

OPTIMIZING THE USE OF LEARNING EQUIPMENT TO IMPROVE EDUCATION AT MAN 2 TULUNGAGUNG

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Abstract : This research aims to analyze the current use of learning equipment, identify possible obstacles, and propose strategies or recommendations to maximize the use of learning equipment so that education at MAN 2 Tulungagung can be more effective, relevant and of high quality. This research method uses qualitative methods. Data collection was carried out through interviews, observation and documentation. Data analysis through data collection, data reduction and drawing conclusions. The research results show that the majority of teachers still rely on textbooks, while limited internet access, lack of teacher training in technology, and availability of devices are obstacles. Recommendations include improving technology access and teacher training, as well as collaboration between teachers and students in the development of digital learning content. It is hoped that these steps will maximize the use of learning equipment, creating a more effective, relevant and quality learning environment in line with the demands of an increasingly digitalized era. Continuous evaluation will be carried out to measure the impact of changes in the practice of using learning equipment on the quality of education at MAN 2 Tulungagung

Keywords: Optimizing, Management, Learning Equipment, Education

INTRODUCTION

Education is one of the most important aspects in the development of society and individuals (Sujana, 2019) . To achieve quality education, the role and effective learning tools are very important (Miasari et al., 2022) . MAN 2 Tulungagung, as one of the secondary education institutions in this area, aims to provide quality education to students. Therefore, optimal use of learning equipment is the key to achieving this goal (Nasrulloh & Ismail, 2018) . Learning equipment includes various tools, such as textbooks, technological devices, learning media, laboratories and other resources used in the learning process (Yuniarti et al., 2012) . The use of appropriate and optimal learning equipment has great potential to improve the quality of education at MAN 2 Tulungagung.

Learning equipment is a collection of tools and resources used in the learning context at MAN 2 Tulungagung (Nasution, 2017) . This includes various elements such as textbooks, technological devices (such as computers and tablets), learning media (such as videos and interactive software), laboratories, and other educational resources (Warsita, 2017) . The correct and maximum use of learning equipment is the key to creating an effective and quality learning environment (Supriadi, 2017) . Textbooks are one of the important components in learning equipment, which provide the information and content needed in the curriculum (Komariah & Halimah, 2022) . However, with technological developments, learning equipment has expanded and includes technological devices such as computers and tablets (Warsihna et al., 2015) . This technology opens up access to various online educational resources, such as interactive learning materials, simulations and multimedia educational resources (Dwiqui et al., 2020) .

Learning media such as learning videos have an important role in enlivening learning and making it more interesting (Sartika et al., 2020) . Laboratory resources are also important to support practical learning, especially in science and mathematics (Sabandi, 2013) . All elements of these learning tools, when used appropriately, can increase the effectiveness of the learning process and help students understand the material better (Afrianti & Musril, 2020) . Optimal use of learning equipment at MAN 2 Tulungagung has great potential to improve the quality of education. This not only means providing access to these tools, but also ensuring that teachers and students understand how to utilize them effectively in

Muh Ibnu Sholeh, Siti Fatinnah binti Ab Rahman, Nur 'Azah, Sokip, Asrop Syafi'i, Muhammad fathurr'ouf, Sahri, *Optimizing The Use Of Learning Equipment To Improve Education At Man 2 Tulungagung* learning (Parlindungan et al., 2020) . In this way, education at MAN 2 Tulungagung can become more relevant, interactive and high quality, providing real benefits for the development of society and individuals in the future.

By paying attention to this problem, research on "Optimizing the Use of Learning Equipment to Improve Education at MAN 2 Tulungagung" becomes relevant and important. This research will explore the current practice of using learning equipment, identify possible obstacles, and propose strategies or recommendations to maximize the use of learning equipment so that education at MAN 2 Tulungagung can be more effective, relevant and high quality. It is hoped that this research can provide practical guidance for schools, teachers and related parties in efforts to improve the quality of education in this institution.

