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INTEGRATION OF STRATEGY EXPERIENTIAL LEARNING IN E-MODULE OF ELECTRONIC RECORDS MANAGEMENT

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Abstract

This study aims to determine the effectiveness of e-module of electronic records management integrated with experiential learning strategies to improve student achievement in the domain of cognitive, psychomotor, and affective. This study is a research and development. Model research and development used is Web-Based Instructional Design (WBID) developed by Davidson-Shivers and Rasmussen. The steps of research and development carried out by analysis, evaluation planning, concurrent design, implementation, and a summative evaluation. The approach used in this study consisted of qualitative and quantitative approaches. Collecting data used the Delphi technique, observation, documentation studies and tests. Research data analysis used qualitative analysis and quantitative analysis. Testing the effectiveness of the product used a quasi-experimental research design pretest-posttest non-equivalent control group. The results showed that the e-module of electronic records management integrated with experiential learning strategies can improve student achievement in the domain of cognitive, psychomotor, and affective.

Keywords: *development, e-module, experiential learning, electronic records management*

INTRODUCTION

Archive is one of important source of information for an organization. In accordance with Act No. 43 of 2009 on Archives (Arsip Nasional Republik Indonesia, 2009), the archive is a recording of activities or events in various forms and media in accordance with the development of information and communication technology. The existence of the records for an organization not only be evidence of history, but it has various functions and use values. Functionally, an archive will be needed by the leadership for consideration in the decision-making organization. Archives are also needed as a material reference in planning organization, used to support the operational activities of the organization, and for the benefit of oversight within the organization's control. Magetsari (2008) revealed that the problems of theoretical filing has shifted from the archive as a product to the process of creating an archive, from reviewing the archives of the corner structure to function, from the archive as the archive to the recording context, the precipitate activities that occur naturally or by-product of the activities to the creation of administrative records is done with full awareness and actively archive of social memory.

Besides having an important function, the archive also contains a variety of value to the organization, such as the legal use value, value to the educational, financial use value, and value to the research. Therefore, the archive has a function and use value, then the archive must be managed properly so that when needed can be provided quickly and precisely.

One component of an organization is often involved in the work of managing the archives are office employees, especially from administrative staff. Krihanta (2008) is mentioned that the employee is a critical success factor of an institution to manage archives. The administrative staff offices are required to have the skills, speed, precision, accuracy, and consistency in terms of managing organization records, both manually and electronically. The specific information element about the archive should be recorded at each stage of processing for such records to be preserved in a safe and controlled, as well as the records should also be accessible when required by the authorized (Naina, 2008). Good records management will improve the efficiency and productivity of the organization.

Electronic records management has become demands and requirements for any organization in the era of digital technology today. Electronic records management is closely related to the use of computer technology, which can complete records management work in faster, more accurate, convenient, flexible, and productive.

Administration office is one competency skills organized by the Vocational High School (VHS) in Indonesia. Vocational High School is an institution in charge of providing job skills provision to the students. VHS's success in preparing a qualified workforce is dependent upon the teacher. Vocational teachers should be able to prepare students to work on specific areas according to their expertise. This is in accordance with the originator of the concept of vocational education that Thomson (1973, p. 95), which states that vocational education is a way to master the basic skills that are essential for fair competition in the job market.

Office Administration Vocational High School (OAVHS) is one of the education institutions that served to educate prospective workers in the field of office administration. The students of OAVHS are a prospective employee and practitioner offices, which will engage in the work of office administration including managing records. To generate prospective employees and offices practitioners skilled in managing the records, then organized learning must be directed on mastering the practical skills to work. One theory of vocational education from Prosser & Quigley (1950, p. 223) states that vocational education will be effective only if students are given the subject matter, learning tools, machines, same or replica where they will work after graduation. Referring to the theory that students of OAVHS should be provision records management skills that are practical so that later can be office workers were able to handle the task of managing records with good organization.

Filing competence become one of the standard of vocational competence in KTSP vocational curriculum with the nomenclature Managing Filing System. While the curriculum in 2013, the competence of filing became

subject to the package of office administration skills with nomenclature Filing.

