

IMPLEMENTATION OF MCGRATH'S MODEL ON ACHIEVING STUDENT LEARNING PERFORMANCE

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ABSTRACT

The purpose of this study is: to know the implementation of McGrath's model through Effective Team Building on the process achievement of the learning performance of students in Accounting. The subjects were students of the fifth semester D3 Accounting Department of the school year 2016/2017, amounting to 47 students. This research is classroom action research (CAR), which is indicated by how to build teams effective in the classroom by applying McGrath's model where the model includes the step input, process and output and follow the guidelines (12 Steps) developed by Bryant and Albring (2006) results showed that: (1) A total of 80% respondents consisted of 38 respondents out of a total of 47 respondents stated that they feel happy to work in a new team; (2) Some 77% of respondents, is 36 out of 47 respondents explained that they felt a significant difference between groups for this task they are doing with their experience working in a new team; (3) Of the 38 respondents (80%) stated that they feel the positive benefits when working in a new team; (4) As many as 86% of respondents is 40 out of 47 respondents stated that the scenario being run lecturer in developing team has been very good.

Keywords: McGrath's Models, Effective Team Building, Performance Learning

INTRODUCTION

Various efforts to improve the quality of education continuously done starting from the level of primary school education and up to the level of Higher Education. Higher Education is one institution that plays an important role in printing quality human resources that is not only have hard skill, but also soft skill. Hard skill mastery is the mastery of science, technology, and technical skills related to the field of knowledge, while the mastery of soft skill is a skill in dealing with others (ability to work in teams) and self-regulating skills that are able to analyze, think logically, and develop work maximally.

To support this cannot be separated from the role of educators in improving the quality of the learning process in the classroom in order to create the desired goal (goal orientation). Whatever the form of university management, the main objective is to improve the quality of sustainable productivity, because the final stages of college performance quality are largely determined by the quality of collective performance of each member of the academic community, including the lecturers (Suwena, 2013: 72) . Many factors affecting the success or performance of the learning process in the classroom, among others, the poor facilities and infrastructure (lecture facilities) also cause low class performance (low achievement and graduation rate of students), but student factor is much more important role in supporting the success or performance Learning process in the classroom.

The learning process of accounting learning in the classroom has only been directed to students' ability to memorize information, where they are forced to recall and store information without them understanding the information they remember to relate it to daily life. As a result after graduating from college or college lecture they are only smart theoretically, but they are poor applications. So the ability of students does not develop in analyzing various transactions. Such learning process is too stuffed the students' brains with various teaching materials that must be memorized, in other words our education is not directed to build and develop the character and potential possessed, so if it continues then our educational process will never be directed to how to form Intelligent human resources, creative, innovative, has the ability to solve various problems, and not directed to form human resources that have adequate skills soft skill.

Basically education is an effort made by humans to improve the standard of living in a more perfect direction. Education is also a dynamic force that is very influential / integrity of forces that affect each other (implications) in various things such as the development of emotions, physical, mental, ethical / behavior, belief in personal ability and all aspects of other human development and one of the factors Great role for the life of the nation because it can encourage and determine the revival of the nation in all fields (Hariyoga and Suprianto, 2011: 1).

In learning is very necessary activity because in principle learning is to do, ie do to change behavior. In other words learning activities will not exist without activity. Therefore activity is a principle or principle that is very important in the interaction (Widiastini, 2009: 30). Accountant educators are demanded by various professional bodies to develop accounting students soft skill early, especially the ability of students working in teams. The practitioners (professions) and entrepreneurs, management accountants, public accountants, internal auditors and the Indonesian Institute of Accountants, all emphasize the importance of team building skills (Se Tin, 2007: 2).