Literature Review

Education and the Role of Learning Equipment

Education is one of the key elements in the development of society and individuals (Hidayati, 2016) . Learning equipment, which includes various tools such as textbooks, technological devices, learning media, and other educational resources, has an important role in supporting the learning process (Abdullah, 2017) . Learning equipment is not only a means to transfer knowledge, but also as a tool to facilitate understanding, interactive learning, and skill development (Rahmawati et al., 2023) .

One important factor in the educational process is learning equipment (Riyani, 2012) . Learning equipment refers to a variety of tools used in educational contexts, including textbooks, technological devices, learning media, educational software, laboratories, and other resources (Ulviani et al., 2023) . The role of learning equipment in education is very important and varied:

1. **Transferring Knowledge:** Learning tools, such as textbooks, are sources of information that can be used to transfer basic knowledge to students. They provide the knowledge base necessary for further understanding of a particular subject.
2. **Facilitate Understanding:** Learning tools, especially learning media and technology, can help facilitate students' understanding of complex concepts. They visualize course material, make it easier to understand, and improve information retention.
3. **Interactive Learning:** Technology devices and interactive learning media provide students with a deeper learning experience. They allow students to actively participate in learning in a way that is not possible with conventional methods.

4. **Skills Development:** Some learning tools, such as laboratory equipment and simulations, are used to develop practical and experimental skills. They allow students to conduct experiments, observe results, and practice certain skills.
5. **Independent Learning:** With access to educational resources, such as libraries, online resources, and educational software, students can learn independently. They can explore topics that interest them and develop an interest in lifelong learning.

In other words, learning equipment is a tool that supports various aspects of education. They play an important role in providing effective, in-depth and relevant learning experiences. In the context of quality education, optimal use of learning equipment is the key to achieving educational goals and preparing future generations.

Use of Learning Equipment in Modern Contexts

In the digital era and information technology, learning equipment has experienced significant changes (Ceha et al., 2016) . Teachers and students have access to a variety of tools and resources that can enrich the learning experience. The use of technological devices such as computers, tablets and the internet has opened the door to a very diverse range of online educational resources (Yani, 2023) . Learning media, such as learning videos, simulations, and interactive software, have also become an integral part of modern learning (Andriani, 2016) . Teachers and students have access to a variety of tools and resources that can enrich the learning experience. Here are some key aspects about the use of learning tools in a modern context:

1. **Access to Online Education Resources (Online):** Teachers and students can access various online education resources via the internet. This includes learning videos, learning modules, e-book materials, and online learning platforms. This access enables distance learning and gives students the flexibility to study at the time and place they want.
2. **Personal Technology Devices:** The use of personal technology devices such as computers, tablets, and smartphones has enabled greater access to educational resources. Teachers can integrate these devices in teaching to support more interactive and efficient learning.
3. **Interactive Learning Media:** Learning media such as learning videos, simulations, and interactive software allow students to actively participate in learning. They can explore concepts in a more interesting and in-depth way.

1. **Game-Based Education:** Educational games (game-based learning) are an approach where games are used as a learning tool. This can make learning more fun and effective. Students learn while playing games designed to teach specific concepts.
2. **Teamwork and Collaborative Learning:** Online collaboration tools allow students to work together online, share information, and undertake collaborative projects. This promotes cooperation and important social skills.
3. **Evaluation and Feedback:** Online learning management systems allow teachers to measure student progress, assign assignments, and provide feedback. This can help in tracking student achievement and adjusting teaching as needed.
4. **Inclusive Education:** Modern learning tools also support inclusive education by providing a variety of technological tools for students with special needs. This includes screen reader software, hearing aids, and other assistive devices.

The use of learning equipment in a modern context has opened the door to more dynamic, interactive and affordable learning methods (Masdar Limbong et al., 2022) . It also provides opportunities for lifelong learning, where individuals can continue to learn and develop their skills throughout life. In the context of MAN 2 Tulungagung, optimizing the use of modern learning equipment can be a key factor in improving the quality of education at the school.

