

Implementation of Training Design to Improve Teacher Competence Based on Googleform Journal Teacher Agenda in SMPN 27 Pesawaran

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Abstract: Professional teachers are the main determinants of educational success. One indicator of teacher professional competence is the ability to manage teaching and learning programs using the use of information technology. This research uses the method method (SLR), regarding research methods: "Literature" which means it is a critical analysis of the research that is being carried out on a special topic or in the form of a question to a part of science. helps us in compiling a framework that is in accordance with the theory, findings, and results of previous research in solving the problem formulation in the research that we make. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. With the use of the SLR Method, a systematic review and identification of journals can be carried out. The results that researchers find are basically training is a series that guides, guides and develops something that previously did not know to be known by someone, the hope is that the training of google foam-based teacher competencies can support teacher performance as a driving force in the successful implementation of learning.


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Introduction

Technological advances greatly affect the education process in Indonesia. These technological advances must be balanced with the quality of human resources engaged in the field, one of which is the teacher. Teachers have a strategic role in the field of education. Teachers are the main factor in the learning system (Moh. Muadin, FX Sudarsono, 2017), the success of learning depends on the teacher's ability to plan learning, implement learning and manage the learning process. In accordance with the main duties and functions of teachers, namely educating, teaching, guiding, directing, training, assessing, and evaluating.

21st century learning requires teachers to use digital technology as a means of communication to access, manage, integrate, evaluate and create information in learning (Solihudin JH, 2018). Learning is an activity designed by the teacher as well as possible so that the process of learning activities occurs in students (Kurniawan & Piyana, 2020). In learning activities, teachers are required to realize innovative learning, starting from learning planning to the evaluation stage of students.

The use of technology is very necessary in learning methods, both to create innovative learning media or as a source of information and others (Dwi Lestari & Putu Parmiti, 2020). Learning activities will run well if teachers use technology as a learning medium (Kurniawan & Piyana, 2020). The development of technology has led to a change in the work style of teachers from conventional to all-digital. One of the innovations that teachers can do in accordance with the digitalization era is to carry out learning activities that are not monotonous by following developments. Teacher competence must also be improved to keep up with the flow of information and technology developments (Kagermann, 2014). In addition to carrying out the main duties and functions of teachers, teachers also act as facilitators, motivators, learning designers, and inspirers of learning for students. This role requires teachers to be able to improve their performance and professionalism along with the changes and demands that arise in the world of education today.

Professional teachers are the main determinants of educational success (Sutrisno, 2014). One indicator of teacher professional competence is the ability to manage teaching and learning programs using the use of information technology. In reality, there are still many obstacles to the utilization of information technology, because technological advances are not in line with the quality of existing human resources. Teachers tend to get used to conventional methods, even though schools are actually equipped with adequate facilities such as wifi as one of the supports in school activities.

Teachers will be able to carry out their duties well, if they are able and skilled in managing learning activities, starting from planning learning activities which of course relate to the administration that must be prepared by the teacher to the stage of implementing learning and conducting learning assessments. These three things can be used as indicators in measuring the quality level of teacher performance. In other words, professional teachers will be able to plan learning well, starting from doing learning administration well, implementing learning in accordance with the administration that has been designed and assessing learning accurately and accurately.

One of the teacher's main tasks is to prepare learning administration, such as learning tools that will be used in the learning process and other learning tools that support the learning process, for example the teacher's agenda journal. The teacher's agenda journal is a learning administration tool that must be owned by the teacher, the teacher's agenda journal is based on the education unit level curriculum at SMPN 27 Pesawaran in accordance with the Process Standards and Assessment Standards.

In line with education reform, the government has established fundamental changes in efforts to foster the profession and career of teachers. Based on the regulation of the Minister of State and Administrative Reform and Bureaucratic Reform (Permeneg PAN and RB) Number 16 of 2009 concerning the Functional Position of Teachers and its Credit Score, and the Regulation of the Minister of Education and Culture (Permendikbud) Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Performance Appraisal, that every year and since 2013, teachers will be assessed regularly for their performance through Teacher Performance Appraisal (PK Guru) and are required to follow Continuous Professional Development (PKB) since becoming a teacher.

