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APPLICATION OF FLIPPED LEARNING MODEL AS IMPLEMENTATION OF BASIC MANAGEMENT FUNCTIONS

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¹ **Abstract**

This study explains how the basic functions of management—planning, organizing, leading and controlling (POLC)—are packaged in a flipped learning model. The basic functions of management, in general, are introduced at the beginning of lectures and become the basis for further learning in Management Department. As basic course material, the learning process of basic functions management must be arranged systematically and interestingly to motivate students to involve in the next learning materials enthusiastically. Through a case study on the subject of Organizational Management in the Management Department, Faculty of Economics, Sanata Dharma University, this study provides an overview of the learning process of flipped learning to introduce the basic functions of management to students. By utilizing description qualitative approach, this study shows that the flipped learning model can be one of the prospective alternative learning model in implementing basic management functions, both for lecturers and students.

Keywords: *basic functions of management, learning models, flipped learning*

Abstrak

Studi ini menjelaskan bagaimana fungsi dasar manajemen—planning, organizing, leading dan controlling (POLC)—dikemas dalam suatu model *flipped learning*. Fungsi dasar manajemen, pada umumnya, dikenalkan pada masa awal perkuliahan dan menjadi basis untuk pembelajaran selanjutnya pada program studi manajemen. Sebagai materi kuliah dasar, proses pembelajaran terkait fungsi dasar manajemen harus disusun secara sistematis dan menarik untuk memotivasi mahasiswa mengikuti materi-materi pembelajaran selanjutnya dengan antusias. Melalui studi kasus pada mata kuliah Manajemen Organisasi di Program Studi Manajemen, Fakultas Ekonomi Universitas Sanata Dharma, studi ini memberikan gambaran proses pembelajaran *flipped learning* untuk mengenalkan fungsi dasar manajemen kepada mahasiswa. Dengan memanfaatkan pendekatan deskripsi kualitatif, penelitian ini menunjukkan bahwa model *flipped learning* dapat menjadi salah satu alternatif bentuk pembelajaran yang prospektif dalam mengimplementasikan fungsi dasar manajemen, baik bagi dosen maupun mahasiswa.

Kata kunci: *fungsi dasar manajemen, model pembelajaran, flipped learning*

INTRODUCTION

Management is an adaptive science that can be used in contexts outside the work, because by learning management principles can help making the right decisions, specifically studying management helps to understand the dynamics and complexity of work in this modern era that requires managerial skills , responding to unexpected events in the environment (environmental contingencies) and making ethical and effective decisions. Studying management in school or college avoids making back managerial mistakes that have been made by others in the past, because learning management in school or college exposes lessons that result from the experiences of others in the past. past. Learning ⁸ and practicing the behavior of good managers and high-performance companies prepares young people to be able to tread the future successfully. (Jones, R, G. George. J. M 2009).

The context of this study is the young generation in tertiary institutions who are currently studying by majoring in Management. The learning process in the course about the basic functions of management which are generally available in the early semester, should be designed systematically and can be used as a laboratory to implement the theory being learned. The aspect of creativity in designing the learning process needs to be considered so that it will make students more enthusiastic to carry out the learning process in the course, as well as provide a stimulus to further deepen the science of Management in other subjects up to the end of the semester level. So thus the knowledge learned is not only in theory, but has been applied to the learning process.

The first step to designing a learning program to fit the above objectives is to find out the typical student generation. The young generation who currently sit on the bench

College, on average is a generation born above 1995 and known as the Generation Z (Subandowo 2017). Generation Z is the generation that witnessed a period of economic prosperity that was not on par with their past generations. Major changes have occurred in gender equality, new transformations in dependency ratios and, social class structures are changing. (Tung and Comeau 2014). This generation is very close to technology and is preparing to enter the workforce at an age, namely by going through the learning process at the College level or even some who have worked as junior workers.

