

Efforts to Improve Teacher Competence in Mastering Google Forms through Peer Tutorial Programs Regency

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KEYWORDS

Google Form, teacher competence, peer tutorial program

ABSTRACT

This research was conducted at SD Negeri Bojonggede 01 which aimed to determine the implementation of peer tutorial programs in mastering Google Forms. The subjects of this study were all teachers of SD Negeri Bojonggede 01 as many as 26 teachers, with 4 male and 22 female teachers. The collection of assessment data is carried out by observation through questionnaires. The results of this study can be concluded that, in the condition of teachers before there was a peer tutorial program, only 20.3% knew the Google Form application. While the expected conditions only amount to 50% of the number of teachers. However, after the peer program, many teachers who have understood and were able to achieve success in making online attendance through Google Form and applying it to online learning totaled 20 teachers (76.9%). This still needs to be improved again with the efforts of teachers to be more intensive in habituating routine activities for teaching and learning through the Google Form application.

INTRODUCTION

In Law Number 5 of 2014 concerning Civil Servants, it is stated that "Civil servants, hereinafter abbreviated as PNS, are Indonesian citizens who meet certain requirements, appointed as civil servants on a permanent basis by the Supervisor of civil service officials to occupy government positions".(Indonesia, 2014) The law also states that civil servants as a profession have a role as planners, implementers and supervisors of the implementation of public duties of government and national development through the implementation of professional public policies and services, free from political intervention, and clean from corruption, collusion and nepotism.(Komara, 2019) ASN has a function as an implementer of public policy, public servant and glue and unify the nation (Avita, Balgias, & Ahyaturraja, 2021).

Teachers who are also State Civil Apparatus (ASN) have an important role in carrying out their duties and functions as public servants.(Sukmajadi, 2019) Therefore, as stated in Law No. 5 of 2014 Article 63 paragraph (3) and paragraph (4) concerning civil servants, civil servants are required to undergo a probationary period which is carried out through an integrated training process to build morale, honesty, nationalism and national spirit, superior and responsible personal character and strengthen professionalism and field competence. The probationary period carried out through the training process aims to direct prospective civil servants to fully understand their duties and functions in the work environment.(Simanungkalit, Widodo, & Dharmayana, 2022) The training process contains the provision of basic values of civil servants including

Accountability, Nationalism, Public Ethics, Quality Commitment and Anti-Corruption, hereinafter referred to as ANEKA.(Susantiningdyah & PD, 2020) Then briefed to find out the position and role of civil servants in the Republic of Indonesia, including ASN Management, Public Services, and Whole of Government.

There are several issues that have the potential to become problems at SDN Bojonggede 01, including the lack of optimal learning and assessment in teacher administration, the lack of optimal teachers in the use of technology as a means of learning and assessment, and the lack of support from parents for distance learning. (Supriati & Umar, n.d.)

Based on the results of the identification of these three issues, the main issue that must be addressed immediately is the lack of optimal learning and assessment in teacher administration. Furthermore, the author made creative ideas to address the issue by internalizing ANEKA's values.(Hidayati & Istiqomah, 2020) The creative idea is entitled "Efforts to improve teacher competence in mastering Google Forms through a peer tutorial program at SDN Bojonggede 01, Bojonggede District, Bogor Regency"

METHOD

This research was conducted at SD Negeri Bojonggede 01. This research was conducted in odd semesters, in July - August of the 2021/2022 academic year. The subjects in this study were class teachers and subject matter teachers with a total of 26 teachers consisting of 4 male teachers and 22 female teachers.(Syukur, 2014). This research is an actualization activity. According to Robert N. Anthony in Matippana (2020), Actualization Design is a strategic planning process. Strategic planning is the process of deciding on the programs to be implemented by the organization and estimating the amount of resources to be allocated to each year in the future.(dan Perbankan, 2021) Therefore, an Actualization Design must be a tool that bridges present and prospective future problems with the allocation of resources to ensure its implementation into creative, innovative and sustainable Actualization activities(Maddikunta et al., 2022).

This opinion is supported by Sayuti (2022) Of these proportions, the actualization aspect has the greatest weight because it contains components of the preparation of actualization design and actualization implementation.(Khan, Khan, & Haleem, 2022) This actualization aspect is a product produced by CPNS which reflects the cumulative competency achievements expected from the implementation of Latsar.

