

EFFECTIVE TEACHING LEARNING IN MARKETING MANAGEMENT STUDIES

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Abstract

This paper is concerned with the most widely –used teaching methods within the sphere of university education and more precisely in the area of marketing tuition. The authors analyse these teaching methods and their characteristics in two different ways : Jigsaw Type and Mind Mapping. The aim of this paper is to investigate the possible differences between methods. The study shows interesting results.

Keyword : Teaching Learning, Jigsaw Type, Mind Mapping, Teaching Method

1. INTRODUCTION

Teachers matter. This is the consensus from a wide range of studies which examine the impact of teachers on student outcomes. Nevertheless, which teacher attributes in particular make the difference between a successful teacher and an unsuccessful one remains unclear. Variables which are commonly observed in data sets such as teacher education and experience are generally found to have only little impact on student achievement (Hanushek, 1986). This is disquieting not least because these characteristics are typically the main determinants of teacher salary and hiring decisions (Hanushek and Rivkin, 2006). In a renewed attempt to elicit “what makes an effective teacher” (as in Lavy, 2011), a recent line of research therefore shifts the focus from teacher attributes to teaching practices, that is, what teachers actually do in the classroom (Lavy, 2011; Schwerdt and Wuppermann, 2011). The intuition behind this is that differences in instructional methods may be the reason for the large empirically observed variation in teacher quality. If this is the case, straightforward and potentially cost-effective policy changes, such as instructing teachers to teach in a particular way, could help raise student achievement in university.

According to O’Brien and Deans (1995), over the past 15 years there has been a noted and disproportionate increase in the number of students attracted to marketing. The authors consider this to be as a result of the higher profile the subject now enjoys in both academic and commercial circles.

Therefore the academic arena must be concerned about the importance of teaching marketing. Aspects related to teaching media, teaching methods, or teaching attitudes must be carefully considered, because universities play the role of specialists for the student audience (Forman, 2004). This is true in all university contexts, regardless of the country of origin.

The research took place in STIE STAN Bandung Indonesia Mandiri Management majors take courses in Marketing Management II in semester IV which is a further development of previous marketing concepts. The fact that the author found in the field is the lack of student enthusiasm and morale high in upper division courses and the Mid Semester Examination result was unsatisfactory so the author took the initiative to try two methods of learning, the type jigsaw and learning methods Mind Mapping.

1.1 Problem Identification

Which of these two methods (Jigsaw type and learning method Mind Mapping) the most effective way to increase students' understanding of the subject Marketing Management II in STIE STAN Mandiri Indonesia Bandung?

1.2 Research Objectives

To determine which of the Jigsaw type and learning method Mind Mapping is the most effective way to increase students' understanding of the subject Marketing Management II.

2. RELATED LITERATURE

2.1 The shift from teaching to learning

One of the most significant publications in the past decade on teaching and learning in higher education is an article by Robert Barr and John Tagg (1995) published in *Change*, a leading journal on new issues in higher education. In their article they draw attention to the fundamental shift in assumptions and views about teaching and learning that have taken place lately. According to them, educational institutions should no longer offer teaching, but should instead produce learning results. In addition to an emphasis on outcomes/output-driven teaching, there would be numerous other implications if teaching programmes were to adopt a learning- and learner-centred approach. Table 1 lists some of these implications in the areas pointed out by Barr and Tagg. These include institutional mission statements, quality criteria, teaching structures, learning theories, finance and the roles of educators/lecturers.

Table 1
The shift from teaching to learning

TEACHING PARADIGM	LEARNING PARADIGM
MISSION AND OBJECTIVES	
Presents/provides teaching Conveys knowledge Offers programmes and courses Improves teaching quality Ensures access to teaching	Produces learning Promotes discovery and construction of knowledge Creates powerful learning environments Improves learning quality Achieves success through learning
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MEASURES OF SUCCESS	
Inputs, resources Quality of students being admitted Curriculum development, expansion Quantity and quality of resources Student numbers, growth in profit Quality of lecturers, teaching, narrow evaluation results	Learning and success outcomes Quality of student stimulation Development of learning techniques, expansion Quantity and quality of outputs Growth of learning, effectiveness Learning quality, broad evaluation results

TEACHING-LEARNING STRUCTURES	
<p>Atomistic, parts before the whole</p> <p>Time remains constant, learning varies</p> <p>Periods, course structures</p> <p>Teaching always starts and ends at the same time for everybody</p> <p>One teacher, one classroom</p> <p>Independent disciplines, departments</p> <p>“Covers” material, contents</p> <p>Final evaluation of learning</p> <p>Grading by educators/lecturers</p> <p>Evaluation is confidential</p> <p>A qualification = Credit hours accumulated</p>	<p>Whole picture, the whole before the parts Learning stays constant, time is variable Creation of learning environments</p> <p>Learning starts and ends at different times for different purposes</p> <p>Learning experiences in accordance with learning objective</p> <p>Interdisciplinary cooperation between departments</p> <p>Specific learning results</p> <p>Evaluation before, during and after learning</p> <p>External evaluation of learning</p> <p>Evaluation is 'open'/occurs openly A qualification = Demonstrated knowledge & skills</p>
LEARNING THEORIES	
<p>Knowledge is 'out there'</p> <p>Knowledge comes in bits and pieces and is</p> <p>“conveyed by teachers</p> <p>Learning is cumulative and linear</p> <p>Learning can be compared to the storage of knowledge</p> <p>Learning is controlled by teachers</p> <p>Physical proximity is necessary for effective learning</p> <p>Learning is competitive and individualistic</p> <p>Talent and ability are found only in some</p>	<p>Knowledge exists 'on the inside' and is shaped by individual experience Knowledge is constructed, created and acquired</p> <p>Learning is an inter-linking and interaction of networks</p> <p>Learning can be compared to learning to ride a bicycle</p> <p>Learning is managed and directed by learners</p> <p>Active learners are necessary, but the physical presence of the teacher is not necessarily a prerequisite</p> <p>Learning environment is cooperative, collaborative and supportive</p> <p>Talent and ability are generally present</p>

