd., M.Si NIP.19720224 200501 1 006	Administration Tk.1 / III.d	
41	Badri Yeni. B, S.Pd NIP.19720606 200501 2 005	Administration Tk.1 / III.d	
42	Ruslindrawati, S.Pd NIP. 19711222 200802 2 001	Administration Tk.1 / III.d	
43	Elfitrayeni, S.Pd NIP.19740819 200604 2 004	Administration Tk.1 / III.d	

45	Anhar, S.Pd NIP.19780615 200801 1 003	Administration Tk.1 / III.d	
46	Yenni Arta, S.Pd., M.Pd.T NIP.19810713 200901 2 006	Administration Tk.1 / III.d	
47	AM Khaled, S.Pd., M.Pd.T NIP.19820422 200902 1 005	Administration Tk.1 / III.d	
48	Rika Anggraini, S.Pd., Kons NIP. 19830310 200901 2 001	Administration Tk.1 / III.d	
49	Elbosri, S.Pd NIP.19710204 200501 1 008	Administrators / III.c	
50	Juwita, M.Pd NIP.19750550 200501 2 013	Administrators / III.c	
51	Rahmad Hendri, S.Pd NIP.19800105 200803 1 001	Administrators / III.c	
52	Febrika Handayani, S.Pd NIP.19820225 201001 2 024	Administrators / III.c	
53	Raty Suwandi, S.Pd NIP.19870411 201001 2 0225	Administrators / III.c	
54	Virzanova, S.Pd NIP. 19780811 200902 2 002	Administrators / III.c	
55	Alfia Novita, S.Pd NIP. 1989 31 103 200902 2 001	Administrators / III.c	
56	Dessy Rusli, S.Pd NIP. 19780418 200902 2 002	Administrators / III.c	
57	Dwi Amalia, S.Pd NIP. 19830325 201001 2 019	Administrators / III.c	
58	Ridcel Yandres, S.Pd NIP.19840123 201001 1 017	Administrators / III.c	
59	Deno Saputra, S.Pd., M.Pd NIP.19861115 201101 1 004	Administrators / III.c	

60	Sasrawati, ST NIP. 19760903 201001 2 010	Administrators / III.c	
61	Jimmi Zamora, S.Pd NIP. 198950324 201101 1 006	Administrators / III.c	
62	Hj. Yelfia Sari, S.Pd., MP.fis NIP.19830326 201001 2 012	Administrators / III.c	
63	Ahyena Zera, S.Pd NIP. 19721119 200801 2 012	Young Administrators Tk.1 / III.b	
64	Marnis, S.Pd NIP.19800305 201403 2 001	Young Administrators Tk.1 / III.b	
65	Sri Rahayuningsih, ST NIP. 19810417 201403 2 001	Young Administrators Tk.1 / III.b	
66	Mitra Zualmi, S.Pd NIP. 19830901 201403 2 001	Young Administrators Tk.1 / III.b	
67	Alil Triwahyu Sakti, S.Pd NIP.19880702 201403 1 001	Young Administrators Tk.1 / III.b	
68	Novi Delviana, S.Pd NIP. 19901123 201403 2 001	Young Administrators Tk.1 / III.b	
69	Nova Endriyanti, S.Pd NIP.19820126 200902 2 004	Young Administrators / III.a	
70	Olfita Syarif, S.Pd NIP. 19851018 201101 2 001	Young Administrators / III.a	
71	Zharman Channova, S.Pd NIP. 19851118 201403 1 002	Young Administrators / III.a	
72	Muhammad Luthfi, S.Pd NIP.19870221 201403 1 001	Young Administrators / III.a	
73	Tosriadi, S.Pd NIP. 1989 90 307 201403 1 001	Young Administrators / III.a	