Team is a group of people with complementary skills that work together to achieve common goals whose members are personally accountable for the best. A team in synergy productively is a group of people who work together with their respective contributions to achieve one or more levels of results better than a group that is not a team. Every organization that performs with superior quality has working groups that behave as a team. These working groups are a collection of competent people who

complement each other, mutual trust, mutual respect, mutual learning, and encourage and encourage each other in the spirit of togetherness. The motto of these working groups is "TEAM" which stands for Together Everyone Achieve More (Together everyone achieves more and better). Each member has a "PRIDE" (Personal Responsibility In Delivering Excellence), which is personal responsibility to provide the best (MONE, 2010: 2). Building teams is a process of developing a work group from a mere functional to a higher level, which is not only effective but also efficient, performing well above average. Even when the team has entered maturity, most working teams will face cooperation issues at certain times. When difficulties arise, or as a means to prevent them, team building activities can be helpful. This activity is a planned activity designed to collect and analyze group functional data and initiate change to improve teamwork and group productivity (Kemendiknas 2010: 72).

Any team should consist of a number of people who feel responsible to actively work together to perform important tasks to perform the task, whether to recommend something, to perform some tasks and functions of the organization, or to facilitate the execution of the work of others. That is, every team member should feel collectively responsible through teamwork. Bryant and Albring (2006) formulated a guideline for accounting professors to build effective teams using the McGrath's Model (1964) framework, which includes the input, process and output stage (Se Tin, 2007: 7).

Marketing Management is one of the skills and skills courses (MKK) given in the 5th semester of the Diploma III Accounting of Ganesha University of Education. Through the course of Marketing Management, Accounting majors aim to create human resources that can compete in the world of work. Because this subject is the subject of study and lesson aimed primarily to produce experts with workmanship based on the basic knowledge and skills mastered. In the opinion of the learning experts that the basic professions of the professions within certain limits, can be established and developed through learning activities of the subject areas and disciplines that are taught (Wood, in Parma, 2008: 45). In the course of Marketing Management in addition to explaining the various theories relating to the business world, but also explained how to prepare a proposal to establish business ventures and as a reinforcement by plunging directly to the public to see existing business ventures. The course of Marketing Management provides a general overview of the business world, the social responsibility of a business, its business potential and entrepreneurship, as well as other business scope.

Found some obstacles related to how to create interactive learning situations in the course of Marketing Management in the department of Accounting D3 Undiksha. If the student is not active and creative it will impact on the understanding that is limited to knowledge alone. The low level of understanding and creativity of students in banking accounting courses have an impact on the low achievement or the value achieved. Researcher as a lecturer pengampu course Marketing Management to observe the results of student learning Department of Accounting D3 semester 5 for the academic years 2016/2017. Through this observation, the average grade for the course of Marketing Management is 67. This indicates the low level of students' understanding of the given course material. Based on these facts, researchers take follow-up steps in the form of improvements in learning models.

Researchers contemplate that the learning that has been done is still experiencing constraints and less effective and can not reflect a success in learning it needs to be followed up for known cause. Handling of learning problem in D3 Accounting Department Semester 5 which is low student learning result in Marketing Management course can be done through Classroom Action Research (PTK).

Based on the reflection on the learning done, the researcher can identify several problems that happened in lecture lecture that is: 1) the low of student's mastery to the lecture material, 2) the active participation of the student which is low in learning, so when given the task of teams they tend to be reluctant to coordinate Its members ultimately result in social loafing, 3) Students do not want to ask if there are concepts that have not been understood. This is caused by the application of learning models that are less able to improve student motivation and student achievement.