PRODUCTIVITY/FINANCE	
Productivity is defined in terms of cost per lesson hour per learner Finance is input-driven; based on hours/periods taught	Productivity is defined in terms of learning units per learner Productivity is output-driven; learning outcomes and results are important
NATURE OF ROLES	
Educators/lecturers convey knowledge Educators/lecturers and students function independently and in isolation Educators/lecturers grade and classify students Only educators/lecturers may 'lecture' Any expert may teach	Educators/lecturers design the learning process and learning environment Educators/lecturers and students form a learning community Educators/lecturers develop the ability and talents of students All staff help ensure learning outcomes and success Learning empowerment is challenging and complex

(Adapted from Barr & Tagg, 1995)

Another factor that compels educators (in South Africa at least) to reconsider the way in which they approach their teaching practices are the so-called *critical crossfield learning outcomes* of the National Qualifications Framework (see Table 2)

Table 2
Critical Crossfield (Generic) Learning Outcomes

<p><i>In all learning areas, learners should be able to demonstrate their ability to:</i></p> <p><i>Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;</i></p> <p><i>Identify and solve problems by using creative and critical thinking;</i></p> <p><i>Organise and manage themselves and their activities responsibly and effectively; Work effectively with others in a team, group, organisation and community; Collect, analyse, organise and critically evaluate information;</i></p> <p><i>Use science and technology effectively and critically, showing responsibility towards the environment and the health of others;</i></p> <p><i>Understand that the world is a set of related systems. This means that problem-solving contexts do not exist in isolation.</i></p>
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(National Qualifications Framework, 1997)

Available marketing (teaching) methods can be grouped in (i) traditional methods, such as master classes, practical exercises, seminars, tutorials, etc; and (ii) new methods, such as distance learning or business games. Both groups can be combined in marketing tuition (Kuster, 2004, p:1)

In the experiment by Salisbury and Ellis (2003) both traditional and new teaching methods are applied together to test student preferences, finding that they still prefer classroom presentation with demonstration from the instructor, in spite of the relevance of computer based sessions and online tutorials. However, the relevance of technological advances should be approached with caution. As Amat (2000) affirms, every single advance should be considered as a tool with which to achieve educational objectives. Subject characteristics and student profiles should, therefore, determine the combination of resources to be used.

1. The application of learning methods jigsaw type is as follow (Wartini&Pramusinto, 2007): Teachers share learning materials into several parts according to the number of members in the group.
2. Before learning materials provided, teachers provide an introduction to the topic first. Students are divided into groups
3. The first part of the material given to the students of the first, while the second student receive a second. And so on.
4. Then the students were asked to work on each section.
5. Upon completion, students share the part that mates with group.
6. Activities end with a discussion between partners in a group or with the entire class.

As for the Mind Mapping method is as follows:

1. Choose a reading from textbooks
2. Determine the relevant concepts
3. Sort concepts from the most inclusive to the least inclusive or examples.
4. Arrange the concepts on paper, starting with the most inclusive concepts at the top to the least inclusive concepts.
5. Plug it concepts with connecting words.

3. RESEARCH METHODOLOGY

3.1 Population research.

Population is the whole subject of research. The population of the study were all students of S1 Management in the fourth Semester in Regular class with 40 students and all of the subject of research. So this study is a census study.

3.2 Data Collection Methods

Methods of data collection in this study using observation and testing methods. According Sudjana (2002:36) observation is the observation made in the study subjects. The method of test is a series of questions or other device used to measure the skills, intelligence, knowledge, skill or talent possessed by individuals or groups. The tests used in this study is at the UAS (Semester Final Exam)

3.3 Data Analysis Methods.

Twenty students in this class were observed using Jigsaw, and twenty other students using Mind Mapping methods to see which of the two is a more effective method to enhance the students' understanding of the subject Marketing Management II. At the End of Semester Examination (UAS) seen which of the two groups which has a higher average.

4. RESEARCH FINDINGS AND DISCUSSION

From the results of the End Semester Examination (UAS) is known to the average student using the Jigsaw method was 8.5, while students who used Mind Mapping Method 8.1. This shows that both methods are effective enough to improve the achievement of students in the subject Marketing Management II, but the Jigsaw method in this study is more effective than the Mind Mapping method because it has an average rating greater.

5. CONCLUSION AND MANAGERIAL IMPLICATIONS

In this study the Jigsaw method is more effective than Mind Mapping method in teaching courses in Marketing Management II, but the difference in value is not so large that the second method can be

recommended as a method that can be applied in the lecture attempted Marketing Management II, in addition to methods the case studies in this research Kuster and Vila in 2007 is most popular method in teaching Marketing Management II by taking samples in Europe and North America.

The advantages of learning methods Jigsaw Jigsaw is able to motivate students to better prepare the material in the process of learning, stimulating students to think more critical dan learn to speak, express opinions in front of the audience as well as determine the level of student understanding of the material covered, as well as further research needs to be done with larger sample size and more diverse, and the type done several times.

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