Problems in Learning of Electronic Filing at Vocational School in Yogyakarta Special Region, Indonesia

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Abstract
This study aims to investigate the learning implementation of electronic filing and problems faced by teachers in learning implementing of electronic filing. This study is a descriptive research with qualitative approach. Collecting data used interview and documentation techniques. The research subjects consisted of 29 teachers who teach Filing subject at Office Administration Vocational Schools in Yogyakarta Special Region. The results showed that all of teachers there has been no to teach the electronic filing material. There are four problems faced by teachers so that they do not teach the electronic filing material, namely: 1) the scope of electronic filing material in the curriculum is not yet clear, 2) there are no teaching materials for learning of electronic filing in vocational schools, 3) teachers do not have the knowledge and skills that enough to teach the electronic filing materials, 4) limited learning facilities.
Keywords: problems in learning, electronic filing, vocational school

1. Introduction

Vocational education in Indonesia was developed to educate and train prospective middle-level manpower. Vocational education to prepare students to enter the workplaces (Murniati and Usman, 2009: 2; Djojonegoro, 1998: 34). Vocational education designed to prepare a person to work, which emphasizes the aspects of practical and technical skills (Clark and Winch, 2007: 9). Vocational education provides the experience, awareness, information, or psychomotor skills, and improve the process of vocational development, establish, and maintain one's own in the job (Thompson, 1972: 111). Based on the concept of vocational education, then teaching at vocational schools should be directed to the mastery of competencies that fit the needs of the workplaces. The curriculum is a guideline for teachers in designing learning should be able to give a clear explanation of the job competencies that must be mastered by the learner.

Learning does not just prepare a place for learning, but more than that is include setting methods, media, and other supplies needed to convey information and guide student learning. Smaldino explains that learning as efforts were made to stimulate learning by setting experience to help students achieve meaningful change capability (2008: 17). Learning covers all the events and activities that affect the students' learning process. In accordance with the development of today's information technology, learning is not confined to the classroom in the school, but it can also be a computer assisted learning and web-based learning. Thus, learning is a process that includes the selection, arrangement, and delivery of information in a suitable environment and the way people interact with that information.

Learning is intended to achieve the learning outcomes in accordance with its intended purpose. Learning outcomes to be achieved include the three domains (Reece & Walker, 1997: 65; Borich, 2006: 92), namely cognitive, affective, and psychomotor. Cognitive Domain is the behavior in the form of the development of intellectual abilities and skills. Affective domain is the behavior in the form of the development of attitudes, beliefs, and values. Psychomotor domain is the behavior in the coordination of physical movement and performance. Each learning domain is divided into several levels hierarchically or often referred to as taxonomic (Reece & Walker, 1997: 66; Borich, 2006: 93).

Office Administration Vocational School (OAVS) is one of the educational institutions that served to educate prospective workers in the field of office administration. One of the jobs in the field of office administration is managing the records. Students of OAVS should be provision records management skills so that later can be office workers were able to handle the task of managing records with good organization.

Implementation of the learning of Filing in OAVS held during this guided by the KTSP curriculum. Filing material scope in accordance with the KTSP curriculum only learn the paper-based filing. Along with changes in the curriculum to the curriculum of 2013, the scope of Filing material changes. In accordance with the vocational curriculum of 2013, the scope of Filing material includes paper-based filing management and electronic filing or digital archives (Ahmad Saeroji: 2014). Until now it is not certain how the implementation of learning of Filing material relating to filing electronic or digital archive.

Along with the development of information technology, paper-based filing management began to be accompanied by electronic records management system. Most businesses and government organizations in today's era has produced many documents in electronic form. Electronic records is records are stored in electronic storage media that can be accessed or modified (Read & Ginn, 2011: 313). An electronic records can

contain quantitative data, text, image, or sound that comes from electronic signals.

