

The Principal's Controlling Function Regarding the Use of Learning Media in Supporting Lifelong Learning

KOLOKIU

Jurnal Pendidikan Luar Sekolah

<http://kolokium.pj.unp.ac.id/>

Jurusan Pendidikan Luar Sekolah

Fakultas Ilmu Pendidikan

Universitas Negeri Padang

Sumatera Barat, Indonesia

Volume 13, Nomor 2, Tahun 2025

DOI: 10.24036/kolokium.v13i2.1200

Received 23 September 2025

Approved 01 November 2025

Published 01 November 2025

Rohadi^{1,4}, *Muhammad Syaifuddin*², *Nunu Mahnun*³

¹ UIN Sultan Syarif Kasim Riau

² UIN Sultan Syarif Kasim Riau

³ UIN Sultan Syarif Kasim Riau

⁴ rohadianambas@gmail.com

ABSTRACT

This study aims to analyze the principal's controlling function towards the use of learning media in supporting lifelong learning at SMPN 5 Bukit Tambun, Anambas Islands Regency. The background of this study is based on the importance of the principal's role as a controller of learning management who ensures that media is used effectively, innovatively, and in accordance with the needs of students in the digital era, while also facing geographical challenges and limited facilities in the archipelago region. The research method used is descriptive qualitative with data collection techniques through in-depth interviews, observation, and documentation, which are then analyzed through data reduction, data presentation, and drawing conclusions. The results of the discussion indicate that the principal's controlling function includes three important aspects: first, the principal's role in controlling the use of learning media through supervision, coaching, and evaluation; second, the effectiveness of the use of learning media in increasing motivation, understanding concepts, and supporting the principles of lifelong learning; and third, challenges faced such as limited infrastructure, teacher capabilities, and geographical barriers, which are overcome through strategies to improve teacher competency, routine monitoring, optimization of simple media, and collaboration with external parties. Thus, this study confirms that the principal's controlling function is not only as a supervisory instrument, but also as a key factor in realizing lifelong learning in schools.

Keywords: Controlling function, school principal, learning media, lifelong learning, SMPN 5 Bukit Tambun

INTRODUCTION

The principal's controlling function in the use of instructional media plays a crucial role in supporting lifelong learning, particularly at SMPN 5 Bukit Tambun in the Anambas Islands Regency. Controlling is a management function that is integral to the role of an educational leader (Syakirah et al., 2025). Through control, the principal can ensure that all learning activities are conducted in accordance with established goals, plans, and quality standards. In the context of modern education, the use of instructional media has become an

indispensable component, as it serves as a tool for teachers to deliver material more effectively, engagingly, and in line with advances in information technology. Therefore, the principal's role extends beyond overseeing the availability of facilities and infrastructure to include coaching teachers to effectively use instructional media. The presence of control in school management is crucial because no good planning will achieve optimal results without structured oversight. The principal, as the leader of SMPN 5 Bukit Tambun, is required to implement systematic control, from the planning stage of media use, through classroom implementation, and through evaluation of its impact on improving the quality of learning. (Rizalo & Arini, 2024)

Furthermore, the controlling function in the use of learning media is also closely related to efforts to create a culture of lifelong learning. The concept of lifelong learning emphasizes that learning is not a process that stops in the classroom, but rather a continuous journey that continues throughout life. In this regard, learning media can serve as a bridge connecting formal learning experiences in schools with non-formal and informal learning experiences outside of school (Putri & Sunarti, 2022). Through their controlling function, the principal is responsible for ensuring that the learning media used by teachers facilitates students' development of critical thinking skills, creativity, and the ability to adapt to changing times. At SMPN 5 Bukit Tambun, located in an island region with specific geographical challenges, optimal use of learning media significantly helps students gain broader access to information and knowledge, thereby keeping them on par with students in other regions. Therefore, the principal's controlling role is strategic in monitoring and evaluating how teachers use learning media to ensure it meets student needs and is relevant to the principles of lifelong learning (Prayiti & Danugiri, 2021.).

