

**STUDENT'S PERCEPTION OF ADMINISTRATIVE TECHNOLOGY COURSES  
IN OFFICE ADMINISTRATION EDUCATION STUDY PROGRAM**

**Sri Yunita Simanjuntak<sup>1\*</sup>, Muh. Nasrullah<sup>2</sup>, Muh. Darwis<sup>3</sup>**

<sup>123</sup>Program Studi Pendidikan Administrasi Perkantoran, Universitas Negeri Makassar, Makassar,  
Indonesia

\*Correspondence Email: [sri.yunita@unm.ac.id](mailto:sri.yunita@unm.ac.id)

**ABSTRACT**

*This study aims to determine how students perceive the administrative technology course in the Office Administration Education study program. This study applies a qualitative descriptive approach. This study was conducted online by involving students from the Office Administration Education study program, Makassar State University, semester 3. Dominant students use Google Meet in the implementation of online lectures, then in the implementation of each material, the most preferred lecture material by students is the technology ethics material, then the least preferred material by students is the Decision support system. Then the use of Microsoft Office word is widely used for correspondence practice, Excel for making financial reports and PowerPoint / Canva for making presentations. The use of word clouds that are most widely used by students is Google Drive and the implementation of lecture evaluations, students predominantly like the use of the quiziz application.*

*Keywords: Perception; Administration; Tecnolog; Courses.*

## INTRODUCTION

Administrative technology courses are the most important foundation in education for the modern field of office administration. Their primary goal is to equip students with knowledge in operating office software, digital data management, and automating routine activities. By adopting technology, students are taught to improve work productivity, document accuracy, and speed up future business interactions. Mastering tools such as electronic storage systems and collaboration applications is crucial for facing the challenges of today's digital workplace. In short, this course revolutionizes traditional work practices into smarter, more organized, and more professional ones for individuals pursuing careers in administration (Choirunnissa and Oktarina, 2025).

Administrative technology courses integrate office management principles with advances in information technology. They focus on the use of hardware and software to automate routine tasks, manage databases, and simplify organizational communications. Through these courses, students learn to transform manual processes into faster and more accurate digital systems. A deep understanding of administrative technology is crucial for aspiring practitioners to create a modern, efficient, and responsive work environment to the changing digital era (Nahuway, 2024).

Universities are currently adopting a hybrid learning approach to align theoretical concepts with the needs of the digital industry (Zainuddin et al. 2021). Through online learning, students are trained to be proficient in using cloud-based collaboration platforms and project management, reflecting the trend of remote work (Nasaruddin, 2025). Both Taman Kakak and universities must adapt to distance learning (Simanjuntak and Kismartini, 2020). Meanwhile, face-to-face learning sessions focus on practical applications in the classroom and on-the-job training, enabling students to master hardware and understand professional ethics in direct interactions (Asari et al. 2023). This combination ensures that graduates not only possess digital skills but also resilience and adaptability in communication. With responsive job simulations, universities are able to bridge the gap between academic curricula and the ever-changing developments in office technology.

The administrative technology course covers an introduction to digital office applications and the evolution of technology from manual methods to more intelligent automation. Students learn the elements of information systems for comprehensive data management, as well as the use of web-based administrative applications to support work flexibility. Beyond technical aspects, the course emphasizes the importance of efficient digital communication and ethical technology to maintain the security and confidentiality of organizational data. A comprehensive understanding of all these aspects prepares students to manage modern office operations professionally, responsibly, and adaptably to changing times (Waliyaden and Leo, 2024).

The applications used in this course vary, from Microsoft Word, Excel, and PowerPoint, which serve as primary tools in administrative management for professionally handling official documents, financial reports, and presentation materials. Meanwhile, Zoom and Google Meet have emerged as visual and audio communication platforms that enable effective remote coordination. These three tools support automation and data alignment in modern office operations. The integration of these applications ensures that all administrative processes, from document preparation to strategic meetings, can be carried out quickly, in a structured manner, and beyond the physical limitations of traditional workspaces (Rovin et al. 2023).

Mastery of Microsoft Office Word, Excel, and PowerPoint is crucial for office students to create official documents (Fitriyah et al. 2025), manage financial data accurately and professionally (Nofiyanti et al. 2025), and deliver professional presentations (Limbuh et al. 2024). The addition of Canva adds value to visual design, enhancing the appeal of business communications (Putra et al. 2023). Applications such as Zoom and Google Meet (Hediyati and Darmansyah, 2021) support effective remote coordination in the current era of hybrid work (Kuntaro et al. 2021). The use of Quiziz, YouTube, TikTok, and Instagram also provides benefits for interactive self-evaluation (Arfini et al. 2025). The combination of these applications ensures that students are prepared to face the challenges of digitalization in an ever-evolving, collaborative, and high-tech office environment.

