

# 29. Cc5 application in assessment of secretarial skills and professional behavior implementation of industrial student work practice

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## CC5 APPLICATION IN ASSESSMENT OF SECRETARIAL SKILLS AND PROFESSIONAL BEHAVIOR IMPLEMENTATION OF INDUSTRIAL STUDENT WORK PRACTICE 2014 BY CORPORATE PARTIES

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### **Abstract**

This article describes the application of Cc5 (*compassion, celebration, competence, conviction, creativity, community*) in the assessment of the implementation of internship program of the class of 2014 by the company. This study aims to describe the results of the assessment of the company against the implementation of internship program. The results of the company's assessment as a form of Cc5 application. Assessment of Cc5 applications related to secretarial skill tasks and professional conduct. This study yielded two findings. First, the application of Cc5 in the execution of tasks of secretarial skills at the time of the students carrying out internship program obtained a good assessment on a scale of 3 to the amount of 1461. Second, the application of Cc5 in professional behavior when the students carry out internship program get good ratings on a scale of 3 with the total number 1897. Overall application of Cc5 in the implementation of industrial work practice is well appraised.

**Keywords:** Compassion, Celebration, Competence, Conviction, Creativity, Community, Secretarial skills, Professional behavior.

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### A. Introduction

Industrial work practice is an activity for students of three secretariat diploma programs in the sixth semester. This activity learns while working in the world of work involving students in secretarial and administrative work. Students are expected to have been able to apply academic knowledge and develop it in the company to be professional

The purpose of industry work practices to provide opportunities for students to add work experience, knowledge, and practice skills and teamwork. Another goal is for students to actualize themselves in professional behavior in the work environment.

The benefits of internship program in order to gain input from businesses and industries in curriculum development, create cooperation between campus institutions and the company to obtain employees and secretaries who have known the quality of knowledge, skills, and work skills.

This study is limited to the results of the assessment by the company when the students of force 2014 carry out internship program.

Contextual learning of values is derived from experience directly when carrying out internship program. The real experience gained by learner from place of

carrying out industry work practice is very actual. This natural learning is very diverse. Minimum learner will be honed individually, socially, and morally. The experience gained is a provision for the future.

Individuals learn to apply values of freedom and responsibility. According to Koesoema A Doni (2011: 146-147), the value of freedom becomes the main prerequisite of a moral behavior. Freedom to make decisions. The decision to determine a place for internship program. The decision he made was a form of freedom of action in making choices. The decision reflects the values that are part of his life beliefs. In addition, the learning of social values in concrete industry practice is also obtained automatically. Learners deal directly with others in a company. Interpersonal relationships in order to proceed well should be able to be strived for continuously. Not only individual and social learning, moral learning will also complement their experience in carrying out internship program. Moral will be the soul in living the motion and dynamics of the environment where industry practice works.

### **B. Research that has been done**

According to Winarni Sri research/study, after learning about the value is done, the next stage that needs to be done is to provide an opportunity to apply it. Value implementation should be consistent between what is taught and what is applied. What is said must be in accordance with what is done, both on campus environment and in family and society.

Widihastuti's research concludes shaping the character of a good student is to be one of the missions and responsibilities of character education in college. Therefore, character education in universities is now an increasingly interesting issue to be implemented, as an effort to prepare future generations capable of facing increasingly complex global challenges.

### **C. Method Description**

The description method is to describe the experiences of students directly. Problems, constraints faced and trying to find a solution to anticipate that the problems and obstacles that have occurred do not happen again.

### **D. Concepts**

The definition of character according to Depdiknas Language

Center is congenital, heart, soul, personality, character, behavior, personality, nature, temperament, temperament, and character.

Character refers to a series of attitudes (behavior), behavior (behavior), motivation (motivation), and skill (skill).

John Dewey in Imam Gunawan is commonplace in educational theory that character formation is the general goal of teaching and character education in school.

