

THE APPLICATION OF ENTREPRENEURSHIP STRATEGIC MANAGEMENT TO CLASSROOM MANAGEMENT

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Abstract: Handling students in a big class (above fifty students) often triggers many problems. One major problem is regarding active participation of students in the class. In a big class, the participation level of students is often low since the class is usually dominated only by dominant students. As educators, we all want full participation of all students in our class. A study is conducted to solve the problem of student participation in a big class. One thing a teacher can do is to design the class in such a way that the students have an opportunity to develop his or her full participation. Qualitative research in Marketing Management class in University is being done to observe whether a particular classroom management design can activate student participation. This classroom management design is made to enable students experiencing a real work atmosphere where productivity and social skills (which influence student participation in the class) are needed. According to education experts, traditional classroom management is not sufficient to develop productivity and social skills. Therefore a structured management system is applied in managing the research class. In addition, an entrepreneurial profile (desire for responsibility) for each student is collected to decide which student fits to become a group coordinator. The result of the research reveals that students can play the role of coordinators (upper management); they can actively participate in the class and communicate with the lecturer, as well as with the other students who are not coordinators. The students are proven to actively communicate based on the hierarchy which is purposively created by the lecturer.

Keywords: Classroom management, marketing management, strategic management, time management.



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In big classes, the major problem appearing is often to accommodate all of the students in learning. Trial and error in the learning method are needed. The target of learning is described in the strategic learning criteria for each meeting.

In small classes (less than twenty five students), a teacher is easier to be interactive with all of the students. On the other hand, in big classes, an interaction between a teacher and students is more complicated. Therefore there should be a way to bridge the interaction between the students and the teacher. Setting up a hierarchy of classroom management is an alternative to solve the problem, such as forming upper management and bottom management in the

classroom. Upper and bottom management are created not to separate students from one to another, but more to organize message delivery, job description and distribution responsibility.

Of course, the implementation of upper and bottom management in the classroom should be well organized and controlled. The implementation might involve trial and error to the point of learning outcome achievement. Evaluation and control to all of upper and bottom management are crucial.

In line with marketing management theory, there are four marketing controls as follows: year plan, profitability, efficiency, and strategic. The major responsibility of controlling the year plan is upper management and middle management. Meanwhile, the responsibility of profitability control is on the hand of linear management and marketing control staff. The implementation of strategic control is conducted by upper management and marketing auditor (Kotler and Keller, 2008: 428).

Placing the right students as coordinators are crucial to forming the same structural vision. The right students are expected to accommodate communication of each member so that the whole class achieves the target of learning outcome.

The applied organization structure is functional structure so that every function of department units is optimized (Kodrat, 2010). The application in a big class is by making student-groups led by a student-leader. The leaders are also grouped, and each group is led by a coordinator. In the same way as the leaders, each coordinator-group reports to a head of coordinators. The head of coordinators reports to the lecturer. The hierarchy of communication is seen in this format of the organization.

The new perspective of modern management in the twenty one century is encouraging each to participate more actively and involve in bigger responsibility. It is expected each member plans and does self-assessment for every self-contribution in achieving the firm goal. There is a kind of self-evaluation for the creativity of each member (Kodrat, 2010).

Classroom management is an approach applied by lecturers to create the right environment to facilitate academic and social emotional learning

(Evertson and Weinstein, 2006). To apply a particular rule in a classroom is crucial in classroom management because it helps the student to correspond the attitude to the rule (Emmer and Evertson, 2013).

The effective classroom management is important to the students; however, the establishment of effective classroom management is a challenge for the lecturer because it needs pedagogical, social, emotional competency and ability to react fast and correctly in a critical situation (Seiz, et al., 2015). The functional relationship between classroom management by lecturers and the pattern of students' attitude is important to develop students' professionalism in the future (Pas, et al., 2015).

Based on the background of the problem, this research is to give a recommendation and solution to the application of hierarchical management in strategic management. Therefore this research is attempted to address the following questions: Whether hierarchy management can accommodate the learning process in a big class of marketing management subject.