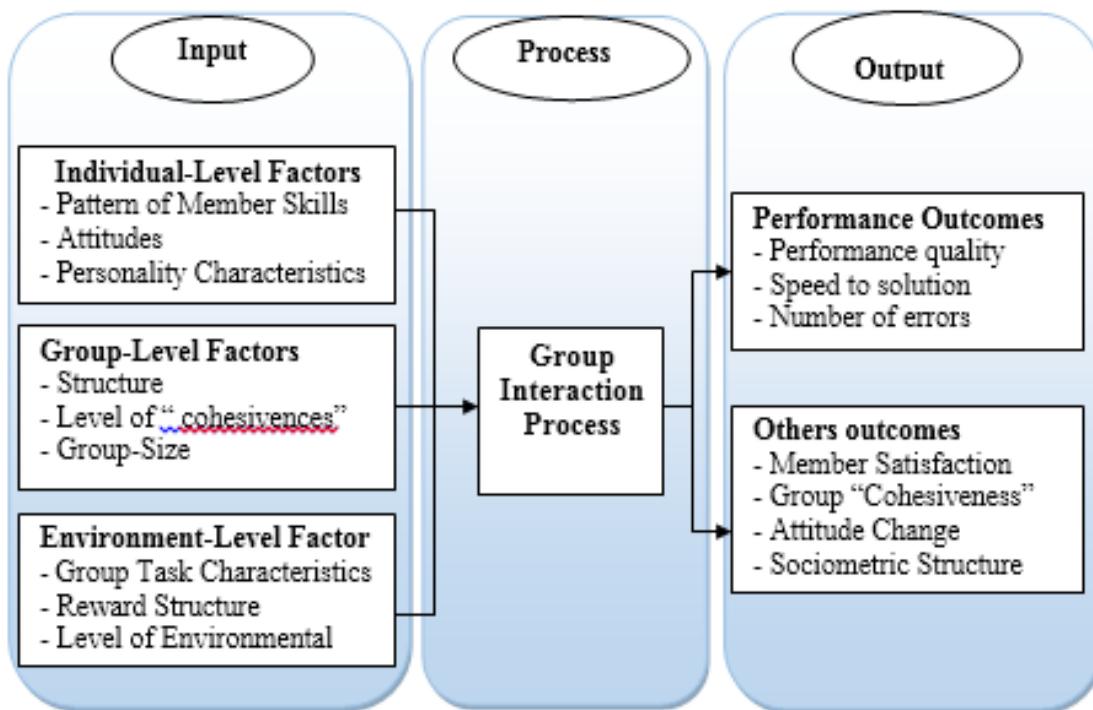
Understanding the subject of Marketing Management is very important, then the formulation of the problem in this study are: How is the implementation of McGrath's Model on the achievement of student learning performance? The purpose of this research is to know the implementation of McGrath's Model to the achievement of student learning performance of Accounting.

METHOD

The subjects of this study are students whom take the subject of Marketing Management in Semester 5 of D3 Accounting Department Undiksha academic year 2016/2017, which is as many as 47 students consisting of 37 women and 10 sons. This research was conducted at the Faculty of Economics, majoring in Accounting Program D3 Undiksha Singaraja. One of the reasons this place used as a research location because researchers teach Marketing Management courses in the department. In addition, learning problems occur in the classroom.

The task that will be given to the students is in the form of preparing a business proposal that is done on the second week of the lecture up to the last three weeks before the end of the lecture. The topic of business on a small and medium scale. This type of research is a classroom action research, which is demonstrated by how to build effective teams in the classroom by applying the McGrath's Model and following the 12 Step Guidelines developed by Bryant and Albring (2006) Development and modification that the authors do tailored to the conditions of students in the classroom (Se Tin, 2007: 22). The steps in the implementation of McGrath's Model are:

Figure 1
McGrath's Model in Team Effectiveness



1. Input Phase

At the input stage of McGrath's model emphasizes the quality of the various inputs that will be incorporated into the team. Through maximization of input quality will create good quality process and quality output. The stages are:

a. Individual-level factors, including:

Member Skills / Capabilities

Ability is the capacity of a person to perform several activities in one job. Lecturers can measure the skills and abilities of students through the Grade Point Average (GPA).

Step 1: The lecturer should spread the students equally into groups based on their skills and abilities.

