Improving the Quality of Learning for Students, Governance and Office Automation at SMKN 3 Jeneponto Regency

Manan Sailan[1], Sitti Hardiyanti Arhas[2*], Muhammad Nurul Hakim Hasan[2], Muh. Darwis[4]
[1,2,3,4] Universitas Negeri Makassar
E-mail: hardiyantiarhas@unm.ac.id

ABSTRACT

Education is a learning process involving teaching staff and students which aims to produce quality and competitive students. This research aims to improve the learning system which still uses old patterns in order to improve the quality of learning for students with management and office automation. Education in Indonesia cannot yet compete in the world because the Indonesian education system and quality has not produced many intellectual generations. Therefore, to create good and quality education, teaching staff must be able to provide quality learning to students at school. In the world of education, the role of teachers is very important. This research is qualitative in nature, therefore, to achieve the research objectives, data collection techniques were used, namely interviews, observation and documentation. The results of the research show that improving the quality of learning for students as educators' learning behavior provides a sense of comfort and teachers become role models for students at school. Student behavior or activities enable students to develop their talents and make them confident. The latest thing from this research is that teachers have implemented innovative and creative learning that is different from previous learning and the school has also made new breakthroughs to improve the quality of learning in schools by adding supporting tools to the learning process.

Keywords: Education, quality of learning, teachers;

INTRODUCTION

Education is the main factor that determines knowledge and mastery of skills. Determining students' mastery of basic skills depends on certain indicators. These indicators include the use of written and oral tests, performance observations, attitude measurements, and evaluation of work results through assignments, projects, or products (Balkis & Niswaty, 2019; Kamrida & Nasrullah, 2016; Krismiyati, 2017a). Additionally, the use of portfolios and self-assessments are also important components in this process.

Education in Indonesia cannot yet compete in the world because the Indonesian education system and quality has not produced many intellectual generations. Therefore, to create good and quality education, teaching staff must be able to provide quality learning to students at school. In the world of education, the role of teachers is very important. As an educator, teachers are responsible for preparing the next generation to face the challenges of an ever-growing world (Amirullah & Darwis, 2015; Fransiska, 2016). As time goes by, teachers are also responsible for improving the quality of education. As a profession, teaching requires ongoing reform and adaptation, including the acquisition of knowledge, the ability to impart that knowledge effectively, and the development of a range of skills that align with current educational reforms and teachers' personal traits. Therefore, the existence of education cannot be separated from the role of the teacher (Saleh & Arhas, 2019; Zakiah et al., 2021).

Being a teacher requires overall adaptability. This includes adapting knowledge, educational and learning abilities, and various other skills to suit the reforms and changes

developing around the profession, as well as the personality of the teacher himself. The efficacy of the learning process depends on the teacher's ability to manage the class effectively. The quality of learning itself can be interpreted as the level of understanding and results achieved by students after carrying out learning activities (Idzhar, 2016; Niswaty, 2016; Rakib et al., 2017).

(Pane & Darwis, 2017) states that the concept of learning is related to conscious and deliberate actions carried out by an individual. These actions involve active engagement of mental abilities, which facilitates developmental change. Therefore, a learning activity can be said to be effective if there is high physical and mental activity on the part of the students. On the other hand, if students' physical and mental activity is low, even though they are involved in a learning activity, this shows a lack of comprehension and understanding of the learning process.

To create good learning, it is deemed necessary for teaching staff to be able to make improvements to learning in order to produce optimal learning outcomes. In the current era of globalization, education has benefited a lot in improving the quality of education, especially in the 4.0 era, teaching staff can make the quality of learning good and of high quality. For example, the use of technology in the teaching and learning process in the classroom. Therefore, to create good quality education, it is necessary to have teaching staff to improve the quality of learning in the classroom so that students have good intelligence and are able to compete with countries in the world.

