

REPORT
EDUCATIONAL INTERNSHIP EXPERIENCE PROGRAM AT SMKN 1
TANJUNG RAYA

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



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HALAMAN PENGESAHAN
HALAMAN PENGESAHAN SEKOLAH
LAPORAN PELAKSANAAN PROGRAM PENGALAMAN LAPANGAN KEPENDIDIKAN
(PPLK) DI SMKN 1 TANJUNG RAYA

Laporan Ini Diajukan untuk Memenuhi Sebagian dari Persyaratan sebagai Salah Satu Tugas dalam Penyelesaian Mata Kuliah Praktek Lapangan Kependidikan (PLK) Semester Ganjil Juli-Desember 2020

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Assalamu'alakumWr.Wb.

Praise and Gratitude for the presence of Allah SWT for giving His grace and gifts, as well as health so as to complete the Education Field Experience Program report at SMK Negeri 1 Tanjung Raya. This report was prepared in order to fulfill one of the requirements for completing the PPLK course in the S1 Mechanical Engineering Education study program, Department of Mechanical Engineering, Faculty of Engineering, Padang State University.

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And all those who have helped in completing this report. Hopefully your help and goodwill will become good deeds and receive a reward in kind from Allah SWT.

This report is still far from perfect, for that the authors expect constructive criticism and suggestions for perfection in the future. Furthermore, the authors hope this report is useful

for all readers.

Padang, November 2, 2020

Author

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CHAPTER I

INTRODUCTION

A. Background of PPLK Implementation

The Educational Field Experience Program (PPLK) is an activity to train and increase student experience on how to become professional teachers and teach independently in schools according to their fields. This program can be implemented if students have met the specified requirements, such as: having passed the Special Teaching Method (MMK) course, General Courses, Expertise Practices, as well as the credit requirements needed in the academic majors of each.

The Educational Field Experience Program (PPLK) is an activity carried out by students in order to apply and improve pedagogical, professional, personal, and social competencies which include knowledge, skills, attitudes, and behavior as teachers with all their aspects that are experienced in real time in training schools. PPLK is an intra-curricular activity that includes teaching training and other educational tasks.

PPLK activities are related to the teaching and learning process programmed in semester programs, annual programs, details of effective weeks, syllabus, lesson plans and others. This learning device plan becomes a guide for teachers in educating and guiding students in the teaching and learning process. Learning devices are made based on the appropriate syllabus, time, methods, materials, and teaching steps.

In terms of realizing these educational goals and in educational field programs students should be able to adjust and adapt in the educational environment, students as prospective teachers must be directly involved in the scope of the school, because the community environment is different from the campus environment. That's This is why PPLK was held so that students can learn and teach to educate their children independently.

Padang State University is one of the colleges that produces personnel in the field of education carrying out field experience programs through the Educational Field Experience Program (PPLK). The Educational Field Experience Program (PPLK) is carried out for one semester at school. During their time at

school, these students are required to teach certain subjects as the application of the technical and educational sciences they have learned during the lecture period.

In implementing PPLK, UPPL parties distribute educational students to schools located in West Sumatra and outside West Sumatra, for monitoring this implementation UPPL assigns a supervisor according to their department.

B. PPLK goals

The purpose of this Educational Field Experience Program is to train students to have the ability to use the knowledge they have learned in campus and be applied in schools where students carry out PPLK activities, in this case students are also expected to develop the competence of an educator (pedagogically, professionally, personality and social).

C. Time and Place of PPLK Implementation

This Educational Field Experience Program activity is carried out by all Padang State University students on the Kependidikan (S1) path. Previously, students had passed PPLK student debriefing (following coaching) and followed other requirements. PPLK is valid for one semester in schools.

In this case the author was placed at SMK Negeri 1 Tanjung Raya, Agam Regency to be precise in the July - December 2020 Semester starting the Teaching and Learning Process, after school observations, then students are guided by tutor teachers in online PBM, and include Syllabus, RPP, Effective Week, Semester Program, Annual Program and others.

