

## Effectiveness of Student Learning in the Department of Office Automation and Governance at SMK Darussalam Makassar

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**Abstract.** Education has a very important role in human life and becomes very important in achieving goals, in practice the learning process carried out becomes something that can be used in achieving these goals. Learning is one of the most basic elements in the implementation of education, the success or failure of an education will depend on how the learning process is given by the teacher. One of the goals of the school is to create quality human resources so that they are able to adapt and compete in the world of work. The current condition requires the ability and expertise that must be possessed by every individual, especially soft skills which will later support job opportunities. This study aims to determine how the effectiveness of learning in students majoring in Office Administration Automation (OTKP) at SMK Darussalam Makassar. The main activity in the education system in the school environment is a learning activity. The implementation of the learning mechanism can be done through three types of educational environment, namely informal, formal and non-formal. Data collection techniques consist of observation, interview and documentation methods. Data analysis techniques in this study are data reduction, data presentation and conclusion drawing. The results of the study show that it is quite effective even though the current situation is all-new with more use of IT in the learning process. This research can be used as a reference in the development of learning, especially students majoring in Office Automation and Governance because previous research only focused on learning media.

**Keywords:** Quality of teaching, proper teaching, incentives, time.

### 1. Introduction

Education has a very important role in human life and is very important in achieving goals, in practice the learning process carried out becomes something that can be used to achieve these goals (Saleh, 2016). Learning is one of the most basic elements in the implementation of education, the success or failure of an education will depend on how the learning process is carried out, because without the learning process, it is possible that education will not run or be implemented (Jamaluddin et al., 2021; Tahir & Darwis, 2021).

The main activity in the education system in the school environment is a learning activity. The implementation of the learning mechanism can be done through three types of educational environment, namely informal, formal and non-formal. School is an educational and social institution where its existence symbolizes elements in the nation's social system which has the aim of being able to produce quality, responsible, democratic, faithful, pious, physically and spiritually healthy human beings, having knowledge and skills and being independent.

One of the goals of the school is to create quality human resources so that they are able to adapt and compete in the world of work. The current condition requires the ability and expertise that must be possessed by every individual, especially soft skills which will later support job opportunities and college opportunities in the future. Therefore, education is very important for survival in human life, both individually and in groups. Activities that must be carried out in an effort to create quality human resources of high value in education are to pay attention to the implementation of the learning process.

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The learning process is an activity carried out by a teacher and students in order to achieve and understand what they have learned. By achieving a goal in learning such as fostering a critical attitude, discipline among students so that in education it will create high-value human resources (Arhas, 2018; Saleh et al., 2021; Suprianto et al., 2022). The learning system is a process that is prepared, carried out and reviewed systematically in order to create an effective and efficient learning goal. Therefore, one of those that influence the achievement of learning objectives is the effectiveness of learning.

Samad stated that "effectiveness is a measure of the success of a goal by utilizing all available resources" (Samad & Jamaluddin, 2016). Meanwhile, according to Yolandasari "Learning effectiveness can be interpreted as a measure of the success of a learning process between students and students, or students and teachers in achieving learning objectives" (Yolandasari, 2020).

Zahriah's opinion reveals that "if the target or goal has been achieved in accordance with what was previously planned, it can be said to be effective". So, if the goals or objectives are not in accordance with the time specified and planned, of course the work is not considered effective (Zahriah, 2011).

According to Rante Toding "in increasing the effectiveness of learning, students or teachers always improve the effectiveness of learning" (Toding et al., 2015). Learning will be more effective, if students have awareness and responsibility for learning, with efficient learning, as well as teachers must have a responsibility to educate their students, by trying to evaluate each lesson given to their students, whether or not the effectiveness of learning is successful. religious education given to students, if there are obstacles, teachers should try to give the best for their students

However, based on the results of observations carried out in research on September 2021 at SMK Darussalam Makassar specifically in the Office Administration Automation (OTKP) department, that in the current conditions the learning process is carried out online, but in fact the learning process is not entirely done online, it will but also supported by face-to-face learning, therefore there are some problems encountered during the online learning process due to problems on the network that is less stable, not all students have good gadgets. The face-to-face learning process is also carried out in a limited frequency by complying with health protocols so that some teachers are not optimal in providing quality teaching as a result in the teaching and learning process not all teachers can do the right teaching due to the very limited use of time during the learning process.

Based on the problems above that have been described, the researchers are interested in conducting research with the title "Learning effectiveness of students majoring in Office Administration Automation (OTKP) at SMK Darussalam Makassar".

