

Education politics: Learning model through Google Apps in office administration management of diploma students

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Abstract

Digital natives are unlimited digital information sources to provide convenience in accessing of digital information sources. It's developed in the Industrial Revolution 4.0, which were marked by the rapid advancement of information technology and which had an abundant impact on people accustomed to receiving high-speed information. The government in the Indonesian National Qualifications Framework policy under Presidential Decree No. 8 of 2012 has outlined the importance of fulfilling educational qualifications for each profile of its graduates to have the competencies needed in the world of work. There needs to be a careful and thorough evaluation step to see whether the campus authorities can meet the competency standards and this problem then motivates researchers to conduct little experiments on using Google Apps to manage office administration and non-conventional learning models by looking at the relationship between the required competency standards and the learning received by students.

Keywords: Digital, Educational Politics, Google Apps

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1. Introduction

Digital natives are unlimited digital information sources to provide convenience in accessing the availability of digital information sources giving birth to groups of people. Digital natives emerged during the Industrial Revolution 4.0, which were characterised by rapid advancement of information technology and which had an abundant impact (Prensky, 2001) for people accustomed to receiving high-speed information. Countries must filter the process of globalisation that has the potential to threaten the economic and educational processes in this current era of rapid globalisation, anticipating that the current globalisation can reduce the negative impacts on the development process (Martoyo, Elyta, Herlan & Arifin, 2020). The fast flow of information also changes student behaviour in utilising and managing data. The diversity of forms and types of information should have a positive impact on encouraging students to be more selective and maximise the use of information technology (Ulum & Fantiro, 2019).

One of the advantages of this technology is the advancement of educational policies in higher education. Like information technology, science and technology today have experienced significant improvements, especially in technology in meeting daily needs. Technological advancements in recent years have had a profound impact on societies (Tasci & Celebi, 2020). Data processing and information transformation are needed in this era (Bozkurt, Hamutoglu, Liman, Tasci & Aykul, 2021). Since the ASEAN Economic Community era, technology has influenced changes in many values as a means of meeting consumer demand (Elyta, Razak, Rahman, Fahrana & Nailufar, 2021). Indonesia's total population is 256.2 million people and it has 132.7 million Internet users as of 2016, meaning that Internet users in Indonesia are 51.8% (APJII, 2016). The utilisation of the Internet network is characterised by the use of computers and cell phones. Internet users vary in age.

The advancement of information technology in the form of tools or various applications, such as Google Apps, since the last 5 years has influenced the behaviour of users who tend to shift from offline to online applications, from original installers on desktops, laptops or personal computers (PCs) to cloud computing services. The government in the Indonesian National Qualifications Framework policy under Presidential Decree No. 8 of 2012 has outlined the importance of fulfilling educational qualifications for each profile of its graduates to have the competencies needed in the world of work. This policy shows that the qualification level is equal to the level of education completed by the participants. The diploma level III includes the Indonesian National Qualifications Framework level 5, where graduates are required to have competency standards under the minister's regulations and related institutions are authorised to do so. Generally, a graduate's qualification profile can be seen from the same parameters, namely science, knowledge, competence, expertise, skills and mental attitude (affective). The competency standard in question is workability, which includes aspects of knowledge, skills and work attitudes, following the established criteria.

Information technology, from the scientific, knowledge and skills dimensions, occupies an important position because it is in all the competency lines in question. Furthermore, innovation and technological shifts help to increase the industrial structures to long-term development (Jamaliah & Elyta, 2021). In the general competency section, information technology is one of the three main factors besides communication and excellent service. In the core competency section, information technology is almost evenly distributed in 34 competency points that link or have implications for using computers and the Internet with all their applications. In the special competency section, students must also be equipped with the ability to operate the website.

Suppose all of that is formulated, at least the profile of a diploma III graduate in office administration, ideally a total of 46 types of competencies, will have details of having 6 general competency standards, 34 core competency standards and 6 specific competency standards. The fulfilment of these 46 types of competencies can be a useful provision for graduates' career paths, whether they want to pursue professional careers in offices (government/private), or as independent workers (professionals) or as entrepreneurship.

However, if the standard is not met, graduates cannot have the assigned competencies. For this reason, there needs to be a careful and thorough evaluation step if the campus authorities can meet the competency standards. This research includes data from the poll results regarding the competency standards of the 2016 FISIP Diploma III students of TanjungPura University, in which data presentation is displayed in the literature review section.