According to Lickona in Sudrajat there are seven reasons why character education should be submitted, namely:

- 1) The best way to ensure the children (students) have a good personality in life.
- 2) Ways to improve academic achievement.
- 3) Some students can not form strong characters for themselves elsewhere.
- 4) Preparation of students to respect the parties or others and can live in a diverse society.
- 5) Departing from the root of problems related to social-moral problems, such as immodesty, dishonesty, sexual

ailments, and a low work ethic (study).

- 6) The best preparation for meeting behavior at work.
- 7) Corporate Culture in which is part of the work of civilization.

Learning Process of character is an activity that seeks to influence the character of the learner. Character expenditure by *Lickona* (1991) is a deliberate attempt to help a person understand, pay attention, and perform ethical values.

*Lickona's* learning process involves knowledge, feelings, and actions. This learning is expected to lead learners to think critically about ethical and moral issues. This learning can inspire learners to be faithful and obedient to ethical and moral actions. After inspiration, it can also provide an opportunity for the learner to practice ethical and moral behavior.

*Surani CB et al* (2008: 50) the spirituality of the congregation of *Carolus Borromeus* in educational service championed the values of compassion, celebration, competence, conviction, creativity, and community (Cc5). *Compassion* is manifested in unconditional love and compassion. *Celeration* is a profound expression of faith. *Competence* is the ability to

appreciate human dignity and prestige. *Conviction* in the form of fighting power and toughness in facing life challenge. *Creativity* is a willingness to move forward and grow. *Community* is the willingness to sacrifice and serve others sincerely.

Compassion values are manifested in caring and solidarity, loving with sincerity, empathy and hospitality (willing to sacrifice, be ready, generous, caring, considerate, open to dialogue, serve with passion (*Surani CB et al.*, 2008; 51).

Celebration values are manifested in serving with joy, embodying humility by realizing that we are only tools in God's hands, developing a faithful and hopeful attitude of life, developing and practicing talents for the common good, being grateful for life as a gift, sincere love, without much complaining or demanding, readiness in serving the service focus, being able to see events in service as a positive, worthwhile, and thankful experience (*Surani CB et al.*, 2008; 51-52).

Values of Competence are manifested in creating a space for growth and independence, developing an optimal and balanced life skills, serving full responsibility, developing an

exploration culture, taking professionalism, developing environmental knowledge, being able to utilize adequate infrastructure for development, will develop science and technology critically, selectively, realistically, respond to opportunities in service, appreciate scientific honesty (Surani CB et al., 2008; 52-53).

Conviction values are embodied in preserving traditions and cultures, having open resolutions, positively adapting to the environment, developing the courage to assume risk in service, realizing and developing faithfully and consistently performed services, having personal awareness to implement norms and systems that apply in the institution, reflect and evaluate, persevere in facing and overcoming challenges, creating an atmosphere of joy, peace and mutual respect within the service community, never giving up trying to move forward (Surani CB et al, 2008; 53-54)

Creativity values are embodied in contributing ideas creatively, time and energy for optimal service, responding quickly and taking advantage of opportunities positively, creating something new, having ideas and implementing concretely and in accordance with the organization's

procedures, courage to change and change, explore and develop existing potential, develop dialogical, participatory, visionary, transformative, and wise leadership, willing to ask questions and learn from others, have the spirit and perseverance to continue learning (Surani CB et al., 2008; 54)

Community values are manifested in mutual support, care and appreciation, accepting the advantages and limitations of complementarity, openness in building relationships and cooperation with others, developing organizational spirit, seeking true brotherhood, creating at home atmosphere, creating a spirit of reconciliation; peace with oneself, neighbor, God, and nature of creation and environment, developing a spirit of deliberation and a balanced dialogue, carrying out ministry with the spirit of joy, simplicity, friendliness, and openness, developing a spirit of selfless and generous sharing, looking at the success of the work in togetherness and bearing failure in the spirit of love (Surani CB et al., 2008; 54-55)

Industrial work practice is a compulsory subject which becomes one of the graduation requirements for students of Diploma Three Secretarial Program. Learning by

working in the world of work involves students actively in the process of activity of various fields of secretarial and administrative work. Students are expected to be able to compare, apply the academic knowledge that has been obtained. Students can understand non-academic and non-technical concepts in the real world of work, such as leadership and staff relationships, peer-to-peer relationships, deadlines, uncertainties and inconsistencies of specifications, workplace applications that are inconsistent with academic theory. (Prakerin Guide Team, 2018: 1)

