

The Principal's Strategy in Improving the Quality of Education

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Abstract

This study aims to investigate the strategy for the leadership of the school principal in improving the quality of teachers at SD Negeri Bumi Arum. This study belongs to qualitative. The results showed that the strategy for the leadership of the school principal in improving the quality of teachers was well implemented, by direct coaching, monthly meetings, teacher working group, provide motivation, give awards to teachers, and further study.

Keywords: Principal, Strategy, Quality of Teachers.

A. Introduction

The condition of the swift currents of culture in the recent era of globalization is enough to cause concern for Muslims in Indonesia. Materialist, hedonic, secularistic and similar cultures are growing in Indonesian society today. This concern grew when symptoms of a moral decline started to spread which were not only experienced by students, but also infected people who were considered 'smart' in various fields of life, for example in the fields of culture, economics, politics, and even religion. Then the acts of abuse, fraud, oppression, corruption, bribery and others were born which cover up honesty, justice, truth, help and compassion (Nata, 2003).

This problem then raises accusations that education is so ineffective, even though education is the main means for a country to improve its human resources in keeping abreast of world developments. Therefore, education deserves major attention in improving human quality. If not, a nation will be left behind by other nations in the world. Even more so in the world arena that uses sophisticated technology and is completely borderless. Efforts to improve the quality of education require a long time with a series of regular and systematic processes. The quality of education needs to be adapted to the times, for example educational autonomy, community needs, and must be in accordance with the spirit of regional autonomy in managing resources in the future.

The rapid development of the times has brought changes in the human mind, including a paradigm shift in improving the quality of education. In accordance with the direction of the Director General of Elementary and Basic Education, important paradigms in efforts to improve the quality of education are: (1) learning activities will shift from schooling to learning, from teaching to learning; (2) from pupil or student to learner; (3) the learning process can occur in schools, homes or offices to form the learning society. 2 UNESCO further provides four pillars of basic principles towards a new paradigm, namely: (1) learning to know; (2) learning to do; (3) learning to live together; and (4) learning to be (Kisupriyoko, 2007).

It is clear that education must be continuously improved, especially for educational institutions which have a big and heavy duty and responsibility in preparing quality students. One important element that is very strong related to education is the leadership of the school principal. The principal is an educational leader who has a very large role in developing the quality of the school. Therefore, he must believe that members of his school require high quality standards, expectations and performance. In addition, he must believe that the school's vision must emphasize high learning standards. The achievement of educational goals is highly dependent on the skills and wisdom of the principal as one of the educational leaders. This is because the principal is a professional official in the school organization who is in charge of managing all organizational resources and working with teachers in educating students to achieve educational goals (Mulyasa, 2007).

Besides that, becoming a professional school principal needs to start with a professional appointment, even need to be elected within a certain period of time and after that a new election is held and the old school principal returns to become a teacher. This will create a democratic climate in schools, which will encourage the creation of a conducive climate for the creation of optimal quality learning to develop all the potential of students. Only in this way will professional school principals grow who are ready to push the vision into action in the new paradigm of education management. Because the principal, is not the manager of a production unit that produces inanimate goods, but is a responsible educational leader who must be able to make quality human beings, both scientifically and morally and be able to create a conducive learning environment, empower teachers and students to be able to develop optimal potential.

Observing this, it is not wrong if there is a view that the school principal is one of the components of education that has the most role in improving the quality of education. As stated by Supriadi, there is a close relationship between the quality of school principals and various aspects of life at school, such as school discipline, school cultural climate and the reduction of students' naughty behavior (Mulyasa, 2003). This is more because the main function of the principal as an educational leader is to create a good learning and teaching situation, so that teachers and students can teach and learn in a good situation (Ghaffar, 1992).

If a school principal cannot manage, influence, invite his members to achieve educational goals, is unable to take advantage of existing opportunities, and tends to apply a leadership style that merely carries out routine tasks, then it is not expected that the quality of education will increase. So that the leadership of the school principal is one of the factors that determine success in developing educational institutions. As stated by Nurkholis, there are at least four reasons why a leader figure is needed, namely: (1) many people need a leader figure; (2) in some situations a leader needs to represent his group; (3) as a place to take over risks when there is pressure on the group; and (4) as a place-to-place power (Nurkholis, 2005). Thus, good

leadership, of course, has a great impact on whether or not organizational goals are achieved because leaders have influence on the performance they lead. The ability to influence a group to achieve goals is part of leadership (Nurkholis, 2005).

