



EDUCATING  
**ASEAN**  
SOCIETIES  
FOR INTEGRITY

The Role of Educators & Students in Building Integrity

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& Students in Building  
**INTEGRITY**

Editor

Prof. dr. Agus Suwandono, MHP.Dr.PH

Prof. Dr. Sukron Kamil

Pheni Chalid, SE., MA., PhD.

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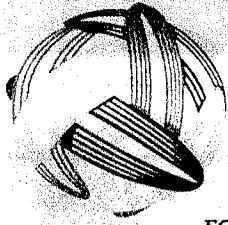
Dr. Jamin Ginting, SH., MH.

Ries Wulandari, M.Si

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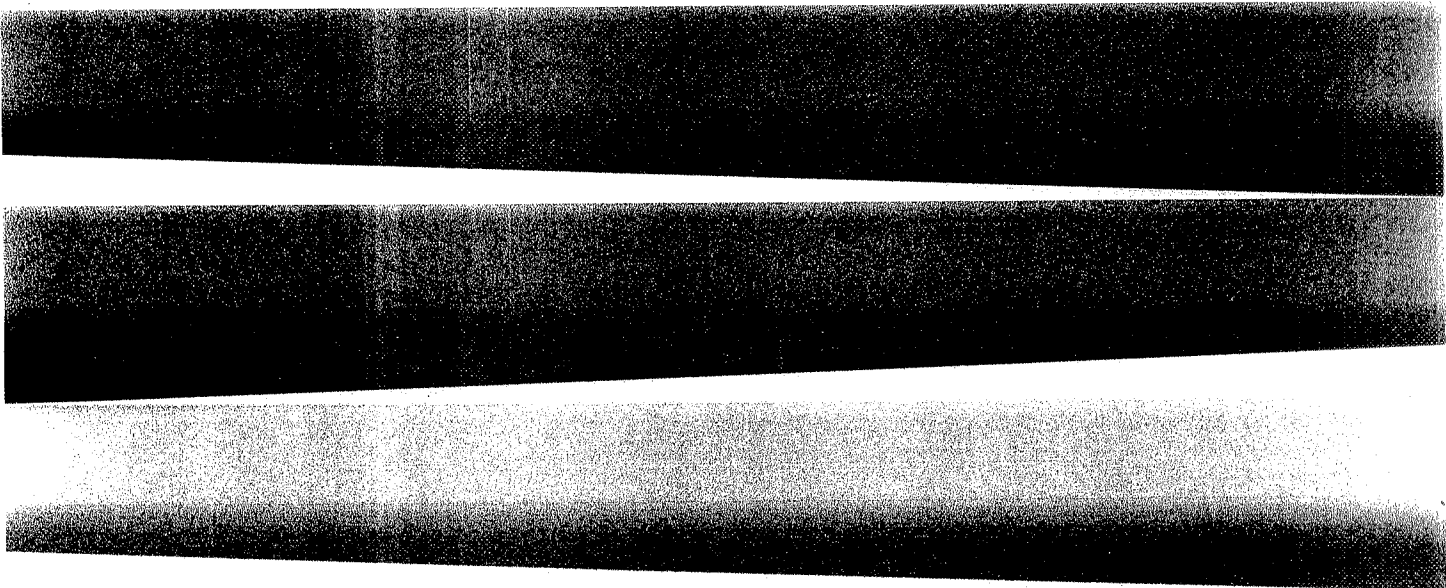
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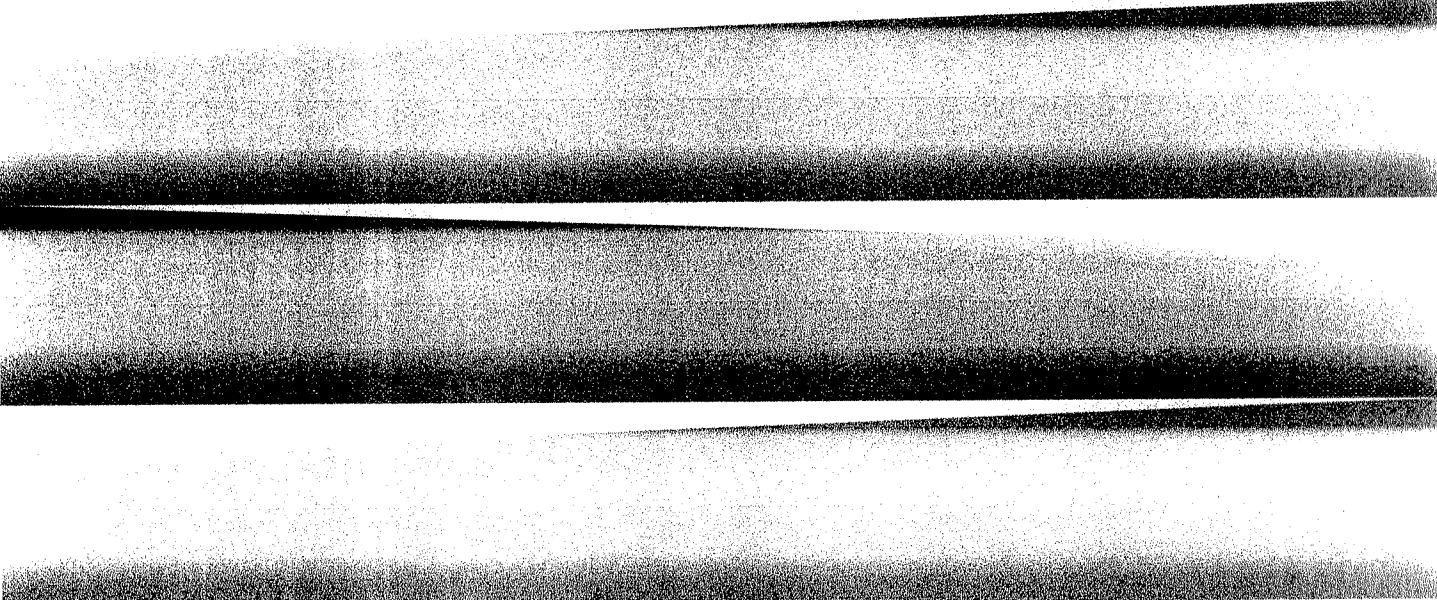
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# Foreword