Students are placed according to their expertise either in general or according to their fields. The activities carried out during PPLK are as follows:

1. Orientation / Observation Period at school

This orientation period aims to get to know the scope of the school, and is carried out in one week so that students understand the situation during school or in their respective majors on 10 August - 2 November 2020

2. Consultation Period with the Pamong Teacher

This consultation with the pamong teacher is held for monitoring or reviewing students on the making of RPP, Effective Week, Semester Program and other matters on August 12-16

3. Consultation Period with Supervisors

This consultation aims to monitor students regarding observation reports, as well as matters that need to be carried out in connection with the implementation of PPLK in training schools on 17-20 August 2020

4. The Implementation Period of the Teaching and Learning Process in Schools

This teaching and learning process was carried out on 18 August - 02 November 2020.

CHAPTER II

INTRODUCTION TO THE SCHOOL ENVIRONMENT

A. Brief History of School

Vocational High School (SMK) Negeri 1 Tanjung Raya is a school in the field of technology and industry in 1999 and was inaugurated on Friday, September 29, 2000 by the Minister of Education who at that time was held by Dr. Yahya Muhaimin with the Vocational School Establishment Decree: 292 / 0.1999 on October 20, 1999. The location of this school is on Jalan Maninjau - Lubuk Basung, Agam Regency.

This school originally consisted of 4 departments, namely the Department of Mechanical Engineering, Automotive Engineering, Building Engineering, and Timber Engineering. However, along with the community's need for vocational education, the school developed the department into 8 majors, namely majors, Stone and Concrete Construction Engineering (TKB), Building Drawing Engineering (TGB), Electrical Power Installation Engineering (TITL), Mechanical Engineering (TM), Engineering Light Vehicle (TKR), Audio Video Engineering (TAV), Computer and Network Engineering (TKJ), and Air Conditioning Engineering (TPTU).

B. school profile

1. School Vision

The creation of graduates who are pious, intelligent, competitive and friendly to nature.

2. School Mission

- a. Creating students who believe and have devotion to God Almighty.
- b. Improve the quality of learning by applying industrial attitudes and culture based on the spirit of local and global excellence.
- c. Develop facilities and infrastructure that are environmentally friendly, and control the occurrence of environmental pollution and damage.
- d. Implementing a transparent, accountable, effective and efficient financing management and management system.
- e. Increase the professionalism of teachers and education personnel to

support the creation of a quality teaching and learning process.

- f. Increase human resources with high achievement and competitiveness in the face of free competition.
- g. Develop partnerships and collaborations with partner institutions and the community.
- h. Developing a production unit as a vehicle for fostering an entrepreneurial spirit for the school community.
- i. Prepare graduates who care about the environment, protect and preserve it.

3. Purpose

Paying attention to the vision to be realized, then the stages- the stages which become goals are formulated in the short, medium and long term as follows:

- a. Meet 100% of national education standards.
- b. Producing graduates with noble character.
- c. Produce graduates who are able to compete in their respective fields.
- d. Produce graduates who are able to speak English and master Information Technology.
- e. School management based on ISO certification.

C. State of the School

1. School Physical State

SMK Negeri 1 Tanjung Raya is located in a very strategic and very conducive location so that students can study safely and comfortably. The physical condition of the SMK Negeri 1 Tanjung Raya school includes:

Infrastruc ture name	Total Space	Large Room	amount Good	amount Moderate	amount Broken	Needs Room	Needs Large
Lab Room. Language	0	0	0	0	0	1	81
Computer Practice Room	1	70	1	0	0	1	81

Principal and Deputy Room	1	64	1	0	0	1	64
Lab Room. Physics	1	63	1	0	0	1	63
Teacher's room	1	194	1	0	0	1	194
Lab Room. Biology	0	0	0	0	0	1	63
Administrative Service Room i	1	194	1	0	0	1	194
Lab Room. Chemistry	0	0	0	0	0	1	63
Library room	1	232	1	0	0	0	0
RoomLab Multimedia	0	0	0	0	0	1	81
Production Unit Room	0	0	0	0	0	1	36
Engineering Drawing Practice Room	1	126	1	0	0	1	126
Scout Room, Cooperative and UKS	2	36	0	0	0	3	36
Wood Construction Engineering Practice Room	1	150	1	0	0	1	150
Praying room	1	400	1	0	0	1	400
Stone Construction Engineering Practice Room And Concrete	1	360	1	0	0	1	360
Common Room	1	250	1	0	0	0	0