Source: Administration of SMKN 1 SUMBAR

2) Honorarium Employees

NO	NAME / NIP	GOAL	KET
1	Syainal, S.Pd.I., M.Pd		Religion
2	Cici Aprisani, S.Pd		Religion
3	Putri Anggraini Idaman, S.Pd		Indonesian
4	Melati Nusantara, S.Pd		Indonesian
5	Iling Harnizawati, S.Pd., M.Pd		Mathematics
6	Siska Sri Mahdayeni, S.Pd		Indonesian History
7	Evi Sesrya Hndayani, S.Pd		English
8	Arrahmani Nur Ahadu Fitri, S.Pd		Art and culture
9	Waldi Julio Saputra, S.Pd		physical education
10	M. Rizki, M.Pd		physical education
11	Tity Yusi, S.Pd		Simkodig
12	Ila Ofrance, S.Pd		BP / BK
13	Sri Afriza, S.Pd		BP / BK
14	Eka Tarma Sari, S.Pd		BP / BK
15	Ramadhani, S.Pd		Q. Constrictions & Properties
16	Leni Puspita Sari, S.Pd		T. Electronics
17	Retno Ade Sanjaya, S.Pd		T. Electronics
18	Herlin Setyawan, S.Pd		T. Electronics
19	Ashabul Qaffi, S.Pd		Q. Machine
20	Endang, S.Pd		Q. Machine
21	Tiara Klaudia HH, S.Pd		Q. Machine
22	Fiki Efendi, S.Pd., M.Pd.T		Q. Machine
23	Ilham Eka Ikhwandi, S.Pd		T. Automotive
24	Arsyafadhillah, S.Pd		T. Automotive
25	Asrival, S.IQ. M.Pd		Religion

Source: Administration of SMKN 1 SUMBAR

3) Administrative Officer

NO	NAME / NIP	LEVEL / GOAL	KET
1	Mega Amelia, S.Pd NIP. 19880714 201101 2 013	Administrators / III.c	Head of administration
2	Nazaruddin NIP. 19631013 198203 1 002	Young Administrators Tk.I / III.b	Tolmen Building
3	Rozaleni, S.Sos NIP. 19750604 201001 2 005	Young Administrators / III.a	K3 Coordinator
4	Sari Oktayellia, S.Pd		Adm. Curriculum

5	Inggit Julita, S.Pd		Adm. Student
6	Sigit Alfin Yahya, S.Pd		Adm. Press and Archives
7	Zeni Modhissa, SE		Adm. PR
8	Muhammad Nispi, S.Pd		Adm. Infrastructure
9	Wanda Vurwanto, S.Pd		References
10	Husni Hanif, S.Kom		Labor
11	Hariyo, SE		P. Dorm
12	Ania Fet Hardi, S.Si		P. Dorm
13	Meidianas Saputra, S.Psi		P. Dorm
14	Nopita Enggriani, S.Pd		P. Dorm
15	Yefrizal Rustam		Security
16	Yas Darwin		Security
17	Arry Ardi Putra		Security
18	Suprianto		Security
19	Zulfikar		Security
20	Andriko		Security
21	Devi Arianto Bahri		Security
22	Hulda Putra		Cleanliness
23	Nasrajudin		Cleanliness
24	Heru Wardana		Cleanliness
25	Andriano		Cleanliness
26	Rezki Kurniawan		Cleanliness

Source: Administration of SMKN 1 SUMBAR

b. Students

There are 1,232 students at SMK Negeri 1 West Sumatra which are divided into 43 groups, namely 15 groups X, 15 groups XI, 12 groups XII and 1 class. SMK Negeri 1 West Sumatra has 5 expertise programs that students can choose according to their talents and interests. Class X, Class XI, Class XII and Class XIII used the 2018 revised edition of the 2013 curriculum.

Skills competencies are as follows:

- 1) Mechanical Engineering
- 2) Electrical engineering
- 3) Automotive Engineering
- 4) Construction & Property Engineering

5) Electrical Engineering

4. Social interaction

a. Teacher-teacher relationship

With regard to the relationship between teachers as long as the observation was quite good, the teachers at SMK Negeri 1 West Sumatra were teachers who were united and often greeted each other well.

b. The relationship between teachers and students

The teacher of SMK Negeri 1 West Sumatra is a figure respected by all students. Students prefer to think of teachers as parents outside the home so that the closeness between teachers and students is quite good.

c. Relationship between students and students

The relationship between students and students as long as the author makes observations is good enough and there are no serious problems.

d. Relationship between teachers and administrative staff

The relationship between the teacher and administrative staff during the observation was very good and even there was good cooperation.

e. Overall social relations

Overall social relations as long as the writer made this observation were good and there were no problems.

