Needs Analysis of Teacher Administration Based on Google Sites in Elementary Schools

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A B S T R A C T

This research aims to analyze the administration needs of teachers based on Google sites in elementary schools. At this stage, the researcher made observations of several elementary school teachers in Jejawi District regarding the administrative work carried out so far. This interview was conducted during pilot testing with a representative from the teacher administration assessor, in order to find out what needs to be improved before the Google Sites-based instrument is used during validation. Data collection in this research used qualitative data. Meanwhile, data analysis techniques also use qualitative data analysis techniques. The data that researchers need to analyze is regarding the use of Google Sites as an online service that facilitates teachers to more practically download and edit teacher administration data created by researchers in one link. Based on questionnaire data from teachers who make administration manually, only 24% of teachers complete administration. However, after being given a Google Sites link which was presented by the researcher in the form of a single link, it was possible to improve the administration work of teachers in elementary schools. Thus, it can be concluded that the Google Sites service is an alternative for developing teacher administration to support improving the quality of education in elementary schools.

1. Introduction

Teachers continue to play an important role in the educational process as reported by Triyono (2018). A teacher cannot be replaced in the educational process by machines, radio, tape recorders, computers, the internet, or even the latest information and communication technology. Human nature has too many dimensions, such as attitudes, motivation, emotions, value systems, routines, or characteristics, which cannot yet be taught using these learning media or techniques. A teacher must at least have the competence to supervise learning

activities from planning to implementation to determining whether the learning process is successful or not. Apart from that, there is individual competence. A teacher's capacity to carry out the learning process is undoubtedly not sufficient by itself. A good teacher is someone who can be an example for his students by being wise, mature, steady and authoritative. Moreover, professional competence is a real thing. This ability is related to a teacher's ability to understand in depth the material being taught as reported by Divine (2020).

Professional teachers must be able to fulfill their duties as educators of children, parents, society, nation, state and religion, Darmadi (2015). Teachers still hold a respected position in society and have intrinsic power, which offers society assurance and confidence that teachers are still considered human beings who are worthy of admiration and emulation. How a teacher teaches has a big impact on how well a student learns, Syafi'i, (2018). In addition, society views teachers as examples who can help children learn and grow so that they can develop information, skills, personality and noble morals as reported by Illahi (2020). Teachers are expected to bear heavy obligations and responsibilities because of society's trust in them.

The teacher's duties extend beyond the boundaries of the classroom; Therefore, apart from teaching, the main responsibility of teachers in terms of supporting administration is very necessary as reported by Hamid (2017). Every learning implementation should refer to a plan. The Rowntree Model is a learning framework that focuses on the creation of specific goods, particularly media, Prawiradilaga (2021). Having a good learning plan will guide the implementation of learning so that it is directed towards the learning objectives. Likewise, the provision of education, which is based on a plan that has been well prepared, can certainly provide good results. One strategy to improve human resources is education, Ekawati (2018).

Teacher administration is an important point in achieving educational goals as reported by Arianti (2015). Another study by Arman (2016) Teacher administration is part of learning planning. With complete teacher administration and good planning, teachers can be said to be successful in developing educational planning. Currently teachers are required to be orderly in administration. In order for teachers and students to understand the lessons being taught, a teacher or prospective teacher must know and be responsible for a set of behaviors or actions known as teacher administration. This administration will later be used for teacher completion during school accreditation and supervision carried out by the Education Office, Sennen (2018).

According to its definition, learning technology is divided into five different categories: Design, Development, Utilization, Management, and Evaluation (evaluation) are the first four steps stay as reported by Ismaniati (2010). The use of technology in educational activities is one of the many things besides teacher management that also influences or contributes to the achievement of educational goals. There are various advantages and benefits of using educational technology, which is currently applied in the form of utilizing technical processes and

products to develop communication and information as reported by Salsabila and Agustian (2021). To improve the quality, efficiency and effectiveness of education, especially teacher effectiveness at the elementary school level, appropriate and optimal utilization strategies must be established, Sennen (2018).

