

## Pelatihan Teknis Google for Education untuk Guru PAUD dan SD di Getasan, Kabupaten Semarang

*Google for Education Technical Training for Early Childhood and Elementary School Teachers in Getasan, Semarang Regency*

**Mozes Kurniawan<sup>1\*</sup>, Elvira Hoesein Radia<sup>2</sup>, Dani Kusuma<sup>2</sup>, Christian B. N. Djami<sup>2</sup>**

<sup>1</sup> Early Childhood Teacher Edu., Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana

<sup>2</sup> Elementary Teacher Edu., Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana

\* [moz.es.kurniawan@uksw.edu](mailto:moz.es.kurniawan@uksw.edu)

### Abstrak

Perkembangan pendidikan saat ini tidak hanya berpusat pada konten atau materi yang digunakan sebagai bahan pembelajaran. Kini, pendidikan juga mengadaptasi teknologi dimana perkembangan teknologi menjadi tantangan bagi dunia pendidikan untuk terus mengembangkan diri dalam hal penggunaan teknologi yang memudahkan pihak-pihak yang terlibat dalam pendidikan untuk mempersiapkan, melaksanakan dan mengevaluasi proses dan hasil pendidikan. Selain kebutuhan beradaptasi dengan perkembangan teknologi, dunia pendidikan juga perlu menyesuaikan metode pembelajarannya agar sesuai dengan teknologi yang diusung. Sebagian besar pandemi Covid-19 dapat ditangani oleh pemerintah dan juga masyarakat di sebagian besar wilayah di Indonesia. Sehingga adaptasi oleh dunia pendidikan terkait metode pembelajaran yang tetap berbasis teknologi dapat dilakukan dengan lebih intensif. Pendidikan di era perkembangan teknologi yang semakin pesat mengubah peran pendidik/guru. Peran guru saat ini bukan pusat utama pembelajaran, tetapi sebagai fasilitator pembelajaran dan pembelajaran telah mengarah pada model pembelajaran mandiri atau belajar mandiri. Perubahan paradigma dan adaptasi baru metode pendidikan di era disrupsi menghasilkan persentase keterlibatan teknologi yang lebih besar, dan diperlukan sumber daya manusia dalam hal ini guru yang mampu menguasai teknologi. Berdasarkan fenomena pendidikan, teknologi dan berbagai perubahan yang terjadi yang perlu direspon dengan baik, memberikan gambaran bagi tim kerja dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Kristen Satya Wacana untuk mengadakan kegiatan Pengabdian Masyarakat mengenai penggunaan Google for Education sebagai bentuk kelanjutan dimana di masa pandemi, Teknologi berbasis Google menjadi pilihan dalam menjalankan proses pendidikan. Kegiatan pengabdian masyarakat ini dilaksanakan dalam bentuk bimbingan teknis yang akan mengakomodir 4 kategori penggunaan praktis Google for Education di sekolah, khususnya bagi guru PAUD dan SD. Hasil dari kegiatan ini sangat luar biasa dimana sebagian besar guru mendapatkan manfaat seperti pengembangan pengetahuan dan peningkatan keterampilan. Kata kunci — Anak Usia Dini, Pendidikan, Sekolah Dasar, Google, Teknologi

### Abstract

The development of education today is not only centered on content or material that is used as learning material. Now, education is also adapting technology where technological developments are a challenge for the world of education to continue to develop themselves in terms of using technology which makes it easier for parties involved in education to prepare, implement and evaluate educational processes and outcomes. In addition to the need to adapt to technological developments, the world of education also needs to adjust its learning methods so that they are in accordance with the technology that is carried. Most of the Covid-19 pandemic can be handled by the government and also the people in most areas in Indonesia. So that adaptation by the world of education related to learning methods that remain technology-based can be done more intensively. Education in the era of increasingly rapid technological development changes the role of educators/teachers. The role of the teacher is not currently the main center of learning, but as a facilitator of learning and learning has led to an independent learning model or self-learning. Paradigm changes and new adaptations of educational methods in the era of disruption result in a greater percentage of technology involvement, and human resources are needed, in this case, teachers who are able to master technology. Based on the phenomenon of education, technology and various changes that occur that need to be responded to properly, it gives an idea for work team from Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana to hold a Community Service activity regarding the use of Google for Education as a form of continuation where during a pandemic, Google-based technology becomes an option in carrying out the education process. This community service activity is carried out in the form of technical guidance which will accommodate 4 categories of practical use of Google for Education in schools, especially for Early Childhood and Elementary School teachers. The result of this activity was amazing where most of the teachers get the benefits such as knowledge development and skill improvements.