Attitudes and Characteristics of Member Membership

Attitude is one factor that must be understood so that we can understand the behavior of others. Personality is defined as the way in which a person reacts and interacts with others.

Step 2: The lecturer should spread evenly the students who do not like working in teams, into groups.

When dividing students into groups, lecturers should consider input from students to create mutual trust and feelings of security within the students within the group.

Step 3: The lecturer should spread the students into groups, taking into account the aspirations / inputs of the students.

b. Group level factors, including:

Structure

The characteristic of group level factor is diversity. A team with a high cross-cultural composition will provide experience in resolving conflicts. To equip students with these skills, lecturers need to facilitate students to get involved and work in a unified team. Speck (2002) suggested that there be a balance between men and women in a group.

Step 4: Lecturers should form teams with respect to gender and cultural balance.

Cott et al. And Millis (1992) suggested a coordinating team to complete the work in accounting.

Step 5: Each team must appoint a team of coordinators responsible for managing its team during the task and mediating between the team and the lecturer.

Level of Compliance

In order for each team member to be committed to the team, the lecturer needs to prepare the team contract at the beginning of the semester. Team contracts also help teams identify key tasks and set schedules for task completion.

Step 6: The lecturer should require each team member to write and sign the team contract at the first team meeting.

Group Size

For the student team, the ideal size is 4 to 7 people (Cockriel 2001). The results showed that the larger the size of a team the greater the tendency of social loafing (social reluctance), that is, the tendency of group members to not perform as well as when they do a job themselves. This can happen because: (1) members feel their contribution is not or less visible; (2) members feel better about the work done by others in their group (MONE, 2010: 16).

Step 7: The lecturer should form a team with a number of members between 4-7 people to increase individual responsibility and to reduce social loafing.

c. Environment level factor, including:

Characteristics of Group Duties

Lecturers need to consider the characteristics of the task before assigning tasks to the students, ie whether the task is suitable to be done individually or more suitable to be done in a team (Jex, 2002).

Award Structure

There are two models for assessing group performance, namely: (1) group-only model (a single number assigned to all group members); (2) mixed-incentive model (scoring depends on the evaluation result on individual business of each member and combined with group score). Ravenscroft et al. (1995) shows that weighting scoring is for individual score weight is 70% and weight of score for group is 30%.

Step 8: The lecturer should calculate the student score based on the mixed incentive grading scheme.

Level of Environmental Pressure

The environmental pressures referred to here include the time pressures and the difficulty of doing the work (Jex 2002). The lecturer should establish clear objectives on what team and team performance standards will be evaluated as well as deadline for completion of duties and penalties for late tasks. In the midst of the completion of the task, the lecturer provides assistance in the form of a strategy to complete the task. Each team may request a meeting with the lecturer if necessary consultation. At the end of the result completion, the lecturer facilitates the team to explain what they have learned through group work.

Step 9: The lecturer should act as a team coach, providing specific guidance at the beginning, middle and end of the task.

2. Process Stage

Conflict can occur because of substantive or emotional issues, either vertically or horizontally. Conflict drains group energy to perform productively. The process stage includes how members resolve conflict and make conflict a success.

Building Trust

The main goal of building a team is to build trust. The meaning of trust here is that every member is open and serious to the members in completing their work.

Use Conflict to Build

Conflict will always happen and can not be avoided. Conflict management is needed to deal with conflict with the aim of producing constructive rather than destructive results. To minimize the occurrence of conflict, the lecturer needs to facilitate by preparing a team contract. The team contract contains the acceptable member behavior and unacceptable member behavior during the completion of the task.

Achieving Commitment

Commitment to the team means that the team is capable and willing to discuss alternatives, disagreements, and remain committed to final decisions, even if the team's decisions are not in line with personal expectations. It is necessary to clarify the commitment at the end of the meeting. The team coordinator asks "what decisions have been made in today's meeting?" This exercise will give the members confirmation of what the team has agreed to and will prevent confusion and misunderstanding of subsequent tasks.