The following previous research was entitled Getting to Know Teacher Administration in Elementary Schools. Therefore, so that the learning activities themselves run smoothly and correctly in accordance with the 2013 program, a teacher or prospective teacher must have the knowledge and ability to prepare various complete learning administration activities, such as: Learning Implementation Plan (RPP), Syllabus, Semester Program (PROMES), Annual Program (PROTA), Minimum Completion Criteria (KKM), Competency Standards (SK), and Basic Competencies (KD) as reported by Sennen (2018).

The results of the author's interviews conducted at SDN 1 Muara Batun, the majority of teachers did not complete the teacher administration book that had been prepared by the school. The teacher's administration has been duplicated and bound in book form using existing formats. However, teacher administration is left unfilled. SDN 1 Muara Batun has enough laptop devices for all class teachers, but overall it is not sufficient for all teachers including subject teachers. Among the number of classroom instructors and subject specialists, instructors who can operate computers account for more than half of the existing teachers.

Thus, the teacher's ability to use computer technology is very supportive for the development of Google. Sites -based administration books, Batubara (2017). The use of the Google.Sites application in preparing teacher administration is expected to make it easier for teachers to complete administrative tasks in order to obtain valid and practical teacher administration and can increase teacher effectiveness in carrying out the duties and responsibilities of teachers in elementary schools. The implementation of service tasks which are differentiated by knowledge of both material and procedures will be reflected by professional teachers, Tihul (2020).

Instructors are required to carry out administrative tasks, such as reporting learning outcomes, planning, implementing and assessing the learning process. To produce an effective and efficient learning process, learning process standards include creating a learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process by Hatimah (2023). The importance of preparing teacher administration before learning activities undoubtedly has a function. Some of the goals of teacher administration include the following:

    a. As a learning guide
       With the help of this paper, teachers have instructions for carrying out learning activities, including when and how to complete them.
    b. As a minimum standard for teacher performance
       This is because one of the duties of professional teachers is to always plan organized and methodical learning exercises. Astuti (2016).

Advances in technology make completing tasks quite simple. The applications offered can help with tasks that were previously challenging to do. Google's presence is also very helpful for internet users. But few realize that Google offers a number of practical benefits. Google provides various products, such as Google Drive, Google Maps, Google News, Google Doch, Google Sites and others, to make your work easier. Information and communication technology is currently developing very quickly. One of them is related to the use of media in education. To help the teaching and learning process, many people have developed learning media applications.

Utilizing free software to use and download open source software, education can benefit from the teaching and learning process by using tools such as Google Apps (GClass, GDocs, GSite, GSlide, GMail, GDrive, and GForm). Therefore, it is very important to use technology to increase the skill level of instructors and promote an open learning environment in the classroom. Apart from that, this program is quite easy to use.

The first benefit of the Google.Docs service is that it can be accessed from a PC or smartphone. Google.Docs can be uploaded for free via PlayStore using a smartphone. Thus, users can create and edit documents whenever and wherever they want. Access to Google.Docs is available on smartphones, PCs, Macs, and Linux systems. Here are 9 benefits of using the Google.Docs service:

1. Edit Documents Without Applications, you can create and edit data with Google.Docs without downloading additional programs.

2. Real Time Collaboration, up to 50 people can collaborate and edit documents simultaneously using Google.Docs. To give someone access to the information, you just need to enter their email address or send a link to Google Docs. Don't forget to include a note stating that the recipient of the link is only allowed to view, edit, or comment on the document. These benefits encourage collaboration.

3. Can Provide Comments, Google Docs offers an option that allows you to give access to teachers or superiors while working on assignments so they can provide feedback.

4. See Revision History feature, The second benefit of Google.Docs is that it has a function that allows us to review the contents of previous data. Therefore, try this function if you modify the content of a document and decide that the previous version is preferable.

5. Minimizing Data Loss: Data loss will be minimized by using Google.Docs. This is so that Google Docs always saves any changes you make when changing the contents of the document.

6. Convert PDF Files to Word, The simplicity of Google.Docs being able to convert PDF files to Word is one of its benefits. Simply upload your desired PDF files to Google.Docs to complete the conversion process.

7. Large Storage Capacity, Google offers 15 GB storage service at no cost. This storage space has a capacity of 15GB and includes Google+ Photos, Drive, and Gmail.

