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Fostering Soft Skills in STTIAA Campus Team Students: A Holistic Approach through the 5C Framework for Learning and Development

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Abstract
This article deeply analyzes the urgency and effectiveness of soft skills development for students active in campus teams, utilizing the 5C framework: Critical Thinking, Creativity, Communication, Collaboration, and Character. In the era of globalization and the Fourth Industrial Revolution, where job market demands are not solely focused on technical competencies, non-technical abilities have become an essential foundation for individual adaptability and success. Through a qualitative approach involving systematic literature review and conceptual analysis, this research outlines how each dimension of the 5C framework can be internalized and strengthened through the inherent dynamics and challenges of campus team activities. The analysis results indicate that the structured and continuous integration of the 5C soft skills within the campus team ecosystem not only enhances students' capabilities in complex problem-solving, product/process innovation, effective interpersonal interaction, synergistic teamwork, and personal integrity development, but also shapes graduates who are ready to face the complexities of the professional and social world. This article makes a significant contribution to higher education pedagogy by recommending the 5C-based soft skills development model as an integral pillar in extracurricular curricula, aiming to produce a generation of students who are not only academically proficient but also resilient and globally competitive.

Keywords: Soft Skill; 5C Framework; Holistic Development; Learning.

I. INTRODUCTION

The evolving global dynamic, marked by disruptive technological advancements, rapid shifts in the job market, and the increasing complexity of socio-economic challenges, has transformed expectations for higher education graduates. Universities are no longer solely responsible for providing academic knowledge and technical skills (hard skills); they now bear the crucial responsibility of cultivating individuals equipped with robust non-technical competencies, or soft skills (P21, 2015; World Economic Forum, 2023). Skills such as critical thinking, creativity, effective communication, collaboration, and strong character have been identified as primary predictors of career success, professional adaptability, and positive societal contribution (Heckman & Kautz, 2012; Robles, 2012). These competencies are transversal, extending beyond disciplinary boundaries, and are prerequisites for individuals to function optimally in collaborative and multidisciplinary work environments.

Campus environments, particularly through various campus teams, offer an unparalleled platform for fostering these soft skills. Campus teams, which include student organizations, project study groups, research teams, participation in academic or non-academic competitions, and involvement in volunteering initiatives and event organization, provide authentic learning scenarios and simulated professional environments. In these contexts, students face real-world challenges, navigate group dynamics, negotiate, collaboratively solve problems, and take responsibility for their respective roles—all essential elements that facilitate the organic development of soft skills (Pascarella & Terenzini, 2005). Unlike traditional classroom learning, which tends to be theory-centric, involvement in campus teams compels students to apply their knowledge in practical situations and interact with diverse individuals, thereby bridging the gap between theory and practice.

Despite growing awareness of soft skills' importance in higher education, many existing development programs remain ad hoc or are not systematically integrated into extracurricular curricula. Often, soft skill development is passively assumed to occur naturally through experience, without planned pedagogical interventions. This gap

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creates an urgent need to formulate a comprehensive and implementable framework for soft skill development within campus settings, specifically within team structures.

This article proposes and profoundly analyzes the relevance and potential of the 5C framework as a holistic approach to cultivating soft skills in campus team students. The 5C framework encompasses Critical Thinking, Creativity, Communication, Collaboration, and Character. Each component of this 'C' framework is not merely an independent skill but rather a cluster of interconnected and synergistic capabilities, shaping graduates who are not only cognitively intelligent but also innovative, adaptable, interpersonally adept, and principled.

This research aims to conduct a theoretical and conceptual analysis of how each dimension of the 5C framework can be effectively internalized and strengthened through the dynamics of campus team activities. We will outline strategic implementations for each 'C', discuss potential challenges, and offer practical recommendations for higher education institutions and team mentors. Ultimately, this article is expected to make a substantial contribution to higher education literature, particularly in the fields of curriculum development and soft skill pedagogy, to prepare students for the increasingly complex demands of the world.

II. RESEARCH METHODS

This research employs a qualitative approach, focusing on conceptual analysis and a systematic literature review to explore the role of the 5C framework in developing soft skills among campus team students. This approach was chosen due to its suitability for building a deep understanding of abstract concepts like soft skills and the 5C framework. It also helps identify interconnections between these concepts and formulate practical pedagogical implications (Maxwell, 2013). This methodology also enables a rich and nuanced exploration of how theoretical constructs manifest and can be fostered within dynamic educational environments.

