

ICSET 2019

Proceedings of the First International Conference of
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Jakarta, Indonesia
23 November 2019

EDITORS

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Preface

We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Science, Engineering and Technology (ICSET). This conference has brought together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of science, engineering and Technology, and discuss the practical challenges encountered and the solutions adopted. The theme of ICSET 2019 was "Enhance knowledge and innovation for sustainable society in Industry 4.0". Within this scope, ICSET is intended to provide a unique international forum for researchers from industry and scholars, working on global phenomenon and disruption effect for society to sustain toward era of industry 4.0.

The technical program of ICSET consisted of 45 full papers from local and other country such as France. The conference tracks were: Track 1 – Business & Management; Track 2 – Social Sciences; Track 3: Science & Education and Track 4: Engineering & Technology. Aside from the high quality technical paper presentations, the technical program also featured three keynote speeches, they were Assoc. Prof. Dr. Setyawan Widyarto from UNISEL Malaysia, Dr. Wendi Usino, from Universitas Budi Luhur Indonesia and Dr. Kudharu Saddhono from Universitas Sebelas Maret Indonesia.

Coordination with the steering chairs, Prof Ade Abdullah and Prof Akhmad Hidayanto were essential for the success of the conference. We sincerely appreciate their constant support and guidance. It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference. In particular, the Technical Program Committee, led by our TPC Co-Chairs, Dr. Dahlan Abdullah, Dr. Kundharu Saddhono who have completed the peer-review process of technical papers and made a high-quality technical program. We are also grateful to Publication Chair, Yananto Putra for his support and all the authors who submitted their papers to the ICSET 2019 conference.

We strongly believe that ICSET 2019 conference provides a good forum for all researchers, developers and practitioners to discuss all science, engineering and technology aspects that are relevant for sustainable society. We also expect that the future ICSET conference will be as successful and stimulating, as indicated by the contributions presented in this volume.

Dr. Darmawan Napitupulu, ST, M.Kom, Dr (c) Lucky Nugroho, SE, MM, M.Ak

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Developing Cc5 (Compassion, Celebration, Conviction, Creativity, and Community) Values through *Bahasa Indonesia* Lesson for Secretary

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Abstract. Elizabeth Gruyters in her book said that an education institution needs to equip each student with a good foundation of basic living values. Based on her idea, this study was conducted in order to elaborate the application of Cc5 values (Compassion, Celebration, Competence, Conviction, Creativity, and Community) in *Bahasa Indonesia* teaching learning process. This study wants to answer how teaching learning process can develop Cc5 values. The methodology implemented in this study is survey. The data was gathered by surveying 190 respondents using questionnaire. This study found out that the students tend to watch and learn the example of implementing Cc5 values during classroom activity. When they see how the lecturer gives examples and experience it directly how to implement those values, the students automatically follow that example in their college lives. Therefore, Cc5 values will inspire the students to be a professional secretary in their work place.

Keywords: Compassion, Celebration, Competence, Conviction, Creativity, Community, teaching-learning activity.

1 Introduction

Talking about character building for students, it starts from the early beginning they enter formal education such as kindergarten until college. Character building in college is the continuation of character building from the previous educational level. Each college has its own uniqueness in term of formulating character building as stated in college's vision [1].

In giving character building in college, both lecturer and institution hold a responsibility in exposing the values to the students. It is expected that the character shaped in college can form student's character in society. In order to achieve that goal, sowing the moral values in community to each student is essential. Educational relation in character building process is relational-contextual which is formed in each educational institution. Each individual working in and related to education is the character builder for the students and others. Lecturer is the main agent since the students look up their lecturer more than other people in college. Thus, each lecturer must realize that he needs to behave accordingly with college's core values.

Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita, later in this paper is referred as STARKI, educates young women to be a professional secretary. In the office, a secretary is the henchwoman to her boss. She often handles many important things her boss assigns her to do. Thus, as secretary to-be, STARKI students learn how to think positively, easy to adapt, control herself well, and behave professionally. In order to facilitate the students to be such secretary, STARKI has Cc5 values. Cc5 stands for Compassion, Celebration, Competence, Conviction, Creativity, and Community.

This study was conducted to elaborate the classroom activities which allow the students learn and internalize Cc5 values (Compassion, Celebration, Competence, Conviction, Creativity, and Community). The data for this study was taken in *Bahasa Indonesia* lesson conducted in STARKI. This study wants to scrutinize how Cc5 values were inserted through *Bahasa Indonesia* teaching-learning activities.

