



Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

I Nyoman Suputra¹, Andi Basuki², Buyung Adi Dharma³, Dewi Ayu Sakdiyyah⁴

Management Department, Universitas Negeri Malang, Indonesia | nyoman.suputra.fe@um.ac.id¹

Management Department, Universitas Negeri Malang, Indonesia | andi.basuki.fe@um.ac.id²

Management Department, Universitas Negeri Malang, Indonesia | andi.basuki.fe@um.ac.id³

Management Department, Universitas Negeri Malang, Indonesia | dewiayusakdiah@gmail.com⁴

Received: 03-08-2023

Reviewed: 05-08-2023

Accepted: 11-08-2023

Abstract

This study aims to produce office administration practice media to welcome the independent curriculum. The learning media includes petty cash management, archive management, writing letters and preparing a leader's activity schedule which will be developed in one integrated application. The design of this study adopts the Borg and Gall model which consists of 10 stages. This research was conducted in Malang City at the Office Management and Business Service Vocational High School. The test subjects involved 20 students in the small group trial and 50 students in the large group trial. This research activity also involved material expert validators and media experts to determine the feasibility and validity of the product being developed. The results of this research and development are learning media called SIRAKA which are feasible and valid to be applied in the learning process of managing office administration practices. This is based on the results of small group trials which obtained an average of 88% and large group trials obtained an average of 90%. While the results of the material expert validator and media expert obtained an average score of 89%. So it can be concluded that SIRAKA learning media can be used as an alternative media for the practice of managing office administration in the Department of Office Management and Business Services.

Keywords: Practice media, SIRAKA, Independent Curriculum, Office Management, Business Services

Introduction

Technology plays an important role in various aspects of human life and has changed the way we work, communicate, learn and live our daily lives (Abdul Latip, 2020; Biletska dkk., 2021). In the field of education, technology has provided wider learning opportunities through distance learning, online courses and online learning resources (Haleem dkk., 2022). This allows broad access to

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

education for people in remote areas or those with physical disabilities to attend in-person classes. In the learning process, the use of technology must be adjusted to several important considerations so that it is effective and has a positive impact.

Technology can be used as a tool to achieve predetermined learning goals (Al-Rahmi dkk., 2018). This is because technology allows learning that can be tailored to individual needs. Online learning platforms often have customization features, so students can study at their own level and style (Moldavan dkk., 2022). Therefore, teachers should understand what they want to teach and how technology can help achieve that goal. In addition, teachers must also ensure that the use of technology can increase student involvement in the learning process. Engaging and interactive technology can help maintain student interest and encourage active participation (Khairinal dkk., 2021). The use of technology must also be aligned with the official curriculum and applicable pedagogy.

Currently the government has launched the Independent Curriculum to overcome the learning crisis (Nugraha, 2022). The Merdeka Curriculum is an educational concept that cites the spirit of independence, independence and flexibility in designing the educational curriculum (Rahayu dkk., 2022). This concept emphasizes a student-centered learning approach, giving teachers the freedom to design learning according to the unique needs, interests, and potential of each student. This curriculum places students as active subjects in the learning process. The teacher acts as a facilitator who helps students explore, discover, and understand the subject matter. Through implementation in the Merdeka Curriculum, it is hoped that teachers will be able to provide meaningful experiences for students to achieve learning goals. The implementation of the Independent Curriculum in Vocational High Schools has special implications, considering that the focus of Vocational High Schools is the preparation of students to enter the world of work (Basuki dkk., 2021). In the context of Vocational High Schools, the Independent Curriculum remains based on its principles, but must also be adapted to the characteristics and goals of vocational education. The selection of learning content and learning approaches should focus on developing skills and competencies appropriate to the vocational field students are taking.

