THE INCREASE OF TEACHERS ACTIVITY AND PERFORMANCE IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC THROUGH GOOGLE APPLICATION CLASSROOMS WITH COMMUNICATION APPROACH IN STATE VOCATIONAL SCHOOL AT PALANG TUBAN

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ABSTRACT

This school action research was triggered by the so expansive widespread of the Covid-19 pandemic that caused the immediate policy of implementing teaching and learning processes in schools to learning at home, so that online learning needs to be realized through Google application classrooms with a communication approach.

For this reason of view, the activeness and performance of teachers is required in carrying out the process of teaching and learning online so that students can still optimally learn and receive materials from their teachers.

This research was conducted in March to May 2020 in the Vocational School at Tuban in three cycle steps. Each cycle consists of: planning, implementation, observation and reflection.

The techniques and data collection tools in this study used interviews and observations from the recapitulation of learning outcomes.

From the cycle I report, there were 26 active teachers (82%) and 6 non active teachers (18%). Cycle II, 29 teachers (90%) were active and 3 teachers (10%) were not active yet. Cycle III, the number of active teachers was 100%, and those who were not active were 0%.

Then it can be concluded that there has been an increase in the activity and performance of teachers with online teaching and learning during the outbreak of the Covid-19 pandemic through Google's classroom application and communicative approach.

Last, hopefully the results of this study are of much use for further education development and can be applied by education practitioners.

Keywords: Activity and performance, online teaching and learning, Covid-19 pandemic, Google application classroom, communication approach

A.   PPRELIMINARY

Educational outcomes at SMK Negeri Palang Tuban are expected to be able to achieve school vision of excellence in achievement, entrepreneurial spirit, independence based on science, technology faith, piety and environmental insight.

Therefore, all education implementation activities refer to the Indonesian Education System Law No. 20 of 2003, among others, capable of ensuring equal distribution of educational opportunities, enhancing the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global life so that a renewal of education needs to be planned, directed and sustainable.

Related to the outbreak of Covid-19 which is increasingly widespread, a policy of implementing teaching and learning processes in schools has emerged into learning at home marked by the use of information and communication technology in all aspects of life. The 4.0 Industrial Revolution which has become a trend in this century is expected to undergo significant changes and progress.

The increase in activeness of SMKN Palang teachers during the Covid-19 pandemic began with technical guidance on online learning through Google's classroom application together with a communication approach. The teachers then are expected to produce various techniques of making videos of learning and other activities to ensure closeness with students in their homes.

Thus, due to the effectiveness of study the learning process from home requires the activeness of creative and innovative teachers.

Teachers must also carry out communication approach with parents to form synergies to determine the success of the learning process. They act as facilitators, mediators and motivators as well.

The current situation and condition at school, there are still around 30 percent of teachers who have not yet actively used the digital technology applications offered in the learning process in the classroom. Some of them still use the manual system or the traditional way in the forms of lectures, oral questions and answers and writing.

For this reason, it is necessary to improve teachers performance in carrying out teaching and learning activities with the online system during the Covid-19 pandemic period, namely the use of media for assignment or presentation technology through the google application classroom using a communication approach.

The above facts urged to conduct a school action research with the title, "Increasing Teacher Activity and Performance in Online Learning during the Covid-Pandemic Period 19 through the Google Application Classroom with Communication Approach at SMK Negeri Palang Tuban."

The problem of this school action research then emerged: Is the use of google application classrooms with a communication approach can improve teacher activity and performance in online learning during the Covid-19 pandemic at SMK Negeri Palang Tuban?

In line with the formulation of the problem mentioned above, the purpose of this school action research is to improve teacher activity and performance in online learning during the Covid-19 pandemic through the google classroom application using the communication approach at SMK Negeri Palang Tuban.

The results of this school action research, both directly and indirectly, surely can benefit schools, teachers, and students.

In the Republic of Indonesia Government Regulation No.14 of 2005 concerning Teachers and Lecturers, and No.19 of 2005 concerning National Education Standards states educators are professional educators. For this reason, in order to become an educator, he must have a minimum academic qualification of a relevant Bachelor or Diploma IV and master competence as a learning agent.

Fulfillment of competency mastery requirements as learning agents includes pedagogical competence, personality competence, social competence, and professional competence.

Competence comes from the words "competency" which means ability, capability, proficiency (expertise), qualification (ability), eligibility (meeting requirements), readiness, skill, and adequency (security). (Marshal, 1994)

A teacher must be active in understanding students including various characteristics, stages of development in various aspects of its application (cognitive, affective, and psychomotor) in optimizing development and learning.

