

THE CONCURRENT PRINCIPAL'S STRATEGY IN DIGITAL LEARNING MANAGEMENT AT SDN 4 BANYURINGIN, KENDAL REGENCY

Farid Umar¹, Iwan Candra Bachtiar², Soedjono³

^{1,2,3}Universitas PGRI Semarang

Corresponding Email: faridumar45@guru.sd.belajar.id¹, iwanbachtiar83@guru.sd.belajar.id²,
soedjono@upgris.ac.id³

Received : 22 April 2025

Revised : 30 April 2025

Accepted : 19 May 2025

Published : 09 June 2025

DOI : <https://doi.org/10.54443/morfai.v5i4.3150>

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3150>

Abstract

The rapid development of technology in education has compelled schools to embrace digital learning as a vital instructional innovation. However, challenges emerge when school principals must manage multiple responsibilities while ensuring the effective implementation of digital learning. SDN 4 Banyuringin, Kendal Regency, exemplifies a school that has successfully implemented digital learning management strategies despite these constraints. This study, employing a qualitative method with a case study approach, analyzes the strategies of a multitasking school principal in managing digital learning at SDN 4 Banyuringin. Findings indicate that digital learning implementation at the school is effective, positively impacting student learning quality. This success is largely attributed to a delegation strategy involving senior teachers, who, after intensive digital training, serve as mentors to colleagues, facilitating smoother technology adoption. Additional contributing factors include the optimal use of communication technology, support from the education department, infrastructure readiness, and periodic evaluations. Key indicators of effective implementation are increased student engagement, improved material comprehension, and enhanced academic achievement. This study's findings offer a valuable reference for other schools aiming to develop effective digital learning management strategies.

Keywords: *Digital Learning, Education Management, School Principal Strategies, Teacher Delegation*

INTRODUCTION

In the era of digital transformation, the role of the school principal as an educational leader is becoming increasingly complex (Sulastris et al., 2024). Digitalization in education demands adaptive leadership to ensure that the learning process remains effective and of high quality (Rosmini et al., 2024). School principals not only act as administrators but also as facilitators and innovators in the application of learning technology (Nurdin et al., 2023). They must be capable of integrating technology into the curriculum, guiding teachers in the use of digital tools, and ensuring that students receive learning experiences relevant to contemporary developments (Dharma, 2022). One phenomenon that has emerged is the presence of school principals concurrently holding duties at more than one school, as is the case at SDN 4 Banyuringin, Kendal Regency. This condition presents various challenges in digital learning management, including resource management, teacher supervision, and the implementation of technology in learning (Nur & Astutiningtyas, 2024).

Digital learning management is a crucial aspect in improving the quality of education in the modern era. According to educational management theory, the success of digital learning is significantly influenced by the school principal's leadership in managing facilities and infrastructure, guiding teachers, and ensuring the sustainability of digitalization programs (Rahayu et al., 2024). However, in the context of concurrent school principals, various obstacles exist, such as time constraints, complex coordination, and the need for effective strategies to ensure optimal learning (Zidane Ardiansyah et al., 2023). The principal at SDN 4 Banyuringin must divide their time between two schools while ensuring that learning supervision continues. One strategy implemented is leveraging communication technology, such as WhatsApp groups and video conferences, for regular teacher monitoring. Additionally, the principal delegates some tasks to senior teachers to maintain effective coordination despite time limitations being a primary challenge. This phenomenon aligns with previous research findings indicating that principals with dual workloads often face difficulties in optimally managing schools. For instance, a study conducted by Dewi Nur Laksmi Astutiningtyas (2024) revealed that concurrent principals tend to experience difficulties in overseeing the

Publish by **Radja Publika**



implementation of learning technology, providing guidance to teachers, and ensuring student engagement in digital learning. The study showed that principals with dual responsibilities often face time constraints in evaluating the use of technology in learning, thus necessitating delegation strategies and more optimal utilization of communication technology. At SDN 4 Banyuringin, the implementation of digital learning still faces various obstacles, such as a lack of adequate technological infrastructure, students' readiness for digital learning, and minimal optimal supervision due to the principal's time limitations. Furthermore, consistent policy support and guidance are key factors in the success of digital learning in elementary schools (Sahmaulana *et al.*, 2024).