Electrical Power Installation Engineering Practice Room	0	0	0	0	0	1	170
School Canteen Room	0	0	0	0	0	1	96
Mechanical Engineering Practice Room	1	170	0	0	0	1	170
Toilet Room	10	4	7	1	2	20	80
Room Practice	1	170	1	0	0	2	170
Technical light vehicle							
Warehouse Room	1	96	0	0	0	0	0
Audio-Video Engineering Practice Room	0	0	0	0	0	1	170
Student Dormitory	0	0	0	0	0	25	24
Computer and Network Engineering Practice Room	0	0	0	0	0	2	100
Classroom	15	945	14	0	0	16	1008
Practice Room / Workshop / Workshop	6	1500	6	0	0	7	1700
Lab Room. Physics / Chemistry / Biology	1	63	1	0	0	1	63
Library room	1	30	0	0	0	1	30
School Canteen Room	1	16	1	0	0	1	16

Toilet Room	2	4	2	0	0	2	4
Warehouse Room	1	0	1	0	0	1	8
Classroom	4	72	4	0	0	4	0
Computer Practice Room	1	72	1	0	0	1	72
Principal's office & Vice	1	25	1	0	0	1	0
Teacher's room	2	45	2	0	0	0	0

2. The state of the school environment

a. Library

SMK Negeri 1 Tanjung Raya has a special library room like other schools. Books for the purposes of the teaching and learning process are stored on the available shelves, either normative or productive textbooks. The existing books can be said to be quite complete.

b. Administration

Administration is a school administration management center headed by a head of administration who oversees the staffing, treasury, student affairs, goods holders, computer operators, libraries, and school guards.

c. Student

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

3. Student Teacher State

The number of teachers teaching at SMK Negeri 1 Tanjung Raya in the 2020/2021 academic year is 95 people. Social interaction at school is well-established, both between superiors and subordinates, teachers and teachers, teachers and students, students and students, administrative staff and others. This can be seen from the observed daily interactions. The existence of activities with mutual respect and respect.

4. Social interactions

SMK Negeri 1 Tanjung Raya has its own slogan to maintain harmony between people, namely SMILE, SAPA, SALAM.

a. Teacher-Teacher Relations

The relationship between teachers and teachers in this school is quite good. This can be seen by the familiarity between the teachers and good cooperation in terms of lessons or problems involving students.

b. Teacher-Student Relationship

The relationship between teachers and students in this school is quite good and harmonious. It can be seen from the collaboration between teachers and students in various learning activities both online and face-to-face ..

c. Student-Student Relationships

The relationship between students is quite good, this can be seen from the existence of cooperation and solidarity in the field of completing group or joint assignments in the form of practicum.

d. Teacher Relationship with Administrative Staff

The relationship between teachers and administrative staff is well-established and harmonious.

e. Overall Social Relations

Overall, the relationship of each school apparatus starting from the principal, teachers, administrative staff, students and school caretakers is well-established and harmonious. This happens because all school officials want to achieve a national education goal.

The school's relationship with the outside community is mostly done with the industrial world in various areas such as Padang, Bukittinggi, Batusangkar, Payakumbuh, Padang Panjang, Duri, Dumai, Jakarta and others. This can be seen in activities internships, PPL students and alumni admission to work in industry.

Cooperation activities with the business world or the industrial world are always increased from year to year. This can be seen from the increasing number of institutions. This internship activity is carried out in semester V.

The annual program of PR activities at SMK Negeri 1 Tanjung Raya is:

- a. Management of students' Industrial Work Practice (Prakerin) implementation.
- b. Coordinate the making of the world map of work / industry.
- c. Promoting school and alumni tracing.
- d. Planning work relations and coaching with the industrial world.
- e. Planning a street vendor or internship program.
- f. Fostering school relations with the school committee.
- g. Creating incedentile work reports.
- h. Coordinating the management of school production and service units.