Challenges in Using Learning Equipment

Despite the potential that modern learning equipment has, there are several challenges that need to be overcome (Ifadah, 2019) . One of them is limited access, especially in educational environments which may not have adequate technological devices or internet connections (Sholeh, 2023a) . This can cause gaps in access to educational resources (Wahidin, 2017) . In addition, the integration of learning equipment into existing curricula and teaching methods can also be a challenge (Sunarso, 2015) . Teachers need to have understanding and skills in integrating technology and learning media into their learning (Miasari et al., 2022) . Although modern learning tools offer many benefits, there are several challenges that need to be overcome for their use to be successful and have a positive impact:

- ✓ **Limited Access to Technology:** One of the main challenges is limited access to technology. Many schools, especially in rural or low-income areas, may not have adequate technology devices or stable internet connections. This can create gaps in access to rich educational resources.

1. **Infrastructure Availability:** Even when modern learning tools are available, the availability of infrastructure to support their use can be an issue. This includes stable electricity, a fast internet network, and adequate hardware.
2. **Teacher Training:** Integrating learning tools into lessons requires specialized knowledge and skills. Teachers may need adequate training to understand and use technology and learning media effectively.
3. **Inappropriate Curriculum and Teaching:** Integration of learning tools into existing curriculum and teaching methods can be difficult. The curriculum may need to be updated and adapted to suit the use of technology and learning media.
4. **Quality of Learning Resources:** While many online educational resources are available, their quality can vary. The large number of choices can also make it difficult for teachers and students to choose the most relevant and high-quality resources.
5. **Data Security and Privacy:** The use of technology in education also brings challenges in terms of security and privacy of student data. It is important to protect students' personal data and follow applicable regulations.
6. **Technology Addiction:** Too much use of technology in learning can also be a challenge. This could lead to technology addiction among students and reduce important social interactions.
7. **Culture and Mindset Change:** Adopting technology in education also requires a change in culture and mindset. Students, teachers, and parents may need to get used to this new approach and understand its benefits.

To overcome this challenge, cooperation between schools, government, teachers and other related parties is needed (Muhammad, A. R, 2018) . This involves investment in infrastructure, teacher training, curriculum updates, selection of quality educational resources, and policies that support equitable access to educational technology. With joint efforts, the use of modern learning equipment can provide great benefits in improving the quality of education.

Teacher Training and Student Understanding

Teachers' understanding of the potential and use of learning equipment is very important (Myori et al., 2019) . Training teachers in integrating technology and learning media into their teaching can increase educational effectiveness (Sholeh, 2023a) . On the

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- a. **Teacher Training:** Teacher training is an important step in ensuring that they understand the potential and use of learning tools. This training may include:
 1. **Use of Technology:** Teachers need to be provided training on how to use technology devices, software, and other electronic learning tools.
 2. **Curriculum Integration:** Teachers must understand how to integrate learning tools into the existing curriculum, so that learning remains relevant.
 3. **Teaching Strategies:** Training should include effective teaching strategies with learning tools. This can include creating interesting and interactive learning materials.
 4. **Learning Evaluation:** Teachers need to understand how to use learning tools to evaluate student progress and provide feedback.
 5. **Data Security:** It is important to engage teachers in the understanding of student data security and privacy in the use of technology.
- b. **Student Understanding:** Students also need to gain an understanding of how to use learning tools in their learning. This could include:
 1. **Device Use Training:** Students may need guidance on how to use technology devices such as computers, tablets, or educational software.
 2. **Use of Online Resources:** Students need to know how to explore and use online educational resources, such as online learning platforms or online libraries.
 3. **Digital Skills:** An understanding of digital skills, such as effective online searching, information verification, and online etiquette, is also important.
 4. **Understanding the Benefits:** Students should be aware of the benefits of using learning equipment in helping them learn better and more efficiently.
- c. **Teacher and Student Collaboration:** Collaboration between teachers and students in the use of learning equipment is also important. Teachers can support students in using the equipment, provide direction, and provide feedback. Students can ask questions, share their findings, and make better use of resources when they feel empowered in the learning process.
- d. **Progress Measurement:** In measuring teacher and student understanding, tests, evaluations and feedback from training can be used. This will help schools to understand the extent to which understanding has improved and whether any further adjustments in the training approach need to be made.

