

THE INFLUENCE OF GROUP DYNAMICS TO STUDENTS' CREATIVITY IN BUSINESS MANAGEMENT CLASS OF UNIVERSITAS CIPUTRA

by Liliana Dewi

Submission date: 18-Aug-2020 09:16PM (UTC+0700)

Submission ID: 1371020610

File name: EATIVITY_IN_BUSINESS_MANAGEMENT_CLASS_OF_UNIVERSITAS_CIPUTRA.pdf (49.28K)

Word count: 3183

Character count: 17574

THE INFLUENCE OF GROUP DYNAMICS TO STUDENTS' CREATIVITY IN BUSINESS MANAGEMENT CLASS OF UNIVERSITAS CIPUTRA

JAM

17, 4

Received, June 2019

Revised, July 2019

September 2019

Accepted, September 2019

Liliana Dewi

Universitas Ciputra, Surabaya

Abstract: The education world has significant roles in encouraging students to be productive, collaborative, and communicative in this competitive era. Therefore, educators should be able to administer classes where students can experience learning process to have the necessary skills in working environment. One way to establish the desired learning process is by designing and setting special learning groups in the classroom as an environment to develop students' social skills and their productivity. The desired environment is an environment which nurtures students' creativity in developing their social skills and productivity, namely group dynamics. To achieve this goal, a qualitative research is conducted in marketing management classes in Ciputra University Surabaya, Indonesia, to see if setting a dynamics environment are able to grow students' creativity. In several similar cases, educators believe in the need of organizing learning groups which fit the development of twenty first century. Dynamics environment is needed to grow students' creativity. The research will contribute some knowledge on how higher education educators organize and set learning groups in big class. The results of the research will suggest some ways to organize and set the learning groups which are effective in developing students' creativity.

Keywords: Creativity, Group Dynamics, Marketing Management

Cite this article as: Dewi, Liliana. 2019. *The Influence of Group Dynamics to Students' Creativity in Business Management Class of Universitas Ciputra*. Jurnal Aplikasi Manajemen Volume 17, Number 4, Pages 713–718. Malang: Universitas Brawijaya. <http://dx.doi.org/10.21776/ub.jam.2019.017.04.15>



Journal of Applied Management (JAM)
Volume 17 Number 4,
December 2019
Indexed in Google Scholar

Corresponding Author:
Liliana Dewi, Universitas
Ciputra Surabaya, E-mail:
Ldewi@ciputra.ac.id, DOI:
<http://dx.doi.org/10.21776/ub.jam.2019.017.04.15>

The main problem appearing in big classes is frequently to accommodate learning of all students. Meanwhile, in small classes (less than twenty five students), a lecturer is easier to interact with all students. In big classes, interaction between a teacher and students is more complex. Therefore to enforce the students understanding on the learning

material, an approach in learning is needed. To make students understanding the learning material optimally, one alternative of learning approach called group dynamic has the potential to solve the problem.

Group dynamic is to look for students who are active and inactive. After the list is known, then the lecturer will form groups that enable collaboration within the group between multi-talented students and less-talented students. The new perspective of modern learning in the twenty one century is encouraging each individual to involve more actively in learn-

ing process. A group dynamics is an approach applied by lecturers to create a right environment to facilitate academic and social emotion learning (Evertson and Weinstein, 2006: 4).

Based on the background of the problem, this research is to give recommendation and solution of the application of group dynamic approach to manage big classes in the marketing management class in Universitas Ciputra. Therefore this research is attempted to address the following questions: Whether group dynamics is able to accommodate learning process in a big class of marketing management subject.

Review of Literature

The main purpose of forming group dynamics is to sharpen student social skill and to grow student creativity which in turns improve student learning quality.

Originality

Cretivity can be seen from work that uses (1) new ideas and approaches to customer problems; (2) the use of new technology applications; (3) willing to take risks; (4) main new ideas; and (5) new vision for the future (Baron and Tang, 2011).

Types of Group

A groups usually have members ranging from two to thousands of members. Small groups such as dyads (two members) and triads (three members) are called groups, but groups that contain a very large collection of members, such as the masses and congregations (Simmel, 1902). But usually most group members start from two to seven. (Mullen, 1987).

