

Reconstructing and Developing a Lesson Plan based on JAA Scheme of Indonesian National Certification Agency

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ABSTRACT

Office Administration course is one of the compulsory courses given to the fifth semester students of D3 English Program at Universitas Merdeka Malang. The purpose is to give them sufficient provisions before they do the internship in the places where basic administration knowledge is needed. To meet the requirements of JAA scheme of Indonesian national certification, the authors considered that the existed lesson plan had to be reconstructed and developed. To do so, the authors used and applied Graves' frameworks (1996) that consists of seven steps. For this study the authors especially used and applied Step 1, Step 2 and Step 3. This qualitative study is considered as R&D study for it aimed at reconstructing the old lesson plan and developing it into a new one based on competencies of JAA scheme. As the primary instruments of this study, the authors mostly conducted library research. The final result is a new lesson plan with certain topics that based on JAA or Junior Administrative Assistant scheme.

Keywords: competencies, Graves' framework, JAA scheme, lesson plan, R&D study

INTRODUCTION

As a vocational program, D3 English Program of Universitas Merdeka Malang has to be equipped with a curriculum that prepares its students to be ready to face the working world and to work. As it has been fulfilled, the authors, who were also the lecturers of the Office Administration course, considered that the related course had to be reconstructed and developed – objectives of this study. These considerations were taken for three reasons and they are: 1) updating the existed curriculum (every 4 years), 2) applying link and match with the working world, and 3) referring it to the competencies of JAA scheme of Indonesian national certification, under the Lembaga Sertifikasi Profesi or Professional Certification Agency. The right to administratively run this agency is given to certain sectors, including educational sector. More about them are discussed in the Literature Review section. Through this agency, that belongs to the university where they work, the authors got information regarding the JAA or Junior Administrative Assistant scheme. Thus, they conducted this study.

A similar study was conducted by one of the authors. In her research, entitled Restructuring and Developing Lesson Plan of CCU Course for D3 English Students (2024), she found that it was necessary to restructure and develop the old lesson plan of CCU course in order to meet the needs of the students, apart from updating it. From the distributed questionnaires, it showed that students gave suggestions on the topics of the materials and were aware of their needs for their future, such as getting ready to seek job opportunities and preparing for job interviews.

LITERATURE REVIEW

As a concept paper, there are no research questions and methodology discussions on this study. However, the

authors include a little discussion about R&D and there are four sub headings to discuss in this Literature Review section. They are mostly related to the BNSP and LSP, JAA scheme and its competencies, R&D and Graves's frameworks. The followings are the details explanation about each of them.

Lembaga Sertifikasi Profesi

Professional Certification Agency or Lembaga Sertifikasi Profesi, shortened as LSP, is a national agency or body that has the rights to administratively run the agency and conduct specific competency tests. To conduct the tests and issue the certificates for certain schemes, such as JAA and MSDM, the agency must get formal licence from Badan Nasional Sertifikasi Profesi (BNSP) or National Professional Certification Board. This board is an independent organization which is directly responsible to the President of the Republic of Indonesia. Why is LSP established? Who can administratively run LSP? The followings are the explanation of them.

This agency, LSP, was established in order to make sure that the graduates of vocational programs such as SMK or vocational high schools, polytechnic and academy are ready to enter the working world and to work professionally. Those vocational programs are included in the education sector while, actually, LSP can also be run by industrial sector and professional association. To be more precise, LSP is categorized into three and they are LSP P1 (education sector), LSP P2 (industrial sector) and LSP P3 (professional association). In this study, the LSP that the authors are meant to is included in education sector since one of the authors is English teacher, teaching Office Administration course at D3 English Program of Universitas Merdeka Malang.

Junior Administrative Assistant Scheme

Junior Administrative Assistant, shortened as JAA, is one of schemes offered by LSP to vocational programs. As it is mentioned previously, LSP includes three sectors: education, industrial and professional association. For this study, since the competencies of JAA scheme is intended for vocational programs, it belongs to the LSP P1.

UNMER Malang or Universitas Merdeka Malang, through its LSP P1, facilitates all its programs to be well-informed regarding the available schemes of competencies, including conducting the tests and issuing the certificates. As mentioned in the Introduction, the authors got informed about JAA scheme from the LSP P1 of UNMER Malang then decided to reconstruct and develop the existed lesson plan of Office Administration course.