D. School Regulations

The regulations in force at SMK Negeri 1 Tanjung Raya are as follows:

1. Teacher Rules

a. Obligations

- 1) Attend school at 07.10 and fill out the attendance list
- 2) Follow the morning apple and control the discipline of students
- 3) Providing services to students and teachers politely
- 4) Check the cleanliness of office equipment and space
- 5) Carry out work with a full sense of responsibility
- 6) Knowing and mastering all administrative tasks
- 7) Use and maintain office equipment properly
- 8) Supervise students during recess
- 9) Supervise and direct students to perform congregational prayers
- 10) Attend the ceremony every Monday and other National Holidays
- 11) Joining cult activities every Friday
- 12) Join krida activities every Saturday
- 13) Participating in religious activities and social visits
- 14) Attend workshops, trainings, and official meetings
- 15) Providing good service to the community
- 16) Complete school administration in an orderly manner
- 17) Maintain and maintain the cleanliness of the school environment
- 18) Dress neatly in accordance with the provisions

b. Prohibition

- 1) Leave school during office hours
- 2) Do not enter without permission from the principal
- 3) Go home before office hours end
- 4) Doing things that can reduce the dignity of the school
- 5) Talking about things that are not related to official
- 6) Using school facilities for personal gain
- 7) Receiving guests and bringing children into the workspace
- 8) Selling and offering merchandise in the office
- 9) Doing other tasks at school that are not related to school activities

c. Terms of Service Hours

- 1) Monday: 07.30 to 15.00 WIB
- 2) Tuesday to Thursday: 07.30 to 15.45 WIB
- 3) Friday: 07.30 to 15.00 WIB
- 4) Saturday: 07.30 to 14:15 WIB

2. Student rules

- a. Students must be at school 10 minutes before lessons begin
- b. Students are required to attend the flag ceremony every Monday dressed in gray and white uniforms complete with school hats and attributes.
- c. Students must dress neatly in school uniforms complete with attributes.
- d. Students must:
 - 1) Respect for teachers and school employees as parents of students at school, as well as mutual respect for their peers / colleagues.
 - 2) Participating in all activities and education carried out in accordance with the School Activity Plan including Extracurricular Activities
 - 3) Ask the designated picket teacher for permission if he does not enter or leave school before the study time is over.
 - 4) Attending the Zhuhur prayer in congregation and Friday prayers for male students, and participating in the An-Nisa 'Forum activities for female students.
 - 5) Maintain and maintain security, cleanliness, beauty and a sense of kinship.
 - 6) Participate actively in student council activities, extracurricular

activities and other activities organized by the school.

- 7) Obligated to study hard, diligently, read diligently and take advantage of the opportunity in a useful direction, for example to the school library.
- 8) Starting and ending lessons, praying according to religious teachings.
- 9) Wearing black shoes and laces.

For those who violate, the shoes and straps will be pulled and stored at school, may be taken back by the parents / guardians of the students concerned.

- 10) Maintain books and other supplies neatly, well and clean. As well as maintaining cleanliness and the existence of school assets.
- 11) Participate in practical activities in the workshop and comply with the rules and regulations in the workshop.

12) Students are prohibited from:

- a) In and out of the yard during the teaching and learning process, unless there is a permit to leave the picket teacher.
- b) Wearing scribbled clothes / clothes that are not the student's standard size (including pencil pants).
- c) Long / long hair (hair size 2 cm), wear necklaces, rings, sandals (except sore feet), bracelets, hats other than school hats (Indoor hats must be removed).
- d) Wearing necklaces, sandals, bracelets, hats other than school hats and mini skirts, for female students. (If you violate points 2, 3, and 4 will be taken into school inventory).
- e) Smoking in the school grounds, whether dressed in school or not, and smoking outside the school compound in school clothes.
- f) Bringing excessive jewelery to school.
- g) Damaging school facilities, including machines and practical equipment in the workshop.
- h) Carrying sharp weapons, drugs (drugs) and the like.
- i) Making noise, provoking friends, fighting and or against teachers and school employees.
- j) Bring a cell phone or cellphone camera (if this violates this, take the cellphone after the student has graduated).

