Analysis of Teacher Performance in Improving the Learning Quality of Class XI TKJ Students at the Nias Adventist Vocational High School

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ABSTRACT

Education is the most important thing in the process of advancing a nation's civilization, with education, the exploration and empowerment of potential can be maximized to help direct humans to become better individuals. This research aims to analyze teacher performance in improving the quality of learning for class XI TKJ students at the Nias Adventist Vocational High School. The method used is a qualitative approach with data collection techniques through observation, interviews and documentation. The research variables consist of: teacher performance (x) and student learning quality (Y). The results of the analysis show that good teacher performance, characterized by careful learning planning, use of varied teaching methods, and positive interactions with students, contributes significantly to improving the quality of student learning. Apart from that, support for learning facilities and parent participation also play an important role in supporting the teaching and learning process. This research concludes that to improve the quality of student learning, there needs to be a synergy between teacher performance, school support and parental involvement.

Keywords : teacher performance, quality of student learning, Nias Adventist Vocational High School

INTRODUCTION

Education is the most important thing in the process of advancing a nation's civilization, with education, the exploration and empowerment of potential can be maximized to help direct humans to become better individuals. In Roman, education is termed as educate which means to bring out something that is inside, and in English education is termed to educate which means to improve morals and train intellectuals (Nuh, Peradaban, & tentang Pendidikan, 2014). Education is a long and continuous process to transform students into human beings in accordance with their creation, which is beneficial for themselves, for others, for the universe, and all the contents of their civilization (Kadir, 2012).

As we know that many countries do not have abundant natural resources but can realize the prosperity and welfare of their people. This can happen as a result of the education they have is very high-quality, resulting in quality human resources.

An educational institution can be said to be good and quality if the educational institution always improves the quality of its education, with the aim of meeting the desires and satisfaction of customers (the educational community). One of the parties that is the spearhead in the educational process in schools is educators (teachers), because teachers are the most important factor in improving the quality and quality of schools. In their role, teachers have the duty and obligation to manage learning properly. Management starts from planning, implementation, process assessment, result assessment, and evaluation so that it is well organized. This learning management will

bring the learning process to be carried out smoothly which can facilitate the achievement of learning objectives. In carrying out their duties, teachers must display their best performance (Aditya, Setyadi, & Leonardho, 2020).

In the world of education, it is known that several actors who carry out their functions differently, this institution plays a very important role in the growth and development of a country other than the economic world. Basically, educational institutions have a dynamic nature and inevitably will naturally follow the times and their technology

Teacher performance is the most determining factor in the quality of learning (Suprihatiningrum & Fitriyani, 2014). Teacher performance can also be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set during a certain period in order to achieve educational goals (Barnawi, 2014).

And according to (Imran, Sopandi, Musthafa, & Riyana, 2021), a teacher is a position or profession that requires special skills in their main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the formal education pathway, primary and secondary education. So it can be said that teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by improving student learning achievement. Therefore, teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties at school and describes an act displayed by a teacher in carrying out learning activities (Supardi, 2014).

In the teaching and learning process, teachers must have good performance in order to achieve the expectations aspired in carrying out education in general, the teaching and learning process in particular. To obtain good performance, teachers must continue to learn in improving education, improving themselves in learning, following educational developments, and understanding technology.

As expressed by (Mulyani, 2012), the success of the teaching and learning process is a synergy of educational components, both curriculum, educational personnel, infrastructure, management systems, and in the form of natural and social environmental factors with students as the subject. Thus, teachers in learning are the main key in realizing learning activities which ultimately have implications for the quality of education (Deke, 2020).

A problem that is often experienced during the learning process is the lack of student learning activity participating in learning. Student activities in learning are important and fundamental issues that should not be missed but must be developed by each teacher in the learning process (Sukanto, 2021). Active learning is characterized by optimal engagement, both intellectual, emotional and physical (Besare & Stefen, 2020). The activeness of students in the learning process will cause high interaction between teachers and students or fellow students themselves. This will result in an active and conducive classroom atmosphere, where each student can involve their abilities as much as possible. As also expressed by (Setia Utami, 2016), activities arising from students will encourage the formation of knowledge and skills that will lead to an improvement in the quality of student learning.

