

School Head Management in Improving the Quality of Teacher Learning Technology

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ABSTRACT--- *The development of the quality of learning technology for professional performance of teachers is always considered in the world of education, given the weak performance of teachers in carrying out their duties and still only routines without change both in strategy, methods, techniques, media, etc., as well as problems about the role of the Principal as a motivator and manager in human resource management that does not work as it should. The purpose of this study was to find out the management of the principal in improving the quality of teacher learning technology in a Public Middle School, West Bandung Regency. The approach theory used in research is a naturalistic qualitative approach. While the solution to overcome it can be done by the principal in implementing a guidance system for teachers so that the quality and performance of teacher learning technology can be improved. Management of teacher professionalism fostering is the right step to overcome this problem. The steps that can be taken are the school principal and his staff to make plans for coaching, organizing, implementing guidance, and evaluating the results of coaching.*

Keywords—Management, Learning Technology.

I. INTRODUCTION

According to [1] A very well-known definition of Educational Technology is the definition issued by AECT, which states: "Educational technology is defined as a complex and integrated process, which involves people, procedures, ideas, tools and organizations to analyze problems related to all aspects of human learning, designing, implementing, evaluating, and managing these solutions ". While the latest definition of Educational Technology is the definition of 2008 as a result of the development of the previous region. The definition of 2008 is more specific because it emphasizes study and practice. Definition of Educational Technology from AECT In 2008 was: "Educational Technology is the study and practice ethics in order to facilitate learning and improve performance through the creation, use and management of processes and resources adequately" [2].

From the definition above, it can be identified that the Educational Technology area consists of: 1) Study; 2) Ethical; 3) Facilitation of Learning/Learning; 4) Performance Improvement; 5) creation, use and management of learning processes with adequate

technology; and 6) Creation, use and management of processes in learning resources with adequate technology.

While Learning Technology (Instructional Technology) is one of the arable fields that seeks to help the human learning process by optimally utilizing the components of learning through the development and management functions. Learning technology is defined as: "Theory and practice of compiling design, development, management, and evaluation of processes and resources for learning" [3].

This definition is the development and combination of previous definitions or concepts. AECT (Association for Educational Communication and Technology) in 1977 defines Learning Technology as a subset of Educational Technology, in line with the concept of learning (instructional) which is a subset of education.

Therefore, if educational technology emphasizes the learning process in a general and broad sense, the learning technology emphasizes the purposeful and controlled learning process.

Basing on the concept, learning technology is defined as: "a complex and integrated process that involves people, procedures, ideas, equipment, and organizations to analyze problems, find solutions, implement, evaluate, and manage problem solving in situations where activities learning has a purpose and is controlled".

As a comparison, it is also necessary to read a series of definitions collected and definitions proposed by Anglin (ed.) [4], both the definition of Educational Technology and Instructional Technology along with the analysis provided. While according to article 1 (3) [5] number: PER/2/ M.PAN /3/2009, stated that: Learning Technology is a field that systematically combines components of learning resources which include: people, content, media or teaching materials, equipment, engineering, and environment, which is used to teach students in all paths, levels and types of education.

Learning technology focuses on the process of how software technology (software) and hardware (hardware) are used to communicate knowledge, skills, or attitudes to learners, so that learners experience behavior change as expected. For that learning technology develops by taking four main characteristics, namely: applying a systems approach, using as much learning resources as possible, aiming to improve the quality of human learning, and oriented to individual instructional activities. Students are recently no longer to be passive [6][7].

The term learning technology encompasses a number of utilization environments that describe the functions of

Revised Manuscript Received on May15, 2019.

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technology in education more precisely; can refer to both learning and learning; and learning problem solving/learning facilities, learning technology is an area of innovation in education.

Developing teachers' quality in integrating ICT to learning is highly suggested. As they should equip learning with media including technology[8]. However, it is not an easy as school and teachers might face obstacles towards the implementation: number of expertises in ICT, infrastructures, expensive hardwares and softwares are some of which [9]. Due to these lacks, the educational technology faces a lot of challenges in the schools of developing countries similar to Indonesia [10]. Leadership can be a big factor here in relation to a successful ICT implementation [11]. That is why this paper examined school head management in improving the quality of teachers learning technology.

II. METHOD

The method used in this study is a qualitative method with a descriptive approach. Descriptive research is called data collection activities to give an idea or idea of a concept or symptoms [12]. With data collection techniques, observation, interviews and documentation studies.

The location of the research lies in West Bandung District. The research subjects selected as samples were considered to represent the entire research subject. Research subjects are needed as a source of data and information. While the data collection procedure for qualitative research is grouped into three groups: orientation stage, exploration stage, member check stage.

III. RESULT AND DISCUSSION

Results

Instructional System Design (Instructional System Design) which includes the preparation of the Syllabus and Assessment System and RPP (Learning Implementation Plan) (PP. 19/2005), can also be considered as a more concrete manifestation of Educational Technology.

