COACHING CLINIC

Prof. Dr. Kokom Komalasari, M.Pd.

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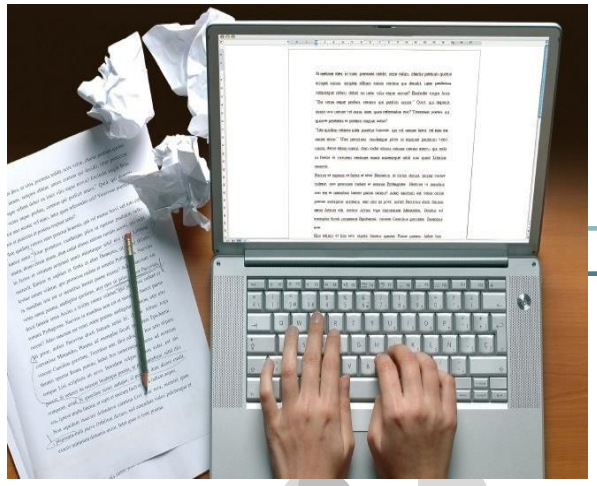

RESEARCH PAPER

01

1. The original research report by an author
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3. Research paper length (3000-6000 words or 3-6 pages)

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02

1. Discussion of the trend of research developments of other writers.
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STRUCTURE OF PAPERS

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RESEARCH PAPER

TITLE
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ABSTRACT DAN *KEYWORDS*

1. ***INTRODUCTION***
2. ***THEORETICAL REVIEW***
3. ***METHODS***
4. ***RESULTS AND DISCUSSION***
5. ***CONCLUSION***

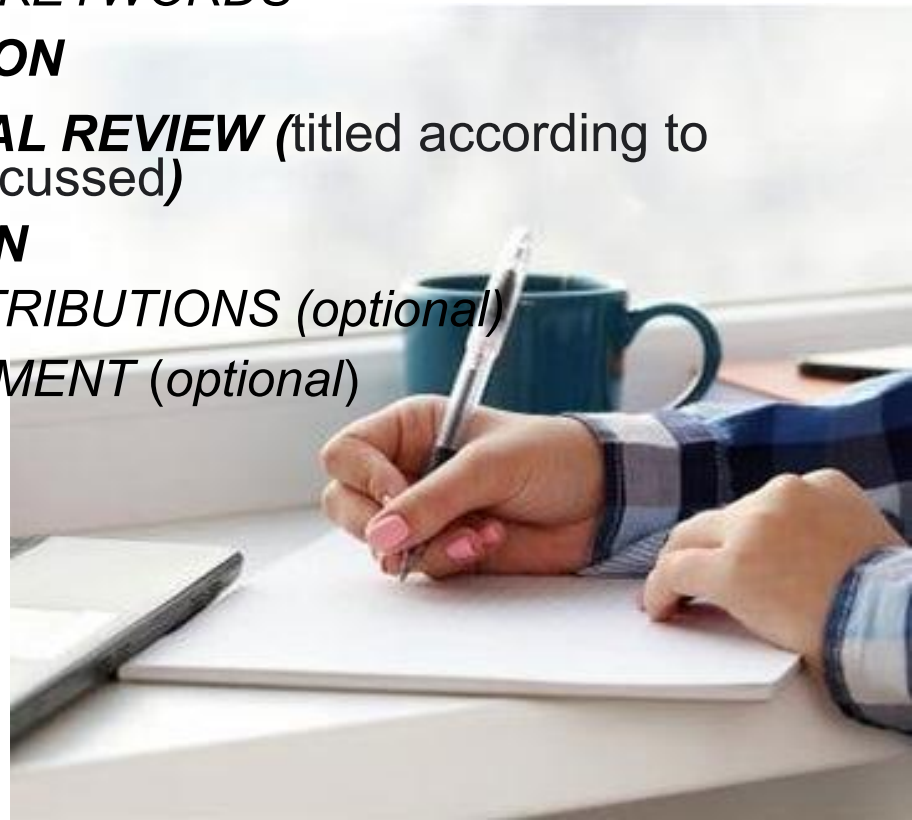
AUTHORS' CONTRIBUTIONS (optional)
ACKNOWLEDGEMENT (*optional*)
REFERENCES

