

Improving the mastery of raise values using the focus group discussion method: an experimental study of members of the Petra Christian Education and Teaching Association

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ABSTRACT

This school action research used focus group discussions to increase mastery of RAISE values among Perhimpunan Pendidikan dan Pengajaran Kristen (PPPK) members. The research subjects consisted of 5 members of the PPPK Petra association. This research uses an instrument in the form of the RAISE Values Mastery Questionnaire to determine the level of mastery of RAISE values, then uses a rubric and assessment form to assess mastery of the material when the focus group discussion is conducted. Researchers collected data by providing a checklist as a form of involvement of association members during discussions carried out through focus group discussions. This research uses the method proposed by LeMire et al. (2019) in two cycles. The initial condition is pre-cycle mastery of the RAISE value of 73.71%. The first treatment involves conducting the initial trial or cycle and supplying the association's members with materials, obtaining mastery of the RAISE value of 81.76%, an increase of 8.05%. By providing materials containing focus group talks and questions and answers, the experimental investigation for the second stage was able to acquire 82.50% mastery of the RAISE score. The results of the second stage increased by 8.78% from the pre-cycle stage and 0.74% from the second stage. The treatment given by testing the significance of the differences for the first and second cycles compared to the pre-cycle was found to be significant. There was a substantial difference between the outcomes of the first and second cycles of the various t-tests. The treatment given in the form of an experiment shows that providing materials, focus group discussions, and adequate explanations can increase the mastery of RAISE values among PPPK Petra Surabaya members. The practical contribution of research for practitioners and education managers is to regularly disseminate information about organizational values and provide ongoing training to increase the meaning of the organization's values. Theoretical contribution of research by enriching organizational culture, communication, and human resources development theories

Keywords : Focus group discussion, mastery of values, RAISE

1. Introduction

Christian institutions in various forms of service have had a huge impact on people from multiple circles (Setran & Wilhoit, 2020). The influence of Christian institutions such as churches, schools, and non-profit organizations reflects the sustainability efforts of the Christian community and impacts society through leadership that applies Christian values. PPPK Petra, as an educational institution, has enormous duties and responsibilities in influencing education in Indonesia. PC Petra is ready to look to the future to continue to develop and be a blessing to others. A strong organizational culture will make the organization's steps more united in facing various challenges. In 2018, the cultural values RAISE (Respect: relationship, trust, teamwork; Advance: continuous learning, high performance, innovation; Internalize: internal cohesion, commitment, culture; Share: partnership, collaboration, social responsibility; Empower: assigning, coaching) were formulated. and mentoring, engagement) which needs to be lived out not only in words but also in behavior in the organizational environment.

Researchers conducted initial observations to determine the mastery of RAISE values in 5 new PPPK Petra members who began serving at the end of 2023, with mastery of RAISE values by the five assembly members still at a reasonable level. From the initial questionnaire that was carried out on the five members of the association, the results showed a mean value of 3.41 - 4.20; it can still be expected that there will be an excellent increase to a value of 4.21-5.00.

Overcoming this gap, PPPK Petra took the initiative to create a RAISE pocketbook to increase the mastery of RAISE values among PPPK Petra members in the cognitive domain; however, the results were not as expected due to the lack of literacy used to understand RAISE. New methods are needed to help association members master the values of RAISE. Considering how busy the five members of the association are, it is necessary to try the most effective method, namely the focus group discussion method. In his research, Pasaribu (2022) aims to improve teachers' ability to compose question items through Focus Group Discussions (FGD) to enhance teachers' ability to compose question items at SD Negeri 173110 Hutaraja. The research was conducted using school action research methods.

Khan & Abedin (2022) state that focus group discussion is a systematic process of collecting data and information regarding a particular problem through group discussions. As a research method, FGD is a systematic effort to collect information. Sinambela et al. (2023) stated that when values are integrated into a leadership context, they can permeate every aspect of decision-making and individual interactions. The integration of these values in contemporary leadership has the potential to create an environment that is inclusive, ethical, and has a positive impact. Maran et al. (2023) stated that outstanding and good leadership have distinctly different characteristics and paths. Leadership is not one-dimensional. It can be significant and suitable, or one but not the other, or neither. Christian values greatly influence decision-making, relationships between people, and building culture and morality in society (Sinambela et al., 2023).

