GOP-LeS: Practical Learning Innovation in Managing Office Administration in Groups

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Abstract

This study aims to produce office simulation media in groups for archives, finance, public relations protocol, and correspondence subjects. 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 trial subjects involved 15 students in the small group trial and 50 students in the large group trial. This research activity also involves expert valiators to determine the feasibility and validity of the products being developed. The results of this research and development are learning media called GOP-LeS that 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 86% and large group trials obtained an average of 87%. While the results of the expert validator obtained an average score of 88%. So it can be concluded that the GOP-LeS 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.

INTRODUCTION

Technological development is a process of progress and innovation in the field of technology that occurs over time (Cholik, 2021). Technological development involves the invention, development, and application of various types of technology that change the way people live, work, and interact (Pramanda dkk., 2016). Technological development continues rapidly, and its impact can be felt in various aspects of life. This includes advances in transportation, manufacturing, communications, education, entertainment and other fields (Abdul Latip, 2020; Fatmawati, 2021). With the continuous development of technology, it is hoped that there will be innovative solutions in order to improve the quality of human life as a whole.

In the field of education, technology refers to the use of information and communication technology (ICT) in the context of learning and education (Budiman, 2017; Salsabila dkk., 2021). It includes a wide range of tools and applications, both hardware and software, designed to facilitate the learning process and enhance the learning experience. Educational technology has great potential to increase learning effectiveness, access knowledge widely, and create learning experiences that are more interesting and effective (Haleem dkk., 2022). In Vocational High Schools, educational technology involves the use of various tools and platforms to enhance learning and training processes in the vocational field (Cikarge & Utami, 2018).

Vocational schools are formal education that are mandated to prepare human resources who are ready to enter the world of work and become productive workers (Irwanto, 2021). Students in vocational high schools gain a more practical and directly related education to the world of work, by learning relevant practical and theoretical skills

in their chosen vocational field. The Vocational High School also offers internship programs in the industrial world to give students more in-depth practical experience (Sudiyono, 2020). Vocational schools are also found in other countries under various names, such as vocational schools (in the United States), technical schools (in Canada), trade schools (in England), or Berufsschule (in Germany).

In Indonesia, 70% of learning for vocational high school students will be carried out with practicums, so that students can interact more with practical media that can improve students' skills (Cikarge & Utami, 2018). Practical learning is closely related to the activity of carrying out a series of work activities (steps). So that to assist these activities, practical learning must be equipped with a work sheet (Job sheet). Worksheets are guide sheets that help workers do their jobs. In learning, worksheets are a medium to assist teachers in conveying work steps, in this case worksheets are usually accompanied by pictures of how to do or complete assignments, operational steps for assignments, and student practice evaluation sheets. So, a worksheet or job sheet is a guide that contains operational task steps and task images as training material for making or completing tasks so that they can be carried out (Fakhri, 2016).

In practical learning in vocational schools, it must also present the characteristics of the learning environment related to authentic projects in the world of work. One alternative that can be done to make this happen is to develop learning media that can be used to simulate practical activities like in the world of work. In addition, the media developed must also be able to present the characteristics of the work environment, one of which is the ability to collaborate (Zainuddin, 2017). Collaboration in the world of work refers to cooperation between individuals or teams in achieving common goals (Kusuma, 2018). Effective collaboration becomes very important in the work environment because it can increase productivity, innovation, and overall performance. By building a strong foundation for collaboration, a team can achieve better results and create a positive and productive work environment. On the other hand, learning in the 21st century also requires non-technical skills, namely 4C skills, including critical thinking and problem solving; communications; collaboration; and Creativity (Selman & Jaedun, 2020).

Based on the problem analysis above, the purpose of this research is to develop learning media for the practice of managing office administration designed with a collaborative/group system. Learning as outlined in the media includes archives, finance, public relations protocol, and correspondence subjects. This is bearing in mind that so far, learning media that have been developed only focus on improving individual abilities in doing certain jobs. However, students' collaboration skills in practice are still lacking. Therefore this research has an urgency in terms of the use of learning media that is used in a collaborative way to support educational progress while responding to the challenges of global developments.