The description above has provided an illustration that the success of an educational institution is highly dependent on the leadership of the school principal, because he is a leader in his institution, he must be able to bring his institution towards achieving the goals set, he must be able to see changes and be able to see the future in better global life. The principal in this case should be seen as a figure or character who holds the reins of school leadership who has the power to determine the life of the school. The principal's duties include various roles, including: educator, manager, administrator, supervisor, leader, innovator and motivator (Mulyasa, 2003).

Departing from this view, the author is motivated to explore more about the leadership of the school principal in improving the quality of education at SD Negeri Bumi Arum, Sido Mulyo, Belitang District, East Ogan Komering Ulu Regency, South Sumatra Province. The choice of school as a research location was due to the fact that the authors saw that the development of schools at SD Negeri Bumi Arum was developing quite rapidly, this was proven, the number of interested students who entered the Bumi Arum school was large enough to even be able to compete with public schools in Karangmoncol District, this is proven by SD Negeri Bumi Arum which has up to 117 students, therefore the author wants to find out more about the strategy used by the head of the madrasa by choosing SD Negeri Bumi Arum which has an accreditation score of B.

To this day, like educational institutions in general, Bumi Arum Public Elementary School is still faced with a number of classic problems such as weak infrastructure, teaching and educational staff resources, quality of prospective students, curriculum, learning process, and institutional management. The problem is actually motivated by the initial conditions which involve many aspects. So, it really needs a strategy led by a leader.

The leadership strategy originally came from competition that occurred to achieve goals, such as: fighting over areas, to defend life, gain profit, pleasure, and happiness, sometimes competition to achieve these goals had to take place through fights, wars and the strong survive. The competition referred to in educational institutions is not meant to maintain positions, or positions only to gain recognition, so that the school is in demand by teachers, staff, students, the community and stake holders. The principal has many leadership strategies to maintain his position, or position of recognition, so that the school is in demand by teachers, staff, students, the community and stakeholders, so that the school he leads has added value and recognition both verbally and in writing from all stakeholders. The principal's leadership strategy can bring the school's organizational climate to be effective and efficient in achieving educational goals. This is the important meaning of the principal's leadership strategy.

Strategic leadership is the ability to think in terms of how the actions of leaders can help organizations to adapt to the outside world (Ayan, 2002). This means that the leadership conducts an evaluation before taking an action, by considering the internal and external strengths of the organization, both in terms of quantity and quality; for example, the ability of each individual, the amount of strength of supporting infrastructure, providing motivation to each member. So that the leadership strategy will become a fundamental framework as a place where the organization expresses its vital continuity, and at the same time will have the power

to adapt to an ever-changing environment. Based on the description above, the authors conducted research entitled “School Principal’s Strategy in Improving the Quality of Education”.

B. Methods

This research was conducted at Bumi Arum Public Elementary School which is located at Jalan Bumi Arum, Sido Mulyo, Kec. Belitung, Kab. Ogan Komering Ulu Timur Prov. South Sumatra. In this study, researchers used qualitative research with a descriptive approach. According to Moleong (2005) qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. Moleong (2010) states qualitative research is a particular tradition in social science which is fundamentally a combination of observations on humans both in their area and in their terminology. Moleong (2011) suggests that research that has qualitative research is research that is carried out by observing, and is carried out in a natural setting or overall context, and the main data collection tool is self-research. The instruments in this study were interview, observation, and documentation study.

The data validity technique used was triangulation, by comparing data obtained through observation, interviews, and documentation. According to Moleong (2005) triangulation is a technique for checking the validity of data that uses something other than the data for checking purposes or as a comparison of the data. This study uses qualitative analysis considering that most of the data collected is qualitative data. The right technique is used for research that produces qualitative data, namely interactive analysis.

C. Results and Discussion

The Principal's Leadership Strategy in Improving the Quality of Teachers at SD Negeri Bumi Arum

Providing Motivation to Teachers

Motivation is an encouragement that grows and develops to carry out activities as well as possible so that the desired goals can be achieved, motivation can occur if a teacher has pride in the success that has been carried out.

