INTERNATIONAL
JOURNAL OF ADMINISTRATION
AND EDUCATION
ASHA
PUBLISHING

E-ISSN: 3046-7632
International Journal of Administration and Education (IJAE)
https://journal.ashapublishing.co.id/index.php/ijae/hm

The Effectiveness of the Implementation of Practicum on Office Technology Learning

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ABSTRACT

The rapid development of technology requires vocational schools to produce graduates with strong office technology competencies. This study aims to determine the effectiveness of practicum implementation in Office Technology learning for grade XI students of MPLB 1 SMK Negeri 1 Gowa. A qualitative descriptive approach was employed, with data collected through observation, interviews, and documentation. The analysis focused on five indicators: improving understanding, creating deeper impacts, better knowledge retention, breaking the monotony of memorization, and increasing confidence. The results reveal that practicum activities effectively improve students' understanding of office technology concepts, strengthen their ability to apply knowledge in real contexts, and enhance confidence in performing administrative tasks. Students were also found to retain knowledge longer when learning through hands-on experience compared to theoretical instruction alone. These findings align with Kolb's experiential learning theory, emphasizing that learning occurs through direct experience and reflection. The study highlights that limited laboratory facilities remain a challenge but can be addressed through creative scheduling and peer collaboration. The novelty of this research lies in its focus on evaluating practicum effectiveness from students' direct learning experiences rather than conventional learning outcomes. The findings reinforce the importance of integrating practice-based approaches into the vocational curriculum to improve office technology competencies and workplace readiness.

Keywords: Effectiveness, practicum method, office technology

INTRODUCTION

The rapid development of technology will also make the impact on technological developments in the field of administrative work in various agencies more effective and efficient, including in the office sector. However, technological development must also be proportional to the abilities and skills that support its development. To keep up with technological advancements, (Faridah et al. 2023) stated that "there are 2 things that can be done to meet the demands of technological development, namely 1) providing competent human resources in office technology midwives, and 2) providing infrastructure facilities that support these changes".

The Vocational Secondary Education School (SMK) is an educational institution that aims to prepare and prioritize its graduates who are ready to enter the world of work and can develop themselves and their professionalism attitude, especially in the field of technology, such as office technology. So that understanding the basic understanding of office technology is an important aspect that students need to master as a provision that they will bring into higher education, as well as into the world of work.

The learning method is an effort to implement the plan that has been prepared in real activities so that the goals that have been prepared are optimally achieved (Andriani et al., 2024; Arhas et al., 2023; Maulidya et al., 2024). To achieve maximum learning results or learning that can be said to be successful, a certain learning method is needed which will be a form of delivering material from teachers to students. The determination of the learning method is chosen based on the type of material to be taught, considering the content of the

material to be presented in order to make students interested and happy to contribute to the ongoing learning.

Practicum activities aim to help students deepen their understanding of theory and its practical application. According to Akib et al. (2024) "One of the best alternative learning methods is a practical method that is seen as able to make and facilitate students in developing students' creativity and skills in learning, as well as students' interests and motivations". Therefore, practicum learning will be very appropriate to be used to build students' interest and enthusiasm for learning. Through practical learning, students will be given the opportunity to practice the skills or competencies they have in the assigned tasks. With that, learning goals will be easier to achieve and student learning outcomes will also be much better.

Although several studies have discussed the importance of practicum in vocational education, most of them only assessed learning outcomes such as grades or skill scores, without exploring how the practicum process itself affects learning effectiveness from students' direct experiences. This study addresses that gap by examining how practicum implementation contributes to deeper understanding, sustained knowledge, confidence, and engagement in Office Technology learning. The research focuses on five indicators: improving understanding, creating deeper impacts, better knowledge retention, breaking the monotony of memorization, and increasing confidence, to evaluate the overall effectiveness of practicum-based learning.

In addition to the availability of adequate facilities and infrastructure, one of the aspects that supports the effectiveness of student learning is the management of the learning process. Good learning management can support learning effectiveness because it will build a conducive and comfortable learning environment.

METHOD

This research was conducted using a qualitative approach and a type of descriptive research carried out through observation, interview, and documentation techniques. The goal is to describe systematically and in-depth how effective the implementation of practicum is in learning office technology in class XI MPLB 1 Gowa. This research is focused on the effectiveness of the implementation of practicum in the learning of office technology for grade XI students of MPLB 1 SMK Negeri 1 Gowa, with the main subjects of the study consisting of teachers teaching office technology subjects and students majoring in office management and business services.

