Increasing Motivation and Managing Digital Administration Using Google Drive Through in House Training for Administrative Staff of SMKN 1 Punggelan

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Article Info	Abstract
	The effectiveness of archives management in an organization is greatly influenced or supported by employees in the administration section, the facilities or facilities used in archive management and the availability of funds for archive maintenance and archive maintenance. SMK Negeri 1 Punggelan has administrative officers or staff whose job is to manage documents or archives which are carried out starting from the start of the archives to the depreciation of the archives but most of them are still manual. This School Action Research aims to: (1) To describe an increase in motivation to use Google Drive for digital administration through IHT activities for administrative staff at SMK Negeri 1 Punggelan and (2) To describe an increase in the ability to use Google Drive for digital administration through IHT activities for administrative staff at SMK Negeri 1 Punggelan. Research on motivation using Google Drive for digital archives that the author has done can increase motivation using Google Drive from 25% or 3 people in the very good and good category in the pre-cycle to 50% or 6 people in cycle I and 1.66% or 11 people in cycle II, as well as for the ability to use google drive for digital administration which the author has done can increase from 33.33% or 4 people in the very good and good categories in the pre-cycle to 56.

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INTRODUCTION

In the current era the use of technology in any field is necessary. Especially in the field of education, ideally following and utilizing technology for the implementation of the process of achieving educational goals (Dubey, 2016). Not only focusing on the learning process, but in implementing school organizations also utilize technology (Darmaji et al., 2020; Ghavifekr et al., 2014). Education is essentially a conscious and planned effort to develop the personality of human abilities, both inside and outside of school. Education is believed to be a strategic tool to improve human life. Therefore education must be managed effectively to achieve educational goals.

Efforts to achieve educational goals are not simple efforts, but require multidimensional handling by involving various related parties. One of the factors that can support the success of achieving the goals of educational institutions is order in the field of administration. Administration is a series of activities with a group of people systematically to carry out the wheels of a business or organizational mission so that it can be carried out as planned, organized, driven, controlled and supervised so that predetermined goals are achieved. Administrative activities will be more effective if supported by good management.

By keeping up with the times, the archiving process that previously stored physical files and recorded the code manually can now be done by storing them in digital data (Cheng, 2018; Hammond, 2014). Law Number 43 of 2009 Article 1 Paragraph 2 concerning Archives explains that an archive is a record of an activity or an event in a form and media that is in accordance with the development of information and communication technology made and received by state agencies, regional governments, educational institutions, companies, political organizations, social organizations, and individuals in the life of society, nation and state. The strategic function of the administration section occurs because administrative services reach the entire operational organization. The achievement of good educational goals is related to the quality of administration in the institution.

The quality of administrative services is one of the efforts made by administrative staff in providing administrative service satisfaction to those served in the school environment, one of which is the teacher as an educator.

Problems in the field of archives in fact still escape the attention of many people and lack of deep attention. Therefore, the school as a form of organization needs to be able to improve and perfect archive management optimally so that it can function properly and achieve the goals of an organization. The effectiveness of archives management in an organization is greatly influenced or supported by employees in the administration section, the facilities or facilities used in archives management and the availability of funds for archive maintenance and archive maintenance.

SMK Negeri 1 Punggelan has officers or administrative staff whose job is to manage documents or archives. However, in its implementation, archiving management at the school has been carried out quite well, similar to other schools which already have special administrative officers. Officers carry out archiving activities which are carried out from the start of the archive to the depreciation of the archive, but most of it is still manual. Based on the information obtained from the results of pre-cycle preliminary observations at SMKN 1 Punggelan, that there are some unfavorable management, namely digital archive planning that has not run optimally. This is due to several obstacles, including administrative staff who have not mastered the digital administration system well. administration section that has not mastered the use of storage claude. The administration section has not yet mastered the digital administration system.

There are various types of training that are commonly used in organizations. Kinds of training can be distinguished from various points of view, namely who is trained, how he is trained, and what he learns from him (Kamil, 2010: 14-15). Viewed from the point of view of when the training was carried out based on Law no. 8 of 1974 training is divided into two types, namely pre-service training and in-service training. Pre-service training is training provided to prospective

civil servants that aims to improve skills in carrying out the tasks that will be assigned to them. While in-service training is training that aims to improve the quality of expertise, abilities and skills. In-service training has many terms, such as in-house training,

Basri and Rusdiana (2015: 227) argue that In House Training is a training program that is held at the training participant's place or at school by optimizing the potentials that exist in the school, using the trainee's work equipment with material relevant to the problems being faced, so that it is hoped that participants can more easily absorb and apply the material to solve and overcome the problems they are experiencing and be able to directly improve their quality and performance. From the definition of In House Training, it can be seen that In House Training is carried out to improve teacher performance in accordance with their field of work by utilizing the potential that exists in an organization or institution. However, the definition of IHT put forward by Basri and Rusdiana is more focused on the place where it is held at the school itself. In addition, Basri and Rusdiana also stated that by participating in IHT, participants were able to directly improve their quality and performance. If examined more in this statement it seems inappropriate because teacher performance is related to competence possessed and increasing teacher competence cannot be carried out in a very limited or short time. This is in accordance with Musfah's statement (2011: 82) that training is basically aimed at developing teacher competence however, to produce competent teachers requires a lot of time. Slightly different from the opinion of Basri and Rusdiana, The Danim explained in more detail that IHT could be carried out anywhere according to the designated place. The Danim also explained that presenters in IHT could come from colleagues who have more competence that other friends don't have. With this model of training, teachers can improve their competence at a cost that is not too expensive and does not take too long, for example, when compared to doing further study.

