



Analysis of Correspondence Contents Based on the *Independent Curriculum* for Vocational High School Students of Office Management in Indonesia

Abstract

Correspondence contents are required as stated in the *Independent Curriculum* document. This research was carried out to analyze the need for correspondence content in Phase E and Phase F for vocational high school students with Office Management and Business Services (OMBS) skill competencies that are tailored to the needs of Industry and the Business World (IBW). This study used qualitative research methods. Data collection uses Forum Group Discussion (FGD), interviews, questionnaires, and documentation. The primary data sources include school principals, heads of curriculum, teachers, and public relations as (Industrial and Business World (IBW) partners in 12 OMBS vocational schools in Semarang City. The triangulation used to test the validity of this research data is the triangulation of sources and techniques. The data analysis techniques are reduction, data display, and conclusion drawing. The research results show that Correspondence is covered by elements of Organizational Information and Communication Systems (OICS) in Phase E and General Administration Management (GAM) in Phase F. Based on the Learning Objectives, there are 14 contents in Phase E and 33 contents in Phase F related to Correspondence learning. By considering the content learning needs, teachers can develop appropriate learning strategies, teaching methods, and materials so that students can achieve their potential in the teaching and learning process. Therefore, teachers of office management require follow-up action on developing teaching materials related to correspondence skill competencies.

Keywords: Correspondence Skills; *Independent Curriculum*; Office Management and Business Services (OMBS); Vocational High School (VHS)

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1. Introduction

1.1. Introduce the problem

The *Independent Curriculum*, which began to be implemented in 2021, also has consequences for changes in teaching materials. With these changes in the curriculum, the learning needs of students also change. One of the realization programs to support the

Implementation of the *Independent Curriculum* (IIC) is the existence of Driving Schools (DS) and Center of Excellence Vocational High Schools (VHS-CE) (Samsuri, 2020).

Therefore, analyzing the learning needs, including their relation to technical and operational educational matters, is fundamental to implementing IIC well, on target, and high quality to create a superior next generation for the nation. In *Semarang* City, there are 2 (two) State Vocational Schools and 10 Private Vocational Schools, which have Office Management and Business Services (OMBS) competency. The Office Management and Business Services Skills Competency Vocational High School (OMBS Vocational School) is one of the educational institutions tasked with educating students as skilled, competent, superior, and logistical workforce candidates in office administration. This field of work helps the company so that every job and task carried out continues to run as it should.

There are 8 (eight) elements of office administration to achieve success in office work: Management, Organization, Finance, Supplies, Communication, Administration, Personnel, and Public Relations (PR). These elements require correspondence skills to make these elements effective (Sawir, 2021). Correspondence activities are a vital element that can support the achievement of good performance which is now digitalize some correspondence practice. Pelkey, Stelmach, & Hunter (2021) stated that digital communications impact administrators' work through social media and digital communications. Effective and efficient handling of correspondence activities can support quality decision-making. Good decision-making will have a positive impact on the progress and development of the organization (Rosalin, 2017)

It reflects that the need for Correspondence has always been an exciting study and has received attention from researchers. As time goes by, Correspondence is constantly changing with changing times and improving technology and communication in the era of the Industrial Revolution 4.0. The following are several studies related to correspondence content analysis;

First, research conducted by Izza & Pahlevi (2019) stated that in research on developing Student Worksheets (SW) in Correspondence subjects using the 4D development model. The material and assignments in this SW have been adapted to the revised edition of the *K13 Correspondence* subject syllabus. Wahyuni and Pahlevi (2019) also researched to develop textbooks for correspondence subjects. Afifiya and Pahlevi (2020) have also developed a textbook using the Borg and Gall model. The textbook was developed in terms of presenting complete material content and explanations based on HOTS (*Higher Order Thinking Skills*) and 4C (*Communicative, Collaborative, Critical Thinking, and Creativity*) as well as from discussion components that are easier to understand and graphic components that adapted to ISO standards. Nafidah and Suratman (2021) also researched

the development of interactive digital teaching materials for correspondence subjects in the 2013 revised 2017 curriculum.

Even more, many researchers found bad correspondence in government and private offices. It was discovered by Arlita and Nelisa (2013), who stated that skills in handling correspondence work still need to be improved. Likewise, Subekti (2014) found problems with poor correspondence management at *the Yogyakarta* offices. Putri (2021) also added that the problem of lack of skilled human resources in carrying out administrative practices and Correspondence also occurred at the Secretariat of the *Kumun Debai* Subdistrict Office, *Jambi*. Her research stated that existing human resources could have been more optimal in managing Correspondence, inventory, and archives. The bad skills in handling Correspondence in the office cannot be separated from the quality of learning Correspondence subjects at school. It means that many OMBS vocational school graduates needed better skills to carry out Correspondence when they did it at offices.

