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Increasing Teachers' Capabilities In Distance Learning Using The Google Classroom Application Through Personal Assistance Of Teachers In Kempong Kalibawang, Kulon Progo District, 2020/2021

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ABSTRACT: This research is motivated by teachers who are still not ready to face distance learning during the Covid-19 pandemic. To overcome this problem researchers take corrective actions through school action research which aims to improve the ability of teachers and researchers to provide personal assistance using the Google Classroom application program for learning. distance and improve school performance in order to be able to compete in the field of graduation. The research design uses a qualitative design, while the data collection technique uses the method of documentation and observation. The data analysis technique was carried out through a qualitative descriptive model consisting of data reduction, data presentation, and drawing conclusions. The results of this study can be seen from the increase in the results of the ability of the participants in personal assistance and the implementation of activities by resource persons from before the action in cycles I and II. In the pre-cycle of participants who got an average score of 3.52, the percentage was 88.04% with the "Very Good" category, there was 1 person while the average score was 3.12, the percentage was 78.12%, the conversion value reached 3 , the next 6 participants got a score of 2, the category "Quite Good". Based on the teacher's ability in the first cycle it reached 74.65%, if converted the value obtained 3, with the "Good" category while in the second cycle it reached 87.49%, if the conversion value obtained a value of 4, with the "Very Good" category. Based on the implementation of mentoring by the resource persons in the first cycle, it reached 87.46%, if converted the value obtained 4, with the "Very Satisfactory" category while in the second cycle it reached 91.22%, if converted the value obtained 4, with the "Very Satisfactory" category.

Keywords: *Google classroom, teacher ability, implementation of personal mentoring, distance learning*

INTRODUCTION

Learning is teaching students to use educational principles and learning theories which are the main determinants of educational success [1]. The learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence the achievement of learning objectives [2]. The learning is a system or learning process for learners that is planned, implemented and evaluated systematically so that learners can achieve learning objectives effectively and efficiently [3]. Learning is an effort made by someone so that others learn [4]. Learning is a systematic and systemic process or activity that is interactive and communicative between educators and students, learning resources, and the environment to create conditions that allow learning actions to occur [5].

Distance learning is when the learning process does not occur in direct face-to-face contact between the teacher and the learner. Communication takes place in two directions which are bridged by media such

as computers, television, radio, telephone, internet, video and so on [6[. Furthermore, the development of distance learning programs is an effort to improve the quality of education, namely the quality of the learning process which is characterized by a more active learning process or the quality of graduates who are more productive [6]. Open education with relatively tight structured learning programs and learning patterns that take place without face to face or separation between students and students. Distance education also involves the media in the delivery of knowledge to students and requires students to learn independently that is Characteristics of distance learning itself [7].

Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Standards for the Primary and Secondary Education Process states that the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each educational unit carries out learning planning, implementation of the learning process and assessment of the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.

Circular Letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (COVID-19), states that the teaching and learning process from home through online learning is carried out to provide meaningful learning experiences for students, without being burdened demands to complete all curriculum achievements for grade promotion and graduation. Learning from home can be implemented in life skills education. Learning activities from home can vary among students, according to their respective interests and conditions, including considering the gap in access/facilities for learning at home. Teachers should provide qualitative and useful feedback on evidence or products resulted from home learning activities, without being required to give quantitative scores/values. Teachers in the implementation of learning are still not able to carry out distance learning so that students experience difficulties in participating in learning. The material presented by the teacher is not understood because there are still teachers who carry out learning by giving assignments to read material from the LKS. The condition of the Kempong State Elementary School area which is difficult to signal also causes distance learning to be hampered.

Based on the results of observations on the implementation of distance learning conducted at SD Negeri Kempong in the first semester of the 2020/2021 academic year, it shows that there are still teachers who have not implemented distance learning who can provide meaningful learning experiences for students, according to their respective interests and conditions including considering the gaps in access/facilities for learning at home. Its because teachers are still not able to manage the implementation of distance learning through the online system. Teachers still carry out learning only to the extent of their knowledge by using a simple method, namely through the WhatsApp application so that the ability in the field of distance learning is still very minimal and it is still necessary to provide guidance through personal and group assistance.

Based on these problems, researchers are interested in conducting research as an effort to improve the ability of elementary school teachers at Kempong Kaliawang in implementing distance learning by using the Google Classroom application through personal assistance activities.