To overcome the problem of poor quality learning, it is hoped that teachers can develop the teaching methods delivered by using more varied and innovative methods to trigger students to be active in the learning process. With the activeness of students in learning, they can develop the students themselves both in knowledge, skills and abilities

so that the quality of learning of the students themselves is improved (Saputra & Wibowo, 2017).

During the learning process, students are required to listen, pay attention and digest the lessons given by the teacher, besides that it is very possible for students to give feedback in the form of questions, ideas, thoughts, feelings, and desires. A safe, comfortable, and conducive learning atmosphere will encourage students to learn as optimally as possible. One of the causes of low learning quality is the learning process that tends to be centered on teachers and students who are more likely to be passive. Students who are passive in learning will make their thinking skills unable to develop, as well as activities that limit and even do not provide space for active students so that in learning students will not have the opportunity to develop their potential (Muspawi, Setiyadi, & Maryanti, 2023).

Several researchers have conducted a lot of research related to how a teacher's performance can improve the quality of his students. In this study, the researcher highlighted several main studies that were used as a reference,. Therefore, in teaching and learning activities, performing teachers such as (Safitri, Iqbal, & Hariawan, 2024) who revealed that a good teacher's performance during the learning process has a positive influence on improving the learning achievement of high students can have a beneficial impact on students. A teacher can create an engaging learning environment by integrating appropriate learning media and approaches. This is also supported by (Nurdin, Purwosusanto, & Djuhartono, 2021) who stated that teachers' performance in carrying out learning and students' perception of the learning environment simultaneously affects the learning outcomes of economics or social science subjects. Learning outcomes can improve if teacher performance is improved, as students have a positive perception that allows them to follow lessons better. The findings also show that the two have a strong relationship with learning outcomes in economics or social science subjects.

It can be interpreted from these two studies to emphasize the importance of teacher performance in the learning process and its impact on student learning achievement. Both show that good teacher performance contributes positively to student learning outcomes. Research by (Safitri et al., 2024) emphasizes that high-performing teachers are able to create an engaging learning environment through the integration of appropriate media and learning approaches, thereby improving student learning achievement. Meanwhile, research by (Nurdin et al., 2021) highlights that teacher performance and student perception of the learning environment are interconnected and simultaneously affect learning outcomes, especially in economics or social science subjects.

The same problem faced by educational institutions at Adevnt Nias Private Vocational School from the results of observations in the last 3 years from 2021-2024 and from the results of interviews from several parents of students, shows that the teacher's performance in managing learning is still low, seen in students who lack interest during learning, including not focusing on the delivery of material provided by teachers, Students choose to do their own activities that are not related to learning activities, when given assignments, students do not directly do the assigned tasks, and the most basic is the decrease in the number of student admissions from year to year because the quality of learning from teacher performance is greatly reduced, this is corroborated by the results of the principal's supervision and reports of parents who re-control their children's learning at home.

Therefore, this study specifically wants to reveal whether teacher performance affects the quality of student learning at Nias Adventist Private Vocational School,

especially in grade XI TKJ. The researcher wanted to find out the performance of teachers applied by educators in an effort to improve the quality of student learning at Nias Advent Private Vocational School, because the researcher who is also the principal of the school who has been leading and following the development of learning in the classroom for several years, based on the results of student evaluations and evaluations have regressed in the quality of their learning, both in terms of student grades and in terms of creativity in teaching teachers.