LITERATURE REVIEW

Classroom Management

An effective teaching and learning activity needs quality classroom management (Charles & Senter, 2005, Goh, 2005, Manning & Bucher, 2013, Marzano, 2009, and Myint, Lourdusamy, Quek, & Angela, 2005). According to Froyen and Iverson (1999), there are three main components of classroom management: content management, conduct management, and covenant management. In addition to the three components, the fourth main component they mentioned is time management.

Content management is dealing with teacher manages space, equipment, materials, and students and lessons that produce curriculum or study programs (Froyen and Iverson, 1999). Content management refers to those skills that cut across subjects and activities. It places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems (Kounin in Froyen and Iverson, 1999).

Goh (2005), clarifies that a teacher has the role of a classroom manager and facilitator of the learning process in the classroom. A positive learning environment to ensure that learning is taking place in the classroom is made possible by the role of teachers as managers and facilitators. Therefore, a teacher needs to be qualified in knowledge and skills. In short, content management is the ability of teachers to make a learning environment whereby students should feel comfortable to receive and share the knowledge obtained from the teachers or instructors during the tutorial, lecture, workshop or seminar. Good classroom managers select management styles that fit their instructional goals, classroom activities, and students' characteristics (Emmer and Stough, 2001).

Conduct management has something to do with the set of procedural skills that teachers apply in addressing and resolving discipline problems in the classroom (Froyen and Iverson, 1999). The authors also pointed out that conduct management is fundamental to a justification for "an orderly, task-oriented approach to teaching and learning", which in turn leads the students to greater independence and autonomy through socialization. It is important for instructors to approach this discipline problem as it creates a disturbance for teaching and learning. According to Jones (2006), the new teacher feels unprepared in dealing with it. Some components of management management that are related to appropriate training are: Claiming responsible responsibility, correcting irresponsible responsibilities and not fulfilling, overcoming, proximity control, gentle verbal reprimand, choosing, special seat, deadline, time-out, notification of parents / guardians, written contracts, outside class agreements, and system reinforcement.

According to Froyen and Iverson (1999), covenant management pays attention to the classroom group as a social system with its features. Teachers have to take into account when managing interpersonal relationships in the classroom. The role of interpersonal relationship in classroom management becomes a crucial component as indicated by researchers Wubbels, Brekelmans, Den Brok & Van Tartwijk (2006), researched in the Netherlands. The

HLI classroom student can create an environment conducive to the teaching and learning process and roles played by the teacher. Establishing a caring and warm environment can create a friendly classroom, pleasant and encouraging place for students to socialize and learn efficiently.

The findings of this study revealed that there is no significant difference in the perception of understanding of the four classroom management factors: content management, conduct management, covenant management, and time management (Grapragasem, et al., 2015). In the other research autonomy supportive teaching-learning environment reported that students have greater interest, effort, relatedness and integrated regulation compared to the usage of traditional approach (Kaur, Hashim & Noman, 2014).

Time Management

Poor time management has been frequently discussed as poor academic performance and source of stress (Gall, 1988; Longman & Atkinson, 1988; Walter & Siebert, 1981). However, these expectations are only a few empirical studies attempted to test these relationships. This study is to assess relationships of students' time management to various affective measures of stress and self-reported academic performance.

Numerous articles and books, such as Lakein (1973) "How to Get Control of Your Time and Your Life" have been written on time management, but the advice on managing time seems quite consistent across the various authors. The basic suggestions are to identify needs and wants, order them in regards to their importance or priority, and then allocate time and resources accordingly. The other things are to handle each piece of paper only once, delegate work, and continually ask yourself "What is the best use of my time right now?" Most studies have focused on the effects of different types of instruction on stress and behaviour.

As the first step in the present study, we developed a measure of time management behaviours. In the past, researchers have tried to measure various time-related constructs, but we could find no psychometrically sound measure of time manage-

ment. Using university student samples, Bond and Feather (1988) found that those who reported more purpose and structure to their time also reported psychological well-being, optimism about the future, more efficient study habits, fewer physical symptoms, and less depression and hopelessness, among other positive tendencies. The TSQ assesses purpose and structure using global items (i.e., “Do you often feel that your life is aimless, with no definite purpose?”; “Do you have a daily routine that you follow?”). Similarly, Jordan and Bird (1989) have developed the Future Perspective Scale, which assesses a person’s thoughts and feelings about future events (i.e., “I get depressed when I think of my future”; “My future will be an extremely busy time”). The rationale behind this future perspective approach is that one’s views and feelings about the future may affect how one behaves in the present. Like the TSQ, the FPT does not measure traditional time management behaviours.