Literature Review

At the Vocational High School Department of Office Management and Business Services, the use of simulation media on managing office administration is an effective approach to helping students understand the concepts and skills involved in office administration work. Media simulations allow students to practice and develop practical skills in a safe and interactive environment (Thomas & Barker, 2018). In addition, the integration of office administration software used in the real world allows students to become familiar with the tools they will use in the workplace later (Guo dkk., 2021). So that through this research activity, the research team seeks to develop simulation media for the practice of managing office administration which includes petty cash management, archive management, writing letters and preparing a leader's activity schedule which will be developed in one integrated application.

The media developed by this researcher will also be developed for 2 types of users, namely as teachers and students. The teacher plays an important role in providing material, questions and providing input on the work collected by students. Meanwhile, students can practice learning to manage office administration in accordance with the teacher's directions on the simulation media. The content contained in the application includes interesting text, graphics, images, videos, performance-

based authentic assessments that support the skills of 21st century students. This research is very important to do because it prepares vocational students to be ready to enter the world of work with the skills to operate digital devices, in addition to current students who are digital natives (Acquah & Katz, 2020; Yassine dkk., 2018), must be given an approach according to its characteristics (Akçayır, 2016; Kirschner & De Bruyckere, 2017).

Research Method

This research uses the Research and Development (R&D) method, which is an approach used to generate new knowledge, technology, or products that can solve problems or improve existing conditions. R&D research methods involve systematic steps to plan, develop, test, and implement innovations or changes. This study adopted a research model from Borg & Gall (1983). This model was developed by Meredith D. Gall and Joyce P. Gall in 1983. The aim is to assist researchers in measuring how changes or innovations that are implemented have an impact on existing situations or problems. The steps are as follows.

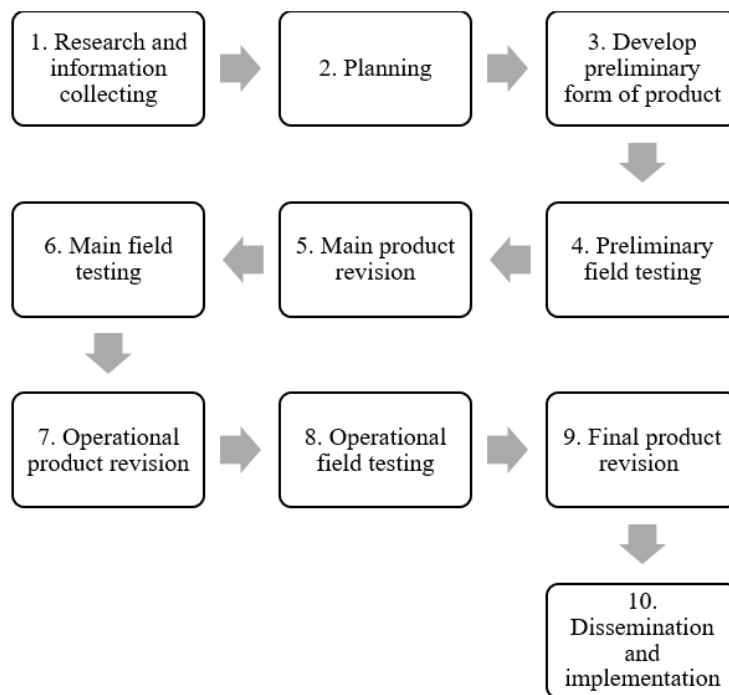


Figure 1. Research steps Borg and Gall's (1983)

The research steps above will be described in the following explanation.