This is in line with Zuhairini's opinion in Yamin (2021), what is meant by self-actualization is if humans are able to develop perfectly in the maximum possible way, because actualization is a form of personality that has unique characteristics. This research was conducted at SD Negeri Bojonggede 01. This research was conducted in odd semesters, in July - August of the 2021/2022 academic year. The subjects in this study were class teachers and subject matter teachers with a total of 26 teachers consisting of 4 male teachers and 22 female teachers(Belhiah & Elhami, 2015). This research is an actualization activity. According to Robert N. Anthony in Matippana (2020), Actualization Design is a strategic planning process. Strategic planning is the process of deciding on the programs to be implemented by the organization and estimating the amount of resources to be allocated to each year in the future.(Bryson, 2018) Therefore, an Actualization Design must be a tool that bridges present and prospective future problems with the allocation of resources to ensure its implementation into creative, innovative and sustainable Actualization activities.(Zuccaro, Leone, & Martucci, 2020)

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RESULTS AND DISCUSSION

Actualization activities that have been carried out have been successful and able to apply the basic values of the Civil Service Profession. This actualization activity is an effort to solve teacher competency issues, namely the low teacher competence related to the use of *Google Forms* in online distance learning (PJJ). This success can be proven by changes in the way of conducting daily attendance online and providing daily assessments to students. This change is evidenced by the difference in teacher pretest and posttest results by measuring them using surveys.

According to Hartanto in Sudrajat (2020), competence is skills and knowledge that come from the environment. Social and work life is absorbed, mastered and used as an instrument to create value by carrying out duties and work as well as possible.

This opinion is supported by Sudrajat (2020) that with teacher empowerment, schools are expected to be able to provide good services such as when learning at school before going online. Schools need to train teachers to have the following competencies, which are from the development of 3 (three) main competencies of teachers:

1. Competence in mastering science and technology literacy
2. Competency of classroom management skills
3. Communication and social competence

This is in line with Nur's opinion (2022) that teacher competence is quite important to the teacher itself. Mastery of competence will give the teacher a sign that he has become a professional teacher. It can be said that overall mastery of teacher competence is mandatory. Having these components is a support for teachers in fulfilling their duties.

With various kinds of competencies that teachers must have. So in the Covid-19 situation, learning remotely is not an obstacle for teachers to remain creative in carrying out learning. Get to know one of the applications to find out student attendance to provide daily questions can be through *Google Form*.

According to Mulatsih (2020) Google Form or google form is a useful tool to help plan events, send surveys, give students or others quizzes, or gather easy information in an efficient way. Forms can be linked to spreadsheets. If the spread sheet is related to a shape, an automatic response will be sent to the spreadsheet. Otherwise, users can see them on the "Response Summary" page accessible from the Responses menu.

This is in line with the opinions of Mardiana and Purnanto (2017) Google Form is one application in the form of form templates or worksheets that can be used independently or together for the purpose of obtaining user information. It works inside Google Drive cloud storage *alongside other apps like Google Sheets, Google Docs, and other enrichments.*

Therefore, the peer tutorial program is very suitable to be carried out at SDN Bojonggede 01 so that the goals of teacher competence are achieved properly.

According to Ridwan in Hastuti (2022) that the term peer tutoring is related to the teaching and learning method assisted by a friend who is competent to teach other friends. Teachers who have mastered hybrid learning and are able to use various online-based learning media are assigned as tutors.

Thus, the success and achievement of the results of this actualization activity is proven by the results of pretest, posttest, and teacher questionnaires as presented in the table as follows:

