

ELEMENTARY SCHOOL TEACHERS USE VIDEO TUTORIALS AND GOOGLE FORMS AS ALTERNATIVES TO ONLINE LEARNING MATERIALS

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ABSTRACT

Abstract: Teachers are still struggling to create and use online learning media in teaching and learning activities in the current pandemic environment, causing partner issues. Teachers are still working to convey the material fascinating in mathematics and natural sciences. Easily understood by students, such as learning videos; a lack of learning media owned by teachers and schools for learning development, such as creating quizzes or assignments; and a lack of training in making alternative distance learning media provided to teachers. The aim is to improve elementary school teachers' skills in creating video tutorials and using Google Forms to increase the quality of online learning. Methods of implementation are socialization and training. SDN Cimanggis 01 Bojonggede is the partner of this community service. There are 12 participants. For monitoring and evaluation, participants fill out the respondent's questionnaire. The results are that 80 percent of participants can create video tutorials using OBS and use Google Forms.

Keywords: Google Forms; Online Learning; Video Tutorials



Article History:

Received: 11-06-2021
Revised : 22-06-2021
Accepted: 22-06-2021
Online : 01-08-2021



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A. INTRODUCTION

During the Covid-19 pandemic, most Indonesians tried to start over, including the online system that is now being implemented for students to maintain their health and safety from the virus's spread. The distance learning guide mentions several choices of sites that students can use as learning resources for children during the pandemic, including learning houses by:

1. Pusdatin Kemendikbud (<https://learning.kemdikbud.go.id>); Educational TV of the Ministry of Education and Culture (<https://tve.kemdikbud.go.id/live/>);
2. Online application for packages A, B, C (<http://setara.kemdikbud.go.id>);
3. Teacher Sharing (<http://guruberbagi.kemdikbud.go.id>); Digital Reading (<http://aksi.puspendik.kemdikbud.go.id/membacadigital>);
4. Learning Videos (<http://video.kemdikbud.go.id>);
5. Sources of teaching materials for elementary, junior high, high school, and vocational students (<https://sourcelearning.seamolec.org/>); and

6. Online classes for students and college students (<http://elearning.seamolec.org/>).

The teaching and learning process is essentially a communication process, namely delivering messages from the news source through certain channels/media to the message's recipient. The statement, message source, channel/media, and message recipient are the components of the communication process. The message is the content of the teachings or upbringing in the curriculum; the news source can be teachers, students, other people, book authors, and media procedures; the channel is educational media, and the message recipients are students or teachers.

Furthermore, after the community service team conducted observations and interviews at SD Negeri Cimanggis 01 Bojonggede, the team discovered that teachers still struggled with implementing online learning activities, particularly when explaining material related to mathematical explanations or Natural Sciences. Teachers usually take photos or videos essentially to take up the quota for teachers and elementary school students. At SDN Cimanggis 01 Bojonggede, there were learning activities that did not utilize technology optimally. One example is giving quiz questions or assignments and attendance as a media aid and the hassle of evaluation, namely collecting the results because many do not understand its steps. Most teachers still use the old method, namely, using a paper-based evaluation system. Even though all teachers should have relied on technology in their daily lives, but in reality, not all of them can integrate technology with learning. Teachers can use existing technologies for learning, such as smartphones and computers or laptops. The reasons for the lack of use of technology in education are a lack of teacher willingness and a lack of information.

Based on the research and community service that has been done regarding online learning, the conclusions are as follows. The WhatsApp Group application has been combined into online learning using other applications, namely 32% using the Google Classroom application, 4% using Google Meet, 10% using the zoom application, and 52% using blended learning (Astuti et al., 2021). 86.36 percent of participants in the Microsoft Office 365 education workshop stated that it was very suitable for the needs of teachers in carrying out online learning (Awaru et al., 2021). The percentage of achievement of mastery and digital-based learning skills using Google Meet before the training was 25% and 75% after the activity took place to 100%. Participants understand digital-based learning and can use google meet in excellent categories. All participants provide a positive response to the implementation of community service activities (Dewi et al., 2021). Increased knowledge of teachers in the experience of resource persons using learning media in the new normal era and increasing teacher abilities

in using Microsoft Kaizala for learning mathematics in the new normal age (Balkist et al., 2021).

The use of the Zoom application increases from 53% to 94.9 percent after socialization, and we can see that 94 percent of applications widely used after socialization from YouTube videos are zoom applications. This service impacts behavioral interest in application use, application understanding, adding information on application features, generating interest, recommendations, and effectiveness. Video conferencing, especially the zoom application, can support distance learning (Santoso & Sari, 2020). Training on the use of online learning media as a form of support for teachers for prospective teacher students has received a positive response, as evidenced by the motivation and enthusiasm of participants who have yet to register (Kurniawan, 2021). Online learning media improves students' English learning outcomes more than offline learning media (Arnesi & Hamid, 2015). Increased learning independence, interest and motivation, the courage to express ideas and questions are other advantages of online learning (Sadikin & Hamidah, 2020).

