

Best Teach: A Social Media Inovation for Sekolah Best Agro International's Teachers to Create A Better Education in Remote Areas

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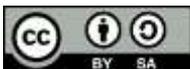
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ABSTRACT

Best Agro International, a palm oil plantation company, runs a Corporate Social Responsibility (CSR) program in the education sector. This company have 28 schools of kindergarten level, 28 schools of elementary level, 12 schools of junior high school level and a school of vocational high school level, that built in the middle of the palm oil plantation spread across Central Kalimantan. Best Agro International 's educational CSR have many obstacles: the lack of interaction the teachers obtained from the outsides, many confusion and misconceptions about education system, and the space for the teachers to upgrade their skills is limited. This research purpose is to make an educational platform, namely Best Teach. The goal of this application is to provide a media for teachers to connect with each other, provide space for discussion and sharing of best practices, and help teachers to improve their educational competence. The design of this research is an explorative qualitative approach. This approach is used because it is in accordance with the data processing carried out, which does not use numerical analysis. Teach's research results are the right solution. With Best Teach, no more teachers are confused about implementing the curriculum, because they have space to share and discuss. This research contribution maximizes the competence and knowledge of Best Agro International School teachers, is also in accordance with curriculum demands, and is in line with Society 5.0 which requires humans to have creativity, critical thinking, communication and collaboration skills.

Keywords: *Best Agro International, Best Teach, education, quality, school*



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INTRODUCTION

Education has a significant role in contributing to the progress of the nation. Hendriansyah & Kurniati (2020) amplify this statement. According to them, non-qualify education will have the nation to be left behind. To help improve the next generation of the Nation, Best Agro International, a palm oil plantation company, runs a Corporate Social Responsibility (CSR) program in the education sector.

Best Agro International objectifies the CSR program by building an education base facility that is school. Later on, the schools built by Best Agro International in this research were named as Sekolah Best Agro International. Sekolah Best Agro International consists of pre-school level to the high school level. They were built in the middle of the palm oil plantation spread across Central

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Kalimantan. Recently, there are 28 schools of kindergarten level, 28 schools of elementary level, 12 schools of junior high school level and a school of vocational high school level.

The students of Sekolah Best Agro International are mostly the employees' children of Best Agro International company. However, there are also students from the neighborhood of the palm oil plantation area. The students of Sekolah Best Agro international are fund-free. All they need is just focus on studying.

Regarding to the geographical location, which was far from the city, most of the Sekolah Best Agro International faces many obstacles. To begin, it is hard to find a qualified teachers who are pleasing to work at the plantation area. Quailfied teachers are needed to improve the quality of SDM (human resource) in Central Kalimantan which is still in low level (Simbolon, Yuniekawaty, & Husnatarina, 2022).

Another obstacle is the lack of interaction the teachers obtained from the outsides. This situation affects to the absorbtion of the latest information related to education is not optimal. In addition, it causes many confusion and misconceptions. Then, the space for the teachers to upgrade their skills is limited. In fact, the teachers' interest in improving their self-capacity is also low. The actual example of the absorption of educational information that is not optimal is the teachers' lack of understanding of the latest curriculum that is implemented in the Sekolah Best Agro International. The curriculum appllied is the adaptation and adjustment of the Kurikulum Merdeka.

Based on the writers' observation, there is a school's principal and even the teachers who do not fully understand the curriculum of Sekolah Best Agro International. In implementing the Proyek Penguatan Profil Pelajar Pancasila (P5) the teachers also did not fully understand. This situation of course becomes a crucial issue. Whereas, curriculum has a function as a guidelines of learning process (Alawiyah, 2013). Thus, the school's principal and the teachers have to master and are able to carry out a proper curriculum (Sutjipto, 2018).