An extraordinary company can deliver extraordinary results over the long term. One of the essential keys to good to great is instilling core values and main goals as a guide for decision-making by always maintaining the company's main values as a guide but still encouraging change and innovation. Based on the explanation above, the researcher conducted experimental research with four broad objectives: first, to obtain the RAISE value in the initial condition as the existing condition. Second, get the RAISE value in the first cycle by providing material to understand, and the second cycle provides an explanation and a focus group discussion. Third, a significant difference test was obtained between the pre-cycles and first cycles. Fourth, get a test of significant differences between the second cycle and the pre-cycle and first cycle.

2. Literature Review

2.1. Focus Group Discussion

Focus group discussion is a group discussion activity carried out systematically and directed to discuss specific issues or problems. This activity involves a group of respondents selected to provide information on perceptions, opinions, mastery, beliefs, attitudes, concepts, and ideas related to the discussion topic. This group discussion is more focused, where discussion participants will focus more on discussing issues in a group discussion to produce solutions. A focus group discussion is a rapid assessment in which participants are selected to discuss issues and focus on a list of crucial themes compiled by the researcher/facilitator (Escalda & Heong, 2009). Meanwhile, according to Khan & Abedin (2022), a focus group discussion is carried out systematically and focuses on a particular issue or problem through a group. In a focus group discussion, the moderator or facilitator will lead the discussion and encourage participants to talk openly and spontaneously about essential things related to the

current discussion topic. Interaction between participants becomes the basis for obtaining information. Participants have the same opportunity to submit and provide statements, respond, comment, or ask questions. Thus, a focus group discussion is led by a moderator, in this case, a counselor or supervising teacher, to discuss a specific problem through a group discussion. This activity is beneficial for exploring various information and points of view from discussion participants so that they can produce better solutions.

Thus, it can be concluded that a focus group discussion is a group led by a moderator; in this case, the researcher discusses a specific problem through group discussion. Focus group discussion researchers will lead the discussion and encourage participants to talk openly about things they consider essential related to the discussion topic. Focus group discussions are apart from being a scientific research method. They can be used in various domains and purposes of decision making, needs assessment, product or program development, and knowing customer satisfaction (House et al., 2018). According to Basnet (2018), the function of a Focus Group Discussion is to obtain input and information regarding a problem. Another party determines the resolution of this problem after input is obtained and analyzed. The function of a focus group discussion is to collect information about topics related to moral judgments, such as honesty and responsibility, that will be discussed.

The implementation of a focus group discussion is determined by setting the objectives of the FGD by identifying and understanding consumer preferences for new products (Stewart & Shamdasani, 2014). FGD is carried out by selecting participants who can represent groups that are by the objectives of the FGD (Dobe, 2022). Determine a moderator experienced in managing group discussions and mastery of the topic to be discussed (Stewart & Shamdasani, 2014). FGDs also require setting a suitable participant schedule and ensuring the necessary facilities are available (Krueger & Casey, 2015). Carrying out FGDs requires preparing pretest material by preparing questions and materials that align with the target participants' objectives (Dobe, M, 2022). It is necessary to carry out stages in explaining the rules of discussion, such as respecting other people's opinions, not interrupting each other, and maintaining the confidentiality of personal information (Krueger & Casey, 2015). Facilitation of discussions in FGDs is moderated to facilitate discussions by asking open questions, active listening, and encouraging participation from all participants (Stewart & Shamdasani, 2014). The next stage is to note the important points, ideas, and opinions that emerged during the discussion (Krueger & Casey, 2015). Transcription and analysis: Record discussion information and analyze the main points, findings, and patterns that emerge in the discussion (Krueger & Casey, 2015). Identifying findings is essential for improving, as it identifies vital findings, differences of opinion, and thought patterns that are useful for analysis (House et al., 2018). Presentation of findings to present the results of the FGD to stakeholders or the project team through meetings or written reports to discuss implications and next steps (Krueger & Casey, 2015). Implementation of recommendations as a form of implementing recommendations and proposed actions based on the results of the FGD. Lastly, the results of the actions taken by the FGD should be evaluated to ensure the achievement of objectives (Krueger & Casey, 2015).

