Application of Learning Technology as a Strategy for New School Principals to Gain Acceptance

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Abstract: This research aims to describe the use of learning technology as a strategy used by novice principals to gain acceptance in the elementary school environment by novice principals to increase their acceptance in elementary schools. Learning technology includes a variety of tools and platforms that can improve learning quality, administrative efficiency, collaboration with parents, and teacher professional development. By implementing learning technology, novice principals can demonstrate visionary leadership, increase student motivation and engagement, and strengthen relationships with all stakeholders. This research approach uses a qualitative descriptive method with data analysis through in-depth interviews and participant observation at three elementary schools in Mojokerto Regency, namely SDN Tanjungkenongo 2 Pacet, SDN Ketapanrame 2 Trawas, and SDN Pagerluyung 1 Gedeg. The main informant for this research was the school principal and was triangulated with teachers and the school committee. The research results show that the use of learning technology as an innovation by novice school principals has great potential to increase their acceptance in elementary schools. By implementing learning technology, school principals can demonstrate visionary leadership, increase administrative efficiency, support teacher professional development, increase collaboration with parents, and increase student motivation and engagement. These findings provide important insights for educational leaders to improve their leadership effectiveness.

Keywords: Application; Gain acceptance; Learning technology; principals

Introduction

The success of a novice school principal's leadership is greatly influenced by the level of acceptance of the school community (Kılınç & Gümüş, 2021). School principals who are well received by teachers, education staff, students and school committees can be more effective in carrying out their duties and achieving educational goals. Therefore, this research aims to describe the strategies used by novice school principals to gain acceptance from the school community, especially through the application of learning technology used by novice school principals to gain acceptance in their environment. This research was

conducted considering the need for further research that focuses on the application of learning technology as an innovation for novice school principals to gain acceptance. Understanding these strategies can assist in the development of support programs and professional development initiatives targeted to increase the effectiveness of new principals (Karacabey, 2021).

The success of a new principal is determined not only by their managerial abilities and educational knowledge, but also by the extent to which they are accepted by teachers, staff, students, and parents. One effective way to increase this acceptance is through innovation, especially the use of learning technology (Keane et al., 2020; Osorio-Saez et al., 2021). Learning

technology offers various benefits that can help school principals carry out their duties more effectively and efficiently.

The use of learning technology in the world of education is increasingly receiving attention as part of school leadership innovation. This technology not only makes the learning process easier but can also be a strategic tool in increasing the acceptance of novice school principals. The use of technology in education can encourage learning transformation that is more innovative and relevant to the needs of the times (Marlina & Hamdani, 2023; Mwakapemba et al., 2024). Learning technologies such as digital platforms, interactive learning applications, and classroom management software, enable novice principals to implement more engaging and effective learning methods in their school environments. Thus, technology becomes the main pillar in strengthening the acceptance of new principals in the elementary school environment, accelerating their adaptation to change and improving the quality of learning.

Implementing learning technology as part of a leadership innovation strategy in elementary schools can increase support and acceptance for novice school principals. As stated by Mardiana et al. (2019) the integration of technology in school policies and practices can increase collaboration between school principals, teachers and parents. For example, the use of a Learning Management System (LMS) such as Google Classroom or Moodle can facilitate better communication, delivery of teaching materials, and real-time monitoring of student progress (Bankole & Olajide, 2024). This not only helps school principals manage school administration more efficiently but also creates a more inclusive and participatory learning environment. Thus, learning technology not only increases the effectiveness of school management but also strengthens interpersonal relationships between school principals and other educational stakeholders.

Research shows that the use of learning technology has a positive impact on the acceptance of novice principals in elementary schools. According to a study conducted by David et al. (2024) learning technology that is applied appropriately can increase the involvement and motivation of teachers and students. School principals who integrate technology in learning activities tend to find it easier to get support from teachers and parents, because this technology makes the learning process more transparent and interactive (Darmaningrat et al., 2018). Apart from that, learning technology also opens up opportunities for continuous professional development for teachers, such as online training and virtual workshops, which in turn strengthens the competence of school principals in managing and leading schools. Success in implementing

this technology is often a strong indicator of the acceptance of novice school principals by all school components.

Despite its many benefits, the integration of learning technology into school leadership is not without challenges. Some novice principals face obstacles such as a lack of technological infrastructure, limited training for teachers, and resistance to change from school staff (Suhadha et al., 2023). To overcome this challenge, school principals need to design a comprehensive technology implementation strategy, including providing technical training for teachers, increasing access to technology infrastructure, and developing policies that support educational innovation. Collaboration with external parties such as higher education institutions or technology companies can also strengthen the principal's ability to overcome these obstacles (Hulkin et al., 2024). With a strategic and collaborative approach, learning technology can be an effective solution in increasing the acceptance of novice school principals, as well as supporting improving the quality of education in elementary schools.

