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Evaluation of Natural Science Subject Teachers as Improving the Quality of Student Learning at Madrasah Tsanawiyah

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Article Info	ABSTRACT
	Purpose of the study: The aim of this research is to evaluate the performance of Natural Sciences teachers at MTs Nurul Huda in Muaro Jambi Regency. **Methodology:** This research uses a descriptive qualitative approach. The sampling technique is the Purposive sampling technique. The sample in this research was the Natural Sciences teacher at MTs Nurul Huda in Muaro Jambi Regency. Data collection in this research was carried out using document analysis and interview techniques. Document analysis using document assessment sheets. The data analysis technique used is the Miles & Huberman technique. **Main Findings:** Based on the results of interviews with MTs Nurul Huda Natural Sciences teachers in Muaro Jambi Regency, planning, implementation, and assessment were good. Likewise, attention from foundations and school principals should give full attention to teachers so that they can continue to develop their potential and improve their teaching performance. **Novelty/Originality of this study:** This research can provide a more comprehensive and contextual view in evaluating teacher performance and efforts to improve the quality of learning at MTs Nurul Huda in Muaro Jambi Regency. This can also support updates in general teacher performance evaluation methods in the educational environment.

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1. INTRODUCTION

Performance is an implementation process or a person's work process to achieve targeted results. Performance is often referred to as performance [1]-[4]. Then performance is a record of someone's achievements [5]. From several of these theories, it can be interpreted that performance is the entire result of a person's work implementation. Teacher performance is the process of implementing the work carried out by a teacher in carrying out his duties as an educator and teacher.

In implementing the education and learning process in schools, the person most directly related to the education and learning activities is the teacher, so that the quality of the teacher's performance will have an influence on the quality of learning outcomes, the quality of graduates, and ultimately will determine the level of quality of education itself. As the main resource in schools, teachers have an important role in improving education quality standards. Improving the quality of learning, both in terms of efficiency and school fairness, of course really depends on the availability of teachers with maximum performance. Furthermore, teachers are one of the important agents for improving the quality of education, especially in the context of student learning outcomes [6]-[9].

Teachers play an important role in the world of education. A teacher not only teaches science, but also shapes the character and morals of students. In Islam, teachers are classified as lucky people in this world and in the afterlife. Because, they are knowledgeable educators, instructing goodness and preventing evil. This is as Allah says: "And let there be among you a group of people who call to virtue, enjoin (do) what is good, and forbid what is evil. And they are the lucky ones." (QS. Ali Imran: 104). Apart from that, the Prophet Muhammad SAW was also a teacher who taught science and morals to his people.

According to Handayani, the factors that influence the performance of junior high school science teachers are 1) The science teacher's ability to plan and prepare for teaching. 2) The teacher's mastery of lesson material. 3) Science Teachers' Mastery of Methods and Strategies in Teaching. 4) Science Teacher Motivation Factors in Teaching. 5) Knowledge Factors that Science Teachers Have in Teaching. 6) Science Teacher Skill Factors in Teaching. 7) Science Teacher Skill Factors in Managing the Class. 8) Science Teacher Skill Factors in Carrying Out Assessments and Evaluations [10]. According to Law Number 14 of 2005 concerning Teachers and Lecturers, in article 1 paragraph (1), it is stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education. formal education, primary education and secondary education". Furthermore, in article 2 paragraph (1), teachers have a position as professional staff at the levels of primary education, secondary education and early childhood education in formal education channels who are appointed in accordance with statutory regulations; and in paragraph 2 it is stated again that the recognition of a teacher's position as a professional as referred to in paragraph (1) is proven by an educator certificate. Referring to this law, it can be concluded that ideally teachers must have expertise in educating, teaching, guiding, directing, training, assessing and evaluating students and have a professional position. A teacher's professionalism can be measured through his performance achievements.

Sunhaji said that the birth of the Teacher and Lecturer law was essentially the government's awareness of the low quality of education in this country, the low quality of education is shown by the low quality of teachers, and the quality of teachers is proven by the low educational qualifications they have obtained. Apart from that, Jamil also stated that in improving the standards and quality of education, efforts to increase teacher professionalism in ensuring the quality of teachers and the quality of teaching are important issues in producing education policies. According to Widinugroho & Modouw, teachers who are professional or have been certified will definitely have good performance and continue to improve their performance in changing work patterns, work motivation, learning and self-improvement [11].