Responding to the generation Z character, which is the age of the current students, becoming a lecturer in the current era does not only require PCK (Pedagogical Content Knowledge), but TPACK (Technology Pedagogical Content Knowledge) as depicted in Figure 1 follows (Mishra and Koehler 2006). The definitions of each component in TPACK are explained in the following Table 1

Table 1
TPACK Component Definition

No	TPACK Component	Definition
1	TK	Basic knowledge of technology
2	PK	Teaching methods and strategies
3	CK	Material taught
4	TPK	The use of technology for learning purposes
5	TCK	The relationship between technology and matter
6	PCK	The right method for teaching material
7	TPACK	Knowledge in choosing to use technology to implement strategies in learning

The aspect of the use of technology is a basic thing that needs to be considered by teachers in this era, but that is not everything, technology is a tool that can be used to create meaningful experiences in teaching and learning. This can be implemented by applying the concept of flipped learning. According to Gilboy et al (2014), the flipped learning method

is an innovative pedagogical approach that focuses on student-centered teaching by reversing the traditional classroom learning system that has been conducted by teachers. This flipped learning method does have many benefits (McLaughlin et al, 2014), like students will have positive opinions and be open to new knowledge, be more active, be more independent and creative and be more critical in addressing the problems of certain cases.

The flipped learning method is divided into three activities namely, before class begins, when class starts and after class ends. Before the class begins, students have studied the material to be discussed, at this stage the ability expected to be possessed by students is to remember and understand the material. Thus, when class begins students can apply and analyze the material through various interactive activities in the classroom, which then proceed with evaluating and doing certain project-based assignments as activities after class ends. The series of processes is a link between flipped learning and Bloom's Taxonomy. There are several sections, namely ⁷ Remembering, Understanding, Applying, Analyzing, Evaluating and Creating in each of which is divided into three activities namely before, during and after class. (Wilson 2016).

The Remembering and Understanding stages will demand low order thinking skills (LOT) while the Applying, Analyzing, Evaluating and Creating stages will hone the high order thinking skills (HOT). How are these stages implemented through the basic management functions ¹⁵ of Planning, Organizing, Leading and Controlling, both from the instructor, in this case the lecturer and the students in this case are students?

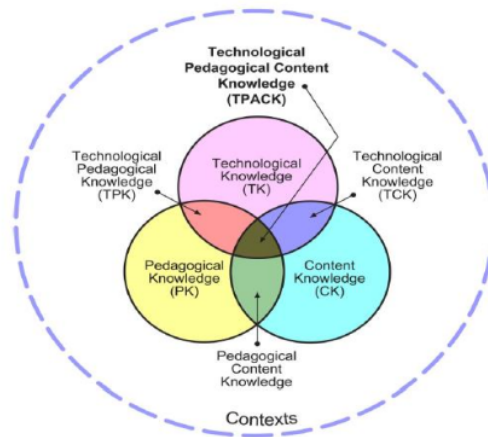
These questions will be answered in this paper. By using ¹ a case study in the subject of Organizational Management in the Management Study Program, Faculty of Economics, Sanata Dharma University, the author provides an overview of the learning process that is

arranged systematically and interestingly using the flipped learning method. Systematic with a clear breakdown of the stages based on four basic management functions and interesting by using technology as one of the media to support the implementation of flipped learning.

LITERATURE REVIEW

Application of the Flipped Learning Method as a TPACK Application Media

Online education continues to grow and plays a significant important role in US higher education (Shea and Bidjerano, 2010). Therefore, the application of learning methods with flipped learning or also called the flipped classroom is one of the solutions that respond to the changing era of digitizing higher education. According to Bergman and Sams (2012), flipped classrooms can be implemented by providing core learning material before they attend face-to-face classes..



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Figure 1. Framework for *technology, pedagogy, and content knowledge* (TPACK)

Sumber: Koehler dan Mishra, 2009

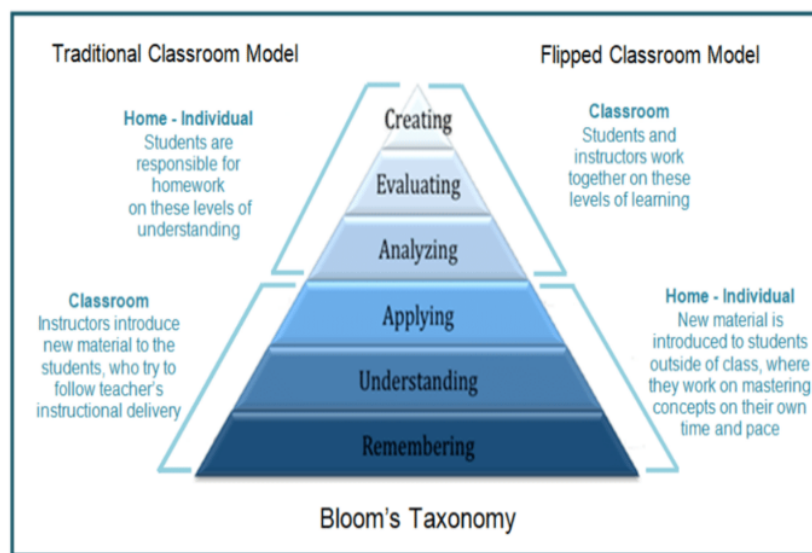
Teaching is a complex practice that requires a complex and structured fabric of knowledge from the various cases and contexts depicted in Figure 1. (Mishra and Koehler 2006) Effective learning depends on access to the flexibility of the instructor, organization and integration of knowledge as well as technological knowledge.

