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Article

# Collaborative Strategic Mentoring Model to Improve Digital Learning Literacy Competencies (Google Meet And Canva) among School Principals

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**A B S T R A C T**

Digital literacy in the era of technology-based educational transformation has become an essential competency. As educational leaders, school principals play a strategic role in ensuring the integration of digital technology in managing and developing learning at schools. However, previous research highlights a gap between the need for digital literacy in the field and the ability of school principals to utilize it effectively. Studies indicate that despite the availability of technology, digital learning has not been optimally implemented. This is attributed to the low competence of school principals in effectively using digital platforms. This research aims to develop and test the effectiveness of a strategic collaborative mentoring model as an approach to enhancing the digital literacy learning competence of school principals, particularly in using platforms like Google Meet and Canva. The study employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) design and development method, involving 40 school principals in Bojong District, Tegal Regency. The participants were divided into two groups: 20 principals in the control group and 20 principals in the experimental group. The learning tools trial was conducted using a t-test, while the effectiveness of the model was measured using the n-Gain Score test. The results indicate that the strategic collaborative mentoring model significantly improved the digital literacy learning competence of school principals. The average n-Gain Score shows a high category of improvement in the experimental group compared to the control group. The strategic collaborative mentoring model is effective in enhancing the digital literacy learning competence of school principals in supporting learning activities. This research contributes both theoretically and practically to the development of more strategic and collaborative mentoring-based training for school principals.

**Keywords**: *Strategic Collaborative Mentoring, Digital Literacy Learning (Google Meet and Canva), School Principals, ADDIE*

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## INTRODUCTION

The development of information and communication technology has changed the face of education globally and Indonesia is no exception.Educators including school principals are required to master qualified digital literacy competencies to be able to optimally support technology-based learning.According to Yusuf, M (2016) explains that the use of technology in education can improve the quality of learning, the application of technology through Google Meet and Canva is one of the efforts to improve the competence of the Principal.

As a learning leader, the principal has a strategic role in facilitating the use of digital technology in schools, this is in line with the study by Prensky (2010) revealed that the main challenge in adopting technology in education lies in the lack of understanding and digital skills among school leaders.

Strategic collaborative mentoring approach is one of the relevant solutions to overcome the challenges.Hidayati, N & Pratiwi, W (2019) stated that technology-based collaborative learning is one of the effective ways to improve digital literacy in accordance with the mentoring model model that emphasizes collaboration between mentors and mentees in the use of this technology. The collaborative mentoring model allows interaction between mentors and mentees to share knowledge, skills and experiences in a supportive atmosphere, revealed by Kram (1985). Effective mentoring can improve individual competencies and have a positive effect on the organization as a whole.

This study aims to develop and test the effectiveness of a collaborative strategic mentoring model in improving the digital literacy learning competencies of school principals, especially in the use of Google Meet and Canva platforms. This is in accordance with the opinion of Jannah and Putri (2020) which states that the use of GOOGLE Meet and Canva in online learning can help improve the digital literacy skills of educators, especially school principals, in delivering more interactive and interesting material.

The focus of the research was carried out in the Assisted Area II of Bojong District, Tegal Regency, involving 40 school principals who were divided into 2, namely the control class of 20 principals and the experimental class of 20 principals. The purpose of this study was to analyze the needs of the Principals of the Assisted Area II Regional Coordinator of Bojong District, Tegal Regency, towards increasing Digital Learning Literacy based on Google Meet and Canva.

## METHOD

This research uses quantitative methods, which are research methods used to research on certain populations or samples, and use quantitative or statistical data analysis with the aim of describing, describing and testing previously established hypotheses. This research is also used to test, solve a problem, or develop something scientifically. This is in accordance with Sugiyono's opinion (2019; 2) that research is any method implemented to collect or obtain data that has a specific purpose or use.

The approach used is Reseach and development (R & D) Research, namely the development of a collaborative Strategic Mentoring model to improve digital learning literacy skills, especially Google Meet and Canva. The method used to produce certain products and the validity and effectiveness of certain products. Researchers use the R & D model in the form of the ADDIE Dick and Carry model which has 5 simple and simple steps or stages. These steps or stages are the analysis stage, design stage, development stage, implementation stage and evaluation stage. Researchers in this study only up to the steps or stages of analysis, design and development or ADD. The selection of this model can facilitate researchers in the research process properly and accurately.

## FINDINGS AND DISCUSSION

The research was conducted in the Coordinator of Bojong sub-district Tegal regency, with a quantitative approach to measure the magnitude of the influence of independent variables on the effect of the dependent. Data collection in this study using a questionnaire or quiseoner to the principal in the area assisted by the Coordinator of Bojong sub-district, which was refined with interviews. Before the questionnaire was used in data collection, the researchers first tested the validity and reliability of the questionnaire. This is done to test the feasibility of an instrument that will be used in a study;

**Analysis Stage**

This stage is used for needs analysis to determine the problems faced by school principals. Involving evaluation of the needs of model development, the development of this mentoring model takes the form of a collaborative Strategic Mentoring Model for digital literacy learning, especially goole meet and canva, starting from filling out a questionnaire of

needs for digital literacy learning google meet and canvas and conducting interviews to get the process of understanding learning, the obstacles faced and the mentoring model used during the learning process.

