

International Journal for Advanced Research

Journal homepage: <https://journal.outlinepublisher.com/index.php/ijar>

Research Article

The Effectiveness of Archival Training in Improving Archive Literacy in Teachers and Students of SMK Negeri 1 Kisaran

Sri Mutmainnah^{1*}, Rotua SP Simanullang², Ellys Siregar³, Gartima Sitanggang⁴

¹²³⁴ Universitas Negeri Medan, Office Administration, Medan, Indonesia

*Correspondence: mutmainnah.sri@gmail.com

Keywords:

Archive Literacy,
Archival Training,
Vocational Education,
Vocational High
School,
Archive Management,

Abstract

Archive literacy is an essential competency in supporting effective information management in various fields, including education. However, the low level of archive literacy among teachers and students is one of the main challenges in document management in vocational high school, including at SMK N1 Kisaran. This research aims to evaluate the effectiveness of archival training in improving archive literacy in teachers and students. The research used a quantitative method with a pre-test and post-test design, involving 30 participants consisting of teachers and students. The training included theory and practice sessions on manual and digital archive management. The results of the research showed a significant increase in participants' archive literacy, both in terms of knowledge, skills, and attitudes towards archive management. The average archive literacy score increased by 35% after the training. In addition, this training also succeeded in increasing awareness of the importance of systematic archive management to support work efficiency and fluency of school administration. This research concludes that archival training is an effective strategy to improve archival literacy, especially in vocational education environments. Recommendations include the development of more comprehensive and sustainable training programs to support the needs of archival literacy in the school.

Introduction

Archives have a strategic role in information management, both in government and private institutions. Archives Management is one of the competencies that must be mastered by teachers and students majoring in Office Management and Business Services. However, archive learning is often not optimal due to a lack of understanding and technical skills in archiving. An archive literacy approach that includes the ability to understand, manage, and utilize archives is a crucial competency for teachers and students (Rohiyatun, Garnika, Muslim, & Endriani, 2023). Good archive management can increase the efficiency of information management and support decision-making, planning and legal evidence based on data (Rofi'ah, 2022).

Unfortunately, research shows that the level of archive literacy in educational environments is still low. Lack of archival training is one of the causes of this weak competency, especially in vocational high school (SMK) (Rochim, Widodo, & Sadono, 2021). In fact, vocational high school students are prepared for the workplace

that demands administrative and document management skills. Teachers also need to have adequate archive literacy to support effective document-based and administrative learning processes.

Several previous researches have discussed archival training as a solution to improve archive literacy. Oktarina et al. (2023) showed that practice-based training can improve participants' technical skills in managing manual and digital archives. However, these researches generally focus on only one group of participants, such as teachers or administrative staff, without exploring its impact on collaboration between groups, such as teachers and students in archival learning.

This research gap is the basis of this research, namely to evaluate the effectiveness of archival training involving teachers and students in archival learning simultaneously, so as to create a collaborative archive management culture in the school environment. This study also adds an evaluation dimension, namely not only measuring increased knowledge and skills, but also changes in attitudes and awareness of the importance of archives.

The novelty of this research lies in its approach that unites two groups of participants (teachers and students) in one comprehensively designed archival training, covering the theory and practice of manual and digital archive management. This research also uses a pre-test and post-test design to measure the impact of the training quantitatively, and includes qualitative insights from the perspective of the participants. With this approach, this research is expected to provide a significant contribution to the development of archival literacy in educational environments, especially at vocational education levels such as SMK.

The development of the hypothesis in this research is based on relevant theories and previous research findings that support the relationship between archival training and increased archival literacy. Archival literacy includes three main dimensions, namely knowledge, skills, and attitudes, which can be directly influenced by training programs. The following is the development of the proposed hypothesis:

The Influence of Training on Archival Literacy Knowledge

Archival training is designed to provide a theoretical understanding of the principles of archive management, the archive life cycle, and the importance of archiving in the workplace and education. Ansharuddin & Shobri (2023) stated that archive literacy can be improved through structured learning, especially in the knowledge dimension. A study by (Rahmaningtyas & Meylitasari (2019) also showed that theory-based training was able to significantly increase participants' archive knowledge. Therefore, the first hypothesis proposed is: H1: Archival training has a positive influence on increasing archival literacy knowledge.