Develop Responsibility

The success and failure of a team is a shared responsibility. So the need for such responsibilities is clearly distributed. Lencioni (2005) in Se Tin (2007: 19) provides a simple tool for developing a sense of responsibility. Each team member writes answers to two questions about all team members including themselves:

- A. What behavioral characteristics are most important or what qualities need to be demonstrated by the members that can give strength to a team?
- B. What behavioral characteristics are most important or what qualities should be demonstrated by each team member that can destroy a team?

When finished, the team members immediately submit to the team coordinator. At the next meeting, team members discuss the answers and improve their attitude as needed. This reflection provides an opportunity for members to honest communication among teams about behaviors that are unacceptable to the team.

Focus on Results

Successful teams should focus on the results they want to achieve. Lencioni (2005) explains the need for a scoreboard as a tool to help teams focus on metrics that the team will use to define the team's success in completing the task. A team can identify: (1) what rank do they want to achieve from the task? (2) What time limit and what important things need to be prepared to complete the task.

Step 10: The lecturer should facilitate the exercises that can build an effective team, so that the team is able to complete tasks as expected, build trust among members, help them resolve conflicts, achieve.

Member Satisfaction

Bateman et al. (2002) describes measuring tools for effectively assessing their own teams.

Step 12: The lecturer should prepare the team along with the measuring tool to measure team satisfaction.

Students are divided into 7 teams with each team consisting of 5 students. The distribution of students into teams is entirely determined by the lecturer by considering individual level factors and group level factors. Once the team is formed, to get a good cohesion among team members, they are asked to tell about themselves and their life experiences and the values they have associated with the realization of a team's success. Each team member performs alternately within the group.

The project appraisal uses a mixed-incentive model, ie the lecturer gives a score based on the peer evaluation results of each individual member's effort (weight 70%) and combined with the group score (30%), so that each member gets a different score on the final result. Individual performance and team performance are measured using the peer evaluation form distributed at the time of the presentation of the proposal and at the presentation of the research results (end of face to face).

In the final stages of the team building process, students are asked to fill out a form that contains questions about the following: (1) their feelings in completing the project with the new team; (2) the real perceived difference between the group tasks they have run so far with the experience of working in new teams; (3) positive things related to attitude changes experienced / experienced in the new team; (4) their opinions on the ideal team characteristics and (5) the scenarios that the lecturer needs to improve in forming a team.

RESULTS AND DISCUSSION

Results

Respondents' Feelings in Completing the Project with the New Team as many as 20% of respondents, ie 9 out of 47 respondents (students) stated that they feel difficulties (less satisfied) with the new team, by reason of the incompatibility with team members (both in terms of character, opinion, and individual domination), negative views between members and there is no good commitment among team members. While the remaining 80% of respondents consisting of 37 respondents from a total of 47 respondents stated that they feel happy working in a new team, because: they get new friends, there is a clear division of tasks at the beginning of the meeting and there is a contract team that has been approved By team members and all members try to comply, so that the task given by the lecturer can be completed in a timely manner.

Real Differences Perceived by Respondents Among Group Duties Ever Been Done Compared with Respondents Experience Working in a New Team. A total of 20% of respondents, ie 9 out of 47 respondents (students) stated that they have not felt any significant differences between the group tasks they have been doing with their experience working in a new team. While the remaining 77% of respondents, ie 36 out of 47 respondents explained that they felt a significant difference between the group tasks they had been doing with their experience working in a new team. The significant difference is that they have to work together with new friends, so it requires adaptation where extra patience is needed to live it because it is vulnerable to conflicts because of the many differences in characters and not know each other well. Working with new friends also fosters a greater sense of responsibility, motivation and demands to get things done in order to gain the trust of friends. Another factor is the characteristic of the task given by the lecturer providing an experience different from the previous group task.