Based on these phenomena, this study aims to analyze the strategies of the concurrent school principal in digital learning management at SDN 4 Banyuringin, Kendal Regency. This research seeks to identify the main challenges faced, the strategies implemented, and the effectiveness of these strategies in improving the quality of digital learning at the school. This research is expected to provide both theoretical and practical benefits. Practically, this study can offer guidelines for school principals in designing more effective management strategies for digital learning, including optimizing time and delegating tasks. Additionally, for teachers, this research is hoped to provide insights into how to enhance their digital competence through more structured training and better support from the principal in implementing learning technology. Theoretically, this research can broaden understanding in the field of education management, particularly in the context of school principal leadership in the digital era. Practically, the findings of this study are expected to provide strategic recommendations for concurrent principals in managing digital learning, as well as input for policymakers in designing regulations that better support the effectiveness of school principal leadership in elementary schools. Thus, this research is relevant in addressing the challenges of educational leadership in the digital era and makes a real contribution to efforts to improve the quality of technology-based learning in elementary schools, particularly at SDN 4 Banyuringin, Kendal Regency.

LITERATURE REVIEW

The pervasive influence of the digital era has profoundly reshaped educational leadership, making the principal's role increasingly intricate. The current landscape demands adaptive leadership from school principals to ensure that learning processes remain effective and uphold quality standards amidst digitalization. Beyond their traditional administrative functions, principals are now expected to act as facilitators and innovators in integrating educational technology. This includes the crucial tasks of embedding technology into the curriculum, guiding teachers in leveraging digital tools, and guaranteeing that students acquire learning experiences that are contemporary and relevant to the times.

A notable phenomenon identified in the existing literature, and exemplified by SDN 4 Banyuringin in Kendal Regency, is the presence of school principals who concurrently manage responsibilities across multiple schools. This dual role presents significant challenges to effective digital learning management, impacting resource allocation, teacher supervision, and the practical implementation of technology in the classroom.

Digital learning management is recognized as a vital element in enhancing educational quality in the modern era. Educational management theory posits that the success of digital learning is heavily contingent upon the principal's leadership in overseeing facilities and infrastructure, providing teacher guidance, and ensuring the sustainability of digitalization initiatives. However, within the specific context of concurrent principals, the literature highlights various impediments such as time constraints, complex coordination demands, and the critical need for effective strategies to maintain optimal learning outcomes. The principal at SDN 4 Banyuringin, for instance, must meticulously allocate time between two schools while ensuring consistent learning supervision. This challenge is actively mitigated through strategies like utilizing communication technologies, such as WhatsApp groups and video conferences, for regular teacher monitoring. Furthermore, the delegation of tasks to senior teachers emerges as a crucial strategy to maintain effective coordination, even when faced with significant time limitations.

Previous research supports these observations, indicating that principals with dual workloads frequently encounter difficulties in optimally managing their schools. A study by Dewi Nur Laksmi Astutiningtyas (2024) specifically reveals that concurrent principals often struggle with overseeing the implementation of learning technology, providing adequate teacher support, and ensuring active student engagement in digital learning. This research further emphasizes that such principals often have limited time for evaluating technology use in learning, underscoring the necessity for robust delegation strategies and more effective utilization of communication technology. Despite these efforts, challenges persist at SDN 4 Banyuringin, including insufficient technological infrastructure, varying levels of student digital readiness, and suboptimal supervision due to the principal's limited time. The literature also underscores the critical role of consistent policy support and ongoing guidance as key determinants of successful digital learning implementation in elementary schools.

Given these identified challenges and the existing gaps in understanding how concurrent principals effectively manage digital learning amidst constraints, this study aims to specifically analyze the strategies employed by the concurrent school principal at SDN 4 Banyuringin, Kendal Regency. This research will endeavor to identify the primary challenges encountered, the specific strategies implemented, and evaluate the effectiveness of these strategies in improving the quality of digital learning within the school context. By addressing these aspects, this study seeks to contribute new knowledge to the field of education management, particularly concerning leadership in the digital era, and offer practical recommendations for schools facing similar circumstances.

METHOD

This research employs a qualitative approach with the aim of deeply understanding the strategies of concurrent school principals in digital learning management. A qualitative approach was chosen because this study focuses on exploring phenomena occurring in the field, including the experiences, perspectives, and strategies applied by school principals in facing the challenges of learning digitalization (Hardani MSi *et al.*, 2020). Through this approach, the research can delve into information in a more detailed and contextual manner, thereby gaining a more comprehensive understanding of the phenomena being studied.