The research strategy began with a systematic literature review, which involved identifying, selecting, and synthesizing scholarly literature from various disciplines. These disciplines included education, psychology (cognitive, social, and positive), organizational management, career development studies, and educational sociology. Academic databases such as Scopus, Web of Science, and Google Scholar were used, with inclusion criteria prioritizing publications that support the development of the 5C framework's elements. This review covered exploring the definition and significance of soft skills, investigating commonly accepted soft skill models and frameworks (e.g., P21's 4Cs and Goleman's emotional intelligence, 1995), analyzing the role of campus teams as learning environments, exploring learning theories that support soft skill development (such as Kolb's experiential learning, 1984; Bandura's social learning theory, 1977; and Vygotsky's constructivism, 1978), and identifying best practices in soft skill development.

The next stage involved a conceptual analysis of each core component of the 5C framework (Critical Thinking, Creativity, Communication, Collaboration, and Character). This process included developing relevant operational definitions, identifying key attributes, and analyzing the specific mechanisms through which campus team dynamics can facilitate the development of each 'C'. Each 5C component was also linked to relevant learning and psychological theories. The final stage of the research was to synthesize the findings from the literature review and conceptual analysis to formulate pedagogical implications. This synthesis resulted in practical recommendations for designing team activity curricula, defining the roles of facilitators and mentors, outlining formative assessment and feedback strategies, and suggesting pathways for integrating soft skill development into institutional policies. The internal validity of the research was ensured by using reputable literature sources and consistent interpretations, while the reliability of the findings was enhanced through a systematic approach based on established theories.

III. DISCUSSION

Implementing the 5C Framework in Campus Team Soft Skill Development

Campus team environments serve as unique and dynamic social laboratories for students to develop various soft skills beyond the confines of formal classrooms. When framed with an appropriate structure, such as the 5C model, the potential for this development can be maximized. Each component of the 5C is not merely a single skill, but rather a complex constellation of capabilities that are interconnected and essential for shaping students who are adaptive, innovative, and competitive.

1. Critical Thinking

a. Definition and Significance

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Critical thinking is a higher-order cognitive ability involving the objective analysis of information, the evaluation of arguments and evidence, the identification of hidden assumptions and biases, and the formulation of logical and reasoned judgments (Halpern, 2014). It transcends simply recalling facts; instead, it involves the ability to question, synthesize, and reconstruct knowledge. In the context of 21st-century education, critical thinking is a primary key to navigating "infodemics" and misinformation, enabling individuals to distinguish between facts and opinions and make evidence-based decisions (Facione, 2011). The phenomenon of post-truth and the massive dissemination of information in the digital age demand individuals to be intelligent consumers of information, capable of selecting, verifying, and internalizing valid knowledge. Therefore, the ability to think critically is a fundamental prerequisite for responsible citizenship and professional integrity.

For campus team students, the significance of critical thinking cannot be overstated. Teams, whether involved in research, competitions, organizations, or project development, are constantly faced with ill-structured problems, incomplete information, and competing perspectives. The ability to systematically analyze the root causes of problems, evaluate the effectiveness of proposed strategies, and predict the consequences of decisions is central to team success. Without critical thinking, teams can fall into superficial solutions, confirmation bias, or decision-making based solely on intuition, potentially leading to suboptimal performance or project failure.

b. Implementation and Training Mechanisms in Campus Teams

The campus team environment offers a variety of rich mechanisms for honing critical thinking:

Structured Discussions and Debates: Team members can be encouraged to participate in regular discussion sessions on issues relevant to the team's project or activities. For example, in a research team, students can analyze weaknesses in specific research methodologies, question data validity, or evaluate interpretations of findings. In a debate team, they learn to construct and dismantle arguments logically, identify fallacies, and formulate evidence-based rebuttals. Facilitators or mentors can actively pose Socratic questions to encourage deeper thought, such as "Why do you think so?", "What evidence supports this claim?", "How does this solution compare to other alternatives?", or "What if a different perspective were correct?". This approach trains both deductive and inductive reasoning.

