

## Role of School Principal in Utilizing Student The LKPD to Improve Quality of Learning

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**Abstract:** This study aims to plan, organized, implement, supervise, and evaluate the use of student the LKPD called LKPD by the school principal to improve the quality of learning at SMP Negeri 1 Samarinda. This research combines descriptive and qualitative methods, the descriptive method provides a comprehensive overview of the principal's management phenomena regarding the use of student the student worksheets (LKPD) without any manipulation or intervention, and qualitative methods approach through a case study using data collection techniques such as interviews, observations, and document analysis. The results of the study indicate the school principal carry out educational management functions systematically through planning, organizing, implementing and monitoring the use of the LKPD. The implementation of these management functions has helped to promote a higher quality of learning that is more active, contextual and learner-centre. The school principal management of the use of the the LKPD published by the Department of Education and Culture has been carried out in accordance with the POAC management functions (Planning, Organizing, Actuating, Controlling) and the school principal role as EMASLIM refers to concept of the school principal role as an educator, manager, administrator, supervisor, leader, innovator, and motivator—and has made a tangible contribution to improving the quality of the learning process. This study contributes to the field of educational management by demonstrating that the management of teaching materials by the school principal forms part of instructional leadership practices that influence the quality of learning.

**Keywords:** The principal management, student worksheet, learning quality

The quality of learning is greatly influenced by the availability and use of effective instructional materials. High-quality instructional materials serve as a guide for students in understanding concepts and developing critical thinking skills (Sari et al. 2024). One strategic form of instructional material is the Student Worksheets (LKPD). Research shows that problem solving based LKPD can improve students' critical thinking skills and cognitive learning outcomes (Rahayu et al., 2022), and that LKPD using a scientific approach effectively foster science process skills and science literacy (Ningrum et al., 2023). Theoretically, as educational managers, school principals are responsible for planning, organizing, implementing, and supervising all learning activities at the school (Asbari, et al 2021). Newman et al. (2020) state that the strategic role of management in optimizing the contribution of human resources as the organization's most valuable asset. Research shows that effective school leadership can significantly

improve teacher performance and the quality of learning (Komariah et al., 2025). A study by Pratama et al. (2025) demonstrates that optimal management of instructional materials by the principal can increase learning effectiveness by up to 35%. Instructional materials can take the form of textbooks or Student the LKPD.

The Samarinda City Government, through the Samarinda City Education and Culture Office, has published Student the LKPD as part of an effort to improve the quality of learning in accordance with the Merdeka Curriculum. SMP Negeri 1 Samarinda has been using the LKPD published by the Department of Education and Culture since August 2025. The use of the LKPD has shown a positive impact on the teaching and learning process for both students and teachers, namely by facilitating a shift in the learning environment from teacher-centered to student-centered (Raudoh, 2023). The utilization of LKPD is supported by various policies, including: instructing teachers to align their Lesson Implementation Plans (RPP) with the available LKPD, and encouraging the use of innovative learning models such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Inquiry Learning, and Discovery Learning that are relevant to the Merdeka Curriculum (Gustiana et al., 2025).

In SMP Negeri 1 Samarinda, the principal's management role theoretically plays a strategic part in optimizing learning resources, and there has indeed been an improvement in the quality of learning. however, no in-depth study has yet been conducted to comprehensively describe how the principal manages the use of the LKPD to enhance the quality of learning. The research problem addressed in this study is how school principals carry out planning, organizing, implementation, monitoring, and evaluation in utilizing LKPD, as well as their efforts to utilize LKPD published by the Department of Education and Culture to improve the quality of learning at SMP Negeri 1 Samarinda. Gaps were also identified in this study, namely theoretical-practical gaps, process gaps, and contextual gaps (Muhartini et al., 2023).

This study can make a practical contribution to the development of school management and educational policy in Samarinda. It is expected to provide a comprehensive description of school principals management practices in utilizing the LKPD to improve the quality of learning. Specifically, this study aims to describe the processes of planning, organizing, implementing, and monitoring carried out by school principals in the utilization of the LKPD. The findings of this study are expected to serve as a reference for other school principals in optimizing the use of LKPD, provide input to the Department of Education and Culture in refining LKPD and the school mentoring system, and enrich the literature on educational management, particularly in the context of the utilization of learning resources.

