



## Evaluation of the Role of Teachers in the Utilization of Learning Media in Tukang State Elementary School Using Formative-Summative Evaluation Model Based on School Management

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### Abstract

The role of teachers in utilizing learning media in schools reflects the needs and abilities in terms of development, adaptation of technological developments, and creating learning motivation for students to achieve learning goals optimally. In this case, school management has a role that can support the utilization of learning media to be applied by teachers in schools. The purpose of this study was to evaluate the role of teachers in utilizing learning media in SD Negeri Tukang, using the Formative-Summative Evaluation Model which is associated with the stages of school management. The process of school management is the planning stage, the organizing stage, the implementation stage, and the supervision stage which involves evaluation. The methodology of this study is descriptive qualitative. Data collection techniques using questionnaires, interviews, and observations. Data analysis techniques using data reduction, data presentation, and drawing conclusions. The results of this study indicate that the role of teachers in utilizing learning media at SD Negeri Tukang has been implemented. However, most teachers do not maximize the use of media provided by the school, and lack the ability to utilize digital-based learning media that follow the development of the times.

## Introduction

According to Law Number 14 of 2005, it explains that a teacher is a professional who has the responsibility to educate, teach, guide, direct, train, assess, and evaluate students from early childhood education to secondary education through official channels organized by the government. The teacher's job is not only to convey lesson material, but must also have professional competence (Tleuzhanova & Madenyatova, 2014; Richards, 2010). This competence includes pedagogical, personality, professional, and social abilities (Hakim, 2015; Rusilowati & Wahyudi, 2020; Liakopoulou, 2011).

Activities and programs that can be followed, as an effort to improve teacher professionalism include: 1) participating in professional education, 2) improving the quality of teaching in the classroom, 3) continuing professional development, 4) improving the quality of teacher skills development, 5) educational qualifications, 6) equivalency programs, 7) competency-based training programs, 8) participating in the Teacher Working Group (KKG), 9) compiling scientific papers, and 9) academic supervision (Prastania & Sanoto, 2021).

In addition, teachers are expected to be motivators and facilitators, create a conducive learning atmosphere, and help with various student learning problems (Soran, 2025; Lim et al. 2003). For learning support facilities, teachers must be able to utilize learning media that are relevant and interesting for students, so as to foster motivation and improve students' understanding of the material being studied (Manca & Ranieri, 2013). Learning media is a means to help convey

learning messages and the teacher plays a role as a provider of information by using appropriate media (Nurhikmah et al., 2023; Lubis et al., 2023).

This learning media is a part that can complement the process of achieving learning success (Harsiwi & Arini, 2020). In delivering material, teachers do not only deliver material conventionally, but must also utilize technology and learning media optimally. In line with the opinion of Kandia et al. (2023), which states that the use of learning media is also adjusted to the demands of the curriculum, materials, and students' abilities to achieve learning objectives.

In managing the use of learning media, it can be supported through school management stages which include planning, organizing, implementing, and monitoring or evaluation (Sholeh, 2023; Yusuf, 2022; Nurhikmah, 2024). In a broad sense, management is the activity of planning, implementing, and supervising resources in order to achieve goals effectively and efficiently. In the scope of education in schools, school management is the process of managing schools in planning, organizing, directing, and supervising to achieve educational goals. In accordance with the contents of Article 3 paragraph (4) it explains that the standards for educational management include planning, implementing, and supervising educational activities as referred to in paragraph 1, which are supported by information system management.

The lack of ability and creativity of teachers to utilize learning media can cause the learning process to become boring, less interesting for students to learn, and lack of meaningfulness of learning materials for students (Febrina & Setiawan, 2024; Kariadi et al., 2021). The learning process that does not utilize media usually causes a decrease in student learning motivation, so that the material obtained feels more difficult to understand. Asanok & Chookhampaeng (2016), Veenman & Denessen (2001) said that, Improving the quality and ability of teachers can be done in several ways such as conducting supervision, participating in training (workshops) on how to develop media, and coaching. With these methods, it can be a solution to improve the quality of the role of teachers in utilizing learning media (Gustina, 2023).