Case Study Analysis: Provide real-world case studies or hypothetical scenarios relevant to the team's field. Students are asked to analyze problems, identify relevant factors, evaluate various solution options based on predetermined criteria, and formulate a rational action plan with strong justification. This process trains skills in problem diagnosis, hypothesis formulation, and systematic decision-making in complex conditions.

Problem-Based Learning (PBL): The PBL approach (Barrows & Tamblyn, 1980) inherently fosters critical thinking because students are confronted with complex problems that have no single solution and are required to collaborate in identifying issues, seeking relevant information, analyzing data, and developing solutions (Hmelo-Silver, 2004). For instance, an event organizer team might be given a scenario of "the sudden cancellation of a major sponsor one week before the event" and asked to formulate a creative and effective crisis management strategy, considering financial, reputational, and logistical impacts.

Self-Reflection and Critical Feedback: After completing a task or project, team members are encouraged to reflect on their work process, identifying areas of strength and weakness in their own and the team's thinking. Reflective journals or structured debriefing sessions can be used. Feedback provided by peers or mentors should be constructive, highlighting aspects that require sharper analysis, different perspectives, or assumptions that need questioning. This helps students develop metacognition—awareness and control over their own thought processes which is a key element of critical thinking.

Critical Evaluation of Information Sources: In the digital age, students need to be taught to assess the credibility, relevance, and objectivity of information sources they use, whether from the internet, social media, or academic publications. Teams can be challenged to find and evaluate information from various sources for a project, then present justification for why they chose certain sources.

c. Challenges and Strategies to Overcome

One significant challenge in fostering critical thinking is students' tendency to seek single answers, a lack of initiative to question authority, or the avoidance of cognitive conflict necessary for idea exploration. Environments that are overly hierarchical, fear-inducing, or focused on quick results can hinder this development. Strategies to overcome these include:

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Creating a psychologically safe environment where mistakes are seen as learning opportunities (growth mindset) rather than failures to be avoided (Dweck, 2006). This encourages experimentation and courage in expressing opinions.

Promoting diversity of perspectives within the team and facilitating discussions that value differing opinions without undermining individuals. Effective facilitation techniques can transform differences into analytical strengths.

Training mentors and student leaders to be facilitators, not providers of answers. Their role is to guide students through the thinking process, ask probing questions, and encourage them to discover solutions independently.

Providing models of critical thinking through role modeling from mentors or alumni who demonstrate how they approach complex problems.

2. Creativity

a. Definition and Significance

Creativity is the ability to generate original, novel, and useful ideas, and to view problems from various perspectives to find innovative and effective solutions (Sternberg, 2006; Cropley, 2006). It extends beyond the realm of art or design; creativity is also essential in process innovation, strategy, problem-solving, product development, and even in social interaction. Creativity enables individuals and teams to adapt to unexpected changes, create added value in projects, and differentiate themselves from competitors. In the context of a global economy driven by innovation, creativity is the engine of economic growth and key to maintaining relevance in an ever-changing market (Florida, 2002). Companies seek individuals who can not only follow instructions but also innovate and discover new ways to increase efficiency or create new opportunities.

For campus team students, creativity is an invaluable asset. Whether a team is competing to create a new product (e.g., robotics team, startup), designing a social campaign (e.g., social affairs student organization team), or needing to overcome resource limitations (e.g., an event organizer team with a limited budget), the ability to think outside the box is crucial. Creativity allows teams to move beyond conventional solutions, formulate efficient and effective approaches to unique problems, and generate ideas that capture the attention of audiences, judges, or stakeholders. Creative teams tend to be more resilient in facing obstacles, better able to capitalize on opportunities unseen by others, and possess a competitive advantage.

b. Implementation and Training Mechanisms in Campus Teams

Fostering creativity requires an environment that is permissive of new ideas, encourages fearless exploration, and facilitates connections between disparate concepts:

Free and Structured Brainstorming Sessions: Beyond free brainstorming where all ideas are welcomed without initial judgment ("no idea is a bad idea"), use structured brainstorming techniques like SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) or Mind Mapping to stimulate ideas from various angles (Eberly & Dahlen, 2011). Facilitators must ensure that the idea generation phase (divergent thinking) is strictly separated from the idea evaluation phase (convergent thinking) to prevent new ideas from being suppressed too early.

