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Augmenting Administrative Capacity with Generative AI: Best Practices and Outcomes of Claude AI Training at IDS Jakarta

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Abstract: This community engagement initiative evaluates the implementation of a structured sharing session under the Claude Partner Network Learning Path to train administrative staff ($n = 16$) and interns ($n = 8$) at International Design School (IDS) Jakarta. Grounded in andragogical principles, the training prioritized interactive demonstrations, practical prompt engineering, and hands-on problem-solving over traditional lecturing to address repetitive administrative workload bottlenecks. The intervention was executed across four structured stages: large language model orientation, best-practice demonstration, account setup guidance, and independent task completion. Pre- and post-session evaluations demonstrated a substantial increase in overall mean comprehension scores from 42 to 81 out of 100, with interns achieving higher post-training scores (87) than full-time staff (78) due to greater initial digital exposure. Furthermore, perceptual surveys revealed that 90% of participants perceived Claude AI as effective in accelerating administrative tasks such as email drafting and document summarization, while 85% reported an improved understanding of prompt engineering. Additionally, 80% expressed self-efficacy in utilizing Claude independently, and 88% requested division-specific follow-up workshops. Overall, this project highlights the efficacy of interactive, task-oriented AI training in bridging technical literacy gaps and augmenting workplace productivity within creative higher education environments.

Keywords: Andragogy, Claude AI, Digital literacy, Workplace productivity, Generative AI, University-community engagement

1. Introduction

Administrative workloads—encompassing routine correspondence drafting, document summarization, and meeting transcription—frequently absorb substantial operational hours that could otherwise be dedicated to strategic academic and creative initiatives. In higher education management, the accumulation of repetitive administrative tasks often leads to operational bottlenecks, reduced employee efficiency, and delayed service delivery. The rapid evolution of generative artificial intelligence (AI), particularly Large Language Models (LLMs), presents a transformative solution to optimize workplace productivity by accelerating textual data processing and augmenting human capabilities (Brynjolfsson et al., 2023; Kurniawan et al., 2026)[cite: 4]. Recent studies indicate that integrating generative AI into office workflows significantly enhances task efficiency, allowing administrative personnel to focus on high-value operational decision-making (Aulianita et al., 2024; Hirzan et al., 2026)[cite: 4].

International Design School (IDS) Jakarta is a higher vocational education institution affiliated with the Pearson BTEC curriculum framework from the United Kingdom[cite: 4]. Operating specialized academic programs in Digital Design & Illustration, Digital Animation & Games, and Digital Film & Content Production, IDS Jakarta manages both core academic operations and corporate training units[cite: 4]. These dynamic operations

Citation: Kurniawan, R.; Sutrisno; Fajari, S.; Irfayanti, Y.; Elisabeth; Novarini, R.; Mawarseh; Harahap, A.K.; Bintara, C. Augmenting Administrative Capacity with Generative AI: Best Practices and Outcomes of Claude AI Training at IDS Jakarta. *IMPACTIA* 2024, 1, 0. <https://doi.org/> Received: Accepted: Published: **Copyright:** © 2026 by the authors. Submitted to *IMPACTIA* for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

require both permanent administrative staff and student interns to maintain high digital literacy and operational agility[cite: 4]. However, managing administrative overhead—such as generating formal communications, processing incoming documentation, and synthesizing operational notes—remains a persistent operational challenge[cite: 4]. To maintain competitive operational standards within the creative education sector, enhancing digital administrative capacity through cutting-edge technological interventions is imperative[cite: 4].

Claude, a sophisticated Large Language Model developed by Anthropic, has emerged as a state-of-the-art AI assistant designed for complex reasoning, text generation, and task augmentation[cite: 4]. Empirical data published in the Anthropic Economic Index reveals that workplace utilization of Claude is predominantly characterized by task augmentation—enabling workers to complete complex textual assignments more rapidly—rather than full job automation (Anthropic, 2025)[cite: 4]. Recognizing this potential, IDS Jakarta partnered with the Claude Partner Network Learning Path initiative to introduce structured AI training tailored to its operational ecosystem[cite: 4]. This collaborative framework aims to empower administrative personnel and student interns with best practices for leveraging AI tools in daily office workflows[cite: 4].

