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An Analysis of Pre-Service Teachers' Perception toward Teaching Practice Activity at SMPN 1 Kubung on 2019/2020 Academic Year

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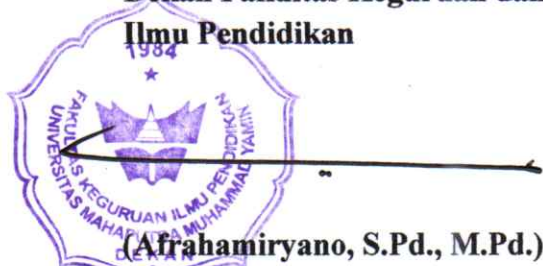
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Judul : An Analysis of Pre-Service Teachers' Perception toward Teaching Practice Activity at SMPN 1 Kubung on 2019/2020 Academic Year

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LAMPIRAN	

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This study was aimed to know the students' perception toward teaching practice activity at school at fourth year of English Department students of Mahaputra Muhammad Yamin Solok 2019/2020 academic year. The background of this research was based on the problem that raised by the students in teaching practice activity and students' difficulty in teaching at school. This research was conducted by using descriptive research method. The population of this research was the fourth year students of English Department of Mahaputra Muhammad Yamin Solok 2019/2020 academic year. All the population was used as the sample of this research.

In collecting the data, the researcher used questionnaire, in this questionnaire the students could in the available columns to choose their responses. In this case, the researcher used 62 items in form of statements in which every item is made based on 2 indicators of pre-service English teachers' perception and 3 indicators of teaching practice activity. In the case of indicator of pre-service English teachers' perception, the researcher divided it into psychological and environment aspects. In addition, the indicator of teaching practice activity was divided into teaching, non-teaching, and guidance.

The findings of this research show that pre-service English teachers' perception toward teaching practice activity at school was in the "good" level. It can be concluded that pre-service English teachers' perception toward teaching practice activity at the school of the fourth year of English Department students of Mahaputra Muhammad Yamin Solok was positive. It means that, the pre-service English teachers' perception agree toward teaching practice activity at school. Based on the finding above, it can be suggested to the English Department Students of FKIP Universitas Mahaputra Muhammad Yamin Solok who will join with the practice teaching activity to be more serious and concentrate toward the activity both in teaching and non-teaching activities.

Kata kunci maksimal 5 kata

Perception, Pre-Service Teacher, Teacher, Practice Teaching

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Pre-service teacher is the university (college) student who is involved in practice teaching activity at school. This practice teaching activity is required by the curriculum and it is one of the lessons which is very important for improving his/ her competences as the

candidate teacher. This teaching practice activity is conducted based on the collaboration of university and schools in order to form the character of university (college) students as the candidate teachers to be the real teachers.

Pre-service English teachers discussed in this research proposal were students of English Department of Faculty of Teacher Training and Education in Mahaputra Muhammad Yamin University (UMMY) Solok. They took pre-service English teacher program when they were at the fourth year. Before the students become pre-service English teachers they followed the whole learning systems at the English department of faculty of teacher training and education at UMMY Solok, in which, the learning system is a combination of human elements, materials, facilities, equipment, and procedures that interact each other to achieve goals of being the candidate English teachers. The combinations were applicable in the Micro Teaching subject. So, in order to be pre-service English teachers, the students have to finish Micro Teaching subject.

Micro Teaching subject is the subject which makes the students having teaching practice method. It is conducted in form of small classroom program to apply the whole components of teaching and learning activities. In Micro Teaching subject the components of learning also involve the totality of the students in managing time and mastering kinds of teaching skills.

Micro Teaching subject activity is important for the students as candidate teachers before they go to school as the fields of practices to have teaching practice activity. They are directed through Micro teaching subject in order to have some basic skills of teaching. Then, they also have to remember that program of pre-service English teacher is the system of learning which makes them success to be the real teachers.

When the students are in pre-service teaching program at school they will be guided by the guidance teachers (tutors), who have the roles to help and increase students' ability as the pre-service English teachers. The guidance teacher (tutor) will guide the students to be the teachers in the classroom beside explaining the conditions and situations in the school, specifically in the classroom.

A tutor is a teacher who has good knowledge, skill and experience in all aspect of teaching and learning process in the classroom. He/she is a person who has mastered teaching and learning components and activities. For the pre-service English teachers, tutor

is a teacher, the English teacher who guides them in the school because tutor has function to increase skill and knowledge of students as pre-service English teachers when they teach at the school. In this case, the good guidance of tutor will influence the success of pre-service English teachers as candidate English teachers in the future. However, if a tutor is not good and effective in giving guidance for the pre-service English teachers, it will make their achievement, experience, and skill of teaching became not good and satisfy.

Furthermore, as pre-service English teachers, the students got the same responsibility as the real teachers. They did teach and non-teaching activities. They did teaching the same as the real teachers at school for about six months. In teaching activity the students have some activities such as: (1) making a lesson plan, (2) preparing the media of teaching, (3) teaching in the classroom, (4) managing the classroom and (5) evaluating the learning results. In addition, in non-teaching activity the students can have the activities such as: keeping the library, participate in the administration process, being in the picket room, and integrating communicatively with other teachers in the teachers' room. By having those teaching and non-teaching activities the students as the pre-service English teachers have experience in real teaching and it will help them to be the professional teachers.

