PRINCIPAL'S MANAGEMENT OF TEACHERS' PERFORMANCE IN THE USE OF LEARNING MEDIA

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Abstract. Every teacher should have an understanding of learning media, so that learning in class will be more meaningful. The research aims to examine the concept of school principal management in improving teacher performance. This type of research is field study research with qualitative methods. The research was conducted in October – November. The subjects of this study were school principals and madrasahs. Data collection techniques using interviews, documentation and observation. The results of the study are as follows: The principal's management strategy in improving teacher performance in the use of instructional media consists of 3 procedures, namely: 1). Planning Stage: as educators it is necessary to guide teachers to make lesson plans that are adapted to environmental conditions and the needs of students. Preparation of learning plans such as preparation of subject matter, selection of appropriate media according to the lessons and conditions of students, use of learning approaches and methods and assessments carried out at certain times. 2) Organizing stage, namely: changing the plans that have been made into actions assisted by leadership and motivational assistance. 3) Assessment Stage: semicolon, a maximum of 4 words or phrases that are of specific or representative importance for this article..

Keywords: principal's management; teachers' performance; learning media

I. INTRODUCTION

Recent literature confirms that principal management—especially instructional leadership and academic supervision—is positively correlated with teacher teaching performance, both directly and through mediators such as teacher self-efficacy, school culture, and professional collaboration. Quantitative studies in the Indonesian context show that the instructional leadership of school principals has an effect on teacher performance and that self-efficacy strengthens this influence in the implementation of the Independent Curriculum [1]. Similar findings on the pesantren network confirm the direct and indirect path of the principal's leadership to teaching performance through school culture [2]. More broadly, international evidence shows the influence of leadership styles on the adoption of ICT by teachers which is a prerequisite for the use of learning media as well as the transformational leadership role of school principals in encouraging formal and informal collaboration for technology integration [3], [4]. In the context of the AI era, the latest systematic review also highlights the digital leadership of school principals as the key that facilitates teachers' readiness and capacity to integrate technology into learning [5]. These findings position school principals as "architects" of learning that orchestrate the vision, support, and governance of media-based learning.

The dimension of academic supervision is the most commonly identified managerial mechanism to improve teachers' competence in using media. Studies in elementary and madrassas describe the practice of planning–implementation–evaluation of supervision (class visits, observations, feedback) that has an impact on increasing teachers' competence in the selection and use of media, including interactive multimedia [6]–[9]. Other research confirms that clinical supervision is effective in elevating the pedagogic abilities of alpha generation teachers and the quality of learning, while strengthening the school quality culture through programmatic supervision encourages consistency in media use [10], [11]. On the policy and ecosystem side, the support of professional development platforms (e.g. Merdeka Mengajar) provides resources and examples of good practices that accelerate the adoption of learning media in the classroom [12]. Remaining challenges include limited facilities, workload, and ongoing training needs; However, the support of school management (time, budget, and policy) is a determining factor for sustainability [8].

At the competency level, the TPACK framework consistently predicts the quality of media/technology integration by teachers; TPACK-based training has been shown to improve planning, selection, and use of media in teaching practice [13], [14]. In a variety of subjects and contexts, the availability and strategies of media use (including multimedia) contribute to learning outcomes, and when combined with good teaching performance, the effect on student achievement is greater [15], [16]. Recent evidence also suggests that teaching materials and materials (as forms of media) influence teachers' instructional design and

professional development throughout their careers [17]. Thus, the conceptual model that was built positioned the principal's management (instructional/digital leadership and academic supervision) improving teacher competence (TPACK, collaboration, efficacy) improving teacher performance in the use of media improving the quality of learning processes and outcomes; with moderators in the form of school culture, facilities, and professional development policies.

The most important things discussed in the world of education are schools, human resources (HR) and educational infrastructure. A school is an institution that is used as a place to carry out the learning process between teachers and students. while human resources are human beings who are within the scope of an organization. Human resources in schools are principals, teachers, staff, education staff, students, guardians and the community who have concern for the school. The principal is an important asset in a school organization. School principals are teachers who are given additional tasks who have general and special qualifications to lead human resources in managing and achieving the common goal of creating quality schools ([18] Matputun). The management and existence of school principals are very important in the use of educational infrastructure facilities which are supporting resources to improve the quality of education and improve the learning process.

Educational infrastructure is one of the important resources in supporting the learning process at school, one of which is learning media as a tool to support the learning process in schools. Learning media is one of the most important learning components in increasing students' interest in learning. Learning media is an effective and efficient teaching tool in the form of visual, audio and audio-visual ([19] Fitria). In the current curriculum, the learning process requires students to be active and critical when learning takes place. With the use of learning media, it is hoped that students will participate more and make it easier for students to absorb the material that has been presented by the teacher. A teacher must be able to choose the methods and media used to make learning plans according to the circumstances and needs of students. In addition, to obtain good learning outcomes, the implementation process of the implementation plan must also be supported by teachers' understanding of effective ways for children to learn.