## **METHOD**

This study combines a descriptive case study method with a qualitative approach. The descriptive case study method used in this research aims to provide a comprehensive and in-depth description of the phenomenon of school principal management regarding the use of LKPD without manipulating or intervening in the variables under study. The qualitative method was conducted through a case study

approach, with data collection techniques involving words, actions, and documents. The research was conducted at SMP Negeri 1 Samarinda, the study period lasted 5 months, from September 2025 to February 2026. The data in this study are divided into two types: primary and secondary data. Primary data consist of information obtained directly from the research subjects through in-depth interviews and observations. This was supplemented with secondary data in the form of documents related to the use of LKPD, Lesson Plans (RPP), school policies, learning evaluation results, and other supporting documents, including the LKPD themselves. Data sources were selected using purposive sampling, with sources including the school principal, the vice principal for curriculum, subject teachers, the librarian, and the treasurer. Data collection techniques included observation, interviews, and documentation. The data analysis technique used in this study was the interactive model analysis. This interactive model analysis consists of three components: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Subsequently, the data is presented in the form of tables, graphs, images, or narratives that illustrate the planning, organization, implementation, and supervision by the school principal in utilizing LKPD to improve the quality of learning, as well as the presentation of data from the findings of interviews, observations, and documentation.

## **RESULTS AND DISCUSSION**

### **RESULT**

#### **Planning School Principal for the Use of LKPDs Published by the Ministry of Education and Culture**

The analysis in this planning process was conducted through various management components, including indicators of human resource involvement, budget planning, LKPD needs analysis, utilization strategies, infrastructure readiness, and supporting data planning. Human resource involvement in LKPD distribution planning involves several school components. The principal stated that the parties involved in LKPD distribution planning are the principal as the person giving instructions and the operator as the person verifying the number of students through core education data, while verifying the number of students involves homeroom teachers and the vice principal for curriculum. After the LKPD are received, they are placed in the library and then sorted and grouped according to subject and grade level.

The vice principal in charge of curriculum stated that when items arrive, they are immediately taken to the library and received by the library staff. There is no clear structure in place, but as the vice principal in charge of curriculum, he provides the library with data based on the number of students who need the materials. This statement indicates that the school has not formally established an LKPD planning team via a principal's decision letter. The involvement of relevant parties is conducted functionally based on work requirements and their respective core duties. Regarding budget planning for LKPD distribution, the principal stated that LKPD distribution is budgeted through the treasurer's tactical funds. Confirmation with the BOSDA treasurer and the BOSNAS treasurer revealed that there is no specific budget line item for this activity. This situation indicates that funding for LKPD distribution has not been

fully documented in the school's specific budget planning, necessitating clarity regarding funding sources to ensure implementation proceeds in a more orderly and accountable manner.

Strategies for utilizing the LKPD in instruction (*materials*) are planned through policy discussions during regular meetings. The principal uses weekly meetings to convey the requirement to use the LKPD as part of the policy of the Department of Education and Culture. The vice principal explained that the content of the LKPD does not always align with learning needs; therefore, subject teachers hold discussions to determine the appropriate utilization strategy, ensuring that the implementation of LKPD in the classroom is consistent and in accordance with the subject teachers' agreement.

The availability of facilities and equipment (*machines*) supports the use of the LKPD in instruction. The principal noted that all classrooms are equipped with projectors, allowing printed LKPD to be displayed during lessons. The vice principal for curriculum emphasized that facilities and equipment are sufficient in terms of both quantity and availability. Observations revealed that instructional materials are available in the classrooms and can be used immediately, although in certain situations teachers supplement these with their own materials to enhance the effectiveness of instruction.

Based on these findings, planning for the utilization of the LKPD published by the Department of Education and Culture has been carried out through cross-school coordination, using the Basic Education Data System (DAPODIK) as the basis for needs analysis. The strengths of the planning are evident in the data validation mechanism, coordination of roles, and readiness of infrastructure. Aspects that need to be strengthened include the legal status of the working team, clarity of budget allocations, and the development of written guidelines to ensure more consistent and measurable program implementation.

### **Organizational Structure of School Principals in Utilizing Local Education Reports Published by the Department of Education and Culture**

The organization of LKPD management was analyzed through the division of tasks, coordination among parties, the existence of operational procedures, facility support, communication patterns, and documentation. The division of tasks in LKPD management has not yet been formalized in a formal structure, but implementation proceeds according to each party's respective functions. This was emphasized by the vice principal, who noted that technical management is primarily handled by the library. Furthermore, coordination among parties is managed by the financial administrator as well as the LKPD storage and distribution unit. Financial management is handled by the school treasurer through administrative record-keeping. LKPD storage and distribution are centralized in the library.

