The Influence of study group in one time culture to be success of Student's learning

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The Influence of Study Groups and on Time Culture to the Success of Students' Learning In Communication Department SMMTC UUM

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Abstract

Students learn on their own habits led to be individualism and make them to be selfish and apathetic. Knowing that, the writer felt that she has a responsibility to help the students of Communication Program, SMMTC, UUM to shape the character so that the students do not become selfish. This was done because the task of the writer is as a lecturer and an educator. Moreover, the students are asset to the nation of the next generation who are expected to increase the capacity in the era of globalization which increasingly loaded with competition. To overcome the problem the writer took the initiative to teach how to act, communicate, and work to maximum in order to succeed as a qualified, fully alert, responsive, and workmanlike full with creativity and innovation. Study Group learning that fostered and on time culture which is applied requires the cooperation of all the students who follow Public Relations course. To determine the effect of group learning habits of students and determine the influence of on time culture to the success of the learning and identify the role of on time culture to the spirit of student learning. To see if students can become active, cooperative, creative, innovative and independent after getting used to group learning and cultivate the right time. This study used an experimental method to the design created with the needs of student-based learning, active students, administration tasks, habituation to actively communicate and cooperate. Qualitative methods were used to collect data and analyze it in the form of description, the data obtained through interviews, direct observation, and observation that is done from a list of questions posed to students. Field notes are also used in this study. After going through the treatment in a study using a system of group learning and on time culture, visible change attitudes and habits of college students are more active and enthusiasm in learning. Students are smarter and smarter in the face of learning problems and answering questions. Class discussions can be run with smooth and communicative. Public Relations students in the class are more spirit, creative, and more professional. All tasks are collected on time and with a good answer which showed improved learning and reading. Students are courage to speak up and becoming qualified. They are not selfish and apathetic anymore. The application of study group and on time culture give good influence to the success of students' learning.

Keywords: individualism, inequalities, study group, on time culture, qualitative, field notes.

INTRODUCTION

This was a result of a classroom action research which was done in Public Relations course in SMMTC UUM Malaysia this semester, held on February – July 2012. The purpose of doing this research was to know the result of the application of study group, on time culture, and others relevan method as well as theory in order to increase the success of the students' learning. Public Relations (PR) is a subject that must be followed by the students of Communication SMMTC UUM, Malaysia. When I entered the first time in PR class, I found and saw my students in a passive condition, not creative, all still waiting, just smiling and do not answer the question given. They sat in the less passionate position and not orderly. I said a greeting (*Assalamu'alaikum Warrohmatullahi Wabarokathu*) to them, and they did not give response, I repeat to say once again *Assalamu'alaikum Warrohmatullahi Wabarokathu*, they were surprised and replied loudly. Because there were many students who were not Muslims, I also said good morning to greeting them, they also remained silent and just smiles. I gave them question: what is PR, no one bothered to answer, all silent indifference. There were students who entered the class late (4 students), they put themselves sitting in the back seat while there were lot of seats in front still empty. When it comes to the first meeting there were 26 students. I asked: who is the leader of the class? They were too embarrassed silence and indifference, it could be said that my class was annoying. Students tend to be individualistic, indifference, and apathy. I put the question again: who had ever followed my class before this class, there were some students who raised their hands, and there began a rather enthusiastic response from students who attended the lecture that I gave before.

Seeing the fact and the circumstances like that I immediately set and determine the method of teaching which I will apply in the PR classroom, they are: teaching based on student needs, student-centered, active students, group learning activities, cultivate the right time in every way related to learning, giving students confidence as a leader (thus applying leadership skills). I immediately set a few rules to be followed and to be mutually agreed by them, they are:

1) Distribute the syllabus and explain the lesson plan;
2) Ask the students to go to class on time and should not be too late;
3) Students must come at least 5 minutes before entering the classroom;
4) Students are divided into small groups in pairs of 2 and big group of 5 up to 7 people;
5) Students are asked to follow this subject seriously, active and vibrant because they have the points awarded, and everything is done based on the timeliness and discipline. If the students cannot meet these rules it is better for them to go and to cancel their lecture;
6) Students are given direct responsibility to discuss the topics in the syllabus;
7) Choose and set the leader of the class, leader of the group and its representatives;
8) To declare that the assessment used in the lecture is getting the points that must be met by each student:
a) Attendance, Attitude, Tasks, Activities, Mid-Term Exam=60%
b) Last of Semester Examination and the final task = 40%
9) Give students the opportunity to deal directly and actively with the lecturer in the teaching and learning activities, I gave my phone number and I asked for their phone numbers.