One of the sub competence or basic competence in the Filing subjects is an electronic records management or computerized filing. Competence in the field of electronic records management includes skills of creation, receive, store, distribute, maintain, and perform depreciation electronic records. Mastery of electronic records management competency becomes a necessity in today's era of information technology. Mastery of the electronic records management is one of the solutions to improve the effectiveness and efficiency of records management in an organization (Sutirman, 2015). To support these competencies required mastery learning relevant facilities and adequate OAVHS. Based on observations in several OAVHS in Yogyakarta Special Region and interviews with teachers, learning of Filing in OAVHS had been still facing problems so that the results are not optimal. One of the problems faced is the supporting facility of electronic filing practices remain inadequate. Although the whole OAVHS in Yogyakarta Special Region totaling 29 schools already have computer laboratories with the number of computers that are adequate, but not all are equipped with a support device for the management of electronic records. Learning of electronic filing should be supported with equipment such as scanners to records media transfer practice and records information system software.

In addition to the problem of limited learning facilities, many Filing subject teachers in Yogyakarta Special Region not taught the electronic filing material to students. One of the reasons have not been taught the electronic filing due to the lack of teaching materials for electronic records management materials that can be used as a reference for teachers. Books on records management which addresses the electronic records management is still very rare. It is an obstacle to developing the knowledge and skills of students in the field of management of electronic records.

Along with the development of Internet technology that has grown in popularity among teachers and students, teachers should ideally be able to take advantage of the Internet network to support learning in schools. Internet can be used by teachers as a learning medium as well as a learning resource. But in reality there are very few teachers of OAVHS in Yogyakarta Special Region utilizing Internet technology that has been available in schools to support learning of electronic filing. Although there are some OAVHS teachers in the Yogyakarta Special Region that has developed a web blog, but the content is focused to support learning. Students are still not familiar with the use of the Internet for learning. Internet use for this is still more widely used for social media.

The knowledge and skills of OAVHS teachers mostly in the field of electronic records management is still limited. This was evidenced by the number of OAVHS teachers who still need training in the field of electronic records management. This fact needs attention to providing solutions that OAVHS teachers become better prepared for teaching electronic records management.

Another problem is associated with learning of electronic filing is a matter of learning strategies. Selection and implementation of the strategy by the teacher in the learning of Filing subject are still not considering the characteristics of the material. Learning of Filing subject more demanding mastery of skills, ideally organized with the strategy of experiential learning, in order to provide work skills appropriate to students (Siberman, 2007, p. 8). But the learning undertaken for this is still more centered on the teacher and theoretical, so that students experience in electronic records management practices are still lacking.

Experiential learning is regarded as an appropriate strategy to use in teaching at vocational schools, which emphasize the importance of mastering work skills (Clark, Threeton, & Ewing, 2010). Michigan State University in the site http://cas.msu.edu (Anonym, 2015) gave the statement about the importance of the acquisition of skills by the students so that the demands that must be developed in the curriculum, and experiential learning becomes an integral part to enhance the student experience. While UNESCO through its website http://www.unesco.org (Anonym, 2010) emphasized the importance of experiential learning as a key approach in creating a student-centered learning for a sustainable future. Experiential learning engages students in critical thinking, problem solving, and to apply these skills to new situations.

Based on the description above, it needed an effort to address the problem in order to improve the quality of learning of Filing subject, especially on electronic records management. Problems eligible to be selected for the solution is the problem of limited electronic records management teaching materials and learning strategy issues that still does not give students practical experience in the work of managing electronic records. This effort is in line and support the implementation of the Presidential Decree of the Republic of Indonesia (Presidential Instruction) Number 9 of 2016 (Sekretariat Kabinet Republik Indonesia, 2016) concerning the revitalization of vocational school in order to improve the quality and competitiveness of Indonesian human resources. One of the points in that Decree states that the governors were asked to provide educators, staff, facilities and adequate infrastructure and qualified vocational. Therefore, it is necessary to do research and development to produce teaching materials that integrate with experience-based learning strategies or experiential learning.

