

Digital Meeting Job Sheet Innovation: An Effort to Enhance Administrative Task Performance Among Vocational Students

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Abstract

Students' ability to prepare meeting agendas, invitations, minutes, attendance lists, and meeting documents is an important component of Administrative Task Performance in the MPLB curriculum. This research and development project aims to produce a Digital Meeting Job Sheet through validation by subject matter experts and media experts to improve Administrative Task Performance in the Meeting Management module for Grade 11 MPLB 2 students at SMKN 1 Malang. This research and development project employs the ADDIE model: Analyze, Design, Develop, Implement, and Evaluate. The pilot study involved 30 Grade 11 MPLB 2 students at SMKN 1 Malang. Data analysis techniques involved comparing the average performance percentages of students before and after using the media to assess improvements in administrative skills. The resulting media features interactive step-by-step guidance, industry-standard document templates, and learning materials, along with integrated email sending functionality, developed using Google Apps Script to ensure accessibility via digital devices. The research results indicate that validation by subject matter experts and media experts confirmed the media is highly suitable for use, and there was a significant improvement in students' Administrative Task Performance regarding meeting management elements following the use of the media in instruction. This media requires periodic updates in line with advancements in office automation technology to remain relevant to the demands of the professional workplace.

Keywords: Administrative Task Performance, Digital Meeting Job Sheet, Meeting Management.

1. Introduction

Vocational education in the Office Management and Business Services concentration plays a central role in preparing a competent workforce in the field of administration. One indicator of success in this education is Administrative Task Performance, which represents students' ability to complete administrative tasks accurately, systematically, and in accordance with industry standards. Administrative task performance refers to an individual's effectiveness in carrying out technical activities that contribute to the core operations of an organization through mastery of procedures and accuracy in documentation (Amadi & Osazuwa, 2019). Administrative task performance encourages students to consistently internalize standard operating procedures to produce credible work outputs that meet the demands of the workplace. This performance achievement is not merely about the completion of administrative tasks, but rather a manifestation of a deep understanding of complex and systematic workflows. Therefore, enhancing task performance in meeting management serves as a key indicator of students' readiness to navigate the dynamic industry landscape, which demands high precision and adherence to standard business correspondence protocols



(Sutirman & Yuliansyah, 2025). In the context of meeting management, this performance is crucial because it encompasses logistics coordination, business communication, and legal documentation, all of which form the fundamental operational backbone of an organization (Suspito et al., 2023). However, the development of these competencies faces significant challenges due to procedural complexities that often impose excessive cognitive loads on students. Therefore, the use of learning media must support the development of administrative task performance. This is particularly crucial given that the dynamics of today's workplace have been disrupted by massive digitalization, which demands that administrative staff be proficient in operating various office software with agility and accuracy (Alfia et al., 2023). The integration of technology into learning media can create a learning environment that mirrors the digital ecosystem of modern industries (Wijaya et al., 2023). Innovative, technology-based learning media can provide interactive simulations that guide students through complex procedural workflows, thereby managing students' cognitive load more effectively (Farkhan et al., 2025). Through digitized learning experiences, students not only enhance their technological literacy but also directly optimize their performance in administrative tasks, producing work products that are precise, efficient, and aligned with the professional standards prevalent in the industrial world.

The performance of administrative tasks in Class XI MPLB 2 at SMKN 1 Malang reveals a gap between curriculum objectives and students' actual capabilities. It was found that low participation and motivation stem from students feeling overwhelmed by the numerous steps involved in manually preparing meeting documents. Data indicates that only about 40% of students actively participate in discussions, while the remaining 60% tend to rely on artificial intelligence (AI) for instant solutions without making adjustments, resulting in documents that fail to meet industry standard operating procedures. This phenomenon is reinforced by previous literature studies stating that conventional methods are insufficient in simulating authentic workplace dynamics (Sudarsono, 2022). Additionally, the lack of scaffolding in learning media causes students to lose their way in lengthy procedural tasks (Sagoro & Aghni, 2024). The need for simulation-based interactive media to enhance vocational students' engagement (Ferdiansyah & Irfan, 2021). Based on administrative task performance indicators, deficiencies were observed across various aspects in Class XI MPLB 2 at SMKN 1 Malang, identified through six indicators according to Bernardin and Russel. Regarding the quality aspect, the administrative documents produced do not yet meet industry standards due to the instant use of artificial intelligence without critical filtering. A preliminary diagnostic assessment across Bernardin and Russel's six performance dimensions revealed that while a majority of students can technically complete their document assignments, they struggle significantly with procedural punctuality, resource efficiency, and professional communication ethics. The complexity of these administrative workflows creates a heavy reliance on teacher supervision, stifling the independent learning necessary to cultivate a growth mindset and vocational readiness. Detailed baseline figures regarding these specific indicators are presented in the Method and Results sections; however, this initial diagnosis underscores the urgent need for structured, simulation-based digital media that aligns student workflows with professional industry standards.

