

iPad Management and Its Impact on Students' Motivation and Achievement at SIS Palembang

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Abstract: This study aims to investigate the management of iPad integration in enhancing student motivation and academic achievement at Singapore International School (SIS) Palembang. Specifically, it examines (1) how iPad use is managed to boost motivation, (2) its impact on academic performance, and (3) the challenges and solutions in its implementation. Using a qualitative descriptive method, data were collected through interviews, observations, and documentation involving teachers, students, and school administrators. The results reveal that iPad management follows a systematic cycle: planning (school policies and teacher training), organizing (structured role distribution), implementing (active, technology-driven lessons), and evaluating (digital assessments and stakeholder feedback). The findings demonstrate that iPads significantly increase student motivation by fostering engagement, collaboration, and personalized learning, while also improving academic outcomes through enhanced 21st-century skills. Key challenges include screen time concerns, device dependency, and technical issues. The study's novelty lies in its holistic analysis of iPad management within a Southeast Asian international school context, bridging gaps between policy, pedagogy, and practical barriers. Practical implications highlight the need for adaptive policies, ongoing teacher training, and robust evaluation frameworks to optimize technology integration. This research contributes to the discourse on digital education by providing a replicable model for balancing technological innovation with sustainable educational practices.

Keywords: Academic Achievement, Educational Management, Educational Technology, iPad Device, Learning Motivation

A. Introduction

The development of information and communication technology has driven significant changes in various sectors of life, including education. Digitalization in learning has become inevitable, along with the increasing need for adaptive, interactive, and relevant learning models (Alenezi et al., 2023; Schmidt & Tang, 2020). In this context, technological devices such as tablets and iPads are increasingly being utilized as learning media that not only support the delivery of material but also encourage active student participation in the teaching and learning process. This is

evident in research by Alwahid et al. (2024), which confirms that the use of technological devices such as tablets is effective in increasing active participation and student learning outcomes. This is also evident in the researcher's environment, where young people, especially students, are highly motivated to use technology, including gadgets. This motivation is reinforced by the system of punishments and rewards that parents sometimes provide their children as encouragement to complete assignments, with the reward being playing with gadgets such as tablets or iPads.

The iPad, as a popular digital device in educational settings, offers various advantages that support learning (Boon et al., 2021; Galway et al., 2020). The iPad allows teachers to deliver material visually and interactively through a variety of available educational applications. Furthermore, iPads also provide students with the opportunity to access learning materials independently and flexibly, according to their individual pace and learning style (Gybas et al., 2021; Mahnun et al., 2024). With their multimedia features and user-friendly interface, iPads create a more engaging and enjoyable learning experience for students (Yulinda, 2025). However, in reality, most schools cannot afford to provide electronic devices for student use. SIS Palembang is one of the schools that has been able to provide iPads. Based on the researcher's initial observations, SIS Palembang has been able to provide 25 iPads for each grade level, from grades 1 to 6, with each grade consisting of three classes of 19 students each.

Learning motivation is a crucial aspect of the success of the educational process (Szókö, 2022). High motivation encourages students to be more active, enthusiastic, and committed to learning. The use of iPads, which enable exploration-based and interaction-based learning, has the potential to increase student motivation (Kim, 2024). With greater engagement, students can demonstrate initiative in understanding subject matter, completing assignments, and contributing to class discussions with greater confidence (Bima et al., 2023). A similar trend occurred at SIS Palembang, where when a teacher brought an iPad into the classroom, students were seen waiting at the front of the classroom to greet the teacher. This behavior demonstrates students' enthusiasm for using the device and integrating it into their learning. In addition to influencing motivation, iPads also contribute to improved student achievement.