Despite the many advantages of online learning, there are some disadvantages of online learning. There are several obstacles that students, teachers, and parents face when engaging in online teaching and learning activities, including a lack of technological mastery, additional internet quota fees, additional work for parents in accompanying children to study, communication and socialization between students, teachers, and parents becoming limited, and teachers working unlimited hours because they have to (Purwanto et al., 2020). In addition, weak supervision of students, lack of solid signal in remote areas, and high quota fees are challenges in online learning (Sadikin & Hamidah, 2020).

To reduce deficiencies in online learning, teachers have many ways to improve the quality of online learning, including using video tutorials and Google Forms. The advantages of video as a learning medium are easy to use and explains content more clearly. The disadvantage is that it is not interactive (Batubara & Ariani, 2016). With an average rating percentage of 86 percent, the ignition system instruction of video learning material is feasible. Mastery learning outcomes increased by 31 percent (Utomo & Ratnawati, 2018). Student responses to the use of video tutorials have obtained a score of 4.09 which means good. The response assessment includes relative advantage, which is worth 4.29 (very good), suitability which is worth 4.20 (good), a complexity which is worth 3.83 (good). Experimentation, which is worth 3.84 (good), and good observability is worth 4.28 (exquisite) (Batubara & Batubara, 2020). 100% of teachers as participants have an interest in making evaluations through Google Forms. The reasons for this interest have four references, namely, 33% convenience, 44% speed, 66% practicality, and 66% efficiency (Mardiana & Purnanto, 2017). Google Form is beneficial for lecturers and students to collect lecturer

performance data (Batubara, 2016). Media video tutorials on family information systems in family planning instructor training have effectiveness in increasing the competence of participants. The increase in learning outcomes between the pre-test and post-test scores shows it. In the pre-test, the dominance value is in the inferior category, while in the post-test, the dominance value is in a suitable variety. The N_{gain} scores in the high and medium categories show it (Susanto et al., 2020). Video tutorial-based media in sewing technology courses supporting learning during the Covid-19 pandemic are valid, practical, and effective (Erni & Farihah, 2021).

The community service implementing team provides an alternative solution from the above background by making video tutorials and google forms to develop the quality of distance learning carried out by teachers. It intends to improve elementary school teachers' skills in creating video tutorials using Google Forms to increase the quality of online learning.

B. METHODS OF IMPLEMENTATION

The total participants of this activity were 16 people consisting of 12 teachers from SD Cimanggis 01 and 4 members. The rundown of the event started from the opening by the head of the team (Muslihatul Hidayah, M. Pd.) and the school principal (Hj. Nurminah, S. Pd.), who also delivered remarks, then continued by speaker 1 (Dona Katarina, S. Kom., M. Pd.) regarding the making of video tutorials using the OBS application and continued by speaker 2, namely (Emilda, M. Si.) regarding making google forms for MIPA material.

The method used in this community service activity is through several stages, namely: observation and interview, socialization and training, and monitoring and evaluation.

C. RESULTS AND DISCUSSIONS

During direct observations and interviews, the implementing team immediately came to partner locations and met with the principal to determine the condition of distance learning in the classroom and the difficulties faced by teachers during this pandemic to improve the quality of learning. Then the implementation team offered the solutions to solve the existing problems. Direct observation is fundamental to realize the success of community service activities.

Initially, the planned activity originally programmed was face-to-face but in conjunction with government regulations at that time, namely with PSBB (Large-Scale Social Restrictions) strictly, so our activities were carried out zooming in. Training and socialization are given to teachers in schools with an agreed schedule through presentations and demonstrations conducted by resource persons by providing material in power points. Teachers are guided together using gadgets and computers/laptops that are available during the training. During the training, it is accompanied by a question-and-answer

session so that it is easier for teachers to understand the material provided. Following the presentation and question and answer period, the team carries out the training.

After the training and socialization, the implementing team evaluated the google form so that participants could fill out the respondent's questionnaire. Consequently, the participants are highly interested in the theme of our activity and will try to utilize the content in daily remote learning. Moreover, further evaluation is also running when we ask for a certificate of carrying out activities to partner schools. The result is that some teachers have started using google forms in schools as practice questions. The evaluation was carried out to establish the teacher's awareness of technology used to implement community service more effectively. If the teacher still experiences obstacles, the implementation team will explain back to the teacher.