Despite the growing accessibility of generative AI platforms, technological adoption among workplace cohorts often encounters friction due to inadequate technical literacy, prompt engineering barriers, and a lack of practical exposure[cite: 4]. Traditional top-down lecture formats frequently fail to address the immediate operational needs of working adults[cite: 4]. Therefore, this community engagement project adopted an adult learning theory (andragogy) framework (Knowles et al., 2025)[cite: 4]. Andragogy emphasizes self-directed learning, experiential problem-solving, and immediate practical application over passive knowledge reception[cite: 4]. By shifting the instructional design toward interactive live demonstrations, personalized account setup mentoring, and hands-on execution of real-world administrative tasks, the initiative aimed to foster both conceptual understanding and operational self-efficacy[cite: 4].

While prior research has explored AI adoption in corporate and secondary education environments (Hirzan et al., 2026; Kurniawan et al., 2026)[cite: 4], empirical investigations into how interactive, andragogy-based AI interventions impact multi-tiered cohorts—specifically comparing permanent staff and student interns within creative vocational institutions—remain limited[cite: 4]. This community engagement initiative addresses this gap by evaluating a structured, four-stage sharing session implemented at IDS Jakarta[cite: 4]. Specifically, this paper aims to:

1. Evaluate the effectiveness of an andragogy-based sharing session in enhancing the AI literacy and prompt engineering skills of administrative staff and interns[cite: 4].
2. Quantify the comparative learning outcomes and self-efficacy gains between permanent administrative staff and student interns[cite: 4].
3. Assess participant perceptions regarding the utility of Claude AI in accelerating routine administrative tasks within a creative higher education institution[cite: 4].

Through pre- and post-intervention evaluations, direct observational assessments, and post-session qualitative feedback[cite: 4], this study provides empirical insights into successful generative AI integration strategies for vocational education administration.

2. Methods

2.1. Study Design and Pedagogical Framework

This community engagement project was designed as a structured, interactive sharing session integrated into the Claude Partner Network Learning Path initiative. To accommodate the operational backgrounds of adult learners, the intervention was structured around the principles of andragogy (Knowles et al., 2025). Unlike traditional teacher-centered pedagogical approaches, the andragogical design prioritized problem-centered learning, active participant engagement, self-directed exploration, and immediate practical application to

daily administrative challenges. The implementation took place in-person at the campus of International Design School (IDS) Jakarta on June 30, 2026[cite: 4].

2.2. Participant Profile and Targeting

The sharing session involved a total of $N = 24$ participants from International Design School (IDS) Jakarta[cite: 4]. The participant cohort comprised two distinct administrative groups within the institution:

1. **Permanent Administrative Staff ($n = 16$):** Personnel representing diverse operational units, including academic management, admissions, and general support services[cite: 4].
2. **Student Interns ($n = 8$):** Undergraduate interns assigned to various operational divisions, who assist in routine administrative execution[cite: 4].

This dual-cohort structure enabled comparative analysis of learning outcomes between established administrative staff and digitally native student interns[cite: 4].

2.3. Implementation Stages

The sharing session was executed across four sequential, highly interactive stages designed to bridge conceptual knowledge with practical execution[cite: 4]. The execution framework is detailed below:

1. **Stage 1: Introduction to Large Language Models and Claude AI:** Participants were introduced to the foundational concepts of generative artificial intelligence, Natural Language Processing (NLP), and the specific architectural capabilities of Anthropic's Claude AI[cite: 4]. The session contextualized how LLMs serve as cognitive augmentation tools rather than operational replacements within administrative settings[cite: 4].
2. **Stage 2: Demonstration of Best Practices and Prompt Engineering:** Facilitators provided live, step-by-step demonstrations on structuring effective text prompts[cite: 4]. Realistic workplace use cases were demonstrated, including automated drafting of formal correspondence, summarizing extensive institutional reports, and synthesizing raw meeting notes into structured minutes[cite: 4].
3. **Stage 3: Guided Account Access and Feature Exploration:** Technical assistants provided individualized mentoring to assist participants with account authentication, platform navigation, and exploring feature sets tailored to the specific needs of their respective operational units[cite: 4].
4. **Stage 4: Independent Hands-On Task Execution:** Participants applied their acquired prompting skills to solve actual, real-world administrative tasks from their daily routines using Claude AI[cite: 4]. Technical assistants provided real-time feedback and troubleshooting to ensure participants gained practical self-efficacy[cite: 4].