Access to diverse learning resources, the ability to review material independently, and the availability of direct feedback through the app enable more effective understanding. Several studies have shown that integrating digital devices into learning can have a positive impact on student academic achievement, especially when used with the right pedagogical approach. This is evident in research by Damayanti & Nuzuli (2023), which demonstrated that the use of digital devices such as iPads can positively impact student academic achievement. This is also supported by research by Boadu & Boateng (2024), which states that collaborative learning models utilizing technology have proven effective in improving student mathematics learning outcomes, especially among high school students. The same thing was

observed when researchers were at SIS Palembang. Many students won competitions, some even learned and developed basic programming skills, and they showed interest in reading stories available on iPads.

In Indonesia, not many schools have fully integrated iPads into their teaching. However, Singapore International School (SIS) Palembang is one educational institution that has implemented iPad use comprehensively in the teaching and learning process. SIS Palembang utilizes iPads as part of a learning strategy oriented towards student needs and the development of 21st-century skills. iPad use at SIS Palembang extends beyond reading digital materials to project presentations, digital assessments, reflective activities, and collaborative learning. iPad use at SIS Palembang takes place within a supportive learning environment, both in terms of infrastructure and teacher training. In addition to providing and equipping teachers with training, all teachers at SIS Palembang are provided with iPads and similar electronic devices. Teachers are also equipped with the skills to design technology-based learning and integrate educational applications into classroom activities. Meanwhile, students are trained to be responsible for the devices they use and are guided to utilize technology productively. This creates an active, creative, and collaborative digital learning environment (Rafianti et al., 2018).

Although iPad integration has become part of the learning system at SIS Palembang, its utilization cannot be separated from managerial aspects. The widespread use of digital devices requires careful planning, coordination between stakeholders, structured implementation, and ongoing evaluation. The success of iPad implementation in learning is greatly influenced by how schools manage the process comprehensively (Falloon, 2023). As researchers, this section provides a strong foundation to demonstrate the importance of management in technology integration in schools. The emphasis on managerial aspects such as planning, coordination, implementation, and evaluation demonstrates that the success of iPad use in learning is not solely a matter of device availability, but rather how these devices are organized and utilized effectively within the education system. Furthermore, researchers found that students at SIS Palembang are also provided with iPads for use at school and also found students using them at home. Researchers wanted to examine how the school's iPad use policy is implemented to address this situation. iPad use, both at home and at school, has the potential to pose unique challenges in the integration process. SIS Palembang's policy in integrating iPads, implementing its programs, and evaluating its use is considered to be interesting and important information for further study.

In this study, researchers aimed to examine the management of iPad use at SIS Palembang, focusing on four educational management functions: planning, organizing, implementing, and evaluating. Planning encompasses the school's policy on adopting iPads as a learning medium, including the goals and strategies to be achieved. Organization encompasses the division of tasks, the roles of teachers and technical staff, and the established technology support system. Implementation

reflects how iPad-based learning is implemented in classroom practice. Evaluation aims to determine the extent to which iPad use impacts learning and how the school is implementing continuous improvement.

This study aims not only to determine the management practices implemented but also to understand how these practices contribute to increased student motivation and achievement. Furthermore, the implementation of technology in education is inherently challenging. Therefore, this study also seeks to identify obstacles encountered in managing iPad use and the solutions developed by the school to address these challenges. Researchers frequently observed excessive screen time due to students' use of iPads both at home and at school. This also occurred at SIS Palembang, as students used iPads both at home and at school. Furthermore, there is a reliance on iPad use in schools, making it difficult for students to learn without them. At first glance, SIS Palembang appears to be a school that integrates iPads into its learning and is supported by adequate internet access. Researchers were curious about how the school addresses challenges that arise, such as power outages or internet disruptions, which require the school to discontinue using iPads in learning. By examining the four management functions in depth, this study is expected to provide a comprehensive overview of iPad management practices in learning at SIS Palembang to improve student motivation and achievement. The results of this study can serve as a reference for other educational institutions seeking to develop planned and effective technology-based learning strategies, particularly in the context of elementary education.

