Educational quality assurance: social community services program for rural area

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Abstract. This study aims to evaluate the implementation of the workshop in using google classroom as social community services for elementary school teachers and learning assistance at home for Elementary school students in Kare district, Madiun. With the Covid-19 pandemic outbreak, there were several problems faced by teachers and students in several elementary schools in Kare, they are: 1) teachers had a problem in operating google classroom as media for teaching, 2) students had a problem in using Google Classroom, 3) Parents had difficulty in monitoring or assisting children' work. Starting from this problem, it is necessary to do a workshop for teachers in maximizing the using of Google Classroom and doing a learning assistance program for students at home. Furthermore, the steps in implementing this program are: 1) doing workshops and mentoring teachers; 2) mentoring and assisting students; 3) reflecting on activities and planning follow-up and program dissemination. The participants of this workshop were 26 teachers; while the participants of home-community were 10 groups which consist of 66 pupils handled by 12 university students. By doing this program, it is hoped that there will be an improvement in the quality of online teaching learning process in the elementary schools in Kare, Madiun. The results showed that: 1) 81% of teachers were enthusiastic in participating in the workshop of Google Classroom, 2) the activities in assisting students at home done by Universitas PGRI Madiun’s students helped primary students in understanding the material and using Google Classroom, even though 34% of students still had connectivity problems in accessing Google Classroom, 3) 75% of parents were satisfied with Home Learning Assistance done by UNIPMA’s students.

1. Introduction

Covid-19 has stopped and hit every sector of life, one of them is education. Projects, workplaces, and schools are shut down. Then, activities in schools and universities are mostly be diminished where students must study at home, and the teachers/lecturers only monitor online. Even though currently it has entered the era of the 4.0 industrial revolution where the use of technology is no longer commonly used in schools, it turns out that not all schools are ready to implement distance learning methods, one of the school-area is Kare district. The schools were not ready yet to apply for home learning programs due to a lack of preparation.

The temporary offline learning in schools to prevent the spread of the coronavirus has made many teachers look for ways to develop student learning at home using several existing applications, for example by zoom, WhatsApp, Google suites, and other LMS applications. Based on the previous observation, Kare district has 36 elementary schools, and most of the teachers (69%) are not familiar with using Google Classroom as media, especially in teaching and giving tests/ exercise. Previously,
most of the teachers used WhatsApp group in delivering the materials. Thus, the teachers' prepares learning materials and methods on the weekends.

Furthermore, most of the students also got greater challenges in learning remotely, and they need support to study at home. Based on the observation of students' community services, not all parents understand to use technology, and they do not know how to assist their children as well. Thus, the teachers must determine learning activities that will align with learning needs and the goal by using appropriate online media learning. Also, students need assistance from others to help them in doing the assignments.

In the field showed that there are four elementary schools which similar socio-cultural environments. The problems associated with distance learning in these schools are as follows: 1) Teachers have difficulties to plan, execute, and evaluate student assignments, 2) the parents' and students' low digital literacy, for example: how to download materials, post assignments, and study instructions of the assignment, 3) students' low ability in conveying the learning.

Related to the situation analysis, it is hoped that the lecturers of PGRI Madiun University and teachers in elementary school in Kare are improving the quality of teachers' ability in using technology as teaching media and help students through learning assistance at home in anticipation of pandemics. In general, the solutions taken will be done through the following steps: 1) implementing workshop of GC, 2) System supervision with google form, and quizzes, 3) Active and intensive learning assistance at home which will be assisted by students from 10 house-community that spread across the district 4) Mentoring parents and students, 5) Discussion and reflection of activities, 6) Formulation of follow-up programs.

Learning through Google's classroom is part of a strategy to enhance online learning quality [1] and [2]. Google Classroom is a web-based service offered by Google as an e-learning system [3]. This service was designed to help teachers build and assign assignments to students in a paperless way. The process to sign in the Google Classroom is quite easy teachers and students can visit the https://classroom.google.com website or download the app from the web page, Play Store on Android, or iOS App Store with "Google Classroom" keywords. The use of the LMS is free of charge so that the utilization can be carried out as required. By using Google Classroom, the teachers can post some teaching materials and tasks to the students, and upload the grade. Besides, Google Classroom is an alternative to postpone meetings when teachers are out of town or busy during class hours. Also [4] state that Google Classroom also minimizes the costs of test and reduce the time spent on energy. It happens because when teachers make a quiz or test, they do not need to print and copy the hard file, but they just share the soft file, and students can choose or click the answer. Besides, the students can see the scores instantly. This paper aims to evaluate the implementation of the workshop entitled “Maximizing the Use of Google Classroom” and evaluate the implementation of elementary school students learning assistance in Kare.

2. Methods
The implementation of the workshop and learning assistance program at home involves several parties of elementary schools in Kare, which were classified into 4 elementary schools, 26 teachers, 66 elementary school students, Community groups (12 students handle 10 home-community). This program was conducted in July-August 2020. To strengthen the result of this social community services program, the data taken by using a questionnaire. The questions or statements in the questionnaire were based on teacher's perceptions after joining the Google Classroom workshop and students' and parents’ responses after participating in online class after using Google Classroom. While for the procedure of implementing the program are as follows:
3. Results and Discussion

The team decided to choose Google Classroom Workshop for teachers because it is a free web service developed by Google for schools that aims at simplifying in creating, distributing, and grading assignments. The wall of Google Classroom only consists of three features: forum, assignment, and grade. The teacher can post the announcement in the forum, then in assignment features, they can post the materials (e-book, video, power point, file, images, audio, article or text, and several other teaching materials), quiz and task because it is integrated with Docs, Sheets, Slides, Gmail, and Calendar. Besides, Students can participate in Google Classroom easily. They only need to have a Gmail account and download the Google Classroom application then type the private class code. Google Classroom is very useful in developing the skills and abilities of each student because students will discover new knowledge by insisting that they learn actively through Google Tutorial. Besides, students’ submission of online assignments can also be monitored in an orderly manner.

