Skills and Responses of Student: Improving Learning Through Web-Based Archive Management Learning Media

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Abstract. The development of information technology and the emergence of Covid 19 affect changes in the field of education where learning must be done online. Teachers must have online learning innovations that are adapted to the development of information technology so that there is interaction between teachers and students. The purpose of this research is necessary to develop innovative learning media, especially in practical courses. The type of research used is research development or Research and Development (R&D). The development of learning media aims to attract the responses and skills students. Archive skills were tested through experimental research methods. The type of pre-experiment used is One-Group Pretest-Posttest design. Student responses were measured through research questionnaires. The limited trial was carried out at the State University of Surabaya batch 2018 with a total of 20 students. The student response to using this learning media was very positive because (1) this learning media has a very attractive format and makes it easier for students to archive; (2) the relevance of the material is very up to date with current digital office developments; (3) and students are interested in participating in archive learning even though they are online. The results of the t-test test showed that the t-test value was $0.00 < 0.05$, then the hypothesis is accepted, namely that there is an influence of archive management learning media on archive management skills. So, these results indicate that the application of archives management learning media is appropriate to use because it affects their archiving skills. The average pretest was 66, the lowest score was 63 and the highest score was 69. While the posttest average was 79, with the lowest score being 76 and the highest being 81.

Keywords: archive management skills · learning media · responses

1 Introduction

Education must be able to create national competitiveness because quality education can be achieved through innovation in education. In the era of technological advancements, it encourages education to achieve effective and efficient goals [1]. Moreover, 2020

is the beginning of everything virtual, including in the world of education, due to the Covid-19 pandemic which has begun to become epidemic in Indonesia and even in the world. There are 121,011 active cases in Indonesia as of April 2, 2021 [2]. The use of appropriate learning media makes the delivery of material between lecturers and students take place appropriately and efficiently so as to improve the competency skills possessed by students [3]. Learning media innovation is needed to support a pleasant learning atmosphere so that the material presented by the teacher can be well received [4].

From some people's opinions, distance learning with the presence of covid 19, raises optimism and fear about the effects of this learning because teachers and students are not ready to use technology during the learning process [5–7]. They have to adapt how to use online learning media. Students' interest in learning will decrease due to this adjustment [8]. For this reason, the teacher as the initial milestone in learning must be able to create a learning innovation in the form of teaching materials, learning media, or assessment of learning outcomes. Students do not feel bored to study at home. Of course, this learning innovation is also adapted to the current development of information technology.

Following the challenges of digital-based learning in distance learning, along with the development of information and technology, thus encouraging the creation of inno-vation through the development of innovative, effective, and efficient learning media [9]. It would be more interesting if the learning media were in digital and online form because the ubiquitous presence of the internet and computer-based technology had an increasing impact on higher education and the way students access information to learn [10]. Students will no longer be interested in textbooks and whiteboards because of the shift to digital [11]. In the future, the laboratory will be converted to digital. Here the role of learning media is needed to be adapted to the development of information technology [12].

The development of technology and information encourages changes towards learn-ing, lecturers as lecturers in higher education must be able to master information tech-nology. Related to this, lecturers must be able to make innovations, especially learning media. In a teaching and learning process, two very important elements are teaching methods and teaching media [13]. These two aspects are interrelated. The selection of one particular teaching method will affect the type of appropriate teaching media, although there are still various other aspects that must be considered in choosing the media, including the teaching objectives, the types of tasks and responses that students are expected to master after teaching takes place, and the learning context including student characteristics [4].

Learning media are media that can be used to channel messages from senders to recipients so as to encourage the attention and interest of students in the learning process to occur in order to achieve learning objectives effectively [14]. Meanwhile, the opinion of Setyaningrum (2019), learning media is a means that can be used to convey information on learning materials from learning sources, namely teachers to students so that learning can run effectively and efficiently. So learning media is a very useful supporting tool in supporting the teaching and learning process between teachers and students.