Furthermore, the operational procedures for using the LKPD are not yet available in the form of written SOPs. Implementation is based on verbal instructions from the school principal. The In-Depth Learning Plans (RPM) reviewed indicate that the LKPD has been integrated into the lesson structure, for example, in core activities such as group discussions and LKPD completion. Classroom observations show that teachers present materials and instructions aligned with the LKPD content using a projector. The next analysis focuses on facilities and infrastructure; in this analysis, LKPD implementation is rated

as good because every classroom is equipped with a projector. The organizational process ensures all equipment functions optimally. Findings indicate that teachers still independently prepare certain equipment, such as a microphone, when needed.

Analysis of communication patterns and documentation systems is conducted through regular school meetings. Information regarding the LKPD is provided at the beginning of the semester, including a clarification that the LKPD is provided free of charge. The availability of the LKPD is seen as a response to parents' concerns regarding the purchase of books at school. Communication with the Department of Education and Culture takes place through school coordination regarding reporting and meeting LKPD needs. Based on these findings, the organization of the use of LKPD published by the Department of Education and Culture is carried out through cross-departmental coordination within the school and the centralization of services in the library. The strengths of this organizational structure are evident in the clear functional division of roles and the effectiveness of distribution.

### **The Implementation of School Principal in Utilizing the LKPD Published by the Department of Education and Culture**

This section describes how school principals manage the use of student the LKPD published by the Department of Education and Culture. The aspects analyzed include teachers' performance of duties, budget implementation, the distribution mechanism for student the LKPD, strategies for utilizing student the LKPD in instruction, technological support, and the communication of schedules and usage guidelines. Teachers' implementation of their duties in guiding students using the LKPD is demonstrated through instructional training activities, teacher learning communities, and the integration of The LKPD into teaching materials. The school principal explained that discussions of the LKPD are also part of instructional training and learning community forums.

The principal also added that teacher professional development is not only carried out through general guidance but also through the reinforcement of teaching practices and performance evaluations. This was further clarified by a teacher who explained that guidance on LKPD is provided directly during class time—whether for individual or group assignments by having the teacher circulate among students to ensure they understand the activities they are required to complete. The LKPD incorporate local wisdom into the learning materials, as well as into the activities for both group and independent assignments. The collaboration between teacher guidance and local wisdom content enhances the contextual nature of learning.

Furthermore, regarding budget implementation, budget allocations to support the distribution of the LKPD were not specifically planned in the initial annual budget. The school treasurer added that there were expenditures to support the distribution process, but the funding sources were not included in the School Activity and Budget Plan (RKAS) because the LKPD were only received midway through the year. This situation indicates that funding for implementation is more situational in nature to accommodate operational needs, given that the LKPD program was not accounted for from the outset of

RKAS preparation. The next aspect is the strategy for utilizing the LKPD in learning, which involves using the LKPD as daily learning resources aligned with specific subjects. The use of the LKPD also considered to facilitate teachers in assessment and learning management, particularly because it reduces the need to create and reproduce teaching materials independently.

The aspect of technological support for learning is demonstrated through the use of classroom projectors and educational applications. One teacher noted that projector usage varies among teachers, while digital technology is consistently utilized through applications for *ice breaking* or assessment purposes, such as Wordwall and Quizizz. The final aspect involves the implementation of the LKPD outreach and reporting to the Department of Education and Culture, which includes conducting the LKPD outreach to parents and students, while reporting to the Department of Education and Culture is carried out through the roles of the school principal and homeroom teachers.

### **Supervision of School Principals in the Use of the LKPD Department of Education and Culture**

Supervision indicators include supervision and evaluation; under these indicators, teacher performance regarding the use of the LKPD has not yet been specifically assessed. The supervision activities conducted are only general in nature, and the instruments for evaluating teacher performance are also general, covering preparation, implementation of instruction, and assessment; during the learning process, teachers utilize the LKPD as one of the teaching materials. Next is the budget audit indicator; under this indicator, budget audits continue to be conducted through the school's accountability mechanism. The school treasurer stated that audits are carried out by the school principal and verifiers from the Education, Culture, and Tourism Office. This indicates that financial controls remain within the existing oversight system.