If viewed from the perspective of the learning process, pedagogical competence is the teacher's ability to manage student learning. This must be able to be realized by every teacher to make the nation's life more intelligent. In the national education standards, the explanation of article 28 paragraph (3) point (a) states that what is meant by pedagogical competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize shareai the potential it has. At least includes the following aspects, namely: (a) understanding the insights and foundations of education, (b) understanding students, (c) curriculum/syllabus development, (d) learning design, (e) implementing educational learning and dialogic, (f) use of learning technology, (g) evaluation of learning outcomes (EHB), and (h) development of students to actualize the various potentials they have [12].

The level of success of teaching and learning activities is known from evaluation activities. Self-evaluation is a personal assessment method used for self-development [13]. If teachers assess themselves, defensive behavior is less likely to occur, so efforts to improve are more likely to be made. Self-evaluation is not only intended to measure achievements, but also to diagnose one's weaknesses and strengths, and improve oneself. The final result of the evaluation is improvement and finding the best solution to deal with existing deficiencies.

Research from Kelly A. Parkes regarding performance assessment: lessons from performers shows that good performance assessment will provide feedback for students, one of which is on student learning outcomes [14]. Apart from that, good performance appraisals will also have a positive effect on the performance of colleagues. MTs Nurul Huda is a junior high school located in Mendalo Darat, Jambi Luar Kota District, Muaro Jambi Regency, Jambi. This school is under the auspices of the Ministry of Religion and has a C accreditation. This research was conducted by interviewing teachers of Natural Sciences subjects to understand their views on teacher performance evaluation, the challenges faced in the evaluation process, and how they use the evaluation results to improve teaching. So we can get a deeper and more contextual understanding of the implementation of teacher performance evaluation at MTs Nurul Huda and its impact on student learning. This will be a strong basis for making recommendations for relevant and targeted improvements for the educational institution.

Meanwhile, based on research from Muhammad Nursa'ban, Suparmini, & Sriadi Setyowati entitled evaluation of the pedagogical competence of high school geography teachers in Bantul Regency, it shows that (1) the pedagogical competence of high school geography teachers in Bantul Regency is based on the average assessment of school principals, teachers, and students are already in the good category. (2) Assessment of

competencies 5 and 10 in the sufficient category. (3) Assessments carried out by teachers and principals are higher than assessments by students. Differences in assessments from various parties can be caused by bias in assessing teacher performance [15]-[19].

The formulation of the problem in this research is (1) What is the quality of teachers for Natural Sciences subjects at MTs Nurul Huda in Muaro Jambi Regency?, (2) What is the learning process for Natural Sciences subjects at MTs Nurul Huda in Muaro Jambi Regency?, (3)) what are the results of the evaluation of Natural Sciences subject teachers at MTs Nurul Huda in Muaro Jambi Regency? The aim of this research is to evaluate the performance of Natural Sciences teachers at MTs Nurul Huda in Muaro Jambi Regency. As evaluation material to improve the quality of student learning at MTs Nurul Huda in Natural Science Education subjects. The benefit of research is exploring knowledge in the field of human resources. As well as providing information and input for schools in order to improve the quality of learning, especially Natural Sciences subjects at MTs Nurul Huda. This evaluation will be very significant material to be able to make future improvements in the coming academic year. It is hoped that this research will be able to motivate teachers to improve their performance, especially teachers in Natural Sciences subjects at MTs Nurul Huda in Muaro Jambi Regency. It is hoped that this research can become a benchmark for schools to make improvements to improve the quality of teaching in order to improve the quality of education.

2. RESEARCH METHOD

This research uses a descriptive qualitative approach. Qualitative descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell about their lives. This information is then retold by the researcher in a descriptive chronology. The characteristic of descriptive itself is that the data obtained is in the form of words, images, and not numbers like quantitative research [20]. This research was carried out in December 2023 at MTs Nurul Huda in Muaro Jambi Regency. The sample in this research was the Natural Sciences teacher at MTs Nurul Huda in Muaro Jambi Regency. The sampling technique is the Porposive sampling technique. Purposive sampling is a sampling technique used by researchers if the researcher has certain considerations in taking the sample. Thus, it is the researcher who determines the sample for his research. The reason for using purposive sampling was that there were only a few teachers who were willing to be interviewed.

