

Primary School Teachers' Perception of Supervision Through the Use Google Form Application During the Covid-19 Pandemic

Nining Purwanti¹, Mohammad Viktor Farid Hakim²

DOI: 10.35445/alishlah.v13i3.1247

Article Info

Keywords:

*Digital Era;
Google-form;
Supervision;
Teacher*

Kata kunci:

*Era Digital;
Google-form;
Supervisi;
Guru*

Abstract

This study aimed to investigate the teachers' perception and supervision experience using the google-form application during the Covid-19 pandemic. The research method used a qualitative approach with a descriptive method. Data were collected by using observation, questionnaires and interviews. There were 10 participants (male 5 and female 5). They were teachers (8 teachers), vice-principal of the curriculum and principal. The process of data analysis is through data reduction, data presentation, drawing conclusions and triangulation. The study results concluded that the google-form provides convenience in examining teachers' teaching and learning files. It was easy for school principals to assess the results of teacher teaching with a longer period before the implementation of online supervision, as an advanced form of using the google-form. The study results also had implications for teachers and school principals' understanding of the use of technology applications to improve teaching and learning or provide higher quality education.

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi dan pengalaman guru dalam melakukan supervisi menggunakan aplikasi google-form selama masa pandemi. Metode penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan dengan observasi, angket dan wawancara. Jumlah peserta 10 orang (5 laki-laki 5 perempuan dan 5 orang perempuan). Mereka adalah guru (8 guru), wakil kepala sekolah bagian kurikulum dan kepala sekolah. Proses analisis data melalui proses reduksi data, penyajian data, penarikan kesimpulan dan triangulasi. Hasil penelitian menyimpulkan bahwa google-form memberikan kemudahan dalam memeriksa file belajar mengajar guru. Kepala sekolah mudah menilai hasil mengajar guru dengan periode yang lebih lama sebelum pelaksanaan supervisi online, sebagai bentuk lanjutan menggunakan google-form. Hasil penelitian juga berimplikasi pada pemahaman guru dan kepala sekolah tentang penggunaan aplikasi teknologi untuk meningkatkan proses belajar mengajar atau memberikan pendidikan yang lebih berkualitas.

INTRODUCTION

Technological developments can no longer be denied as part of everyday human life. It means that the implementation of education has also used many technology devices or applications as a form of media to evaluate teaching programs, education management, learning achievement, and so on. Moreover, in the era of the Covid-19 pandemic, it has directed educational activities to be carried

¹ Universitas Islam Negeri Mataram, Indonesia
Email: nining.purwati@uinmataram.ac.id

² Universitas Islam Negeri Mataram, Indonesia
Email: mohammadviktorfaridh@gmail.com

Vol.13 (3) December, 2021

Received: November 2, 2021; Received in revised form: November 15, 2021; Accepted: December 12, 2021; Available online: December 29, 2021. This is an open access article under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

out online and assisted by various technology applications for activities in schools or ICT tools to facilitate their learning (Ting, 2015). Face-to-face learning is turning into distance classes (Abidah et al., 2020). The existence of technology is also used for teaching and learning activities and various management purposes in the implementation of education in elementary schools.

One of them is applied in the implementation of supervision carried out by the principal to the teacher in evaluating the current teaching and learning process activities. From the results of interviews and observations conducted by the researcher on June 14-15, 2021, it was concluded that the principal faced obstacles in assessing teaching files of the teachers, its limited time to meet and the results of student learning activities had been carried out. The supervision process carried out via the Zoom application also showed a less than optimal assessment process, especially for correcting all teaching and learning files or documents that are owned by teachers. The results of the evaluation of the implementation of supervision that implemented using zoom and online questions and answers were considered not optimal because the teachers have not made improvements to teaching and learning activities.

Supervision is one solution to create the quality of educational programs. National Education System Law No. 20 of 2003 had regulated the supervision process. In education, supervision always refers to activities to improve learning (Humairoh et al., 2016; Masliah, 2019). The quality of learning must always be improved every time to be relevant to the conditions of current needs. Supervision in education is not just to control whether all activities in the teaching and learning process have been carried out according to the plans or programs that have been outlined. Supervision in education contains a broad understanding. Supervision activities include determining the conditions or requirements of personnel and materials needed to achieve an effective teaching and learning situation and fulfilling those requirements. Thus, educational supervision has a strategic and important position in education management. Improving the quality of education through the supervision program is the principal's responsibility to achieve every goal that teachers have designed. Especially at this time, the world of education in Indonesia must be able to create an educational process that has a balance during pandemic covid-19.