Research conducted by Afidatun Nisa (2018) entitled "Effectiveness of Archive Management as a Teacher Administration Service at MI Maarif NU Bajong Bukateja Purbalingga" shows that the implementation of the effectiveness of archival management by the archive administration section in managing important school documents and archives through planning, organizing, implementing and controlling. Archive planning activities include: room planning, storage equipment, storage equipment, and storage systems. Archive organizing activities include: division of tasks and responsibilities for archive management, as well as the use of archive storage principles. Archiving implementation activities include: archive start-up procedures, archive storage, archive maintenance, archive borrowing, and archive depreciation procedures. Archival monitoring activities, through monitoring by the school principal. The quality of teacher administrative services is carried out using service principles and service standards.

Maulana Amirul et al (2020) in a study entitled "Digital Archiving as Optimization of Mailing Audit Management in Schools" shows that digital archiving helps and facilitates schools in carrying out mailing audit management. This study recommends that good digital archiving activities require the support of human resources who are able to operate digital archiving applications optimally. Support from school facilities is also needed so that digital archiving can run effectively and efficiently. Based on the description above, the digital administration system still needs to be improved. This has come to the attention of researchers who are also school principals to take action to increase mastery of digital administration systems through IHT activities.

RESEARCH METHODS

The research was designed using the School Action Research method. The research was conducted at SMK Negeri 1 Punggelan Banjarnegara. The data source for this research was administrative staff at SMK Negeri 1 Punggelan Banjarnegara where the researcher was the principal. The research subjects in question were 12 administrative staff at SMK

Negeri 1 Punggelan. The data collected in this study are as follows.

1) Data from observation instruments regarding the motivation and ability of administrative staff to use Google Drive for digital administration.
2) Score data on the results of the assessment of the ability of administrative staff to use Google Drive for digital administration using a questionnaire.
3) Documents on the activeness of administrative staff in using Google Drive for digital administration of research subjects.

School action research will be carried out for at least 2 (two) cycles with each cycle consisting of 4 stages, namely; planning, implementation, observation, and reflection (Subyantoro, 2009). The four stages in this research are:

1) Planning, lThe planning process steps in this IHT include:
    a) Develop training and assistance plans in the form of Google Drive operating materials in accordance with the actions to be performed.
    b) Develop observation guidelines that include, observation, interviews and documentation.
    c) Develop a capability assessment instrument using Google Drive for digital administration.
2) Action,stepThe steps in this IHT are in accordance with the plans that have been prepared, including the following:
    a) Researchers provide classical training material about Google Drive
    b) The research subjects made assignments using Google Drive and were given assistance with large groups (cycle 1) and assistance with small groups (cycle 2).
    c) The researcher examines and assesses the ability to use Google Drive in research subjects according to established norms and rules.
3) Observations, carried out to revealall events from activities related to IHT, including

activities and results of creating tasks using Google Drive that have been made. To obtain data in the observation process is done in several ways:
    a) Observations when using Google Drive for digital administration to determine the ability of research subjects to use Google Drive;
    b) Observation of administrative staff to find out all the behavior or activities of the research subjects during the In House Training activities.
    c) Photo documentation is very important as an illustration of the activities of research subjects during research. This strengthens other data, namely all data will be explained in the form of a complete description.
4) Reflection
    Activities that will be carried out include (1) analysis of findings when observing the implementation of activities, (2) analysis of weaknesses and successes of administrative staff when using Google Drive for digital administration, (3) reflection on assessing the ability of administrative staff to use Google Drive, (4) on the motivation of administrative staff in using Google Drive for digital administration.

The value of the first action in cycle 1 is the result of observations of researchers and collaborators at IHT in large groups. The value of cycle 2 actions is the result of observation and assessment through a questionnaire. Data analysis used motivational instruments and the ability of administrative staff to Google Drive. Motivational data can be taken from the activeness of administrative staff, because it is a manifestation of motivation in using Google Drive for digital administration obtained through observation, while an analysis of the ability to use Google Drive to carry out digital administration is assessed from the results of a questionnaire about using Google Drive for digital administration.

RESEARCH RESULTS AND DISCUSSION
Factual Conditions

The initial condition is a condition as it is owned by the research subject before action is

taken by the researcher. To find out the initial conditions in a measurable way, the researchers collected data by giving a pre-cycle questionnaire regarding motivation and ability to use Google Drive for digital administration. Based on a pre-cyclical questionnaire on administrative staff at SMK N 1 Punggelan using Google Drive for digital administration, the motivation to use Google Drive for digital administration is still far from expectations. This is indicated by the following data:

Table 1. Administrative staff motivation data in using *google drives* for digital administration in pre-cycle

No	Number of Administrative Personnel	Motivation Level				
		Very good	Well	Currently	Not good	SKB
1	12	1	2	9	0	0
Amount		1	2	9	0	0

From the data above the motivation of the research subjects who are administrative staff at SMK N 1 Punggelan obtained 9 out of 12 administrative staff or 75% who have motivation to use Google Drive for moderate digital administration, 2 out of 12 administrative staff or 16.66% who have the motivation to use Google Drive for digital administration is good and 1 out of 12 administrative staff or 8.33% has a very good category.

Initial conditions before carrying out IHT activities at SMK N 1 Punggelan Semester 2021/2022 Academic Year. In this initial activity the researcher gave a questionnaire regarding the ability to use Google Drive for digital administration. The results obtained are as follows.

