Office Administration Management: Competency Based Training

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ABSTRACT

This activity aims to evaluate the effectiveness of office administration training and mentoring activities in Jember Regency, Indonesia, in improving the skills of the young generation ready for work. The activity was carried out for two months by a team of lecturers from the Mandala Institute of Technology and Science, covering the planning, implementation, and qualitative evaluation stages. The training included theoretical modules and direct mentoring by lecturers, with a focus on office administration, information technology, and communication skills. The results of the training activities showed a significant increase in administrative skills and the application of information technology by participants. Intensive mentoring also helped participants overcome practical challenges in the work environment. An important implication in the form of positive results from this activity supports previous evidence that structured training and direct mentoring are effective in preparing young people to face the demands of the modern workplace. These implications can help in designing similar programs in the future to improve work readiness at the local and national levels.

Kewords: Mentoring, Office Administration, Training, Young Generation

1. INTRODUCTION

A common phenomenon that occurs in office administration management today is the increasingly urgent need for competency-based training (Rosalin et al., 2022; Suardi, 2019). In the increasingly advanced digital era, companies face the challenge of managing data and information efficiently and accurately (Aulia et al., 2023). Many young people working in office administration still rely on conventional methods that are often ineffective and time-consuming (Szymkowiak et al., 2021). This has led to an increased need for competency-based training that can improve technical and managerial skills. With competency-based training, the younger generation is expected to be able to better understand and master the latest technology that is relevant to their work, such as data management software and digital collaboration tools (Zakaria et al., 2023). In addition, training will be able to improve soft skills, such as communication, time management, and the ability to work in a team, all of which are important for creating a more productive and harmonious work environment (Adwi et al., 2023). Office administration training activities in several regions show serious efforts to improve the quality of human resources (Sulistyan et al., 2023). These trainings are often facilitated by government agencies, educational institutions, and private companies that work together to provide comprehensive programs (Sopanah et al., 2023; Saputra et al., 2023). In various regions, training covers various aspects such as the use of office management software, digital archiving, effective communication techniques, and basic managerial skills (Kempa et al., 2023). In addition, training also focuses on adapting to the latest

technological developments and implementing best practices in administrative management. By involving experienced instructors and relevant materials, training aims to create a more competent workforce that is ready to face challenges in the modern work environment (Dacholfany, 2024).

Office administration training in Jember Regency, Indonesia, is very important to improve work efficiency and effectiveness in the office environment. With this kind of training, according to Alhadi et al. (2022), the young generation who are ready to work can later gain better knowledge and skills in managing administrative tasks, such as document management, use of information technology, and effective communication and coordination. Training also helps in the implementation of better operational standards, thereby increasing productivity and quality of service to the community (Maningkue et al., 2022). In addition, with training, workers will be better prepared to face changes and challenges in the increasingly dynamic world of work, as well as support the development of human resource capacity in various regions (Sunarto, 2020). If office administration training is not carried out, several negative consequences can occur. First, work efficiency and effectiveness can decrease because workers lack the skills and knowledge needed to manage administrative tasks properly (Kadarisman, 2019). Second, the quality of service to the public can decline due to inefficient document management, ineffective communication, and poor coordination (Handayani & Suryani, 2019). Third, workers will have difficulty adapting to technological developments and changes in the world of work, which can hinder innovation and development in the office environment (Helmi et al., 2023). As a result, overall productivity can decline, and government agencies or companies can have difficulty achieving their strategic goals.

The most appropriate solution to overcome various problems in office administration is through training and mentoring (Utami & Purnama, 2023). Training provides an opportunity for workers to acquire new knowledge and skills that are relevant to their tasks. This includes an understanding of the latest technology, efficient document management methods, and effective communication skills. Meanwhile, mentoring provides ongoing support after training, ensuring that workers can apply what they have learned in their daily work. With mentoring, workers can get direct guidance, solve problems in real time, and get constructive feedback that helps them develop further. This combination of training and mentoring ensures that increasing HR capacity is not only temporary, but sustainable and has a real positive impact on the organization.