Records management is one of the subjects in the Office Administration Education Study Program with a total of 3 credits. Archiving is the activity of recording incoming

and outgoing letters, storing archives, and determining the shelf life of archives [16]. Meanwhile, the purpose of archival management is to ensure the safety of materials for accountability regarding planning, implementation and maintenance as well as to provide materials for such accountability for Government activities [17]. An archivist must be responsible for the management of his records [18]. Archives have a very important role in an organization because archives are a source of information. This is in line with Wur-santo's opinion [19] which states that the archive is a source of information and can help remind in the context of making decisions quickly and accurately about a problem. Gie argues that an archive is a collection of documents that are stored systematically because they have a use so that they can be quickly found whenever needed [16]. So that it can be concluded that the archive is a document as a source of information that is stored systematically which is useful for helping to find information quickly.

Given the importance of archives and the function of archives, archives must be man- aged properly. Records management consists of: (1) management of incoming and outgoing mail; (2) the archive storage system used; (3) archive retrieval, (4) and archive maintenance [20]. Another opinion regarding archive management has several different stages, namely (1) archive organization; (2) archive storage system; (3) assessment of archive management; (4) archival equipment & equipment; (5) maintenance, care & security of archives; and (6) archive shrinkage [21, 22].

The development of the archival world in this digital era is using a computerized storage system or often called Electronic Archives (E-Archives). There are various types of digital archives, ranging from letters in the form of word, excel, ppt file formats, images (jpg, img, png, etc.), videos, and other computer files [4]. The importance of management electronic records in the government environment at this time supports electronic records as legal evidence in court. This is also supported by Law no. 43 of 2009 concerning Archives and Law no. 11 of 2008 concerning Information and Electronic Transactions [23].

Based on the results of discussions with the head of the S1 Study Program Office Administration Educational Personnel Education Institutions that in the future the need for this virtual laboratory is very much needed considering the rapid development of information technology and as a reinforcement of graduate skills later. From interview results with student Office Administration Education Study Program of Universitas Negeri Surabaya, the use of web-based archival learning media is still very minimal because there is no development of digital archive learning media. This course is a new course in there. The laboratory takes advantage of cooperation by using electronic archive applications in private institutions or government agencies. As a producer of graduates for office administration educator candidates, at least the learning laboratories develop their own archival learning media that are tailored to the needs of the business and the industrial. The development of this learning media is a solution to these problems.

The results of previous studies stated that the access-based electronic archiving pro- gram is very appropriate to use for practice because it is easy to use, easy to make by teachers and adapted to the competency test material for office administration skills [4]. In addition to access, the use of the website can be used to manage incoming and outgoing archives at the Surabaya Surgical Hospital (RSBS) and can produce archive digital data, archive storage information, archive disposition data, active archive data, inactive archive

data, incoming archive reports. Exit, archive borrowing reports and archive retention reports [16]. The results show that the use of archival learning media can improve student responses and archiving skills [24, 25]. Students respond positively to archival learning media. With the innovation of website-based archival learning media, students are very enthusiastic because they can practice anywhere and anytime so that it affects students' archiving skills (Rismanto & Pahlevi 2022). Archiving skills are needed to improve the ability to manage documents [27]. In addition, digital archive learning media is effective in improving learning outcomes [28].

2   Research Methods

The type of research used is research development or Research and Development (R&D). According to Borg & Gall [29] development research is used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet defined criteria of effectiveness, quality, or similar standards. The implementation of this research begins with problem identification through a preliminary study, followed by development procedures according to the 4-D development model to product validation by experts and the product is tested on students to see its effectiveness and response to the developed product.

This learning media was validated by a material expert, namely a S1 Office Administration Education Lecturer who teaches Archives Management courses, and a media expert, an Education Technology Lecturer, to determine the feasibility of the learning media developed. After being validated and declared eligible, a trial was conducted on students of the Office Administration Education S1 Study Program. The trial was conducted in small groups with a total of 20 students at the State University of Surabaya batch 2018. This is to measure student responses and archiving skills (Tables 1 and 2).

Archiving skills were tested through experimental research methods, namely pre-experiments were chosen because there were no control variables and the samples were not chosen randomly. The type of pre-experiment used is One-Group Pretest-Posttest design. The research hypothesis is that is an influence of archive management learning media on archive management skills. Student responses were measured through research questionnaires. Student response criteria are assumptions and reactions [30–33].