This problem then motivated researchers to conduct research with the aim of examining the use of Google Apps to manage office administration and non-conventional learning models by looking at the relationship between the required competency standards and the learning received by students. The applications and features contained in Google Apps are placed as instruments to apply the substance of the material provided by lecturers in various courses. With this experiment, it will be known whether students have obtained learning content according to the competency standards outlined or vice versa through an experimental process based on Google Apps e-Learning.

2. Method of Research

2.1. Research model

This research uses the qualitative approach because it describes the processes and results of using Google Apps in office administration management, which is experimented by the research subjects or students. Textural descriptions are also needed to see students' abilities in combining Google Apps experiments with e-Learning to affect their competency standards.

2.2. Participants

Data collection was carried out through direct observation of Faculty of Social and Political Sciences, Universitas Tanjungpura, Indonesia diploma students by words or observations of student behaviour in the lecture process in class or virtual classes throughout one even semester or the 2015/2016 academic year.

2.3. Data collection tools

The key instrument in data collection in this study is the researcher himself (a key mechanism), assisted by the FISIP Untan e-Learning community (eLFISTA) and supported by computer laboratory facilities, Internet, domain hosting and e-Learning portal website.

2.4. Data collection process

Online statements are used concerning activity logs, resources, learning processes, submission of assignments and quiz implementation on the e-Learning system, including experiments or trials of using Google Apps by students throughout the semester, through empirical analysis of responses of student informants involved in the investigation and evaluation of the submission of online exercises via the e-Learning portal.

2.5. Data analysis

The process was analysed through collecting data, sorting data, summarising and concluding the research results.

3. Results and discussion

3.1. Digital literacy in educational politics

Life is change, and those who do not want to change will become extinct. The change will continue with or without us. To keep up with the change, humans must always struggle, improve themselves through learning, re-learning and even forget about past lessons that are no longer in line with the present demands – whatever the education politics, all countries recognise that their citizens' quality largely determines sustainable development. Countries with high-quality citizens tend to progress and develop rapidly. So, the high and low quality of a country's citizens becomes a barometer for their progress and development (Slamet, 2014).

The quality of citizens can be measured by the necessary qualities (thinking power, heart power and physical strength) and instrumental qualities (science, technology, art and sports). Singapore, Japan, China, South Korea, Hong Kong, Germany and several other developed countries are concrete examples of progress because of their citizens' quality. Singapore is advanced because of the quality of its citizens in the service/service sector, both tertiary services and quaternary services; so, this country is called a service country. Japan is advancing because of the quality of its citizens' quality (automotive) and electronic technology. China is advancing because of the power of innovation and its citizens' hard work ethics in developing new products and services that tend to be cheaper than other countries. In essence, these countries are developed and growing because their citizens' quality growing high while still prioritising the country's interests and identity. This is where their education politics prioritises education decisions and policies according to their needs (Slamet, 2014).

The relationship between education and politics is very close and is even always related. In this situation, we can say that state politics plays a crucial role in determining education development in a country. The community understands the relationship between education and politics in two ways. First, groups of people say that education is education and politics is politics and that the two are separate. Second, there are groups of people who argue that the two are related to each other (Purwanto, 2008).

Furthermore, education politics is also related to digital literacy. Literacy is a human right and the basis for lifelong learning, which covers various aspects of life. The term digital literacy was first expressed as the use of information technology from digital devices in effective and efficient means for various contexts of everyday life. The understanding of digital literacy is derived from computer and information literacy (Bawden, 2001). Computer literacy grew in the 1980s, as microcomputers became more prevalent not only in the business world, but also in society. Meanwhile, information literacy spread in the 1990s as information became easier to organise, access and disseminated through networked information technology (Ulum & Fantiro, 2019).

In response to the rapid advancement of information technology, UNESCO has proclaimed the slogan literacy for all to improve the quality of life in various walks of life, individually, in families and communities, with the hope that it will provide a multiplier effect to eradicate poverty and reduce mortality (UNESCO, 2014). Literacy is a human right and the basis for lifelong learning, which includes various aspects of life which states that literacy is the ability to access and understand the activities of reading intelligently, viewing, listening, writing or speaking. On the other hand, the high-class literacy

competencies emphasise students' ability to carry out critical analysis, such as interviews, observations and writing reports. From this statement, it can be concluded that the focus of literacy in question is the ability to understand anything (Schneiderheinze, 2019; Ulum & Fantiro, 2019).

Education is not a political tool, but politics is education and vice versa; education that cannot choose is not education, i.e., following the state's needs (voting, in this case, is a policy that is appropriate or beneficial to individual citizens). Digital literacy cannot be underestimated in responding to technological advances in the Industrial era 4.0, considering that elementary college students today are the millennial generation called digital natives.