D. School Regulations

1. Teacher Rules

a. Teachers who teach according to applicable rules (on time) and have been in class according to a predetermined schedule.

b. Teachers who are unable to attend must provide news / news / letters to the principal / vice principal / head of the expertise program / normative adaptive coordinator.

1) If something sudden happens, such as illness / misfortune, you can call the principal / deputy principal / head of the expertise program / normative adaptive coordinator, followed by a letter the following day.

2) If you are sick for more than 2 days, you must attach / request a doctor's certificate and submit it to the principal - picket - the staffing department.

- 3) Teachers are required to be present for 6 days.
 - 4) The teacher signs the attendance list in the picket room.
 - 5) All teachers / employees are required to attend the flag ceremony every Monday and the ceremonies of National Holidays.
- c. Teachers who teach the first hours onwards must be present at 7:05 a.m. every day.
 - d. Teachers who have finished teaching, before returning home to take attendance at the picket room.
 - e. The duties and responsibilities of teachers cannot be transferred to other teachers unless there is a recommendation from the school principal if circumstances do not allow.
 - f. Teachers in implementing PBM in the classroom according to the schedule on the Roster, are not allowed to leave students in learning that is guided by the teacher concerned, unless it is very principle and has notified the picket, if they are still in the school environment and if they leave the school environment, the principal's permission must be obtained.
 - g. If the duties and responsibilities are not carried out by teachers and employees properly, then the principal and head of administration call and foster the teachers and employees concerned regularly and periodically so as to arrive at a conclusion on the teacher and employee.
 - h. Teachers are prohibited from smoking in the school environment except in a special room.
2. Student Code of Conduct
- a. Learning Activities
 - 1) Teaching and learning activities begin at 07.15 WIB.
 - 2) Students who are late are only allowed to enter after receiving permission from the picket teacher.
 - 3) During teaching and learning activities, students are not allowed to leave the school environment without the picket teacher's permission and are approved by the teacher who is teaching.
 - 4) Permission to leave in teaching and learning activities is allowed for a maximum of 10 minutes.

b. Clothes

- 1) Monday to Wednesday, wear a white shirt, gray pants / skirt, complete with the attributes of the department, student council and the names are sewn / screen printed.
- 2) PBM practice wearing practice clothes complete with a nameplate sewn and printed.
- 3) Thursday wearing batik clothes.
- 4) On Friday, the princess is dressed in Muslim uniforms, scout pants / skirts.
- 5) On Saturday, scouting clothes complete with symbols and nameplate that are sewn / screen printed.
- 6) For male students, it is prohibited to wear accessories other than watches, without tattoos, pencil pants, wearing piercings (students), long nails and wearing hats other than school hats.
- 7) Especially for students, it is not allowed to wear flashy clothes and hair that comes out of the hijab.
- 8) Clothing must not be changed outside the provisions / clothes must enter into the pants for the son, wear a black belt with a plain head. And you cannot wear levis clothes (T-shirts) in your school uniform.
- 9) Black shoes with white socks.
- 10) Parking for student vehicles must be in the parking lot provided by the school.

c. Presence

- 1) Already attended school at 07.15 WIB.
- 2) Students who are absent due to: It is important to provide news with school papers by parents / guardians, it is not justified to use a student's phone / cellphone who is sick, must attach a doctor's certificate of illness. Or direct notification from the parents / guardians of students to the school.
- 3) Students are not allowed to take semester exams if student attendance is less than 80% without permission.
- 4) Each student must follow the self-development of at least one area of interest and talent.

d. Obligations

- 1) Committee fees must be paid in full according to a predetermined schedule.
- 2) Participate in the flag ceremony every Monday morning and other holidays.
- 3) Follow the morning apples every Wednesday and Saturday.
- 4) Maintain school facilities, buildings, premises, parks and other furniture.
- 5) Deliver summons from the homeroom teacher, head of the field, BP / BK, deputy principal and principal to the parents / guardians according to the letter address.
- 6) Students are required to perform midday prayers in congregation at the mosque.
- 7) Boarding students participate in activities arranged by the school.