This research was conducted by conducting interviews via video or telephone calls to obtain teachers' perspectives regarding their performance evaluations and how they use the evaluation results to improve teaching. Using the Xiaomi Redmi Note 12 smartphone can facilitate many aspects of remote research with easy access to various necessary applications. This is because several teachers as subjects in this research are outside the city.

Data collection in this research was carried out using document analysis and interview techniques. Document analysis using document assessment sheets. According to Lexy, an interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to those questions [21]. The interview used is a type of structured interview. Structured interviews are used when the researcher knows exactly what information will be obtained. Researchers have prepared research instruments in the form of written questions for which alternative answers have been prepared [22]. These questions have been prepared beforehand and cannot be changed during the interview. Thus, structured interviews allow researchers to collect data that can be easily compared. The researcher created a grid of indicator questions regarding the performance of professional teachers, then compiled interview question items. After the data was collected, the researcher analyzed it qualitatively. The interview indicators refer to previous research, presented in the following table 1.

Table 1. Interview Indicator

Dimensions	Component	Indicator	Data source	Data collection technique
Learning process planning	Teacher's ability to develop syllabus	1. Teachers develop a learning syllabus	Teacher	Questionnaire
		2. The school identity includes the name of the educational unit and class	Syllabus Document	Syllabus document assessment sheet
		3. Core competencies describe students' competencies in spiritual (KI-1), social (KI-2), knowledge (KI-3), and skills (KI-4) aspects		
		4. Basic competencies are formulated to achieve core competencies		

Dimensions	Component	Indicator	Data source	Data collection technique
		5. The teacher writes special lesson themes for elementary school level		
		6. The main material contains relevant facts, concepts, principles and procedures, and is written in the form of bullet points in accordance with the formulation of competency achievement indicators		
		7. Learning is a description of the activities carried out by educators and students to achieve the expected competencies		
		8. Assessment includes the process of collecting and processing information to determine the achievement of student learning outcomes		
		9. Time allocation contains the number of lesson hours in the curriculum structure for one semester or one year		
		10. Learning resources include what type of learning resources are used, which can be in the form of print or electronic media		
	Teacher's ability to prepare learning plans (RPP)	1. Prepare a learning plan in the RPP	Teacher	Questionnaire
		2. Include school identity, subjects or themes	RPP document	RPP document assessment sheet
		3. Contains the main material in learning		
		4. Determining the time allocation takes into account the number of lesson hours available in the syllabus and the KD that must be achieved		
		5. Formulate KI in the form of Spiritual, Social, Knowledge and Skills aspects		
		6. Learning objectives are formulated based on KD, using operational verbs (KKO)		
		7. Basic competencies are formulated with indicators of competency achievement		
		8. Learning material, containing relevant facts, concepts, principles and procedures, is then written in the form of bullet points according to indicators of competency achievement		
		9. The teacher determines the learning methods used to create a learning atmosphere and the learning process adapts to the characteristics of students and learning materials		
		10. The teacher determines the learning media used as a tool to help the learning process adapt to the		

Dimensions	Component	Indicator	Data source	Data collection technique
		learning material		
		11. The teacher determines the learning resources used in learning, which can be books, print and electronic media, the natural environment, or other relevant learning resources.		
		12. Learning steps are formulated with learning stages starting from the introductory, core and closing stages		
		13. Learning outcomes assessment contains the scope, objectives, benefits, principles, mechanisms, procedures and instruments for assessing student learning outcomes		
Implementation of the learning process	Class management skills	1. Teachers appear good during the learning process	Teacher	Questionnaire
		2. Ability to foster student cooperation and discipline	Teacher	Questionnaire
		3. The teacher's ability to regulate and rotate students' sitting positions		
		4. The teacher's ability to carry out learning systematically: Preliminary activities: - Prepare students psychologically and physically to take part in the learning process - Ask questions that link previous knowledge with the material to be presented - Explain the learning objectives or basic competencies to be achieved - Deliver material coverage and explanation of activity descriptions according to the learning design Core activities : - Teachers carry out interactive, inspiring, fun, challenging learning, motivating students to participate actively - Teachers provide space for students to increase initiative, creativity and independence according to their talents and interests - The teacher facilitates students in the process of observing, asking, gathering information, trying, associating and communicating. Closing: - The teacher and students conclude and find benefits		