- 1) Research and information collecting. At this stage, the process of collecting relevant data and information is carried out in the context of carrying out a research. This is done to understand the problem or topic being studied. This process involves collecting data from various sources, including literature, surveys, experiments, interviews, observations, and other sources.
- 2) Planning. At this stage, the process of designing a structured work plan is carried out to direct the entire development process. It involves thinking deeply about goals, methods, resources, schedules, and evaluations to achieve the desired results

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

- 3) Develop preliminary form of product. In this third stage, a process is carried out to transform concepts or ideas into a more tangible and testable form. This step can help researchers identify initial problems, opportunities for improvement, and provide a foundation for further development towards a final product or a more mature solution.
- 4) Preliminary field testing. This stage is done to gain an initial understanding of how the technology will perform in a real environment and to identify potential issues that may arise before spending large resources on more advanced testing phases. At this stage of the small group trial, the test subjects were asked to operate the application and then provide an assessment of the questionnaire provided. The research was carried out involving 20 subjects at Vocational High Schools majoring in Office Management and Business Services in Malang City.
- 5) Main product revision. This stage is carried out in order to improve or change the features, design, performance, or other significant aspects of the product. Product revision was carried out with reference to the results of the assessment and input provided by the trial subjects.
- 6) Main field testing. At this stage, the product has passed the previous testing stages, while the purpose of this stage is to collect data and a more comprehensive understanding of the product being developed, as well as to identify potential problems that may not have been detected during previous trials. This large group trial phase involved 50 subjects at the Vocational High School majoring in Office Management and Business Services in Malang City.
- 7) Operational product revision. This stage is carried out to improve the product developed based on the input and suggestions provided by the subject in large-scale trials.
- 8) Operational field testing. At this stage the revised product is shown to the expert validator to test the feasibility of the developed media prior to the dissemination process.
- 9) Final product revision. At this stage the products that have been assessed by experts are then corrected if there is input or suggestions from the validator.
- 10) Dissemination and implementation. This stage refers to two important stages in the process of integrating new knowledge, innovation or practice into real practice in the educational environment. This stage aims to ensure that the research results are actually utilized by the intended party.

Data analysis

Data collection in this study was carried out using interviews and questionnaires. So the data generated from this study are quantitative data and qualitative data. The data analysis method in this study is a percentage descriptive method to describe proportions or comparisons in the form of percentages of a group or population. This is a commonly used method of summarizing categorical or discrete data in percentage form for easier understanding. The percentage calculation is using the following formula.

$$P = \frac{X}{X_i} \times 100\%$$

Note:

P = Percentage of trial subject results

X = Score obtained

X_i = The maximum score of question items

As for determining the conclusions that have been reached, the following criteria are determined.

Table 1. Media Eligibility Criteria

Percentage	Criteria
80% -100%	Decent medium
60% - 79%	Fairly decent medium
50% - 59%	Inadequate media
<50%	Inadequate media

Source: Sudjana in (Suparti, 2016)

Result and Discussion

This research produces a website-based learning media for the practice of Office Management and Business Service students. Website-based learning media is a form of modern approach in education that utilizes internet technology and online platforms to provide learning materials to students (Suartini dkk., 2022). This is an effective way to incorporate technology into the learning process, providing greater flexibility, accessibility and interactivity for students. The learning media that has been developed by the research team is SIRAKA (Office Administration Practice Information System) which can be accessed via the link <http://siraka.adp-digilab.com/>. Practical learning media refers to tools, resources, or technology used to provide practical experience or skills to students in an educational context (Haque & Jakaria, 2020; Susan dkk., 2017). Practical learning media are designed to facilitate understanding and mastery of concepts or skills through direct or action-based learning. In this case students are given the opportunity to learn in an active way and directly involved in real experience. By involving practical elements in learning, students have the opportunity to develop skills, deep understanding, and practical application of the knowledge they acquire (Sutirman & Muslikhah, 2023). The display contained in the SIRAKA media can be seen in the following figure.

