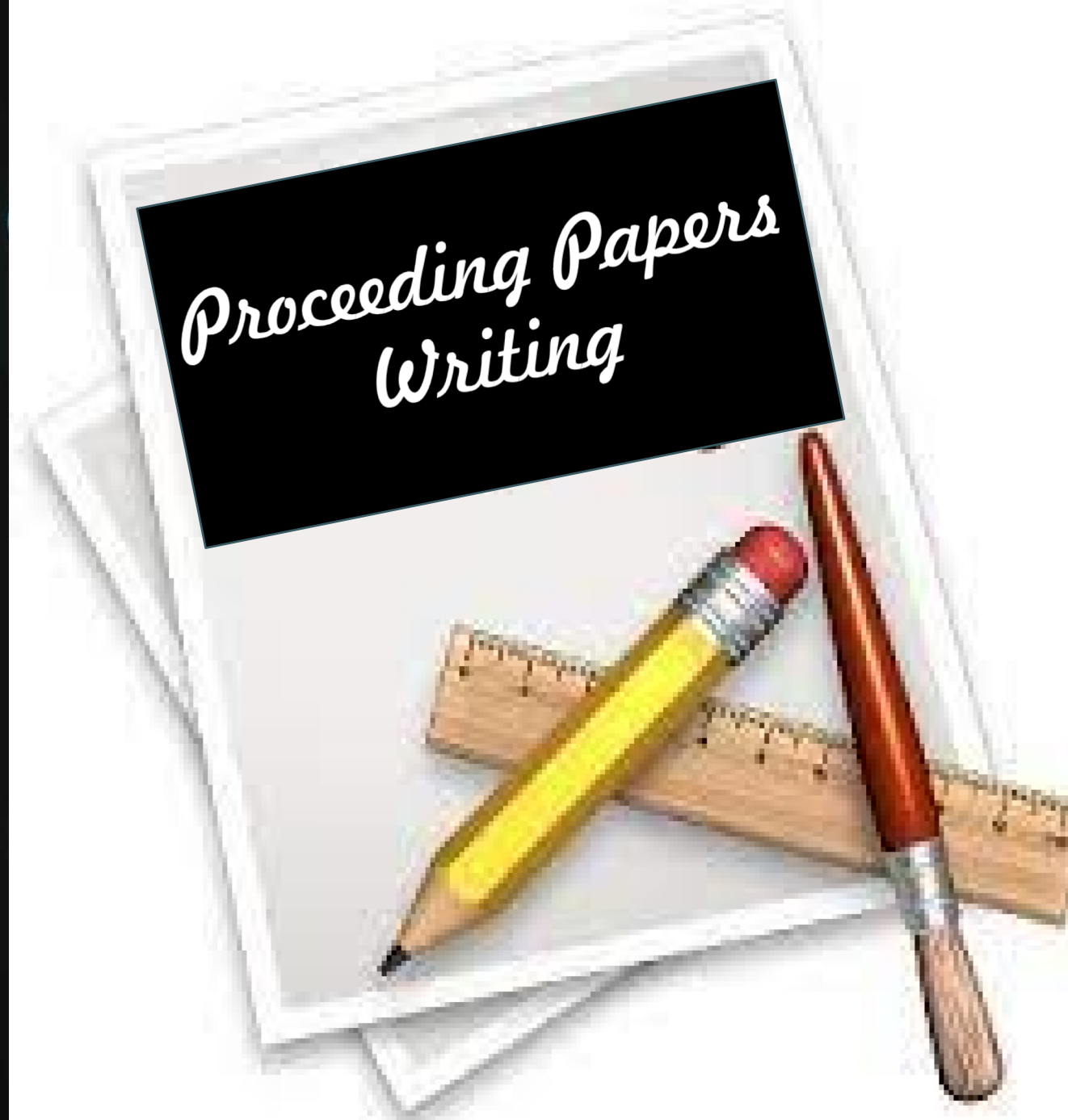


# COACHING CLINIC

Prof. Dr. Dasim Budimansyah, M.Si.  
Prof. Dr. Kokom Komalasari, M.Pd.