The Impact of Training on Archive Literacy Skills

Training involving hands-on practice provides participants with experience in applying archive management techniques, such as document classification, storage, and digitization of archives. Rismanto & Pahlevi (2022) found that experiential learning can improve practical skills more effectively. The result of Sriwati et al's research (2023) also showed that practical sessions in archival training were able to significantly improve participants' technical skills. Thus, the second hypothesis proposed is: H2: Archival training has a positive effect on improving archive literacy skills.

The Influence of Training on Archive Literacy Attitudes

The attitude dimension in archive literacy reflects awareness and appreciation of the importance of archive management. Training not only provides theoretical understanding and technical skills, but also instills values about the importance of archives in supporting work efficiency and information management. Sriwati et al. (2023) found that archival training was able to increase participants' awareness of the importance of systematic and sustainable archiving. Based on this, the third hypothesis proposed is: H3: Archival training has a positive influence on improving attitudes towards archive literacy.

Effectiveness of Training in Improving Overall Archive Literacy

Overall archive literacy includes interrelated knowledge, skills, and attitudes. Study by Yasin et al (2024) and Sari et al (2024) show that comprehensively designed archival training can significantly improve these three dimensions. Therefore, the overall hypothesis proposed is: H4: Overall archival training has a positive effect on improving archive literacy.

Method

To test each hypothesis that has been proposed, this research uses a quantitative method with a pre-test and post-test design, as well as statistical analysis to evaluate the effect of archival training on improving archival literacy. Each hypothesis will be tested based on data collected through a questionnaire and analyzed statistically.

This research uses a quantitative approach with a pre-test and post-test design to evaluate the effectiveness of archival training in improving archival literacy in teachers and students at SMK N1 Kisaran. This approach aims to measure changes in participants' archival literacy before and after training. In addition, a qualitative approach is also used to explore participants' experiences and views on the training through interviews and observations. The combination of these two approaches is expected to provide a more comprehensive understanding of the effectiveness of the training.

The population in this research were teachers and students of SMK N1 Kisaran who were involved in archiving learning at school. The sample consisted of 30 participants selected using purposive sampling technique, consisting of 10 office administration teachers and 20 students from the office administration and business services majors. The sample selection criteria were based on their direct involvement in Archiving learning.

The instruments used in this research included a questionnaire, observation guideline, and interview guideline. The questionnaire was designed to measure the level of participants' archive literacy, covering three main dimensions: knowledge, skills, and attitudes. The observation guideline was used to observe participants' technical skills during the training practice sessions, while the interview guideline was used to explore participants' views and experiences of the training provided.

This research was conducted in three stages. The first stage was preparation, which included the development of an archival training module that included the theory of archive management, document classification practices, and digital archive management. At this stage, a trial of the research instrument was also conducted. The second stage was the implementation of the training, which began with a pre-test to measure the level of archive literacy of participants before the training. The training took place in two sessions, namely a two-hour theory session and a four-hour practice session. After the training, a post-test was conducted to measure the increase in archive literacy of participants. The third stage was data analysis, where quantitative data were analyzed using a paired t-test to see significant differences between the pre-test and post-test results. In addition, gain scores were used to measure the level of increase in archive literacy. Qualitative data from interviews and observations were analyzed thematically to provide a deeper understanding of the quantitative results.

Results And Discussion

Result

The results of this research indicate that the archival training implemented successfully increased archive literacy in teachers and students of SMK N1 Kisaran, which includes dimensions of knowledge, skills, and attitudes. Quantitative data analysis through pre-test and post-test showed a significant increase in each dimension of participants' archive literacy after the training.

In the knowledge dimension, the average pre-test score of participants was 62.5, while the average post-test increased to 85.4, with an average increase of 36.6%. The paired t-test produced a significance value of $p < 0.001$, indicating that this training successfully improved participants' understanding of the basic concepts of

archives, the archive life cycle, and systematic archive management techniques. Participants reported that the theoretical material presented helped them understand the importance of archives in the workplace.

The skill dimension showed an increase in the average score from 58.7 in the pre-test to 83.2 in the post-test, with an increase of 41.7%. The paired t-test also showed a value of $p < 0.001$, indicating a significant increase in the technical skills of the participants, such as archive classification, Determination of Archive Retention Schedule, and archive storage, as well as archive digitization. Observations during the practical session noted that participants, especially students, were able to apply the techniques more confidently after the training.