Each of the millions of groups that exist is a unique process and relationship of individuals. The five group characteristics are interaction, goal dependence, unity and structure. The group manages the relationships and interactions that are maintained between members. The group has a structured goal, because it facilitates members to achieve goals and results. Group members have dependency on each other in terms of influencing or influenced by other members. Each member is connected with others

in the norms and roles arranged in the group. Groups are the social rules of individuals that are binding and comprehensive..

Four basic types of groups are primary groups, social groups, collectives, and categories. Characteristics of primary groups is small, long-term groups characterized by face-to-face interaction and high levels of cohesiveness, solidarity, and member identification. Characteristics of social groups is small groups of moderate duration and permeability characterized by moderate levels of interaction among the members over an extended period of time, often in goal-focused situations. Characteristics of collectives is aggregations of individuals that form spontaneously, last only a brief period of time, and have very permeable boundaries. Characteristics of categories is aggregations of individuals who are similar to one another in some way, such as gender, ethnicity, religion, or nationality (Forsyth, 2010). This research uses social groups as the principle in forming the groups.

Janis in Forsyth (2010) structure analysis, communication process and leadership in groups are important. The study explained that groups are unique in everyday life, therefore changes in one group are not related to other groups. The characteristics of each group cannot be generalized to other groups.

Group Dynamics

Group dynamics is used in overlapping various branches of psychology and sociology; there is also a lot of interest in its results within industry and business, psychotherapy, and even politics (Murphy, 2006). Group dynamics describes both a subject matter and a scientific field of study (Kurt Lewin: 1943, 1948, 1951 in Forsyth, 2010).

The word dynamic is to describe the activities, processes, operations, and changes that transpire in groups. This word suggests that groups are powerful and influential; they change their members and society at large. Dynamic systems are also fluid rather than static, for they develop and evolve over time (Forsyth, 2010).

Groups deserve to be called dynamic if the groups influence their member, society, and living

systems. Groups have a profound impact on individuals; they shape actions, thoughts, and feelings. Groups played important roles in maintaining religious, political, economics, and educational systems in society. Some groups are so stable that their basic processes and structures remain unchanged constantly, but such groups are rare. Based on the theory of group development by Bruce Tuckman, there are five phases. The formation phase, group members have mutual interests. The conflict phase, within a group conflict usually arises when members compete for influence in setting their goals. Conflict can be overcome with a good group structure. The productivity phase, the group is work oriented by ruling out conflicts that arise in the organization. The group continues until it dissolves in the next phase. (Forsyth, 2010).

From another point of view, dynamism refers to the situation in which new ventures are subject to unpredictable and rapid change—and thus, to high levels of speculation (Dess and Beard, 1984; Miller, 2007). As explained below, there are grounds for predicting that dynamism connects creativity and innovation, although through different underlying mechanisms.

Baas et al. (2008) Creativity has a positive effect with a high level of activity. The positive relationship between creativity and activity level is influenced by environmental factors. A high level of activity occurs in a very dynamic environment otherwise a less dynamic environment will decrease the level of activity. In a very dynamic environment, rapid changes cause uncertainty and high risks, so here creativity will determine. (Aldrich, 2000; Miller, 2007). Such conditions have been found to engender high levels of stress (Beehr et al., 2000), and stress, in turn, usually involves high levels of activation (Stranks, 2005).

Marketing Management

Key factors of the marketing management process are insightful, creative strategies and plans that can guide marketing activities. A blend of discipline and flexibility is needed to develop the right marketing strategy over time requires. Firms must have a standard strategy but also constantly improve it.

They have to also develop strategies for a range of products and services within the organization (Kotler and Keller, 2012)

In the marketing concept there are several main concepts. Needs, demands and wants. Needs talk about the main needs such as food, clothing, shelter, water and air. Humans also have other needs such as recreation, entertainment and education. Needs can become desires, when directed to certain circumstances in meeting needs. Consumers in the US meet food needs with Philly cheese and the ice. Consumers in Afghanistan meet their food needs with rice, carrots and lamb. So the desire is formed in certain societies. Demand is a desire to meet the needs that are affected by the ability to pay. Like Mercedes, few can afford it, but many want it. A good company must also calculate the ability to buy products and the number of requests for a product. (Kotler and Keller, 2012).