The presence of Industrial Revolution 4.0 offers a lot of contribution in daily basis, particularly in terms of education (Santoso, Wahyuni, & Artika, 2021). This can be an opportunity in order to solve the issue which highlighted in this research. In addition, human life has now entered the Society 5.0 era which requires several skills. Among them are 4C: creativity, critical thinking, communication, and collaboration (Sebastian et.al., 2021). If the teachers are hesitant to improve themselves according to the surroundings, then updated and high-quality education will never be accomplished.

To overcome the issue of human resource of the teachers in Sekolah Best Agro International, the writers devised the idea of an application-based social media platform called "Best Teach". This application is specifically made for the teachers of Sekolah Best Agro International. The purpose of this application is to provide a media for teachers to connect with each other, provide space for discussion and sharing of best practices, and help teachers to improve their educational competence. The idea of Best Teach is a brilliant innovation, because yet the teachers among Sekolah Best Agro International only used the WhatsApp group to connect with each other.

Apart from overcoming the problems found, this scientific article also aims to enrich the information about education and information technology, although the output of this research is still in the form of idea. Apart from that, it is hoped that this article can become a reference for similar research in the future. In this way, educational problems related to the studies raised in this research can be addressed optimally.

METHODS

The design of this research is an explorative qualitative approach. Explorative research is carried out by finding out deeply about a problem, then providing an overview of the solution (Santoso & Negara, 2021). This type of exploratory research was used to analyze teachers'

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problems at the Sekolah Best Agro International. After the problem is identified, an idea for a solution is created in the form of an idea for a social media platform.

A qualitative approach is research that visualizes results with sentences (Santoso & Negara, 2021). This approach is used because it is in accordance with the data processing carried out, which does not use numerical analysis. Even though it is still in the form of an idea, this research will be very useful in providing an overview of the solutions to the problems raised, before carrying out further execution.

The research flow can be seen as follows.

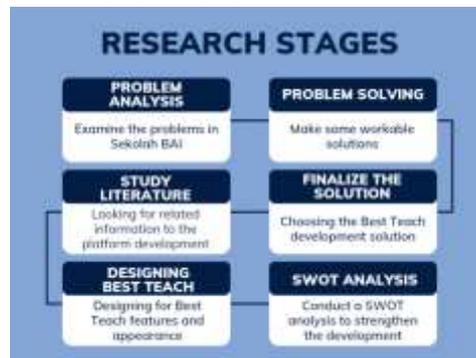


Figure 1. Research Stages

RESULT AND DISCUSSION

The "Best Teach" Platform Concept



Figure 2. "Best Teach" Opening Display

Best Teach was initiated with the concept of an application-based social media that allows users that are the teachers to interact with each other virtually. With the Best Teach application, teachers can join groups, find out the latest posts from friends and the official account of Sekolah Best Agro International. Then, the teachers can also post and share information and best practices. Furthermore, it allows the teachers to interact personally with the "message" feature.

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This application platform uses a real-time system that makes notifications, messages and comments delivered immediately, even when the application is not being opened. The service of course requires an internet connection.

To have a Best Teach account, school operators must first register their teachers and staffs in the database, then they will get a username and a password. The application installation guide on the cellphone is as follows. First, teachers can download the Best Teach application on the Google Play Store and App Store.

Second, open the Best Teach application and click "Log In", then type the username and password obtained from the school. Third, after logging in, teachers can immediately use the application with the various features available. It is a good idea to complete personal profile data that may not have been recorded in the school database before using Best Teach.

a) Features

To maximize the function and performance of Best Teach, the application is equipped with features that suit the needs of Sekolah Best Agro International teachers. These features consist of a homepage, profile, search, posts, groups, connections, notifications, messages, and an optional menu. In more detail, a description of the features are as follows.

(1) Homepage



Figure 3. The Homepage of "Best Teach"

This feature is the main page that will be displayed when the teacher opens the Best Teach application. There is a summary of other features contained in this application. At the very top there is a pinned of the latest news, which contains important information from the official account of the Sekolah Best Agro International.