In the attitude dimension, the average score increased from 65.3 in the pre-test to 88.1 in the post-test, an increase of 34.9%. The results of the paired t-test showed a significant increase with $p < 0.001$. This training successfully increased participants' awareness of the importance of organized archive management, as well as building their appreciation of the value of information contained in archives. In-depth interviews showed that most participants felt more motivated to manage archives well after the training.

Overall, participants' archival literacy scores increased from an average of 62.2 in the pre-test to 85.6 in the post-test, with an overall increase of 38.3%. The training approach that combines theory and practice has proven effective in improving archival literacy comprehensively. However, several obstacles were found, such as differences in the level of initial understanding between teachers and students, as well as limited devices for practicing digital archival management.

These results indicate that archival training is an effective strategy to improve archival literacy among vocational high school teachers and students. This training not only provides new understanding and skills, but also builds participants' awareness of the importance of systematic and efficient archive management. These findings provide a strong basis for the development of broader archival training programs in educational environment.

Discussion

The results of this research indicate that archival training has a significant influence on improving archive literacy in teachers and students at SMK N1 Kisaran, covering the dimensions of knowledge, skills, and attitudes. A significant increase in the knowledge dimension, with an average increase of 36.6%, indicates that this training is effective in strengthening participants' understanding of the basic concepts of archives and the principles of their management. This finding is consistent with Vygotsky's constructivist learning theory, which emphasizes that experiential learning, supported by structured theoretical delivery, can help participants understand the material more deeply (Erbil, 2020).

In the skills dimension, an increase of 41.7% reflects the success of the training in training participants to apply archive management techniques, such as document classification, storage, and digitization. This finding supports the research of Ansharuddin & Shobri (2023), which states that hands-on practice-based training has a significant impact on improving participants' technical skills. Observations during the training also showed that students mastered technical aspects faster than teachers, indicating differences in learning styles and responses to practical materials. This underlines the importance of developing adaptive training to accommodate the needs of various groups of participants (Hariyono, Andrini, Tumber, Suhirman, & Safitri, 2024).

The attitude dimension also showed a significant increase, by 34.9%, reflecting a positive change in participants' awareness of the importance of organized and sustainable archive management. This finding is in line with Bramantya (2020) and Handayani (2018), who found that archival training was able to increase participants' appreciation of the value of archives as an important source of information. Interviews with participants revealed that most teachers and students began to view archives as a strategic element in supporting the efficiency of school administration and the workplace.

Overall, participants' archival literacy increased significantly, with an average overall increase of 38.3%. This shows that a training approach that combines theory and practice comprehensively is effective in improving archival literacy holistically. However, several obstacles were also found, such as limited devices for digital

archival practice and differences in the level of initial understanding between teachers and students. These obstacles indicate the need for improvements in training design, such as adjusting materials based on participant needs and providing adequate devices to support practical sessions.

The results of this research provide an important contribution to the development of archival training in educational environments, especially at the vocational education level. By improving archive literacy, this training not only helps teachers and students in better archival learning, but also builds a culture of integrated archive management in the school. This research recommends that similar training be implemented sustainably and expanded in scope to support more modern digital archive management that is responsive to technological developments. These findings also open up opportunities for further research exploring the influence of training on the long-term impact of archive management in the school.

Conclusion

This research evaluated the effectiveness of archival training in improving archive literacy in teachers and students at SMK N1 Kisaran. The results showed that this training was significantly able to improve archive literacy in three main dimensions: knowledge, skills, and attitudes. The greatest improvement was seen in the skill dimension, where participants showed better understanding and technical abilities in archive management, such as document classification and archive digitization. In the knowledge dimension, participants gained a deep understanding of the basic concepts of archives and the principles of their management, while in the attitude dimension, the training succeeded in building participants' awareness of the importance of organized and sustainable archive management.

The training approach that combines theory and practice has proven effective in providing a holistic learning experience, which supports constructivist learning theory. The training also shows that collaboration between teachers and students in one training program can create a more integrated archive management culture in the school environment. However, several obstacles were found, such as differences in the level of initial understanding between teachers and students and limited facilities for digital archive management simulations. These obstacles need to be considered in the development of further training programs.

Overall, this research provides a significant contribution to the development of archival training programs that are relevant to the needs of vocational education. This training not only improves individual competence, but also strengthens archive management in the school environment. This study recommends that archival training be implemented sustainably and expanded in scope to support the transformation of archive management in the digital era.