The problem found in the field is that there are students who pay less attention to the learning process, where a teacher in carrying out the teaching and learning process only uses a learning model using the lecture method, where the teacher only conveys material orally to students and only gives assignments without any explanation first. This research refers to the opinion according to(Maryono, 2020)regarding the quality of learning, namely, Educator (teacher) Learning behavior, Student Behavior or Activities, Learning Climate and Learning Materials. To achieve the research objective, namely Improving the Quality of Learning for Students, Governance and Office Automation at SMKN 3 Jeneponto Regency.

METHODS

This research uses qualitative research methods using descriptive analysis techniques . Through descriptive qualitative research, the researcher intends to describe events or phenomena according to facts that occur in the field, as well as behavior that has been observed related to Improving the Quality of Learning for Students Automation of Governance using Learning Quality indicators according to Maryono (2020) namely, (1) Educator (Teacher) Learning Behavior, (2) Student Behavior or Activities, (3) Learning Climate, (4) Learning Materials. To support this research process, real data is needed from the research object. Based on this, researchers divide research data into two types, namely, primary data and secondary data.

Data collection requires strategic and systematic steps to obtain valid data that is in accordance with the facts that occur in the field. The data collection techniques in research are: observation, interviews, documentation. The data analysis technique used in this research is theory of Miles, et al (2014).

RESULTS AND DISCUSSION

To get an idea of improving the quality of learning for students in governance and office automation at SMKN 3 Jeneponto Regency, the researcher processed and presented the data obtained during the research using observation, interview and documentation techniques which

were presented in descriptive form by adjusting The main theory used is the theory put forward by (Maryono, 2020) regarding improving the quality of learning which is divided into four indicators, namely educator learning behavior, student behavior or activities, learning climate, and learning materials. The description of the results of data analysis obtained during the research is as follows.

Educator (Teacher) Learning Behavior

Educator learning behavior is that teachers provide fair, polite and humble treatment to students at school. In the learning process, teachers implement democratic behavior, like to work together and are polite to students so that they become role models and examples and the learning process can run orderly and well. Educator learning behavior is one indicator of improvement

Based on the results of observations and interviews, the researcher can conclude that the learning behavior of educators provides an increase in the quality of learning at SMKN 3 Jeneponto regency because the learning process in class makes students feel comfortable due to the teacher's professional attitude. Teachers have good behavior, good manners, friendly and democratic behavior in class and at school. Apart from that, the students' parents responded well to the teachers. So it can be concluded that improving the quality of learning for students with management and office automation can improve and become role models in terms of educators' learning behavior.

Student Behavior or Activities

With behavior or activities, students can develop their talents at school to achieve achievements other than in a student's class. Choose extracurriculars that suit your student's passion or talent. Extracurriculars really support students to increase their self-confidence apart from learning in class, in fact the existence of extracurriculars improves the quality of learning for students to be good and produces students who excel and achieve besides academic achievement.

Based on the results of observations and interviews, researchers can conclude that OTKP students can improve the quality of learning because students can develop their talents by having achievements. Students carry out activities at school by taking part in extracurricular activities and doing practical assignments that develop students' talents. So student behavior or activities play a very important role in improving the quality of learning.

Learning Climate

The learning climate is the creation of a conducive and comfortable learning atmosphere and the supporting facilities used in the classroom and at school. In order to create these conditions, the facilities in schools are very suitable for use in the classroom learning process. So, during the learning process, the facilities provided make students feel safe and comfortable while in class. The learning climate also avoids poor and unconducive learning processes which result in students feeling uncomfortable during the learning process.

So from the results of observations and interviews by researchers, it was concluded that the learning climate had a positive and good impact, this was indicated by the learning climate at school being able to provide a conducive and comfortable learning atmosphere, where without a learning climate the atmosphere in the learning process made students bored and uncomfortable. conducive.

The learning climate also supports existing facilities in the classroom so that improving the quality of learning for students runs well. Regarding the learning climate, it is very relevant to improving the quality of learning for OTKP students, because the learning climate makes learning smooth and comfortable. Facilities in the classroom and at school help in the learning process because it is a necessity for teachers and students in terms of facilities, without good and appropriate facilities the learning process becomes an obstacle to improving the quality of learning.