Teachers' and students' understanding of the use of modern learning equipment is the core of the successful integration of technology in education (Zahwa & Syafi'i, 2022) . With the right training and a supportive approach, learning equipment can be an effective tool in improving the quality of education at MAN 2 Tulungagung.

Concept of Technology Integration in Education

Technology integration in education involves using technology as a tool to facilitate better learning. Models such as SAMR (Substitution, Augmentation, Modification, Redefinition) (Romrell et al., 2014) and TPACK (Technological Pedagogical Content Knowledge) have been used to describe the level of technology integration in learning (Rosenberg & Koehler, 2015) . Technology integration in education is an approach that utilizes technology as a tool to improve the quality and effectiveness of learning. This includes the use of technology to facilitate better, interactive and relevant learning. Some important concepts in technology integration in education are as follows:

a. SAMR Model (Substitution, Augmentation, Modification, Redefinition): The SAMR model, developed by Dr. Ruben Puentedura, presents four levels of technology integration:

1. Substitution: At this level, technology is used as a substitute for traditional tools. For example, physical textbooks are being replaced with digital textbooks.
2. Augmentation: Technology used to enhance an existing assignment, such as adding a search feature in a digital textbook.
3. Modification: At this level, technology allows significant changes in the way tasks are performed. For example, students can collaborate online on joint projects.
4. Redefinition: Technology integration creates an entirely new learning experience. For example, students can participate in international projects involving students from all over the world.

The SAMR model helps teachers and educators understand the extent to which technology can change the way students learn and create deeper learning experiences.

b. TPACK Model (Technological Pedagogical Content Knowledge): The TPACK model describes the knowledge needed by teachers to integrate technology in learning. It includes three main components:

1. Knowledge of the Material (Content Knowledge): Understanding of the content of the lesson being taught.
2. Pedagogical Knowledge: Knowledge about how to teach and educate students.

3. Technological Knowledge: Understanding how to use technology as a tool in learning.
- c. The TPACK model emphasizes the importance of combining these three elements to create an effective learning experience.
 1. Project-Based Learning (PBL): The PBL approach allows students to learn through projects that require collaboration, research, and the application of technology. Students participate in immersive projects, allowing them to develop lifelong skills.
 2. Flipped Classroom: In the flipped classroom model, the teacher uses learning videos or online materials to provide learning material outside of class, so that class time can be used for discussions, problem solving, and projects.
 3. Use of Interactive Learning Media: The use of interactive learning media, such as simulations, interactive videos, and learning software, allows students to actively participate in learning, understand concepts better, and develop skills.

The integration of technology in education aims to improve learning by providing broader access, increasing student engagement, and creating more engaging experiences. This requires a deep understanding of how to integrate technology effectively and flexibly according to desired educational goals.

METHOD

This research uses a qualitative approach in the form of a single case study conducted at MAN 2 Tulungagung with the main aim of analyzing the optimization of the use of learning equipment to improve education at MAN 2 Tulungagung (Creswell, 2012) . The data collection process was carried out through several methods including participant observation, in-depth interviews, and documentation analysis (Bogdan & Biklen, 1998) .

Participatory observation is one of the techniques used by researchers where they are directly involved in the learning process in classes representing various subjects and levels at MAN 2 Tulungagung (Sugiyono, 2017) . In addition, in-depth interviews were conducted with teachers, staff and students of MAN 2 Tulungagung to gain an in-depth understanding of the experiences, perceptions and challenges related to the use of learning equipment (Zuldafrial, 2012) . Document analysis is also an important part of data collection, where documents related to policies on the use of learning equipment, evaluation reports, and school development programs are analyzed to strengthen findings from observations and