The changes to the curriculum also push the need for correspondence content. BSKAP (*Body for Curriculum Standards and Educational Assessment*) regulates the Independent Curriculum document concerning the Learning Achievements. The learning achievements of the *Independent Curriculum* are updates to the Core Competencies and Basic Competencies designed to strengthen the learning focus on competency development. In the educational context, analysis of Correspondence contents needs is fundamental to ensure that the prepared curriculum and the correspondence teaching materials delivered meet students' learning needs (Mesra & Salem, 2023)

Therefore, analyzing the need for Correspondence learning at OMBS Vocational Schools is necessary. Correspondence content needs analysis to help teachers know what to teach and how to teach appropriately. It will help create an effective and efficient learning environment so students can deeply understand the material being studied (Johar & Hanum, 2016). This research aims to analyze content needs for elements related to OMBS Vocational School Correspondence learning in *Semarang City* based on the *Independent Curriculum* and the needs of the Industrial and Business World (IBW).

2. Method

This study used qualitative research methods. According to Sugiyono (2016), qualitative research aims to understand the phenomena experienced by the research subjects (12 OMBS Vocational Schools) in *Semarang City* in IIM.

The use of a qualitative method approach in research is because it is based on reality conditions or natural settings, so it is suitable for digging for in-depth information

regarding correspondence content needs based on the *Independent Curriculum*, which is added to the needs requested by the business world/industrial world as users.

Data was collected using FGDs, interviews, questionnaires, and documentation to gain a holistic understanding. Interviews were then conducted using the results of the FGD, and questionnaires were distributed to obtain the content of each element. Qualitative data analysis involves understanding and interpreting how the information collected relates to the research question. The following are the steps in conducting qualitative data analysis: 1) Making interview transcripts or field notes, 2) Marking essential elements related to the research topic, which is called the correspondence content, 3) Coding/sorting and creating Learning Objectives, 4) Determining the content obtained relevant to needs in the field and literature findings of the *Independent Curriculum* document, 5) Combining all the results of the needs analysis (Majid, 2017).

3. Results

From the results of the FGD with all 28 OMBS teachers and with four experts, an agreement was obtained that the content of Correspondence referring to the *Independent Curriculum* document regulated by BSKAP (Educational Curriculum and Assessment Standards Agency) is contained in the Organizational Information and Communication System (OICS) Element in Phase E and the General Administration Management (GAM) Element in Phase F.

The interviews found that all OMBS Vocational Schools stated that each element was taught in one semester with 18 meetings. This time duration affects the amount and depth of content in each element. The school also stated that several stakeholders as users, such as the Industrial and Business World (IBW), also requested that some content be taught in schools because of the needs in the field. It means that teachers must be able to facilitate IBW needs, as is the nature of an *Independent Curriculum* that adapts to the needs of students.

3.1 Correspondence Content in Phase E

Learning Objectives Elements of Organizational Information and Communication Systems (OICS)

The Learning Achievement (LA) of Organizational Information and Communication Systems (OICS) Element

At the end of phase E, students can explain types of data and information, apply procedures for using the home page menu, apply the basics of oral and written communication, and apply communication procedures via electronic media. (<https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian->

[pembelajaran/smk/dasar-dasar-manajemen-perkantoran-dan-layanan-bisnis/fase-e/](#).

From the LA, there are four sub-elements in the OICS element, as seen in **Table 1**.

Table 1. Sub-Elements in the Organizational Information and Communication System (OICS) Element

No	Sub-elements in OICS Element
1	Types of Data and Information
2	Procedure for using the homepage menu
3	Basics of Oral and Written Communication
4	Communication Procedures Via Electronic Media

Constructing practical learning objectives is a multifaceted process that often begins with creating a concept map. This initial step serves as a visual representation of key concepts and offers a structured approach to curriculum design. To develop a comprehensive concept map, the teachers are encouraged to foster creativity through extensive reading, online research, and collaborative discussions with colleagues. These activities enrich the content and provide diverse perspectives, laying a robust foundation for the subsequent steps. Once the concept map is meticulously crafted, the transition to formulating learning objectives (LO) begins, emanating from the child nodes within the map. It is crucial, however, for educators to bear in mind the minimum competencies that students should master during this formulation process. This consideration ensures that the learning objectives are not only challenging but also attainable, aligning with the developmental needs of the learners. Figure 1 below visually illustrates this seamless transition from the concept map to the learning objectives, as seen in **Table 2**,

encapsulating the interconnectedness of conceptualization, instructional planning, and competency-based education.

