

TRAINING AND MENTORING GOOGLE APPS FOR EDUCATION (GAPE) TO SUPPORT TEACHER PERFORMANCE IN ONLINE LEARNING

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ABSTRACT: *The COVID-19 pandemic has forced the education system in Indonesia to use the online method. This forces teachers to use various digital platforms in learning activities, such as the use of Google Classroom, Edmodo, Zoom, or Schoology. The use of various learning platforms is considered a bit difficult for teachers because they are not used to or have never used them in learning. The purpose of this training and mentoring activity is to provide Google Apps for Education (GAPE) training and assistance to teachers at SMA Panjura Malang. The method of implementing this community service activity begins with FGD, GAPE training, GAPE assistance and monitoring and evaluation of GAPE activities. The results of this service activity are (1) service activities attended by 34 teachers; (2) the pre-test result was 41.1, and the post-test result was 91.1% so that there was an increase of 50%; (3) 94% of teachers implement GAPE in learning.*

Keywords: Google Apps for Education, online learning

INTRODUCTION

Education is very important for the progress of a nation. Without good quality education, it is impossible for Indonesia to progress and be on par with other countries. One of the key influencing factors is the quality of professional teachers (Lutfiana, 2021). Professional teachers must be adaptive to the times.

The COVID-19 pandemic condition forces the education system in Indonesia to use the online method. This is in accordance with the circular issued by the government No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of Spread *Corona Virus Disease* (Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of *Corona Virus Disease* (COVID-19), 2020). In practice, there are many obstacles that are often encountered by students and teachers.

The main obstacle in online learning is often a lack of facilities. Constraint *wifika* causes students to not be able to follow the learning optimally (Handayani, 2020; Nugroho, 2003).

Various learning methods are carried out by teachers in their efforts so that online learning can be carried out as effectively as possible. This is explained by Windhiyana (2020) in his research, which states that teachers have used various platforms such as *Google Classroom, Edmodo, Zoom, or School*. The use of various learning platforms is considered a bit difficult, where teachers need to install various applications on their devices. Installing these various applications will certainly make the device work harder, so it's possible for errors or hangs to occur when running the application.

One solution that can be used to overcome the difficulties of teachers and students in installing various

applications is to use *Google Apps For Education* (GAFE). GAFE is a free service provided by Google for educational purposes. GAFE is easy for teachers to use because it is easy to convert into various file formats. GAFE is considered positive for use and is an appropriate tool in the world of education (Lindh, M., & Nolin, 2016). GAFE was also declared easy to use based on a survey conducted on students who had used GAFE. In addition, GAFE also supports the convenience of students to do collaborative work. This makes GAFE a useful tool in online learning (Brown, ME, & Hocutt, 2015). GAFE also provides *email* and collaborative tools for school students. As for teachers, GAFE provides a learning environment for students to work in groups. Group work is very important for students' cognitive, psychomotor and affective development (Railean, 2012).

IMPLEMENTATION METHOD

The implementation method that will be carried out in group service activities at SMA Panjura Malang based on an agreement that has been carried out together includes:

1. Organizing activities *focus on Group Discussion* (FGD).

FGD activities are carried out by the service team with partners in planning activities to be carried out within eight months. At this stage, there was an agreement regarding the division of tasks for each party, namely the service team and SMA Panjura Malang.

2. GAFE training

After the FGD activities, the service team will train and conduct GAFE training.

3. GAFE Assistance

After receiving training related to GAFE, teachers are required to implement GAFE in learning accompanied by a team.

4. Evaluation and reflection

The evaluation was carried out by testing the effectiveness of online learning using GAFE. The last stage of the GAFE training activity is evaluation and reflection. This is important to do to overcome various obstacles that occur during the GAFE training process at SMA Panjura Malang.

A more detailed description of the description above, the implementation method, which refers to the situation analysis of the programs agreed with partners, will be described in the following table.

Table 1 work procedures and implementation methods

No	Work procedures	Method
1	<i>Focus Group Discussion</i>	Discussion and socialization
2	GAFE Trainer	Workshop, Pre-test, and discussion
3	GAFE Assistance	Socialization to students
4	Monitoring and Evaluation	Discussion, Post Test

The participation of SMA Panjura Malang as a partner in this group service activity includes (a) Approval given by the principal to conduct GAFE training; (b) Supporting facilities and infrastructure provided by the school;

(c) Availability of teachers who will be participants in the training; (d) Schools implement GAFE in learning.