At the second meeting, students who attended PR Course multiplying to the 67 students, and at the third meeting, the numbers increased becoming 73 students. At that time they began to actively carry out all the rules we have agreed upon. Students already have their respective groups as well as learning partners. They already have the leader of each group and they already know what they should do. In my findings based on what I encounter in the classroom since the beginning of carrying out PR class which a very large number of students, I applied Students Centered Learning (SCL) by giving Task and in the form of study group that I think those are suitable and applicable to the circumstances of my class, pay attention to their needs by referring to SCL, active student learning, creative, innovative, communicative and sharing knowledge. By not forget to applying the on-time culture and discipline. Through my teaching experience over 25 years and face a wide range of students, I believe that this will contribute positively to the students that provide useful input to the process

of maturity, leadership, loyalty herd, responsibility, honest, creative, innovative, daring to express their opinions, courteous and orderly manner for their future.

Study Groups

A study group is a small group of people who regularly meet to discuss shared fields of study. These groups can be found in high school and college settings and within companies. Professional advancement organizations also may encourage study groups (Wikipedia). Each group is unique and draws on the backgrounds and abilities of its members to determine the material that will be covered. Often, a leader who is not actively studying the material will direct group activities. Typical college level academic groups include 5-20 students and a leader to lead. Professional groups are often smaller. It provides the highest quality learning experiences and exceptional student outcomes.

The number of students in my PR class is 73 students that is divided into 12 groups that each group consisting of 6-7 students with a group leader, a deputy who also served as secretary of the group. Each group in every meeting has one of each discussion topic which is discussed together to get a common understanding, common assessments, sharing values, and learn to share idea in mind, as well as train the courage to express opinion, arguing courage, bravery and courage to speak in giving active argument.

How I make a successful study group is very important in deciding the success of teaching learning process. I know that an effective study group ideally has of 3-4 members (no more than 5 max), but in my class each group consists of 6-7 members because if there are 2 students absent from class there are still 5 members left in the group. If I divide the 73 students to 3-4 members there will be too many groups and it will make me difficult to handle them.

I asked the students to meet *at least* once a week outside the schedule given and they should decide how long they want to do the sessions to be. I asked them to prepare something important relate to the topic of discussion before they come to the meeting to discuss the topic, and I said to my students:
1) All members of the group should make a serious commitment to show up and to do the required preparation prior to any group meeting. If you show up unprepared it *will* impact how effective that session is for the whole group, not to mention what *you* could get out of those sessions.
2) All members of the group should choose a group leader (this could be one person who could take turns). This person would be responsible for keeping the group on track and on task within each session so that no one gets frustrated with

pace or with time being wasted on other things not relevant to mastering the course material. This person should also send out a reminder email on weekly time/location info, plus any session info that's relevant.

3) In preparing for sessions you need to decide as a group what you would like to cover in a session. This could be handled via email (initiated by the group facilitator) a few days before your next meeting or it could be discussed at the end of each meeting. If you are meeting weekly, you will probably be discussing and working on the preceding week's material and homework (where relevant) in your next session.

4) Preparing for sessions is easy to want to focus on homework problems, in other words, *application* type sessions, but you'll be ignoring a key component involved in truly understanding your material–identifying and understanding the concepts underlying homework and/or exam questions.

5) The result of your discussion must be presented in front of the classroom in order you can share each other by giving and answering questions. The activities are given marking.   So the more you active the better you get good mark with high score. This activity provides an opportunity for the students to compete with each other in answering the questions correctly, in the activity, in creativity, in active communication which is arranged, in manners and in the discipline.

6) Review is given directly to the students, so they know the result of their doing in their group. They know their capacity, ability, and performance directly, because I show them– all they get transparently. By doing this activity they can learn something benefit from their friends and from the activity happen. It can be called as learning by doing. The students learn from error they make. Their activities give something benefit and teach them how to become an active student with full of positive creativity and activity. It is also the way to motivate them to become an active, creative, innovative student. They learn to have a positive thinking, to be patient and more serious.

7) This method of teaching is also benefit for me in overcoming the problem of the limit time I face to check for subsequent review and to cover all the assigned homework problems, so it would be helpful to decide as a group how many and which of the homework problems I want to address. Each group member should then attempt to work through the problems on their own prior to my next group session.

On Time Culture and Discipline
On Time Culture is applied in PR class. They were accustomed to come and go to class on time. Do all the tasks with discipline and collect them on time.

