

Introducing Governance as Foundation for Self-Development: Community Service at SMAK BPK Penabur

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Abstract

The community service conducted at SMAK BPK Penabur Sentul, on January 31, 2025, was in conjunction with the self-development program included in the high school's curriculum and part of maintaining the students' well-being at school. Implementing good governance starts with the individuals who are members of the organization, each practicing self-regulation. Based on the survey, all components obtained a score of above three, which indicated that the students perceived an overall positive experience. The workshop reported in this article exemplifies the value of such community service for the collaborating high school and university, as well as for all individuals involved. Ultimately, this community service format offers a distinct learning experience for high school students and can also enhance university-level lecturers' teaching skills.

Keyword: discipline, ethical behavior, governance, self-development, self-regulation

Abstrak

Pengabdian Masyarakat yang dilaksanakan di SMAK BPK Penabur Sentul pada tanggal 31 Januari 2025, disesuaikan dengan program pengembangan diri yang termasuk dalam Kurikulum SMA dan bagian dari pemeliharaan well-being para siswa di sekolah tersebut. Berdasarkan hasil survei, semua komponen mendapatkan nilai di atas tiga, yang mengindikasikan bahwa para peserta mempersepsikan pengalaman positif secara keseluruhan. Lokakarya yang dideskripsikan dalam artikel ini menjadi contoh bagaimana kegiatan pengabdian masyarakat seperti ini dapat memberikan nilai kepada pihak sekolah dan universitas yang berkolaborasi, juga bagi para individu yang terlibat. Pada akhirnya, format pengabdian masyarakat ini memberikan pengalaman belajar yang unik bagi para siswa SMA dan juga dapat meningkatkan keterampilan mengajar para pengajar pada tingkat universitas.

Kata Kunci: disiplin, perilaku etis, governance, pengembangan diri, regulasi diri

INTRODUCTION

Organizing workshops at the high schools located in the Jakarta area is an alternative Community Service (PKM) format often carried out by lecturers of Universitas Bunda Mulia (UBM) Management Study Program. In addition to being an important part of the lecturer's Tridharma, or the three pillars of higher education, community service in the high school environment provides opportunities for lecturers to contribute to education by offering academic materials

or soft skills relevant to the existing curriculum. Previous studies have shown that various PKM in high school have been carried out by UBM lecturers related to academic materials (see, for example, Fensi, 2023 and Putriyanti & Fensi, 2024), and soft skills (see, for example, Girsang, 2018 and Putlia et al., 2019)

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Entitled "Good Manners in Public Areas: The Key to Success and a Dignified Life," the workshop topic was determined to help students gain the necessary skills to self-manage and contribute value to society. To align the material with management concepts, the workshop content design revolves around ethical conduct as part of the corporate governance theories. In accordance with stakeholder theory, Governance can be interpreted as structuring relationships between parties who have an interest in business success (Dess et al., 2021). In other words, governance is a consequence of responsible business practices that include the ethical behavior of individuals in the organization.

Addink (2017) found that Good Governance can be built by adopting three value dimensions in organizations, namely, the rule of law, democracy, and institutions. Such principles provide the foundation for developing proper organizational management practices, from the firm level to state government organizations. For example, the World Bank emphasizes on good governance practices because it encompasses positive values in the administrative mechanisms and eliminates the occurrence of dysfunctions due to fraud, corruption, and embezzlement (Srivastava, 2009). Good governance represents ethical and responsible organizational behavior. The implementation of good governance principles in corporations, denoted as Good Corporate Governance, commonly includes various organizational instruments that are officially documented in the Code of Conduct, Corporate Policy Manual, Management Policy, and Standard Operating Procedures. Establishing the rules and regulations provides the fundamental guidelines for ethical behavior required for good organizational management and order, in accordance with the principles of Good Governance.

At the individual level, good governance principles heavily rely on self-regulation, or the capacity to self-control when the urge to change behavior triggered by certain ideas occurs (Baumeister & Vohs, 2007). Individuals equipped with self-regulation tend to opt for healthy choices for their long-term goals (Fennis, 2022). Moreover, self-regulation has been linked with conscious consumption and an individual's responsibility for not only his or her own actions, but also to espouse empathy toward those around (Billore et al., 2023). Implementing good governance starts with the individuals who are members of the

organization, each practicing self-regulation. As a member of a community, maintaining individual well-being involves a good comprehension of the importance of order, rules, and regulations applied in a particular organizational context. This understanding is essential for students to be mindful of their actions and behavior as members of certain organization or community. Compliance should be viewed as a necessity to ensure the success of the organization and also impact positively to the spiritual and mental health of the individual members.

IMPLEMENTATION PROCEDURE

In general, the procedure for executing this community service began with establishing a collaboration between UBM and SMAK BPK Penabur, for faculty members to participate in school academic events. For this particular community service, it was agreed to have a university lecturer conduct a workshop in conjunction with a self-development program implemented at the school. This format was determined suitable considering the need of the high school to elevate the teaching-learning experience by having external lecturers with a strong academic background. Next step is organizing the workshop conducted at the school's auditorium, and included a total of 62 students in grades 10-12 of SMAK BPK Penabur Sentul.