Based on the presentation for the research object above, the researcher would like to explain a little about the background of the institution to be researched by the researcher, as follows:

Nias Adventist Private Vocational School is one of the private educational institutions located in Nias Regency, North Sumatra, precisely in Hilinaa Tafuo village, Idanogawo District. The school is under the auspices of the Seventh-day Adventist Church Foundation which is based in the United States with the highest structure of the General Conference (GC). In Indonesia, Adventist schools are divided into several regions, from the highest structure area is divided into 2 regional unions, namely the Western Region of Indonesia (UIKB) and the Eastern Region of Indonesia (UIKT) and is further divided into several regional parts. Nias Adventist Private Vocational School is under the Western Region of Indonesia (UIKB) and is under the auspices of the Central Sumatra Region (DSKT). Structurally, Nias Adventist Private Vocational School is processed by the Nias Adventist College Foundation which has three schools including SMK, SMA and SMP. These three school units are under the auspices of the head of the school.

Specifically, Private Vocational Schools have 5 majors, namely Computer and Network Engineering (TKJ), Accounting, OTKP (Office Governance Automation), TSM (Motorcycle Engineering) and Nursing Assistant (ASKEP). Researchers will focus on the Department of Computer and Network Engineering only, because this department has experienced a decline in its field of learning in the past few years.

In principle, as a private school, Nias Advent Private Vocational School certainly hopes to provide better quality education for its students. So the researcher chose the title "Analysis of Teacher Performance in Improving the Learning Quality of Class XI-TKJ Students at Nias Adventist Private Vocational School". This research is interesting to carry out considering the importance of student quality/competence in the world of education.

While numerous studies have examined the impact of teacher performance on student learning outcomes, most focus on generalized educational contexts in urban or mainstream school environments. Limited research has explored how teacher performance influences learning quality in rural vocational schools, particularly in faith-based institutions like Nias Adventist Private Vocational School. Existing literature often lacks a nuanced approach to understanding the specific challenges faced by teachers in managing learning processes in specialized fields such as Computer and Network Engineering (TKJ). This study bridges that gap by analyzing the interconnected factors of planning, implementation, and evaluation within a unique rural vocational school setting, providing insights into how tailored teacher performance interventions can improve learning outcomes.

The urgency of this study stems from the declining quality of learning outcomes among Class XI TKJ students at Nias Adventist Private Vocational School, which poses a risk to the school's reputation and student success. The reported decrease in student

engagement, suboptimal teaching practices, and reduced enrollment numbers underline the immediate need for targeted solutions. Addressing these issues is critical not only for enhancing individual student achievements but also for ensuring the school's sustainability as a provider of quality education in a rural setting. With the rapid advancement of technology and increasing demands for skilled professionals, improving teacher performance in vocational education is essential to meet both local and global workforce needs.

The novelty of this research lies in its comprehensive analysis of teacher performance in improving the quality of learning for Class XI TKJ students at Nias Adventist Private Vocational School, focusing on the intersection of planning, implementation, and evaluation processes within the specific context of a private educational institution. Unlike previous studies that often generalize findings across educational settings, this study emphasizes the unique challenges faced by teachers in a rural, faith-based vocational school, integrating qualitative insights from students, teachers, and school management. By addressing these contextual dynamics, this research provides a fresh perspective on how tailored interventions in teacher performance and school management can significantly impact student learning outcomes, offering actionable strategies for educational improvement in similar environments.

The research aims to evaluate and enhance educational outcomes at Nias Advent Private Vocational School by focusing on three key objectives: analyzing teacher performance, assessing the quality of grade XI TKJ students, and identifying programs to improve teacher effectiveness. The benefits of this study are twofold. Theoretically, it seeks to enrich existing knowledge on educational quality and management, potentially leading to new findings that can serve as references for future researchers. Practically, the research will enhance the authors' research skills and contribute to their academic careers, while providing valuable insights and recommendations for the school to improve management and leadership. Additionally, the findings will offer strategies for developing innovative curricula and teaching methods, serving as a foundational reference for future researchers interested in similar educational topics.