**Keywords** — Early Childhood, Education, Elementary School, Google, Technology



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## 1. Introduction

Education is a tool in improving the quality of human life. Through education, humans experience changes and improvements in their abilities and minds. Education is a connecting bridge to an advanced and developing civilization [1]. In addition, education is the spearhead of a country to be able to compete with other countries [2]. So that education has an important meaning in human life and development from time to time. Education in the era of disruption has undergone many changes compared to the previous era. The aspect that makes the difference in the current era of education is the involvement of technology, which is not only a supporting medium, but has a central role in the learning process. Thus, the role of technology in education always goes hand in hand and cannot be separated because they are interconnected [3]. Education in the era of increasingly rapid technological development changes the role of teacher. The role of the teacher is not currently the main center of learning, but as a facilitator of learning and learning has led to an independent learning model or self-learning. The change in the educational paradigm in the era of disruption results in a greater percentage of technology involvement, and human resources are needed, in this case, teachers who are able to master technology [4] [5].

The abilities needed in the current era are not only in the process of teaching or transferring knowledge to students but also the ability to master technology as a learning tool. This is because the current learning process has transformed towards digital learning which generally involves technology [6] [7].

State Elementary School 1 at Sumogawe is one of the elementary schools included in the Kemendikbud driving school program in the Getasan District, Semarang Regency. As a school included in the Driving School program, State Elementary School 1 at Sumogawe gets technological facilities to help the learning process. However, the problem that arises at State Elementary School 1 at Sumogawe is the low ability of teachers to manage and operate information technology in the learning process, especially applications that are integrated with

Google such as Google Classroom, Gmail, Google Form, Google Drive and other supporting applications. So it is necessary to increase the ability of teachers, especially in mastering technology in learning, so that the effectiveness of learning increases.

Based on these problems, the Head of State Elementary School 1 at Sumogawe sent a letter to the Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana (UKSW) to collaborate on training and mentoring related to increasing teacher competence in managing and using technology in learning at school, especially those related to learning applications that are integrated with Google. This is done because the need for mastery of technology is very urgent and important for teachers in schools, especially in the era of the Covid-19 pandemic, the role of technology is the key to learning. The learning technology training collaboration in question is aimed not only at elementary school teachers at State Elementary School 1 at Sumogawe, but for Early Childhood teachers in the Sumogawe area, who still desperately need training and guidance in mastering learning technology. In general, the description of the knowledge of Early Childhood and Elementary teachers in the region is quite good regarding Google features, but the knowledge is not directly proportional to the skills they have. Many of the teachers still need help and guidance in using Google services in the implementation of learning and education administration.

The Faculty of Teacher Training and Education UKSW community service team responded to this need by designing a collaboration to organize intensive training in the form of technical guidance or training. The purpose of implementing training to increase teacher competence in the field of educational technology is to assist in the management and mastery of technology. So that the learning process carried out in the future will be more effective, interactive and provide more benefits for teachers, students and schools.

The problem experienced by partners is the low ability to master educational technology, especially educational technology that is integrated with the Google system. Applications that are integrated in Google include Google



Drive, Google Documents, Google Slides, Google Forms, Google Meet and other Google applications. The ability of partners in mastering Google-based learning technology is still very limited, with not all teachers/teachers able to use it effectively in the learning process. Another aspect that causes partner problems is that the majority of teachers are not used to using it and there is still minimal training time provided by the relevant agencies. On this basis, the use of Google-based learning technology has not been fully used in learning.