From these problems, it is necessary to involve other technology applications in the supervision process so that the process conducted by the principal can be maximized and identified specifically. Furthermore, it will be evaluated by the principal. Therefore, this research was conducted with a focus on using the google form to supervise teachers in teaching and learning activities. This is done because the google-form was often used for classroom learning activities as a medium for conducting tests or collecting data in seminars. So the concepts presented in this study become new values. The effectiveness of the google form was thought to be able to provide different research results and breakthroughs in conducting teacher supervision activities in the current digital era.

Many studies have involved technology for supervision activities. There are supervision activities that utilize the communication process through groups on social media (Nurlaelawati & Gunawan, 2019), for example, email, skype, zoom, dropbox, Twitter. Many supervisors are competent in using ICT (Maor & Currie, 2017). Educators and students are not limited by time and place in communicating through the internet network. The communication process can be done at anytime and anywhere. Supervisors can continue to carry out communication activities without limits (Suparman, 2013). Sinaga & Purba (2019) shows that digital literacy is one of the skills that must be mastered and key skills such as conceptual skills, interpersonal communication, and technical supervision. Surveillance breakthroughs in the digital era emphasize mastery of technology and human relations, which cannot be replaced by any digital equipment. The mediating role of informal digital learning between digital competence and academic performance has not been explored (Mehrvarz et al., 2021). Currently, schools must consider the existence of digital mastery experiences for teachers, students, principals, and administrative staff so that the implementation of education becomes a quality that can face global challenges. In conclusion, to improve the

performance of academic supervision by principals and other supervisors, they must consider digital competence as a form of using work media.

So, the purpose of this research is to investigate the teachers' perception and experience of supervision using the google-form application during the Covid-19 pandemic. This study hopes to provide benefits for improving the quality of teacher supervision in elementary schools and provide a new perspective on the effectiveness of technology applications that can be used for education.

METHOD

This study used a qualitative approach through descriptive. In qualitative research, it examines more deeply the events of the phenomena that occur in the field in the form of appropriate contexts from real events (Creswell, 2012). So, this research was conducted to obtain in-depth information about educators' perceptions of the role of google Forms for teacher supervision in elementary schools during the COVID-19 pandemic. In this case, it examined the perceptions of teachers and principals related to technological advances that can be used to implement supervision. Moreover, during the Covid-19 pandemic, various human activities, including providing education, must be carried out using technology. The research activity was carried out at the Tan Nujaba Islamic Elementary School Mataram.

Observation, questionnaires and interviews collected data. Observations were made through observations and discussions with the principal and vice principal of the curriculum section regarding teacher supervision activities. Observation activities were carried out by observing the process of supervising the principal to the teacher through the google form. Every activity of the principal's supervision is recorded. Meanwhile, interviews and questionnaires were also conducted with school principals, vice-principals of the curriculum section and teachers regarding the use of google forms for teacher supervision activities specifically for teaching and learning supervision that had been carried out. Questionnaires and interviews were designed related to supervision activities using google forms. The questionnaire uses closed type questions with a Likert scale. The participants involved were 10 people (5 men and 5 women), namely teachers (8 people), vice-principal of the curriculum section (1 person) and school principal (1 person). Interviews and questionnaires were distributed in July - September 2021. Interviews and observations were carried out via zoom and questionnaires were distributed via email. The process of data analysis is using the Miles and Huberman model through the process of data reduction, data presentation, drawing conclusions and triangulation (Miles & Huberman, 1994).

FINDING AND DISCUSSION

The results of interviews with school principals at Tan Nujaba Islamic Elementary School showed that the google-form had provided convenience in supervising teachers. Some of the items found from distributing questionnaires with school principals, vice-principals of the curriculum section and teachers are listed in the following table 1.

Table 1. Percentage of Results of Questionnaire Distribution

No	Participants	Statements	Agree	Disagree
1	1. Principal 2. Vice Principal	It is easy to use Google-form to check the teachers'teaching documents	100%	0%
2		it is easier for me to act as a supervisor through Google Forms.	67%	33%
3		Google forms makes the process of assessing the teaching and learning documents that have been carried out by teachers easier.	100%	0%
4		Google form is a communication medium for document inspection during the supervision process	100%	0%

5		Google-forms have motivated me as a supervisor to continue using technology applications in carrying out my tasks	67%	33%
6	Teachers	Teachers can easily ask questions to supervisors related to the supervision problems via Google-form	100%	0%
7		Teachers have no problems uploading the teaching documents on the Google-form	71%	29%
8		The teacher can check the assessment file from the supervisor and send the file via google-form	100%	0%
9		The teacher can fill in the question data from the supervisor easily on the google form without a time limit such as interviews via video calls	100%	0%
10		Teachers can send answers to the supervisors regarding the teaching and learning performance assessments through the google form repeatedly	100%	0%