8. Converting Image Files to PDF Another feature of Google.Docs is the simple conversion of photos to PDF. All you have to do is upload the image to Microsoft Word or a similar program. then, after saving the file.

9. Spell Checker Feature, You can ensure terms are spelled correctly or follow the EYD. Google Docs will automatically sort words if there are any that don't match.

Relevant previous research in the journal entitled Administrative Supervision of Teacher Performance in Preparing Learning Tools, Winarni (2017). The results of the school action research process carried out at SDN Pandean 1, Dongko District, Trenggalek Regency, show that there is an increase in teacher performance in managing classroom administration arrangements in the initial conditions. there are no teachers who can do it yet. 100%, as indicated by receiving the traditional score of 158 in the requirements for good grades.

One way to implement flexible, easy-to-learn, and participatory teaching strategies is to use this activity. When teachers are unfamiliar with using free Google tools such as Google Docs, Google Drive, and Google Class Room, Google Sites problems can occur. The platform is a customizable learning tool that allows teachers and students to share educational resources, track attendance, and manage daily assessments. Laptops and smartphones can be used to access this free online learning resource. Alfitri (2020) The creation of GAFE modules with videos and printed exercises and training is intended to assist teachers in using this program.

Researchers will create teacher administration using the Google sites application services from various Google Platforms which were mentioned previously because the features offered by Google sites can make it easier for teachers to compile administration books which are the teacher's obligation to complete by Dharmawan (2015).

The main aim of this study is to produce valid Google.Docs-based teacher administration in Elementary Schools. Second to produce practical Google.Docs-based teacher administration in elementary schools. Third to prove the effectiveness of Google.Docs-based teacher administration in improving teacher performance at SDN 1 Muara Batun, Jejawi District, Ogan Komering Ilir Regency.

2.   Methodology

The type of research used by researchers is Development Research. The term development research has been used by Walker (1992) and Walker & Bresler (1993) in discussions of curriculum research methodology issues. Rowntree's development model and Tessmer's evaluation were used in this research. The subjects of this research were class and field teachers at SDN 1 Muara Batun, Jejawi District, Ogan Komering Ilir Regency with a total of 21 (twenty one) teachers. Meanwhile, the object of this research is how to produce a product in the form of a teacher administration book based on Google sites.

This research is development research using the teacher administration book development model, namely the Rowntree development model. The Rowtree development model consists of 3 stages, namely the planning stage, development stage, and evaluation stage. This stage can be explained as follows:

1. The planning stage is needs analysis and formulation of goals to be achieved, namely completeness of teacher administration. valid and practical.

2. At the development stage, namely topic development, draft preparation, production of a prototype of one type of product that will be used for the format or systematics of filling in teacher administration data.

3. At the evaluation stage, researchers used the Tessmer formative evaluation design. Tessmer's formative evaluation design consists of four stages, namely: (1) self evaluation; (2) expert review; (3) one-to-one evaluation; and (4) small group evaluation; (5) field test (field-test).

Questionnaire data obtained from the field will be arranged using a Likert scale. On a Likert scale, statements were submitted, both positive statements and negative statements and respondents in the categories not yet done (1), started doing (2), often doing (3), consistently doing (4). The results of the impression questionnaire of teachers' administration book users are presented in table form, then the average score is looked for.

Researchers use qualitative data analysis methods in this case. qualitative analysis approach. Examples of analytical techniques in qualitative research focus more on the details of understanding a problem in depth rather than on the problem as a subject of generalization study, Pratita (2012). According to a theory, the nature of one problem will be different from the nature of other problems, therefore in-depth analysis procedures are used, such as examining each problem separately. This analysis method aims to produce an in-depth understanding of a topic rather than generalizations.