RESEARCH METHOD

This study uses a qualitative research design with a participant observation approach. Participant observations were chosen for their ability to provide a deep understanding of how teacher performance affects the quality of student learning in a real school context and whose focus depends on the general principles on which a phenomenon of human life is based, or also the patterns analyzed from sociocultural indications through the culture of the community in order to obtain a representation of the examples that take place. This research applies a qualitative design, namely research whose focus depends on the general principles that are the basis for the manifestation of a phenomenon of human life, or also patterns that are analyzed from socio-cultural indications through the culture of the community in order to get representation of the examples that take place.

RESULT AND DISCUSSION
Analysis of Research Results

Based on the information that has been obtained by the author through interviews, observations and documentation, the author will explain the data that the author encountered when conducting research on teacher performance in improving the quality

of student learning. Some of the parties who became resource persons in the research were: 5 teachers of expertise subjects, and 20 students.
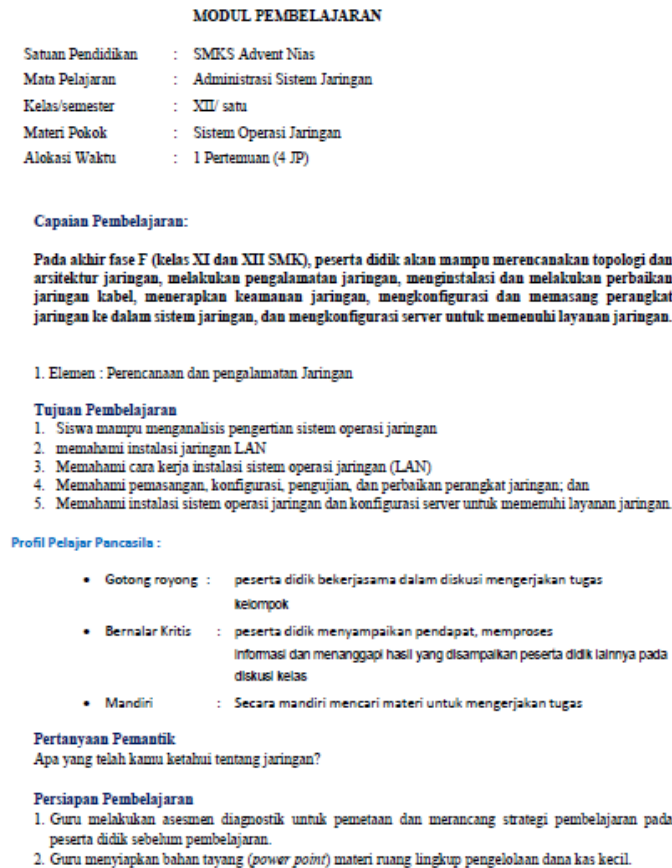
Learning Planning

Learning planning allows teachers to prepare and determine what actions will be taken during the learning process so that the learning process can run effectively because the preparation of learning plans is a necessity that is driven by the need so that the implementation of learning can run in accordance with the learning goals to be achieved.

1) Preparation of Learning Implementation Plans (RPP)

In learning planning, teachers should prepare a Learning Implementation Plan (RPP) so that during the learning process, teachers are not confused during the learning process. As must the school certainly require every teacher to prepare a lesson plan.

The learning planning of Dvent Nias Private Vocational School is outlined through the preparation of lesson plans/teaching modules carried out by teachers. The principal stated, "Lesson planning is definitely done by most teachers. The format for making lesson plans for teachers uses 1-sheet lesson plans as recommended by the government. The Vice President for Curriculum also stated, "Most teachers prepare lesson plans, but there are some who only use the syllabus or journal as a guideline. This is also reinforced by the teacher who stated, "As a teacher, I prepare the lesson plan in a sheet format."