e. Provisions

- 1) The provisions for violation of rules see the points of sanctions against students who violate the rules.
- 2) Not allowed to wear school clothes outside of school activities.
- 3) It is not justified to use cellphones while learning is taking place.
- 4) It is not allowed to bring sharp objects and other dangerous objects other than the time specified in the practicum at school.
- 5) Every violation of the rules is followed up by the teacher, given a penalty according to the weight of the error and recorded in the student case book. Student problems that recur to the disciplinary picket teacher will continue the process to BK through coordination of walas, KPK, wakasis, school principals.
- 6) Students who ask for permission to leave in each learning process are only allowed 1 (one) person per process to ask permission from the training eye teacher.

f. Sanctions

Students who violate the rules will receive sanctions in the form of:

- 1) Immediate action.
- 2) The error weight is recorded.

- 3) School service.
- 4) Fine.
- 5) Returned to Parents / expelled.

E. School Administration

1. Administration

Administration is a school administration management center headed by a head of administration in charge of personnel, treasury, student affairs, goods holders, computer operators, libraries and school guards. Then in each expertise program one administrator is assigned to assist the head of the expertise program.

2. Student

The student section provides guidance to students of SMK Negeri 1 West Sumatra. Various achievements have been achieved such as writing competitions, sports and various student skills competitions.

School Organizational Structure

Headmaster	: Drs. Risman Jondedwi, MM
Committee Chair	: Drs. Ermon
Head of administration	: Mega Amelia, S.Pd
Deputy for Curriculum	: Drs. Budy Prianto
Student Affairs Representative	: Drs. Junaidi
Deputy for Public Relations	: Nora Margaret, S.Si., M.Pd
Deputy for Infrastructure	: Edwin, S.Pd., M.Pd.T
Mechanical Engineering KPK	: Drs. H. Riza, M.Pd.T
Electronics Engineering KPK	: Drs. Naldi Agus
Automotive Engineering KPK	: Yuniswar,
S.Pd., M.Pd.T	
KPK Construction & Property Engineering	: Lazuardi, S.Pd
Electricity Engineering KPK	: Subur, M.Pd.T

F. Teaching and learning process

Apart from observing the conditions of the school environment and the school community, another thing that was observed was the implementation of the Teaching

and Learning Process (PBM) carried out by field teachers, especially the Mechanical Engineering expertise program. Some things to pay attention to during observation are as follows:

1. Introduction / Opening Lessons

At 07.15 the entrance bell rings, all students enter their respective classes to start PBM activities. Before the PBM was implemented, students started a prayer together and continued by checking the attendance of students. Then do a review of the material that has been taught last week.

2. Core Activities of Teaching and Learning Process

In the core PBM activities, the teacher asks students for several submissions as previously explained. The core teaching and learning process is also interspersed with controlling the classroom conditions. The teacher also continues to explain the lesson by giving examples while being followed by asking and answering questions with students so that students are rewarded and provide reinforcement to students. After explanations and questions and answers are held with students, the teacher also instills moral values or cultivates mind character to students. The core activity is also continued by recording the lesson material.

3. Closing

Teacher activities carried out before closing the lesson are:

- a. To end this lesson the teacher provides a kind of conclusion to the subject matter that has been delivered and also provides some kind of advice and motivation.
- b. To assess the learning outcomes desired by the teacher, it is done by assessing the results of exercises and assignments that include the competencies to be achieved.
- c. To take a learning break, the teacher asks a kind of inducing question about the material that has been delivered.
- d. Tell students to tidy up equipment, tidy up the room.
- e. This closing stage lasts approximately 10 to 15 minutes.
- f. After that the teacher closes the lesson with greetings, prepares students to pray and say greetings together, then go home.