Learning Materials

Learning materials refer to a collection of resources designed to assist teachers and instructors in their teaching and learning efforts. These resources are arranged systematically to meet predetermined competency standards.

Learning materials consist of tools, information and texts needed for planning and evaluating learning implementation. These materials are also used to assist teaching and learning activities in the classroom, and are arranged systematically to provide a comprehensive picture of the competencies that students will acquire during the learning process. It is important for teachers to be able to adapt the material provided to suit the competencies and abilities of their students, so that they can participate actively in learning activities as much as possible.

After analyzing observations and interviews with researchers, it can be concluded that learning materials have a positive impact on the quality of education. This is due to the efficacy of the material used by teachers which increases students' understanding of the concepts presented and the use of innovative learning media. Apart from that, students are more involved and active during the learning process, making it easier for them to master the material.

For example, the teacher creates a group of students and discusses with the group that has been created, after that the teacher listens to the results of the discussion of each group and after the teacher has listened to the results of the discussion of each group the teacher provides or explains the essence of the material, from this it can be concluded that the learning material in governance and office automation students are particularly relevant.

Discussion

Based on the results of research conducted by researchers regarding improving the quality of learning for students in governance and office automation at SMKN 3 Jeneponto Regency, quality of learning is the process of improving the quality of learning for students so that they become effective and creative, as well as producing students who excel and have better education. . This is very good in the process of improving the quality of learning so that students have intelligent abilities.

In the world of education, the quality of learning is a crucial aspect that needs great attention (Krismiyati, 2017b; Niswaty, 2016; Saleh, 2016). Improving the quality of learning is a top priority for the world of education because of its significant impact on the development of Indonesian education. The quality of education that fluctuates between high and low shows the need for consistent improvement.

The concept of quality can be defined as the extent to which something is appropriate or suitable for its intended use. (Samsinar, 2019) emphasizes that the focus of this approach is centered on meeting the needs of end users. This requires an understanding that achieving quality is a continuous process that requires continuous improvement. In the educational context, the

quality of learning is crucial because it is a catalyst for increasing the knowledge of educators. This, in turn, allows them to provide students with the necessary learning resources that align with their unique learning characteristics and facilitate the achievement of set goals.

The measure of educational value is based on how effectively learning activities have been implemented and the positive results produced. Educators are the main agents in managing the learning process, therefore they are responsible for ensuring the quality of education. The quality of education is determined by the skills of educators, because they are the ones who carry out their duties responsibly and appropriately. Educators who are proficient and competent are classified as qualified, guaranteeing high educational standards.

From the definition previously explained, the quality of learning improves the quality of learning delivered by teachers to students in class. The quality of learning plays an important role in improving the quality of student learning.

To measure how the quality of learning improves for students in governance and office automation at SMKN 3 Jeneponto Regency, Maryono (2020) proposed 4 specific indicators. These indicators, including educators' learning behavior, student behavior and activities, overall learning climate, and materials used for teaching, are utilized by researchers. how to improve the quality of learning for students in governance and office automation at SMKN 3 Jeneponto Regency.

Educator (Teacher) Learning Behavior

Educator's learning behavior is one indicator of improving the quality of learning for students, which really needs to be paid attention to. The behavior of educators in learning, especially teachers, has a direct impact on the transformation of the attitudes and actions of their students (Cheng et al., 2020; Elliott, 2015; Ugurlu et al., 2015). A teacher's positive personality becomes an inspiration for students to follow and imitate. Being a teacher means modeling good behavior and setting an example of how to do the right thing so students can learn.

Based on the definition above, it can be seen that the learning behavior shown by educators is an important element that teachers must have. The behavior of educators during the learning process itself can have a significant impact on the quality of education for their students. Therefore, it is very important for teachers to always demonstrate positive actions, especially in front of their students, to build their credibility and facilitate effective learning in the context of educational progress.

Teachers, despite careful planning, may inadvertently make mistakes while carrying out their responsibilities and duties. It is inevitable for teachers, like other humans, to make mistakes, both in their behavior and in fulfilling their main task of teaching. This highlights the fact that improving the quality of education for students can have a positive impact on educators' teaching practices.