2.2. Values of the Christian Education Organizing Body

Core values are the moral and ethical foundation that guides an organization in carrying out its activities and achieving its goals (Guillemin & Nicholas, 2022). These values must align with the organization's vision and mission (Maran et al., 2022) and reflect Christian identity and character. For non-profit Christian educational associations, core values must focus on developing quality education based on the Christian faith. Non-profit Christian educational associations are generally based on faith in Jesus Christ and the Bible as a source of truth and wisdom. Managed educational institutions aim to foster Christian faith and

character in students. All school community members, including leaders, teachers, staff, and students, must live by Christian values daily.

The nonprofit Christian educational association is committed to providing high-quality education focusing on students' intellectual, emotional, social, and spiritual development (Richardson & Mishra, 2018). The teachers at this association are professionals who are competent and highly dedicated in guiding and teaching students. The curriculum and learning at this association are carefully designed to meet student's needs and prepare them for the future (Wijngaards-de Meij & Merx, 2018). The non-profit Christian Education Association upholds the values of love and concern for others. Students are encouraged to develop a sense of empathy, compassion, and concern for others. This association actively participates in community service activities and helps needy people (Setran & Wilhoit, 2020).

The non-profit Christian educational association is committed to cultivating character and moral integrity in students. Students are encouraged to uphold moral values such as honesty, justice, responsibility, and discipline. This association creates a safe and supportive learning environment for students to develop and become individuals with integrity (Richardson & Mishra, 2018). Nonprofit educational associations believe cooperation and collaboration are the keys to achieving common goals (Castañer et al., 2022). This institution collaborates with various parties, including parents, alumni, churches, and the wider community, to support quality education for children. Open and transparent communication is the basis for building effective cooperation.

2.3. Values of RAISE

Inspired by and departing from the essential values in the three main pillars of PPPK Petra's identity, the Management Board and all executives and staff emphasize holistic education that aligns with the community's concrete hopes and needs, especially parents and students. Petra's holistic PPPK education was then translated into PETRA, namely physical growth, emotional intelligence, talent development, relationship with God, and academic excellence. The RAISE values did not just appear but are closely related to the vision and mission of PPPK Petra. Vision is a goal to be achieved. The mission is the method that will be used to achieve the vision. This is where the RAISE values, such as signs, markings, and road directions, must be obeyed to arrive at the vision safely. For this reason, the values of RAISE need to be continuously lived out in words and behavior in the organizational environment so that it becomes a strong organizational culture at PPPK Petra. Strategic planning and organizational culture must be implemented in a balanced manner. In this way, PPPK Petra can achieve its goals.

RAISE values have an essential role in forming a positive organizational culture and serve as guidelines in all activities at the association. In the RAISE pocketbook, the value of respect is interpreted as enjoying and appreciating God's gifts in life. The value of respect is related to relationships, trust, and teamwork. The value of respect is realized through loving and respecting oneself and others in diversity, caring and being responsible for the preservation of God's creation as well as upholding the Republic of Indonesia (Unitary State of the Republic of Indonesia), respecting state symbols, and preserving the nation's noble culture. The advanced value is interpreted as realizing one's calling, learning, and working wholeheartedly. This is related to continuous learning, high performance, and innovation. The advanced value is realized through developing one's full potential, being critical and proactive, and working to form learning people guided by the truth and love of God's grace. Internalize values, namely basing oneself on God's word as a guide for life and work. Internal cohesion, commitment, and culture are part of the internalized value. The internalized value is realized through living, applying, and making God's Word a guide/part of life, understanding the vision, mission, values, and the association's strategic plans and work programs; and appreciating the

context of diversity in national and state life. Receiving and sharing love, the gift of salvation, and divine care are the meaning of the value of sharing.