Indicators for monitoring the quality, stock, and alignment of the LKPD materials with the curriculum are assessed through informant evaluations and internal school discussions. The school principal assesses that the The LKPD are generally aligned with the curriculum, although improvements are still needed in terms of contextual relevance and activity variety. Furthermore, indicators for evaluating the effectiveness of the LKPD use in the classroom have not yet been implemented through specific instruments. The school principal stated that there have been no detailed observations specifically assessing the use of the LKPD and that evaluation instruments are not yet available.

The mechanism for inspecting facilities and equipment is more clearly defined. The principal explained that if a projector breaks down, teachers report it to the facilities and equipment department for repairs, and the school has backup equipment. Teachers also noted that this mechanism supports the smooth operation of learning, although they mentioned the need to improve the internet connection to ensure more equitable digital learning. The final indicator is the satisfaction survey, as well as the system for reporting learning outcomes through student satisfaction surveys, parent feedback, and evaluations from the Department of Education and Culture, which have not yet been formally implemented. The principal and vice principal stated that the school has not yet developed a satisfaction survey instrument.

Based on these findings, the monitoring of the LKPD utilization is currently integrated into the general learning monitoring system and has not yet taken the form of a structured, specialized monitoring process. The necessary improvements include the development of evaluation tools for the LKPD utilization, specialized supervision regarding the LKPD implementation, and the conduct of satisfaction surveys to ensure that monitoring is more targeted and can serve as the basis for continuous improvement.

### **Principals' Efforts to Utilize the LKPD Published by the Department of Education and Culture**

The principal's efforts to utilize the LKPD published by the Department of Education and Culture to improve the quality of learning. The indicators analyzed include strengthening the role of teachers, budgeting plans, improving the quality of the LKPD content, innovative learning strategies, the use of technology, the impact on learning outcomes and parent satisfaction, as well as the availability of data on improved understanding and grades. The analysis of efforts to strengthen the quality of learning carried out by teachers was conducted through mentoring and training; in addition, teachers also held discussions regarding the content and activities in the LKPD. The use of LKPD also encouraged collaboration among teachers, particularly when questions required understanding across disciplinary backgrounds.

The next analysis concerns the budget; the budgeting plan for the distribution of the LKPD in the following year was presented by the school treasurer. The treasurer stated that the school would allocate special funds to ensure that implementation is more planned and does not rely on contingency funds. Analysis of the LKPD quality improvement: The quality of content, relevance, and variety of the LKPD are key considerations in quality improvement efforts. The principal assessed that the LKPD are sufficiently varied and contextual, but there are quality disparities among authors. The principal also emphasized the need for improvements through consistent formatting, the use of AI to enhance content, improved paper quality, strengthened local content, and the use of communicative language.

The next analysis focuses on innovative learning strategies and the use of technology; these strategies are implemented through differentiated instruction and the implementation of deep learning. Based on observations, differentiated instruction is applied across content, process, and outcomes. Regarding deep learning, elements such as meaningfulness, awareness, and enjoyment were evident in the Deep Learning Plan (RPM) documentation or teaching modules. The final analysis focuses on improvements in learning outcomes and skills; the impact of this analysis is an increase in parental satisfaction with learning outcomes and student engagement. The school principal noted that the LKPD because the material is more concise. Teachers added that the LKPD reduces the teacher's workload in preparing instructional materials and encourages students to be more active.

## **DISCUSSION**

### **Discussion on the Plan for the Use of the LKPD by the Department of Education and Culture**

The research findings indicate that the planning for the use of The LKPD issued by the Department of Education and Culture at SMP Negeri 1 Samarinda is carried out through coordination among the

principal, school administrators, the vice principal for curriculum, homeroom teachers, and the library. The planning process begins by recording the number of students using Dapodik data, which is then verified by homeroom teachers and the vice principal for curriculum to determine the number of the LKPD needed for instruction. These findings indicate that the planning of the LKPD usage is data driven, allowing for more accurate prediction of instructional material needs.

Robbins & Coulter (2024) explain that planning is a management function that determines the direction of an organization's future activities. With effective planning, organizations can minimize uncertainty and maximize the use of available resources. In educational management, instructional planning is a key factor in improving the quality of learning in schools. Efendi & Sholeh (2023) state that improving the quality of learning requires data-driven educational planning that addresses students' actual needs so that the designed instructional strategies can be implemented effectively. Garay and Hattie (2025) also emphasize that effective planning for the use of instructional materials can improve the quality of instructional design and help teachers develop more effective teaching strategies.