A strong perspective informing the technology-mediated instructional explanation model requires learner's commitment to building active group knowledge (Shea and Bidjerano, 2010). Awareness of participatory students becomes important to maintain the continuity of this online learning process. The teacher perceives that students have prepared themselves before class so that the interaction between the teacher and students can be more meaningful and the class effectively performs well without the need to meet outside the classroom with the instructor (Bliemel, 2014).

Metode flipped learning memungkinkan siswa untuk mencapai dasar substansial dari suatu topik, pemahaman, sebelum sesi, agar kegiatan lain, penilaian dan kegiatan konsolidasi dapat membangun pengembangan keterampilan yang lebih tinggi ketika seorang guru hadir untuk mendukung siswa. Ini dapat dibandingkan dengan metode pengajaran tradisional di mana keterampilan tingkat dasar sering menjadi pusat perhatian sesi kelas dan siswa dibiarkan bekerja pada latihan tingkat yang lebih tinggi. keterampilan dalam waktu mereka sendiri dengan pekerjaan rumah dan tambahan. (Gambar 2) (Ahmed 2016).

Another thing to note is the social interaction that is built up. Various pedagogical concepts have provided suggestions for making a comprehensive and collaborative learning design so that interactions are not only limited to network interactions but also to active, independent and reflective social interactions (Shea and Bidjerano, 2010). The findings obtained by McLaughlin et al (2014) and Findlay and Mombourquette (2014), in

their research also recognize that the application of the flipped learning method has many benefits but also found some challenges. The main challenge is related to strategy and time management in preparation of active learning that is appropriate for use in the classroom (McLaughlin et al, 2014). To support the smooth process of flipped learning, teachers need to give students an understanding of the purpose of flipped classroom and emphasize the importance of personal responsibility in learning (Findlay and Mombourquette, 2014). This commitment regarding changes in student learning styles is the next challenge.



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Figure 2. Bloom's Taxonomy related to traditional and flipped learning.

Source: (Bloom, 1956).

Implementation of Basic Management Functions

Basic Management functions include four things, namely planning, organizing, leading, and controlling. (Jones, R, G. George. J. M 2009). There are two important roles of managers in the planning process, which are identifying and selecting appropriate organizational goals and actions (courses of action), and developing strategies for how to

achieve high performance. The first step in planning is to determine organizational goals, determine strategies to achieve these goals, and finally determine how to allocate organizational resources to implement the strategies chosen to achieve the goals of the organization that have been determined. How well managers plan and develop strategies to determine the effectiveness and efficiency of the organization or its performance level.

Organizing is structuring the structure of working relationships so that members of the organization can interact and work together to achieve organizational goals. The result of organizing is an organizational structure - a formal system of task and reporting relationships that coordinates and motivates members of the organization so that they work together to achieve organizational goals. Managers must determine how to organize resources, especially human resources as well as possible.

Leading requires leadership to use power, personality, influence, persuasion, and communication skills to coordinate people and groups so that activities and their efforts support each other (in harmony). The purpose of directing (leadership) is to encourage all employees to do their respective work as well as possible to help the organization realize its vision and goals. Another result of directing (leadership) is a highly motivated workforce (highly motivated) and high commitment (highly committed).

The task of the manager in control is to evaluate how well the organization achieves its objectives and take corrective actions needed to maintain and or improve performance. The outcome of the control process is the ability to measure performance appropriately and determine efficiency and effectiveness. To exercise control, Managers must determine which goals must be measured - productivity, quality or responsiveness to customers (responsiveness to customers). Then the manager designs control systems that will provide the information necessary to assess performance - that is, determine the extent to which

objectives have been achieved. The control task also helps managers evaluate how well the manager carries out 3 other management tasks - planning, organizing, and leading - and taking corrective actions.