This is appropriate if referring to the research results from Romlah and Latief (2021) concluded from the results of his research that the strategy carried out was that school principals in improving the teacher quality of Seluma 2 Public High School were carried out by involving teachers in scientific forums (seminars, training, workshops, workshops and courses), further studies, MGMP revitalization, welfare allowances, provision of supporting facilities such as providing internet facilities to access new information, purchasing new books that support teacher performance and enrolling teachers in the professional certificate program.

The research conducted by Wahyuni has similarities with the research conducted by researchers. The equation is researching the school principal's strategy in improving quality. While the difference with Romlah and Latief (2021) examines improving teacher quality while the research conducted discusses improving the quality of learning.

The leadership strategy carried out by the principal of SD Negeri Bumi Arum so that teachers at SD Negeri Bumi Arum are eager to improve quality. The strategy of providing motivation to teachers throughout the school really appreciates this activity because for teachers and students who succeed in achieving achievements, the facilities in the classroom are equipped according to the needs of students and teachers, if the teacher succeeds in achieving proud quality achievements. Rewards are given by the school principal to teachers and students who can achieve achievements inside and outside school in the form of competitions at the cluster, sub-district, city, provincial or central levels. The strategy carried out by the principal in order to be able to motivate can spur teachers and other students to compete for achievements.

Giving Awards to Teachers

Giving awards to teachers is a necessity, there are several ways to make Human Resources (HR) work better, namely needs. These needs have levels, namely: a) physiological needs, b) safety needs, c) affection needs, d) esteem needs, e) needs for opportunities.

The award given by the principal of SD Negeri Bumi Arum was not solely in the form of goods or money but with praise this was done in accordance with the needs of love, self-esteem and the availability of opportunities to improve teacher quality. Giving awards is also a driving force for work motivation because schools and principals have an important role in fostering enthusiasm for work, one of which is by giving awards with praise.

Referring to the results of previous research, these results are in accordance with the results Warman et al., (2022). This study shows that (1) the principal applies an instructive leadership style in improving discipline, (2) the principal applies a consultative leadership style in increasing teacher work motivation, (3) the principal applies a delegative leadership style in increasing teacher responsibility, and (4) the obstacles faced by the head of the school are decreased teacher discipline, lack of motivation for teacher performance, and low teacher sense of responsibility in learning.

Giving awards with praise to teachers is given directly or indirectly by the school principal, direct awarding is usually done face to face with the teacher or through the WhatsApp group when the teacher uploads learning activities through various applications and also at teacher meetings. Indirect awards are conveyed through the vice principal or other teachers. This award is usually presented when the principal has activities in the teacher's room. Giving awards with praise can improve the quality of teachers at SD Negeri Bumi Arum because appreciation through praise can be emulated directly by other teachers, so that teachers at SD Negeri Bumi Arum have good quality, and are more enthusiastic about carrying out activities that can increase the motivation of other teachers and can improve the quality of education in schools.

Supporting Facilities Available

Supporting facilities are one of the efforts that can facilitate and expedite the implementation of a learning activity, because with adequate supporting facilities is a supporting factor for teacher quality on student learning outcomes, then learning support facilities must refer to learning objectives, the use of learning support facilities if done effectively and efficient in improving the process of student learning activities.

Some of the supporting teacher quality for learning activities at SD Negeri Bumi Arum include libraries, the Internet, and reference books. However, what the school principal prioritizes is internet facilities so teachers can access the latest information because during the COVID 19 pandemic learning activities were carried out online. Internet quota needs are increasing. Because teachers and students do distance learning.

This was also reinforced by the results of Ozgenel et al., (2020). The results show that: (1) The school principal's policy program in improving teacher performance begins with deliberations between the principal and deputy principal and senior teachers in compiling school programs at the beginning of the new school year, empowering teachers according to the ability and willingness of teachers, establishing cooperation, complete the infrastructure and active; (2) The principal's leadership style in fostering, guiding teachers by using an instructive, consultative, participatory, delegative style in directing and influencing teachers to achieve educational goals; (3) Obstacles faced by school principals in improving teacher performance, training programs have not accommodated all types of existing disabilities, training results have not had an impact on teacher performance, shortage of teachers with extraordinary special education, still lacking learning support facilities and infrastructure.