#### E. Discussion

The results of this assessment are taken from the implementation of the internship program of the students of force 2014 conducted in 2017. This assessment is a sample application of Cc5 in the implementation of internship program. Two assessments that will be discussed in this study, namely the assessment of secretarial skills and professional behavior assessment. Assessment of secretarial skills consists of eight parameters, namely; quality of work, number of jobs, ability to work on time, ability to assume responsibility, problem solving

ability, job organizing ability, innovation and creativity, work mastery. Professional behavior assessment consists of 10 parameters, namely; teamwork, initiative/creativity, communication, responsibility, self/personality, attendance/discipline, motivation, loyalty, professional skills, corporate secrecy. Assessment by a field supervisor of a company is converted using a Linkert scale.

#### 4.1 Assessment of Secretarial Skills

Assessment of the implementation of the secretarial skills is conducted by the Field Supervisor of the students of class of 2014 who carry out internship program in 2017. Assessment of secretarial skills in terms of quality of work, number of jobs, ability to work on time, ability to assume responsibility, problem-solving skills, the ability to organize jobs, innovation and creativity, work mastery

1) The quality of the job obtains an appraisal score

Participants of the industry practice force of 2014 received an assessment from a field supervisor of 72% always working above average. Implementation of competence value by giving

attention in carrying out instruction in secretarial work in office is considered very good.

Participants of industry practice as much as 18% assessed by the field supervisor that the work can be received without examination and repetition and 10% of the work can be received by examination and repetition.

2) Industrial work practice participants also apply the values of the number of jobs

Participants of competence industry practice in completing the number of work other than the main task can do specific tasks as much as 84%.

Participants of industrial work practice as much as 16% competence with the main tasks and avoid any additional tasks.

3) Ability to work on time

Participants of industry practice earn 76% applying competence values with evidence to complete high load jobs, 18% always ready to work, and 6% can work on time.

4) Ability to assume responsibility

Participants of industrial work practice can apply competence in the field of secretarial as evidenced by the assessment of field supervisors of 80% of students can do the task as expected ie carry out tasks assigned and additional tasks,

14% able to handle additional tasks, and 6% often solve tasks that are his job.

5) Ability to solve problems

Participants of industry competence practices in dealing with problems with 58% assessment can analyze and solve problems without the help of others, 30% can solve problems with their own initiative, 12% can solve problems, but with direction from supervisor.

6) Ability to organize work

Students competence plan and organize work very well with 64% value, 13% able to organize work well, 6% able to organize work after got guidance from field supervisor.

7) Innovation and creativity

Students are able to apply competence and creativity values in secretarial duties of 62%, 32% can improve work and complete work creatively, 6% are sometimes able to show innovation and creativity in the work.

8) Mastery of work.

Students of industrial work practice have applied competence values in performing secretarial duties of 74%, 20% are able to find out the next work to be done, and 6% are quite capable of knowing the next work to be done.



## 5.2 Professional Behavior Assessment

Assessment of professional behavior of students who carry out activity industry activity by Field Supervisor reviewed with indicator: cooperation, initiative / creativity, communication, responsibility, appearance / personality, attendance / discipline, motivation, professional ability, loyalty, confidentiality / trust.

### 1) Cooperation

Industry practice participants are judged on the ability to work with colleagues and leaders.

Industry practice participants apply competence and conviction values because 94% are very cooperative and show respect for the work of colleagues and superiors. Co-operative and respecting colleagues and employers as much as 2% and 1% less cooperative in carrying out the task given.

### 2) Initiative / creativity

Industry practice participants are judged on the ability to initiate and deliver ideas at work.

Participants working practices that apply the values of competence and creativity as much as 74% with creativity and the delivery of ideas is considered very good.

Participants of industrial work practice as much as 26% apply the

value of competence and creativity in the delivery of ideas is considered good.

### 3) Communication

Participants of industry work practices are judged on the ability of verbal and non-verbal communication.