Corruption affects almost every aspects of human life. It's domino effect widespread on the existence of the nation and the state especially exacerbate the nation's economic condition. Corruption is not a form of ordinary crime because it was damaging the joints of life's most basic social ethic that even humanity.

The main factor triggering corruption is the internal aspect comes from the private consists of moral aspects, such as lack of faith, honesty, shame, attitudes or behavior of consumption and social life as a family that can drive a person to behave corrupt. While there are external factors that can be traced from the economic aspect. Such as income or salary is not sufficient, political instability, political interests, power, lack of accountability and transparency, and weak law enforcement and social aspects of the environment or the people who do not support anti-corruption behavior.

Therefore anti-corruption behavior cultivations can be done through integrity and anti-corruption education. The ASEAN Seminar & Conference: Education ASEAN Societies for Integrity, we hope can make higher education plays a great role in introducing Integrity Education. By collaboration of universities might also positively provide better impact to ASEAN Integrity for Integration.



This proceeding consist of best papers/case study from ASEAN countries by 6 (six) following topics, Integrity and Law Enforcement in Corruption Case; Integrity through Religion-Based Education; Integrity and Public Health System and Management; Integrity in Governing Public Administration; Integrity and Doing Business while Keeping ASEAN Community Green; and Integrity and Ethical Issues in Communication Media.

Through the work of academics this dish may be developed various approaches to educational integrity that enables packaged varied and the manner in which to consider important aspects in education. Hopefully publishing this proceeding could be part of efforts to prevent and eradicate corruption in Indonesia and the ASEAN regions.

Director of Puskombis

Dr. Heri Budiarto, M.Si.

April 2013

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# Building Integrity Through The Implementation of Achievement Credit System

Koko Srimulyo  
Eduardus Bimo Aksono H  
Ferry Efendi

## Abstract

*Building a culture of integrity has been a long concern in Airlangga University of Indonesia. In line with the goal of Airlangga University to be an excellent with morality, system has been developed to promote integrity. Achievement Credit System (SKP) is the instruments used by the student affairs directorate to acknowledge their achievement in soft skills activity which is expressed in Achievement Credit Point. Adherence to moral principle or having integrity is one of the soft skill attribute which is incorporated in this system. In this article we will present our case study of SKP's implementation in shaping their integrity. An interview was undertaken to explore participant view on this system. Data analysis was conducted by organizing the data into common themes to look for an answer that give meaning to the case study. Alumni was randomly selected from graduates of various faculties at Airlangga University. Achievement Credit System can enrich the student to develop integrity when they graduate. Participant voiced SKP as an useful system which is facilitate them to develop their integrity. This system offer flexibility and various program, each of the program offers them with moral value. The students thought SKP as media to train them to live together, mutual respect, cooperation, honesty and behave ethically. This system embedded in the graduation requirement as a compulsory program to enhance the system effectiveness. Even though, judged as success system, more evidence needed to support the impact to the graduate. This system can be considered as one of tools to promote integrity through student events.*

**Key words:** *integrity, achievement credit system, achievement credit point*

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## 1. Introduction

Development of society and the workplace in the global era required qualified human resources. Therefore, Airlangga University (Unair) in accordance with the vision and mission sees the need to produce high-quality graduates, both in the side of *hard skills* and *soft skills*. In the learning process, Unair encouraging students to explore the experiences of student activities in order to have more value. For this purpose, Unair needs appreciating extracurricular and non-curricular activities in the form of achievements credit such as the provision of semester credit in intra-curricular and co-curricular activities (Direktorat Kemahasiswaan, 2011).