References

- Ansharuddin, M., & Shobri, M. (2023). Pelatihan Manajemen Arsip Digital berbasis Google Drive Desktop bagi Pengurus Pondok Pesantren se-Kecamatan Sangkapura. *ABDIMASY: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(1), 52–61.
- Bramantya, A. R. (2020). Peran pendidikan kearsipan dalam menghidupkan arsip dan kehidupan sosial. *Berkala Ilmu Perpustakaan Dan Informasi*, 16(1), 16–31.
- Erbil, D. G. (2020). A review of flipped classroom and cooperative learning method within the context of Vygotsky theory. *Frontiers in Psychology*, 11, 1157.
- Handayani, T. (2018). Pemetaan masalah-masalah sumber daya manusia kearsipan pada perguruan tinggi negeri di Indonesia: sebuah studi teoritis. *Anuva: Jurnal Kajian Budaya, Perpustakaan, Dan Informasi*, 2(1), 77–98.
- Hariyono, H., Andrini, V. S., Tumober, R. T., Suhirman, L., & Safitri, F. (2024). *Perkembangan Peserta Didik: Teori dan Implementasi Perkembangan Peserta Didik pada Era Digital*. PT. Sonpedia Publishing Indonesia.
- Oktarina, N., Hasanah, U., Permana, D. F., Alighiri, D., & Susanti, A. (2023). The Penguatan Tata Kelola Administrasi Sekolah Berbasis E-Archives untuk Meningkatkan Akuntabilitas Sekolah dalam Implementasi Kurikulum Merdeka di SMK Swasta Se-Kabupaten Kendal. *Jurnal Pengabdian Nasional (JPN) Indonesia*, 4(3), 574–580.
- Rahmaningtyas, W., & Meylitasari, R. (2019). Pengaruh Pelatihan, Fasilitas, Dan Kompetensi Petugas Arsip Terhadap Pengelolaan Kearsipan. *Economic Education Analysis Journal*, 8(1), 148–162.
- Rismanto, R., & Pahlevi, T. (2022). Pengaruh Penggunaan Media Pembelajaran Kearsipan Digital Terhadap

- Kemampuan Mengelola Arsip Siswa Kelas X-Otkp Smkn Mojoagung. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 13(1), 125–139.
- Rochim, A. I., Widodo, J., & Sadono, T. P. (2021). Penyuluhan Dan Pendampingan Peningkatan Kualitas Administrasi Bidang Manajemen Kearsipan Desa Di Desa Tasik Madu Dan Desa Sumurgung Kecamatan Palang Kabupaten Tuban. *Abdi Massa: Jurnal Pengabdian Nasional (e-ISSN: 2797-0493)*, 1(02), 1–7.
- Rofi'ah, I. N. (2022). *Manajemen Kearsipan dalam Peningkatan Mutu Layanan Informasi dan Administrasi Pendidikan di MA Darul Huda Ponorogo*. IAIN Ponorogo.
- Rohiyatun, B., Garnika, E., Muslim, A., & Endriani, A. (2023). Pelatihan Pengarsipan Berbasis Digital. *Lambung Inovasi: Jurnal Pengabdian Kepada Masyarakat*, 8(4), 895–903.
- Sari, D. P., Abdulgani, F., Rensiana, S., Nasution, R. A., Nabilla, F., Noviza, M., ... Aziz, M. N. (2024). Pelatihan Administrasi Pelayanan Desa Efektif Pada Sistem Kearsipan Desa Penyandingan Bengkunt. *BUGUH: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 89–95.
- Sriwati, S., Rochgiyanti, R., Akmal, H., Abidin, Z., Fathurrahman, F., & Jamaludin, J. (2023). Pelatihan Guide bagi Borneo Historical Community (BHC) dalam Memperkenalkan Situs Bersejarah di Kota Banjarmasin. *Jurnal Pengabdian UNDIKMA*, 4(2), 439–447.
- Yasin, A. S. Y., Anwar, A., Adityanto, A., & Daryono, D. (2024). Kebijakan Pengembangan Sdm Dalam Meningkatkan Kualitas Pelayanan Publik Dinas Perpustakaan Dan Kearsipan Provinsi Kalimantan Timur. *Dinamika: Jurnal Manajemen Sosial Ekonomi*, 4(2), 108–119.