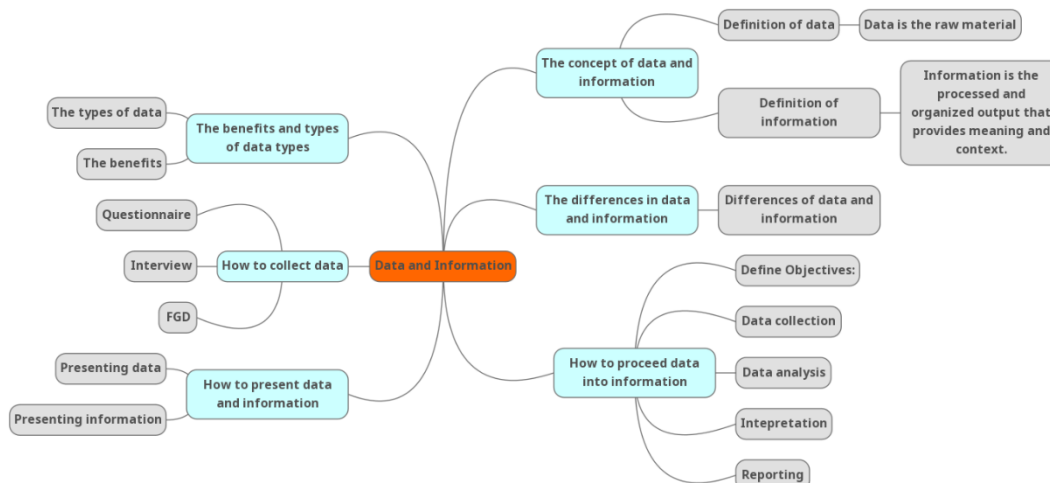


Figure 1. Concept Map of Data and Information

Next, after obtaining the concept map, the Learning Objectives and Content for the OICS element are prepared, as shown in **Table 2**.

Table 2. Learning Objectives and Content for OICS Elements

LO Code	Learning Objectives of OICS Element	Correspondence contents
Based on LA		
Types of Data and Information		
E.7.1	Understand the concept of data and information	Data and information concept
E.7.2	Describes the benefits and types of data types	
E.7.3	Comparing differences in data and information	
E.7.4	Understand how to collect data	How to collect data
E.7.5	Understand how to process data and information	How to process data
E.7.6	Understand how to present data and information	
Procedure for Using the Homepage		
E.7.7	Understand the definitions of web browser, website, and home page	Homepage basic concept
E.7.8	Compare the differences between web browsers, websites, and home pages	

E.7.9	Understand the functions and benefits of the home page	
E.7.10	Create a homepage	Homepage Creation
E.7.11	Create writing or content on the homepage	Homepage content creation
E.7.12	Manage homepage	Homepage Management
Basics of oral and written communication		
E.7.13	Understand the definition of office communication	
E.7.14	Understand the types of oral and written communication	Basic concepts of office communication
E.7.15	Understand the function of communication	
E.7.16	Understand the elements of communication	
E.7.17	Compare the differences between oral and written communication	
E.7.18	Implementing simple oral office communication	Office verbal communication
E.7.19	Implement simple written office communication	Office written communication
Communication procedures via electronic media		
E.7.20	Understand the nature of communication through electronic media	
E.7.21	Understand various types of electronic communication media	Basic concepts of electronic media
E.7.22	Identifying media in the information age	
E.7.23	Comparing the differences between conventional and modern communication media	
E.7.24	Applying ethics in media use in the communication process	Ethics of media use
E.7.25	Explain the meaning of management information systems	Understanding management information systems
E.7.26	Identify the types and activities of information systems	Types and activities of information systems

CORRESPONDENCE CONTENT IN PHASE F

The Learning Achievement (LA) of General Administration Management (GAM) Element

At the end of Phase F, students can understand general administration management, starting from carrying out Correspondence using Indonesian and English, implementing

mail handling, processing official travel documents, accommodation, and transportation for official travel (business travel arrangements), and managing schedules, and leadership activities (daily agenda). (<https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/smk/manajemen-perkantoran/fase-f/>)

As seen at the Learning Achievement (LA) above, there are five sub-elements in the GAM element; 1) Indonesian Correspondence, 2) English Correspondence, 3) Mail handling, 4) Official travel documents, accommodation, and official travel transportation (business travel arrangements), and 5) Management of leadership activity schedules (daily agenda)