Align with research from Sugiar et al. (2024); Rahabav (2016); Irzawati et al., (2025), in the academic supervision process, teachers will be evaluated from planning to implementation of learning, and will be given feedback as a guideline for improving the implementation of future learning. That way, efforts to improve the competence possessed by teachers can run sustainably (Sanoto et al., 2021). This evaluation aims to assess the teacher's ability to use learning media effectively so that learning objectives are achieved. In addition, the evaluation also aims to determine the positive contribution of the use of learning media to student learning outcomes, and ensure that teachers act as motivators and facilitators with the use of learning media (Widarti et al., 2022).

This study uses one of the models developed by Michael Scriven, namely the Formative-Summative Evaluation Model. According to Mertens & Wilson in Wardani et al., (2022) and Cameron et al. (2005) states that formative evaluation is an evaluation conducted during the planning process until the development of a program, with the intention of providing feedback to improve the program being evaluated which can be a program, design, or a plan. This formative evaluation can be conducted before the program is implemented, or during the implementation of the planned program (Brown & Kiernan, 2001).

The second stage of evaluation is summative evaluation. Summative evaluation is conducted after a plan or program is implemented, to assess the effectiveness and efficiency of the benefits of the plan or program that has been implemented. In Michael Scriven's formative and summative evaluation model, it is conducted through four stages, namely: (1) Needs Assessment, (2) Program Planning, (3) Formative Evaluation, (4) Summative Evaluation. Thus,

the follow-up to this evaluation activity is expected to provide input and an overview of improving the quality of teaching in schools.

## Methods

The type of research used in this study is evaluation research. Evaluation research in the context of learning is a step to collect and analyze data systematically with the aim of determining the benefits of an educational practice. The approach in this study uses a qualitative approach. A qualitative approach is an approach that explains a phenomenon, symptoms, and certain social conditions, with information presentation techniques in the form of narratives or sentences (Waruwu, 2023). To collect data related to the object of study, the researcher used data collection techniques with a checklist of statements on the questionnaire, interviews with the Principal and teachers, and observations on the implementation of media utilization by teachers at SD Negeri Tukang. The steps used in this evaluation study are based on the Formative-Sumative Evaluation Model developed by Michael Scriven.

## Results and Discussion

### **The Role of Teachers in the Utilization of Learning Media in the Aspect of Needs Assessment Based on the Planning Stage**

The role of teachers in the aspect of needs assessment at SD Negeri Tukang has been implemented in accordance with the specified aspects. In determining the learning media plan, teachers first analyze students' learning needs from the results of the previous learning process. Teachers determine the learning media plan that is adjusted to the characteristics of students according to the child's development stage. Needs assessment by teachers in Phase A, namely grades 1 and 2, tends to utilize concrete-based media. Concrete media is more suitable for students in Phase A because the characteristics of children who still find it difficult to be given abstract understanding. Through the selection of this concrete media, teachers assess that students will find it easier to understand the material, because the media is more real in providing an overview to students.

While in Phase B and Phase C, teachers combine the use of concrete media and begin to introduce digital media to students. Students' needs for high-class material are indeed more effective in using both types of media. In addition to providing understanding to students, digital-based media is also considered by teachers to be able to improve students' skills in the IT field, so that the media used follows the times. However, the assessment of the need for the use of learning media must also consider the facilities and infrastructure available at the school. The availability of supporting facilities and infrastructure at SD Negeri Tukang is still relatively unfulfilled. The limited supporting facilities and infrastructure such as audio, LCD and projectors, are one of the obstacles for teachers in planning learning media. In addition, some teachers still do not master IT to develop digital media-based learning media, which follow the development of the times.

It is hoped that the school can strive to provide supporting facilities that better meet a number of classes, so that the needs of teacher facilities and student learning needs can be met. By fulfilling the facilities and infrastructure, it will improve the quality of learning at SD Negeri Tukang. In addition, it can also be an effort to realize the school's vision which expects its educational standards to follow the development of the times. Based on the discussion above, it can be concluded that in terms of assessing the need for the use of learning media at SD Negeri Tukang, it has been implemented well. However, there is still a need for improvement in the availability of facilities and infrastructure that must be met to support the learning needs of students and teachers. In addition, there is still a need for efforts that must be made by

teachers to improve their abilities in the IT field, so that the quality of education can keep up with the times.