The mentoring is the provision of assistance to individuals in a sustainable and systematic manner carried out by an expert who has received special training, so that individuals can understand themselves, their environment, and can direct themselves and adapt to the environment to develop their potential optimally for their own welfare and the welfare of society [8]. The involvement of participants (teachers) as human resources to empower themselves is a potential to achieve the goals of mentoring, namely from the principal, by the teacher and for the teacher. As stated in the general guidelines for the implementation of personal mentoring, mentoring is an activity carried out together with teachers in observing real problems faced in the field and then discussing together to find alternative solutions towards increasing teacher abilities in distance learning through the Google Classroom application. Furthermore, mentoring is cored as an effort to include teachers in developing their various potentials so that they are able to achieve better quality distance learning.

This research framework is a process carried out based on the results of initial identification related to the ability of teachers in implementing distance learning. Some of the teachers at SD Negeri Kempong, Kapanewon Kalibawang, Kulon Progo Regency are still partially unable to carry out distance learning (study at home), so the school has made improvements to the implementation of distance learning through personal mentoring. In the process of personal assistance, the principal coordinates first, then determines

the action steps, namely planning, implementation and reflection. The results of the reflection will be used to carry out the next action. Assistance to teachers is expected to improve the ability to carry out distance learning. Then the researcher determined the research flow starting from the analysis of the pre-research results, preparing an action plan, conducting an evaluation including the actions of cycle I, cycle II. To explain the flow of research implementation, we can see the research framework presented in Figure 1.