METHOD

The research method used in this study is the R&D (Research and Development) method, which is an approach used to develop new knowledge, improve products or processes, or test innovative ideas in environmental learning. This method can be applied in a variety of contexts, including formal education, curriculum development, or educational technology development. This research

model was adopted from the model (Borg & Gall, 1983). The Borg and Gall research model, also known as the "Educational Research: An Introduction" research model developed by Meredith D. Gall and Walter R. Borg, is an approach used in educational research to find the effectiveness or impact of an innovation or intervention in learning context. The Borg and Gall research model provides a systematic approach to conducting experimental research in an educational context. By following these steps, researchers can test and measure the effectiveness of educational interventions or innovations in a more targeted and measurable way. Broadly speaking, the development steps are divided into 10 stages which will be described in the following chart.
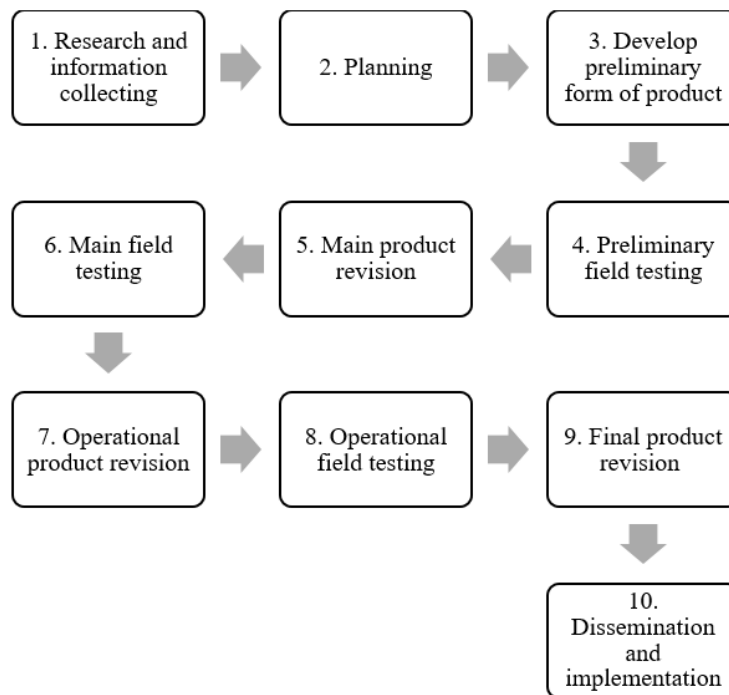

Figure 1. Research steps Borg and Gall's (1983)

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

1) Research and information collecting. At this stage the research team collects data, facts, and knowledge about the topic or subject to be investigated through field studies. The information extracted is related to problems that often occur in the learning process, the media/technology used, as well as the learning outcomes obtained by students so far. This activity also involves systematic investigations from various sources, such as books, articles, websites, databases, and other relevant materials, to obtain reliable and relevant information.

2) Planning. At this stage the research team elaborated and organized the key elements and procedures needed to conduct the research. In addition, at this stage a roadmap is also made, setting goals, objectives, and arranging a schedule so that the goals are achieved in accordance with the specified time. Having a thorough research plan can anticipate potential bottlenecks, and increase the chances of producing valuable and meaningful research.

3) Develop preliminary form of product. The third step of this research starts from making an initial version or prototype that serves as a representation or demonstration of the core features, functions, and product design. Then the research process is continued with product development and improvement. Included in this step is preparing other supporting components, such as guidebooks and questionnaires to evaluate the feasibility of the products produced.

4) Preliminary field testing. Initial field testing refers to the initial phase of testing a product, service or solution under real conditions or in the field. This involves evaluating a product's performance, functionality and usability in its intended environment or context of use prior to wider deployment or commercialization. At this stage, responses were collected from participants through interviews and filling out questionnaires. The product was tested on 15 subjects, namely Vocational High School students majoring in Office Management and Business Services in Malang City.

5) Main product revision. Product improvement refers to significant updates or modifications made to existing products to improve their features, functionality, design or overall performance. This involves evaluating test subjects and improving various aspects of the product to address user feedback, market demands, technological advances, or other factors requiring change.

6) Main field testing. Primary field testing refers to the comprehensive and extensive evaluation of a product or solution under real-world or field conditions to assess its overall performance, functionality, usability, and effectiveness. This involves implementing the product in its intended environment and gathering data, feedback and observations to validate its performance and gather insights for further improvement. The main field test involved 50 subjects, namely Vocational High School students majoring in Office Management and Business Services in Malang City.