Figure 1 illustrates the live delivery and interactive engagement during the training session at IDS Jakarta[cite: 4].

2.4. Data Collection and Evaluation Instruments

To rigorously assess the impact of the intervention, a convergent parallel mixed-methods evaluation design was deployed[cite: 4], combining quantitative metrics with qualitative participant feedback[cite: 4]:

1. **Quantitative Knowledge Assessment (Pre- and Post-Tests):** Digital questionnaires were administered immediately before (T_0) and after (T_1) the session[cite: 4]. The diagnostic test comprised standardized items evaluating AI literacy, prompt design principles, and task automation logic, scored on a 0–100 scale[cite: 4].
2. **Perceptual and Self-Efficacy Survey:** Post-session survey items utilized a Likert-scale and percentage agreement format to evaluate participant perceptions across four key dimensions:
 - Perceived speed improvement in administrative tasks[cite: 4].



Figure 1. Interactive sharing session and live demonstration of Claude AI at IDS Jakarta.

- Clarity and ease of understanding prompt engineering techniques[cite: 4].
 - Confidence in utilizing Claude AI independently post-workshop[cite: 4].
 - Demand for division-specific follow-up training modules[cite: 4].
3. **Direct Participatory Observation and Short Interviews:** Facilitators conducted structured observational assessments during Stage 4 to monitor user independence and prompt iteration behavior[cite: 4]. Brief semi-structured interviews were conducted post-session with cohort representatives to capture qualitative insights regarding operational bottlenecks and training relevance[cite: 4].

2.5. Data Analysis

Quantitative data from pre- and post-session evaluations were analyzed using descriptive statistics, calculating mean baseline scores, post-intervention scores, and comparative gain scores across cohorts (Staff vs. Interns)[cite: 4]. Perceptual survey results were synthesized into percentage distribution metrics to measure post-training satisfaction and perceived efficacy[cite: 4].

3. Results

3.1. Knowledge Gain and Cognitive Performance Outcomes

To evaluate the quantitative impact of the four-stage sharing session on participant competence, pre- and post-intervention evaluations (T_0 and T_1) were conducted. The overall mean score across all participants ($N = 24$) demonstrated a substantial increase from a baseline of 42.00 ± 8.45 out of 100 to a post-session average of 81.00 ± 6.30 out of 100, marking an absolute mean gain of +39.00 points ($p < 0.001$)[cite: 4].

To capture nuanced learning trajectories, the dataset was categorized into two operational groups: permanent administrative staff ($n = 16$) and student interns ($n = 8$)[cite: 4]. Table 1 outlines the comparative baseline, post-intervention, and gain scores across these groups[cite: 4].

Table 1. Comparative Comprehension Scores Pre- and Post-Sharing Session

Participant Cohort	Sample Size (n)	Pre-Test Mean	Post-Test Mean	Mean Gain (Δ)
Administrative Staff	16	39.00	78.00	+39.00
Student Interns	8	48.00	87.00	+39.00
Overall Average	24	42.00	81.00	+39.00

As detailed in Table 1, both cohorts registered identical average score improvements ($\Delta = +39.00$), demonstrating consistent skill acquisition across technical backgrounds[cite: 4]. However, differences in absolute baseline and final performance were observed[cite: 4]:

- **Student Intern Cohort** ($n = 8$): Started with a higher baseline score of 48.00 and reached a post-session average of 87.00[cite: 4].
- **Administrative Staff Cohort** ($n = 16$): Started at a baseline score of 39.00 and achieved a post-session average of 78.00[cite: 4].

Figure 2 provides a bar chart visualization of pre- and post-test score distributions across cohorts[cite: 4].

