TRAINING ON THE USE OF "SIRAPORT" AT SD CLUSTER V, SUKASADA DISTRICT, BULELENG REGENCY

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ABSTRACT

Currently, the assessment process carried out is the provision of report cards given to students in the middle of the semester and at the end of the semester, both manual and excel report cards. The nature of the report cards provided is still static and the knowledge and skills in compiling electronic report cards. The purpose of this service is to provide knowledge and understanding as well as the skills of teachers about the Siraport application program in making student report cards. This type of research is devotional research. The existence of this training will greatly help the assessment process that is carried out more completely and more easily accessible to teachers and parents, by providing training on Siraport teachers will gain knowledge and skills in using technology in making report cards. This service provides training to teachers, totaling 90 people, but due to a pandemic, only 20 teachers are trained from 9 schools. The method of activities carried out is the delivery of materials, training and mentoring. The results of the activity obtained showed that the mentoring activity carried out received a positive response from the teachers. And there was an increase in teacher knowledge of 57.4% from before. So, it can be said that the Siraport application program training activities in making student report cards were successful.

Keywords: Training; Siraport; Cluster V Sukasada

PENDAHULUAN

Learning and assessment are two very important components in maintaining the quality of education. Assessment is one of the methods used in determining the success of the learning process (Hamdi et al., 2018; Tridane et al., 2015; Widiana, 2016). and it is known that learning and assessment are inseparable (Crusan et al., 2016; Sukmawa et al., 2019). The existence of an assessment process provides an opportunity to find out how the ongoing learning conditions are (Msosa et al., 2021). Assessments carried out by teachers have an impact on students because they provide feedback on what students have learned and understood (Granberg et al., 2021). The learning assessment carried out will provide opportunities for students to improve and

Kata kunci: pelatihan, Siraport, Gugus V Sukasada
develop their abilities in the learning process (Xiao & Yang, 2019). The assessment process carried out should be carried out daily so that changes are made by students during learning. Assessment The assessment process carried out in a summative or material manner demonstrates the principle of a transparent assessment (Meyer-Beining et al., 2018)). With the assessment process, students' abilities will be known, both knowledge, attitudes, and skills of students after carrying out the learning process (Schildkamp et al., 2020; Zhang, 2020). Assessment does not only stop in the assessment process, but also student progress must be reported both by students and by teachers themselves to parents and principals (Wegmann & Smith, 2019). The results of the assessment carried out by the teacher should show more dynamics where the reports provided will change according to the situation and condition of the child. This will certainly show that children have different abilities in the field according to the interests and talents of each child. So, with a good, complete, conference, continuous and gradual assessment process, it will have a good impact on students as subjects and objects of education. Carrying out quality research requires the role of teachers in designing and carrying out assessments.

Currently, the assessment process carried out is the provision of report cards given to students in the middle of the semester and at the end of the semester, both manual and excel report cards. The nature of the report cards provided at this time is still static, meaning that only teachers have the opportunity to process the data (Akbar et al., 2019). Report cards are books that contain information about the value of intelligence and student achievement at school, which are usually used as teacher reports to parents or guardians of students and distributed at the end of the semester (Puspaningrum et al., 2020). Currently, report cards are made in handwritten form by teachers but with the development of technology, student report cards are already in the form of e-reports. The e-report developed efficiently and effectively greatly helps teachers in easing the task of teachers in assessing (Juliantri et al., 2017; Pangastuti & Priantinah, 2019).