Following the creation of concept maps for each sub-element, the natural progression involves formulating Learning Objectives (LO) that align with the educational goals. A critical aspect of this formulation process is the consideration of the minimum competencies that students are anticipated to master. This thoughtful approach ensures that the Learning Objectives are aspirational, realistic, and tailored to the student's developmental stage. Once the LOs are carefully articulated, the focus shifts to the preparation of Correspondence contents for the Goals, Assessment, and Methods (GAM) element, as demonstrated in **Table 3**. These Correspondence contents are meticulously designed to complement the identified Learning Objectives, creating a cohesive educational framework. This holistic approach, from concept mapping to the formulation of Learning Objectives and the subsequent preparation of Correspondence contents, underscores the commitment to providing students with a well-rounded and practical learning experience.

Table 3. Learning Objectives and Correspondence Contents in GAM Elements

LO Code	GAM Elements Learning Objectives	Correspondence Contents
Correspondence uses Indonesian		
F.7.1.	Understand the concept of Indonesian language correspondence	Indonesian Correspondence Concept
F.7.2	Understanding business letters	Business Letter Concept
F.7.3	Understand official letters	Service Letter Concept
F.7.4.	Explain the various types of business letters	Various business letters
F.7.5	Explain the various types of official letters	Form of an official letter
F.7.6	Practice writing a letter requesting a quote	Preparing a letter requesting a quote
F.7.7.	Practice writing offer letters	Making offer letters
F.7.8	Practice making order letters and rejecting orders	making order letters and rejecting orders
F.7.9	Practice making delivery notification letters and order confirmations	Preparation of goods delivery notification

		letters and order confirmations
F.7.10.	Practice writing complaint letters	Writing a complaint letter
F.7.11	Practice making payment notification letters and payment confirmations	Preparation of payment notification letters and payment confirmations
F.7.12.	Practicing invitation letters	Making invitation letters
Correspondence is in English		
F.7.13.	Understand the concept of Business Correspondence.	Business Correspondence concept
F.7.14	Understand various types of business letters.	Various business letters
F.7.15	Practice making inquiry letters and replying to inquiries	Making inquiry letters and replying to inquiries
F.7.16	Practice making sales letters	Making sales letters
F.7.17	Practice making order letters	pembuatan order letter
F.7.18	Practicing making payment and acknowledging the letter	Making payment and acknowledging the letter
F.7.19	Practice making complaint letters	Making a complaint letter
Mail handling		
F.7.20	Understand the concept of mail handling	Letter handling concept
F.7.21.	Understand the flow of mail handling	Mail handling flow
F.7.22	Practice procedures for handling incoming mail	Procedures for handling incoming mail
F.7.23.	Practice outgoing mail handling procedures.	Procedures for handling outgoing mail
Official travel documents, accommodation, and official travel transportation (business traveling arrangements)		
F.7.24.	Understand the concept of document management for business traveling arrangements	Document management concept for business traveling arrangements
F.7.25	Understand various types of documents for business traveling arrangements	Various documents for business traveling arrangements
F.7.26	Practice making official travel documents	Making official travel documents
Management of leadership activity schedules (daily agenda)		
F.7.27	Understand the concept of managing leadership activity schedules (daily agenda)	The concept of managing the leader's activity schedule (daily agenda)
F.7.28	Understand how to manage leadership activity schedules (daily agenda)	Management of leadership activity schedules (daily agenda)
F.7.29.	Practicing management of leadership activity schedules (daily agenda)	Management of leadership activity schedules (daily agenda)
Additional LO from IBW		
F.7.30	Business Email Concept	Business Email Concept

F.7.31	Understand various business emails	Variety of Business Emails
F.7.32.	Practicing business email management	Management of Business Emails
F.7.33.	Practicing administration of business email attachments.	Managing attachments in Business Emails

From the various correspondence content, the module is expected to become more holistic and comprehensive teaching material that can be used as a reference for OMBS teachers. Correspondence learning is expected to run effectively and efficiently with various correspondence content. Furthermore, based on the questionnaire we distributed, the highest need for respondents' answers was teaching materials. In the *Independent Curriculum*, especially those that apply to office management and business services, skills competencies are relatively new and have never existed in previous curricula. Hence, the material becomes the main requirement needed by teachers.

Analysis research needs to be followed up by developing teaching modules for elements related to Correspondence.

4. Discussion

Good communication skills are essential for any office staff member responsible for handling Correspondence on behalf of their organization. Correspondence refers to the exchange of written communications between individuals or organizations. It may include letters, emails, memos, faxes, and other forms of written Correspondence. McKean (2005) stated that office staff must understand how to write and format correspondence correctly and respond to incoming Correspondence professionally and on time.