# COACHING CLINIC

## PENULISAN *PAPERS*



ANNUAL CIVIC EDUCATION  
CONFERENCES 2021



ATLANTIS  
PRESS

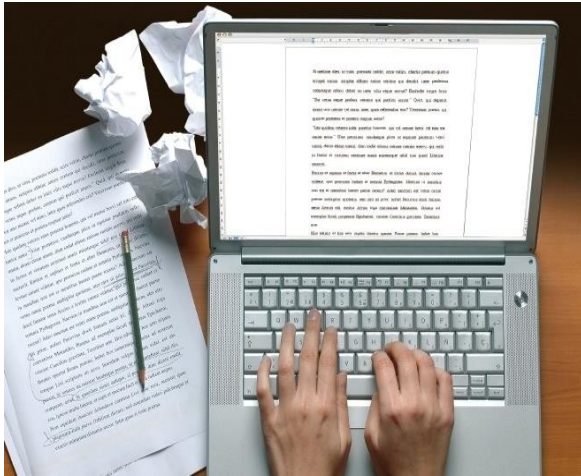
<https://www.atlantis-press.com/proceedings>



**Proceeding Series**

"Advances in Social Science, Education and Humanities Research", **Atlantis Press**, ISSN: 2352-5398

# TIPE *PROCEEDING PAPER*



## RESEARCH PAPER

01

1. Laporan hasil penelitian penulis yang original
2. Bertujuan agar riset dapat diduplikasi/diulang oleh peneliti lain, sehingga perlu informasi lengkap mengenai data dan metodenya.
3. Panjang research paper (2000-4000 kata) atau 3-6 halaman)

## REVIEW PAPER

02

1. Pembahasan terhadap trend perkembangan riset penulis-penulis lainnya.
2. berdasarkan pemilihan penulis terhadap topik khusus yang dibahas, dengan menampilkan overview dari Artikel-artikel yang dibahas.
3. Panjang review paper (2000-3000 Kata) atau 3-5 halaman).

# STRUKTUR *PAPERS*

## *ATLANTIS PRESS*

### RESEARCH PAPER

JUDUL

IDENTITAS PENULIS

*ABSTRACT DAN KEYWORDS*

**1. INTRODUCTION**

**2. LITERATURE REVIEW**

**3. METHODS**

**4. RESULTS AND DISCUSSION**

**5. CONCLUSION**

*AUTHORS' CONTRIBUTIONS (optional)*

*ACKNOWLEDGEMENT (optional)*

*REFERENCES*

### REVIEW PAPER

JUDUL

IDENTITAS PENULIS

*ABSTRACT DAN KEYWORDS*

**1. INTRODUCTION**

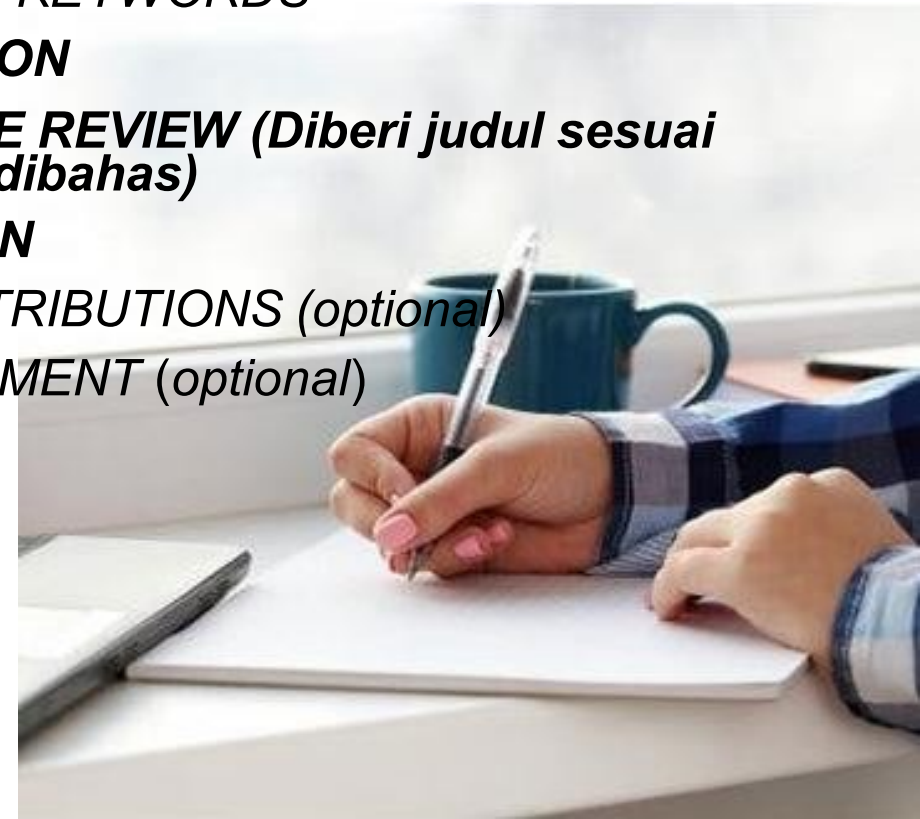
**2. LITERATURE REVIEW** (*Diberi judul sesuai topik2 yang dibahas*)

