The Role of Smart School Program by Ruangguru for Teacher's Development in Indonesia

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Abstract

This study aims to discover the implementation of the Smart School Program by Ruangguru as a training course for teachers across Indonesia to enhance the capability and knowledge of innovative pedagogy. The method used in this research is library research with data collection techniques in observation and documentation. The training program was conducted in the online platform using Zoom and Google Form. Therefore, the results showed that Smart School Program could develop the adaptive-teaching mindset and build the network for their professional career. Teachers are motivated to explore their leadership skills in the classroom, define the best-case practice of hybrid learning and engage in the practical knowledge of digital technology.

Keywords: *Technologies for Teacher Education, Learning Management System, Online Learning,Ruangguru, Adaptive Teaching*

Introduction

The process of learning in this 21st century has rapidly changed due to technological improvement of current technologies in classroom activities. Therefore, a massive spread of COVID-19 outbreak has become global pandemic and forces to do social distancing. It has tremendous impact on various sectors especially in education. Rethinking the way educator delivers the pedagogy for students is vital to identifying new opportunities for today's learner to develop their skills. According to Di Pietro et al. (2020) students are likely experienced learning loss during lockdown especially in primary and secondary levels, who have higher difficulties in adapting to the new learning environment. More unfortunate students who come from low-level economic background are likely to fall during this period. Eccles et al. (1993) mentioned that a firm transition to a new environment of education requires a learner special social care to improve their concentration and motivation for online learning in such a special crisis.

The option to implement an online learning method increases during this critical period. Anderson (2008) pointed out that online learning as a platform of distance education which provide access to educational experiences in flexible time. Therefore, he portrayed online learning offer some opportunities for teachers and students to interact in synchronous learning (real time interactions) and asynchronous learning (no time zones, location, and distances). However, Almosa (2002) pinpointed several drawbacks of online learning regarding the lack of relation, cost of learning, less effective of interpretation and explanation, and difficulty to control the immoral activities such as cheating, piracy and plagiarism, also some materials could not properly study to online activities.

However, the intention of teachers to implement technology in the schools is very crucial during the outbreak. Online learning is supposed to recover the learning gap, even though with major complex and challenges (Munawwir & Nerizka, 2021). A major shift to online learning was the primary option during the situation because of the COVID-19 pandemic (Mahyoob, 2020). Some countries have already made a progressive switch to online learning, while Indonesia had not ready yet during the early stage of the pandemic to transformthe education landscape into a completely online method. A study conducted by Wahyuni (2012) as cited by Panggabean & Himawan (2016) explored to 98.3 % among 285, 884 registered teachers in Indonesia had overall score 42 out 100 regarding the competence level. Revina et al. (2020) also discovers that education system in Indonesia is rambled around teachers' quality regarding the low entitlement to produce high-quality teachers, underfundedand bureaucratic process rather than focus on student's learning outcomes. In addition to bridging the gap of learning disparities in Indonesia, many tutoring platforms offer the service to enhance students' and teachers' capabilities to adapt withtechnology. One of them is Ruangguru as a start-up education. According to the official website(ruangguru.com), Ruangguru is an online learning application that provides services in the form of tutoring to cater for the needs of learners' understanding of each subject matter withoutlimitation. This company, which was founded in 2014 by Adamas Belva Syah Devara as CEOand Muhammad Iman Usman as COO as the largest online tutoring application not only in Indonesia but also in Southeast Asia. Ruangguru has been trusted by more than 22,000,000 students and 300,000 teachers in Indonesia, also received 9,3 out of 10 from the satisfaction survey on its platform. Besides that, this application received several awards such as Innovationto Watch, Google Launchpad Accelerator (2016), Google User Choice's Award (2018),recently chosen as #2 in Education and #25 in Overall Category in Fast Company's list of TheWorld Most Innovative Company (2021), and other awards.

Currently, Ruangguru as an online learning application can be used for all levels from elementary, junior high, high school, and vocational school. Through the process, Ruangguru not only targets the pupils to interact with education platforms but also the teachers, where they can also develop their skills with the current trends of technology. Moreover, this platform provides Smart School Program to elevate teachers' capability in adaptive teaching and innovative pedagogy. The selected participants of this event were teachers across Indonesia in K-12 both private and public schools under the collaboration between schools and Ruangguru. According to Yusra (2017), Smart School Program is a technical program that embraces all education stakeholders, from teachers, students, schools, government, and parents. Through this system, students and teachers who have registered in the Smart School can take part in the ability mapping test program and deliver teacher competency tests for teachers.