Challenges and needs in the learning activities is growing in line with advances in information and communication technology. One of the challenges in meeting the needs of 21st century teaching and learning is the integration of information technology as an alternative to deliver learning content (Norhayati & Siew, 2004). One alternative to the use of information and communication technology in schools is the development of electronic modules (e-module) integrated with a web-based experiential learning strategies. When this has been a lot of e-learning program developed in Indonesia, but most are still at the college level, and there is no integrated with experiential learning strategy. E-module integrated with a web-based experiential learning strategy is thought to have a high novelty value, because it is still not developed in Indonesia, especially for the level of Vocational High School for learning of electronic records management in Office Administration Competency. Novelty aspect of this development is the integration of experiential learning strategy in a web-based lesson. This integration is done by taking into account the characteristics of learning materials that contain more elements of skill. Through a web-based e-module students can access learning materials more flexible than where and anytime.

The development of web-based e-module integrated with experiential learning strategy for electronic records management learning is very important. The importance of developing experiential learning-based e-module is to provide convenience to students, in order to learn efficiently, creatively and independently, without being limited by space and time. Al-Nuaimy, Zhang, & Noble (2001) and Perlman, Weston, & Gisel (2005) states that the web-based learning can provide a positive impact to the students. Through the use of e-learning modules based experiential learning activities are not only limited in the classroom, but it can be done anywhere and anytime provided the Internet, so that learning becomes more effective, independent, and have a high appeal.

More specifically the research and development of products in the form of experiential learning-based e-module is expected to be used by students as a media and learning resources that can provide information about the knowledge of theory, practice, and electronic records management technology independently. Via experiential learning-based e-module expected good communication between teachers and students, and between students and others to do the discussion through the virtual discussion forum. Students can also send tasks to the teacher and do the test questions online and interactive. Results of research Nuramaliah, Damayanti, & Hidayati (2016) showed that the application of e-learning can help teachers and students in the learning process. This study aimed to determine the effectiveness of electronic records management e-module integrated with experiential learning strategies to improve student achievement in the cognitive domain, psychomotor, and affective.

METHODS

The research method used is research and development method. The research and development model used is Web-Based Instructional Design (WBID) developed by Davidson-Shiver and Rasmussen.

The research and development steps include: analysis, evaluation planning, integrated design, implementation, and summa-

tive evaluation. The approach used in this research consists of qualitative and quantitative approaches. Data collection using Delphi technique, observation, documentation study, and test. Analysis of research data used the qualitative analysis and quantitative analysis.

Product effectiveness testing used a quasi-experimental pretest-posttest non-equivalent control group experimental design. The effectiveness test is done by implementing e-module product of electronic archive management based on experiential learning in school, that is in SMK Negeri 1 Depok Sleman, SMK Negeri 1 Bantul, SMK Negeri 1 Yogyakarta, and SMK Negeri 1 Pengasih Kulonprogo. Students who were subjects of the pilot test totaled 120 people as experimental group and 114 people as control group.

The product effectiveness test process begins with a pretest. After the pretest followed by the implementation of learning using e-module electronic archives management based experiential learning.untuk know student learning outcomes then performed posttest.