The Digital Meeting Job Sheet was developed using Google Apps Script because the resulting product is interactive and includes features that support the improvement of administrative task performance, thereby helping students conduct meeting management practices in a more structured manner. This tool is designed as a digital system that simulates industry workflows through features such as an Interactive Step-by-Step Guide, Progress Tracking, and a Smart Document Template Generator. The utilization of these features serves

as digital scaffolding that guides students' cognitive transition from theoretical understanding to complex procedural practice (Alfia et al., 2023). The inclusion of the Teacher Monitoring Dashboard in this system provides educators with the ability to conduct precise monitoring and educational interventions based on students' progress data recorded automatically. The novelty of this research lies in the direct integration of industry standards into the document automation system, thereby guiding students to work independently while remaining on a professional track. The integration of a Google Apps Script-based automation system is designed to bridge the gap between pedagogical theory and industry practice through the simulation of authentic workflows. Unlike the development of conventional learning media, which is generally static, this study adopts a functional approach that allows for a comprehensive and systematic measurement of students' administrative task performance. The use of this media as a tool to reduce the complexity of administrative tasks is expected to linearly improve students' administrative task performance through structured simulation experiences. This study aims to develop a Digital Meeting Job Sheet based on Google Apps Script for meeting management material and to analyze its feasibility and contribution to improving the Administrative Task Performance of 11th-grade MPLB students at SMKN 1 Malang.

2. Literature Review

2.1. The Concept of Administrative Task Performance in Vocational Education

Administrative Task Performance represents a crucial dimension of students' work readiness in the modern era, particularly within the Office Management and Business Services program. Theoretically, administrative task performance is defined as an individual's level of effectiveness in carrying out a series of technical and operational office activities that directly contribute to the core of administrative maintenance and organizational efficiency. In the vocational education setting, the measurement of ATP achievement no longer relies on passive cognitive-theoretical mastery but rather on students' psychomotor capacity to execute work instructions and independently resolve procedural bottlenecks. To ensure accuracy and alignment with the needs of the business and industrial sectors (DUDI), performance evaluation is based on the six dimensions of theoretical performance indicators proposed by Bernardin and Russell (2013):

- 1) Quality: Assessing the accuracy of document formatting, the clarity of correspondence structure, and the document's compliance with official government writing guidelines.
- 2) Quantity: Representing the volume of administrative files (agendas, attendance sheets, meeting minutes) successfully completed by students in a single work cycle.
- 3) Timeliness: Measures students' responsiveness in completing procedural administrative tasks before the deadline.
- 4) Cost-Effectiveness: Assesses students' ability to efficiently conserve work supplies, storage devices, and internet data quotas.
- 5) Need for Supervision: Measures students' ability to work independently and systematically without repeated verbal instructions or close supervision from educators.
- 6) Interpersonal Impact (Communication Ethics): Assessing the politeness and professionalism of students' email language and coordination when distributing files digitally.

The calculation of the average score for students' Administrative Task Performance in this simulation is assessed using conventional descriptive percentage analysis:

$$P = \frac{S}{S_{max}} \times 100\%$$

Where P represents the percentage of task performance proficiency, S is the empirical score obtained by the student based on the performance assessment rubric, and Smax is the ideal maximum score that can be achieved. This standardized performance-based assessment is highly recommended for measuring the complex motor skills of vocational students before they enter the dynamic industrial ecosystem.

2.2. Digital Media Meeting Job Sheet and Digital Scaffolding

The development of the Digital Meeting Job Sheet (DMJS) is an innovative digital learning resource based on Google Apps Script (GAS) that is fully integrated with the Google Workspace ecosystem (Google Docs, Sheets, Slides, and Gmail). Unlike conventional static worksheets, GAS allows developers to automate filing systems, create automated letter templates, and even schedule wireless file delivery. This cloud-based integration has been proven to significantly accelerate school administrative processes and laboratory work with minimal data transmission latency. The use of this real-time collaboration platform not only facilitates the learning process but also acclimates students to working within a collaborative digital workspace, a prerequisite for modern offices today. Pedagogically, the DMJS design is grounded in constructivist learning theory, specifically the concept of the Zone of Proximal Development (ZPD) and the theory of scaffolding proposed by Lev Vygotsky. In the context of digital learning, the principle of scaffolding is realized through a step-by-step guidance system (digital scaffolding) aimed at reducing students' intrinsic cognitive load when facing complex administrative tasks (Sarmiento & Reis, 2026). The provision of modularly integrated structured assistance, such as visual navigation cues, justification checkpoints, and guided templates, facilitates students' gradual cognitive transition toward independent learning (Muaddab et al., 2026). A review of the literature indicates that the implementation of this adaptive digital scaffolding is highly effective in minimizing procedural errors (task debugging), reducing students' technical anxiety, and fostering self-regulated learning within online platforms (Ding & Muhyiddin B Yusof, 2025).