### **The Role of Teachers in Utilizing Learning Media in the Aspect of Program Planning Based on the Organizational Stage**

In the planning aspect at SD Negeri Tukang, teachers are responsible for formulating learning objectives, choosing appropriate methods, and determining the media to be used and learning resources. Teachers also hold discussions with the Principal to provide input and direction related to the curriculum, learning tools, and teachers play a role in determining methods and models that are appropriate to the material and needs. Teachers must organize learning and prepare tools and materials to carry out evaluations as a measuring tool for achieving learning objectives. Planning usually begins with compiling learning tools or teaching modules.

The teacher will look at the material to be taught to students, and determine the objectives to be achieved in the learning to be carried out. After that, the teacher will choose relevant learning media to be used for the material, taking into account the availability of facilities and infrastructure, needs, and the ability of teachers and students to use the media. The next step is to adjust the use of media with the learning methods and models that will be used by the teacher according to the learning steps. In terms of the involvement of the principal in the planning stage of the learning media utilization program, it is still not optimal. Due to time constraints and the many tasks that must be carried out by the principal outside of school. However, on certain occasions, the involvement of the principal is still utilized by teachers, which is usually carried out when supervision activities are to be carried out.

### **The Role of Teachers in Utilizing Learning Media from the Aspect of Formative Evaluation Based on the Implementation Stage**

Based on the implementation stage of school management, formative evaluation is also useful to see the effectiveness of the media used. Evaluation of this learning media includes authenticity, accuracy of content, relevance to learning objectives, and ease of use of the media by teachers and students. This evaluation is important to ensure that the media used can support the learning process and student learning outcomes. For the aspect of assessing the feasibility of the media used, it is usually from the suitability of the material with the media, the completeness of the media components, and the function of the media. To assess the formative of the media, it can be seen from the interest of students and the success of students in using the media, and also the success of their learning outcomes.

In addition, students are not bored when using the media. In addition, the formative evaluation steps using LKPD, to measure the achievement of understanding of the material, and see student responses. Usually, to evaluate formative can also use the question and answer method, can be in the form of questions, and can be with group projects, and observations. During the learning process, teachers must involve students to actively contribute actively in groups or independently. The media used in addition to being adjusted to the material must also be able to assess attitudes and skills. The implementation of formative evaluation can assess the effectiveness of the learning media used by teachers, to improve or develop the media in the implementation of subsequent learning, to make it more innovative and appropriate for students.

### **The Role of Teachers in the Utilization of Learning Media from the Summative Evaluation Aspect Based on the Supervision Stage**

In the summative evaluation aspect, teachers use learning media to measure the success of learning as a whole after the learning process is completed. The learning media used by teachers

must be able to support the achievement of learning objectives and can measure the achievement of student understanding through learning outcomes. This summative evaluation can also help improve the effectiveness of learning, and motivate teachers. The results of this evaluation will be a consideration for further learning planning, and identify obstacles.

Summative evaluation at SD Negeri Tukang is carried out by students working on questions to see the achievement of the objectives that have been set at each meeting and each chapter. Teachers assess the success of using media through student learning outcomes. There is another innovation in implementing summative evaluation at SD Negeri Tukang, namely using quizziz as an assessment tool. Looking at the results of the summative evaluation, the use of this media really helps students to better understand the material, and students become very enthusiastic when teachers teach using media. Students tend to be very interested when teachers introduce something new to them. The use of new media for students can be a way for students to not accept monotonous learning. So that understanding is more meaningful.

## **Discussion**

This study discusses the role of teachers in the utilization of learning media in the aspect of needs assessment based on the planning stage at SD Negeri Tukang. The results of the study indicate that the role of teachers in the aspect of needs assessment has carried out an analysis of student learning needs before determining the learning media to be used. Teachers have also adjusted the selection of learning media that is in accordance with the characteristics of students according to each child's development according to their level. At the beginning of Phase A, namely grades 1 and 2, teachers focused more on the use of concrete-based media. This is done based on the ability of students to learn based on real images, not abstract ones. Examples of media that have been used include utilizing materials from straws, ice cream sticks, congklak games, number cards, and by utilizing the surrounding nature such as using new gravel, and leaves. In Phase B and Phase C, teachers began to combine the use of concrete and digital-based media.