However, at this time the assessment and reporting process carried out is not in accordance with what is needed by students and the current condition of students. So that it has an impact on students not being able to make improvements to errors or learning failures. Also, the reporting process used by teachers is not all in digital form. This is because not all teachers can use computers or there are not many e-reports that have been developed. Another weakness is that the report card cannot assess the overall activities carried out. In addition, the results of the assessment must be immediately given to students because it is needed to improve themselves in learning and if the assessment is given at the end of the semester, it will be in vain because the results are only seen as a collection of the overall scores obtained, not to improve learning during the semester (Brookhart et al., 2016). In other words, the current report card is less effective because it does not describe the actual condition of students as a whole. This condition will greatly affect the improvement of the ongoing learning process and their motivation in learning (Klapp, 2015). Furthermore, currently both students and teachers are not satisfied with the results of the assessment because they have lost the principle of assessment (Hansen, 2020). This condition is also experienced by partners where there are still many teachers who are currently not ready to accept changes due to technological advances. Many of the teachers are not well versed in technology. In addition, the desire to learn about technology is low, not even many teachers can only use words in their daily activities and must be assisted by special staff. The problem that occurs in cluster V, Sukasada district, is that the teachers at the school do not yet have the knowledge and skills related to application programs that are easy to use to report student learning outcomes. Overcoming this problem, one of the ways used to overcome this is to provide SIraport training.
to teachers. One of the application programs developed is Sraport. This report card is one of the student reports cards applications that can be used as student report cards, because this application adopts the current report card in the form of excel which is equipped with a more complete type of assessment so that it can measure not only aspects of knowledge, aspects of attitudes and skills. This Sraport can also provide reports on the interests and talents of students so that teachers and parents can direct their children according to their fields of interest and talent. The advantage of Sraport is that it provides an opportunity for parents to monitor the learning process of students. Another advantage with Sraport is that the assessment process will be more transparent and continuous, making it easier for teachers to make the best decisions and according to what the students have achieved. Sraport training will provide teachers with knowledge about e-report. Some of the trainings that have been done previously include training which states that building a website-based online report card to make it easier for teachers to manage student grades and make it easier for parents to check their children's grades. The application has been running well and can be implemented by the teacher(Gede et al., 2019). The training which states that the competence of teachers in inputting e-report assessments is obtained data that teachers have not been able to input e-report assessments(Ruspandi, 2020). Trainees feel the benefits of the material provided. Meanwhile, the results of the evaluation of the acceptance of e-reports showed that 79.78% of participants felt that e-reports could be accepted and implemented(Solichin & Kristanto, 2019). From the training carried out there was an increase in the knowledge and skills of teachers in applying e-report. The purpose of this service is to provide knowledge and understanding as well as the skills of teachers about the Sraport application program in making student report cards.

METODE

The type of research carried out is dedication. This service is carried out in Cluster V, Sukasada District, consisting of 9 elementary schools of which 6 are in Panji and 3 are in Panji. The schools are SD N 1 Panji, SD N 2 Panji, SD N 3 Panji, SD N 4 Panji, SD N 5 Panji and SD N 6 Panji. And SD N 1 Sambangan, SD N 2 Sambangan and SD N 3 Sambangan. These nine schools have a difference in the number of students who are not too far apart where the nine elementary schools in Cluster V, Sukasada sub-district consist of a minimum of 20 students because these schools are located in densely populated areas. Cluster V Sukasada consists of 90 teachers. The method of activities carried out in community service is in the form of implementing Sraport so as to assist teachers in making student report cards and training in the form of workshops on using Sraport. To strengthen the results of the training, an activity evaluation was carried out on the extent to which teachers could use Sraport. The training will be carried out for 3 days considering the number of teachers in Sukasada Cluster V is 90 people, so it is divided into 3 training sessions to reduce activities with many people. Service activities are more focused on providing introduction information and how to use Sraport. This training activity is shown in Figure 1.

To achieve the goal of service activities, there are several methods used in this activity, namely: lecture method, demonstration, question and answer, discussion, and assignment (project). The lecture method is used when the main resource person explains the material about Sraport. The demonstration method is used to explain how to use Sraport. Question and answer methods and discussions are used for activities when there are questions by the participants of service activities. For example, there are things that are not understood by the participants, the resource persons will provide opportunities for participants. The assignment method is used to evaluate the extent to which the teacher understands the material that has
been explained. The process of evaluating this activity is carried out during training activities and seeing the final product of the activity. 1) Aspects that are evaluated, aspects that are evaluated are attendance, participant activities, responses and Teacher's Ability in Application of SIRaport. 1) Evaluation Techniques, evaluations are carried out using appropriate instruments. Attendance of participants is evaluated based on the attendance list of participants, participant activities are based on observation instruments and instrument mastery of the material. 3) Program achievement indicators. The criteria for achieving the program in each aspect are (1) attendance greater than 75%, activities in good category, teacher response to activities in good category.

PERMASALAHAN

1) Guru-guru di di Gugus V Kecamatan Sukasada kesulitan dalam mentabulasi hasil belajar siswa. 2) Guru hanya bisa melaporkan hasil belajar siswa di tengah dan diakhir semester sehingga terjadi keterlambatan perbaikan pembelajaran baik dari komponen guru dan komponen siswa. 3) Guru-guru belum mengenal teknologi SIRaport.

PEMECAHAN MASALAH

a. Memberikan pengetahuan tentang pemanfaatan dan penggunaan SIRaport untuk mendukung proses penilaian
b. Meningkatkan pengetahuan serta keterampilan guru dalam menggunakan SIRport.