Table 2. Data on ability to use *google drives* for digital administration of administrative staff in the pre-cycle

No	Number of Administrative Personnel	Ability Level Using google drive				
		Very good	Well	Currently	Krg OK	SKB
1	12	1	3	8	0	0
Amount		1	3	8	0	0

From the table it can be concluded that 8 out of 12 administrative staff or 66.66% are still in the medium category of ability to use Google Drive for digital administration. This condition indicates that the research subjects are still unable to master the use of Google Drive for digital administration, so that many administrative staff still use flash disks and hard disks and CDs for data storage. Thus it is very necessary to have supervision and action to be carried out by researchers as the Principal as an effort to increase the ability to use Google Drive for digital administration.

Cycle 1

In Cycle 1 the researcher took the first action on the research subject. This action was in the form of implementing In House Training (IHT) for administrative staff at SMK N 1 Punggelan consisting of 12 people as research subjects. In this planning section, activities have been carried out in school action research to increase motivation (X1) and the ability to use Google Drive (X2) for digital administration through Focus In House Training / IHT (Y) with the following steps:
1) Develop an In House Training plan in the form of Google Drive operational materials for digital administration.
2) Compile no test instruments in the form of questionnaires, and documentation.
3) Develop a capability assessment instrument using Google Drive for digital administration.

The implementation of In House Training (IHT) (Y) activities will be held in the 2nd to 4th week of October 2021. At this stage In House Training will be carried out in accordance with the planned coaching and mentoring schedule, namely:

1) Researchers provide group In House Training material on using Google Drive for digital administration.
2) Research subjects work on digital administration tasks using Google Drive.
3) The researcher examines/researches and assesses the assignments that have been made by the participants according to predetermined norms and rules.
4) The research subjects presented the results of their assignment to make digital administration using Google Drive.

Furthermore, observations were made of the implementation of the action. Observations were made by collaborators assisted by group leaders to observe participants' task-making activities. Data collection was carried out in the form of questionnaires, observation and documentation. To obtain data in this process in several ways as follows.

1) Assessment of the presentation of the results of the assignment to determine the ability of research subjects to use Google Drive for digital administration
2) Observation of research subjects to find out all the behavior or activities of research subjects during guidance and training activities take place; and
3) Photo documentation is very important as an illustration of the activities of research subjects during research. This strengthens other data, namely all data will be explained in the form of complete descriptions.

Observers make observations in the implementation of IHT and motivation to use Google Drive for digital administration, collaboratively with research principals. The observers for this study were: SARJONO, S.Pd. Observations were made during the implementation of In House Training (IHT) on and assignments. In this observation, all events related to the implementation of IHT and work on assignments will be revealed, especially the

activities of research subjects. Data collection was carried out in the form of a non-test. To obtain data in the process of this observation in several ways as follows.

1) Filling in the instrument in the form of a questionnaire to find out the motivation to use Google Drive for digital administration of research subjects;
2) Observation of research subjects to find out all behaviors or activities of research subjects during activities;
3) Photo documentation is very important as an illustration of the activities of research subjects during research. This strengthens other data, namely all data will be explained in the form of complete descriptions.

The results of the study were to find out how much motivation (X1) the administrative staff had in carrying out using Google Drive (Z), to find out how much ability (X2) the administrative staff had in using Google Drive, the data used in this research analysis were in the form of observation scores and interpreted in qualitative analysis in the form of very good, good, moderate, not good and very bad. obtained the following data:

1) Motivational data using google drive (X1)

Data on motivation using Google Drive (X1) were taken after conducting IHT at the end of cycle 1, the data instrument was an observation sheet consisting of 16 indicators. Data on motivation using Google Drive (X1) from a score of 25-39 categories is very poor, motivation using Google Drive (X1) from a score of 40-54 categories is not good motivation to use Google Drive (X1) from a score of 55-69 categories is motivation to use Google drive (X1), from a score of 70 – 84 good categories of motivation using Google Drive (X1) from a score of 85 – 100 very good categories.

The motivation to use Google Drive for administrative staff (X1) for digital administration obtained the highest score of 95.00, the lowest score of 58.75, the average score of 72.08. Administrative staff with very good and good motivation category 6 or 50.00%. The motivation to use Google Drive for digital administration is 2 people or 16.66% very good category, 4 people or

33.33% good category and 6 people 50.00% medium category.

2) Dataabilityusing google drive (X2)

After the implementation of IHT in cycle I took place from the 2nd to the 4th week of October 2021, data was collected on the ability of administrative staff to use Google Drive for digital administration. Data collection was carried out on Thursday 21 October 2021 by using a questionnaire totaling 16 items with 5 choices.

The ability of administrative personnel to use Google Drive (X2) obtained the highest score of 86.25, the lowest score of 55.00, the average score of 72.04. Administrative staff in the ability category to use Google Drive are very good and either 7 or 58.33%. Based on the results of data analysis, it was found that the ability of administrative staff to use Google Drive for digital administration was 1 person or 8.33% in the very good category, 6 people or 50.00% in the good category and 5 people 41.66% in the moderate category.

At the end of cycle 1, to determine the achievement of the In House Training (IHT) implementation, the collaborators and researchers held a reflection discussion. Reflection discussion in cycle I refers to the question Is the implementation of In House Training (IHT) in accordance with the plans that have been prepared? What is the level of achievement of processes and results for administrative personnel? What changes have occurred in administrative staff?

Reflection discussions were held on Friday 22 October 2021 at SMKN 1 Punggelan, with the results of collaborative analysis and discussion the following data were obtained:

1) The strengths and weaknesses of preparing an In House Training (IHT) implementation plan. There are reflections on observations that need to be considered in preparing improvement plans, namely: in the discussion process at the administrative staff group level, not all problems that arise can be found a solution, for this it is necessary to plan individual assistance. In addition to these weaknesses, there are several positive things, namely: administrative staff are increasingly enthusiastic about using Google Drive for digital administration.

