

Teachers' Understanding of Microsoft Office and Online Learning and Administration Support Applications at SDN Nanggawer Mekar Public Elementary School

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ABSTRACT

The purpose of this study is to determine teachers' understanding of using technology to support the learning process and school administration during the Covid-19 pandemic. This research was conducted at SDN Nanggawer Mekar, a descriptive qualitative research method, with data collection techniques through observation, interviews, and questionnaires. The results showed that teachers who teach at SDN Nanggawer Mekar are mostly familiar with technology but have not maximized its use. With education and training, teachers can apply and maximize technology and overcome obstacles to the use of technology to develop learning processes by school learning programs

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INTRODUCTION

Merdeka Belajar kampus merdeka is one of the programs of the Ministry of Education and Culture of the Republic of Indonesia to improve the quality of Indonesian education, by deploying students to help maximize the learning process in schools, especially during the Covid-19 pandemic. The main focus of this program is primary schools in 3T (Frontier, Remote, and Disadvantaged) areas.

In a pandemic situation like this, the learning process in schools is not allowed to be carried out face-to-face. Therefore, the needs of schools today are not the same as before, many adaptations must be made for the continuity of the learning and teaching process. One of the adaptations made is adaptation to technology, considering that learning is carried out online. However, for lagging schools such as SDN Nanggawer Mekar, not many teachers are tech-savvy to maximize the learning process at school.

This is the main focus of this Teaching Campus program. I hope that by researching teachers at SDN Nanggawer Mekar, I can provide activities that can increase their knowledge of the use of technology for learning and school administration.

RESEARCH METHOD

The research method used is the qualitative research method. The reason for using this research method is that it can provide clear and comprehensive data. The issue that is the focus of this research is the ability of teachers to use technology in online learning and school administration. Qualitative research methods are often

referred to as naturalistic research methods (Nurgiansah & Widyastuti, 2020). This is said to be natural because data collection is directly obtained from sources.

The location of the research was carried out at SDN Nanggewer Mekar, Jalan Kampung Sampora No.5, Nanggewer Mekar, Cibinong, Bogor, West Java.

The object of research as a primary source is teachers who teach at SDN Nanggewer Mekar, while the secondary data are journals on technology adaptation in education during the COVID-19 pandemic.

The data collection technique consisted of direct observation at SDN Nanggewer Mekar. By making observations, accurate results will be obtained. After that, we conducted interviews with teachers at SDN Nanggewer Mekar. Interviews are conducted to obtain credible information from related parties.

LITERATURE REVIEW

Teachers are a profession that cannot be done by just anyone. Teachers must possess four basic competencies, such as pedagogic, professional competence, personality competence, and social competence. These four competencies must be mastered by professional teachers as educators of the nation (Nurgiansah & T. Heru, 2020).

Teachers must be able to understand several things from students such as abilities, potentials, hobbies, interests, attitudes, personalities, family background, health records, and activities at school (Sulastri, 2018). This relates to the teacher's duty as a facilitator and motivator. Teachers must be able to facilitate students' interests and talents between one another which must be different. Teachers must also understand the development of student psychology to be able to face the problems that occur (Nurgiansah & T. Heru, 2020).

Philosophically, the world of education is seen as a forum as well as a tool to shape and educate human character to be better (Candra, 2015). But unexpectedly, the process of learning activities in schools has undergone drastic changes. This happened because of the Covid-19 pandemic which spread rapidly throughout the world. The COVID-19 pandemic has caused all global life to change drastically (Suhaeri, 2020). The impact is not only on the world of education but all aspects of human life.

This COVID-19 pandemic condition has led to policies to implement health protocols in every activity that involves many people, such as the learning and teaching process at school. As a form of adaptation to the Covid-19 pandemic, online learning has become an absolute activity. However, in practice, online learning experiences many complex obstacles. Obstacles such as unstable networks, minimal internet quota, and material absorption by students are not optimal (Nurgiansah & T. Heru, 2020). For teachers, entering the digital world is not an easy thing (Sulistya, 2019). Thus, teachers who have high dedication are needed to carry out routines and obligations as professional educators (Nurgiansah & T. Heru, 2020).

RESEARCH RESULTS

Based on research in the field, teachers' understanding of Microsoft Office and applications supporting learning and school administration is as follows:

1. Understanding of Microsoft Word

Of the six teachers who teach at SDN Nanggewer Mekar, five teachers know the Microsoft Word application, while one knows absolutely nothing about technology. Of the five teachers who know about Microsoft Word, four of them already understand 3 out of 5 grading scales and one teacher only understands 1 out of 5 rating scales against the features available in Microsoft Word.

However, all teachers at SDN Nanggewer Mekar consider understanding Microsoft Word important.

2. Understanding of Microsoft Excel

Of the six teachers who teach at SDN Nanggewer Mekar, five teachers know the Microsoft Excel application, while one knows absolutely nothing about technology. Of the five teachers who know about Microsoft Excel, two of them understand 1 of the 5 grading scales, the other two understand 2 of the grading scales, and one understands 4 out of 5 grading scales against the features provided by Microsoft Excel.

But all teachers at SDN Nanggewer Mekar consider understanding Microsoft Excel important.

3. Understanding of Microsoft Powerpoint

Of the six teachers who teach at SDN Nanggewer Mekar, five teachers know Microsoft PowerPoint applications, while one knows absolutely nothing about technology. Of the five teachers who know about Microsoft Powerpoint, four of them understand 2 out of 5 rating scales and one of them understands 3 out of 5 rating scales against the features provided by Microsoft Powerpoint.

Only one teacher thinks that understanding Microsoft PowerPoint is not important.

4. Understanding of Google Meet and Zoom Apps

All teachers who teach at SDN Nanggawer Mekar are aware of the Zoom app and Google Meet. But only four teachers are familiar with the app.

The implementation of the Zoom or Google Meet application is only carried out by one teacher at SDN Nanggawer Mekar. The reason teachers don't use this application is that students who attend SDN Nanggawer Mekar are mostly middle to lower-class people, so many do not have devices or internet quota to study.

5. Understanding of the Google Classroom App

Of the six teachers who teach at SDN Nanggawer Mekar, only four are aware of the Google Classroom app, and the other two have never heard of the app before.

However, the implementation of learning using Google Classroom has not yet been carried out, because students who attend Nanggawer Mekar Elementary School are mostly middle to lower-class people, so many do not have devices or internet quota to study.

CONCLUSION

From the research conducted, it can be concluded that five out of six teachers who teach at SDN Nanggawer Mekar understand Microsoft Word and applications that support learning and school administration. However, there are still many things that need to be improved, because in practice the learning carried out at SDN Nanggawer Mekar has not utilized technology optimally.

The existence of education and teacher training can maximize existing technology. By its designation in schools, it can be said that teachers do not fail technology.

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