B. Methods

This research was conducted at SIS Palembang; this school is one of the schools in Palembang City with the status of an international school. This school uses iPads in learning as the research object. The use of iPad devices is one of the main strategies in supporting interactive digital learning and student-centered learning. The research was conducted from February 2025 to July 2025. This study describes the management of iPad device use towards increasing student motivation and learning achievement at SIS Palembang; therefore, the main data sources of this study are people who are considered important to obtain clear and accurate information. As for the objects in this study, they are the iPad coordinator, principal, teachers, and students. In this study, a descriptive qualitative approach is used, namely describing situations or events that are arranged systematically, factually, actually, and accurately regarding the facts and phenomena being investigated or observed. This research was conducted by combining descriptive and qualitative research. This study also presents data without any manipulation or other additional treatment. The main sources of this research are previous scientific papers closely related to the literature review, such as research method books, journal articles, internet articles, and other related writings. The purpose of this descriptive research is to define a situation or phenomenon as it

is. The sample collection techniques used are observation, interviews, and case studies of documentation.

Data analysis is carried out through the steps of data reduction, data presentation, and conclusions or data verification. Meanwhile, data validity includes credibility tests, transferability, dependability, and confirmability. There are four types of data collection techniques in qualitative research, namely 1) observation, 2) interviews, 3) documentation, and 4) combination or triangulation. The main data collection technique that will be chosen by the researcher is the interview technique. This technique was chosen because the data to be obtained comes from research and direct experiences of employees, especially objects that have been designated as informants in this study. To complement the interview data, the researcher uses a documentation study technique, which is physical evidence. Then for general data, the researcher uses observation techniques. Meanwhile, for triangulation, the researcher conducts participatory observation, in-depth interviews, and documentation of data sources. The data validity technique in this study is to use data triangulation techniques. Data triangulation is a technique for checking the validity of data by using other data outside the collected data for the purpose of checking or comparing the data. The triangulation technique that is widely used is checking from other sources. Activities in analyzing data are data reduction, data display, and conclusion.

C. Results and Discussion

The application of digital technology in education is increasingly becoming a crucial need to improve the quality of learning in schools. One widely adopted innovation is the use of iPads as interactive learning media that can motivate students in the learning process. However, the success of iPad utilization depends heavily on the effective and efficient management of these devices by the school. iPad usage management includes structured planning, organization, implementation, and evaluation to ensure the devices optimally support teaching and learning activities. At SIS Elementary School, Palembang, this management involves collaboration between the principal, technology coordinator, and teachers to ensure that iPad use is not only a tool but also enhances student motivation and achievement.

This study aims to describe how iPad usage is managed at SIS Elementary School, Palembang, and how this impacts student motivation and achievement. The systematic presentation of research data includes the planning process for iPad use, scheduling and technical implementation, implementation of iPad-based learning, and evaluation and solutions to obstacles encountered during device use. The discussion in this chapter will describe in detail the findings and relate them to theories of educational management and learning motivation as a basis for understanding the role of iPad management in improving the quality of learning at SD SIS Palembang.

Management of iPad Usage on Student Learning Motivation

In the context of iPad use at SIS Elementary School in Palembang, planning was carried out meticulously and systematically, establishing a strong foundation for technology management in learning. Interviews and observations revealed that the principal and technology coordinator conducted comprehensive planning, encompassing not only technical aspects such as scheduling iPad use, charging, and borrowing, but also pedagogical aspects, namely integrating iPad use into lesson plans oriented toward active and interactive learning. This aligns with Fayol's management theory, which places planning as the first step in the management cycle, determining the direction and goals of the organization. Furthermore, structured planning, supported by a dedicated budget for device maintenance and teacher training, demonstrates the school's commitment to optimal resource management. According to Koontz and Weihrich, effective planning involves allocating resources appropriately to achieve organizational goals, in this case, improving the quality of learning and student motivation (Chaturvedi, 2021).