2.3. Practical Training in Meeting Management in the Merdeka Curriculum, Phase F

The Merdeka Curriculum, specifically the Meeting Management component for Phase F of the MPLB vocational track, emphasizes the mastery of authentic, student-centered office operational competencies that are geared toward producing graduates ready for the workforce. Meeting management is one of the most challenging administrative processes because it requires the integration of soft skills, such as negotiation and business ethics with hard skills, such as drafting legal minutes, coordinating agendas, and managing budgets (Armayanti et al., 2026). The complexity of the document workflow that must be completed from the pre-meeting to post-meeting stages requires the use of problem-based learning and digital office simulations to familiarize students with the actual operational dynamics of the workplace (Puspasari et al., 2025). However, practical learning in vocational high schools often faces technical challenges, such as disparities in internet infrastructure, students' limited and unfiltered artificial intelligence (AI) literacy, and manual methods that lead to wasteful use of printed paper resources (Prenata et al., 2026). Therefore, a reliable digital simulation platform is needed to reduce material fragmentation and integrate all stages of the meeting simulation into a single, monitored control dashboard. The use of this automated simulation is not only significant in accelerating the technical completion of meeting documents (Timeliness), but also equips vocational students with electronic communication ethics (Interpersonal Impact)

and the ability to manage resources efficiently (Cost-effectiveness), which are relevant to the needs of modern paperless offices (Sari & Pahlevi, 2025; Abdullah et al., 2026).

3. Methods

This study employs a research and development (R&D) methodology, which adapts the ADDIE model, a simple, systematic approach comprising five stages. Research and development were carried out by following the following stages: 1) Analysis, focused on identifying gaps in administrative competencies and patterns of student dependence on the use of technology without critical filtering; 2) Design, carried out by developing a Digital Meeting Job Sheet system design, which includes a meeting workflow flowchart in accordance with industry standards as well as the development of task performance assessment instruments; 3) Development, implementing the design into a digital platform by integrating the Interactive Step-by-Step Guide and Smart Document Template Generator features, and conducting validation by subject matter experts and media experts to test the system's content and functionality before implementation; 4) Implementation, applying the product in a simulated classroom meeting, where researchers directly observe changes in students' learning behaviors and interactions with the media; and 5) Evaluation, measuring the media's effectiveness in improving administrative task performance and student participation as a basis for making improvements if any shortcomings are found, so that the product can be deemed feasible and free of defects.

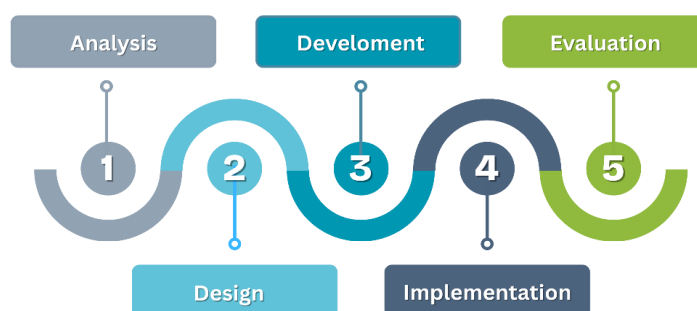


Figure 1. The ADDIE Model Stages of Research and Development

The research subjects consisted of 30 students in Grade 11 MPLB 2. To ensure instrument readability and system functionality, a preliminary pilot test was first conducted on a subset of 6 students from this group. For the final effectiveness analysis (pretest and posttest administrative task performance scores), the data from all 30 students (n=30) were utilized. In this research and development study, two types of data were collected. Quantitative data were obtained from the validation scores of subject matter experts and media experts, student response questionnaires, and administrative task performance scores before and after the use of the media. Meanwhile, classroom observation notes, interviews, critique sheets, and suggestions were used as qualitative data. Interviews were conducted twice with the teaching staff and 11th-grade MPLB 2 students to determine their responses before and after using the Digital Meeting Job Sheet media in learning.

The research and development instruments included a validation sheet, a document quality assessment rubric, and a learning activity observation sheet. The product and instruments were validated by 1 subject matter expert, specifically an experienced 'Meeting Management' teacher with at least two years of teaching experience, and 1 media expert(s)

with an academic background in digital instructional media development. To ensure instrument quality, content validity was established through expert agreement during the validation phase, and evaluation reliability was maintained by ensuring consistent application of the assessment rubrics. The expert validation process utilized a 4-point Likert scale format. The raw validation scores were converted into percentages and interpreted using defined feasibility categories (“very feasible,” “feasible,” “less feasible,” and “not feasible”) to accurately justify the media’s readiness. The data analysis technique for media effectiveness was measured through a user response questionnaire, which was analyzed using average percentage scores. Meanwhile, administrative task performance data was measured through pretest and posttest assessments by adapting administrative task performance indicators, yielding results in the form of average scores to evaluate the improvement.