Figure 1 Learning Implementation Plan (RPP)

Based on the figure above, in the learning plan, Nias Advent Private Vocational School teachers prepared lesson plans with a government format that had been learned from the training of the Education Office. At the opening, there is no provision of learning references which include: introduction to the subject, learning objectives, activities carried out by students to achieve learning objectives. After opening the learning, the core activities continued to learn with the composition of observing, reading, contemplating and being independent, but there was an anomaly in this activity there were cooperation activities with parents. In the closing activity, the teacher asked students to resume with the teacher's guidance related to important points in the core activities. And actually there are still many points that should be in the lesson plan, but have not been provided, this indicates the lack of attention of teachers to the preparation of the applicable lesson plan/teaching module. And often basically the RPP is only an administrative formality, where its implementation is not in accordance with the content of the RPP.

Learning Arrangements

The implementation of learning is a process carried out by teachers to encourage active students to meet the needs in realizing their competencies which include attitudes, knowledge and skills.

Mastery of Teaching Materials

In carrying out his duties as a teacher, one of which is by mastering the material before entering the classroom and delivering lessons professionally, this is very important

for teachers to master and is an absolute price that cannot be negotiated anymore. If a teacher is unable to understand the material that will be taught in class, it is a fatal mistake and indirectly shows that the teacher is unable to carry out duties and responsibilities which means that the teacher has low skills so that it can affect student learning outcomes.

In mastering the teaching materials, the Vice President for Curriculum stated, "Most teachers master the teaching materials, there are some teachers who are approximately 5-7 years old at a certain grade level so that in mastering the teaching materials they have mastered enough, and before the teacher delivers the teaching materials to the students have studied first".

This is also reinforced by the teacher who stated, "very mastery, because every year I am already in a certain class. It is only necessary to adjust if there is a change and then understand it again".

Table 1 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	S	TS	STS
Mastery of Teaching Materials		✓		

Based on the table above, the mastery of teaching materials for teachers is good, it can be seen from the findings of the author in the teacher's class that the material is conveying very smoothly. Then if there are questions from students related to teaching materials, teachers can answer those questions.

Use of Media and Learning Resources

Learning media is part of the learning resources and at the same time part of educational technology that needs to be utilized and utilized to support the effectiveness of the learning process. In the implementation of learning, teachers not only master the teaching materials, but teachers in conveying the teaching materials can use other media and learning resources that are not only referred to with one book.

In the use of media and learning resources, the Vice President for Curriculum stated, "Most teachers do this, especially in making lesson plans from the use of media and learning resources that have been adjusted to the material."

This is also reinforced by Master's statement that states, "I use additional media in teaching, such as using wireless materials for network installation"

Table 2 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	S	TS	STS
Use of media and learning resources		✓		

Based on the table above, the use of media and learning resources by teachers is quite good in their use, it can be seen when teachers are carrying out the learning process that not only refers to books but other resources such as learning videos and teaching aids that have been prepared by teachers.

Utilization of Technology to Get Learning Materials

The use of technology is able to serve teaching and learning activities in a more sophisticated manner by providing a variety of learning media. In the implementation of learning, teachers can use technology to get learning materials at school.

In the use of technology to get learning materials, the principal stated, "Teachers in our school have used technology to get learning materials, such as additional materials by browsing, there are also teachers who already have their own learning videos on YouTube then students can learn through it and through other learning videos. This is also strengthened by the teacher's statement which states, "In utilizing technology in addition to looking for additional teaching materials, teachers also use it for the learning process. For example, like infocus, teachers use it so that in learning visually clearly. Then mobile phones, although there are rules that prohibit bringing mobile phones, teachers use them when they need them, such as learning to take grades with google forms.

Table 3 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	**S**	**TS**	**STS**
Utilization of technology to obtain Learning Materials		✓		

Based on the table above, the use of technology to get teachers' learning materials is quite good where there are some teachers who still do not use technology in their learning, it can be seen when teachers are carrying out the learning process using technology to get learning materials.

Use of Learning Methods

The learning method is a systematic and regular process carried out by teachers in delivering material to their students. In the use of the learning method, Nias Advent Private Vocational School Teachers stated, "Using more than one method, such as lectures, questions and answers, PJBL, PBL and Google Form. Make adjustments to the material to do what kind of method."

