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CLASSROOM RESEARCH: HOW DO UNDERGRATE STUDENTS DEFINE ORGANIZATIONAL BEHAVIOR?

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Abstract

Classroom action research is a research of an on going process. It is not meant for producing exact conclusion, since classroom action research is an overview of what recently happened in a class. The effectiveness of classroom management depends on how lecturer design his or her teaching method, that also must compy with teaching requirement and curriculum that set up by the management of program. This research, is to define how students understand and able to deliver a correct definition of organizational behavior. This research conducted in Management Studies of Universitas Paramadina during mid exam, as an evaluation of two months or six meetings.

Keywords: classroom, research, undergraduate, organizational, behavior

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Introduction

Success of teaching will be best measured with classroom action research. Classroom action research is a research that relates with how teaching done in a class. Classroom action study is not only useful for developing and improving the teaching process in lectures, but also for improving the quality of the curriculum at a wider point of view. Classroom action research can help lecturers to discover the most appropriate way of teaching and teaching techniques depending on the class situation. Class action research, as such, is an integration of the teaching given by the lecturer as a student's ability and ability.

Moosa (2012) mentioned, that action research is an effective plan for the professional development of teachers. Even Cunningham (2008) concluded that action research reflects an open-ended cycle, which means constantly, evaluating, planning, executing, and modifying as new information presents itself. Therefore, it may be concluded that classroom action research is a useful research in order to improve quality of education.

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Some classroom action research methods can be adapted, but in general, is to document teaching. Teaching materials and teaching evaluation are the beginning of the documentation. The purpose of material collection and evaluation is to measure the effectiveness of teaching and data that can be used as a continuous improvement. The advantages of class action research are, there is a new dimension added to the teaching documentation and to be a teaching portfolio.

Action research is one of the most important application research types for social experiment, introducing several new policies and conducting oversight of the effects resulting from the experiment (Payne, Monl-Turner, Smith and Sumter, 2004). And interestingly, teaching is no longer a one way method of delivering, ideally, it involves two way communication between lecturer and students. Burke (2011) mentioned, that active learning has become an important focus of pedagogical. Therefore, classroom action research is a way of measuring, whether the ideal of teaching method is achieved or not.

The purpose of this research is to describe the result of teaching process delivered by lecturer of given subject, affect students understanding the subject matter.

Action Research

According to Stringer (2007), action research is a systematic approach to investigation that enables people to find effective solutions to problems they comfort in their everyday lives. While Brydon-Miller, Greenwood, and Maguire (2003) mentioned that action research is a work in progress. Therefore it may be concluded that, action research is a process kind of research, while activities done may be followed by other activities, or in short, the never ending process.

Action research, according to Peter Reason and Hillary Bradburry in 2001, may be defined as follow (Brydon-Miller, et all, 2003): A participatory, a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.

Payne, et al (2004) mentioned that action research has an objective to describe social phenomena, but not to make any different or change on studied social phenomena. Therefore, action research is not meant for

make any change but to describe an event that might stimulate further development.

Classroom Action Research

Some definitions of classroom action research are as follows (Santyasa, 2007) according to Kemmis, McTaggart and Nixon (1992), Class action research is a form of self-reflection carried out by participants in a social environment (including the establishment of an enabling environment), in order to enhance rationality and fairness regarding, (a) participants in educational or social-environmental practices, (b) - the practice, (c) the situation in the practice. Whereas according Santyasa (2007) quoted from Jean McNeiff that research on action looks at practical ways in which the participant sees the results of the activity being implemented. Because action research is performed by practitioners as practitioners, and reflected on work results, therefore research on action is a practical form of self-reflection.

Thus, class action research is a research based on the practice of teaching a class in the classroom by looking at the impact that is being taught from the teaching of their students in one teaching period (a particular semester).

Benefits of classroom action research, among others:

- The enhancement of professionalism in the development of the competence of the problem solving problems in the classroom (in Jones & Song (2005), Kirkey (2005), McIntosh (2005) and McNeiff (1992))
- Increased personality, social and professionalism competence and experience of teaching roles, due to the reciprocity of the Students (processed from various sources)
- Improved performance and creativity of teaching methods in educational institutions (processed from Prendergast, 2002)

Here are the steps in classroom action research (Uhl Chamot, Barnhardt, Dirstine, 1998):

- First step, choose a research question. Research questions, should be specific, can be answered and lead to significant information in the teaching or learning aspects.
- Second step, decide which information will be used to answer the research question and how to collect information. Data collection can be done in a variety of ways, among others by using a lecture book meeting, student interviews, a questionnaire to students and a test.

- Step three, analyze data. Data analysis can use statistical help or qualitative approaches.
- Step four, write in the research report and combine with practice in the classroom that can be used for practice teaching and modifying teaching in the classroom.

Curriculum of Management Studies in Universitas Paramadina (Source: paramadina.ac.id, 2010)

The Management and Business study programs use a competency-based curriculum to equip students with the appropriate competence of the business world. Currently, Prodi Manajemen dan Bisnis has three initiatives, namely Marketing Management, Human Resource Management, and Financial Management.

A number of programs become important aspects that underlie the success of the Management of Business and Business. To support student insights, routinely, guest lecturers with different backgrounds are brought to extend the students' insights. Company visits and student workshops, scientific work done on a regular basis, to provide students with an opportunity to understand the academic and practical world. In addition, the Study Program requires all students to follow field practice or business simulation and write thesis, as a vehicle to build a theory and practice understanding.