Based the researcher's interview with some pre-service English teachers on September 15th 2019, in doing pre-service English teacher activities, there were some challenges and problems faced by students at school. First, they were still confused and they were difficulty of mastery the material in teaching, because some of them still had to follow some lecturing activities at campus for retaking the subjects they were failed in the previous semesters. In fact, there are some of students as pre-service English teachers who were lack of ability in teaching practice because, they were not maximally master any moment they have followed in micro teaching subject. Second, they were also confused in teaching practice activity, because of the irrelevant facilities of teaching in campus and in school. In campus, they can use some facilities such as: LCD projector (infocus), laptop, and tape recorder as media to support their teaching practice, while in school they are difficult in using those facilities because of lack of facilities at school. It made them were not effective in teaching practice process and less able to adjust to the state of the school where facilities are limited.

Third, they were lack of guidance teachers (tutor)' attention toward their teaching practice activity. In teaching practice activity, they were not given conceptual guidance. Sometimes there were tutors who only gave guidance and at the beginning of the session gave students off without being given guidance or further guidance on the material and implementation. It made them feel confuse and difficult in mastery material and managing in the classroom.

The last problem is that the students of pre-service teachers had lack of confidence to be teachers in the classroom, specifically in teaching practice process. In fact, they had difficulty in managing the classroom, because they were not mastering the materials completely and they were not mastering teaching skills such as the skill to make lesson plan, the skill on using strategy and technique in teaching well.

Based on those problems above, the researcher wanted to know pre-service English teachers' perception toward teaching practice activity especially based on the condition at school the fourth year students of English Department of FKIP Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

B. Research Question

There were some questions in this research to answer the questions in the formulation of the problem above:

1. How was pre-service English teachers' perception toward teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year?
2. How was pre-service English teachers' perception toward non-teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year?
3. How was pre-service English teachers' perception toward guidance of teaching practice activity at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year?

C. Purpose of the Research

Based on the research question above, the purposes of the research were:

1. To find out pre-service English teachers' perception toward teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.
2. To find out pre-service English teachers' perception toward non-teaching activity of practice teaching at the school condition at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.
3. To find out pre-service English teachers' perception toward guidance of teaching practice activity at the school condition at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

D. Research Outcome

In this research, it was expected that the finding of this research gave two kinds of significances; practically and theoretical significances. Practically this research was expected to give contribution to the pre-service English teachers about how was prepared themselves in teaching and managing in the classroom. The finding of this research was expected to give contribution to the school to prepare and improve the facilities to support teaching process. The finding of this research was also expected to give contribution to the tutors about how to provide good guidance and concept to pre-service English teacher. For the fourth year English Department students, this research gave contribution for them to prepare themselves perfectly to be a pre-service English teacher in term of the skills of teaching, and knowledges about the school and its conditions. The students have to consider about several ways and things that should be mastered as a pre-service English teachers.

In theoretical, researcher hopes the result of this research was expected to able to describe about the important to know pre-service teacher English teachers' perception toward teaching practice activity at school. Then, the researcher hopes the result of this research will help other researcher who will conduct research related to this research. The result of this research could be used for sources or information needed.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Pre-service English Teachers

Pre-service English teachers are the English Department of Teacher Training Faculty students of a university who do the teaching practice activity in the school. They are candidate teachers in the future. According to Ngidi and Sibaya (2003: 18), pre-service English teachers are given the opportunity to try the art of teaching English before they actually getting into the real world of the teaching profession. It means that pre-service English teachers are the English department students who get the preparation of teaching as real teachers at school.

Furthermore, Perry (2004: 2) says that pre-service English teachers are expected to fulfill all the responsibilities of a teacher and he said it is exciting but challenging. He says that pre-service English teachers are candidate teachers in future and in the school, they look as real teachers on students, because they will do task as teachers and so they will to replace responsibilities of their guidance teachers (tutors).

Moreover, Quick and Sieborger (2005: 3) state that pre-service teachers are university students as candidate teachers go to schools and practice what they saw their guidance teachers (tutors) practicing when they were still in schools what they had learned at university. In other explanation pre-service English teacher in school will learn how to teach as real teachers. At schools they are given knowledge about teaching by their tutors as their guidance teachers in school.

Caires and Almuida (2007: 516) say that pre-service English teacher is a teacher who follows the process of collaboration between lecturers in university and teachers in schools to help students of English department at university as prospective or candidate teacher. It is said that pre-service English teacher concerned about three specific roles, they are (1) to be observed by their cooperating teachers when teaching and be provided with feedback; (2) to be provided with moral support and encouragement and (3) to be provided with intruactional seminars that enhance their teaching experience.

Moreover, Badenhorst (2011: 5) says that pre-service English teachers as prospective teachers must value a supportive and interactive classroom environment, especially with respect to the processof learning to teaching. In other word, pre-service

English teachers are parts of a school and they are the same as real teachers but in the school they do training to be a professional teachers.

Based on the explanation above, it can be concluded that pre-service English teachers are English student teachers who follow the collaboration process between university and school to form and train English college students' university attitude and skills as candidate teachers in the future. They are the English college students who have tutors as their guidance teachers who will be the ones of models for learning about being real teachers at school.

B. Perception

Perception is the process of how human thinking about certain phenomenon. There are several experts who gives ideas and definition about perception.

According to Harris and Hartman (2002: 175), perception is an individual's view of the obligations required to fulfill the expectations of others. It means that, perception is how someone sees something and how someone sees and interprets something other people or the surrounding environment.

Walgito (2003: 87) states that perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interacts with his/her environments using five senses. The five-sense used in this process are vision, hearing, taste, smell, and touch. It means that, perception is not a process at all but through the process of combining, interpreting and finally giving judgment. The end result of this process is the individual's awareness of the circumstances around them.