- k) Bring, and or distribute pornographic CDs, and porno.hou images
- l) Everything concerning the rules and regulations of students for discipline, which have not been listed in this code of conduct, will be further elaborated with school policy.
- m) For students who violate the rules (rules) above will be given sanctions according to the level of violations made in the form of:
 - (1) Coaching in stages
 - (2) Summons of parents / guardians
 - (3) Suspension
 - (4) Expelled from school

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, to create and determine work steps, the principal, assisted by a teacher council and administrative staff, compiles an annual work program of a general nature such as curriculum, student affairs, staffing, equipment and equipment, finance and other activities that can support smooth teaching and 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. School administration management is specifically divided into five types 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) Organizing the implementation of curricular and extracurricular activities.
- 6) Manage the implementation of the assessment.
- 7) Develop 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 an administrative head who has been appointed by the school principal. This employee management aims to create a pleasant work 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 supplies must be properly cared for in order to survive the item's eligibility deadline. Closer supervision is expected to subject teachers who need these tools. It is recommended that teachers in the field of study 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 supplies can be grouped into two forms of reports, namely:

- 1) Immovable objects, such as land and buildings

- 2) Both consumable and non-consumable movable objects, such as furniture, office supplies, books and educational aids.

e. Library Administration

Library administration is 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 brief descriptions of the information about a collection so that you can easily find it.
- 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

The teaching and learning process at SMK Negeri 1 Tanjung Raya starts at 07.30 WIB. PBM activities consist of theory and practice but during the Covid-19 period, PBM activities were carried out online (in the network) and practice was carried out at the 16th meeting by dividing students into 2 shifts, the first and second shifts, the difference being even and odd absences numbers to comply with the protocol. covid-19 health. When opening lessons either online or face-to-face, the teacher asks and evaluates the assignment previously given, because it is related to the next material, this lasts for \pm 15 minutes. After that, the teacher goes to the next material and explains the material. Practical lessons begin by the teacher with theoretical debriefing related to practice which will be carried out for approximately 15 minutes, after that students will practice under the guidance of the teacher. After class hours are up, the teacher gives homework to students and is collected at the next meeting.

CHAPTER III

PPLK ACTIVITIES

A. Teaching Activities (Teaching)

During the teaching training activities at SMK Negeri 1 Tanjung Raya,

the author taught in class X with the following subject details:

NO	DAY	HOOR	CLASS	EYE LESSON
1	Monday	1 - 4	X TPM 2	Engineering drawings
2	Monday	5 - 8	X TPM 1	Engineering drawings

During teaching activities, many activities are carried out by the author, starting from making learning tools such as: compiling an annual program, compiling a semester program, syllabus, Learning Implementation Plan (RPP), providing teaching materials, making learning media, making practice questions and checking student exercises. , then prepare students for the test to assess the results of student tests and then process it. The author also provides motivations and advice to students so as not to get bored of carrying out learning and the importance of maintaining ethics. The learning implementation is adjusted to a predetermined program which consists of two types, namely:

1. Guided Teaching Exercise (LMT)

This guided teaching exercise was carried out in the first 3 weeks in each class, from 18 August to 12 September 2020, because PBM is still in DARING form, therefore the author only observes the process of PMB DARING activities through several platforms such as WhatsApp and only consult and share related teaching materials in each material with the tutor teacher. During this LMT activity, the writer did PBM in the WhatsApp group for 3 meetings on Identifying equipment and completeness of technical drawings, Identifying letters, numbers and tags in technical drawings according to procedures, and Clarifying the types of lines based on functions in technical drawings.