Higher education aims to prepare students to be members of the community who have the academic ability and professionals who can apply, develop and enrich science, technology and arts. They also expected to develop and disseminate science, technology and arts to improve people's lives and enrich the national culture. The new paradigm in higher education is the emphasis on the ability to develop the nation's competitiveness and ability to implement autonomy with transparency and accountability as a form of accountability to the public. In the era of globalization of higher education should be able to be the creator of science and technology, excellent planner with comparative and competitive approach.

Students as young people have potency to continue to develop critical thinking and attitude, dynamic and idealistic. As a national asset should be given the widest possible opportunity to actualize themselves in order to develop into human beings who are intelligent, knowledgeable, skilled, religious, and devoted, and has high scientific responsibility in service to the community and the nation. Therefore, students are expected not only to pursue the field of science course (*hard skill*), but also to develop *soft skills*. Airlangga University as one of the colleges that have status BHMN (state owned enterprise) obliged to develop and facilitate not only intra-curricular activities, but also co-curricular and non-curricular extracurricular activities to realize University based on *morality*.

In a milestone of Unair, student activities namely: (1) Increasing participation in student activities (2) achievement of student activity at the local, regional, national and international level, (3) Development of a steady student organization, as well as, conducive to leadership development (4) Ensuring the overall student welfare and justice. This means that all activities of student development such as development activities of the organization and leadership; activity interests, talents and passions; field activities and scientific reasoning, social awareness and other activity should be oriented to achieve these milestones. A series of structured activities organized by Directorate of Student Affairs Airlangga University aims to provide insight into the belonging of graduate and *soft skills ability*.

**Credit Point and Program Offered in SKP (Direktorat Kemahasiswaan, 2011)**  
In general, there are two programs offered in SKP, a mandatory and elective one. Details are below:

**A. Mandatory program**

No	Activity	Participation or Achievements obtained	Credit	Basic Assessment
1.	PPKMB (Mutual Mentoring Program for New Student)	Participant	25	Sert / SK / SP
2.	KKN-BBM (Community service)	Participant	25	Sert / SK / SP

**B. Elective program**

**1. Activities of Organization and Leadership**

No.	Activity	Level	Position/Title	Credit	Basic Assessment
1.	Governing Organizations	International	Chairman	100	Sert / SK / SP
			Vice Chairman	80	Sert / SK / SP
			Secretary	80	Sert / SK / SP
			Other Main Board	70	Sert / SK / SP
			Board Members	60	Sert / SK / SP
		National	Chairman	75	Sert / SK / SP
			Vice Chairman	65	Sert / SK / SP
			Secretary	65	Sert / SK / SP
			Other Main Board	50	Sert / SK / SP
			Board Members	40	Sert / SK / SP

2	Leadership Training	Advance		40	Sert / SK / SP
		Intermediate		30	Sert / SK / SP
		Basic		20	Sert / SK / SP

**2. Scientific Activities**

No	Activity	Level	Participation and / Achievement	Credit	Basic Assessment
1.	Achievements in Scientific Writing Competition / Environmental / Creativity / Innovative / Critical Thinking / Entrepreneurship / Business Plan	International	First Place	150	Sert
			Second Place	140	Sert
			Third Place	130	Sert
			Finalist	100	Sert
			Selected Participants	75	Sert
		National	First Place	100	Sert
			Second Place	90	Sert
			Third Place	80	Sert
			Finalist	75	Sert
			Selected Participants	60	Sert
2.	Patent or innovation			150	Sert / Patent
3.	Writing in scientific papers	International	Chairman	150	Copy of work
			Member	75	Copy of work
4	MAWAPRES (Student excellence program)	International	First Place	150	Sert / SK / SP
			Second Place	140	Sert / SK / SP
			Third Place	130	Sert / SK / SP
			Finalist	100	Sert / SK / SP
			Selected Participants	75	Sert / SK / SP

**3. Interests and Talents Activities**

No.	Activity	Level	Participation and / Achievement	Credit	Basic Assessment
1.	Achievements in Interest and Talent field (Sports, Art and Spirituality)	International	First Place	150	Sert / SK / SP
			Second Place	140	Sert / SK / SP
			Third Place	130	Sert / SK / SP