Therefore Educational Technology is very much needed when:

1. The process of preparing the Syllabus and Assessment System, up to the development of the RPP (Learning Implementation Plan), it is necessary to even be obliged to pay attention to a number of considerations/concepts related to Learning Technology, including the taxonomies of each domain of design, development, utilization, and evaluation, by applying the system approach model.
2. In accordance with its mission, learning emphasizes on improving the learning quality of students through achieving individual competencies, so as to be able to compete locally, regionally and globally. Learning that emphasizes on improving the quality of learning and the achievement of students' competencies, through meaningful learning experiences, whether obtained through direct or indirect experience, in the classroom or outside the classroom, certainly requires the use of learning resources as wide as possible by utilizing learning based on various sources and various media,

such as Computer Based Instruction/CBI computer-based multimedia learning, or various terms commonly used for computer-based learning packages, including: CAI (Computer Assisted Instruction), CAL (Computer Assisted Learning) or CBL (Computer Based Learning), CMI (Computer Manage Instruction), CBI (Computer Based Instruction) or PBK (Computer Based Learning), etc. Even e-learning, e-library, e-education, e-mail, e-laboratory, e-book, etc. Currently it has become a normal thing, and is no longer considered a luxury item.

3. Learning that also emphasizes mastery learning individually requires the development of remedial and enrichment programs that can be applied flexibly. Therefore the application of learning technology, especially learning based on various sources and media, both mono and multimedia to support learning completeness independently, becomes very important role.
4. In order to achieve mastery in learning, the CBSA application (Active Student Learning Method) and the Process Skills Approach, as paradigmized with PAKEM, PAIKEM, or other equivalent terms, which are mandatory in learning, must absolutely be applied seriously, utilizing technology learning, for the sake of improving learning in the future.

Fostering teacher performance is an important point in efforts to improve teacher professionalism in schools. Although the method of school in an effort to improve teacher performance has a difference in the method, but basically the effort to foster teacher performance leads to the same substance. In the planning stage in an effort to foster teacher performance in schools, according to the results of interviews and observations. State junior high schools conducted include: the preparation of the school's vision and mission, the preparation of school objectives, the preparation of school objectives, school self-evaluation, the annual school program. Guidance and assessment of teacher performance refers to the school's self-evaluation, it will show the goals and programs that have not been achieved, so that the preparation of the improvement program and the development of performance can be improved in the current year or the following year. The stage of organizing performance coaching so that the implementation of coaching will be clear in the direction of the teacher, and in accordance with what is expected. So first made or appointed coordinator of the assessment of sustainable performance in this program. Organizing under the command of the principal is determined through a special meeting involving all stakeholders in the school.

The guidance and performance assessment system that occurs after an agreement between the teacher and the head, or between the teacher and supervisor, or between the new teacher and senior teacher. At the implementation stage before the observation is carried out, the principal holds a special meeting with the teacher. Here the matters related to the availability of supporting documents in the framework



of the implementation of teacher performance assessment are stated, the schedule for the implementation of teacher performance assessment, as well as the report format that will be used as the final evaluation in the implementation of teacher performance.

The implementation of other coaching carried out in order to improve teacher performance, among others, is to send educational staff in this case the teacher to attend an education or training program. The education program is directed at those who do not have a Bachelor level (S-1) education, the education taken must be linear with the subjects that they receive.

From the problems found in Cipongkor Senior High School, Bandung Regency that is related to the development of technology-based learning is:

1. Problems related to the mastery of educational technology professional competencies which include: carrying out analysis and assessment of education technology systems/models, educational technology systems/models designation, learning media production, application of systems/models and utilization of learning media, system control/learning models, and evaluation application of systems/models and utilization of learning media.
2. Problems related to the implementation of learning (teacher, principal, supervisor).
 - a. Teachers, generally still face a number of learning problems in the form of mastering the subject matter, method and media, as well as facilities and infrastructure that support the implementation of the curriculum;
 - b. Principals generally still face problems related to curriculum implementation, which are more directed to the aspects of administration and management;
 - c. While supervisors generally also do not have sufficient insights and adequate capabilities regarding curriculum and learning according to supervisory duties.
3. Problems related to learning supporting facilities and infrastructure in the form of media or teaching aids, are not adequate. Learners need learning packages based on various sources and learning multimedia.

Further studies to a higher level including Masters and S3 also seem to be a good hope for educational technology developers, even teachers and other education personnel can be programmed seriously according to the principle of linearity, with an adequate scholarship program.

Discussion

The discussion of the results of the study is to summarize the research description associated with the relevant theory to be used as material in drawing conclusions.