RESULTS AND DISCUSSION

GAFE training and mentoring activities are carried out at Panjura Malang High School with a target of 34 teachers from all subjects. The purpose of this service activity is for teachers to have skills or expertise in implementing various GAFE platforms in learning activities such as Youtube, Google Form, Google Classroom, Google Meet, Google Mail, and Google Drive.

This service activity started from the FGD, which the Service Team attended, school principals, waka curriculum and representatives from teachers at SMA Panjura Malang. In the FGD activity, the Service Team and Panjura High School held discussions regarding what schools could use e-learning platforms during the COVID-19 pandemic. Previously, schools used Whatsapp Groups or zoom cloud meetings in carrying out learning activities. The school is trying to find a platform that is easy to use, has full features, can be accessed easily and does not require a strong signal. Finally, an agreement was reached that the service team would try to provide GAFE mentoring and training. This is also supported by the results of the pre-test conducted that the level of mastery or completeness of the GAFE teachers is only 41.1%.



Image 1 FGD Activities

The GAFE training and mentoring were attended by 34 teachers consisting of 3 Indonesian language teachers, one regional language teacher, four history teachers, two physics teachers, 1 ICT teacher, 3 English teachers, two chemistry teachers, two biology teachers, three math teachers, 2 Civics teachers, 2 Economics teachers, 1 PAI teacher, 1 Physical education teacher, 1 Japanese language teacher, 2 Sociology teachers, 2 Geography teachers, one arts and culture teacher, and 1 Christian Religious Education teacher. To clarify the percentage of teachers participating in GAFE training and mentoring activities based on their field of study, see the diagram below.

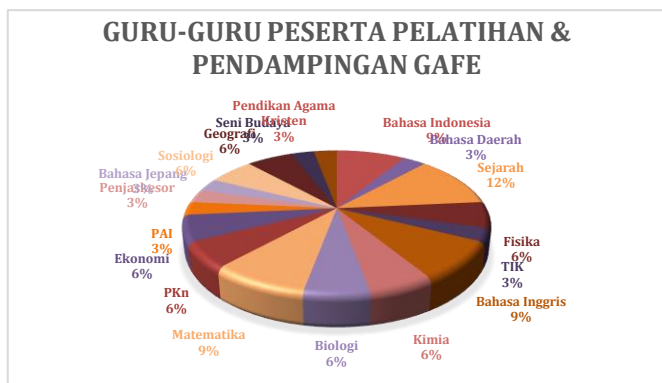


Figure 2 GAFE Training and Mentoring Participants

This training activity is packaged in the form of a workshop with a total of 9 JP. The materials obtained by the participants included 21st-century learning, ICT-based learning media, and GAFE. In detail, the material presented in the workshop activities can be seen in the table below.

Table 1 GAFE training and mentoring materials

No	Theory	presenter	JP
1	21st Century Learning	Moh. Wahyu Kurniawan, M.Pd	2
2	ICT-based learning media	Rose Fitria Lutfiana, M.Pd	2
3	GAFE	Mayang Dintarini, M.Pd	5
	a. Introduction to Google Apps for Education		
	b. G-Mail		
	c. Youtube		
	d. Google Classroom		
	e. Google Meet		
	f. Google Drive		
	g. Google Forms		
	Total		9 JP

Based on the observations made, the teachers were very enthusiastic about participating in the

training. This is as shown in Figure 3 below.



Figure 3 GAFE training activities

After presenting the material about GAFE, the teachers at SMA Panjura practice were making quizzes using Google Forms, making learning media with Youtube, and using Google Classroom in learning activities. Then in online learning, teachers can use Google Meet in learning activities.



Figure 4 GAFE Workshop

The last activity is monitoring and evaluation. In this activity, the team identified that 94% of teachers at Panjura High School had implemented or used GAFE in the learning process.

CONCLUSIONS AND RECOMMENDATIONS

Community service activities carried out at Panjura High School went smoothly. The service activity was attended by 34 teachers. Then based on the results of the pre-test of 41.1% and the results of the post-test of 91.1% related to the understanding of the GAFE of the teachers at SMA Panjura, there was an increase of 50%. Not all teachers have implemented all GAFE products in learning, but most have implemented GAFE by 94%.

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