Overall, table 1 showed that the teachers had a positive response to implementing the google form during the supervision process. Of the 10 statements given to teachers, vice-principals of the curriculum and school principals have shown a fairly good percentage level. Because each statement gets a percentage of more than 67%. This shows that the respondents' responses are quite good towards the use of google forms. The results of the data analysis on the distribution of the questionnaire have been supported by interview data that overall supervisors (principals and vice-principals) and teachers do not experience problems in using the google form. The results of interviews with supervised teachers feel very helpful through the google form application. It is the conclusion of interview result, namely;

1. Principal: Supervision activities during the covid-19 pandemic have encountered many obstacles, especially in 2020. Therefore, we agreed with teachers to use technology applications such as google forms. This application really helped me as a supervisor to evaluate activities teaching and learning so that learning activities remain quality.
2. Deputy Principal of the Curriculum Section: It is very easy for me to make reports on the results of the supervision from the principal and provide feedback to the teachers according to the results of the supervision of the principal. Moreover, the google form application can be easily recapitulated because the data input from the teachers can be downloaded in excel form and the data attachments can also be easily documented.
3. Teacher: We feel that the google form greatly facilitates the reporting process of teaching and learning activities. Because the constraints of using this application are only related to the internet network or quota needs. However, the government has provided a quota subsidy so that we don't have to spend money on quotas. Reporting on teaching and learning can be done regularly from home.

So, the internet network is a means of educational activities (Goulão & Fombona, 2012). Thus, ICT is becoming to play an important role in our society. Education is not spared from this transformation because in a globalized world, when everything is changing, there is a need to continue education, recycle and expand it to provide answers to the challenges ahead. Computer literacy is an important competency in the 21st century. Moreover, digital resources and digital media have become an important part of teachers' daily practice (Gudmundsdottir & Hatlevik, 2018). In addition, the demands of the digital era are forcing teacher educators to re-examine their professional identity in technology-integrated teaching. Institutional support is essential for the construction of professional identity (Avidov-Ungar & Forkosh-Baruch, 2018). It means that the performance reporting process in supervision activities must have switched from manual to digital form. Digital transformation has implications for teaching how and what (Guggemos & Seufert, 2021). Teachers actively seek to solve demanding situations by going beyond their current Professional Digital Competencies through engagement in various forms of digital transformative agency (Brevik et al., 2019). Educational implementation is targeted at the respective educational impact entities and appropriate levels of digital literacy (Rambousek et al., 2016).

According to the principal, the google form is quite effective and makes it easy to complete his work as a supervisor at school. However, 1 deputy principal who was given the task of using the google form had difficulties using it. From the interviews with the principal, the reason was that the vice-principal did experience problems in mastering technology. From these findings, school principals must hold regular training for supervisors who are tasked with assisting the process of evaluating the teaching and learning performance of teachers. Some of the training that is expected to be carried out is to master various kinds of technology applications, video conferencing, and communication processes that utilize multimedia technology.

While the input from the teachers related to the use of the google form is the problem of the internet network, from an understanding of digital transformations in the educational process, it is directed that supervision activities are an inseparable part of the existence of digital transformations. Improving the quality of education is currently a target for monitoring process activities (Briggs, 2012). Gordon & Luke (2012) used email as a means of student supervision activities. More collaborative information and communication technology (ICT) and pedagogy can improve oversight. Thus, schools can identify the need for increased use of ICT and its integration with supervisory pedagogy (Maor & Currie, 2017).

Various evidence related to ICT in the implementation of education as applied to learning or supervision proves that elementary school at tan Nujaba supervisors must be able to continue developing each of their technological competencies. It means that the supervision process can be continued by using various technology applications and continue to use Google forms for various supervisory activities in schools. So, coaching conditions for teachers can still be carried out despite the Covid-19 pandemic conditions and teaching improvements can still be done at any time. In addition, with the internet network or technology applications, the process of coaching or mentoring teachers in supervision can still be carried out intensely (Kemmis et al., 2014) because the communication process is active through two-way interactions that provide input to the progress of the educational process running smoothly.

CONCLUSION

The findings can be concluded that overall for school principals or supervisors and teachers, the google form made it easy to carry out supervision activities during the Covid-19 pandemic. Constraints that arise from the google form are the internet network and mastery of technology applications. However, supervisors who experienced problems from using google forms were still assisted by the principal. This research was limited to using google forms to carry out supervision activities in elementary schools. The scope of the school area used was still limited. The results of this study were effective for the Tan Nujaba Islamic Elementary School with the readiness of principals or supervisors and teachers from this technology application. This research can also still be developed in the realm of digital competency development for all educators or administrative staff in schools.