4. Results and Discussion

4.1. Research Results

This research and development project resulted in the Digital Meeting Job Sheet, an interactive digital work guide featuring structured instructions and industry simulations for the “Meeting Management” module in the Office Management and Business Services course for 11th-grade MPLB students. The Digital Meeting Job Sheet is a Google Apps Script-based product integrated with the Google Workspace ecosystem, making it accessible online via various digital devices. The Digital Meeting Job Sheet interface is designed to be engaging, interactive, and user-friendly. Students can access the Digital Meeting Job Sheet learning tool online via the link <https://bit.ly/4nKSjxi>. This resource is equipped with various features to enhance Administrative Task Performance (quality, quantity, timeliness, cost-effectiveness, need for supervision, interpersonal impact) in the Meeting Management curriculum, covering learning outcomes ranging from drafting meeting agendas, creating invitation letters, preparing attendance lists, to writing accurate meeting minutes in accordance with professional standards. The Digital Meeting Job Sheet displays the user interface and main page, as shown in Figure 2 below.

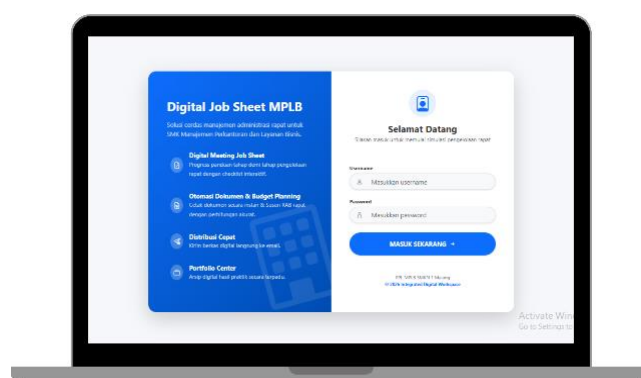


Figure 2. Digital Meeting Job Sheet Login Page

Figure 2 shows the initial screen that appears when users access the Digital Meeting Job Sheet to help them find information. This initial screen is the first step for students in using the Digital Meeting Job Sheet; on the login page, users must enter the username and password provided by the administrator or teacher. In addition to student access, the Digital Meeting Job Sheet provides an Administrator/Teacher Login feature that can be accessed through a dedicated login page for educators. This page serves as an authorization gateway for teachers

to log into the system to conduct clinical supervision, manage class data, and monitor the progress of students' administrative tasks in real-time via the monitoring dashboard. The dedicated menu on this educator page includes: 1) Progress Monitoring Dashboard, to track the work stages currently being completed by each student; 2) Manage Student Data, to synchronize pages and group lists; 3) Administrative Task Performance Assessment, which contains an automated assessment tool based on quality and timeliness indicators; and 4) Document Submission History, which functions as a digital archive for reviewing draft documents of students' practical work before providing feedback, as shown in Figure 3 below.

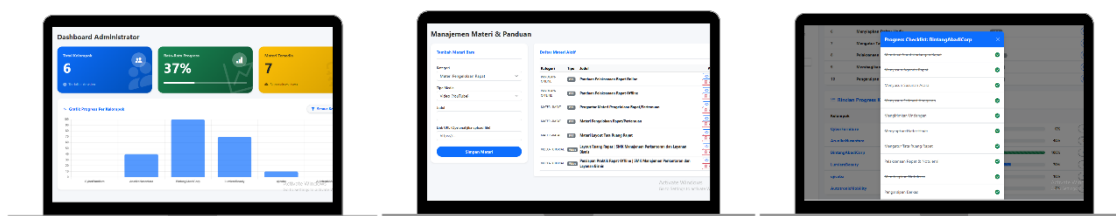


Figure 3. Features of the Digital Meeting Job Sheet Admin Page

On the student page of the homepage, there is a main menu consisting of: 1) Dashboard, 2) Guides and Materials, 3) Digital Meeting Job Sheet, 4) Digital Doc-Tools, 5) Budget & Financial Plan, 6) Meeting Distribution Center, and 7) Portfolio. The Digital Meeting Job Sheet menu is designed to simulate real-world work experiences to improve students' Administrative Task Performance through the practice of systematically preparing documents, as shown in Figure 4 below.

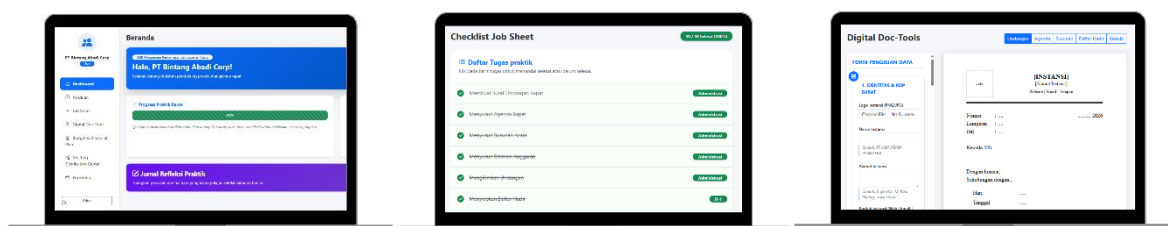


Figure 4. Features of the Student Page Digital Meeting Job Sheet

The Digital Meeting Job Sheet is designed to provide an authentic work simulation experience through key features that support the development of administrative skills. The Digital Meeting Job Sheet's initial interface presents an intuitive main dashboard, including: 1) Standard Operating Procedures (SOP) for Meetings, 2) Interactive Step-by-Step Guide, 3) Smart Document Template Generator, 4) Progress Tracking, and 5) Teacher Monitoring Dashboard. The Smart Document Template Generator feature allows students to create meeting administrative documents (invitations, agendas, attendance lists, and minutes) with industry standards automatically locked in. The Digital Meeting Job Sheet menu is designed to help students understand the steps involved and access relevant technical materials to complete industry-based simulation administrative tasks, thereby improving Administrative Task Performance through the synchronization of theory and practice in the workplace. Through this menu, students are guided to independently optimize technical accuracy (quality) and document completeness (quantity), thereby minimizing procedural errors that frequently occur in conventional methods. Students are directed to apply standard operating procedures at every stage of work to ensure professional and credible results.