Student Behavior or Activities

Extracurricular activities are a place for students to explore their interests, talents, hobbies, personality and creativity. These activities are designed systematically to identify and develop students' talents, as well as build their character through various experiences (Aldridge & McQuagge, 2021; Jamaluddin et al., 2021; Roberts et al., 2018). These activities provide opportunities for students to demonstrate their potential and encourage growth in various fields.

The implementation of mandatory extracurricular activities for all students is expected to provide a platform for students' various talents and interests, so that they can grow and strengthen their abilities to achieve achievements and form character. These activities not only function as a training ground, but also as a means of social and self-discovery, so that students can explore their potential and develop their character.

Extracurricular activities are held after regular school hours. This gives students the freedom to choose activities that suit their individual talents and interests, and gives them more free time. Because the time and place of the activity are adjusted, it does not interfere with the mandatory subject schedule. Goals are a crucial aspect in every extracurricular activity.

If an activity is carried out without a clear goal, then the activity will be in vain. In contrast, certain extracurricular activities have specific goals, because they are regulated by legally binding regulations that mandate their implementation and management. In this way, the goals of these extracurricular activities can be realized through innovative approaches resulting in better results. (Arifudin, 2022) emphasized that schools play an important role in improving the quality of human resources in accordance with educational goals. Educational institutions carry out management functions which include planning, implementation and assessment to achieve these goals. As a school manager, the principal bears responsibility for ensuring that high-quality curricular and extracurricular programs and character education are implemented. The quality of school management can be measured by the existence of measurable programs and activities that are in line with the interests of producing quality graduates. Good management practices in schools have a positive impact on character education, namely helping to increase student discipline and responsibility.

From the results of research conducted at SMKN 3 Jeneponto Regency, student behavior or activities can improve the quality of learning for students. This is because student behavior or activities can develop students' talents. This proves that the quality of learning among students increases with talent development.

Learning Climate

To create an environment conducive to learning, teachers must utilize effective classroom management techniques. This includes organizing the classroom in a way that promotes positivity and productivity. These techniques go beyond simply reacting to negative behavior, but also involve proactively preventing any disruption and creating a supportive atmosphere. creating a conducive learning climate is very important to motivate students and foster enthusiasm for learning (Banzon-Librojo et al., 2017; Finsterwald et al., 2013; Nasrullah et al., 2018). This environment should be supported by comfortable and complete facilities, including study rooms, study equipment and seating arrangements. Apart from that, it is also important to hold a warm-up period before delving into the material, as well as fostering harmonious relationships between educators, students and other parties.

Achieving educational goals which aim to create individuals who have superior knowledge and personal development does not only depend on the education system itself but also on the family and community environment. The combination of these three elements is commonly referred to as the core of education. Education cannot stand alone; On the contrary, there is a reciprocal influence between the educational environment and the environment around the individual.

From the results of research at SMKN 3 Jeneponto Regency, the learning climate can be said to be a supporting factor in efforts to improve the quality of learning for students. The learning climate implemented by the school provides a sense of comfort and is conducive to the learning process in the classroom. This shows that improving the quality of learning for students can support improving the quality of learning in terms of the learning climate.

Learning Materials

The essence of learning is centered on guiding students towards achieving the expected learning goals through the learning process. It is important to consider each child's individual circumstances as they are the primary beneficiaries of the learning experience. Each student has characteristics that differentiate them from each other. Therefore, learning must take into account these individual differences in order to effectively change children's conditions from ignorance to knowledge, confusion to understanding, and bad behavior to correct behavior.

The situation of children in this situation has not received adequate attention from educators. This lack of attention can be seen from the tendency of some teachers and educators to only focus on the class as a whole, not on individuals or certain groups of children, resulting in a lack of attention to differences between children. According to (Mulyono & Wekke Ismail, 2018) in his book states that learning strategies aim to help individuals acquire knowledge and skills either by engineering the environment to facilitate learning or providing direct guidance. The application of learning strategies results in the creation of a structured learning plan that combines all available resources to achieve learning goals productively and efficiently. The use of this strategy is very useful in improving the quality of learning in schools.