The process of managing electronic records have differences with the paper-based records management. Cycle of electronic records management (Read & Ginn, 2011: 119) consists of: creation and storage, distribution and use, maintenance, and disposition. The difference between the cycle of paper-based records and electronic records management identified in the creation, storage, distribution, and use. In paper-based records management, each stage stands alone as a process activity. While in the electronic records management cycle, the process of creation and storage takes place in one stage, as well as the distribution and use is also running in one stage. Based on the life cycle of electronic records, it can be understood that the management of electronic records more efficiently.
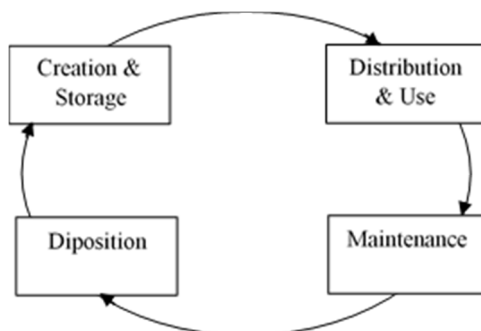

Figure 1. Siklus Hidup Arsip Elektronik (Read & Ginn, 2011:119)

Knowledge and skills in the field of electronic records management is indispensable. Many government and private organizations that implement electronic records management. Graduates of OAVS are required to have adequate knowledge and skills in managing electronic records. Nevertheless, learning of electronic filing in OAVS has not been implemented, whereas the competence of electronic filing has been listed on the school curriculum.

2. Methods

This research was conducted using qualitative descriptive approach. Retrieving data using interview techniques and documentation. Subject of the study consisted of 29 teachers who teach Filing subjects at OAVS in Yogyakarta Special Region, Indonesia.

3. Results

Based on data collected from 29 respondents from 29 OAVS in Yogyakarta Special Region, obtained the following data:

a.   Learning of electronic filing implementation

Filing electronically is one of the basic competence in the subjects of Filing in accordance with the curriculum of 2013. Based on data collection by interviewing the teachers of Filing subject at OAVS in Yogyakarta Special Region, note that from 29 OAVS in Yogyakarta Special Region entirely yet implement learning of electronic filing.

Table 1. Number of respondents by the learning of electronic filing implementation.

Learning of electronic filing implementation	Number of respondents
Already implementation	0
No implementation yet	29

b.   Problems faced by teachers to implement learning of electronic filing.

Based on information obtained from the 29 Filing subject teachers, there are four problems faced by teachers to implement learning of electronic filing, namely are problems of curriculum, teaching materials, readiness of teachers, and learning facilities.

Table 2. Number of respondents by the problems encountered

Problems encountered	Number of teachers
Curriculum	29
Learning materials	29
Readiness of teachers	27
Learning facilities	15

Table 2 presents data on the number of teachers with problems encountered in learning of electronic filing. Issues of curriculum and teaching materials is felt by all Filing subject teachers in Yogyakarta Special

Region. While the readiness of teachers and learning facilities are not felt by all teachers. The readiness of teachers to teach the electronic filing material is felt by the 27 teachers. There are two teachers, who have no problem with the electronic filing of readiness of teaching material. Electronic filing learning facility issues perceived by 15 teachers. While most of the other teachers, 14 teachers see no problem with learning facilities. Each problem perceived by the teacher in learning of electronic filing are described as follows:

i.   Problems of curriculum

Curriculum problems perceived by teachers related to the learning of electronic filing is the lack of clarity of the scope of the material to be taught in the syllabus. Electronic filing subject matter on the syllabus basically namely computerized filing (e-document). Table 3 is part of the syllabus of Filing subjects in accordance with Regulation of Education and Culture Ministry Number 70 of 2013. The syllabus as presented in Table 3 only includes basic competencies name and title of subject matter that is computerized filing (e-document). The syllabus does not provide a clear explanation of the scope of the filing computerization material (e-document) that must be learned by the students. The unclear scope of the material to be studied, make teachers of Filing subjects has struggled to develop learning materials for electronic filing competence.