7) Operational product revision. Operational product revision refers to the process of making changes, modifications or updates to existing products to improve operational efficiency, functionality, performance or other aspects related to continuous use and maintenance. This involves assessing the operational aspects of the product, identifying areas for improvement, and implementing changes to increase its overall effectiveness.

8) Operational field testing. At this stage, the revised product is shown to the expert validator to test the feasibility of the media being developed.

9) Final product revision. Products that have been validated are repaired again based on the advice given by the expert validator.

10) Dissemination and implementation. At this stage the product is ready to be disseminated to improve the quality of learning in schools.

The subjects in this study were students of Vocational High Schools majoring in Office Management and Business Services in Malang City. The subjects that will be used in this study are filing material, finance, public relations, protocol and correspondence, this is because these subjects are basic subjects that must be mastered by students.

Data analysis

Data collection in this study was carried out using interview techniques and questionnaires. So the data generated from this study are quantitative data and qualitative data. The method of data analysis in this study is a percentage descriptive method by calculating the respondent's value and then looking for the average. Then do the percentage calculation with the following formula.

$$P = \frac{X}{Xi} \text{x } 100\%$$

Note:

P = Percentage of trial subject results
X = Score obtained
Xi = 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)

RESULTS AND DISCUSSION

This research produces a website-based learning media for the practice of managing administration in groups. The subjects used in this study included archives, finance, public relations, and correspondence. The learning media is called GOP-LeS (Group Office Practice Learning System) which can be accessed via the link http://goples.adp-digilab.com/. The digitization of education in Indonesia is based on a number of government initiatives and policies to utilize information and communication technology (ICT) in the teaching and learning process and increase the accessibility of education throughout the country (Wulandari dkk., 2021). The government is trying to reduce the digital divide and ensure that all people, including those in remote areas, can access technology-based education (Yuliawati & Irwansyah, 2023).

The government is also trying to develop digital educational content in various forms, such as e-books, interactive learning modules and learning videos. In addition, the government is working with the private sector and educational institutions to support the development of educational technology and provide digital solutions that suit needs. The digitization of education in Indonesia is an important step in facing the challenges of the digital era and globalization (Isma dkk., 2022). By combining technology with education, it is hoped that Indonesia can create an education system that is more adaptive, innovative and equitable throughout the country.

The GOP-LeS learning media is one of the media developed by a research team from Higher Education Institutions to support government programs in the context of digitizing education. GOP-LeS learning media can be accessed through a browser from various devices via the internet network. In its use, this learning media is designed for teachers and students. The features contained in student accounts are:

1. Material viewing feature
2. Task viewing feature
3. Features of group work consisting of:
   a. As a leader, available features include:
      - Master data which consists of features for drafting letters and signatures
      - View incoming mail
      - Correcting outgoing mail
      - View the retention of incoming and outgoing mail
      - View financial reports
      - View the schedule of activities
   b. Served as a secretary, available features include:
      - Master data which consists of features for making archive classifications and creating petty cash accounts
      - Petty cash which consists of features for managing debit and credit transactions
      - View and add incoming mail files
      - Manage outgoing mail which consists of a draft reading feature and followed up by creating letters and outgoing mail list features
      - View the retention of incoming and outgoing mail
      - Inputting the leader's schedule
   c. Served as an archivist, available features include:
      - Master data which consists of features for making classifications, inputting incoming and outgoing mail data
      - Inputting the retention schedule for incoming and outgoing mail

While the features contained in the teacher account are
1) Create class feature
2) Share tasks feature
3) Material share feature
4) Account setting feature to change photo and password
5) Features of viewing and assessing student work
6) The feature of viewing student data that enters the class
7) Class name change feature