2) The strengths and weaknesses of implementing In House Training (IHT). Reflecting on observations, there are several things that need to be considered in preparing improvement plans, namely: In the initial activities, researchers/KS should be more motivating and equalize the perceptions of administrative staff so that they can openly convey the obstacles they face in using Google Drive for digital administration. In addition to these weaknesses, there are several positive things, namely: (1) the researcher has carried out routine tasks well / because it is the duty of the principal, (2) the researcher always monitors each stage of the activity, (3) the researcher always conveys the aims and objectives to be achieved and the scenario action.

3) Reflection on the analysis of motivation and ability to use Google Drive for educational administration. Based on the results of observations and questionnaires on motivation and ability to use Google Drive for digital administration, it still needs to be improved

4) The application of IHT administrative staff looks enthusiastic and happy, and more active. Thus the advantage of implementing IHT is increasing the enthusiasm of administrative staff in carrying out their duties.

Based on the success criteria, then:

a) The motivation of administrative staff to use Google Drive for digital administration has only reached 6 people who have very good and good motivation or 50.00%, and the average is only 72.08 so it has not been successful, because the success criteria are 80% or 10 people and the average value is average 80;

b) The ability to use Google Drive for digital administration only reached 7 people who had very good and good abilities or 58.33% and an average of only 72.04 so it was not successful, because the success criteria were 80% or 20 people and an average of 80.

The decision to reflect with collaborators to continue to cycle 2, the deficiencies that are immediately corrected are: (1) Intensifying the implementation of IHT so that the activities of administrative staff are maximized, (2) In the early cycle activities, researchers/KS must motivate and equalize perceptions of staff Administration to be able to openly convey the obstacles encountered in using Google Drive for digital administration (3) In the discussion process at the group level not all problems that arise can be found a solution, for this reason it is necessary to plan more intensive assistance. Finally decided to continue cycle II with the following conditions: 1) Increasing motivation and ability to use Google Drive for digital administration 2).

Cycle 2

Action activities in cycle II are based on the findings of cycle I, while the action steps taken are the same as in cycle I with a series of stages of planning, action, observation and reflection

Planning:

The steps in the training and mentoring process include:
1) Develop training and mentoring plans in the form of materials for using Google Drive for digital administration in accordance with the actions to be taken.
2) Compile instruments: non-test (questionnaire), and documentation.
3) Develop presentation assessment sheet instruments and document the results of assignments using Google Drive for digital administration.

Action:

Actions to be taken by researchers in accordance with the planning of carrying out assistance. This action begins with the preparatory stage in the form of conditioning the research subject so that he is ready to take part in the training and in this activity the research subject is absent first. The researcher also asked about the follow-up of the implementation of the assignment. The implementation stage is the stage of carrying out training and mentoring activities. This stage includes several parts, including:

1) Research subjects and researchers share about the use of Google Drive for digital administration individually.
2) The research subjects were given directions to make improvements and things the research subjects had to do in cycle 2
3) Research subjects for repairing assignments that have received direction, input/guidance from researchers during IHT activities accompanied by researchers and collaborators
4) The researcher conducted an assessment in the form of presentations and the results of making assignments the following day according to a predetermined schedule.
5) Participants who have completed the task with a good predicate are directed to immediately carry out digital administration tasks according to their part.

Observation or Observation

Observations or observations are made during the training and mentoring process. This observation will reveal all events related to training and mentoring, both activities and individual tasks. Data collection was carried out through tests and non-tests. In the process of this observation, data were obtained in several ways, including: non-test (questionnaire) and assignment results, observation of research subjects to determine the activities of research subjects during guidance and training activities and photo documents as reports which are a description of the ongoing mentoring and training situation. All data will be explained in the form of a complete description.

Observation Results or Observations

Observers made observations in the implementation of IHT and assisted in working on training assignments, collaboratively with the Principal of SMKN 1 Wanayasa. The observers for this study were: Sarjono, S.Pd

Observations were made during the implementation of In House Training and mentoring. In this observation, all events related to the implementation of assistance in carrying

out assignments will be revealed, especially the activities of research subjects. Data collection was carried out in the form of a non-test. To obtain data in the process of this observation in several ways as follows.

1) Filling out the instrument in the form of a questionnaire to determine the motivation of administrative staff to use Google Drive for digital administration of research subjects.

2) Observation of the research subjects to find out all the behaviors or activities of the research subjects during the mentoring activities.

3) Photo documentation is very important as an illustration of the activities of research subjects during research. This strengthens other data, namely all data will be explained in the form of complete descriptions.

The results of the study are to find out how much motivation is to use Google Drive for digital administration (X1) for administrative staff (Z), to find out how much ability to use Google Drive for digital administration (X2), the data used in this research analysis is in the form of observation scores and interpreted in qualitative analysis in the form of very good, good, moderate, not good and very bad data obtained as follows:

1) Motivational data using Google Drive for digital administration (X1)

Data on motivation to use Google Drive for digital administration (X1) were taken after conducting training and mentoring at the end of cycle 2, the data instrument was an observation sheet consisting of 8 indicators. From motivational data using Google Drive for digital administration (X1) from a score of 25 – 39 the category is very poor, motivation is using Google Drive for digital administration (X1) from a score of 40 – 54 the category is not good using Google Drive for digital administration (X1) from score 55 – 69 categories are moderate motivation to use Google Drive for digital administration (X1), from a score of 70 – 84 good categories motivation to use Google Drive for digital administration (X1) from a score of 85 – 100 categories very good motivation to use

Google Drive for digital administration (X1).