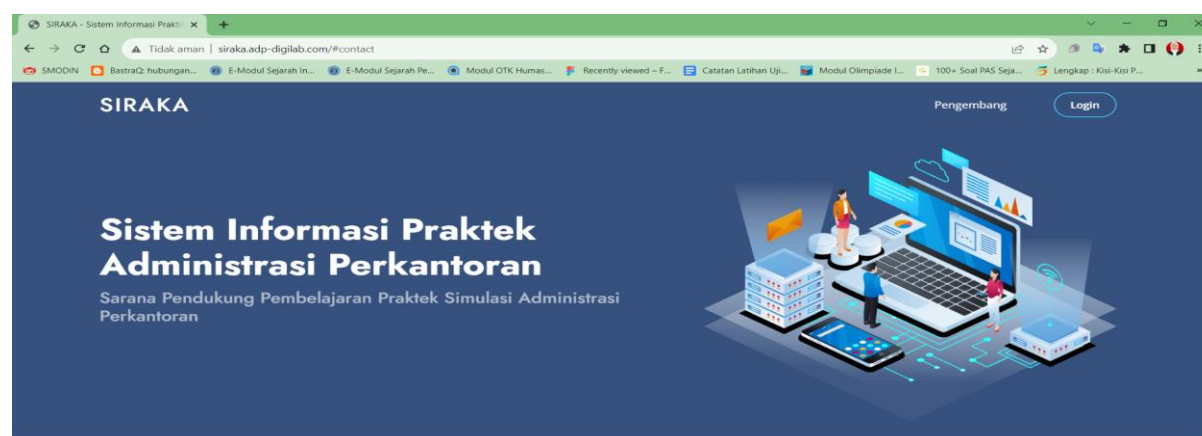


Figure 2. Display of the SIRAKA Landing Page

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

The SIRAKA learning media landing page contains a brief description of the SIRAKA learning media and an overview of the features available in the learning media. In addition, the landing page on the SIRAKA learning media also has a responsive display, so that the display can adjust to various devices, both desktop and mobile devices.