Not accustomed to suspend the work and tasks given. They must be disciplined and have the setting in implementing the learning agenda of PR as well. Any violations of these learning activities specifically related to time and disciplinary are sanctions imposed among others, cutting the value of the performance and presentation or being asked to leave the classroom. Time is really appreciated, realized and understood that the time has weight and high value. There is a motto *Time is Money. Money* is a sign of poverty, which is a common saying in the Culture. So in this term there is no phrase *Rubber time.* All must be done effectively and on time.

The influence of activities undertaken by the *on time culture* is that we get to perform all of our activities in a timely manner, so that the time / opportunities that are available can be well done. We can truly appreciate our time well. We will not waste our time. To cultivate a timely manner so that we get used to the discipline and really appreciate the time. We can well appreciate the opportunity because that opportunity comes only once. The same opportunity will not be repeated a second time.

On time cultur is good to be used in teaching–learning PR subject and other subject, because the *on time culture* can give good influence to the personality of the students, such as having the good way to compete, be responsible, and respect others. By applying *on time culture* and *discipline*, emotional control and fair competition can be obtained. They can be strong-minded and full of charismatic. It is proved by Brown who said: "Almost all Culture citizens are very sociable, of great intellectual capability and learning, and possess very well-balanced psyches. Their biological make-up and their growing up in an enlightened society make neuroses and lesser emotions like greed or (strong) jealousy practically unknown, and produce persons that, in any lesser society, appear very self-composed and charismatic" (Chris Brown, 2001).

Theory, Method, Approach of Teaching Used and the Discussion
In this part I will discuss about: 1) Communication Method, 2) Active Learning, 3) Students' Centred Learning, 4) Task-Based Learning, 5) Communicative Approach, 6) Discussion and Presentation, and 7) Qualitative Method.

Communication Method
Speaking about communication science in the academic realm, then inevitably we are struggling with what is referred to as the research methodology. Therefore, for each of us who study communication as a scientific knowledge in the academic study is a must to know, to understand, and are also able to apply different approaches in communication research methods. By applying the method of

communication with the proper research it is expected that we can have better understanding the context of diverse phenomena in a more scientific communication.

Considering the very diverse approaches, methods, paradigms, to the techniques of communication research, it is useful to try to identify the various variants. By identifying the various types of research we can determine what method or techniques which is suitable and possible to investigate a case and which one is presumably less precise. The Accuracy in selecting the method used in the future will affect how the quality of the research itself.

In the teaching and learning activities of public relations subject, we cannot be separated from the activities of research and I have been doing research directly with observation and collaboration. Besides the appeal to make observations of the other class, because I teach 3 (three) subjects, and the same subject for two consecutive semesters. So finally I can obtain the valid data about the situation and condition of my students, their background, their learning needs, learning expectations and learning objectives. By knowing all of those then I can determine and decide on appropriate learning methods and in accordance with student needs and learning by focusing on the students themselves, it is also called SCL (students centered learning).

By applying the appropriate teaching methods to students who attending PR, then I can carry out the learning process well, with a cozy atmosphere, serious, and achieve goals / targets of learning. I can overcome difficulties and learning problems well, such as limited learning time, the number of students in a classroom, a classroom atmosphere that is less conducive, difficulty understanding the topic, different degrees of student intelligence, target of understanding, quality of topics discussed, and student success.

Active Learning

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. This section provides links to bibliographies, research summaries, articles, and other resources about active learning (McKinney, K, 2010). Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning, on learners. Bonwell and Eison (1991) popularized this approach to instruction. In their report they discuss a variety of methodologies for promoting "active learning". Renkl, A., Atkinson, R. K., Maier, U. H., & Staley, R (2002) promoted an

important principle: Guidance early and then practice later is suggested for the best results.
Examples of "active learning" activities include:

a. A **class discussion** may be held in person or in an online environment. Discussions can be conducted with any class size, although it is typically more effective in smaller group settings. This environment allows for instructor guidance of the learning experience. Discussion requires the learners to think critically on the subject matter and use logic to evaluate their and others' positions. As learners are expected to discuss material constructively and intelligently, a discussion is a good follow-up activity given the unit has been sufficiently covered already (Bonwell & Eison, 1991).

b. A **think-pair-share** activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion. It is during this formal discussion that the instructor should clarify misconceptions. However students need a background in the subject matter to converse in a meaningful way. Therefore a "think-pair-share" exercise is useful in situations where learners can identify and relate what they already know to others. So preparation is key (McKinney, Kathleen, 2010).

c. Prepare learners with sound instruction A **collaborative learning group** is a successful way to learn different material for different classes. It is where you assign students in groups of 3-6 people and they are given an assignment or task to work on together. This assignment could be either to answer a question to present to the entire class or a project. Make sure that the students in the group choose a leader and a note-taker to keep them on track with the process. This is a good example of active learning because it causes the students to review the work that is being required at an earlier time to participate (McKinney, Kathleen, 2010).