Dimensions	Component	Indicator	Data source	Data collection technique
		from the learning outcomes - Provide feedback on the learning process and results - Carry out follow-up activities in the form of assignments, both individual and group assignments - Inform learning activity plans for the next meeting 5. Create a conducive classroom atmosphere 6. Communication and use of language in the learning process 7. Carry out learning according to the time allocation that has been set		
	The teacher's ability to carry out learning using learning methods and strategies	1. Teachers choose and determine learning methods and strategies according to the learning material 2. Teachers use varied learning methods	Teacher	Questionnaire
	The teacher's ability to utilize media and learning resources	1. Ability to use available media such as print media, audio media, audio-visual media, and utilize real objects around you 2. Teachers are able to utilize existing media such as globes, maps, pictures, and so on. And teachers can design their own media such as photos, learning films, and so on. 3. Teachers use media to channel learning messages, stimulate students' thoughts, feelings, attention and abilities, so that they can encourage the learning process 4. The teacher's ability to understand and master existing learning resources and other relevant learning resources for use in learning	Teacher	Questionnaire
Assessment of the learning process	The teacher's ability to determine the approach and method of evaluation	1. The teacher's ability to assess learning	Teacher	Questionnaire
	The teacher's ability to develop evaluation tools	1. Develop an oral test 2. Develop a written test 3. Develop action tests (practice)	Teacher	Questionnaire
	The teacher's ability to process and use learning outcomes	1. Teachers are able to carry out analysis of learning assessment results 2. Using the results of assessment analysis by carrying out remedial measures, additional learning hours, and special guidance time for students whose grades are felt to be lacking.	Teacher	Questionnaire

In this research, the data analysis technique used is the Miles & Huberman technique. Namely analysis which consists of three activity flows that occur simultaneously, namely: data reduction, data presentation, drawing conclusions/verification. Data reduction refers to the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that occurs in written field notes. Data reduction continues throughout the qualitative project until the report is prepared. Data Presentation is a collection of structured information that provides the possibility of drawing conclusions and taking action. Drawing conclusions or verification What is meant by data verification is an effort to search for, test, double-check or understand the meaning or sense, regularity, patterns, explanation, plot, cause-effect, or preposition [20].

3.   RESULTS AND DISCUSSION

The results of the performance evaluation of MTs Nurul Huda Natural Sciences teachers based on the results of interviews and document studies using 8 components are as follows:

1. The teacher's ability to develop the syllabus is considered quite good. The teacher prepares the syllabus before the learning activity takes place. The syllabus is said to be appropriate because it meets all the indicators on the document assessment sheet.
2. The teacher's ability to prepare learning plans (RPP). The teacher makes a good learning plan. As the focus is on integrated Islamic schools, teachers at MTs Nurul Huda Natural Sciences teachers prepare lesson plans based on the Koran and Sunnah. by paying attention to operational verbs (KKO) and several other indicators. The RPP that is created will be checked periodically by the school and then given direction. There are several teachers who have not been able to prepare learning plans. The school continues to provide motivation and direction every week and at monthly meetings to motivate teachers to improve their performance.
3. The teacher's ability to manage the class is considered very good. Starting from straightening out intentions to all the components needed in the learning process. The teacher is able to condition the class, and is able to control super active students. The teacher's performance in managing the class is in accordance with what is written in the RPP. What's interesting is that teachers are able to improve if there are obstacles in the learning process. "If students seem bored with learning, I usually make a simple game (ice breaking) to get the children enthusiastic again. "Understandably, it's natural for children at their age to play," said one of the Natural Sciences teachers at MTs Nurul Huda.
4. The teacher's ability to carry out learning using learning methods and strategies is very good. Teachers carry out learning based on CP, TP, ATP in the independent curriculum. Apart from that, the teacher combines classical and modern methods. Then the results are compared, in this way the teacher not only uses methods but also looks for ideas for new methods.
5. The teacher's ability to utilize media and learning resources is considered quite good. Even though there are still many limitations in learning media, teachers have succeeded in maximizing existing media and making it more interesting. Teachers also use the natural surroundings as a medium and source of learning.
6. The teacher's ability to determine the approach and method of evaluation is quite good. Sometimes teachers use feedback in the form of discussions and questions and answers to. Teachers use written and practical techniques. Based on the basic competencies measured. MTs Natural Sciences teacher Nurul Huda is quite objective in determining evaluation techniques. Not only focus on results but also on the child's understanding process. "As we know, children's ability to absorb learning is not the same. They are willing to try and that also needs to be assessed."
7. The teacher's ability to develop problem evaluation tools is very good. The teacher prepares an evaluation instrument based on the RPP created. Using KKO and language that is easy to understand. To assess teacher practice, the teacher focuses on efforts, processes and daily applications.
8. The teacher's ability to process and use learning results is considered quite wise. MTs Natural Sciences teacher Nurul Huda prioritizes the process, not the results. So the assessment is quite objective and makes a good contribution to the child's mental health. The evaluation results are used to see the child's achievements. If the results are above average, the teacher will give appreciation. If the evaluation results are not good enough, the teacher will provide remedial and enrichment.

