


Implementation of learning methods in practical field experience (PPL) in english language subjects at SMP swasta HKBP Batu 4

Novita Gresiana Manurung^{1*}, Herman Herman², Sahat Renol HS³, Esti Marlina Sirait⁴

^{1,2,3,4}Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

Jl. Sangnualuh No. 4, Kota Pematangsiantar

Article Info	ABSTRACT
Keywords: English, learning methods, PPL	This article aims to discuss the results of practical field experience (PPL) by prospective teachers (students) in implementing micro teaching courses as part of their studies. The Field Experience Practice Program (PPL) at HKBP Batu 4 Private Middle School, will be held from 16 October 2023 to 22 January 2024. This Field Experience Practice (PPL) will involve carrying out various programs according to what has been previously planned. includes teaching practice, how to prepare the learning process, management and various teacher administration in the form of syllabi, learning plans, learning media, semester programs, annual programs and others that support teaching and learning activities. It is felt that the implementation of the PPL which has been scheduled so far has run smoothly and can be completed well so that the targets that have been set from the start are also achieved. However, the results achieved are not as easy as turning the palm of your hand because there are a few obstacles and obstacles that occur during the implementation of PPL such as a lack of understanding in class control techniques so that the class is not crowded and also delivering material too quickly. However, these obstacles can be overcome by paying more attention by giving questions or warnings directly to students and trying to create learning media that attracts more students' attention, so that their enthusiasm for learning will increase
This is an open access article under the CC BY-NC license 	Corresponding Author: Novita Gresiana Manurung Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia Jl. Sangnualuh No. 4, Kota Pematangsiantar novitagresiana06@gmail.com

INTRODUCTION

The Field Experience Practice Program (PPL) is an activity program that aims to develop students as prospective educators and/or education personnel. This PPL program is one of the practical courses that students must take as one of the requirements for completing a degree as a bachelor of education in addition to the final project and thesis at HKBP Nommensen Pematang Siantar University. PPL is also one of the mandatory courses that must be taken by all students majoring in education. PPL courses are implemented with the aim of preparing and producing teachers or teaching staff who have values, attitudes, knowledge and skills according to their field (professional).

PPL is carried out by education students to provide opportunities to practice the various theories they receive in lectures. During lectures, students receive/absorb theoretical knowledge. Therefore, students have the opportunity to practice their knowledge through this PPL activity. In this PPL, students are given challenges by being exposed to real conditions in the field, namely classes with diverse student characters. Where students with their knowledge experience can process the class and achieve the expected learning goals, apart from that, students can also seek experience to understand the learning characteristics of one child and another, which are basically different. It is hoped that the experiences gained during PPL can be used as provisions to form professional future teachers/educators.

METHOD

The round table cooperative model is a model that provides an opportunity for all group members or all students to contribute creativity from their understanding or thoughts through writing in turns to solve existing problems. This model is used as an exercise for students to respond and provide answers to problems. The round table type cooperative learning model is a writing technique that applies learning by appointing each group member to actively participate in learning by taking turns in the group by forming a round table or sitting in a circle to write down the results of their understanding (Mcafferty in Mukrimaa, 2014).

Preparation Phase

1. PPL briefing
2. Delivery of PPL Students
3. Introduction/School Observation
4. Learning

Implementation Phase

The beginning of the implementation of Field Experience Practices (PPL) carried out by students at HKBP Batu 4 Siantar Private Middle School is holding a meeting with the Principal of HKBP Batu 4 Private Middle School, staff, tutors and staff. HKBP Batu 4 Siantra consists of 5 students from various study programs, including: 1 student from the Indonesian Language study program, 1 student from the Mathematics study program, 1 student from the Economics study program, and 2 students from the English study program.

Evaluation Phase

Evaluation Stage of Sharing Student Experiences During the PPL Period at HKBP Batu 4 Private Middle School: Review of Experiences and Learning

RESULTS AND DISCUSSION

Preparation Phase

One of the questions in the interview is about the stages of student activities do it during PPL.

1. Students start their PPL activities by making observations. Observations were carried out by ordinary observation and using observation sheets. As explained by the student as follows: For 1 week it was still in the observation stage. What is needed there, what are the obstacles, because first, how does the learning system apply there?
2. Consulting with the school principal to determine observation targets, and prepare a daily activity schedule
3. Collecting and analyzing the necessary data by: looking at the situation and conditions of the school, such as the condition of teachers, school facilities, procedures for use and maintenance of school facilities and infrastructure; interviewed the principal, TU staff, subject teachers, homeroom teacher, and observed student activities inside and outside the classroom as well as teacher activities inside and outside the classroom.