To obtain a bachelor's degree is mandatory for completing 144 credits, including 6 credits for thesis and 3 credits for field practice, which overall can be reached within three and a half years. Organizational Behavioral courses are in second semester, and are mandatory courses that must be followed by the Student Management Program. The Organizational Behavioral Course becomes a prerequisite course for Students who wish to choose the concentration of Human Resource Management. Identification of this classroom action research's problem is, what has student understand about Organizational Behavior after seven meetings?. The limitation of this issue is that, at how far the student can clearly define the definition of Organizational Behavior.

Organizational Behavior Studies

Organizational Behavior is a field of study that investigates the influence of individuals, groups and structures on behavior within the organization that aims to apply this kind of science to enhance the effectiveness of an organization (Robbins and Judge, 2008).

While other expert opinions, according to Hellriegel and Slocum (2007), organizational behavior is a field of study that studies individuals and groups within the organizational context and is also a field of study that sees intangible processes and practices as it affects the effectiveness of individuals, teams and organizations.

Thus, organizational behavior has the following keywords:

- A) Study area
- B) Influence
- C) Individuals
- D) Group
- E) Structure
- F) Behavior
- G) Organization
- H) Effective

Overview of Organizational Behavior Teaching Method

Organizational Behavior as subject matter, is a subject that must be followed by a student at Paramadina University Management Studies Program in the Second Semester (Even). Organizational behavior, in addition to compulsory subjects, is also a pre-requisite course for students who will take the concentration of Human Resource Management in the Sixth Semester (Even). Organizational Behavior, conducted for sixteen times (16) meetings. Among the sixteen times the meeting was conducted twice as a test (mid exam and final exam).

Throughout the course, the lecture method applied is face to face between the students and the students, the students are expected to play an active role with the training that needs to be completed by students in the classroom and after class. Assessment provisions in this lecture are 30% for the task (independent and group), 35% for the mid exam, and 35% for the final exam. Both mid and final exam will be done in class, and students are required to answer without books.

This research method is descriptive qualitative. The subjects of this study are students. The object of this study is the University of Paramadina, Jakarta. The duration of the study was seven weeks (February - March 2009), while data was taken during the midterm examination on March 16, 2009. The demographics of this study were 10 women and 20 men.

This classroom action procedure is as follows:

- a. General idea
In this general idea the researcher raised about how far the student can explain the definition of Organizational Behavior during the implementation of the mid exam.
- b. Field observation (observation)
Observation in the field, researchers see the need to know how the student defines the definition of Organizational Behavior
- c. Theme determination
The theme raised in this study is about redefining the definition of Organizational Behavior
- d. Classroom action research planning
Classroom action research is planned throughout the course of the lecture (seven meetings before the eighth meeting)
- e. Action planning after research
The results obtained after research will reflect on how the student can define Organizational Behavior, so the facilitator can perform activities to correct in the teaching
- f. Reflection
The reflection of this classroom action research is to give an overview of the effectiveness of teaching and learning process implemented by the trainees for seven meetings (eight times until the implementation of mid exam)

Analyzing classroom research's data is by using textalyser.net. An internet service that allows researchers to analyze sentences.

Results, as follow, A statement that approximates the definition of Organizational Behavior, as follows:

- a. Science that studies the influence of individuals, groups or structures on behavior within the organization with the aim of improving the effectiveness of an organization
- b. Knowledge that studies the influences of individuals, groups and structures on organizational behavior that aims to improve performance to be better and more effective in an organization
- c. A field of study that studies the influence of individuals, groups or structures on an organization or organization and this is done in order for the effectiveness of an organization to increase
- d. A science study of the human behaviors possessed in an individual, organization, group against the organization to enhance the effectiveness of an organization

Statements that do not define Organizational Behavior, among others:

- a. Size of behavior or human action in a collection or status
- b. An activity in which we must engage in organizing, and must follow all existing rules within the organization
- c. Behavior in organization or how to behave within an organization
- d. Behavior in which we can position ourselves properly and properly in organizing

Overall, from the rest of the students who redefined mentions the keyword Organizational Behavior, as follows:

- a. Study area: 10 people
- b. Influence: 16 people
- c. Individual: 26 people
- d. Group: 24 people
- e. Structure: 16 people
- f. Behavior: 27 people
- g. Organization: 32 people
- h. Effective: 17 people

Results of data processing with total words of 722 words, using textalyser.net, obtained the following results.

Number of different words :	186
Complexity factor (Lexical Density) :	25.8 %
Readability (Gunning-Fog Index) : (6-easy 20-hard)	20.2
Total number of characters :	5903
Number of characters without spaces :	4999
Average Syllables per Word :	2.76
Sentence count :	37
Average sentence length (words) :	20.4 4
Max sentence length (words) :	34
(Learning or deeper into the behavior of an individual or group of individuals and how far their influence or what they do have a positive or meaningful impact on the continuity of an organization)	
Min sentence length (words) :	8
(Someone's behavior in an organization that is helpful)	
Readability (Alternative) beta : (100-easy 20-hard, optimal 60-70)	- 47.5

Frequency and top level word(s) are as follow,

Word	Occurrences	Frequency	Rank
Study area, influence, individual, group, structure, behavior, organization, effective	Not found	%	
The	48	6.6%	1
In	37	5.1%	2
A	33	4.6%	3
Organization	30	4.2%	4
Individu	29	4%	5
Behavior	26	3.6%	6
And	24	3.3%	7
Group	23	3.2%	8
Or	22	3%	9
Organization	20	2.8%	10

Conclusion

Definition of Organizational Behavior, containing elements of the keyword: field of study, influence, individual, group, structure, behavior, organization, effective. Based on the data obtained, no student has revealed all the keywords in the form of sentences. Thus, it can be concluded that the most possibility of what happen within students was that they cannot explain organizational behavior in the form of sentences, or in a correct manner. This needs to be followed up by testing the students as to whether or not different opportunities can be explained about the definition of organizational behavior or otherwise.

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