During the activity, the material for making video tutorials is using the OBS application. In addition, creating Google Forms is provided in power points and includes creating quizzes or practice questions, particularly for mathematics and natural sciences. The following table describes the implementation of community service.

Table 1. Schedule of Implementation of Community Service Activities

No	Day/Date	Time	Material
1	Monday, 11 January 2021	11.00-12.00	Coordination of the team and partners in preparation for the next day's community service activities
2	Tuesday, 12 January 2021	08.30-11.00	Implementation of Abdimas (Making Video Tutorials and Google Forms as an Alternative for Online Learning for Mathematics and Natural Sciences)
3	Wednesday, 13 January 2021	10.00-12.00	Evaluation of the implementation of community service activities

The implementing team for community service activities has provided socialization and training on making video tutorials and google forms an alternative to online learning of mathematics and natural sciences material carried out by teachers. The team consisted of four lecturers and one student from the informatics engineering and biology education of Universitas Indraprasta PGRI. The socialization and training activities were originally programmed face-to-face. However, the team carries out activities utilizing a zoom to minimize meetings to decrease the transmission of the Covid-19 virus throughout Java and Bali. Furthermore, from the school itself, the school helped prepare a tool in the form of an InFocus projector at the school to follow the activities from start to finish which was carried out in a zoom manner by our respective service team from home. Figure 1 are implementation of Community Service Activities through Zoom Meetings.

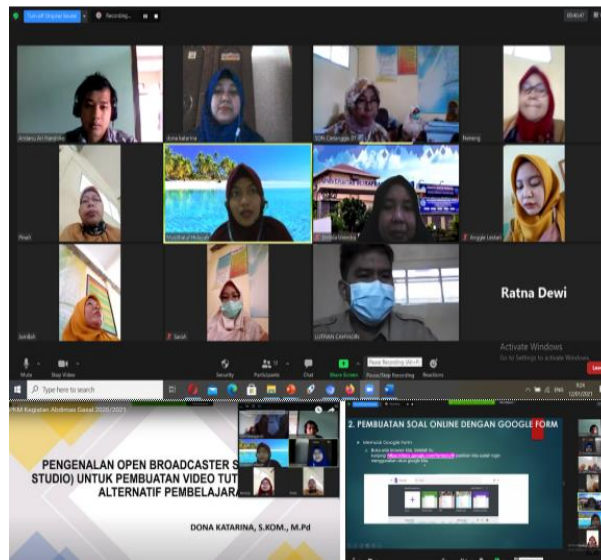


Figure 1. Implementation of Community Service Activities through Zoom Meetings

Community service activities that have been carried out are running smoothly. It is due to the team's strong collaboration with the school and the instructors' passion for participation in these activities. The teacher also hopes that the team will carry out community service again in the following semester. Do not forget that at the end of the activity, we as a team asked respondents from participants from SD Cimanggis 01 to fill out a questionnaire regarding the activities, and the result was that several teachers were interested and responded that our activities were beneficial with the hope that they would be applied to daily learning later.

The results obtained from this community service activity are that the teacher gets an overview of distance learning media to develop learning in their students. Generate ideas from teachers to create and develop other innovative learning media that are more interesting and easily understood by students. As a result, teachers become creative in developing learning to improve the quality of learning in the school environment. For example, by learning to make video tutorials and google forms, it is easier for teachers to give the material in the form of videos to their students and make questions that make it easier to deliver to their students. Moreover, after learning how to make video tutorials and google forms, the teacher did not experience any problems in online learning, so the teacher was more enthusiastic about implementing it in daily learning. So, eighty percent of participants can create video tutorials using OBS and use Google Forms.

D. CONCLUSIONS AND SUGGESTIONS

The conclusions obtained from the community service activities that have been carried out include the teacher getting an overview of learning media for making videos using OBS and google forms for making questions to develop distance learning, making it easier to convey material to students. New ideas and motivation emerged from the teachers to create and develop

other innovative learning media that were more interesting and easily understood. Teachers can be more creative in the development of learning to improve learning in the school environment. Teachers can take advantage of the development of information and communication technology, one of which teachers can use the OBS program and google form. Using google forms, teachers can see the output of learning outcomes and can directly analyze them quickly. So, eighty percent of participants can create video tutorials using OBS and use Google Forms.

Suggestions from servants with the implementation of community service activities include the need for face-to-face community service activities so that the application of the application is more precise and can immediately respond if there are obstacles. In addition, it is necessary to motivate teachers to use learning media in distance learning to be more creative and innovative.

ACKNOWLEDGEMENTS

The writing team would like to thank the principal, teachers, and staff of SD Negeri Cimanggis 01 Bojonggede, who have allowed us to allow, prepare and follow the activities that we carry out.

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