This is also strengthened by the statement of another teacher who stated, In a variety of learning methods, so that learning is not boring and the material is delivered with mixed methods. Such as having a discussion then interspersed with questions and answers.

Table 4 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	**S**	**TS**	**STS**
Use Learning Methods		✓		

Based on the table above, the use of the teacher's technology learning method is quite good, it can be seen that when the teacher is carrying out the learning process only with lectures and then conducting irregular discussions and no teachers are found using other methods.

Class Discipline Setting

Classroom discipline is an orderly state in a classroom in which teachers and students obey the rules that have been set. With discipline, the students are willing to submit and follow certain rules and stay away from certain prohibitions.

In the class discipline arrangement, the Principal of the Nias Advent Private Vocational School stated, "Outside of school discipline, every teacher applies several

classroom rules. So there is school discipline and there is class discipline whose goal is to discipline students in teaching."

This is also strengthened by the teacher's statement which states, "In the classroom there are definitely class rules, so I as a teacher emphasized to students to obey the class rules so that learning remains conducive."

Table 5 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	**S**	**TS**	**STS**
Class Discipline			✓	

Based on the table above in the classroom discipline arrangement is quite good, it is marked by the existence of several teachers who do not carry out discipline in their respective classes, It can be seen that during learning in the classroom teachers and students have made class rules that have been agreed upon even though for some teachers they have not been implemented, because they submit to the school about discipline at school, but basically the students are orderly according to the rules that have been agreed.

Assessing/Evaluating Learning

Evaluation is the process of finding information about students' abilities, then assessment is decision-making or the final assessment of students' abilities. In this case, the teacher plays the role of an evaluator. A good evaluator must be able to assess the learning outcomes that have been implemented. The assessment is carried out so that teachers can find out the success of achieving the objectives, the students' mastery of the subject matter, and the determination of the teaching method used. It is also used as feedback for teachers to improve the teaching and learning process and improve student learning achievement.

Conduct Process Assessment

Process assessment is an assessment based on the results of observation of the assessment of student activities as they occur. Assessments are carried out on student performance, behavior, or interaction. Process assessment is used to assess students' abilities through assignments.

In assessing the process, the Vice President for Curriculum stated, "In the RPP has been determined for assessment, each teacher conducts an assessment either directly or indirectly during the learning process.

This is also reinforced by the statement from the teacher who states, "Do visual assessment and assessment with questions that I made myself or from books."

Table 6 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	**S**	**TS**	**STS**
Conduct Process Assessment		✓		

Based on the table above, in which teachers conduct good process assessments, it can be seen that teachers conduct process assessments such as giving questions,

memorizing and students' activeness in learning which will later be assessed directly by the teacher.

Conducting Results Assessment

Learning outcome assessment is an activity carried out by teachers on an ongoing basis to monitor the learning process, progress and improvement of student learning outcomes.

In assessing the results of the Vice President for Curriculum stated, "Teachers have daily assessments, daily reassessment assessments, there are also homework. Later these grades will be combined for semester grades or report cards."

This is also strengthened by the teacher's statement which states, "Definitely carry out a result assessment, the third quarter of the semester must be carried out to assess the results for filling out the report card. I take these values from daily scores, PTS and PAS. A combination of daily values, PTS, PAS and discipline."

Table 7 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	S	TS	STS
Conducting Results Assessment		✓		

Based on the table above in conducting a good assessment of results, it can be seen from the author's findings that almost all teachers conduct results assessment with Year-End Sorting (PAT).

Using the Results of Assessment/Evaluation to Determine Remedial and Enrichment Activities

The remedial and enrichment program is an activity carried out by teachers after analyzing the daily assessment or assessment of student results.

In using the results of assessment and evaluation to determine remedial and enrichment activities, the Vice President for Curriculum stated, "Taking from the results of each test, when there are students with low scores it will be remedial, there are students with high scores who are given enrichment. The goal is for students to improve even more in learning."