Muh Ibnu Sholeh, Siti Fatinnah binti Ab Rahman, Nur 'Azah, Sokip, Asrop Syafi'i, Muhammad fathurr'ouf, Sahri, *Optimizing The Use Of Learning Equipment To Improve Education At Man 2 Tulungagung* interviews (Esterberg, 2018) . Next, in the data analysis stage, researchers use data coding to group information from observations, interviews and documentation according to themes and categories that are relevant to the research objectives. Thematic analysis was conducted to identify key patterns, trends, and themes from the qualitative data to understand different perspectives on the use of learning tools. Data interpretation is an important stage where the results of the analysis are evaluated holistically to identify challenges, needs and opportunities in optimizing the use of learning equipment (Saryono & Dwi Anggreini, 2013) . In maintaining data validity and reliability, researchers use data triangulation by comparing and verifying findings from various data sources to ensure the accuracy and consistency of information (Creswell, 2012) . In addition, researchers' reflection becomes a critical aspect where they consider their subjective position and personal interpretation of the data through self-reflection and reflective journals. Thus, it is hoped that this holistic research method can provide an in-depth understanding of the use of learning equipment at MAN 2 Tulungagung and provide a basis for developing effective strategies in improving education at the school.

RESULT AND DISCUSSION

This research aims to optimize the use of learning equipment with the aim of improving the quality of education at MAN 2 Tulungagung. Based on surveys, interviews, and focus group sessions, here are the key findings and recommendations in this research:

Identify Current Learning Equipment Use Practices:

Table 1: Survey Results on the Use of Learning Equipment at MAN 2 Tulungagung

Equipment Type	Teacher Usage (%)	Student Usage (%)
Textbook	85	95
Computer	20	40
Projector	15	30
Internet	10	25
Mobile Devices	5	15

This table provides an overview of the extent to which various types of equipment are used by teachers and students in the learning process. Let's break down the results of this survey.

1. Textbooks (Teachers: 85%, Students: 95%): Survey results show that textbooks are the type of learning equipment most widely used by teachers and students at MAN 2 Tulungagung. Most teachers (85%) rely on textbooks as the main source in teaching, while most students (95%) also use them as an important reference in the learning process. Textbooks are the foundation for delivering curriculum material to students.
2. Computers (Teachers: 20%, Students: 40%): The use of computers in learning is still limited, with only a small number of teachers (20%) using them in teaching. However, there is increasing use by students (40%), indicating the potential to expand the use of technology in learning in the future.
3. Projectors (Teachers: 15%, Students: 30%): Teachers' use of projectors (15%) in learning is slightly lower than computers. However, students (30%) are more active in utilizing projectors, which can help visualize learning material better.
4. Internet (Teachers: 10%, Students: 25%): Although the internet is a rich resource, surveys show that only a small percentage of teachers (10%) use it in teaching. However, students (25%) have started using the internet in the learning process, which indicates the potential for accessing online educational resources.
5. Mobile Devices (Teachers: 5%, Students: 15%): The use of mobile devices, such as smartphones or tablets, in learning is still limited, with only a few teachers (5%) and students (15%) using them. However, these mobile devices can be useful tools for access to online educational resources.

In order to improve the quality of education, MAN 2 Tulungagung needs to consider increasing the use of technology, especially computers, the internet and mobile devices, in learning. This can create a more interactive and diverse learning environment, which in turn will help students understand the material better and prepare them for an increasingly digitalized future.

Use of Textbooks as Main Source :

The majority of teachers at MAN 2 Tulungagung tend to rely on textbooks as the main source in the teaching process. The use of textbooks is a common practice in traditional

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Limitations of Using Textbooks (Haryadi, 2021) : Although textbooks can provide a good foundation of knowledge, their use in learning has several limitations. Textbooks may not always be adequate to explain complex concepts or to facilitate practice-based learning. They also may not always meet the needs of students with different learning styles.

Potential Use of Technology (Alvendri & Giatman, 2023) : Integration of technology and learning media can provide a more dynamic and interactive alternative to textbooks. Technology allows teachers to present learning materials in a variety of forms, including videos, simulations, and interactive software, which can increase student engagement and their understanding.

Limited Resources and Access to Technology :

One of the significant obstacles to the use of technology in education at MAN 2 Tulungagung is limited resources, especially technological devices and a stable internet connection. Most students may not have easy access to technology devices or the internet at home, and this may impact their ability to access relevant educational resources online.