The creativity of prospective student educators in utilizing administrative technology is a crucial factor in facing changes in the workplace and in education today. By combining digital skills and innovation, they can transform monotonous administrative tasks into more automated and engaging processes (Saputri et al. 2024). The ability to design engaging visual learning media and effective data processing systems significantly supports the teaching process for students (Erliani et al. 2024). Innovative educators not only master technology but also motivate students to adapt to digital developments intelligently and professionally.

Students' positive perceptions of administrative technology learning in the classroom significantly determine their digital adaptation success. When students view this course as a crucial need, they will be more proactive in exploring various software and automation systems. This awareness of its relevance and the ability to solve complex problems in the workplace is fostered. With the right perception, students learn more than just theory but also develop a professional mindset ready to integrate technology for efficiency, accuracy, and superior administrative service quality (Fadillah and Marsofiyati, 2024).

Students' lack of understanding of office software such as Word, PowerPoint, and Canva can hinder their professionalism and efficiency in school and the workplace (Sabur et al., 2024). Without these skills, administrative processes are slow, grade processing can be inaccurate (Kottami and Halim, 2023), and learning media can be less effective and engaging. Furthermore, a lack of attention to supporting applications such as Zoom, Google Meet, and Quiziz makes it difficult for teachers to manage interactive digital classrooms (Putri et al., 2022). As a result, students will struggle to adapt to the modern education system, which requires technology-based collaboration, preventing optimal teaching quality and school administration (Sukawati, 2021). Therefore, the author is very interested in researching how students perceive the administrative technology course.

## RESEARCH METHODS

This study employed a qualitative descriptive approach. According to Sugiyono (2012), a research method is essentially a scientific way to collect data for a specific purpose and use. This study was conducted online, involving third-semester students from the Office Administration Education study program at Makassar State University. The data collection techniques used were questionnaires and observations. The instruments used in the study were observation sheets and questionnaires accessed through Google Forms. The collected data were processed and explained in the results and discussion sections.

## RESULTS AND DISCUSSION

In this study, the respondents' identities were limited to just two indicators: class and gender. These two indicators are more relevant to the presence of students still studying on campus and having experience related to the research problem.

**Table 1. Distribution of Respondents by Class**

No	Class	%
1	ABC	43
2	DEF	57
<b>Quantity</b>		<b>100</b>

Table 1 describes the respondents' situation by class. The data shows a very uneven distribution of respondents, with 43% in class ABC and 57% in class DEF. This nearly even distribution occurred because when the research instrument was distributed on campus, most students were also on campus for final exams. Other students were focused on off-campus activities.

**Table 2. Distribution of Respondents by Gender**

No	Gender	%
1	Female	13
2	Male	87
<b>Quantity</b>		<b>100</b>

Table 2 describes the respondents' gender distribution. The data shows a highly disparate distribution of respondents, with 87% being female and 13% being male. This disparity is due to the fact that female students are more interested in this major than male students.

**Table 3. Distribution of respondents based on the use of Zoom/Google Meet in learning**

No	Using apps in online courses	%
1	Google meet	80
2	Zoom	20
<b>Quantity</b>		<b>100</b>

Table 3 reveals differences in the use of Zoom and Google Meet. Eighty percent of students preferred Google Meet over Zoom, with 20% preferring to use it. Based on the data above, it can be

concluded that the dominant use of Google Meet in lectures is due to its necessity. The Office Administration Education Study Program is limited to only two rooms for all levels, so the study program has implemented hybrid learning using this platform.

**Table 4. Distribution of Respondents Based on Most Liked/Disliked Learning Materials**

No	Courses name every week	%
1	Digital office application	14
2	Administrative web application	12
3	Technology ethics	19
4	The evolution of technology in administrative	7
5	Digital safety	7
6	The system information coumpout	5
7	Digital communication	14
8	The electronics document managerial	2
9	The otomatisation office	7
10	Introduction to Administrative Technology	7
11	Decision Support System	2
12	Review and Simulation	2
13	Trent in technology	2
Quantity		100

Table 4 shows the distribution of students who liked and disliked the learning materials presented. The most popular subjects for technology ethics were 19%, while the least popular were technology trends, reviews, electronic document management and simulation, and introduction to administrative technology, each with 2% of students.

**Table 5. Distribution of Respondents Based on the Most Preferred Application for Conducting Quizzes**

No	Using on apps for evaluation	%
1	Quiziz	85
2	Manual (using paper)	15
<b>Quantity</b>		<b>100</b>

Table 5 describes the respondents' preferences based on their preferred quiz application. The data shows a significant difference in the distribution of respondents, with 85% preferring Quiziz and 15% preferring manual (handwritten) quizzes. This significant difference relates to efficiency in completing assignments, as quizzes provide faster results.