Motivation to use Google Drive for digital administration (X1) obtained the highest score of 93.75, the lowest score of 66.25, the average score of 84.70. Administrative personnel in the category of very good and good motivation are 11 people or 91.66%.

2) Abilityuse google drive for digital administration (X2)

After the implementation of IHT and mentoring in cycle 1 took place on the 3rd week of November 2021, data was collected on the capabilities of administrative staff using Google Drive for digital administration. Data collection was carried out on Thursday 18 November 2021 by using a questionnaire totaling 16 items with 5 choices.

The ability to use Google Drive for digital administration (X2) for administrative staff obtained the highest score of 95.75, the lowest score of 80.00, the mean score of 87.33. Administrative staff who are in the ability category to use Google Drive are very good and either 12 or 100%.

Reflection

At the end of cycle 2, to determine the achievement of In House Training and mentoring, the collaborators and researchers held a reflection discussion. Reflection discussion in cycle 2 refers to the question Is the implementation of In House Training and mentoring in accordance with the plans that have been prepared? What is the level of achievement of the processes and results of administrative personnel? What changes have occurred in administrative staff?

Reflection discussions were held on Friday 19 November 2021 at SMKN 1 Punggelan, with the results of collaborative analysis and discussion the following data were obtained:

a) The strengths and weaknesses of preparing an implementation plan for In House Training and mentoring. There are reflections on observations that need to be considered in preparing improvement plans, namely: the courage of administrative staff

to convey ideas needs to be increased, for this it is necessary to plan a forum for this. Apart from these weaknesses, there are several positive things, namely: administrative staff are increasingly enthusiastic about using Google Drive for digital administration.

b) The strengths and weaknesses of implementing In House Training and mentoring. Reflection on observations, there are a number of things that need to be considered. In the initial activity, the researcher/KS has motivated and equated the perceptions of administrative staff so that they can openly convey the obstacles they face in using Google Drive for digital administration. There are several positive things, namely: (1) the researcher has carried out the routine task well / because it is the duty of the principal, (2) the researcher always monitors each stage of the activity, (3) the researcher always conveys the aims and objectives to be achieved and the action scenario.

c) Reflection on the analysis of motivation and ability to use Google Drive for digital administration. Based on the results of observations and questionnaires, the motivation and ability to use Google Drive are good

Based on the success criteria, then:

a) The motivation of teachers to use Google Drive for digital administration in the good and very good categories reached 11 people or 91.66% and an average of 84.70 so that it was successful, because the success criteria were 80% or 10 people and an average of 80.

b) The ability of administrative staff to use Google Drive for digital administration reached 12 people who were in the very good and good category or 100% and an average of 87.33 so they were successful, because the success criteria were 80% or 10 people and an average of 80.

The decision of reflection with collaborators, in general there are no deficiencies, both in the planning and implementation of the action is good. Final reflection of the researchers and collaborators concluded that the implementation of In House Training and mentoring can increase motivation and ability to use Google Drive for digital administration for administrative staff at SMKN 1 Punggelan.

Discussion of Each and Between Cycles
Cycle 1

Before the program was carried out, the motivation to use Google Drive for digital administration was only 1 person or 8.33%, very good category, 2 people or 16.66% good category and 9 people or 75.00% in the moderate category. The implementation of digital administration is not yet optimal, administrative staff still use flash disks and CDs.

In cycle I the results were obtained, administrative staff who had motivation to use Google Drive for administration in the very good category were 2 people or 16.66%, administrative staff who had good motivation were 4 people or 33.33% and those who had moderate motivation were 6 people or 50.00 %. This means that there is an increase in motivation to use Google Drive for very good category administration from pre-cycle 1 person to 2 people and good motivation from pre-cycle 2 teachers to 4 people.
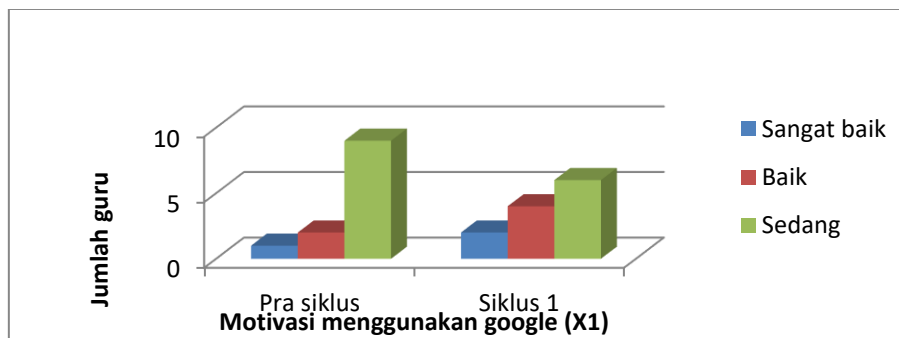

Figure 1. Comparison of motivation using *google drives*(X1) pre cycle and cycle 1

The graph above shows the motivation to use Google Drive for digital administration in the pre-cycle 1 person in the very good category becomes 2 people, the good category in the pre-cycle shows 2 people in cycle I becomes 4 people and the medium category in the pre-cycle shows 9 people down to 6 people in cycle 1.

Besides this, the ability to use Google Drive for digital administration is also not optimal. This condition is concerning because it will result in not optimal achievement of school targets.