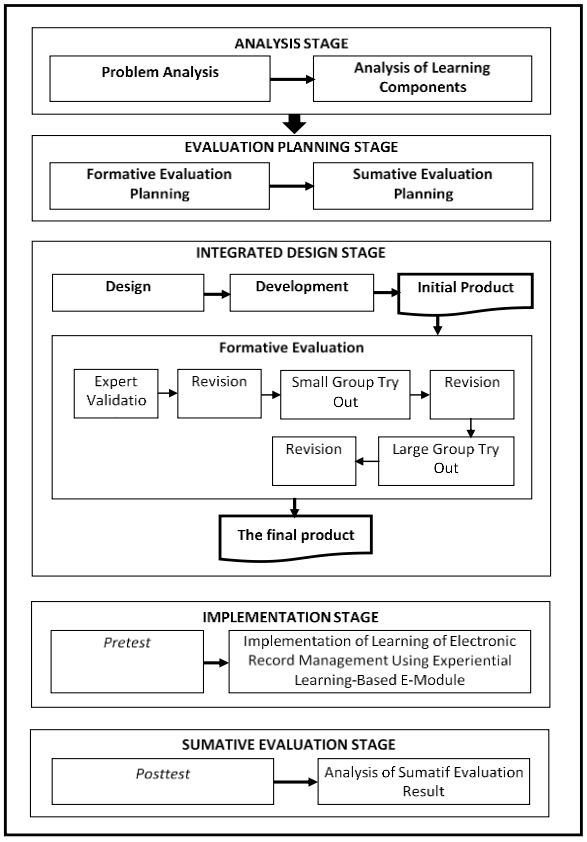

Figure 1. Model WBID

RESULTS

Experiential learning-based e-module for electronic records management learning has implemented on the learning of electronic records management in October to November 2016. The implementation of the experiential learning-based e-module for electronic records management learning carried out at four OAVHS in Yogyakarta Special Region. Implementation is done to the experimental group and the control group.

The experimental group to implement experiential learning-based e-module for electronic records management learning, according to the e-module design developed. While the control group using e-learning modules that do not use experiential learning strategy. Using e-learning modules in the experimental group and the control group performed at different times, according to the school timetable. To ensure the internal validity of experiment implementation, the students were given the opportunity to use the e-module during school hours in the school computer laboratory, guided by the Filing subject teachers. Each student is given a username and password for accessing the e-module. Differences e-module that is used by the experimental group and the control group is located in the sequence of learning steps. Learning steps performed by the experimental group in accordance with the strategy of experiential learning. While the study carried out by the control group did not follow the steps experiential learning strategies.

Learning for the experimental group started to stage a real experience, that is learn tutorial activities and exercises electronic records management practices, followed by reflection, conceptualization, and ends with practical assignments. While learning to control group starting with the exploration stage, namely in the form of activities to learn the theoretical material of electronic records management, followed by exercises and practical assignments. Table 1 presents the different stages of learning the experimental group and the control group.

Table 1. Stages of Implementation of the Experimental Group and the Control Group

Experiment Group		Control Group	
Activities	Material	Activities	Material
Pretest	Electronic record management	Pretest	Electronic record management
Preliminary	Urgency of Electronik record	Preliminary	Urgency of Electronik record
Concrete Experience	File management practice	Material exploration	The concept of electronic records management
Concrete Experience	Records media transfer practice	Interpretation	The concept of electronic management
Concrete Experience	Electronic records software practice	Implementation	File management practice
Reflective observation	Reflections on practice experience	Implementation	Records media transfer practice
Abstract conceptualitation	The concept of electronic records management	Implementation	Electronic records software practice
Practicing	File management and records media transfer practice		
Practicing	Electronic records software practice		

Evaluation of Kognitif Aspect

To determine the effectiveness of the use of experiential learning-based e-module for electronic records management learning in the aspect of knowledge, then the value of comparative data presented pretest and posttest. Comparison of pretest and posttest in the experimental group and the control group are presented in Table 2.

Table 2. Comparison of Pretest and Posttest Value of Electronic Records Management

VHS	Experiment Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
SMKN 1 Depok	57	75	55	68
SMKN 1 Bantul	56	76	51	66
SMKN 1 Yogyakarta	55	73	53	66
SMKN 1 Pengasih	56	73	54	67

The data in Table 2 were analyzed using SPSS version 16.00 for knowing the comparison of pretest-posttest experimental group and the control group. Significance test of e-module product used is the analysis of independent sample t-test.

Prior to the analysis of independent sample t-test to determine the effectiveness of e-module, first tested the assumptions of normality and homogeneity. Normality test is used to determine whether the distribution of data sample is normal or not, while the homogeneity test is used to determine whether a sample variance equal or unequal. Normality test conducted on the summative evaluation results in each experimental group and the control group. Normality test results summative evaluation data of each group are summarized in Table 3.

Table 3. Recapitulation of Data Normality test Experimental Group

VHS	Significance	
	Pretest	Posttest
SMKN 1 Depok	0.078	0.156
SMKN 1 Bantul	0.091	0.200
SMKN 1 Yogyakarta	0.195	0.200
SMKN 1 Pengasih	0.200	0.200

Table 3 presents data normality test results in the experimental group showed significant value is greater than the significance level of 0.05. Significance value greater than

0.05 indicates that the data in the experimental group were normally distributed.