Based of Decision of the Minister of Labour and Transmigration, Republic of Indonesia, Number 27/MEN/II/ 2009, JAA scheme specifically is under the Sertifikat II and in the Pre-intermediate Level for Junior Secretary. It has ten competencies (3 general competencies and 7 core competencies). To reconstruct and develop the new lesson plan, the authors applied those ten competencies. The following is the original list of code and competencies of JAA which is written in both Bahasa Indonesia and English.

Table 1 Level II: Junior Administrative Assistant (JAA)

No.	Kode Unit	Nama Unit
1	BHS.IS01.004.01 (Kompetensi Umum)	Melakukan Panggilan Telepon / Making Telephone Calls
2	BHS.IS01.005.01 (Kompetensi Umum)	Menjelaskan tentang Profil Institusi / Describing the Institution Profile
3	BHS.IS01.006.01 (Kompetensi Umum)	Melakukan Percakapan Sehari-hari Tingkat Dasar di Tempat Kerja / Basic Daily Conv

4	BHS.IS02002.01 (Kompetensi Inti)	Meninggalkan Pesan melalui Telepon / Leaving Messages by Telephone
5	BHS.IS02.004.01 (Kompetensi Inti)	Menerima Tamu / Receiving Visitors
6	BHS.IS02.005.01 (Kompetensi Inti)	Menyebutkan dan Menjelaskan Peralatan Kantor / Describing Office Equipment
7	BHS.IS02.006.01 (Kompetensi Inti)	Menangani Surat Masuk dan Keluar / Mail Handling
8	BHS.IS02.007.01 (Kompetensi Inti)	Menggunakan Istilah-Istilah Komputer / Using Computer Terminology
9	BHS.IS02.008.01 (Kompetensi Inti)	Membuat Janji Temu / Making Appointments
10	BHS.IS02.009.01 (Kompetensi Inti)	Korespondensi Niaga Tingkat Dasar / Basic Business Correspondence

Research and Development

Research and Development or is often shorten as R&D is included in the qualitative research or study. As stated by Latief (2010, 101), R&D research is qualitative research, which is conducted to produce a set of teaching learning apparatus, among others syllabus, teaching materials, teaching media, module, and students' workbook. As lesson plan is a part of teaching learning apparatus thus this study is considered as qualitative research.

In qualitative research the authors acted as the human or primary instrument (Graves, 1996); (Bogdan and Biklen, 2007); (Latief, 2010) or human investigator (Ary et.al, 2002). For this study, the authors mostly conducted library research as their second instrument. Latief (2010, 75) states that the researcher or the human instrument is also equipped with some instruments to collect the data, by himself or may be helped by others, by applying certain techniques, such as interview or observation.

As this research is a qualitative one, library research is the right method to choose. It involves systematic gathering, analysing, and synthesizing all information taken from existing texts (e.g. textbooks), documents (e.g. government decisions) and scholarly materials (e.g. journals). For this study, the authors mostly took the information via online sources.

Graves' Framework

Grave's Frameworks (1996) is a set procedure, consists of seven steps, used to develop a lesson plan and materials for teaching and learning in the class. The framework consists of components of course development process, which is step by step used, from developing the lesson plan (step 1 up to step 3) to developing the materials (step 4 up to step 6). As this study is intended to reconstruct and develop the old lesson plan of Office Administration course so the authors focused only in applying step 1 up to step 3 of Graves' framework, starting from Need Analysis step; followed by Determining Goals and Objectives step; then Conceptualizing Content step. The new lesson plan is quite new; it has only been used for the last two years, for fifth semester students. However, the authors include step 4 and step 5 in the discussion in order to be able to show the products or the developed materials. The details explanation is in the Discussion section. The following Table 2 is the complete steps of procedures of materials development proposed by Graves.

Table 2 Procedures of Materials Development

No.	Components	Content
1	Needs Assessment/Analysis What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? Etc.	Objective and Subjective Needs
2	Determining Goals and Objectives What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
3	Conceptualizing Content What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts Etc.
4	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7	Consideration of Resources and Constraints What are the givens of my situation?	-

DISCUSSION

In this section, the authors divide the discussions into five sub headings and they are curriculum of D3 English Program, Office Administration course, the old lesson plan, the reconstruction and development process, and the new lesson plan. The followings are the details explanation about each of them.

Curriculum of D3 English Program

D3 English Program is one of the vocational programs at UNMER Malang. It was established in 2000 and had experienced curriculum changes approximately five times, until the last one that is OBE or Outcome Based Education curriculum. In the last curriculum, there are 118 courses that students must take for 3 years. The course related to this study, Office Administration, is one of them and given in the fifth semester. The following Table 3 is the list of courses (five out of eleven) given in the fifth semester.