In addition, this is also in line with Anney (2014) that dependability and confirmability are achieved through auditing by supervisors. The findings of this study are as follows: (1) planning to improve the quality of teacher professionalism is carried out in a meeting; (2) the organization of improving the quality of teacher professionalism is carried out by creating an organizational structure and dividing job descriptions in a simple manner; (3) the implementation of the teacher professionalism quality improvement program is carried out after the planning and organizing process; (4) supervision of improving the quality of teacher professionalism is carried out by the head. The form of supervision is carried out by holding evaluation meetings, checking attendance lists, and monitoring.

The existence of internet supporting facilities can help make it easier for teachers to carry out online learning, by finding sources and learning media that exist via the internet. This facility is used by teachers to make learning videos through various applications including: WhatsApp, zoom, google meet, telegram, and many other applications that can help teachers convey student learning material to the fullest. Online learning is a learning method that uses an internet-based interactive model, using a computer or cellphone connected to the internet network, to overcome learning problems at SD Negeri Bumi Arum done remotely, namely online because online learning can overcome distance learning, because it must adjust to the environmental conditions where students live far apart, offline learning by door to door cannot be carried out.

Advanced Studies

Further studies are carried out to improve the academic qualifications of a teacher, especially for teachers who will take in-service teacher certification. In addition, advanced studies are also beneficial for the scientific development of a teacher. The Head of SDN I Kota really supports the further study activities carried out by the Bumi Arum Elementary School teachers. Further studies conducted by SD Negeri Bumi Arum teachers to improve teacher quality, the quality of teachers is people who are well-educated and well-trained and have the ability and expertise in the field of teacher training so that they can be maximized. The quality of teachers greatly influences the quality of teachers.

These results are also supported by the results of research conducted by Riyani et al., (2020). The results of this study indicate that the principal's strategy in developing professional competence is that teachers are assigned to attend education and training, both carried out by the school institution itself and by other educational institutions.

The Head of SD Negeri Bumi Arum always encourages teachers at SD Negeri Bumi Arum to carry out further studies and already 3 teachers at SD Negeri Bumi Arum have completed their Master's degree and 5 teachers are still in the process of attending Masters education with their own costs. By participating in advanced studies, it can improve the teacher's mindset because in participating in lecture activities the teacher can add insight about managing learning management in class. Teachers who continue their studies to a higher level in order to have more knowledge, as a provision in carrying out their duties at school.

Conducting Direct Coaching to Improve Teacher Quality at SD Negeri Bumi Arum

The understanding of teacher quality is that teacher quality is the maximum ability to carry out tasks and responsibilities in the learning process, such as planning, implementing and evaluating learning outcomes so that they can be realized, teacher quality is the business or way of work carried out by teachers in the teaching and learning process in a professional and quality manner based on his expertise as a teacher and educator. As for something that can be achieved by a teacher in carrying out his duties and achieving his goals in teaching and educating, activities carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set.

Improving the quality of teachers in the classroom is an effort made by the principal to carry out coaching directly by going around the class to see the teacher while carrying out teaching and learning activities in class. Thus, the role of the school principal in improving teacher quality through direct coaching has been implemented at Bumi Arum Public Elementary School. The teachers of SD Negeri Bumi Arum understand that this is one of the efforts made by the principal to improve the quality of teachers in learning as long as the principal at SD Negeri Bumi Arum has the support of the teacher because this will have implications for improving the quality of teachers at the school.

This discussion is supported by the results of Nurhaya (2017). The results of this study prove (1) the leadership style applied by the principal is a delegating style but the tendency is more towards the permissive style, (2) the leadership function of the principal leads to the delegation function, namely the delegation of authority to make/stipulate decisions, either through approval or without approval from leadership, (3) the supporting factor for the principal's leadership is that almost all of the teachers are qualified S1, senior teachers who have teaching experience.

The implementation of direct teacher coaching aims to improve teacher quality evenly so that the implementation of the learning process runs smoothly. Direct coaching by the school principal is carried out in stages, because the number of teachers is large and the time for implementation is limited.

Direct coaching can improve teacher quality in terms of: a) Teacher attendance increases, b) Learning tools are a concern, c) Teaching preparations are starting to be organized, d) Concern

for school facilities and environment is concerned, e) School habits and culture are more organized. It can be seen that there has been a change after direct guidance was carried out by the principal of SD Negeri Bumi Arum.