The total number of informants in this study is five people with indicators used to measure the practicum implementation model in office technology learning, namely, increasing understanding, creating deeper impacts, better knowledge retention, practical work breaking the monotony of memorization methods, and students are more confident.

This research goes through several stages including: (1) The pre-field stage, which is the initial stage before the research is carried out; (2) The field work stage, which is the data collection stage that requires going to the field; (3) The data analysis stage, which is the last stage by analyzing the data that has been collected. This study utilizes primary data as the main source obtained through observation and interview techniques and is supported by secondary data derived from literature reviews and related scientific articles.

The five indicators used in this study were adapted from the concept of learning effectiveness proposed by Kolb (1984) through the experiential learning model, which emphasizes learning through concrete experience, reflection, conceptualization, and active experimentation. This theoretical foundation supports the idea that practicum activities enhance both cognitive understanding and skill mastery.

This research instrument includes various supporting devices, including interview guidelines, stationery, and mobile phones as recording and documentation media. In this study, credibility was used as a test of data validity with triangulation methods and member checks. The final stage in this study is the data analysis process that refers to the Miles and Huberman model, which includes data collection, data condensation, data presentation, and conclusion drawn.

RESULT AND DISCUSSION

Improving Understanding

Improving student understanding is a measure that refers to increasing student understanding before and after implementing practicum in office technology learning. It is important to understand the level of initial understanding of students related to the material to be practiced. Then compare the students' initial understanding with the students' understanding after carrying out practical activities. Students should be aware of the importance of the role of this practicum in enhancing their understanding and expanding their knowledge of office technology. The results of the study show that students' understanding of office technology can increase if the learning provided is followed by practice. This can happen because the implementation of practice gives students real experience by studying the material directly and seeing in real terms the parts that are not obtained from the theoretical presentation. The implementation of practice has been proven to be able to help students in clarifying the learning concept in detail. Learning office technology cannot run well if it is not followed by practice.

The initial understanding of students before being faced with practical activities is still limited to the theory of reading. Giving theory alone only makes students get a basic understanding and tends to be limited to theory, so they cannot make students understand office technology thoroughly. Practice provides real experience that is not obtained from theoretical presentation, thus helping to clarify learning concepts and make it easier for students to understand the material. After participating in practical activities, students become more aware of the use and function of office technology more optimally.

Based on the results of data analysis, broadly speaking, the implementation of practicum in office technology learning is relatively effective in helping students improve their understanding. The implementation of practicum in office technology learning can provide real experiences that are able to increase students' understanding and expand their knowledge about office technology learning. The initial understanding of students who only know the basics of learning office technology through theoretical exposure can be increased through the provision of practical work. The learning method while doing is considered more effective and very helpful in improving students' initial understanding and clarifying learning concepts in detail.

The effectiveness of learning can be seen from the results of measuring the level of student understanding, the implementation of this practicum has been proven to increase students' understanding in learning office technology. Through direct observation, students can see how the concepts learned are applied in practice, thus helping to understand better (Groothuijsen et al., 2023; Harrison, 2022; Sciarelli, 2020). The theory that has been described is in line with the conditions experienced by grade XI MPLB 1 student in office technology subjects. The implementation of practicum makes students more familiar with the lessons and can help students to be easier in understanding the materials learned while doing so. In addition, with increased understanding in learning, students can also make it easier to

understand new materials by relating the learning they already know to new learning. A simple example can be seen when students are able to create and organize tables in Microsoft Word, with the provision of their learning experience that has been learned during the introduction of the functions of menu sections in Microsoft Word.

A good understanding of learning allows students to be able to apply the knowledge learned in their daily lives. In addition, students will be able to improve their critical thinking skills because if students are able to understand the material well, then they can analyze, evaluate, and develop new ideas, not just memorize information without understanding its meaning. In addition, by increasing students' understanding of a learning, it can also make it easier for students in the next learning. A good understanding of a lesson will be a solid foundation for studying even more complex material

Creating a Deeper Impact

Regarding the implementation of practice being able to create a deeper impact, students are expected to be able to apply office technology tools, because the implementation of practicum is carried out with the aim of honing students' skills using office technology tools. The implementation of practice in office technology can increase students' creativity and skills, as well as make students smarter and more accustomed to using office technology tools. The findings of this study indicate a difference in knowledge from students who are used to using office devices and students who rarely use them. The implementation of the practicum provides hands-on experience that can help students in honing and improving their skills, so that students can easily learn and understand how to use software that students previously did not know. In addition, practicum learning also involves many five senses so as to make the learning process livelier and more effective.