The urgency of the problems experienced by partners is that in the learning process in the era of the Covid-19 pandemic, it is very dependent on the use of learning technology. So that the ability to master technology becomes a priority, because if low mastery of educational technology results in ineffective delivery of material from teachers to students, so that it has an impact on the quality of education in the future. The objectives of holding Google for Education training activities for teachers are as follows: increasing teachers' insight and knowledge about learning technology as a medium in learning; improving teacher skills in using and utilizing Google-based learning technology; and improving teachers' professionalism in carrying out their duties as teachers.

## 2. Targets and Output

Participants who are expected to take part in training activities on the use of Google services to support teaching and learning activities in the classroom are Early Childhood and Elementary teachers in Getasan District, Semarang Regency. State Elementary School 1 at Sumogawe as one of the driving schools is expected to be the main host and partner of this Google for Education training activity and later partner with other schools in the Getasan District area in developing and strengthening IT mastery, especially in the use of Google services to support teaching and learning activities carried out in a hybrid manner during the pandemic. With this training, it is hoped that the target participants can integrate Google services in the implementation of learning and administration activities at schools.

Outcomes that are planned to be produced from training activities on the use of Google services to support teaching and learning activities in class at State Elementary School 1 at Sumogawe in Getasan District, Semarang Regency are guidelines for using Google for Education teacher training services to be able to integrate Google for learning, and publication of community service articles in the community service journal.

## 3. Method

This community service activity was based on a request from the Head of State Elementary School 1 at Sumogawe on February 22, 2022 through a letter to the Faculty of Teacher Training and Education UKSW to cooperate in training and mentoring related to increasing teacher competence in managing and using technology in learning in schools, especially those related to integrated learning applications. with Google. This is done because the need for mastery of technology is very urgent and important for teachers in schools, especially in the era of the covid-19 pandemic, the role of technology is the key to learning. The learning technology training collaboration is intended not only for elementary school teachers at State Elementary School 1 at Sumogawe, but for other Early Childhood and Elementary school teachers in the Getasan District, Semarang Regency, who still desperately need training and guidance in mastering learning technology.

The activity is planned to begin with an initiation meeting and an introduction to the various Google services that will be used, including Google Classroom, Gmail, Google Forms, Google Drive and other supporting applications. This is intended so that participants know what Google services can be used to support learning. After participants know about Google services, then at the same meeting, participants and the community service team will discuss preparing the implementation of the training. The discussion ended with agreements regarding the timing of the training.

This activity is planned for 8 meetings, 4 meetings are held online and 4 meetings are held offline. Each meeting will discuss a different Google service. The Google services that will be



used as training materials are Google Documents, Google Sheets, Google Slides, Google Drive, Google Forms, Google Calendar, Google Meet, and Google Classroom. Each meeting will discuss each Google service in depth. Figure 1 shows the method of implementing this community service activity.



Figure 1. Flowchart of Google for Edu. Training

#### 4. Discussion

Google for Education community service activities are carried out in 4 activity segments and 2 activities as the opening and closing of the training series. For the implementation of socialization activities and evaluation of the implementation of technical guidance, it is presented with presentation patterns and discussions. Meanwhile, the implementation pattern of the 4 segments of technical guidance, namely presentation and discussion of material, then enters a joint practice session and is followed by an independent practice session for the participants of the technical guidance. The following are the results of the implementation of the Google for Education Technical Guidance community service activity for Early Childhood and Elementary teachers in Getasan District, Semarang Regency.

The socialization of the Google for Education technical guidance was held on Friday, June 17, 2022 in the main hall of the Regional Coordinator for Education in Getasan District, Semarang Regency. The socialization was attended by the entire team proposing activities from UKSW and 4 students who

worked with the team in implementing community service. Other parties involved are the head of the Getasan korwilcam and the existing staff including the participants of the technical guidance, namely Early Childhood and Elementary teachers in the Getasan district.