I applied active learning in the PR classroom because I wanted all my students be active in learning, in speaking and communicating, in giving expression, in the discussions, in understanding the topic, in removing idea, in sharing ideas and knowledge, in asking and answering questions, in thinking, creative and innovative. To create a live classroom setting, I also give a class game such as bingo, crossword puzzles, and sometimes also play performance. A **class game** is also considered an energetic way to learn because it not only helps the students to review the course material before a big exam but it helps them to enjoy learning about a topic.

Students–Centred Learning (SCL)

Student-centered learning is an approach to education focusing on the needs of the students, rather than

those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses (Estes, Cheryl, 2004). Student-centered learning, that is, putting students first, is in contrast to teacher-centered learning. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning (Estes, Cheryl, 2004).

I used SCL as a method as well as an approach in teaching PR subject because I taught based on students' needs, abilities, and interests. It is a learning style with the lecturer as a facilitator of learning. By applying SCL the goal of achieving the objective of study is achieved. Students can think and act more actively, actively participate and actively communicate well.

Task–Based Learning (TBL)

Jane Willis (1996) said that Task-based learning (TBL) is typically based on three stages. The first of these is the pre-task stage, during which the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. This stage is followed by what Willis called the "task cycle". Here the learners performed the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepared a report for the whole class on how they did the task and what conclusions they reached. Finally, they presented their findings to the class in spoken or written form. The final stage was the language focus stage, during which specific language featured from the task, highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point. The components of a Task were: 1) Goals and objectives; 2) Input; 3) Activities; 4) Teacher role; 5) learner role; and 6) Settings.

According to Rod Ellis (2007), a task has four main characteristics: 1) A task involves a primary focus on (pragmatic) meaning; 2) A task has some kind of 'gap'; 3) The participants choose the linguistic resources needed to complete the task; and 4) A task has a clearly defined outcome. Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use

to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks (Rod Ellis, 2007).

In teaching PR subject I apply Task-Based Learning. I give the students Task in every lesson in order to get students to focus on the task. I follow the way of Jane Willis in giving the task:

1) Pre-task. In the pre-task, I present what will be expected of the students in the task phase. I also present a model of task by doing something or by presenting picture, audio, or video demonstrating the task. I give suggestions and instructions to them and the students would be encouraged to use what they are comfortable with in order to complete the task.

2) In practice. The core of the lesson is, as the name suggests the task.

3) Task. During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or counselor—thus the reason for it being a more student-centered methodology.

4) Planning. Having completed the task, the students prepare either a written or oral report to present to the class. The lecturer takes questions and otherwise simply monitors the students.

5) Report. The students then present this information to the rest of the class. Here the lecturer may provide written or oral feedback, as appropriate, and the students observing may do the same.

6) Analysis. Here the focus returns to the lecturer who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.

7) Practice. The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the lecturer to emphasize key language.

Communicative Approach

The Communicative Approach (CA) was founded by *Robert Langs*. It was developed in the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is cantered on human adaptations to emotionally-charged events--with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). The approach gives full credence to the unconscious side of emotional life and has rendered it highly sensible and incontrovertible by discovering a new, validated, and deeply meaningful way of decoding unconscious messages. This

procedure-called trigger decoding--has brought forth new and highly illuminating revisions of our understanding of both emotional life and psychotherapy, and it calls for significant changes in presently accepted psychoanalytic thinking and practice (Northvale, NJ, 1983). The full name of the Communicative Approach (CA) is "The Communicative-Adaptive approach."

I used this approach with the aim that the students became communicatively competent. While this had been the stated goal of many of the other methods, in the Communicative Approach the notion of what it taken to be communicatively competent was much expanded. The Communicative Approach also pointed out that the ability to develop strategies that can ensure effective communication was an indispensable part of communicative competence. It can be concluded that the concept of communicative competence as defined by the Communicative Approach was very broad indeed. It embraced three fundamental dimensions: the ability to use linguistic means to realize a variety of language functions, the ability to use language appropriately with due consideration of the social context in which communication takes place and the ability to develop strategies to manage the negotiation of meaning.