The implementation of practicum is more effectively used in improving students' technical skills in using office technology devices, because it provides opportunities for students to be able to practice, hone, and improve their skills in using office devices. The more often they practice, the more proficient students will be in applying office devices. It can also be strengthened by the results of observations that have been carried out during the data collection process, which shows that through the implementation of practice, students can already use office software, such as using Microsoft Word, as well as the use of excel and its formulas.

Based on the results of data analysis, in general, the implementation of practicum in office technology learning is considered effective in creating a deeper impact on student knowledge. The implementation of practicum in learning office technology is not just about making students know about what office technology is. The implementation of this practicum plays a very important role for grade XI MPLB 1 student to deepen students' understanding of the content, procedures, benefits, and improve their skills in office technology. The more often students use office tools, the more their skills and abilities in applying office technology tools will be honed.

Field practice methods aim to train and improve students' ability to apply the knowledge and skills they have acquired (Kim & Han, 2015; Lunenburg & Ornstein, 2021; Vought, 2017). Based on the theory that has been described, it can be concluded that not only understanding, but practice also aims to improve and develop the qualifications of students' abilities in applying the knowledge and skills that they have gained during practicum activities. Students who are used to office tools will be more skilled, while students who rarely use office tools will tend to be slow and feel awkward when faced with the tools directly. The theory

emphasizes that practical methods play a very important role in having a deeper impact on students' knowledge, especially in grade XI MPLB 1 student regarding office technology.

Creating a deeper impact on office technology practicum learning will provide long-term benefits for students' readiness to face the world of work and technological developments (Arhas & Jamaluddin, 2024; Nasrullah et al., 2024). With in-depth hands-on experience, students will find it easier to adapt quickly to technological advancements in the office field. Students who have practical experience, will be better prepared to compete in the world of work because they have become accustomed to the tasks they have practiced.

Better Knowledge Retention

One of the benefits of practicum is to create better knowledge retention for students in office technology learning. The implementation of practice in office technology can increase students' creativity and skills, as well as make students smarter and more accustomed to using office technology tools. Students can easily remember and instill the knowledge that they have practiced in their memory so that students are able and understand the use and application of office technology tools. Based on the results of the study, it shows that the implementation of practicum is more effective than if only the theory is given to strengthen students' memory and understanding of office technology learning. Another case if learning takes place with only the provision of theory, students' memory tends to be weak. The implementation of practicum can make students retain the knowledge they have gained better. In addition, practical activities give students the opportunity to experience it firsthand so that students can remember learning for a long time.

Practice helps learners more easily understand and remember learning concepts in the long run, because the hands-on experience gained during practice makes the material more embedded in memory. The implementation of practice makes students more focused on following the learning process so that they can record well how the learning process takes place. The results of the observation showed that the subject teacher gave assignments to students in groups without giving a theoretical presentation first, students were asked to make charts and tables in Microsoft Word and Excel. Students are able to do the assigned tasks without opening notes again and only relying on their understanding.

Based on the results of data analysis, in general, the implementation of practicum in office technology learning is considered effective in maintaining students' knowledge very well. Students feel that they can absorb more easily and can retain the knowledge they receive for a long time after carrying out the practicum because they have experienced it firsthand. When students are given training by the subject teacher, without any further theoretical explanation, students are already able to implement their knowledge. The implementation of practice makes students more focused on learning so that indirectly students record the events they experience in their respective memories. This makes students stronger in storing and retaining the knowledge in their memories.

The highest value learning experience is direct purposeful experience, which is experience obtained from direct contact with the object environment by doing direct actions (Saleh & Elfira, 2025). Based on the theory that has been described, the conclusion is that students can more easily remember, understand, and grasp the meaning of an event that they have done directly, rather than just trying to rely on their memory through memorization of theories alone. The theory emphasizes that practical learning is more effectively used in office

technology subjects because it can make students, especially in grade XI MPLB 1 student, able to store and retain the knowledge obtained in the long term.