Subsequently, the workshop began with a presentation from a UBM Management lecturer, and was directly followed by discussions and Q&A related to rules and ethics. In addition, lecturer-student interactions were facilitated during the presentation to stimulate discussion. To provide a quantitative measure of this community service, the workshop session concluded with the distribution of a feedback survey to inquire into the level of effectiveness of the workshop as perceived by the participants. Thus, using a questionnaire as an instrument to measure the effectiveness of the workshop provides feedback for both the lecturer and the school. Such measurements provide evidence of the perceived usefulness and relevance of the workshop. Therefore, the feedback results would offer insights for the lecturer regarding the activity and the students' perceptions of the material learned during the workshop.

RESULTS AND DISCUSSIONS

The workshop material was designed to have students gain knowledge about how good manners are

detrimental to one's value in society and necessary for proper interaction with others. In accordance with the high school's self-development program, the contents were developed based on ethical behavior principles, the obligation to maintain good behavior in public areas, to build credibility and create a positive impression, which could lead to professional success and enhance social relationships.

The workshop began by introducing professional ethics as the foundation for professional behavior in all industries, such as health, finance, and education. The presented material explained the expected professional behavior and why society demands standardized ethics and order. Fundamentally, ethical behavior is essential for working with other people, organizing, and being a professional in various fields of work. Subsequent to this explanation, a larger portion of the presentation was on the need for discipline as the foundation of ethical behavior in schools and the premise of why it is important to comply with rules and regulations. This topic was deemed important for school students, and the lecturer provided relevant examples of ethical behavior and their link to the students' future success. The presentation was ended with a summary of the main points to remember: (1) recognizing and obeying rules as the basis of ethical behavior in schools; (2) manners reflect personality and determine individual success; (3) implementing ethics in the Public Area, in accordance with applicable norms; (4) communicate politely; (5) set a positive example with a polite attitude; (6) respect the differences in culture, religion and customs of others; (7) understanding the relationship between Ethics and Success; (8) managing conflicts politely; (9) use public facilities wisely; and (10) commitment to civilized behavior. Pictures 1-2 showed photograph documentations of this workshop.



Figure 1. Photo Documentation of the Workshop



Figure 2. Presenting Goodie Bags for the Best Questioners

After the workshop material was delivered, the students participated in a Q&A session. Selected participants were presented with goodie bags from UBM to reward those who had actively participated during the workshop. The workshop ended with closing prayers, then a photo session with teachers and students of SMAK BPK Penabur Sentul. The workshop ran well, where the students' participation created a fun atmosphere and lively discussion session.

Based on the survey, all components obtained a score of above 3, which indicated that the students perceived an overall positive experience (see Table 1). The educational component can be interpreted as the students perceiving benefit from the workshop in meeting their needs, while the accountable score represented a positive perception of how the material was presented. Moreover, the accountable component showed that material delivery was appropriate to ensure a clear understanding, and the transparent

component reflects that participants were actively involved.

Table 1. Results of the PKM activity feedback questionnaire.

No	Component	Average Rating
1.	Educational	3.10
2.	Objective	3.10
3.	Accountable	3.10
4.	Transparent	3.10
Number of Respondents		62

The overall average of the four components was 3.10, which can be interpreted as the community service was conducted well with a relatively above-average score. However, the uniform value of each component shows that students tend to fill out the survey with the same scores for all questionnaire items. In addition, based on how the questionnaire was filled, it was indicated that the method applied in the workshop needed to be packaged differently to increase engagement, for example, by adding hands-on activities, such as games or using online applications. Such conclusions need to be considered for the next community service.

CONCLUSIONS AND RECOMMENDATIONS

Enhancing academician's credibility by contributing to various community services is an important aspect for university faculty members. The workshop reported in this article exemplifies the value of such community service for the collaborating high school and university, as well as for all individuals involved. For SMAK BPK Penabur Sentul, the workshop enhances the self-development program by having an external lecturer who offers a fresh perspective on the topic. The students had the opportunity to experience a university-level workshop where the presented material was intended to provide a good understanding of why discipline must be cultivated as the foundation of ethical behavior. The material presented allowed the students to understand boundaries and the expected behavior while at school, and also when entering the professional world.

Finally, the lecturer gains a chance for facilitating an on-site workshop for high schoolers, which is a very different audience with university-level students. This workshop enriches the lecturer's overall teaching experience and offers teaching skill development. Moreover, the University gains exposure and the opportunity to convey a positive image to potential

freshmen, while simultaneously providing outlets for faculty members to make tangible contributions to society. Ultimately, this community service format offers a distinct learning experience for high school students and can also enhance university-level lecturers' teaching skills.

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