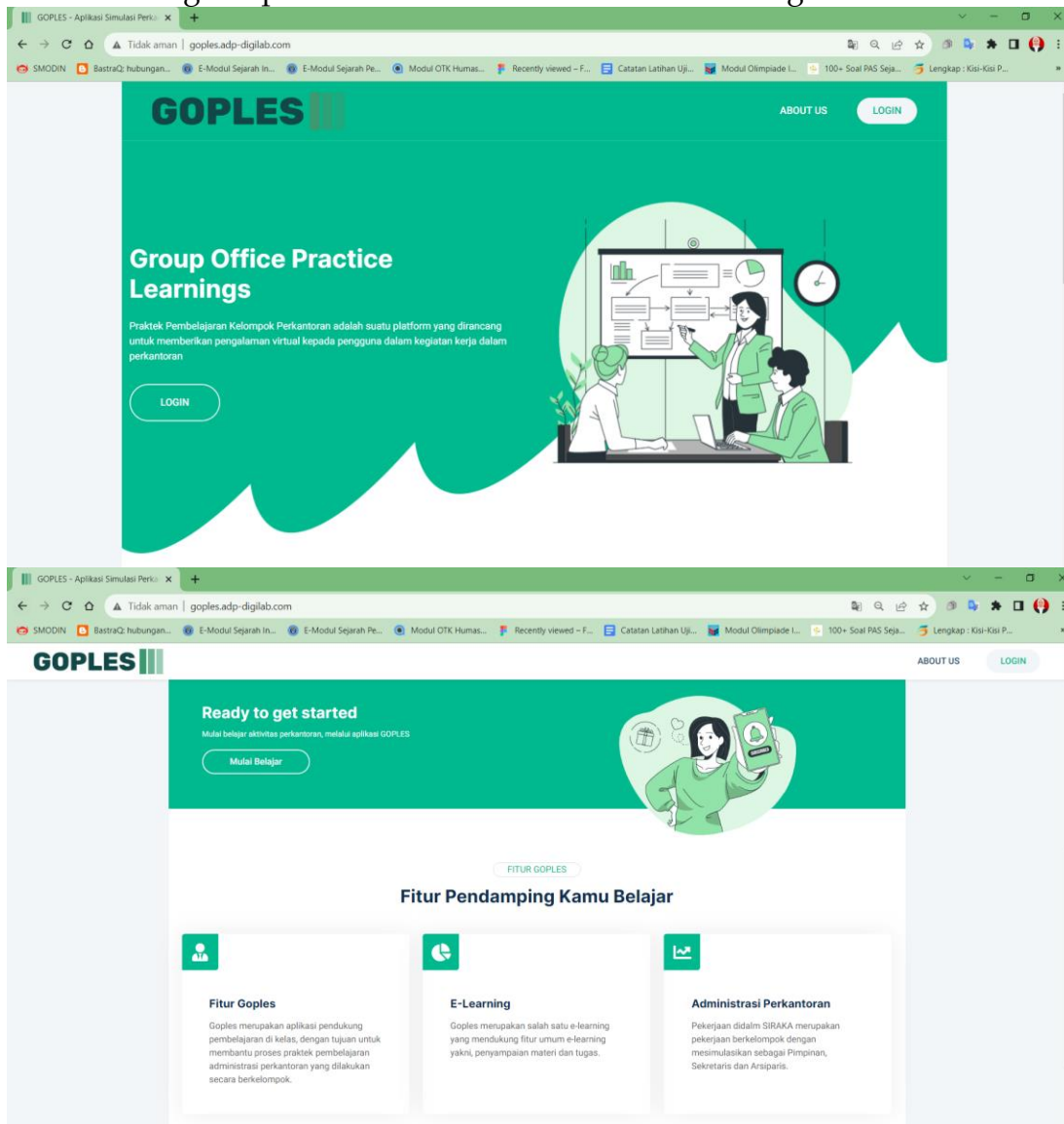The following is a picture and from the GOP-LeS learning media