From the opinion above, it can be concluded that learning materials can provide material that is efficient and easy for students to understand in an effort to improve the quality of learning for students. Learning material has an important role in improving the quality of learning for students so that students who receive the learning material are able to understand it well.

From the results of this research, learning materials are very relevant for improving the quality of learning for students. This is indicated by the need to improve the quality of learning for students as a reference for assessment and also provide good learning material for students so they can understand the material provided. This is also very in line with the curriculum objectives for students in providing learning materials.

CONCLUSION

Based on the problem formulation, research results and discussions that have been described regarding Improving the Quality of learning for management and office automation students at SMKN 3 Jeneponto Regency, it is concluded that efforts to improve the quality of learning for management and office automation students produce good and creative learning that felt by students, students can make a contribution by taking part in competitions held at regional level. This is because students develop their talents in extracurricular activities at school. The facilities used make the learning process smooth and conducive to the learning process in class. Teacher behavior is a role model for students at school and at home.

Improving the quality of learning for students means that teachers are able to provide quality and creative learning so that Indonesia's educational goals become better and also produce students who are able to compete nationally and internationally. This is also in accordance with

the education ministry's policy of presenting a curriculum that is able to change and improve the quality of learning in schools.

There is also an inhibiting factor in efforts to improve the quality of learning for students, namely that the teacher's teaching schedule is sometimes not in accordance with what was agreed upon. The supporting factors in efforts to improve the quality of learning for students are that teachers carry out it professionally and responsibly with the mandate given, the facilities provided really support the learning process.

REFERENCES

Aldridge, M. D., & McQuagge, E. (2021). "Finding My Own Way": The lived experience of undergraduate nursing students learning psychomotor skills during COVID-19. *Teaching and Learning in Nursing*. https://doi.org/https://doi.org/10.1016/j.teln.2021.07.002

Amirullah, A. H., & Darwis, M. (2015). Kompetensi Kepribadian Guru dalam Meningkatkan Prestasi Belajar Siswa Kelas XII Smk Negeri 2 Pinrang. *Jurnal Office*, *1*(2), 148–152.

Arifudin. (2022). Optimalisasi Kegiatan Ekstrakurikuler dalam Membina Karakter Peserta Didik. *Jurnal Ilmiah Ilmu Pendidikan*, *5*(3).

Balkis, S., & Niswaty, R. (2019). Kebijakan Program Pendidikan Profesi Guru terintegrasi pada Program Studi Pendidikan Administrasi Perkantoran. *Seminar Nasional LP2M UNM*.

Banzon-Librojo, L. A., Garabiles, M. R., & Alampay, L. P. (2017). Relations between harsh discipline from teachers, perceived teacher support, and bullying victimization among high school students. *Journal of Adolescence*, *57*, 18–22. https://doi.org/https://doi.org/10.1016/j.adolescence.2017.03.001

Cheng, L., Antonenko, P. D., Ritzhaupt, A. D., Dawson, K., Miller, D., MacFadden, B. J., Grant, C., Sheppard, T. D., & Ziegler, M. (2020). Exploring the influence of teachers' beliefs and 3D printing integrated STEM instruction on students' STEM motivation. *Computers & Education*, *158*, 103983. https://doi.org/https://doi.org/10.1016/j.compedu.2020.103983

Elliott, K. (2015). Teacher performance appraisal: More about performance or development? *Australian Journal of Teacher Education (Online)*, *40*(9), 102–116.

Finsterwald, M., Wagner, P., Schober, B., Lüftenegger, M., & Spiel, C. (2013). Fostering lifelong learning–Evaluation of a teacher education program for professional teachers. *Teaching and Teacher Education*, *29*, 144–155.

Fransiska, C. (2016). Pengaruh kompetensi profesional guru terhadap kualitas proses pembelajaran pada paket keahlian administrasi perkantoran di SMK negeri 1 bungoro kabupaten pangkep. *Jurnal Office*, *2*(2), 163–172.