The socialization was opened with protocol from the Regional Coordinator for Education in Getasan District, Semarang Regency, then followed by a brief briefing from the head of the the coordination about strengthening the implementation of ICT-based education that leads to the objectives of this technical guidance. The head of the community service team, Mozes Kurniawan, provide socialization in the form of participant regulations and several provisions that need to be considered including the plan for implementing activities during the existing time



Figure 2. Google for Edu. Training Socialization

period (Figure 2).

The socialization ended with a question and answer session for the training participants facilitated by members of the community service team, including Elvira Hoesein Radia, Dani Kusuma, and Christian Bernard Nichols Djami. The community service team also collects simple identity data from participants for administrative purposes. Questions and answers and socialization went well, but the participants who attended had not reached the target of 30 participants. The course of the discussion is also not very lively because it is still at the introductory level and has not touched on the training material.

The first technical training was conducted on Friday, July 8, 2022. The materials presented in this first technical training were Google Mail (Gmail) and Google Drive. The material is presented in the form of a tutorial for delivering



material while simultaneously practicing by the first speaker, Elvira Hoesein Radia. At the stage of delivering the material, the presenter explained the essence of Gmail as a key. This is required by Google features users because Gmail is a single access that can be used to use various Google for Education features and applications.

Submission of material about Gmail is divided into 3 parts. First, the presenter conveys about the creation and basic use of email. This first part contains a series of lessons such as: creating and sending emails, viewing new emails, replying to emails, changing recipients or subjects, saving and printing attachments, sending emails without an internet connection, and enabling/disabling autoresponders. Second, the speaker conveyed about inbox settings. This second section contains a range of materials such as: switching from folder to label, creating labels, applying labels, adding filters, starring important emails, snoozing emails, and saving or deleting emails. Third, the presenter conveyed about the search for emails containing activities to search the inbox and narrow the search.

The second technical training was held on Friday, July 29, 2022. The materials presented in this second training were Google Meet, Google Calendar, Google Form and Google Translate. The material is presented in the form of a tutorial for delivering material while simultaneously practicing by the second speaker, Mozes Kurniawan. At the stage of delivering the material, the presenter explained the functions and opportunities for using various Google features that were taught for today's meeting. This basis of functionality and usage is important as there are various ways to use these features and they can be used for a variety of purposes so it is appropriate that the objectives can be made more homogeneous.

Delivering material about Google Meet starts from practical steps such as: creating an event, adding guests, adding a room, location, or conference, adding event descriptions and attachments, selecting event colors, calendar and default visibility, setting up notifications and saving events in an account. Google used. The material continues to use Google Calendar which is presented by presenting several functions, including: creating events, replying and updating events, creating tasks, creating reminders,

sharing and viewing calendars, customizing calendars and getting started with the features of other tools in Google Calendar. After that, the presenter continued the presentation of the Google Form material. The material begins with ways to use shortcuts to create new files, copy forms or quizzes, create document templates, add section breaks to long forms and modify form confirmation messages. The last material for second training is Google Translate. The presenter started demonstrating how to make a copy of a translated document file, using the tools available in Google Translate, and non-written translation.

The third technical training was conducted on Friday, August 19, 2022. The materials presented in this second training session were Google Docs, Google Sheets and Google Slides. The material is presented in the form of a tutorial for delivering material while simultaneously practicing by the third speaker, Dani Kusuma. At the stage of delivering the material, the presenter explained the functions and opportunities for using various Google features that were used as online worksheets. These three Google features are important to learn because they are daily features in an educational institution so that technical guidance participants need knowledge and skills in this regard.

The presentation of material on Google Docs (documents) begins with practical steps such as: downloading the Google Docs application through the Google application provider, starting various document features (starting documents, creating documents, and formatting paragraphs or fonts) including sharing and collaborating with others. This last feature allows users to share files and folders with others and choose whether they can view, edit, or comment on them. Next, the presenter continued the presentation of the Google Slides material. The material begins with the presentation of steps to create a new presentation from the Google menu or from an existing file. Users of Google tools are also taught how to add, edit, or format text, images, or videos in presentations (insert and arrange text, shapes, and lines, add, delete, and organize slides, and add animations to slides). Finally, the feature presented is the sharing menu and working with others (sharing files and folders with others and choosing



whether they can view, edit, or comment on them). The last material in this training session is Google Spreadsheet. The materials presented are creating new spreadsheets from drafts or existing files to continue, editing and formatting spreadsheets, using formulas and functions in spreadsheets, and sharing files and folders with others and choosing whether they can view, edit, or comment on them.