The share value is related to partnership, collaboration, and social responsibility. The shared value is realized through sharing the good news about God's grace, sharing knowledge, and sharing resources. Empower is empowering each person's talents to carry out God's mission. The value of empowerment is related to assigning, coaching, mentoring, and engagement. The value of empowerment is realized through being called to be leaders, educators, educational staff, and students who are humble, responsible, and serious about their duties and calling, empowering and developing potential, and complementing and enriching tasks according to different talents and abilities. Mastery of RAISE values for association members needs to be reviewed, a hierarchical structure that classifies learning objectives based on levels of cognitive complexity. Association members should be at the level of evaluating or making proposals for change. In this case, association members are expected to be able to evaluate information, make decisions based on the criteria provided, and produce conclusions that are supported by data.

3. Research Methods

The research model used is action research, described as a spiral cycle consisting of planning, action, observation, and reflection (LeMire et al., 2019). The research subjects were five people (3 men and 2 women) with undergraduate education who were new members of PPPK Petra 2023-2026. They were selected to hold positions as decision-makers even though they did not yet understand the excellence of RAISE values as PPPK Petra's culture.

The planning stages are broken down into 4 (four) steps. Namely, first, the researcher plans and implements a focus group discussion learning strategy to understand the values of RAISE. Prepare topics to be discussed together in the focus group discussion. Selecting focus group discussion participants who have the same background in mastering RAISE material. Identifying participants' initial mastery through a questionnaire about RAISE. This strategy was carried out online via the Zoom platform and the WhatsApp group application facilitated by researchers. Second, the researcher designed and implemented a learning strategy by distributing the material before the Zoom meeting started so that when it was implemented, it would be easier for them to understand it. In the third step, the researcher designed and prepared an online coaching room, laptop, lesson plan meeting schedule, and lesson plan data as a reference for the briefing that would be given. In the fourth step, the researcher prepared a research instrument in the form of a questionnaire sheet and a participant assessment rubric by the researcher regarding mastery of RAISE values to see the improvements that occurred in daily management during the research process.

Implementation action by explaining the importance of mastering RAISE values to improve service life in associations, which is one of the important needs for association members. The first step is to provide an explanation of the focus discussion group learning method as one of the training methods that suits the current needs of administrators. Association members are given training in mastering the values of RAISE. The next stage is to explain what will be discussed in the focus group discussion, which will be held using the Zoom application. Researchers hold discussions to share experiences, knowledge, discussions, and dialogue in groups to find the right solution to the problems. The researcher recorded the main points, findings, and patterns that emerged during the FGD for analysis. Then, make a report on the results of the FGD. The sixth step is to explain the results of the FGD and the recommendations proposed based on the results of the FGD and ensure the achievement of the objectives of the FGD.

The assessment was carried out on the RAISE values. Whose success is measured by determining research instruments. The instruments must be aligned with success indicators

and analyzed to produce data. This data will be a reference to see whether the success indicators have been achieved. The measurement items for each dimension are respect value determined by relationship (being able to propose concrete strategies to improve relationships between management members and other members and with executive leadership (R1)), trust (having innovative ideas to strengthen trust and collaboration within the team management board as well as with the executive leader (R2)) and teamwork (taking the initiative in creating action plans to improve teamwork between members of the management board and with the executive leader in order to achieve the association's goals (R3)). The second dimension with advanced values with measurement items is continuous learning (able to propose continuous learning programs to improve the abilities of association administrators and executive leaders (A1)), high performance (providing program suggestions to improve the performance of association administrators and executive leaders (A2)), innovation (providing suggestions for improving an association culture that supports innovation (A3)).