Discussing the report with the tutor and supervisor to obtain the necessary direction and feedback



Figure 1. Explanation of English material by the presenter

Implementation Phase

Self introduction

The purpose of self-introduction is to establish good relationships with students and create a comfortable and interactive atmosphere. As well as establishing good relationships with teachers, staff, tutors as well as the school principal and creating a comfortable atmosphere. Each PPL member introduces themselves and their motivation for conducting socialization. Self-introductions were carried out casually with teachers, staff, school principals, and PPL introductory lecturers. Then after that we also involve students in socialization activities. We went to visit each student's class to introduce and approach the students by creating a comfortable atmosphere. The team must ensure that students feel comfortable and are open to interacting during observation activities.



Figure 2. English conversation practice by students in the classroom

Problems that often occur at school

1. Students are lazy about studying

At HKBP Batu 4 Private Middle School there are still academic deficiencies. Being lazy about studying is the main trigger factor. Many students are lazy about studying and say they just want to keep playing. If I do lessons in class, many students complain by saying "Ms. There's no need to study, Ms." Well, of course this is a challenge for me, especially as I am a PPL English student, where many students have low interest in learning English. My effort to handle this is by creating active and comfortable learning methods for them. Starting from taking a good approach with them, asking about their condition, listening to their input, doing ice breaking when they feel sleepy, learning with a group, etc.

2. Frequent fights occur

Something that is no less serious is fights between students. In fact, sometimes fights that occur between students are the beginning of brawls between schools. innocent. By providing an understanding of mutual respect and respect, it is hoped that fights and brawls can be avoided

Schools are important agents whose role is to help students avoid various detrimental social school problems. If the potential for social problems at school can be reduced, students will feel more comfortable and safe. A safe, comfortable and conducive school environment has an impact on student achievement.

3. Violation of School Rules

The easiest and most frequent example of a social problem at school is a violation of school rules. Students who violate the rules usually tend to trivialize the rules or feel pressured by the rules. Violations of school rules that are often committed by students are being late to school and entering class so that they are late in attending lessons. Other examples include not wearing uniforms in accordance with school regulations, etc.

4. Cheating on exams

If in a class there are many students who often cheat on tests, this is also a school problem. Cheating is a form of cheating committed by students against the teacher. Apart from that, students who like to cheat have a dishonest nature. If their dishonest and cheating nature is left alone Without proper support, it can be detrimental to the students themselves. In the future, these two bad traits will keep students away from success.

5. Bullying

Lately, we often hear news about bullying at school. What's sad is that students do this to their own friends. In fact, it is not uncommon for bullying or harassment to cause the victim to become depressed and experience mental disorders, even causing the victim to choose to commit suicide. This means that this is the problem of bullying. one of the serious things that must be sought for the right solution. If not handled properly, bullying in the school environment can make students uncomfortable studying, and often makes students not want to go to school anymore.

Evaluation Phase

Specifically explaining the objectives of carrying out PPL,

1. Training students to have factual experience regarding the learning process, which can then be used as preparation to develop themselves as professional educators who have the values, attitudes, knowledge and skills needed in their profession.
2. Providing experience to students in the fields of learning and school administration to train and develop teacher/educational competencies.
3. Providing experience for students to learn and understand and appreciate the ins and outs of educational institutions with all their problems, both related to the learning process and school administration and management activities.



Figure 3. The learning process in group work

Challenges during PPL

The challenges faced during the PPL period were dealing with students of various characters, obstacles in dealing with students who have different abilities, for example if the child is smart then he will quickly understand the material, the abilities and behavior of a student are also different. different, not all students have the same understanding. When giving evaluations, not all students' ability to do their work is done easily. Students with high abilities can do evaluations easily, but students with low abilities work on evaluations until their time runs out.