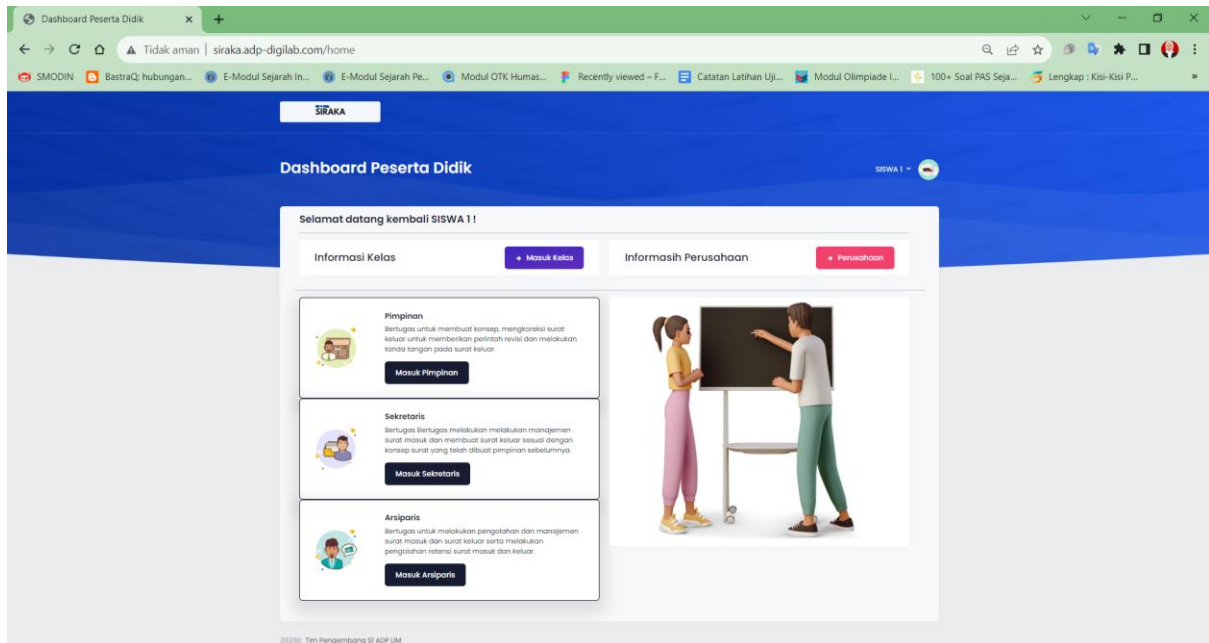


Figure 3. Display of the SIRAKA Dashboard for Students

SIRAKA learning media for students contains several features, including practical features as a leader, secretary and archivist. The SIRAKA learning media contains practical media for managing petty cash, managing records, writing letters and compiling leadership activity schedules which are developed in one integrated application. As for the features as a leader, students are tasked with drafting letters, correcting outgoing letters, giving revision orders and signing out letters. While in the secretarial feature, students are tasked with managing incoming letters and making outgoing letters in accordance with the concept of letters that have been made by the previous leadership. Furthermore, in the archiving feature, students are tasked with processing incoming and outgoing mail and processing incoming and outgoing mail retention.

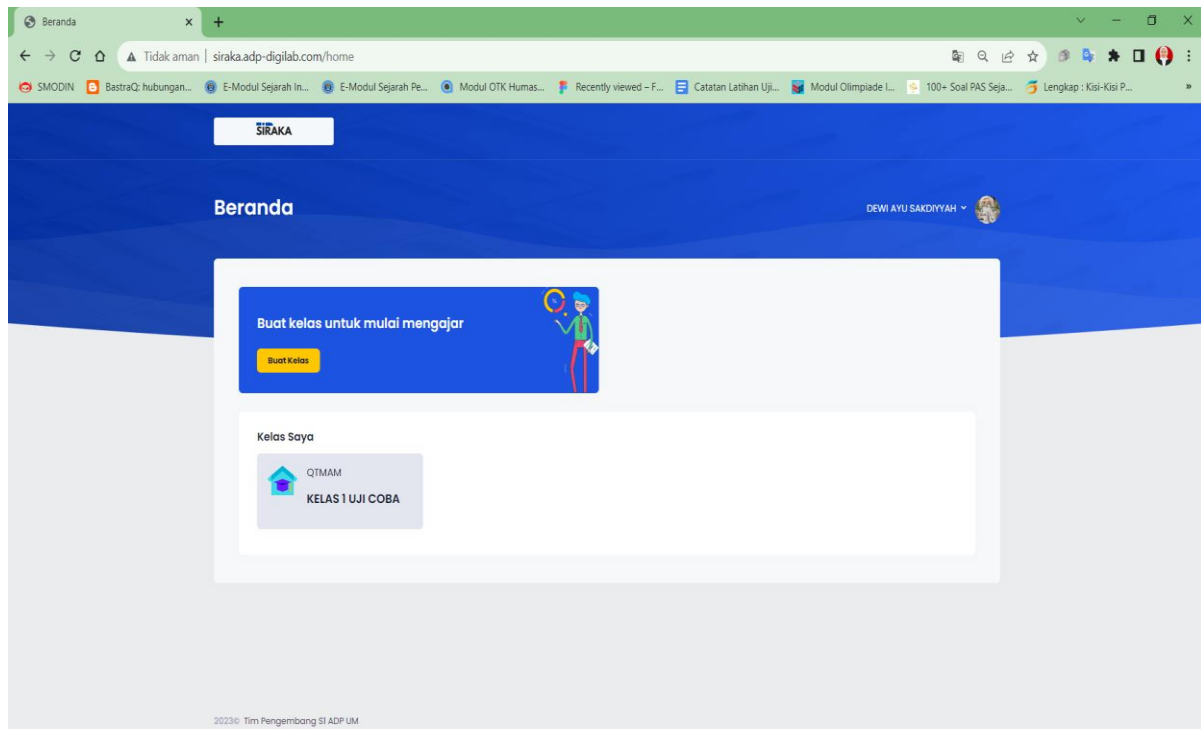


Figure 4. Display of the SIRAKA Dashboard for teachers

SIRAKA learning media for teachers includes features for classes. After students join the class, features for sharing assignments, materials, account settings for changing photos and passwords, viewing and assessing student work, viewing data on students who enter the class and the feature for changing class names will appear.