From the results of a short interview with the school principal, it can be seen that the MTs Nurul Huda Natural Sciences teacher uses the Independent Learning Curriculum. The principal pays great attention to teacher performance and problems that become obstacles in teaching and learning activities. According to the principal of MTs Nurul Huda, the teachers' performance is very good, where they are able to use media and learning strategies that are creative, innovative and can make students happy during learning. One of the school's efforts to improve the quality of performance of Natural Science teachers at MTs Nurul Huda is that once a week the school holds special training, namely the "PMM" Free Teaching Training. There teachers are trained to improve their abilities, performance and potential so that teachers can teach in a way that is more creative, innovative and

enjoyable for students. To improve teacher performance which is felt to be lacking, the school usually holds meetings for scientific discussions to discuss problems and obstacles in teaching and learning activities. And at that meeting the principal also provided guidance regarding the teaching performance of Natural Science teachers at MTs Nurul Huda.

From the overall results, the teacher's performance in planning is quite good, where at the beginning of the new school year the principal will check the administration made by the teacher before starting learning. This is also supported by interviews with teachers who carry out the learning planning process by creating lesson plans and syllabus documents before starting the learning implementation. However, there are some teachers who do not prepare RPPs and only use existing RPPs. The performance of Natural Sciences teachers at MTs Nurul Huda in managing the administration of learning planning is considered to have several obstacles because there are several teachers who have not completed the teaching administration in the classroom.

In learning planning, it is a process indicator that can objectively be used as an indicator for evaluation material to improve teacher teaching competence. In teacher professional competence, learning planning performance is one of the things that supports teachers before starting learning. Learning planning includes goals, objectives, methods, use of media and processes. Learning objectives provide direction about the abilities that will be achieved through learning. Teacher performance is a teacher's ability to carry out obligations responsibly and appropriately. Teachers are professional staff who are tasked with planning, implementing and assessing academic activities as well as teaching activities.

Evaluation of Teacher Performance in Implementing Learning At the implementation stage, teaching and learning activities are guided by the teaching preparations made [23]-[27]. The provision of learning materials is adjusted to the sequence that has been systematically programmed in the preparation stage. The steps for implementing learning include: initial activities, core activities, and final activities. The initial activity is a face-to-face activity between the teacher and students. In this activity the teacher gives instructions, direction and apperception, or can also convey the objectives to be achieved and ask several questions (pretest). In core activities, the teacher explains the material using predetermined approaches, methods and techniques.

The purpose of learning media is to learn how to work effectively and efficiently. Evaluation of teacher performance must be carried out to measure the extent to which the main tasks and functions in the school have been implemented and to monitor improvements in teacher quality. The results of research on the performance of Natural Science teachers at MTs Nurul Huda in carrying out learning show that teachers are able to carry out learning very well. This is from the point of view that the teacher can complete the task according to the time distribution of the object of study, the teacher follows the predetermined time distribution, learning begins and ends in accordance with the time distribution of the subject to be taught. includes assessment questions, core assessment questions and assessment guides to start the learning process by observing and mastering the learning material and the ability to demonstrate it in the learning process. Teacher learning also begins to learn through perception and mastery of substance, and this can be demonstrated in learning. The evaluation results show that the performance of natural science teachers in implementing learning at MTs Nurul Huda is very good. At the end of the learning activity, the teacher provides feedback and assessment, as material for students' daily evaluation.