RESEARCH METHOD

Qualitative description approach becomes one of the important and appropriate techniques to answer research questions that are oriented to answer the question of who, what, and where about an experience or phenomenon that is not yet widely understood and obtain in-depth information from relevant informants (Kim, Sefcik, and Bradway, 2017). Sandelowski in Seixas, Smith, and Mitton (2018) states that the basic characteristics of the qualitative description approach differ from other qualitative studies, such as grounded theory, ethnography, phenomenology or narratives, where the focus of qualitative description analysis is more on the process of describing rather than interpreting. Kim, Sefcik, and Bradway (2017), referring to various sources, describing six qualitative description features and techniques.

First, researchers describe and analyze phenomena as they are in natural way. Second, qualitative descriptive approaches tend to be more relax than other qualitative approaches related to the use of theoretical frameworks in designing and conducting research. Third, the process of data collection is done by interviews or focused discussions that are not structured to semi-structured. Fourth, researchers tend to utilize purposive sampling techniques with high variations to get rich and adequate data. Fifth, content analysis is one of the main strategies in data analysis. Sixth, the study findings are presented in a straightforward manner, including a complete summary of descriptive explanations, detailed supporting data, and presentations that are easily accepted logically by the reader.

This study uses case studies in the second semester course learning process in the Management Study Program, Faculty of Economics, Sanata Dharma University, namely Organizational Management. This course discusses the basic concepts and principles of management, especially related to the functions of planning, organizing, controlling, and controlling that managers must work in a dynamic environment.

RESULT AND ANALYSIS

The teaching method with flipped learning is a method that uses three time dimensions namely, before class, when in class and after class. In this descriptive study will link the flipped learning method with bloom taxonomy which includes Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. In carrying out these activities, they are grouped into four parts, namely Planning, Organizing, Leading and Controlling which are the four basic functions of management.

Presentation of results and analysis in this study is divided into three parts, namely (1) Learning design of Organizational Management courses (2) Implementation of Basic Management Functions in Flipped Learning (3) Lecturer and student activities based on Basic Functions of Management. Following is an explanation of each section.

1. Learning design of Organizational Management courses

a. Expected competence

Hard skills

- Mastering the basic concepts and principles of management, especially related to the main task of managers who work in a dynamic environment, the implementation of the functions of planning, organizing, staffing, leading, and

supervising effectively and efficiently so as to be able to develop the organization.

- Being able to apply expertise in the field of organizational management and accompanying technology in the business environment (regional, national and global that continues to experience changes
- Being able to apply analytical, conceptual, and leadership skills for the recognition of situations and solving business and organizational problems
- Being able to communicate and cooperate within the organization and with parties outside the organization
- Being able to make organizational decisions professionally by considering and using conscience and spirit of compassion

Soft skills

- Have a positive attitude in the organization's decision making process
- Open to cooperate with others
- Having an honest and responsible attitude to the results of the work.
- Demonstrate a formidable attitude in self-development efforts and advancing those around him.

b. Learning methods

Using the Flipped Learning Method, with the following implementation:

- The lecturer prepares material uploaded through www.belajar.usd.ac.id
- Students study teaching material before class begins by accessing the web of learning, so that during the course the class has understood the context to be studied

- Class activities in the form of collaborative work and mastery of concepts: group work, quizzes, simulations, case analysis.
- Students are given assignments that are project-based

2. Implementation Basic Concept of Management in Flipped Learning

The following are examples of activities in the learning process of Organizational Management courses which are an integration of the basic functions of Management, Bloom Taxonomy and Flipped Learning. Table 2 is a description of the implementation of one material (one meeting) in the subject of Organizational Management.

Table 2.

Implementation Basic Concept of Management in Flipped Learning

Basic Concept of Management	Bloom Taxonomy	Flipped Learning	Example of Learning Tools
Planning (before class)	Remembering	Watching videos which containing of material	Screencast, Powtoon, Padlet
	Understanding	Work on the quiz in the video	Quizziz, edPuzzle
Organizing Leading (during class)	Applying	Applying the knowledge gained from the video	<i>Lms belajar.usd</i> , Kahoot
	Analyzing	Discuss in class	Presentation, case analysis, debate, simulation, problem solving
Controlling (after class)	Evaluating	Evaluating learning outcomes	Google form, quizziz, <i>Lms belajar.usd</i>
	Creating	Project based activity	Canva, Padlet, Youtube

Planning is carried out before class starts, the abilities targeted at this stage are Remembering and Understanding. An example of a flipped learning activity for Remembering is to watch a video that contains material before class begins, a video

created using several available technologies, for example Screencast, Powtoon, Padlet. To find out the understanding of students, then after the video can be attached questions in the form of quizzes, applications that can be used in this stage are Quizziz or Padlet

Organizing and Leading are carried out while in class. Activities while in class can use two designs namely, formed in groups or individually, with the expected skills of applying and analyzing. The core of the activities in the classroom method of flipped learning is, the lecturer is not the main instructor, but the lecturer is a facilitator for students. Organizing is done when the lecturer designs the class, dividing groups based on class needs based on the objectives to be achieved in planning.