From the perspective of student learning motivation, Herzberg's theory of motivators and hygiene factors can be used to understand how this planning has a positive impact. Guaranteed iPad availability and organized use can serve as hygiene factors that prevent dissatisfaction, for example by avoiding technical glitches that can frustrate students. Meanwhile, interactive and challenging aspects of iPad use, such as digital quizzes, group projects, and independent exploration, act as motivators, increasing student satisfaction and engagement in learning. Learning planning that involves iPads for interactive and collaborative activities allows students to feel competent and in control of their learning process, thus increasing intrinsic motivation. Interview data with iPad coordinators indicates that establishing a fair and systematic schedule for use not only facilitates teacher support but also creates an orderly and comfortable learning environment for students. This aligns with the management principle that good planning creates a clear structure and minimizes conflict, enabling smooth learning operations.

From a human resource management perspective, planning that involves the classroom teacher as the technology coordinator is an effective strategy. This not only empowers teachers to play an active role in technology management but also leverages their direct knowledge of student outcomes. Thus, this planning bridges the managerial and pedagogical aspects, which are essential for achieving learning goals. Overall, the planning for iPad use at SIS Elementary School, Palembang, exemplifies the implementation of planning function management theory, successfully translating the school's strategic objectives into tangible and measurable practices. This systematic and integrated management significantly contributes to improving student learning motivation, as modern motivation theory suggests that a structured learning environment that facilitates students' psychological needs will encourage better engagement and academic achievement.

After thorough planning, the principal of SIS Palembang Elementary School continued the managerial process to the organizing stage, a crucial function in management that systematically organizes human resources and tasks to effectively achieve organizational goals (Ahmad & Pratama, 2021). In the context of iPad use, the organizing function at SIS Palembang includes defining roles, dividing tasks, forming an implementation team, and establishing a clear coordination flow, allowing all school elements to work synergistically to support increased student learning motivation. The appointment of iPad coordinators at each grade level is a concrete example of effective organizational implementation. The coordinators, experienced and technologically prepared classroom teachers, not only handle technical aspects but also act as liaisons between teachers and the technology team and monitor iPad use to ensure it truly contributes to student learning enthusiasm. This aligns with the organizing principle outlined by Koontz and Weihrich (Chaturvedi, 2021), namely the establishment of an organizational structure that allows for the appropriate division of tasks and responsibilities, thereby facilitating coordination and task implementation.

Furthermore, the principal's organizational approach includes delegating specific responsibilities to coordinators and teachers, such as managing iPad usage schedules, technical supervision, and mentoring in developing technology-based lesson plans. This clear work structure not only improves operational effectiveness but also creates a sense of order and certainty for teachers in carrying out their duties. Vroom's motivational theory, as cited in Kuncoro & Ismail (2023), emphasizes that individuals are motivated when they believe their efforts will result in good performance and be rewarded. In this context, teachers who receive support and an organized work system will feel more confident and motivated in teaching using iPads, which ultimately has a positive impact on student motivation. From the student perspective, an organized learning environment supported by good coordination positively impacts the learning atmosphere. Teachers who are prepared and confident in delivering interactive materials make learning more engaging, resulting in students feeling more engaged and intrinsically motivated. This aligns with Ryan & Deci (2023) Self-Determination Theory, which emphasizes the importance of a learning environment that supports students' psychological needs to feel competent and connected, which can be achieved through quality teacher-student interactions in the technology-based learning process.

In addition, the principal regularly holds coordination meetings with coordinators and teachers to evaluate the implementation of iPad use, ensuring smooth communication and promptly addressing any challenges. This strengthens team synergy and demonstrates effective leadership in organizing. This open communication and collaboration also foster a sense of collective responsibility, which can foster extrinsic motivation in both teachers and students. Thus, the organizational function implemented at SD SIS Palembang goes beyond the division of technical tasks but is designed to create a learning ecosystem that supports students' overall

motivation. Good organization creates a comfortable, structured, and professional environment, so students perceive learning with iPads as a valuable and enjoyable experience (Lauricella & Jacobson, 2022).