## 2. Method

This study uses a qualitative approach that seeks to produce findings through various ways of collecting data, namely interviews, observations, other documents (Moleong, 2002) "Qualitative research is carried out to explore, understand, and describe an object of research in a descriptive way in the form of words".

This research uses descriptive research. According to Sugiyono (2019) "Descriptive research is a research method that seeks to describe and interpret objects according to what they are without intending to make conclusions that apply to the public". Through this type of research, the data obtained by the researcher is analyzed so that it can be described as a whole regarding the effectiveness of student learning in the Office Administration Automation (OTKP) department of SMK Darussalam Makassar.

The types and sources of data used are primary data where data is obtained directly from informants, data collection is obtained through interviews, document review,

and direct observation with related sources and secondary data where data obtained from literature materials, documents and so on that can support a research. The data collection techniques used in this study were observation, interviews, and documentation. Then the results of the research will be described in accordance with the results of data processing that has been done. The data collection through several informants consisting of 1 school teacher and 5 students, so in this study consisted of 6 people as informants and then the data that has been obtained will be analyzed using data analysis techniques according to Miles and Huberman, namely the data will be reduced, then presented and finally conclusions will be generated (Miles et al., 2020).

### 3. Results and Discussion

Based on the results of research on students at SMK Darussalam Makassar. In the implementation of this study, an observation and interview approach was carried out to students and teachers to get an overview of the effectiveness of learning in students of the Office Governance Automation Department (OTKP). In carrying out the research conducted by the researcher, the researcher focuses and analyzes on each indicator that will be appointed, which consists of the quality of teaching, the right level of teaching, incentives and the use of time during this research.

In the implementation of this study, the researchers not only conducted research on the value of students' practical learning outcomes but also carried out an observation approach in the form of interviews through questionnaires if absolute data were obtained from students and teachers. Before the questionnaire was used in the study, the researcher first validated the 2 indicators so that the questionnaire could be declared valid.

#### 3.1 Teaching Quality

The quality of teaching is the extent to which the presentation of information or the ability to help students easily learn the material. The quality of teaching can be seen from the process and learning outcomes. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. The quality of the learning process is determined by the professionalism of a teacher. This means that the teacher in learning does not only teach science but also educates, directs and moves students to become fully human beings, not only smart and skilled but also with integrity and noble character.

One of the efforts in achieving the quality of learning education is by conducting learning innovations. Where every teacher is always required to improvise and innovate in the learning process. Physically, a teacher never does the same learning process twice, even though it's a topic, group of students, and at the same time. Because not only the situation and conditions are different, but because the teacher is improvising and innovating. This innovation is not always related to everything that is foreign, but it is very complex and broad and new to the implementation of education. This innovation is also related to things that are simple or related to what has been implemented.

#### 3.2 Analysis of the Right Teaching Level

The appropriate level of teaching is the extent to which teachers can ensure that students are ready to learn a new lesson, meaning the skills and knowledge needed to learn it but have not yet acquired the lesson. As for the results of this study through an interview approach, it can be concluded that the level of teaching to students carried out by the teacher is appropriate. This is because students can always accept learning methods that follow the level of student needs, namely with a technology and information

approach (innovation) so that students do not experience obstacles in carrying out industrial work practices.

### 3.3 Incentive Analysis

According to Efendy "Incentives are the extent to which teachers can ensure that their students are motivated to do the tasks given and to learn the material being presented" (Effendy & Fadhillah, 2018). This incentive can be seen in terms of teacher activities in motivating students. Based on the results of interviews that have been carried out, it can be concluded that students are very concerned both from learning outcomes and internships, as well as very professional teachers who provide assessments and rewards to students.

### 3.4 Time Analysis

According to Arif "Time is the extent to which students are given enough time to study the material being taught" (Arif, 2016). Learning can be said to be effective if students can complete learning in accordance with the predetermined time allocation and from the results of the researchers' monitoring, through the observations made, it can be seen from the results of interviews that have been done to students in the time assessment as an indicator to assess the effectiveness of practical media learning. Good and effective, because the teacher always challenges us as students to learn the latest theories so that we can understand how to apply the theories learned in school.

## Discussion

### 3.1 Teaching Quality

According to Makawimbang "The quality of teaching is the extent to which the presentation of information or the ability to help students easily learn the material" (Aw, 2015; Karwati, 2014). From the results of the analysis through student recaps and the results of interviews, it can be concluded that the achievement of the effectiveness of teaching quality by using the learning process has been achieved quite effectively even though the current situation is all-new with more use of IT in the learning process. This is also reinforced by the results of observations and interviews conducted by researchers and have proven results that the quality of teaching created within the scope of learning at SMK Darussalam Makassar is well established so that the learning process runs very effectively.