PKB is recognized as one of the main elements in teacher career development, in addition to learning activities and other additional tasks relevant to school functions that are given credit points as a condition for promotion / functional teacher positions. According to Santoso (2014), in implementing ESC, teachers will face four problems, namely:

1. Teachers' teaching load of 24 hours per week is considered very heavy;
2. Teachers are not really prepared to become researchers;
3. The management of the teacher performance appraisal system is not equitable;
4. Policies on regional autonomy that drag teachers into politics.

In addition, the enactment of Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation No. 16/2009 is quite troubling for most teachers who generally do not have sufficient understanding, provision, and experience in realizing ESC. The success of teachers in implementing ESC will not occur without teachers' willingness and participation in professional development activities and applying the new knowledge and skills resulting from professional development in classroom learning practices.

The reality of teacher professionalism in the learning process at this time is still diverse, one of which is that teachers have not been able to show good performance. Teacher performance is the visible result of a series of abilities possessed by a professional (Iskandar, 2013). The competencies that teachers must have are pedagogical competence, personality competence, professional competence, and social competence. Planning activities include administration that must be prepared before carrying out learning activities, such as lesson plans, syllabus, semester program, annual program activities that are carried out from the time the learning process begins to completion (Harahap, 2020).

To measure teacher performance, supervision is carried out by the principal, as one of the steps to monitor and provide direct follow-up on the teacher's performance. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process so as to improve paedagogic and professional competencies, which leads to an increase in the quality of student graduates.

Based on initial observations, it was found that 100% of teachers at SMPN 27 Pesawaran have gadgets as support in learning activities at school. But in reality, the preparation of the teacher's agenda journal which is the obligation of every teacher at SMPN 27 Pesawaran still uses a manual system, namely by writing in the teacher's agenda journal provided by the school, in the preparation of the teacher's agenda journal, there are teachers who do not write daily activities when teaching in class on the grounds that they forget or the daily agenda journal is damaged or lost. So that the reporting of teacher activities becomes constrained. To overcome these problems, an update is needed to record the teacher's daily agenda which can make it easier for teachers to fill in every daily learning activity and schools can monitor regularly about the teacher's daily activities. The utilization of technology as it is today is deemed necessary to answer the existing problems, seeing the potential that exists in schools where 100% of teachers have gadgets. Based on this description, the use of technology in the preparation of learning tools for the Teacher's Agenda Journal tends to be low, the teacher's daily journal is still presented in manual form, due to inadequate teacher competence, with the following observation results:

Table 1 Recapitulation of the evaluation of the application of the use of technology in the preparation of learning tools (Teacher Agenda Journal)

No	Evaluation Components	Category		
		Less	Enough	Ability
1	Debriefing on the implementation of the use of learning tools (Teacher Agenda Journal) based on googleform in learning	✓		
2	Teachers understand the application of googleform-	✓		

No	Evaluation Components	Category		
		Less	Enough	Ability
	based learning tools (Teacher's Agenda Journal) in learning.			
3	The unavailability of a guidebook for the use of learning tools (Teacher Agenda Journal) based on googleform in learning	✓		

Source: Recapitulation of Semester 1 Evaluation

The evaluation results above show that the main difficulty for teachers is how to use the googleform-based Teacher Agenda journal learning tool in learning. This difficulty occurs, according to the teachers, due to the lack of teacher briefing or knowledge about it. Another difficulty complained by teachers is the lack of references or sources that are less detailed. The above difficulties, based on the intervention method, can be grouped into two, namely 1) difficulties that can be intervened through instructional activities and 2) difficulties that can be intervened by providing references or sources. The intervention that SMPN 27 Pesawaran has done to follow up on the results of this evaluation is the provision of IHT on the preparation of googleform-based learning tools. The teachers stated that they really need a briefing on how to apply the use of googleform-based Teacher Agenda Journal learning tools in learning.

For this reason, training is needed so that teachers can easily resolve difficulties related to teacher administration. Faizuz Sa'bani argued, in an effort to improve the professional competence of teachers, it is very necessary with various approaches or ways. It is proven that the competence of teachers at MTs Muhammadiyah Wonosari in preparing lesson plans can be improved by training activities (Sa'bani, 2017). Based on the preliminary explanation, the researcher will describe the implementation of training design to improve the competence of teachers based on googleform teacher agenda journal at SMAN 27 Pesawaran.