REVIEW PAPER

TITLE
AUTHOR IDENTITY
ABSTRACT DAN *KEYWORDS*

1. ***INTRODUCTION***
2. ***THEORETICAL REVIEW (***titled according to the topics discussed***)***
3. ***CONCLUSION***

AUTHORS' CONTRIBUTIONS (optional)
ACKNOWLEDGEMENT (*optional*)
REFERENCES



Cultural Politeness: Developing a Multiple Perspectives Paradigm in Marketing Communication

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TITLE

1. Short, concise and reflects the content
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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. Abstract must be written in English
2. Abstract consists of 250 words
3. Abstract must not include any citations
4. Abstract does not use abbreviations (abbreviations, acronyms, snippets, and letter symbols)
5. Abstract must consist of: objectives, methods, results or findings, and conclusions

KEYWORDS

1. Consists of 3-5 keywords
2. In alphabetical order (sequence alphabet)

1. INTRODUCTION

1. Description of the background why we do the research
2. supported by the theory and the results of previous research, and
3. ends with a problem statement or research purposes

2. THEORETICAL REVIEW

1. Presenting the main concepts of the title
2. Literature sources in the form of journals and books

3. METHOD

1. Provide all the methodological details needed by other scientists to duplicate research.
2. Presenting methods, research procedures, locations and participants, instruments, data analysis techniques.
3. Can be presented in the form of tables or schematics or pictures related to the

4. RESULTS AND DISCUSSION

RESULTS

1. Express the results systematically (according to the research objectives), clearly, and straightforwardly
2. Data presentation can use tables, graphs, pictures

DISCUSSION

1. The discussion refers to the research results, so that it can be presented directly integrated with the research results or made into a separate subtitle.
2. Discussion using theory and research results presented in paraphrase

5. CONCLUSION

1. Emphasize the importance of the research findings,
2. Conclusions must be based on the facts of research results,
3. Leave a final impression on reader.

ACKNOWLEDGEMENT

1. Acknowledgments to those who have sponsored or played a role in research (e.g. research funders)
2. Placed after conclusion before

AUTHORS' CONTRIBUTIONS

If the paper is written by several people, it is necessary to describe the role of each author.

REFERENCES

1. References are arranged using sequential numbers according to the reference number/quotation in the papers. (IEEE Referencing Style)ieee-style-guide.pdf
2. Make sure everything referenced is listed in References List (all authors' names; don't use "et al.". unless there are six or more authors,)
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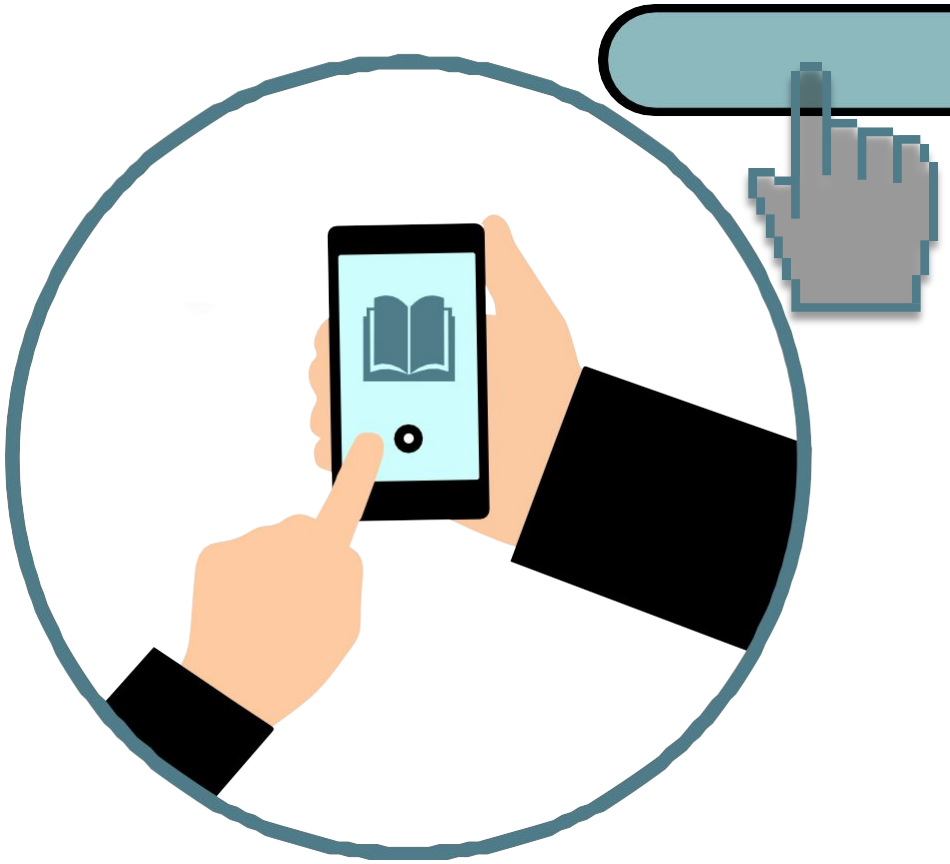