In addition to the experimental group, the normality test was also conducted on the data in the control group. Table 4 presents data normality test results in the control group showed significant value is greater than the significance level of 0.05. Significance value greater than 0.05 indicates that the data in the control group with normal distribution.

Table 4. Recapitulation of Data Normality test Control Group

VHS	Significance	
	Pretest	Posttest
SMKN 1 Depok	0.200	0.200
SMKN 1 Bantul	0.156	0.200
SMKN 1 Yogyakarta	0.133	0.174
SMKN 1 Pengasih	0.200	0.175

Furthermore, the homogeneity test conducted on the summative evaluation results in each experimental group and the control group. Results of homogeneity test summative evaluation data are presented in Table 5.

Table 5. Recapitulation of Data Homogeneity Test Results

VHS	Significance
SMKN 1 Depok	0.326
SMKN 1 Bantul	0.546
SMKN 1 Yogyakarta	0.095
SMKN 1 Pengasih	0.487

Table 5 presents data homogeneity test results that show significant value is greater than the significance level of 0.05. Significance value greater than 0.05 indicates that the sample variance of the two groups are the same.

Having in mind that the normal distribution of data and variants of these two groups are the same, then tested the significance of the difference of cognitive average value two groups by analysis of independent sample t-test. The results of significance test different average cognitive values of the two groups are presented in Table 6.

The results of different cognitive grade average significance test experimental group and the control group showed a significance of 0.022. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module electronic records management learning is effective in increasing the students' knowledge value of electronic records management.

Evalution of Phsycomotor Aspect

In addition to a proper assessment of the student's cognitive ability, at the early stages of learning, namely the concrete experience stage, carried out an assessment of the special skills of students in the experimental group. In the control group did not do the initial skills assessment, because the learning stages is different with the experimental group.

The initial stage of learning in the control group is the exploration stage, so it can not be measured skills in managing electronic records. Assessment of the skills and attitudes of students were grouped into five categories: very less, less, moderate, good, and excellent. Guidelines assesses the skills and attitudes are presented in Table 7.

Aspects of electronic records management skills are assessed include the skills to make the structure of folders based on the classification of the records, to media transfer records, and storing electronic records in folder accordance with the classification of the records. Based on the evaluation skills of students at the stage of concrete experience, data showed the value of early skills are presented in Table 8.

Table 6. The Results of Significance Test the Different Value of Cognitive Two Groups

Independent Samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Nilai	Equal Variances assumed	5.301	.22	10.921	237	.000
	Equal variances not assumed			10.932	224.963	.000

Table 7. Category Assessment Skills and Attitudes of Students

Number	Category	Mark
1	Very less	1
2	Less	2
3	Moderate	3
4	Good	4
5	Excellent	5

Table 8. The Average Value of the Initial Skills of the Experimental Group

VHS	Initial Skills Mark
SMKN 1 Depok	2.4
SMKN 1 Bantul	2.4
SMKN 1 Yogyakarta	2.2
SMKN 1 Pengasih	2.1
Average	2.3

The average value of the initial skills of the students in the experimental group each school are relatively homogeneous, that is on less category. The low initial skill acquisition value is presumably because the students just first learn the skills of electronic records management. Teachers have not been taught the skills of electronic records management material before. While the control group does not obtain data values initial skills, because the early stages of learning do not matter practices.

Table 9. The Average Value of Final Skills Experimental Group and the Control Group

VHS	Experiment Group	Control Group
SMKN 1 Depok	4.2	3.5
SMKN 1 Bantul	4.0	3.5
SMKN 1 Yogyakarta	4.0	3.5
SMKN 1 Pengasih	4.0	3.5
Average	4.0	3.5

Furthermore, to determine the effectiveness of experiential learning-based e-module electronic records management learning in improving the skills of students then tested the significance test different average skills values of the two groups. The results of significance test different average skills values of the two groups are presented in Table 10.

Table 10. The Results of Significance test the Different Value of Skills Two Groups

		F	Sig.	T	Df	Sig. (2-tailed)
Skillls	Equal variances assumed	22.188	.000	11.187	234	.000
	Equal variances not assumed			11.228	226.141	.000

The results of significance test different average skills values of the experimental group and the control group showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the value of students' skills in conducting electronic records management practices.