The general description of the activities that the author does from the beginning to the end of learning this theory is as follows:

- a. Preparatory activities

Guided teaching requires more careful preparation so that the goals can be achieved as much as possible. The activities that the author must do are:

- 1) Ask for the provisions of the syllabus, Core Competencies, Basic Competencies and Indicators for Engineering Drawing subjects that

are adjusted to the teaching schedule to the tutor teacher

- 2) Ask for teaching materials and look for learning resources that will be used.
- 3) designing and making learning media that will be used. In this case the author uses video media and direct directions on the whatsapp platform about identifying equipment and completeness of technical drawings, identifying letters, numbers and tags in technical drawings according to procedures, and clarifying the types of lines based on the functions in technical drawings
- 4) Making a Learning Implementation Plan (RPP attached)

b. Implementation activities

In this activity the authors are asked to implement the lesson plans that have been made, namely:

- 1) Starting learning by saying greetings.
- 2) Asking students' readiness to attend lessons and taking student absences.
- 3) Perform class management by adjusting the seating position of students according to class conditions.
- 4) Provide motivation and perceptions to students in the form of stories so that students have enthusiasm and focus on the lessons to be studied.
- 5) Delivering learning objectives and achievements Identifying equipment and completeness of technical drawings, Identifying letters, numbers and tags in technical drawings according to procedures, and Clarifying the types of lines based on functions in technical drawings
- 6) Delivering subject matter using via chat on the whatsapp platform
- 7) Provide feedback to students in the form of small questions

c. Evaluation Activities

- 1) Hold discussions to conclude the material that has been learned
- 2) Give a quiz or assignment
- 3) Closing the teaching and learning process with prayer and greetings.

All activities that the author does are supervised and guided

by the tutor teacher. Pamong teachers assess and provide input about what the author should improve in PBM activities.

2. Independent Teaching Practice (LMM)

In the independent teaching training (LMM), which took place from September 11 to November 2, 2020, it was carried out online during the covid-19 period using Google form and whatsapp group media. In this activity the authors carry out the teaching and learning process with LURING and DARING In independent teaching training activities the author is given the opportunity and full authority to teach in class starting from week 3. Conditions from week 6 to week 9, PBM still uses the DARING method, both theory and practice teaching in class with the WhatsApp platform and several DARING activities such as reading the material provided, giving assignments and, answer questions, and summarize the material. Even though the author has entered independent teaching practice, the author continues to carry out discussions and consultations with tutor teachers related to the teaching and learning process, so that a lot of knowledge I get from tutor teachers about how to teach well in front of the class.

However, the condition of PBM is different when entering week 10, specifically PBM is allowed to study directly at schools with the name of increasing vocational competence. With the provision that attendance to school is only half of the total number of students (odd and even absences), and for attendance even for shifts per class, namely class X Monday and Tuesday, class XI Wednesday and Thursday, and class XII Friday da saturday. At the time of the PBM the writer was still doing teaching and learning activities with online and offline methods because the technical drawing subjects were also required to teach face-to-face.

In the 6-9th week the PBM took place using the DARING method In the 6th week, the first week the author just entered PPLK, the author has already received teaching materials and modules at the same time starting to make RPP, this week students are being presented with line identification materials on technical drawings, this week students are only told to read modules and jobsheets, also only given the task of making line types on A4 paper and collected on the agreed day.

Weeks 7 to 9 the writer begins to help tutor teachers by providing

teaching materials to students in the WhatsApp group regarding the presentation of numbers, letters and etiquette, students are required to make a resume and give assignments to present letters, numbers, and etiquette according to the jobsheet given in WhatsApp groups.

In week 10 where it is allowed to teach for practical subjects, the author begins to introduce himself to students in class, after introducing himself the author begins to review a little of the material that the tutor teacher has previously provided online, the material is equipment and completeness of technical drawings, here the author explains the use and also clarifies drawing equipment such as pencils, drawing paper, rulers, protractors and others and students are required to bring the necessary drawing equipment to start practice.

In the following week the author begins to enter material about line drawing lines, this week the author explains a little material to students about the presentation of lines in technical drawings that have rules that must be obeyed in accordance with the function, after which students will begin to practice presenting lines the lines that the author has adjusted to the jobsheet.

