THE IMPACT OF DIGITALIZATION IN THE DEVELOPMENT OF SCHOOL CURRICULUM PLANNING ON TEACHER PERFORMANCE

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Abstract

Please This study aims to analyze the influence og digital technology usage in the preparation of learning plans on teacher perfomance in schools. The research method used was quantitative with a survey approach. Data were collected through questionnaires distributed to a sample of teachers, then analyzed using simple linear regression to test the influence between variables. The results showed that digitalization in the preparation of learning plans has a positive and significant influence on teacher performance. The utilization of digital tools makes it easier for teachers to prepare learning instruments that are more systematic, efficient, and innovative, which ultimately increases the effectiveness of teaching in the classroom.

***Keywords**:* Digitalization of Education; Instructional Planning; Teacher Performance; Information Technology; School Management

INTRODUCTION

In today's era of globalization, advancements in information and communication technology have brought about significant changes across various sectors, including the field of education. These changes require the education sector to adapt, particularly in teaching methods and school management. One such adaptation is the implementation of digitalization in lesson planning. This process involves the use of digital devices and applications to create more structured and innovative lesson plans.

The development of lesson plans is a crucial component of a teacher's duties. However, conventional methods are often time-consuming and inefficient. Digitalization offers a solution to help teachers design more systematic and flexible instructional materials. It is hoped that, with the ease of access and features offered by digital technology, teachers can focus more on the quality of instructional materials and teaching methods, which will ultimately lead to an improvement in their overall performance. Although the potential benefits are significant, the implementation of technology in instructional planning in schools still faces various challenges, ranging from infrastructure readiness to teacher competence. Many previous studies have focused on the use of digital learning media in the classroom, but there is still a limited number of studies that specifically examine its impact on the administrative process of lesson planning. Therefore, this study aims to conduct an in-depth analysis of the influence of digital technology use in lesson planning on teacher performance in schools.

METHOD

This study employs a quantitative approach using a comparative study method, aiming to compare the effectiveness of two instructional planning methods: conventional (manual) and digital (cloud)-based.

Data were collected through document analysis and observations of time efficiency and curriculum consistency levels in both methods. The measured variables include:

Independent Variable: Development method (Manual vs. Digital).

Dependent Variables: Time efficiency (minutes/week) and Curriculum Consistency Level (%). Data analysis was conducted using descriptive comparative methods to describe the differences in average values between the two compared methods.

RESULT AND DISCUSSION

Based on the comparative data analysis conducted, a highly significant difference was found in the time efficiency of lesson plan development between the conventional (manual) method and the digital (cloud-based) method. The research results indicate that the use of digital technology can drastically reduce the time required to develop lesson plans.

Specifically, the average time required for the manual method is 135 minutes per week. Meanwhile, with the digital method, the time required was drastically reduced to just 67 minutes per week.

In addition to time efficiency, the data also showed an improvement in curriculum consistency. The level of curriculum consistency in manual development reached only 35%. The use of digital methods significantly increased this consistency to 90% (with a 10% deviation).

DISCUSSION

The findings of this study confirm that digitization has a positive and significant impact on teacher performance efficiency. A reduction in preparation time of more than 50% (from 135 minutes to 67 minutes) demonstrates that technology can eliminate unnecessary administrative burdens. Teachers are no longer burdened by manual processes such as photocopying or printing physical documents (hard copies). Furthermore, the increase in curriculum consistency from 35% to 90% indicates that the automation features of digital systems help teachers align lesson plans with current curriculum standards more accurately. This aligns with the theory that technology enhances teaching effectiveness by making it easier for teachers to design systematic and innovative instructional materials.

CONCLUSION

Based on the results of the data analysis and discussion conducted, it can be concluded that the implementation of digitalization in the development of lesson plans has a very positive and significant impact on teacher performance.

This is evidenced by: Overall, digitalization makes it easier for teachers to develop more systematic and efficient teaching materials, thereby improving the effectiveness of classroom instruction

Improved Time Efficiency: Digitalization significantly reduces teachers' administrative workload, from an average of 135 minutes to 67 minutes per week.

Improved Quality: The use of digital methods increases the consistency of lesson planning with the curriculum from 35% to 90%.

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