Through initial discussions, it is necessary to take action through the implementation of In House Training and mentoring.

In cycle I the results were obtained, administrative staff who had the ability to use Google Drive were very good 1 person or 8.33%, good category 6 people or 50.00% and medium category 5 people or 41.66%. This means that there is an increase in the ability to use Google Drive in the good category from the pre-cycle of 3 people to 6 people.
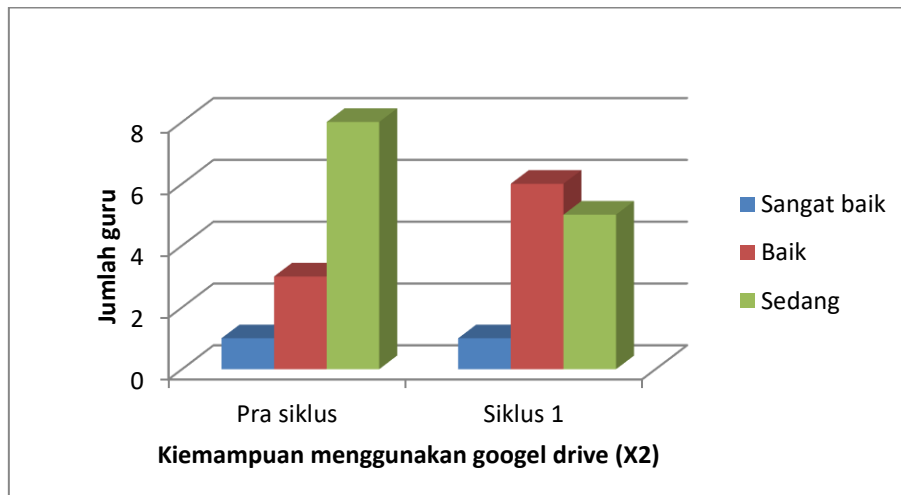

Figure 2. Comparison of ability to use Google Drive (X2) pre-cycle and cycle 1

The graph above shows the ability to use Google Drive for administration in the pre-cycle 1 person in the very good category remains 1 person, the good category in the pre-cycle shows 3 people in cycle I to 6 people. the medium category of pre-cycle data shows 8 people down to 5 people.

Thanks to the intervention by implementing In House Training and mentoring, the ability to use Google Drive has increased. This is in accordance with one of the benefits of IHT considered as a method that is suitable for local and specific problems. The implementation of In House Training for 12 administration staff at SMKN 1 Punggelan shows that there is increased motivation and ability to use Google Drive for digital administration. .

Figure 3. Situation of the implementation of In House Training cycle 1

The end of cycle I showed that the results of motivational research using Google Drive for digital administration were in a very good and good category, only 6 people or 50.00%, so it was not successful. The results of the research regarding the ability to use Google Drive for ad staff, very good and good category administration amounted to 7 people or 58.33%, so it was not successful. Based on the results of the reflection discussion, the research was continued in cycle II by providing individual assistance.
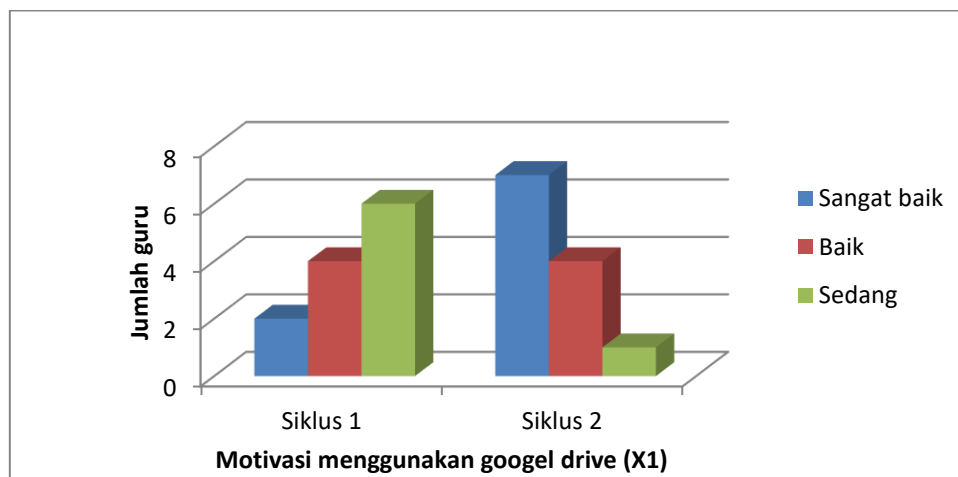
Cycle 2

After taking action by carrying out In House Training and mentoring, motivation to use Google Drive for digital administration is in a very good category, 7 people or 58.33%, good category 4 people or 33.33% and is dropping to 1 person or 8.33%. . Comparison of the results of the research cycle I and cycle II was carried out during the mentoring process, the following data were obtained:

Table 3. Comparison of motivation to use *google drives*(X1) cycle 1 with cycle 2

No.	Motivation to use Google Drive	Cycle 1	Cycle 2
1.	Very good	16.66 %	53.33 %
2.	Well	33.33 %	33.33 %
3.	Currently	50.00 %	8.33%

In cycle II the results were obtained, administrative staff had very good motivation 58.33% or 7 people, good motivation 33.33% or 4 people. This means that there is an increase in motivation to use Google Drive in the very good and good categories from cycle I, 6 people to 11 people in cycle 2.

Figure 4. Comparison of motivation using Google Drive (X1) cycle 1 and cycle 2

The graph above shows the motivation for using Google Drive for digital administration in the very good category in cycle I, 2 people to 7 people in cycle II. good category cycle I 4 people remain 4 people in cycle II and the category being from 6 people down to 1 person in cycle II.