From the description above, the authors of this research try to provide the analysis of the Smart School Program feature based on customer satisfaction responses. This response deliberates the improvement of teachers' development program activity during these critical circumstances. The feedback received to come out from the survey altered how satisfied the customer was with a product. The purpose of this study discovers the implementation of the Smart School Program as a webinar series in response to adaptive teaching and to build a network of professional careers.

Methodology

On analysis of teacher's development in this research, the author used library researchand data collection. Therefore, in the form of data collection deploy the approach sentiment analysis. According to Bing (2012) as cited in Munawwir & Nerizka (2021), the term of sentiment analysis lies on certain characteristic of opinion mining, opinion extraction, sentiment mining, subjectivity analysis, affect analysis, emotion analysis and mining reviews. This method analyses a person's perspective, attitudes, judgment, evaluations, sentiments, andemotions for an entity such as event, product, organizations, personalities, topics, and issues. Therefore, the form of sentiments itself coming from the information on the web include the

facts and opinions. In this study, sentiment analysis was used to discover teacher's response of Smart School Program through the google feedback form as the resources. The participant of this program were 42 teachers across Indonesia in webinar series from 1 September to 29 October 2021. The teachers coming from private and public schools with the various background of elementary schools, junior high schools, and senior high schools.

Results and Discussions
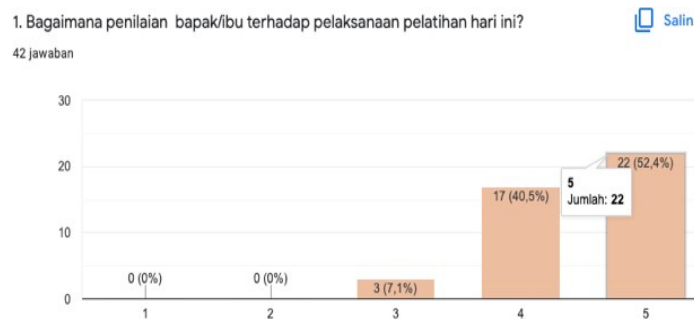

Figure 1. Blended learning

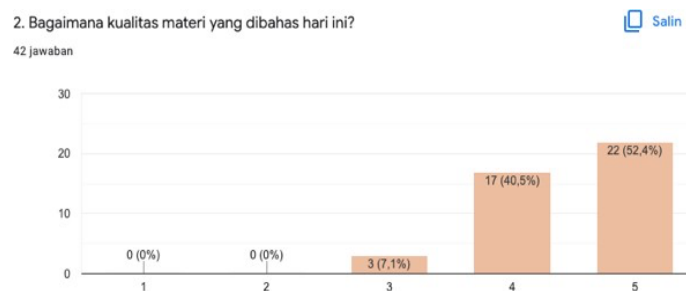Figure 2. Assessment of Mr/Ms on the implementation of the exercise today

Figure 3. The quality of the material covered

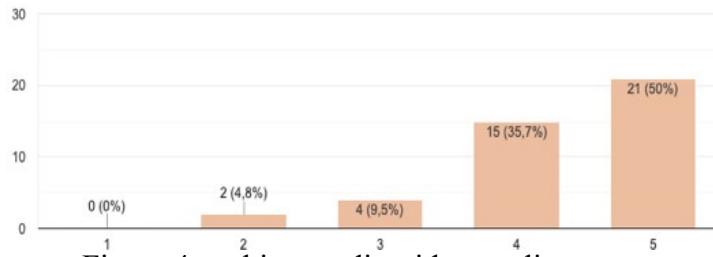3. Bagaimana kualitas audio-video pada webinar hari ini?