The spread of the corona virus pandemic (Covid-19) in Indonesia caused many schools to close the process of face-to-face learning. Instead, learning is done by distance learning or remote learning. Minister of Education and Culture (Mendikbud) Nadiem Makarim also seeks to build cooperation with various parties who focus on developing online education systems (in networks). The application of online learning requires readiness for both parties, both from the education service provider or from the students themselves. However online and distance learning requires

the help of qualified technology and can be easily accessed. In addition, students must also be ready to adapt to changes in learning that are set by the school. Remote learning can be seen more freely and flexibly accessed from home.
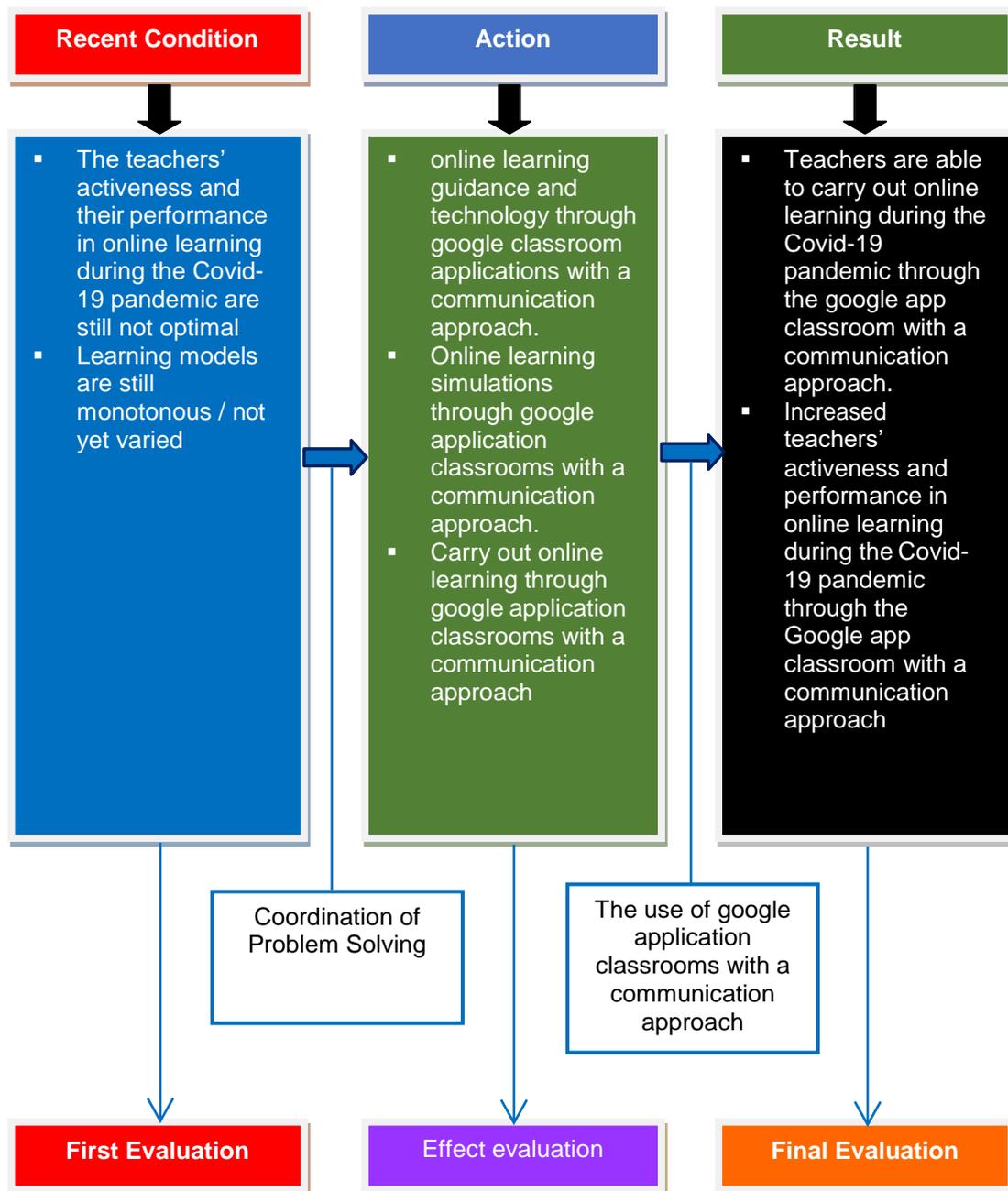
Google Classroom is a foyer of online mixed learning applications that can be used free of charge. Educators can create their own classes and share the class code or invite students. This google classroom is intended to help all areas of education that help students to find or overcome learning difficulties, share lessons and make assignments without having to be present in class.