Teacher performance in evaluating learning outcomes. Assessment of learning outcomes is an activity or method aimed at finding out whether or not the learning objectives have been achieved and also the learning process that has been carried out. At this stage a teacher is required to have the ability to determine approaches and evaluation methods, preparation of evaluation instruments, processing and use of evaluation results. This is in accordance with what is written in the RPP. Teachers have evaluation tools from oral and written tests and have data from assessment analysis results. Teachers need to use various strategies and assessment methods to monitor students' progress and learning outcomes in achieving certain competencies. Learning evaluations are also used as feedback that teachers must report to the principal and parents to determine students' progress in the learning process. In teacher interviews regarding learning evaluation it was very good. The teacher designs evaluation tools for students through daily tests, mid-semester tests and end-of-semester tests which are stated in the Learning Plan.

From the performance evaluation of Natural Sciences teachers at MTs Nurul Huda in learning evaluation activities as shown by the availability of learning assessment documents, the various assessment techniques and methods used, as well as corrective and follow-up actions. The evaluation results show that the performance of the Natural Sciences teachers at MTs Nurul Huda is very good in learning evaluation. To build a quality school, it must start with quality strategic planning.

Based on the explanation above, it can be interpreted that the activities of the Natural Sciences teachers at MTs Nurul Huda are quite good. This activity is reflected in the learning process planning (RPP), implementation and evaluation, teachers are able to face obstacles in any situation. The Natural Sciences Teacher at MTs Nurul Huda is able to create a conducive, creative, active and enjoyable learning atmosphere for students. This is also inseparable from educational qualifications, where the principal helps teachers by

evaluating teacher effectiveness, directing, supporting and directing matters related to educational development in the form of improving programs and teaching and learning activities.

The school fully supports the Natural Sciences teachers at MTs Nurul Huda in improving the 4 basic competencies in many ways. Starting from holding a special seminar for Natural Science teachers at MTs Nurul Huda, inviting motivators, religious teachers from within and outside the country. The management of Natural Science teachers at MTs Nurul Huda pays attention to every detail of teacher competence. It does not only focus on pedagogic competence, but also social, personality and professional competence. Teachers' academic and non-academic skills also receive attention from the school, by holding several events such as training, extracurriculars and entrepreneurship seminars.

Teacher performance evaluation is not only used to measure teacher performance, but also aims to motivate teachers to develop their own potential. Teacher activities in the learning process, namely how teachers plan learning, carry out learning and assess learning outcomes. As teachers are the spearhead of the world of education, evaluation is not only for students but also for teaching staff.

Education is a change in behavior, conscious and planned improvement of human personality, which leads to changes in behavior, knowledge and skills in family, community and national life [28]-[32]. Therefore, teachers must be able to motivate students to learn more, as is the case at MTs Nurul Huda. Education takes place through interactions between teachers and students in a learning environment in an educational environment. The learning process cannot take place without support from all pedagogical components, including the learning environment and even sellers in the school canteen.

The direct implication of this research is the importance of comprehensive evaluation of teacher performance in Natural Sciences subjects. This allows the identification of areas of strength and weakness that can be used as a basis for improving the quality of teaching. The results of this research can show a strong link between increasing science teacher performance evaluations and increasing student learning achievement in this subject. The implication is that good evaluation can support student learning effectively. With effective evaluation, teachers have the opportunity to continuously improve their competence.

The implication is encouragement for educators to continue learning and updating their teaching approaches. The implications of this research can also influence education policy in Muaro Jambi Regency. Solid findings can become the basis for formulating education policies that are more effective and oriented towards improving the quality of education at the local level. This research is limited by limited sample, time and resources. The specific conditions at MTs Nurul Huda in Muaro Jambi Regency may not fully represent conditions at other schools or other areas, so research results are difficult to generalize widely.

4. CONCLUSION

Overall, the Natural Sciences teachers at MTs Nurul Huda Muaro Jambi showed good performance. Although some of them experienced difficulties in preparing administration before the learning process, the majority were proficient in this matter. They have met the performance criteria set in the learning process and are skilled in developing evaluation tools to measure students' learning abilities. The learning process is also considered good, with the school providing the necessary facilities, infrastructure and supporting media. Even though there are teachers who still face difficulties in organizing administration, the school actively provides guidance both inside and outside meetings to continue to improve the quality of learning, especially in natural science subjects.

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