Figure 2. Landing Pages GOP-LeS

Landing pages are web pages that are specifically designed to attract the attention of visitors and encourage them to take certain actions. The Landing Page of the GOP-LeS learning media contains information about the function of the GOP-LeS media and contains an explanation of the features in the learning media. The page also directs users to register and enjoy the learning experience using GOP-LeS learning media.
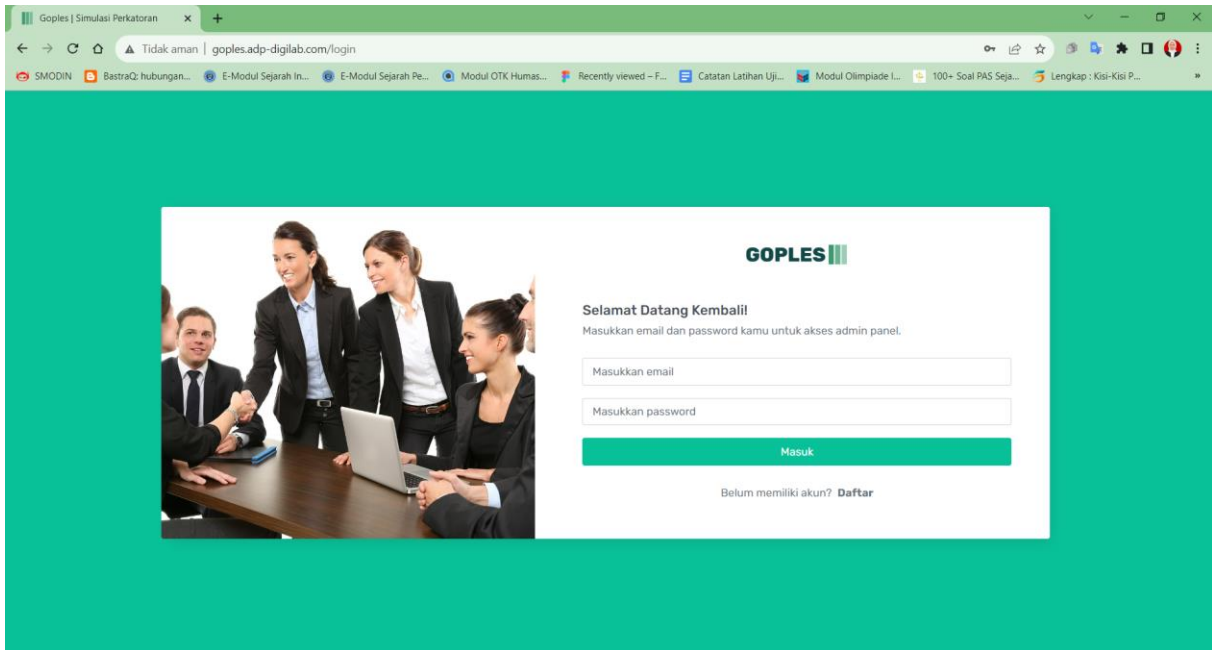
Figure 3. Login Page GOP-LeS

The login page on the GOP-LeS learning media is the page used to enter the GOP-LeS learning media. If the user has never registered, he must first enter the register page.
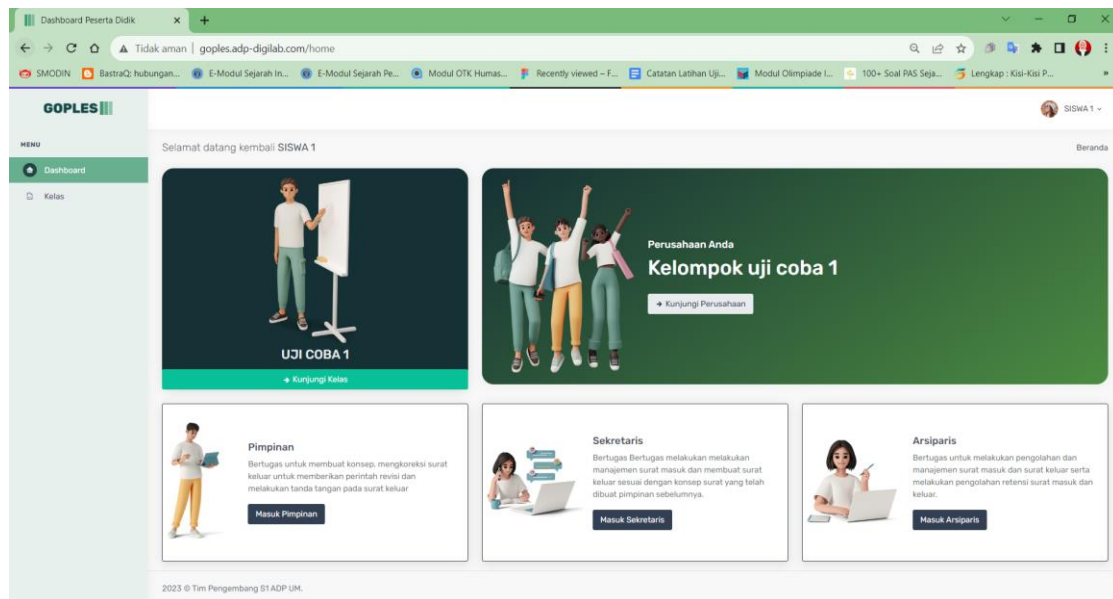