Furthermore, Robbins (2003: 97) says that perception is an impression obtained by individual using five senses and then they analyzed (organized), interpreted and then evaluated, so that individual gets meaning. It means that, perception is how the individual organizes and interprets the impression of the senses and how to give meaning to the surrounding environment. Each individual organizes and interpret the impression of the senses that he/she has in order meaning to the surrounding environment.

In addition, Asrori (2009:215) states that perception is process of learning and experience. The results of the learning process and interaction of a person will provide experience for themself to be able to compare the circumstances encountered.it means that,

perception is a process that is learned through interaction with the surrounding environment and perception arises from childhood through interaction with other humans.

Moreover, Koentrajnigrat (2010:42) says that perception is the realization of human brain process and it appears about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences are involved. Then, the process is followed by a process which person's brain arrives at meaningful interpretation of stimuli. It means that, perception is a process that involves the entry of messages or information into the human brain, through human perceptions constantly making contact with the environment.

In addition, Luthan (2011: 135) says that perception is a unique interpretation of the situation, not an exact recording of it. In other word, process of perception is a complex interaction in the selection, organizing, and interpretation of stimuli that come from the environment. It means that, perception is that individuals can know and understand the conditions in the surrounding environment and those in the individual concerned.

Meanwhile, Griffin and Gregory (2014: 75) state that perception is the set of process by which an individual becomes aware of and interprets information about the environment is another important element of work place behavior. It means that, perception is a series of processes starting from vision to form responses that occur in individuals so that individuals are aware of everything in their environment.

Based of the theories above, it can be concluded that perception is process human thinking about certain phenomenon after they get sensation from the environment through the sense of organ. Every human being is endowed with five senses which with all five of you can feel the world around. Starting from sight, hearing, smell, taste, and taste and they become aware of everything exists in their environment. Perception is the process of how human thinking about certain phenomenon. There are several experts who gives ideas and definition about perception.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of Research

This research was conducted by using descriptive research. The data was described in form of quantitative. The research aimed to determine the pre-service English teachers' perception towards teaching practice activity in the school at fourth year students of English Department of Mahaputra Muhammad Yamin University Solok at 2019/2020 academic year. According to Gay (2000: 315), descriptive research is a study which determines and describes the way things are and it aims to collect the information toward some topics or issues.

Furthermore, Sugiyono (2001: 11) states that descriptive research is a research which design to know the value of independent variable which can be one or more than one variable. So, in this research it involved the collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In this research, the researcher analyzed the pre-service English teachers' perception toward teaching practice at the school at fourth year students of English Department of Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

B. Population and Sample

1. Population

Population is needed to conduct this research. Sugiyono (2006: 117) defines population as a generalization region consisting of objects and subjects that have certain qualities and characteristic set by researchers to be studied and the draw conclusions.

Population of this research was the fourth year students of English Department of FKIP UMMY Solok at 2019/2020 academic year. The reason of taking this class was because they have experiences about teaching practice activity in the school and they have finished

Micro Teaching subject. It was means that they were the pre-service English teachers. They were about 6 students in numbers.

2. Sample

According to Sugiyono (2011: 120), sampling is the process of selecting number of individuals that represent the population that have been selected from all of population. In other explanation, sample is some object that are taken from the entire population. The researcher chose the fourth year students of English Department of FKIP UMMY Solok at 2019/2020 academic year. The researcher wanted to know about pre-service English teachers' perception toward teaching practice activity in school.

In this research, the researcher used total sampling techniques to get the sample. According to Sugiyono (2007), the number of populations less than 10 throughout the population are all research samples.

C. Instrumentation of the Research

The instrument of this research was non-test in form of questionnaire. According to Arikunto (2009) questionnaire is a group of written questions which used to get information from the respondent about themselves or others. To get the result of questionnaire in form of scoring the researcher used Likert Scale in this research. Prasetyo and Jannah (2006) measurement of perception by using Likert scale must in the categories as follows: Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2, Strongly Disagree (SD) 1.

In this research, questionnaire was only used for getting pre-service English teachers' perception of teaching practice activity. In the questionnaire researcher shared statements of questionnaires based on indicators from component of teaching practice activity. The researcher used part of teaching practice activity as items of questionnaires on teaching, non-teaching, and guidance.

To get the validation of the instrument of this research, each item of the questionnaire was validated by with the help of expert validators. There were two expert validators who helped to validate each item of the questionnaire.

Based on the theories had been discussed in chapter 2, indicators of the questionnaire were constructed based on the combination of those theories. However, those indicators were

adapted based on the condition and component of teaching practice at school in Solok city as follows:

Table 3.1. The Indicator of Teaching Practice Activity

Indicators of Teaching Practice Activity	Sub Indicators	Numbers of Statements of Indicators	Items of Questionnaire	Time Given
Teaching Practice Activity	1. Ability to plan and conduct lessons of good quality	2	1-2	62 minutes
	2. Ability to produce and use effective teaching aids with different level of students	2	3-4	
	3. Ability to cater to needs of special needs children	2	5-6	
	4. Ability to manage students and resources effectively and effeciently	2	7-8	
	5. Ability to maintain a friendly relationship with other teachers and students	2	9-10	
	6. Ability to demonstrate a positive attitude and strong commitment toward teaching	2	11-12	
	7. Mark the class register	2	13-14	
	8. Ensure that discipline is maintained in the class and the school as a whole	2	15-16	
	9. Give and mark pupils' class exercises, assignments/homework and provide feedback through discussion and corrections accordingly	2	17-18	
	10. Create a learning environment conducive to the active learning of all pupils ;	2	19-20	
	11. Acquire additional skills	2	21-22	