The main objective of office administration training and mentoring activities in Jember Regency is to improve the skills and work readiness of the younger generation in facing challenges in a modern office environment. By providing in-depth theoretical knowledge and practical experience through direct mentoring, this program aims to prepare participants with solid administrative skills, the ability to use information technology, and effective communication skills. The benefits are not only limited to individual career advancement, but also to strengthening the capacity of local human resources in supporting better development and community services in the region.

2. METHODS

The method of this activity is in the form of training and mentoring for 2 months (March-April 2024). This activity was attended by 20 young people ready to work. The implementers of the training and mentoring activities are a team of lecturers from the Mandala Institute of Technology and Science who carry out community service. There are three stages of activity (Sulistyan, 2021), namely the planning stage, the implementation stage, and the evaluation stage. These stages are carried out in the following manner:
a. Planning Stage
   At this stage, the team of lecturers conducts thorough preparation to ensure that the training and mentoring runs smoothly. Planning includes identifying training needs based on the analysis of skills gaps among the younger generation. The team of lecturers also prepares a training curriculum that is in accordance with these needs, including learning modules and

supporting materials. In addition, the training and mentoring schedule is prepared in detail, including time allocation for theory, practice, and discussion sessions. The necessary facilities and infrastructure, such as training rooms, presentation aids, and teaching materials, are also prepared. This stage aims to ensure that all logistical and academic aspects are ready before the implementation begins.

b. Implementation Stage

The implementation stage involves the execution of all plans that have been prepared in the previous stage. Participants attend scheduled training sessions, where they receive materials from lecturers who are competent in the field of office administration. This training covers administration theory, the use of information technology in administration, and effective communication skills. In addition to training sessions, participants also receive direct mentoring from lecturers, who help them apply the knowledge they have learned in real situations. This mentoring includes practical guidance, problem solving, and interactive discussions to ensure that participants can apply their skills effectively in the workplace.

c. Evaluation Phase

The evaluation phase is carried out to assess the effectiveness of the training and mentoring and to identify areas for improvement. Evaluation is carried out through several methods, including participant satisfaction surveys, pre- and post-training competency tests, and direct observation of participant performance during mentoring. The results of this evaluation are analyzed to determine the extent to which the training objectives have been achieved and to measure the improvement of participant skills. In addition, feedback from participants is also collected to find out their experiences and suggestions for improvements for future programs. This evaluation is very important to ensure that the training and mentoring program has a significant positive impact on participants and can be improved for similar activities in the future.

Results from the evaluation were analyzed qualitatively to gain a deeper understanding of the effectiveness of the training and mentoring. Qualitative analysis involves collecting and interpreting non-numerical data, such as participant responses to surveys, in-depth interviews, and observations during the training. Through this analysis, key themes, patterns, and perceptions emerged regarding participants' experiences and the impact of the program on their skills. Qualitative analysis can reveal how participants apply new knowledge to their work, the challenges they face, and the aspects of the training that were most beneficial. These results are then used to develop recommendations for future program improvements, ensuring that the training and mentoring continues to evolve with participants' needs and provides maximum benefit.

3. RESULTS AND DISCUSSION

3.1. Results

Office administration training and mentoring is an activity carried out by a team of lecturers from the Mandala Institute of Technology and Science as a form of community service. This activity lasts for two months, from March to April 2024, and is attended by 20 young people ready to work in Jember Regency. This activity aims to improve the efficiency and effectiveness of the participants' work in the office environment through three stages, namely planning, implementation, and evaluation. At the planning stage, the team of lecturers conducted a needs analysis to identify the skills gaps possessed by the participants. Based on the results of the analysis, a training curriculum was prepared which included learning modules on office administration, information technology, and communication skills. The training and mentoring schedule was determined in detail, and the preparation of the necessary facilities and infrastructure was also carried out to ensure the smooth running of the activity.

Figure 1. Introduction and Activity Planning for Training Participants
Source: Results of Community Service Activities (2024)

The implementation phase begins with the implementation of a theoretical training session attended by all participants. The training session covers material on office administration, the use of information technology in administrative work, and effective communication skills. In addition to the theoretical session, participants also receive direct assistance from lecturers who help them apply the knowledge they have learned. This assistance includes practical guidance, problem solving, and interactive discussions, which last for two months.