**3. CONCLUSION**

*AUTHORS' CONTRIBUTIONS (optional)*

*ACKNOWLEDGEMENT (optional)*

*REFERENCES*



# Cultural Politeness: Developing a Multiple Perspectives Paradigm in Marketing Communication

Bahtiar Mohamad<sup>1,\*</sup>, Sahid Teguh Widodo<sup>2</sup>, Ghadah Alarifi<sup>3</sup>, Muslim Akanmu Diekola<sup>4</sup>, Ahmed Rageh Ismail<sup>5</sup>

<sup>1</sup>*Othman Yeop Abdullah Graduate of Business, Universiti Utara Malaysia, Kuala Lumpur, Malaysia*

<sup>2</sup>*University Centre of Excellence Javanology for Javanese Traditions, Universitas Sebelas Maret, Solo, Indonesia*

<sup>3</sup>*College of Business Administration, Princess Nourah bint Abdulrahman University, Kingdom of Saudi Arabia*

<sup>4</sup>*School of Technology Management and Logistic, Universiti Utara Malaysia, Kedah, Malaysia*

<sup>5</sup>*School of International Business, Egypt Japan University of Science & Technology (EJUST), Alexandria, Egypt*

\*Corresponding author. Email: [mbahtiar@uum.edu.my](mailto:mbahtiar@uum.edu.my)

## JUDUL

1. Singkat, padat dan mencerminkan isi
2. Jangan Gunakan Simbol, Karakter Khusus, Catatan Kaki, atau Matematika dalam Judul atau Abstrak

## IDENTITAS PENULIS

1. Nama
2. Departemen/Prodi
3. Institusi/Universitas
4. Kota, Negara
5. Alamat email Coresponding author

### **Abstract**

Digital learning in Indonesia is in line with the 'freedom to learn' policy of the Ministry of Education and Culture of the Republic of Indonesia. The purpose of this research is to develop a digital learning model based on the philosophy of 'Freedom to Learn' through the Research and Development (R&D) design. The stages of Research and Development that were carried out are at the stage of preliminary, Planning and develop a preliminary form of product. The research involved 453 students and 68 High School teachers in Bandung. Data collection techniques used questionnaires, interviews, and focus group discussions. The data analysis used interactive qualitative and descriptive quantitative techniques. The results show that 1) digital learning in Indonesia uses a platform that is available, frequent and easy to use, useful, motivating student to learn, and is flexible. However, it needs to be presented in such a way that is more fun and meaningful in increasing students' competence; 2) the conceptual model of digital learning based on the philosophy of "Freedom to Learn" is developed with the concepts of Fun, Flexible, and Meaningful Learning; 3) Steps in Digital Learning: Ice breaker and Opener, Student Expedition, Purposive Creative Thinking, Peer to Peer Interaction, Streaming Expert, Mental Gymnastic, and Reflection. Thus digital learning implements the "freedom to learn " philosophy.