The principal's control encompasses not only administrative oversight but also pedagogical aspects. Principals need to ensure that learning media are not merely physically present but are truly integrated into teachers' learning strategies. For example, the use of digital media, audio-visual materials, and simple teaching aids should be directed at strengthening students' conceptual understanding, not simply as a mere formality. Controlling also involves follow-up in the form of coaching, training, and providing constructive feedback to teachers to continuously improve their competency in utilizing media. Thus, controlling can be viewed as a collaborative effort between the principal and teachers to create a conducive, enjoyable learning environment that simultaneously challenges students to actively participate in the learning process. Without proper oversight, the use of learning media often falls into old patterns that are monotonous, uncreative, and out of step with current demands (Sawitri & Riyanto, 2023).

Furthermore, the principal's controlling function in this context is also closely linked to achieving the school's vision and mission. SMPN 5 Bukit Tambun, as a formal educational institution in the Anambas Islands Regency, naturally has a vision to produce graduates with character, knowledge, and the ability to learn throughout life. This vision can only be realized if all school components, especially teachers, carry out their duties responsibly and are supported by effective principal oversight. The use of appropriate learning media can improve the quality of teacher-student interactions, broaden horizons, and foster sustained motivation to learn. Thus, monitoring is a crucial tool for bridging school strategic planning with concrete implementation in the learning process (Fatimah, 2025).

METHOD

The research method used in this study is a qualitative research method with a descriptive approach, namely a method that aims to understand in depth the principal's controlling function towards the use of learning media in supporting lifelong learning at SMPN 5 Bukit Tambun, Anambas Islands Regency. This study emphasizes data collection through in-depth interviews with the principal, teachers, and education staff, direct observation of the implementation of learning and the use of media in the classroom, and documentation studies in the form of supervision notes, school work programs, and learning activity reports. The collected data are then analyzed qualitatively with the stages of data reduction, data presentation, and drawing conclusions, thus producing a complete picture of the implementation of the principal's controlling function in encouraging the optimization of the use of learning media to realize lifelong learning (Zakaria & Norul'Azmi, 2024).

DISCUSSION

The Principal's Role in Controlling the Use of Learning Media

The principal's role in controlling the use of instructional media is a crucial aspect of educational management because it directly impacts the quality of the teaching and learning process within the school. As the leader of an educational institution, the principal is responsible for ensuring that all learning activities are aligned with the school's goals, vision, and mission, including the use of instructional media. The principal's controlling function extends beyond administrative oversight and encompasses a strategic role in directing, coaching, and providing feedback to teachers regarding the effective use of instructional media. At SMPN 5 Bukit Tambun in the Anambas Islands Regency, this role is crucial, given that instructional media is a key instrument for helping students understand the material, increasing their motivation to learn, and fostering critical thinking skills, in line with the principles of lifelong learning. Through their controlling function, the principal strives to ensure that teachers use instructional media not merely as a formality but as a tool that truly enriches the learning process and facilitates students' needs (Irmawita, 2018).

The principal's control can be seen in several interconnected stages. The first stage is planning, where the principal ensures that in each lesson plan, teachers have designed the use of media according to the characteristics of the material and the students' conditions. At this stage, the principal's role is to provide direction through work meetings, planning supervision, and school curriculum development programs. The second stage is implementation, where the principal directly or indirectly monitors how teachers implement learning media in the classroom. This is usually done through classroom observations or learning supervision. Through these activities, the principal can assess whether the media used is relevant, innovative, and supports the achievement of expected core competencies. The third stage is evaluation, where the principal analyzes the effectiveness of learning media use based on student learning outcomes, teacher reports, and student feedback. This evaluation then serves as the basis for providing guidance or follow-up in the form of training, technical guidance, or recommendations for more appropriate media use (Mardiani et al., 2024).