From the perspective of management elements as defined by Komariyah et al. (2021), the planning of the LKPD usage involves several key elements. The *human* element is evident in the participation of the school principal, school administrator, vice principal for curriculum, homeroom teachers, and library staff in the planning and distribution of the LKPD. The information element is evident in the use of Dapodik data as the primary source for analyzing LKPD needs. Meanwhile, the *machine* element is evident in the readiness of learning facilities—specifically, projectors already available in all classrooms—to support the visualization of LKPD during the learning process, thereby making the material presented by teachers easier for students to understand.

In this study, the analysis of the LKPD needs initially focused more on the number of students, while teachers' needs had not yet been fully accounted for. Teachers also need the LKPD as a reference for teaching and learning activities and assessment. If teachers' needs are not met, the use of the LKPD in the classroom may face obstacles. Therefore, a comprehensive plan should include the needs of students, teachers, and a reserve of the LKPD to anticipate conditions such as damage or missing pages. Overall, the planning for the LKPD use at SMP Negeri 1 Samarinda demonstrates fairly effective practices through coordination among school stakeholders, validation of needs data, and readiness of learning resources. This aligns with Irawan et al. (2026), who found that LKPD practices are proven to be valid, practical, and effective in enhancing problem-solving skills as well as collaboration among students and school stakeholders. Students demonstrated excellent mathematical collaboration. To ensure program planning is more systematic and accountable, improvements are needed in the budget aspects documented in the RKAS, the formation of an official working team via a principal's decision letter, and the development of written guidelines as a reference for future program implementation.

**Discussion on the Organizational Structure for the Utilization of the LKPD by the Department of**

## **Education and Culture**

The research findings indicate that the use of the LKPD published by the Department of Education and Culture at SMP Negeri 1 Samarinda is organized by dividing tasks among the vice principal for curriculum, library staff, homeroom teachers, and subject teachers. The technical management of the LKPD is handled by the library, while distribution to students is carried out through coordination between the library and homeroom teachers. This approach indicates that the use of the LKPD is organized by leveraging the existing organizational structure within the school. Research by Harliansyah et al (2022) also indicates that school principals' managerial competencies in organizing school resources have a significant impact on the success of learning programs. Furthermore, Nasution et al (2023) explain that effective organization can enhance the effectiveness of educational programs because every member of the organization understands their roles and responsibilities.

The strength of the organization is evident in the collaborative work practices of the library staff. The staff work together to complete tasks in a relatively short time, and are even willing to work overtime to ensure that the LKPD can be distributed to students in accordance with the principal's instructions. From a human resource management perspective, the human element is the most important factor in an organization's success (Syahputra & Aslami, 2023). Therefore, the work commitment and collaborative culture demonstrated by the library staff serve as vital social capital in supporting the success of the LKPD program at the school. This study also found that the number of library staff available is still insufficient for a student body of over 1,000. This situation highlights the need to strengthen human resources in the library unit so that LKPD management services can operate more effectively, particularly during the distribution period, which requires precision and speed.

From an operational procedure perspective, this study also found that the organization of the LKPD use still largely depends on verbal instructions from the school principal. Teachers reported that there are no written standard operating procedures (SOP) specifically governing the use of LKPD, although there are directives from the school principal to integrate the LKPD into teaching modules and use them in classroom instruction. This situation indicates that, in terms of policy, the school has a clear direction regarding the use of the LKPD, but this is not yet fully supported by an administrative system that establishes standards for their implementation. According to Daft (2021), an effective organization requires a clear system of work procedures to ensure that organizational activities are carried out consistently and to facilitate the evaluation process. In the context of educational quality management, the existence of SOPs is crucial to ensure that every school program is implemented in a standardized, documented, and sustainable manner. Without written SOPs, there is a risk of variations in implementation practices among teachers or classes due to differing interpretations of verbal instructions.