Data Presentation and Analysis

The process of validating the feasibility of the SIRAKA learning media that has been developed is assessed by a media expert and material expert. The validator provides an assessment to determine whether the product that has been developed is feasible or not to be used as a medium of practice in the Department of Office Management and Business Services. Table 2 below is the result of validation by media experts.

Table 2 Results of Media Expert Validator Assessment

No	Indicator	Score Obtained (x)	Ideal Score (xi)
1	Web Interface Design	5	5
2	Layouts	5	5
3	Navigation	4	5
4	Web Features	5	5
5	Web Innovation	5	5
6	Compatibility with the Theme	4	5
7	Data content	4	5
8	Aesthetics	5	5
9	Functionality	5	5
10	Operational Ease	4	5

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

No	Indicator	Score Obtained (x)	Ideal Score (xi)
	Total	46	50

$$\begin{aligned}
 \text{Persentase} &= \frac{x}{xi} \times 100\% \\
 &= \frac{46}{50} \times 100\% \\
 &= 92\%
 \end{aligned}$$

Based on Table 2, the media expert validator assessed 10 assessment indicators. The determination of this assessment aspect is adjusted to the needs of each product being developed. From the calculation results of the media expert questionnaire assessment of the SIRAKA learning media, a result of 92% was obtained. Based on these results indicate that the learning media is quite valid and very feasible to use in learning. Meanwhile, the results of the material expert validation are presented in table 3 below.

Table 3. Results of the Material expert validator's assessment

No	Indicator	Score Obtained (x)	Ideal Score (xi)
1	Conformity with learning objectives	5	5
2	Contextuality	5	5
3	Actualization	4	5
4	Media equipment	5	5
5	Quality of media content	5	5
6	Material depth	4	5
7	The suitability of the media with the theory	5	5
8	Clarity of work steps	4	5
9	Material systematics and coherence	4	5
10	Use of EYD-appropriate language	4	5
	Total	45	50

$$\begin{aligned}
 \text{Persentase} &= \frac{x}{xi} \times 100\% \\
 &= \frac{45}{50} \times 100\% \\
 &= 90\%
 \end{aligned}$$

Based on the results of the calculation of the questionnaire assessment by material experts, the SIRAKA learning media obtained an assessment result of 90%. Based on these results, it shows that the SIRAKA learning media is quite valid and very suitable for use in learning. The results of trials in small groups and large groups are presented in table 4 below.

Table 4. Results of small and large group trials

No	Validator	Percentage	Validity Criteria
----	-----------	------------	-------------------

1	Small group	88 %	Very valid
2	Big group	90 %	Very valid

Based on the results of the calculation of the small group trial questionnaire, a value of 88% was obtained and the large group obtained a value of 90%. This shows that the learning media developed are very suitable for use as learning media and can be well received by students. The assessment carried out by the test subjects included aspects of programming, content, and appearance. Practical learning media for managing office administration, hereinafter named SIRAKA, is more effective in improving learning outcomes as seen from the immersive experience of students when using this product, where the average student psychomotor score is better. This proves that the implementation of SIRAKA learning media meets the requirements as a medium for creating immersive experiences in the challenges of 21st Century Skills. It is important to carry out similar research on a wider range of subjects and various research variables, in order to see the validity of similar products. The use of technology and the need for competency in the current era has become one of the bases for developing the Independent Curriculum (Marisa, 2021). The increasingly massive use of technology and other programs planned by the government are one of the efforts in implementing the Independent Curriculum to recover from the learning crisis.