Figure 4. learning media dashboard page GOP-LeS for students

The dashboard page on GOP-LeS learning media for students displays the main features, namely class features to view material and assignments given by teachers. In addition, on this dashboard page students can then practice the assignments given in groups through the available features. So that this application contains three roles, namely as a leader, secretary, and archivist who have different tasks.
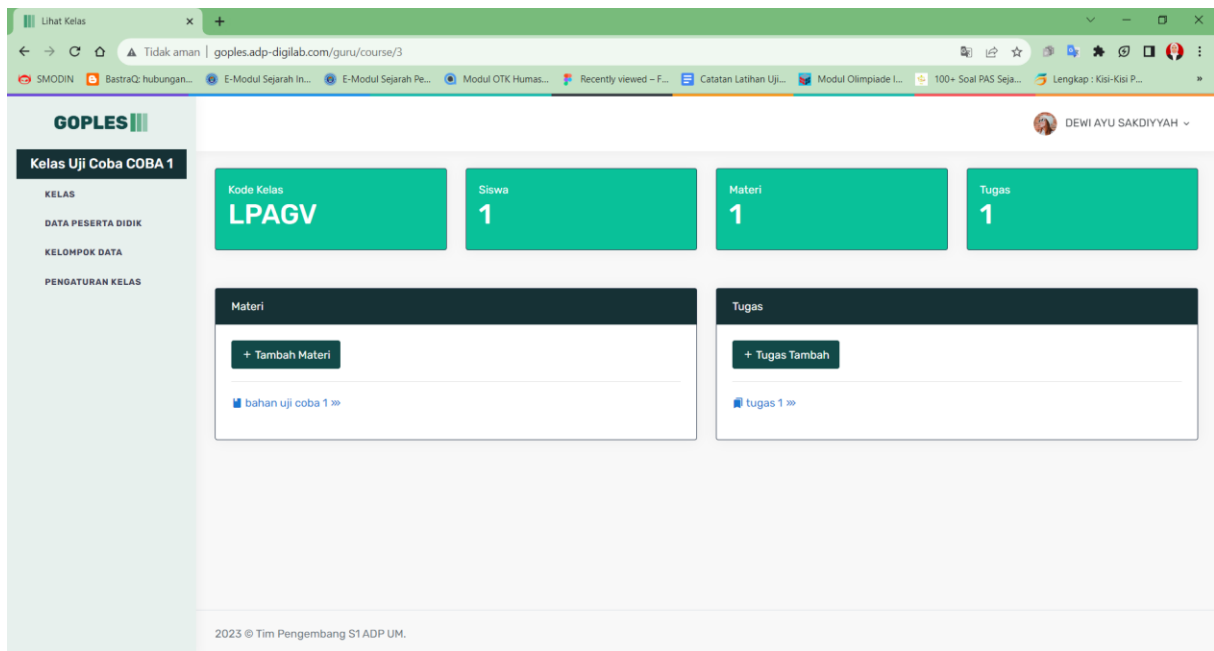
Figure 5. learning media dashboard page GOP-LeS for teachers

