UC - Personal Insight Questions

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#### 1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time. (finlit)

Things to consider: A leadership role can mean more than just a title. It can mean being a mentor to others, acting as the person in charge of a specific task, or taking the lead role in organizing an event or project. Think about what you accomplished and what you learned from the experience. What were your responsibilities?

Did you lead a team? How did your experience change your perspective on leading others? Did you help to resolve an important dispute at your school, church, in your community or an organization? And your leadership role doesn’t necessarily have to be limited to school activities. For example, do you help out or take care of your family?

To me, leading my financial literacy team was more than a title.

When I started my financial literacy program, I had the intention of educating students on money management. I delivered this project to over 200 students, while only having 2 months to prepare. In doing this, I took the initiative to brainstorm ideas, such as how to deliver such a topic to elementary kids. In addition, I also had to come up with interesting ways to get the students to be engaging, such as a drama and mini games. As a leader, I had to manage the process of collaborating with my group while respecting and building on each others’ ideas through a democratic leadership style whilst building a culture in the team that is continuously chooses to provide quality over quantity, such as how we chose to work on one section a week, and having other members check on our section every week over a Zoom call.

Although I lead the team, the team members helped me grow as a leader. In one instance, I insisted upon my team members that I wanted to include an “investment” portion in our presentation. Despite my persistence, the members said that they believed that it wouldn’t tie together, as we were teaching elementary kids. However, after finding a common ground through discussion, we decided it was best if instead of an investment section, we replaced it with a budgeting section. Through this, my team members helped me to learn the importance of understanding others from a different perspective, helping me become a better leader.

As a result, we were able to successfully educate students on financial literacy in Jakarta and Maluku. Apart from this success, I learn the importance of taking other people’s perspectives and blending it with mine, as opposed to having a one-dimensional outlook.

For me, my leadership in my financial literacy team has allowed me to grow into a better leader, one that steps into other people’s shoes and takes into account different perspectives.

#### 7. What have you done to make your school or your community a better place? (KOMIB)

Things to consider: Think of community as a term that can encompass a group, team or a place — like your high school, hometown or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community?

Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

Growing up in a third-world country, I often see young kids, starting from the ages of 5, begging in the streets unsupervised for spare change.

More often than not, parents would force their kids to roam around red lights or small street restaurants to become beggars. In some extreme cases, parents “rent” their babies to other adults to instill pity from the affluent people when they beg for money. This denies the basic human right of education.

As a student, I decided to start a NPO called KOMIB to provide kids with education, regardless of their background, prior education, or living conditions. I visited Yayasan Al-Binyyah, a foundation for orphans to teach about basic mathematics. Though some kids were as old as 12, they didn’t understand the concept of division.

When talking individually with them, I realized that they didn’t even care about math given their needs to make ends meet. To motivate them, I designed activities that allow them to understand the importance of learning mathematics in a way that related to their conditions. For instance, I decided to bake cookies with the class as most of the students cook to make a living. I divided the cookies to each student equally and taught the concept of fraction. I saw many of them gave me an Aha! look and started to ask about how to ensure people get a larger piece, which allowed me to teach them about multiplication. Over time, students became more and more participative, even after we finished our sessions.

After one month, I had to bring more teacher volunteers as more students came to study. I expanded our lessons, and now, we teach over 500 kids a month, ranging from small classes with only 10 students to an entire cohort in some schools. Our past work and student testimonials helped me to reach out to more unequipped schools and foundations in Jakarta, Bogor, and Bandung to provide free math lessons. Going forward, I hope to expand our lesson materials to basic literacy and finance and reach more children in Indonesia.