72% industry practice participants apply competence, compassion, community value by being able to listen and express their opinions very well and interestingly.

26% industry practice participants apply competence, compassion, community able to listen and express their opinions well.

Participants of industry practice 2% apply competence value, compassion, community able to express bad opinion.

### 4) Responsibility

Participants of internship program are assessed on the basis of timeliness of task completion. 80% industry practice participants have applied competence and celebration, which is always on time in completing the given task.

Participants of industry practice 20% have applied competence and celebration, which is often on time in completing the task given.

#### 5) Appearance / personality

Participants of industry work practices are judged by appearance, harmony, tidiness in dress and cleanliness.

Participants of 82% industry practice have implemented community, that is with very good appearance and harmonious. Participants of industrial practices 18% have implemented the community, that is with neat appearance, clean and good personal hygiene and harmonious.

Participants of industry practice 2% less implement community, with the appearance of dirty shoes and poor personal hygiene.

#### 6) Presence / discipline.

Participants of internship program are assessed on the basis of compliance with time in place of **prakerin**.

Participants of industrial practice 88% less apply conviction that is by obeying the work order set by **prakerin** managers and practice organizations.

Participants of industrial practices 12% less apply conviction, that is by simply comply with the work order set by **prakerin** managers and practice organizations.

#### 7) Motivation

**Prakerin** participants are assessed based on work spirit, craft, concentration and work motivation.

84% industry practice participants apply competence and compassion, ie with work spirit, craft, work concentration, and excellent motivation.

Participants of industry practice 14% apply competence and compassion that is with the spirit of work, craft, work concentration, and good motivation.

Participants of industry practice 2% apply competence and compassion that is with work spirit, craft, work concentration, and motivation is good enough.

#### 8) Professional ability

Participants of internship program are judged by their ability in the tasks assigned by field supervisors in **prakerin** premises.

Participants of industrial practices 74% apply competence value that is having a very good ability in carrying out the given task.

Participants of industry practice 24% apply competence value that is having good ability in carrying out the given task.

Participants of industry practice 2% apply competence value, which has a good enough ability in carrying out the given task.

9) Loyalty, the participants of internship program are judged by their ability to be loyal and to maintain the good name of leaders and organizations.

88% industry practice participants apply conviction value, which is very good in appreciating the task given by colleagues or superiors.

Participants of industry practice 10% apply the value of conviction, that is appreciate the task given by colleagues or superiors.

Participants of industry practice 2% apply the value of conviction, which is quite appreciate the task given by colleagues or superiors.

10. Confidentiality / trust, **prakerin** participants are judged on the attitude in maintaining the secrecy of the company. 82% industry practice participants apply competence and compassion values, which are excellent in respecting and maintaining corporate secrecy.

Participants of industry practice 14% apply competence and compassion value that is by respecting and maintaining corporate secrecy.

Participants of industry practice 4% apply competence and compassion value, by adequately

valuing and maintaining corporate secrecy.

## **F. Conclusions**

### **6.1 Results of the Secretarial Skills Assessment**

Overall assessment of secretarial skills undertaken by the Field Advisor to the students of class of 2014 who carry out internship program in 2017 viewed from the quality of work, the number of jobs, the ability to work on time, the ability to assume responsibility, problem-solving skills, the ability to organize work, innovation and creativity, the occupation occupy a score of 1461 which means included in the scale of 3, ie both in the execution of tasks of secretarial skills.

### **6.2 Results of Professional Behavior Assessment**

Overall assessment of professional behavior of students of 2014 class of internship program in 2017 by the Field Supervisor is reviewed with ten indicators, namely; teamwork, initiative/creativity, communication, responsibility, appearance/personality, attendance/discipline, motivation, professional ability, loyalty, confidentiality/trust get value 1897

which means included in scale 3, that is good in professional behavior in company.

Cc5 applications, namely *compassion, celebration, competence, conviction, creativity, community* are considered good in performing secretarial duties and professional behavior in internship program in the company.

Continuously train industry practice participants to apply Cc5 values in everyday life in industrial workplaces and in everyday life to be good human beings.

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