	<p>and knowledge from the Mentor/class teacher as you observe them teach various subjects and lessons in class and ask questions for clarification where necessary;</p> <p>12. Actively identify teaching skills and competencies that you need to improve on and work on these following the advice given by the Mentor and Tutor.</p>	2	23-24	
Non-Teaching	<p>1. Participation in school activities (for example class trip, camp, reading evening, project week)</p> <p>2. Case management (behavior/ performance problems of learners)</p> <p>3. They participate in school activities other than classroom teaching(for instace, team sessions, parent meetings)</p>	2	25-26	
		2	27-28	
		2	29-30	
Guidance :		2	31-32	
1. Headmaster	1. Monitor and evaluate the roles and responsibilities of Mentors;			
2. Tutor Teacher	2. To develop positive attitudes towards teaching and other school activities	2	33-34	
	3. To provide continuous guidance and support to pre-service teachers to fulfill their duties and responsibilities effectively	2	35-36	
	4. To assure better facilities for teaching –learning	2	37-38	

	within the school			
	5. To liaise with the school principal, master teacher and student teachers	2	39-40	
	6. Supervise and observe Student Teachers' work in the classroom;	2	41-42	
	7. Assist Student Teachers to plan and organize their lessons	2	43-44	
	8. Guide Student Teachers to practice classroom organization, control and management;	2	45-46	
	9. Help Student Teachers to prepare appropriate TLMs for lesson delivery	2	47-48	
	10. Arrange for regular meetings with Student Teachers to discuss issues regarding teaching practice;	2	49-50	
	11. Write a comprehensive report on Student Teachers' performance during their teaching practice;	2	51-52	
	12. Hold regular meetings with the Lead Mentor to address issues relating to Student Teachers.	2	53-54	
3. Administrative	13. They support the cooperating teacher in his/her additional responsibilities (administrative duties, monitoring recess, contacts to principals or board of education)	2	55-56	
	14. Collaboration with other parties (for example, team, specialist subject teachers, school administrators, parents, remedial or special ed	2	57-58	

4. Supervisor	teachers, school social workers,			
	15. Visit Student Teachers during teaching practice to guide their progress and monitor their performance;	2	59-60	
	16. provide subject matter content knowledge support for Student Teachers	2	61-62	
Total			62	62 minutes

The total number of questionnaires were 62 items. The questionnaire score was arranged by using Likert scale. According to Suparyanto (2011) the positive statement is if the statement is suitable with researcher's expectation. The score is from 5 to 1.

Table 3.2. Alternative Choices of Questionnaire

Respond	Score value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strong Disagree	1

In order to know the validity of questionnaire, it was done by lecturers English Department of Faculty of Teacher Training and Education in Mahaputra Muhammad Yamin University (UMMY) Solok. The researcher gave the questionnaire that consist of 62 items that measure the pre-service English teachers' perception toward teaching practice activity at school. The questionnaires were conducted around 62 minutes. Because, there were 3 indicators and 31 sub indicators that consist of 2 items of pre-service English teachers' answers. So, the pre-service English teachers had time 1 minutes to answer for each sub indicators.

D. Technique of Data Collection

The data of this research was questionnaire. It was used to get pre-service English teachers' scores on perception. There were some steps conducted for collecting the data: first, the

researcher gave explanation to the pre-service English teachers of how to fill in the questionnaire. Second, the researcher distributed the questionnaire to the pre-service English teachers and gave time 62 minutes. The researcher gave the questionnaires that consist of 62 items that measured the pre-service English teachers' perception toward teaching practice in the school. The questionnaires was conducted in 62 minutes, because there were 3 indicators and 31 sub indicators that consist of 2 items each of pre-service English teacher's answers. They had time 1 minutes to answers for each sub indicator. Finally, the researcher collected the questionnaire from pre-service English teachers.

E. Technique of Data Analysis

After the questionnaires filled by the pre-service English teachers it was collected, then researcher analyzed and classified them. After that, the researcher calculated the percentage of the pre-service English teachers' perception toward teaching practice activity at the school by using formula suggested by Sudjana and Ibrahim (1989: 129) as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

X = Percentage of the answer

F = Frequency

N = Total respondents

After measuring the total percentage of the pre-service English teachers score, researcher classified the percentage based on the classification. Riduwan (2010: 89) says that to get quantitative description for each type of the students' attitude after the percentage, the result of questionnaire was classified into the following interval:

Interval the Frequency of the Pre-service English Teachers' Perception	Classification Level of the Pre-service English Teachers' Perception
81%-100%	Excellent
61%-80%	Very Good
41%-60%	Good
21%-40%	Poor
0%-20%	Very poor

HASIL PENELITIAN

A. Findings

1. Data Descriptions

The purpose of this research was to know the pre-service English teachers' perception toward teaching practice activity at the school at fourth year of English Department students of FKIP Universitas Mahaputra Muhammad Yamin Solok at 2019/2020 academic year. In order to know the classification of the pre-service English teachers' perception toward teaching practice activity at school, the researcher calculated the questionnaire score based on Sudjana and Ibrahim (1989: 129). From the research that had been done by the researcher on 23rd February 2019, the descriptions of the pre-service English teachers' perception toward teaching practice activity at school as following table :