However, the reality in the field, it was found that there are still many teachers who only use media in the form of existing handbooks, some teachers do not take advantage of the available learning media. There is even one teacher who often tells his students to write only so that results are not optimal and not effective. The lack of teachers' attention in the use of learning media in the learning process is what makes students less interested in learning followers in the classroom so that students will play with their own world. One of the efforts to provide motivation is to create an interesting learning environment when learning is taking place, making students not bored and not bored during the learning process, then the child will feel the need to be delivered learning by the teacher.

In Rahma Setia [20] research, it was explained that there are still many teachers who use monotonous learning so that every teacher must have sufficient knowledge and understanding of learning media. For this reason, the researcher took the title "Principal Management on Teacher Performance in the Use of Learning Media" with the aim of finding out what the role of school principals in managing teachers in the use of learning media.

II. RESEARCH METHODS

The research was conducted at MI Ma'arif Dukun Magelang Regency, This type of research is a field research using a qualitative descriptive method. The research was conducted in October-November. The respondents in this study were the Principal and Teacher at MI Ma'arif Dukun. The Research Stage begins with information mining, collecting data and finally data analysis. Data collection uses the interview method which is carried out directly at the MI Maarif Dukun office, then observations are made to strengthen the data of the interview results and the last is documentation. The following is the data of respondents of principals and teachers at MI Ma'arif Dukun Magelang Regency..

III. RESULTS AND DISCUSSION

Based on the results of the research conducted. The principal's management process goes through several phases as follows:
1. Planning Stage

In the context of education, according to Syaefudin [21], Planning is a process to prepare activities that will be carried out in carrying out teaching that are carried out to achieve certain goals. The importance of making a plan before starting learning is to adjust the plan between implementation and action when carrying out the learning process so that no learning is missed. In addition, with the making of a plan, teachers only need to carry out learning according to the plan that has been prepared. In the preparation of learning planning, the selection of learning media is very important as a supporter of the learning process. The selection of learning media must also be adjusted to the subject matter, the needs of students and the conditions of the surrounding environment. In starting learning, teachers apply the planning that has been prepared with the aim of making it easier for teachers in the learning process.

At this stage, the principal as an educator is indispensable in guiding teachers to make learning plans that are tailored to the environmental conditions and needs of students. The preparation of learning planning such as the preparation of subject matter, the selection of appropriate media according to the lessons and conditions of the students, the use of learning approaches and methods and assessments that are carried out at a certain time.

Based on the results of the research, the principal provides guidance to teachers in making learning plans, especially in the

selection of learning media that is suitable for the subject matter, the state of the surrounding environment and the needs of students. In addition, the principal also provides training to teachers to develop their knowledge in making lesson plans. After providing guidance and training, the principal gives time to make a learning plan before learning for the new school year is carried out.

2. Organizing stage.

In his book, According to Winardi [22] it is explained that organizing is changing the plans that have been made into actions that are assisted by leadership assistance and motivation. For example, the principal makes a teaching schedule for teachers. The distribution of teaching schedules is carried out through a task division meeting at the beginning of the new school year. Then guidance on the creation of learning tools was carried out. The division of teaching tasks is adjusted to the curriculum at MI Ma'arif Dukun. The distribution of schedules also pays attention to the qualifications of teachers who have been certified and those who have not been certified. In addition, the principal makes a supervision schedule for teachers every 3 months.

3. Assessment Level

At this stage, the principal supervises the teacher to provide an assessment of the teacher's teaching. Assessments are also carried out on learning tools such as syllabus, lesson plans and mid-semester assessments, end-of-semester assessments. Before carrying out learning activities, teachers are required to make learning tools such as RPP, Syllabus, mid-semester assessments and end-of-semester assessments as a teacher's guide in carrying out the learning process. So that the principal has a good view of the performance of teachers. At this stage, the principal supervises not only the learning tools. But also about the use of media whether it is in accordance with the needs of students and whether it can make students understand the material presented.

IV. CONCLUSION

The principal's management strategy in improving teacher performance in the use of learning media has 3 procedures, namely: 1). Planning Stage: as an educator is indispensable in guiding teachers to make learning plans that are tailored to the environmental conditions and needs of students. The preparation of learning planning such as the preparation of subject matter, the selection of appropriate media according to the lessons and conditions of the students, the use of learning approaches and methods and assessments that are carried out at a certain time. 2) The Organizing Stage, namely: turning the plans that have been made into actions that are assisted by leadership assistance and motivation. 3) Assessment Level.

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