In addition to this, the ability to use Google Drive for digital administration still needs to be improved even though it has reached 7 people or 58.33%. Through cycle I reflection discussions, it is necessary to improve actions by carrying out assistance in cycle II. Comparison of the results of the research cycle I and cycle II after observing the data obtained as follows:

Table 5. Comparison of ability to use *google drives*(X2) cycle 1 with cycle 2
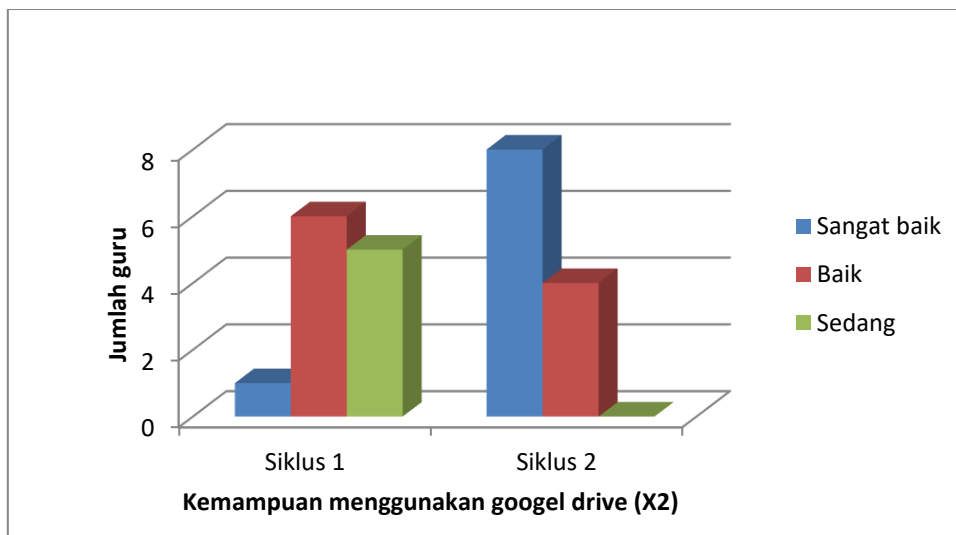
No.	Ability to use google drive	Cycle 1	Cycle 2
1.	Very good	8.33 %	66.66 %
2.	Well	50.00 %	33.34 %
3.	Currently	41.66 %	0 %

In cycle II the results were obtained, administrative staff had the ability to use Google Drive in a very good category 66.66% or 8 people, good performance 33.34% or 4 people. This means that there is an increase in the ability to use Google Drive in the very good and good categories from cycle I, 7 people to 12 people in cycle 2.

The graph below shows the ability to use Google Drive in the very good category in cycle I, 1 person to 8 people in cycle II. good category

cycle I 6 people to 4 people in cycle II and the category is not there in cycle II.

The implementation of IHT and individual assistance to 12 administrative staff at SMKN 1 Punggelan for two cycles showed an increased ability to use Google Drive, this was due to the interaction between administrative staff in solving existing problems in implementing digital administration. The results of the analysis of the ability to use Google Drive to make it clear are presented in the form of a bar chart as follows:

Figure 5. Comparison of ability to use*google drives*(X2) cycles 1 and 2

Figure 6. Situation of cycle 2 individual assistance

The end of cycle II showed that the results of motivational research using Google Drive for digital administration were in a very good and good category reaching 11 people or 91.66%, so it was successful. Likewise, the ability to use Google Drive for digital administration is in a very good and good category, reaching 12 people or 100%, so that it has been successful. drive for digital administration, thereby achieving performance indicators.

Discussion

In the pre-cycle observation of motivation to use Google Drive for digital administration, the very good category was only 8.33% or 1 person out of 12 people, the good category was 16.66% or 2 people and the moderate category was 75.00% or 9 people. After IHT and assistance have been carried out, it has increased. motivation using Google Drive is very good category 16.66% or 2 people, good motivation category 33.33% or 4 people and moderate category 50.00% or 6 people in cycle I. This is because IHT has clear programs and supervision and directed. In cycle II of the IHT implementation there was a change with the implementation of individual assistance. The results of observations in cycle II are as follows: motivation to use Google Drive is very good category 58.33% or 7 people, good category 33.33% or 4 people and medium category 8.33% or 1 person.

Table 6. Comparison of motivation to use *google drives* (X1) pre cycle, cycle 1 and cycle 2

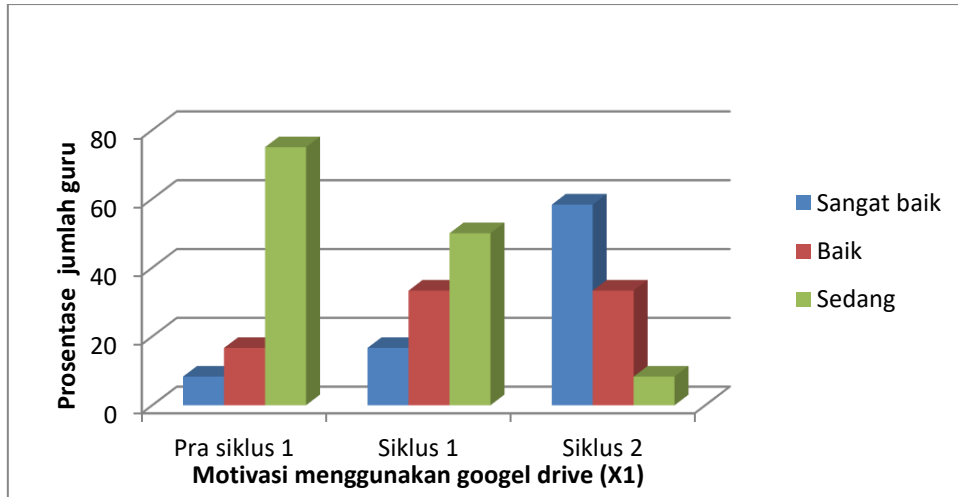| No.	Motivation to use Google Drive	Pre Cycle	Cycle 1	Cycle 2
1.	Very good	8.33 %	16.66 %	58.33 %
2.	Well	16.66 %	33.33 %	33.33 %
3.	Currently	75.00 %	50.00 %	8.33%