2.	Following activities Interest and Talent (Sports, Art and Spirituality)	International	Delegation	100	Sert / SK / SP
			Invited participants	50	Sert / SK / SP
			Additional Participants	30	Sert / SK / SP
		National	Delegation	75	Sert / SK / SP
			Invited participants	35	Sert / SK / SP
			Additional Participants	20	Sert / SK / SP

#### 4. Social Care Activity

No.	Activity	Level	Participation and / Achievement	Credit	Basic Assessment
1.	Involvement in social service	International		60	Sert
		National		50	Sert
		Regional		40	Sert
		University		30	Sert
		Faculty		20	Sert
		Department		10	List of Attendees
2.	Disaster Relief			50	SK / Sert / Doc.
3.	Mentor at recitation, PAUD, TPA, LBB			20	SK / Sert

#### 5. Other Activities

No.	Activity	Level	Participation and / Achievement	Credit	Basic Assessment
1.	Flag Ceremony			10	List of Attendees
2.	Emotional and Spiritual Quotient (ESQ) activity		Participant	20	Sert / Attendance
3.	Visits / study tours			20	Sert / Attendance
4.	Internship			50	Sert
5.	Research Internship			30	Sert

**Annotation:**

- SK: decree
- Sert: The certificate
- SP: Letter of assignment
- Doc: Documentation (Picture / Video, etc..).

## **2. Case Study Method**

Authors collected the data using semi structure interview (Colorado State University, 2013), prior to interview, participant was asked for their willingness being a respondent. A semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says (Lindlof & Taylor, 2002 ). Seventh alumni were recruited and participated, the list of questions as below:

- 1) Do you think SKP is helpful to you? Please kindly explain?
- 2) Does SKP affect your moral formation?
- 3) Is there any impact of SKP on the integrity and character in your work?
- 4) Which program do you consider useful in SKP? Please kindly explain?
- 5) Do you think the distribution and credit point of SKP is appropriate? Please explain more?

## **3. Analysis**

Achievement of Credit System or SKP has changed the way of student thinking, previously they rely on academic achievement, but through this system they should re thinking and looking for other activity outside of the academic field. According to the participants voiced, there were several theme generated from the participant view.

### **3.1. Benefit of SKP**

All of the participants voiced SKP as useful system, which was support them with added value besides of hard skill. They thought



by following several program suggested in SKP, it will support them in the near future as one participant's voiced "Great system, by following the program I know many friend from other faculty, learning, sharing, and I can manage my self properly".

### **3.2. Integrity in the workplace**

Talking about integrity, majority participants voiced that SKP has affected them in their manner on the job place. The effect specifically related to the program which has they joined. Even though all of the program intended to enhance student integrity but each student may have a different perception and interest. One participant voiced "I think so, I still remember when I was joining ESQ training, and it was tremendously affecting my mind. It was made me excited, happy, proud, sad and even crying. Until now, I still remember, and I would like to implement the value in my workplace". Other said "I would say so, I was a mentor in Al-Quran recitation for a new student. Although we did not get any salary, but we were extremely proud and happy, we used to live in idealism way".

### **3.3. SKP in moral formation**

Moral shaping is affected by many factors, in this study the participants agreed to say that SKP sufficiently affected their moral formation. Alumni voiced "in my opinion yes, because it was affected the way I behave and look at myself. It was changing my negative attitude to be proactive, and this is one foundation to shape a good morality". Other voiced "Maybe, as I was joined the compulsory program and submit one achievement in scientific competition at regional level, but at least this is a good start to implement motto *excellence with morality*".

### **3.4. Favorite Program in SKP**

Respondents prefer to choose favorite program based on their hobby and interest. For instance, the student who interest in organization field, they prefer to choose LKMM (leadership training), organizing people or become the head of student organization. One voiced "I was interested in organizational activities, I was chosen as

the head of student organization and actively participated in the student networking as a board member". Scientific, social service and religious activity also mentioned as student preference in SKP system.

### **3.5. Distribution and credit value of SKP**

Three respondents voiced that the distribution and credit point were appropriately distributed and valued. They thought this system well established and appropriately managed as the credit point has adjusted differently for each level. One voiced "I think so, it has different values between national, regional and also judged based on our role in an event, it is fair". Four others disagree as they mentioned some activity yet valued by SKP. They also arguing for the credit point, the credit point was not equal with the activity. Sometime the activity very tight and hard, but the credit point was too low. One voiced "Not yet, some activity has not facilitated in SKP and also the credit point too low, but overall, it was meaningful program".

### **4. Lesson Learn**

Inserting Achievement of Credit System (SKP) into education system would add the moral value of learners. This study highlighted the need of student in supporting their future career by given them with integrity program. As this system is mandatory, it can motivate the student to fulfill the credit before their graduation. This program need further exploration in related to the moral formation, distribution and credit point.

### **5. References**

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