Leading is carried out by the lecturer by giving directions based on class agreement. The ability expected in this process is applying and analyzing. Applying means being able to apply theories that have been learned before class begins, applications that can be used for this process are Lms learning. Usd, Kahoot. Analyzing is the ability to analyze material that has been studied before class begins, can be carried out by holding discussions in class, discussion can be in the form of presentations, case analysis, debates, simulations or problem solving.

Controlling is carried out through evaluating learning outcomes using several applications such as Google form, quizziz, Lms learn.usd. Besides controlling activities can be in the form of creative work in the form of project based activity using the application canva, padlet or youtube. Thus, students are expected to not only memorize the material but be able to achieve high-order thinking that results in a work.

1. **Lecturer and student activities are based on Basic Management Function**

Presentation ¹⁶ of lecturer and student activities in the learning process of Organizational Management which is an implementation of the basic functions of management will be explained in Table 3 below

Table 3

Lecturer and student activities are based on Basic Management Functions

Basic Concept of Management	Activities	
	Lecturer	Students
Planning (before class)	<ul style="list-style-type: none"> - Determine the material, and learning outcomes - Make videos related to the material and uploaded up to one day before class begins - Make a quiz to measure the level of understanding of students - Design activities that will be carried out in the classroom 	<ul style="list-style-type: none"> - Determine learning achievement targets - View videos that have been uploaded by lecturers - Doing quizzes in preparation for class meetings - Preparing things that are not yet understood to ask in the classroom
Organizing Leading (during class)	<ul style="list-style-type: none"> - Carry out the design of activities in the classroom - Directing students to do activities in the classroom in accordance with instructions - Become a student facilitator in applying and analyzing material 	<ul style="list-style-type: none"> - Carry out instructions from the lecturer for activities in the classroom - If a group is formed, each group appoints one member to influence the division of tasks
Controlling (after class)	<ul style="list-style-type: none"> - Make an evaluation of learning outcomes using the available tools - Give instructions to students to carry out project based activities - Provide feed back to students 	<ul style="list-style-type: none"> - Doing evaluation of learning outcomes (can be carried out after the analysis process, which means still in the classroom, or as an assignment after class) - Doing instructions from lecturers related to project based activity - Receiving the results of feed back as a controlling process in the course.

Table 3 illustrates the contextual presentations through learning experiences that include real action and reflection to then evaluate as a form of continuous improvement.

The process can be implemented through an active learning strategy, which hopes to achieve mastery of aspects of science (competence), understanding of ethics and independence (conscience), and awareness of empathy for others (compassion). Reflective pedagogy will ¹⁹ contribute to the development of holistic learning processes of each student through the development of competence, conscience, and compassion.

The flipped learning method that focuses on students is the application of reflective pedagogies that can reach the learning cycle on a scale of concepts to evaluation. Teachers need to provide space and opportunities for students to be fully involved in the learning process by providing trust and learning responsibilities that are equipped with the right approach and structured monitoring, leading to more comprehensive development. *Cura personalis* can be achieved with the success of this method where teachers can interact more with students and get to know them personally

CONCLUSION

The flipped learning model can be an interesting and contextual alternative form of learning in introducing the basic functions of management for students, especially in the early lectures. The stages in the flipped learning method are divided into three time dimensions namely before class, when class and after class can be harmonized with the achievement of skills in Bloom Taxonomy which includes ⁷ Remembering, Understanding, Applying, Analyzing, Evaluating and Creating by using technology from a variety of applications that are increasingly developing. The process can be used as a management laboratory in implementing the ¹⁰ basic functions of management, namely Planning, Organizing, Leading and Controlling, both for lecturers and students.

The limitation of this study is the absence of assessment as a measure of the effectiveness of the learning process. This is a recommendation for further research by adding relevant and systematic measuring tools using appropriate indicators regarding the measurement of the efficiency and effectiveness of a learning process.

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