(2) Profile

Profile is a feature to view teachers' own profile which contains personal data. This feature icon is in the top-right corner, marked with a profile photo. In this feature, user can also see how many friends, posts that have been made, and groups they were joined. If the teachers want to change the data and customize the profile photo, then they can also set it in this feature.

(3) Search

If the teachers want to find a feature, post, or anything else in the Best Teach application, teachers can go the 'search' feature at the top in the middle of the screen. The search feature is displayed in the form of a field to fill in text and a 'lup' icon to start the search process.

(4) Post



Figure 4. The User Posts

Post is a Best Teach feature for sharing posts, photos, videos, and files. With this feature, teachers can share best practices, learning media, activity documentation, and the latest educational information. Posts are also equipped with features like, comment, and save. The like feature serves as a symbol of appreciation for users who share posts. Comment feature has a function to reply to posts and carry out two-way interactions. Save feature has a functions to save posts to be read again later on.

(5) Group

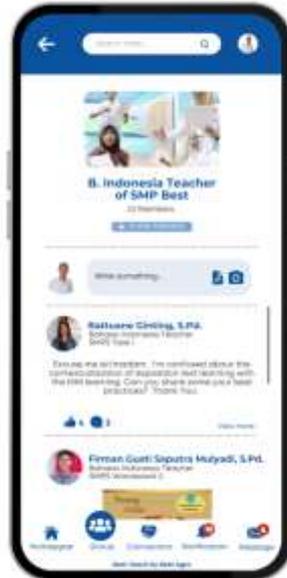


Figure 5. The Group of Bahasa Indonesia Subject

On the main page of the application, the group feature has actually been displayed, namely in the form of the three most active groups that the teachers participate in. To view and enjoy more complete features, teachers can press the group icon, below the right of the home icon. In the group feature, teachers can create or join existing groups. Each group will have an administrator, who is in charge of managing and has access to approve new members. The teacher who creates the new group automatically becomes the administrator of that group. Although only administrators can approve entry of new members, teacher can still invite other users to join. A group founder can also make another teacher to be an administrator. In group feature, teachers can post posts, share files, and open new discussion rooms.

(6) Connection

The next feature is connection. This feature contains information about the accounts connected to the teachers' account. With this feature, teachers can connect with each other by searching for the teacher's name and pressing the "add friend" button. New account users get connection recommendations based on their information in the database. Accounts that are connected to each other, their posts will automatically appear on each other's "post" page.

(7) Notification

In the notification feature, teachers will receive reminders about recent activities and information. For example, pinned information from the official Sekolah Best Agro International account, comments from personal and group posts, group entry invitations, connection requests, and other users who liked the posts.

(8) Message

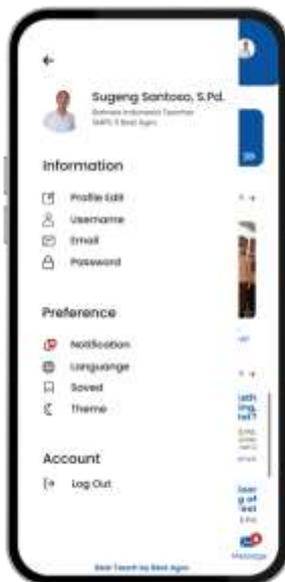


Figure 6. The User Conversation

The feature whose icon is located at the far right is a private feature. With this feature, teachers can have two-way discussions with other user. This Message feature can not only send chats in text form, but there is also a voice call and video call.

(9) Optional Menu



Figure 7. Optional Menu

The optional menu is on the upper left corner of the homepage. The icon from the optional menu is three blue lines. This feature contains menus for changing personal information, account security, settings, preferences, and logging out the account.

SWOT Analysis

SWOT analysis helps to analyze the internal strengths and weaknesses of a product, as well as analyze external opportunities and threats (Putra, 2017). The following are the results of the SWOT analysis of the Best Teach platform.