The dashboard page on the GOP-LeS learning media for teachers displays the main features, namely the feature of creating a new class, viewing student data and viewing student work results. Besides that, in the learning media, the teacher can also provide an assessment of student work.
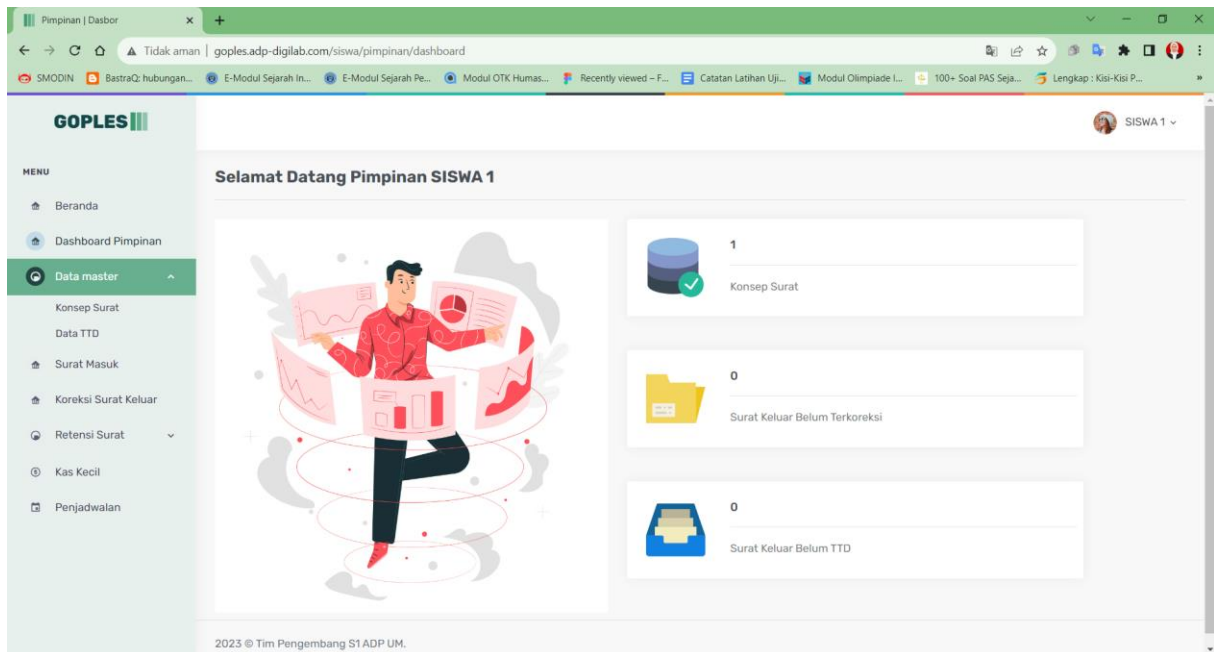

Figure 6. GOP-LeS page on a student account for leadership practice

GOP-LeS Learning Media is a fun and meaningful learning solution as a form of creating immersive experiences for students. Learning Media that has been developed by the research team offers various advantages that can improve the learning process and help students achieve their academic potential. Some of the main advantages of

this media include (1) GOP-LeS learning media is equipped with a progress measurement tool, which allows students and teachers to track student learning progress from time to time. This helps teachers identify areas where students need more help or support; (2) students can access learning materials and exercises anytime and anywhere using their devices. This provides flexibility for students to study independently without being limited by time or place; (3) provides a feedback feature about student performance on work assignments. It helps students understand their mistakes and improve their understanding; (4) students are used to using technology as a learning tool. This increases their digital literacy and equips them with relevant skills in the technological age; (5) allows students to interact with fellow students or teachers through collaboration and communication features, which can improve the overall learning experience; (6) provide additional resources such as articles or other references that can help deepen students' understanding of certain topics; (7) the use of practical applications reduces dependence on physical printed materials and saves time in the process of assessing and assigning assignments.

The media developed by the research team is a simulation medium in the world of work, this is a method used to simulate a situation or work environment in an office with the aim of training, testing, or developing students' skills and knowledge. Simulation media in the world of work is very effective in increasing skills, increasing understanding, and helping students face real-world challenges more confidently (Basuki dkk., 2022).

Data Presentation and Analysis

The learning media that had been developed by the researcher were then tested on trial subjects in both small groups involving 15 students and large groups involving 50 students. The aspects assessed include attractiveness of appearance, ease of operation, usefulness of media in learning, motivating students to learn independently. The following is a graph of the results of the assessment from the small group trial followed by the large group trial.
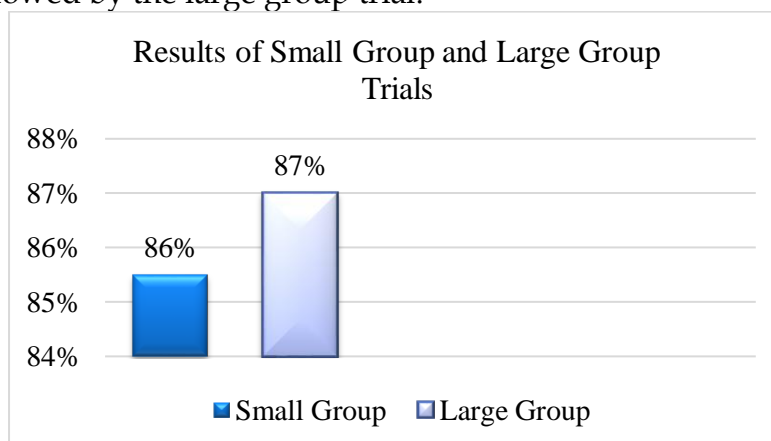