Idzhar, A. (2016). Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Office*, *2*(2), 221–228.

Jamaluddin, J., Syam, S., Saleh, S., & Nasrullah, N. (2021). The Influence of Extracurricular Activities on Character Building of Students of SMPN 22 Makassar. *Jurnal Office*, *7*(1), 1–10.

Kamrida, A., & Nasrullah, M. (2016). Pengaruh Pendidikan Dan Pelatihan Terhadap Kinerja Pegawai Pada Kantor Lembaga Penjaminan Mutu Pendidikan Provinsi Sulawesi Selatan. *Jurnal Office*, *2*(2), 149–154.

Krismiyati, K. (2017a). Pengembangan Sumber Daya Manusia dalam Meningkatkan Kualitas Pendidikan di SD Negeri Inpres Angkasa Biak. *Jurnal Office*, *3*(1), 43–50.

Krismiyati, K. (2017b). Pengembangan Sumber Daya Manusia dalam Meningkatkan Kualitas Pendidikan di SD Negeri Inpres Angkasa Biak. *Jurnal Office*, *3*(1), 43–50.

Maryono. (2020). *Penjaminan Mutu Pembelajaran di Satuan Pendidikan Melalui Terapan Teknologi Pendidikan*. LPMP Jawa Timur. https://lpmpjatim.kemdikbud.go.id/.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Method Sourcebook*. Routledge.

Mulyono, H., & Wekke Ismail, S. (2018). *Strategi Pembelajaran Di Abad Digital*. Cv. Adi Karya Mandiri.

Nasrullah, M., Ilmawati, I., Saleh, S., Niswaty, R., & Salam, R. (2018). Interest in becoming a teacher in students of the Office Administration Education Study Program, Faculty of Social Sciences, Makassar State University. *Jurnal Ad'ministrare*, *5*(1), 1–6.

Niswaty, R. (2016). Revitalisasi Sertifikasi Guru: Sebuah Upaya Pencapaian Kualitas Pendidikan. *HISPISI*, *1*, 263–273.

Pane, A., & Darwis, D. M. (2017). Belajar Dan Pembelajaran. *Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2).

Rakib, M., Rombe, A., & Yunus, M. (2017). Pengaruh Pelatihan Dan Pengalaman Mengajar Terhadap Profesionalitas Guru (Studi pada Guru IPS Terpadu yang Memiliki Latar Belakang Pendidikan dalam Bidang Pendidikan Ekonomi). *Jurnal Ad'ministrare*, *3*(2), 137–148.

Roberts, T., Jackson, C., Mohr-Schroeder, M. J., Bush, S. B., Maiorca, C., Cavalcanti, M., Craig Schroeder, D., Delaney, A., Putnam, L., & Cremeans, C. (2018). Students' perceptions of STEM learning after participating in a summer informal learning experience. *International Journal of STEM Education*, *5*(1). https://doi.org/10.1186/s40594-018-0133-4

Saleh, S. (2016). Peran lembaga pendidikan dalam membentuk karakter bangsa. *Prosiding Seminar Nasional Himpunan Sarjana Ilmu-Ilmu Sosial*, *2*, 101–112.

Saleh, S., & Arhas, S. (2019). The Effect of School Head Academic Supervision on Pedagogic Capability of Basic School Teachers in Manggala District Kota Makassar. *International Conference on Social Science 2019 (ICSS 2019)*.

Samsinar. (2019). Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran. *Didaktika Jurnal Kependidikan*, *13*(2).

Ugurlu, C. T., Beycioglu, K., Kondakcı, Y., Sincar, M., Yıldırım, M. C., Ozer, N., & Oncel, A. (2015). The Views of Teachers Towards Perception of Discipline in Schools. *Procedia - Social and Behavioral Sciences*, *197*, 120–125. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.07.067

Zakiah, L., MS, Z., & Edwita, E. (2021). Inductive Training Model in Improving Teacher Competence through Teacher Working Groups. *Jurnal Ad'ministrare*, *8*(2), 483–490.