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).

To comprehend the marketing function, we have to understand the core set of concepts. Needs, Wants, and Demands. “Needs” are the basic human requirements such as for air, food, water, clothing, and shelter. Humans also have strong needs for education, recreation and entertainment. These needs become “wants” when they are directed to specific objects that might satisfy the need. A U.S. consumer needs food but may want a Philly cheesesteak and an iced tea. A person in Afghanistan needs food but may want rice, lamb, and carrots. Wants are shaped by our society. “Demands” are wanted for specific products backed by an ability to pay. Many people want a Mercedes; only a few can buy one. Companies must measure not only

how many people want their product, but also how many can buy it and willing (Kotler and Keller, 2012).

The marketing environment consists of the broad environment and the task environment. *That* is actors engaged in distributing, producing, and promoting the offering. These are the company, distributors, suppliers, dealers, and target customers. In the supplier, groups are material suppliers and service suppliers, such as marketing research agencies, advertising agencies, banking and insurance companies, transportation companies, and telecommunications companies. Distributors and dealers include agents, brokers, manufacturer representatives, and others who facilitate finding and selling to customers. The *broad environment* consists of six components: demographic environment, economic environment, social-cultural environment, natural environment, technological environment, and political-legal environment. Marketers must pay close attention to the trends and developments in these and adjust their marketing strategies as needed. New opportunities are constantly emerging that await the right marketing savvy and ingenuity (Kotler and Keller, 2012).

Strategic Management

In the following sections, we discuss what we consider to be the most important developments toward a strategic management theory. They are: (1) approaching convergence in the definition of the firm; (2) the empirical evidence that involvement affects firm performance; and (3) the emergence of two strategic management oriented explanations for the differences: agency theory and the resource-based view (RBV) of the firm. Following that, we discuss what we consider to be the most important future research directions for the further development of a strategic management theory of the firm (Hoskisson, et al., 1999).

In particular, recent work in the area of dynamic, co-evolutionary processes in organizations (Hoskisson, et al., 1999) is directly relevant to the challenges for the firm of maintaining competitive advantage in the face of pressures to reduce costs and shift production brought about by shifting tech-

nology, markets, and competition, the principal forces at work in offshoring.

The structure-conduct-performance framework and the notion of strategic groups, as well as providing a foundation for research on competitive dynamics, are flourishing currently. Barnard (1938) detailed exposition of the cooperation and organization in business firms, as well as the managerial functions and process therein, provided a solid foundation upon which subsequent works in strategic management were built. The crucial importance of “distinctive competence” and leadership emphasized in

Selznick (1957) study in administrative organizations coincided well with early strategy scholars’ focus on firms’ internal strengths and managerial capabilities.

BOUNDARY OBJECTS

The process outlined in this paper is designed to find how strategic entrepreneurship management works in a marketing management class. In the context of this study, boundary objects would appear to offer a conceptual explanation of how learning takes place in a learning event setting.

Table 1 Breakdown of the learning entrepreneurship strategic management approach

Session	Process	Outcomes
Students can understand the use of marketing management	Individual pre-test and post-test; conducting price survey and going to the library in groups. Conducting review both individually and in groups.	Students understand the use of marketing management to plan mini project business
Students can be responsible for applying strategic management	Conducting selling product in mini project business and getting feed-back from customers in groups. Conducting review both individually and in groups.	Students can be responsible for applying strategic management in their mini project
Students can finish their marketing management assignment on time	In groups, making a time line to do marketing management assignment paper and presentation. Conducting review both individually and in groups.	Students can finish their marketing management assignment for paper and presentation.

METHOD

This study has been based on action research using a descriptive qualitative to find how applicable strategic management to Classroom Management. In the study, the main units of analysis are to find a relationship with how applicable strategic management to Classroom Management is students taking marketing management courses at *Ciputra University* Surabaya.