Figure 7. Small Group and Large Group Trial Results

Based on the results of calculating the questionnaire assessment by small groups and large groups, an average result of 86.5% was obtained. These results indicate that the GOP-LeS learning media is valid and appropriate for use in learning by students majoring in Office Management and Business Services. However, before the learning

media is disseminated to all students, the media must be validated by experts. The process of validating the feasibility of the GOP-LeS learning media that has been developed is assessed by a media expert. The validator provides an assessment to determine whether the product that has been developed is valid or not to be used as a practical medium for students of the Department of Office Management and Business Services. The aspects assessed by the validator include display feasibility, ease of access, ease of operation, suitability of media with theory, and language. The following is a graph of the assessment results provided by the validator.
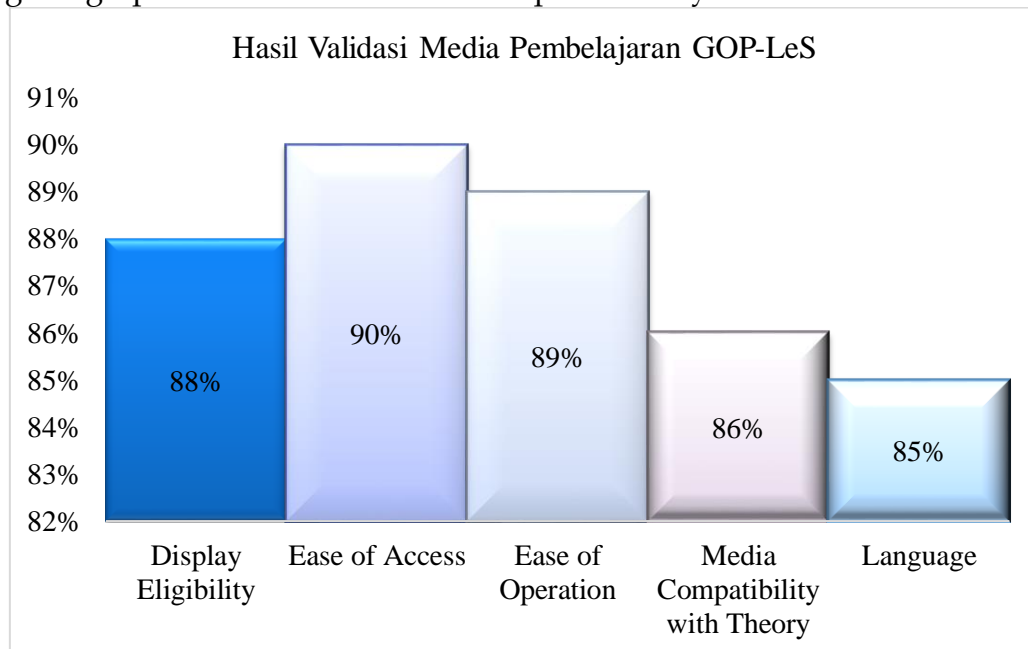

Figure 8. Results of GOP-LeS Learning Media Validation

Based on the results of calculating the questionnaire assessment by the validator on GOP-LeS learning media, the result was 88%. These results indicate that the GOP-LeS learning media is valid and appropriate for use in learning. The results of the assessment by the expert validator show that this learning media is suitable for use in learning, so that this learning media can be used for learning all Vocational High School students majoring in Office Management and Business Services in Indonesia. In the process of developing learning media, validation is carried out to ensure that the material presented is in accordance with the learning objectives, is accurate, and is relevant to the context. suitable for use means that the media meets adequate quality standards to support the learning process and provide effective benefits for students.

With positive validation results, GOP-LeS learning media can be used as an effective and efficient means of increasing students' understanding and skills in the office sector. This also shows that the development of learning media has followed a good process and received recognition from the authorities to be implemented in learning.

CONCLUSION

This research activity produced a learning media called GOP-LeS (Group Office Practice Learning System). This learning media is a new innovation in the world of education, especially in Office Management and Business Service Vocational Schools because it is able to combine three subjects in one integrated media. The learning media is intended for practice/work simulation in archives, finance, public relations protocol and correspondence subjects. 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 subjects in the Department of Office Management and Business Services.

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