In this qualitative research, the method used is a case study. The case study allows researchers to conduct in-depth exploration of one research location, namely SDN 4 Banyuringin, Kendal Regency (Ilhami *et al.*, 2024). This approach enables researchers to investigate how the school principal manages digital learning, the obstacles encountered, and the solutions implemented in real-world situations. Case studies also provide flexibility in collecting data through various techniques such as interviews, observations, and analysis of documents related to school policies. In-depth interviews were conducted with the school principal, teachers, and educational staff to understand the challenges and strategies applied in digital learning. Observations were carried out in the school environment to directly witness how the school principal manages the implementation of technology in learning and the interaction between teachers and students in the use of digital devices. Document analysis included school policies, activity reports, and the school principal's supervision records related to the use of technology in learning. With this approach, the research can obtain a comprehensive picture of the school principal's strategies in digital learning management (Bagas Aviyanto *et al.*, 2024).

Data collection was conducted through in-depth interviews with the school principal, teachers, and educational staff involved in the implementation of digital learning. These interviews aimed to gain an understanding of the school principal's leadership strategies in overcoming the challenges of digital learning in schools with limited resources and time. In addition to interviews, observations were also conducted to directly see how the implementation of technology in learning takes place, including the interaction between the school principal, teachers, and students in the digital environment (Seituni & Akbari, 2021).

To ensure data validity, this study applied data triangulation by comparing the results of interviews, observations, and school documents. This triangulation aimed to avoid bias and ensure that the research findings truly reflect the situation occurring in the field. Furthermore, data analysis was performed using a thematic approach, where the obtained data was categorized into main themes relevant to the research objectives. Thematic analysis helps in identifying patterns, relationships, and strategies applied by the school principal in managing digital learning (Nurrisa & Hermina, 2025).

With this case study-based qualitative research model, the study is expected to provide deeper insights into school principal leadership in facing the challenges of learning digitalization (Sitasari, 2022). The results of this study are expected to serve as a reference for other school principals facing similar situations and provide practical recommendations for improving the effectiveness of digital learning management in elementary schools

RESULTS AND DISCUSSION

This research reveals that the implementation of digital learning at SDN 4 Banyuringin has proceeded smoothly and has a positive impact on the quality of student learning. Based on interviews with several teachers, they reported an increase in student engagement in the learning process, particularly in the use of interactive learning platforms. Furthermore, classroom observations showed that students are more active in participating and more easily understand material delivered with the aid of digital media. Although the school principal holds concurrent positions and faces time constraints, the strategies implemented successfully created an effective and adaptive learning environment for technological developments. The research findings indicate that one of the main factors supporting this success is the delegation system to senior teachers who have undergone intensive digital learning training.

Delegation to Senior Teachers as a Key to Success

Delegating tasks to senior teachers has proven to be an effective strategy in overcoming time constraints and the school principal's supervision limitations. Interview results with several teachers indicate that senior teachers who have undergone intensive digital training actively guide their colleagues in the use of learning devices and platforms. A concrete example is how senior teachers regularly hold internal training sessions and provide individual assistance for teachers experiencing technical difficulties. Classroom observations also show that teachers who have been guided by senior teachers are able to apply digital learning methods with greater confidence, thereby increasing student participation in class. Senior teachers who have received digital training play a vital role in guiding their colleagues in the use of technology in learning. They act as internal facilitators, providing technical assistance to other teachers in using digital learning platforms, creating multimedia-based materials, and utilizing educational applications to enhance student engagement (Sopacua & Rahardjo, 2020).

The results of observations and interviews indicate that teachers who receive guidance from senior teachers are able to adopt digital learning methods more quickly. Students also benefit from increased classroom interactivity, more engaging material presentation, and broader access to digital learning resources. With this delegation system, the school principal can still carry out their role in overseeing the implementation of digital learning despite having responsibilities at two schools.

Factors Supporting the Success of Digital Learning

In addition to delegation to senior teachers, several other factors contribute to the smooth and successful implementation of digital learning at SDN 4 Banyuringin.

Firstly, the optimal use of communication technology helps facilitate coordination between the school principal and educational staff. WhatsApp groups and video conferencing are regularly used to provide directions, evaluate teacher performance, and discuss challenges faced in the digital learning process. This ensures that the school principal can remain actively involved in supervision even when not physically present at the school.

Secondly, support from the education department in the form of regular training and access to digital resources further accelerates technology adoption in schools. Regular training provided to teachers helps improve their competence in using learning devices and applications, making them more confident in integrating technology into teaching activities.

Thirdly, adequate infrastructure readiness, although still under development, contributes significantly to supporting digital learning. SDN 4 Banyuringin is equipped with stable internet access, computer devices for teachers, and projectors in several classrooms, enabling more interactive material delivery. However, challenges still exist regarding the limited number of devices available for students and the need to increase network capacity to support broader technology use. Nevertheless, the school continues to optimize existing resources to ensure the learning process remains effective.

