



Empowerment of Inter-Student Achievements as a Form of Manifestation “Mapres Copy Mapres” Sustainable

Nadila Rizky Amelia¹, Irfan Wahendra¹, Stefani Wijaya¹, and Jefril Rahmadoni^{1*}

¹ Department Information System, Faculty Information Technology, Universitas Andalas, Padang, Indonesia

jefrilrahmadoni@it.unand.ac.id

Abstract. Currently, students face many opportunities and golden opportunities for self-development, both from on-campus and off-campus activities. Self-development could be through competitions between students, scholarship programs, student exchange programs, and various internship programs available from small companies to large multinational companies. Based on a survey with 39 students, 43.6% of respondents said that students often fail to take advantage of self-development opportunities on and off campus because they are afraid to try new things. This factor underlies us to innovate to create a connection platform, so every student can find a suitable partner according to their targets, vision, and mission. For this reason, Diskas was a medium for instant and reliably consulting experienced students, both in the academic and non-academic fields. Through Diskas, outstanding students will gather together on a platform to make it easier for other students to discuss, consult, and exchange experiences with each other.

Keywords: Achievement, Consultation, Discussion, Self-Development, Student

1 Introduction

Self-development is an educational activity outside subjects and an integral part of the school curriculum. Self-development activities are efforts to shape the character and interaction of students, which are carried out through counseling services regarding personal and social life problems, learning activities, and career development, as well as extracurricular activities. Self-development is always in the accolades of today's students. Students are a group of individuals who are registered and study at a university. Then, according to their developmental stage, students are classified as late teens and early adults, namely 18-21 years old and 22-24 years old [6]. Students have various roles in society. Apart from being students, students also serve the community and make a positive impact in every line of life. For this reason, in the development process, students must be able to hone and find out their best abilities while studying on campus.



Fig. 1. President of Indonesia and Minister of Education at the Kampus Merdeka Festival.

The Kampus Merdeka and Kampus Merdeka Vokasi programs are a form of the government's commitment to providing opportunities for thousands of students to engage in off-campus activities involving students, lecturers, industry, and the community. In his directive, President Joko Widodo conveyed the importance of students developing competencies outside of campus by involving policymakers to create competitive graduates in the future. Based on data from the Press Release of the Ministry of Education, Culture, Research, and Technology Number 256/sipres/A6/VI/2021, the government stated that the Ministry of Education and Culture provides several programs that students can participate in, namely 15 thousand certified internship programs, 5 thousand independent study programs, 160 programs for world-class companies and organizations / state-owned enterprises, 35 thousand opportunities to serve through the Kampus Mengajar, 20 thousand domestic student exchange programs, and 1000 international student exchange programs. Kampus Mengajar is a program that provides opportunities for students for 1 (one) semester to help teachers and principals at the elementary and junior high levels carry out learning activities affected by the pandemic. Through this program, students can devote their knowledge skills and inspire these elementary and middle school students to broaden their goals and horizons.

The above programs do not include opportunities for self-development from outside the government. However, these opportunities are often missed by most students due to several factors, such as the need for more experience in the field and the difficulty of direct contact with experienced students for further questions and answers related to tips and tricks. Participating in various types of competitions, internships, organizations, scholarships, or other activities that you want to participate in will undoubtedly facilitate the direction of our careers in the future. When one sees a career as a work experience, one will see the term referring to the consequences of learning new things, developing new skills, recognizing new opportunities, and so on. Based on his research, [1] describes the challenges in studying careers. A career is a construction concept of life experience and is different, multidimensional, and dynamic. According to [3], a career is a construction of meaning through self-awareness of work roles and more adaptation than maturity. The above description is important for students to build careers continuously with self-development as an integral part of career development in the 5.0 era of society.