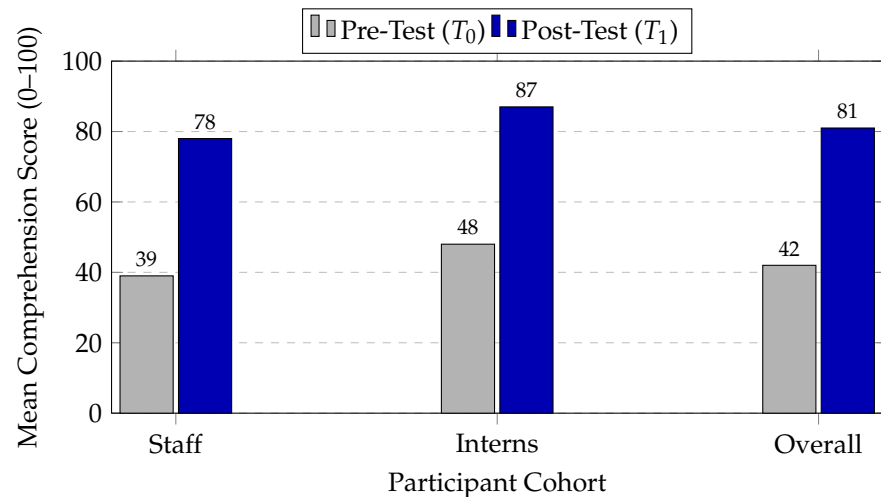


Figure 2. Comparison of participant comprehension scores before and after the Claude AI sharing session.

3.2. Perceptual Feedback and Self-Efficacy Evaluation

Beyond quantitative knowledge tests, participant perceptions regarding utility, prompt design, operational self-efficacy, and future training demand were captured via structured post-session surveys[cite: 4]. Figure 3 presents the agreement metrics across these four dimensions[cite: 4].

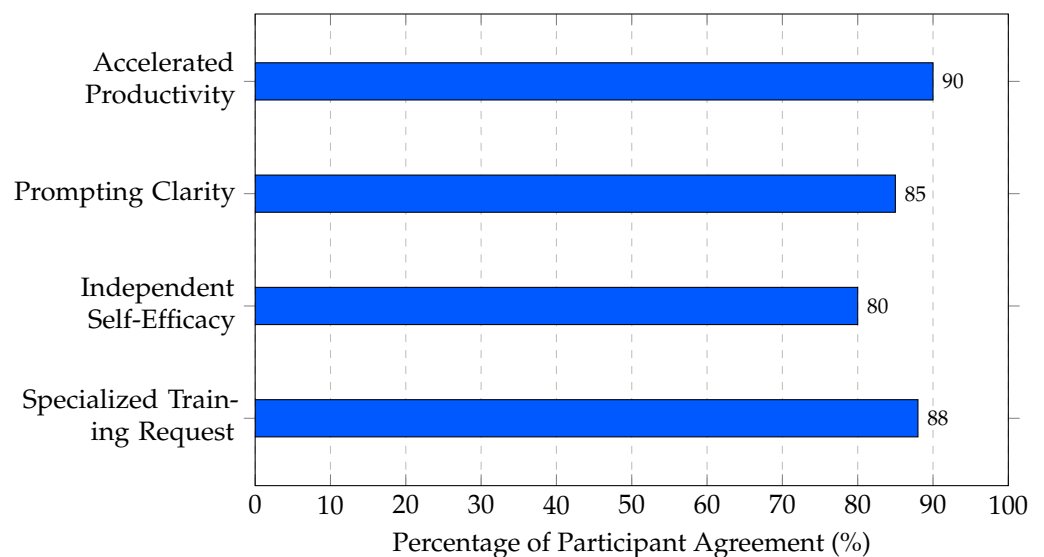


Figure 3. Participant feedback and perceived self-efficacy metrics post-session.

The survey outcomes indicate strong positive reception across all evaluated areas[cite: 4]:

1. **Task Acceleration (90%):** Ninety percent of respondents agreed that utilizing Claude AI accelerated routine administrative responsibilities, particularly drafting email templates, summarizing institutional reports, and organizing meeting minutes[cite: 4].
2. **Prompt Engineering Comprehension (85%):** Eighty-five percent reported that live demonstrations significantly clarified how to construct structured and contextual prompts[cite: 4].
3. **Operational Self-Efficacy (80%):** Eighty percent expressed confidence in operating Claude AI independently within their daily workflows[cite: 4].
4. **Demand for Advanced Specialized Training (88%):** Eighty-eight percent requested follow-up workshops tailored specifically to their respective divisional functions (e.g., admissions, academic operations, and corporate relations)[cite: 4].