Method

This research uses a qualitative approach because this research examines symptoms, information or statements resulting from observations during the research process without intervention or treatment from the researcher (Creswell & Creswell, 2018). The symptoms, information or statements resulting from observations from the research subjects in question are about the acceptance of novice principals in elementary schools. The characteristics of this research are natural, descriptive, emphasizes processes rather than products or statistical tests, carries out inductive data analysis, and emphasizes meaning (Sugiyono, 2015). Natural means research on the acceptance of novice principals in elementary schools based on the results of observations, interviews with sources without intervention or treatment from researchers (Darling-Hammond et al., 2022).

This research is descriptive research. Descriptive means that this research seeks to obtain information regarding the observed phenomenon regarding the acceptance of novice principals in elementary schools and does not intend to test hypotheses. The data collected is in the form of words or descriptions, prioritizing direct data, participation without interference and inductive analysis carried out continuously since the researcher entered the field with the aim of understanding the social situation in depth regarding the acceptance of novice principals in elementary schools (Sugiyono, 2017).

In this study, the data source used was novice school principals who served as principals with a tenure of less than one year. This research involved novice school principals as the main informants and teachers and school committee members as secondary informants. A multi-site design was used in this study. Multi-site includes three different sites or places that have almost the same characteristics, namely SDN Tanjungkenongo 2 Pacet, SDN Ketapanrame 2 Trawas, and SDN Pagerluyung 1 Gedeg. The three sites are state elementary schools under the auspices of the Mojokerto Regency Education Office which are led by novice school principals. The multi-site design used is in the form of a chimney. because initially the researcher explores places and people who can be used as data sources or research subjects, looks for locations that are deemed appropriate to the aims and objectives of the study, and then develops a wider network to find data sources (Alam, 2021).

Research data sources consist of primary sources and secondary sources. Primary data sources are the results of interviews and field observations with informants, while secondary data sources are the results of document studies obtained in research. The informants determined in this research were novice principals at elementary schools in Mojokerto Regency who had served less than one year. The emphasized that the characteristics of primary data are in the form of words or spoken utterances and human behavior. Meanwhile, secondary data comes from documents and photographs which can be used as a complement to primary data. The characteristics of secondary data are in the form of writings, recordings, drawings or photographs found at the research location (Moleong, 2017).

The data collection procedures used in this research were nonparticipant observation techniques, in-depth interviews, and documentation (Muzari et al., 2022). So, what the researchers did in relation to data collection in this research, the results obtained were related to the focus of the research, namely the acceptance of novice principals in elementary schools, namely a number of information sourced from predetermined research subjects.

There are two types of data analysis used in this research, namely within-site data analysis, and cross-site data analysis. The data analysis steps consist of testing, categorizing, tabulating, or recombining empirical evidence to build initial research propositions (Palys & Atchison, 2021). The final analysis activity is the formulation of research findings. From these research findings, propositions are then prepared which are placed at the end of the data presentation and conclusions on each site. To test the validity of the data, the triangulation method was used. In this research, the triangulation used is source triangulation and method triangulation.

Result and Discussion

The application of learning technology in learning activities at school can improve the quality of learning (Sudarsana et al., 2019). Teachers and students often see new school principals facilitating the use of learning technology as innovative and progressive, this is demonstrated by the principal's policy to encourage the use of Google Classroom and Google Forms in school activities, especially in teaching and learning activities. This can increase the respect and acceptance of teachers and students towards the new principal.

"Our new principal has good IT skills. He brought a lot of new technology to the classroom. We feel more interested and motivated to implement teaching and learning activities" (Interview with teacher A at SDN Ketapanrame 2 Trawas).

Principal policies that support the use of technology such as Google Classroom allow teachers to manage classes more efficiently, organize assignments, provide real-time feedback, and better monitor student progress. Meanwhile, using Google Forms allows for fast and easy evaluation, whether for exams, quizzes or surveys. The media make administration and learning processes become more structured and organized, ultimately increasing the effectiveness of teaching and learning in the classroom (Owoc et al., 2019).