Innovation Challenges and Design Thinking-Based Projects: Assign projects or challenges that explicitly demand innovative solutions or the development of new products/services. For example, an innovation competition team might be asked to develop a prototype that solves a specific community problem; a marketing team might be asked to create a unique and engaging campaign to increase engagement. The Design Thinking approach (Brown, 2009), which involves empathy, problem definition, ideation, prototyping, and testing, is highly effective in training solution-based creativity.

Cross-Disciplinary Collaboration: Encourage collaboration among students from various disciplines (e.g., engineering students collaborating with visual communication design students, or political science students with performing arts students). Differences in perspectives, mindsets, and knowledge backgrounds often trigger unexpected idea connections and result in richer, more comprehensive innovations. This trains boundary spanning capabilities.

Supported Exploration and Experimentation: Create space for teams to experiment with new ideas, even if there is a risk of failure. A culture that values experimentation (fail fast, learn fast) is critical for fostering creativity. Provide sufficient time and resources for prototyping or initial idea testing without undue pressure for instant success.

Leveraging Resource Limitations: Challenges with limited resources can actually spark creativity. Students are forced to think more inventively and discover efficient and

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unconventional solutions, transforming constraints into catalysts for innovation.

Exposure to Diverse Stimuli and Inspiration: Encourage team members to seek inspiration from various sources outside their own field, such as art, nature, technology, different cultures, or even successful failure case studies. Museum visits, trips to startups, or conversations with innovators can enrich their thinking.

Free Association and Random Word Association Exercises: Use simple techniques like naming a random word and asking the team to connect it to a problem they are facing, to trigger unusual idea associations.

c. Challenges and Strategies to Overcome

The main challenges in fostering creativity are fear of failure, negative judgment, preference for proven solutions (status quo bias), or a lack of time and resources. Applicable strategies include:

Building a team culture that values new ideas and the courage to try, even those that initially seem "crazy." It is crucial to strictly separate the idea generation phase from the evaluation phase.

Providing examples of innovation from various fields or industries to inspire and demonstrate that creativity can emerge in diverse forms. Teaching problem reframing techniques, which is the ability to view a problem from different angles to open up new solution spaces previously unconceived. Encouraging a more relaxed and playful atmosphere during ideation sessions to reduce pressure and facilitate a freer flow of ideas. Facilitators can use ice-breakers or informal activities before creative sessions begin.

3. Communication

a. Definition and Significance

Communication is a fundamental skill that forms the lifeline of human interaction. It encompasses the ability to convey information, ideas, feelings, and emotions clearly, concisely, and effectively, whether verbally, in writing, or non-verbally (Zaremba, 2010; Tubbs & Moss, 2008). Beyond simply speaking or writing, effective communication also involves the ability to actively listen—the capacity to understand, interpret, and respond to messages with full attention (Rogers & Farson, 1957). Furthermore, the ability to give and receive constructive feedback is a crucial dimension of productive communication. In a professional context, communication is the bridge between ideas and implementation, between teams and external stakeholders, and between strategic vision and operational reality. Surveys by the National Association of Colleges and Employers (NACE, 2023) consistently show that communication is one of the most sought-after soft skills by employers, reflecting its irreplaceable role in collaborative work environments.

For campus team students, effective communication is the foundation for effective performance. Within a team, members must be able to clearly convey their project ideas, report task progress, coordinate responsibilities, resolve interpersonal conflicts, and motivate peers. Outside the team, they need to communicate professionally and persuasively with faculty advisors, university representatives, potential sponsors, collaborating partners, or target audiences. Communication failures can lead to various serious problems: misunderstandings that hinder workflow, duplication of effort due to poor coordination, internal conflicts that damage team morale, or even overall project failure because key messages are not conveyed or correctly understood by relevant parties. Poor communication can waste time, resources, and valuable opportunities.

b. Implementation and Training Mechanisms in Campus Teams

The comprehensive development of communication skills in a campus team environment can be achieved through various strategically designed activities:

Regular Project Presentations and Pitching: Each team can be required to periodically present project progress, research findings, or new ideas before other team members, mentors, or external audiences (e.g., faculty, stakeholders). This trains public speaking abilities, structuring a coherent and logical narrative, using effective visual aids (e.g., slides, posters, mock-ups), and professionally managing Q&A sessions. This exercise can also include scenarios for pitching to potential investors or competition judges.