Teachers' Meeting Discusses Teacher Quality Improvement at Bumi Arum Public Elementary School

Teacher meetings are meetings held to provide explanations to teachers from the principal in meeting activities not only to listen to explanations from the meeting leaders but also to provide an opportunity to ask questions, meetings are held to find solutions to a problem encountered.

This teacher meeting activity is very beneficial because it can provide input in the form of suggestions or opinions and share experiences between teachers with one another, sharing how to practice the latest applications to face challenges in teaching and learning activities such as online learning.

The school principal has held teacher meetings regularly and has been well implemented, if there are problems faced by the Bumi Arum Public Elementary School teachers the principal invites discussions in order to solve the problems encountered. In this activity, teachers help one another and work together if there are difficulties in teaching and learning activities.

This is also reinforced by the results of Haeruman et al., (2021). The results of this study indicate that the principal as a manager has the following roles: (1) Planning programs by detailing the needs of educators and education staff who will carry out their assignments, planning the curriculum to be implemented, planning policies for adding guidance counseling subjects with two hours per week, (2) creating an organizational structure that involves parents through the school committee in completing the required state-of-the-art infrastructure, (3) setting a good and calm example at work, motivating and rewarding personnel both morally and materially, improving welfare, involving educators and education staff in training and motivating senior teachers to have the spirit of life long education, (4) supervising output, PBM, and students starting from the admissions process to finishing school, (5) the obstacles experienced are personnel who are still undisciplined, lack of communication between the principal and some personnel.

Holding teacher meetings can improve the quality of teachers in learning activities at SD Negeri Bumi Arum. After holding a teacher meeting, existing challenges can be overcome by solving problems together through discussion forums.

Teacher Working Group

The Teacher Working Group as a forum for the activities of teachers who are members of a group that improves their professionalism together, KKG is carried out to help teachers carry out various teaching and learning activities including planning teaching and learning strategies, making lesson tools, making worksheets, and discussing problems encountered in each class.

To improve the quality of teachers, the government, in this case the Ministry of National Education, emphasized that teachers and other education personnel are expected to improve their professional abilities. The means to improve the quality of elementary school teachers is through teacher working group activities. The existence of Teacher Activity Centers in the

Professional Development System, especially in the Department of Education and Culture, already exists.

Support and reinforcement for the results of Muslim et al., (2020). The results of the study can be concluded that the principal's leadership includes aspects, a) how to communicate b) giving motivation, c) leadership ability d) decision making and e) positive power is in the very good category. The quality aspect of education is based on Government Regulation Number 19 of 2005 concerning eight well-implemented National Education Standards.

Obstacles to the Principal's Leadership Strategy in Improving the Quality of SD Negeri Bumi Arum Teachers

In whatever activities are managed, it is certain that there will be obstacles in the field as well as the implementation of the principal's leadership strategy to improve teacher quality, including the principal's leadership strategy at SD Negeri Bumi Arum. The results of the research conducted found the obstacles faced by the principal of SD Negeri Bumi Arum in improving teacher quality, namely: 1) There are still a number of teachers who are not proficient in using ICT; 2) Lack of mastery of material or references, so that teacher quality improvement is somewhat hampered; 3) Less effective use of learning time, there are still teachers who are less competent in providing learning. So that when the implementation of learning is less in line with expectations.

The existence of several of these obstacles caused the leadership strategy in improving teacher quality not to be maximized and as expected, so the school principal found a solution in various ways so that the quality of teachers at SD Negeri Bumi Arum could be carried out properly and smoothly so that the desired goals could be achieved.

Solutions for Principals to Overcome Obstacles to Improving Teacher Quality at SD Negeri Bumi Arum

In discussing the solutions carried out by the principal overcoming obstacles in improving the quality of teachers carried out by SD Negeri Bumi Arum by making various efforts. The efforts made by the principal of SD Negeri Bumi Arum are the actions of a leader who is given the task and responsibility of managing the school, collecting, utilizing, and mobilizing all of the school's potential optimally to achieve goals. As a manager, the principal has the right to supervise teacher quality, whether the teacher is carrying out his functions properly. Through this supervision, it is hoped that there will be communication between teachers and school principals regarding what deviates from teacher quality and what can be further improved. Thus, the teacher can determine the direction of better quality in order to achieve educational success. The forms of supervision that can be implemented are classroom learning, administration, and activities related to teacher quality.