Table 3 : Percentage of Students' Answer in Questionnaire

No	Statements	Responses					Total
		SA 5	A 4	N 3	D 2	SD 1	
1	I am guided in making good and correct lesson plan	10	12	3	-	-	25
2	I arrange my lesson plan before teaching	10	12	3	-	-	25
3	I made media based on procedures	25		3	-	-	28
4	I was able to use media well	10	12	3	-		25
5	In the class, I taught some students with special needs joining the regular class	5	4	6	-	2	17
6	I gave more attention to students with special needs	5	12	3	-	1	21
7	I prepared students to be active in learning in the classroom	5	20	-	-	-	25
8	I used other sources for learning materials such as the internet	20	8	-	-	-	28
9	I had good relations with teachers and students within in	10	12	3	-	-	25

	the class and school						
10	I kept good relations with English teachers only	5	12	3	-	1	21
11	I gave an example of responsibility to students	15	4	6	-	-	25
12	I commit to make my students get good grade	15	8	3	-	-	26
13	I checked students' who picket in the class	5	12	3	-	1	20
14	I took the absent of the students before teaching	10	12	3	-	-	25
15	I gave penalties in the class for students who are not disciplined	5	16	-	2	-	23
16	I reminded students to follow school rules	5	16	3	-	-	24
17	I provided an assessment of knowledge and skills in each material	10	16	-	-	-	26
18	I discussed the student's assignment and homework in class	10	12	-	2	-	24
19	I conditioned the class in conducive condition first before the lesson began	10	12	3	-	-	25
20	I made fun media based on procedures	10	16	-	-	-	26
21	I observed my tutor English teacher teach in the class	20	8	-	-	-	28
22	I discussed about teaching practice activity with other teachers	15	-	6	2	-	23
23	I used interesting teaching skills to increase student interest	10	16	-	-	-	26
24	In the class, I applied the teaching techniques I got the university and tutor English teacher	-	12	6	2	-	20

25	I participate in other teacher activities such as in house training, seminar	-	12	9	-	-	21
26	I participate student achievement activities such as the Olympic, hiking and etc.	-	20	3	-	-	23
27	Beside teaching in the class, I helped to solve the students problem	-	5	4	12	-	21
28	I was given an attitude journal to monitor student behavior	10	4	6	-	1	21
29	I attended many school activities during teaching practice activity such as extracurricular	10	12	-	-	1	23
30	I was appointed as a committee of activities such as team sessions, examination supervisors, parents meetings	15	12	-	-	-	27
31	The headmaster carry out meetings between tutor teachers and pre-service teachers	25	4	-	-	-	29
32	Headmaster observed activities of pre-service English teacher and tutor English teacher in the class	10	4	6	2	-	22
33	Tutor English teacher gave support and motivated to me to develop a positive attitude towards teaching practice activity	15	12	-	-	-	27
34	Tutor English teacher provided motivation to be active in school activities	15	12	-	-	-	27
35	Tutor English teacher assess activities which I did at the beginning teaching practicing activity	10	12	3	-	-	25
36	Tutor English teacher guide	15	8	3	-	-	26

	me how to teach and responsibility to my duties						
37	Tutor English teacher provided good facilities for teaching practice activity	5	12	3	2	-	22
38	I used school facilities properly based on the procedure	5	8	9	-	-	22
39	Tutor English teacher liaise with the school principal, master teacher.	15	12	-	-	-	27
40	I had relationship and cooperation with other pre-service teachers	20	4	3	-	-	27
41	Tutor English teacher supervised me in teaching in the class	20	4	3	-	-	27
42	My tutor English teacher observed and checked my activities in the class	5	20	-	-	-	25
43	Tutor English teacher guided me in making good and correct lesson plan	5	8	9	-	-	22
44	Tutor English teacher guided me in using syllabus, lesson plan and other teacher work tools	5	12	6	-	-	23
45	My tutor English teacher guide me to practice in the class	10	16	-	-	-	26
46	My tutor English teacher guide me to control and management in class	10	16	-	-	-	26
47	I discussed about teaching learning material with my tutor English teacher before teaching in the class	10	8	6	-	-	24
48	My tutor English teacher gave advice about lesson plan	15	8	3	-	-	26
49	I discussed with my tutor	20	4	3	-	-	27

	English teacher about issues relating teaching practice						
50	My tutor English teacher held a session to discuss my lesson after every class		20	3			23
51	My tutor English teacher recorded and reports in every appearance in class		8	12	-	-	20
52	My tutor English teacher discussed my performance in teaching and providing solutions	10	16		-	-	26
53	Headmaster held meetings with tutor teachers and pre-service teachers minimum 2 to 3 during teaching practice activity		20	3	-	-	23
54	Headmasters discussed with tutors and pre-service teachers about issues relating teaching practice		20	3	-	-	23
55	I was given responsibility in the administration duties		16	6	-	-	22
56	Before teaching in class. I was assigned to the administration room to find out information about the school	5	16	3	-	-	24
57	I collaborated with specialist subject teacher in several activities	5	4	12	-	-	21
58	I was appointed as a team in several activities with administrator		20	3	-	-	23
59	My supervisor discussed about my progress to my tutor English teacher	5	16	3	-	-	24
60	My supervisor came around twice in semester to supervise me	10	4	6	2	-	22
61	My supervisor gave support	20	4	3	-	-	27

	and information about teaching practice activity						
62	My supervisor gave solutions about my problems in teaching practice activity	20	4	3	-	-	27
	Total	595	680	207	14	7	1504
	Percentage	39, 5%	45, 2%	1, 37%	0, 93%	0, 46%	100%

Based on the table above, it could be described that from 6 students and 1504 of total score of pre-service English teachers' perception, 595 (39, 5%) of pre-service English teachers' scores were strongly agree. In category of agree (the score) was 680 (45, 2%). In the category of disagree (the score) was 14 (0, 93%). In the option of strongly disagree (the score) was 7 (0, 46%), and in category of neutral (the score) was 207 (1, 37%).