To create usable goods, information gathered in the form of suggestions during testing is used as a guide for product improvement. Untung, (2021). Before starting to fill in the administration book, teachers are given a pretest to measure their initial abilities, then carry out the filling process as a product created in this

research, in the final stage the teacher is given a posttest to measure the improvement in the results of administration preparation, Nuraini (2020). The data obtained from the results of the validity analysis is then processed so that you can find out the results obtained. This calculation uses the formula as specified below:

$$P = \frac{\sum}{N} \text{ x } 100\%$$

Information: P = Presentation of the score you are looking for
$\sum$ = Total answer score given by the validator
N = Maximum Number of Scores

The following are the questionnaire criteria for determining the level of validity achieved. Very good criteria get a score of 80 > x < 100, good criteria get a score of 60 > x < 80, poor criteria get a score of 40 > x < 60, and bad criteria get a score of 20 > x < 40.

3.   Results and Discussion

In the presentation and findings of this research, we will examine the development of Google.docs-based teacher administration in schools as seen in figure 1.

The following is an initial data diagram before using the google sites service.
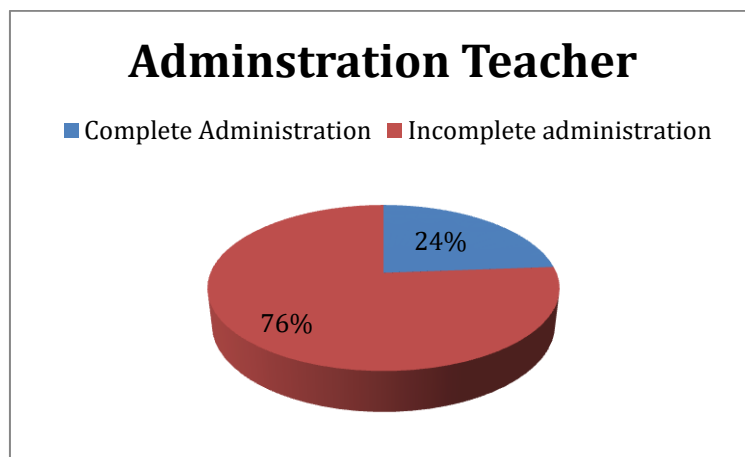

Figure 1. Initial Data Completing Administration Manually

It is known that the data on teachers who completed class administration at SDN 1 Muara Batun was 24%, and the remaining 76% did not complete administration. Results of the analysis of administrative needs based on Google.Sites by filling out a questionnaire using Google Form with a total number of respondents of 21 (twenty one) teachers. Respondent identity indicators are asked at the beginning of the needs analysis to briefly determine the respondent's identity. The following are the results of the needs analysis of the use of Google.Sites based teacher administration.
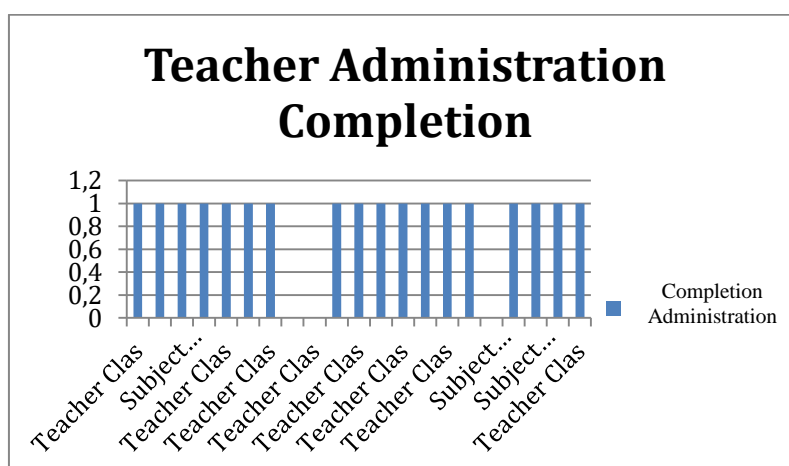
Figure 2. Google Sites Service User Data in Teacher Administration Completion