**Table 6. Distribution of Respondents Based on Use of Microsoft Office Word**

No	Using Microsoft Office Word	%
1	Making Correspondence	24
2	Report Creation	39
3	Other Document Creation	37
<b>Quantity</b>		<b>100</b>

Table 6 shows that 24% of students consider Microsoft Office Word to be used for correspondence, followed by 39% for reports, and 37% for other documents. This is because graduates will be predominantly directed to become administrators, dealing with correspondence and administrative tasks.

**Table 7. Distribution of Respondents Based on Use of Microsoft Office Power Point/Canva**

No	Using Microsoft Office Power Point/Canva	%
1	Creating presentation materials	65
2	Poster document editing	22
3	Creation of other documents	13
<b>Quantity</b>		<b>100</b>

Table 7 shows that 66% of students consider Microsoft Office PowerPoint/Canva to be useful for creating engaging presentations, followed by 22% for creating or editing more engaging documents such as posters, and 13% for creating other documents such as editing videos, photos, and more.

This is because graduates will also be focused on preparing presentation reports, both at school and in the workplace.

**Table 8. Distribution of Respondents Based on Use of Microsoft Office Excel**

No	Using <i>Microsoft Office excel</i>	%
1	Financial statements	54
2	Sales and Purchase Report	24
3	Analyzing Data	15
4	Other	7
<b>Quantity</b>		<b>100</b>

Table 8 shows that 54% of students believe Microsoft Office Power Excel is useful for financial reporting, followed by 24% for creating sales or purchase reports, 15% for analyzing numerical data, and 7% for other purposes. This is because prospective administrators will also be tasked with managing record keeping and organizing documents.

**Table 9. Distribution of Respondents Based on Use of Zoom/Google Meet Applications**

No	Uses of <i>Zoom/Google Meet Application</i>	%
1	Classroom lectures	54
2	Meeting between students	26
3	Communicating with family	15
4	Others	4
<b>Quantity</b>		<b>100</b>

Table 9 shows that 54% of students consider Zoom/Google Meet useful for remote communication during class, 26% for student meetings, 15% for communication with family, and 4% for other purposes. This is because future administrators will be prepared to handle hybrid work processes.

**Table 10. Distribution of Respondents Based on Use of Word Cloud/Google Drive**

No	Uses of <i>application Google drive</i>	%
1	<i>Google drive</i>	87
2	Lainnya	13
<b>Quantity</b>		<b>100</b>

Table 10 shows that 87% of students consider using Google Drive as the preferred method for using Word Cloud/Google Drive because this course introduces free Word Cloud. Furthermore, 13% prefer other storage applications such as flash drives, iOS Cloud, and Microsoft. This is because the university has facilitated students to have their own email accounts registered to their Google accounts and can utilize their storage space.

## Discussion

The dominant use of Google Meet over Zoom in Office Administration courses occurs because the study program provides licensed facilities. This is necessary to support more complex and stable classroom management features than other platforms. This aligns with research by Simanjuntak and Kismartini (2020), which states that education, particularly from early childhood education to university, must be prepared to face the challenges of implementing hybrid learning.

The most popular lecture material among students was technology ethics, followed by decision support systems. The difficulty of the material significantly impacted the implementation of each topic. This aligns with the literature from Zainuddin et al. (2021), which states that, however, the use of technology still cannot represent all learning transformations (cognitive, affective, and psychomotor) because some learning will not be effective if technology is used.

Regarding students' perceptions regarding the use of Microsoft Office Word, they revealed that the majority of students would use the Office Word application for correspondence purposes, then for the Microsoft Office Excel application, students predominantly use it for financial reporting, and the use of the Microsoft Office PowerPoint/Canva application is used to prepare presentations. This is in line with research by Fitriyah et al. (2025) which states that the use of Microsoft Office applications helps in facilitating administrative activities.

Furthermore, regarding student perceptions regarding the use of word clouds, the most widely used platform is Google Drive, as the university provides and facilitates this platform for student use.

This aligns with Yenianti's (2021) literature, which states that Google Drive is another widely used storage alternative because it is connected to the university's official website.

In conducting course evaluations, students overwhelmingly prefer using the Quiziz app over manual methods, as they can receive immediate results after completing their answers. This aligns with Arfini et al.'s (2025) literature, which states that combining several applications, such as Quiziz, ensures students are prepared to face the challenges of digitalization in an ever-evolving, collaborative, and high-tech office environment.

## CONCLUSIONS

Students predominantly use Google Meet for online lectures. Furthermore, for each material, the most preferred lecture material by students is technology ethics, and the least preferred material by students is decision support systems. Microsoft Office word is widely used for correspondence practice, Excel for creating financial reports, and PowerPoint/Canva for creating presentations. Google Drive is the most widely used word cloud for students, and for lecture evaluations, students predominantly prefer the use of the Quiziz application. Lecturers are advised to delve deeper into complex material and simplify it through practical analogies. In-depth yet applicable explanations help students absorb difficult concepts more quickly, effectively, and enjoyably.

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