The marketing environment has a part, namely the production environment and the consumer environment. The production environment includes the actors involved in the production, distribution and promotion processes. Usually like companies, dealers, distributors and suppliers. This supplier group consists of materials and services. This service can be in the form of marketing research, advertising, transportation, insurance banking and telecommunications agencies. Distributors have search and sales functions to customers. The consumer environment is influenced by the demographic environment, the economic environment, the socio-cultural environment, the natural environment, the technological environment, and the political-legal environment. Marketing needs to pay attention to trends and developments in determining its marketing strategy so that it suits the needs. Appropriate and accurate marketing is needed to face new opportunities that continue to emerge. (Kotler and Keller, 2012).

Boundary Objects

The process outlined in this paper is designed to find how group dynamics works in marketing management class. In the context of this study, boundary objects would appear to offer a concep-

tual explanation of how learning takes place in a learning event setting.

METHOD

This study has been based on action research using a descriptive qualitative to find how higher education educators organize and set learning groups in big class. The results of the research will suggest some ways to organize and set the learning groups which are effective in developing students' creativity.

According to Miles and Huberman (1994) data will be analyzed according to steps such as: data reduction, data presentation or display, data withdrawal or verification. Participants on the research are all of the students taking marketing management subject. Jaafar, Hashim, & Ariffin (2012), this study uses a measurement model of student engage-

ment in the local university: University Utara Malaysia. There are 4 items of method which were used to measure the success of my intensive study such as: field note, student log, student work sheet, and record or student chatting of social media.

In this research, the knowledge of group dynamics is used in teaching marketing management subject for university students. Therefore, group dynamics system is applied in forming learning groups in the research class. The learning process is aided by the class coordinator. Class coordinator is the head of each group coordinator. The teacher delivers instruction and assignment firstly to class coordinator then the class coordinator passes on those instruction and assignment to each group coordinator.

There are four items of method which are used to measure the success of this intensive study such

Table 1 Breakdown of data collecting for learning outcomes evidence

Learning Steps	Group dynamics characteristic	Outcomes indicator	Learning outcomes evidence
Class setting	Big class having many groups characteristic	Review the beginning knowledge about marketing management	Pre-test and self-reflection
Create groups and the head of each group	One group becoming more potential than other groups	Be capable to give order to the student	Student understand to use marketing management for mini project business
Go to library	A potential group leader care about a duty more than a non-potential group	Understand many kinds of marketing management case from the other book	Argument collecting from expert in the book ongoing ask to the other expert and up load the groups conclusion result by on line
Selling Product	A potential group becoming more active, creative, and innovative than a non-potential group	Be competent in responsibility of how to use marketing management	Marketing management implementation at least to reach break-even point for mini project business
Class Setting	For many groups, the class setting becoming positive to learning process	Review the ending knowledge about marketing management	Post-test, discuss to another student, feed-back to facilitator
Paper and Presentation	A potential group doing well with paper and presentation better than a non-potential group	Be capable to communicate idea with marketing management to mini project business	Time line in groups mini project business, Peer Assessment, lecturer assessment, self-reflection

as: field note, student log, student work sheet, and record or student chatting of social media. The summary of four items of method which used to improve the group dynamics in strategic management class.

RESULTS AND DISCUSSION

Data collecting from finding research can be seen in learning outcomes evidence, as shown in Table 1.

The characteristics of the leader and group members have an influence on the changing characteristics of a group. Rauch and Frese (2007: 47), characteristics influencing individual success are determined by: innovation, autonomy, locus of control, and self-efficacy, the need for achievement, risk taking,

Barnard (1938). Group dynamics or changes are formed by the existence of managerial functions and processes like those of organizations in several business companies. Selznick (1957) Leadership and managerial abilities can support the administration of organizations that play an important role in improving company conditions..

The results of the research can be used as bases to propose the following proposition:

P1: A Group dynamics can be improved by developing profiles such as innovation; ability to implement strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation.

P2: The lesson delivery is made easy in a big class. The teacher can deliver the lesson more easily by the help of student coordinators.

Conclusions

In establishing group dynamics, desire for responsibility is developed. As one of the group dynamics profile, the desire for responsibility plays an important role determining the success of learning process in the class.