CHAPTER III

PPL ACTIVITIES

A. Teaching Activities (Teaching)

This activity is a form of actualization of the teaching knowledge possessed by prospective teachers, this activity makes prospective teachers familiar with the situation during the teaching and learning process that takes place in the classroom. The teaching practice period is a time to practice and hone teaching skills. There are 2 activities carried out by students during this teaching practice, namely:

1. Guided Teaching Exercises

Based on the PPL calendar for the July - December 2020 semesters, the Guided Teaching Training period starts from 17 August to 29 August 2020. The guided teaching practice period is a period in guided teaching practice with the help of a tutor or tutor teacher within a certain period of time. In this activity, prospective teachers observe and assist in the ongoing process of PBM activities. In addition, the activities undertaken plan and compile a syllabus, lesson plans (RPP), learning media, teaching materials and student worksheets. At subsequent meetings, prospective teachers are trusted by the tutor teachers to teach independently in the classroom. However, among teachers still monitor and provide guidance in PBM.

2. Independent Teaching Exercises

The independent teaching practice period is a transitional period in which students are ready to teach and manage classes independently without the assistance of a tutor teacher. Based on the PPL calendar for the July - December 2020 semester, the Independent Teaching Training period starts from 31 August to 2 November 2020. During this period the tutor teacher does not just let go of teaching and class management, but also supervises the tutor teacher. Prospective teachers are given full authority to teach in class and carry out other activities, such as student learning assessments and so on. Independent teaching exercises are not done face-to-face, this is because learning is done online and offline due to the Covid-19 Pandemic.

In training schools, prospective teachers have the task of teaching 4

classes, namely class XI and XII TP. In independent teaching exercises, prospective teachers are given teaching responsibilities for NC / CNC and CAM. Teaching hours during the implementation of the Field Experience Program (PPL) at SMK Negeri 1 West Sumatra, namely on Monday, Wednesday, Thursday and Friday. In this LMM activity the author is given full authority to teach theory through the WhatsApp group and the school's online teaching and learning application starting from the 1st meeting to the 10th meeting.

This activity should have been carried out directly in front of the students of SMK Negeri 1 West Sumatra, but because the learning was carried out online, the teachers wanted to see the progress of the students doing Guided Teaching Exercises (LMT). Independent teaching exercises are carried out in front of all skills program teachers in order to see and assess the extent of the writer's ability to teach directly as what the real teacher has done. In this activity, the writer tries to combine the knowledge gained during lectures with the knowledge gained during guided teaching exercises. The activities that take place in the PBM are as follows:

a. Learning Process Planning

In a well-executed planning, half of the success can be achieved, the other half lies in implementation. This independent teaching training activity begins with making learning materials in the form of a syllabus and RPP and at the end the tutor teacher assigns the author the task of making an overall learning tool containing effective week analysis, annual programs, semester programs, KI / KD, SKM, syllabus, lesson plans and others. . The success of a learning process is determined by careful planning. Planning is done well, then half of the success can be achieved, the other half lies in implementation. Because the success of an activity is largely determined by its planning, learning planning can act as:

- 1) A reference for teachers to carry out learning activities so that they are more focused and run efficiently and effectively.
- 2) As a basic foundation for teachers and students in achieving basic competencies and the indicators set.

b. Learning process

1) Opening Activities

The activities carried out by the teacher when opening lessons are as follows:

- a) The teacher invites students to pray and take absences via google form.
- b) The teacher conveys the learning objectives and competencies to be achieved and what learning activities are today

2) Core Learning Activities

The activities carried out by the teacher when starting lessons are as follows:

- a) The teacher provides a material guide to be studied.
- b) Through WhatsApp, the teacher class asks students to open the material link that has been shared through the school's online KBM application and asks students to understand carefully, record important material.
- c) Students and teachers can discuss material that has not been understood, through the chat column in class or the WA group.
- d) Students and teachers discuss via WhatsApp the material being studied.