SIRAKA learning media has a number of advantages that can increase the effectiveness and efficiency of the learning process. Some of the main advantages of these learning media include: (1) making students more involved in the learning process. They can see and experience a concept or process firsthand, thereby sparking active interest and participation; (2) help students understand concepts better through visual experiences; (3) helps students to see how the concepts being taught are applied in real situations. This helps reduce confusion and promotes deeper understanding; (4) enable students to learn through practical experience. They can experiment, solve problems, or apply concepts in a controlled environment; (5) utilizing various senses, such as visual, auditory, and kinesthetic. This helps students with various learning styles to absorb information more easily; (6) help students develop practical skills needed in the real world. These can be physical skills, technological skills, or creative skills; (7) encourage collaboration and teamwork among students. This prepares them for teamwork in real situations.

Through the development of learning media, it is expected to increase collaboration between students and collaboration between students and teachers. The media development is also used to support students' abilities as digital natives in using the latest technology (Juliane dkk., 2017). On the other hand, with the development of practical learning media for managing office administration, this can also be used as a learning medium in preparing for the skills competence test for Vocational High School students in the Department of Office Management and Business Services, where this UKK is an effort to facilitate students with certificates of expertise that can be used to compete in the world of work (Eryanto dkk., 2020).

Conclusion

This research activity produced a learning media called SIRAKA (Office Administration Practice Information System). The learning media is used to facilitate students' understanding

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

and mastery of the concept of action-based learning. The learning media includes petty cash management, archive management, writing letters and preparing a leader's activity schedule which will be developed in one integrated application. Based on the assessment by small group test subjects, large groups and expert validators, it shows that the resulting learning media is valid and feasible to use in the learning process. So that the learning media can be used by teachers to support the learning process in the Department of Office Management and Business Services.

Funding acknowledgment

The research team's gratitude goes to the State University of Malang for fully supporting this research program, so as to create learning media that are valid and suitable for learning. Acknowledgments also go to the expert validators and test subjects who are willing to take the time to provide the data needed in the study. In addition, thanks also goes to the research team to all parties who have supported the process of making this learning media.

References

- Abdul Latip. (2020). Peran Literasi Teknologi Informasi dan Komunikasi Pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *EduTeach : Jurnal Edukasi dan Teknologi Pembelajaran*, 1(2), 108–116. <https://doi.org/10.37859/eduteach.v1i2.1956>
- Acquah, E. O., & Katz, H. T. (2020). Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review. *Computers & Education*, 143, 103667. <https://doi.org/10.1016/j.compedu.2019.103667>
- Akçayır, M. (2016). What makes you a digital native? Is it enough to be born after 1980? *Computers in Human Behavior*, 6. <https://doi.org/10.1016/j.chb.2016.02.089>
- Al-Rahmi, W. M., Alias, N., Othman, M. S., Alzahrani, A. I., Alfarraj, O., Saged, A. A., & Abdul Rahman, N. S. (2018). Use of E-Learning by University Students in Malaysian Higher Educational Institutions: A Case in Universiti Teknologi Malaysia. *IEEE Access*, 6, 14268–14276. <https://doi.org/10.1109/ACCESS.2018.2802325>
- Basuki, A., Suputra, I. N., Dharma, B. A., & Sakdiyyah, D. A. (2021). Maximizing the Adoption of Educational Technology for Learning in OTKP Competencies in the Post-Covid-19 Digital Era. *Business and Management Research*, 192, 6.
- Biletska, I. O., Paladieva, A. F., Avchinnikova, H. D., & Kazak, Y. Y. (2021). The Use of Modern Technologies by Foreign Language Teachers: Developing Digital Skills. *Linguistics and Culture Review*, 5(S2), 15–27.
- Borg, W. R., & Gall, M. D. (1983). *Education Research, An Introduction*. Longman.
- Eryanto, H., Usman, O., & Febriantina, S. (2020). PERAN APLIKASI GWJ (GRIP WORK JOURNEY) DALAM PEMBELAJARAN TATA KELOLA KANTOR. *Jurnal Pengabdian Masyarakat Berkemajuan*, 7(2), 979–983.
- Guo, J., Zhou, S., Chen, J., & Chen, Q. (2021). How information technology capability and knowledge integration capability interact to affect business model design: A polynomial