As table 1 has shown, learning outcomes evidence show how the students make better understanding on marketing management knowledge. By using learning media such as: class setting, rubric,

media on line, off line, assessment, artifact, time line, group discussion and interaction, students can improve their desire for responsibility.

Recorded review of the students in the end of every learning session have shown improved desire for responsibility. Learning experience such as going to library, price survey, making time line on group dynamics has been able to improve self-confidence and encourage personal value so that they can plan their mini project business better than before. The students' different intelligence has created no gap among the students; moreover they can complement to each other while learning. The students have better understanding in subject learning because every given step is reviewed both individually and in groups. Summary of student log, student work sheet, and record or student chatting of social media as qualitative method which is used to improve the desire for responsibility have been shown positive improvement.

REFERENCES

- Aldrich, H. (2000). *Organizations evolving*. London: Sage.
- Barnard, C.I. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.
- Baron, R.A., & Tang, J. (2011). The role of entrepreneurs in firm-level innovation: Joint effects of positive affect, creativity, and environmental dynamism. *Journal of Business Venturing* 26, pp. 49-60.
- Baas, M., De Dreu, C.K.W., Nijstad, B.A. (2008). A meta-analysis of 25 years of mood-creativity research: hedonic tone, activation, or regulatory focus? *Psychological Bulletin* 134, pp. 779-806.
- Beehr, T.A., Jex, S.M., Stacy, B.A., Murray, M.A. (2000). Work stressors and coworker support as predictors of individual strain and job performance. *Journal of Organizational Behavior* 21, pp. 391-405.
- Dess, G.G., & Beard, D.W. (1984). Dimensions of organizational task environments. *Administrative Science Quarterly* 29, pp. 52-73.
- Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.). *Handbook of classroom management* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum.
- Forsyth, D. R. (2010). *Group Dynamics* (5th ed). USA: Wadsworth Cengage Learning

- Jaa far, F. M. D., Hashim, R. A., & Ariffin, T. F. T. (2012). Malaysian university student learning involvement scale (MUSLIS): Validation of a student engagement model. *Malaysian Journal of Learning and Instruction*, 9, 15-30.
- Kotler, P., & Keller, K.L. (2012). *Marketing management* (14th ed). New Jersey: Prentice Hall.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expended source-book* (2nd ed). Sage, Thousand Oaks: CA.
- 2 Miller, K.D. (2007). Risk and rationality in entrepreneurial processes. *Strategic Entrepreneurship Journal*, 1, pp. 57-74.
- 4 Mullen, B. (1987). Self-attention theory: The effects of group composition on the individual. In B. Mullen & G.R. Goethals (Eds), *Theories of group behavior* (pp. 125-146). New York: Springer-Verlag.
- 4 Murphy, M. (2006). *Sick building syndrome and the problem of uncertainty*. Durham, NC: Duke University Press.
- Rauch, A., & Frese, M. (2007). Born to be an entrepreneur? Revisit 2g the personality approach to entrepreneurship. In Baum, J. R., Frese, M. & Baron, R. (Eds.). *The Psychology of entrepreneurship* (pp. 41-65). Mahwah, NJ: Lawrence Erlbaum Associates.
- Selznick, P. (1957). *Leadership in administration: A sociological interpretation*. New York: Harper and Row.
- 4 Simmel, G. (1902). The number of members as determining the sociological from of the group. *American Journal of Sociology*, 8, pp. 1-46, 158-196.
- 2 Stranks, J. (2005). *Stress at work*. Elsevier Butterworth-Heinemann, Burlington, MA.

THE INFLUENCE OF GROUP DYNAMICS TO STUDENTS' CREATIVITY IN BUSINESS MANAGEMENT CLASS OF UNIVERSITAS CIPUTRA

ORIGINALITY REPORT

20%

SIMILARITY INDEX

24%

INTERNET SOURCES

5%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

doaj.org

Internet Source

8%

2

pdfs.semanticscholar.org

Internet Source

6%

3

Submitted to The Hong Kong Institute of Education

Student Paper

4%

4

epdf.tips

Internet Source

3%

Exclude quotes Off

Exclude bibliography Off

Exclude matches < 3%