Figure 2. Implementation of Training and Mentoring
Source: Results of Community Service Activities (2024)

Evaluation was conducted to assess the effectiveness of the training and mentoring. The evaluation results were analyzed qualitatively through participant satisfaction surveys, in-depth interviews, and direct observation. From this analysis, it was found that most participants felt that the training and mentoring were very useful in improving their administrative skills. Participants also reported increased ability to use information and communication technology effectively in the workplace.

Figure 3. Post Training and Mentoring
Source: Results of Community Service Activities (2024)

3.2. Discussion

Office administration training and mentoring carried out by a team of lecturers from the Mandala Institute of Technology and Science showed positive results in improving the skills and work readiness of the young generation in Jember Regency. This activity was designed with a comprehensive approach, covering the planning, implementation, and evaluation stages that are structured. At the planning stage, needs analysis is an important basis in compiling a curriculum that is relevant to the needs of the participants. Thorough preparation ensures that the training can run smoothly and in accordance with the objectives that have been set. This includes identifying skills gaps, preparing training modules, and arranging adequate logistics.

The implementation stage provides an opportunity for participants to learn and develop practical skills through theory sessions and direct mentoring. The material provided not only focuses on office administration, but also includes the use of information technology and communication skills that are essential in today's world of work. Direct mentoring by lecturers allows participants to apply the knowledge they have learned in real situations, providing them with practical guidance and relevant problem solving. This approach ensures that participants not only understand the concepts theoretically but are also able to implement them effectively.

The evaluation stage, which is carried out using qualitative methods, provides in-depth insight into the impact of the program on participants. Qualitative analysis through surveys, in-depth interviews, and direct observation showed that participants experienced significant improvements in administrative skills and use of information technology. Feedback from participants also emphasized the importance of mentoring in helping them overcome practical challenges in the workplace. These results suggest that the combination of theoretical training and practical mentoring is an effective approach in improving the work readiness of young people. The findings from this evaluation can form the basis for future program improvements, including the development of a more specific curriculum and improving mentoring methods to ensure the sustainability of the benefits provided to participants.

The results of office administration training and mentoring activities carried out in Jember Regency consistently support the findings of previous research conducted by Sulistyan (2020), which showed significant benefits from similar types of activities. Research has indicated that structured training and direct mentoring can effectively improve individual skills and their readiness to face the demands of the world of work. By providing a combination of in-depth theoretical understanding and practical application in real situations, this activity not only provides new knowledge but also strengthens participants' abilities to face complex challenges in a modern office administration environment. Thus, the positive results of this activity can be seen as validation of the training and mentoring strategy as an effective way to prepare the younger generation for their future careers.

4. CONCLUSION

The office administration training and mentoring activities in Jember Regency have proven their success in improving the skills and work readiness of the younger generation. Through a combination of structured theory sessions and direct mentoring by experienced lecturers, participants not only gain new knowledge but are also able to apply these skills in a practical context. The results of the qualitative evaluation show that this program provides significant benefits to participants, better preparing them to enter the competitive job market.

Although successful, this activity also has several limitations that need to be considered. One is the limited time scale, namely two months of implementation, which may not be sufficient to cover all the complex aspects of office administration in depth. In addition, limited resources such as teaching staff and facilities may limit the program's capacity to cover more participants or provide more intensive practical sessions.

To improve the effectiveness and sustainability of the program in the future, it is recommended to consider several steps. First, extending the duration of the program to allow more time for participants to assimilate the material and receive more in-depth guidance. Second, increasing collaboration with the private sector and other educational institutions to expand the reach of participants and diversify learning methods. Finally, continue to develop a curriculum that is responsive to technological developments and changing job market needs, so that participants can remain relevant and competitive in their careers. With the implementation of these suggestions, it is hoped that training and mentoring programs can provide a greater and more sustainable impact on participants and the surrounding community.

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