Fourthly, active participation from students and parents in supporting the use of technology in school is also a key factor in the success of digital learning implementation. Students show higher interest in learning because the material presented is more varied and interactive. Additionally, parents provide support by ensuring their children have access to digital devices at home and assist in supervising the use of technology for learning purposes.

Fifthly, periodic evaluation and reflection on the implementation of digital learning ensure that the strategies applied can be continuously improved. The school principal regularly evaluates the effectiveness of digital learning methods applied by teachers through classroom observations, discussions with teachers, and analysis of student learning outcomes. A concrete example of this evaluation is the organization of monthly reflection forums where teachers share their experiences, discuss challenges faced, and devise strategies to optimize the use of technology in learning. The results of these evaluations are used to adjust strategies, provide solutions to emerging obstacles, and develop new innovations in digital learning management. For example, based on previous evaluations, the school began holding additional training sessions for teachers who still struggled with operating digital learning platforms, thereby improving their skills and the effectiveness of technology-based teaching. The school principal regularly evaluates the effectiveness of digital learning methods applied by teachers. The results of these evaluations are used to adjust strategies, provide solutions to emerging obstacles, and develop new innovations in digital learning management.

Improved Student Learning Quality

The research results show that digital learning at SDN 4 Banyuringin has a positive impact on the quality of student learning. Students become more active in seeking information, are more interested in attending lessons, and have broader opportunities for independent learning through digital resources. This improvement can be seen from classroom observations, interviews with teachers and students, and analysis of student academic achievement

progression after the implementation of digital methods. Teachers observed that students more easily understand material delivered with the aid of digital media such as learning videos, interactive simulations, and technology-based presentations. Additionally, the use of quiz applications and online evaluations increases student engagement in the learning process and provides faster feedback on their understanding of the material.

With these various supporting factors, it can be concluded that the strategies implemented by the school principal in digital learning management at SDN 4 Banyuringin have successfully created a more modern, interactive, and effective learning ecosystem. This success is measured by the increase in students' average scores in several key subjects after the implementation of digital learning, as well as teacher and student satisfaction survey results showing a positive response to this new method. Furthermore, periodic evaluations indicate that students are more enthusiastic about learning and have broader access to digital learning resources, which further strengthens the effectiveness of the strategies implemented. The targeted implementation of learning digitalization, supported by a sound delegation system, is capable of overcoming the challenges of school principal leadership with concurrent duties, while simultaneously improving student learning quality significantly. Therefore, this strategy model can serve as a reference for other schools facing similar challenges in managing digital learning in the era of educational technology transformation

CONCLUSION

The findings of this study indicate that the school principal's strategy in managing digital learning at SDN 4 Banyuringin has been effective and has positively impacted the quality of student learning. The successful implementation of digital learning is supported by several key factors: a delegation system to senior teachers who have received intensive training, the utilization of communication technology for supervision and coordination, and support from the education department in the form of training and access to digital resources. Additionally, the continuously developed infrastructure readiness, active participation from students and parents, and systematically conducted periodic evaluations are also crucial factors in the program's sustainability.

One of the main findings of this research is that delegation to senior teachers has proven to be an effective strategy in ensuring that all educators can adopt technology in learning. Senior teachers who have received digital training act as mentors for their colleagues, making the technology adoption process faster and more effective. This system effectively addresses the school principal's time limitations in directly overseeing the implementation of digital learning. The success of digital learning at SDN 4 Banyuringin is also reflected in the increased student engagement and understanding of learning materials. Based on observations and interviews with teachers, students show a more positive response to technology-based learning, with increased active participation and the utilization of various digital learning resources. Evaluation data also indicates an improvement in student academic achievement after the implementation of digital learning, which is a strong indicator of the effectiveness of the strategies applied.

The implications of this study suggest that similar strategies can be adopted by other schools facing challenges in managing digital learning, especially for principals with concurrent duties. Delegation-based management, supported by technology-based supervision and continuous evaluation, can be an effective model for facing the era of digital transformation in education. As a recommendation, schools are expected to continuously improve the quality of training for teachers in educational technology, optimize digital infrastructure to reach all students, and strengthen cooperation with parents in supporting technology-based learning. Furthermore, further research can be conducted to delve deeper into the long-term impact of digital learning on student learning outcomes and their readiness to face future educational challenges.