This is also strengthened by a statement from the teacher who stated, "The assessment of the results is a benchmark in determining remedial and enrichment, if the students do not have enough grades to be remedial and sufficient grades are enrichment."

Table 8 Results of Teacher Performance Observation

Aspects observed	Observation Results			
	SS	S	TS	STS
Using the results of the assessment/evaluation to determine Activities		✓		

Based on the table above, using the results of assessment and evaluation of learning for remedial and enrichment activities is quite good

Quality of Student Learning

The quality of student learning refers to the extent to which students are able to understand, apply, and internalize the knowledge and skills taught in school. Some of the factors that affect the quality of learning include a conducive and positive learning environment, where good relationships between students and teachers and between students are very important. The teaching methods used by teachers, such as interactive and collaborative approaches, also play a big role in improving student understanding. In addition, student discipline in following rules and regulations, including on-time attendance and active participation, is a key factor. Students' motivation and interest in learning, which can be influenced by support from families, as well as the availability of educational resources such as books and technology, also contribute to the quality of learning. Students' social skills in interacting and collaborating with peers, as well as an effective evaluation process and constructive feedback from teachers, further strengthen their learning experience. By paying attention to all of these factors, the quality of students' learning can be improved, which in turn has a positive impact on their academic outcomes and personal development.

Improving the Quality of Student Learning through *Visual Activities*

Teachers do not only learn verbally in delivering material so that students only listen to what the teacher says, but in learning students can also see it. Some things that teachers can do in learning to improve student learning activities visually are as follows:

a. Instructing Students to Read Books

By reading books, students do not only listen to what the teacher says, so that students are less independent in learning. Thus, learning activities are not only fixated on students listening to the teacher's material, but also allowing students to gain knowledge from reading books. So ordering students to read books which then students read books can increase student learning activities.

In ordering the reading of the book, the teacher stated, "Of course instruct students to read textbooks or other books used for learning".

In reading the book, the student stated, "I read the book".

Table 9 Observation Results of Improving Student Learning Activities in Visual Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Using the results of the assessment/evaluation to determine Activities	Instruct students to read books		✓		
Visual Activities	Reading books			✓	

Based on the table above, the teacher ordered students to read books was carried out very well, but students in reading books were quite good because there were still students who did not read books.

b. Show Image Illustration

In learning, teachers can display illustrations related to the material presented so that students can easily understand learning. By showing picture illustrations in learning, it can trigger student activity and make it easier for students to understand the material. So showing illustrations of pictures during learning can increase student learning activities.

In showing the illustration of the picture the teacher stated, "Show the illustration of the picture in the textbook and the picture that has been prepared based on the material."

In paying attention to the illustration of the picture The student stated, "I paid attention to the picture"

Table 10 Observation Results of Improving Student Learning Activities through Visual Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Improving Student Learning Activities Visually	Show image illustration		✓		
Visual Activities	Paying attention to the image on book			✓	

Based on the table above, the teacher shows that the illustration of the picture is done quite well, but the students in paying attention to the picture are quite good because there are still students who do not pay attention.

a) **Conducting demonstrations in learning**

In learning, there is a demonstration of a situation or event either directly or through the use of media that is relevant to the subject or material presented. By the teacher conducting demonstrations in learning very well, it can make it easier for students to understand a situation or event demonstrated by the teacher. So conducting demonstrations in learning can increase student learning activities.

In conducting demonstrations in learning, the teacher stated, "Doing in some learning".

In paying attention to the teacher's demonstration, the Student stated, "I paid attention to the learning demonstration".