The validity of the Digital Meeting Job Sheet was assessed through validation by subject matter expert and media expert, analyzed using descriptive statistics. Table 1 shows the results of the subject matter expert validation:

Table 1. Results of Subject Matter Expert Validation

Aspect	Percentage	Criteria
Content Suitability	88.89%	Highly Suitable
Contextual Assessment	80.00%	Suitable
Language Suitability	80.00%	Suitable
Average	82.96%	Highly Suitable

Source: Data compiled by the researcher (2026)

The results of the analysis in Table 1 show that the material has been validated by subject matter expert who meet the criteria for expertise in their field, namely teacher of the “Meeting Management” course for 11th-grade MPLB students who have been teaching for at least two years. The validation results indicate that the material meets the criteria for “highly suitable.” The assessment has met the content suitability criteria, which include the breadth, depth, and completeness of the material in accordance with industry standards. Language suitability, including effectiveness, sentence structure accuracy, and ease of understanding administrative instructions, has also been met. The assessment of procedural accuracy resulted in a “highly suitable” rating, proving that the Digital Meeting Job Sheet material is valid for application in Meeting Management instruction. Further, media expert validation was conducted to test the product’s functionality and technical aspects, as shown in Table 2:

Table 2. Results of the Expert Validation of Instructional Materials

Aspect	Percentage	Criteria
Graphic Design Suitability	80.00%	Suitable
Media Quality	80.00%	Suitable
Media Layout	80.00%	Suitable
Average	80.00%	Suitable

Source: Data compiled by the researcher (2026)

Table 2 shows the results of the validation analysis conducted by subject matter expert who meet the criteria in their respective fields, namely lecturer with relevant knowledge in the development of learning media. The validation results indicate that the criteria are met, as the materials satisfy the aspects of graphic design, the quality of interactive features, and the characteristics of digital media. The assessment of these characteristics includes ease of access via smartphone and clear instructions for operating the job sheet. However, there are notes for improvement regarding the optimization of the layout of visual elements to make them more balanced. The product trial on a small group involved 6 students from class XI MPLB 2 at SMKN 1 Malang to determine the ease of use, usefulness, and appeal of the learning media. The results of the user trial can be seen in Table 3.

Table 3. User Test Results

Aspect	Percentage
Ease	92.97%
Usefulness	92.71%
Interest	93.75%
Average	93.14%

Source: Data compiled by the researcher (2026)

The results of the pilot test indicated that the criteria were highly met, meaning that the Digital Meeting Job Sheet is easily accessible via students' devices, provides tangible benefits in understanding meeting administration materials, and possesses visual appeal capable of enhancing student focus. After the small-group pilot was deemed viable, a study was conducted on a larger group involving 30 11th-grade MPLB 2 students to determine the improvement in Administrative Task Performance before and after using the Digital Meeting Job Sheet. This improvement was measured through six performance indicators according to Bernardin and Russel, as listed in Table 4:

Table 4. Results of the Administrative Task Performance Students

Indicators	Before	After
Quality (Accuracy of Format & Content)	82.38	92.34
Quantity (Completeness of Documents)	82.69	91.83
Timeliness (Timeliness of Procedures)	80.69	90.90
Cost-effectiveness (Digital Efficiency)	82.52	90.00
Need for Supervision (Independence)	80.93	90.86
Interpersonal Impact (Communication Ethics)	82.86	90.31
Average	82.01	91.04

Source: Data compiled by the researcher (2026)

Based on Table 4, students' average administrative performance scores increased following the use of the Digital Meeting Job Sheet. The most significant improvement occurred in the "Timeliness" indicator, indicating that the digital tool effectively accelerated students' procedural workflows. Table 4 shows an improvement in the Administrative Task Performance of 30 students after using the Digital Meeting Job Sheet, with all indicators showing an increase. This indicates that the use of this medium contributes significantly to improving students' Administrative Task Performance skills.

4.2. Discussion

4.2.1. Analysis of the Digital Media Meeting Job Sheet

This research and development project resulted in the creation of the Digital Meeting Job Sheet, a resource on meeting management designed for 11th-grade students in the MPLB 2 class at SMKN 1 Malang. It features interactive elements organized into two main access points: a student portal for users and a teacher portal for class administrators. The development of this platform utilizes Google Apps Script technology integrated with the Google Workspace ecosystem to create an authentic and responsive work simulation environment. Google Apps Script was chosen for its ability to automate administrative document workflows, thereby offering more intuitive functionality for vocational students in understanding modern office procedures.