The highest score was in the category of agree (45, 2%), it was classified as good classification. It means that the pre-service English teachers had positive perception toward teaching practice activity at the school. It means that good of pre-service English teachers' perception agree toward teaching practice activity at the school. It means that the pre-service English teachers had positive perception toward teaching practice activity at school. This positive perception can be the good condition to pre-service English teacher ability to teach the students in the class.

2. Data Analysis

After gathering the data, researcher analyzed the result of this research about the pre-service English teachers' perception toward teaching practice activity at the school based on 3 indicators as the following table.

1. Pre-service English Teachers' Perception Based on Teaching Activity

Table 4 : Percentage of Pre-service English Teachers' Perception on Teaching Activity

No	Statements	Responses					Total
		SA 5	A 4	N 3	D 2	SD 1	
1	I am guided in making good and correct lesson plan	10	12	3	-	-	25
2	I arrange my lesson plan before teaching	10	12	3	-	-	25

3	I made media based on procedures	25		3	-	-	28
4	I was able to use media well	10	12	3	-	-	25
5	In the class, I taught some students with special needs joining the regular class	5	4	6	-	2	17
6	I gave more attention to students with special needs	5	12	3	-	1	21
7	I prepared students to be active in learning in the the classroom	5	20	-	-	-	25
8	I used other sources for learning materials such as the internet	20	8	-	-	-	28
9	I had good relations with teachers and students within in the class and school	10	12	3	-	-	25
10	I kept good relations with English teachers only	5	12	3	-	1	21
11	I gave an example of responsibility to students	15	4	6	-	-	25
12	I commit to make my students get good grade	15	8	3	-	-	26
13	I checked students' who picket in the class	5	12	3	-	1	20
14	I took the absen of the students before teaching	10	12	3	-	-	25
15	I gave penalties in the class for students who are not disciplined	5	16	-	2	-	23
16	I reminded students to follow school rules	5	16	3	-	-	24
17	I provided an assessment of knowledge and skills in each material	10	16	-	-	-	26
18	I discussed the students assigment and homewok in class	10	12	-	2	-	24
19	I conditioned the class in	10	12	3	-	-	25

	condusive condition first before the lesson began						
20	I made fun media based on procedures	10	16	-	-	-	26
21	I observed my tutor English teacher teach in the class	20	8				28
22	I discussed about teaching practice activity with other teachers	15		6	2		23
23	I used interesting teaching skills to increase student interest	10	16	-	-	-	26
24	In the class, I applied the teaching techniques I got the university and tutor English teacher	-	12	6	2	-	20
	Total	250	264	60	8	5	583
	Persentage	24, 8%	45, 2%	10, 2%	1, 3%	0, 8%	

Based on the table 4 above, it could be seen in strongly agree the Pre-service English teachers' total number (the score) was 250 (24, 8%). In category of agree (the score), it was 264 (45, 2%). In category of neutral (the score), it was 60 (10, 2%). In category of disagree (the score), it was 8 (1, 3%). In category of strongly disagree (the score), it was 5 (0, 85%).

It could be concluded that the highest percentage was agree (45, 2%). It was classified as good classification. It means that some of the pre-service English teachers had positive perception toward teaching practice activity at school in teaching activity. The good of the pre-service English teachers' perception agree toward teaching practice activity at the school from teaching activity. Some of the pre-service English teachers succeed in teaching practice activity at school.

2. Pre-service English Teachers' Perception based Non- Teaching Activity

Non-activity teaching is activity should be done by the pre-service English teacher at school. The activity is various and need active participation of them.

Table 5: The Percentage of Pre-service English Teachers' perception Based on Non-Teaching Activity

No	Statements	Responses					Total
		SA 5	A 4	N 3	D 2	SD 1	
1	I participate in other teacher activities such as in house training, seminar	-	12	9	-	-	21
2	I participate student achievement activities such as the olympic, hiking and ect	-	20	3	-	-	23
3	Beside teaching in the class, I helped to solve the students problem	-	5	4	12	-	21
4	I was given an attitude journal to monitor student behavior	10	4	6		1	21
5	I attended many school activities duringteaching practice activity such as extracurricular	10	12	-	-	1	23
6	I was appointed as a committee of activities such as team sessions, examination supervisors, parents meetings	15	12	-	-	-	27
	Total	40	64	30	-	2	136
	Percentage	29, 4%	47%	22%	-	1, 47%	-

Based on table 5 above, it could be seen, in the category of strongly agree, the pre-service English teachers' total number (the score) was 40 (29, 4%). In the category of agree (the score) was 64 (47%). In the category of neutral (the score) was 30 (22%). In the category and of strongly disagree (the score) was 2 (1, 47%) and no pre-service English teacher chose option for disagree.

It could be concluded that highest percentage was agree (47%). It was classified as good classification. It means that some pre-service English teachers had positive perception toward teaching practice activity at school from non- teaching activity. The pre-service English teachers

perception agree toward teaching practice activity at school from non-teaching activity. Most of pre-service English teachers were very active in non-teaching activity at the school.