As one of the universities in West Sumatra, Andalas University has two departments that provide special education in the field of information technology. The Information Systems Department is one of them. This department acts as a forum for

the aspirations of Information System students in the development and application of information technology. Not only plays a role in the campus environment but also plays a role in technological developments, especially in the field of implementing Information Technology outside the campus environment. For this reason, in supporting the student self-development process and maximizing all forms of activities held by the government, especially the independent campus program, Information Systems students sparked an innovative idea to continue to empower existing student achievements to form a sustainable cycle of achievement, which we further referred to as Diskas. Diskas is present as a medium for consulting experienced students, both in the academic and non-academic fields, instantly and reliably. Through DISKAS, outstanding students will gather together on a platform to make it easier for other students to discuss, consult, and exchange experiences with each other.

2 Research Methods

The type of research we used, in this case, was descriptive qualitative research, where descriptive qualitative research seeks to collect data by critically analyzing the data obtained and concludes based on the facts during the research period. We collected the data by distributing questionnaires to 3 provinces with 39 respondents, with a percentage spread of 66.7% on Sumatera Island, 23% on Java Island, and 10.3% on Bali Island. The questions we were adapted to the general habits of students in carrying out self-development in the campus environment, such as how they prioritize the activities they choose during college, what abilities they want to develop while on campus and outside campus, and what obstacles they experience during self-development on campus, and whether the solutions we offer were by the needed of today's students. The answer choices we provided were initialized using numbers so that their priority level could be clearly described.

3 Results and Discussion

Based on the answers from 39 respondents, the three areas that most attracted their attention were the internship program, with a total percentage of 26.5%, scholarships, with 25.7%, and student exchange, with 17.9%, while the rest prioritized their interest in organizations either provided from within the campus or from within the campus. Off-campus with a total percentage of 15.4%, academic 9.4%, and competitions 5.1%. Then, 43.6% of respondents said that the reason why students failed to take advantage of competitive opportunities, scholarships, or internships during their lectures was that they were afraid to try new things, while 30.8% of them said it was because they had minimal experience and 25.6% of other respondents said that they did not have a mentor to guide and direct them to minimize the chance of failure when they try these opportunities.

Suddenly, this opened our eyes to the surveyor team and whether this obstacle was only experienced by non-achieving students. For this reason, we also researched outstanding students by inserting several questions related to developing their achievements and experiences while on campus. 53.9% of outstanding students said that gradually, their achievements would fade over time, especially general achievements outside of college majors such as poster competitions, poetry, and photography. After

the question about the fading of student achievement, we also asked questions related to the needs of students for achievement empowerment. Based on the data below, almost 50% of students stated that empowering outstanding students was a need that they wanted so that excellent seeds of outstanding achievement were maintained.

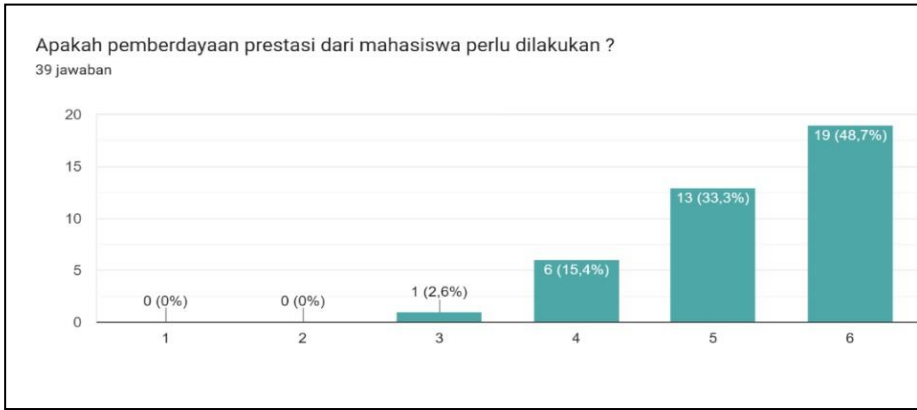


Fig. 2. Student achievement empowerment graph.

After that, we connect the needs of non-achieving students in finding mentors so that they can be directly consulted and meet the needs of high-achieving students who need further empowerment of achievement. Based on 59% of answers from non-achieving students, they were eager to exchange experiences with outstanding students. This factor underlies us to innovate to create a connection platform where every student can find a suitable partner according to their targets, vision, and mission. The platform we created was called Diskas.