The conditions at SD Negeri Bumi Arum where there are several teachers who are not fluent in using ICT, the lack of material or references in learning, and the ineffective use of learning time causes the improvement of teacher quality to have obstacles, so that the program that the school wants to achieve is slow to achieve the desired goals. , this will directly have an impact on the learning process which should be held in an interactive, inspiring, and fun way, as well as motivating in every lesson carried out by the teacher in class is still far from expectations.

Likewise, an educational atmosphere that challenges and motivates creative students cannot be applied.

The solution that was made by the Head of SD Negeri Bumi Arum in overcoming the obstacles to improving teacher quality.

Peer Tutors

Peer tutors, namely studying with their own friends to get rid of awkwardness for those who are embarrassed to ask, peer tutors can act as group leaders whose task is to help friends who face difficulties in a learning activity or in other words peer tutors, namely the provision of assistance by someone who has high absorption to friends who don't understand.

Peer tutoring is programmed by the principal at SD Negeri Bumi Arum to help teachers who are not yet fluent in using ICT, guided by teachers who can already use ICT well. Peer tutoring activities are carried out continuously every day, even at any time by sharing information. Through WhatsApp groups, SD Negeri Bumi Arum has several WhatsApp groups, namely: school WhatsApp groups, class WhatsApp groups, committee WhatsApp groups, in this group they exchange information using ICT applications.

For teachers who are already fluent in using ICT properly, they are assigned by the head of SD Negeri Bumi Arum by participating in online training/workshops so that learning ICT knowledge can be increased again. The use of ICT is carried out gradually and continuously, whether done by assigning teachers who are concerned to take part in online training through various applications or carried out individually.

Team Work

Teamwork is done by working together between their own groups that have been formed. By sharing tasks and helping each other with one another. This teamwork activity is monitored directly by the school principal and deputy principal, after the teacher completes the teamwork results they report the results via the school group WhatsApp. With the formation of 6 Teamwork where homeroom teachers work together and share workloads to facilitate the delivery of learning materials so that teachers who do not know the material or references can run smoothly when providing material or references.

In the teacher meeting activities discussed quality issues that had been carried out by teachers at SD Negeri Bumi Arum. At the same time displaying the results of the team work that has been carried out by the 6 team works that have been formed. This activity is highly supported by the teachers of SD Negeri Bumi Arum because it can reduce the individual workload of each teacher. This strategy has been implemented and can help overcome the problem that some teachers who do not understand learning materials can share the workload with teachers who already understand how to make learning materials effective.

The solutions presented are more or less in accordance with the results of a study entitled "Leadership of Principals in Improving the Quality of Education at SDN 4 Sungai Nilam Jawai", by Nurhaya. The results of this study prove; (1) The leadership style applied by the principal is a delegating style but the tendency is more towards the permissive style, (2) the leadership function of the principal leads to the delegation function, namely the delegation of

authority to make/stipulate decisions, either through approval or without approval from the leadership, (3) The supporting factor for the principal's leadership is that almost all of the teachers are qualified S1, senior teachers who have teaching experience.

D. Conclusion

The strategy for the leadership of the school principal in improving the quality of teachers at SD Negeri Bumi Arum was well implemented, a) Direct coaching to see the quality of teachers at SD Negeri Bumi Arum, b) monthly meetings to discuss improving the quality of teachers at SD Negeri Bumi Arum, c) Teacher Working Group, d) provide motivation to teachers, e) give awards to teachers, f) further study. The obstacle faced by school principals in improving the quality of education is that there are still teachers who are low on awareness of improving teacher quality, including: a) there are several teachers who are not yet fluent in using ICT, b) lack of mastery of material or reference, c) less efficient use of time. The solution taken by the head of SD Negeri Bumi Arum in overcoming obstacles to improving teacher quality is to continuously make efforts to overcome existing obstacles by holding peer tutoring between teachers to overcome obstacles for how many teachers are not fluent in using ICT. For teachers who do not master the material or references, team work is formed and they do not make effective use of time to overcome by giving trust and advice, so that the teacher can prepare learning material before learning activities take place in class.

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