Table 3. The Syllabus of Electronic Filing

Basic Competencies	Subject Matter	Learning Process	Evaluation	Time	Resources
3.20 Explaining Computerized Filing 4.20 Operate Computerized Filing	Computerized Filing (E-document)	Observing Viewing matters related to computerization in the field of filing at the school or at the nearest office Asking Give learners the opportunity to ask things related to computerized filing Exploring Identify the things associated with computerized filing Associating Explain things associated with filing computerization in the workplace Communicating Presenting on filing computerization in the workplace	Tasks Create a resume on Computerized Filing (E-document) Observation Observation checklist sheet when the learner group discussions Portofolio Collecting and documenting Computerized Filing (E-document) Test Written and practical tests in narrative form and / or multiple choice of Computerized Filing (E-document)	4 X 4 JP	

ii.   Problems of teaching materials

Problems perceived by the teaching materials related to the lack of Filing subject teaching materials that contain electronic filing material. The whole Filing subject teachers in Yogyakarta Special Region stated that until this study was conducted, no teaching materials on electronic filing. Filing subjects teaching materials that exist today only discuss about the management of paper-based filing. The scarcity of teaching materials difficult for teachers in designing learning of electronic filing. So far the research is done, there is no teacher of OAVS in Yogyakarta Special Region teaches electronic filing material.

iii.   The readiness of teachers

The third problem is perceived by teachers related to the learning of electronic filing is the lack of teachers to teach the material. Amount of 27 of the 29 Filing subject teachers in Yogyakarta Special Region stated that they are not ready to teach electronic filing material. The teachers' unpreparedness caused teachers do not have

sufficient knowledge and skills of electronic filing. In addition because of the lack of electronic filing teaching materials, until this research has never been any training or technical guidance on learning of electronic filing for vocational school teachers of OAVS.

iv.   Problems learning facilities

Learning facility is an important element in educational activities. To implement learning of electronic filing necessary supported by learning facilities such as computers and scanners. There are 15 Fing subject teachers in Yogyakarta Special Region still face the problem of limited facilities and equipment to support the learning of electronic filing. The number of computers available in laboratories is not in accordance with the number of students in one class. In addition, the school also does not have a scanner that should be provided for learning of electronic filing.

There are 14 another teachers of Filing subjects in Yogyakarta Special Region, see no problem with learning facilities. The number of computers in school laboratory they are adequate in accordance with the number of students. In addition, they school already have scanners that can be used to perform electronic filing practices.

2. Discussion

a.   Implementation of learning of electronic filing

In connection with the curriculum implemented by schools, two respondents teach in schools that have full implemented the curriculum of 2013, while 27 another respondents teach in schools with a combined KTSP curriculum and new curriculum in 2013. Based on these data , the teacher should have taught electronic filing material, because Filing subjects in which there are basic competencies electronic filing subjects including 10th grade. However, in reality, all respondents consisting of 29 teachers have not yet implemented the learning of electronic filing.

b.   Problems faced by teachers to implement learning of electronic filing

Based on that data, 29 teachers from 29 OAVS in Yogyakarta Special Region have not implemented learning of electronic filing. The cause has not yet implemented learning of electronic filing is a problem faced by teachers, the problems relating to curriculum, teaching materials, teacher readiness, and learning facilities.

i.   Problems of Curriculum

Curriculum problems faced by teachers is unclear scope of competence and the material to be taught. Studies conducted by Schneider, R.M., Krajcik, J., & Marx, R. (2000) concluded that the curriculum can facilitate teachers to develop teaching materials. Clarity curriculum developed will help teachers in planning lessons.