Furthermore, the principal's role in the controlling function also encompasses the dimension of teacher professional development. The principal needs to encourage teachers

to continuously improve their competency in selecting, developing, and using creative and innovative learning media. For example, in the digital era, teachers are required to utilize more than just conventional media like whiteboards and printed textbooks, but also to utilize technology-based media like interactive presentations, instructional videos, and digital platforms. Principals can conduct internal training, invite resource persons, or collaborate with external parties to broaden teachers' knowledge. The controlling function here extends beyond monitoring errors to motivating and guiding teachers to become more professional in using media as a means to improve the quality of learning (Tusadiah & Jalius, 2021).

Furthermore, the controlling function also relates to the principal's responsibility in creating a school culture conducive to the use of learning media. The principal must ensure that supporting facilities are available, well-maintained, and accessible to both teachers and students. Although SMPN 5 Bukit Tambun faces geographical challenges as a school located in an island region, the principal is still required to optimize existing facilities and seek creative solutions to ensure the effective use of learning media. Thus, the controlling function focuses not only on monitoring teacher behavior but also on managing school resources that support learning (Tusadiah & Jalius, 2021).

The Effectiveness of Using Learning Media in Encouraging Lifelong Learning

The effectiveness of using learning media to promote lifelong learning at SMPN 5 Bukit Tambun in Anambas Islands Regency is a crucial aspect in improving the quality of education, as media act as a bridge between teaching materials and student understanding. Learning media are not merely visual or audio aids, but strategic instruments that can transform students' learning patterns from passive to active, and reinforce the principles of lifelong learning. The concept of lifelong learning emphasizes that learning does not stop in the classroom, but is a continuous process that lasts a lifetime. In this context, the use of learning media is highly effective because it can foster learning motivation, facilitate more dynamic interactions between teachers and students, and provide learning experiences relevant to the needs of the times.

At SMPN 5 Bukit Tambun, located in an island region with limited access to modern learning resources, the presence of learning media creatively used by teachers has proven to help students gain broader insights, keeping them on par with students in urban areas. Digital technology-based media, for example, allows students to access global information, while simple media such as images, maps, or three-dimensional models remain effective in honing critical thinking skills and concrete conceptual understanding. The effectiveness of learning media is also evident in its ability to make learning more contextual, allowing students to relate the material they learn to the realities of everyday life, thus establishing a learning pattern that extends beyond formal exams and into their real lives (AF et al., 2022).

Furthermore, the effective use of learning media fosters student independence in learning, which is key to lifelong learning. When teachers utilize media such as educational videos, interactive learning apps, or digital modules, students are encouraged to explore knowledge more deeply independently outside of school hours (Hardiyanto et al., 2023). This is crucial in developing students' character, which includes a love of reading, critical analysis of information, and the ability to adapt to developments in science and technology. In the era of globalization and digitalization, lifelong learning skills are a key requirement for

students to face the rapid changes and challenges of today. With learning media, the learning process emphasizes not only memorization of material but also understanding, analysis, and application in everyday life. Teachers at SMPN 5 Bukit Tambun, with the support of the principal who carries out the controlling function, are expected to continue to innovate in selecting and utilizing learning media according to the characteristics of the subjects, student potential, and the school environment (Syuraini et al., 2019).

The effectiveness of learning media in this case is not only measured by students' academic results alone, but also by the growth of positive attitudes towards learning, increased active participation in class, and the development of students' ability to continue learning independently after leaving school. Thus, it can be emphasized that the effectiveness of learning media use at SMPN 5 Bukit Tambun not only supports the achievement of short-term learning goals but also serves as an important foundation for realizing sustainable lifelong learning.