On the student page, the platform's interface is systematically designed through the Dashboard, Guide, and Job Sheet features as the main instructional navigation menus. The Dashboard feature visually presents task summaries and progress status to enhance focus on performance targets, while the Guide section integrates various learning resources such as materials, instructional videos, and technical guidelines for conducting meetings both online and offline. The Job Sheet feature provides interactive step-by-step work instructions to guide students' cognitive transition in chronologically organizing meeting administrative documents. Through this feature, students can more easily understand complex procedural workflows, thereby significantly reducing the risk of technical errors during the early stages of preparation. This workflow mechanism aligns with prior theory and research demonstrating

that the use of digital collaboration platforms is effective in providing learning experiences relevant to the dynamics of the industrial world (Suspito et al., 2023).

The use of automation in this medium has also been shown to reduce students' cognitive load when completing complex procedural tasks (Amelia, 2024). Structured navigation settings on digital platforms are highly effective in systematically guiding students' learning focus, while real-time visualization of learning progress has been shown to enhance students' motivation and self-regulation in completing tasks (Mahabu et al., 2025; Nisa, 2025). Furthermore, the use of diverse multimedia learning resources plays a crucial role in accommodating various learning styles and strengthening information retention (Basuki, Churiyah, et al., 2021). The provision of scaffolding through this step-by-step instruction underscores that the gradual simplification of information is highly effective in reducing cognitive load when performing complex procedural tasks (Tuada et al., 2026).

The student portal is equipped with Digital Doc-Tools, Budget & Financial Plan, Meeting Distribution Center, and Portfolio features, which directly contribute to enhancing students' efficiency and professionalism in producing precise work outputs. The Digital Doc-Tools feature integrates a Smart Document Template Generator that enables students to produce meeting documents with a high standard of formatting accuracy; this mechanism directly impacts the optimization of the Quality dimension (Formatting & Content Accuracy) and enhances the Timeliness aspect (Speed & Timing) since the document layout draft is automatically locked. In resource management, the Budget & Financial Plan feature trains students' precision in designing meeting cost estimates, which is an integral part of administrative task performance at the managerial level and mechanically hones students' Cost-effectiveness (Resource Efficiency) indicators.

Work results are distributed through the Meeting Distribution Center, an automated email document delivery system that simulates real-world business correspondence workflows in the industry to instill the ethics of formal digital correspondence, which tangibly represents the Interpersonal Impact (Communication Ethics) dimension. All student work is then systematically recorded in the Portfolio feature, which serves as a self-managed digital archive for students to review their track record of competency achievements while simultaneously developing their ability to work independently and monitoring the completeness of their documentation in a self-directed and transparent manner.

The integration of professional operational features into the educational platform has proven effective in bridging the gap between classroom theory and real-world industry practice (Lilisuryani, 2024). The use of document automation based on standard templates is highly effective in enhancing technical precision and standardizing student work outcomes, which directly impacts the improvement of work output quality (Quality) (Prabowo et al., 2025). Financial management training (Cost-effectiveness) within administrative simulations also plays a crucial role in fostering students' analytical skills and managerial responsibility (Yetti & Rizal, 2025). Through a document delivery automation system, real-world digital correspondence simulations help students directly internalize the ethics and professionalism of modern business communication (Interpersonal Impact) to foster positive workplace relationships in an office environment (Basuki et al., 2021).

In terms of instructional management, the Digital Meeting Job Sheet platform offers key features on the teacher or admin dashboard that are integrated through the Admin Dashboard, Class Management, and Content Management modules to support effective teaching. Through Class Management, teachers can flexibly organize student groups and manage class administrative data more systematically according to instructional needs. Meanwhile, the Content Management feature allows teachers to upload and organize various learning

resources such as PPTs, meeting guides, and differentiated instructional videos in an organized manner. The presence of these features ensures that the digital learning environment remains under control and that materials are accessible to students in a targeted manner, allowing teachers to dynamically adjust materials to bridge the diverse cognitive needs of students regarding meeting management content. Comprehensive visualization of class activity data facilitates educators in making quick and accurate instructional decisions (Savira et al., 2025). The systematic organization of learning resources also ensures that differentiated materials can effectively reach all students (Amelia, 2024).

Furthermore, the digitization of learning administration has proven capable of enhancing the transparency and accountability of the vocational education process as a whole (Suswanto, 2022). For MPLB learning, the integration of various management systems within this digital platform reduces logistical barriers to teaching, making learning administration more efficient and accountable for educators as they facilitate students' office simulation practice needs. The Progress Monitoring feature allows teachers to oversee every stage of students' meeting document preparation in real time. The Reflection & Feedback feature provides a space for teachers to embed evaluative notes directly on students' work to encourage interactive improvements in the quality of administrative documents.