## **Discussion on the Implementation of the Utilization of LKPD by the Department of Education and Culture**

At SMP Negeri 1 Samarinda, the implementation of the LKPD program is also integrated with

efforts to improve teacher competence. The principal provides guidance through teaching training and teacher learning communities. Additionally, a performance evaluation team observes classroom instruction. This indicates that the LKPD program is not a standalone initiative but rather an integral part of the system for enhancing teacher professionalism and strengthening the school's learning culture. Research by Widiastuti and Priantini (2022) also states that LKPDs serve to increase student learning activities and help them understand learning concepts more systematically. The distribution of the LKPD to students is carried out by the library, which schedules distribution according to grade level in collaboration with homeroom teachers. The distribution process is quick and orderly, and includes a replacement service if any pages are found to be missing.

In terms of learning, the strategy for utilizing the LKPD involves asking students to bring them every day according to the class schedule. Teachers then guide the learning process based on the steps outlined in the LKPD, ranging from individual to group activities. These findings indicate that the LKPD serves as a guide for learning activities that facilitates teachers in implementing the learning model. This aligns with the Ministry of Education and Culture's (2008) view that the LKPD is a teaching material containing guidelines for learning activities designed to help students understand learning concepts systematically. In fact, some teachers stated that when teachers are not yet fully prepared for a specific learning model, the LKPD can serve as a guide because the sequence of activities is already systematically organized. According to Fithri et al. (2021), the LKPD can serve as learning tools that help streamline the delivery of instructional content. Consequently, this reinforces the role of student LKPD as instructional materials that help maintain consistency in the learning process, particularly in the implementation of the Merdeka Curriculum, which emphasizes deep learning (conscious, meaningful, and enjoyable).

This study also shows that LKPD are used as a medium to encourage student activity through analysis and problem-solving tasks. This indicates the LKPD function as a learning scaffold. This finding aligns with the view of Sari (2024), who state the LKPD should be designed to guide students' thinking processes in a step-by-step manner. The implementation of the LKPD is also supported by the use of learning technology. The school has provided projectors in all classrooms so that teachers can visualize the materials in the LKPD to clarify conceptual explanations. Rambe et al. (2025) state that the integration of technology in learning can improve the quality of learning and make the learning process more interactive and engaging for students. Another important aspect of the program's implementation is outreach activities for parents and students. The principal conducts outreach to parents regarding the use of LKPD as the primary instructional material at the school, while homeroom teachers convey this information to the students. Nabilah (2025) explains that contextual learning can boost students' motivation because the material is more closely aligned with their environment. Thus, the LKPD serve not only as teaching materials but also as a medium that connects subject matter with students' social and cultural contexts.

**Discussion on the Oversight of the Utilization of LKPD Issued by the Department of Education and**

## **Culture**

The research findings indicate that monitoring of the use of the LKPD issued by the Department of Education and Culture at SMP Negeri 1 Samarinda is already taking place, but it has not been conducted in a specific or structured manner. The principal stated that there has been no supervision specifically aimed at evaluating the use of LKPDs in the learning process. Research by Aliyah and Masyithoh (2024) indicates that systematic monitoring and evaluation of learning can help schools identify barriers in the learning process and formulate appropriate improvement strategies. Nevertheless, the LKPD continue to be used by teachers as instructional materials during learning supervision activities. The vice principal for curriculum also explained that supervision of the LKPD is primarily conducted through discussions with teachers regarding the quality of the content in the LKPD used. These findings indicate that the supervision carried out remains general in nature and has not yet specifically assessed the effectiveness of the LKPD use in improving the quality of learning.

These findings align with George R. Terry's management theory as cited in Syahputra & Aslami (2023), which states that supervision is the process of monitoring the implementation of organizational activities to ensure they remain in line with predetermined plans. Through supervision, organizations can determine whether implemented programs align with their objectives and make improvements if deficiencies are identified in their implementation. In the context of education, monitoring of the learning process is carried out through academic supervision conducted by the school principal. Tanjung et al. (2021) explain that effective academic supervision can help improve teachers' teaching abilities and enhance the quality of the learning process in the classroom.

Therefore, academic supervision is a crucial tool for ensuring that school learning programs run optimally. Research by Fitriyana et al (2024) indicates that improving the quality of learning requires a structured evaluation system so that schools can determine the extent to which their learning programs are effective. This study indicates that the monitoring of the LKPD use is not yet supported by specific evaluation instruments capable of measuring the extent to which the LKPD are effectively utilized in learning. Schools have not conducted detailed classroom observations specifically designed to assess how the LKPD are used by teachers and students in the classroom.