Figure 7. Comparison of motivation usinggoogle drives(X1) pre cycle, cycle 1 and cycle 2

After doing IHT has increased. The ability to use Google Drive for digital administration is very good category 8.33% or 1 person, good category 50.00% or 6 people and moderate category 41.66% or 5 people in cycle I. In cycle II implementation of IHT there is a change by optimizing individual guidance. The results of observations in cycle II are as follows: the ability to use Google Drive is very good category 66.66% or 8 people, good category 33.34% or 4 people and medium performance category 0%.

Comparison of the results of pre-cycle research, cycle I and cycle II after observations obtained the following data:

Table 7. Comparison of ability to use*google drives*(X2) pre cycle, cycle 1 and cycle 2

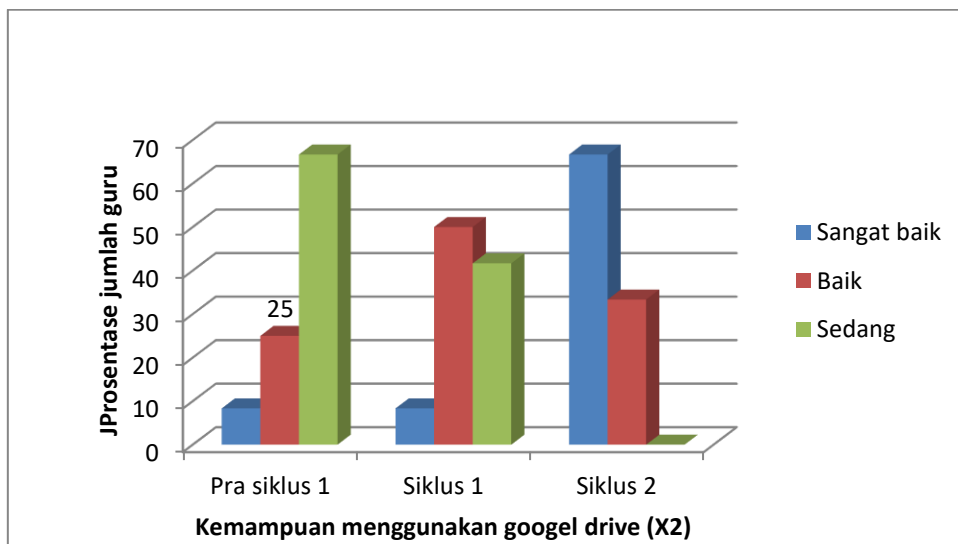| No.	Ability to use google drive	Pre Cycle	Cycle 1	Cycle 2
1.	Very good	8.33 %	8.33 %	66.66 %
2.	Well	25.00 %	50.00 %	33.34 %
3.	Currently	66.66 %	41.66 %	0%

Figure 8. Comparison of the ability to use*google drives*(X2) pre cycle, cycle and cycle 2

From the description above, the research results show that the implementation of IHT can increase motivation to use Google Drive from 25.00% to 91.66%, can increase the ability to use Google Drive from 25.00% to 100%.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the data or things that have been put forward, the researcher draws the following conclusions.

1) Implementing In House Training (IHT) encourages administrative staff to carry out digital administration using Google Drive and can make a significant contribution to improving administration. The Principal carries out IHT and accompaniment, thus providing motivation for administrative staff in carrying out their duties.

2) In the initial conditions or pre-cycle motivation questionnaire results using good and very good Google Drive categories only reached 25% or 3 people, the ability to use Google Drive for digital administration for very good and good categories only reached 33.33% or 4 people In cycle 1 results Observations of motivation using Google Drive in the good and very good categories only reached 50.00% or 6 people, the ability to use Google Drive in the very good and good categories only reached 58.33% or 7 people while the expected indicator was 80% or 10 people.

3) In cycle 2 the results of observing motivation to use Google Drive for digital administration in the good and very good category reached 91.66% or 11 people, the ability to use Google Drive in the very good and good category also reached 100% or 12 people, meaning that they had achieved good performance indicators. determined, namely 80% or 19 people,, and on the results of observations the average aspect is in good qualification, or is in accordance with the performance indicators set, namely good qualification.

Thus the general conclusion through the implementation of the In House Training and mentoring program can optimize motivation and ability to use Google Drive for digital administration for administrative staff at SMK Negeri 1 Punggelan in 2021.

B. Suggestions

1) For Principals (Researchers)
   a. Arranging IHT schedules can be applied to solving problems faced by schools in other units.
   b. The issues raised are organ and very important.

2) For Administrative Personnel (Research Subjects)
   a. Further increase motivation in participating in supervision and training conducted by the school principal
   b. Passion to equip oneself with knowledge related to digital technology for administration.
   c. Increase closer cooperation with fellow administrative staff and with school principals to discuss problems that arise in carrying out tasks.

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