Evaluation of Afektif Aspect

In addition to the skill , initial assessments were also conducted on attitudes or affective aspects. Components attitude assessed in this experiment consists of a autonomy, discipline, and responsibility. Assessment of the attitudes of the students are grouped into five categories: very less, less, moderate, good, and excellent. Based on the obtained data, the assessment is presented in Table 11.

Table 11. The Average Value of an Attitude

VHS	Experiment Group		Control Group	
	Initial	Final	Initial	Final
SMKN 1 Depok	3.6	4.4	3.6	4.0
SMKN 1 Bantul	3.6	4.3	3.5	4.3
SMKN 1 Yogyakarta	3.3	4.1	3.3	4.3
SMKN 1 Pengasih	3.5	4.1	3.4	4.2

Based on data from the value of the attitude, the significance test is done to determine the effectiveness of experiential learning-based e-module for electronic management records learning in the acquisition value of affective student. Affective aspects assessed in the study include autonomy, discipline, and responsibility. Selection of attitude aspect which consists of autonomy, discipline, and responsibility is based on the consideration of

the demands of the attitude that should be owned by employees of the office in charge of managing records. Data of different values significance test of independence two groups are presented in Table 12

The results of significance test different average autonomy values of the two groups showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management is effective in enhancing the value of autonomy attitude. Autonomy is a very important aspect for an office clerk who handles records. An office employee who handles the records sued carry out their work without having to depend on anyone else.

Table 12. The Results of Significance Test the Different Values of Independence Two Groups

		F	Sig.	T	Df	Sig. (2-tailed)
Independence	Equal variances assumed	17.442	.000	4.093	234	.000
	Equal variances not assumed			4.105	229.352	.000

Significance test was also conducted on the acquisition value of the discipline of students during the learning of electronic records management. Discipline evaluation refers to the discipline indicators of attendance, discipline do exercises and assignments, as well as work on the problems of discipline pretest and posttest. The results of significance test different average discipline values of the two groups are presented in Table 13.

The results of significance test different average discipline values of experimental group and the control group showed a significance of 0.004. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the value of discipline. Discipline is a very important aspect for an office clerk, as an office employee carrying out a service function for the community.

In addition to test the significance of the autonomy and discipline attitude, the study was also to test the significance of the aspects of responsibility. Assessment of the attitude of responsibility is based on indicators of completing all the exercises and assignments, as well as work on all matter of pretest and posttest. The results of significance test different average responsibility values of the two groups are presented in Table 14.

Table 13. The Results of Significance Test Different Values of Discipline Two Groups

		F	Sig.	T	Df	Sig. (2-tailed)
Discipline	Equal variances assumed	8.445	.004	1.932	234	.055
	Equal variances not assumed			1.939	226.216	0.54

The results of significance test different average responsibility values of experimental group and the control group showed a significance of 0.011. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the attitude value of responsibility. The attitude of responsibility is a very important aspect for office workers to do the job. records management employment is a service related to the provision of information, so that employees who do so are required to have a good attitude of responsibility.

Table 14. The Results of Significance Test Different Values of Responsibility of Two Groups

		F	Sig.	T	Df	Sig. (2-tailed)
Responsibility	Equal variances assumed	6.494	.011	3.791	234	.000
	Equal variances not assumed			3.802	229.820	.000

Based on the results of significance test of the autonomy, discipline, and responsibility value separately, known experiential learning-based e-module is effective for learning of electronic records management. To further assure the effectiveness of experiential learning-based e-module for electronic records management learning in the acquisition value of attitude, then tested the significance of the average of the combined value of affective

two groups. The results of significance test different average attitude values of two groups are presented in Table 15.

Table 15. The Results of Significance Test the Average Difference Affective Value of Two Groups

		F	Sig.	T	Df	Sig. (2-tailed)
Average Difference Affective	Equal variances assumed	171.852	.000	5.218	234	.000
	Equal variances not assumed			5.281	159.500	.000

The results of significance test different average affective values of the experimental group and the control group showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective to increase the attitudes value of students in doing the work of electronic records management.