Table 1. Student response indicators

No	Criteria	Indicator
1.	Response	Format
		Relevance
2.	Reaction	Attention
		Satisfaction
		Self-confident

Table 2. Interpretation of student response criteria

Percentage	Criteria
1 < 50%	Not Positive
50% ≤ I < 70	Less Positive
70% ≤ I <85	Positive
I ≥ 85%	Very Positive

Sumber: Risandi, Panjaitan, & Titin (2015)

3   Result and Discussion

3.1   Development Web-Based Archive Management Learning Media

3.1.1   Define

The results of the initial analysis show that the results of the Forum Group Discussion (FGD) with the head of the Indonesian Office Administration study program, there is a need for the development of a virtual learning laboratory for practical courses and the results of stakeholder needs that currently have entered the era of digitalization where many changes occur in the office. From the results of interviews with students, supporting facilities and infrastructure during online learning are available such as laptops, internet or wifi, and cellphones.

Judging from the general needs, and the infrastructure owned by students during on-line learning at home, the researchers developed a website-based archive management learning media with the aim that they could carry out archiving practicum lectures even at home. Supporting facilities and infrastructure while studying at school will increase student interest in learning [6, 8, 34].

3.1.2   Design

At this stage, the researcher first designed a prototype model of archive management learning media innovation from a literature review on archive management. The archive management of this research starts from the management of incoming and outgoing mail, archive storage, archive retrieval, archive shrinkage, and archive reassessment. The prototype is the basis for developing this innovation media. This media was developed using gdrive as document storage and gform as document recording and storage. This media has three accounts, namely admin accounts, teacher accounts (lecturers), and student ac- counts (students) (Figs. 1 and 2).

3.1.3   Develop and Disseminate

Before the archive management learning media innovation is limited to field trials, it needs to be validated first by material experts and media experts. The results of the material experts are as follows (Table 3 and 4):
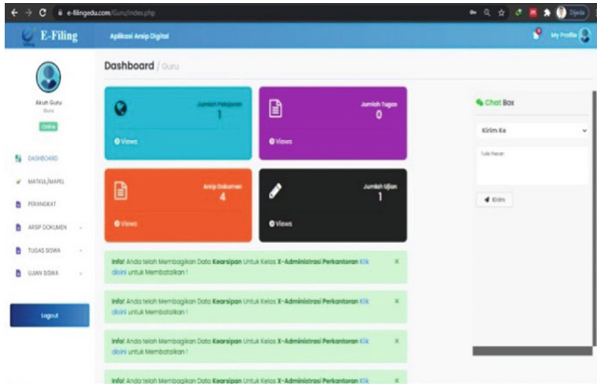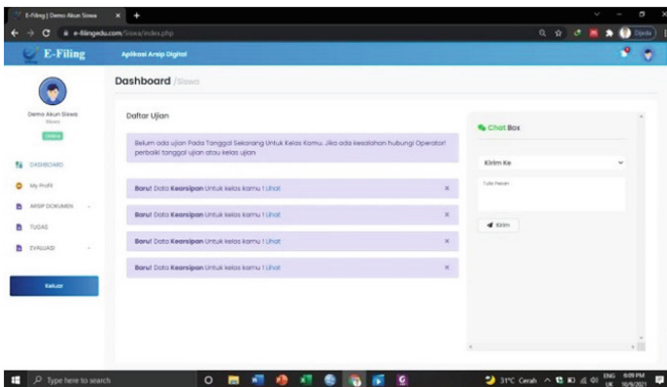
Fig. 1. Teacher Account Dashboard

Fig. 2. Student Account Dashboard

Table 3. Material validation

Assessment Aspect	Percentage	Category
Contents	91.4%	Very worth it
language	80%	Worthy
Evaluation	86.7%	Very worth it
Average	86%	Very worth it

The material and media validator stated that this media was very feasible after being re- vised 2 times for the material validator and 3 times for the media validator. Furthermore, this media was tested on students.

The purpose of conducting a limited trial is to measure student responses and assess archiving skills. The trial was carried out for 2 meetings.

Table 4. Media validation

Assessment Aspect	Percentage	Category
App introduction	92%	Very worth it
User control	86.7%	Very worth it
App view	86.7%	Very worth it
End of application	75%	Worthy
Average	85.1%	Very worth it

3.2 Student Responses and Student Archive Skill to Website-Based Learning Media

The results of student responses are very positive, namely 88%, which means that web-based archive management learning media is very interesting for students. Student responses can be a powerful tool to involve students in the learning process [32, 35]. From the results of interviews with students, this media is very useful to support practical courses that cannot be carried out in campus laboratories to prevent the transmission of Covid 19. Time to work is also very efficient, and they do not need to prepare archival equipment and supplies. Online learning media is very appropriate to use for distance learning [8, 36, 37]. Teachers must be able to develop online learning media, so that students' interest in learning does not decrease [36, 37]. So it can be concluded that the use of web-based archive management learning media is very effective and efficient to implement (Table 5 and 6).