**Keywords:** Digital learning, freedom to learn, high school

## ABSTRACT

1. *Abstrak harus ditulis dalam bahasa Inggris*
2. *Abstrak terdiri atas max 250 kata*
3. *Abstrak tidak boleh menyertakan kutipan apa pun*
4. *Abstrak tidak menggunakan abbrivasi (singkatan, akronim, dan simbol huruf)*
5. *Abstrak harus terdiri atas: tujuan, metode, hasil atau temuan, dan kesimpulan*

## KEYWORDS

1. *Terdiri atas 3-5 kata kunci*
2. *Berurutan secara alphabetical (urutan abjad)*
3. *Ditempatkan di bawah abstrak*

## 1. INTRODUCTION

1. Uraian latar belakang mengapa kita melakukan penelitian,
2. didukung dengan teori dan hasil penelitian sebelumnya, dan
3. diakhiri dengan problem statement atau tujuan penelitian

## 2. THEORETICAL REVIEW

1. Menyajikan konsep-konsep utama dari judul
2. Sumber literatur berupa jurnal dan buku
3. Penyajian menggunakan parafrase

## 3. METHOD

1. Memberikan semua detail metodologi yang diperlukan ilmuwan lain untuk menduplikasi penelitian.
2. Menyajikan metode, prosedur penelitian, lokasi dan partisipan, instrument, teknik analisis data.
3. Dapat disajikan dalam bentuk tabel atau skema atau gambar yang berkaitan dengan pelaksanaan penelitian

## 4. RESULTS AND DISCUSSION

### RESULTS

1. Ungkapkan hasil secara sistematis (sesuai tujuan penelitian), jelas, dan lugas
2. Untuk penyajian data dapat menggunakan tabel, grafik, dan gambar

### DISCUSSION

1. Pembahasan mengacu kepada hasil penelitian, sehingga dapat disajikan langsung terintegrasi dengan hasil penelitian ataupun dibuat ke dalam sub judul tersendiri.
2. Pembahasan menggunakan teori dan hasil-hasil penelitian yang disajikan dalam parafrase

## 5. CONCLUSION

1. menekankan pentingnya temuan penelitian,
2. simpulan harus didasarkan atas fakta hasil penelitian,
3. meninggalkan kesan akhir bagi pembaca.



## ACKNOWLEDGEMENT

1. Ucapan terima kasih kepada pihak yang telah mensponsori atau berperan dalam penelitian (Misal pemberi dana penelitian)
2. Ditempatkan setelah kesimpulan sebelum daftar Pustaka

## AUTHORS' CONTRIBUTIONS

Jika papers ditulis oleh beberapa orang, maka perlu diuraikan peran masing-masing penulis.

## REFERENCES

1. Referensi disusun menggunakan nomor secara berurutan sesuai nomor rujukan/kutipan dalam papers. (IEEE Referencing Style) [ieee-style-guide.pdf](#)
2. Pastikan semua yang dirujuk tercantum di References
3. Cantumkan semua nama penulis; jangan gunakan "et al.". kecuali jika ada enam penulis atau lebih,
4. Sebaiknya lebih dominan menggunakan sumber rujukan berbahasa Inggris, karena dibaca dalam skala internasional.

# PAPERS DITERIMA



ATLANTIS  
PRESS



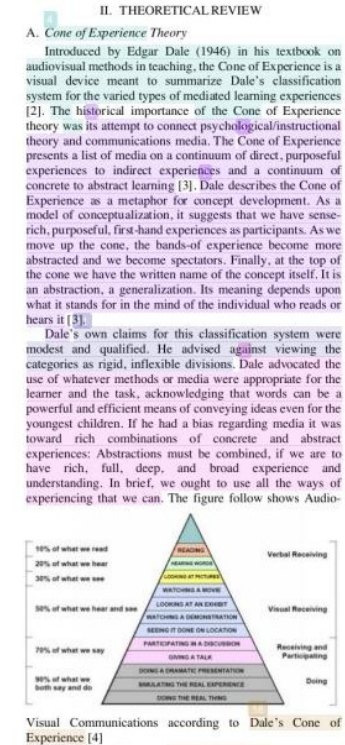
1. Scope ACEC
2. Atlantis Press Paper Template  
[AP\\_proceedings\\_template\\_research\\_paper.docx](#)  
[AP\\_proceedings\\_template\\_review\\_paper.docx](#)
3. Similarity < 20%
4. Contoh Artikel  
[Contoh Research Paper 2021.pdf](#)  
[Contoh Review Paper 2021.pdf](#)