2. Review of Related Literature

This part is divided into two parts. The first part is Education and Cc5 values (Compassion, Celebration, Competence, Conviction, Creativity, and Community). The second one is previous studies that conducted similar studies.

2.1 Education and Cc5 Values

Education is self-development process and the process to find their strength and potential in all aspects. Educational process should allow the students to build their purpose of life. After undergoing an educational process, the students are expected to have a wide view of life, their surroundings, and their place in society and nation. By having these attribute, the students will be a person with character and have a wide social knowledge [2].

Lecturer has many roles in educational process. Lecturer at least has three roles. The first role is facilitator. As a facilitator, the lecturer has a task to make the student find it easy to understand the learning material. The lecturer is a model as well; thus she needs to give example how to nurture a good living value to the students. The last role is as the motivator. The lecturer has to motivate the students to live their life to the fullest. She needs to show to the students that they need to get motivated to develop themselves and pursue their success. In order to achieve those noble roles, the lecturer needs to be a good designer as well. As a designer, a lecturer needs to design teaching-learning activities that boost students' character development. The lecturer is expected to insert the core living and moral value into her teaching [3].

The core values inserted in the teaching-learning activities can be derived from each college core values. As it was stated previously, STARKI has core values so-called Cc5. Preserving the institution's tradition on good behaviour, attitude, value, understanding, knowledge, and faith must be done by all academician in that institution. Cc5 serves as the guideline for preserving those good values that is passed from the predecessor to the next generation and it is the next generation's duty to preserve these good values.

Cc5 values are the Charles Borromeo Congregation's core values, which stands for Compassion, Celebration, Competence, Conviction, Creativity, and Community, serve as the

spirit in running the educational program under Charles Borromeo Congregation. Compassion is manifested in unconditional love and empathy. Celebration is the form of deep faith. Competence is the ability to respect human dignity. Conviction is shown in the action to fight and being resilient in facing challenges. Creativity is the will to progress and develop. Community is a willingness to sacrifice and serve others sincerely. (1) The compassion values are manifested in caring and solidarity, sincere love, empathy and hospitality. Further, hospitality is shown through willingness to sacrifice, readiness, generous, caring, tolerant, open to dialogue, and serving. (2) The next value is celebration. This value is manifested in serving joyfully, embodying humility by realizing that we are tools in the hands of God, developing a faithful and hopeful attitude, and utilizing the talents for other's goodness. Celebration is also manifested through valuing life as blessing, showing gratitude sincerely, carrying duty without mourn and demanding, readiness to help, and seeing the service as positive experience to be grateful of. (3) Competence is valued by creating space to develop and be independent, and developing talents optimally, serving responsibly, and developing exploration culture. Other things that can be done to reflect competence value are focusing on professionalism, improving knowledge about nature, and utilizing provided media to develop oneself. Opening ourselves to the development of technology carefully, selectively, realistically as well as chasing the opportunity to serve and valuing honesty are the manifestation of competence. (4) In short, showing conviction means being tough. This value is manifested in preserving tradition, being open consistently, adaptive positively toward surrounding, developing bravery in taking responsibility, proving and developing the service which is done faithfully and consistently. Other things can be done to carry this value are being responsible in obeying the norm and system set by the institution, doing reflection and evaluation, facing challenges, creating happy, peaceful, and respectful atmosphere, and showing toughness in the effort to get better. (5) Creativity is valued through contributing ideas creatively, having time and energy to serve optimally, being responsive and utilizing opportunities positively, creating something new, and daring to change. Other actions that reflect creativity are having many ideas and realizing those ideas in accordance with institution's regulations, finding and developing potential, practicing dialogical leadership, being active and having vision, being agile and wise, having willingness to ask and learn from others, and the last one is having enthusiasm and perseverance to keep learning. In short, the way we manifest the creativity value is by learn continuously and developing all talents creatively. (6) The last c in c5 is community. Surani et.al (2008) wrote community value is manifested in mutual support, attention, respect, completing each other, being open in building relationship, developing organizational skill, seeking true sisterhood, and creating homey atmosphere. To reflect this value, both students and lecturer, should create reconcile spirit, make peace with self, God, and nature, develop the discussion and dialogue, service others happily, humbly, friendly, and openly, celebrate togetherness in togetherness and bear failure in the spirit of love [4].

2.2 Previous Studies

There are some similar studies conducted prior to this study. There are at least three previous study related to introducing and internalizing school's values to the students through teaching-learning activities. The first one is the study conducted by Risnawati. She explains thoroughly about the secretarial competencies. A competent secretary must be understanding,

adaptive, open to critics, patient, polite, humble, responsible and helpful, and kind. Other characteristics of a professional secretary are can give proper compliment and can optimize her potential [5].