The results of student responses to website-based archival learning media are very positive because (1) this learning media has a very attractive format and makes it easier for students to archive; (2) the relevance of the material is very up to date with current digital office developments; (3) and students are interested in participating in archival learning even though they are online. They commented "This archival learning media is very interesting packaged online, so it is easy for me to study archiving anywhere". This is in accordance with the purpose of learning media, which is a tool that contains messages that stimulate students to learn [38, 39].

Table 5. Accumulated student responses

No	Criteria	Indicator	Percentage	Interpretation
1.	Response	Format	88%	Very positive
		Relevance	88%	Very positive
2.	Reaction	Attention	85.5%	Very positive
		Satisfaction	90%	Very positive
		Self-confident	87%	Very positive
Average			88%	Very positive

Table 6. Student response questionnaire

Statement	Percentage	Interpretation
The e-filing learning media is presented in an attractive format	85%	Very Positive
The appearance and format of the e-filing learning media makes it easier for me to archive	91%	Very Positive
The learning media available are in accordance with the material being taught	87%	Very Positive
The e-filing learning media is an appropriate medium for carrying out archiving practice activities in the current digital era	89%	Very Positive
The e-filing learning media is an interesting medium	85%	Very Positive
I am interested in working on archiving practices that are displayed on e-filing learning media	86%	Very Positive
The e-filing learning media makes learning activities fun	90%	Very Positive
The e-filing learning media displayed can train my understanding of archiving practices	90%	Very Positive
Through the use of e-filing learning media, I am more confident in working on available archival practice questions and get good results	87%	Very Positive

Students' reactions to web-based archiving learning media are very positive, because they are very satisfied with the learning media used and students are very confident in doing the questions given by the teacher to measure their archiving skills. They argue that "This media is very suitable to be applied during a pandemic because it is very difficult for me to practice". When they had done the posttest, they gave a recommendation that "I am very confident in what I have done, because I feel I can do the archiving practice correctly. This media makes me understand the material being taught better". Students have shown a very positive response to the use of multimedia and web technologies because they feel that these learning media motivate them to learn [36].

This media also measured its influence on students' archiving skills, namely from the results of the pretest and posttest can be seen in Table 7. The average pretest was 66, the lowest score was 62,73 and the highest score was 69,27. While the posttest average was 78,75, with the lowest score being 76,25 and the highest being 81,25. The results of the t-test showed that the t-test value was $0.00 < 0.05$ that there is an influence of archive management learning media on archive management skills. This is also supported by the very positive student responses. Electronic archiving media has an effect on student learning outcomes and archiving skills, as well as excellent student responses [40, 41]. The development of the right media will have an impact on students' learning motivation which will affect their learning outcomes [14, 42, 43]. So that students of the Office Administration Education S1 Study Program have good skills to prepare them for later teaching at Vocational High Schools (Table 7).

Table 7. T-test result

One-Sample
Statistics

	N	Mean	Std. Deviation	Std. Error Mean
pretest	20	66.00	6.99624	1.56441
pos-test	20	78.75	5.34962	1.19621

One-Sample Test
Test Value = 0

t		df	Sig. (2-tailed)	Mean Difference Lower	95% Confidence Interval of the Difference	
					Upper	
pretest	42.189	19	.000	66.00	62.73	69.27
pos-test	65.833	19	.000	78.75	76.25	81.25

4 Conclusion

Development of this website-based archive management learning media is very feasible to use. The material validator of 86% stated that it was very feasible, while the media validator of 85.1% stated that it was very feasible. Students responded very positively to this learning media because they had no difficulty doing practical assignments at home. This media is also very interesting because it is adapted to the development of website-based technology and a format that is easily understood by students. The use of this learning media also affects students' archiving skills, namely the results of the t-test $0.00 < 0.05$.

The researcher suggests for the next research to use a better platform. In addition, the availability of student facilities and infrastructure must also be considered. The next development should take advantage of Android phones because many students use them and this is of course very practical to carry everywhere.

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