Research Methods

This scientific article was prepared using the (SLR) method. about research methods: "Literature" which means a critical analysis of the research being conducted on a specific topic or in the form of a question to a part of the science. helps us in developing a framework that is in accordance with the theory, findings, and results of previous research in solving the problem formulation in the research made. The SLR method is used to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. With the use of the SLR Method, a systematic review and identification of journals can be carried out. To finalize this research, researchers collected journal articles from Google Scholar, Research Gate, SINTA, DOAJ, and Scopus. The keywords are Training Design, Workshop, googlefrom, Teacher Competency. The articles collected were only articles published in the time span of 2017 to 2022. From various articles, researchers selected 8 articles that were closely related to the keywords used. The next step, researchers grouped articles related to the Implementation of Training Design to improve Teacher competence based on googlefrom teacher agenda journal at SMPN 27 Pesawaran.

Research Results And Discussion

Research Results

Based on the results of research that is in accordance with the researchers to be carried out, there are several studies that are considered relevant, namely as follows: Research conducted by Rifky Maulana et al, in 2020 with the title training for making GoogleForm for Elementary School Teachers as a Media for Evaluating Distance Learning (PJJ) during the Pandemic. The results of this service activity are that 20 teachers who participated in the training were able to create and design their own googleforms according to the needs of each subject as a medium for evaluating Distance Learning (PJJ). In addition, based on the results of the questionnaire filled out by the teachers who participated in the training, it shows that 90% of the teachers understand making their own google form and 100% of the teachers are happy with the training activities (Yusron et al., 2020).

Furthermore, Sulistyaningrum et al, in the year (2022), with the research title Google Classroom training using the ADDIE model for elementary school teachers, stated the results of google classroom online learning training can improve teacher competence in online learning, the ADDIE training model is feasible to use based on the results of media expert validation with 4.8 criterion is very feasible, and the results of material expert validation with an average of 4.7 criteria are very feasible, based on the results of the trainee respondents with 4.3 with very feasible criteria. For the effectiveness of the training model by conducting a pretest getting 55.38 sufficient criteria while the posttest gets 85.54 very feasible criteria. So that the google classroom training model is very effective as a training medium for teachers to improve teacher competence. (Sulistyaningrum et al., 2021).

Susiolo Tri Widodo et al, year (2021) with the title of efforts to improve teacher competence through the use of the google form application in elementary schools, the results of the service activities include: delivery of material from the service team related to the use of the google form application as one of the learning media. The participants were very enthusiastic in participating in the activity. The output of this service activity is in the form of google form products produced by participants (elementary school teachers). The outputs of this service are in the form of google form product design samples developed and produced by participants (elementary school teachers), and unpublished service reports. There are several obstacles faced by the service team, namely the uneven mastery of the teachers' computer skills so that only certain participants are able to complete media products. This service received a positive response from the teachers and they were very happy to get additional knowledge in developing media and increasing their competence (Susilo Tri Widodo, Isa Ansori, Ha. ZaenalAbidin, Sigit Yulianto, Suhardi, 2021).

Furthermore, research conducted by Wijang et al. in 2021 with the title training in making online exam questions by utilizing Google Form for teachers of SMP Negeri 42 Palembang, Based on the questionnaire distributed after the training was carried out, the material presented in the training was very suitable for the needs of the training participants and had an impact on the participants' desire to apply the training in the form of making online exam questions using Google Form in the implementation of the Midterm Examination (UTS) (Widhiarso et al., 2021).

Research conducted by Khairul Ummi et al, in 2021 with the title training on the use of google form for data collection of student attendance at MAN 2 Model, the results of the service activities show: (1) Training participants are able to use the google form application for making attendance and onlien attendance data collection, (2) The response of the training activity participants was positive and very enthusiastic about participating in the activity. The

training tools were provided directly by the school. The obstacle in the implementation of training is the internet connection that is less supportive, so that in the activities take place using their respective data packages (Khairul Ummi, Lili Tanti, Bob Subhan Riza, 2021).

Novi Rustiana Dewi et al. in 2021 with the title training on designing online exams using google form for teachers in the pampangan sub-district area of Ogan Komering Ilir district, based on the responses to the questionnaire, it can be concluded that before participating in the training activities, the participants had never used google form in learning evaluation activities at school. The service activity of designing online exams provides benefits and adds insight to the teachers as activity participants in preparing online exams for each subject covered (Greece Alhadi et al., 2021).