Teachers and students at SDN Ketapanrame 2 Trawas, for example, appreciate the new principal's abilities in the field of information technology. The quoted statement from teacher A's interview at SDN Ketapanrame 2 illustrates how technological innovation brought by the school principal can create a more dynamic and enjoyable learning environment. This not only increases students' learning motivation but also strengthens support and acceptance from teachers. Apart from that, the application of learning technology also shows the principal's commitment to improving the quality of education and readiness to face the challenges of the 21st century. Teachers and students see school principals as visionary leaders, who are able to prepare them for a better future through the integration of technology in education (Prestiadi et al., 2019). Thus, the application of learning technology not only functions as a tool to improve the quality of learning, but also as a strategy to increase respect and acceptance of new school principals (Wei, 2017).

Overall, the application of learning technology by new school principals can build a strong, innovative and progressive leadership image. This creates respect and acceptance from the entire school community, and supports the creation of a conducive and productive

learning environment. The implementation of technology in learning is a strategic step that shows the principal's commitment to innovation and improving the quality of education, which ultimately has a positive impact on their acceptance at school (Munawwarah et al., 2024).

Teachers feel more supported in their work when technology is used to manage student data, scheduling, and communication. The implementation of technology such as Microsoft Office in every activity at school has become a positive culture that permeates all aspects of administration and learning. The use of this software not only makes daily work easier, but also creates a more efficient and collaborative work environment, as can be seen from observations of school culture (Mukhid, 2023).

By using Microsoft Office, teachers can easily organize and manage documents, spreadsheets, and presentations, all of which are critical to lesson planning and implementation. Tools like Excel make it easy to track student data, while Outlook helps in schedule management and effective communication between teachers, students, and parents. Word and PowerPoint enable the creation of engaging and professional learning materials, which improve the quality of teaching and student engagement.

"We were forced to like it or not to use technology in our activities, at first it felt difficult. However, it turned out that the benefits were extraordinary in improving the learning process and an efficient work environment" (Interview with teacher B at SDN Pagerluyung 1 Gedeg).

The statement above shows that the policy of novice school principals in implementing technology in schools is able to encourage teachers to implement it. This can ultimately create a more efficient and collaborative work environment. Teachers can share and access documents in real-time, collaborate on projects, and provide feedback more quickly and effectively. In addition, the use of this technology also allows for more organized management of school tasks and activities, which reduces stress and administrative workload for teachers and staff. As a result, they can focus more on their main task, namely teaching and supporting student development.

Improved administrative efficiency through technology can reduce staff workload and increase their satisfaction, ultimately supporting principal buy-in. According to Gronn (2003), reducing administrative workload and increasing staff job satisfaction are important factors in creating a positive and supportive work environment. Principals who facilitate the use of this technology are considered more responsive to the needs and challenges faced by teachers, thereby gaining more support and acceptance from them.

New principals who encourage the adoption of technology in school administration demonstrate a commitment to efficiency and progress. They are recognized as visionary and progressive leaders, who focus not only on learning but also on improving school operations. This creates trust and respect from teachers and staff, who feel that the principal's efforts to improve their work environment are appreciated and supported.

The operation of technology in school administration can bring many benefits, including increased efficiency, collaboration, and job satisfaction (Rahmadi et al., 2021). Principals who understand and utilize this technology not only improve the quality of school management but also strengthen their position as accepted and respected leaders. Implementing administrative technology is a strategic step that can support the acceptance of new school principals, create a more productive work environment, and ultimately improve the overall performance of the school. Parents feel more involved and empowered when technology is used to improve communication between school and home. The implementation of communication technology, such as school apps, email, and social media platforms, allows parents to more easily follow their children's academic progress and school activities. This technology creates more open and efficient communication channels, allowing important information to be conveyed quickly and clearly.

By using social media tools such as WhatsApp, Facebook, Instagram, YouTube and TikTok as one of the applications of technology in schools, parents can receive real-time notifications about school activities, meeting schedules, exam results and other important information. They can also access their child's progress reports online, allowing them to monitor academic progress and provide necessary support at home. This technology makes parents feel more connected to the school and more aware of their role in supporting their child's education.

Additionally, communication platforms such as email and social media enable two-way interactions between parents and schools. Parents can easily ask questions, provide feedback, and convey their concerns directly to the teacher or principal. These more personal and responsive interactions strengthen the relationship between school and home, which in turn increases parental trust and support for the principal.

"I follow the school's social media accounts to get the latest information from the school" (Interview with the school committee at SDN Tanjungkenongo 2 Pacet).

Implementing technology in school communications can also help busy or working parents stay involved in their children's education. They can access information and participate in school discussions anytime and anywhere, without having to come to

school. This flexibility is highly valued by parents, who feel that their voices are heard and their contributions are valued.