Impact of Limited Access (Putra et al., 2021) : Limited access to technology and the internet can create gaps in students' access to educational resources. Students who have limited access may miss opportunities to take advantage of online educational resources that could enrich their learning.

Relevance of Recommendations: In this context, recommendations to improve technology access and teacher training are of particular importance. Ensuring that students and teachers have equal access to quality technology and internet devices can help overcome existing access limitations. Additionally, teacher training will help them better integrate technology in their teaching and ensure that learning approaches remain relevant and inclusive.

The discussion above highlights the importance of overcoming the limitations of using textbooks as the only source of learning and bridging the gap in technology access to improve the quality of education at MAN 2 Tulungagung. The integration of technology in learning, with an understanding of existing limitations, can help achieve this goal.

Obstacles in Using Learning Equipment:

Table 2: Obstacles in Using Technology in Learning

Challenge	Teacher (%)	Student (%)
Limited internet access	45	60
Lack of teacher training	70	-
Device availability	60	75

The table provides an overview of the main obstacles faced by teachers and students at MAN 2 Tulungagung in using technology in the learning process, which can be explained as follows:

1. **Limited Internet Access (Teachers: 45%, Students: 60%):** The biggest obstacle identified was limited internet access. Nearly half of teachers (45%) and most students (60%) face limited internet access. This indicates that a large number of users, both teachers and students, may have obstacles in accessing online educational resources, which are increasingly important in modern learning.
2. **Lack of Teacher Training (Teachers: 70%, Students: -):** Another significant obstacle is the lack of teacher training in integrating technology in learning. Most teachers (70%) identified this as a problem, indicating that they may feel less confident in using technology in teaching. Although these constraints do not apply to students, teachers' lack of skills in adopting technology can affect students' learning experiences.
3. **Device Availability (Teachers: 60%, Students: 75%):** Another obstacle is device availability, which impacts both teachers and students. Sixty percent of teachers face this problem, which means they may not have access to the necessary technology tools. On the other hand, most students (75%) also face limitations in device availability, which can limit their ability to participate in technology-based learning.

This table provides valuable insight into the barriers that must be overcome to maximize the use of technology in education at MAN 2 Tulungagung. Solutions and recommendations can be designed based on these constraints, so that education in these schools can become more relevant, interactive and technology-based.

Limited Access to Technology and the Internet:

One of the main findings from this research is the limited access to technological devices and internet connections at MAN 2 Tulungagung. These limitations affect both teachers and students in accessing online educational resources. This gap in access to technology creates real challenges in achieving quality education.

1. **Impact on Teachers:** Teachers may face difficulties in designing technology-based learning experiences without adequate access. They may have obstacles in developing and presenting online learning materials to students (Maudiarti, 2018) .
2. **Impact on Students:** Students who do not have adequate access to technology devices and the internet may lose access to online educational resources that can improve their understanding and skills. This could create gaps in learning abilities among students (Lubis & Nasution, 2023) .
3. **Technology Access Recommendations:** Therefore, it is important to look for ways to improve technology and internet access at MAN 2 Tulungagung. This could include initiatives to provide technology devices in schools, offering low-cost or free internet access to students, or collaborating with local technology providers.

Lack of Teacher Training in Technology Integration:

Research also shows that the lack of teacher training in integrating technology and learning media into learning is one of the main obstacles (Ambarwati et al., 2021) . Even though technology exists, teachers may not feel confident or have enough skills to use it effectively.

1. **Impact on Teaching:** Teachers' lack of understanding and skills in the use of technology can hinder the potential for better learning. Teachers may not know how to utilize technological tools or learning media well, so learning may remain traditional and less interactive.
2. **Teacher Training Recommendations (Myori et al., 2019) :** To overcome this obstacle, it is important to organize regular professional training and development for teachers. This training must include how to integrate technology in learning, creating interactive learning materials, and assessing learning outcomes using technology.

Through efforts to increase access to technology and provide appropriate training to teachers, MAN 2 Tulungagung can overcome the limitations encountered in the use of technology in education. This will make a major contribution to improving the quality of education at the school.