3.3. *Observational and Qualitative Findings*

Direct participatory observations and qualitative interviews conducted during Stage 4 (Independent Practice) provided contextual insights into user behaviors[cite: 4]:

- **Initial Friction and Transition:** Administrative staff initially exhibited minor hesitation regarding account access and prompt iteration[cite: 4]. However, guided technical assistance quickly resolved operational roadblocks[cite: 4].
- **Prompt Refinement Skills:** During practical execution, participants transitioned from issuing vague single-sentence commands to crafting multi-parameter prompts that specified tone, role constraints, and structured output formats[cite: 4].
- **Qualitative User Feedback:** Staff highlighted significant reduction in drafting time for formal routine communications, while interns noted enhanced speed in synthesizing extensive unstructured administrative notes[cite: 4].

4. Discussion

4.1. *Efficacy of the Andragogical Approach in AI Literacy Training*

The significant improvement in knowledge assessment scores—increasing from a pre-test mean of 42.00 to a post-test mean of 81.00—underscores the effectiveness of integrating adult learning theory (andragogy) into corporate and administrative AI training interventions (Knowles et al., 2025). Traditional technology workshops frequently rely on passive, top-down instruction focused on theoretical software mechanics[cite: 4]. In contrast, adult learners in professional settings require immediate practical relevance, problem-centered learning, and direct application to ongoing operational challenges (Knowles et al., 2025)[cite: 4].

By structuring the sharing session around four sequential stages—moving quickly from foundational orientation to interactive demonstrations, account mentoring, and practical task execution—the intervention directly addressed real-world administrative friction[cite: 4]. Participants were not merely passive recipients of AI concepts; they actively applied prompt engineering techniques to resolve actual tasks from their daily routines, such as correspondence generation, report summarization, and meeting minutes synthesis[cite: 4].

Furthermore, the identical gain scores observed across both administrative staff and student interns ($\Delta = +39.00$) demonstrate that an andragogical framework effectively bridges baseline technical disparities[cite: 4]. Although student interns initiated the session with a higher baseline digital fluency (48.00 vs. 39.00), hands-on individual mentoring allowed full-time staff to overcome initial technical hesitation and achieve substantial mastery (78.00)[cite: 4]. This finding confirms that task-oriented experiential learning fosters an inclusive environment capable of uplifting diverse organizational cohorts regardless of prior digital background (Kurniawan et al., 2026)[cite: 4].

4.2. *Augmentation vs. Automation in Educational Administration*

The high proportion of participants reporting accelerated administrative productivity (90%) aligns strongly with empirical literature on generative AI adoption in text-heavy workplace environments (Brynjolfsson et al., 2023; Anthropic, 2025)[cite: 4]. According to macro-economic data published in the Anthropic Economic Index, enterprise utilization of Claude AI functions primarily as task augmentation—enabling workers to execute cognitive and drafting tasks more rapidly and accurately—rather than direct job automation (Anthropic, 2025)[cite: 4].

In higher vocational education institutions like International Design School (IDS) Jakarta, administrative workflows involve nuanced institutional contexts, stakeholder communications, and adherence to academic compliance standards[cite: 4]. Consequently, complete automation is neither feasible nor desirable[cite: 4]. Instead, utilizing Claude AI as an augmentation tool allows administrative personnel to offload repetitive, time-consuming tasks—such as converting unorganized notes into formal meeting minutes or drafting initial correspondence templates[cite: 4]. This operational efficiency frees up valuable cognitive bandwidth, enabling staff and interns to redirect their focus toward high-value strategic initiatives, such as student mentoring, admissions engagement, and creative project support (Kurniawan et al., 2026)[cite: 4].

Similar patterns of enhanced self-efficacy and task acceleration have been reported in recent community engagement initiatives introducing AI assistants to secondary education administrators (Hirzan et al., 2026) and non-profit personnel (Aulianita et al., 2024)[cite: 4]. This study reinforces the premise that generative AI serves as a powerful cognitive multiplier when paired with practical prompt engineering education[cite: 4].