The implementation phase represents the concrete process of implementing the iPad usage plan, which has been systematically designed by the school. At SIS Elementary School in Palembang, this phase reflects the school's commitment to making technology an integral part of learning. Based on the researchers' observations, iPads are used routinely from the opening, core, and closing stages of learning sessions. iPads are used in a varied and contextual manner, tailored to the subject matter. Teachers demonstrate a high degree of adaptability in integrating technology into learning. For example, by using instructional videos that students can access independently through Google Classroom, teachers not only deliver material but also foster student independence in learning. This supports students' intrinsic motivation, as they feel more in control of their own learning process, in line with the theory of Self-Regulated Learning (Zimmerman, 1990). In practice sessions, iPads are used through an interactive quiz application designed to resemble game-based learning. This can foster high levels of enthusiasm and emotional engagement in students, ultimately boosting their motivation to learn.

Furthermore, teachers utilize digital spreadsheets to record student progress, including attendance, practice results, and engagement in assignments. This system makes it easier for teachers and principals to monitor academic progress more objectively and accurately. This practice aligns with the principles of data-driven decision-making, a crucial component of modern educational management. To support learning motivation, teachers also utilize the ClassDojo app, which allows for the direct awarding of points based on positive student behavior. This positive reinforcement plays a significant role in fostering extrinsic motivation in students, especially in elementary school, where recognition from teachers and peers is a significant form of appreciation. Student responses to this implementation phase have been very positive. Interviews indicate that students feel happier and more motivated when learning is conducted using iPads. They feel valued, challenged, and more independent. In other words, the systematic, purposeful, and responsive implementation of the iPads has created a motivating learning experience, both intrinsically and extrinsically.

Furthermore, the flexibility of the iPad implementation, tailored to the characteristics of the subject, demonstrates teachers' adaptability in utilizing technology as a relevant learning medium. This is a crucial indicator that the success of the implementation phase is determined not only by the availability of devices but also by the teacher's readiness and creativity in creating meaningful learning. Therefore, effective iPad use can increase student enthusiasm for learning, active participation, and learning outcomes. Evaluation is a crucial stage in the education management cycle, serving to assess the effectiveness of implementation and determine future improvement

measures. At SIS Elementary School in Palembang, iPad usage evaluations are conducted through a QR code-based digital reporting system integrated with the SIS Central Support Office. This mechanism not only records the frequency of iPad use by teachers but also collects data such as the purpose of use, subjects, and challenges encountered. This QR code-based evaluation provides ease and transparency in monitoring. The principal and iPad coordinator can directly access relevant data and identify usage patterns by each teacher. This system facilitates an evidence-based management approach, where decision-making is based on actual data, not assumptions. Evaluation also plays a crucial role in improving student motivation and achievement. Through regular reports and graphs of iPad usage provided by the central office, the principal can identify classes or teachers that have successfully increased student engagement. This data is discussed in monthly evaluation meetings, which are reflective and collaborative. This practice fosters an organizational culture open to improvement and innovation.

For teachers, evaluation also serves as a feedback mechanism to refine teaching methods. Teachers feel objectively monitored and encouraged to be more consistent in their use of technology. This attitude fosters professional awareness and a strong sense of responsibility for student success. Evaluation becomes a tool to encourage continuous improvement in teaching practices. From a student perspective, the impact of evaluation is evident in increased learning motivation, indicated by increased class participation, timely completion of assignments, and improved quality of digital interactions between teachers and students. With iPads, students have more personalized, flexible, and accessible learning opportunities. Regular evaluations also ensure that learning is effective and that technical challenges are promptly addressed. Thus, the evaluation function in managing iPad use focuses not only on control but also on improving the quality of the teaching and learning process. Systematic, data-driven evaluation contributes to building an accountable, responsive, and results-oriented education system. At SIS Elementary School in Palembang, this has proven to support a motivating and sustainable learning environment.