Challenges and Strategies for School Principals in Optimizing the Controlling Function

The principal's oversight role in the use of learning media at SMPN 5 Bukit Tambun, Anambas Islands Regency, is certainly not without its challenges. The first challenge relates to limited facilities and infrastructure, given that schools located in island regions often experience limited access to modern technology and digital-based learning media. Geographically, the distance from city centers makes the distribution of technological devices, internet connections, and multimedia facilities less accessible than in urban areas. As a result, teachers sometimes have to rely on simple media such as whiteboards, printed images, or manual teaching aids, which are inherently limited in adapting to current developments (Pancawardana et al., 2023). The second challenge arises from the varying abilities of teachers in mastering and utilizing learning media. Not all teachers possess adequate information and communication technology skills, resulting in some teachers still struggling to use digital media effectively. This impacts the quality of learning, where media that should enhance learning's appeal and effectiveness are not optimally utilized. Further challenges arise from external environmental factors, such as the community's socioeconomic conditions and limited parental support for providing learning facilities at home, which indirectly impact the expected continuity of lifelong learning (Hayati, 2020).

To address these challenges, the principal, as the leader of SMPN 5 Bukit Tambun, needs to develop a comprehensive and adaptive control strategy. The first strategy is to improve teacher competency through training and workshops on the use of learning media, particularly digital technology-based media. The principal can collaborate with the education office or training institutions to provide ongoing teacher capacity building programs, enabling teachers to integrate learning media with innovative teaching methods. Furthermore, the principal needs to conduct regular monitoring through classroom supervision, learning observations, and teacher performance evaluations in media use. This monitoring should not be solely supervisory, but rather emphasize coaching and providing constructive feedback so that teachers can continuously improve and develop their skills. Another strategy that can be pursued is optimizing the use of simple learning media in creative and innovative ways, so that even with limited facilities, the learning process can remain engaging and effective. The principal also needs to establish partnerships with external parties, such as local governments, private institutions, and community

organizations, to support the provision of more adequate learning media facilities and infrastructure. Through this collaborative strategy, the school relies not only on internal resources but also receives external support to strengthen its control function (Mardiani et al., 2024).

Furthermore, principals need to internalize a culture of control that emphasizes collective awareness among all members of the school community. Control is not seen solely as the principal's responsibility, but rather as a shared responsibility among teachers, educational staff, students, and parents. Principals can hold regular discussion forums or evaluation meetings to discuss the effectiveness of learning media use and identify emerging obstacles. In this way, control becomes more participatory and provides space for all parties to contribute to improving the quality of learning. This strategy is ultimately expected to optimize the control function, so that learning media are truly used according to their objectives and support the realization of lifelong learning. Through wisely managing challenges and implementing appropriate strategies, SMPN 5 Bukit Tambun can make the principal's control function a crucial pillar in creating a learning process that is adaptive, innovative, and relevant to the demands of the times (Anggraini, 2017).

CONCLUSION

The principal's controlling function over the use of learning media at SMPN 5 Bukit Tambun, Anambas Islands Regency, plays a strategic role in realizing lifelong learning. The principal serves not only as an administrative supervisor, but also as a coach and motivator who ensures teachers are able to utilize learning media effectively and innovatively according to student needs. Appropriately used learning media can improve the quality of interaction, learning motivation, and critical thinking skills of students, thus supporting the principle of lifelong learning. Despite challenges such as limited infrastructure, variations in teacher competencies, and geographical barriers in the archipelago, the principal can overcome these through targeted strategies, such as teacher training, routine supervision, optimization of simple media, and collaboration with external parties. Thus, the principal's controlling function is not only a management instrument, but also an important foundation in improving the quality of adaptive, sustainable learning and equipping students with lifelong learning skills.