The results of the study agree with the theory put forward by Slavin (2009) states that teaching quality is the extent to which a presentation or ability helps students easily learn the material. The quality of teaching can be seen from the process and learning outcomes. The learning process can also be seen in terms of the suitability between teacher activities and student activities with the learning steps used. While the learning outcomes are seen from the students' own learning mastery. According to Suryosubroto (2009), learning can be said to be complete if there are at least 85% of students who can achieve absorption, namely KKM (Minimum Completeness Criteria). Learning objectives that have been achieved will have optimal learning outcomes from students, quality can be interpreted as quality or effectiveness.

### 3.2 Proper Teaching

The concepts and methods used in proper teaching are one of the factors that make learning outcomes effective. This effectiveness is achieved if it prioritizes the appropriate teaching process carried out by the teacher to the students. In achieving proper teaching, it is necessary to pay attention to physical conditions, both for students and

teachers so that the ongoing learning process can run well. In addition to physical condition, mentality development can be needed for students, especially in the midst of the current situation. So with the implementation of online-based schools, the mentality of students is slightly disturbed, but teachers have anticipated by making learning innovations and building good emotional relationships with students.

The results of the study agree with the theory put forward by Slavin " (2009). states "the appropriate level of teaching is the extent to which teachers can ensure that students are ready to learn a new lesson, meaning the skills and knowledge needed to learn it but have not yet acquired the lesson The right level of teaching is seen in terms of student/student learning readiness. The right level of teaching can be said to be effective if students are ready to take part in learning, judging from the criteria for student learning readiness at least good.

This proper teaching cannot be separated from the role of teachers and media in the process of implementing learning which has an important role as a student aid tool in creating an effective learning process. Because with the use of media by the teacher, it will be able to create appropriate teaching such as the delivery of material and practice by the teacher, it will be more easily accepted and understood by students if it is supported by media and facilities that support learning materials.

### 3.3 Incentive

Giving incentives that mark will keep a negative attitude from students in the learning process that will be carried out well and obey the rules that have been applied at school. Therefore, the teacher will concentrate on carrying out his duties. The provision of incentives also has advantages and disadvantages, but in a study, incentives must be applied as an appreciation for high achievements. Thus, if the teacher provides the right incentives, it will increase motivation even higher. From the results of this study, it can be seen that the teacher always inspires all students to always be eager to learn and then explain concretely to students what can be done at the end of teaching. Incentives are part of the indicators to create effectiveness in learning outcomes. One of the efforts made by teachers at SMK Darussalam Makassar is to provide rewards for the achievements obtained so that they can stimulate them to achieve better achievements in the future and provide good study habits. Incentives can be said to be incentives if the teacher's efforts in providing motivation have been maximized, judging from the criteria for minimum good teacher incentives.

The results of the study agree with the theory put forward by Slavin (2009) stated incentives, namely the extent to which teachers can ensure that students are motivated to do teaching tasks and for that in learning the material that is being presented. This incentive can be seen from the teacher's activity in motivating students. Giving incentives to students is the responsibility of the teacher and is one type of extrinsic motivation because it comes from conditions outside the individual.

### 3.4 Time

According to Jumriah "Time is one of the indicators of creating effectiveness in learning by using a learning media approach" (Jumriah et al., 2016). In this study, the researcher also saw firsthand that how the teacher made the initial preparation for learning very well. This is because it always uses the right time. The use of the right time by the teacher will make the process of receiving material by students more organized again. During the learning process, teachers often use their time to train the abilities of their students so that they can develop the material that has been studied by conducting a practical simulation so that teachers can measure the extent to which students are able to apply their knowledge.

The results of the study agree with the theory put forward by Slavin (2009) stating time, namely the extent to which students are given enough time to study the material being taught. Where, effective learning can be said if students can complete learning in accordance with the allocation and time specified.

Time can be said to be effective if students use time to the maximum, which can be seen in terms of the criteria for using time. A learning can also be said to be effective if these four indicators are the effectiveness of effective learning.

#### 4. Conclusion

Based on the results of research that has been carried out at SMK Darussalam Makassar, the results of student learning technically, non-technically are quite effective even with all the limitations due to the transition from offline to online learning which was initially very difficult to implement, but along with the ability of the teacher so that the learning process can run. This means that the learning outcomes are quite effective because the teachers are able to carry out good quality lessons by doing the right teaching. Another factor is that the teacher has succeeded in providing incentives as a medium for student development by using their time in training students' abilities so that they can develop the material that has been studied.

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