Better knowledge retention is very important for students in office technology lessons, because with good knowledge retention, it will provide long-term benefits, both in the learning process and in readiness to face the world of work. Through practicum learning, students will more easily absorb learning and retain the knowledge they get. This will be very important in creating the effectiveness of the learning process. Office technology is constantly evolving. If students can remember and understand the material well, as well as have a strong understanding of basic concepts, then they will be more adaptable to new technologies and can use them effectively while working. When entering the workforce, students who have good knowledge retention will adapt faster and do not require a lot of additional practice.

Practical Work Breaks the Monotony of the Memorization Method

Practical work is one of the effective learning methods used to increase students' insight in learning that requires students to apply it directly, such as Office Technology subjects. Understanding the science and implementation of Office Technology is not enough if it is only through memorization methods. The practicum method plays a very important role in perfecting the understanding of the application of Office Technology tools. Referring to the data obtained from interviews with the sources, the conclusion is that it is true that practical work can break the memorization method. Students feel less effective in learning that is only done with theoretical presentation, students need the implementation of practice to be able to provide a better understanding of office technology learning. Practice in learning office technology is much more effective than if it only relies on memorization methods. Grade XI students of MPLB 1 feel more comprehensible after doing the practice, because practice provides hands-on experience that can strengthen memory. In addition, the availability of facilities that support the learning process such as laptops or computers also greatly affects the success of practice, because students who are used to using devices will be more independent and master the subject matter faster.

From the results of observations made during the research process, it shows that practicum activities in office technology learning are indeed more often carried out in the classroom by providing their respective facilities. This is due to the lack of infrastructure, so that the office laboratory room is temporarily used as a classroom for class XII and the lack of facilities that can support the sustainability of the learning process. However, students can still use the facilities in the office laboratory freely to improve their skills outside of class hours.

Based on the results of data analysis, in general, the implementation of practicum in office technology learning is relatively effective in breaking the monotony of memorization methods. This is proven by the students who strongly support the existence of practical activities in learning office technology. Students of grade XI MPLB 1 find it difficult to understand and maintain the knowledge gained in learning office technology if they only rely on memorization methods, they need the implementation of practice to be able to strengthen and sharpen the understanding they get in learning. Practical activities provide students with hands-on experience in applying learning so that students will not feel bored but will be more enthusiastic and interested in participating in learning until the end.

Students are easier to understand and practice what has been obtained and obtained (Asril et al., 2025; Saleh et al., 2024). Based on the theory that has been described, it can be concluded that grade XI students of MPLB 1 are more supportive of the implementation of practice in

learning office technology because the memorization method alone is not enough to help them understand and retain the knowledge they receive. The implementation of practice is considered very important to strengthen and sharpen understanding. With the implementation of practice, learning will become more interesting and effective, in addition to being able to help students understand concepts more deeply, the implementation of practice will also make students more excited and make more students ready to be able to receive learning well.

Direct practice allows students to experience firsthand how learning concepts are applied in the real world, so they don't just memorize theories without understanding how to use them (Nasra et al., 2024; Nurfausiah et al., 2024; Wahyuddin et al., 2024). With hands-on practice, it is easier for students to remember and understand learning concepts because they experience the process on their own, rather than just memorizing without context. Therefore, the practice method is much more effective in improving students' understanding and skills than the memorization method that only focuses on remembering information without direct experience.

Students are more confident

The effectiveness of the implementation of the practicum can also be measured by the success of one of the practical goals, namely that students are more confident in the knowledge and knowledge they have obtained. Through the practical work experience that they have done, as well as the practicum tasks that they have completed independently by implementing the learning results, students can feel more confident in their understanding and ability in the field of office technology. Students can do and complete the tasks given by the teacher with their own efforts thanks to the understanding they get through the implementation of practicum. Based on the results of the study, it shows that the implementation of practice in office technology learning can increase students' confidence in the understanding and skills that students have acquired through practical activities. Students' confidence can increase because they feel that they have better understood the material they learned from the practicum and are able to implement the knowledge that has been obtained. This can be proven from the ability of students to help teachers input data in Microsoft Excel or type letters in Microsoft Word. In addition, students are also very willing if assigned to be tutors for their friends.