DISCUSSION

Implementation of experiential learning-based e-module for electronic records management learning function as a web-supported instruction (Davidson-Shiver & Rasmussen, 2006, p. 24). The effectiveness of web-based learning is influenced by the selection of appropriate learning strategies (Arnanto & Triyono, 2014). Experiential learning-based e-module for electronic records management learning does not replace classroom learning, but is intended to support successful learning in the classroom. Electronic records management learning materials that are largely practices require equipment and standard practice, so that the learning process must still take place in the laboratory.

The research sample is a group of students who have joined in a class at school, so the selection of a sample can not be done at random (non-randomly assignment). Therefore samples randomly selected non-assignment, then the proper procedure experimentation is quasi-experimental (Creswell, 2010, p. 232). Quasi-experimental design used was a pretest-posttest nonequivalent control group (Wiersma, 1995, p. 143; Johnson & Christensen, 2008, p. 330). Selection of the design is intended to find out the average difference value of two independent groups, namely experimental group and the control group.

Based on the analysis of the acquisition value of pretest and posttest, is known the results of significance test of different the average value of cognitive experimental group and the control group showed a significance of 0.022. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in improving students' knowledge of the value of electronic records management. The results of the above analysis in accordance with the results of the study Purnomo, Karsono, & Suharmanto (2013) which states that the implementation of experiential learning-based module proven to improve student learning outcomes and improve the students' learning activeness. The results also appropriate with Holubar et al. (2009) that the use of e-learning modules enhance students' knowledge because of the ease of access to various sources of information.

Furthermore, based on analysis of skills acquisition value of the final two groups, known the results of significance test of the different average skills value of the experimental group and the control group showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the value of students' skills in conducting electronic records management practices. The results of this analysis in accordance with Clark et al. (2010), which revealed that the study results through the involvement of students in a real learning experience can generate knowledge, skills, and values that are meaningful.

Assessment of the affective domain covers aspects of autonomy, discipline, and responsibility. The results of different autonomy values significance test of experimental group and the control group showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the value of autonomy attitude. These findings concur with those of Mawardi,

Mudjiman, Anitah, & Asrowi (2014) which states that the self-motivated learning model learning using the Moodle learning students can develop autonomy. Student autonomy can be developed through cooperative learning strategies (Utami & Soenarto, 2015). Autonomy is a very important aspect for an office clerk who handles archives. An office employee who handles the archive sued carry out their work without having to depend on anyone else.

The results of significance test different averagediscipline values of experimental group and the control group showed a significance of 0.004. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the value of discipline. Discipline is a very important aspect for an office clerk, as an office employee carrying out a service function for the community.

The results of significance test different average responsibility values of experimental group and the control group showed a significance of 0.011. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective in enhancing the attitude value of responsibility. The attitude of responsibility is a very important aspect for office workers in carry out work. Records management employment is a service related to the provision of information, so that employees who do so are required to have a good attitude of responsibility.

The use of modules in learning can prove to improve students' understanding (Anggraini & Sukardi, 2015). Based on an analysis of the combined value of autonomy, discipline, and responsibility in mind the results of significance test different average attitudes values of the experimental group and the control group showed a significance of 0.000. The value is smaller than the significance level of 0.05, so that the experiential learning-based e-module for electronic records management learning is effective increasing the attitudes value of students in doing the work of electronic records management. Although not all aspects of the attitude revealed by this study, but the findings are consistent with research results Chavan (2009) which states that the web-based experiential learning of students and foster a positive attitude through his experience, students can learn and apply their knowledge in professional work. Research (Purnami & Rohayati (2013) also stated that the application of experiential learning strategies have an impact on improving the quality of students' soft skills. Autonomy, discipline, and responsibility is a soft skill that must be developed in each student so that they can succeed in real life.

CONCLUSSION

Based on the results of research on the use of experiential learning-based e-module for electronic records management learning in OAVHS, it can be concluded that the experiential learning-based e-module for electronic records management learning effectively improve the competence of cognitive, psychomotor, and affective OAVHS students.

In order for the use of experiential learning-based e-module for electronic records management learning can be effective, it needs to be supported by the availability of adequate computer facilities, internet network smoothly and a good scanner. In addition, the use of experiential learning-based e-module for electronic records management learning should be conducted in laboratory school under the guidance of Filing subject teachers.

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