**Design Stage**

At this stage includes a series of steps that researchers will take before producing development products. The purpose of this stage is to plan and prepare teaching modules as the final result of development. Starting from using the mentoring model and developed through collaborative strategies on improving digital literacy lerning Google meet and canvas in stimulating the improvement of the principal's digital literacy competencies.

**Development Stage**

At this stage, what researchers do is change the concrete product design or become a finished product (physical form). This process involves the design that has been designed to improve the appearance of the teaching module and the next step is to validate the development product and make revisions based on the input that has been received from the two experts involved.The next stage is implementation in the form of product trials to get feedback from two validators to assess the level of suitability of the product that has been planned previously with the product that has been developed, whether or not the product is suitable for use before this product is implemented. Revision is needed if there are still deficiencies or weaknesses in the product. This revision process comes from input, suggestions or comments from validators. After the product has been revised and improved, it will be implemented in the mentoring process.

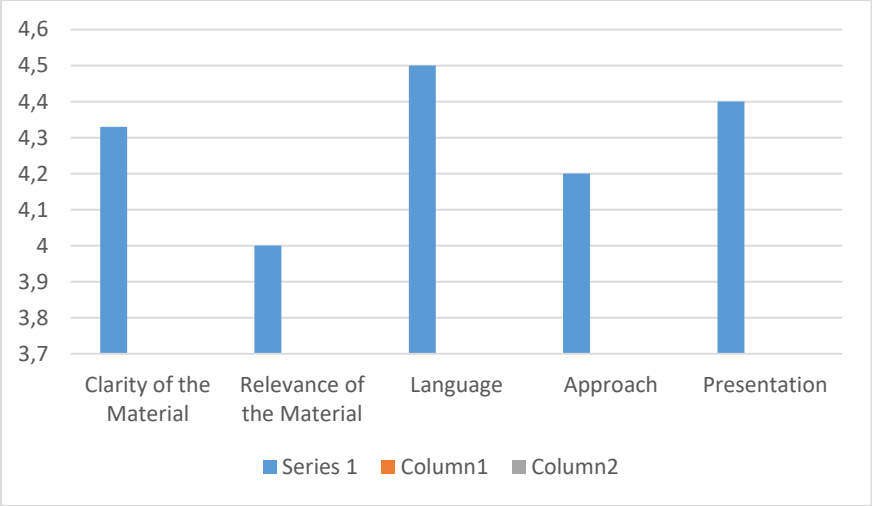


Figure 1. Feasibility Table of Material Experts

Eligibility Criteria;

- 4,0 – 5,0 = Very feasible
- 3,0 – 3,9 = worth
- 2.0 – 2,9 = Needs Revision
- 1.0 – 2,9 = Not Feasible

The overall average is 4.29, so the module is declared very feasible.

**Implementation Stage**

At this stage is a step to implement the development of teaching modules that have been developed in the mentoring process. At this stage, the process of testing teaching module products was carried out to school principals in the Assisted Area II, Bojong District, Tegal Regency. The principals involved in this study amounted to 40 people. This product

trial was to determine the principal's response to the teaching module developed to improve digital literacy competencies in learning Google meet and Canva.

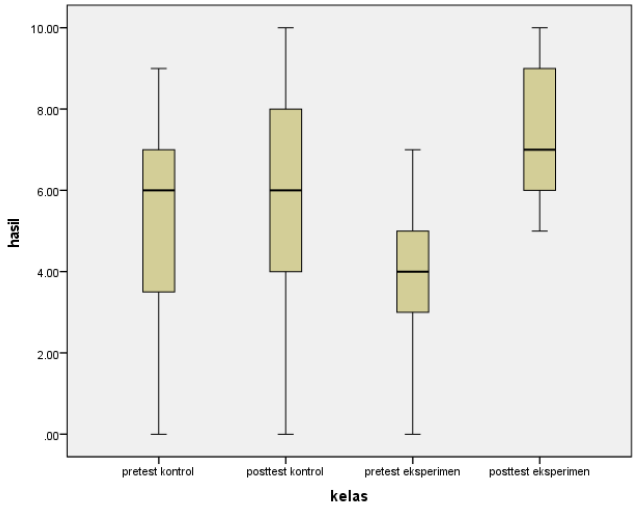


Figure 2. Improved Learning Outcomes

Based on these steps, the researcher obtained results in the form of principals needing a more varied, collaborative and innovative mentoring model. School principals also need learning and mentoring that provides direct experience in the form of practice and observation. In the process, school principals are actively involved and creative and critical thinking to develop Google Meet and Canva is increasing, and principals better understand the concepts and flow of the learning process so that principals form a positive attitude to be able to interact and collaborate with mentors and mentees fellow principals. Based on observational data during the implementation of the collaborative strategic mentoring trial and the results of the pre-test and post-test as well as based on the theories and concepts obtained from the results of interviews and questionnaires, the results are obtained to improve the product. From the trial results it can be concluded that the principal mentoring participants need mentoring that makes them actively involved, creative and innovative and not monoto to be able to build a positive character of the principal.