Table 3 List of Courses

No.	Code	Course	Credits
1	630403	Problem Solving	2
2	630325	Business Correspondence	2
3	630404	Tourism	2
4	630408	Office Administration	2
5	630322	CCU	2

Office Administration Course

Office Administration course (630408) is a two-credit-course and it is a compulsory one. This means there are 16 meetings in one semester, including mid-term and final tests. The following paragraph states the description of the course.

Office Administration course is intended to help the students to acquire office administration skills and it covers not only discussion but practicing those skills as well. The given skills are in the forms of practice and application of; such as filing, answering and making telephone calls, handling guests, and correspondence. It is expected that, after attending the class and studying the course, the students have sufficient office administration skills in the pre-intermediate level.

The authors need to underline here that the new lesson only has been used or applied twice, in 2024 and 2025. It is quite brand new and is still in the trial stage. That is why the authors consider that it does not need to have evidences yet, such as from students, alumni, and employers. Still, they discuss step 4 and step 5 as well so they can show and include the developed materials in this study.

The Old Lesson Plan

The old lesson plan of Office Administration course consists of 14 meetings and 2 meetings for mid-term and final tests. It is obviously the same with the new lesson plan. Although it has similar topics to discuss, they are still different.

So, what does make it really different from the new one? The new lesson plan has topics that is completely based on JAA scheme, with its 10 competencies. The following Table 2 shows the list of topics of the old lesson plan.

Table 4 List of Topics of the Old Lesson Plan

No.	Topics
1.	1. Administration 2. Getting to know the Equipment ✓
2.	1. Organization Structure ✓ 2. Who's Who in the company
3.	Handling Guest ✓

4.	Preparing the Agenda
5.	Handling a Meeting
6.	Giving a Presentation
7.	Etiquette and Courtesy
8.	Socializing: Meeting and Greeting People ✓
9.	Talking Properly ✓
10.	Smoking Etiquette
11.	Dressing Etiquette
12.	Telephone Courtesy ✓ Office Courtesy

The Restructure and Development Process

Referring to the Graves' framework, the authors had to follow these three first steps proposed by Graves in her procedures of materials development: 1) Need Assessment or Analysis, 2) Determining Goals and Objectives, 3) Conceptualizing Content, 4) Selecting and Developing Materials and Activities, and 5) Organizing Content and Activities. Apart from the topics of the teaching learning materials, the authors did not do much changes to the lesson plan. The major differences of the old lesson plan and the new one is in the topics used. The following are the discussion of those five steps.

Step 1: Need assessment or analysis. In this Step 1, the authors studied the old lesson plan in terms of the course description and all its the topics. Then, the authors compared the topics with the JAA scheme's competencies. From those activities, the authors found that, out of twelve topics, there are six topics (See Table 4) that are the same or similar to the JAA scheme's competencies. Based on the need assessment or analysis, finally the authors kept those six topics (Table 4, checked) and deleted the other six.

Step 2: Determining goals and objectives. In the Step 2, after the authors got the results of the need assessment or analysis, they started to determine the goals and objectives of both the lesson plan and the materials. Since they used the same course that is Office Administration course there were no significant changes on the goals and objective of the course. This can be seen on the description of the course.

Step 3: Conceptualizing Content. In the Step 3, the authors did not do significant changes, just like in the Step 2. They kept six old topics that were considered matching the competencies of JAA scheme, among others getting to know the equipment, organization structure and handling guest (See Table 4 for details).

Step 4: Selecting and Developing Materials and Activities. In this Step 4, the authors selected and chose materials from different sources such as textbooks and internet. The following Figure 1 and Figure 2 are the examples of the developed materials with the sources taken from textbooks.