The study results had implications for the understanding of teachers and principals that technological developments required everyone to be able to follow its development. They realized that increasing digital competence was currently mandatory. This was not only needed for teaching and learning activities, but the implementation of educational management must also use technology tools. So, the results of this study provided recommendations to Tan Nujaba Islamic Elementary School to be able to carry out various activities to improve digital competence for educators or all school members so that the implementation of the educational process can be carried out by current developments. The next researcher can develop this study through another aspect as the impact of the Google-form application toward the quality of teaching and learning process.

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49.
<https://doi.org/10.46627/sipose.v1i1.9>
- Avidov-Ungar, O., & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education*, 73, 183–191. <https://doi.org/10.1016/j.tate.2018.03.017>
- Brevik, L. M., Gudmundsdottir, G. B., Lund, A., & Strømme, T. A. (2019). Transformative agency in teacher education: Fostering professional digital competence. *Teaching and Teacher Education*, 86, 102875. <https://doi.org/10.1016/j.tate.2019.07.005>
- Briggs, F. (2012). Enhancing Quality Education in Nigerian Unity Schools through Effective Supervision in a Changing Environment. *Journal of Education and Vocational Research*, 3(10), 332–335. <https://doi.org/10.22610/jevr.v3i10.86>
- Creswell, J. W. (2012). Research, Educational Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In P. A. Smith & C. Robb (Eds.), *Pearson* (4th ed.).
- Gordon, C., & Luke, M. (2012). Discursive negotiation of face via email: Professional identity development in school counseling supervision. *Linguistics and Education*, 23(1), 112–122. <https://doi.org/10.1016/J.LINGED.2011.05.002>
- Goulão, M. de F., & Fombona, J. (2012). Digital Literacy and Adults Learners’ Perception: The Case of a Second Chance to University. *Procedia - Social and Behavioral Sciences*, 46, 350–355. <https://doi.org/10.1016/j.sbspro.2012.05.121>
- Gudmundsdottir, G. B., & Hatlevik, O. E. (2018). Newly qualified teachers’ professional digital competence: implications for teacher education. *European Journal of Teacher Education*, 41(2), 214–231. <https://doi.org/10.1080/02619768.2017.1416085>
- Guggemos, J., & Seufert, S. (2021). Teaching with and teaching about technology – Evidence for professional development of in-service teachers. *Computers in Human Behavior*, 115, 106613. <https://doi.org/10.1016/j.chb.2020.106613>
- Humairoh, F., Supriyanto, A., & Burhanuddin. (2016). Implementasi Supervisi Klinis Dalam Meningkatkan Kualitas Pembelajaran Guru Di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(12), 2277–2280.
- Kemmis, S., Heikkinen, H. L. T., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43, 154–164. <https://doi.org/10.1016/j.tate.2014.07.001>
- Maor, D., & Currie, J. K. (2017). The use of technology in postgraduate supervision pedagogy in two Australian universities. *International Journal of Educational Technology in Higher Education* 2017 14:1, 14(1), 1–15. <https://doi.org/10.1186/S41239-017-0046-1>
- Masliah, E. (2019). Pengembangan Model Supervisi Akademik Teknik Mentoring dalam Upaya Peningkatan Mutu Pembelajaran. *Indonesian Journal of Educational Management & Administration Review*, 3(2).
- Mehrvarz, M., Heidari, E., Farrokhnia, M., & Noroozi, O. (2021). The mediating role of digital informal learning in the relationship between students’ digital competency and their academic performance. *Computers and Education*, 167, 104184. <https://doi.org/10.1016/j.compedu.2021.104184>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis; An Expanded Sourcebook*. Sage Publication.
- Nurlaelawati, I., & Gunawan, M. H. (2019). *Student Teacher Supervision in Digital Era: Identifying the Supervisors’ Roles in Chat Group Communication Using Social Media*. <https://doi.org/10.2991/ELTLT-18.2019.31>
- Rambousek, V., Štípek, J., & Vaňková, P. (2016). Contents of Digital Literacy from the Perspective of Teachers and Pupils. *Procedia - Social and Behavioral Sciences*, 217, 354–362. <https://doi.org/10.1016/j.sbspro.2016.02.101>
- Sinaga, L. A., & Purba, S. (2019). The Breakthrough of Academic Supervision in the Digital Era on Early Childhood Education. *Proceeding International Conference of Science Education in Industrial Revolution 4.0*, 58–67. <https://prosiding.unimed.ac.id/index.php/iconseir/article/view/43>

- Suparman, U. (2013). The Implementation Of The ICT-Based Thesis Supervision At One Of Postgraduate Programs In Indonesia. *International Conference on Education and Language (ICEL)*, 1(0). <http://artikel.ubl.ac.id/index.php/icel/article/view/180>
- Ting, Y. L. (2015). Tapping into students' digital literacy and designing negotiated learning to promote learner autonomy. *Internet and Higher Education*, 26, 25–32. <https://doi.org/10.1016/j.iheduc.2015.04.004>

This page is intentionally left blank