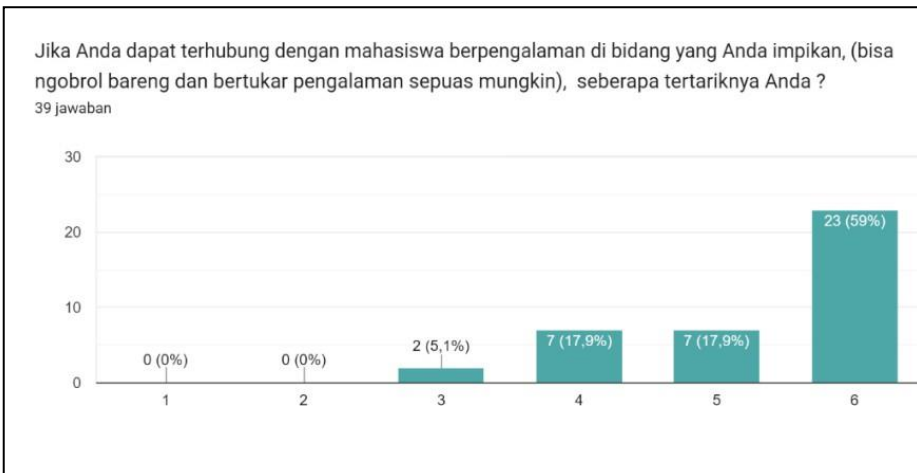


Fig. 3. Graph of student interest to meet student achievements.

Diskas was a consulting platform for experienced students in academic and non-academic fields instantly and reliably. Through the Diskas Website, students could act as mentors or mentees. Mentors were students who have achievements and experience

in specific fields, while mentees were students who were looking for experienced students to consult. Later, each mentor will get a commission from the open consultation session.

For example, if you want to find experienced students in the Indonesian International Student Mobility Awards (IISMA), DISKAS students could connect with students who pass the selection at their destination campus so that what is asked can be answered clearly and targeted.

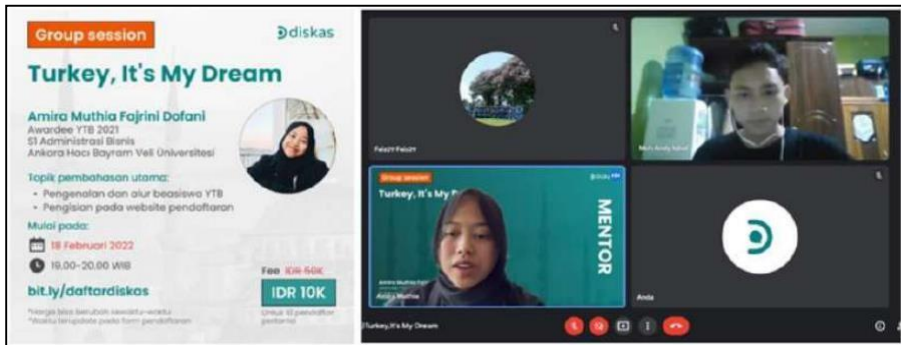


Fig. 4. Ongoing consultation session.

In addition, consulting interactions with partners of the same age could increase confidence and a sense of comfort between the two parties because they were in the same phase and status, namely students. With the Diskas Website, we hope that the achievements of each student can be continuously improved and empowered so that they can mutually benefit each other.

In addition, with the consultation system implemented, we also hope that outstanding students get more appreciation in the form of commissions and gratitude for the experiences shared with other students. That way, even the most minor achievements of a student could be empowered through the DISKAS platform.

After implementing a solution to bring together both parties, both outstanding and non-achieving students, it was found that both parties were happy with the Diskas platform. After seeing this positive response, we were increasingly convinced that in the future, we would develop the Diskas platform to be more optimal for the convenience of users in the future.



Fig. 5. Testimonial

4 Conclusion

Based on the problems and solutions offered, the results show that the Diskas platform would later be able to form an achievement lifecycle with the following flow. If these students were looking for outstanding students, they could look for them through Diskas. When the student succeeds in becoming an outstanding student, the student becomes a mentor to help other students who want the same or more achievements than their previous achievements. That way, more and more young people are proud and confident in their abilities and achievements.

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