The research and online workshop about Using Google Classroom have also been conducted by several researchers and lecturers in this pandemic situation. The current research is related to a research on the use of Google Classroom conducted by [5], and [7] which concluded that Learning with Google Classroom can enhance students’ abilities, problem-solving, skills, and students’ independence. Also, [6], recommended Google Classroom in the online teaching-learning process.

Furthermore, based on the social media (Instagram @elt.seminarinfo), there were some universities hold a free online workshop about how to use Google Classroom. Thus, the team from UNIPMA conducted the workshop, but the target of participants was elementary school teachers in Kare district because based on the pre-observation, the teacher needs the workshop program. Also, besides getting information and practice from the teachers in Google Classroom, students also need assistance in how to use Google classroom. Most of the parents do not know how to use technology in learning, and they cannot control and monitor students’ learning at home. Therefore, UNIPMA’s students who live in Kare sub district help them which is one student handled ten home-communities. The detail information in running the program is as follows:

3.1 Workshop using Google Classroom for teachers

The workshop was done in 4 meetings, and the topics for training are: how teachers deliver curriculum content during the day and across the week (s), how to use the technology (Google Classroom), how teacher create quiz or test in Google form connected to the Google Classroom, how teacher assess students’ learning. For the first meeting, the teacher got information related to how to
use Google classroom. Then in the second meeting, the teacher was assisted to post the materials and video for teaching. Next, in the third meeting, the teacher learned how to make a quiz and set the answer key using an application supported by Google forms. At last, in the fourth meeting, the trainer and teacher did the evaluation.

Based on the observation, in the first meeting, teachers had difficulty in using Google Classroom, but in the following meetings, the teams explained step by step slowly and the teachers practiced directly. However, based on the response of the teacher after joining the Google Classroom workshop, 81% of teachers state that the workshop helped them in enhancing the ability to use technology as media in teaching online. The rest of them stated that they still need much time to learn how to maximize the use of Google Classroom in teaching. The difficulty aspects in implementing Google Classroom is how to make a quiz using Google Form, how to copy and paste the items of questions in a Google doc to a Google form, and how to set the open and shut the schedule of the test. Unfortunately, most of the senior (old teachers) forget to operate it, but the junior (young teachers) assist and help them continuously. The findings showed that the workshop ran properly. It is in line with community services done for Junior High School Teachers in Malang [8] that 72% of teachers were enthusiastic in getting information and practice on how to use Google classroom.

3.2 Home Learning Assistance for Students and Parents

66 students from 4th-6th grade elementary school students were assisted by 12 UNIPMA’s students based on 10 home-communities in the Kare area. The UNIPMA’s students had responded to assist and monitor student's involvement in using Google Classroom as one of the online media learning used by teachers. The UNIPMA students assisted children for almost a month, and the activities are: first, they explained how to join and use Google Classroom. Second, they assisted and monitored students in accomplishing the tasks or explained the material. Based on the questionnaire related to UNIPMA’s students' assistance is effective or not, 76% of elementary school students agreed that the assistance helps them in achieving the understanding of materials and completing the tasks.

The data collection was done through a questionnaire distributed to students. The findings showed that the use of Google Classroom was not too effective because of various limitations: (1) not all students have an online account because they did not have a smartphone, (2) students did not have much data, so some students submitted their assignments by using their friends’ account. As a result, the use of Google Classroom for students cannot be optimally successful. The result of this community service is in line with the research [9] that Google Classroom was effective with some limitations, whether or not every student has a smartphone and students did not have enough mobile data to access the Google Classroom material or post their assignments. However, it is quite different from the result of research done at the university level that the use of Google classroom is effective to apply (80%) b. Google Classroom is efficient to use (85%) c. The content in Google Classroom wall is easy to understand 75% [7]. Based on the problems above, teachers gave leniency to students for submitting the assignment.

Furthermore, the home learning assistance was also done to the parents whether the team of community services gave explanation about how to use Google Classroom and helped parents how to assist their child. Then, the questionnaire results that 75% parents gave positive feedback related to the teams’ assistance. While 25% of parents assumed that the obstacles in assisting children in online learning were in the individual itself, for example: parents did not have time in assisting because of their job, parents did not have appropriate hand phones or laptops to install the application or access the data.

4. Conclusions

Based on the result of the social community services program done in Kare district both for teachers, students, and parents, it can be concluded that the implementation workshop for teachers run well with 81% teachers gave a good response. Furthermore, the home learning assistance for students and
Parents in using Google Classroom cannot run well because of the main problems, related to connectivity. However, UNIPMA’s students' assistance for elementary school students is one of the solutions in monitoring students’ works. This study is significant as evaluation in implementing online teaching learning process for elementary school. There are some suggestions for the next community services; for teachers, they still need various ways of using technology for teaching and the ways in making various online media in teaching. Besides, for parents, they need support from schools on how to monitor and assist their children at home.

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