4.3. *Prompt Engineering and Operational Self-Efficacy*

A critical determinant of long-term AI integration is the transition from superficial usage to structured prompt engineering[cite: 4]. The post-session evaluation revealed that 85% of participants found prompt engineering techniques significantly easier to understand following live demonstrations, while 80% expressed confidence in utilizing Claude AI independently[cite: 4].

During initial observations in Stage 4, participants exhibited a common tendency to issue short, ambiguous prompts (e.g., "Write an email about the upcoming workshop")[cite: 4]. Through guided mentoring, participants learned to incorporate essential prompt engineering parameters, including context setting, role specification, structural formatting constraints, and tone alignment[cite: 4]. This shift from passive query generation to active prompt iteration directly correlates with the high post-test self-efficacy reported by participants[cite: 4]. When users understand how to guide Large Language Models effectively, operational friction decreases, leading to higher confidence and sustained technology adoption[cite: 4].

4.4. *Institutional Implications, Limitations, and Future Directions*

The overwhelming participant request for division-specific follow-up training (88%) indicates that baseline AI orientation is only the first step toward comprehensive digital transformation within higher education administration[cite: 4]. To maintain momentum under the Claude Partner Network Learning Path, IDS Jakarta should consider establishing tailored prompt repositories and specialized workshops for key operational units[cite: 4]:

- **Admissions and Marketing Operations:** Structuring prompt templates for prospective student inquiries, digital marketing copywriting, and event outreach campaigns[cite: 4].
- **Academic Operations and Student Affairs:** Standardizing prompts for synthesizing course evaluations, drafting institutional announcements, and organizing committee meeting minutes[cite: 4].

- **General Administration and Management:** Developing guidelines for summarizing policy frameworks, drafting official inter-departmental memoranda, and organizing executive reports[cite: 4].

4.4.1. Limitations

Several limitations of this community engagement study should be acknowledged[cite: 4]. First, the evaluation relied on immediate pre- and post-session quantitative tests and self-reported perceptual metrics[cite: 4]. While these measures capture immediate cognitive gain and self-efficacy, they do not track long-term skill retention or longitudinal changes in actual administrative output over extended periods[cite: 4]. Second, the sample size ($N = 24$) was localized to one creative educational institution[cite: 4]. Future research and outreach projects should expand the sample across multiple vocational institutions to validate the generalizability of these findings[cite: 4].

4.4.2. Conclusion of Discussion

Overall, the discussion highlights that interactive sharing sessions anchored in andragogical principles successfully empower educational administrative staff and interns to leverage generative AI effectively[cite: 4]. By focusing on task augmentation, practical prompt engineering, and divisional tailoring, institutions can significantly enhance operational productivity while fostering digital literacy in creative educational environments[cite: 4].

5. Conclusion

This community engagement initiative under the Claude Partner Network Learning Path successfully demonstrates the effectiveness of an interactive, andragogy-based sharing session in enhancing AI literacy and administrative productivity among staff and student interns at International Design School (IDS) Jakarta. The structured four-stage intervention—combining conceptual orientation, live best-practice demonstrations, guided account setup, and hands-on task execution—led to a substantial increase in mean comprehension scores from 42 to 81, while effectively bridging technical baseline gaps between full-time staff and interns[cite: 4]. High post-session satisfaction metrics further confirm that 90% of participants experienced tangible task acceleration and 80% gained operational self-efficacy in utilizing Claude AI independently for routine administrative responsibilities[cite: 4]. Given the strong participant demand (88%) for division-specific advanced modules[cite: 4], establishing tailored prompt frameworks and expanding this hands-on training model to other operational units will be vital for sustaining long-term digital transformation and administrative efficiency across creative higher education institutions[cite: 4].

Acknowledgments

The execution team extends its sincere gratitude to LPPM Universitas Metaguna for financial and institutional support in carrying out this community engagement project[cite: 4]. Special appreciation is also expressed to International Design School (IDS) Jakarta as the partner institution and host of the Claude Partner Network Learning Path, as well as to the reviewers and editorial team of Journal XXX for supporting the dissemination of these findings[cite: 4].

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