- regression with response surface analysis. *Technological Forecasting and Social Change*, 170, 120935. <https://doi.org/10.1016/j.techfore.2021.120935>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Haque, Md. M., & Jakaria, Y. (2020). Development of Practice Learning Media Based on Programmable Logic Controller. *Jurnal Pendidikan Teknologi dan Kejuruan*, 26(2), 119–128. <https://doi.org/10.21831/jptk.v26i2.33893>
- Juliane, C., Arman, A. A., Sastramihardja, H. S., & Supriana, I. (2017). DIGITAL TEACHING LEARNING FOR DIGITAL NATIVE; *Jurnal Ilmiah Rekayasa dan Manajemen Sistem Informasi*, 3(2), 29–35.
- Khairinal, K., Suratno, S., & Aftiani, R. Y. (2021). Pengembangan Media Pembelajaran E-Book Berbasis Flip Pdf Professional untuk Meningkatkan Kemandirian Belajar dan Minat Belajar Siswa Pada Mata Pelajaran Ekonomi Siswa Kelas XII 1 SMA Negeri 2 Kota Sungai Penuh. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 2(1), 458–470.
- Kirschner, P. A., & De Bruyckere, P. (2017). The myths of the digital native and the multitasker. *Teaching and Teacher Education*, 67, 135–142. <https://doi.org/10.1016/j.tate.2017.06.001>
- Marisa, M. (2021). CURRICULUM INNOVATION “INDEPENDENT LEARNING” IN THE ERA OF SOCIETY 5.0. *Jurnal Sejarah, Pendidikan dan Humaniora*, 5(1), 66–78.
- Moldavan, A. M., Edwards-Leis, C., & Murray, J. (2022). Design and pedagogical implications of a digital learning platform to promote well-being in teacher education. *Teaching and Teacher Education*, 115, 103732. <https://doi.org/10.1016/j.tate.2022.103732>
- Nugraha, T. S. (2022). Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran. *Inovasi Kurikulum*, 19(2), 251–262.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>
- Suartini, T., Sukandar, A., Zadi, F. F., Fikadinda, A. S., & Maulana, W. (2022). The influence of the use of website-based learning media on engineering drawing materials. *Informasi*, 52(2), 253–270. <https://doi.org/10.21831/informasi.v52i2.53194>
- Suparti. (2016). *Metode Penelitian Pengembangan Inovasi Pembelajaran*. UM Press.
- Susan, A., Murtini, W., & Harini, H. (2017). Web-Based Learning Media for Practical Learning Strategy of Office Administration Program in Vocational School. *Proceedings of the 1st International Conference on Vocational Education And Training (ICOVET 2017)*. 1st International Conference on Vocational Education And Training (ICOVET 2017), Malang, Indonesia. <https://doi.org/10.2991/icovet-17.2017.41>
- Sutirman, & Muslikhah. (2023). Students’ Perceptions of Practicum Learning Media Used During the Covid-19 Pandemic. *Journal of Education Technology*, 7(1), 80–89. <https://doi.org/10.23887/jet.v7i1.50375>
- Thomas, C. M., & Barker, N. (2018). Simulation Elective: A Novel Approach to Using Simulation for Learning. *Clinical Simulation in Nursing*, 23, 21–29. <https://doi.org/10.1016/j.ecns.2018.08.003>

Implementation of Office Administration Practice Media to Welcome the Independent Curriculum

Yassine, A., Berrada, M., Tahiri, A., & Chenouni, D. (2018). A Cross-Platform Mobile Application for Learning Programming Basics. *International Journal of Interactive Mobile Technologies (IJIM)*, 12(7), 139. <https://doi.org/10.3991/ijim.v12i7.9442>