The internalized value dimensions determined by the measurement items are internal cohesion (able to propose activities that can strengthen the calling for service in the association (I1)), commitment (having ideas to increase the sense of belonging and responsibility of association members and executive leaders (I2)), culture (take the initiative in proposing strategies to strengthen the cultural values of the association (I3)). The measurement items in the share value dimension are partnership (being able to propose concrete strategies to increase cooperation between management board members and between management board members and executive leaders (S1)), collaboration (having innovative ideas to increase collaboration within the management board and with executive leaders (S2)), social responsibility (able to propose strategies to increase the effectiveness of existing social responsibility programs (S3)). The dimensions of the empowerment value are determined by the measurement items assigning (can propose solutions to improve the performance of association administrators and executive leaders (E1)), coaching and mentoring (having innovative ideas to strengthen coaching and mentoring programs within the management board team and with executive leaders (E2)), engagement (taking the initiative in creating strong involvement among fellow board members and with executive leaders in order to achieve the association's goals (E3)).

Data analysis is used by data reduction, using tables to present data, calculating averages and percentages, comparing initial data with data after each cycle ends, and interpreting the calculation results. The second analysis tested the differences in the significance of the experimental actions given in the pre-, first-, and second-cycle. The difference test is carried out between two groups of dependent data with a total of less than 30 data using the formula.

$$T = \frac{d}{\frac{SDd}{\sqrt{n}}} \quad (\text{Eq 1.})$$

T	= t-determined
d	= deviation between after and before
SDd	= Standard deviation of the deviation value
n	= Number of the data.

4. Results and Discussions

4.1. Initial conditions (Pre-cycle)

The focus group discussion results are explained with data because of the actions taken during the research. The initial testing results to determine the condition of understanding of the RAISE assessment with 15 measurement items for the five informants were obtained with the average value in Table 1. Based on the results Table 1, the initial

distribution to obtain existing conditions, it was obtained to master a respected value of 3.910, the advanced value of 3.422, mark internalize 3.736, share value of 3.736, and empower value of 3.624. The measurement results for existing conditions for all dimensions were obtained with an overall value of 3.686. Table 1 shows that the initial stage measurements for RAISE were understood and comprehended with an achievement level of 73.71%.

Table 1. Measurement of initial stage RAISE mastery

Dimensions	Personality					Mean
	AI	BJ	CG	DS	EH	
The value of respect	3.33	4.33	3.67	4.00	4.22	3.910
Advanced value	3.22	4.33	3.56	3.78	2.22	3.422
Internalize values	4.00	3.67	3.56	3.67	3.78	3.736
Share value	4.00	3.67	3.67	3.67	3.67	3.736
Empower value	3.33	3.89	3.56	3.67.	3.67	3.624

4.2. First Experiment Conditions

The research continued by carrying out the first stage with the first cycle consisting of 4 stages: planning, implementation, observation, and reflection. The first cycle was obtained with the following stages, with the first stage of the cycle being experimentally carried out on April 19, 2024, and ending on May 10, 2024, with interviews conducted via Zoom meeting with focus group discussions. Next, discussions were carried out via WhatsApp. In the first cycle, before the focus group discussion was carried out, the material was given first so that participants could study it first. Treat it at the first stage by continuing to measure the measurement items for each dimension. The measurement items observed by researchers show that, in general, all association members have experienced an increase in mastering the values of RAISE (Respect, Advance, Internalize, Share, Empower). The results of the first experimental test were obtained in Table 2.

Table 2. Measurement of mastery of RAISE first level of experiment

Dimensions	Personality					Mean
	AI	BJ	CG	DS	EH	
The value of respect	3.78	4.33	3.78	4.44	4.33	4.132
Advanced value	3.89	4.44	3.78	4.33	4.22	4.132
Internalize values	3.78	4.11	4.11	4.22	4.22	4.088
Share value	3.89	4.33	3.89	4.00	4.00	4.022
Empower value	3.89	4.33	3.78	4.33	4.00	4.066

Based on the results of distribution and treatment in the first stage, the mastery value for the respect value was 4.132; the advanced value was 4.132; the mark internalize was 4.088; the share value was 4.022; and the empower value was 4.066. The measurement results for existing conditions for all dimensions were obtained with an overall value of 4.088. Table 2 shows that in measuring the first treatment stage as the first cycle, the value for RAISE was that they were able to comprehend and comprehend with an achievement level of 81.76%.