After students go through and understand the material about technical drawing equipment, they already know and understand the function of the lines in technical drawing, the writer begins to enter material on the presentation of letters, numbers and making etiquette, in this material the writer explains about the presentation of letters, numbers, and etiquette having rules, especially etiquette, after this material explains, students begin to practice presenting letters, numbers and also making etiquette.

In the following week, after students are ready in basic material such as being able to identify and use technical drawing equipment, being able to distinguish and present lines, letters, numbers and etiquette according to rules and procedures, the author starts material on geometric drawings according to established procedures jobsheets and teaching materials, the author starts the material in making geometric drawings of easy basic shapes using technical techniques according to procedures such as squares, rectangles, pentagons, hexagons and many others, after which students return to the practice of presenting geometric drawings that the author has explain, in this material the

author provides material gradually over several weeks, it is because the author wants students to adapt and get used to technical drawings.

the activities that the author does at each meeting are as follows:

a. Preparatory Activities

- 1) Ask for the provisions of the syllabus, Core Competencies, Basic Competencies and Indicators for Engineering Drawing subjects that are adjusted to the teaching schedule to the tutor teacher
- 2) Designing and making learning media that will be used. In this case the writer uses job sheet media about the main material of the Basic Competencies contained in the syllabus
- 3) Checking the completeness and equipment of the practicum according to practical needs such as:
 - A4 paper drawing book
 - HB & 2B pencils
 - Flat table
 - Eraser
 - Ruler
- 4) In practice, students do it individually with a total of 28 students in one class.

b. Implementation Activities

From the teaching and learning process carried out, there are several obstacles in the teaching and learning process, but 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 writer can cope well.

At school, the author has the task of teaching 2 classes, namely:
- Class X (TM1, TM2). In teaching independently the author is given the responsibility of teaching Engineering Drawing subjects.

Teaching hours in the Engineering Drawing subject during the implementation of the Educational Field Experience Program (PPLK) at SMK Negeri 1 Tanjung Raya are as follows:

NO	DAY	HOUR	CLASS	SUBJECTS
1	Monday	08.15 - 09.10	X TM 2	Engineering drawings

2	Monday	09.10 - 10.50	X TM 1	Engineering drawings
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On offline & online learning In online learning, the author uses the whatsapp group media both using the google form link in assignments and at several meetings using the Project Based learning and Direct Learning learning models with the Demonstration and Practicum methods.

- 1) Starting learning by saying greetings.
- 2) Taking student attendance.
- 3) Perform class management by adjusting the seating position of students according to their respective work groups.
- 4) Check the equipment and completeness of technical drawings
- 5) Provide motivation and direction to students so that students have enthusiasm and focus during practicum.
- 6) Convey learning objectives and outcomes
- 7) Provide an explanation of the images on the job sheet that will be done by way of demonstrations of the steps on the board.
- 8) Supervise students doing practicum so that the practicum runs according to the applicable SOP.
- 9) Helping students solve problems experienced during practicum such as forgetting the next step in drawing, and so on.
- 10) Monitor students to clean class after learning

c. Evaluation Activities

- 1) Assessing the results of practicum
- 2) Conduct a discussion about the obstacles and difficulties experienced during the practice so that they don't happen again at the next practicum.
- 3) Closing the teaching and learning process with prayer and greetings.

All activities that the author does are supervised and guided by the tutor teacher. Among teachers assess and provide input about what the author should improve in PBM activities. In addition to the above teaching activities, the author is also given the authority to make exam questions and assess student learning outcomes for one semester.

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

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

Apart from teaching and learning activities or processes (PBM), PLK students also carry out non-teaching activities that support educational activities as a whole and in particular teaching programs.

The activities carried out during the non-teaching educational field experience program carried out in training schools are:

1. Carrying out pickets every week on Monday, Tuesday, Thursday and Friday, the activities carried out are:
 - a. Ring the bell when entering, resting, and going home.
 - b. Provide class entry permits for students who are late and provide sanctions according to applicable rules
 - c. Provide a permit to leave the school grounds for students who need it according to applicable regulations
 - d. Replace teachers who are unable to attend to teach / give assignments in the class they are teaching.
2. Assisting administrative activities at the Administration of SMK Negeri 1 Tanjung Raya on Monday such as filling in Student Main Books, correspondence and others.
3. Help print / print complete LSP (Professional Certification Bodies) documents
4. Making mementos for school is the manufacture of iron bell fences.