This digital guidance and monitoring system is fully supported by the theory that electronic monitoring tools are essential for providing data-driven guidance in competency-based education (Alfira et al., 2024). Real-time activity monitoring allows teachers to provide direct pedagogical interventions when students encounter procedural challenges during practical exercises (Apriana & Hamid, 2025). The use of digital formative feedback has proven effective in driving iterative and sustainable improvements in the quality of work outcomes (Misnawati et al., 2025). This minimizes subjective bias in assessment and enhances the accuracy of student learning outcomes in professional meeting management simulations, ensuring graduates possess credible work competency standards in the industrial world.

4.2.2. Digital Media Meeting Job Sheet Validation Results

Before being implemented in the classroom, the Digital Meeting Job Sheet was first validated by subject matter experts and instructional material experts. The aim was to ensure that the resulting resource met the requirements for use as a practical instructional tool in vocational high schools. Standardization of vocational learning resources is necessary to ensure that the material presented aligns with the core competencies that students must master (Isnaini et al., 2022). This process is crucial to ensure the product meets industry needs and can be effectively utilized, thereby preventing procedural errors when used by (E. N. Sari & Listiadi, 2023). Small-group pilot tests, subject matter expert validators, and instructional material expert validators are systematically employed to evaluate the product before its widespread implementation. Content expert validation was conducted by Office Management teachers in the 11th-grade MPLB class at SMKN 1 Malang, where the evaluated aspects included content suitability regarding the accuracy of meeting documents, contextual aspects, specifically the relevance of tasks to real-world workplace dynamics and the suitability of the administrative language used in the developed product.

The results indicate that the material presented in the Digital Meeting Job Sheet is highly appropriate as it aligns with the curriculum and learning objectives oriented toward vocational graduate competencies. Expert validation of the instructional materials was conducted by faculty members from the Faculty of Economics and Business at Malang State University who specialize in digital media development and instructional design to assess the system's functionality. The results of the instructional material expert validation indicated that the system is highly suitable, as assessed from the graphical aspects related to the dashboard

interface design, the quality of interactive features supporting document automation, an ergonomic media layout, and the functional characteristics of the Digital Meeting Job Sheet regarding the completeness of task management features. The process of accessing the platform, from the login page to the operational menu, is straightforward due to the selection of a professional theme, a balanced color palette, and interactive menu icons. Additionally, a small-group pilot test involving 6 students was conducted to assess user feedback regarding ease of access, the utility of the platform for document creation, and the visual appeal of the interface. The results of this pilot study indicate a high level of suitability, supported by ease of access via students' smartphones, clear instructions within the Job Sheet, and the effectiveness of video tutorials as a tool to measure the extent to which students have mastered meeting administration competencies. The professional visual design and structured workflow significantly increased students' interest in completing administrative tasks with precision.

Based on interviews with office management teachers at SMKN 1 Malang, data indicates that the material in the Digital Meeting Job Sheet is systematically organized and highly accessible to students, making learning more interactive through the integration of digital technology. Teachers reported an improvement in students' ability to analyze each stage of meeting preparation. Teachers also added that students have become more active in group discussions and are able to connect theoretical concepts with real-world situations in the industry. Before using the Digital Meeting Job Sheet, learning was conducted through practical assignments without emphasizing Administrative Task Performance and student independence; the tasks assigned were merely informative, even though they actively involved students in simulating the resolution of administrative problems. Interactive features such as the Smart Document Template in the Digital Meeting Job Sheet successfully encouraged students to work more critically, systematically, and enthusiastically in producing accurate work products.

The Digital Meeting Job Sheet is considered highly student-centered, thereby encouraging comprehensive active participation in meeting simulations. Students can improve their procedural thinking skills and administrative problem-solving abilities within working groups. However, there are technical challenges, namely unstable internet connections in the school environment, which occasionally hinder data synchronization in the Progress Tracking feature. Additionally, since the Digital Meeting Job Sheet is browser-based, differences in the types of browsers used by students sometimes require version updates to ensure the automation features function optimally. Recommendations based on interview results include the need to improve accessibility through offline synchronization options or responsive design adjustments to ensure compatibility with the various hardware specifications of students' devices.

4.2.3. Analysis of Administrative Task Performance

The implementation of the Digital Meeting Job Sheet has been shown to significantly improve students' performance on administrative tasks by providing a digital work ecosystem that mirrors industry standards. The use of structured digital instructions in vocational learning media plays a crucial role in guiding students' cognitive transition to achieve higher levels of work accuracy (Farkhan et al., 2025). This success is evident across various dimensions of task performance, beginning with a substantial improvement in the quality of students' work output. The Quality indicator saw a significant increase of 9.96 points, demonstrating improved accuracy in both the format and content of the meeting documents produced by students. Prior to using the media, students often produced unorganized drafts with incomplete sections of the document. The presence of the Smart Document Template

Generator feature in the Digital Doc-Tools menu was the key driver of this change, as it provides document frameworks already aligned with standard industry official document formats.