Technical and Creative Writing Exercises: Students can be assigned to compose various types of written documents, such as persuasive project proposals, informative progress reports, concise and accurate meeting minutes, press releases for publication, or engaging marketing materials. This trains clarity, consistency, precise word choice, correct grammar, and the ability to adapt writing style according to the audience and communication purpose. The use of automatic proofreading tools and peer feedback practices can significantly improve writing quality.

Active Listening and Empathy Sessions: Conduct specific sessions where team members are trained to truly listen without interruption, summarize the main points conveyed by the speaker, and ask relevant clarifying questions. This exercise can be

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integrated into team meetings, where each member must reiterate the essence of what was said by the previous member before responding. This helps build deep understanding and reduce misunderstandings.

Role-Playing for Conflict Resolution or Negotiation: Simulate scenarios of internal team conflict or negotiation with external parties (e.g., potential sponsors, vendors, or partners). Students take on the roles of various involved parties and learn to manage emotions, convey arguments persuasively, negotiate effectively, and seek win-win solutions that benefit all. These sessions can also include exercises for delivering bad news or declining requests professionally.

360-Degree Feedback: Foster an open and constructive feedback culture where every team member can give and receive feedback on their communication style from multiple perspectives (peers, team leaders, or even external interactors). This helps individuals identify their blind spots in communication and areas that need improvement.

Using Diverse Communication Media: Train students to communicate effectively through various channels and media, including face-to-face communication, formal and informal email, instant messages (chat), video conferencing, and social media. They need to understand the strengths and weaknesses of each channel and select the most appropriate medium for a particular message and audience.

Non-Verbal Awareness Training: Educate students about the importance of non-verbal communication (body language, facial expressions, eye contact, tone of voice) in conveying messages and how non-verbal cues can either reinforce or weaken verbal communication. Video recording of presentations and gesture analysis exercises can be highly beneficial.

c. Challenges and Strategies to Overcome

Common challenges in communication include awkwardness or anxiety about public speaking, inability to listen effectively due to over-focusing on one's own response, difficulty delivering criticism constructively, or fear of judgment. Strategies that can be applied include:

Providing repeated practice opportunities and a supportive environment to overcome public speaking anxiety. Practicing presentations in front of smaller groups first can build confidence.

Teaching assertive communication techniques, which is the ability to state one's needs and rights without disregarding the rights of others, crucial in negotiation and conflict resolution.

Encouraging the use of clear communication structures (e.g., main points, summaries) in every interaction to ensure messages are effectively conveyed.

Fostering a team culture where constructive feedback is the norm, not the exception, and is delivered with a positive intent for growth.

4. Collaboration

a.Definition and Significance

Collaboration is the ability to work effectively and harmoniously with others toward a common goal, leveraging individual strengths, sharing responsibilities, and resolving differences constructively (Damon & Phelps, 1989; Roschelle & Teasley, 1995). This goes beyond mere group work where tasks are divided; true collaboration involves positive interdependence, a deep understanding of each other's roles, collective decision-making, and a shared commitment to the final outcome. Collaboration also includes the ability to build and maintain strong interpersonal relationships, understand group dynamics, and contribute to a positive and inclusive team environment. In the current global era, where complex problems often require multidisciplinary solutions, the ability to collaborate effectively is key to success in almost every job sector (World Economic Forum, 2023). Collaborative teams are capable of achieving results greater than the sum of their individual members' contributions.

For campus team students, collaboration is at the core of their experience. Almost every team activity, from preparing for competitions to organizing large events, requires members to work closely together. The ability to share workloads, combine ideas, provide support to peers, and effectively resolve internal team conflicts are prerequisites for achieving team goals. Without collaboration, teams can experience dysfunction, such as a lack of accountability, fragmented communication, unresolved conflicts, or a failure to utilize the full potential of their members. Strong collaboration not only enhances project efficiency and effectiveness but also enriches students' learning experiences through social interaction and opportunities to learn from different perspectives.

b. Implementation and Training Mechanisms in Campus Teams

Fostering collaboration in campus teams can be facilitated through various practices and structures:

Joint Projects and Collective Goals: Design tasks or projects that inherently require intensive cooperation and interdependence among team members. Each individual must understand how their contribution is

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crucial to the success of the entire team. Clear and shared goals (e.g., winning a competition, organizing a successful event) create intrinsic motivation for collaboration.