3.2. Education politics through utilisation of Google Apps

The successful implementation of educational politics requires good governance, which is implemented through formal regulations that are consistently implemented above informal rules. Informal governance practices such as feudalism, hedonism, primordialism/nepotism, pragmatism and oligarchy must be avoided because they are all obstacles to democracy and national education development (Slamet, 2014). This governance can be carried out through the use of facilities from the Google Apps.

Google Apps is an application-based service created by Google. According to Google's representative, Sundar Pichai, Google Apps allows users to upload and access various files such as videos, photos, spread sheets and PDFs. Google Apps has a Google drive application with 5 gigabytes (GB) storage capacity and can be used for free. Google with these services facilitates users to collaborate, create, store and share documents with other users. The existence of an online document management service by Google provides excellent benefits to the world of education (Ulum & Fantiro, 2019).

Google Apps' facilities for educational politics consists of (a) Gmail: email accounts for each student, teacher and staff with many of the facilities provided and the same functions as the regular Gmail account with a storage capacity of up to 20 GB, thus helping students store and find information quickly and easily; (b) Google Calendar: students can organise planned activities and events which can then be shared with others; (c) Google Talk: students can call and message each other at any time, from anywhere on the Earth; (d) Google Docs: students can share document files, work on a document together with a group in one college and the results can be published to the public; (e) Google Sites: one can easily launch a website for a class, team or project; (f) Google Drive: services that connect directly to Google Docs, so you can share files at the same time; (g) Google Classroom: a mixed learning to bring the assignment with no paper (Omwenga, Waema & Wagacha, 2004).

In the early stages of development, from 2014 to 2016, Google Classroom was not intended for everyone, but rather for schools that collaborated with Google. Even so, as of March 2017, Google Classroom could be accessed by anyone who used Google personally. There is no need for collaboration with Google because this can be used in learning by teachers, students and student guardians. Google Classroom users may benefit from free use. The teacher can see all student activities during learning in Google Classroom. The interaction between teachers and students is well recorded. These features are owned by Google Classroom.

Assignments (tasks). Projects are saved and graded using a suite of Google productivity apps that allow collaboration between teacher and student or student and student on their Google Drive.

Grading (measurement). This is carried out using the Google Classroom media. If students did not copy the files, they could create them and then paste them into jobs. Teachers have the option of

monitoring each student's progress on the projects where they can comment and edit. Turning in assignments allows the teacher to assess them and return them with comments so that students can revise and re-enter the work.

After being assessed, the assignment can only be edited by the teacher, unless the teacher returns the incoming work with five points: communication, saving time, achievements, mobile phone applications and privacy (Wicaksono & Rachmadyanti, 2017).

3.3. Office administration management learning model for diploma students through Google Apps

The non-conventional learning model, popularly known as e-Learning, is an electronic learning system that integrates sources, processes and learning outcomes in software commonly known as the Learning Management System (LMS). Regarding the experiments used, the LMS, which is used as an instrument to determine the e-Learning competence of research subjects in concept and technique, MOODLE version 28 was used by many higher education institutions worldwide, including Universitas Tanjungpura.

Those who can use Google Apps Untan are users from the community of lecturers, students and staff employees. Each is entitled to a private email account like @fakultas.untan.ac.id for lecturers, @student.Untan.ac.id for students and @untan.ac.id for staff and employees. Ownership of an email account as a user or user access can be made independently or by contacting the related organisation or institution where someone works. In this case, students can register their email directly on the e-Learning portal, namely the on the website <http://e-learning.untan.ac.id>. After that, the user will have a username and password as desired. The username to use as the primary email address where someone can send and receive an email is in the form yourname@yourdomain.com. This account is also used for logging in to Google Apps accounts, managing domains for users and accessing Google Apps services.

The use of Google Apps in managing office administration is findings and discussions regarding the process and subject outcomes of e-Learning competencies and Google Apps competencies that support competence in office administration. To obtain feedback on this, the experiment began with students being asked to rewrite the basic concepts orally explained. The next experiment was with students being asked to answer or review each part of the basic idea. The third experiment was combined with online quizzes via eFISTA, with a sample of 21 people. The same questions were asked again, and they answered online with a direct assessment by the system when they had submitted the final seven questions to the quiz that was responded to. The result is that their understanding of e-Learning is on average 54.50 or still lacking. Writing lecturers typically carry out activities in traditional classes allowing lecturers to interact with and provide feedback to students at any time (Daud, 2019).

3.3.1. Pre-experimental findings

First, before this research was implemented, the achievement of student competency standards had not yet been described. Second, before the experiment was implemented in this study, the use of Google Apps was still minimal due to the subject's ignorance of the existence, functions and benefits of this Google application package in supporting office administration management. Third, before the experiment was applied in this study, the subject had not distinguished concepts and practices from non-conventional learning models such as e-Learning towards conventional learning such as face-to-face in class.