3. Pre-service English Teachers' Perception Based on Guidance

To know the pre-service English teachers' perception based on guidance, the result of percentage was seen as the following table:

Table 6: The Percentage of Pre-service English Teachers' Perception Based on Guidance

No	Statements	Responses					Total
		SA	A	N	D	SD	
1	The headmaster carry out meetings between tutor teachers and pre-service teachers	25	4	-	-	-	29
2	Headmaster observed activities of pre-service English teacher and tutor English teacher in the class	10	4	6	2	-	22
3	Tutor English teacher gave support and motivated to me to develop a positive attitude towards teaching practice activity	15	12	-	-	-	27
4	Tutor English teacher provided motivation to be active in school activities	15	12	-	-	-	27
5	Tutor English teacher assess activities which I did at the beginning teaching practicing activity	10	12	3	-	-	25
6	Tutor English teacher guide me how to teach and responsibility to my duties	15	8	3	-	-	26
7	Tutor English teacher provided good facilities for teaching practice activity	5	12	3	2	-	22
8	I used school facilities properly based on the procedure	5	8	9	-	-	22

9	Tutor English teacher liaise with the school principal, master teacher.	15	12	-	-	-	27
10	I had relationship and cooperation with other pre-service teachers	20	4	3	-	-	27
11	Tutor English teacher supervised me in teaching in the class	20	4	3	-	-	27
12	My tutor English teacher observed and checked my activities in the class	5	20	-	-	-	25
13	Tutor English teacher guided me in making good and correct lesson plan	5	8	9	-	-	22
14	Tutor English teacher guided me in using syllabus, lesson plan and other teacher work tools	5	12	6	-	-	23
15	My tutor English teacher guide me to practice in the class	10	16	-	-	-	26
16	My tutor English teacher guide me to control and management in class	10	16	-	-	-	26
17	I discussed about teaching learning material with my tutor English teacher before teaching in the class	10	8	6	-	-	24
18	My tutor English teacher gave advice about lesson plan	15	8	3	-	-	26
19	I discussed with my tutor English teacher about issues relating teaching practice	20	4	3	-	-	27
20	My tutor English teacher held a session to discuss my lesson after every class	-	20	3	-	-	23
21	My tutor English teacher recorded and reports in every appearance in class	-	8	12	-	-	20

22	My tutor English teacher discussed my performance in teaching and providing solutions	10	16	-	-	-	26
23	Headmaster held meetings with tutor teachers and pre-service teachers minimum 2 to 3 during teaching practice activity	-	20	3	-	-	23
24	Headmasters discussed with tutors and pre-service teachers about issues relating teaching practice	-	20	3	-	-	23
25	I was given responsibility in the administration duties	-	16	6	-	-	22
26	Before teaching in class. I was assigned to the administration room to find out information about the school	5	16	3	-	-	24
27	I collaborated with specialist subject teacher in several activities	5	4	12		-	21
28	I was appointed as a team in several activities with administrator		20	3	-	-	23
29	My supervisor discussed about my progress to my tutor English teacher	5	16	3	-	-	24
30	My supervisor came around twice in semester to supervise me	10	4	6	2	-	22
31	My supervisor gave support and information about teaching practice activity	20	4	3	-	-	27
32	My supervisor gave solutions about my problems in teaching practice activity	20	4	3	-	-	27
	Total	310	352	117	6	-	785

	Percentage	39, 4%	44, 8%	14, 9%	0, 76%	-	
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Based on table 6 above, it could be seen, in option of strongly agree, the pre-service English teachers' total number (the score) was 310 (39, 4%). In the category of agree (the score) was 352 (44, 8%). In the category of neutral

(the score) was 117 (14, 9%). In the category of disagree (the score) was 6 (0, 76%). And there was no pre-service English teachers chosen the category of strongly disagree.

It could be seen that total high percentage was agree (44, 8%). It was classified as good classification. It means that some of pre-service English teachers had positive perception toward teaching practice activity at school from guidance. The pre-service English teachers had good perception toward teaching practice activity at school from guidance. So, there was a positive effect between pre-service English teacher' perception toward the guidance of the tutor in their teaching ability. It means that the good guide of tutor gives positive influence of pre-service English teacher in teaching activity in the class.

B. Discussion

From the finding above, it could be said that the pre-service English teachers had positive perception toward teaching practice activity at school. After the researcher distributed the questionnaire, it was found that the pre-service English teachers' perception toward teaching practice activity at school was good. In addition, teaching practice and the guide of a tutor are really important to increase pre-service English teacher in teaching activity in the class. In other case, there were three indicators of the statement on the questionnaire, they are teaching activity, non-teaching activity, and guidance. In teaching activity, it was seen that the pre-service English teachers were directed to be a success teacher in the class in teaching activity. In addition, teaching practice activity is the primary thing for pre-service English teacher as a candidate of teacher, the success of students is depending on the teacher' activity in the class. According to Suryosubroto (2002: 19), teaching is essentially doing learning activities, so that the teaching and

learning process can take place effectively and efficiently. It means that, the teaching and learning process includes activities carried out by the teacher starting from planning, implementing activities to evaluation and follow-up programs that take place in educational situations to achieve certain goals, namely teaching

Furthermore, in non-teaching activity it was seen the pre-service English teachers more active in relationship between teacher and students. The pre-service English teachers were agreed in non-teaching activity, in non-teaching activity there is concept to become a good teacher exactly in socialization with teachers and students. As a candidate of teacher pre-service English teacher have to teach the students in good way and more active in the class.

Based on guidance, it was seen that the pre-service English teachers need guidance from guidance. The role of guidance in providing can influence students in carrying out teaching practices. With the guidance of tutor teachers, students can improve and motivate themselves in carrying out teaching practices as well as possible. Conversely, if the guidance to guide to students is not smooth then the achievement achieved is not satisfactory. \

SIMPULAN DAN SARAN

The aimed of this research was to know the pre-service English teachers' perception toward teaching practice activity at the school at fourth year of students of English Department of Universitas Mahaputa Muhammad Yamin Solok 2017/2018 academic year. Based on the finding of the research in chapter four, it could be concluded that the pre-service English teachers had positive perception toward teaching practice activity at school, and it classified as good clasification.