Correspondence is the exchange of messages or written communication between two or more parties (Sharma and Mohan, 2016). It may be a letter, email, text message, or other written communication used to communicate, exchange information, or establish a business or personal relationship. Correspondence is used in various contexts, including business, government, education, and everyday life. Business correspondence, for example, may include formal letters, proposals, contracts, or other documents used to arrange business transactions.

Correspondence usually follows specific rules regarding format, grammar, and etiquette. Maintaining professionalism and clarity of communication between the parties involved in the Correspondence is essential.

Considering students' learning needs in Correspondence contents needs analysis can help teachers choose teaching methods that make learning more exciting and motivating.

Tusyanah et, al, (2023) stated that when students feel involved and motivated in the learning process, it will be easier to master the material and achieve their learning goals

The results of the FGD with OMBS teachers throughout *Semarang* City and experts found and agreed that two elements were closely related to the Correspondence material: the Organizational Information and Communication System (OICS) Element in Phase E and the GAM Element in Phase F.

The Organizational Information and Communication System (OICS) element focuses not only on written communication but also on oral communication. However, researchers still analyze all content in these elements for the following reasons:

First, it is easy for teachers to use all the content for learning in these elements. By analyzing written and oral communication, teachers can access various resources and information that can be used in the teaching process. It allows them to deliver learning material more comprehensively and variedly, resulting in a richer learning experience for students.

Second, the completeness of all content makes it easy for students to relate to the learning process. By considering written and oral communication, students have a more complete picture of how information and communication play a role in organizational contexts. They can see how the theory taught in class relates to real situations, both in written documents such as letters or emails and in the form of oral communication such as meetings or presentations. It can help students to develop a deeper and more applicable understanding of the subject matter. Thus, analyzing all aspects of the OICS elements is essential to understanding learning better.

Then, analysis of Correspondence contents helps teachers to determine clear indicators of learning success. In this case, learning evaluation services can be maximized to ensure students can achieve their learning goals. There are 14 content required in Phase E and 33 in Phase F, as shown in **Table 4**.

Table 4. Correspondence Contents in Phase E and Phase F

No	Phase E	Phase F
1	Data and information concept	Indonesian Correspondence Concept
2	How to collect data	Business Letter Concept
3	How to process data	Service Letter Concept
4	Homepage basic concept	Various business letters
5	Homepage Creation	Form of an official letter
6	Homepage content creation	Preparing a letter requesting a quote
7	Homepage Management	Making offer letters
8	Basic concepts of office oral communication	making order letters and rejecting orders

9	Basic concepts of office written communication	Preparation of goods delivery notification letters and order confirmations
10	Office verbal communication	writing a complaint letter
11	Office written communication	Preparation of payment notification letters and payment confirmations
12	Basic concepts of electronic media	Making invitation letters
13	Ethics of media use	Concept of Business Correspondence
14	Understanding management information systems	Various business letters
15		Making inquiry letters and replying to inquiries
16		Making sales letters
17		Creation of order letters
18		Making payment and acknowledging the letter
19		Making complaint letters
20		Mail handling concept
21		Mail handling flow
22		Procedures for handling incoming mail
23		Outgoing mail handling procedures
24		Document management concept for business traveling arrangements
25		Various documents for business traveling arrangements
26		Production of official travel documents
27		The concept of managing the leader's activity schedule (daily agenda)
28		Management of leadership activity schedules (daily agenda)
29		Schedule management
30		Business Email Concept
31		Variety of Business Emails
32		Management of Business Emails
33		Managing attachments in Business Emails

By including those contents in the curriculum, OMBS Vocational Schools in *Semarang* City can ensure their students have the necessary understanding and skills in business correspondence, letter management, and overall business communication. It will help

students become better prepared to enter the Industry and Business World (IBW) with a solid understanding of communication and administration.

5. Conclusions

The research results show that Correspondence is covered by elements of Organizational Information and Communication Systems (OICS) in Phase E and General Administration Management (GAM) in Phase F. After being reduced to Learning Objectives (LO), there are 14 contents in Phase E and 33 in Phase F related to Correspondence learning. By considering the LO needs, teachers can develop appropriate learning strategies, teaching methods, and materials so that students can achieve their potential in the teaching and learning process. So far, teachers have adopted old material even though the material has changed to a digital basis. Therefore, teachers need to develop teaching materials related to Correspondence to be better OMBS competencies based on the required contents.

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