ALTERNATIF PEMECAHAN MASALAH

Pelatihan menggunakan SIRaport

METODE KEGIATAN

1. Ceramah, Diskusi, Tanya jawab, Demonstrasi, penugasan
2. Pengenalan SIRaport
3. Workshop penggunaan SIRaport
4. Evaluasi produk media yang telah dibuat oleh guru-guru

Figure 1. Siraport training activity chart
HASIL DAN PEMBAHASAN

This service activity was carried out while the Covid-19 pandemic was still ongoing so that the implementation of the activities followed the health protocol. The participants of this service activity are 20 people. In this service activity, the activities carried out are first, the delivery of material about the current assessment process. As well as the SIraport application steps. From the provision of material, the teachers were very enthusiastic in participating in the activities. Many questions arise regarding how the SIraport application will be used. After presenting the material, the activity was carried out to train teachers in applying SIraport where teachers were taught how to login, and input grades. This training activity is shown in Figure 2. In the 90% training process there is no problem in using technology, only the problem is the city used. During the process of delivering the material and training the teacher was very enthusiastic in participating in the activities. The measurement of the success rate of the activities carried out on the target is by giving a pretest questionnaire before the service activities are carried out, and after that a posttest is given. The results of the existing evaluation indicate an increase in the knowledge score of the target audience between before and after the activity. There was an increase in the knowledge of the target audience (mean score) between before and after being given knowledge of 31.9 (57.4%). This shows that the service activities carried out have succeeded in increasing the knowledge of the target audience about the knowledge and understanding and skills of teachers about the SIraport application program in making student report cards.

![Figure 2: SIraport training opening](image)

The assistance and guidance provided will have a positive impact. With the training, teachers can be creative with resource persons about the problems faced in the preparation of appropriate instruments. The discussion will provide better knowledge and skills than the problems encountered previously. Mentoring is an activity aimed at people who already have activities or businesses, including traditional arts, but still need to be fostered to increase their capacity (Januarti et al., 2018). With assistance to the spell, it will greatly help the spell to develop abilities and increase knowledge (Wardana & Wulaningrum, 2020). By providing assistance and guidance on SIraport to teachers, it will provide teacher knowledge in preparing electronic report cards. The existence of SIraport will make it easier for teachers to apply a higher quality assessment. Currently, report cards are made in handwritten form by teachers but with technological developments, student report cards are already in the form of e-reports. The e-report...
developed efficiently and effectively greatly helps teachers in easing the task of teachers in assessing (Juliantri et al., 2017; Pangastuti & Priantinah, 2019). This SIrreport was developed by implementing the principles of assessment. The principles of assessment are continuous, accountable, transparent, comparative, and systematic (Nurhayati, 2016). In SIrreport, a complete student information system will be developed, not just student learning outcomes. Learning outcomes include knowledge, attitudes and skills obtained after participating in learning (Dewi et al., 2014; Fauzi et al., 2017; Riris, 2018; Umami, 2018). In this SIrreport, an assessment related to the interests and talents of students will be added. Also, what distinguishes it from other report card systems is that the teacher will report all student learning outcomes every day after learning is complete so that it can be seen how the student's progress is per day and from these results the interests and talents of students are also visible so that parents and teachers are able to direct students according to their interests and abilities. Of course, the advantage of SIrreport is that the reporting process carried out every day will make it easier for students to improve their way of learning and of course this result will be able to motivate students to learn better. And, no less important is that parents can access student learning outcomes flexibly. Some of the trainings that have been done previously include training which states that building a website-based online report card to make it easier for teachers to manage student grades and make it easier for parents to check their children's grades. The application has been running well and can be implemented by the teacher (Gede et al., 2019). Trainees feel the benefits of the material provided. Meanwhile, the results of the evaluation of the acceptance of e-reports showed that 79.78% of participants felt that e-reports could be accepted and implemented (Solichin & Kristanto, 2019). The training which states that the competence of teachers in inputting e-report assessments is obtained data that teachers have not been able to input e-report assessments (Ruspandi, 2020). From the training carried out, there was an increase in the knowledge and skills of teachers in applying e-report. The findings obtained in this study are that the response of teachers in SIrreport training is very high and teachers who only do things manually can be assisted by SIrreport. Another finding that can be done is to provide training to parents and students in using SIrreport. In addition, the teacher will find it easier to report because everything is neatly stored in the system. The weakness of this training is that due to the limitations of the implementation, which must meet face-to-face, it must be done boldly so that it is not optimal.

**SIMPULAN**

The training carried out increased the knowledge and skills of teachers in applying SIrreport, providing knowledge and understanding and skills of teachers about the SIrreport application program in making student report cards. The assistance and guidance provided will have a positive impact. Mentoring is an activity aimed at people who already have activities or businesses, including traditional arts, but still need to be fostered to increase their capacity. It is recommended that the training that can be done for the next stage is to provide training to parents and students in the use of SIrreport.

**DAFTAR RUJUKAN**


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