The implementation of the practicum makes students feel more confident because they feel more capable in understanding the material and have become accustomed to using technological devices and are better able to do tasks independently. With that, students feel confident because they are confident in the understanding, knowledge, and skills they have gained through practical work. The implementation of practice can encourage students to be more active, courageous, and meet the expected competency standards.

Based on the results of data analysis, in general, the implementation of practicum in office technology learning is quite effective to be able to make students more confident in applying their knowledge and abilities. This is evidenced by the activeness of students outside of learning hours in helping their teachers to do things related to the learning outcomes of office technology, such as typing in word and data input in excel. The implementation of practicum can make grade XI MPLB 1 student can increase their confidence in honing their own thinking skills, finding information with their efforts to test their own ideas and understanding, and grade XI MPLB 1 students are able to become peer tutors for their friends. Because students who are used to practice will be more confident in applying their knowledge in the real world.

According to Akib et al. (2024) "A level of independence and confidence can be achieved through practical work experience". Based on the theory that has been described, it can be concluded that the implementation of practicum can help grade XI MPLB 1 students in increasing their sense of confidence and independence in learning. Through practical activities, students become more active in applying their knowledge, even outside of class hours, such as helping teachers with tasks related to typing in Word and data input in Excel on their own initiative. This practicum has also been proven to be able to improve students' ability to think independently, find information, and test their own ideas and understanding. In addition, they are even able to become peer tutors for their friends who still do not understand their learning.

Students who believe in their abilities will be more enthusiastic about continuing to learn and develop themselves, compared to those who doubt their knowledge (Assyura et al., 2025; Aswari et al., 2025; Destafiana et al., 2024). Confidence will make students more active in interacting in learning, such as asking questions, discussing, and contributing to class without fear of making mistakes. In addition, confidence makes students calmer when completing their assignments or even during school exams, with which students will be able to convey their ideas better. Therefore, confidence in the knowledge gained is very important because it will help students learn, developing, and succeeding in academic and professional life.

Based on the findings across the five indicators, it can be synthesized that understanding, skill application, and confidence are mutually reinforcing dimensions of effective practicum learning. Increased understanding through direct practice strengthens knowledge retention, while repetitive hands-on activities build students' confidence in using office technology tools. This aligns with Kolb's (1984) experiential learning theory, which asserts that knowledge is created through the transformation of experience. The process of performing, reflecting, and applying what has been learned allows students to construct meaning actively, consistent with the principles of constructivist learning.

In the context of vocational schools, these results highlight that practical learning remains challenging when laboratory facilities are limited. Teachers need to creatively optimize available resources, such as rotating schedules or using shared devices, to ensure every student receives sufficient practice opportunities. Thus, strengthening laboratory support is crucial to sustaining meaningful experiential learning in office technology education.

CONCLUSION

Based on the results of the research on the effectiveness of the implementation of practicum in learning office technology for grade XI students of MPLB 1 SMK Negeri 1 Gowa, it can be categorized as effective. This can be seen from several indicators, including; (1) Improving understanding, in office technology learning, the implementation of practicum is quite effective in increasing student understanding by giving students the opportunity to apply the learning they receive directly, so that students do not only know the content of the lesson but can better understand the content of the lessons obtained in detail; (2)Creating a deeper impact, in learning office technology the implementation of practicum is quite effective in creating a deeper impact on students. Practical activities are able to improve and develop the qualifications of students' abilities in applying the knowledge and skills they have; (3) Better knowledge retention, in learning office technology the implementation of practicum is considered effective in maintaining students' knowledge and skills in applying office technology very well in the long term; (4) Practical work breaks the monotony of memorization methods, in learning office technology the implementation of practicum is quite effective in breaking the monotony of memorization methods. This is proven by the support

of students for the implementation of practices that can help students easily understand the content and how to apply office technology tools; (5) Students are more confident, in learning office technology the implementation of practicum is quite effective in helping students to be more confident in their knowledge and abilities. This is proven by the ability of students who can become peer tutors for their friends. The findings contribute scientifically by reinforcing the theoretical linkage between experiential learning and practicum effectiveness in vocational education. The study demonstrates that practical activities not only improve technical skills but also promote cognitive and affective engagement, which are key dimensions of learning effectiveness. Practically, the results suggest that vocational schools should integrate structured practicum sessions into Office Technology courses to enhance employability competencies and prepare students for real-world administrative environments.

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