The next previous study was conducted by Khusniati. She analyzed how to put character building in science class. She found that contextual approach can be used. Character building is put throughout the teaching-learning process from planning, main activities, and evaluation. By doing do, it is expected that Indonesian students can have better character as stated in Indonesia educational purpose [6].

The last previous study being referred to was conducted by Farida. She explained how to model the teaching-learning activity in college based on character building agenda. She mentioned the techniques, steps, and the implementation of character building in university. From her study, it was found out that character building should be inserted in the university curriculum, implemented in educational method and teaching-learning process. Moreover, character building should be the focus in obeying *Tri Dharma Perguruan Tinggi* (three pillars in university: teaching, researching, and community service) [7].

3 Research Methodology

The type of data used in this research is premier data. The data was gathered using questionnaire. There were 223 students of STARKI as the respondents. There were 22 students were tested in the validity and reliability tests. From the test, there were 201 respondents who were considered as valid and reliable. The secondary data was taken from book and internet.

The population in this study is all STARKI students semester III and V. There are 358 students who have taken and passed *Bahasa Indonesia* class; 185 students from third semester and 173 students from fifth semester. Before distributing the questionnaire, the questionnaire was tested its validity and reliability to 22 respondents. After that, the questionnaire was distributed to other respondents.

The sample was taken using Proportionate Stratified Random Sampling. This technique was chosen since the data used in this study is heterogeneous and proportional. The amount of sample was counted based on Solvin formula: $n = N / (1 + e^2)$. N is the population, e is the estimated error; this study set 5% error possibility. The result of this formula is 183 since the population of this study is 336 students. The sample taken in this study is 201. This number was decided based on the formula semester 3 or semester 5 students x 201. There were 98 respondents from semester 3 students and 103 respondents from semester 5 students were taken based on this formula.

The variable measured in this study is students' satisfaction of the teaching-learning result in *Bahasa Indonesia* class which implements Cc5 values. Each aspect was measured using Likert scale; the measured variable is jotted down into variable indicators. Those indicators served as the guideline in formulating questions or statements for questionnaire [8]. It has been mentioned earlier that there are 33 questions in this questionnaire. Those 33 questions were used to know how each cc5 values had been experienced by the student.

The gathered data was analysed using the following technique: (1) Counting the respondents who answered strongly agree, agree, neutral, disagree, strongly disagree. (2) Making Likert scale for all attributes and each attribute which consists of compassion, celebration, competence, conviction, creativity, and community. Likert scale was made based

on the following formula: total answer x quality figure x amount of respondent. The quality figure for strongly agree is 5, agree is 4, neutral is 3, disagree is 2, and strongly disagree is 1. From this formula, the Likert scale for strongly agree answer is amount of answer x 5 x amount of question. The Likert scale for agree answer is amount of answer x 4 x amount of question. The Likert scale for neutral answer is amount of answer x 3 x amount of question. The Likert scale for disagree answer is amount of answer x 2 x amount of question. The Likert scale for strongly disagree answer is amount of answer x 1 x amount of question.

4 Result and Discussion

The questionnaire used in this research to gather the data. The questionnaire consisted of 33 questions to measure how the students see and experience the implementation of cc5 value in STARKI. This sub part is going to provide the result of calculation for each value using Likert scale. Students' satisfaction was measured based on Likert Scale using this formula: (a) strongly agree = 201 respondents x 5 x 33 questions = 33.165; (b) agree = 201 respondents x 4 x 33 questions = 26.532; (c) neutral = 201 respondents x 3 x 33 questions = 19.899; (d) disagree = 201 respondents x 2 x 33 questions = 13.266; and (e) strongly disagree = 201 respondents x 1 x 33 questions = 6.633.

Based on the calculation above, the Likert scale that can be made is as follow: (a) strongly agree = 26533 – 33165; (b) agree = 19900 – 26532; (c) neutral = 13267 – 19899; (d) disagree = 6634 – 13266; and (e) strongly disagree = 0 – 6633.

The total amount resulted from adding all respondents' answers for all attributes is 25.183. By comparing the result of respondents' answers and Likert scale so, the value 25.183 is included in *agree* classification. This has a meaning that the STARKI students agree that Cc5 values have been inserted and experienced in campus life.

4.1 Compassion Attribute Data Analysis Result

The result of students' respond gotten from adding all the respondents' answer for compassion attribute is 3.086. By comparing the respondents' answers and Likert scale so, 3.086 value includes in *agree* classification. This shows that STARKI students agree that compassion has been internalised in campus life, such as through loving sincerely and having empathy. Those two things can be seen when the lecturer serves the students sincerely and shows kindness to the students.