Effective use of communication technology can play an important role in increasing their acceptance. Principals who introduce and encourage the use of this technology demonstrate that they are committed to building strong partnerships with parents. They are considered transparent and responsive leaders, who respect the role of parents in education. This can increase respect and support from parents, who see the principal as a reliable partner in their children's education.

Enhanced engagement of school committees and parents through communications technology can strengthen the connection between school and home, which is critical to the success of new principals. Research shows that parents who feel involved and supported by the school tend to provide greater support for policies and programs initiated by the school principal. Thus, communication technology not only facilitates parent participation but also strengthens the principal's acceptability in the eyes of the school community.

Using technology to improve communication between school and home can bring many benefits, including increased parent participation, greater support for principals, and stronger ties between school and community. Principals who understand the importance of communications technology and deploy it effectively tend to be more accepted and supported by parents, who see them as innovative and collaborative leaders. Implementing communication technology is a strategic step that can support the success of new school principals, create a more inclusive and participatory educational environment, and improve the overall performance of the school.

Technology-supported professional development has an important role in improving teacher competency, which in turn contributes to improving the quality of education and the acceptance of school principals. In this digital era, technology has opened up various opportunities for teachers to continue to develop and improve their skills. One form of professional development that is highly valued by teachers is through online courses and webinars. With technology, teachers have wider and more flexible access to various educational resources. Online courses offer training materials that can be accessed anytime and anywhere, allowing teachers to learn on their own schedule. This is very helpful especially for teachers who have limited time and cannot attend face-to-face training. Webinars, on the other hand, provide an interactive platform where teachers can learn from experts in the field of education, participate in discussions, and exchange ideas with their colleagues from around the world (Zhahira et al., 2022).

Increasing teacher competency through technology is very important in facing increasingly complex educational challenges. Teachers who continue to learn and develop will be better prepared to adopt the latest teaching methods, use technological tools in the classroom, and implement best practices in education (Akram et al., 2022). This increased competency not only improves the quality of classroom learning but also builds teacher trust and credibility in the eyes of students, parents and colleagues.

Teachers who feel supported in their professional development tend to show higher loyalty and more positive acceptance of the principal. Principals who provide and encourage the use of technology for professional development demonstrate that they care about the progress and well-being of their teachers. This creates a sense of mutual trust and respect, which is an important basis for building a harmonious and productive work environment.

New school principals who facilitate technology-based professional development will be more easily accepted by the school community, observations in the school environment show. Teachers see principals as innovative and visionary leaders, who focus not only on school administration but also on individual development within the school community. This can increase teacher loyalty towards the principal and support the implementation of new policies and programs introduced by the principal.

According to research by Fullan (2001) and Sari et al. (2020), continuous professional development is one of the main keys to improving the quality of education. When teachers feel valued and supported, they will be more motivated to give their best in their work. Principals who understand and prioritize teacher professional development will create a positive and supportive environment, which in turn will increase their acceptance as school leaders.

Increasing teacher competency through technology-based professional development not only has an impact on school principal recruitment but also on the overall quality of education. Skilled and well-trained teachers will be more effective in teaching, managing the classroom, and supporting student needs. This will create a better learning environment, where students can reach their full potential. Apart from that, with technology, the evaluation and feedback process can be carried out more quickly and efficiently. Teachers can use a variety of technological tools to assess student progress, provide constructive feedback, and adjust their teaching strategies based on the data obtained. This will help improve student learning outcomes and ensure that all students receive a high-quality education.

Technology-supported professional development has a significant impact on teacher competency, educational quality, and acceptance of new school principals. Principals who prioritize teacher professional development through technology will create a supportive and productive environment, which increases teacher loyalty and acceptance. Thus, the application of technology in professional development is a strategic step that can support the success of new school principals, improve the quality of education, and create strong and connected school communities.

Conclusion

The application of learning technology as one of the strategies for novice school principals to gain acceptance has proven effective in creating a more collaborative, efficient and innovative school environment. Through policies that encourage the use of technological tools such as Google Classroom, Microsoft Office and school communication applications, school principals can improve the quality of learning and facilitate better communication between teachers, students and parents. This initiative not only increases teacher competency and motivation but also strengthens parent participation in their children's education. Thus, new principals who prioritize technology in their leadership strategies will be more valued and accepted by the entire school community, creating a strong foundation for successful and sustainable leadership. References from various studies and literature, support these findings and emphasize the importance of technology in overcoming the challenges of 21st century education.

Conflict of Interests
The authors declare no conflict of interest.

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