The fourth technical guidance was held on Friday, September 16, 2022. The material presented in this second technical guidance was Google Classroom. The material is presented in the form of a tutorial for delivering material while simultaneously practicing by the fourth speaker, Christian Bernard Nichol Djami. At the stage of delivering the material, the presenter immediately explained the features in the Google Classroom application in joint practice considering that there were so many features in this application. By learning and practice together, the features in Google Classroom can be understood and implemented. Knowledge of functions and how to implement it is the main point of presenting this training session.

Learning Google Classroom in this training begins with the introduction of accounts such as Google Classroom for school, personal and workspace accounts. After identifying the account type, the presenter continued the presentation of the material to the step to log into a Gmail-based Google Classroom account. If the account user has a Google Workspace for Education service type, the user needs to choose as a teacher or student. Further material after that is how to change roles, solve problems for students, sign in to multiple accounts at once and access Google Classroom's help features. The next material is presented with demonstrations by speakers such as assignment assignments, assessments, in-app announcements, learning archives, available in mobile applications, tech toolkits for families and guardians, teacher center, interactive displays, and task scheduling in several classes.

From the entire session of Google for Education Technical Guidance community service activities for Early Childhood and Elementary teachers in Getasan District, Semarang Regency, the community service team conducted the final session, namely closing and final evaluation. This evaluation activity aims to capture aspirations and become a reflection of the team regarding the quality-of-service delivery of technical guidance. In this evaluation, there are several components of observation, including: the quality of preparation for the implementation of the activities, the suitability of the material to the needs of the technical guidance participants, the quality of the presentation of the material in the technical guidance activities, the level of understanding of the technical guidance participants on the presentation of the material, and the quality-of-service implementation activities (Figure 3).

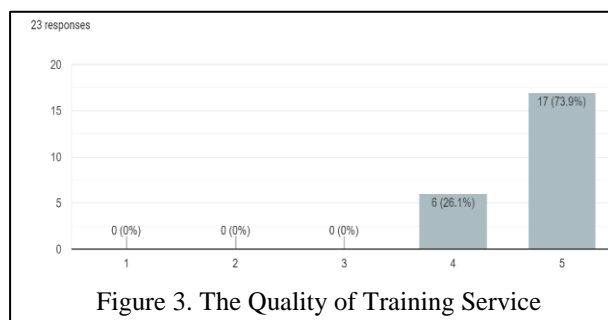


Figure 3. The Quality of Training Service

The quality of the preparation for the implementation of the technical guidance activities can be said to have reached the optimal target because from the evaluation data obtained during the joint evaluation of the technical guidance participants, the participants who revealed that the preparation was carried out well were 26.1% of the total participants of the evaluation session. Meanwhile, 73.9% of the

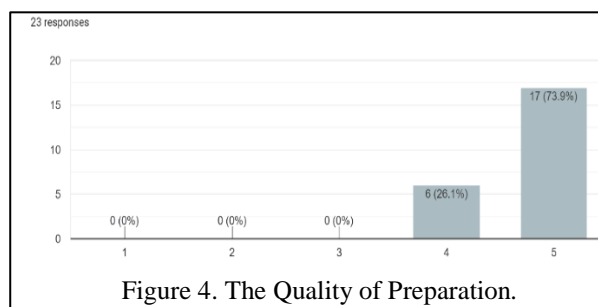


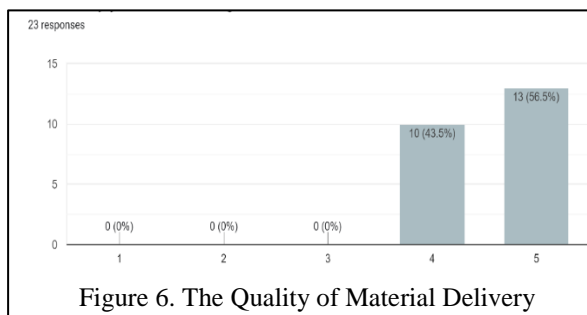
Figure 4. The Quality of Preparation.