The students admitted that the lecturer has shown a good service when the lecturer opens to have dialogue about the material. By having the dialogue, the students can learn how to use good *Bahasa Indonesia* correctly and appropriately. The value of serving was also shown when the lecturer helped the students in understanding the use of correct and appropriate *Bahasa Indonesia*. This service helps the students to be more enthusiastic during the lesson.

4. 2 Celebration Attribute Data Analysis Result

The calculation result of students' opinion from adding all the answers from celebration attribute is 3.681. By comparing respondents' result answer and Likert scale, the score 3.681 includes to agree category. This result implies that the STARKI students agree that celebration value has been inserted in *Bahasa Indonesia* lesson and these values can be experienced in campus life such as through serving in happiness and readiness to serve. Lecturer gives the example of living in celebration value by serving the students well and always be ready to answer all the students' questions about *Bahasa Indonesia*. The students also have experienced celebration value themselves by using correct and appropriate *Bahasa Indonesia* in making sentence, arranging paragraph, and making summary. They learn *Bahasa Indonesia* in happy atmosphere.

Celebration value is also related to willingness to show gratitude sincerely. The students agree that both lecturer and the students have implemented this value during classroom activity. The lecturer explained about spelling, sentence, paragraph, and summary patiently. On the same side, the students can use correct and proper *Bahasa Indonesia* to make sentence and arrange paragraph.

4. 3 Competence Attribute Data Analysis Result

The total score of calculation from all answers for competence attribute is 4.575. This score shows that the students agree that competence value has been implemented in *Bahasa Indonesia* lesson and campus life. The competence value can be seen through creating chance to self-empowerment and independence. The students are expected to be responsible to use the correct spelling, diction, sentence, paragraph, and format in making a summary. The students use the correct and proper *Bahasa Indonesia* responsibly; it can be proven on their summary.

The students can motivate themselves to follow the class well. Self-motivation can be felt since they have taken *Bahasa Indonesia* since the early education. In college, *Bahasa Indonesia* is the subject that they have to take and still they have a high motivation in following the classroom activities. They were still motivated to accept the material, practice to use good *Bahasa Indonesia*, and prove them that they can be more capable in making a sentence with correct spelling, diction, and make a good sentence and paragraph. Furthermore, the students learn continuously and do all the assignments well.

The students implement competence value by valuing honesty in using the correct spelling, sentence structure, and paragraph. In assignment and test time, the students can show honesty by preparing themselves to face the test and avoiding any dishonest act such as cheating. The students answered all the questions based on their own capability.

Not only students, lecturer also shows her competence when she can teach and give information professionally. Competence value can be seen also when the lecturer can prepare all administrative teaching things well such as formulating indicators, lesson plan, and student assignment plan. Lecturer collaborates with her colleagues and supports each other such as in designing curriculum that can support the development on Cc5 values. The *Bahasa Indonesia* lecturers always try to insert Cc5 values in their teaching. The last thing to do is reflecting; they reflect whether the learning indicators had been achieved.

4. 4 Conviction Attribute Data Analysis Result

The students also agree that conviction value had been experienced during their college life. It is shown that the score of their answers is 4.710 and this score shows that the students agree on that. Conviction value was manifested through the willingness and being conscious to obey the rules. Both lecturer and students had dressed up in accordance with rules. Obeying the rule is one thing that becomes the focus still.

Conviction value can also be seen when both lecturer and students can face the adversity. When they can pass all the adversities in understanding and using the correct and proper *Bahasa Indonesia*, they prove that they have conviction. Showing consistency in using *Bahasa Indonesia* appropriately is also the implementation of conviction value.

Another thing that can be done to implement conviction value is preserving local tradition and culture. Learning language is always closely related to preserving culture. By learning how the proper and good *Bahasa Indonesia* is and how to use it correctly, they have been contributed in preserving Indonesian culture.

4. 5 Creativity Attribute Data Analysis Result

The next value being scored is creativity. Students were also agree that creativity value can be seen since the score for this value is 5.395 which includes in agree category. From this score, we can also imply that the students were satisfied with the implementation of creativity value in college life. Creativity value was manifested when the lecturer allowed the students to develop their innovation in making sentence, paragraph, and summary.

During classroom activity, the way the lecturer made the students experience the creativity value is by supporting students' idea in introducing something new using various kinds of sentence type. By being able to vary their sentence type, the students proved that they have implemented the creativity value formulated in Cc5. The action they took such as adding some part in a sentence to form a new sentence type. They learnt how to vary the intonation to send a message and how to change positive sentence into negative one. They also practiced writing simple and compound sentences in class.