Strength of the Best Teach platform is the appearance of the application that is up to date and its features are easy to use. In addition, the existing real time service will drive messages and notifications delivered without a hitch. Weakness of the Best Teach platform is the possibility of errors when using it. However, this will continue to be monitored and improved in the evaluation stage.

Opportunities from the Best Teach platform is that there is still a need for space to share information and best practices of Sekolah Best Agro International's teachers. Currently, they only use WhatsApp groups which the features are not particularly made to support teaching activities. Threats of the Best Teach platform is an appeal from the government for teachers to install a similar application with Best Teach that is "Merdeka Belajar". Both Best Teach and Merdeka Belajar provide almost exact same features. However, the material discussed on the Merdeka Belajar platform is less simple. In fact it makes the teacher confused.

Implementation Stages



Figure 8. Implementation Stages

Based on the results of the SWOT analysis above, it is known that the Best Teach platform has many advantages. Even so, it is still necessary to arrange the implementation stages so that the success of this platform can be maximized. The implementation stages that will be implemented are as follows.

First, submission and collaboration with Sekolah Best Agro International. At this stage, a Best Teach proposal and prototype will be submitted to the foundation. This stage is carried out so that each party understands the existing problems, the function of this idea, and the goals of the collaboration, so that both can collaborate optimally.

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Second, platform design. This stage is carried out after the submission of cooperation has been passed. When the funds and the human resources to design the platform are set, then it can be executed immediately. In carrying out this stage, cooperation and communication is needed between the initiators, developers, and the Sekolah Best Agro International, so that there is no misconceptions.

Third, socialization. At this stage it will be carried out after Best Teach is ready to use. The introduction and socialization of the Best Teach platform, targets school principals, teachers and the staff within Sekolah Best Agro International. Introduction and socialization must be carried out in an interactive, communicative and directed manner so that the target will fully understands the platform being developed.

Fourth, the implementation stage. The implementation phase is carried out by implementing Best Teach in the teachers' daily basis. This stage will be carried out optimally when the development and socialization are carried out successfully. As it will be implemented for the first time, it is necessary to monitor and collect data (both advantages and constraints) as material for evaluation and improvement.

The last, the evaluation and refinement stage. This stage is carried out periodically. For example, once every three months for a year, with notes in that period, data and information on the implementation phase must be recorded. Evaluation activities are needed to examine the constraints that need to be fixed, as well as the strengths that must be maintained. The results of this evaluation are used as the basis for making improvements to the Best Teach platform.

Participation of Related Parties

To achieve the goal of creating the Best Teach platform, the participation of several related parties is required. First, Sekolah Best Agro International is expected to give permission, support, and funding for the development of the Best Teach platform. In addition, the foundation is also expected to issue a policy so that all school members have to use the platform. Second, initiators and developers have to maintain cooperation and communication in designing and developing the Best Teach platform. Third, the principal must provide direction, and be an example for teachers and school staffs in using the Best Teach platform. Fourth, teachers must use the Best Teach platform in daily school activities. Teachers also have to share information and best practices with each other. Fifth, the school staffs have to facilitate teachers in creating accounts, as well as participating in using the Best Teach platform.

CONCLUSION

A high-quality education cannot be measured only on student learning outcomes. On the other hand, education also requires teachers who are qualified in terms of teaching competence, general knowledge, and have a good character. To maximize the competency and the knowledge of the Sekolah Best Agro International teachers, also in accordance with the demands of the curriculum, and in line with Society 5.0, which requires humans to have the skills of creativity, critical thinking, communication, and collaboration, the existence of Best Teach is the right solution.

With Best Teach, there will be no more confused teachers in implementing the curriculum, because they have space to share and discuss. Teachers will also have the enthusiasm to develop their own potential, because they have struggling partners who both live in the middle of oil palm plantation areas. In addition, the principal will no longer dimly understands the curriculum. If the nation want to produce a superior generation, we needs to

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form a superior teachers first. If not teachers who are in the forefront of education, then who else?

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