Based on the finding of the research, reseacher offers some suggestions. The suggestions were expected as positive input in giving information about pre-service English teachers' perception toward teaching practice activity at school and it was hoped as a new information about advantages of teaching practice activity at school.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian												
9	Pelaporan hasil penelitian												

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	50,000	4	1	200,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				850,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55,000	110,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	2	20,000	40,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5,000	10,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,525,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000

Lampiran 2. Instrumen Penelitian

INSTRUMENT OF THE RESEARCH (QUESTIONNAIRE)

QUESTIONNAIRE RESEARCH ABOUT PRE-SERVICE ENGLISH TEACHERS' PERCEPTION TOWARD TEACHING PRACTICE ACTIVITY AT THE SCHOOL

A. General Instruction

This questionnaire is designed to collect the information about your perception as pre-service English teachers toward teaching practice activity at the school. You will get several questions about your perception toward teaching practice activity in schools. This are several alternative answers for every question as follows:

SA = Strongly Agree

A = Agree

D = Disagree

N = Neutral

SD = Strongly Disagree

Researcher hope you will respond all of this statements honestly, because this researcher will not influence your value in University. The researcher hope this research will give contribution to make better improvement for the future.

II. Specific Instruction

1. You have 62 minutes to give responses on the following statements.
2. Read every carefully and give ✓ check list in column available
3. Give your appropriate responses based on the real fact.

No	Statements	Responses					Total
		SA 5	A 4	N 3	D 2	SD 1	
1	I am guided in making good and correct lesson plan						
2	I arrange my lesson plan before teaching						
3	I made media based on procedures						

4	I was able to use media well						
5	In the class, I taught some students with special needs joining the regular class						
6	I gave more attention to students with special needs						
7	I prepared students to be active in learning in the classroom						
8	I used other sources for learning materials such as the internet						
9	I had good relations with teachers and students within in the class and school						
10	I kept good relations with English teachers only						
11	I gave an example of responsibility to students						
12	I commit to make my students get good grade						
13	I checked students' who picket in the class						
14	I took the absent of the students before teaching						
15	I gave penalties in the class for students who are not disciplined						
16	I reminded students to follow school rules						
17	I provided an assessment of knowledge and skills in each material						
18	I discussed the student's assignment and homework in class						
19	I conditioned the class in conducive condition first before the lesson began						
20	I made fun media based on procedures						
21	I observed my tutor English teacher teach in the class						
22	I discussed about teaching practice activity with other teachers						
23	I used interesting teaching skills to increase student interest						
24	In the class, I applied the teaching techniques I got the university and tutor English teacher						
25	I participate in other teacher activities such as in-house training, seminar						
26	I participate student achievement activities such as the olympic, hiking and etc.						
27	Beside teaching in the class, I helped to solve the student's problem						
28	I was given an attitude journal to monitor student behavior						
29	I attended many school activities during teaching practice activity such as extracurricular						
30	I was appointed as a committee of activities such as team sessions, examination supervisors, parents' meetings						
31	The headmaster carry out meetings between tutor teachers and pre-service teachers						
32	Headmaster observed activities of pre-service English						

	teacher and tutor English teacher in the class						
33	Tutor English teacher gave support and motivated to me to develop a positive attitude towards teaching practice activity						
34	Tutor English teacher provided motivation to be active in school activities						
35	Tutor English teacher assess activities which I did at the beginning teaching practicing activity						
36	Tutor English teacher guide me how to teach and responsibility to my duties						
37	Tutor English teacher provided good facilities for teaching practice activity						
38	I used school facilities properly based on the procedure						
39	Tutor English teacher liaise with the school principal, master teacher.						
40	I had relationship and cooperation with other pre-service teachers						
41	Tutor English teacher supervised me in teaching in the class						
42	My tutor English teacher observed and checked my activities in the class						
43	Tutor English teacher guided me in making good and correct lesson plan						
44	Tutor English teacher guided me in using syllabus, lesson plan and other teacher work tools						
45	My tutor English teacher guide me to practice in the class						
46	My tutor English teacher guide me to control and management in class						
47	I discussed about teaching learning material with my tutor English teacher before teaching in the class						
48	My tutor English teacher gave advice about lesson plan						
49	I discussed with my tutor English teacher about issues relating teaching practice						
50	My tutor English teacher held a session to discuss my lesson after every class						
51	My tutor English teacher recorded and reports in every appearance in class						
52	My tutor English teacher discussed my performance in teaching and providing solutions						
53	Headmaster held meetings with tutor teachers and pre-service teachers minimum 2 to 3 during teaching practice activity						
54	Headmasters discussed with tutors and pre-service teachers about issues relating teaching practice						
55	I was given responsibility in the administration duties						

56	Before teaching in class. I was assigned to the administration room to find out information about the school						
57	I collaborated with specialist subject teacher in several activities						
58	I was appointed as a team in several activities with administrator						
59	My supervisor discussed about my progress to my tutor English teacher						
60	My supervisor came around twice in semester to supervise me						
61	My supervisor gave support and information about teaching practice activity						
62	My supervisor gave solutions about my problems in teaching practice activity						



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Surat Tugas

No. **0321** /ST-P/LP3M-UMMY/III-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Marsika Sepyanda, S.Pd., M.Pd.**
NIDN : 1015098702
Tempat/Tanggal Lahir : Solok/15 September 1987
Pangkat/Golongan Ruang : Asisten Ahli/IIIc
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **"An Analysis of Pre-Service Teachers' Perception toward Teaching Practice Activity at SMPN 1 Kubung on 2019/2020 Academic Year"**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 21 Maret 2020

Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.

NIDN. 1019017402