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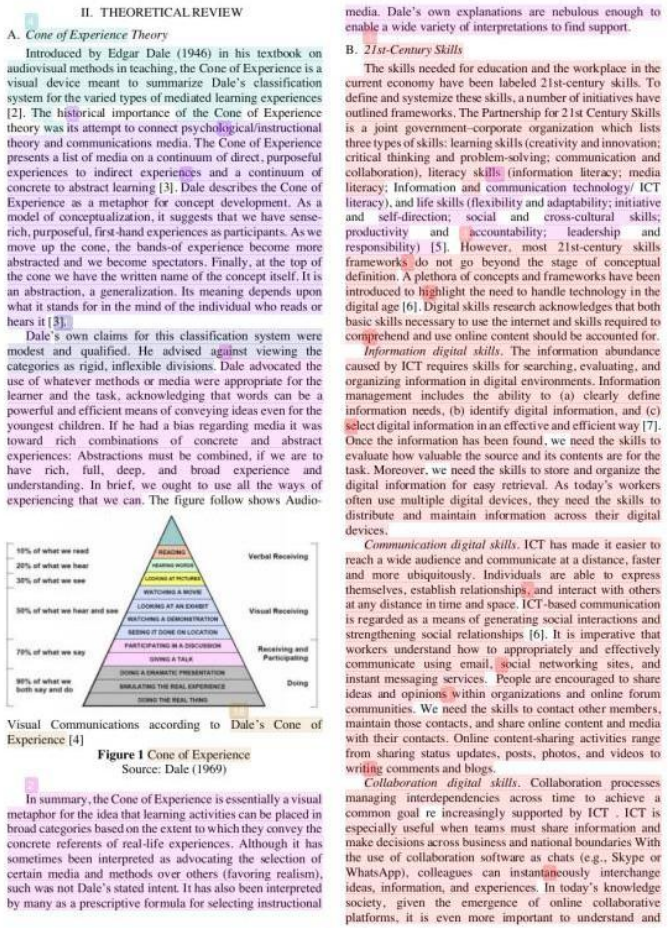

II. THEORETICAL REVIEW

A. *Cone of Experience Theory*

Introduced by Edgar Dale (1946) in his textbook on audiovisual methods in teaching, the Cone of Experience is a visual device meant to summarize Dale's classification system for the varied types of mediated learning experiences [2]. The historical importance of the Cone of Experience theory was its attempt to connect psychological/instructional theory and communications media. The Cone of Experience presents a list of media on a continuum of direct, purposeful experiences to indirect experiences and a continuum of concrete to abstract learning [3]. Dale describes the Cone of Experience as a metaphor for concept development. As a model of conceptualization, it suggests that we have sense-rich, purposeful, first-hand experiences as participants. As we move up the cone, the bands-of experience become more abstracted and we become spectators. Finally, at the top of the cone we have the written name of the concept itself. It is an abstraction, a generalization. Its meaning depends upon what it stands for in the mind of the individual who reads or hears it [3].

Dale's own claims for this classification system were modest and qualified. He advised against viewing the categories as rigid, inflexible divisions. Dale advocated the use of whatever methods or media were appropriate for the learner and the task, acknowledging that words can be a powerful and efficient means of conveying ideas even for the youngest children. If he had a bias regarding media it was toward rich combinations of concrete and abstract experiences: Abstractions must be combined, if we are to have rich, full, deep, and broad experience and understanding. In brief, we ought to use all the ways of experiencing that we can. The figure follow shows Audio-

Visual Communications according to Dale's Cone of Experience [4]

Figure 1 Cone of Experience
Source: Dale (1969)

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

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	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	16%
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