Supervision of learning facilities also follows a clear procedure. If there is a problem with a projector or other learning equipment, teachers can report it to the facilities coordinator so it can be repaired immediately. The school also provides backup equipment to be used if the primary equipment breaks down. The results indicate that supervision at the school is quite robust in terms of the administrative and technical management of learning equipment. In the academic aspect, quality monitoring of the LKPD is conducted through discussions between the principal, the vice principal for curriculum, and teachers. According to Maisyaroh et al. (2021), the implementation of learning supervision influences teachers' teaching practices. Monitoring the use of the LKPD as a learning program still needs to be strengthened by creating a specific evaluation instrument, conducting more targeted academic supervision, and improving the learning data system. With a more organized evaluation

system, the school can accurately assess the contribution of the LKPD use to improving the quality of learning at the school.

### **Discussion of School Principals' Efforts in Utilizing the LKPD Published by the Department of Education and Culture**

Based on the research, there are several strategic efforts undertaken by school principals, namely strengthening the role of teachers, managing the LKPD program budget, improving the quality of teaching materials, implementing innovative learning strategies, and examining the impact of the LKPD use on the learning process and outcomes. The efforts to strengthen the role of teachers in this study indicate that school principals place teachers at the center of improving the quality of learning through the use of the LKPD. Strengthening the role of teachers is carried out by providing guidance and training in learning as well as developing a teacher learning community at school. School principals are not only policy makers but also role models by being directly involved in creating teaching materials and learning practices in the classroom. This finding is consistent with the opinion of Mulyasa (2023), who states that school principals play a crucial role as learning leaders responsible for enhancing teacher professionalism through guidance, training, and academic supervision.

Furthermore is the effort to manage the budget to support the continuation of this LKPD program; the school plans a special budget for LKPD distribution activities in the following year. This step reflects a managerial response to previous experiences, which still relied on ad-hoc funds to support LKPD distribution operations. In educational management theory, budget management is part of the planning function that determines the effectiveness of an organization's program implementation (Soro et al. 2025). The school's effort to plan a dedicated LKPD budget indicates a process of evaluation and improvement in learning program management. Soro et al. (2023) also emphasize that improving the quality of learning requires strong educational management support, including the effective management of educational resources and funding.

Efforts to improve the quality of the LKPD as a means of enhancing the quality of learning materials indicate that schools actively evaluate the content of these the LKPD. This evaluation covers the alignment of the material with textbooks, the progression of question difficulty, the variety of learning activities, and the visual presentation of the LKPD. Discussions regarding the quality of the LKPD take place through school-based subject-matter teacher communities (MGMP) and teacher learning communities. This finding aligns with the opinion of Putra et al. (2024), who state that high-quality The LKPD must include systematic learning activities and be capable of encouraging students to think critically and actively engage in the learning process. Innovative learning strategies and the use of technology were the next areas of analysis; the results of this study indicate that the use of the LKPD at SMP Negeri 1 Samarinda is supported by the implementation of innovative learning strategies and the use of learning technology. Teachers use the LKPD as a guide for student learning activities, both individually and in groups. Additionally, the learning process supports the use of technology such as

classroom projectors, the Wordwall app, and Quizizz.

The next focus is on the impact of using the LKPD on learning outcomes, skills, and parental satisfaction. The impact of this use is evident in increased student engagement, motivation, and learning skills. Classroom observations indicate that students are more active in discussing, collaborating, and presenting group work. Communication and collaboration skills stand out as the aspects showing the most significant improvement. These findings align with learning quality theory, which states that learning quality is not only measured by learning outcomes but also by the quality of the learning process occurring in the classroom (Ningrum et al., 2023). The use of the LKPD is not merely a component of classroom learning activities but also serves as a managerial strategy for the school principal to continuously improve learning quality. A discussion of the factors that support and hinder the use of the LKPD are important for gaining a clearer understanding of the successes and challenges in implementing the program at SMP Negeri 1 Samarinda. This analysis reinforces the research findings and serves as a basis for providing recommendations for future program improvements.

### **Factors Supporting and Hindering the Use of LKPD in Improving the Quality of Education**

The research findings identified several factors that contribute to the successful use of the LKPD in improving the quality of learning. First is the support from the school principal. The principal not only serves as a leader in policy-making but also actively encourages teachers to use LKPD in their teaching. This support is evident in policies regarding the use of LKPD, training for teachers, and the principal's involvement in overseeing the teaching and learning process. This aligns with the view of Mulyasa (2023), who states that the school principal serves as a key educational leader in improving the quality of learning through training and program development.

