THE INTRODUCTION OF PROACTIVE BEHAVIOR TO SCHOOL COOPERATION ADMINISTRATORS: STUDY IN CATHOLIC HIGH SCHOOL COOPERATION ST. LOUIS 1 SURABAYA

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ABSTRACT

This study aims at introducing proactive behavior to school cooperative board and members who have not completely comprehended it yet. In fact, they did not know how to proactively behave and implement them within the scope of school cooperative organization. This is a descriptive qualitative study using a depth interview with three performing as the key informants. In addition, the questionnaires as the research instruments were distributed among 20 cooperative members. Both the hypothetical standard deviation and mean hypothetical formula were used to calculate the percentage of each dimension in data analysis. Six dimensions of the introduction of proactive behavior were identified such as identifying and capitalizing the opportunities, creating favorable conditions, carrying out socialization, seeking feedback, identifying sales problem (issue selling), and creating innovation. Carried out through workshops and mentoring, the introduction of the proactive behavior has significantly increased the proactive behavior management quality to the members of the school cooperation.

Keywords: proactive behavior, school cooperative, workshops and mentoring

INTRODUCTION

Having proactive behavior is very important for people. It is because people with this behavior are able to transform the organization's missions, identify and solve the problems and always try to make positive changes in the surrounding environment. The opposite of being proactive is being passive or reactive. People who are passive or reactive tend to adapt or compromise with the current conditions, rather than to reinvent them with positive influence (Seibert, Crant, and Kraimer, 1999: 417 in Machrus, 2005:7).

In the context of this research, proactive behavior of the cooperative school administrators is not yet fully visible, meaning that the administrators still do not know how to behave proactively and implement them within the school organization context. Therefore, it is necessary to take some steps further and do the best way, that is, by introducing a proactive behavior to all cooperative school administrators.