3.3.2. Post-experimental findings

After this research was implemented, the achievement of student competency standards was already described based on the results of the initial poll. Second, after the experiment was applied in this study, Google Apps received a positive response because it answered the subject's competency needs in managing office administration. Third, after the experiment was applied in this study, the issues mastered the practical learning model in the e-Learning system.

3.4. Political education challenges through Google Apps

Education, especially formal education in schools, is a place for the transfer of knowledge and a place for the transfer of values; values, in this case, are closely related to norms and everything good in society. Many school students do not respect their teachers or parents; we can see this with their courtesy; there are rarely school-age children who pass in front of their parents and ask to excuse them because they are ignorantly passing by. In the past few decades in our society, the karmic system was very firmly held, no one dared to argue with parents, teachers and so on, but now parents are equated only as friends and teachers as well, even though they should be respected. How education can instil good values also requires the support of all parties.

There are many obstacles in instilling values in students, namely values are still considered only as lessons, students have not lived correctly wherein these values are an activity that is inherent in them, not just material that can be learned and afterwards forgotten. Furthermore, the lack of community support around the living students and the cultivation of values for children in a market or terminal environment are undoubtedly more complicated than the cultivation of values for children in rural areas who have not been too touched by change. Teachers also do not master the correct pattern of value cultivation; many of our teachers have not been able to place individual differences in their students as a means of learning. Teachers still generalise everything that is given to their students.

That is the obstacle that is faced in planting values for students' informal educational institutions. If this value education can occur well, then after the student or student will later be in the community, i.e., he/she already has a good set of values; this condition also applies in the political arena where politicians with good mastery of values, in their political tradition, are good too.

In non-formal education or outside of school, political education can be carried out to cultivate good behaviour skills in society. The curriculum in non-formal education should be geared towards value transfer as well. Meanwhile, in informal education, good value cultivation occurs at this stage. A child or primary school student is only 6–8 hours in school or formal education while the rest is at home or community. Informal instruction occurs in families, communities, organisations and so on (Purwanto, 2008).

Education is not a political tool, but politics is education and vice versa; education that cannot choose is not education, i.e., following the state's needs (voting, in this case, is a policy that is appropriate or beneficial to individual citizens). On the other hand, the rule of law can be achieved through education and political education. The Indonesian state's goal is to create a society with a political system with people's sovereignty. Indonesian culture is diverse, namely the formation of an academic community already has a broad view (mostly in cities) and is shaped by education and opportunity. Education lies in the political order (Purwanto, 2008; Prasojo, 2010).

Another challenge that teachers and students may face when attending virtual classes using Google Apps is culture shock. Some students may initially feel uneasy or confused. Others may believe that virtual courses are not as important as traditional classes for interacting directly. To overcome this,

teachers must ensure that students understand the significance of the virtual classroom from the start (Daud, 2019).

One informant felt that e-Learning and Google Apps' existence was beneficial and at the same time more comfortable for students. Still, because of the e-Learning constraints, he was experiencing casuistically, he was left behind. The following is an explanation of the informant Wahyudin:

'... the use of Google Apps makes it easier for students to access, but sometimes e-Learning is also inaccessible and makes students confused. After seeing e-Learning that is not working optimally, students feel safe and comfortable with access to e-Learning and eLFISTA because it makes it relatively easy for all student assignments, but for those who start entering and the Google Apps application, information is complicated and confusing even during experiments sometimes students are still confused about what to do first with eLFISTA and e-Learning'.

In line with the above informant's problems, e-Learning problems faced casuistically (not applicable to all students in the same class) are common due to possible factors: forgot or wrong user or password, not confirmed or not registered. If this is the case, the eLFISTA portal website cannot be accessed; likely, the server system usually blocks the user's IP because it can contain viruses or threats on the user's device.

4. Conclusion

Online and offline learning models are currently greatly assisted by the development of digital technology in learning media. Nowadays, lecturers can upload learning briefs by documents, audio, video and so on. These materials can be viewed or downloaded directly on a smartphone, tablet or student computer. Furthermore, the use of equipment such as smartphones and tablets has numerous advantages, such as being easy to transport (portable), less expensive (price) than computers, providing learning opportunities without space constraints, easy access to information via wireless and encouraging the development of digital literacy. Higher education institutions must hold a variety of digital literacy activities in order to produce a generation of students and lecturers who are literate in the culture of reading, writing, processing and evaluating information in the digital era.

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