According to Miles and Huberman (1994), data will be analyzed according to steps such as data reduction, data presentation or display, data with-

drawal 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 engagement in the local university: University Utara Malaysia. There are 4 items of the 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, strategic management is used to teach marketing management subject for university students. Therefore a structured management

system is applied in managing the research class. It was conducted electronically via on line to all the attendees during learning. 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 that

instruction and assignment to each group coordinator.

RESULTS AND DISCUSSION

Data collecting from finding research can be seen to Table 1 and data collecting as learning outcomes evidence can be seen to Table 2.

Table 2 Breakdown of data collecting for learning outcomes evidence

Learning Steps	Learning Media	Outcomes indicator	Learning outcomes evidence
Class setting	Table, chair	Review the beginning knowledge about marketing management	Pre-test and self-reflection
Create groups and the head of each group	Off line	Be capable of ordering to the student	Student understand to use marketing management for mini project business
Go to the library	Off line, on line	Understand many kinds of marketing management case from the other book	Argument collecting from an expert in the book ongoing ask the other expert and up load the group's conclusion result by on line
Selling Product	A product, off line	Be competent in the responsibility of how to use marketing management	Marketing management implementation at least to reach break-even point for mini project business

There are important advantages of strategic management. The first, the students learn how to be responsible in the class. Students can improve their entrepreneurial profile such as innovation; ability to implement the strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; and personal value orientation. The second, the lesson delivery is made easy in a big class. The teacher can deliver the lesson more easily with the help of student coordinators.

There are four items of the method which are used to measure the success of this intensive study such as field note, student log, student work sheet, and record or student chatting of social media. The summary of four items of the method which used to improve the strategic entrepreneurship management as follows:

Regarding the desire for responsibility, learners have got better on acquiring process such as: delivering instruction and assignment to the other learners according to strategic management procedure.

About classroom management, strategic management applied in the classroom can set up better control of the class. Since the teacher does not need to deal with every learner personally, he or she can supervise the whole class more efficiently and effectively. The detail controll has been done by each group coordinator.

According to Rauch and Frese (2007), entrepreneurial personality research can be improved through theories which define the different objects of research and methodological approaches that study, the phenomenon with evermore attention and

the possibility of having different variables. In the same publication (Rauch and Frese, 2007), the authors present an interesting model of the entrepreneur's personality characteristics and success; in particular, we choose to highlight specific personality traits: a need for achievement, risk-taking, innovativeness, autonomy, the locus of control, and self-efficacy.

The structure-conduct-performance framework and the notion of strategic groups are flourishing currently. Barnard (1938), detailed exposition of the cooperation and organization in business firms, as well as the managerial functions and process therein, has put a solid foundation upon which strategic management was built. The crucial importance of "distinctive competence" and leadership emphasized in Selznick (1957), study in administrative organizations give an important contribution to firms' internal strengths and managerial capabilities.

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

- P1:** The students learn how to be responsible in the class. Students can improve their entrepreneurial profile such as innovation; ability to implement the 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 with the help of student coordinators.
- P3:** Regarding the desire for responsibility, learners have got better on acquiring process such as: delivering instruction and assignment to the other learners according to strategic management procedure.

CONCLUSION

In Entrepreneurship Strategic Management, desire for responsibility is established. Therefore, as one of the entrepreneurial profile, the desire for responsibility plays an important role in determining the success of entrepreneurship strategic management application in the class.

As Table 2 has shown, learning outcomes evidence show how the students make a better under-

standing of marketing management knowledge. By using learning media such as class setting, rubric, media on line, off the line, assessment, artefact, time line, group discussion and interaction, students can improve their desire for responsibility.

Recorded review of the students at the end of every learning session has shown an improved desire for responsibility. Learning experience such as going to the library, price survey, making time line on entrepreneurship atrategic management have 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 each other while learning. The students have a better understanding of subject learning because every given step is reviewed both individually and in groups in the scheme strategic entrepreneurship management. Summary of student log, student work sheet, and record or student chatting of social media as a qualitative method which is used to improve the desire for responsibility have been shown positive improvement.

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