The use of digital-based media is considered to be able to improve students' skills in the IT field that follows the development of the times. The media that have been used by teachers at SD Negeri Tukang are worksheet-based media, quizziz, learning applications, and the Kahoot.id game platform. However, researchers also found obstacles related to the availability of facilities and infrastructure at SD Negeri Tukang which were inadequate from the provision of audio, projectors, and LCDs. In addition, obstacles were also found from teachers, namely the ability of teachers who are less proficient in IT, so that the development of digital-based learning media has not been used too much. Thus, the quality of learning at SD Negeri Tukang can be further improved in order to be able to keep up with the times. In the aspect of program planning at SD Negeri Tukang regarding the role of teachers in utilizing media, the results of the study showed that teachers play a central role in formulating learning objectives, determining methods, and determining learning media that are appropriate to the material to be taught.

The involvement of the Principal in this aspect is also needed to consult on the design of learning and the media used. Teachers must be careful in determining the use of media that is relevant to the material, by considering the availability of supporting facilities and infrastructure, as well as paying attention to the needs and ease of use of the media chosen for teachers and students. However, the results of the study showed that the involvement of the Principal in the planning stage at SD Negeri Tukang was still less than optimal. This was due to time constraints and the many other tasks that had to be fulfilled by the Principal. However, the involvement of the Principal at this stage was still utilized by teachers on certain occasions,

such as in supervision activities. From these shortcomings, it is necessary to note improvements so that collaboration between teachers and the Principal can provide maximum support.

In the aspect of formative evaluation of the implementation stage at SD Negeri Tukang, it can be concluded that the role of teachers in utilizing media has been carried out very well. Research shows that teachers assess the utilization of learning media with the suitability of the material, the completeness of the components, and the function of its use. Teachers use formative evaluation to assess student interest and student success in using the media. Formative evaluations commonly used by teachers are in the form of LKPD, through question and answer methods, working on problems, group projects, and direct observation. The results of the formative evaluation will help teachers determine the level of student understanding of the material through the learning media used.

From the results of the study on the summative evaluation aspect of the supervision stage at SD Negeri Tukang, the role of teachers in this aspect is very important to measure the success of learning as a whole, which is carried out after the learning process is complete. The media used by teachers is able to measure students' understanding through their learning outcomes. The way teachers carry out summative evaluations at SD Negeri Tukang is by having students work on questions to see the achievement of the learning objectives that have been set. To assess the success and effectiveness of the media used, teachers can see from student learning outcomes, and their responses after using learning media. The innovation in the use of media in summative evaluations by teachers based on digital is the use of the quizziz platform. This innovation has been proven to make students more enthusiastic and interested in carrying out learning and summative evaluations. The use of innovative learning media can help students understand the material better, and make the learning process more meaningful for students.

## Conclusion

A teacher is someone who acts as an educator, mentor, class manager, facilitator, and motivator. The success of the learning process is highly dependent on the teacher's ability to manage and design learning. Teachers are also required to have the skills to use learning media. The role of teachers in utilizing learning media is very important to increase the effectiveness of learning. The role as a motivator requires teachers to be able to motivate and increase student interest so that they have high enthusiasm for learning. The role of teachers in utilizing learning media at SD Negeri Tukang has been going very well. The use of concrete and digital-based media has been applied in the learning process. The selection of learning media used has also been adjusted to the needs and characteristics of students, the availability of facilities and infrastructure, and ease of use for teachers and students. The obstacles found in the utilization of learning media at SD Negeri Tukang are the lack of availability of audio, LCD, and projectors. Another obstacle found is the lack of ability of some teachers in developing digital-based media. In planning the utilization of learning media, teachers have also involved the Principal to provide input and direction. It's just that his involvement is not optimal, and is only carried out when supervision will be carried out. In formative evaluation, teachers actively involve students in utilizing media, to see the effectiveness of media use. The formative evaluation method is carried out by means of questions and answers, working on questions, and can be done with group projects, and observations. For the implementation of summative evaluation, it is carried out to measure the success of learning as a whole. The summative evaluation carried out at SD Negeri Tukang is in the form of a summative test in each chapter, and can work on questions in writing or based on the quizziz platform.

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