Communication approach is the attitude or view of something that is usually in the form of assumptions or a set of assumptions that are interconnected with something. Aiming to make communicative competence one of the goals of online learning.

By using this approach students are expected to be able to record and store various experiences and observations, transform and process various forms of information, and communicate various information.

One of the most important benefits of the google classroom application is efficient online collaboration. Teachers with communicative approaches can send notifications to students to start online discussions or inform them about certain online learning activities.

Based on a theoretical study of the teachers' activeness and performance in online learning during the Covid-19 pandemic as a learning medium (problem variables to be solved) and the google classroom application with a communication approach (as an action variable or action solution) a framework of thinking can be made in the form of a chart as a following.

Recent Condition

Action

Result

- The teachers' activeness and their performance in online learning during the Covid-19 pandemic are still not optimal
- Learning models are still monotonous / not yet varied

- online learning guidance and technology through google classroom applications with a communication approach.
- Online learning simulations through google application classrooms with a communication approach.
- Carry out online learning through google application classrooms with a communication approach

- Teachers are able to carry out online learning during the Covid-19 pandemic through the google app classroom with a communication approach.
- Increased teachers' activeness and performance in online learning during the Covid-19 pandemic through the Google app classroom with a communication approach

Coordination of Problem Solving

The use of google application classrooms with a communication approach

First Evaluation

Effect evaluation

Final Evaluation

B.   RESEARCH METHODS

This study consists of two variables, namely action variables and problem variables. Improved problem variables are teacher activity and performance in online learning during the Covid-19 pandemic while action variables as the solution are google application classrooms with a communication approach.

Data collection techniques used are observation and interviews based on the results of learning reports printed out every day.

C. RESULTS AND DISCUSSION

1. Initial Condition Description

Prior to the Covid-19 pandemic, the teachers had carried out teaching and learning activities well and some had used information technology in all departments and students were also familiar with the use of various methods presented by the them.

When online learning is carried out during the Covid-19 pandemic, it is to facilitate learning activities with students using "google classroom". But there are some teachers who are not yet active in using Google classroom with a communication approach.

2. Cycle I Research Results

a. Planning

School action research planning consists of several actions, including :

1) Define the problem to seek a solution. In this study, what will be discussed is an effort to improve teachers competency and performance in online learning during the Covid-19 pandemic.
2) Define the goal of problem solving (action). In this study the researcher made a solution to the problem through the google application classroom with a communication approach so that a google application research/classroom simulation was held.
3) Define indicators of successful application of the use of Google application classrooms with a communication approach. Researcher applies a success indicator of 100% (teachers who are active in the use of Google application classrooms).
4) Define the steps of problem solving activities (actions). The steps taken by the researcher includes disseminating information to the teachers regarding the research carried out and conveying the objectives and application of the actions taken by the researcher.
5) Deliver information to the teachers what will be applied in the research.
6) Identify the teachers who are involved in problem solving.
7) Analyze data/reports on online learning reports.
8) Develop observation and evaluation instruments using instruments in the form of observation sheets to determine the activeness of teachers in the classroom Google application.

b. Implementation

The school action research was carried out through several activities, including:

1) Make an observation sheet of teacher activity in online learning during the Covid-19 pandemic through the google application classroom with a communication approach.
2) Coordinate with the teacher's instructor in implementing online learning with the google classroom application.
3) Check recapitulation of online learning outcomes.
4) The activity was carried out during the Covid-19 pandemic for 3 months.

c. Observation

Observations made by the researcher using observation sheets within 3 months, during the observation she is assisted or collaborate with the google application classroom coordinator.

Graph of Teachers' Activity/Performance in Cycle I
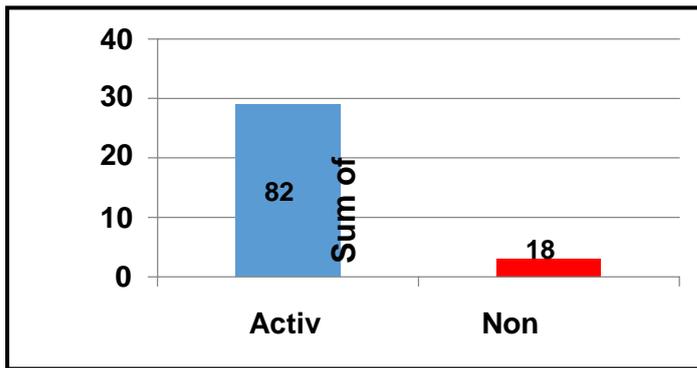
The graph above shows of 32 teachers, the percentage of those active was only 82% and of which 18% were still inactive.

d. Reflection

After completing the cycle, the teachers activeness in online learning through the google application classroom with the communication approach has not reached 100%, so it needs to be improved/refined to achieve optimal results.