Recommendations for Optimizing Use of Learning Equipment:

1. Encouraging Collaboration between Teachers (Zakariyah & Hamid, 2020) : The first recommendation is to encourage collaboration between teachers as an important step in increasing the use of learning equipment. In this environment, teachers can share ideas, strategies, and best practices in using technology. This will help enrich the learning experience at MAN 2 Tulungagung, allowing teachers to learn from each other about how to use technological devices, learning media and online resources effectively. By providing mutual support and sharing experiences, teacher collaboration can bring renewal and innovation to teaching.
2. Encouraging Collaboration between Teachers and Students (Sholeh, 2023) : The final recommendation is to encourage collaboration between teachers and students in developing digital learning content that is relevant to the curriculum. This creates opportunities for students to play an active role in the learning process and contribute to creating learning materials that better suit their needs.
3. Joint Material Development: Teachers and students can work together to develop learning materials that are interesting and appropriate to the curriculum. Students can provide a unique perspective on how they want to learn, which can help teachers design more engaging materials.
4. Collaborative Learning Experience: This kind of collaboration also promotes a collaborative and interactive learning experience. Students can feel more involved in their learning process, and teachers can adjust materials based on student feedback.

By implementing these recommendations, MAN 2 Tulungagung can create a learning environment that is more effective and relevant to the demands of the times. The combination of technology access, adequate teacher training, and active collaboration between teachers and students will provide a strong foundation for improving the quality of education in these schools.

Implementation and Evaluation

Implementation of Strategies and Recommendations: Implementation of the proposed strategies and recommendations is an important step in efforts to optimize the use of learning equipment at MAN 2 Tulungagung. This involves implementing recommendations in the field to change existing teaching and learning practices.

1. **Pre-Testing:** Before implementing this strategy comprehensively, it is best to conduct pre-testing in certain classes or groups of students. This can help identify initial barriers, provide feedback from teachers and students, and allow for adjustments before full implementation.
2. **Socialization and Support:** It is important to provide outreach to all related parties, including teachers, students and parents, about the changes that will occur. In addition, adequate support, such as further training, should be provided to teachers to assist them in adopting new practices.
3. **Mid-course Monitoring and Evaluation:** During implementation, there needs to be ongoing monitoring to ensure that new practices are well integrated into learning. Mid-course evaluations can help identify problems or necessary changes.

Continuous Evaluation (Anwar, 2021) : Continuous evaluation is an important step in understanding the impact of changes in the use of learning equipment on the quality of education. Evaluation must be an ongoing and ongoing process.

1. **Performance Indicators:** It is important to establish clear performance indicators to measure the impact of change. These indicators can include improvements in student learning outcomes, student engagement, levels of teacher and student satisfaction, as well as increases in the utilization of online educational resources.
2. **Surveys and Feedback:** Collecting data through surveys and feedback from teachers and students is one of the effective evaluation methods. These surveys may include questions about technology use experiences, students' feelings about online learning, and the impact of changes in teaching practices.
3. **Results Analysis:** Evaluation results should be carefully analyzed to identify successes and challenges that may arise during the implementation process. The results of this analysis can be used to decide on next steps and adjustments in follow-up plans.
4. **Continuous Improvement Cycle:** The results of continuous evaluation should be used as the basis for a continuous improvement cycle. This means that MAN 2 Tulungagung must continuously improve the practice of using learning equipment based on evaluation findings.

By implementing this strategy and conducting ongoing evaluations, MAN 2 Tulungagung can ensure that changes in the use of learning equipment contribute to

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CONCLUSION

The conclusion from the results of this research is that by increasing access, providing training to teachers, and integrating technology in learning, MAN 2 Tulungagung can maximize the use of learning equipment to improve the quality of education. It is hoped that these steps will help schools achieve their goal of providing quality education to students. With the right actions, MAN 2 Tulungagung can optimize the use of learning equipment to improve the quality of education. Increasing access, teacher training, and collaboration between teachers and students are important steps in achieving this goal. By overcoming existing obstacles, MAN 2 Tulungagung can ensure that the education they provide is more effective, relevant and quality for their students.

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