Management of iPad Usage on Student Learning Achievement at SIS Palembang

Based on research conducted at SIS Elementary School in Palembang, it was found that iPad management significantly contributed to improving student achievement. This success was demonstrated through integrated curriculum planning, systematic resource organization, consistent implementation of technology-based learning, and structured, data-driven evaluation. The principal, along with the curriculum team and technology coordinator, strategically planned iPad use, ensuring the devices function not merely as visual aids but as key instruments in strengthening student understanding of the subject matter. This aligns with the planning function, which states that planning is the setting of goals and the steps to achieve them effectively. In this context, teachers designed video-based learning, interactive quizzes, and creative projects using applications such as Keynote or Book Creator. This aligns with

Vygotsky's constructivist approach, where learning media such as iPads serve as mediating tools that enable students to construct their own knowledge through concrete and contextual experiences (Erbil, 2020).

Furthermore, thorough planning also contributed to improving the quality of formative assessments, where students not only answered questions but were also asked to demonstrate their understanding through presentations or digital projects. This supports Bloom's theory of cognitive taxonomy, where levels of evaluation and creativity are indicators of higher learning achievement. Field findings indicate that iPad organization is carried out through the appointment of coordinators at each grade level, a digital loan schedule system, and a system for charging and checking the condition of the devices. This efficient organization supports the smooth running of learning activities, prevents technical issues, and ensures the devices are accessible to all students. This reinforces Fayol's theory of the managerial function of organizing, which emphasizes the importance of task allocation, role assignment, and coordination within educational organizations to ensure optimal resource utilization. The use of spreadsheets and device labeling demonstrates a technology-based organizational system, in line with the concept of school-based management, which emphasizes autonomous resource management at the school level. With neat organization, teachers can focus on the learning process without being distracted by technical matters, which directly impacts the achievement of learning objectives and student academic outcomes.

During the implementation phase, teachers demonstrated high proficiency in integrating iPads into daily learning. Learning videos, digital practice exercises, reflections, and creative projects became routine learning methods across various subjects. Teachers also used ClassDojo as a reward system to motivate students, which has been shown to increase student enthusiasm and persistence in learning. This practice aligns with Skinner's behaviorist learning theory, which states that providing positive reinforcement, in this case, points or stars, can increase desired learning behaviors. Furthermore, the adaptive integration of technology according to subject characteristics also supports a differentiated learning approach, where students' learning needs are met in varied and personalized ways. The effectiveness of this implementation has a direct impact on improving learning achievement, as students are actively engaged, motivated, and gain access to richer, visual, and interactive learning materials.

iPad usage is evaluated through a QR code-based digital reporting system, which facilitates monitoring the frequency and quality of device use. This data is sent to the central office and analyzed to assess teacher engagement and the effectiveness of device use in learning. This evaluation aligns with the controlling function of George R. Terry's management theory, which emphasizes that effective supervision must be based on accurate, real-time information to ensure informed decision-making. Furthermore, regular reports from the central office and evaluative discussions in staff

meetings demonstrate Scriven's implementation of the formative evaluation model, where the evaluation process is used not only to assess outcomes but also to continuously improve processes. Teachers feel more disciplined and accountable in using the iPads because the evaluations are transparent and measurable.

Overall, the findings of this study indicate that effective management of iPad use directly contributes to improved student academic achievement. With careful planning, systematic organization, effective implementation, and data-driven evaluation, schools can create a conducive learning environment that supports student mastery of the material. This aligns with Lezotte & Bancroft (1985) theory of school effectiveness, which emphasizes the importance of instructional leadership, high expectations for students, and the use of technology to improve learning outcomes. iPads are not simply supplementary media but have become strategic tools used to address the needs of 21st-century learning, which demands digital literacy and project-based learning.

Solutions and Constraints of iPad Use at SIS Palembang on Student Motivation and Learning Achievement

Based on research findings, the implementation of iPad use in the learning process at SIS Elementary School, Palembang, was not without various obstacles, both technical and non-technical. However, the school demonstrated an adaptive and managerial response in finding solutions to each obstacle that arose, demonstrating the institution's capacity to effectively manage technology-based learning. The tendency of students to continue using iPads even beyond learning needs reflects the challenges of managing self-regulation in elementary school-aged children. According to Bandura's self-control theory as described by Koutroubas & Galanakis (2022), children still require external guidance to develop healthy learning behaviors, including in the use of technology.

