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Research Article

Office Administration Students Understanding of the Use of Standard Language

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Keywords:	Abstract
Standard Language, Office Adminisration, Formal Communication, Students.	Standard language is a form of language that adheres to grammatical rules, spelling, and official vocabulary regulated in the Indonesian Spelling General Guidelines (PUEBI) as well as other language regulations. In the field of office administration, the use of standard language is essential because it directly relates to professionalism, credibility, and the effectiveness of communication in both official documents and oral communication. This study aims to examine office administration students' understanding of standard language use in academic and professional contexts. The research method employed literature studies and observation of students' coursework documents. The results show that although students understand the concept of standard language, its application is still inconsistent. Errors often occur in spelling, word choice, and sentence structure. The main factors behind the weak application of standard language include daily communication habits that tend to use non-standard language, the influence of social media, and the lack of practice in preparing official documents. Therefore, practical-based learning that emphasizes intensive training in writing formal documents is needed to improve the standard language proficiency of office administration students.

Introduction

Language is the primary tool of human communication that not only serves to convey information but also to demonstrate identity, attitude, and professionalism. In the world of office administration, the use of proper language holds strategic value because it is related to documentation processes, official communication, and institutional image. Standard language, as a form established according to official rules, becomes the required standard of formal communication that must be understood and mastered by office administration students.

Office administration students are expected to master standard language skills, both in writing reports, official letters, meeting minutes, as well as in oral communication with internal and external parties of an organization. However, in reality, many students are still unable to fully apply standard language in academic and administrative contexts. This can be seen in errors in spelling standard words, improper use of spelling, and ineffective sentences.

This phenomenon is inseparable from the development of communication technology, especially social media. The language used on social media tends to be informal, brief, and often deviates from standard language rules. As a result, students become accustomed to daily language patterns that do not align with formal needs.

Therefore, this research is important to understand the extent of office administration students' comprehension of standard language and the obstacles they face in using it. Thus, more appropriate learning strategies can be formulated to improve standard language skills in academic and professional settings.

Hypotheses Development

The use of standard language is an essential skill in office administration. Standard language functions as a medium of formal communication that reflects professionalism, credibility, and the institutional image. Office administration students are expected to master standard language, both in academic writing and in preparing official documents. However, observations reveal a gap between students' conceptual understanding of standard language and its actual application in practice. Several factors contribute to this condition, including the habit of using informal language in daily communication, the influence of social media that promotes informal expressions, and the limited practice of writing official documents.

Therefore, a research gap arises: whether students are truly able to consistently apply standard language in academic and administrative contexts, and what factors influence this application. Based on this description, the following research hypotheses are proposed:

H1: Office administration students possess a good understanding of the concept of standard language.

H2: Office administration students are not yet consistent in applying standard language in academic writing and official documents.

H3: Daily communication habits and the influence of social media negatively affect the consistency of standard language use.

H4: The practice of writing official documents positively influences students' skills in using standard language.

These hypotheses were developed to address the research objectives, namely to evaluate students' level of understanding of standard language and to identify the barriers to its application, thereby formulating appropriate learning strategies to enhance the standard language skills of office administration students.

Method

This study used a qualitative approach with literature review and observation methods.

1. The literature review was conducted by analyzing books, journals, and previous research related to standard language and its use in education and administration contexts.
2. Observations were carried out on office administration students' assignments, such as activity reports, official letters, and papers. These observations aimed to identify language errors and the consistency of standard language use.
3. Brief interviews were also conducted with several students to gain insights into their perceptions and challenges in using standard language.

The data obtained were analyzed by grouping the findings into three main aspects: (1) understanding the concept of standard language, (2) common errors in application, and (3) factors causing these errors.

Results And Discussion

The recapitulation of the questionnaire results can be seen in the following table:

No	Statement	SS	S	R	DS	SDS
1	Standard language is only used in formal communication, not in daily life.	10	15	5	10	5
2	I always use standard words when writing academic reports.	20	18	4	2	1
3	The word "risiko" is more appropriate than "resiko."	25	12	5	2	1

4	I feel that I still often mix standard and non-standard language.	15	20	5	3	2
5	Mastery of standard language is important to support professionalism in the workplace.	30	12	2	1	0
6	I understand that the word "nggak" does not belong to standard language.	28	10	5	2	0
7	Writing "diadakan" in formal sentences is more appropriate than "di adakan."	26	12	5	2	0
8	I know that the standard form of the word "aktifitas" is "aktivitas."	24	10	6	3	2
9	I am accustomed to referring to KBBI (Indonesian Dictionary) to ensure the use of standard language.	18	15	6	4	2
10	The ability to use standard language will improve the quality of my academic communication.	32	10	2	1	0

Discussion

1. Use of Standard Language in Academics

Most students stated that they always used standard language in writing academic reports. This indicates their awareness of the importance of rule-based language to maintain formality and the quality of academic work.

2. Understanding of Standard vs. Non-Standard Words

Respondents demonstrated a good understanding of the differences between standard and non-standard words, such as using risiko instead of resiko, and aktivitas instead of aktifitas. They also recognized that nggak is not a standard form.

3. Mixing Languages in Daily Communication

Although academic understanding was fairly good, many students still mixed standard and non-standard language in daily communication. This indicates differences in language attitudes between formal and informal contexts.

4. Reference to the Official Dictionary (KBBI)

Only some students were accustomed to referring to the Kamus Besar Bahasa Indonesia (KBBI) to ensure proper word usage. Many students rarely used KBBI as the main reference.

Table 2
Analysis of Students' Understanding of Standard Language

Aspect Assessed	Example of Questionnaire Statement	Main Findings	Impact / Implication
Use of standard language in academics	"I always use standard words when writing academic reports."	The majority of students agree and remain consistent	Supports the quality of academic reports
Understanding of standard vs. non-standard words	"The word *risiko* is more correct than *resiko*."	Most students understand the difference	Improves language accuracy
Mixing language in daily use	"I still often mix standard and non-standard language."	35 respondents admitted to still mixing	Reduces consistency in language use
Habit of referring to KBBI	"I am accustomed to referring to the KBBI to ensure standard word use."	Not all students are accustomed	Requires habituation in language literacy

	to referring to KBBI

Conclusion

Office administration students' understanding of standard language is conceptually sufficient, but its application still faces many challenges. Common errors include improper spelling, use of non-standard words, ineffective sentences, as well as the influence of slang and foreign languages. The main causes of these errors are daily communication habits, the influence of social media, and limited practice in writing formal documents. Therefore, efforts are needed to improve students' skills through practice-based learning, such as training in preparing official letters, formal reports, and office documents. In this way, office administration students will not only understand standard language theoretically but also be able to apply it effectively in the professional world, which demands professionalism and linguistic accuracy.

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