3) Closing Activities

The activities carried out by the teacher when closing the lesson are as follows:

- a) Students conclude the learning material with teacher guidance.
- b) Students take an evaluation test via google form.
- c) The teacher delivers upcoming material.
- d) The teacher ends the activity with prayers and greetings.

c. Evaluation and Action

Based on the results of the evaluation that has been carried out, the teacher can design follow-up activities that need to be done either in the form of remedials for certain students, or in the form of improving learning programs. Further explanation of these activities can be described based on the following steps:

1) Identify the strengths and weaknesses of a given portfolio task. Reports on learning outcomes need to be seen and studied by education policy makers. By looking at the results of the portfolio assignment, it can be identified whether learning has been in accordance with the learning objectives. By knowing the results of the portfolio, the weaknesses that occur in the learning process will be identified properly.

Increasing learning outcomes, after knowing the various forms of failure that exist, it is necessary to increase learning. The maximum learning process will result in good learning outcomes.

2) By knowing the identified successes and failures, activities that can maximize the learning process can be carried out, adjusted to the factors that cause these successes and failures. Or in other words, the alternative solutions that we propose must lead to efforts to overcome failure and strengthen students' learning success supporters.

3) Designing remedial learning programs (improvements). Remedial learning programs are given only for certain competencies that have not been mastered by students. This program is carried out after students have taken certain competency tests or exams, but these students get a score below the minimum standard that has been determined and this program is only carried out a maximum of two times, if participants who have done the remedial program twice but the value is still below the minimum standard, so the handling must involve the student's parent or guardian.

4) Designing, implementing, evaluating and improving learning programs. The success of learning that is carried out is tracked from our success in implementing learning. To track where the mistakes are so that the results of our learning still fail, we can use the principles of managing managerial activities, namely; planning, implementing evaluation and improvement.

In addition to implementing PBM online, the author is also directed to carry out PBM offline, such as telling students to deliver assignments that have been given to school according to the schedule

given. With this offline PBM writer can interact directly with students but still adhere to health protocols. And the author is also given the authority to make exam questions and assess student learning outcomes for one semester.

All activities that the author does are supervised and guided by a tutor teacher. Pamong teachers assess and provide input about what the author should improve in PBM activities.

Even though the author has entered independent teaching practice, the author continues to conduct discussions and consultations with tutor teachers related to the teaching and learning process, so that a lot of knowledge I get from tutor about how to teach well.

From the teaching and learning process carried out, everything can run smoothly according to the original plan. Although there are several obstacles in the teaching and learning process, they can be resolved properly. This is all thanks to the cooperation, direction and guidance given by the tutor. So that in independent teaching exercises the author does not experience significant difficulties.

B. Non Teaching Activities

Non Teaching practice activities aim to introduce student teacher candidates directly to various aspects of all activities related to teacher training and non-teaching along with the implementation and organization mechanisms. School management studies are an integral part of the practice of teacher activities in the form of introducing various aspects of non-teaching practice activities and their management mechanisms from an educational and administrative perspective under the guidance and coordination of the school principal. The purpose of this Non Teaching activity is that students:

1. Can interact with other school members.
2. Adapt to the circumstances and the school environment.
3. Gaining experience about activities carried out by the teacher besides teaching.
4. Knowing the path of administration in training schools.
5. Make a positive contribution to school progress, both in the form of morale

and material.

The Non Teaching activities carried out by prospective teacher students are:

1. Implementation of pickets.
2. Implementation of workshop development activities.
3. Implementation of semester exams.
4. Sink making.

C. Cases and Solutions

The authors found many cases when attending PPL or teaching at SMK Negeri 1 West Sumatra. One of them is the case of a child not making a task. Children like this tend to lack curiosity. They tend to be less motivated to learn online. The solution to this kind of problem is to advise and motivate him more so that he can get it This enthusiasm for learning is a problem found in schools while implementing PPL. The following are some of the problems and solutions that occurred during implementing PPL, including the following:

1. Student Discipline Problems

Discipline is a condition that shows an orderly and orderly atmosphere produced by people who are under the auspices of the organization, because applicable regulations are respected and obeyed responsibly. Discipline is a process of guidance that aims to instill certain patterns of behavior, certain habits, or shape humans with certain characteristics, especially to improve mental and moral quality in the family. Discipline education can be interpreted as a method of parental guidance so that their children obey the guidance.