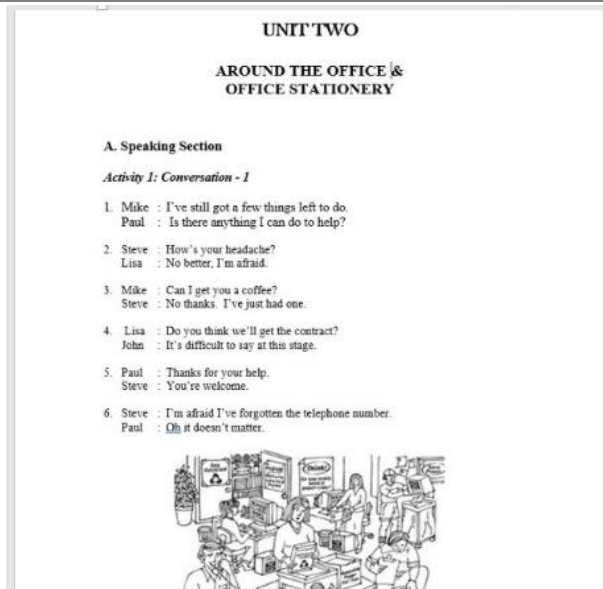


Figure 1. Unit Two – A. Speaking Section



Figure 2. Unit Two – B. Culture Focus

Step 5: Organizing Content and Activities. In Step 5, careful considerations had to be taken. The authors had to consider the right topics for each unit (see Figure 1) and the difficulty levels of the kinds of activities. Besides, it is also important to consider the English mastery of the students. Farani and Gayatri (2025) state that they faced three challenges while designing the lesson plan for civil engineering students and one of them was to find suitable references. The classes were heterogenous ones in terms of students' mastery level on English.

The New Lesson Plan

To decide the topics, the authors studied the JAA scheme and its 10 competencies, that consists of 3 general competencies and 10 core competencies. Those 10 competencies became the basis of the authors reconstructed and developed the new lesson plan. The codes and the name of the competencies were based on Decision of the Minister of Labour and Transmigration, Republic of Indonesia, Number 27/MEN/II/2009. The following Table 5 shows the list of topics of the new lesson plan made based on competencies of JAA scheme.

Table 5 List of Topics of the New Lesson Plan

No.	Code of JAA Scheme	Topics
1.	BHS.IS01.005.01 (General competency)	Describing Institution / Company Profile Organization Structure
2.	BHS.IS01.006.01 (General competency)	Basic Daily Conversations at Work: Around the Office & Social English
3.	BHS.IS02.005.01 (Core competency)	Describing Office Equipment
4.	BHS.IS01.004.01 (General competency)	Telephoning Etiquette Making telephone Calls
5.	BHS.IS02002.01 (Core competency)	Leaving Messages
6.	BHS.IS02.008.01 (Core competency)	Making Appointments
7.	BHS.IS02.004.01 (Core competency)	Handling / Receiving guests or visitors
8.	BHS.IS02.007.01 (Core competency)	Using Terminology of Computer & Abbreviations
9.	BHS.IS02.009.01 (Core competency)	Letters: Component and Types/Styles Basic Business Correspondence
10.	BHS.IS02.006.01 (Core competency)	Mail Handling & Filing

From Table 1, Table 4 and Table 5, it can be concluded that, first, the authors developed the new lesson plan based on JAA competencies (see Table 1) although the arrangement of the competencies is not totally the same. Second, the authors did not use all the topics in the old lesson plan (see Table 4). They only chose and used the ones that matched the JAA competencies. This study is a concept paper and the new lesson plan is in the trial stage. It has only been used twice. It needs and takes time to be properly and finally used. Thus, the authors consider that for this study they did not need evidences yet at this stage.

CONCLUSION

To sum up, this study was conducted because the authors were intended to update the existed lesson plan of the Office Administration course. By conducting updates, the authors had to reconstruct and develop the old lesson plan based on competencies of Junior Administrative Assistant of JAA scheme. Why should be based on JAA scheme? D3 English Program is a vocational program. To improve its students' competencies, the Program should refer to the schemes offered Lembaga Sertifikasi Profesi o Lembaga Sertifikasi Profesi or LSP, as the legal agency to do tests and issue certificates for specific schemes. This Professional Certification Agency has three categories and they are education sector (LSP P1), industrial sector (LSP P2) and professional association sector (LSP P3). As for this JAA scheme, it is under the LSP P1 that is education sector. JAA scheme itself has 10 competencies that consist of three general competencies and seven core competencies.

Graves' framework is procedures of materials development that consists of 7 steps. For this study or research, the authors focused only to the step 1, step 2, and step 3 of the components of course development process. The results show that there were no significant changes made to the old lesson plan however the topics of it had to be referred to the competencies of JAA scheme. Since there were only six topics that match to those competencies, such as Organization Structure, Handling Guest and Telephone Courtesy, others had to be deleted. To fulfil the JAA scheme, the new lesson plan had to be consisted of topics that matched those 10 competencies, among others are Describing Institution / Company Profile (general competency), Describing Office Equipment (core competency) and Making Appointments (core competency).

The limitation of this study is there are no evidences yet from, such as students, alumni, employers, and so on, that can be used to strengthen the needs of analysis of the new lesson plan. This have to be done soon when it is properly ready.

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