The implemented solutions, such as inserting offline time, varying learning methods, and parental involvement, represent an implementation of the control function in educational management, where supervision is carried out at various levels by teachers and families. This also reflects Bronfenbrenner's principle of educational ecology, where support from various levels of the environment, including teachers, schools, and parents, is needed to foster healthy learning behaviors. iPad damage is a common technical obstacle to the long-term use of technology devices. However, the school has implemented preventative and responsive approaches, such as the use of protective casing and a direct reporting system to Non-Teaching Staff (NTS). The situation demonstrates sound educational asset management, in accordance with Henry Fayol's theory of organizing, where each part of the organization has clear roles and responsibilities to maintain operational continuity.

With an efficient reporting system, teachers don't waste time addressing improvements, and the learning process can continue without significant disruption. This contributes to a stable learning environment, which, according to Skinner's behaviorist theory, is a crucial factor in encouraging student engagement and achievement (Saugstad, 2019). External issues such as power outages have been addressed by the school by providing generators and planning alternative learning activities that are not dependent on devices. This demonstrates the school's adaptive and anticipatory planning capabilities. Contingency management theory suggests that schools are effective when they can adapt strategies to changing conditions. Furthermore, the teacher's flexibility to continue manual instruction demonstrates that the use of iPads remains a tool, not an absolute dependency, ideally supporting a blended learning approach.

Students' attempts to access entertainment websites during lessons demonstrate the importance of digital behavior management. The school's actions in blocking websites and only sharing teacher-curated materials reflect the implementation of a protective approach based on digital policy. This aligns with Piaget's cognitive learning theory, which states that children are in the concrete-operational stage and therefore need structure and boundaries to prevent distraction. The implementation of network filters also supports focused learning, thereby improving the efficiency of learning time and the quality of students' attention to the subject matter. Teachers' difficulties in recording iPad usage and consistently implementing schedules demonstrate challenges in digital administration. Despite the provision of spreadsheets and QR code systems, obstacles arise from a lack of consistent communication and personal discipline. The solutions implemented include chat communication, manual reminders, and the sharing of digital schedules, implementing the organizing and coordinating functions in Koontz & O'Donnell's management theory, which emphasizes the importance of coordination between personnel to maintain operational effectiveness. This issue also emphasizes the importance of professional habits among teachers in maintaining disciplined and consistent technology use, as non-compliance can directly impact student access to iPad-based learning, which in turn can reduce their motivation and learning outcomes.

D. Conclusion

This study examined the management of iPad use and its impact on student motivation and academic achievement at SIS Elementary School in Palembang. The findings demonstrate that systematic iPad integration through planning, organizing, implementing, and evaluating effectively enhances student motivation by fostering engagement via interactive digital content (e.g., educational videos, games) and balanced offline activities. Collaborative efforts among teachers, parents, and administrators further reinforce intrinsic and extrinsic motivation. Additionally, structured iPad use, supported by platforms like Google Classroom and Kahoot!, improves learning achievement by facilitating concrete concept understanding, digital

assessments, and holistic skill development (cognitive, affective, psychomotor). Despite challenges like screen time concerns, device damage, and technical issues, the school addressed these through protective measures, screen-time education, and adaptive scheduling systems. The study highlights the importance of combining online and offline activities to maintain focus, involving teachers, parents, and IT support to sustain motivation and address technical barriers, implementing safeguards (e.g., website filters, device maintenance) to minimize disruptions. For future research recommendations long-term impact studies: Assess sustained effects of iPad use on motivation and achievement across grade levels. Explore replicability in diverse socioeconomic or public-school settings. Investigate integration with emerging tools (e.g., AI, AR) to enhance interactivity. Examine how parental involvement moderates screen time and learning outcomes.

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