The Figure 2 shows that there are still three teachers who are not yet capable or able to use computer technology knowledge and therefore cannot use the google sites service. However, from the initial data needs analysis, 24% of teachers completed administration. After the google sites link, it increased by 62% so that the total number of teachers who could use the google sites service was 86%.
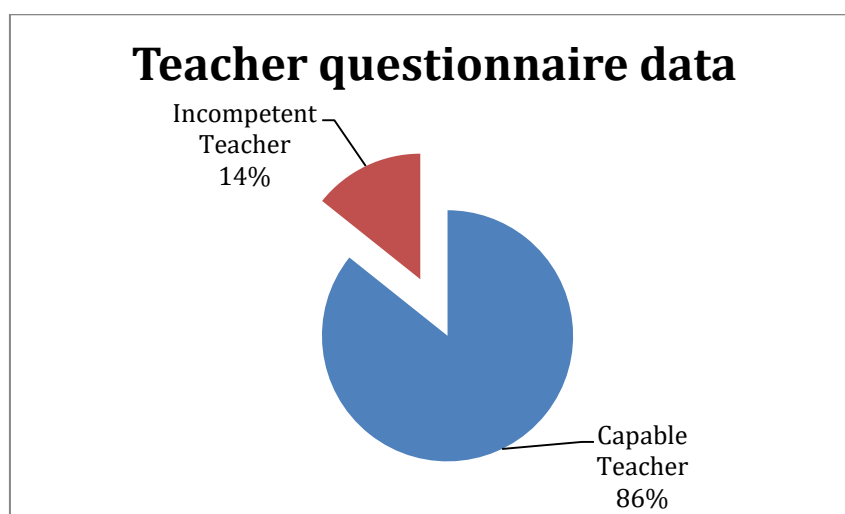

Figure 3. Percentage of Teacher Administration Used Based on Google Sites

Below we will present a table containing teacher data at SDN 1 Muara Batun, Jejawi District, Ogan Komering Ilir Regency, complete with the educational background of each teacher and their employment status in Table 1.

Table 1. Teacher Administration User Data Based on Google Sites

No	Name	Gender	Position	Ability	Information
1	Masagus Zulkarnain	M	Teacher Class	1	Capable
2	Tini Karmilawati	F	Teacher Class	1	Capable
3	Kartini	F	Teacher Class	1	Capable
4	Mulyati	F	Teacher Class	1	Capable
5	Ropi`ah	F	Teacher Class	1	Capable

6	Masnah	F	Teacher Class	1	Capable
7	Agustini	F	Teacher Class	1	Capable
8	H. Sarjono	M	Teacher Class	0	Unable
9	Nurul Hudah	F	Teacher Class	0	Unable
10	Asdawirah	F	Teacher Class	1	Capable
11	Janah	F	Teacher Class	1	Capable
12	Azizah	F	Teacher Class	1	Capable
13	Raudho	F	Teacher Class	1	Capable
14	Abuana	M	Teacher Class	1	Capable
15	Yupita Sari	F	Teacher Class	1	Capable
16	Meily Indasari	F	Teacher Class	1	Capable
17	Rukmawati	F	Teacher Class	0	Unable
18	Deni Oktasari	F	Teacher Class	1	Capable
19	Rendi	M	Teacher Class	1	Capable
20	Yushania	F	Teacher Class	1	Capable
21	Nuraini	F	Teacher Class	1	Capable

This can be further clarified using the Table 2.

Table 2. Number of Teachers Who Are Able and Who Are Not Able to use Google Sites

Number	Type	Amount Ability
1	Capable Teacher	18
2	Incompetent Teacher	3
Amount		21

Based on the data above, it can be explained that of the 21 teachers who have used the google sites service, there are 18 (eighteen) teachers or 86% who have been able to use the google sites service and immediately create a google sites based teacher administration, and only 3 (three) people or 24% who can't because of incompetent in using technology. Thus, it can be concluded that the Google Sites service is an alternative for developing teacher administration to support improving the quality of education in elementary schools.

4.   Conclusion

Based on the research results above, it can be concluded that 62% of teachers can improve their performance in making teacher administration which is the obligation of every teacher. Furthermore, based on the distribution of questionnaires carried out via google.form, there were 18 teachers who had filled in and could use the google sites service, however there were still 3 teachers who had computer literacy reasons. However, teachers who are computer literate can ask operators or colleagues for help so that the teacher's administration can be completed immediately. Google Docs is an alternative for elementary school teachers in developing teacher administration which must be fulfilled based on the duties and obligations as a professional teacher. The author believes that the google sites service can increase teacher effectiveness and performance in completing teacher administrative tasks.

Acknowledgement

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