42 jawaban

Figure 4. webinar audio-video quality

4. Bagaimana kualitas pembicara pada pelatihan hari ini?

Figure 5. Speaker quality at today's training

5. Bagaimana manfaat pelatihan hari ini untuk bapak/ibu?

42 jawaban

bermanfaat bagi kita dalam memotivasi siswa pada masa pandemi ini dimana banyak siswa yang kurang disiplin dalam mengerjakan tugas maupun kurang aktif mengikuti pembelajaran jarak jauh

Sangat membantu dalam pemebalajaran online

Sangat membantu

Bagus

Cukup bermanfaat sbg penyegaran dalam pembelajaran

sangat bermanfat karena mengetahui tentang penggunaan otak dlm pembelajaran

Lebih memahami tentang pembelajaran tentang pola berpikir manusia

dapat digunakan untuk alternatif platform dalam pembelajaran daring di tengah pandemi

Figure 6. Benefits of training today for
Father/Mother

6. Kesan dan saran
42 jawaban

Sangat senang dan tidak membosankan dalam menyimak materi

Senang ada materi baru, ilmu baru. Sayang tadi terlambat join krn kendala teknis. Apa bisa diberikan link untuk melihat rekaman pembelajaran siang hari ini?

semoga Ruangguru makin jaya dan sukses dengan berbagai inovasi dan kreativitas yang bermanfaat

Semoga acr berikut, lbh bagus.

Lebih banyak lagi kegiatan kegiatan bermanfaat seperti ini.

Terima kasih sudah membantu guru dalam melaksanakan pembelajaran online

Kadang membutuhkan jaringan internet yang besar

Menambah waktu webinar

Semoga kedepanya lebih baik lagi

Figure 7. Impressions and advice after training

Based on the data acquired shown in figure 1 until figure 7, Ruangguru has provided anew approach that focuses on student-centred with the innovation to promote adaptive teaching. Figure 2 to Figure 5 depicted the satisfaction of participants in this program, while figure 6 and figure 7 articulated the good feedback from the whole training given. Consideringstudents as active participants rather than passive learners, the teacher should also be adept with a new method of teaching and learning. To educate the future generation, the teacher playsan important role to manage classroom settings, deliver value-based materials and inspire students through their teaching style. Incorporating technology can be beneficial in the teachingpractice to engage in knowledge construction compared with traditional knowledge (Hung & Jeng, 2013; Strayer, 2012). Additionally, in new teaching pedagogy, an educator can guide students to improve their progress by demonstrating the attitude of independence by involvingself-study are essential to the motivation of research and creativity (Lin et al., 2016).

It is believed that motivation is very crucial to developing a quest for learning for every student. Motivation has always become an essential role in supporting student learning and desire to participate in specific activities (Schwabe & Goth, 2005; Vernadakis, Gioftsidou, Antoniou, Ionnidis & Giannousi, 2012). The participants of the webinar series of the Smart School Program described that they found this event very useful to motivate the children. In new teaching pedagogy, an educator can guide students to improve their progress by demonstrating the ability to be independent for deliberating motivation and seeking creativity (Lin et al., 2017). By involving the learning method using online teaching experience, the teacher will trigger the student to have critical thinking skills. As Garrison et al. (2001) mentioned it is part of the process and outcome which rely on the individual perspective focus on deep and meaningful understanding. Moreover, the authors consider that teacher has a responsibility to assess the quality of critical thinking as an outcome in the educational context.

The learning outcomes have always been challenging and complex to be measured yet in these unprecedented times. With this intention, Akyol and Garrison (2011) are concerned on coherence groundwork that can propose the order and structural elements of a community of inquiry to support higher-order learning outcomes within each student. Through this platform, teachers who act also as learners could connect with others and build their professional careers in absorbing new knowledge. Likewise, Armellini and De Stefani (2016) show a positive

attitude toward the Community of Inquiry by saying that higher-order thinking can be achieved by the interaction of social, teaching, and cognitive dimensions. Besides, the deliberateteaching

process could be strengthened the higher order thinking skills (Azvedo, 2005, as citedby Hasan et al., 2013).

Conclusion

From the finding of the discussion above, it can be inferred that Smart School Programby Ruangguru is essential to develop an adaptive teaching mindset in the midst COVID-19 outbreak. With certain webinar series, Ruangguru had extensively built the groundwork for teachers to prepare the learner's needs for the adoption of technology in classroom activities. This learning approach enables participants to enjoy online learning with certain topics and connect with peers. The existential expertise might be beneficial for teachers to unpack new methods in pedagogy.

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