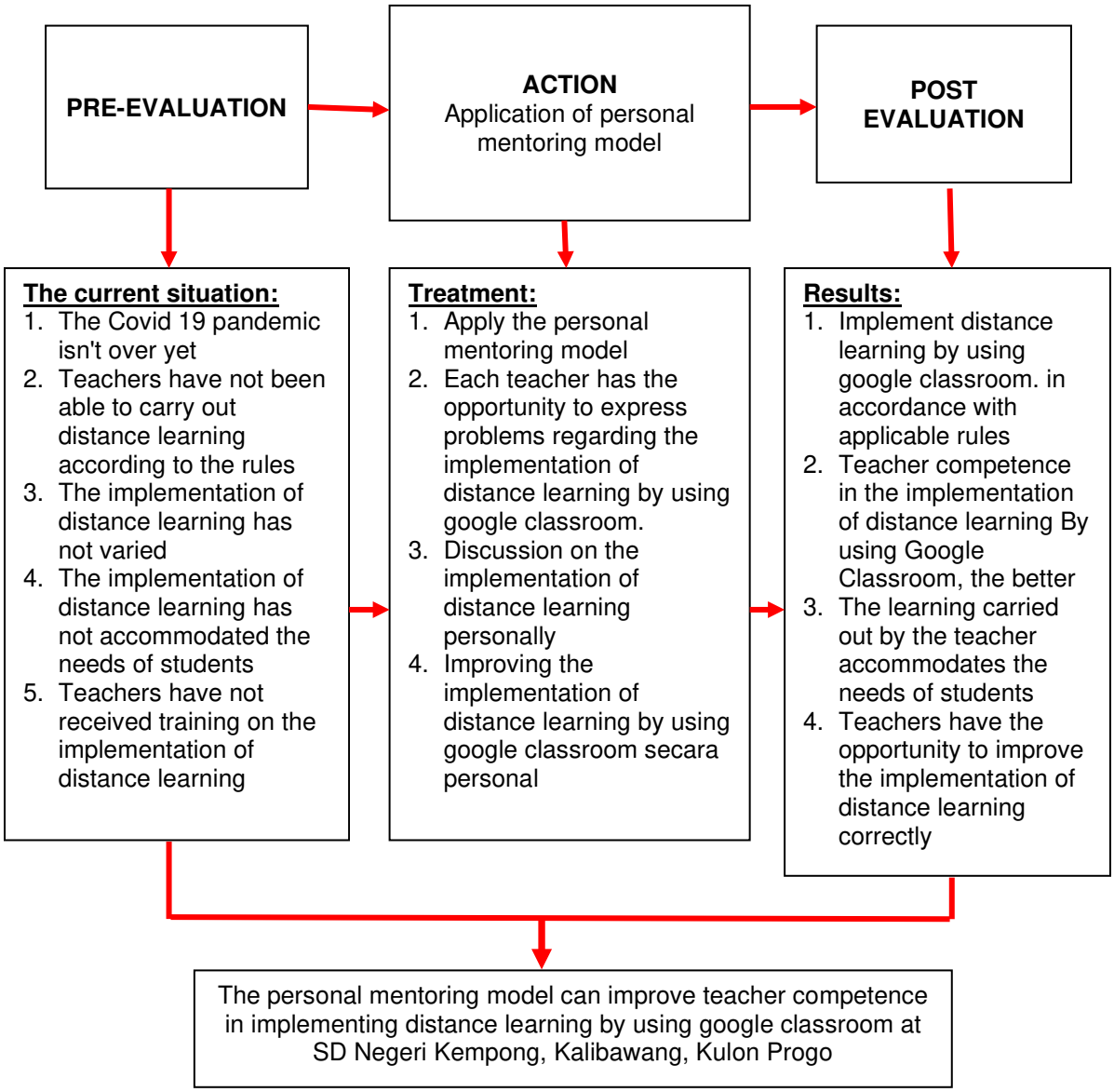

Figure 1. Research Implementation Flow

RESEARCH METHODS

This type of research is a School Action Research conducted at the school level, its implementation seeks to improve the ability of school principals in managing learning leadership through a sustainable personal approach. In connection with this research, changes are directed at increasing the ability of principals in managing educators in schools related to the implementation of distance learning in the pandemic era. This study aims to examine problems

related to distance learning accompanied by problems related to the ability of teachers in implementing distance learning which is examined against a treatment and examines the extent of the impact of the treatment on teacher behavior in improving the ability to carry out distance learning. The assessment is carried out in the form of changing, and increasing the ability of teachers in implementing distance learning and trying to eliminate the negative aspects of teachers who have been implementing distance learning by giving assignments taken from student worksheets.

The place of research was carried out at Kempong State Elementary School, which is located at Kempong Hamlet, Banjaroyo Village, Kalibawang District, Kulon Progo Regency. This Kempong hamlet is a hamlet whose territory is in the form of mountains that are rich in natural products. Meanwhile, Banjaroyo village is a village which is directly adjacent to Sri Wedari village which is one of the villages in Magelang Regency, Central Java Province.

Research subject is defined as objects, things or people where data for research variables are attached, and which are in question [9]. In a study, the research subject has a very strategic role because the research subject is data about the variables that the researcher observes. The subjects of this study were teachers of SD Negeri Kempong, totaling 8 teachers consisting of 6 classroom teachers and 2 study teachers. The 8 teachers were 7 female teachers and 1 male sports teacher. The village elementary school teachers who are the subjects of the research all have bachelor's degrees in education.

The object of research is something that is the focus of attention in research, the object of research is the target of research to obtain answers and solutions to problems that occur. The object of this School Action Research is how to improve the competence of implementing distance learning using google classroom for Kempong Elementary School teachers through personal mentoring activities. This research was carried out for 3 months, starting from January to April 2020.

The research design used is descriptive qualitative research through school action research. The author uses classroom action research because this analysis further deepens the teacher development process related to the implementation of distance learning. Research data is qualitative data in the sense that researchers are interested in the process, meaning and understanding that can be obtained through words or pictures based on data analysis. Due to the implementation of the research, the researcher refers a spiral model research design from Kemmis and Taggart developed by Stephen Kemmis and Robin Mc Tanggart which consisted of two cycles and each cycle used four components of action, namely planning, action, observation and reflection. in an intertwined spiral [10]. The research plan for each cycle and meeting is presented in **Figure 2.**

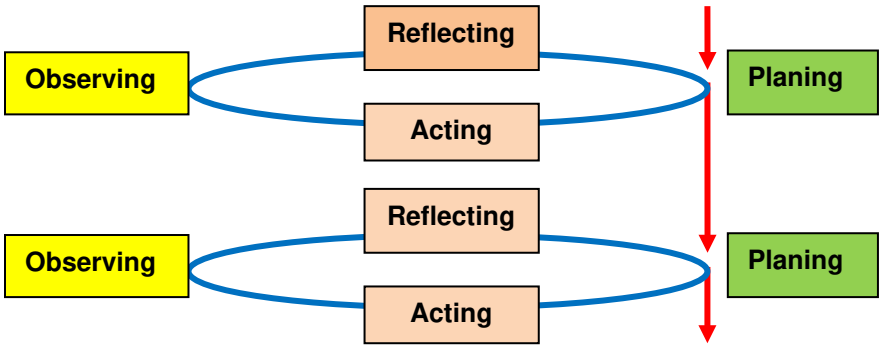

Figure 2. Spiral Model Research Design

The school action research procedure used is a spiral model from Kemmis & Mc Taggart consisting of three cycles, each cycle consisting of several actions. Classroom action research is carried out through an assessment process consisting of 4 stages, namely planning, action, observation, and reflection. This spiral model is a continuous iterative cycle model, with the hope that each action shows an increase according to the changes and improvements to be achieved [10].