In OAVS curriculum of 2013, Filing subjects consisted 20 basic competence. Electronic filing basic competencies that are in the final sequence, which number 20, by namely computerized filing or digitized filing. Others basic competence, the number 1 to number 19 has been given a clear explanation of the scope of the material and competence should be taught and mastered students. While computerized filing (e-document) basic competence has not been given a description of the scope of material and competence that must be learned. The lack of information on the scope and competence of material to be learned difficult for teachers to develop learning materials that should be delivered to students.

ii.   Problems of Learning Materials

Implementation of the curriculum should be supported by the availability of adequate teaching materials and relevant. Scarcity of electronic filing teaching materials into the problems faced by the teacher in OAVS. Teaching materials is a very important element in learning. The availability of teaching materials is a necessity to produce learning quality. The use of instructional materials has a significant impact on the achievement levels of learners (OlufunmilayoToyin Iyunade: 2014; Murtala Sale: 2016). The study found that OAVS teachers in Yogyakarta Special Region is still difficult to obtain teaching materials on electronic filing. Besides, there has been no government procurement of teaching materials, published books that contain electronic filing material for OAVS is still very rare in the market. This issue is closely related to the next problem is the problem of teacher preparedness.

iii.   Teacher Readiness Problems

The success of learning depends on the ability of teachers to deliver lessons. Ability of teachers to deliver learning material depends on the mastery of learning material to be taught. Teachers must master the learning material that will be taught well. Electronic filing is one of the basic competencies which appeared in curriculum in 2013. Learning of electronic filing should have been executed since the enactment of the curriculum, but until this study is done, learning of electronic filing has not been implemented.

Research by Puji Lestari (2014) states that the unpreparedness of teachers became the main obstacle in implementing the curriculum in 2013. Readiness of teachers in the field will be the deciding factor implementation of the new curriculum (Endang Toto Rustanto: 2014). Readiness of teachers to teach has a significant relationship with student achievement (Rina Setyowati: 2010).

The results of this study indicate that OAVS teachers in the Yogyakarta Special Region not have the

readiness to teach electronic filing material. The majority of teachers are not ready to teach the electronic filing because there is no teaching materials that become a reference for teaching. The teachers have difficulties to develop teaching materials, especially for the material that is the skills practice.

iv.   Problems of Learning Facility

Learning facilities are needed to produce effective learning, especially for competency skills. Learning facilities have an influence on student achievement (Dwi Raflian Giantera: 2013). Therefore, schools are required to provide adequate learning facilities to produce competent graduates. Learning of electronic filing must be supported by learning facilities such as computers and scanners. Based on the research, more than 50% in OAVS at Yogyakarta Special Region still face the problem computer and scanner. Computer owned by the school is not in accordance with the number of students. In addition, the school also does not have a scanner that is necessary for electronic filing practices.

Four problems faced by the Filing subject teachers above are important issues that affect the learning process. The vagueness scope of electronic filing material is a problem that must be overcome to learning of electronic filing in OAVS can be implemented. Similarly, the problem is not the existence of the electronic filing teaching materials should be immediately sought a solution that teachers have a clear grip materials and standards to be taught to students. The handling of these two issues will help resolve the third problem, namely the problem of teachers who are not yet ready to implement the learning of electronic filing. The clarity of the scope of the material and the availability of electronic filing teaching materials will encourage the growth of learning readiness of teachers to implement the learning of electronic filing, in addition to other measures such as the provision of technical guidance and training for teachers. The availability of computers with an adequate amount and internet networks are already available in most OAVS in Yogyakarta Special Region, allows for web-based learning.

3. Conclusion

Based on the research that has been done, it can be concluded that learning of electronic filing has not been implemented in OAVS in Yogyakarta Special Region, Indonesia. Teacher faces four problems to implement the learning of electronic filing. The problems faced by teachers consist of: a) the scope of material archival electronic curriculum is unclear, b) have not provided instructional materials of electronic filing, c) teachers do not have sufficient knowledge and skills of electronic filing to teach for students, and d) most schools do not have adequate learning facilities, especially facilities such as computers and scanners.

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