Furthermore, the Quantity indicator indicating an increase level of completeness in administrative documents compared to before. Initially, students tended to omit crucial documents such as attendance lists or meeting agendas due to a lack of understanding regarding systematic workflows. Through the Job Sheet and Progress Tracking features, students are guided to complete the entire set of documents in full without missing a single step. Meanwhile, the Timeliness metric showed an increase in response to more measurable time efficiency in each cycle. Previously, students spent a significant amount of time simply formatting documents manually before moving on to the actual content. The use of automation in the development platform allows students to complete tasks faster because the framework is instantly available within the digital system. Improvements in these three initial indicators confirm that the development platform is effective in building the technical precision and work speed required in the office environment.

The Need for Supervision directly demonstrating the success of the platform in fostering students' independent learning. Before the intervention, students relied heavily on the teacher's verbal instructions for each technical step because they were confused by the complex meeting management process. The Interactive Step-by-Step Guide feature served as a digital mentor, providing self-guided procedural navigation for every student in the class. With detailed guidance at every step, students no longer feel the need to constantly ask the teacher about the sequence of completing their administrative documents. The Cost-Effectiveness indicator, reflecting more optimal efficiency in the use of digital resources. Initially, students frequently submitted incorrect drafts repeatedly, resulting in inefficiency in both time spent and internet data usage. The Budget & Financial Plan feature trains students to manage meeting cost estimates with precision while optimizing a linear and effective workflow. This newly developed independence allows teachers to shift their role from merely technical instructors to clinical supervisors who conduct final monitoring in a more professional manner. Overall, this shift in value demonstrates that the right digital assistance can reduce cognitive barriers and foster students' self-confidence.

The final indicator, Interpersonal Impact, showed improvement, focusing on communication ethics and professionalism in the distribution of information within the office setting. Before using digital media, students typically submitted their practice files to supervisors or teachers without including an appropriate email subject line or description. The Meeting Distribution Center feature trains students to send meeting documents to relevant parties using formal and standard business correspondence language. Through this feature, students learn that interpersonal impact in the workplace is significantly influenced by how they electronically communicate their work results to others. The increase in scores across all indicators in this study provides empirical evidence that the Digital Meeting Job Sheet is a highly comprehensive tool for vocational education. The integration of authentic digital simulations into the vocational curriculum serves as a strategic instrument to bridge the gap between student readiness and global industry competency standards (Alfia et al., 2023).

The continuity between the Dashboard, Guide, and Portfolio menus creates a workflow that resembles a real office ecosystem for students. The integration of document automation and teacher monitoring ensures that industry quality standards are strictly maintained throughout the learning process (Agraini et al., 2026). The main difference between this study and previous research lies in the integration of automation technology based on Google Apps Script, which simulates real-world industrial workflows to comprehensively measure

Administrative Task Performance. It was found that students achieved an average final score of 91.04, demonstrating significantly stronger administrative competencies compared to the use of traditional methods. This performance transformation serves as a key indicator that innovations in digital simulation-based media are essential for meeting the demands of the modern workplace. It is concluded that the development of the Digital Meeting Job Sheet has successfully improved students' administrative task performance significantly.

5. Conclusion

This research and development project resulted in a Google Apps Script-based Digital Meeting Job Sheet designed specifically for meeting management elements, validated by subject matter experts and media experts to improve the administrative task performance of 11th-grade MPLB 2 students at SMKN 1 Malang. This tool includes meeting management materials (online/offline), practice-based exercises, and case study simulations based on the Merdeka Curriculum Phase F, which encourages students to work independently, analyze procedures, evaluate document accuracy, and formulate effective administrative solutions to prepare them to enter the professional office workplace. Expert validation indicates that this Digital Meeting Job Sheet is valid and very feasible for implementation in office operations training. Research results demonstrate an average performance improvement across the dimensions of quality, quantity, timeliness, cost-effectiveness, need for supervision, and interpersonal impact. Interactive features such as the Smart Document Template, Progress Tracking, and Teacher Monitoring Dashboard create an authentic work simulation experience and improve the overall accuracy of students' work outcomes.

Despite these positive findings, this study acknowledges several methodological limitations. The research utilized a single-group pretest-posttest design without a control group and involved a limited sample from a single class over a short intervention period. Consequently, the observed performance improvements could partially reflect novelty or practice effects rather than solely the medium's specific pedagogical value. Teachers are advised to make better use of this tool in the teaching of office management to improve students' administrative task performance across a broader range of competencies. Teachers also need to understand the technical integration between the monitoring and feedback features within the system to ensure supervision is conducted with greater precision. Students should utilize this Digital Meeting Job Sheet to hone their technical precision, engage in self-directed learning, collaborate in groups, and leverage the portfolio feature as a tool for reflecting on their competency achievements. For future research, the development of similar digital media must be continuously updated in line with the dynamics of office automation technology to remain relevant to modern industry standards. Future iterations can focus on expanding real-time cloud collaboration features and integrating adaptive feedback mechanisms that specifically foster a growth mindset in vocational students. Further research is also needed to examine the impact of using this medium on non-cognitive aspects such as digital ethics, creativity in problem-solving, and students' work resilience in a hybrid office environment. Thus, the Digital Meeting Job Sheet is expected to continue making a significant contribution to improving the quality of vocational education in the field of administration.

6. References

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