REFERENCES

- Bagas Aviyanto, M., Zumrotun, E., & Muhaimin, M. (2024). *Analisis Hambatan Guru Dalam Mengikuti Program Guru Penggerak: Studi Kasus Di Sekolah Dasar Negeri 1 Sukosono* (Vol. 9, Issue Tahun).
- Dharma, S. (2022). PENGARUH KECAKAPAN LITERASI DIGITAL TERHADAP KINERJA GURU SEKOLAH MENENGAH KEJURUAN DI KABUPATEN GOWA. *Manajemen Pendidikan*, 17(2), 117–129. <https://doi.org/10.23917/jmp.v17i2.17569>

- Hardani MSi, A., Ustiawaty, J., & Juliana Sukmana, D. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif*. <https://www.researchgate.net/publication/340021548>
- Ilhami, M. W., Vera Nurfajriani, W., Mahendra, A., Sirodj, R. A., & Afgani, W. (2024). Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 462–469. <https://doi.org/10.5281/zenodo.11180129>
- Nur, D., & Astutiningtyas, L. (n.d.). *Pengaruh Gaya Kepemimpinan Kepala Sekolah Perangkapan di Kecamatan Singorojo*.
- Nurdin, D., Marnita, M., & Ghani, M. F. B. A. (2023). DIGITAL TRANSFORMATION TO IMPROVE TEACHERS' LEARNING MANAGEMENT AND STUDENTS' SCIENCE LIFE SKILLS. *Jurnal Pendidikan IPA Indonesia*, 12(3), 329–342. <https://doi.org/10.15294/jpii.v12i3.44253>
- Nurrisa, F., & Hermina, D. (2025). *Pendekatan Kualitatif dalam Penelitian: Strategi, Tahapan, dan Analisis Data*. 02, 793–800.
- Rahayu, A. P., Nisak, H. K., Samuji, S., Wahib, A., & Besari, A. (2024). Inovasi Metode Pembelajaran Kolaboratif di Era digital: Studi Kasus Perguruan Tinggi Swasta Magetan. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(02), 368–379. <https://doi.org/10.47709/educendikia.v4i02.4450>
- Rosmini, H., Ningsih, N., Murni, M., & Adiyono, A. (2024). Transformasi Kepemimpinan Kepala Sekolah pada Era Digital: Strategi Administrasi Pendidikan Berbasis Teknologi di Sekolah Menengah Pertama. *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran*, 16(1), 165–180. <https://doi.org/10.35457/konstruk.v16i1.3451>
- Sahmaulana, D., Lukas, S., Auliya, S., Selatan, T., Kunci, K., belajar, M., Guru, K., Belajar, M., & jalur, A. (2024). Pengaruh Digitalisasi Pembelajaran, Kompetensi Guru dan Variasi Metode Pembelajaran Terhadap Motivasi Belajar Siswa SMP Auliya. *Jurnal Pendidikan Indonesia*, 5(9).
- Seituni, S., & Akbari, R. (2021). ANALISIS EFEKTIFITAS PEMBELAJARAN DARING BERBASIS WEBSITE STUDI KASUS SISWA KELAS X AKUNTANSI LEMBAGA DI SMKN 2 SITUBONDO MATA PELAJARAN SIMULASI DIGITAL. *EDUSAINTEK : JURNAL PENDIDIKAN, SAINS DAN TEKNOLOGI*, 8(1), 11–20. <https://doi.org/10.47668/edusaintek.v8i1.118>
- Sitasari, N. W. (2022). *Mengenal Analisa Konten Dan Analisa Tematik Dalam Penelitian Kualitatif Forum Ilmiah* (Vol. 19).
- Sopacua, E. E. D., & Rahardjo, M. M. (2020). PERSEPSI GURU SENIOR TERHADAP PEMBELAJARAN TEMATIK PADA PENDIDIKAN ANAK USIA DINI DI SALATIGA. *Jurnal Pendidikan Dan Kebudayaan*, 5(2), 153–167. <https://doi.org/10.24832/jpnk.v5i2.1647>
- Sulastris, S., Nurkolis, N., & Kusumaningsih, W. (2024). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru Terhadap Digitalisasi Pembelajaran di Sekolah Dasar Negeri. *Jurnal Inovasi Pembelajaran Di Sekolah*, 5(1), 329–337. <https://doi.org/10.51874/jips.v5i1.230>
- Zidane Ardiansyah, Julia Julia, & Cucun Sunaengsih. (2023). Rangkap Jabatan Kepala Sekolah Dan Pengaruhnya Terhadap Manajemen Sekolah Dasar: Studi Kasus Di Kota Cirebon. *Jurnal Elementaria Edukasia*, 6(2), 490–505. <https://doi.org/10.31949/jee.v6i2.5280>