**Design/Prototype Description**

The development of a collaborative strategic Mentoring Model through Digital Literacy Mentoring Learning Google Meet and Canva is through syntax steps tailored to development products that function to menteatment the character of school principals who from the beginning lack confidence and laziness and lack of interaction with fellow principals so that the level of innovation, creative and critical thinking and collaboration is lacking, for that researchers make development syntax. The steps are as follows:

*Initial Stage; 15 Minutes*

Mentors create groups for collaboration, with a pattern of 1 group consisting of 4-5 people regardless of gender, and age of the mentee (school principal).This group will later be used in discussion and practice sessions on Google Meet and Canva material sessions.Carry out ice breaking and condition participants (mentees to be ready to carry out mentoring.

Implementation Stage (120 minutes)

*The syntax for implementing collaborative strategic mentoring follows the following steps;*

Problem Definition

The mentor informs the mentee (principal) about the purpose of mentoring, discusses with the principal (mentee) to identify the main obstacles and difficulties faced by the principal in using Google meet for virtual meetings and Canva difficulties to create digital teaching materials.

*Diagnosis*

The mentor and mentee (principal) have an in-depth discussion to analyze the causes of the identified problems. The mentor helps the mentee (principal) determine and organize tasks related to Google Meet and Canva materials and observe the use of Google Meet and Canva.

*Alternative formulation*

Mentors encourage mentees to be actively involved, creative, innovative and collaborative in gathering appropriate information, carrying out experiments and explorations, seeking explanations and solutions to the use of Google meet and Canva.

*Strategy implementation*

Mentors motivate mentees (school principals) to be able to practice independently trying to create meetings in Google Meet and learn to create teaching materials in Canva using templates, and motivate mentees (school principals) to share experiences and help fellow school principals in overcoming technical obstacles in using Google Meet and Canva.

*Evaluation*

Mentors conducted observations during the mentoring, held reflections by school principals about their experiences during the training. Provided pre-test and post-test questions to analyze the results of mentoring and analyze the effectiveness of mentoring activities

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*Results and Data Analysis*

The product validation results focus on both the material and media aspects to ensure the quality and effectiveness of the coaching-based academic supervision model. For material validation, experts assess several criteria, including the clarity of the content, its relevance, the practicality of implementation, the effectiveness of the models, and the originality and innovation involved. Based on the assessment, these aspects are categorized into five levels: very feasible, feasible, quite feasible, less feasible, and not feasible. This helps identify areas where revisions are needed and ensures the content meets educational standards.

On the other hand, media experts evaluate aspects related to the visual and technical components of the product, such as layout, design, ease of use, interactivity, and technology support. The feedback from these experts is also categorized into levels: very feasible, feasible with revisions, and not feasible. This comprehensive validation process ensures that both the material and the media elements of the coaching model are appropriate, functional, and effective for use in enhancing academic supervision practices.

Based on the results of data analysis obtained from the feasibility test of the model, as well as the measurement of effectiveness, the following conclusions can be drawn;

Based on the validation results from material experts and media experts, it shows that the mentoring model developed is feasible to implement. In terms of clarity of material, relevance of material, relevance to the needs of school principals, use of language that is easy to understand, approaches that are appropriate to the context, and presentation of interesting material, this mentoring model gets a very good score. Material experts and media experts provide scores that indicate that learning materials and media are very relevant and effective to achieve the goal of increasing digital literacy competencies.

Through the calculation of the N-Gain Score in both groups (control and experimental classes), it is known that school principals who participated in the collaborative strategic mentoring model showed a significant increase in the utilization of Google Meet and Canva.

The average N-Gain Score of the experimental class is higher at 0.558 than the control class which averages -0.240, which indicates that this mentoring model is effective in improving the digital literacy learning competencies of school principals.

The implementation of the mentoring model through a collaborative approach that involves the use of Google Meet for online communication and Canva for the creation of visual learning materials, appears to have a positive impact on the technical ability of school principals in using technology to support digital learning. In addition, the confidence of school principals is also increased by having better skills in using these digital platforms.

Recommendations, it is recommended that educational institutions, especially school supervisors, implement a collaborative strategic mentoring model on an ongoing basis. In addition, school principals are expected to continue to develop their digital literacy competencies, in order to be able to answer the challenges of technology-based education in the digital era.

## CONCLUSIONS

The mentoring model developed is deemed highly effective and feasible for implementation. Both material and media experts have validated the model, highlighting its clarity, relevance, and appropriateness for school principals. The N-Gain Score calculations for both control and experimental groups reveal a significant increase in the utilization of digital tools such as Google Meet and Canva among school principals in the experimental group, demonstrating the model's effectiveness in enhancing digital literacy competencies. This collaborative mentoring approach, which integrates online communication and visual content creation, has not only improved technical skills but also boosted the confidence of school principals. Therefore, it is recommended that educational institutions, particularly school supervisors, continue implementing this model, while encouraging school principals to further develop their digital literacy to meet the challenges of technology-based education in the digital era.

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