REFERENCES

- Af, M. A., Nurfadilah, K., & Hilman, C. (2022). Pendidikan Luar Sekolah Dalam Kerangka Pendidikan Sepanjang Hayat. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (Jiepp)*, 2(2), 90–95.
- Anggraini, E. (2017). Gambaran Perilaku Pengasuhan Remaja Oleh Orang Tua Di Lingkungan Keluarga. *Kolokium Jurnal Pendidikan Luar Sekolah*, 5(2), 87–98.
- Fatimah, N. (2025). Pengelolaan Sekolah Lansia Nirmala Di Jakarta Utara. *Jurnal Kajian Praxis Pendidikan Masyarakat Indonesia*, 1(1), 1–8.
- Hardiyanto, W., Hatimah, I., Wahyudin, U., & Saepudin, A. (2023). Vocational Skill Training For Learning Citizensin Improving The Entrepreneurial Soul. *Kolokium Jurnal*

- Pendidikan Luar Sekolah*, 11(2), 349–360.
- Hayati, N. (2020). The Role Of Community Library Rumah Asa In Empowerment Of Communities In Karangkajen Yogyakarta. *Kolokium Jurnal Pendidikan Luar Sekolah*, 8(1), 54–61.
- Irmawita, I. (2018). Pengelolaan Program Pendidikan Nonformal Untuk Kelompok Masyarakat Lanjut Usia. *Kolokium Jurnal Pendidikan Luar Sekolah*, 6(1), 1–8.
- Mardiani, D. P., Nuryono, W., Kholidya, C. F., Ningrum, M. A., & Widya, S. N. (2024). Hayat School Management In Facilitating Students' Life-Long Learning Needs. *Kolokium Jurnal Pendidikan Luar Sekolah*, 12(2), 267–279.
- Pancawardana, H., Al Ayyubi, I. I., Rohmatulloh, R., & Murharyana, M. (2023). The Influence Of Nonformal Education On Students' Cognitive Formation. *Kolokium Jurnal Pendidikan Luar Sekolah*, 11(2), 236–243.
- Prayiti, S. S. N., & Danugiri, D. (N.D.). *Parents Role In Growing An Interest In Reading Peranan Orang Tua Dalam Menumbuhkan Minat Membaca Anak*.
- Putri, S. S., & Sunarti, V. (2022). Hubungan Antara Dukungan Pemerintah Desa Dengan Partisipasi Masyarakat Dalam Pelaksanaan Pendidikan Nonformal Didesa Marunggi. *Jurnal Family Education*, 2(1), 61–69.
- Rizalo, C. J., & Arini, F. D. (2024). Hubungan Lingkungan Keluarga Dengan Hasil Belajar Peserta Didik Di Tpa Al-Ikhlas Kecamatan Koto Tangah Kota Padang. *Jurnal Family Education*, 4(4), 751–758.
- Sawitri, D. N., & Riyanto, Y. (2023). Implementasi Kurikulum Program Magang 24 Minggu Dalam Upaya Peningkatan Kapasitas Pengetahuan Di Ruang Belajar Aqil Kota Malang. *J+ Plus Unesa*, 12(2), 302–311.
- Syakirah, A. J., Albania, A., Syaprilia, D., Meriani, D., Putri, F. A., Rigen, G. S., Maharani, H., Nanda, I. T., Kemala, J., & Andika, L. (2025). *Pendidikan Nonformal Dan Pembangunan Berkelanjutan*. Bayfa Cendekia Indonesia.
- Syuraini, S., Jamna, J., & Jalius, J. (2019). Building A Learning Society Through The Coaching Of Parents And Children In Taman Bacaan Masyarakat (Tbm). *Kolokium Jurnal Pendidikan Luar Sekolah*, 7(2), 120–126.
- Tusadiah, F. R., & Jalius, J. (2021). Description Of Facilitator Andragogy Competence In Avocado Breeder Training At The West Sumatra Agricultural Training Center. *Kolokium Jurnal Pendidikan Luar Sekolah*, 9(2), 149–159.
- Zakaria, N. S., & Norul'azmi, N. A. (2024). Kelestarian Motivasi Pembelajaran Sepanjang Hayat Guru Bahasa Arab Di Era Pendidikan Digital: Sustainability Of Lifelong Learning Motivation Of Arabic Teachers In The Era Of Digital Education. *Attarbawiy: Malaysian Online Journal Of Education*, 8(1).