The five research objects studied as a form of experiment showed an increase in the first cycle stage compared to the pre-cycle. Analysis to make comparisons for each value shows that the value for respect increased from 3.910 to 4.132 (an increase of 0.222, equivalent to 4.44%); the advanced value increased from 3.422 to 4.132 (an increase of 0.710, equivalent to 14.20%); mark internalize there was an increase from 3.736 to 4.088 (an increase of 0.352

equivalent to 7.04%); share value there was an increase from 3.736 to 4.0222 (an increase of 0.286 equivalent to 5.72%) and empowerment value there was an increase from 3.624 to 4.066 (an increase of 0.442 equivalent to 8.84%). The overall measurement results of the RAISE value increased from the overall mean value of 3.686 to 4.088 (an increase of 0.402, equivalent to 8.05%). Table 2 shows that the measurement of the first treatment stage as the first cycle experienced an increase compared to the initial stage (pre-cycle) of 8.05%.

4.3. Second Experiment Conditions (Second Cycle)

The experimental stage, as the second cycle, treated the object intensively, namely providing training to association members by increasing their mastery skills by conducting online training. Besides that, it is done through focus group discussions past Zoom meetings or WhatsApp to increase the mastery of RAISE values among association members. In this process, questions and answers were conducted with the participants to sharpen their understanding of the value of RAISE. This stage ensures that participants in focus group discussions past Zoom meetings have opened the camera and are sure to understand the results of the explanation. This condition allows each member of the FGD to describe emotions and enthusiasm. In the second cycle stage, the researcher gave participants the opportunity to use and understand the material that had been distributed in the first cycle and added some new material. The second cycle stage shows that participants are given a training and question and answer process to better understand RAISE values. During the second cycle, a mentor and moderator were provided to manage the continuity of the process. Researchers also observed focus group discussion participants regarding the ability of association members to understand the discussion material being shared. The results of this researcher's observations are outlined in the RAISE assessment in Table 3.

Table 3. Measurement of RAISE mastery level of the Second Cycle experiment

Dimensions	Personality					Mean
	AI	BJ	CG	DS	EH	
The value of respect	4.33	4.44	3.56	3.89	4.33	4.110
Advanced value	4.22	4.56	3.89	3.78	4.33	4.156
Internalize values	4.44	4.56	3.89	3.67	4.22	4.156
Share value	4.22	4.56	3.78	3.78	4.56	4.180
Empower value	4.33	4.33	3.67	3.67	4.11	4.022

Based on the results in the second stage, the mastery value for the respect value was 4.110; advanced value 4.156; mark internalize 4.156; share value 4.180 and empower value 4.022. The measurement results for existing conditions for all dimensions were obtained with an overall value of 4.125. Table 3 shows that the measurement of the treatment stage in the second cycle showed that the RAISE value was able to comprehend and comprehend with an achievement level of 82.50%. The five research objects that have been studied as a form of experiment were obtained by comparing the three conditions in Table 4.

Table 4. Comparison of RAISE mastery at the three stages

Dimensions	Pre-Cycle	First-Cycle	Second Cycle	Pre-Cycle & Second Cycle GAP	First Cycle & Second Cycle GAP
The value of respect	3.910	4.132	4.110	0.200	-0.022
Advanced value	3.422	4.132	4.156	0.734	0.024

Internalize values	3.736	4.088	4.156	0.420	0.068
Share value	3.736	4.022	4.180	0.444	0.158
Empower value	3.624	4.066	4.022	0.398	-0.044
RAISE Value	3.686	4.088	4.125	0.439	0.037
RAISE Percentage	73.71%	81.76%	82.50%	8.78%	0.74%