The data collection technique used by the researcher is in the form of documents as document materials that differ gradually from the literature. Literature is published material while documentary is information stored or documented as documentary material. While school action research is carried out by researchers, the document is the result of data obtained through a review of previous documents including: the results of observations and supervision of the implementation of distance learning during the Covid-19 pandemic. The results of the study of the document are used as the basis for the follow-up to solve problems through school action research.

Observation is a technique that is carried out by conducting researched observations and systematic recording [11]. From the expert opinion above, the observations made by researchers were assisted by colleagues to see the level of progress of teachers in conducting distance learning during the Covid-19 pandemic and the implementation of personal assistance carried out by researchers using observation sheets. The results of observations were made in the form of tables and then described to find out the results of the study. As for the results of research related to the ability of teachers to operate google classroom in distance learning during the pandemic, it has been formulated based on 16 aspects and 45 indicators with a maximum score of 180. Meanwhile, for the observation of personal mentoring activities, an observation sheet on the implementation of personal assistance was used which consisted of 3 activities, 5 aspects and 27 indicators.

The data analysis technique in this study, each indicator is given an average score range of 1-4 while the gain score is based on number of given categories base on **Tabel 1**.

Tabel 1. Conversions and rating categories

Value	Value Conversion	categories
1	0 % < X 44 %	Enough
2	45 % < X 64 %	Not good
3	65 % < X 84 %	Good
4	85 % < X 100 %	Very Good

This descriptive analysis is used to describe the characteristics of the research data and answer the problems listed in the problem formulation. Descriptive analysis used in the study, minimum score, maximum score, mean, and percentage. The indicators for the success of this School Action Research are: 1) Improving the ability of teachers in implementing distance learning which is seen during the mentoring process, as well as from increasing the percentage of teacher participation with success criteria of either or in the form of a percentage 85% or more. 2) The growth of good cooperation between school principals and teachers is indicated by the successful implementation of distance learning.

RESULTS AND DISCUSSION

Before carrying out the research, the researcher first conducted pre-research observations, to obtain initial data on the ability of the Kempong Elementary School teacher, Kapanewon Kalibawag, in implementing distance learning during the Covid-19 pandemic. To find out whether or not there is an increase in ability in the implementation of distance learning, researchers first take initial action, observing the ability of teachers in implementing distance learning. The initial stage of research was carried out on Monday, January 18, 2021. The initial stage of observation was carried out with the aim of obtaining data to be used as a comparison of research data obtained after the implementation of mentoring. The results of the initial observations obtained data in **Table 2**.

Table 2 showed the results of the teacher's initial observations who scored 4, there was one person with an average score of 3.52, with a percentage of 88.04% in the "Very Good" category, then participants who got a score of 3, one person with a score of 3, an average of 3.52, with a percentage reaching 78.12% in the "Good" category, while 8 teachers got a score below 3, the presentation was below 64.00% in the

"Not Good" category, from these results the researchers took corrective steps to overcome problems related to distance learning by taking action through school action research using Google Classroom to carry out distance learning even though there is already 1 teacher who is very capable of using Google Classroom at SD Negeri Kempong.

Table 2 Results of preliminary observations on the use of Google Classroom to carry out distance learning at SD Negeri Kempong

No.	Aspect	Teachers							
		Kel I	Kel II	Kel III	Kel IV	Kel V	Kel VI	Guru PAI	PJOK
1	Class Average	2.01	2.08	1.97	2.00	2.09	3.12	3.52	2.00
2	Percent	50.25	52.02	49.13	50.12	52.37	78.12	88.04	49.94
3	Value Conversion	2	2	2	2	2	3	4	2
4	Category	Not good	Not good	Not good	Not good	Not good	Good	Very Good	Not Good