Another supporting factor is the availability of LKPD as teaching materials published by the Department of Education and Culture. The availability of these LKPD provides a structured learning resource that teachers can immediately use in the learning process. The final supporting factor is a culture of innovation and collaboration among teachers; in this context, teachers not only use LKPD directly but also modify them and discuss them in MGMP forums or learning communities. This aligns with the research by Zega et al. (2022), which states that teacher collaboration can improve the quality of learning through the sharing of experiences and teaching strategies. This culture of innovation is also evident in the use of learning technologies and the development of more varied strategies, making the use of the LKPD more effective and engaging.

The results of this study also identified factors hindering the use of LKPD. The first factor is the variation in the quality of LKPD. Some LKPD were rated as good and contextually appropriate, but others were still lacking in terms of depth of content, variety of activities, and visual presentation. This aligns with the findings of Sari and Lepiyanto (2020), who noted that the quality of The LKPD significantly impacts the effectiveness of learning. Consequently, poorly designed LKPD can lead to students losing interest in learning. These quality discrepancies necessitate that teachers make adjustments or

modifications to ensure the LKPD align with classroom learning needs. Next is the factor of limited training for teachers; research indicates that not all teachers understand how to use LKPD innovatively. Some still use LKPD merely as practice exercises, rather than as active learning tools. Efendi and Sholeh (2023) state that the quality of learning depends on teachers' ability to design and implement instruction. Continuous training is necessary so that teachers can utilize LKPD optimally.

Another factor is the limited use of technology. Although technology is already being used in learning, its adoption is not yet widespread, and technical barriers remain, such as limited internet connectivity, device compatibility, and variations in teachers' digital proficiency. Research by Rambe et al. (2025) indicates that the use of technology in learning requires robust infrastructure support and strong digital proficiency among teachers to function effectively. Other researchers, Aliyah and Masyithoh (2024), also emphasize that without adequate technological support, digital learning innovations are difficult to implement to their full potential.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the results of the research and discussion regarding the principal's management of the use of LKPD published by the Department of Education and Culture to improve the quality of learning at SMP Negeri 1 Samarinda, it can be concluded that the principal carries out educational management functions systematically through planning, organizing, implementing, and supervising the use of LKPD. The implementation of these management functions has proven effective in driving improvements in the quality of the learning process through more active, contextual, and student-centered learning.

The principal's overall management of the use of the LKPD published by the Department of Education and Culture has been carried out in accordance with the POAC management functions and the principal's role as an EMASLIM, and has made a tangible contribution to improving the quality of the learning process. Strengthening in the areas of formal planning, administrative organization, and data-driven monitoring is still needed so that improvements in learning quality can be demonstrated objectively and sustainably. This study contributes to enriching educational management research by demonstrating that the management of teaching materials by school principals is part of instructional leadership practices that influence the quality of learning.

### **SUGGESTION**

School principals need to develop a system for periodically evaluating the quality of the LKPD through school-based subject teacher working groups (MGMP) to ensure the appropriateness of the content, the difficulty level of the questions, and integration with differentiated instruction. School principals are also advised to establish written policies regarding the use of the LKPD, including forming an LKPD management team through an official decree (SK) to clarify roles and responsibilities. School principals are advised to develop standard operating procedures (SOP) for the use of LKPD and to

strengthen oversight functions through specialized supervision of LKPD usage, as well as the development of evaluation instruments to measure the effectiveness of LKPD so that their impact on the quality of learning can be quantified. Teachers are encouraged to be more consistent in integrating the LKPD into teaching modules and lesson plans, and to implement learning strategies that promote critical thinking, communication, and collaboration among students. Teachers are also encouraged to document the process and outcomes of using the LKPD, and to utilize school-based teacher working groups and learning communities to agree on strategies for using the LKPD when the content is not fully aligned with learning needs. The recommendation for the Samarinda City Department of Education and Culture is to standardize the quality of the LKPD and provide training on their use, incorporating deep learning and digital technology. Furthermore, they should conduct periodic evaluations of the quality of the LKPD, particularly regarding the contextual relevance of the content, consistency of the format, and the quality of the printed materials; establish a more systematic distribution mechanism for the LKPD and provide mentoring programs or training for teachers on strategies for utilizing the LKPD to ensure more optimal implementation in schools.

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