The results in Table 4 show an increase in the second cycle stage compared to the first cycle. Analysis to make a comparison for each value in the second cycle compared to the pre-cycle shows that the value for respect increased from 3.910 to 4.110 (an increase of 0.200, equivalent to 4.00%); the advanced value increased from 3.422 to 4.156 (an increase of 0.734, equivalent to 14.68%); mark internalize there was an increase from 3.736 to 4.156 (an increase of 0.420 equivalent to 8.40%); share value there was an increase from 3.736 to 4.022 (an increase of 0.286 equivalent to 5.72%) and empowerment value there was an increase from 3.624 to 4.022 (an increase of 0.398 equivalent to 7.96%). The overall measurement results showed that the RAISE value increased from the mean value of the second stage compared to the pre-cycle stage, 3.686 to 4.125 (an increase of 0.439, equivalent to 8.05%). Table 4 shows that the measurement of the treatment stage of the second cycle experienced an increase compared to the initial stage (pre-cycle) of 8.78%.

Analysis to make a comparison for each value in the second cycle compared to the first cycle is shown by the value for respect decreasing from 4.132 to 4.110 (a decrease of 0.022, equivalent to 0.44%); the advanced value decreased from 4.132 to 4.110 (a decrease of 0.024, equivalent to 0.48%); mark internalize there was an increase from 4.088 to 4.156 (an increase of 0.068 equivalent to 1.36%); share value there was an increase from 4.022 to 4.180 (an increase of 0.444 equivalent to 8.88%) and empowerment value there was an increase from 4.066 to 4.022 (a decrease of 0.044 equivalent to 0.88%). The overall measurement results of the RAISE value were an increase in the mean value of the second stage compared to the first stage overall from 4.088 to 4.125 (an increase of 0.037, equivalent to 0.74%). Table 4 shows that the measurement of the second cycle treatment stage experienced an increase compared to the first cycle stage of 0.74%.

Table 5, to ensure the significant impact that had been treated in the first and second cycles compared to the pre-cycle, testing was carried out using the t-test on two dependent means. Testing was carried out to obtain differences between the two groups between the first cycle and the pre-cycle, the second cycle group with the pre-cycle, and the second cycle and the first cycle. Table 5 shows the average deviation between the pre-cycle and the first cycle $10.39/25 = 0.4156$, and the standard deviation of the deviation value (SDd) = 0.3892, and $n = 25$, so using equation 1, and get a calculated T of = 5.3339 and a df of $25-1 = 24$ with a t table of 1.711. These results show that the t-count is higher (5.3339) than the t-table (1.711) so the hypothesis is accepted. The results of the hypothesis test show that there is a significant difference between the pre-cycle results and the first cycle. Based on these conditions, it shows that the treatment given to association members in the form of material can increase understanding, analyze and evaluate, and make significant changes in RAISE.

Table 5 shows that the average deviation value between the pre-cycle and the second cycle is $11.42/25 = 0.4568$, and the standard deviation of the deviation value (SDd) = 0.4912, and $n = 25$, so using equation 1 we get a calculated T of = 4.6498 and a df of $25-1 = 24$ with a t table of 1.711. These results show that the t-count is higher (4.6498) than the t-table (1.711), so the hypothesis is accepted. The results of the hypothesis test show that there are significant differences between the pre-cycle results and the second cycle. These results show that the treatment provided with material and focus group discussions can increase association members' understanding, analysis, and evaluation and significant changes in RAISE.

Table 5 shows that the average deviation between the first and second cycles is $7.30/25 = 0.292$. The standard deviation of the deviation value (SDd) = 0.2201, and $n = 25$, so using equation 1, you get a calculated T of = 4.6498, and a df of $25-1 = 24$ with a t table of 6.633. These results show that the t-count is higher (6.6633) than the t-table (1.711), so the hypothesis is accepted. The results of the hypothesis test show that the results of the first and second cycles have a significant difference. These results show that the treatment provided included material and focus group discussions to complement it, as well as questions and answers with association members to help them understand, analyze, and evaluate and make significant changes in RAISE.