3. Cycle II Research Results

a. Planning

From the results of reflection in the first cycle, in this second cycle the researcher conducted a more optimal monitor and coordinated with the google application classroom coordinator.

b. Implementation

The implementation of school action research in cycle II is carried out through the following activities:

1) Make teacher's active observation sheet
2) Coordinate with the google application classroom guide
3) Monitor recapitulations everyday

c. Observation

Observations are made by checking online learning reports through the google application classroom

The Teachers' Activity/Performance Graph in Cycle II
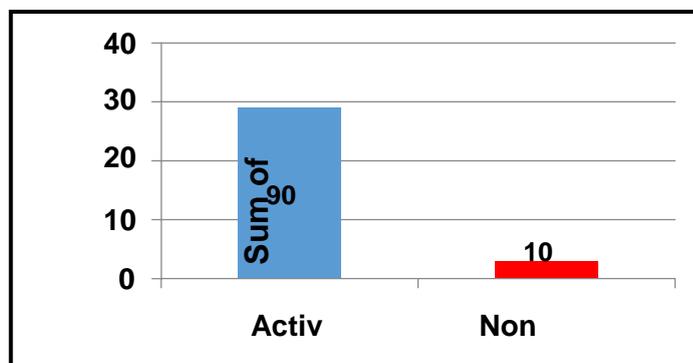
The graph above shows from 32 teachers, there are still 3 teachers who have not been active. Percentage of 90% active and 10% inactive.

d. Reflection

After completing the second cycle there is a reflection on what has been done in the second cycle. From observations there has been an increase in the activity/performance of the teachers in online learning during the Covid-19 pandemic through the google classroom application with a communication approach.

4. Cycle III Research Results

a. Planning

From the results of reflection in this second cycle the researcher still has to be more intensive in guiding teachers who have not been active. Together with the google application classroom coordinator with a communication approach.

b. Implementation

The implementation of school action research in cycle III is carried out through activities, including :

1) See recapitulation of online learning reports
2) Coordinate with Google application classroom training guides
3) Monitor the development of teachers' activity in online learning with the google classroom application

c. Observation

Observations made by the researcher using a report sheet recapitulation of online learning.

Chart of Teachers' Activity/Performance in Cycle III
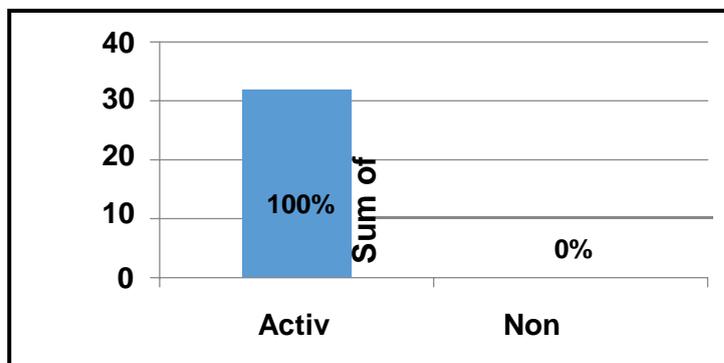
From the results of the third cycle, 100% of teachers have actively used the Google application classroom.

d. Reflection

After completing Cycle III, all of the online learning activities of the Covid-19 pandemic through the google application classroom with the communication approach can be continued because all have been 100% active.

After carrying out Cycle I, Cycle II, and Cycle III the researcher came to conclusion that there was an increase in online learning of teachers' activity and performance during the Covid-19 pandemic through the google classroom application with a communication approach.

Cycle	Sum of Teacher	Active		Non Active	
		Total	Percentage	Total	Percentage
I	32	26	82%	6	18%
II	32	29	90%	3	10%
III	32	32	100%	-	-

From the results of cycles I, II, III, it can be concluded that there was an increase in the activity of teachers and their performance in online learning during the Covid-19 pandemic through the google application classroom with the communication approach at SMK Negeri Palang Tuban.

D.   CONCLUSION

The School Action Research at SMK Negeri Palang Tuban shows that it was carried out in 3 cycles. Each cycle consists of four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. Based on the discussion and results of the research it can be concluded as follows: improvement in teachers' activity and performance in online learning during the Covid-19 pandemic through the google classroom application with a communication approach. Judging from the teachers' improvement and performance, Cycle I was 82%, Cycle II was 90%, and Cycle III was 100%.

This study provides a clear picture that increasing teacher activity and performance in online learning during the Covid-19 pandemic through the google classroom application with a communication approach can be implemented optimally.

This research conveys a description that can be developed by teachers regarding the online learning process of the Covid-19 pandemic through the google application classroom with a communication approach.

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