Table 11 Observation Results of Improving Student Learning Activities through Visual Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Improving Student Learning Activities Visually	Demonstrating in learning		✓		
Visual Activities	Paying attention to demonstrations teacher			✓	

Based on the table above related to teachers conducting demonstrations in learning human organ material is quite good, students focus on paying attention to the teacher's demonstration well.

b) **Practice the experiment to be learned**

Practical learning aims to develop students' abilities with skills possessed in a real activity. By practicing the experiments that will be learned, it can make it easier for

students to understand to conduct experiments in developing their abilities that students have. So practicing the experiments that will be learned in learning can improve the quality of student learning. In practicing the experiment that will be studied, the teacher stated, "Of course, give an experiment to the material to be studied.".

In paying attention to the teacher's experiment, the student stated, "paying attention to the teacher's experiment".

Table 12 Observation Results of Improving Student Learning Activities through Visual Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Improving Student Learning Activities Visually	Practice the experiment to be learned		✓		
Visual Activities	Watch Teacher Experiment		✓		

Based on the table above, the teacher practices the experiment that will be studied fairly well, the teacher practices muscle strength material which then the student pays attention to without chatting.

Improving the Quality of Student Learning through *Oral Activities*

In classroom learning, not only teachers play a role in conveying teaching materials or expressing opinions, but students can also express opinions, ask questions and even give suggestions in learning. Some things that teachers can do in learning to improve student learning activities orally are as follows:

c) Providing Opportunities to Ask Questions

Providing opportunities to ask questions to students aims to enable students to ask questions related to material or other things that are poorly understood. By providing the opportunity to ask questions, students can find out the shortcomings of students in understanding the material and students can state a fact that they do not understand or even provoke development related to learning discussions. So providing opportunities to ask questions in learning can increase students' learning activities orally .

In providing opportunities to ask questions, the teacher stated, "Always give students the opportunity to ask questions".

Regarding asking questions in learning, students stated, "Don't ask often, if you ask only when doing assignments".

Table 13 Observation Results of Improving Student Learning Activities through Oral Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Improving Student Learning Activities Orally	Providing opportunities to ask questions	✓			
Oral Activities	Ask in Learning	✓			

Based on the table above, the teacher gave the opportunity to ask questions which was very good, the teacher gave the opportunity to ask questions which then there were students asking but not many students asked.

Provides opportunities for advice in learning

Providing opportunities for suggestions in learning to students aims to enable students to play a role in the learning process, where if the teacher makes an error in delivering material or determining something in learning. By providing opportunities for suggestions in learning, teachers will make students participate in learning. So providing opportunities for suggestions in learning can improve students' learning activities orally.

In providing opportunities for suggestions in learning, the teacher stated, "Always give students the opportunity to give advice in learning".

Regarding giving advice in learning, students stated, "I do not give advice in learning".

Table 14 Observation Results of Improving Student Learning Activities Oral Activities

Dimension	Aspects observed	Observation Results			
		SS	S	TS	STS
Increasing Learning Activities Oral Students	Provides opportunities for advice in Learning	✓			
Oral Activities	Giving advice in Learning	✓			

Based on the table above, teachers provide opportunities for suggestions in learning is considered very good, but there is still a lack of enthusiasm among students to give suggestions so that no students give suggestions in learning.

CONCLUSION

The research concludes that discipline is crucial for fostering an effective and high-quality learning environment. Informants Mr. Fikirman Zai and Ms. Yurnida Ndruru highlighted that discipline extends beyond mere rule adherence; it is integral to personal development and educational quality. Mr. Zai pointed out that maintaining discipline in attendance helps prevent negative impacts on students and upholds integrity within the educational ecosystem, while Ms. Yurnida emphasized the importance of mutual respect and cooperation among students to strengthen character and social values. The study also found that students' understanding of material is significantly influenced by their reading habits and teacher guidance. For instance, Rahel Ndruru demonstrated proactive reading and comprehension, whereas Petrus Juniman Halawa struggled despite occasional reading, underscoring the need for tailored support. Additionally, diverse teaching methods, such as re-explanation and group discussions, enhance student understanding by catering to different learning styles. Overall, effective education hinges on discipline in attendance, collaborative classroom culture, and targeted guidance to help students realize their full potential.

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