No	Angket	Pretest	Posttest	Kesimpulan	Keterangan
1.	Apakah bapak/ibu pernah mendengar aplikasi Google Form?	86,7% pernah mendengar	100% pernah mendengar	Sudah seluruh guru yang mengikuti program tutorial teman sejawat tentang Google Form	Jumlah naik 13,3%
2.	Jika pernah mendengar, apakah bapak/ibu pernah menggunakan aplikasi Google Form?	20% tidak pernah menggunakan aplikasi Google Form	81,3% pernah menggunakan aplikasi Google Form	Hampir seluruh guru pernah menggunakan aplikasi Google Form	Jumlah naik 61,3%
3.	Apakah bapak/ibu mengetahui fungsi dari Google Form?	26,7% pernah tahu fungsi dari Google Form	81,3% tahu fungsi dari Google Form	Hampir seluruh guru mengetahui fungsi dari Google Form	Jumlah naik 54,6%
4.	Seberapa penting penggunaan Google Form menurut bapak/ibu dalam proses pembelajaran daring?	53,3% menganggap bahwa penggunaan Google Form penting	80,3% menganggap bahwa penggunaan Google Form penting	Hampir seluruh guru menganggap bahwa penggunaan Google Form penting dalam pembelajaran daring	Jumlah naik 26,7%
5.	Seberapa besar antusias bapak/ibu dalam mengikuti program tutorial	53,5% sangat antusias mengikuti	100% antusias mengikuti	Seluruh guru antusias mengikuti	Jumlah naik 46,5%

Table 1. Comparison of pretest and posttest results of fellow teachers

Kondisi guru sebelum	Kondisi guru yang diharapkan	Kondisi setelah aktualisasi
Hanya 20,3% guru di SDN Bojonggede 01 yang pernah menggunakan dan mengetahui fungsi dari aplikasi Google Form	Diharapkan melalui kegiatan aktualisasi tersebut dari 26 guru bisa mencapai 50% guru yang memahami penggunaan dan fungsi aplikasi Google Form	Dari 26 guru yang mampu mencapai keberhasilan membuat absensi online melalui Google Form dan mengaplikasikannya pada pembelajaran daring berjumlah 20 guru (76,9%)

Table 2. The condition of fellow teachers after the implementation of the peer tutorial program

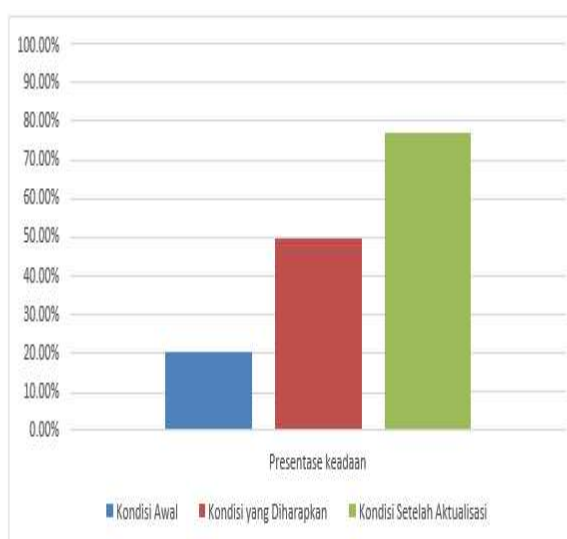


Figure 1. Comparison of initial, expected and post-actualization conditions

Based on the data obtained from the teacher's response to the peer tutorial program then converted into percentages. Based on the results of data analysis, with 5 indicators filled in by 20 teachers, a percentage of 76.9% was found to be in the "Good" category. This means that teachers positively welcome the peer tutorial program to learn online attendance making through *Google Form*.

CONCLUSION

Actualization and habituation of the basic values of civil servants, namely Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption (ANEKA) at SDN Bojonggede 01 consists of 5 activities starting from July 26-August 28, 2021. The activities that have been carried out are expected to be able to embody the basic values of civil servants (ANEKA) within SDN Bojonggede 01 and be one of the first steps towards improving as well as strengthening the professionalism and integrity of the author as an elementary school teacher in fostering habituation and improving the discipline attitude of students in the work unit.

The chosen issue was the teacher's lack of understanding of the Google Form application. To overcome this issue, the problem-solving idea that the author chose was "Efforts to improve teacher competence in mastering Google Forms through a peer

tutorial program at SDN Bojonggede 01, Bojonggede District, Bogor Regency". This activity was carried out with 5 activities as follows:

- Activity 1: Facing the Leadership for consultation on actualization ideas
- Activity 2: Prepare tutorial program descriptions and evaluation activities
- Activity 3: Conduct a pretest to fellow teachers about Google Form
- Activity 4: Prepare tutorial program descriptions and evaluation activities
- Activity 5: Carry out Post Test filling of peer tutorial programs

This activity has been carried out according to the planned schedule. The results of the monitoring/control and evaluation carried out, it can be seen changes and improvements in teachers to the understanding of making online attendance through the Google Form application.

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