Role and Responsibility Rotation: Encourage team members to experience various roles within a project, including leadership, managerial, or specialist roles. This helps each individual understand the complexity of different responsibilities and develop empathy for the challenges faced by teammates, thereby increasing willingness to support each other.

Participatory Decision-Making: Conduct decision-making sessions where all team members have the opportunity to contribute ideas, discuss pros and cons, and reach a consensus. This trains negotiation skills, compromise, and appreciation for differing opinions, while strengthening a sense of ownership over the decisions made.

Clear Conflict Resolution Mechanisms: Teach and implement constructive conflict resolution strategies within the team, such as mediation, win-win negotiation, or compromise. Facilitate open discussions when conflicts arise, helping team members focus on the problem rather than attacking individuals, and seek solutions that benefit all parties.

Team Building Sessions and Cohesion Reinforcement: Organize planned team-building activities, both formal (e.g., collaboration skills workshops) and informal (e.g., social events), to build trust, strengthen interpersonal bonds, and create a positive and inclusive team atmosphere. High team cohesion is vital for effective collaboration.

Peer Feedback and Team Evaluation: Implement a system of regular feedback where team members provide constructive assessments of each other's contributions to team collaboration. This can include evaluating participation, support for peers, listening skills, and task completion. Overall team evaluations can also be conducted to identify areas for improvement in collaborative dynamics.

Collaboration Technology: Train students to use various digital collaboration platforms and tools (e.g., Google Workspace, Microsoft Teams, Trello, Slack) to facilitate project coordination, document sharing, and real-time communication, especially in geographically dispersed teams.

c.Challenges and Strategies to Overcome

Challenges in collaboration include free-riding (imbalance of contributions), unresolved interpersonal conflicts, domination by a few members, or a lack of commitment to shared goals. Strategies that can be applied include:

Establishing clear roles and responsibilities from the outset of a project, with transparent accountability mechanisms for each member.

Training team leaders to be effective facilitators, ensuring equitable participation from all members and managing group dynamics effectively.

Developing team contracts or mutually agreed-upon behavioral norms at the start of a project, including how to address conflicts or disagreements.

Encouraging peer mentoring and peer coaching where more skilled team members help others who need support, thereby building positive interdependence.

Celebrating team successes collectively to reinforce a sense of togetherness and recognition for the contributions of all members.

5. Character

a. Definition and Significance

Character in the context of soft skills refers to the collection of personal traits and moral values that underpin individual behavior, encompassing integrity, work ethic, responsibility, resilience, empathy, adaptability, initiative, and a positive attitude (Peterson & Seligman, 2004; Goleman, 1995). This is the most fundamental dimension of soft skills because it forms the basis for the development and application of the other four 'C's. Individuals with strong character have a solid moral foundation, are capable of making ethical decisions, demonstrate perseverance in the face of obstacles, and act responsibly towards themselves and others. They are reliable, trustworthy, and respected individuals, which is essential for building lasting professional relationships and contributing positively to society. In a constantly changing professional world, robust character—especially adaptability andilience enables individuals to continuously learn, embrace change, and bounce back from setbacks.

For campus team students, character is the glue that binds the team together and drives long-term success. Integrity ensures that team decisions and actions are based on ethical principles. Personal responsibility ensures every member fulfills their duties with commitment. Resilience enables the team to overcome obstacles, defeats, or unexpected changes in plans. Empthay encourages members to understand and support their peers. Initiative and a positive attitude create a proactive and energetic environment. Without strong character, teams can experience problems such as a lack of trust, broken promises, moral conflicts, or quick surrender when facing difficulties. Solid character is not only important for team performance but also for shaping

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graduates who are ready to be responsible leaders and ethical citizens.

b. Implementation and Training Mechanisms in Campus Teams

Character building is a more complex process and requires a holistic approach as well as role modeling:

Development of Team Code of Ethics and Values: Encourage teams to collectively formulate a code of ethics or a set of core values that will guide their behavior and interactions. This can include values such as honesty, mutual respect, responsibility, and commitment. This code of ethics can serve as a reference when making decisions or resolving conflicts.