# PAPERS DITOLAK



## • Catatan :

1. Artikel ditolak karena turnitinnya (plagiarism) lebih dari 20% dan pihak **ATLANTIS** tidak menerima revisi
2. Sitasi banyak yang tidak sync dengan *reference*
3. Tidak ada Afiliasi, Email author, Abstrak, Keywords, Method, Result and Discussion, Sitasi tidak ada
4. tidak sesuai template



In summary, the Cone of Experience is essentially a visual metaphor for the idea that learning activities can be placed in broad categories based on the extent to which they convey the concrete referents of real-life experiences. Although it has sometimes been interpreted as advocating the selection of certain media and methods over others (favoring realism), such was not Dale's stated intent. It has also been interpreted by many as a prescriptive formula for selecting instructional

media. Dale's own explanations are nebulous enough to enable a wide variety of interpretations to find support.

## B. 21st-Century Skills

The skills needed for education and the workplace in the current economy have been labeled 21st-century skills. To define and systemize these skills, a number of initiatives have outlined frameworks. The Partnership for 21st Century Skills is a joint government-corporate organization which lists three types of skills: learning skills (creativity and innovation; critical thinking and problem-solving; communication and collaboration), literacy skills (information literacy; media literacy; Information and communication technology/ ICT literacy), and life skills (flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility) [5]. However, most 21st-century skills frameworks do not go beyond the stage of conceptual definition. A plethora of concepts and frameworks have been introduced to highlight the need to handle technology in the digital age [6]. Digital skills research acknowledges that both basic skills necessary to use the internet and skills required to comprehend and use online content should be accounted for. *Information digital skills*. The information abundance caused by ICT requires skills for searching, evaluating, and organizing information in digital environments. Information management includes the ability to (a) clearly define information needs, (b) identify digital information, and (c) select digital information in an effective and efficient way [7]. Once the information has been found, we need the skills to evaluate how valuable the source and its contents are for the task. Moreover, we need the skills to store and organize the digital information for easy retrieval. As today's workers often use multiple digital devices, they need the skills to distribute and maintain information across their digital devices.

*Communication digital skills*. ICT has made it easier to reach a wide audience and communicate at a distance, faster and more ubiquitously. Individuals are able to express themselves, establish relationships, and interact with others at any distance in time and space. ICT-based communication is regarded as a means of generating social interactions and strengthening social relationships [6]. It is imperative that workers understand how to appropriately and effectively communicate using email, social networking sites, and instant messaging services. People are encouraged to share ideas and opinions within organizations and online forum communities. We need the skills to contact other members, maintain those contacts, and share online content and media with their contacts. Online content-sharing activities range from sharing status updates, posts, photos, and videos to writing comments and blogs.

*Collaboration digital skills*. Collaboration processes managing interdependencies across time to achieve a common goal re increasingly supported by ICT. ICT is especially useful when teams must share information and make decisions across business and national boundaries. With the use of collaboration software as chats (e.g., Skype or WhatsApp), colleagues can instantaneously interchange ideas, information, and experiences. In today's knowledge society, given the emergence of online collaborative platforms, it is even more important to understand and

