Training Teachers in SMA and SMK Persada Bandar Lampung about E-Rapor Information System which is base on Curriculum of 2013 (K.13)

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ABSTRACT

Changes in the elementary and secondary education curriculum in Indonesia have contributed to changes in the use of technology. One change in the use of technology is filling out report cards in schools. Filling out report cards in primary and secondary schools is being pushed to be transformed into electronic report cards (e-report cards). This change requires teachers in primary and secondary schools to be adept at using information technology-based tools. Efforts to answer this change were held technical guidance activities aimed at providing training to teachers in Persada Bandar Lampung High School and Vocational School to be able to fill out the electronic report cards. This activity was carried out with several main materials, namely application installation, application troubleshooting, and the use of e-report cards. This activity lasts for 3 days, but the next activity will still be assisted to deal with some of the problems that arise after the technical guidance process ends. This technical guidance was attended by 27 teachers. Technical guidance is carried out by the method of delivering material, simulation and discussion. The results of technical guidance were analyzed quantitatively based on observations and discussions indicating that all technical guidance participants were able to fill the e-report system according to their respective roles after the implementation of technical guidance on filling the e-report card system.

Key word: *e-rapor, curriculum 2013, teachers, information technology, technical guidance.*

1. Introduction

Changes in the elementary and secondary school curriculum into the curriculum of 2013, its encourage changes from various lines of national education (Atikah Mumpuni, 2018). Start from prelearning process, assessment process, up to reporting learning outcomes. Learning outcomes that have been known as a Rapor, now heading to a change in form known as E-Rapor (Dwi Nurani, 2015).

This change encourages each primary and secondary education stakeholder to improve to provide education services that meet the requirement curriculum of 2013 standards (K.13). One of the improvements made is improvement in the field of reporting the result of learning assessment. Reporting that was previously conducted by filling out a report card physically,

currently being directed to the form of electronic-based report filling in web page format (Muhammad Bilawa Putra, 2018).

Changes in the format and form of report cards become form of web pages, encourage the education system to change the procedures of filling out assessment reporting to be electronic-based report. Changes in procedures require new knowledge in reducing uniform and explicit procedures thus that teachers have the same understanding in accessing electronic report of learning outcomes (Muhammad Jaffar, 2019). Meanwhile, some teachers in primary and secondary schools have skills that are not qualified in accessing electronic-based service system, especially information system in the form of web pages. (Direktur Jenderal Dinas Pendidikan dan Kebudayaan Menengah, 2015). In addition, the existence of several rules for accessing E-Rapor is an important problem to be presented to the teachers. They need deep explanation to ensure the learning outcomes reporting process works properly (Luqman Azhar Juliantri, Totok S.F, Hari Wibawanto, 2017). As though filling a value that is not a mere numerical data, but there are standard numbers, there is also reporting validation and importance of synergy between each user in electronic reporting of learning outcomes (Ofani Dariyan, Adi Dewanto, 2017).

Another problem that is also rarely understood by the teachers, about the role of each teacher in electronic report system of learning outcomes. Such as the role of classroom teachers, the role of subject teachers, the role of guidance and counseling (BK) teachers, and the role of the system operators itself. This makes it important to standardize the understanding of electronic report system of learning outcomes to all the teachers as users (Langgeng Hadi Prasetijo, dkk., 2016). Therefore, encouraging teachers to improve their ability to use electronic report system in the form of training and technical guidance to provide electronic-based assessment reporting services in the form of web pages is one solution that can provide experience for

teachers and encourage them to be able to conduct students learning outcomes report management through shaped electronic report web systems.

This community engagement activity aims to provide training in the presentation of material about E-Rapor to teachers and provide technical guidance. The ultimate goal is that the teacher is able to conduct student learning outcomes report management on an electronic based report system in the form of a web page.

2. Problem

The low level of understanding of teachers about the operation of E-Rapor Information System. Only 8 teachers of 27 teachers really understand the E-Rapor Information System, but cannot use properly and yet used it to report learning outcomes of students. Even though the E-Rapor information system has been socialized by the education ministry, and the E-Rapor software has been provided by education ministry at various links in cyberspace which is can be download. The environment for running the system is also available and supports it well. The problems encountered in the E-Rapor card integration process are overall greater on the side of human resources (HR) who do not know and understand the functions of E-Rapor system, the use of E-Rapor system, and the positive impact on the education process. Human resources in question are not entirely in the role of the teachers, but also the role of the principal, the role of the operator in the school and even the role of the head of the education office and its staff in supporting and running the reporting system of students learning outcomes using the E-Rapor system.

The problem that was solved in this community engagement was that not all teachers knew and understood the E-Rapor system. Thus that there needs to be technical guidance and training on the use of the E-Rapor system. Through this training teachers in SMA/SMK Persada Bandar Lampung understand the functions of the E-Rapor system, as well as the positive effects of the E-Rapor system, and are able to operate the E-Rapor system and understand the role of each user in the E-Rapor information system.