Solutions in Facing Challenges

To overcome obstacles in terms of student planning before teaching, implementing teaching and learning activities in class and evaluations carried out by students, PPL participants carry out several efforts to overcome the obstacles students face in the form of discussing with colleagues, consulting with tutors, consulting with supervisors and looking for relevant references and accessing the internet, looking for deficiencies faced by PPL students

CONCLUSION

Field Experience Practice (PPL) is the application of all the knowledge and skills that students have acquired at college to the community as a concrete manifestation of student dedication in improving the quality of Human Resources, in this case especially to the school community. In implementing work programs, students are required to be able to collaborate well with group friends, the school, the community, sponsors and all related parties. It is felt that the implementation of the PPL which has been scheduled so far has run smoothly and can be completed well so that the targets that have been set from the start are also achieved. However, the results achieved are not as easy as turning the palm of your hand because there are a few obstacles and obstacles that occur during the implementation of PPL such as a lack of understanding in class control techniques so that the class is not crowded and also delivering material too quickly. However, these obstacles can be overcome by paying more attention by giving questions or warnings directly to students and trying to create learning media that attracts more students' attention, so that their enthusiasm for learning will increase. The conclusions from the implementation of the HKBP Nommensen Pematangsiantar University PPL at HKBP Batu 4 Private Middle School are as follows: PPL activities at HKBP Batu 4 Private Middle School can run smoothly because of good cooperation and coordination between students, the school, and HKBP Nommensen Pematangsiantar University. The success of a teaching and learning process depends on the main elements including teachers, students, parents and learning tools at school, which are supported by supporting facilities and infrastructure. PPL is an excellent vehicle for students to apply the knowledge and knowledge gained from college. The readiness of practical students in carrying out PPL activities is very influential in supporting the smooth running of teaching practice.

REFERENCES

- Buku Panduan UHNP. (2021). *Buku Panduan UHNP*. Pematangsiantar: Universitas HKBP Nommensen Pematangsiantar. Available at: <https://uhnp.ac.id/buku-panduan-universitas-hkbp-nommensen-pematangsiantar/>
- Lumbangaol, A., W. D., Herman, H., Sinaga, Y. K., Panjaitan, M. B., Silalahi, D. E., Sinaga, J. A. B., Simanjuntak, M. M., Purba, L., and Purba, R. (2023). Pengabdian kepada masyarakat: Praktek pengajaran sebagai upaya meningkatkan keterampilan dan pengalaman di UPTD SMP Negeri 9 Pematang Siantar. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(2), 1933-1937. DOI: <https://doi.org/10.31004/cdj.v4i2.13910>
- Manik, I. R., Herman, H., Tannuary, A., Simamora, R., Marbun, Y. M. R., Sinurat, B., Simatupang, S., and Niswa, K. (2023). Pelaksanaan program praktik pengajaran lapangan (ppl) sebagai perwujudan peningkatan keterampilan mengajar di SMK Negeri 1 Pematang Siantar. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(2), 1376-1381. DOI: <https://doi.org/10.31004/cdj.v4i2.13218>
- Napitupulu, A. T., Simanjuntak, G. W., Silaban, L. P., Tampubolon, S. E., Sinaga, S. M., Br Simanjuntak, T. L., Herman, H., Munthe, M. V. R., Sitanggang, A., & Naibaho, W. (2023). Penggunaan Gambar Sebagai Media Untuk Meningkatkan Kosakata Bahasa Inggris Pada Peserta Didik Kelas V SD N 091288 Sibaganding. *Beru'-beru': Jurnal Pengabdian Kepada Masyarakat*, 2(1), 1-8. <https://doi.org/10.31605/jipm.v2i1.2749>
- Ndraha, M., Naibaho, T., Purba, M., Siburian, G., Manurung, A., Silitonga, R., Herman, H., Sihombing, S., & Saragih, V. (2023). THE IMPORTANCE OF LEARNING ENGLISH "VOCABULARY" FOR ELEMENTARY SCHOOL AGE CHILDREN. *Journal of Community Empowerment and Innovation*, 2(3), 114-125. <https://doi.org/10.47668/join.v2i3.992>
- Silaen, R., Seventiana, I., Purba, C., Simbolon, D., Sianturi, M., Tobing, S., Herman, H., Gultom, B., & Simamora, B. (2023). MENINGKATKAN KOSAKATA BAHASA INGGRIS MELALUI DESCRIPTIVE TEXT DI KELAS 5 SD NEGERI 122377 PEMATANGSIANTAR. *Journal of Community Empowerment and Innovation*, 2(3), 94-105. <https://doi.org/10.47668/join.v2i3.977>