C. Cases and Solutions

During the PPLK period at SMK Negeri 1 Tanjung Raya, the authors found several cases, including:

1. Students are not disciplined

During the Covid-19 pandemic, students attended school according to schedule, divided into 2 shifts, namely odd and even shifts in order to carry out the health protocol.

There are several reasons students are late, namely home away, not having breakfast, falling asleep during recess, and sleeping late for reasons for assignments. Students who are late will be able to distract their friends' concentration during PBM.

In the online period, the majority of student activities always respond slowly in online PBM, aka not on schedule.

In this case the writer asks and consults the tutor, then the solution is found, namely by promising that he will not be late again and not neglecting the subject, if the student does not run the final stage will be called by his parents. So that parents can provide motivation to their children.

2. There are students who make noise in class and, such as going in and out without permission, do not pay attention to lessons, etc.

Based on this problem, the writer takes direct, firm action in the form of punishment for those who make a fuss in class, if they do not listen to the suggestion, the student will be brought into the teacher's office to be consulted on the reasons for making a fuss in class.

3. Learning time is still not effective

In this case, the authors conclude, with the implementation of the 2013 curriculum, students can be said to be bored in PBM because in the morning students are required to come from 07.30 WIB until the time of return at 15:45 WIB Due to the curriculum, students still have not adapted to school, especially with the teaching and learning process.

4. There are students who do not follow the lesson well In online PBM some students do not follow

learning well, students do not pay attention to the lesson and do not do the assignment or practice given. The solution to this problem is to do an

approach with students with the aim of embracing students so that they are motivated to learn and follow learning well and the assignments or practices given are carried out properly.

5. There are students who do not pray dzuhur.

During the prayer break, there are still a small number of students who do not carry out this obligation. So the authors conclude that these students will be given a penalty in the form of not taking attendance (absent), then the student is asked to carry out his obligations before implementing PBM in class.

6. There were students who did not bring drawing equipment

In the subject of technical drawing, it is mandatory for students to bring drawing equipment and completeness because these students must be improved in vocational terms, in this case the author concludes that at least carrying a pencil, a4 paper drawing book and a ruler, to make it easier for students to carry out practicum Engineering drawings.

CHAPTER IV

CLOSING

A. Conclusion

The PPLK agenda is currently a bit hampered by circumstances, but on the one hand it is very supportive for students, especially in interacting how to become a teacher in carrying out their assigned tasks. Not only student teaching is also required and recommended for non-teaching activities in schools, that is why this activity is needed by students in facing the future of education.

Based on PPLK activities at SMK Negeri 1 Tanjung Raya, what the authors did, it can be concluded that:

1. Broadly speaking, the teaching and learning process at SMK Negeri 1 Tanjung Raya has been going quite well. In terms of the facilities and infrastructure, SMK Negeri 1 Tanjung Raya has met the eligibility standards for the implementation of the teaching and learning process.
2. With the enactment of the 2013 Curriculum students begin to adjust to time at school and implementation in PBM.
3. In terms of student motivation, the author found some students who lacked or did not even have a high interest in learning because they had not adapted well
4. In the learning process there are still students who are disciplined and responsible, but on the other hand there are also students who are less disciplined, such as being late and other things, but this can be tricked by disciplinary enforcers by giving punishment to each student who breaking.
5. In addition to implementing PBM, SMK Negeri 1 Tanjung Raya also carries out positive activities, and of course it is very useful to uphold the sense of discipline and responsibility of students.

B. Suggestion

There are several suggestions that can be conveyed, namely:

1. At the time of implementing PPLK activities students (writers) must be even more active in carrying out these activities, especially in the implementation of teaching and non-teaching activities, in developing learning tools.
2. The author hopes that all schools will cooperate and help and guide students

in this PPLK activity.

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