1. Preparation of Principal Planning in Teacher Performance Management: Planning can be prepared based on the steps that will be implemented to achieve the stated goals. Planning can be arranged based on needs within a certain period of time in accordance with the wishes. The more important planning is made so that it can be implemented easily and on target.

2. Stage of Organizing the Principal in coaching Teacher Performance: In order for the teacher performance improvement program to run according to what was planned. First, the organizational structure is arranged so that what, who, and when the program must run, the organizational structure that is made is adjusted to the situation and conditions at that time. Organizational structure formation procedures are needed so that the goals of what is planned are clear. The goals are achieved effectively and efficiently. At this stage teacher performance development activities are formed which consist of stakeholders in the school, among others: the headmaster, the organizing committee chairman in this case is the assistant to the principal, secretary, and senior teachers.
3. Stage of School Principal Implementation in Fostering Teacher Performance: Various efforts were taken by the principal in order to improve teacher performance. In both schools the implementation of teacher performance guidance is carried out by: 1) individual and group coaching; 2) participate in activities outside of school activities such as training, upgrading, workshops, seminars, and others. 3) assessment of teacher performance; 4) teacher supervision. In the context of applicative professional teacher skills can be realized in the mastery of the following competencies: 1) mastering the material; 2) can manage teaching and learning programs; 3) can manage classes; 4) can use media and sources; 5) mastering the foundation of education; 6) mastering teaching and learning interactions; 7) assessing student achievement; 8) recognize the function of counseling guidance services; 9) get to know the school administration; 10) understanding the principles of research results for teaching needs. The above applicable context can be realized if the principal as a leader can provide guidance appropriately for the teacher who is his co-worker. Supervision activities are activities that must be carried out in the implementation of education. Implementation of supervision activities is carried out by principals and school supervisors. This needs to be done because the teaching and learning process implemented by the teacher is at the core of the overall education process as the main role holder.
4. Evaluation phase of the Principal in Teacher Performance Development: Purpose of the Principal in carrying out performance assessments carried out by the teacher within one semester. Not to look for mistakes made by the teacher but rather to assess the ability of the teacher to apply all the skills competencies needed in teaching and learning activities. Thus the teacher's performance as an illustration of the teacher's strengths and weaknesses will be identified as need analysis or audit appraisal skills are also intended to plan sustainable professional development to calculate the credit figures obtained by the teacher for performance, for the implementation of

additional tasks relevant to the school functions carried out during the year if the teacher is a Civil Servant. Teacher performance assessment is carried out every semester which includes: 1) pedagogic competence; 2) personality competence; 3) social competence; 4) professional competence.

IV. CONCLUSION

Based on the findings of the study there are several aspects of the findings, namely the good, effective and efficient managerial role of the principal has a positive impact on improving teacher performance. Through planned activities, organized, supervised, and evaluated, as well as follow-up, teacher performance development activities can foster enthusiasm, work ethic, and positive performance. Because the benefits will be felt both for the teacher concerned and for the principal.

1. In planning the development of teacher performance, a preparation is initiated that begins with an analysis of the problems faced by the teacher in learning, problems raised in school work meetings. Problems include the development of good learning planning, or in the form of the implementation of teaching and learning activities and the use of information technology.
2. In organizing it first begins by holding a teacher meeting for the preparation of the coordinator or committee for the development of teacher professional performance. The committee involves the principal, vice principal, responsible person, secretary, treasurer, and members.
3. Implementation of teacher performance development includes the implementation of teacher work and the implementation of work outside the teacher, including workshops, seminars, opportunities to continue their studies to the next level, upgrading, training, etc.
4. Teacher performance evaluation activities by principals are carried out periodically in the form of planning evaluations, implementation evaluations, evaluation evaluations, and follow-up evaluations. Evaluation is useful for the principal to measure the achievement of the goals that have been set, as well as the material for preparing the work program in the following year. For the teacher, the evaluation becomes an improvement material and material consideration for promotion and class or promotion in addition to improving performance.

So efforts to improve the quality of learning from time to time must be able to facilitate learning in various conditions and backgrounds of students, both horizontally and vertically, easily, and widely, and create enjoyable learning (enjoyment or joyful learning), flexible in the time dimension, space, and develop the potential of individual students. For this reason, educational technology that is intentionally and creatively designed to help solve learning problems, will likely take a role. So that learning messages can be received well and easily, and various forms of learning experience, which refers to activities that must be done by learners in interacting with learning objects, both that can be achieved in the classroom and outside the classroom, presumably learning messages and various the

form of learning experience, needs to be prepared and packaged by taking into account the principles and principles of educational technology. Learners need learning packages based on various sources and learning multimedia. That is a big task that must be fulfilled by people/parties concerned, especially educational technology development professionals.

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AUTHORS PROFILE

First Author personal profile which contains their education details, their publications, research work, membership, achievements, with photo that will be maximum 200-400 words.

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