Table 5. Difference test between before and after treatment with RAISE material

The Results Measurement dimension from the Respondent	Pre-cycle (I)	First Cycle (II)	Second Cycle (III)	Deviation (II-I)	Deviation (III-I)	Deviation (III-II)
Value of Respect AI	3.33	3.78	4.33	0.45	1.00	0.55
Value of Respect BJ	4.33	4.33	4.44	0.00	0.11	0.11
Value of Respect CG	3.67	3.78	3.56	0.11	0.11	0.22
Value of Respect DS	4.00	4.44	3.89	0.44	0.11	0.55
Value of Respect EH	4.22	4.33	4.33	0.11	0.11	0.00
Value of advanced AI	3.22	3.89	4.22	0.67	1.00	0.33
Value of advanced BJ	4.33	4.44	4.56	0.11	0.23	0.12
Value of advanced CG	3.56	3.78	3.89	0.22	0.33	0.11
Value of advanced DS	3.78	4.33	3.78	0.55	0.00	0.55
Value of advanced EH	2.22	4.22	4.33	2.00	2.11	0.11
Value of internalizing AI	4.00	3.78	4.44	0.22	0.44	0.66
Value of internalizing BJ	3.67	4.11	4.56	0.44	0.89	0.45
Value of internalized CG	3.56	4.11	3.89	0.55	0.33	0.22
Value of internalized DS	3.67	4.22	3.67	0.55	0.00	0.55
Value of internalizing EH	3.78	4.22	4.22	0.44	0.44	0.00
Value of Share AI	4.00	3.89	4.22	0.11	0.22	0.33
Value of Share BJ	3.67	4.33	4.56	0.66	0.89	0.23
Value of Share CG	3.67	3.89	3.78	0.22	0.11	0.11
Value of Share DS	3.67	4.00	3.78	0.33	0.11	0.22
Value of Share EH	3.67	4.00	4.56	0.33	0.89	0.56
Value of empowering AI	3.33	3.89	4.33	0.56	1.00	0.44
Value of empowering BJ	3.89	4.33	4.33	0.44	0.44	0.00
Value of empowering CG	3.56	3.78	3.67	0.22	0.11	0.11
Value of empowering DS	3.67	4.33	3.67	0.66	0.00	0.66
Value of empowering EH	3.67	4.00	4.11	0,33	0.44	0.11
Total	92,14	102.20	103.12	10.39	11.42	7.30

These results show that the program provided by the leaders of the association members increases understanding of RAISE by providing material to the association members, which has different things to understand, evaluate, and be able to make changes. Providing materials has contributed to increasing values for organizational improvement and development. However, it should be noted that providing material accompanied by questions

and answers in focus group discussions has provided a higher level of understanding so that organizations can evaluate and carry out improvements and development on an ongoing basis. The research results provide a practical contribution for organizational leaders to provide adequate training by providing material so they can understand the company's vision, mission, and values and carry out evaluations to make innovative changes and improvements. Leaders also need to provide a forum for discussion in understanding the goals and values of the organization by providing resource persons who have high competence so that changes and innovations are carried out more quickly and adapt to external changes. The theoretical contribution of the research is to enrich theories about organizational culture, communication, and human resources development.

5. Conclusion

All existing components need to understand the values of an organization so that they can make improvements and developments in order to adapt to changes that occur externally. The PPPK Petra association members have determined the value of RAISE (Respect, Advance, Internalize, Share, Empower) as important to understand, evaluate, improve, and develop. Based on the results of data processing and analysis, it was found that mastery of the RAISE values material from pre-cycle was 73.71% to 81.76% in Cycle 1 (an increase of 8.05%) and Cycle 2 was 82.50% (an increase amounted to 8.78%). When compared with cycle one, it increased by 0.74%. There was a significant difference between the treatment given in the first cycle (material distributed) and the pre-cycle, thus providing a good level of understanding of the RAISE value. The second experiment, which is called the second cycle, is the material that was distributed, and a focus group discussion was carried out. A significant value was obtained when compared with the pre- and the first cycles. These results show that the material that was distributed and provided explanations and focus group discussions could provide high value for association members in understanding the value of RAISE. Associations and schools should consider always providing continuous mastery of RAISE values to refresh and strengthen understanding. The topic of discussion can be adjusted to the problems currently occurring and being faced by the association or school so that discussions through focus group discussions become lively and interesting.

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