The implementation of personal assistance using Google Classroom in the era of the covid-19 pandemic at Kempong State Elementary School, based on observations, obtained data on the ability of teachers to carry out distance learning using IT was not maximized. The results of the initial observations are used as the basis for improving the ability of teachers as the first step for personal assistance through school action research. The steps taken by the researcher refer to the source of the theory listed in the research methodology in Chapter III, which consists of 2 cycles, each cycle consists of 2 meetings, namely cycle 1, the 1st meeting, which is held on January 25, 2021, the first meeting. 2, on February 1, 2021. Cycle II, 2 meetings were held, namely the 3rd meeting was held on February 8, 2021, the 4th meeting was held on February 15, 2021, then cycle II was held if not meet the indicators of success, the researcher proceeds to the next cycle (cycle III). The following is a description of each cycle:

The results of the research cycle I and II obtained information from the description of the results of research on personal mentoring activities held at SD Negeri Kempong proven to be able to improve the ability of teachers to use the Google Classroom application program based on information technology. Assistance is considered effective according to needs in the era of the COVID-19 pandemic. Therefore, it is necessary to increase the ability of teachers through personal assistance. Mentoring is a strategy that will determine the success of the empowerment program [12].

Assistance in the Covid-19 pandemic era is needed to solve learning problems. Because, the benefits obtained will refer to meeting needs in the pandemic era. Information excavation was carried out on teachers and school principals, related to activities to increase teacher's ability to use the Google Classroom application program, the results of which are as follows:

a) The teacher's ability to use the Google Classroom application program in distance learning based on observations are presented in **Table 3**.

Table 3. The ability of participants to use the Google Classroom application in distance learning Cycle I and II at SD Negeri Kempong

No.	Activity	Average cycle score by percentage (%)								Average Amount (%)
		1st class	2nd class	3rd class	4th class	5th class	6th class	Guru PAI	PJOK	
1	Cycle I	71.86	69.90	68.96	68.80	70.51	83.74	92.18	71.24	74.65
2	Cycle II	85.89	88.04	83.07	87.17	88.39	89.73	94.04	83.63	87.49

After taking steps to improve the results based on data obtained through observations regarding the ability of participants to use the Google Classroom application in distance learning, it shows that there is a significant increase in the average score of the cycle based on the percentage

of mentoring participants in cycle I reaching 74.65%, conversion value reaching 3 , the category "Good" while in the second cycle it reached 87.49%, the conversion value was obtained 4, with the category "Very Good".

b) *Implementation of personal assistance on the use of the Google Classroom Application Program.*

The results of the study based on observations of resource persons related to the implementation of personal mentoring activities obtained an average score based on the percentage of cycles I and II presented in **Table 4**.

Table 4. The ability of participants to use the Google Classroom application in distance learning the average score (%) Cycle I and II at SD Negeri Kempong.

No.	Activity	Average cycle score by percentage (%)								Average Amount (%)
		1st class	2nd class	3rd class	4th class	5th class	6th class	Guru PAI	PJOK	
1	Cycle I	87.12	84.14	89.33	86.72	87.81	90.32	89.88	84.37	87.46
2	Cycle II	91.46	88.40	93.58	89.92	91.60	94.11	92.52	88.18	91.22

Table 4 is the result of the implementation of mentoring obtained through observations related to the ability of resource persons in presenting distance learning Google Classroom application program material, which shows that there is a significant increase. The average score of the cycle based on the percentage of mentoring by resource persons in the first cycle reached 87.46%, the conversion value was 4, the category "Very Satisfactory" while in the second cycle it reached 91.22%, the conversion value was 4, the category "Very Satisfactory". It showed that the process of mentoring teachers by the principal in the use of the Google Classroom application is very much needed.

CONCLUSION

Based on the results of the research that have been carried out, it can be concluded that the use of the Google Classroom application program is very helpful for teachers in carrying out the online learning process during the Covid-19 pandemic, the use of the Google Classroom application program for teachers with the help of the principal as a researcher provides personal assistance. This activity can assist teachers in monitoring student learning activities, such as absenteeism, explanation of material and delivery of assigned tasks. As for the plans prepared by the teacher in carrying out online learning activities, of course the teacher prepares subject matter, student worksheets, to assignments, learning videos and pictures etc., which will be given to students. The implementation of the use of Google Classroom which is carried out by the principal for teachers at SD Negeri Kempong Kalibawang, Kulon Progo Regency in carrying out the teaching and learning process is used for every teaching and learning activity, namely every day the learning process is carried out. The things that must be prepared by the teacher in implementing the use of the Google Classroom application program and students are expected to have been understood. The strategy used by the teacher is to convey the material in bullet points so that students do not get bored. In online learning using the Google Classroom application, the teacher is ready to provide students whose function is to see students can already use Google Classroom as an online learning medium during the Covid-19 pandemic.

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