total evaluation participants revealed that the preparation for the implementation of the activities had been very good. Figure 4 is a graphic presentation of the quality of preparation

for the implementation of technical guidance activities.

The suitability of the material with the needs of the technical guidance participants who are Early and elementary school teachers is considered optimal because the percentage of evaluations of the technical guidance participants tends to be positive. Of the total evaluation participants, a total of 4.3% gave the view that the material was sufficient to meet the needs. A total of 21.7% revealed that the material was in accordance with the daily needs of Early Childhood and Elementary teachers and a total of 73.9% of the total participants revealed that the material was very suitable for the learning and school administration needs. Figure 5 shows the suitability of the material with the needs of the technical guidance participants.

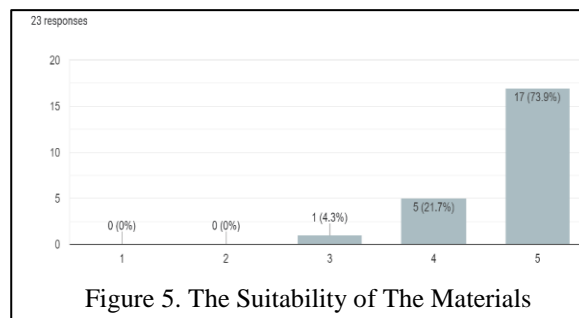
In terms of the quality of the delivery of Google for Education materials in this technical guidance, the participants also received good responses. A total of 43.5% of the total participants said that the presentation of the material was good and easy to understand. Although there are notes where the time used for technical guidance tends to be limited because the material presented takes time to understand. Meanwhile, more than half of the participants (56.5%) stated that the material delivered by the Faculty of Teacher Training and Education UKSW community service team was very good with the method accepted by the characteristics of the technical guidance participants. The following figure 9 is a visualization of the results of the quality analysis of the delivery of guidance and technology materials (Figure 6).



Meanwhile, based on data collection regarding the level of understanding of technical guidance participants in the series of Google for Education material presentations, it was found

that most participants (73.9%) had a good understanding of the material that had been presented. They understand the various functions that exist in every Google application that is presented. They realize that these functions have benefits for their work in Early Childhood and Elementary institutions. Only 4.3% of the participants stated that understanding of the material was in an intermediate position. They quite understand the general description of the use of Google applications but still need further assistance to be able to use them practically. A total of 21.7% of the participants who showed a very good understanding of the existing material presentations even completed independent practice well.

## 5. Conclusion



Google for Education training activities went well and the practice was carried out well. The participants of technical guidance are enthusiastic but tend to be passive because they tend to pay attention to demonstrations as new knowledge. The objectives of Google for Education Training activities are accomplished, which are teachers' insight and knowledge are increased; teacher skills in using and utilizing Google-based learning technology is improved; and teachers' professionalism in carrying out their duties as teachers is also developed.

The implementation of Google for Education Technical Guidance community service activities for Early Childhood and Elementary teachers in Getasan District, Semarang Regency in general can be said to have achieved the implementation target, namely at a good to very good rating. Apart from the advantages and disadvantages in implementing this technical guidance, there are important things that the Faculty of Teacher Training and

Education UKSW community service team pays attention to, namely Early Childhood and Elementary teachers in Getasan District, Semarang Regency, who still need to improve the quality of human resources needed to improve education services for Early Childhood and Elementary. Therefore, the community service team will communicate with related parties to prepare activities that can answer the needs of Early Childhood and Elementary teachers in the area in the future.

## 6. Acknowledgements

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