DISCUSSION AND PRESENTATION

Students are accustomed to do discussion both within and outside the classroom in the form of small and large group learning, so inevitably they actively communicate each other, exchange ideas; sharing opinion and they can understand the topic of learning as maximum as possible. By doing the discussions among them the students learn to communicate, to socialize, patience, respect others and learn to dare to express their opinions.

Students should make a report toward all of the result of their discussions then to present it in front of the class in turn. When they presented their paper in front, they got questions from their friends, and they tried to answer all the questions properly and appropriately. By doing this activity students' effort in mastering the material of the discussion can be fostered, nurtured and accustomed in order to increase their ability in answering question and mastering the materials of the discussion as well.

At the same time the lecturer gives judgment on all activities and all lines of activities, including student attitudes. Lecturer provides direct review, appraises and awards to the students' activities. Students show their satisfaction in learning process and on the other way they are mastering the learning topics.

Qualitative Method

Qualitative methods are methods that do not involve measurement or statistics. Qualitative methods have been in use in philosophy, sociology, and history for centuries, and many of the famous studies we refer to in psychology classes every day were actually qualitative (C. George Boeree, 2005).

Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*. Hence, smaller but focused samples are more often needed than large samples. In the conventional view, qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions). In writing this paper I use qualitative method because qualitative descriptive analysis is used. The data are the result of questionnaire, field notes, interview and photographs. It follows the following steps: 1) comparing the data from each informant to make easy in classifying the same data, 2) classify the data in certain classification, 3) make the data in the table, 4) make an inductive conclusion, and 5) make a hypothesis using the classified data. The result of the analysis is written in the form of description. This method focussed on describing my own thought, feelings, and perceptions. For example, I would investigate my own experiences of an emotion such as anger, or cognitive processes like making a decision in the teaching–learning process of PR subject.

CONCLUSION

Based on the above discussion it can be concluded that the using of those mixing theories, methods, and approaches used in the teaching–learning Public Relations Subject give good influences that make the students success and changing students' characteristics. In a group environment, students are less likely to procrastinate. After all the treatments done in the classroom, it's easy to put them on an assignment because they do the task together. The whole group of people counting on you, you'll be more likely to do the task and understand the lesson. Group study also encourages students to explain things aloud. By speaking to and listening to others, students often improve on recall ability, or ability to remember information on test day. Students who study with others are also forced to become more organized. Once they learn to date and label their notes, they'll see that organized notes make much more sense at the end of the week than the jumbled, mix and match variety. One more great benefit of group discussion is that the many perspectives improve students' chances of anticipating test questions. Group members will always bring up ideas and thoughts that never consider.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for

practical extra-linguistic skill building. As the tasks are likely to be familiar to the students, students are more likely to be engaged, which may further motivate them in their learning.

As with all group work, in group tasks, some students can "hide" and rely on others to do the bulk of the work and learning. A second challenge is that the new learning elicited by the task-based lesson—one of its benefits—may yet be lost if the lesson did not include sufficient planning for or runs out of time. The other benefits of study groups are: 1) Material is better understood and retained; 2) Students can confirm with each other any confusing or complex subject material; 3) Fellow students can be a source of support and encouragement; 4) Opportunity to teach, not just be recipient of someone else's knowledge; 5) Increase in confidence in academic capability; 6) Opportunity to learn new study habits from peers; and 7) Learning becomes more personally relevant and intellectually stimulating.

The Ground Rules for Study Group Sessions must: 1) Be on time and prepared; 2) Be respectful of others' ideas; 3) Have homework, study guides, sample test questions, etc. completed before session; 4) Have questions about material ready to discuss; 5) Bring class notes and textbooks to study sessions; 6) Determine where, when, and how often the group will meet; and 7) Do not meet sporadically— schedule consistent weekly, bi-weekly, or monthly sessions.

Finally, the application of SCL, TBL, Study Groups, Communicative Approach, On Time Culture, and Discipline in the teaching learning public relations subject can improve the ability of students, the result of study, and the success of Students' Learning in Communication Department SMMTC UUM. From 73 students: 4 students get A+, 35 students get A, 18 students get A-, 7 students get B+, 2 students get B, 2 student get B-, 1 student get C+, 2 students get C, 1 student get D (he never collected his paper works), and 1 student get F (because her mother died when she had to follow the last examination).

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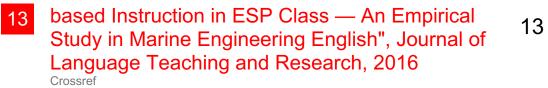
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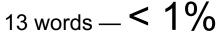
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