The lecturer supported the students to arrange the paragraph creatively. Giving them assignment on how to make a paragraph from a topic sentence was given on order to train them improving their creativity. They could learn how to develop that topic sentence into a coherent and cohesive paragraph.

In making a summary, the lecturer facilitated the students to be familiar in many forms of summary. The lecturer gave the assignment to make a summary in the form of abstract and other kinds of summary. The purpose of doing so is to make the students could choose the kinds of summary based on their need.

The students also learn how to be creative in asking questions and learning from mistakes. The lecturer created chance to have dialogue with the students. The lecturer diligently gave feedback on students' work so that the students can learn from their mistakes. They have an experience to be given a direction when they seemed confused. When the lecturer gave them a feedback, they could keep their spirit to learn and this quality also shows that the students implemented creativity value.

4. 6 Community Attribute Data Analysis Result

The last attribute to be scored is community. The score gotten from this attribute is 3.736 which means the students also agree that the community value had been implemented in whole college life. STARKI livens up this value by willingness to share and building true friendship. By being open with other, students can feel the community value in this college.

In *Bahasa Indonesia* lesson, the students experienced community in joining in group discussion. The lecturer built group discussion with the students in making the students able to make a correct sentence, paragraph, and summary. Community value was also implemented by lecturer when she opened herself to critics and suggestion from the students. Lecturer also treated the students warmly.

By serving and explaining the material to the students well, the lecturer gave an example how to live in community value to the students. Giving an example is the effective way to make the students implement the value by themselves. This research found out that the students implemented the community value when they feel the warm atmosphere in classroom activities and in doing assignments.

4. 7 Developing Cc5 Values in Bahasa Indonesia Lesson

As class facilitator and curriculum designer, a lecturer puts an effort to insert Cc5 values in her teaching. The lecturer is expected to design the activity in such a way to enhance the internalization of Cc5 values to the students. *Bahasa Indonesia* lecturer did the same thing. She brings the institution spirit to her *Bahasa Indonesia* students.

From the survey, it was found out that the students have experienced the Cc5 values in *Bahasa Indonesia* class. They, 190 respondents, agree that the lecturer has put and given example how to reflect the Cc5 value and allow the students to experience those values themselves. Based on their answer, here is the highest score to the smallest one: creativity, competence, conviction, celebration, community, and compassion.

4. 8 Cc5 values that can be developed in Bahasa Indonesia Lesson for Secretarial Study

Compassion value guides the students and lecturer to love sincerely and have empathy. Compassion value was manifested in classroom activity through serving to “save” the students, developing humility toward the students, and serving in spirit.

Living in accordance with celebration values allows the students to surrender and have faith to God. This value was manifested through the following activities in *Bahasa Indonesia* lesson serving in happiness, having willingness to help and being tough, and focusing on high readiness in serving the students.

During classroom activity, *Bahasa Indonesia* lecturer has put competence value which focuses on improving expertise and mastering knowledge through creating the chance to develop students’ self-empowerment and independence, serving responsibly, focusing on professionalism, improving knowledge, and valuing honesty.

Having bravery and toughness as the manifestation of conviction value was seen in *Bahasa Indonesia* lesson through preserving tradition and local culture, developing the bravery to face consequences in service, having self-awareness to obey rules and regulation in the institution, having perseverance in facing difficulties, and facing adversity head on.

Creativity value puts a focus on finding new things and developing the willingness to improve. Creativity value was manifested in the following activity giving idea creatively for service improvement, seizing every opportunity and utilizing it positively, creating something new, willing to ask and learn from others, and having spirit and perseverance to always learn.

Community value was inserted in *Bahasa Indonesia* lesson by learning to share and build sisterhood. This value can be seen through being open in building relationship and cooperation with other parties and doing service with happiness, kindness, and openness spirit.

5 Conclusion

Cultivating the institution's spiritual values needs continuous commitment. Educational institution's spiritual values are the spirit that drives the educational service. Institution's spiritual values are the unique features that shape the students' characteristics. Cc5 is STARKI's core values. The growth of these values constitutes in each aspect of educational activity including in *Bahasa Indonesia* lesson. By inserting Cc5 values, *Bahasa Indonesia* lesson can contribute in shaping the students' characteristics to prepare themselves entering the working world. They need to internalize Cc5 values since these values can help them to be a professional secretary. The result of character building through Cc5 will be much better if all classes can insert and implement these values in their teaching-learning activities.

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