Role Models and Mentoring: Team mentors, faculty, or alumni who possess strong character and positive values can act as role models. Stories of their resilience, integrity, or initiative can inspire students. Mentoring programs involving discussions about ethical dilemmas or personal challenges are also highly effective.

Social Responsibility-Based Tasks: Involve teams in projects that have a social or community impact. For example, volunteering teams, community service projects, or social awareness campaigns. Direct experience in helping others or contributing to the common good fosters empathy, social responsibility, and a sense of purpose.

Conflict Management and Ethical Dilemmas: Facilitate structured discussions on conflicts that may arise within the team or ethical dilemmas relevant to their projects. Students are encouraged to analyze situations from multiple perspectives, consider the ethical implications of decisions, and formulate responsible solutions. This trains ethical decision-making.

Constructive Feedback and Recognition Culture: Encourage feedback that not only focuses on technical performance but also on character aspects, such as punctuality, initiative, support for peers, or handling challenges. Recognition for positive behaviors that reflect strong character can reinforce these traits.

Resilience Training: Provide measured and targeted challenges to teams that require them to overcome failures, learn from mistakes, and bounce back. For instance, after experiencing a failure in a competition, the team is encouraged to analyze the causes and formulate improvement strategies, rather than giving up. Discussions about the importance of grit and perseverance are also relevant.

Promotion of a Growth Mindset: Encourage students to view challenges as opportunities for growth, not as threats. This helps them develop resilience, accept feedback, and continuously learn from every experience.

c. Challenges and Strategies to Overcome

Character building is a long-term process that cannot be measured instantly. Challenges include the internalization of values, differences in individual moral backgrounds, or a lack of opportunities to face challenges that demand resilience. Strategies that can be applied include:

Providing personal and continuous coaching and mentoring, rather than just one-off workshops. Integrating ethical and moral discussions into team meeting agendas or reflection sessions. Granting teams autonomy to make decisions and face their consequences (with support and guidance), allowing them to learn from direct experience. Recognizing and celebrating not only successful outcomes but also the process in which the team demonstrates integrity, resilience, or initiative.

IV. CONCLUSION

The development of campus team students' soft skills through the 5C framework (Critical Thinking, Creativity, Communication, Collaboration, and Character) is a crucial investment in shaping graduates who are not only academically excellent but also resilient, adaptive, and competitive in the dynamic global job market. The campus team environment provides an authentic learning laboratory where students can organically internalize and strengthen these essential capabilities through real-world challenges, group interactions, and shared responsibilities.

Integrating Critical Thinking enables students to systematically analyze problems, evaluate evidence, and make logical decisions. Creativity fosters innovation, out-of-the-box problem-solving, and the ability to adapt to change. Effective Communication forms the foundation for team coordination, conflict resolution, and persuasive interaction with various stakeholders. Collaboration cultivates synergistic teamwork, positive interdependence, and the utilization of collective strengths. Finally, strong Character-encompassing integrity, responsibility, resilience, and ethics-is the moral foundation that underpins the other four Cs, shaping individuals who are reliable and contribute positively to society.

To maximize the potential of this development, higher education institutions need to deliberately design campus team activities that encourage the growth of each C. This involves designing problem-based projects, structured brainstorming sessions, presentation and negotiation

exercises, multidisciplinary collaborative projects, and the establishment of team codes of ethics and values. The role of facilitators, academic advisors, and mentors is crucial in guiding, providing constructive feedback, and serving as role models. Furthermore, creating a psychologically safe environment that values experimentation and views mistakes as learning opportunities is a prerequisite for soft skill growth.

By adopting a structured and continuous 5C-based soft skill development model within its extracurricular curriculum, STTIAA can produce a generation of students who are not only technically competent but also possess comprehensive non-technical proficiencies. Such graduates will be better prepared to face the complexities of professional and social challenges, capable of innovating, adapting, and leading with integrity, ultimately making significant contributions to the development of the church, school, institution, society, nation, and being competitive in the global arena.

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