## ACEC108

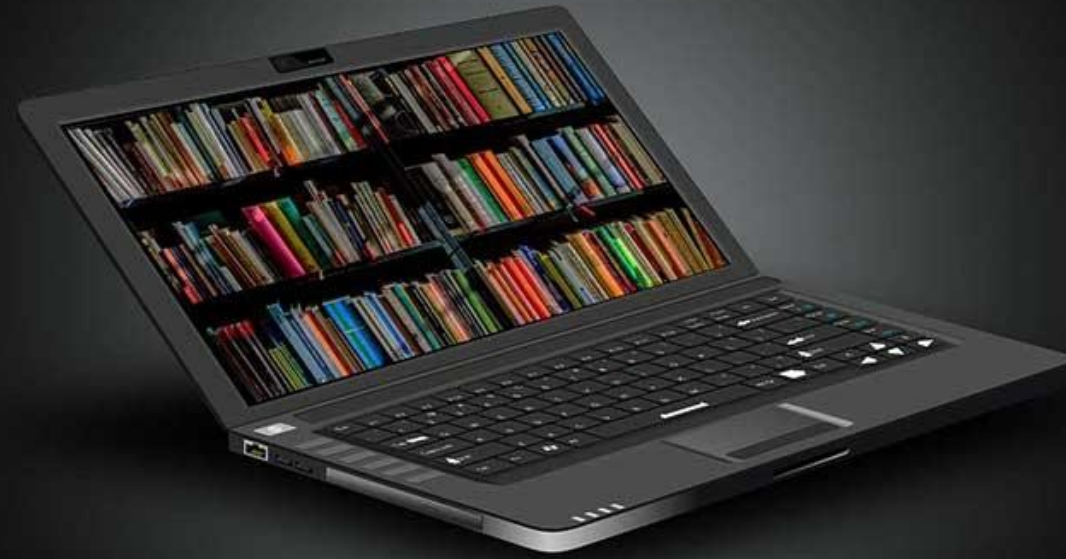
### ORIGINALITY REPORT

<b>32%</b>	<b>19%</b>	<b>23%</b>	<b>18%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	Ester van Laar, Alexander J. A. M. van Deursen, Jan A. G. M. van Dijk, Jos de Haan. "Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review", SAGE Open, 2020 Publication	<b>16%</b>
<b>2</b>	<a href="http://www.indiana.edu">www.indiana.edu</a> Internet Source	<b>4%</b>
<b>3</b>	<a href="http://files.eric.ed.gov">files.eric.ed.gov</a> Internet Source	<b>3%</b>
<b>4</b>	<a href="http://www.encyclopedias.biz">www.encyclopedias.biz</a> Internet Source	<b>1%</b>
<b>5</b>	<a href="http://research.tilburguniversity.edu">research.tilburguniversity.edu</a> Internet Source	<b>1%</b>
<b>6</b>	<a href="http://refubium.fu-berlin.de">refubium.fu-berlin.de</a> Internet Source	<b>1%</b>
<b>7</b>	<a href="http://higheredu-sci.beun.edu.tr">higheredu-sci.beun.edu.tr</a> Internet Source	<b>1%</b>

<b>8</b>	Student Paper	<b>1%</b>
<b>9</b>	<a href="http://mafiadoc.com">mafiadoc.com</a> Internet Source	<b>1%</b>
<b>10</b>	<a href="http://ar.scribd.com">ar.scribd.com</a> Internet Source	<b>1%</b>
<b>11</b>	Submitted to University of Newcastle upon Tyne Student Paper	<b>1%</b>
<b>12</b>	Submitted to Sriwijaya University Student Paper	<b>&lt;1%</b>
<b>13</b>	<a href="http://wicworks.fns.usda.gov">wicworks.fns.usda.gov</a> Internet Source	<b>&lt;1%</b>
<b>14</b>	<a href="http://activity.mytexasace.org">activity.mytexasace.org</a> Internet Source	<b>&lt;1%</b>
<b>15</b>	Submitted to Padjadjaran University Student Paper	<b>&lt;1%</b>
<b>16</b>	<a href="http://jurnal.ugm.ac.id">jurnal.ugm.ac.id</a> Internet Source	<b>&lt;1%</b>
<b>17</b>	Submitted to University of Nottingham Student Paper	<b>&lt;1%</b>
<b>18</b>	<a href="http://rapidbi.com">rapidbi.com</a> Internet Source	<b>&lt;1%</b>
<b>19</b>	<a href="http://www.scribd.com">www.scribd.com</a> Internet Source	<b>&lt;1%</b>



THANK YOU  
Terima Kasih