3. Method

The methods used in this community engagement are several methods, namely methods on training, data collection methods, data testing methods, interview method, and methods for inviting participants to be willing to use the E-Rapor system (Rifai, 2019).

3.1. Metode Pelatihan

The E-Rapor training activities are designed to produce teachers who are able to operate the E-Rapor system. Understand their respective roles in the system both as classroom teachers, as subject teachers, and as counseling teachers. This activity was carried out in collaboration with the SMA/SMK with the Darmajaya Institute of Informatics and Business. The activity is followed by SMA/SMK teachers and school administrators / operators.

3.2. Metode Pengumpulan Data

Data collection is carried out to find out the problems or obstacles experienced by the school in applying assessment reports using the E-Rapor system. Data is collected by interviewing the principal, the operator and the vice principal in the field of curriculum (James, P. Spradley. 2016). Furthermore, discussions were held with the principal, the deputy headmaster of the curriculum and the school operator. This discussion aims to determine the strategies that are considered appropriate in providing invitations and good understanding of the E-Rapor system.

3.3. Metode Analisis Data

The method of data analysis carried out is qualitative analysis (Vanderstoep, S. W., & Johnson, D. D., 2008). Conduct analysis based on the results of the interview, the results of the discussion, and the results of the training. Data analysis was carried out to determine several things, namely the best way to transfer knowledge about the E-Rapor system. So that teachers are willing to be given training and technical guidance about the E-Rapor system. In addition, an analysis was conducted to measure how much the teachers understood about the E-Rapor before and after technical guidance was held.

3.4. Lokasi dan Waktu Kegiatan

The location of community engagement activities was carried out at the SMA/SMK Persada Bandar Lampung. The time of activities is on February 21st, 2019 and on April 1st, 2019. The details of the

activities that began with the presentation of the E-Rapor system to teachers at the SMA/SMK Persada Bandar Lampung, presentation of material with the lecture method, then training on the use of the R-Rapor system. After that, technical guidance was carried out to help resolve technical problems in the use of the E-Rapor system.

4. Hasil dan Pembahasan

Training and technical guidance of the E-Rapor information system is a series of activities aimed at exposing the E-Rapor system in theory, the legal basis for its use, and guidance on its use from various types of users. Through this E-Rapor information system training and technical guidance activities, school residents who are directly related to the E-Rapor information system receive an in-depth understanding and skills in using the E-Rapor information system. So that it is expected to reduce misuse, as well as reduce teacher unpreparedness in facing the process of migration from traditional report systems to E-Rapor information systems.

Structurally the software, E-Rapor information system has 5 groups of users, namely users as “guru wali kelas”, as “guru mata pelajaran”, as “guru konseling (BK)”, as “Admin/Operator”, and “Siswa”. The meaning of the user group name is: "guru wali kelas" is the same as the class teacher, and the meaning of "guru mata pelajaran" is the same as the subject teachers, "guru bimbingan konseling" is the same as counseling teachers, and thus is "Admin / Operator" who has the right to administer the E-Rapor system, while "Siswa" means students. Each group of users has their own rights and authority.

Authority and duties of each user group as follows:

- a. Authority and duties of the user with the role of e-Rapor Information System Admin / Operator in the School.
 1. Installing e-Rapor information system on a server computer that is in school.
 2. Then synchronize the e-Rapor information system with the dapodik system.
 3. Editing the school profile.
 4. Giving access rights to users in this case “guru mata pelajaran”, “guru wali kelas”, “guru bimbingan konseling(BK)”, and as well as “siswa”.
 5. Socialize e-Rapor, share usernames and passwords to those concerned.
 6. Summarize the names of subjects in the e-Rapor and standardize it.

7. Mapping subjects.
 8. Adjust local content data.
 9. Input minimum completeness criteria (KKM) subjects.
 10. Enter date of e-Rapor data.
 11. Print report cards.
 12. Sending value to dapodik.
 13. Backup and restore data.
 14. Inputting the value of the National Standardized School Exam / School Examination.
 15. Activate and deactivate input values by the teacher in the current semester.
- b. Authority and duties of users with the role of subject teachers in the e-Rapor Information System in Schools.
1. Configure personal data.
 2. Mapping basic competencies and summarizing basic competency descriptions.
 3. Enter the value of knowledge, skills, spiritual attitudes, and social attitudes.
 4. Enter a description of the value.
 5. Send final grades to classroom teacher.
- c. User authority and duties with the role of homeroom teacher in the e-Rapor Information System in Schools.
1. Configure personal data.
 2. Configure student data, especially student data that is not yet available in the dapodik system.
 3. Entering and printing KRS (Study Plan Cards) for those who use the SKS system (Semester Credit System).
 4. Enter attendance value, extracurricular value, student achievement, guardian notes, and process description of student attitudes.
 5. Print report cards.
- d. Authority and duty of the user with the role of counseling teacher in the e-Rapor Information System in the School.
1. Configure personal data.
 2. View details of student data.