The task in this new team is more demanding cooperation, cohesiveness and gives opportunity to members to be able to explore the capabilities of each individual.

Positive / Negative (Related to Attitude Change) Obtained / Experienced, Eliminated / Subtracted by Respondents During Work in a New Team. Of the 37 respondents (80%) stated that they felt positive benefits when working in a new team. Positive things experienced by the respondents are:

1. Togetherness Purpose, namely the feeling of having common goals, mutual purpose, motivate each other to achieve common goals in completing the task, the clarity and mutual understanding of the role of members in the team.
2. Sense of Responsibility Together, which is to work together to take responsibility, appreciate time and have commitment.
3. Leadership, namely: know how members develop potential, agree on norms and values together, the emergence of a sense of belonging, and how to lead a team.
4. Responsive, ie: learning to self-correction, self-assessing, accepting different ideas.
5. Focus on the task, namely: learning mutual respect for the talents of individual creativity, and appreciate the ability of members.
6. Communicative, namely: promoting openness among team members.
7. Patience, which is: better understanding and tolerance for different attitudes, character, culture, and gender in teams.

Respondents' Opinion About the Criteria of Team Outperforming Performance
Most respondents stated that superior performing teams possess the following characteristics: shared goal, shared responsibility, empowering leadership, responsive, innovative and creative, communicative, task-focused, and problem-solving.

Scenarios Needed by Lecturers to Form a Team

As many as 86% of respondents that 30 of 47 respondents stated that the scenario that lecturers run in developing the team has been very good. In addition, the students also convey that with the scenario, the grouping is considered very fair because each group gets equal distribution of members. In addition, the varied members of the new team encourage them to be more enthusiastic and have new challenges in accomplishing tasks despite having to adapt first. However, some respondents (14% of respondents) stated that the team members chosen by the lecturers are more vulnerable to conflict, because they have different attitudes and characters.

Performance Appraisal of Accounting Student Learning

At the end of the implementation of McGrath's Model Through Effective Team Building, the lecturer evaluates the performance of the student learning process using a mixed-incentive model, ie the lecturer gives a score based on the peer evaluations of each individual member's effort (weight 70%) and combined with the group score (30%), So each member will get a different score on the final result. Individual performance and team performance are measured using the peer evaluation form distributed at the time of the presentation of the proposal and at the presentation of the research results (end of face to face). Based on the performance appraisal, the result of individual and group performance is above 85%. So it can be said that there is an increase in student performance compared with before the implementation of model learning McGrath's Model through Effective Team Building.

CONCLUSION

Sourced from the results of the discussion above research, it can be drawn some conclusions, among others:

1. As many as 80% of respondents consisting of 38 respondents from a total of 47 respondents stated that they feel happy working in a new team.
2. A total of 77% of respondents, 36 out of 47 respondents explained that they felt a significant difference between the group tasks they had been doing with their experience working in the new team.
3. Of 37 respondents (80%) stated that they feel positive benefits when working in a new team.
4. As many as 86% of respondents ie 40 of 47 respondents stated that the scenario run by lecturers in developing the team has been very good.

Based on the results and discussions that have been conducted and the findings obtained during the research, it can be proposed some suggestions for improving the quality of learning Business Feasibility Study in the future as follows:
(1) Considering the learning of Business Feasibility Study by using McGrath's Model through Effective Team Building can improve the process of learning performance achievement, it is expected to lecturer at University of Education Ganesha in order to develop this learning model on other subject so as to provide new learning atmosphere that can motivate Students to increase students' interest in the subject matter they are receiving;

- (2) The application of McGrath's Model Model through Effective Team Building requires hard work of lecturers in the process of performance appraisal, so that students can introspect themselves against the learning result deficiency.
(3) For similar researchers who want to implement McGrath's Model through Effective Team Building is expected to observe the constraints that researchers experience when implementing the learning process so that later will be obtained better results than research that has been done by researchers.

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