The main purpose of discipline is not just obeying orders or rules. Obeying orders and rules is a form of short-term discipline. Meanwhile, the aim of disciplinary education is that each individual has long-term discipline, namely discipline that is not only based on obedience to rules or authority, but rather on developing the ability to discipline oneself as a characteristic of individual maturity. The ability to discipline oneself takes the form of acknowledgment of the rights and desires of others and willingness to take part in assuming human social responsibility. This is what actually becomes the essence of discipline.

As long as the authors carry out the Field Experience Program activities both during the PBM process and outside the PBM process. Undiscipline is something that is very often done by students. Among them are student indiscipline, namely: students who do not do assignments. This is an inhibiting factor for teachers to implement discipline, because students still do not understand the use of the Online KBM application.

Therefore, a solution or problem solving is needed for the constraints or problems that have occurred by the author during the field experience program.

2. Problem Solution Done

During the implementation of the field experience program, the solutions that the authors do are:

- a. Together with the teacher council, the counseling teacher and the homeroom teacher try to enforce assertiveness in the collection of assignments.
- b. Do not allow students to take the exam if attendance or assignments are below 50%.
- c. Providing disciplinary education to students continuously so that students can instill a disciplined attitude going forward.
- d. Providing knowledge to students about which actions violate discipline and which actions obey discipline.
- e. Provide direction to students so that students and teachers are able to work out an agreement to obey each other what rules have been made.
- f. Provide directions to students continuously or continuously about what students can do or should not do, why it is allowed / not, what is the impact if it is done / not done by students.
- g. Providing educational actions to students, namely a kind of action that makes students aware of violating school discipline, that what has just happened should not be repeated because it is not approved by the teacher or school. Actions must be seen as a form of responsibility for actions that violate established boundaries.

3. The Problem of Lack of Facilities and Infrastructure

Less supportive facilities and infrastructure also become an obstacle

in the absorption of the applied science that is given. For example: a lack of learning media. Therefore, we need a solution or problem solving to the problems or problems that have occurred.

The solutions that PPL students provide to this problem are:

- a. Making teaching media that is attractive to students so that it is easier to receive the lessons that will be given so that the learning atmosphere will be fun and not monotonous or bored.

CHAPTER IV

CLOSING

A. Conclusion

The writing of Field Experience Program (PPL) reports is an important thing to be carried out by UNP Padang students, especially the Department of Mechanical Engineering, FT UNP. Because in writing this report, it is hoped that PPL students will be able to put the results of their experiences in school into writing which explains that there is real evidence that students do PPL as well as possible.

From the description of the report on PPL activities above, several conclusions can be drawn, namely:

1. PPL is a fundamental process of all scheduled education programs. PPL means combining the theory obtained in college with practice that is implemented in the field / school.
2. PPL is carried out to train prospective teachers to master their abilities in a complete and integrated manner and after completing their education they are ready to develop their duties as teachers who are professional in their fields and independently carry out comprehensively and continuously tomorrow.
3. School orientation activities are very useful for PPL students to get to know all aspects of the training school (physical, administrative, academic and social).
4. A teacher must be able to prepare teaching materials, be it lesson plans, syllabus, learning media or so on in order to improve the quality of education.
5. Apart from carrying out their duties as educators, teachers must also be involved in other educational activities (non-teaching) that can support the learning process.
6. A good output is strongly influenced by good input and is also supported by a good process. This is where the active role of teachers and students is demanded in improving the quality of education.

B. Suggestion

The author's suggestions after carrying out PPL activities at SMK Negeri 1 West Sumatra, namely:

1. It is expected that every student who will implement PPL should prepare physically and mentally, especially in managing the time so that in implementing PPL, later they will not be overwhelmed by problems.
2. It is expected that every civil service teacher who will guide PPL students should teach how to make learning tools before the learning process.
3. Teachers should be able to motivate students more in arousing the courage of students to be more active in asking questions.
4. In providing teacher assessments must be democratic, objective and transparent to students, so that no student feels disadvantaged.

REFERENCES

Unit Program Pengalaman Lapangan (UPPL) UNP. 2020. Buku Pedoman Program Pengalaman Lapangan. Padang: UNP