Furthermore, training on how to easily and quickly conduct evaluations by utilizing google form conducted by Ervina Mukharomah, From the results of the activities that have been carried out, it can be concluded that collecting answers online. As a platform, Google Forms can be used for various data collection purposes. Google Forms is popularly used as an online questionnaire to conduct surveys. Google Forms can be utilized by students for school/college assignments or professionals to work on company assignments. Google Forms also has a quiz feature that can score the answers to questions in the questionnaire (Mukharomah, 2021).

Furthermore, Blended Learning training: Workshop on the use of Google Form and Google Classroom for SMP Negeri 34 Semarang teachers conducted by Agnita Siska Pramasdyahsari in 2020, the results of the workshop participants were able to create accounts, design teaching materials and evaluation tools in the form of google form and google classroom. In addition, teachers are more technically optimized in publishing teaching materials and learning media using technology (Pramasdyahsari et al., 2020).

Based on several previous studies that have been put forward related to training to improve teacher competence based on Google Form, it is very necessary to improve the professional competence of teachers as stated by Khairul Ummi et al, in 2021 with the title training on the use of google form for data collection of student attendance at MAN 2 Model, the results of the service activities show: (1) Training participants are able to use the google form application for making attendance and onlien attendance data collection, (2) The response of the training activity participants was positive and very enthusiastic about participating in the activity. With the training, of course, teachers really expect a change in carrying out the administration of teacher competence. The following is an analysis of the needs that teachers expect.

Discussion

Training is a learning process organized to develop a person's knowledge, skills and competencies in a particular field. The main objective of training is to improve individual or group performance in achieving set goals. Training can be conducted in a variety of contexts, including the work environment, education and personal development. Training can be conducted formally, such as training organized by an educational institution or agency, or informally, such as training conducted by a colleague or mentor. The training process involves various methods and techniques, such as presentation, demonstration, discussion, practical exercises and evaluation. Training may focus on improving technical skills, conceptual knowledge, or attitude and leadership development. In an educational context, training is often conducted to improve teacher quality, curriculum development, application of technology in learning, or improvement of classroom management skills. Training can also

be conducted to develop specific skills, such as communication skills training, negotiation skills, or time management skills. Effective training pays attention to the needs and characteristics of participants, uses interactive and participatory methods, and provides opportunities for participants to apply what they learn in real situations.

Implementation of the training design to improve teacher competencies based on Google Forms and teacher agenda journals can be done with the following steps:

1. **Identify Required Competencies:** Determine the specific competencies that teachers need to improve. For example, the use of technology in learning, curriculum development or classroom management skills.
2. **Google Form Creation:** Create a questionnaire or form using Google Form that contains questions related to the competencies to be improved. For example, if the competency to be improved is the use of technology in learning, then the questions can focus on the technological knowledge possessed, experience using certain applications/web apps, and so on.
3. **Training scheduling:** Determine a training schedule that suits teachers' needs and availability. Ensure that the schedule includes sufficient time for participants to answer the Google Form questionnaire and prepare themselves before the training begins.
4. **Distribute the Google Form:** Send the Google Form link to all teacher trainees. Provide clear instructions on completing and returning the form, as well as the deadline for returning it.
5. **Analyze Results:** After all participants have filled out the Google Form, analyze the results. Identify the areas of weakness or needs that appear most frequently in the teachers' answers.
6. **Development of Training Materials:** Based on the results of the analysis, develop appropriate training materials to improve the competencies needed by the teachers. Training materials can include tutorials, examples of technology use in learning, or curriculum development strategies.
7. **Training Implementation:** Conduct the training using the materials that have been developed. Ensure the delivery of the materials is interactive and involves active participation from the participants. Use the teacher agenda journal as a guide and monitoring tool to ensure implementation and reflection after the training.
8. **Evaluation and Feedback:** After the training is completed, conduct an evaluation to measure its effectiveness. Use Google Forms again to collect feedback from participants on the effectiveness of the training, level of satisfaction, and suggestions for future improvements.
9. **Follow-up:** Based on the evaluation and feedback, conduct necessary follow-up. For example, develop a follow-up training program, conduct technical guidance, or provide additional resources to support the implementation of the improved competencies.

Conclusion

By following the steps above, you can effectively implement a training design based on Google Forms and teacher agenda journals to improve teacher competencies.

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