3. View at the results of processing the end of the semester and the end of the year.
 4. View at the graph of the value of students.
 5. See the recap of attendance of students.
 6. View and Print Leger.
 7. Assess spiritual attitudes and social attitudes.
 8. Give consideration to homeroom on student development notes.
 9. Counseling teacher can also give consideration to homeroom teacher related to attitude assessment.
- e. Authority and duties of users with the role of students / students in the e-Rapor Information System in Schools.

Students can access e-Rapor through the internet and intranet networks. In this case the students can only see without the right to make changes to the data on the e-Rapor except changing the password (password) and input the Study Plan Card (KRS) for the organizer with the semester credit system (SKS).

This training and technical guidance focuses on efforts to encourage SMA / SMK Persada Bandar Lampung teachers to be willing and able to use the e-Rapor information system. Encourage teachers to be willing to use the e-Rapor information system by motivating the importance of data centering and its correlation with other systems such as population data while migration from traditional to electronic. If the reporting of student assessment is done electronically then it will be systemized and in it there are various relationships such as subject teachers, counseling teachers, and also school operators, so as to reduce human error in conducting the assessment reporting process. In addition, the ease of access for alumni users or even for students when becoming alumni.

The application of the lecture selection method in the presentation of the e-Rapor information system includes the impact of using the e-Rapor, the advantages and disadvantages of using the e-Rapor information system. Risks that occur when the system is implemented.

This training activity was conducted at SMA / SMK Persada Bandar Lampung with the details of the activities as follows:

1. Opening and Exposure of e-Rapor information system training and technical guidance agenda.

The opening activity by the host was carried out by our colleague, Mr. M. Dwiyan Aditya, M.Pd. This activity is carried out to open and expose the activity agenda which includes training activities and technical guidance on the use of e-Rapor information systems. The training will be carried out in several stages, namely training on use by e-Rapor information system users with the role as system admin / operator at the school. Then training for homeroom teachers, for subject teachers, for counseling teachers, and for students who are delivered to teachers who are expected to convey information or provide guidance to students to access the e-Rapor information system.

Source: Primary data processed (2019)

Figure 1. Opening and presentation of the e-Rapor information system training and technical guidance agenda.

2. Training and technical guidance for computer admin / operators at school.

Training for computer admin / operators in schools is carried out by Mr. Sabam Parjuangan, S.T., M.Kom. The training is conducted by lecture and simulation methods. The first stage is to explain the stages theoretically to the operator, then carry out simulations and assistance. Training with the operators themselves is carried out separately, namely on January 28th, 2019. Then technical guidance is carried out on February 4th, 2019. The result is that after theoretical and technical guidance, there are 2 computer administrators / administrators who are willing and able to exercise

authority and duties as admin / operator in the school. Willing to provide system installations on the server and can be accessed on an intranet basis.

3. Training and technical guidance for classroom teachers, subject teachers, and counseling teachers.

Training and technical guidance for teachers was carried out on February 21st, 2019. Training and technical guidance activities for homeroom teachers, subject teachers, counseling teachers were conducted by Mr. Sabam Parjuangan, S.T., M.Kom. The material presented included the role of homeroom teachers, subject teachers, counseling teachers in the e-Rapor information system. Presentation of the material is done by the lecture method. In addition to lectures, simulations were also carried out, and the system was used with the supervised learning method or guided learning method in approaching efforts to maximize the ability of class teachers using the e-Rapor information system. The result is 18 classroom teachers who are willing and able to report assessment with the e-Rapor information system. There are 27 subject teachers who are willing and able to report learning outcomes assessment with e-Rapor information system. In addition, there are 3 counseling teachers who are willing and able to use the e-Rapor information system.

Source: Primary data processed (2019)
Figure 2. When Exposing the e-Rapor Information System Material.

On the sidelines of the training participants' activities and technical guidance ask questions about several things, including:

1. Why do you have to migrate to the e-Rapor information system?

Answer:

Because now almost everyone has a device that can be used to access information systems.

Therefore migration to information systems is possible and can simplify the process of reporting learning outcomes.

2. When was the implementation of the e-Rapor system really implemented?

Answer:

The implementation of a reporting system for evaluating learning outcomes using the e-Rapor information system is likely to be implemented in 2020, depending on government policy through the national Ministry of Education and Culture.

3. What are the potential risks that occur when the e-Rapor information system is implemented?

Answer:

The potential risk that occurs when the e-Rapor information system is implemented is the network system in each school that has not supported the maximum in providing the system to slow down the e-Rapor information system access process.

4. In the future how about the e-Rapor information system, will it be used or only the system?

Answer:

According to the regulations and seriousness of the government in migrating to electronic-based systems it seems that the e-Rapor information system will be used.

5. Kesimpulan

Training and technical guidance of e-Rapor information systems to the admin / operator of the school computer, to classroom teachers, subject teachers, and counseling teachers are felt to have an impact on the willingness and ability of trainees to use information systems e -Rapor in reporting the assessment of student learning outcomes. According to the willing and willing to use the e-Rapor information system by 2 school computer admin / operators, 18 classroom teachers, 27 subject teachers, 3 counseling teachers.

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